

Age-related Transition Teaching Points for Diabetes Self-Management Education and Support

- The Goal is to Review All Previous Concepts as the Individual Transitions to the Next Age Range

Aged 8 to 10 years

- Begin to answer questions in the clinic
- Why it is important to attend clinic every 3 months
- The importance of A1C values/GMI and target goals
- What it means to have diabetes
- Why some people have diabetes and others do not
- Importance of monitoring glucose and learning to check glucose (if not already)
- If using continuous glucose monitoring, what should I do if the low and high glucose alarms go off?
- How to administer insulin/assist with insulin pump changes (if not already)
- How the body uses food
- Identify carbohydrate
- How to make healthy food choices using MyPlate (visit the USDA website, myplate.gov/)
- The causes and symptoms of hypoglycemia and its treatment
- The role of insulin during sick-day management
- Identification of insulin types
- The effect of the school day and scheduling on glucose levels
- How sports, outside play, and other types of physical activity affect glucose levels and insulin doses
- Introduce the concept of transition
- Medical identification

Aged 11 to 12 years

- Assume responsibility to check glucose readings on your own at specific times of the day.
- Define healthy eating and how it fits into your meal plan. Discuss ways to make healthy choices at school, when eating out with friends, and at other special occasions. Also discuss how to incorporate occasional foods.
- Begin to understand how an illness like a cold or the flu can affect your body and glucose level.
- What are urine or blood ketones? What do they signify? How and when does a person monitor for them?
- Begin to name insulin types taken, their actions, reasons for taking them, and the proper doses.
- How sports (especially practices versus games), play, and other exercises (including gym class) affect your glucose levels and insulin doses
- How diabetes affects your school day
- Introduction to drinking, smoking, peer pressure, and diabetes
- Effects of growth, puberty, and sexual development on diabetes

Aged 13 to 15 years

- Answer questions independently in a clinic and meet alone with the C/DCES for part of the visit.
- Inject insulin/change the insulin pump with minimal reminders.
- Parents review glucose/pump downloads and help problem solve dosing and adjustments.
- Let parents know when you need medications or supplies.
- The significance of A1C/GMI,* how the choices you make affect it, and how you can change it. Note: it is important to remember that A1C or GMI is not a reflection of a person's self-worth.
- The role of diabetes distress on diabetes self-care
- Screen for depression at every visit.
- Discuss the lab tests that are completed each year and why these are necessary.
- Effects of growth, puberty and sexual development, sexual activity, and reproduction on diabetes
- Women only: discuss the impact of menstrual cycle on diabetes self-management and glucose levels.
- Understand reproductive choices and the impact on diabetes and overall health—discuss contraception options.
- The impact of diabetes on driving and the importance of reviewing glucose levels prior to driving/glucose goals prior to driving.
- Discuss the differences between pediatric and adult care.
- Introduce the concept of confidentiality between the person, parent, and HCPs.
- Begin shared responsibility between young adult and family for:
 - Making appointments
 - Calling/emailing/texting/EMR messaging the health care provider with questions or problems

Aged 16 to 17 years

- Independent with monitoring and connecting to or uploading data to HCPs
- Independent with all insulin doses without parents reminding you
- Begin to call/email/text/EMR messaging the diabetes team and speak directly with staff if experiencing changes in health or if issues with glucose.
- The impact of diabetes on driving, the importance of reviewing glucose levels prior to driving, and steps to take if glucose is low prior to getting behind the wheel
- Discuss the effect of smoking, drugs, and alcohol on diabetes.
- Provide health history including major illnesses, surgeries, allergies, and HCPs (dentist, eye doctor, psychologist).
- The impact of college, work, and career choices on diabetes management
- Effects of growth, puberty and sexual development, sexual activity, and reproduction on diabetes
- Women only: discuss the impact of menstrual cycle on diabetes self-management and glucose levels.
- Understand reproductive choices and the impact on diabetes and overall health—discuss contraception options with all patients.

Aged 18 to 21 years

- Routinely call/email/message the diabetes team and speak directly with staff if there are changes in health.
- Understand reproductive choices and the impact on diabetes and overall health.
- Discuss long-term complications related to diabetes, the need for routine follow-up and lab/diagnostic tests, and the importance of glucose management into adulthood.
- Establish care with a primary care health professional and an adult diabetes team.
- For college-bound teenagers:
 - How to maintain glucose targets with readily available food from the cafeteria, and respond to peer pressure
 - How to navigate independent living
 - Coping with stress and lack of home support
 - Diabetes supply storage options
- Review the American Diabetes Association guidelines versus the American Association of Clinical Endocrinologists guidelines (visit <https://professional.diabetes.org/standards-of-care>, <https://pro.aace.com/clinical-guidance/diabetes> and the International Diabetes Federation guidelines, www.diabetesatlas.org , for managing diabetes)
- HIPAA—parents need permission from the young adult to be in the exam room, see test results, and discuss any part of care with HCPs; document to be completed and signed by the PWD for chart authorizing parents to participate
- Review resources available for transition care.
- Suggest an annual review with a DCES regarding updates and new technology.