# STEP 4 swap! TEEN: BLUE SHEETS PARENT: GREEN SHEETS

Re-write the statements from STEP 3 below. Write the one that you think will be toughest to do first, and easiest to do last.

toughest = 3pts

somewhere in the middle = 2pts

easiest = 1pt

# STEP 5

Decide on a point tracking system.

We recommend:

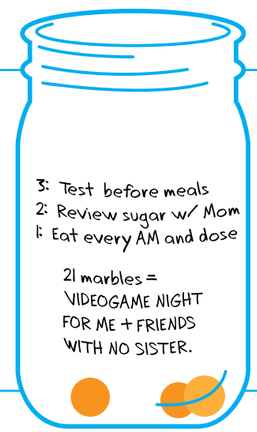
THE MARBLE JAR

Get a jar, (the ones for canning work great) and write the statements from STEP 5 on it (teen on one side, parent on the other) in wet erase marker. These are now THE RULES.

Get a supply of two different colors of marbles (or beads or whatever). Use one color for teen, one color for parents.

Decide on a time of day to give points and add marbles to the jar as indicated by THE RULES. The teen gives the parent points and the parent gives the teen points.

At the end of the week, dump out the marbles and start over again.




## REWARDS AND REMINDERS

Whatever point tracking system you decide to use, make sure it is in a place you both access on a daily basis.

If possible award points the same time every day and use that time to discuss what went right and what went wrong in following your plan.

If either the parent or teen was awarded NO POINTS for the day, revisit THE RULES and decide together (calmly!) if you need to make adjustments.

If you make 21 points in a week, you earn the agreed-upon reward for that week. This may change every week. **If you both earn 21 points, you get the team award!**

## MAKE IT LEGIT:

I will try to the best of my ability to follow THE RULES. I will try my best to be fair when allotting points for my parent. I will honor the agreed-upon REWARD if my parent earns it.

sign

date

# Diabetes Management Plan

# PARENT*

*While managing diabetes is a team effort, this plan works best with just one parent negotiating and enforcing the terms. Please take a minute to decide who that parent should be before proceeding.

Helping a child manage diabetes is hard, and you should probably be rewarded for doing it.

What do you think would be a fitting reward for a week of hard work?

Discuss your idea with your child. Once you've agreed upon a fitting reward write it down below:

**My Reward:**

week one

week two (if different)

week three (if different)

Being a team player is hard, and you should probably be rewarded for that, too. Discuss with your child a fitting reward for a week of teamwork. This reward is shared by you and your teen.

Once you've both agreed to one write it down below:

**Our Reward:**

week one

week two (if different)

week three (if different)

# STEP 1

**PICK TWO THINGS FROM EACH GROUP YOU THINK YOU CAN DO.**

pick two

**A TESTING**

- ☐ Don't nag to test before asking about your teen's day
- ☐ Don't bring up diabetes in public
- ☐ Give them a chance to explain results
- ☐ Make sure diabetes supplies are available
- ☐ _____

Got a better one?

pick two

**B DOSING**

- ☐ Don't judge your teen's meals when they ask for help dosing
- ☐ Have conversations without bringing up dosing
- ☐ Let your teen be private in public places when dosing
- ☐ Make sure diabetes supplies are available
- ☐ _____

Got a better one?

pick two

**C ADJUSTING**

- ☐ Help teen plan insulin adjustments
- ☐ Don't exclude your teen from "normal" things
- ☐ Don't assume every issue is diabetes related
- ☐ Don't isolate your teen from friends as punishment
- ☐ _____

Got a better one?

**PICK TWO THINGS FROM EACH GROUP YOU THINK YOUR CHILD CAN DO:**

pick two

**A TESTING**

- ☐ Test before every meal (even when away from home!)
- ☐ Test before eating/drinking every AM (even when away from home!)
- ☐ Test before bed (even when...you get the point.)
- ☐ Test before/during exercise
- ☐ _____

Got a better one?

pick two

**B DOSING**

- ☐ Dose before every meal
- ☐ Eat in the AM and dose
- ☐ Dose at bedtime
- ☐ Dose with snacks
- ☐ _____

Got a better one?

pick two

**C ADJUSTING**

- ☐ Text Mom/Dad when unsure about insulin dose
- ☐ Review blood sugars with Mom/Dad before dosing
- ☐ Don't hide or ignore results that seem abnormal
- ☐ _____
- ☐ _____

Got a better one?

# STEP 2

swap!

Separate the sheets and give this one to your child.

**TEEN:**
You should have 2 green sheets before proceeding to STEP 3.

**PARENT:**
You should have 2 blue sheets before proceeding to STEP 3.

# STEP 3

Compare the blue sheets.

If you and your child both picked the same statement in a category, write it in the space below. If you both picked the same two statements in the same category, write the top-most one in the space below.

If you didn't agree on either of your two choices, discuss with your child and agree on one, then write it in the space below.

A _____
ONE STATEMENT FROM "TESTING"

B _____
ONE STATEMENT FROM "DOSING"

C _____
ONE STATEMENT FROM "ADJUSTING"