

Parenting Your Tween with T1D

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Objectives

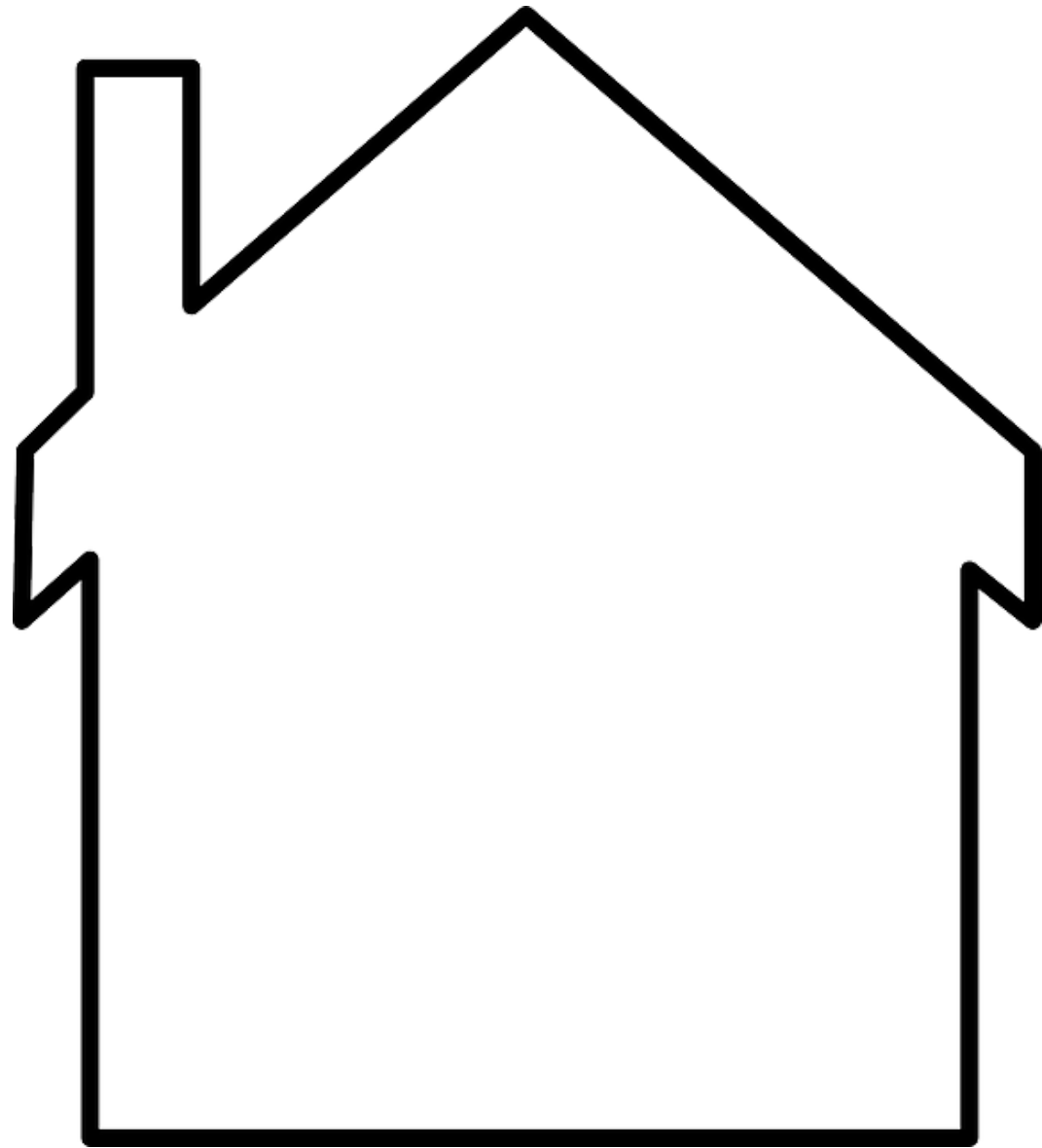
1. Discuss what makes tweens unique developmentally.
2. Provide a framework for supporting your tween's needs within a developmental context.
3. Learn strategies to improve communication and collaboration with your tween.



Draw Your Tween's "House" - Activity

Instructions:

Fill in the rooms of your tween's "house" with all the different parts of their life (e.g., activities, interests, academics, diabetes, relationships, characteristics, etc.)



Adolescent Development

- The Growing Brain
- Thinking
- Who Am I?
- Independence
- Peers
- Taking Risks
- Relationships/Sexuality
- The Future



Motivation:

(from Self-Determination Theory)

CONNECTEDNESS

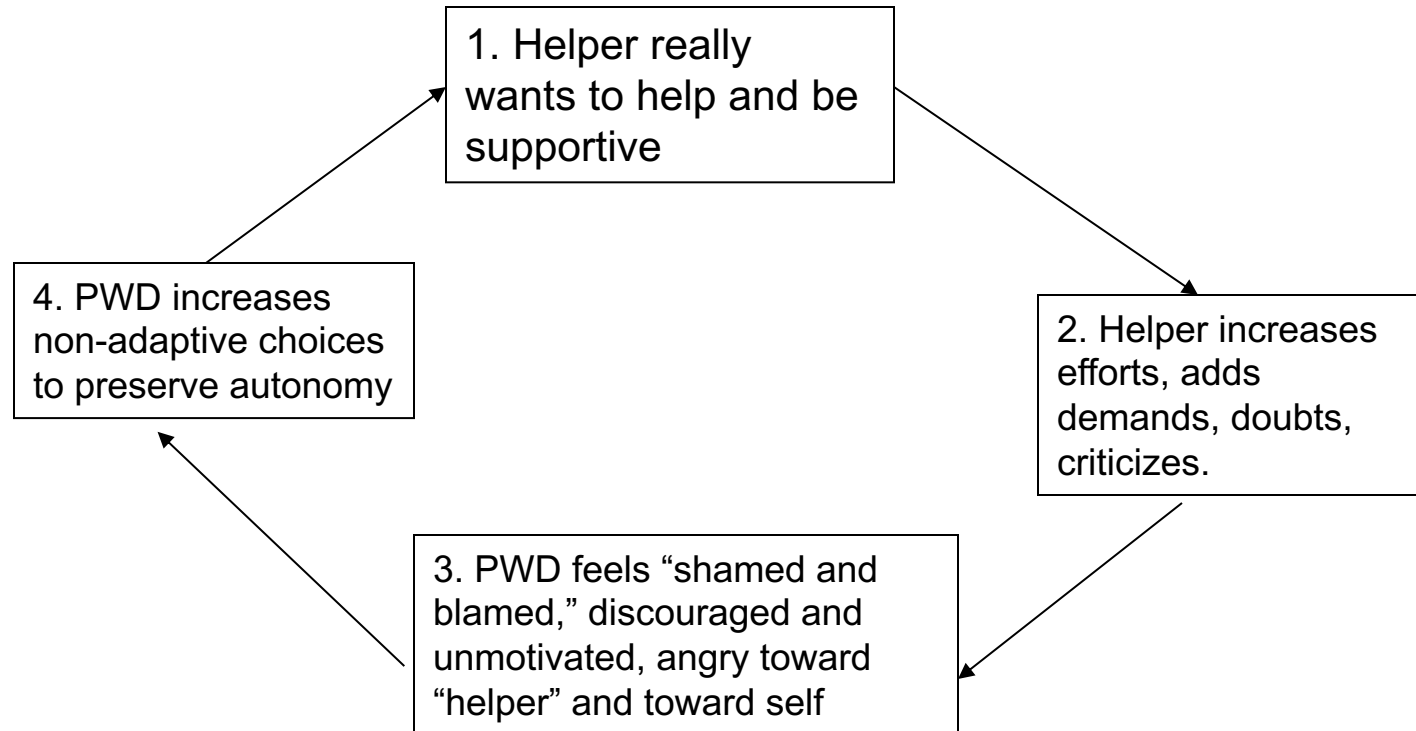
COMPETENCE

AUTONOMY



Social Support Gone Wrong:

“Miscarried Helping”



Carden, S.R. (2000) Working with Families of Adolescents with Diabetes, *CME Disclosures. 60th Scientific Sessions of the American Diabetes Association* www.medscape.com



“Miscarried Helping” - Recommendations

The failure of well-intentioned attempts to help because they are excessive, untimely, and/or inappropriate (shame inducing).

A family member's/friend's investment in being helpful may paradoxically lead to interactions over time that are constraining and detrimental to your well-being.

Persons who provide social support to you must first learn what would be helpful by asking you directly.

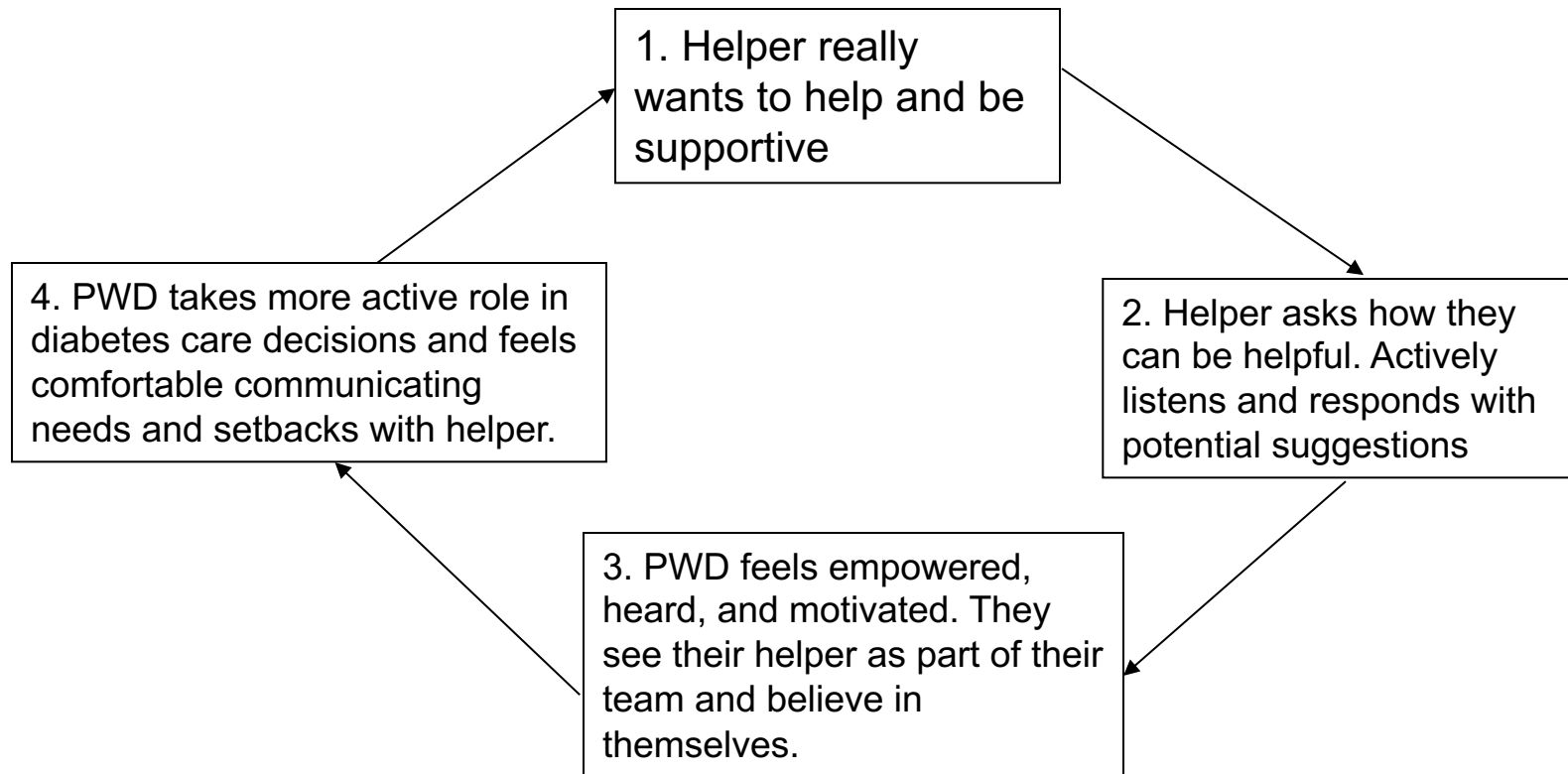
You can then speak to the support person in a way that communicates your needs and together you could arrive at a strategy → interdependence.

- Anderson, B.J., Harris, M.A. Working with adolescents and families. Presented at the 60th Scientific Sessions of the American Diabetes Association; June 12, 2000: San Antonio, Texas.



Social Support Gone Right:

“Effective Helping”





Person first,
diabetes
second



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Person first, diabetes second:

Take home messages

Regard as person living with diabetes rather than a “diabetic” or “suffering from” → Language Matters Movement

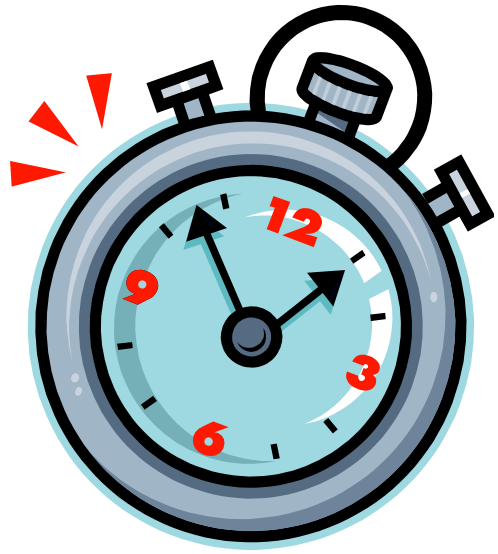
Be discreet with reference to diabetes management, especially in public

There is no “but” in validation of your tween’s experiences

Be a “reassuring presence” – watch, wait, and step in when help is needed/asked for

Focus on ways that diabetes can benefit and strengthen the cohesiveness of the family





Reminding vs. Nagging



Reminding vs. Nagging:

Take Home Messages

Social supports must first learn what would be helpful by asking them directly

- Ex: “Is there a way I can help to remind you to do this task?”

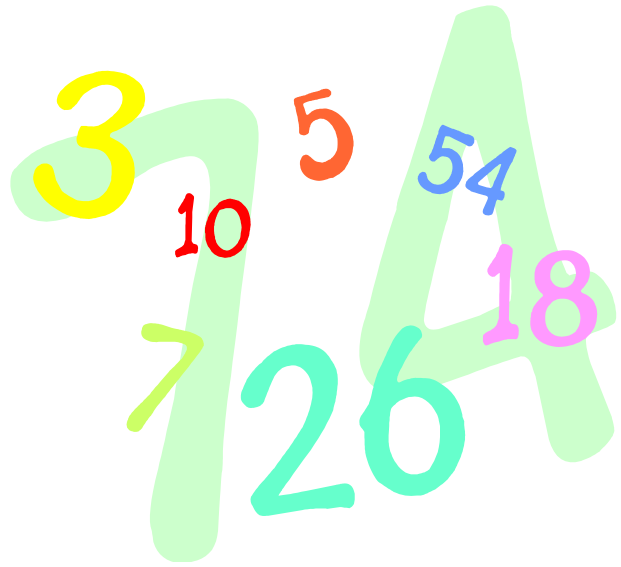
Use more effective and less intrusive ways of managing your own concerns and worries (and guilt) about diabetes.

Focus on your tone of voice to minimize the shame and blame.

Create a setting where worries and issues can be openly discussed in both directions.

Scare tactics and threats do not work.





It's Just Data



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It's Just Data:

Take Home Messages

Support team need to avoid emotional or judgmental reactions to BG levels.

Give a neutral response to BG lows/highs.

They are going to pick up on their support teams' stress and this impacts their BGs over time, so help them see the numbers as just data.

Work as a team (with them as the captain) to figure out what needs to happen next.

Remind them that they are not “bad” or did something “wrong” just because they have a low or high BG level.

- You are not “testing” BGs you are “checking” BGs



Questions and Discussion

Thank you!!

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