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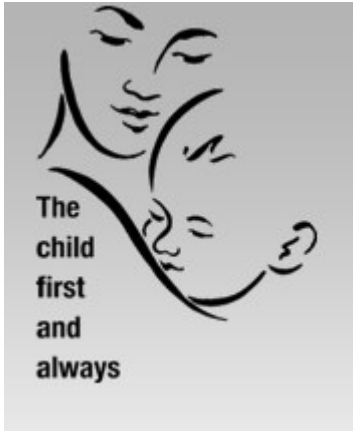
GESTION DE L'HI À L'ÉCOLE

COMMENT EXPLIQUE-T-ON L'HYPERINSULINISME AU PERSONNEL ENSEIGNANT



Clare Gilbert

Gestion de l'HI à l'école. Comment explique-t-on l'hyperinsulinisme au personnel enseignant

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- http://www.gosh.nhs.uk/medical-conditions/clinical-specialties/endocrinology-information-for-parents-and-visitors/conditions-we-treat/congenital-hyperinsulinism/video

NHS

Congenital Hyperinsulinism

Information for children & young people

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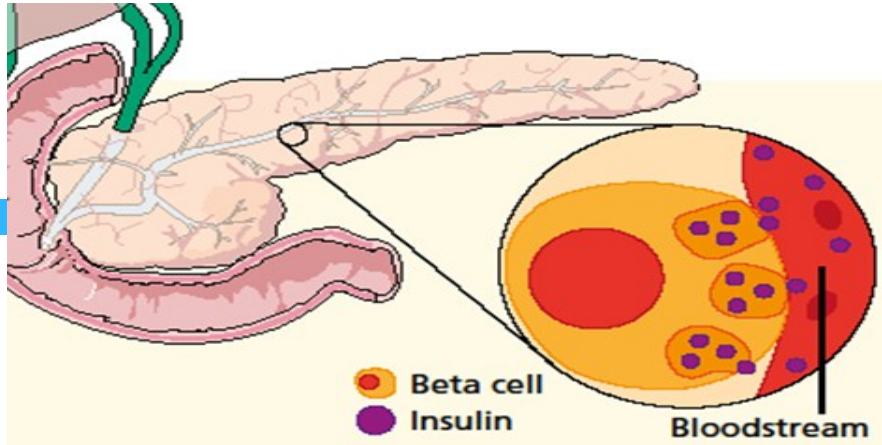

What is Congenital Hyperinsulinism?

- 'Congenital' means something that you were born with
- 'Hyper' means too much
- 'Insulin' is a hormone (chemical messenger)

Congenital Hyperinsulinism means that there is too much insulin in your body. Because it is such a long word some of the doctors and nurses shorten it to CHI, so let's do the same.

What is Insulin?

'Insulin' is a special hormone. A hormone is a chemical messenger that travels around your body and tells it how to work.

Insulin is released by our pancreas. The pancreas [pic] is a gland (a special type of organ) that hides behind our stomach. The pancreas also helps us break down and digest the food that we eat.

If our blood sugar levels are too high (often after eating, especially food with lots of sugar) our pancreas should release insulin to tell our body to lower the amount of sugar in our blood. This is to make the blood sugar level just right.

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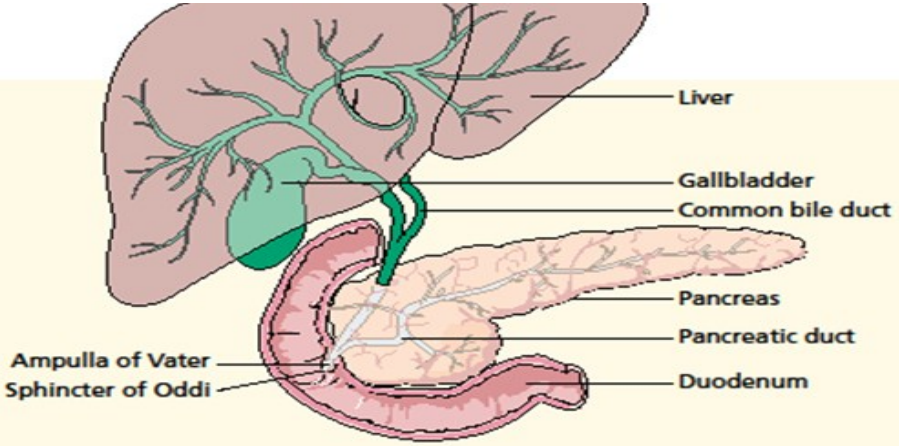

What happens in Congenital Hyperinsulinism (CHI)?

Unfortunately in CHI your pancreas makes and releases insulin continuously even when it does not need to. This can make your blood sugar levels go too low, which can be dangerous if not treated quickly. The doctors and nurses call this hypoglycaemia.

- 'Hypo' means too low
- 'Glycaemia' means glucose (or sugar) in the blood

So, hypoglycaemia means 'low blood sugars'

Both our brain and body need **just the right amount** of sugar to keep healthy. Not too little, not too much. Our brain especially needs sugar to keep it working. Sugar is like the fuel for the brain. It gives us 'brain power' and helps us think and learn new things. If our blood sugar levels are too low, our brain will not work very well.

It is important to keep your blood sugar level **above 3.5 mmol/l** at all times to make sure your brain gets all the fuel it needs.

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How do I know if my blood sugar levels are okay?

You should have a blood glucose monitor which measures the amount of sugar in your blood. This is done by a small prick, usually on your finger, that will give a single drop of blood to put on a strip. Check the number on the monitor to see if your blood sugar levels are just right!

Some children notice they don't feel right when their blood sugar levels start to go too low. Tick the changes that happen in your body. They are different for everybody.

My Symptoms of Low Blood Sugar Levels are:

- ☐ Feeling tired or sleepy
- ☐ Feeling wobbly or shaky
- ☐ Feeling dizzy
- ☐ Feeling hungry
- ☐ Feeling grumpy or angry
- ☐ Having a headache
- ☐ Other _____
- ☐ Other _____
- ☐ Other _____
- ☐ Other _____

If you have any of these symptoms you can use your monitor to double check. If the monitor says **under 3.5** get a grown up to help you straight away. The grown up will give you something sugary to eat or drink.

Warning: Sometimes when your blood sugar levels go too low (under 3.5 mmol/l), your brain can stop working properly and you may not notice that things are wrong!

Sometimes it is important to test your blood sugar levels regularly to make sure they are okay. Write in the box when or how often the doctor or nurse tells you that you should check your blood sugar levels.

I need to check my Blood Sugar Levels

Notes

If you have any other questions or want to learn more about your CHI, you can call the Clinical Nurse Specialist in Hypoglycaemia at Great Ormond Street Hospital 020 7405 9200 on extension 0360

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Compiled by the Congenital Hyperinsulinism team in collaboration with the Child and Family Information Group

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Enjeux potentiels identifiés à l'âge scolaire

- Transition de la prise en charge des soins: début de l'école primaire
  - Besoins quotidiens
  - Anxiété
- Financement
- Programme scolaire soins spéciaux

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Problèmes encourus

- Administration de la médication
- L'école demande de venir chercher l'enfant
- Inquiétude de l'école quant au risque
- Les pour et les contre d'une intervenante attitrée à l'enfant

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Enjeux d'ordre cognitif pour les enfants d'âge scolaire

- Certains enfants atteints d'HC présentent des troubles de l'attention
  - Attention soutenue
  - Attention fractionnée

- Assurez-vous que le professeur connaît les forces et les faiblesses de l'enfant

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Stratégies utiles concernant les troubles de l'attention

- Présenter l'information en format court et concis
- S'assurer d'avoir l'attention de l'enfant (contact visuel) et s'assurer qu'il a compris
- Réduire le désordre sur son espace de travail
- Répéter l'information

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Stratégies utiles concernant les troubles de l'attention …

- Motivation externe
  - Encourager l'enfant à rester concentrer et le ramener doucement à la tâche
  - Récompenser si la tâche est réussie

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Stratégies utiles concernant les troubles de l'attention…

- Fixer de petits objectifs atteignables en peu de temps
- Permettre des repos fréquents
- Laisser un temps suffisamment long entre les tâches
- Permettre à l'enfant de se concentrer sur une seule tâche

Trouble du déficit de l'attention avec hyperactivité

- Aucune recherche pour savoir si le TDAH est plus fréquent chez les enfants atteints d'HC que dans la population normale.
- Un des plus important traitement du TDAH est basé sur les stratégies comportementales parentales. Elles peuvent être utilisées par tous!
- La médication est parfois prescrite

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