



PEDIATRIC DIABETES EDUCATION RECORD

Type 1 Diabetes

Survival Skills/Basic Level Education

This checklist is to be used with the education resource: [A Guide for Families: Diabetes Care for Children and Teens with Type 1 Diabetes](#) (see Notes, page 4.)

PARENTS/CAREGIVERS PRESENT FOR DIABETES EDUCATION:		
Name:	Relationship:	Date(s) Present:
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Name:	Relationship:	Date(s) Present:
Name:	Relationship:	Date(s) Present:

Primary Contact Info for Parent/Guardian: Phone: _____ E-mail Address: _____

Date of Diagnosis: _____ Age: _____ Height: _____ Weight: _____ BMI: _____

SOCIAL/CULTURAL CONSIDERATIONS:	
<input type="checkbox"/> Interpreter needed: language:	<input type="checkbox"/> Interpreter booked
Siblings:	
Parents' or teen's employment:	
Extended benefits: <input type="checkbox"/> No <input type="checkbox"/> Yes	Registered for Fair PharmaCare: <input type="checkbox"/> No <input type="checkbox"/> Yes

BRIEF DESCRIPTION OF HOME/FAMILY LIVING SITUATION (e.g. who child lives with and when):

BRIEF HISTORY OF PRESENTATION AND OTHER HEALTH or PSYCHOSOCIAL COMMENTS:

Note: Parent =Responsible Guardian

KNOWLEDGE/SKILL	Taught/Observed (initial & date)		Demonstrated Knowledge/Skill (initial & date)		COMMENTS (initial & date)
	CHILD	PARENT	CHILD	PARENT	
SECTION 1: WHAT IS DIABETES?					
How the body uses sugar for energy					
What is type 1 diabetes?					
Effect of insulin, food, activity on blood sugar					
SECTION 2: CHECKING BLOOD SUGAR					
Goal range _____ – _____ mmol/L					
When to check					
Use of meter Type: _____					
Obtaining sample					
Single-person lancing device					
Record keeping					
Interpretation (basic)					
PharmaCare Certificate					
SECTION 3: LOW BLOOD SUGAR					
Signs/symptoms					
Treatment					
Causes/prevention					
Glucagon for severe hypoglycemia					
SECTION 4: INSULIN					
Names of prescribed insulin					
Insulin action times					
Insulin schedule					
Insulin pens: assembly, priming, measurement					

**Pediatric Diabetes Education Record: Type 1 Diabetes
(continued)**

KNOWLEDGE/SKILL	Taught/Observed (initial & date)		Demonstrated Knowledge/Skill (initial & date)		COMMENTS (initial & date)
	CHILD	PARENT	CHILD	PARENT	
How to inject with: <input type="checkbox"/> pen <input type="checkbox"/> syringe					
Sites/rotation					
Measuring with a syringe					
Insulin storage and sharps disposal					
Changing needs for growth/development					
SECTION 5: FOOD					
Food choices for children and teens: <input type="checkbox"/> foods with carbohydrate <input type="checkbox"/> foods with no carbohydrate					
Beyond the Basics meal-planning poster					
Timing of meals and snacks					
Label reading for carbohydrate					
Speed of sugar: <input type="checkbox"/> fast facts about food <input type="checkbox"/> how quickly foods raise blood sugar					
SECTION 6: PHYSICAL ACTIVITY					
Effect of activity on blood sugar					
Blood glucose monitoring					
Extra food for extra activity					
Insulin needs and physical activity					

**Pediatric Diabetes Education Record: Type 1 Diabetes
(continued)**

KNOWLEDGE/SKILL	Taught/Observed (initial & date)		Demonstrated Knowledge/Skill (initial & date)		COMMENTS (initial & date)
	CHILD	PARENT	CHILD	PARENT	
SECTION 7: HIGH BLOOD SUGAR, KETONES, DKA					
High blood sugar: signs/symptoms					
Ketones: meanings/ signs/symptoms					
Ketone checks: when/how/why					
Need for insulin to prevent DKA					
SECTION 8: SICK DAYS					
Effect of illness on blood sugar					
What to do when a child is sick					
Foods and fluids during illness					
SECTION 9: OTHER					
Diabetes emergency contact					
When/how to get medical help					
Medical alert/ID					
School/daycare					
Nursing Support Services					
Discharge instructions					
Prescription provided					
Diabetes review (quiz)					
Additional resources: <input type="checkbox"/> BCCH website <input type="checkbox"/> JDRF <input type="checkbox"/> CDA					

Follow-up Appointment(s) Date(s): _____

NOTES: The Education checklist is a guide only. All education must be provided at a time and pace suitable for patient and family needs, learning capacity and situation. The purpose of this checklist is to document **survival skills and basic level education**. More advanced education is to be provided and documented at follow-up when learners are ready and able to learn more.