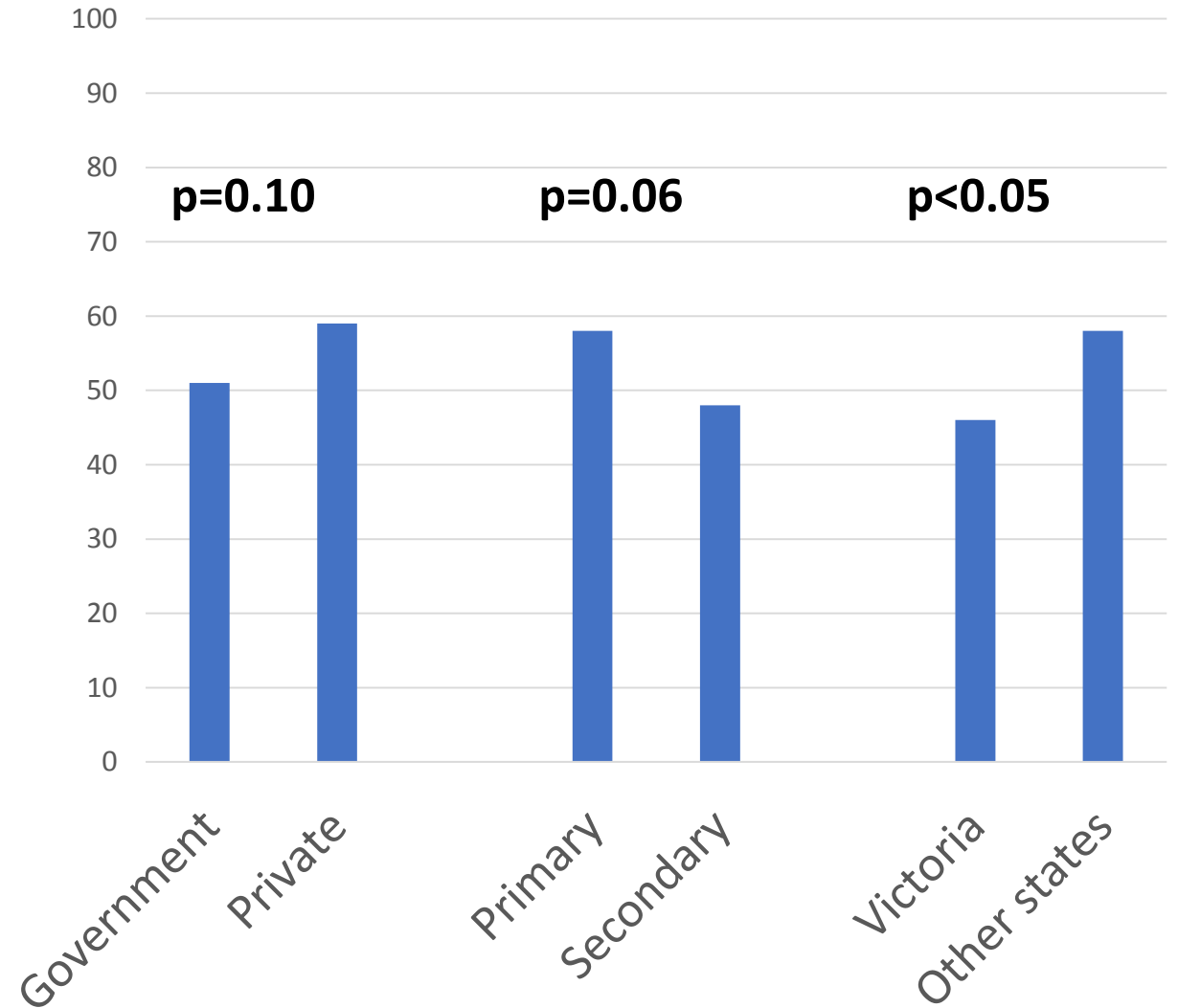


Parent perspectives 2016-18

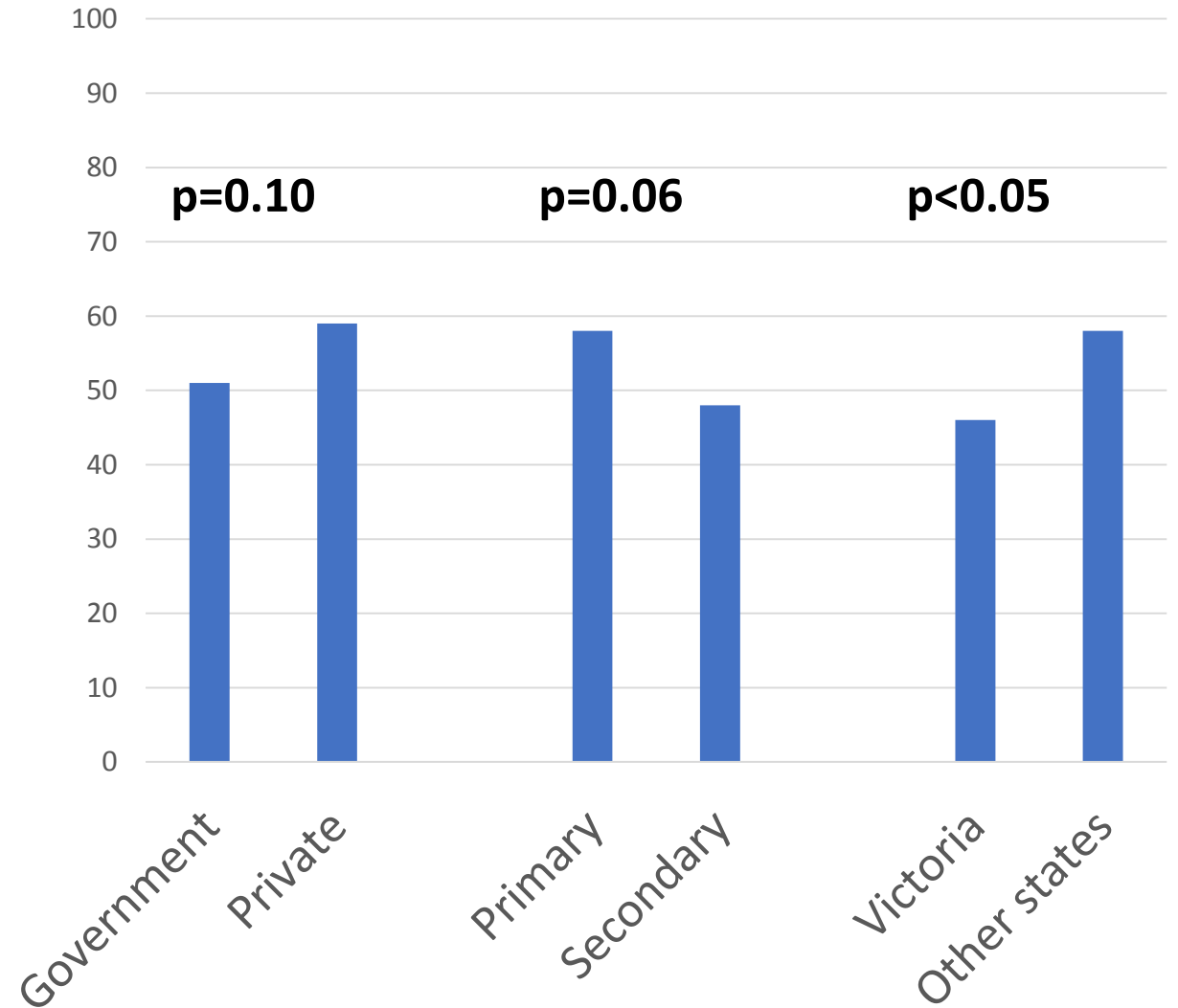
Results 2017 – who feels supported?

- 394 respondents
 - all Australian states,
 - all school levels
 - private and public
- 55% felt supported

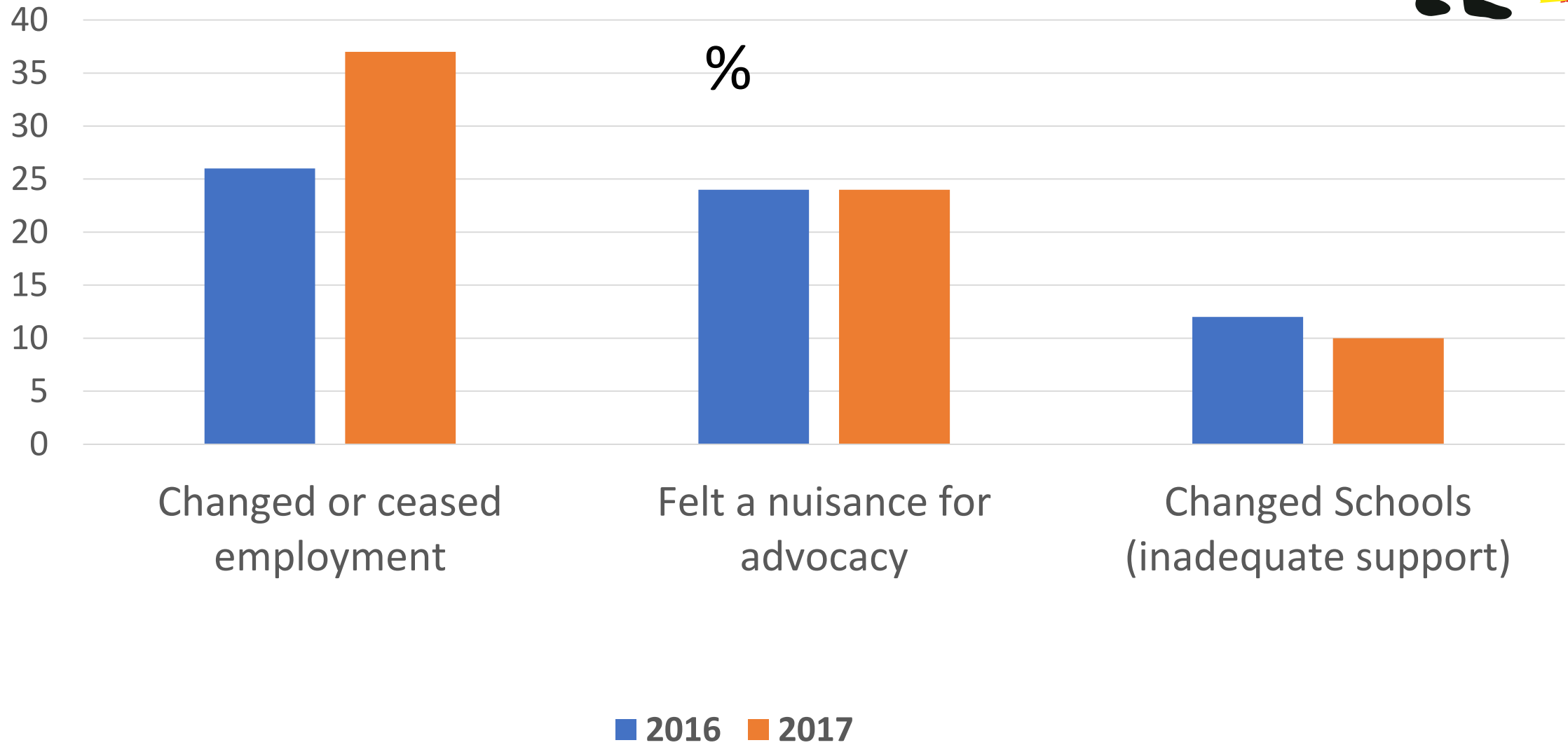


Results 2017 – who feels supported?

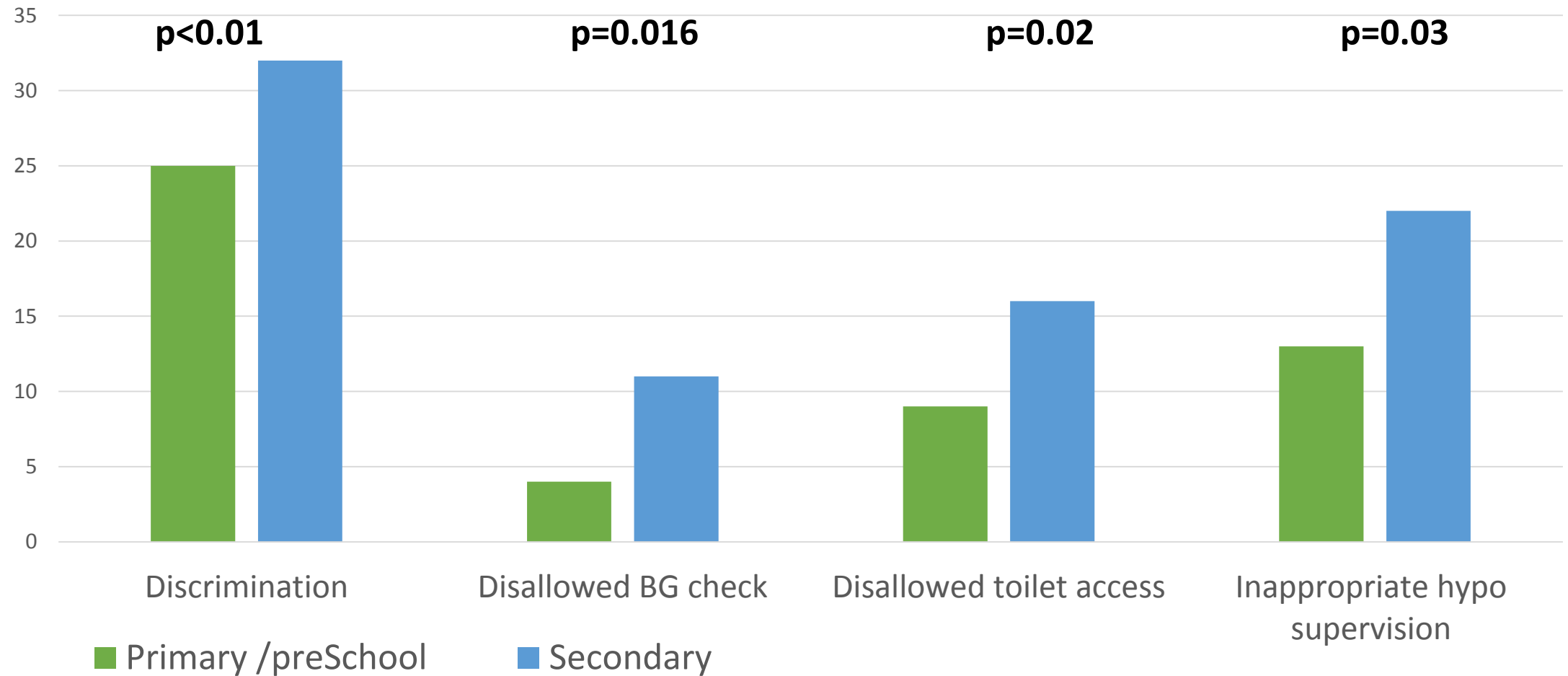
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 - all Australian states,
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Impact on Family – 2016 vs 2017



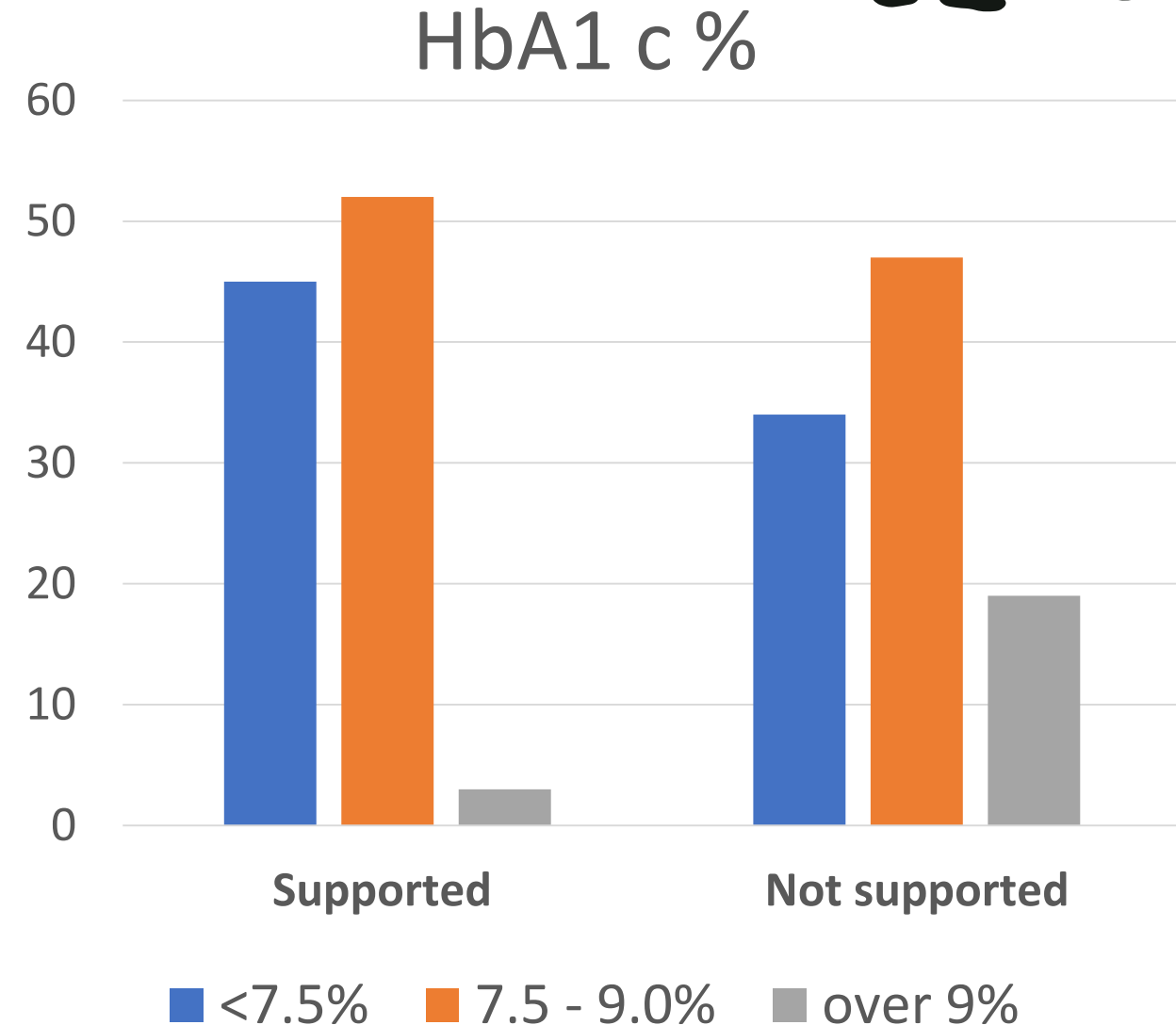
2017 -Impact on Student Early school vs secondary school



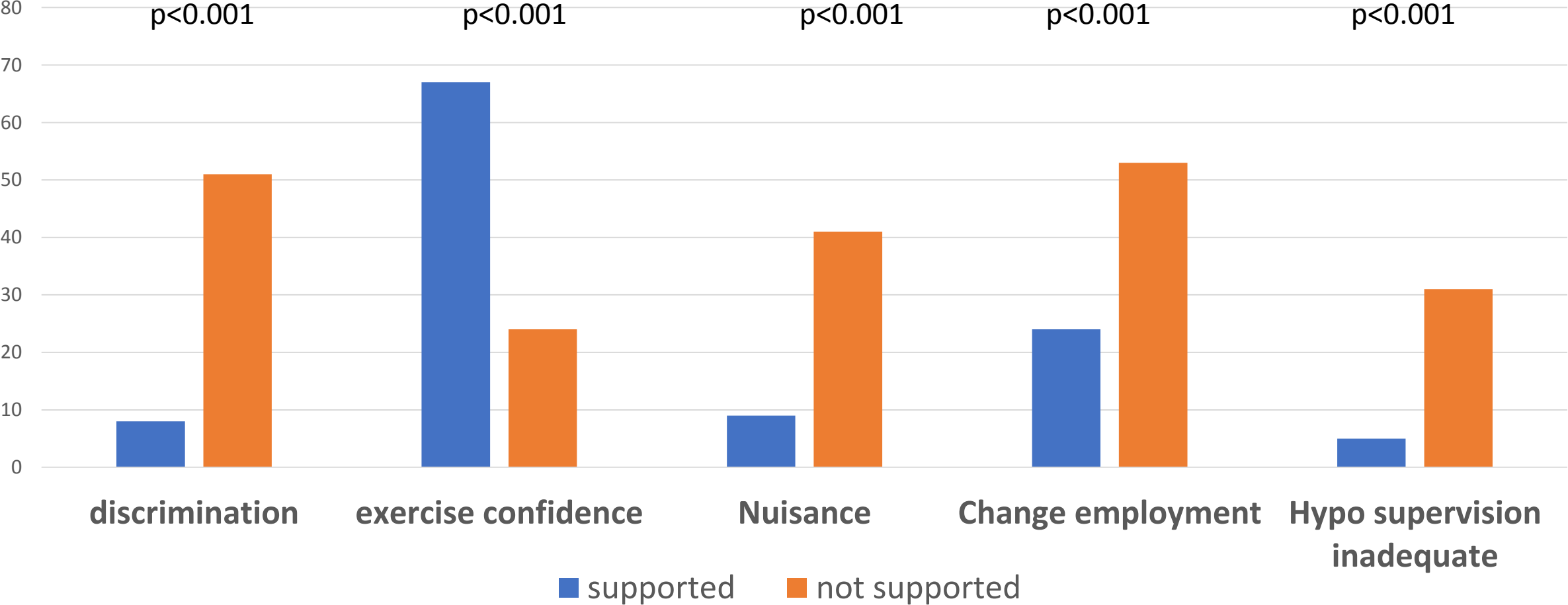
2017 Glycaemic control associations



- S group: 45% students with HbA1c < 7.5% vs 34% in N group ($p = 0.04$)
- N group: 19% students with HbA1c > 9% vs 3% in S group ($p < 0.001$)

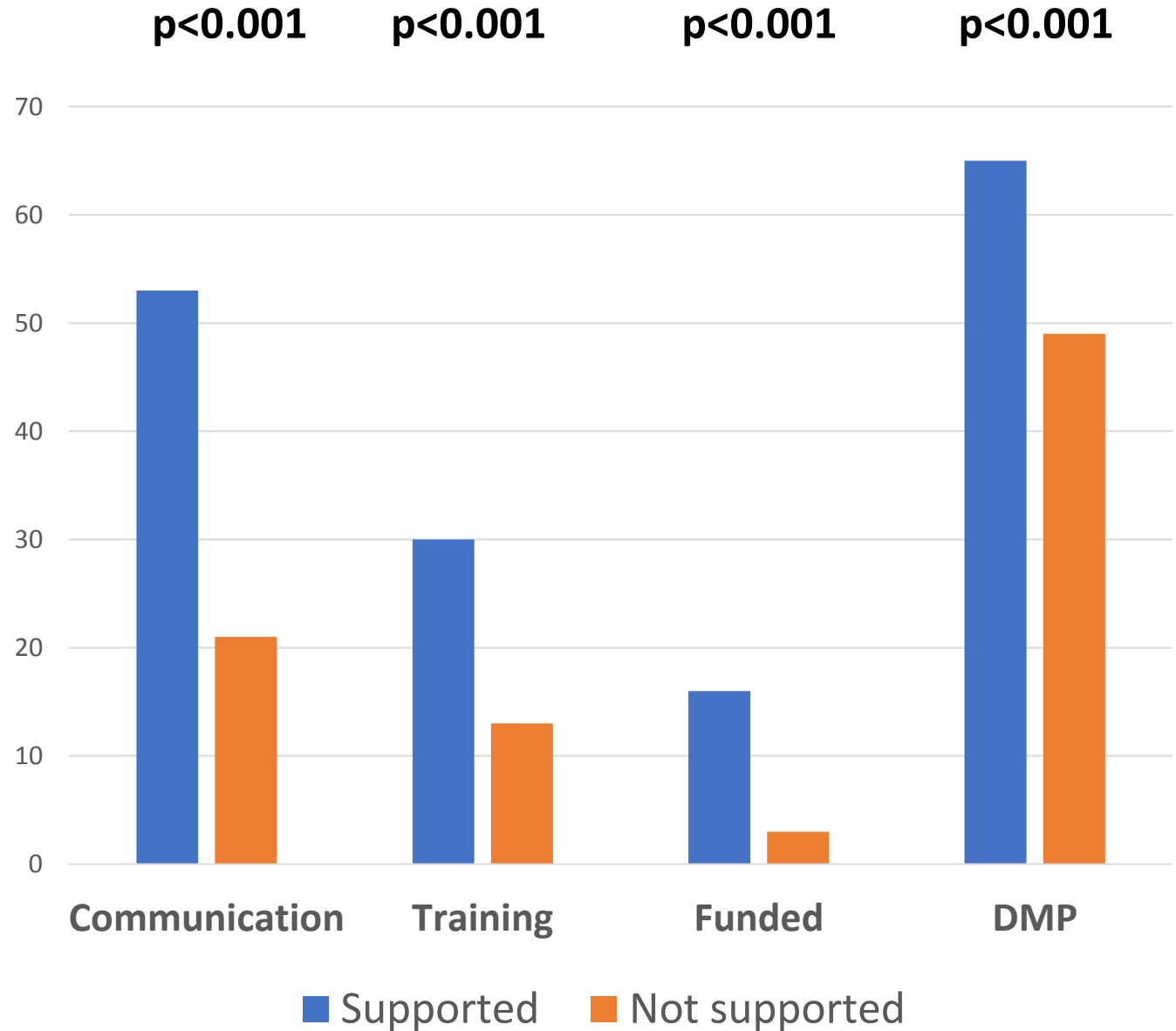


2017 Supported vs. Not supported



Parents feel supported:

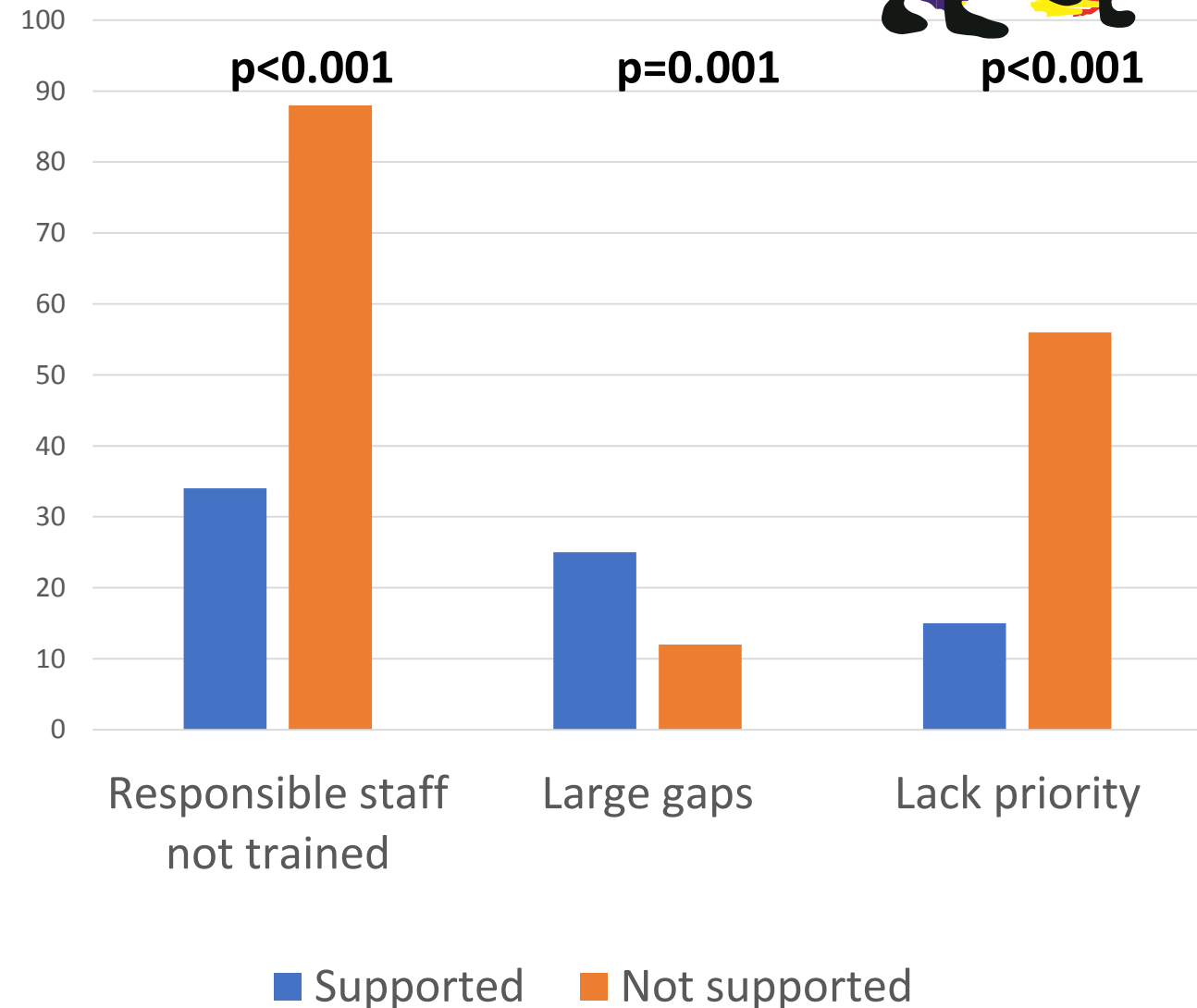
- Clear **communication** process
- Staff **well trained** in complex T1D care
- Adequate Government **funding**
- Diabetes Management Plan



Parents feel unsupported:



- Responsible staff with **insufficient knowledge and training** to adequately manage low and high BGL's
- School staff with **large gaps in education**
- Where T1D **lacked priority** in school

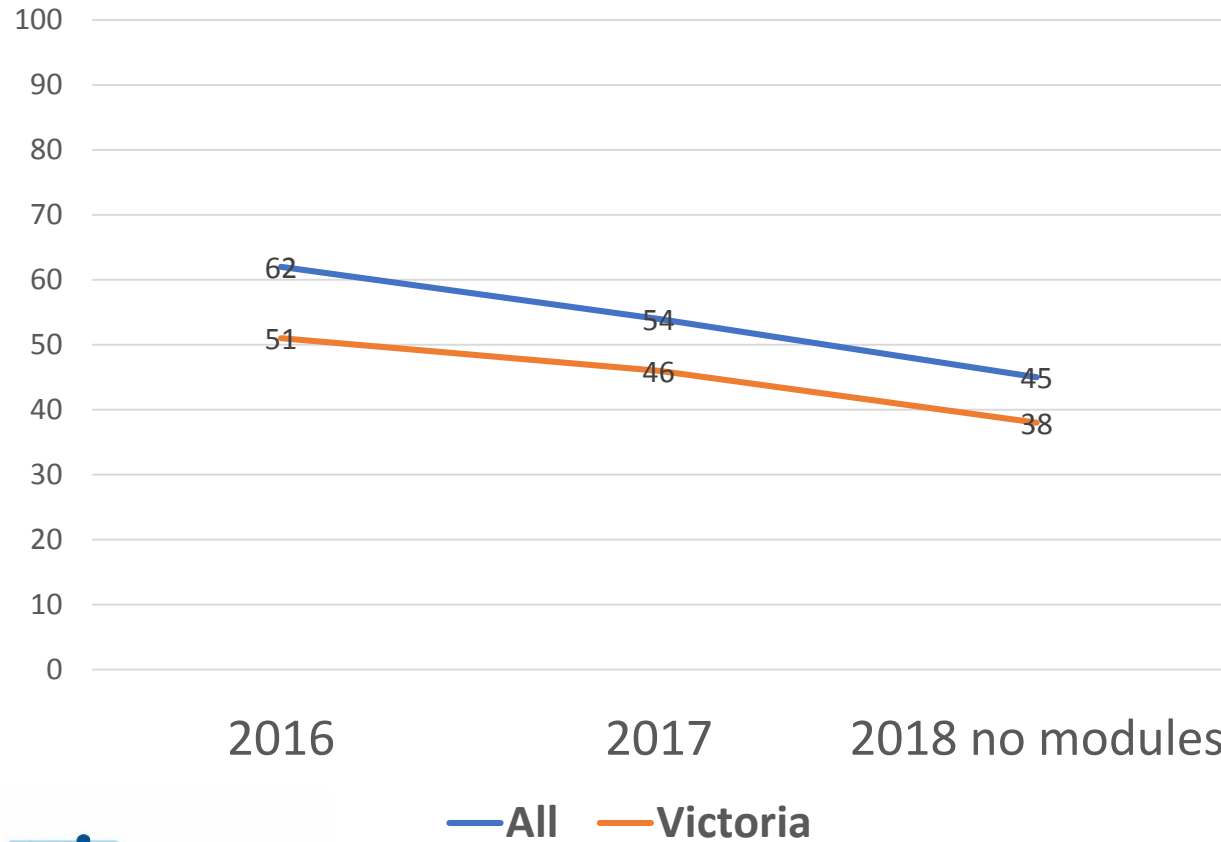


Parents feeling supported at school

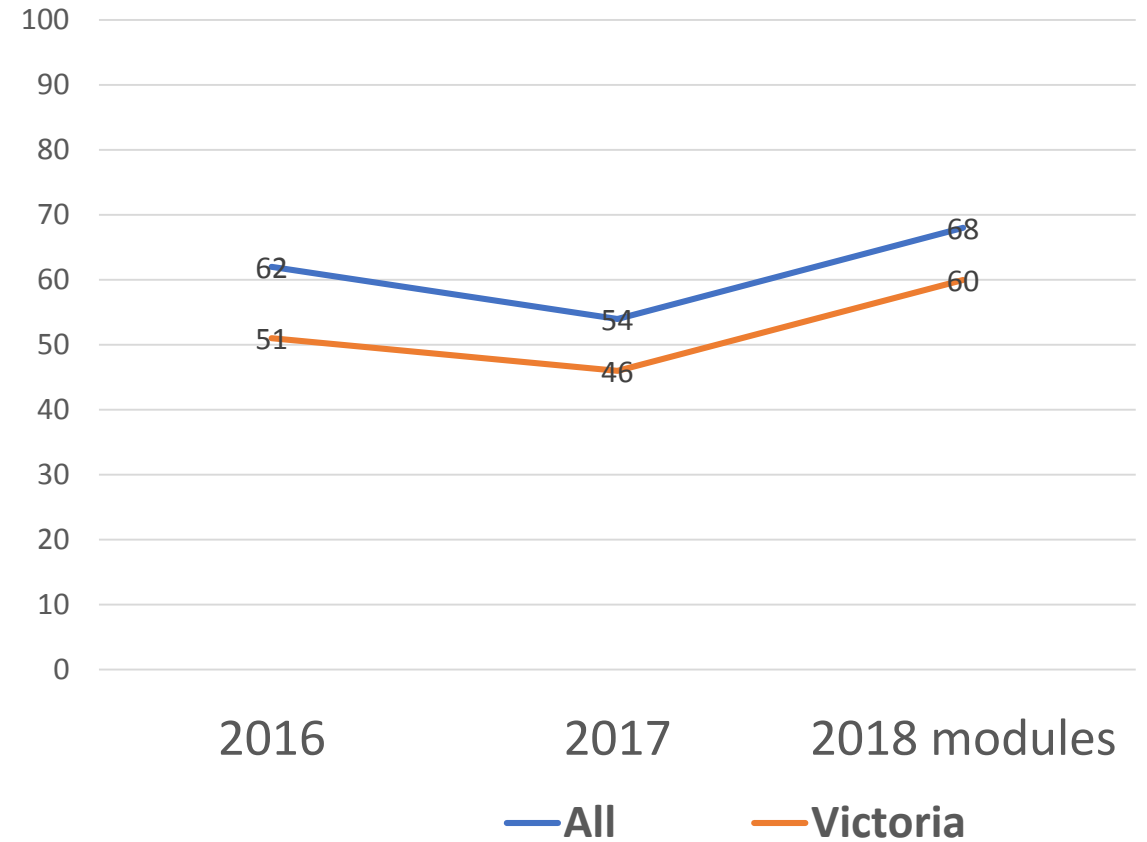
use of APS /ISPAD e-learning modules



Without 2018 APS / ISPAD modules



Using 2018 APS / ISPAD modules

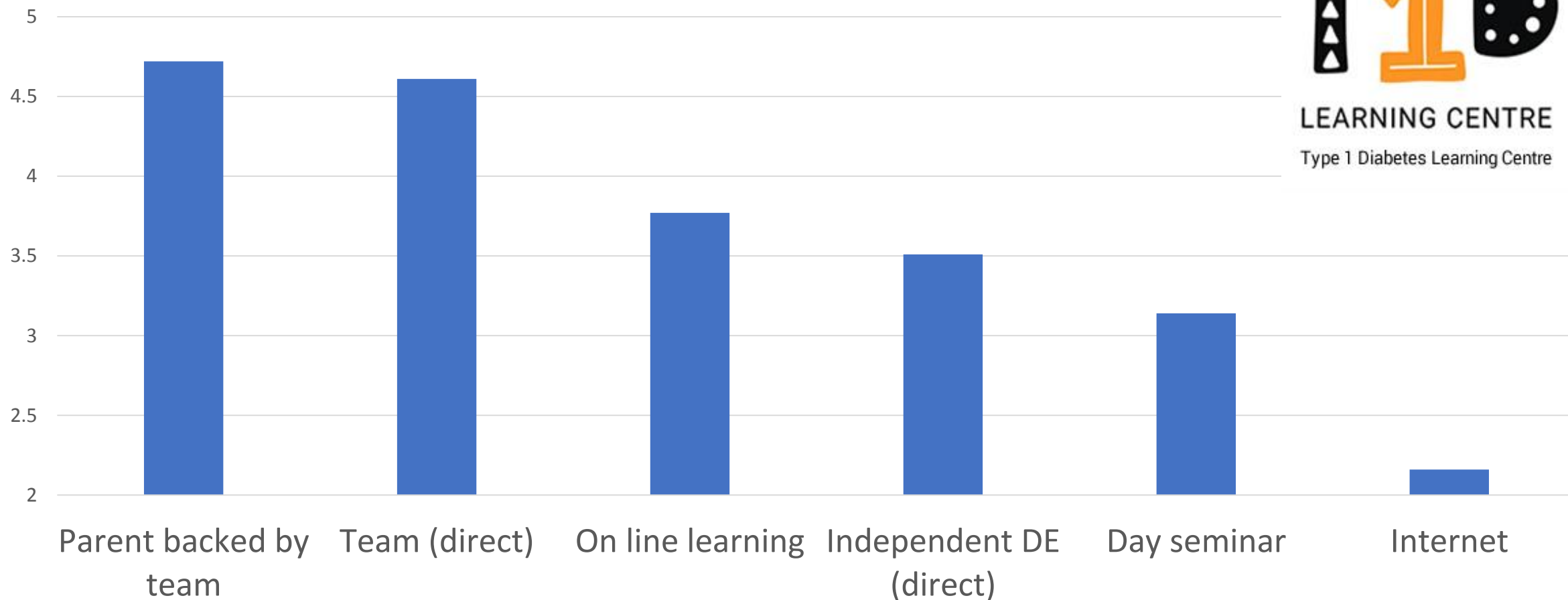


All p=0.001

Vic p<0.05

School staff ranking best model of T1d training

82 School staff Responses 2018



Conclusion – T1D at school



- **Supporting children** with T1D at school is associated with better health outcomes including **better glycaemic control**
- **Lack of support** at school is associated with worsened outcomes and exposes children, especially in secondary school, to **discrimination** and **stigmatisation** and loads families with **increased burden**

Support requires



- **Communication through a cooperative and supportive tripartite (school, health care team, parents) approach**
- **A Diabetes Management Plan (prescribed treatment)**
- Recognition that more generic education is not the answer and **current models of training are inadequate**
- Adequate **Government funding** to support individuals incapable of self care
- **Adoption of ISPAD guidelines at school (t1d.org.au)**