

The Diabetes Prevention Program's  
*Lifestyle Change Program*

**Appendix D: Professional Resources**

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## Appendix D: Professional Resources

### D.1. Recommended Readings for Lifestyle Coaches

Bourn, D. M., Mann, J. I., McSkimming, B. J., Waldron, M. A., & Wishart, J. D. (1994). Impaired glucose tolerance and NIDDM: Does a lifestyle intervention program have an effect? Diabetes Care, 17, 1311-1319.

Brownell, K. D. The LEARN Program for Weight Control, Seventh Edition. (1997). American Health Publishing Company, Texas

Colvin, R. H., & Olson, S. C. Keeping It Off: Winning at Weight Loss. (1989). Simon & Schuster, New York.

Davis, M., Eshelman, E. R., & McKay, M. The Relaxation & Stress Reduction Workbook, Fourth Edition. (1995). New Harbinger Publications, Inc., California.

Davis, M. Leader's Guide to The Relaxation & Stress Reduction Workbook, Fourth Edition. (1995). New Harbinger Publications, Inc., California.

Elmer, P. J., Grimm, R., Laing, B., Grandits, G., Svendsen, K., Van Heel, N., Betz, E., Raines, J., Link, M., Stamler, J., & Neaton, J. (1995). Lifestyle intervention: results of the treatment of mild hypertension study (TOMHS). Preventive Medicine, 24, 378-388.

Eriksson, K. F. & Lindgarde, F. (1991). Prevention of type 2 (non-insulin-dependent) diabetes mellitus by diet and physical exercise. Diabetologia, 34, 891-898.

Fairburn, C. Overcoming Binge Eating. (1995). The Guilford Press, New York.

Gorkin, L., Goldstein, M. G., Follick, M. J., Lefebvre, R. C. Strategies for enhancing adherence in clinical trials. (1990). In The Handbook of Health Behavior Change, Shumaker, S.A., Schron, E. B., & Ockene, J. K., Eds. (pp 361-375), Springer Publishing Company, New York.

Grilo, C. M. (1994). Physical activity and obesity. Biomedicine and Pharmacotherapy, 48, 127-136.

Insull, W., Henderson, M. M., Prentice, R. L., Thompson, D. J., Clifford, C., Goldman, S., Gorbach, S., Moskowitz, M., Thompson, R., & Woods, M. (1990). Results of a randomized feasibility study of a low-fat diet. Archives of Internal Medicine, 150,

421-427.

Jakicic, J.M., Wing, R.R., Robertson, R.J. (1995). Prescribing exercise in multiple short bouts versus one continuous bout: effects on adherence, cardiorespiratory fitness, and weight loss in overweight women. International Journal of Obesity, 19, 893-901.

Lustman, P. J. & Clouse, R. E. (1997). Identifying depression in adults with diabetes. Clinical Diabetes, 15, 78.

Lustman, P. J., Clouse, R. E., Alrakawi, A., Rubin, E. H., & Gelenberg, A. J. (1997). Treatment of major depression in adults with diabetes: A primary care perspective. Clinical Diabetes, 16, 122-126.

McNabb, W. L., Quinn, M. T., & Rosing, L. (1993). Weight loss program for inner-city black women with non-insulin-dependent diabetes mellitus: PATHWAYS. Journal of the American Dietetic Association, 93, 75-77.

Milas, C., Nowalk, M. P., Akpele, L., Castaldo, L., Coyne, T., Doroshenko, L., Kigawa, L., Korzec-Ramirez, D., Kinzel Scherch, L., & Snetselaar, L. (1995). Factors associated with adherence to the dietary protein intervention in the modification of diet in renal disease study. Journal of American Dietetic Association, 95:11, 1295-1300.

Miller, W. R., & Rollnick, S. (1991). Motivational Interviewing: Preparing people to change addictive behavior. The Guilford Press, New York.

Nelson, M. E., & Wernick, S. Strong Women Stay Young. (1997). Bantam Book, New York.

Pate, R. R., Pratt, M., Blair, S. N., Haskell, W. L., Macera, C. A., Bouchard, C., Buchner, D., Ettinger, W., Heath, G. W., King, A. C., Kriska, A., Leon, A. S., Marcus, B. H., Morris, J., Paffenbarger, R. S., Patrick, K., Pollock, M. L., Rippe, J. M., Sallis, J., & Wilmore, J. H. (1995). Physical activity and public health: a recommendation from the centers for disease control and prevention and the american college of sports medicine. Journal of the American Medical Association, 273:5, 402-407.

Perri, M. G., McAllister, D. A., Gange, J. J., Jordan, R. C., McAdoo, W. G., & Nezu, A. M. (1988). Effects of four maintenance programs on the long-term management of obesity. Journal of Consulting and Clinical Psychology, 56, 529-534.

Peyrot, M. & Rubin, R. R. (1997). Levels and risks of depression and anxiety

symptomatology among diabetic adults. Diabetes Care, 20, 585-590.

Probstfield, J. L., Russell, M. L. Insull, Jr., W., & Yusuf, S. Dropouts from a clinical trial, their recovery and characterization: A basis for dropout management and prevention. (1990). In The Handbook of Health Behavior Change, Shumaker, S. A., Schron, E. B., & Ockene, J. K., Eds. (pp. 376-400), Springer Publishing Company, New York.

The Hypertension Prevention Trial Research Group, (1990). The Hypertension Prevention Trial (HPT): Three-year effects of dietary changes on blood pressure. Archives of Internal Medicine, 150, 153-162.

Tribole, E. Eating on the Run, Second Edition. (1992). Leisure Press, Illinois.

Tribole, E. Stealth Health: How to Sneak Nutrition Painlessly into Your Diet. (1998). Penguin Putnam, Inc., New York.

Tuomilehto, J., Knowler, W. C., & Zimmet, P. (1992). Primary prevention of non-insulin-dependent diabetes mellitus. Diabetes/Metabolism Reviews, 8(4), 339-353.

Wadden, T. A. (1993). The treatment of obesity: an overview. In A. J. Stunkard & T. A. Wadden (Eds.), Obesity Theory and Therapy (pp. 197-218). New York: Raven Press, Ltd..

Wadden, T. A. & Letizia, K. A. (1992). Predictors of attrition and weight loss in patients treated by moderate and severe caloric restriction. In T. A. Wadden & T. B. VanItallie (Eds.), Treatment of the seriously obese patient (pp. 383-410). New York: The Guilford Press.

Warshaw, H. S. The Restaurant Companion: A Guide to Healthier Eating Out, Second Edition. (1995). Surry Books, Inc., Illinois.

Wood, P. D., Stefanick, M. L., Williams, P. T., & Haskell, W. L. (1991). The effects on plasma lipoproteins of a prudent weight-reducing diet, with or without exercise, in overweight men and women. New England Journal of Medicine, 325, 461-466.

## **D.2. Lower-Fat Cookbooks**

The following cookbooks are recommended as resources for lifestyle intervention participants and Lifestyle Coaches.

**A Lowfat Lifeline for the 90's.** Valerie Parker. Lowfat Publications, 52 Condolea Court, Lake Oswego, OR 97035, 1990.

**All-American Low-Fat Meals in Minutes.** M.J. Smith, DCI Publishing, Inc., Minneapolis, MN 55447-9727, 1990.

**Controlling Your Fat Tooth.** Joseph C. Piscatella. Workman Publishing, New York, NY 10003, 1991.

**Cooking Á la Heart.** Linda Hachfeld and Betsy Eykyn. Appletree Press, Inc., Mankato, Minnesota 56001, 1992.

**Cooking Light Cookbook.** Oxmoor House, Inc., Birmingham, AL 35201, 1992  
(Published once a year.)

**Down Home Healthy Cooking.** National Cancer Institute, 1995.

**Food for Life: The Cancer Prevention Cookbook.** Richard Bohannon, Kathy Weinstock and Terri P. Wuerthmer. Contemporary Books, Inc., Chicago, IL 60601, 1986.

**Graham Kerr's Creative Choices Cookbook.** Graham Kerr. G.P. Putnam & Sons, New York, NY, 1993.

**Graham Kerr's Smart Cooking.** Graham Kerr. Doubleday, New York, NY, 1991.

**Healthy Heart Cookbook, The.** Oxmoor House, Inc., Birmingham, AL 35201, 1992.

**Jane Brody's Good Food Book: Living the High-Carbohydrate Way.** Jane E. Brody. Bantam Books, New York, NY, 1985.

**Jane Brody's Good Food Gourmet: Recipes and Menus for Delicious and Healthful Entertaining.** Jane E. Brody. Bantam Books, New York, NY, 1990.

**Lean and Luscious.** Bobbie Hinman and Millie Synder. Prima Publishing, Rocklin, CA 95677, 1987.

**Lean and Luscious Meatless.** Bobbie Hinman and Millie Snyder. Prima Publishing, Rocklin, CA 95677, 1992.

**Light-Hearted Seafood.** Janis Harsila and Evie Hansen. National Seafood Educators, Richmond Beach, WA 98160, 1989.

**Low Fat and Loving It.** Ruth Spear. Warner Books, Inc., New York, NY 10103, 1991.

**Low-Fat Way to Cook, The.** Oxmoor House, Inc., Birmingham, AL 35201, 1993.

**Mexican Light Cooking.** Kathi Long. Perigee Books, The Putnam Publishing Group, 1992.

**New American Diet, The.** Sonja Connor and William Connor. Simon and Schuster, New York, NY 10020, 1986.

**Not Just Cheesecake.** Marilyn Stone, Shelley Melvin, and Carlie Crawford. Triad Publishing Co., Gainesville, FL, 1988.

**Over 50 and Still Cooking: Recipes for Good Health and Long Life.** Edna Langholz, Betsy Manis, Sandra Nissenberg, Jane Tougas, and Audrey Wright. Bristol Publishing Enterprises, Inc., San Leandro, CA, 1990.

**Que Bueno: Five a Day Cookbook.** Bonnie Jortberg, MS, RW. Colorado Department of Public Health and Environment.

**Quick and Delicious Low-Fat, Low-Salt Cookbook, The.** Jacqueline Williams and Goldie Silverman. A Perigee Book, The Putnam Publishing Group, New York, NY 10016, 1986.

**Quick & Healthy, Volume II.** Brenda J. Ponichtera. ScaleDown, The Dalles, Oregon 97058, 1994.

**Quick & Healthy Recipes and Ideas.** Brenda J. Ponichtera. ScaleDown, The Dalles, Oregon 97058, 1994.

**Seafood: A Collection of Heart-Healthy Recipes.** Janis Harsila and Evie Hansen. National Seafood Educators, Richmond Beach, WA 98160, 1986.

**Six Ingredients or Less: Cooking Light & Healthy.** Carlean Johnson. C.J. Books, Gig Harbor, WA 98335, 1992.

**Snack to Your Heart's Content.** Shelley Melvin and Marilyn Stone. Triad Publishing

Co., Gainesville, FL, 1990.

**Southern But Lite.** Jen Bays Avis and Kathy F. Ward. Avis and Ward Nutrition, Inc. 200 Professional Drive, West Monroe, LA 71291. Second Printing, February, 1990.

**Sunset Low-Fat Cookbook.** Sunset Publishing Corporation, Menlo Park, CA, 1992.

Table D.1. DPP Lifestyle Intervention  
 Fat and Calorie Goals

Starting wt. (lb.)	Weight goal (lb.)	Fat goal (g)	Calorie goal
120	112	33	1200
125	116		
130	121		
135	126		
140	130		
145	135		
150	140		
155	144		
160	149		
165	153		
170	158		
175	163	42	1500
180	167		
185	172		
190	177		
195	181		
200	186		
205	191		
210	195		
215	200		

Starting wt. (lb.)	Weight goal (lb.)	Fat goal (g)	Calorie goal
220	205	50	1800
225	209		
230	214		
235	219		
240	223		
245	228		
250	233	55	2000
255	237		
260	242		
265	246		
270	251		
275	256		
280	260		
285	265		
290	270		
295	274		
300	279		



**Table D.2. Sequence of Session Topics  
and DPP Physical Activity Goals**

Topic	For participants who started with:			
	Physical Activity		Weight Loss	
	Session	Activity Goal	Session	Activity Goal
Welcome to the Lifestyle Balance Program	1	NA	1	NA
Getting Started Being More Active OR Getting Started Losing Weight	1A	Do something active 3-4 times per week	1A	NA
Move Those Muscles	2	60 minutes	5	60 minutes
Being Active: A Way of Life	3	90 minutes	6	90 minutes
Be a Fat Detective	4	120 minutes	2	NA
Three Ways to Eat Less Fat	5	150 minutes	3	NA
Healthy Eating	6	150 minutes	4	NA
Take Charge of What's Around You	7	150 minutes	8	150 minutes
Tip the Calorie Balance	8	150 minutes	7	120 minutes
Problem Solving	9	150 minutes		
Four Keys to Healthy Eating Out	10	150 minutes		
Talk Back to Negative Thoughts	11	150 minutes		
The Slippery Slope of Lifestyle Change	12	150 minutes		
Jump Start Your Activity Plan	13	150 minutes		
Make Social Cues Work for You	14	150 minutes		
You Can Manage Stress	15	150 minutes		
Ways to Stay Motivated	16	150 minutes		

#### **D.4. Session Prompts and Notes**

The attached Session Prompts and Notes are optional forms that the Lifestyle Coaches may use to:

- Prompt them while conducting the Lifestyle Balance Core Curriculum sessions. The major points of each session are summarized, and the essential points are highlighted in bold and capital letters. The prompts are designed to jog the Coaches' memories of the detailed scripts for the sessions (see Appendix A), not replace the scripts which should be read carefully and reviewed before each session.
- Record informal notes during the sessions for future reference. The notes are not designed to replace the Lifestyle Intervention Forms (see Appendix F) which must be completed as soon as possible after each contact and entered as study data.

### 1A. Welcome to the Lifestyle Balance Program

Before: In pt. notebook: Figure weight goal. Fill in the activity session schedule.

Have ready: Team photo. Measuring tools. Keeping Track (KT).

#### Greeting

- Assigned to group making lifestyle changes to try to prevent diabetes.
- “Lifestyle Balance” = reach a healthy balance between eating and activity.
- **INTRODUCE STUDY TEAM**, all will be resources.
- **GIVE PT. NOTEBOOK.**

#### Notes:

#### Front page of notebook

- At every session I’ll give you worksheets. Use them, take home, show family, bring back.
- Call if questions, need to talk, can’t come.
- **WHAT DO YOU THINK ABOUT BEING IN THIS GROUP? GOOD THINGS? NOT SO GOOD THINGS?**

**Page 1** Fill out **Remember Your Purpose...**

**Page 2** We strongly believe...

#### Page 3

- Program carefully designed, based on studies.
- Learn facts, **LEARN WHAT MAKES IT HARD FOR YOU TO EAT HEALTHY AND BE MORE ACTIVE AND HOW TO CHANGE THESE THINGS--TO WORK FOR YOU.**
- Long-term support. Be your “coach.”

#### Page 4

- **GOALS--7% WT. LOSS, 2 1/2 HOURS ACTIVITY/WK** (walking 30 minutes 5 days)
- We’ll help. Gradual, healthy, reasonable.

#### Page 5

- Reaching goals--prevent diabetes, look, feel better, more healthy, be a good example. You can do it.

#### Page 6

- Work as team. Call 24 hours ahead (example). Etc. **(SIGN AGREEMENT.)**

#### Page 7

- Want program to work for you. **CHOOSE WHICH GOAL TO FOCUS ON FOR NEXT FEW SESSIONS.** (Pull the wrong session list. Put other in front of pt. notebook.) 16 Sessions.
- First 8, meet every week. Is this a good time? (Pencil in appointments on Update.)
- Sessions 9-16, meet every --. After 16, every 1-2 mo.



**1B. Getting Started Losing Weight**

**Page 1**

- To help you lose wt, help you eat healthy. Involves eating less fat. Fattening, related to heart disease, diabetes.
- First step--figure out how much fat eating now.
- **WRITE DOWN WHAT YOU EAT (LIKE IN RUN-IN). IT'S THE MOST IMPORTANT PART OF CHANGING YOUR BEHAVIOR.**
- Keeping track will help you and I see--what foods, how much, when, change over time. Basis of working together.
- Spelling not impt. Impt: honest (box cookies), accurate (number of slices of cheese, kind), complete (butter, cream, mayo, nibbles).

**Page 2 (To do next week)**

- To get started, several things next week--listed on the "To do next week" page (To do page for every session, with boxes beside each item to check after you do each one)
- **WRITE DOWN EVERYTHING YOU EAT IN KT.**
- **CIRCLE FOODS YOU THINK ARE HIGHEST IN FAT.**
- Bring in Keeping Track, notebook.
- Practice--think about a few foods you ate earlier today or yesterday. Write them down. Skip fat, calories columns. Do you think that food is high in fat? Skip activity.
- If you want to, you can start measuring... **(GIVE WEIGHING AND MEASURING TOOLS.)** To get an idea of the amount you usually eat. Pour cereal as usual, then measure. (Demonstrate scale)

**Notes:**

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Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_, \_\_\_\_\_  
Date of visit (month/day/year) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**2 or 5. Move Those Muscles**

Before: Review MoOp Table 6.1 (types of activities equiv. brisk walking).  
Have ready: KT. If Session 2, certificate for shoes. Pull wrong "To do" page.

**Greeting**

- If Session 5--weigh and graph.
- How did it go? Keeping Track?  
If Session 2: Activity sessions? Active 3-4 days? If Session 5: Match pyramid? Rate Your Plate (if not, complete at session)

**Notes:**

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**Page 1**

- **ACTIVITY GOAL--2 1/2 HOURS ACTIVITY PER WEEK.** Sound like a lot? Pick activities you LIKE (lifelong habit, convenient), moderate, work up slowly (4 weeks), spread over 3-4 days (e.g., start 10 min/6 days, build to 25 min/6 days)
- (Compare to ACSM and CDC national goals--30 min. most days)
- **BEING ACTIVE WILL HELP YOU FEEL AND LOOK BETTER, BE MORE FIT, LOSE WT. AND KEEP IT OFF, LOWER RISK OF HEART DISEASE, SOME CANCERS, MAY PREVENT DIABETES.**

Before we can make a plan, need to know **HOW ACTIVE YOU ARE NOW.** (Record in notes.)

Any regular activity 10-15 minutes, where, with whom, times per week, how long? Any activities in past but not now? why did you stop? thought about starting again?

**Page 2**

Not easy being active. Here to help.

- **COME TO THE ACTIVITY SESSIONS** (will be a review if Session 2).
- **DO ACTIVITIES YOU LIKE.** (List only those equivalent to brisk walking.)
- Wear good shoes. Give handout--may not need to buy shoes. (If Session 2: Did you bring in shoes? Give certificate if needed.)

**Page 3 (To do)**

- **NEXT WEEK, 60 MINUTES.** (Make plan.)
- Keep track. Only record time doing the activity. (Example--on walk, run into a friend)
- (If Session 5: Bring in shoes.)







Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_,  
Date of visit (month/day/year) \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### 5 or 3. Three Ways to Eat Less Fat

Before: Have ready: KT, Counter, measuring tools, food models or actual foods for weighing, food models of tsp. fat or test tubes filled with shortening, blank Menu Make-Over worksheet (opt.). Pull wrong "To do" page.

#### Greeting

- **WEIGH PT.** If lost wt., stress must already be making some changes in behavior; if did not lose, stress that little by little as behaviors changes, weight will change. Graph weight.
- Weighed at home? Scales may differ; patterns of change should be similar.
- How did it go? If Session 5: Plan for activity (120 min.)? Graph activity.  
If Session 3 or 5: KT of foods? What did you learn? Fat Counter? Running total, Fat Bank? How close to fat goal?

#### Notes:

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#### Page 1

- Start with hands-on. First, some details about how to use measuring cups, etc.  
(Demonstrate leveling, 2 TB. granola=3 g. fat; reading glass cup at eye level, scale. Weigh meats cooked.)
- **(HAVE PT. GUESS AMOUNTS OF FOODS ON DISPLAY, THEN MEASURE AND COUNT FAT GRAMS.)** Were you surprised by the amounts? Eventually, you'll get better at judging food amounts. **FOR NOW, MEASURE AS OFTEN AS YOU CAN.**
- Most of fat is hidden, here's what it would look like....  
(show teaspoons fat).

#### Page 2

- **3 BASIC WAYS TO EAT LESS FAT:**  
... EAT HI-FAT FOODS LESS OFTEN,  
... IN SMALLER AMOUNTS,  
... EAT LOWER-FAT FOODS INSTEAD.

#### Page 3

- In the coming months.... (review some examples).

#### Page 4

- These menus show examples of small changes, big difference in fat grams. Not menus for you to follow. You will make your own food choices.
- No good or bad foods (potato chips).

#### Page 5 (To do)

- If Session 5, 150 minutes.
- **MAKE A PLAN TO EAT LESS FAT**--list 5 foods you eat often, choose one, choose one way to eat less fat, something you can do (specific and realistic).

Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_ , \_\_\_\_\_  
Date of visit (month/day/year) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

### 6 or 4. Healthy Eating

Before: Have ready: KT, poster of Food Pyramid, low-fat samples to taste, opt. recipe handouts (Build a Better Recipe, How to Lower Fat in Recipes). Pull wrong “To do” page.

#### Greeting

- Weigh pt. Graph. Wt. at home? Scales may differ; patterns of change should be similar.
- How did it go? If Session 6: 150 min.? Graph. If Session 3 or 5: KT of food? What did you learn? Running total, Fat Bank?

#### Notes:

#### Page 1

- **EATING LESS FAT IS ONE PART OF HEALTHY EATING. TODAY, TALK ABOUT OTHER PARTS.**
- Way you eat--regular, slowly, don't clean plate.

#### Page 2

- What you eat--one way to define healthy eating is to use the **FOOD PYRAMID**. General guide. At bottom--foundation, largest part, what rest is build on--grains. Main part of diet. 6-11 svg. No longer meat.
- **FOR EACH GROUP--WHAT ARE SOME LOW-FAT FOODS?** A serving? High-fat foods to avoid? Breads--Starchy foods aren't high infat; it's the fat added. Meat--Nuts are in this group, very high fat. Milk--Some people trouble w/gas, bloating, diarrhea. You? Lactose-free milk.
- Smallest part: fats, sweets, alcohol. Empty calories. Alcohol: 7/g. Many sweets also high in fat.

**Page 3** Examples. Skip if overwhelmed.

#### Page 4 (Rate Your Plate)

- Let's look at one or two days from your KT...

#### Page 5

- **WHAT COULD YOU EAT TOMORROW TO BETTER MATCH THE PYRAMID?** If you want to eat..., how could you do it?
- **(EMPHASIZE MORE GRAINS, VEGETABLES, AND FRUIT.)**

#### Page 6 and 7

- Eating lower-fat foods instead goes along with Pyramid guidelines. (Review some examples.)
- Do you cook from recipes? Spouse? Examples? (If great deal, review handouts.)

#### Page 8 (To do)

- Keep Track. And this week only, we're adding one more simple form, the same **RATE YOUR PLATE**. (If pt. resists, KT only. Rate Plate next wk.)

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Participant number \_\_\_\_\_  
 Participant initials (first, last) \_\_\_\_\_ , \_\_\_\_\_  
 Date of visit (month/day/year) \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**7 or 8. Take Charge of What’s Around You**

Before: Have ready: KT, optional handouts (Am I Really Hungry?).

**Greeting**

- Weigh pt. Graph. Wt. at home?
- How did it go? KT? Under fat gram goal? Reach activity goal? Graph activity.  
 If Session 7: Rate Your Plate? (If not, complete w/pt.)  
 Changes in the way you eat? Better match the Pyramid? If Session 8: Calories? Meal plans?

**Notes:**

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**Page 1**

- Taking charge of what’s around you or how to make what’s around you support your goals.
- **WHAT CUES (MAKES YOU WANT) TO EAT?** Hunger, thoughts, feelings, other people, sight or smell, activities. Examples? When respond to cue in same way over and over--habit.
- **TWO WAYS TO CHANGE PROBLEM CUES:**  
**1) STAY AWAY FROM CUE (OR KEEP OUT OF SIGHT), 2) BUILD A NEW HEALTHIER HABIT** (respond differently, add new cue).
- It takes time. These ideas are powerful, work, nothing new (e.g., samples of cereal in mail, leftovers in front of fridge)
- Let’s talk about some of problem food cues in your life.  
**START W/WHERE YOU LIVE. IMAGINE WE HAVE VIDEO** and open front door. What room? Any food? Anything else to make you want to eat? What change could you make? (Go room to room.)
- **WHERE YOU WORK?** Changes could you make?

**Page 2**

- Common problem food cues. (Circle some.) Remember, **KEEP FOOD OUT OF SIGHT, LIMIT EATING TO ONE PLACE, LIMIT OTHER ACTIVITIES.**
- Video to **WHERE YOU SHOP.** Problems? (Review tips on work sheet.)

**Page 3**

- Now activity. Many cues for inactivity (after dinner, TV). **WHAT ARE SOME POSITIVE CUES YOU COULD ADD FOR ACTIVITY?** Video, where you live (examples...others: reminders on mirror, car out of sight, shoes in car, bike ready). Where you work? (shoes in sight, note, appt.)
- **GET RID OF CUES FOR INACTIVITY** (less TV, don’t pile on stairs). Others?

**Page 4 (To do)**

- **GET RID OF ONE PROBLEM FOOD CUE.**
- **ADD ONE CUE FOR ACTIVITY.**
- Keep Track.

Participant number \_\_\_\_\_  
 Participant initials (first, last) \_\_\_\_\_ , \_\_\_\_\_  
 Date of visit (month/day/year) \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**8 or 7. Tip the Calorie Balance**

Before: Review past KT for positive changes since Session 1, strategies used to solve barriers. If not lost wt, figure calorie goal.  
 Make sure graphs up to date. Have ready: KT, meals plans (opt.)

**Greeting**

- Weigh pt. Graph. Wt. at home?
- How did it go? KT? Under fat gram goal? Reach activity goal? Graph. If Session 8: Get rid problem food cue? Add activity cue? If Session 7: 90 min?

**Notes:**

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**Page 1**

- Everything we've covered so far fits together--calorie balance. Healthy eating, activity impt. themselves, may prevent diabetes. Also both relate to wt. loss.  
**CALORIE BALANCE: BALANCE BETWEEN FOOD AND ACTIVITY CALORIES.**
- Calories in food come from... Number depends on what's in food. Fat most concentrated in calories. E.g. meat--protein plus lot of fat.
- Calories used, just staying alive, plus being active. Number used dep. on type of activity, time, wt. (energy used=wt. carried over distance. 1 mi 100 cal.)

**Page 2**

- Your wt. result of balance bet. food and activity calories. 4 ways calorie balance works: wt. stay same, gain wt. (more from food, less from activity or both), **LOSE WT. (LESS FOOD, MORE ACTIVITY, BEST TO DO BOTH),** or reach new balance (lose wt. and keep it off).

**Page 3**

- Impt. thing: Food and activity work together. To lose weight, best to do both.

**Page 4**

- How much to tip the balance to lose wt? 1 lb=3500 calories. Slow steady loss (1-2 lb./wk) best way to lose body fat. Quicker wt. loss, water or muscle loss.

**Page 5**

- Let's **REVIEW SOME OF THE CHANGES YOU'VE MADE SO FAR** to be more active (record), eat less fat (record). **(HAS THE PT. LOST WT. AS EXPECTED? IF NOT, ASSIGN CALORIE GOAL.)**

**Page 6 (To do)**

- KT. If Session 8, 150 min. If Session 7, 120 min. Make active lifestyle choices (write down).
- **(IF WT. LOSS NOT AS EXPECTED, GIVE CALORIE GOAL. ASSIGN SELF-MONITORING OR MEAL PLANS.** Tailor meal plans.)

### 9. Problem Solving

Before: Have ready: KT.

**Greeting**

- Weigh pt. Graph. Wt. at home?
- How did it go? KT? Under fat gram goal? Reach activity goal? Graph.
- If Session 8 was on cues: Get ride of problem food cue? Add activity cue?
- If Session 8 was on tipping balance: Active lifestyle choices? KT calories, follow meal plan?

**Page 1**

- In first 8 sessions, learned *how* to eat healthy be more active. To help lose wt., be healthier, hope it will reduce chance of diabetes. But eating healthy, being more active means **CHANGING YOUR HABITS AND MAKING THE CHANGES A PERMANENT PART OF LIFESTYLE...MANY THINGS CAN GET IN THE WAY.** That's what we'll focus on for next several sessions.
- **PROBLEMS ARE INEVITABLE. BUT CAN BE SOLVED.** Today, process of problem solving.
- Five steps: 1) **DESCRIBE** in detail. E.g., high fat desserts at mother's house. Look at what led up (chain of actions). Try to see links: cues, people, thoughts or feelings (review Sarah's chain.) May seem complicated, actually simpler: see real problem may not be last step; help you find weakest link.

**Page 2**

- 2) **BRAINSTORM OPTIONS**, possible solutions. Storm of ideas, no matter how crazy. See you aren't powerless to change situation. (Review Sarah's options.)
- 3) **PICK ONE OPTION TO TRY.** Weigh pros, cons, choose one very likely to work, you can do. Break as many links as early as you can), have more links to work with.

**Page 3**

- 4) **MAKE POSITIVE ACTION PLAN.** Spell out what you will do, when, what first, roadblocks, build in steps to make success more likely (e.g., will it help to involve someone else? make it more fun? write plan down and post? tell someone else? join class? make date?). Build in step to get over first "hump," then everything snowballs, easier. (E.g., Sarah's action plan.)
- 5) **TRY IT.** If didn't work, use what you've learned to make new action plan. Problem solving is a process. **DON'T GIVE UP.**

**Page 4 and 5** For next week, work on a particular problem you're having now. (Fill in blanks.)

To do: KT, follow action plan, answer questions.

**Notes:**

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Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_ , \_\_\_\_\_  
Date of visit (month/day/year) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

## 10. Four Keys to Healthy Eating Out

Before: Have ready: KT. Sample menus from local restaurants. Handouts on fast foods, ethnic restaurants.

### Greeting

- Weigh pt. Graph. Wt. at home?
- How did it go? KT? Fat gram, activity goals? Graph activity. Try your action plan? What did you learn about problem solving?

### Notes:

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### Page 1

- Today we're going to talk about eating out. What kinds of places do you eat out at? (Tailor the rest.) Hard to stay under your fat goal? What's difficult?
- 4 keys to healthy eating out are to:
  - ... **PLAN AHEAD,**
  - ... **ASK FOR WHAT YOU WANT,**
  - ... **TAKE CHARGE OF WHAT'S AROUND YOU,**
  - ... **MAKE HEALTHY CHOICES.**
- Let's **USE ONE OF THE PLACES WHERE YOU EAT OUT AS EXAMPLE.** What are some ways you can... when you eat out at...?
- **(PRACTICE SELECTING FROM MENU, ASKING FOR MENU SUBSTITUTION.)**

### Fast food restaurant:

1. Place with grilled chicken, salads. Order wo/menu.
2. Ask for low-fat milk instead of cream, oz. in burgers.
3. Be first to order.
4. Grilled chicken, no sauce. Salad, low-cal dressing. No French fries. Small. Burger--small, no cheese.

### Other restaurants:

1. (Review list on handout.)
2. You're paying, have right to ask. Baked potato vs. Fr. fries, salad vs. coleslaw. Fish broiled with lemon juice. No butter on vegies. Foods not on menu, etc.
3. When bring rolls to table, No thank you. Have part of food doggie bagged before brought to you.
4. (Review rest of handout.)

### Another person's home, potluck:

1. Bring something. Talk to hostess. Eat before you go.
2. "No thank you. It looks lovely, though."
3. Stay away from serving table. Use small plate.
4. Take small amounts to taste. Pick only favorites.

### Airplanes

1. Order menu 24 hours ahead.
2. "No thank you," and hand peanuts right back.

### Banquets, conferences:

1. Ask if prep. wo/fat. Make special order.

### Page 7 (To do)

- (Write down action plan.) KT. Try plan.

## 11. Talk Back to Negative Thoughts

Before: Have ready: KT. Optional handouts (STOP sign).

### Greeting

- Weigh pt. Graph. Wt. at home?
- How did it go? KT? Fat gram, activity goals? Graph activity. Try your action plan for eating out? [If pt. brought in menus, help practice ordering.]

### Notes:

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### Page 1

- Today we're going to talk about **STOPPING NEGATIVE THOUGHTS**. Everyone has negative thoughts at times. Can lead to overeating or being inactive. Afterwards, you may feel worse: vicious cycle of self-defeat. Review example. May be unaware of negative thoughts.
- Here are some **COMMON EXAMPLES OF NEGATIVE THOUGHTS**. Review work sheet and ask for personal examples.
  - **GOOD OR BAD** (Do you have some foods you consider "good" or "bad"? What happens when you eat a "bad" food?)
  - **EXCUSES** (Can you think of a time when you bought food "for someone else," but really for you?)
  - **SHOULD** (What kind of things do you think you "should" or "should not" do to lose weight and be more active? What do you expect yourself to do perfectly? What happens?)
  - **NOT AS GOOD AS** (Do you compare yourself to someone else? How does it make you feel? Affect your choices?)
  - **GIVE UP** (Do you ever want something good to eat and think, "I'm sick of DPP"?)

### Page 2

- Once aware, **YOU CAN LEARN TO TALK BACK**. Review examples on work sheet.

### Page 3

- **WHAT KIND OF NEGATIVE THOUGHTS ARE FAMILIAR TO YOU?** (Record examples. **ROLE PLAY** stopping and talking back. May want to review Remember Your Purpose work sheet from Session 1 for images for positive thoughts.)

### Page 4

- For next week, KT. Record negative thoughts in KT. Practice stopping and talking back.

Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_, \_\_\_\_\_  
Date of visit (month/day/year) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

## 12. The Slippery Slope of Lifestyle Change

Before: Review past KT and progress notes for positive changes since Session 7 or 8, strategies used to solve barriers. If not at goals, refer to Tool Box. Make sure graphs are up to date. Have ready: KT, meals plans (opt.)

**Greeting**

- Weigh pt. Graph. Wt. at home?
- How did it go? KT? Fat gram, activity goals? Graph activity. Record negative thoughts? Practice stopping and talking back?

**Notes:**

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**Page 1**

- Today we're going to talk about "slips," times when don't follow plans for healthy eating, being active. Example of skiing: when learn to ski, it's natural to slip and fall. Instructor helps beginners plan for when might fall and how to get up again.
- First, review progress since Session 7 or 8. **WHAT ARE SOME OF THE CHANGES YOU'VE MADE SO FAR** to be more active (record), eat less fat/calories (record)? **(IS THE PT. AT GOALS? IF NOT, USE TOOL BOX. RECORD PLAN.)**

**Page 2**

- Define slips, stress that **SLIPS ARE NORMAL, DON'T HURT PROGRESS. WHAT HURTS PROGRESS IS WAY YOU REACT TO SLIPS.**
- Different things cause different people to slip.
  - Some slip when happy. Imagine celebration... What would this be like for you?
  - Some slip when bored. Imagine at home... What would this be like for you?
  - Some slip when upset. Imagine argument... What would this be like?
- Which is most difficult for you--happy, bored, upset? Other things? (Record examples.)
- **WHAT CAUSES YOU TO SLIP, HOW YOU REACT, ARE HABITS. CAN LEARN NEW WAY.**

**Page 3**

- **SLIPS ARE NORMAL. NO ONE WILL RUIN EVERYTHING.**
- **AFTER A SLIP:** 1) Talk back to negative thoughts.  
2) Ask what happened. Learn from the slip.  
3) Regain control as soon as you can.  
4) Talk to someone supportive.  
5) Focus on positive changes you've made.

**Page 4** Describe slip from healthy eating. Problem solve.

**Page 5** Describe slip from being active. Problem solve.

**Page 6** Next week: KT. Try action plans. Answer questions.











Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_, \_\_\_\_\_  
Date of contact (month/day/year) \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Other Individual Contact**

Note: Use this page to record notes from individual contacts with DPP lifestyle participants other than the 16 core-curriculum sessions. Examples: An in-person review session held between two core curriculum sessions, a phone contact during which you collect weight and activity data or problem solve with the participant, or information you receive from the participant by mail (such as KT or an activity calendar).

**Greeting.**

- Explain the purpose of the contact.

**Review progress, collect data.**

- Weigh pt. (or ask for self-monitored weight from home). (Record on session update sheet.)
- Activity minutes? (Record on session update sheet.)
- KT? Fat gram/calorie intake? (Record.)
- Other home activities previously assigned?

**Problem solve barriers to attendance, weight loss or physical activity goals, if any.**

- Describe problem in detail, including action chains.
- Brainstorm options.
- Weigh pros and cons. Pick one option to try.
- Make a positive action plan.

**Assign home activity.**

- For next contact: KT, try action plan.
- Any questions?

Note: Remember to complete the Lifestyle Balance Update sheet and any required forms such as the In-Person Contact Form or Phone Contact Form.

**Notes:**

Check one:  In-Person  Phone  Mail \_\_\_\_\_

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Participant ID \_\_\_\_\_  
 Participant Initials \_\_\_\_\_

## Lifestyle Balance Update: Core Curriculum

Participant Name \_\_\_\_\_ Phone \_\_\_\_\_  
 Goals: Weight (lb) \_\_\_\_\_ Fat (g/day) \_\_\_\_\_ Calories/day \_\_\_\_\_ Activity (min/week) 150+

Week Since Randomization	Appointments/Contacts		Week of Core Curriculum	Core Curriculum Session Number	Weight (lbs.)	Self-Monitoring				Comments
	Date	Time				Days/Week	Typical Daily Fat (g)	Typical Daily Calories	Activity Minutes Total/Week	
			1							
			2							
			3							
			4							
			5							
			6							
			7							
			8							
			9							
			10							
			11							
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			24							

## Checklist for Lifestyle Balance Sessions

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### Additional Items

In addition to the items listed under each Lifestyle Balance session, have the following on hand:

- Lifestyle Manual of Operations
- Fat Counter
- Telephone Contact Forms (L02.1)
- Schedule for physical activity sessions (e.g., if schedule has changed)

The following have been provided by the LRC for use as directed in the Tool Box. Note that some of these are not to be used until later in the intervention and only with selected participants.

#### Optional handouts

##### *Behavioral Topics*

##### Self-Monitoring:

- How to Count the Fat Grams in Recipes (SM1)
- Quick Track (SM2); Hispanic, Asian Indian, Pacific Islander, Southern/Soul, American Indian versions available
- Count 100 Cards (SM3)
- Personal Fat Counter (SM4)
- Lifestyle Balance Eating Plans (SM5)
- DPP Lifestyle Balance Calendar (SM6)

#### Nutrition Topics

##### Cooking

- Build a Better Recipe (CK1)
- How to Lower the Fat in Recipes (CK2)
- Add Flavor Without Fat (CK3)

#### Physical Activity Topics

##### Barriers

- Beat the Heat (BP1)
- Keep Warm in the Cold (BP2)
- Health Clubs, the Right Choice for You (BP3)

##### Exercise Equipment and Clubs

- Mountain Bikes for Light Riding (EE1)
- Exercise Choice, Which Workout Machine (EE2)
- Exercising Choice, Which Workout Machine (EE3)

#### Behavioral Books

- Keeping It Off (long-term maintenance of weight loss)

#### Nutrition Books

- Restaurant Companion

#### Cookbooks

- Cooking a la Heart (cookbook)
- Que Bueno: Five a Day Cookbook
- Quick and Healthy Recipes and Ideas
- Quick and Healthy Recipes and Ideas, Vol. II
- Black Family Dinner Quilt Cookbook
- Down Home Healthy Cooking
- Celebre la Cocina Hispana (cookbook)

#### Magazines

- Cooking Light (magazine subscription)
- Eating Well (magazine subscription)
- Heart and Soul (magazine subscription)

#### Videotapes

- Break Your Behavior Chains
- Thin Dining
- Low-Fat and Fast! Real Food for Busy People
- Keep It Off Today with Art Ulene
- Barbershop Talk
- Sweatin' to the Oldies
- Hip Hop

#### Miscellaneous

- Water bottle
- Jump rope

Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_, \_\_\_\_\_

## 1A and 1B. Welcome, Getting Started Losing Weight or Being Active

Date of session \_\_\_\_\_

**Binder or participant chart for Coach:**

Label cover with participant's number and initials.

- Inside pocket:  Lifestyle Balance Update  
 How Am I Doing? graph for weight  
 How Am I Doing? graph for activity

In the binder:  Session Prompts and Notes for Sessions 1A--16  
 Participant notebook pages for Sessions 2--16 (Spanish translation is available)  
(the Coach will transfer these one session at a time to the participant's notebook)

If desired, replace selected pages with an ethnic version:

- Hispanic  Southern/Soul  
 Asian Indian  American Indian  
 Pacific Islander

**Notebook for participant:**

Inside pocket:  Lifestyle Balance Update  
 Keeping Track book  
(or  Quick Track for selected participants, available in ethnic versions)  
 Schedule for physical activity sessions (if applicable)

In binder:  Participant notebook pages, Session 1A, 1B (Spanish translation is available)  
(replace black-and-white cover page with two-color version)

- Team photo (or post on bulletin board)  
 Measuring cups (if start with weight loss)  
 Measuring spoons (if start with weight loss)  
 Food scale (if start with weight loss)  
 Audiotaping consent form (if required by local institution)  
 In-Person Contact Form (L03.1)  
 Medical record form (if required by local institution)  
 Other (specify) \_\_\_\_\_

## 2 or 4. Be a Fat Detective

Date of session \_\_\_\_\_

- Keeping Track  
 Measuring spoons (if not given already)  
 Measuring cups (if not given already)  
 Food scale (if not given already)  
 Fat Counter (participant copy) (large print version is available)  
 How Am I Doing? graph for weight  
 Bathroom scale (if needed)  
 In-Person Contact Form (L03.1)  
 Medical record form (if required by local institution)  
 Other (specify) \_\_\_\_\_



Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_, \_\_\_\_\_

### 3 or 5. Three Ways to Eat Less Fat

Date of session \_\_\_\_\_

- Food models for weighing/measuring activity
  - 1/2 cup of spaghetti
  - 3/4 cup of dry cereal
  - Chicken leg drumstick
  - Chicken thigh, fried
  - Chicken breast, fried
  - Haddock, broiled
  - Pork chop, fried
  - Beef roast, cooked, slice
  - Hamburger/beef patty
  - Butter pats, package of 5
  
- Actual foods for weighing/measuring activity (specify):
  - 
  - 
  -
  
- Test tubes of fat or other “lipo-visuals (if available)
- Keeping Track
- In-Person Contact Form (L03.1)
- Medical record form (if required by local institution)
- Other (specify) \_\_\_\_\_

### 4 or 6. Healthy Eating

Date of session \_\_\_\_\_

- Low-fat samples to taste
- Optional handouts:
  - How to Count the Grams of Fat in Recipes (SM1)
  - Build a Better Recipe (CK1), ethnic versions are available for Asians, Hispanics, Southern/Soul
  - How to Lower the Fat in Recipes (CK2)
- Cookbooks
- Keeping Track
- In-Person Contact Form (L03.1)
- Medical record form (if required by local institution)
- Other (specify) \_\_\_\_\_

### 5 or 2. Move Those Muscles

Date of session \_\_\_\_\_

- Schedule for physical activity sessions (if not given at Session 1B)
- Keeping Track
- Certificate for shoes (if needed), water bottle, jump rope
- In-Person Contact Form (L03.1)
- Medical record form (if required by local institution)
- Other (specify) \_\_\_\_\_

Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_, \_\_\_\_\_

### **6 or 3. Being Active: A Way of Life**

Date of session \_\_\_\_\_

- Certificate for shoes (if not given at last session)
- How Am I Doing? graph for activity
- Keeping Track
- In-Person Contact Form (L03.1)
- Medical record form (if required by local institution)
- Other (specify) \_\_\_\_\_

### **7. Take Charge of What's Around You**

Date of session \_\_\_\_\_

- Keeping Track
- In-Person Contact Form (L03.1)
- Medical record form (if required by local institution)
- Other (specify) \_\_\_\_\_

### **8. Tip the Calorie Balance**

Date of session \_\_\_\_\_

- Lifestyle Balance Eating Plans (optional, SM5)
- Keeping Track
- In-Person Contact Form (L03.1)
- Medical record form (if required by local institution)
- Other (specify) \_\_\_\_\_

### **9. Problem Solving**

Date of session \_\_\_\_\_

- Keeping Track
- In-Person Contact Form (L03.1)
- Medical record form (if required by local institution)
- Other (specify) \_\_\_\_\_

### **10. Four Keys to Healthy Eating Out**

Date of session \_\_\_\_\_

- Nutrition in the Fast Lane brochure
- Restaurant Companion by Hope Warshaw (for reference)
- Keeping Track
- In-Person Contact Form (L03.1)
- Medical record form (if required by local institution)
- Other (specify) \_\_\_\_\_

Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_, \_\_\_\_\_

### 11. Talk Back to Negative Thoughts

Date of session \_\_\_\_\_

- Keeping Track
- In-Person Contact Form (L03.1)
- Medical record form (if required by local institution)
- Other (specify) \_\_\_\_\_

### 12. The Slippery Slope of Lifestyle Change

Date of session \_\_\_\_\_

- Lifestyle Balance Meal Plans (optional, SM5)
- Keeping Track
- In-Person Contact Form (L03.1)
- Medical record form (if required by local institution)
- Other (specify) \_\_\_\_\_

### 13. Jump Start Your Activity Plan

Date of session \_\_\_\_\_

- Keeping Track
- In-Person Contact Form (L03.1)
- Medical record form (if required by local institution)
- Optional handouts:
  - Beat the Heat (BP1)
  - Keep Warm in the Cold (BP2)
  - Health Clubs, the Right Choice (EE1)
  - Mountain Bikes for Light Riding (EE2)
  - Exercise Choice, Which Workout Machine (EE3)
- Other (specify) \_\_\_\_\_

### 14. Make Social Cues Work for You

Date of session \_\_\_\_\_

- Keeping Track
- In-Person Contact Form (L03.1)
- Medical record form
- Other (specify) \_\_\_\_\_

### 15. You Can Manage Stress

Date of session \_\_\_\_\_

- Keeping Track
- In-Person Contact Form (L03.1)
- Medical record form
- Other (specify) \_\_\_\_\_

### 16. Ways to Stay Motivated

Date of session \_\_\_\_\_

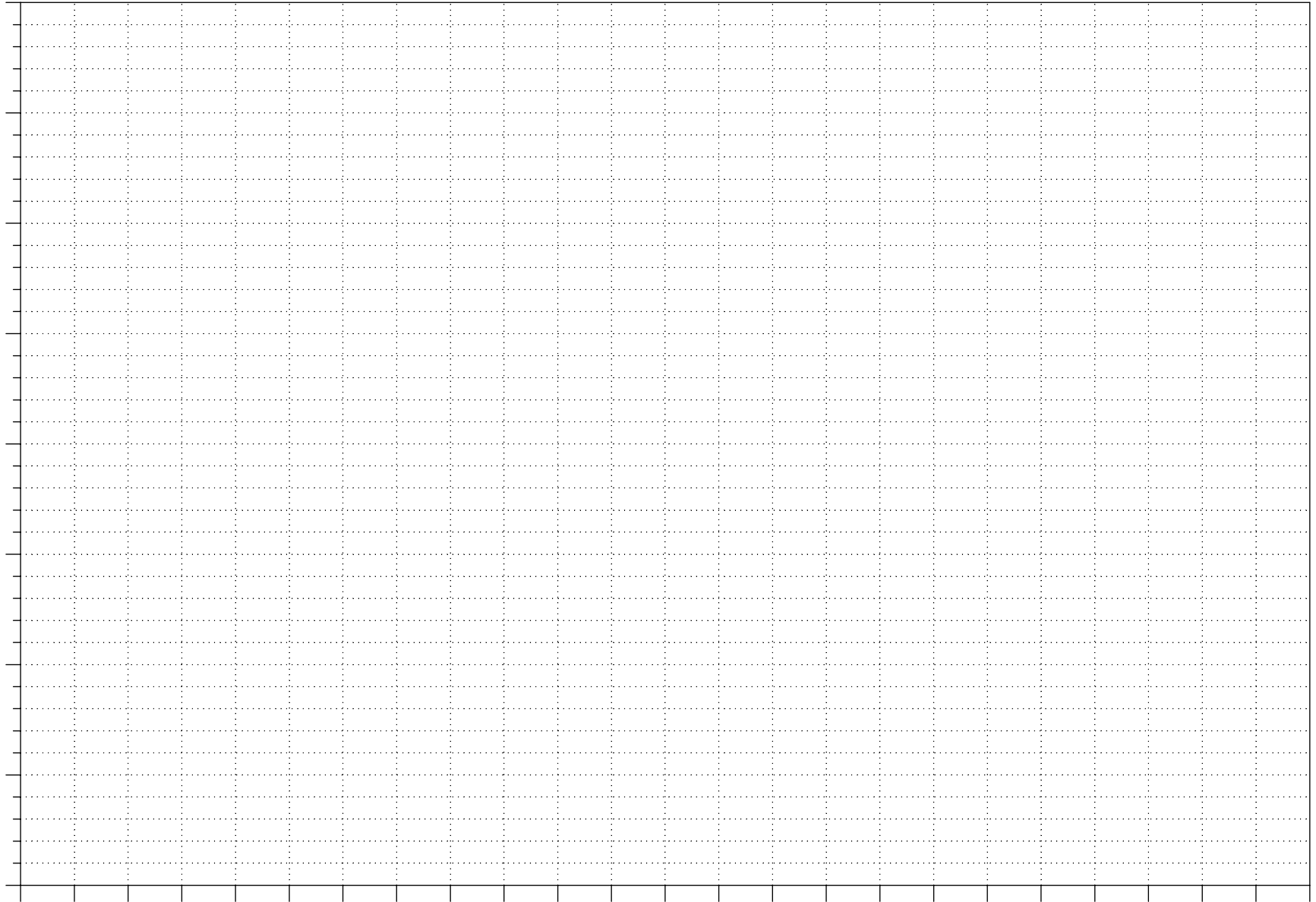
- Keeping Track
- Certificate for completing core curriculum
- Certificate for completing core curriculum and reaching weight loss goal
- Certificate for completing core curriculum and reaching weight loss and physical activity goal
- DPP Lifestyle Balance Calendar (SM6)
- In-Person Contact Form (L03.1)
- Medical record form
- Other (specify) \_\_\_\_\_

# How Am I Doing?

## *Weekly Weight Record*

\_\_\_ Core    \_\_\_ After Core  
Starting Weight (lbs.) =  
7% Weight Loss Goal (lbs.) =  
Goal for this 6 months (lbs.) =

**Weight  
(pounds)**



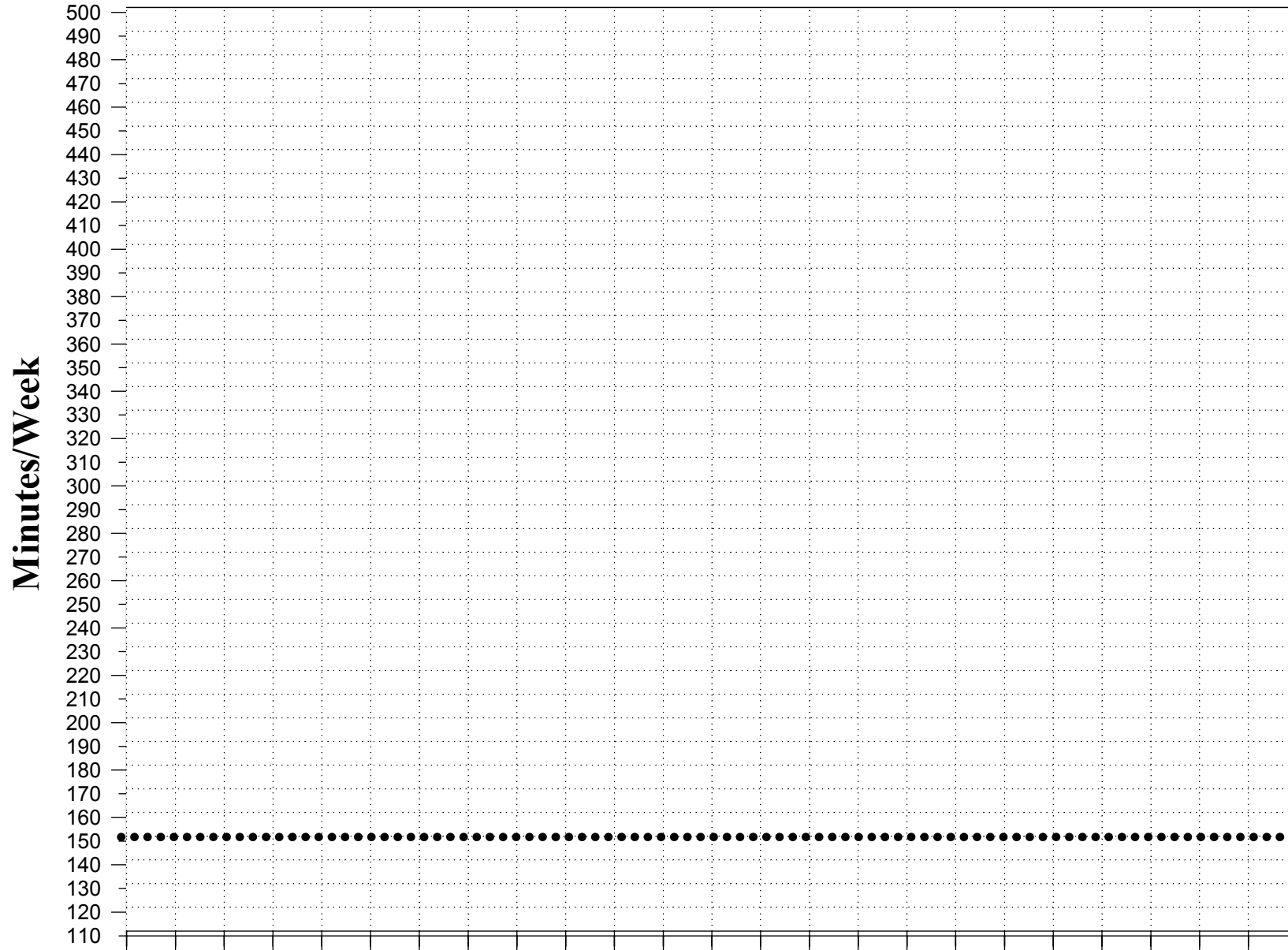
Date:

Wk. since random:

# How Am I Doing?

Physical Activity Graph for \_\_\_\_\_

\_\_\_ Core    \_\_\_ After Core  
Starting Level (min./wk.) =  
Minimum Goal (min./wk.) = 150



*Minimum  
Activity  
Goal*

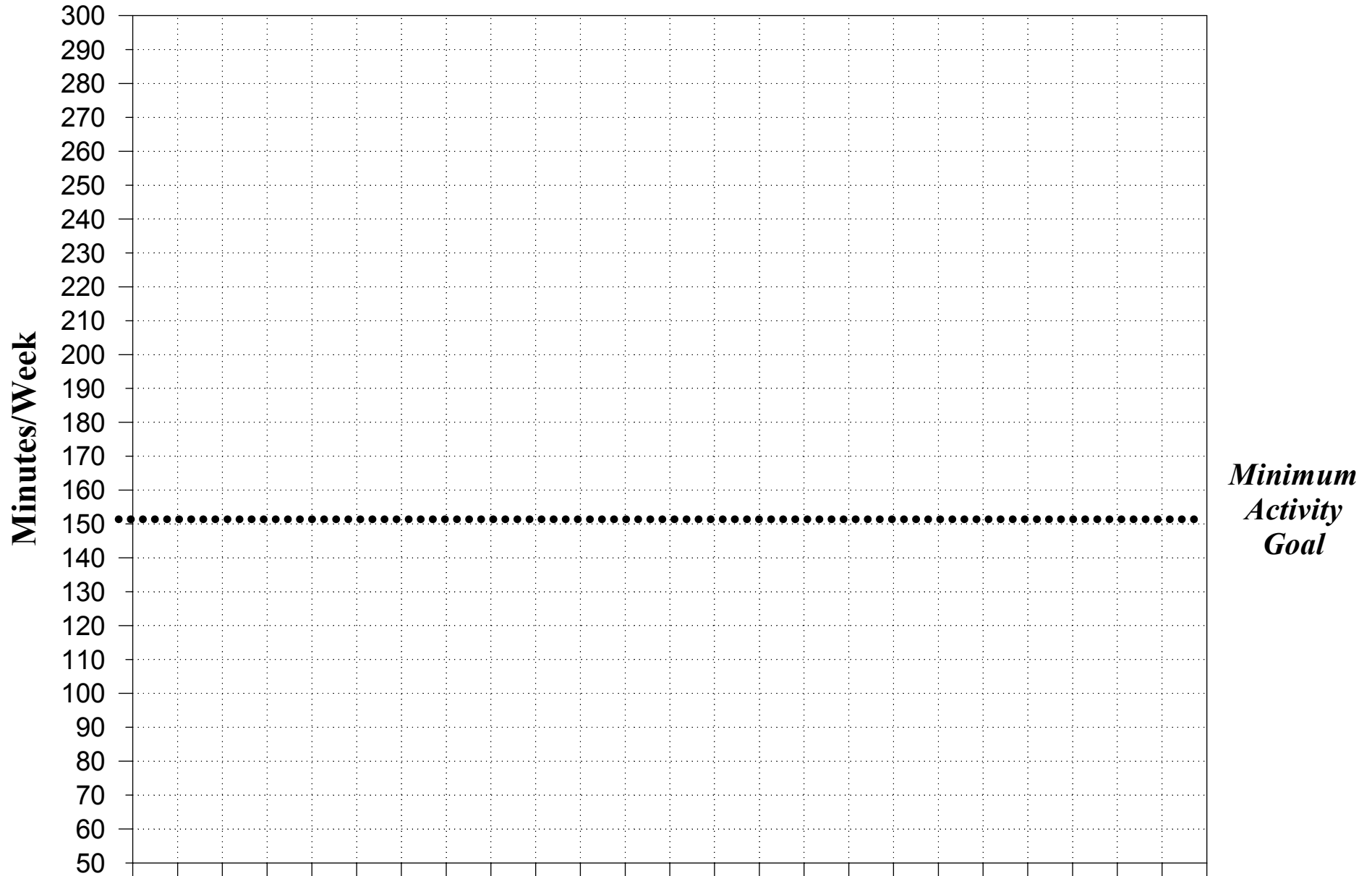
Date:

Wk. since random:

# How Am I Doing?

Physical Activity Graph for \_\_\_\_\_

\_\_\_\_ Core    \_\_\_\_ After Core  
Starting Level (min./wk.) =  
Minimum Goal (min./wk.) = 150



Date:

Wk. since random:

## **D.9 Tool Box Quick Reference**

### **Reinforcers**

- DPP Dollars
- Lottery
- Map of Miles
- ...And Miles to Go Before I Sleep
- Spell DPP

### **Not Attending Sessions**

#### **Level 1**

- Call and reschedule
- Invite a friend or family member to session
- See two participants together
- Have another participant provide transportation

#### **Level 2**

- Provide money for elder care or babysitting
- Provide baby sitting
- Meet at participant's home/work place
- Meet while walking
- Meet at a restaurant
- Provide DPP Dollars

#### **Level 3**

- Conduct intervention by phone/mail
- Provide tapes of sessions

### **Not Self-Monitoring Food Intake or Weight**

#### **Level 1**

- Problem solve barriers
- Complete 24-hour recall
- Discuss cues for self-monitoring
- Phone participant to remind to self-monitor
- Involve family member
- Negotiate less complete self-monitoring
- Negotiate less frequent self-monitoring
- Try different form of self-monitoring
- Have pt. develop own meal plans

#### **Level 2**

- Record intake on answering machine
- Record on audiotape
- Provide meal plans and shopping lists
- Telephone and review intake
- Provide DPP Dollars for self-monitoring

### **Not Self-Monitoring Physical Activity**

- Call pt. and ask to send in records
- Ask for data over the phone

### **Not Reaching/ Maintaining Activity Goal**

#### **Level 1**

- Problem solve barriers
- Increase frequency of visits/calls
- Arrange for pal or other pt. to exercise with pt.
- Refer pt. to non-DPP exercise class (no cost to DPP)
- Identify exercise event in local area, set up training schedule
- Develop motivational strategy/incentive/contract that does NOT involve spending DPP money/staff time
- Actively involved significant other
- Loan pt. exercise tape or equipment to monitor activity
- Mail pt. card, note, or other mailing
- Loan pt. self-help materials (books or tapes)

#### **Level 2**

- Exercise with pt. during or outside of session time
- Provide transportation
- Buy pt. exercise tape or other equipment to monitor activity
- Schedule a meeting with exercise physiologist
- Schedule a meeting with behavior therapist
- Enroll pt. in local exercise event (DPP pays)

#### **Level 3**

- Enroll participant in health club, etc. (DPP pays)
- Purchase home exercise equipment
- Provide a "personal trainer" (DPP pays)
- Develop motivational strategy/incentive/contract that DOES involve spending DPP money/staff time
- Pay for child or elder care

### **Not Losing/Maintaining Weight**

#### **Level 1**

- Problem solve barriers
- Increase frequency of visits/calls
- Review self-monitoring skills
- Recommend new approach to self-monitoring
- Actively involve significant other
- Provide recipes or loan cookbook
- Provide meal plans
- Assign calorie goal or lower fat/calorie goal
- Develop motivational strategy/incentive/contract that does NOT involve spending DPP money/staff time
- Recommend pt. buy Slim Fast for one meal/day
- Recommend pt. buy Slim Fast for two meals/day

- Refer pt. to non-DPP mental health professional
- Schedule pt to come in before next contact to be weighed

- Mail pt. a card, note, or other mailing
- Loan pt. self-help materials (book or tape)

#### **Level 2**

- Schedule meeting with dietitian
- Schedule meeting with behavioral therapist
- Schedule a visit to pt's home or nearby
- Schedule visit to grocery store
- Schedule visit to pt.'s work place or nearby
- Schedule visit to restaurant
- Provide food samples to taste
- Buy pt. a belt
- Schedule a small group visit to reinforce core curriculum (not an after-core class)

#### **Level 3**

- Provide actual food for several meals/week
- Enroll pt. in non-DPP class (DPP pays)
- Provide Slim Fast or coupons for one meal/day
- Provide Slim Fast or coupons for two meals/day
- Develop motivational strategy/incentive/contract that DOES involve spending DPP money/staff time
- Provide liquid formula (not Slim Fast)



