**Supplement A**

*Teen Symposium Program Components, Motivational Interviewing Strategies, and Examples*

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| Program Component | MI Strategy(s) | Example(s) |
| Mini-presentations | * Fostering empathy
* Developing discrepancies
 | * The *Thriving at School* mini-presentation informed adolescents about their educational rights (i.e., 504 plan or IEP), reviewed vocational planning, and discussed ways to advocate for health and educational needs at school. This presentation raised awareness of patients who may have been under-utilizing or unaware of school intervention services offered in clinic.
* The *Living with Sickle Cell: Views from an Adult Patient* mini-presentation given by a post-transition young adult. This presentation was designed to empower AYA with SCD to take a more active role in their healthcare and included information about the healthcare transition process and lessons learned.
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| Educational games | * Self-efficacy
* Developing discrepancies
 | * Educational activities ranged from team-based games (e.g., SCD Knowledge Bowl), to individual activities (e.g., SCD memory matching game, SCD bingo, SCD word search, SCD word scramble).
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| Fun Activity | * Rolling with resistance
* Decreasing ambivalence
 | * The SCD Game of Life required participants to move through different stations representing life events (e.g., school, SCD clinic, bank, work, shopping), while practicing daily living and decision-making skills such as budgeting money to make purchases, completing tasks at work to “earn a wage”, making healthy food choices at a café, and identifying questions to ask during a doctor’s appointment.
* The SCD Knowledge Bowl was a team-based game, adapted from the television gameshow, Jeopardy. Five SCD-related categories (SCD Knowledge, Iron Overload, Hydroxyurea, Exjade, Blood Transfusion) were displayed on the projector screen, each with corresponding questions (e.g., How do you get sickle cell disease?; What is Hydroxyurea?; Name one major organ affected by iron overload). AYA elected a spokesperson for their team and worked together to select a question, provide an answer, and earn points.
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| Research education | * Self-efficacy (increasing knowledge)
 | * Research faculty and staff gave presentations/discussed on gene therapy, clinical trials, and potential benefits and risks of research participation
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| Research participation a | * Self-efficacy
* Rolling with resistance
 | * Participants ages 8-18 could participate in a study investigating better ways to measure health-related quality of life in children with chronic pain.
* Participants of any age and their siblings could participate in a study that involved having their blood drawn. The goal of the study was to develop a repository of blood samples for future SCD studies.
* Participants ages 16-24 could participate in a study to understand SCD self-management and health-related quality of life.
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| Patient recognition | * Self-efficacy
* Decreasing ambivalence
 | * Transitioning patients were congratulated in-person by pediatric and adult hematology staff.
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a Participants could choose to participate in one study, more than one, or no studies.