

The Diabetes Prevention Program's
Lifestyle Change Program

Manual for Contacts after Core

Section 5 Part 1 of 2

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Section 5: Participant Worksheets for Contacts after Core

The following pages are participant worksheets for contacts after core, organized according to the topic code and sequence number as indicated in the Table of Contents and in the footer on each worksheet.

Participant Worksheets for Contacts after Core

In-Person After-Core Session 1

What's next?

In the coming months, your Lifestyle Balance plan is to do the following:

Physical Activity

- Be active for *at least* 150 minutes every week. Your goal: _____
- Every day, record your minutes of activity *in writing*.
Every week, add up the daily minutes. Write down the weekly total.
Record your daily and weekly activity minutes on:



- Bring in your written record to every visit.
This is very important study data that we must collect *in writing*.



Weight Loss

- Stay at or below your 7% weight loss goal. Your goal: _____
- Weigh yourself this often: _____

Keep track of -foods eaten -fat grams -calories

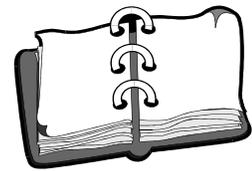
this often: _____

Record your weight and eating on: _____

- Follow this plan for weight loss and for responding to any weight regain:

- Bring in your written record to every visit.

To help you reach these goals,
we need to stay in touch as often as possible.



We will:

Meet this often: _____

Remember, bring your written records of weight, activity, fat grams/calories.

Talk by phone this often: _____

- Have your written records of weight, activity, fat grams and/or calories on hand for each call.
- If something is getting in the way of your DPP goals, we will problem solve together.



Stay in touch by mail, e-mail, or FAX.



You will send me:

A Mail-In-Monday postcard this often: _____

A Lifestyle Balance Calendar for last month on this day of the month:

Another written record of your weight, activity, fat grams and/or calories:

We'll change this schedule as needed.

We'll stay in touch *more often* when you need *more support*.

Lifestyle Balance Update: Contacts after Core

Participant Name _____ Phone _____

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**Participant Worksheets for
Contacts after Core
Behavioral Topics**

How to Use “Getting Ready for the Holidays.”

The attached optional participant handout, Getting Ready for the Holidays, and the following instructions for Coaches, were developed by Dr. Albert Marston, behavioral consultant to the DPP center in Los Angeles.

The handout may be given to participants during an individual In-Person visit or may be used to support a group discussion during a one-session group class, such as one scheduled before the holiday season.

If used as part of a one-session group class, begin with a private weigh-in of each participant, with a few words about where they are regarding goal weight and exercise and whether they need more frequent individual In-Person visits. Open with introductions and a few words about the structure of the session (e.g., time and opportunity for questions). Plan to walk as a group, or do another physical activity together, before or after the session. Also give participants time to socialize during a break and enjoy low-fat/calorie refreshments on a holiday theme. (Note: The Lifestyle Balance handout, Solving the Problem of Buffets and Receptions, may be used during this session as well. Similar strategies are mentioned on both handouts, and the buffet/reception handout provides an opportunity for role-play, perhaps during a refreshment break.)

Note: The following instructions assume the handout will be used with a group but can be adapted for use with an individual participant as well.

Ask the participants to close their eyes for a few moments and think about Thanksgiving, Christmas, New Years, or any other holiday occurring at this time of year. “Try to imagine the scenes you remember from these holidays.” After a few minutes, ask them to share their images. If there’s a chalkboard, write down the themes. Notice aloud how many of them have to do with eating and drinking.

Ask the participants why there are special difficulties about eating at this time of year. Get their ideas, and then summarize the following points:

1. We are rewarded for cooking and baking, especially women.
2. We are under social pressure to be a “good” host or a “good” guest. As a host, it can be difficult to plan a menu of low-fat/calorie choices when we think (or know) our guests have other expectations. As a guest, it can be difficult to make low-fat/calorie food choices and/or limit our portions from a special menu prepared by someone else.
3. Food has meaning other than just nourishment. Food signifies good times, signifies God’s grace, maintains religious and family traditions, and keeps memories alive (family and cultural).
4. Eating and drinking are “social lubricants,” helping us to feel at ease, giving us something to talk about, even giving us an escape excuse (“Excuse me, I’m going to get more

- food.”)
5. Holidays can be a time of stress and loneliness. Eating is a way to relax and feel better.
 6. During celebrations, we may be more willing to “excuse” overeating because celebrations are special times that happen infrequently.

Next, review a general problem solving strategy for the holidays (analyze, write, plan, reward) and provide examples:

1. Take time to think about the problems in advance. For example, you normally walk every evening after dinner, but you’re having house guests who will keep you busy.
2. Write out the problem and list some possible solutions. Could you walk extra for several days before the guests arrive? Could you make up for some of the missed activity after they leave? Are there ways to include physical activity with the guests (e.g., taking them to a scenic place for a walk?)
3. Decide on your best strategy and write it out.
4. Agree with yourself in advance that if you are able to carry out the plan, you will somehow reward yourself afterwards. Be specific about the goal and the reward.

At this point, ask the participant(s) for some examples of problems and work together on a couple of specific plans.

Next, distribute the handout, Getting Ready for the Holidays. The top portion summarizes the problem solving approach just described and may be used by participants to record in very brief form a plan they’ve developed. The bottom portion summarizes the following ten ways to get ready for the holidays. As you review each of the ten ways, ask participants for examples and allow time for discussion:

1. Plan pleasures other than food and drink, especially when you have guests or host a party. For example, plan dancing if possible, games, group decorating, or gift exchanges. Use flowers, candles, or other special decorations to dress up your home rather than focusing only on food. Remember that food and drink are only one part of the celebrations, and keep them in perspective. Identify and focus on other pleasures that make the holidays meaningful for you (such as conversations, friendships, family time to relax together).
2. Hold a family conference well before the holidays to discuss such issues as:
 - a. Are we going to have tempting high-fat/calorie foods like cookies, candy and cake in the house? Might high-fat/calorie foods be given to us as gifts? If so, can we separate the tempting foods from the rest of the family food and agree that you (the participant) will not eat them, or will have your own lower fat snacks? (Maybe you’ll be surprised and the family will agree to help you by having only low-fat foods around.) Can we give away or donate extra food given to us as gifts?
 - b. Get the family to agree not to nag you about what you eat or your activity plan,

- that you will be your own food and exercise “cop.”
- c. Are there positive ways they can help (for example, praising you when you are sticking to your low fat food plan, going on walks with you, helping you out so that you don't get too tired or stressed)?
 - d. If you are preparing special holiday meals or party menus, what modifications can be made to the food choices available and/or the recipes used in order to lower the fat and calories or provide low-fat/calorie options? Can you plan to use low-fat products (e.g., reduced-fat or nonfat margarine, sour cream, cheese, cream cheese)? Serve smaller portions?

Note: One option here would be to review the holiday menu modifications on the Lifestyle Balance meal planning handout, Happy Holidays! (MP5). Point out that even the “healthy changes” menu is high in fat and calories (for many participants, the meal would use up their full day's budget for fat and calories). Encourage participants to eat less for breakfast and lunch, and on the days before and after, if they expect to eat this large of a holiday meal. And discuss even healthier changes that might be made to such a menu, such as serving fruit salad instead of pie, rice instead of stuffing, and only one type of potato.

The class leader may also want to distribute some low-fat/calorie recipes for holiday menus (see Cooking Light's November/December issues for examples), again emphasizing that the total calorie and fat content of even “light” holiday menus is typically very high (e.g., in the 1996 Cooking Light's November/December issue on pages 91-95, the dinner menu totals 1410 calories and 39 grams of fat). The leader may also want to briefly refer to recipe modification guidelines, such as those on the Lifestyle Balance handouts, Build a Better Recipe (CK1) and How to Lower the Fat in Recipes (CK2). However, be careful not to lose the focus of the session by going into too much detail.)

3. When you decide to eat a special high fat food, choose quality, not quantity. Choose the best thing available, take a small portion, eat slowly, and enjoy every mouthful.
4. Plan ahead to be assertive with hosts. By planning ahead, you will be prepared if you encounter a very insistent host or hostess (e.g., your mother, in-laws, or friend). For example, is it possible to speak to her/him in advance to say that you are on a low fat food plan for your health and need their understanding when you take only some foods and small portions? Consider practicing out loud what you'll say. (Ask participants for examples of difficult hosts they know, what happens, and how they could handle it.) Look for ways to compliment your host.
5. Eat something before you go to a party.

6. Decide what you want to do about alcohol. Point out that alcohol increases appetite. It also lowers self-control. Alcohol depresses your central nervous system, but the initial subjective feeling is just the opposite because alcohol lifts the barriers of self-control. This can lead to poor choices, such as in foods and amounts eaten. Alcohol also increases appetite, which can compound the problem related to food consumption. Also, if you drink, are you aware of the calories involved? (Review the Lifestyle Balance handout, If You Drink Alcohol... (ON2). Point out that alcohol is higher in calories (7 calories per gram) than carbohydrates or protein (4 calories per gram), plus it is “empty calories,” that is, it contains no other nutrients such as vitamins or minerals. Also, beer, sweet wines, and most mixed drinks contain sugar or carbohydrate as well as alcohol, which add more calories. Also, review some strategies for drinking: don’t drink on an empty stomach, alternate alcoholic and nonalcoholic drinks, “nurse” a drink or sip it slowly and make one drink last a long time, notice the effects of drinking and stop before over-doing it.)
7. Beware of fatigue, rushing and tension and how they affect your eating. Look for early warning signals and plan nonfood ways to cope (such as talking to a friend, exercise, meditation). Also, plan ways to simplify. Watch the tendency to demand too much of yourself. Decide in advance what social obligations are most important to you and prioritize.
8. Prepare for old friends or relatives you see only at the holidays. Are there any old conflicts that will arouse emotions when you see them? How have they affected your eating and drinking in the past?
9. Anticipate post-holiday let-down and blues. Plan for other pleasures.
10. Make reasonable New Year’s resolutions.

Finally, point out that the same strategies can be applied to any special occasion or reason to celebrate, such as weddings, anniversaries, birthdays, and holidays at other times of the year.

Briefly summarize the main points of the session (perhaps by giving a few examples related to other special occasions), answer any questions, and wish participants a happy and healthy holiday season.

Getting Ready for the Holidays.



Planning ahead is the key to staying active and eating healthy during the holidays.

1. Take time to think about potential problems in advance.
2. Write down the problem. List some possible solutions.
3. Choose the best strategy. Write it down.
4. Plan to reward yourself. Write down what you will do to earn the reward. Write down what the reward will be.



Ten Ways to Get Ready for the Holidays

1. Plan pleasures other than food or drink.
2. Hold a family conference well before the holidays.
 - a. Are we going to have tempting high-fat/calorie foods in the house?
 - b. Get the family to agree not to nag you about what you eat or your activity plan.
 - c. Are there positive ways they can help?
 - d. What changes can be made to the holiday menus?
3. When you decide to eat a special high-fat/calorie food, choose quality, not quantity.
4. Plan ahead to be assertive with hosts. Let hosts know, in a clear and direct way, what you are planning to eat and not eat.
5. Eat something before you go to a party.
6. Decide what you want to do about alcohol. Alcohol increases appetite. It also lowers self-control. If you drink, are you aware of the calories involved?
7. Beware of fatigue, rushing, and tension. Look for early warning signals. Plan nonfood ways to cope, including exercise. Also, make plans to simplify.
8. Prepare for old friends or relatives you see only at holidays.
9. Plan for other pleasures *after* the holidays.
10. Make *reasonable* New Year's resolutions.



How to Use “Lifestyle Balance on Vacation.”

The attached optional participant handouts, Lifestyle Balance on Vacation and Lifestyle Balance on Vacation: Problem Solving, and the following instructions for Coaches, were developed by Dr. Albert Marston, behavioral consultant to the DPP center in Los Angeles. The handouts may be given to participants during an individual In-Person visit or may be used to support a group discussion during an after-core class.

Note: The following instructions assume the handout will be used with a group but can be adapted for use with an individual participant as well.

1. Ask the participants to close their eyes for a few moments and think about being on vacation. **“Try to imagine the scenes you remember from previous vacations.”** After a few minutes, ask them to share their images. If there’s a chalkboard, write down the themes. Notice aloud how many of them have to do with eating and drinking or being inactive.
2. Ask the participants why there are **special difficulties** about eating and inactivity on vacation. Get their ideas, and then summarize the following points:
 1. For most of us, the word “vacation” means escape and freedom from our everyday work and family responsibilities to a more pleasurable, even selfish experience.
 2. Eating is a form of pleasure, so we may mis-eat as a way to find pleasure if we don’t have other sources of pleasure available on our vacation.
 3. We associate eating (and often inactivity) with pleasure, so when we are having pleasure, we believe that eating or being inactive will make that pleasurable time even better. On vacation, this can get out of hand if we relax and let down control (“after all, I’m on vacation”).
 4. If things go wrong on a vacation (and most vacations don’t live up to our fantasies), or if we are workaholics and have great difficulty relaxing when not at work, we might get tense and eat to relieve the added tension on vacation.
 5. Eating and drinking are “social lubricants,” helping us to feel at ease, giving us something to talk about, even giving us an escape excuse (“Excuse me, I’m going to get more food”). These factors may be especially important if our vacation is with a group of friends or family that we haven’t seen in a while.
 6. Vacations happen infrequently so we may be more willing to “excuse” overeating or being inactive.
3. Ask participants to think about **what will be or could be easier** about eating healthy and being active on vacation. Get their ideas and then summarize (e.g., lots of time to exercise, nice location for exercise, may be warmer weather than at home this time of year, can swim, meals are served or lots of time to prepare healthy meals, lots of fruit

available, etc.).

4. Distribute the handout, **Lifestyle Balance on Vacation**. Review the following strategies (summarized on the handout) for handling vacations. As you review each strategy, ask participants for examples and allow time for discussion:

1. **Plan pleasures other than food and drink.**

- a. Plan the kind of vacation *you* want. One way to think about this is to ask yourself, What about your daily routine do you want to escape *from*? (For example, if your routine is a hectic, crammed schedule, it's vital that you not repeat this pattern on your vacation. If you do a lot of driving on the job, you might not want to spend your vacation driving.) What kinds of pleasures and freedom do you want to escape *to*? (What do you like to do most? Go to a faraway, scenic spot? Or stay at home and enjoy some free time? Make lots of time for a favorite hobby or sport? Spend time with old friends?)
- b. Think about what you like to do for physical activity. Can you find a way to make that part of your vacation?
- c. Be prepared to be assertive with others about what you want to do on vacation if you are going on vacation with family or friends. Negotiate a compromise if necessary.

2. Some of us vacation alone but most of have some arranging to do with family and friends. **Have a family talk well before the vacation** to discuss such issues as:

- a. What did we like about our last vacation? What were the problems? Make a specific plan for what you will do on this vacation, including pleasures other than food and drink.
- b. Discuss how you will handle food and eating out. How often will we eat out? What types of restaurants will we choose? Are there low-fat/calorie options for you? Can we split entrees or desserts? If eating in (e.g., if renting a beach house), will we have tempting high-fat/calorie foods like cookies, candy and cake in the house? If so, can they be stored out of sight and separate from other foods? Can family members agree to eat these foods only when eating out?
- c. Can we find a fun way to all be physically active this vacation? Examples: bike riding, mountain climbing, hiking, walking on the beach, bird watching, golfing (walking the course), etc.
- d. Get the family to agree not to nag you about what you eat or your activity plan.
- e. Talk about positive ways your family can help (for example, praising you when you are sticking to your low fat food plan, going on walks with you, helping you out so that you don't get too tired or stressed).

3. **Have reasonable expectations for vacation.**
 - a. Keep track of your eating and activity as much as possible.
 - b. Weigh yourself often, but remember that scales differ.
 - c. Plan to *maintain* your weight; don't expect weight loss. Figure fat and calorie goals for maintenance.
 - d. Let go a little. For example, eat something special. Choose the best and leave the rest. That is, when you decide to eat a special high fat food, choose quality, not quantity. Choose the best thing available, take a small portion, eat slowly, and enjoy every mouthful.
 - e. Get extra activity. If you slip with eating a little, this will often compensate.

4. **If you tend to be tense on vacation, ask why and what you can do about it.**
 - a. Avoid extended periods when you are doing what others want and not what you want. Be assertive about what you want to do.
 - b. Plan daily times to relax. Try not to get overtired (e.g., by doing too much sightseeing in a short period of time).
 - c. Plan regular breaks while driving. Carry low-calorie snacks and take breaks to get out of the car and walk.

5. **Decide what you want to do about alcohol.** Alcohol may lower self-control. If you drink, are you aware of the calories involved?

6. **Try to balance rest with activity.** Look for ways to be active that you enjoy.

7. **Prepare for old friends or relatives you haven't seen in a while.** Decide how and when you will want to be assertive with them about eating and activity. Consider talking with them in advance.

8. **Plan for pleasures *after* your vacation.** Coming back from a vacation is often a let-down. Try to get back to regular activities gradually and plan some extra pleasures to offset post-vacation blues. Consider allowing an easy day at home before getting back to work full-steam.

5. (Note: The next handout, **Lifestyle Balance on Vacation: Problem Solving**, is for problem solving issues related to a specific vacation plan, whereas the previous one provides general guidelines. So this handout may or may not be appropriate for participants at this point, depending on whether or not they know their vacation plans.) Distribute the handout, **Lifestyle Balance on Vacation: Problem Solving**. First review a general problem solving strategy for vacations (analyze, write, plan, reward) and provide examples:
 1. Take time to think about the problems in advance. For example, you normally

- walk every morning before work, but you plan to sleep in on vacation.
2. Write out the problem and list some possible solutions. Could you walk every afternoon to a scenic area (such as along the beach)?
 3. Decide on your best solution and write it out.
 4. Agree with yourself in advance that if you are able to carry out the plan, you will somehow reward yourself afterwards. Be specific about the goal and the reward.

Ask the participant(s) for some examples of problems and work together on a couple of specific plans to be recorded on the handout.

6. Summarize main points, answer questions, and wish participants a happy vacation.

Lifestyle Balance on Vacation



Ways to Handle Vacations

1. Plan pleasures other than food or drink.

- Plan the kind of vacation *you* want.
- Think about what you like to do for physical activity. Can you make that a part of your vacation?

2. Hold a family meeting ahead of time.

- What did we like or dislike about our last vacation? What will we do this time?
- How will we handle food and eating out?
- Can we find a fun way to all be physically active this vacation?
- Get the family to agree not to nag you about your eating or activity.
- Talk about ways your family can help.

3. Have reasonable expectations for your vacation.

- Keep track of your eating and activity.
- Weigh yourself often. But remember, scales differ.
- Plan to *maintain* your weight.
- Let go a little. Eat something special. (Choose the best. Have a small portion.)
- Get extra activity.

4. If you tend to be tense on vacation:

- Avoid long periods when you're doing what others want and not what you want.
- Plan daily times to relax.
- Plan regular breaks while driving.

5. Decide what you want to do about alcohol.

Alcohol may lower self-control.
If you drink, be aware of the calories.

6. Balance rest with activity.

Look for ways to be active that you enjoy.

7. Prepare for friends or relatives you haven't seen in a while.

8. Plan for pleasures *after* your vacation.

Lifestyle Balance on Vacation: Problem Solving



Healthy eating and being active *are* possible on vacation.
The key is to plan ahead:

1. What problems might come up?

2. Choose one problem. List some possible solutions.

3. Choose the best solution. What will you need to do to make that happen? How will you handle things that might get in the way?

4. Plan to reward yourself. What will the reward be? What will you need to do to earn that reward?

Give yourself credit for your success.

It's important to remember your successes. Put a check beside the changes you've made.

I eat these low-fat foods instead of high-fat foods.

Fat Substitutes/Added Fats

- Low-fat or fat-free margarine
- Fat-free cream cheese or sour cream, jelly, jam
- Vegetable cooking spray
- Low-fat/nonfat salad dressing or mayonnaise, mustard, catsup
- Other _____



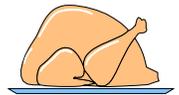
Dairy Foods

- Skim or 1% milk
- Low-fat or fat-free creamer
- Low-fat or fat-free cheese
- Other _____



Meats, Main Dishes

- Grilled or roast chicken sandwich, without mayonnaise-based sauce
- Sliced turkey, chicken, or water-packed tuna, with low-fat mayonnaise or mustard
- Lean red meats (round or loin cuts, extra lean ham), with fat trimmed off
- Fish, baked, broiled, or grilled
- Chicken or turkey, without skin, broiled, baked, or grilled
- Other _____



Side Dishes, Breads

- Baked or boiled potato with fat-free sour cream
- Bagels, English muffins, low-fat muffins, bread, plain rolls
- Vegetables, raw or cooked with no fat
- Other _____



Snacks, Desserts

- Fruit
- Pretzels; plain air-popped popcorn; low-fat chips
- Sherbet, ice milk, fruit ice, low-fat frozen yogurt
- Other _____



I eat these high-fat foods less often or in smaller amounts.

I do these things to **be more active.**

- Set aside one block of time 3 to 7 days a week to be active.
- Use 10 to 15 minutes of free time during the day for activity.
- Make active choices throughout the day. Turn inactive into active time.
- Prevent boredom by doing something new, having fun, and challenging myself.



I do these things to **eat less fat/calories.**

- Keep track of the fat/calories I eat.
- Weigh and measure foods.
- Eat more grains, vegetables, and fruits.
- Cook foods without added fat, and serve foods without high-fat toppings.
- Look for high-fat/calorie foods in recipes. Use low-fat/calorie foods instead.



I do these things to **take charge of what's around me.**

- Keep high-fat/calorie foods out of my house and work place.
- Keep lower-fat/calorie foods in sight and ready to eat.
- Add positive activity cues to my life.
- Get rid of cues for being inactive.
- Handle problem social cues by planning ahead, staying away from the cues, changing the cues, responding in a more healthy way, or adding helpful cues.



I do these things to **eat healthy when I eat out.**

- Plan ahead for healthy eating out.
- Ask for what I want when I eat out.
- Take charge of what's around me when I eat out.
- Choose foods carefully when I eat out.



I do these things to **talk back to negative thoughts and manage slips.**

- Talk back to negative thoughts with positive thoughts.
- Regain control the very next time I can after slips.
- Talk to someone supportive after slips.



What are some non-food ways to give yourself credit?

How do successful weight losers do it?



There's an old saying, "A path is made by walking on it."



Researchers have studied people who've lost weight and kept it off. What path did these successful weight losers "make by walking on it"? What steps did they take? What turns in the road did they navigate? Studies suggest the following:

Successful weight losers move from:	Toward:
Trying to fool themselves	Being honest with themselves
Looking for a "magic" cure	Recognizing that behavior change takes hard work and persistence
Looking for a "cookbook" approach that applies to everyone	Fitting the tried-and-true ways of losing weight into their own lifestyle
Looking for someone else to fix their weight problem or take the blame for it	Taking "lonely responsibility" for doing what needs to be done or for not doing it
Thinking of weight loss as an end in itself	Thinking of weight loss as part of an overall process of learning about themselves and their priorities
Being afraid to fail and/or punishing themselves when they do fail	Being willing to make mistakes, learn from them, and try again
Wanting to do it perfectly right away	Being willing to settle for "small wins" and build on the positive, one step at a time
Seeking approval or forgiveness from others	"Owning" their own successes and mistakes
Relying on willpower, control, or discipline	Making choices one at a time, being flexible, and trusting themselves
Blaming themselves or seeing the needs of others as more important than their own	Maintaining a healthy self-interest

Think about yourself. What path have you been on? _____

What steps can you take now on your own path toward weight loss? _____

A Tough Day

What happened? What were your thoughts and feelings?
How was your eating and activity affected?



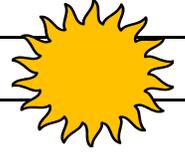
What were some of the *good* things about this day?
Do “tough days” make your life better in some ways?

Strengths and Skills

What are you “good at”?
What strengths and skills do you have?

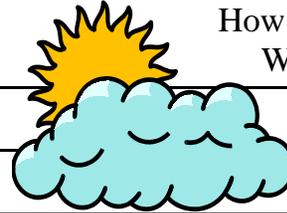
A Better Day

What was different? What were your thoughts and feelings?
How was your eating and activity affected?



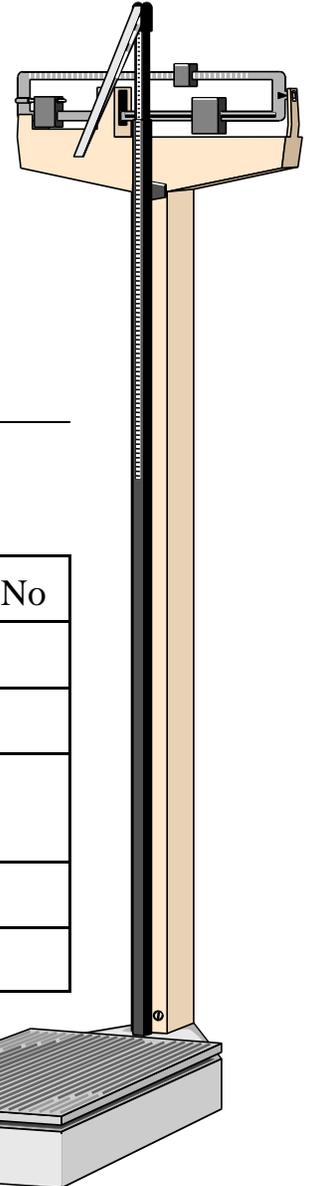
What were some of the things you did to make this a better day?

To create “better days” more often, what would need to change?
How could you use your strengths and skills?
What risks would be involved?



What's the next step? _____

What if the scale doesn't budge?



Even if you're eating less and being more active, your weight might stay about the same for a while or "plateau."

What are your thoughts and feelings when the scale doesn't budge?

If you're frustrated or discouraged by a weight loss plateau, ask yourself these questions:

	Yes	No
Am I self-monitoring my fat/calorie intake accurately?		
Are my portion sizes accurate?		
Based on my current weight, am I restricting my calories enough to lose weight?		
Am I keeping my fat intake to less than my fat gram goal?		
Am I meeting my weekly goal for physical activity?		

Did you answer "no" to any of the questions? If so, what could you do to tighten up your weight loss program?

Did you answer "yes" to all of the questions? If so:

What could you do to stay motivated while the plateau lasts?

How could you measure your progress other than by your weight?

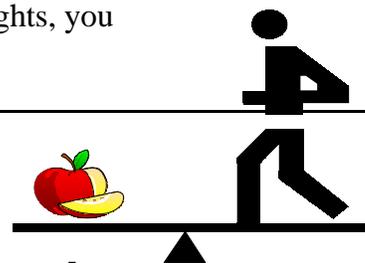
If You Believe You Can't Lose Weight.

When weight loss isn't going well, it's natural to wonder, "Is something keeping me from losing weight that's beyond my control?" Consider the facts below:

- **Age** Many people gain weight with age. But it's not because of age itself. Two things are involved. First, body metabolism slows down somewhat with age. Second, people are often less active as they age. So in general, older people burn fewer calories. But no matter what your age, you can offset this by eating less and being more active.
- **Menopause, hormones, or menstrual bloating** Weight gain during menopause is related to aging (see above), not to menopause itself. This is probably because many women are less active as they age. Women who take hormone pills gain no more weight than other women. And water retention comes and goes with the menstrual cycle. Again, none of these things can keep you from losing weight--if you eat less and are more active.
- **Family History of Obesity** People with overweight parents are more likely to be overweight adults. So are those who were overweight as children. But many people with a family history of obesity succeed at weight loss. Their secret? Eating less and being more active.
- **Metabolism** Some people have a slower metabolism. They burn fewer calories at rest than other people. But no matter how slow your metabolism, you can lose weight. The keys (you guessed it) are to eat less and be more active.
- **Medications** A few medications affect body metabolism. Some cause water retention. However, no medication can keep you from losing weight if you eat less and are more active.
- **Weight Training** People who begin weight training may gain a pound or so at first. But then the muscles that are being built begin to replace body fat. And muscles use more energy than body fat. So building muscle helps you *lose* weight in the long run.
- **Psychological Factors** Some people say, "I'm just not the type of person who can succeed at weight loss," or "my life is too stressful to do what I need to do to lose weight." The truth is that *thinking* this way *does* get in the way of losing weight. But it's not a *fact*. If you work on countering these thoughts, you *can* eat less and be more active.

The bottom line is tried and true:

To lose weight, eat less and be more active. Believe that you *can*.



DPP Lifestyle Progress Summary

Participant ID _____ Name Code _____ Today's date _____

1. Reasons for joining DPP _____

2. Progress toward goals (review graphs)

	Weight (lbs)	Activity (min/week)
Session 1 (Date: _____)		
Most Recent Visit (Date: _____) (Week since randomization: _____)		
DPP Goal		
Personal Goal		

Fat goal (grams) _____ Calorie goal _____

Typical fat intake _____ Calories _____

3. Major challenges

To weight loss _____

To physical activity _____

4. Changes made

In eating _____

In activity _____

Other _____

5. What has helped

In eating _____

To improve activity _____

6. What are your thoughts about your progress so far?

**7. How *important* is it to you to make any new changes?
(On a scale of 1-10, with 1= not important at all and 10 = very important)**

In eating _____

In physical activity _____

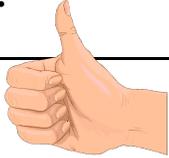
**8. How *confident* are you than you can make any new changes?
(On a scale of 1-10, with 1= not confident at all and 10 = very confident)**

In eating _____

In physical activity _____

The Decision Balance

If you were to *eat less fat and calories*:

	Pros of eating less fat and calories 	Cons of eating less fat and calories 
Consequences to yourself		
Consequences to others		
Your own reactions		
Reactions of others		

Why the DPP is asking you to eat less fat and calories:

- Reaching your DPP weight goal is highly likely to prevent diabetes.
- Losing weight and eating less fat will reduce your risk of heart disease and many cancers.
- If enough participants reach their weight goals, the DPP will be able to show whether or not losing weight will prevent diabetes.

Think about the pros and cons you've listed. What's your next step?

Remember, we have confidence in you, and your Lifestyle Coach is always here to help.

The Decision Balance

If you were to *get more exercise*:

	Pros of getting more exercise 	Cons of getting more exercise 
Consequences to yourself		
Consequences to others		
Your own reactions		
Reactions of others		

Why the DPP is asking you to get more exercise:

- Reaching your DPP activity goal is highly likely to prevent diabetes.
- Getting more exercise will reduce your risk of heart disease and many cancers.
- If enough participants reach their physical activity goals, the DPP will be able to show whether or not physical activity will prevent diabetes.

Think about the pros and cons you've listed. What's your next step?

Remember, we have confidence in you, and your Lifestyle Coach is always here to help.

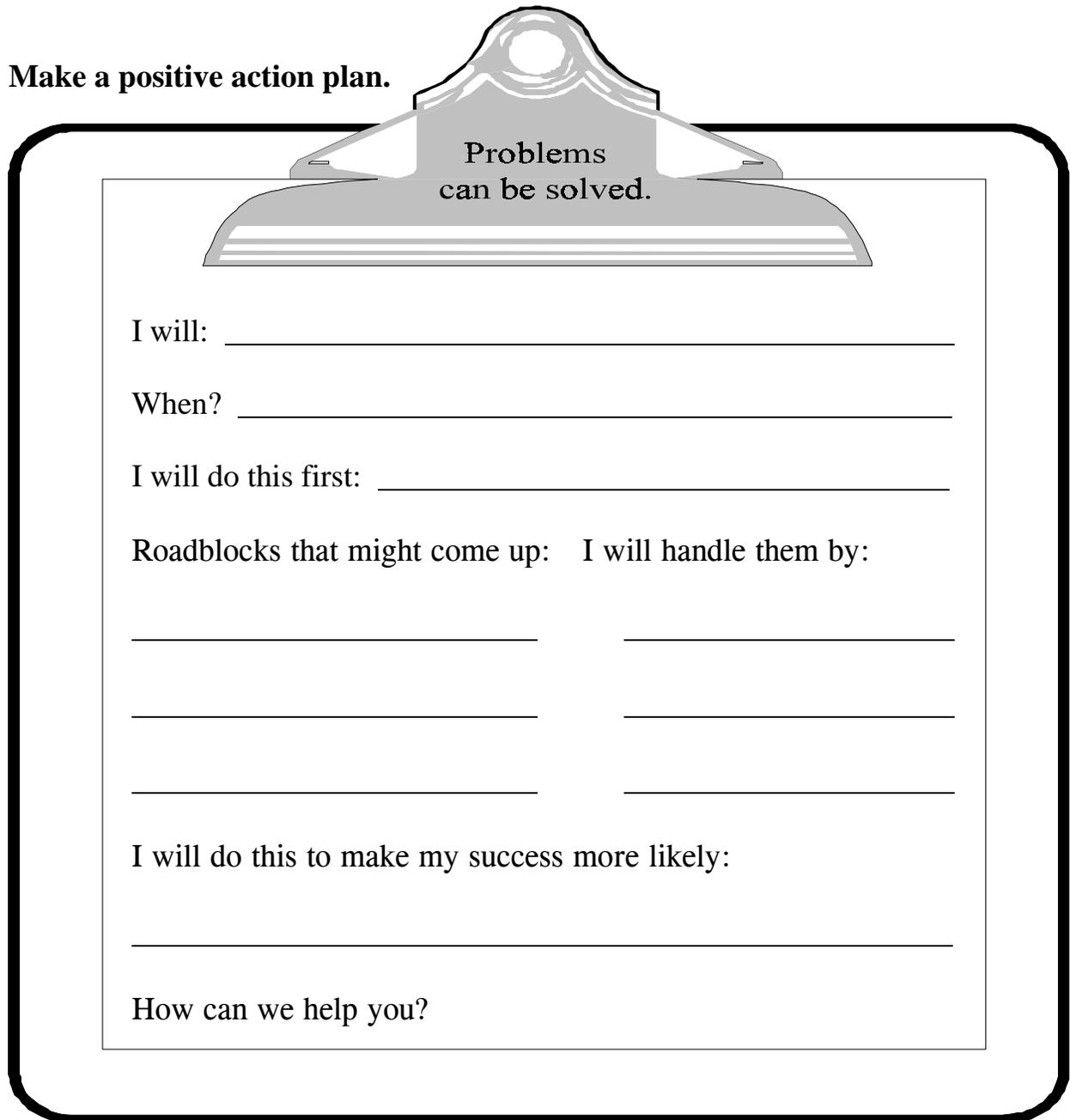
The Lifestyle Balance *Problem Solver*

Describe a problem you have that's related to today's topic. Be specific.

Find the action chain. Links	Brainstorm your options. Options
	

Pick one option. Is it very likely to work? Can you do it?

Make a positive action plan.



**Problems
can be solved.**

I will: _____

When? _____

I will do this first: _____

Roadblocks that might come up: I will handle them by:

I will do this to make my success more likely:

How can we help you?



To do next month:

I will:

- Keep Track of my weight, eating and physical activity.**
- Try my action plan.** Did it work? If not, what went wrong?



Do More of What Works.

One way to solve a problem is to “do more of what works.”

- Look carefully at any “exceptions” to the problem. (An exception is a time when the problem **doesn’t** occur, or when it is less frequent, shorter lasting, or less intense.) That is, catch yourself being healthy.
- Repeat those exceptions.

Describe a problem that gets in the way of your DPP goals:

Portrait of An Exception

Think about a typical “exception” to the problem.

Where were you? _____

Who were you with? _____

What time of day/week was it? _____

What else were you doing? _____

What were you thinking/feeling? _____

What were doing right before this? _____

What was *your* role in making the exception happen?

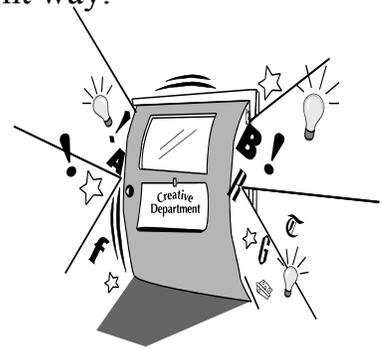
What could you do next week to repeat that exception?

Shake Things Up a Little.

One way to change a habit is to do the behavior in a different way.

This may help you to:

- Be more aware of the thoughts, feelings, cues, and actions related to the problem.
- Feel some control over the behavior.
- Discover new options for change.



Here's how to "shake things up a little."

Describe a behavior that gets in the way of your DPP goals:

(Example: After tough days at work, I stop at the bakery. I buy a bag of cookies and eat them on the way home.)

Next week, how could you do the behavior in a different way?

- Change the place (e.g., order cookies at a sit-down coffee shop).
- Change the time of day (e.g., eat cookies before noon).
- Change the extent of the behavior (e.g., buy one cookie).
- Change it from being done at the spur of the moment to being done at planned times (e.g., go to the bakery on a certain day of the week).
- Change it from being done in a predictable way to being done in a random way (e.g., flip a coin to decide whether or not to stop at the bakery).
- Change who you do the behavior with (e.g., go to the bakery with a friend).
- Do something different beforehand (e.g., walk around the block before you go to the bakery).
- Other: _____.

Write an action plan. Then follow the plan *exactly*, no matter how odd it feels. Remember, the point is to *shake things up*. So just try it.

What did you learn? _____

How to Use “Measuring My Hand.”

The optional participant handout, Measuring My Hand, is designed to help participants refine their skills in estimating portion sizes and learn to use their hands as a measuring tool. The approach is based on intervention materials from the Women’s Health Initiative.

To use the handout, you will need the following materials:

- The handout, Lifestyle Balance Problem Solver.
- An index card.
- Pens.
- Six “stations” set up around the room. At each station, place the following:
 1. Play dough, set of measuring spoons, table knife for leveling.
 2. Ruler, calculator.
 3. Play dough, set of measuring cups, set of measuring spoons, table knife for leveling.
 4. Ruler, calculator.
 5. Set of measuring cups, large bowl, smaller bowl, glass marbles or a food item that survives handling (such as dried beans or lentils).
 6. Fat Counter, calculator, 1-2 rulers, food scale, measuring cups and spoons, table knife for leveling, 5-10 food samples--either actual foods, food models, or play dough molds (the foods chosen should be commonly eaten high-fat and high-calorie foods, such as a hamburger patty, chicken leg, pork chop, ice cream, peanut butter, margarine, mayonnaise, sugar cookie, coffee creamer, whole milk in a glass, oil in a large pan). Weigh or measure the food samples in advance. Optional: Also have on hand the following tools to help the participant visualize serving size amounts: Small paperback book (4x7x1/2"=9 oz.), mayonnaise jar lid (3 oz.), deck of cards or audio cassette tape (3 oz.), lipstick tube (1 oz), golf ball (1 oz), 3.5" computer disk (3-5/8x3-1/2x1/16"=1/2 oz.), tennis ball (2-1/2" diam.=medium fruit).

Note: To save time or reduce the amount of play dough manipulation (e.g., for participants with arthritis), you may want to pre-measure play dough amounts for thumb tips (1/2 teaspoon, 1 teaspoon, 1-1/2 teaspoons) and fists (3/4 cup, 1 cup, 1-1/4 cups), shaped into thumb-tip or fist-like mounds. Have the participant compare his or her thumb tip and fist to the samples and select the one that’s closest to his or her size.

Introduce the handout by saying that, over time, many of us become more complacent about or less interested in the amounts we are eating. This may be one reason for weight plateaus or weight gain. The participant might be keeping thorough self-monitoring records and meeting his or her fat/calorie goals in writing but still eating more than he or she realizes because of misjudgments in serving size estimation. Even small misjudgments can add up, particularly when it comes to high-fat/calorie foods and foods eaten often. The purpose of the handout is to

give the participant a chance to check up on and refine his or her portion size estimating skills.

Have the participant move through each of the stations and complete the worksheet. Also, give the participant an index card on which to record his or her hand measurements (the purpose is to provide a reference card to take home and carry in a wallet or purse). Then provide the actual measurements and fat grams for the foods at the stations. Ask the following or similar questions to stimulate discussion:

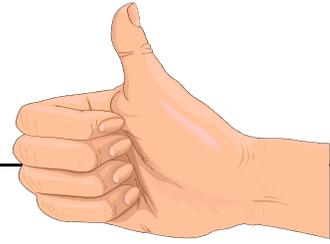
- What tools made it easier to estimate serving sizes?
- Which foods were the most difficult for you to estimate? Why?

Make the following points:

- You don't need to be perfect. The aim is to come up with reasonable estimates.
- Focus on avoiding these two major sources of error: underestimating sizes of higher-fat/calorie foods, and underestimating serving sizes of foods you eat often.
- Keep the index card in your purse or wallet or post it on your refrigerator.

Finally, have the participant complete the problem solving worksheet with regard to one problem related to one of the stations.

Measuring My Hand.



Station 1. Mold a piece of play dough into the shape and size of your thumb tip (up to the first knuckle). Measure the amount using the measuring spoons.

My thumb tip is equal to _____ (number of teaspoons).

Station 2. Use a ruler to measure: My thumb width = _____
My thumb length (to the second knuckle) = ____
My thumb thickness = _____
Then multiply:
(Width ____) x (length ____) x (thickness ____) x 0.6 = ____ ounces

My entire thumb is equal to _____ (number of ounces).

Station 3. Mold a piece of play dough into the shape and size of your fist. Measure the amount using measuring cups.

My fist is equal to _____ (number of cups).

Station 4. Use a ruler to measure: My palm length = _____
My palm width = _____
My palm thickness = _____
Then multiply:
(Length _____) x (width _____) x (thickness _____) x 0.6 = _____ ounces

The palm of my hand is equal to _____ (ounces).

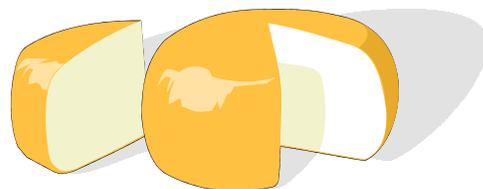
Station 5. Grab a handful of the food from the larger bowl and place it in the smaller bowl. Measure the handful using a measuring cup. Record the amount of one handful below. Repeat using both hands and record below as two handfuls.

My one handful is equal to _____ (number of cups)

My two handfuls are equal to _____ (number of cups)

Station 6. Look at the sample foods. Estimate the serving sizes using your hand measurements on the previous page. Then use the Fat Counter to look up the fat grams/calories.

Food	What I think the serving size is	Actual serving size	Fat grams in actual serving



Buyer Beware!

The fat and calorie content of fast foods and other food products can change from one minute to the next.

- The company may decide to change the ingredients or the way the food is prepared.
- The company may decide to offer different foods in different parts of the country. For example, McDonald’s may offer a low-fat blueberry muffin in Kansas City but a high-fat one in Pittsburgh.

The changes in fat and calories will not show up in books or brochures until new editions are published.

For example, Jack in the Box recently changed the recipe for their milkshakes. Now, instead of low-fat ice cream, they use regular ice cream. Compare:

	Jack in the Box Vanilla Shake	
	Before the recipe changed (source: <i>Nutrition in the Fast Lane</i> , 1995)	After the recipe changed (source: Jack in the Box, 1997)
Fat grams per shake	7	31
Calories per shake	350	610

So be a wise Fat Detective:

1. **Ask the store for up-to-date nutrient values before you buy.** Many fast food chains provide brochures that contain fat grams and calories. Check the date on the brochure.
2. **Read labels.** The product label must show the fat and calorie content of that specific product.
3. **Ask questions before you buy.** For example, “Is the blueberry muffin low in fat?” “What ingredients are in your vanilla shake?”

The Angel and the Devil.

We all face temptation, especially when we're changing lifelong habits. Can you identify with Garfield in this cartoon?

[Cartoon omitted: Cartoon depicts a sullen Garfield sitting in front of a glazed donut. Fluttering above his right shoulder is an "angel" donut and hovering over his left shoulder is a "devil" donut]

Angel: "Now, Garfield. You know you should eat a piece of fruit instead."
Devil: "Come on, Garfield. You **want** it."

This kind of "inner battle" is common. If the angel wins, you're likely to feel resentful and deprived. If the devil wins, you're likely to feel guilty. Both can backfire and, in the long run, keep you from reaching your goals. (In the cartoon, Garfield ends up eating the doughnut *and* the angel and devil!)

Take a minute to imagine a wiser inner voice: "I do like doughnuts. But what I really want is to be healthy and lose weight. A piece of toast with strawberry jam sounds good."

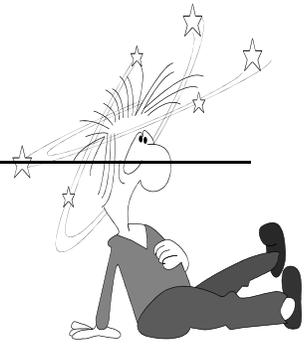
Think of a temptation you've faced. What might your inner voices say?

Angel: _____

Devil: _____

Wise Voice: _____

Mental gremlins.



What are your thoughts when you “slip” in your efforts to make a lifestyle change? The way you talk to yourself can make all the difference.

Do you recognize the voices of any of the “mental gremlins” below?

Example: You worked long hours this week and overate fast food on 3 nights.

Mental Gremlins

- **The Scolder** (“You did it again! Stupid! When will you ever learn?”)
- **The Labeler** (“Face it. You’re a fast food junkie.”)
- **The Threat Maker** (“Okay. No food for you tomorrow.”)
- **The Commander** (“You’ve got a meal plan to follow. So just do it!”)
- **The Lecturer** (“You know better. This always happens. You should’ve brought something low-fat from home.”)
- **Mr. or Ms. Sarcasm** (“Brilliant! Lock you up and throw away the key, and then you might lose weight.”)
- **The Comparer** (“What’s the big deal? Sue can work all night and not eat a thing.”)
- **The Worrier** (“With your bad habits, you’ll never lose weight.”)
- **The Quitter** (“You blew it! Might as well give up trying.”)

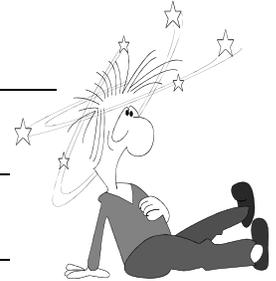
Here’s how to talk back to those nasty mental gremlins.

1. **First, describe what you did *right*.** “On four days this week, I stayed under my fat and calorie goals.”
2. **Give information without insult. Instead of describing what you did wrong, point out what still needs to be done.** “I need to make a plan for dinner on nights when I work late.”
3. **Offer yourself a choice.** “Next time I work late, I can get a turkey sandwich around the corner at the sandwich shop. Or plan what I’m going to eat at McDonald’s and use the drive-through so I’m not tempted to overdo it.”
4. **Say it with a word or two.** Next time you work late, think: “Drive-through.”
5. **Describe what you feel, without reference to your character.** “I’m disappointed and frustrated that I went back to old habits.”
6. **Put it in writing.** Put a note on your car’s dashboard: “Drive-through.”
7. **Believe in yourself.** Keep the faith. Say to yourself, with a confident tone of voice, “I can do this.”

Practice.

Describe an example “slip” from your own life: _____

What do your “mental gremlins” say?



Practice talking back:

1. Describe what you did *right*. _____

2. Give information without insult (point out what still needs to be done).

3. Offer yourself a choice. _____

4. Say it with a word or two. _____
5. Describe what you feel (no reference to character). _____
6. Put it in writing. _____
7. Believe in yourself. Say to yourself, in a confident tone, “I can do this.”