



Dear REACH families,

Spring 2013

Note from Vicki

You have all been in this study for well over 10 years now. It is about time that I provided you with an update of some of our findings from the second phase of the study – the *Transition Times Study (TTS)*. The focus of the TTS study was on graduation from high school. You completed an on-line questionnaire during your senior year of high school and 1 and 2 years later. We began the study in 2002 with 132 people with diabetes and 131 people without diabetes and ended up with 117 people with diabetes and 122 people without diabetes at the end of the study. That is wonderful retention for 10 years of follow-up!!

Note from Vicki 1

Preliminary Study Results 1-2

The TTS Study focused on a period of life that we refer to as “emerging adulthood.” Emerging adulthood is a term used to describe the period of time between age 18 and 25 (and maybe a few years beyond). This is a time when many people don’t feel like children but also don’t quite feel like adults. Today the ages between 18 and 25 are years of exploration – trying to figure out what one wants to do, who one wants to be, and what one wants to get out of life. Below, I provide you with some of the things that we have learned about emerging adults.

What is birding? 3
Birding Equipment

Areas in Western PA for birding 3-4

Attracting birds to your backyard 5

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How to build a bird-feeder 5-6

Preliminary Study Results

Before telling you about these findings, I have to note 2 very important caveats:

These findings describe group averages. Thus, your experience may or may not fit with the results I describe below. And that is perfectly okay. I can only tell you what has happened to the people in the study as a whole.

These data are correlational – meaning that we cannot figure out cause and effect. One variable may cause another variable, or some third variable may be responsible for the association. We hope to explore causal relations in the future.

With these caveats in mind, here are some of the things that we have found:

LIFESTYLE CHOICES

75% of youth were enrolled in college full-time 1 year after high school graduation

52% of youth were working (regardless of school)

Of those attending college, 25% lived at home 1 year after high school graduation

Of those not attending college, 70% lived at home 1 year after high school graduation

There were absolutely no differences in these figures (college, work, living at home)—what youth were doing—whether you had diabetes or not!

RISK BEHAVIORS

There were no differences between youth with and without diabetes in terms of risk behaviors, such as smoking and alcohol usage, or in terms of most psychological well-being indices.

Not surprisingly, cigarette smoking and alcohol usage increased between senior year of high school and one year later – just as reported in many, many other studies.

Males were more likely than females to drink alcohol and smoke – but also more likely than females to be physically active.

We asked about relationships with friends. Support from friends didn't seem to matter as much as conflict with friends did. Youth who reported having fewer problems with their friends also reported drinking less alcohol and reported less stress.

HEALTH CARE AMONG YOUTH WITH DIABETES

Among youth with diabetes, some transitioned out of the pediatric health care system. Specifically, one year out of high school: 64 were still seeing a pediatric endocrinologist; 45 were seeing an adult care physician; and 9 had not seen a physician in the past year.

Two years out of high school, 33 were seeing a pediatric endocrinologist, 77 were seeing an adult care physician, 4 had not seen a physician in the past year, and we were unable to track down what 4 people were doing.

The kind of physician youth were seeing one year out of high school was not related to their glycemic control, but the age at transition was. Youth who transitioned from a pediatric endocrinologist to an adult physician at a later age had better glycemic control.

Here are references to some of the articles that will be published from this study. They are "in press," meaning that they have been accepted for publication but have not appeared yet. If you would like a copy of any of these, we would be happy to send them to you.

Helgeson, V. S., Reynolds, K. A., Snyder, P. R., Palladino, D. K., Becker, D. J., Siminerio, L., & Escobar, O. (in press). Consequences of the pediatric to adult care transition among emerging adults with Type 1 diabetes. *Diabetic Medicine*.

Palladino, D. K., Helgeson, V. S., Reynolds, K. A., Becker, D. J., Siminerio, L. M., & Escobar, O. (in press). Emerging adults with type 1 diabetes: A comparison to healthy peers. *Journal of Pediatric Psychology*.

Helgeson, V. S., Palladino, D. K., Reynolds, K. A., Becker, D. J., Escobar, O., & Siminerio, L. (under revision). Health implications of relationships among emerging adults with and without diabetes. *Health Psychology*.

What is 'birding'?



In its most basic sense, birding, or bird watching, is the recreational hobby of observing species of wild birds, including their physical characteristics and behavior. In reality, birding is much more than a simple hobby. There are many benefits of birding that can be enjoyed by both novice

and experienced birders. There are more than 50 million birders in the United States and millions more throughout the world, making it one of the most popular and most rapidly growing hobbies in the world. Because birding is easy for all ages to enjoy, it is a popular family activity that can lead to a lifelong hobby. Birding

has also been enjoyed by many noteworthy individuals, including former president Jimmy Carter, actress Daryl Hannah, frontman of Blur and The Gorillaz, Damon Albarn, and celebrated James Bond creator Ian Fleming.

Birding Equipment

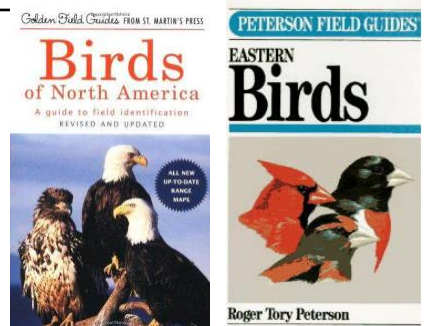
Bird watching is a relatively inexpensive activity. There are two basic tools that will give you a good start.

First, find a field guide that you like. There are many choices out there. Websites have recommended Golden's *A Guide to Field Identification - Birds of*

North America and Peterson's *Field Guide to Eastern Birds* as two choices that are suitable for beginners.

The second of these tools is a good pair of binoculars. They allow you to see more detail to better identify birds. Binoculars don't have to cost a lot of money, but

must adequately magnify birds for identification. Many 7 x 35 or 8 x 42 power binoculars are affordable and good for bird watching.



Bay-breasted Warbler

Areas in Western Pennsylvania for Birding

PRESQUE ILSE STATE PARK, near Erie, is a great stop for bird watching, rated by *Birder's World* magazine as one of the top birding spots in the country. Presque Isle's location along the Atlantic Flyway and its ecological diversity support over 320 recorded species of migrating and indigenous

birds. Exhibits and displays detailing these birds and other natural wonders can be seen at the Stull Interpretive Center, located near Barracks Beach. To preserve the resources of this area, the easternmost portion of Gull Point has been set aside as a State Park Natural Area for rare and migratory

shorebirds to rest, feed and possibly nest. The natural area is closed to public use from April 1 through November 30. Visitors can view this area from an observation platform reached via the Gull Point Hiking Trail.

More information can be found at:

Areas in Western Pennsylvania for Birding (cont.)

The LATODAMI NATURE RESERVE is located in Pittsburgh's North Park. It is host to many different varieties of birds.

The Nature Center has many exciting opportunities to explore nature in its natural habitat. The nature center consists of a newly dredged pond, a historic old barn originally part of the

dairy farm, many forest and field habitats, as well as a few stream and wetlands. There are currently 11 nature trails that wander the nature center's 250 acres of fields and forests.

Some of the birds you may encounter here are as common as tiny barn sparrows to the more exotic blue

heron (pictured on the right).

More information can be found at the park's website:

<http://www.alleghenycounty.us/parks/calendar/latodami.aspx>



Located in West Park on the Pittsburgh North Side, the NATIONAL AVIARY is home to 500 birds of more than 200 species, many of which are threatened or endangered in the wild. Natural and free-flight exhibits

allow visitors an up-close view of the bird world. Visit the Aviary's website to plan a trip:

<http://www.aviary.org/>

The Aviary also hosts the Falcon Camera. Peregrines have nested at the University of Pittsburgh's Cathedral of Learning since 2002. Dorothy and E2 are the

parents at this site. Dorothy began nesting here in 2002 with her first mate, Erie. E2 arrived in the fall of 2007 when Erie disappeared. Dorothy fledged 22 chicks in seven years with Erie and 16 chicks since 2008 with E2.

Additional Birding Resources:

The Cornell Lab of Ornithology is a world leader in the study, appreciation, and conservation of birds. Hallmarks are scientific excellence and technological innovation to advance the understanding of nature and to engage people of all ages in learning about birds and protecting the planet.

<http://www.allaboutbirds.org>

For more local resources there is the Three Rivers Birding Club. Their website has checklists and information on Pittsburgh birding outings.

<http://www.3rbc.org/>

The Audubon Society of Western Pennsylvania also offers classes and birding field trips.

<http://www.aswp.org>



How to Attract Birds to Your Backyard



Providing food, nest boxes, nesting materials, water, and natural habitat can attract birds to your backyard, giving you a much nicer view of them and, when done properly, making life easier for the

birds. Attracting birds is also a great way to introduce young people to nature, and it's something the whole family can share. Having a bird-friendly yard has never been more important – nearly 80 percent of wildlife habitat in the United States is in private hands, and an average of 2.1 million acres

each year are converted to residential use. An easy way to start out attracting birds is to put up a bird feeder. Below are instructions for building a simple feeder.

Instructions for Bird Feeder (from Cornell University's website)

Materials needed:

- 1 piece softwood board, 1" x 10" x 48"
- 3 No. 8 flat head wood screws, 1 1/2"
- 1 quart-size glass jar
- 2 blocks of plywood or softwood, 1/2" x 1" x 3"
- 12 box nails, 1"
- 1 strip of tin can or galvanized iron, 1" x 12"
- 2 No. 8 round head wood screws, 3/4"
- 1 piece wood lattice, 1/4" x 1 1/2" x 30"
- 6 finishing nails, 8d
- Waterproof glue
- 2 corrugated fasteners, 1/2" x 1"
- 30" of 3/8" dowelling, sawed into two 15" pieces
- Exterior paint or wood preservative

How to make the feeder:

1. Measure 12" along one edge of the 1" x 10" x 48" board. Square across the board at the 12-inch mark and saw off the piece. This 12" x 10" piece is one side of the roof.
2. Measure and saw another piece as in step 1 for the other roof piece.
3. Measure and mark a 10" piece along the edge of the board for the floor of the feeder. Square and saw off this piece.
4. The remaining piece (14" x 10") is the back of the feeder. From one end, measure and mark points 2" along each 14-inch edge. From the center of the same end, draw a line across the board to each point. Saw along the lines. This forms an angle to which the roof pieces will fit.
5. The 10-inch edges of the roof pieces must fit together at an angle to form the joint at the peak of the roof. To do this, set a T-bevel at the angle of the roof shown in the illustration or trace and cut out the pattern and draw the angle along one edge at one end of each roof piece so that the edges will fit together.
6. Place one edge of the floor against the bottom of the back piece. Fasten with three No. 8, 1 1/2" flat head wood screws through the back and into the floor piece. Drill pilot holes to prevent splitting and to make the screws turn more easily.
7. Place the glass jar so its mouth is on the feeder floor and its side is against the center of the back. Set two 1/2" x 1" x 3" blocks of plywood, or other softwood, under opposite sides of the jar mouth, as illustrated on page 6. This leaves an opening 1/2" and about 1 1/2" wide between the mouth of the jar and the floor. Birdseed will flow from the jar through this opening onto the floor of the feeder. Remove the jar, mark the location of the blocks with a pencil, and turn the feeder over. Fasten each block to the floor of the feeder with two 1" box nails.
8. Set the glass jar in place as in step 7. Bend an 1-inch strip of tin or other pliable material around the jar near the top. Shape each end of the strip so a screw can be put through the strip into the back of the feeder, as illustrated on page 6. Use a No. 8, 3/4" round head wood screw to fasten each end of this strip. After putting the screws in place, take out one screw and remove the jar.
9. Measure along the edge at one side of the feeder floor from the back to the front corner. Mark this distance on a strip of 1/4" x 1 1/2" lattice and saw off the piece. Fasten this

piece in place with its lower edge even with the bottom of the feeder floor. Use three 1" box nails. Repeat on the other edge of the floor.

10. Measure across the front end of the floor. Mark this distance and cut another piece of lattice to fit. Fasten it in place with 1" box nails. These pieces form a raised edge to keep bird food on the feeder.

11. Hold the roof pieces in place. When they fit properly, fasten one piece with 8d finishing nails and waterproof glue. Use a nail set on the nails. Fasten the other roof piece in place. Use the corrugated

fasteners at the joint in the front and back to strengthen the roof joint.

12. The roof supports in the front are optional, but by adding the two 3/8" dowels the roof will gain additional structural support. Refer to the illustration on the right for dowel locations. Recess dowels 1/2" into the feeder floor. Drill nail holes through the top of the dowels and nail the roof pieces to them.

13. Using a 1/4" drill bit, drill a hole through the center of the back

above the top of the glass jar. This hole can be used with a large screw to fasten the feeder to a tree, a post, or other location. If the feeder will be set on a horizontal surface, the hole is not necessary.

14. Paint the feeder with two coats of exterior paint of a wood preservative.

15. Once paint or wood preservative is dry, you can begin using the feeder. Fasten the feeder to a tree or post and then fill the glass jar with birdseed.

