

# Supporting Siblings of Children with T1D

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# Objectives

Summarize

The (albeit small) sibling research in T1D.

Learn

Strategies to improve the siblings' growth and coping in the context of diabetes in the family.

Practice

An activity to apply the strategies to real-life sibling situations.



# The Sibling Experience

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“Taking care of our son’s diabetes takes a lot of time and attention away from our other children. How do we make sure their needs are met as well?”

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"Sibling relationships -- and 80% of Americans have at least one -- outlast marriages, survive the death of parents, resurface after quarrels that would sink any friendship. They flourish in a thousand incarnations of closeness and distance, warmth, loyalty and distrust."

-- Erica E. Goode

*hug your sibling today*

[www.welcomingsiblings.com](http://www.welcomingsiblings.com)

# Summarize: Sibling Research

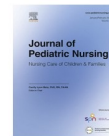
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## Experiences and needs of children with siblings diagnosed with Type 1 diabetes: A mixed studies systematic review

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### ARTICLE INFO

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### ABSTRACT

**Problem:** The lives of family members for children with Type 1 diabetes mellitus (T1DM) after often shaped around the diagnosis as long-term/life-long care is needed. The combination of illness symptoms, treatment cost, and caregiving demands for T1DM negatively affects family functioning. While the experiences and needs of both parents and children suffering from T1DM are well documented, literature on healthy siblings of children with T1DM remains scarce.

**Purpose:** This systematic review aims to consolidate and examine the experiences and needs of siblings of children with T1DM.

**Eligibility criteria:** Qualitative and quantitative studies exploring the experiences and needs of children under 18 years old whose siblings are diagnosed with T1DM.

**Sample:** Six electronic databases (PubMed, CINAHL, PsycINFO, EMBASE, Scopus and ProQuest) were searched from inception till July 2021. Thirteen studies met the inclusion criteria and were subjected to narrative synthesis. **Results:** Four themes were generated from the synthesis: (1) emotional responses to sibling's condition, (2) stepping out of comfort zone, (3) changes in family dynamics, and (4) takeaways and a way forward.

**Conclusions:** The impact of T1DM diagnosis on siblings of children with T1DM suggest a need for healthcare providers to provide them better emotional and informational support, and allow them more involvement in the care for their sibling with T1DM.

**Implications:** Findings from this review will be able to inform policymakers on the development of future support programmes for children with T1DM and their families and encourage clinicians to revise T1DM care plans to be more family-centered.

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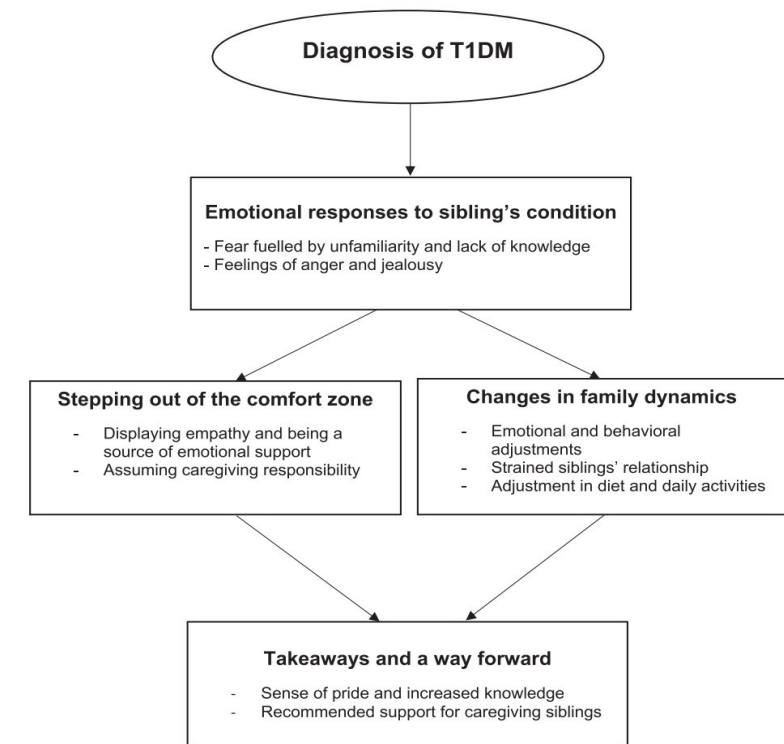



Fig. 2. Overview of themes and subthemes.



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# Learn: Parenting Approaches

1. Developing a Growth Mindset
2. Family Roles Navigation
3. SMART Goal Setting
4. Speaker-Listener Technique

## - Growth Mindset vs Fixed Mindset -

### What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

Created by Reid Wilson @wayfaringspath © 2015 Icon from thecounproject.com

FIXED MINDSET		GROWTH MINDSET
<ul style="list-style-type: none"><li>• SOMETHING YOU'RE BORN WITH</li><li>• FIXED</li></ul>	SKILLS	<ul style="list-style-type: none"><li>• COME FROM HARD WORK.</li><li>• CAN ALWAYS IMPROVE</li></ul>
<ul style="list-style-type: none"><li>• SOMETHING TO AVOID</li><li>• COULD REVEAL LACK OF SKILL</li><li>• TEND TO GIVE UP EASILY</li></ul>	CHALLENGES	<ul style="list-style-type: none"><li>• SHOULD BE EMBRACED</li><li>• AN OPPORTUNITY TO GROW.</li><li>• MORE PERSISTANT</li></ul>
<ul style="list-style-type: none"><li>• UNNECESSARY</li><li>• SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH</li></ul>	EFFORT	<ul style="list-style-type: none"><li>• ESSENTIAL</li><li>• A PATH TO MASTERY</li></ul>
<ul style="list-style-type: none"><li>• GET DEFENSIVE</li><li>• TAKE IT PERSONAL</li></ul>	FEEDBACK	<ul style="list-style-type: none"><li>• USEFUL</li><li>• SOMETHING TO LEARN FROM</li><li>• IDENTIFY AREAS TO IMPROVE</li></ul>
<ul style="list-style-type: none"><li>• BLAME OTHERS</li><li>• GET DISCOURAGED</li></ul>	SETBACKS	<ul style="list-style-type: none"><li>• USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.</li></ul>

# Parent Mindset Reflection Tool

-*Mindsets for Parents* (Ricci and Lee)

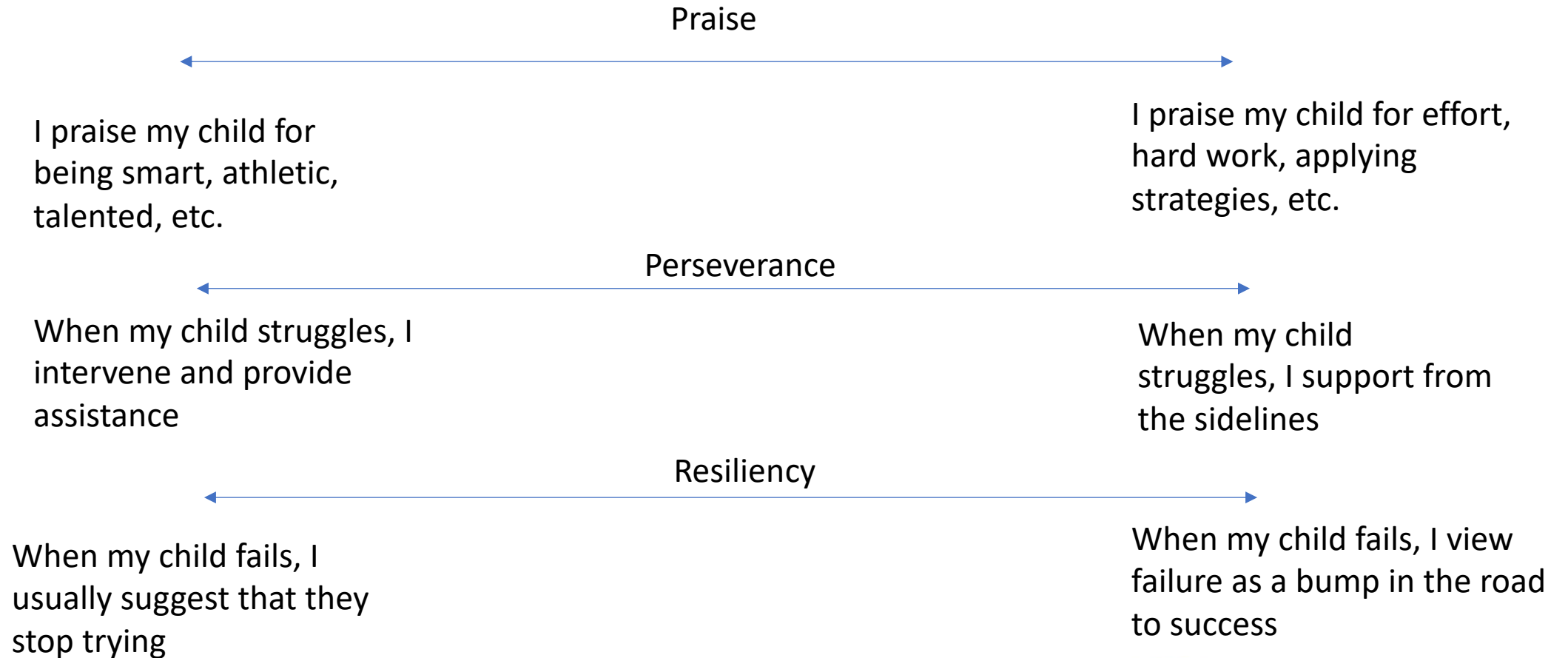
- Your child gets nervous and does not do as well as you expected during a performance or an event. You say:
  - a) You were terrific!
  - b) It wasn't your best performance. I could tell you were a little nervous.
  - c) I can tell you are not happy with your performance. What do you think you can do to be ready the next time so you will feel more confident?
- You notice your child is struggling with a task. You:
  - a) Distract her with a different task.
  - b) Let her know that struggle is okay.
  - c) Help her with the task.

\*Which ones foster a Fixed, Growth, or Neutral Mindset?\*



# Growth Mindset Feedback Continuum

-*Mindsets for Parents* (Ricci and Lee)





# PARENT'S GUIDE TO A GROWTH MINDSET

Big Life Journal

www.biglifejournal.com

## PRAISE

FOR:  
EFFORT  
STRATEGIES  
PROGRESS  
HARD WORK  
PERSISTENCE

RIISING TO A CHALLENGE  
LEARNING FROM A MISTAKE

NOT FOR:  
BEING SMART  
BORN GIFTED  
TALENT  
FIXED ABILITIES  
NOT MAKING MISTAKES

SAY:

"YOU TRIED VERY HARD AND  
YOU USED THE RIGHT  
STRATEGY!"

"WHAT A CREATIVE WAY TO  
SOLVE THAT PROBLEM."

## THE POWER OF "NOT YET"

SAY:

"YOU CAN'T DO IT YET".  
"YOU DON'T KNOW IT YET."

"BUT IF YOU LEARN AND PRACTICE, YOU WILL!"

GROWTH MINDSET

YOU CAN  
GROW YOUR  
INTELLIGENCE

VS

FIXED MINDSET

YOU CAN'T  
IMPROVE  
NATURAL ABILITIES  
YOU WERE  
BORN WITH

BRAIN CAN GROW

SAY:

"YOUR BRAIN IS LIKE A MUSCLE.  
WHEN YOU LEARN, YOUR BRAIN  
GROWS. THE FEELING OF THIS  
BEING HARD IS THE  
FEELING OF YOUR BRAIN  
GROWING!"

FAILURES AND MISTAKES = LEARNING

SAY:

"YOU CAN LEARN FROM YOUR MISTAKES."  
"MISTAKES HELP YOU IMPROVE."  
"LET'S SEE WHAT OTHER STRATEGIES  
YOU CAN TRY."

ASK

"WHAT DID YOU DO TODAY  
THAT MADE YOU THINK HARD?"  
"WHAT NEW STRATEGIES DID  
YOU TRY?"

"WHAT MISTAKE DID YOU MAKE  
THAT TAUGHT YOU  
SOMETHING?"

"WHAT DID YOU TRY HARD AT  
TODAY?"

RECOGNIZE YOUR OWN MINDSET

BE MINDFUL OF YOUR OWN THINKING AND  
OF THE MESSAGES YOU SEND WITH YOUR  
WORDS AND ACTIONS.

# Family Role Navigation

Understandably, families change as children grow up. Along the way, family members feel stress when these changes happen. This may be even harder when your child has a chronic condition, like diabetes. Below are examples of the roles that family members play.

## Parent(s)/Caregiver(s):

- **Support** and encourage family members
- **Provide opportunities** for learning, skill development and personal growth
- Ensure that **basic needs** are met (food, housing, health care, clothing, safety)
- **Provide structure, discipline and boundaries** appropriate to family rules
- **Manage and structure daily household chores** (who, what and when)
- **Model** and reward **good coping and problem-solving skills**
- **Model** and reward **good communication skills**
- **Model** and reward **family values**

# Roles to build in all your children

- **Communicate, Negotiate and Contract** with parents about family rules and responsibilities
- **Follow** agreed upon family rules and responsibilities
- Learn to **independently take care of your physical and health needs** (exercise, treatments, medications, diet, balanced sleep)
- Learn to **manage extra-family activities** (friends, school, recreation, church, etc.) while maintaining appropriate family involvement
- Make a **reasonable schedule** and stick to it
- **Support** and encourage other family members

# ACTIVITY: Identifying Family Roles

List below the roles of **each** person in supporting diabetes care in the household:

Family Member

Shared

PWD

# SMART Goals Printable

S  
M  
A  
R  
T

<p><b>Specific</b></p>	<ul style="list-style-type: none"> <li>• Who: Who is involved?</li> <li>• What: What do you want to accomplish?</li> <li>• Where: Where will you complete the goal?</li> <li>• When: When do you want to do it?</li> <li>• Which: Which requirements and constraints might get in your way?</li> <li>• Why: Why are you doing it?</li> </ul>	
<p><b>Measurable</b></p>	<ul style="list-style-type: none"> <li>• These goals are defined with precise times, amounts, or other units—essentially anything that measures progress toward a goal.</li> <li>• A measurable goal statement answers questions starting with "how," such as "how much," "how many" and "how fast."</li> </ul>	
<p><b>Attainable</b></p>	<ul style="list-style-type: none"> <li>• Attainable goals stretch the limits of what you think is possible. While they're not impossible to complete, they're often challenging and full of obstacles.</li> </ul>	
<p><b>Relevant</b></p>	<ul style="list-style-type: none"> <li>• <i>Relevant</i> goals focus on what you truly desire.</li> <li>• They are the exact opposite of inconsistent or scattered goals. They are in harmony with everything that is important in your life, from success in your career to happiness with the people you love.</li> </ul>	
<p><b>Time-bound</b></p>	<ul style="list-style-type: none"> <li>• Time-bound goals have specific deadlines. You are expected to achieve your desired outcome before a target date.</li> <li>• Time-bound goals have specific deadlines. You are expected to achieve your desired outcome before a target date.</li> </ul>	
<p><b>Your SMART Goal Statement</b></p>		

# The Speaker/Listener Technique

## Rules for *Speaker*:

- Speak for yourself. Don't mind read!
- Don't go on and on.
- Stop and let the listener paraphrase.

## Rules for *Listener*:

- Paraphrase what you hear.
- Don't rebut. Focus on what the speaker is saying.

## Rules for *Both*:

- The speaker has the floor.
- Speaker keeps the floor while the listener paraphrases.
- Share the floor.

# Speaker-Listener Technique

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## **SPEAKER LISTENER TECHNIQUE**

by PREP®

### **Rules for the Speaker**

- ▶ Speak for yourself; don't mind read.
- ▶ Keep statements brief. Don't go on and on.
- ▶ Stop to let the Listener paraphrase.

### **Rules for the Listener**

- ▶ Paraphrase what you hear.
- ▶ Focus on the Speaker's message. Don't rebut.

### **Rules for Both**

- ▶ The Speaker has the floor.
- ▶ Speaker keeps the floor while the Listener paraphrases.
- ▶ Share the floor.

*Remember, you're a team!*

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**THE  
FLOOR**

# Communication Do's and Don'ts

<u>Do</u>	<u>Don't</u>
Keep a calm voice and talk about the problem not about each other	Yell, name call, swear—makes people more angry
Wait until the other person has finished a thought before speaking	Interrupt—makes people angry
Take turns talking about the problems	Lecture—makes people tune you out.
Stay in the here and now	Bring up past failures—makes people mad.
Be honest about your feelings	Lie about your feelings-makes people lose trust
Talk about your thoughts and feelings	Refuse to speak—this doesn't fix the problem
Use "I statements" to express your thoughts	Blame—this makes people mad
Listen to what is being said and try to restate it to make sure you understand.	Not listen—makes people feel misunderstood and not respected.



What's a  
parent/caregiver  
TO do?



# Practice: Paper Bag Activity

1. Age of Sibling
2. Emotion
3. Situation



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# Additional Resources

## General Sibling Support Network

- [www.siblingsupport.org](http://www.siblingsupport.org)
- <http://www.npr.org/2010/11/28/131644645/siblings-of-sick-kids-learn-a-life-lesson-early>

## Society for Pediatric Psychology: Diabetes Special Interest Group

- <https://sppdiabetes.weebly.com/sibling-resources.html>

## Children with Diabetes

- <https://childrenwithdiabetes.com/living-with-diabetes/siblings-matter/>



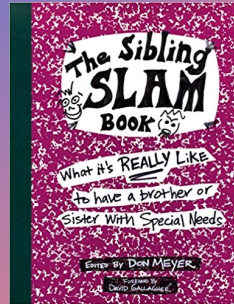
My Sister Has Diabetes  
and How That Makes Me Feel

by  
Grace Rooney  
Illustrated by  
Michele Pensa



# Books/Blogs

+



## SHIA LEARNS ABOUT INSULIN

By Shaina Hatchell BSN, RN, CDCES  
Illustrations by Cavilice Bradley



### DiatrIBE:

- <https://diatribe.org/siblings-diabetes-older-sister%E2%80%99s-thoughts-diabetes-care>

### T1 Everyday Magic:

- <https://www.t1everydaymagic.com/in-the-spotlight-when-a-sibling-has-type-1/>

### Beyond Type 1:

- <https://beyondtype1.org/the-sibling-guide-to-type-1-diabetes/>

Final  
Thought:

She was sad, he was with her.  
She was mad, he was with her.  
She was happy, he was with her.

Who was he?  
Boyfriend, best friend?,



Nah, Brother...:)

# Questions and Discussion

Thank you!!

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