

# Lifestyle Balance



The Diabetes Prevention Program's  
*Lifestyle Change Program*

## **Manual for Contacts After Core**

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*Lifestyle Change Program*

## Manual for Contacts after Core

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Developed by the Diabetes Prevention Program Lifestyle Resource Core,  
Rena Wing, PhD, and Bonnie Gillis, MS, RD  
Phone: (412) 624-2248  
Facsimile: (412) 624-0545  
e-mail: [dppwing@vms.cis.pitt.edu](mailto:dppwing@vms.cis.pitt.edu)

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### Manual for Contacts After Core: Revision History

<b>Date</b>	<b>Revision</b>
2/3/97	Sent to Program Coordinators: Manual for Contacts after Core.
5/1/97	In Newsletter (Vol. 2, No. 2), sent to Program Coordinators: Section 6: Guidelines for Conducting Lifestyle Classes after Core Optional participant worksheets: <ul style="list-style-type: none"><li>• Do More of What Works (PS2)</li><li>• Shake Things Up a Little (PS3)</li><li>• Staying Active on Vacation (BR1)</li><li>• Staying Active on Holidays (BR2)</li></ul> Outlines and handouts for optional after-core classes: <ul style="list-style-type: none"><li>• Winning at Losing</li><li>• Getting Ready for a Walking Event</li></ul>
7/20/97	In Newsletter (Vol. 2, No. 3), sent to Program Coordinators: Outline and handouts for optional after-core class: <ul style="list-style-type: none"><li>• Low-Fat Cooking Class</li></ul>
10/1/97	In Newsletter (Vol. 2, No. 4), sent to Program Coordinators: Outline and handout for optional after-core class: <ul style="list-style-type: none"><li>• Muscle Training</li></ul>
11/11/97	In Newsletter (Vol. 2, No. 5), sent to Program Coordinators: Revised Section 6: Guidelines for Conducting Lifestyle Classes after Core (now includes sections 6.3-6.5) Optional handouts: <ul style="list-style-type: none"><li>• Getting Ready for the Holidays (HL1)</li><li>• If You Drink Alcohol... (ON2)</li><li>• Happy Holidays! (menu modifications) (MP5)</li><li>• Solving the Problem of Buffets and Receptions (CU1)</li><li>• Just Do It: Getting Moving in the Morning (BR5)</li><li>• Just Do It: Getting Going At Work or After Work (BR6)</li><li>• Just Do It: Staying Active on Holidays and Vacations (BR7)</li><li>• Just Do It Commitment (BR8)</li><li>• Measuring My Hand (SM1)</li></ul>
1/28/98	In Lifestyle Balance News (Vol. 3, No. 1), sent to Program Coordinators: Revised Table of Contents, pages ii and iii; Revision History page v. Updated Checklist for After Core. Optional handouts: <ul style="list-style-type: none"><li>• Buyer Beware (SM2)</li><li>• If You Believe You Can't Lose Weight/Personal Health (Victors in the Weight-Loss Battle Debunk Myths and Share Secrets) (MV5)</li></ul>

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- 4/3/98 After-Core Class: Considering Vegetarian Food Options  
Revised Muscle Training class and handout.  
In Lifestyle Balance News (Vol. 3, No. 2), sent to Program Coordinators:  
Revised Table of Contents, Revision History page v.  
Updated Checklist for After Core.  
Revised Section 2 (now emphasizes response plan for weight regain and frequent contact after core).  
Revised What's Next? participant handout for After-Core Session 1.  
Optional handout:  
    The Fight Against Flab (MV6)
- 6/26/98 In Lifestyle Balance News (Vol. 3, No. 3), sent to Program Coordinators:  
Revised Table of Contents, Revision History page v.  
Addition to Section 4: Prompts for After-Core Class  
Revisions/additions to section 5:  
    Measuring My Hand, page 1 revised  
    New optional handouts: Lifestyle Balance on Vacation (HL2),  
        Managing Binges (BE1)  
Revised Section 6 (now emphasizes providing for restart opportunity in after-core classes, simpler guidelines for centers developing their own classes)  
New after-core classes: Being Assertive, Family Support, Stress Management, Time Management, Combination Class Idea from Indiana  
Miscellaneous: Spanish fat counter from USC.
- 9/14-15/98 Distributed at Lifestyle Training in Pittsburgh:  
    Set of 3 relaxation audiotapes for the Stress Management class
- 10/15/98 In Lifestyle Balance News (Vol. 3, No. 4), sent to Program Coordinators:  
Revised pages (all) from Table of Contents and Revision History.  
New after-core classes: Walks, Food Tastings, Eating on the Town, Lifestyle Balance During the Holidays, Low-Fat Cooking Classes from Pittsburgh and St. Lukes, Ready to Restart
- 12/16/98 In Lifestyle Balance News (Vol. 3, No. 5), sent to Program Coordinators:  
Revised pages iii and vii from Table of Contents and Revision History.  
Updated Checklist for Lifestyle Balance Sessions--After-Core.  
New after-core classes: Maintaining Motivation in the After-Core: Setting Goals, Keeping Track of Success, Problem Solving, and Reaping Rewards (from Seattle); One-Time After-Core Group Session, How Is the DPP Doing? (from Mass. General)
- 3/8/99 Ordering information for Shape Up America! materials  
In Lifestyle Balance News (Vol. 4, No. 1), sent to Program Coordinators:  
Revised pages i, iv and vii from Table of Contents and Revision History.  
Addition to Section 4: Sample copies of Lifestyle Balance Calendar and Mail-In Monday Card.

- 5/14/99 Addition to Section 5: Update sheets for the years 2000 through 2003.  
In Lifestyle Balance News (Vol. 4, No. 2), sent to Program Coordinators:  
Revised entire Table of Contents and Revision History.  
New after-core classes: Emotional Eating, Planning for the Holidays the Low-fat Way, Muscle Training (from Massachusetts General DPP).  
Revised outline for Session 2 from the Pittsburgh Low-Fat Cooking Class.
- 8/20/99 In Lifestyle Balance News (Vol. 4, No. 3), sent to Program Coordinators:  
Revised pages iii and vi of Table of Contents and Revision History.  
Revised pages 6 and 7 from outline for Lifestyle Balance During the Holidays and article on the importance of self-monitoring, "How Can Obese Weight Controllers Minimize Weight Gain During the High Risk Holiday Season? By Self-Monitoring Very Consistently"  
Revised cover page for the after-core class, Planning for the Holidays the Low-Fat Way  
New after-core class from Northwestern: Fantastic Fiber
- 11/19/99 In Lifestyle Balance News (Vol. 4, No. 4), sent to Program Coordinators:  
Revised pages i, ii, iii, and vi of Table of Contents and Revision History.  
New after-core handout, Focus on Flexibility.  
Revised pages 3 and 4 from the after-core class Getting Ready for a Walking Event.  
Two new after-core classes: Let's Get Up Close and Personal with Our Heart Rate Monitors (from Northwestern) and Eating Out on the Town (from Massachusetts General)
- 3/10/00 To Program Coordinators:  
DPP Spring Training
- 5/5/00 In Lifestyle Balance News (Vol. 5, No. 1), sent to Program Coordinators:  
Revised pages i and vi of Table of Contents and Revision History.  
Handouts: DPP Lifestyle Progress Summary, Decision Balance
- 7/28/00 In Lifestyle Balance News (Vol. 5, No. 2), sent to Program Coordinators:  
Revised pages i, ii, iii, and vi of Table of Contents and Revision History.  
Handouts: Vitamin Supplements: Who Needs Them?;  
Should You Trust Herbal Remedies?  
After-core class: Making Sense of Health News and Popular Diets
- 1/26/01 In Lifestyle Balance News (Vol. 6, No. 1), sent to Program Coordinators:  
Revised pages iii and vi of Table of Contents and Revision History.  
Handouts: DPP Strength Training Program Using Thera-Bands

## Section 1: Overview

This manual provides guidelines for implementing the Diabetes Prevention Program (DPP) Lifestyle Intervention after DPP lifestyle participants have completed the 16 sessions of the core curriculum.

After session 16, lifestyle participants must be **contacted at least once a month for the remainder of the trial** and must be **seen in person at least once every other month**. This is a *minimum* level of contact, and more frequent contacts are encouraged as needed to support participant adherence. (For example, if a participant finishes the 16 sessions of the core curriculum in 16 weeks, the Lifestyle Coach might plan to continue weekly contacts for the next 8 weeks and beyond that, as well, if the participant is willing. Studies have shown that frequent contacts support adherence, so we encourage Coaches to see participants as often as possible.)

There is no required curriculum after core. Lifestyle Coaches may focus on any topics that support participant adherence to the weight loss and physical activity goals. However, Lifestyle Coaches should follow the general guidelines provided in this manual for conducting in-person sessions, phone and mail contacts, and classes, and, if desired, Coaches may use any of the optional materials included in this manual. Additional materials for use after the core curriculum will be developed throughout the trial, either by the Lifestyle Resource Core (LRC), with input from the Lifestyle Advisory Group and Lifestyle Coaches, or by the clinical centers. Locally-developed materials should be sent to the LRC for review before use. The LRC will share the locally developed materials with the other DPP centers.

To facilitate organization, all after-core materials will include a footer that contains a topic code and sequence number. The materials should be kept in this manual in the order in which they are presented in the Table of Contents (that is, alphabetized by topic code within separate sections for behavioral, physical activity, and healthy eating topics). The Table of Contents will be updated when new materials are distributed.

This manual should be used in combination with the DPP Protocol and the DPP Lifestyle Manual of Operations, which provide detailed instructions and information about the lifestyle intervention.

## Section 2: Guidelines for Conducting In-Person Sessions after Core

### In-Person After-Core Session 1

The **first in-person session after core** will be conducted like all other in-person after-core sessions (following the guidelines given below), except that the “new topic” will be to introduce the upcoming six months by reviewing the participant worksheets for In-Person After-Core Session 1 (see Table of Contents):

Review the **What’s Next** worksheet with the participant. On page 1, record the following in the blanks provided:

- *Physical activity*: Record the participant’s activity goal (minimum of 150 minutes, above that if possible) and the tool to be used for recording activity minutes (e.g., Keeping Track booklet, Lifestyle Balance calendar, or personal calendar). **Emphasize the critical importance of bringing in a complete written record of daily activity minutes to every visit.**
- *Weight loss*: Record the participant’s weight goal (minimum of 7% loss, beyond that if possible), frequency of self-monitoring weight (at least once a week), whether the participant will keep track of foods eaten, fat grams, and/or calories, and how often (minimum of one week per month, more often if needed to support adherence), and the tool for self-monitoring weight and eating (e.g., Keeping Track booklet, Count 100 cards, or Quick Track) . Also **record a specific plan for weight loss and for responding to any weight regain.** Tailor the plan to the individual:
  - For example, if the participant has not yet reached the 7% weight loss goal, the plan should emphasize strategies to improve adherence (see Tool Box).
  - If the participant *has* reached the 7% weight loss goal (which is a *minimum* goal for the study) and wants to lose more, the plan might incorporate a new weight goal for the coming six months and a related fat gram/calorie goal.
  - Specify a “response plan” to put in place if the participant’s weight goes above the 7% weight loss goal. For example, the plan might be to resume daily self-monitoring of fat grams/calories; reduce fat grams/calories to a specified level; call the Lifestyle Coach once a week to report progress, discuss barriers, and develop weekly action plans; and increase the frequency of in-person visits as soon as possible. Again, this plan should be tailored to the participant, incorporating strategies that have worked well for the participant in response to slips or relapse during the core curriculum.
  - Finally, **stress the importance of bringing a self-monitoring record (weight, activity, and fat gram/calorie intake) to every visit.**

On page 2 of the **What’s Next** worksheet, record the following:

- The *frequency with which you plan to contact the participant* in person, by phone, and by mail. Although the DPP protocol requires that lifestyle participants are seen in person once every two months during the after-core period and once by phone or mail on the

alternate months, this is a *minimum* requirement; for many participants, it may be less than optimal for supporting adherence to the lifestyle intervention goals. Therefore, the Lifestyle Resource Core strongly urges Lifestyle Coaches to individualize the schedule of after-core visits with two factors in mind:

1. First and foremost, *design the schedule based on the participant's recent pattern of adherence*. **Transition participants from weekly or biweekly visits slowly and only if high levels of adherence persist.** Avoid an abrupt drop in the frequency of contact. Use the following rule of thumb as well as your clinical judgment: stay at weekly visits until the participant reaches and maintains goal for at least 4 weeks. Then try moving to biweekly visits. Move to monthly visits only when the participant remains at goal for at least 8 weeks. Be prepared to begin seeing the participant weekly or biweekly again if needed based on the ongoing pattern of adherence, and don't wait to do so until the next in-person visit. Be proactive. Schedule an appointment right away if you discover a downward trend in adherence based on data received between visits by phone or mail.
  2. Secondly, *design the schedule based on the participant's preference, keeping any retention issues in mind*. For example, if a participant who is not at goal for weight or activity absolutely refuses to come in more often than once every two months and may stop coming in altogether unless you keep it to the minimum required, it is probably best to schedule bimonthly visits, making frequent phone and mail contacts in-between. Over time, it may be possible to begin seeing the participant more often.
- On the **Topics of Interest** worksheet, check the topics that are of particular interest to the participant or relevant to any adherence problems. Use the blanks to note any additional topics of interest or relevance.
  - Use the **Lifestyle Balance Update: Contacts after Core** to both plan and informally document contacts (this is not a study form). Pencil in upcoming appointments, types of contacts that are planned (in-person at least once every two months, and some type of contact monthly). Also pencil in a topic for each of the coming months. (The purpose is to give the participant and Coach a rough idea of what's ahead. This may be modified as often as necessary to support participant adherence.) Also use the update sheet to plan which week(s) the participant will self-monitor eating during the coming month(s). This might range anywhere from every week to the minimum of one week per month (if the latter, ask the participant to self-monitor during the week immediately before the next monthly contact, if possible). Finally, at each contact, document the weight and physical activity data collected.
  - Introduce the **How Am I Doing? graph for activity** for the coming 6 months. Write in the consecutive weeks since randomization along the bottom.

## All In-Person After-Core Sessions

Before each in-person session after core, the Lifestyle Coach should:

- Review the participant(s)' charts, noting any home activities assigned, action plans made, and other pertinent issues discussed during previous contacts.
- Review and comment in writing on any Keeping Track booklets or other self-monitoring records returned at the previous contact.
- Remind the participant by phone to attend and to self-monitor fat grams/calories during the week assigned (ideally the week before the upcoming session).
- Prepare all materials required for the session, including participant worksheets, supplementary Tool Box materials to address individual adherence problems, and any small motivational items to be distributed (such as recipe cards or samples of low-fat products to taste and/or take home).

During the session, the Coach should perform the following, recording notes on a copy of the Session Prompts and Notes for Individual Contacts after Core (see Section 4, Lifestyle Coach Resources):

1. **Greet the participant.**
2. **Collect data.**

Weigh the participant in private. Follow the same procedures as during the core curriculum. Record the weight and have the participant graph the weight on the How Am I Doing? graph.

Collect and briefly review any self-monitoring records of food intake, weight, and physical activity completed since the last contact (such as the monthly calendar, Keeping Track records, or other forms of self-monitoring). Give the participant feedback and helpful suggestions and have the participant graph the minutes of physical activity on the How Am I Doing? graph.

If no written record of food intake is available, the Coach may decide to briefly interview the participant about his or her typical eating pattern. This might take the form of reviewing what the participant ate the day before, asking whether or not that was typical, and if atypical, in what way. Or the Coach might ask the participant what types of food he or she typically eats in each of the Food Guide Pyramid groups, in what amounts, and how often. Keep this brief and informal, remembering that it is not for data collection but only to get a broad picture of the participant's typical eating pattern and to provide feedback.

Note: It is essential to stress with participants the importance of continued self-monitoring in some form throughout the remainder of the study. One of the most important ways to convey this emphasis is for the Coach to continue to review the records and provide feedback. If the

Coach notices a lapse in self-monitoring, skills should be reviewed with the participant. A periodic “check-up” in the form of a hands-on activity, such as guessing the portion sizes and fat/calorie content of various foods, may help the Coach identify difficulties. Alternative forms of self-monitoring should be recommended, as appropriate (see Tool Box). In addition, the Coach should continue to praise some aspect of the records returned, no matter how small, as done during the core curriculum.

3. **Review home activities assigned and action plans made at previous contact.** Ask the participant about any barriers encountered, and problem solve. If appropriate, revise action plans accordingly.
4. **Introduce a new topic, as planned previously or as related to current adherence issues, if more pressing. Or review a topic from an earlier session.** Carefully select the topic and any related worksheets with the purpose of promoting participant adherence to the weight loss and physical activity goals. If serious adherence issues are uncovered at the session, select a related topic rather than a previously planned topic that is unrelated. Tailor how the topic is presented (such as the language and examples used) to the participant’s learning style. (If the participant does not suggest topics, the Lifestyle Coach should nevertheless choose one to focus on at each contact. After-core sessions should not become loosely organized around “how are things going?” but rather should have a definite content focus around which to develop the session.)
5. **Complete a problem solving/action plan worksheet, such as the Lifestyle Balance Problem Solver.** Identify a specific problem related to today’s topic or to an adherence barrier discussed. Complete the worksheet with the participant. Be sure the participant goes home with a written record of what to do and how to do it during the coming month(s).
6. **Assign self-monitoring and action plan.** Give the participant self-monitoring materials for the coming month(s). For most participants, this will be Keeping Track booklets and copies of the Lifestyle Balance Calendar (each center should have received 800 copies of these two-color calendars with the first printing of the Fat Counter and Keeping Track booklets.)
7. **Schedule next contact(s) and plan topic(s).**

After each session, the Coach should:

- Record progress notes in the participant(s)’ charts and complete Lifestyle Balance Update: Contacts after Core.
- Complete any necessary data forms.
- Telephone participants as needed to support adherence.

### Section 3: Guidelines for Phone and Mail Contacts after Core

On alternate months after the core curriculum, lifestyle participants may be seen in person or contacted by phone or mail.

**Phone contacts** should include all of the basic components of an in-person contact, with the exception that weight cannot be measured. We recommend the following:

- Make an appointment in advance for a specific date and time for the call. Have the participant plan a time and place that will allow for minimal distractions. Instruct the participant to have the following on hand for the call: any completed home assignments, any handouts (including problem solving or action plan worksheets) that you've planned to discuss, recent self-monitoring records and the Lifestyle Balance calendar, pencil and paper.
- From the beginning of the call, take an active, problem-solving approach. The participant should come to expect that during phone calls you will ask these questions, in addition to reviewing any topic you've planned to discuss:
  1. "From your self-monitoring records, what has your weight been? How about total physical activity minutes per week? Average daily fat grams and calories on the week(s) you've kept track of your eating (if applicable)?"
  2. "What problems did you have reaching your weight and physical activity goals? Let's focus on one specific problem." (Use active listening to confirm that you understand the problem but don't get bogged down in a lengthy complaint session. Rather, actively move the participant through the steps of the problem solving process.)
  3. "How have you tried to solve the problem? What worked? What didn't work?"
  4. "What else have you thought of that you could try?"
  5. "Let's make a plan. Do you have your pencil?" (Before the completion of the phone contact, the participant should have recorded in writing any action plans developed. The Coach should summarize and emphasize the importance of the action plans at the end of the call.)
- Finally, confirm the next appointment.

**Mail contacts** may take a variety of forms and should be tailored to each participant in order to best support adherence. The purpose of mail contacts is to have the participants inform their Lifestyle Coaches about their progress in weight loss and physical activity. Therefore, if a Lifestyle Coach mails something to a participant, such as a personal greeting card, but the participant does not respond regarding their progress toward the DPP goals, the mailing is not considered a mail *contact*.

Examples of mail/phone contacts include:

- A participant mails his completed Lifestyle Balance Calendar to the Coach.
- The Coach sends a participant a stamped, response postcard with instructions for the participant to record on the card his or her weight, weekly physical activity minutes, and related action plan(s). The participant completes and returns the postcard.

- The Coach mails an after-core handout and problem solving worksheet to the participant and follows up with a planned phone call to discuss the content of the handout and develop a related action plan.
- The Coach sends a personal greeting, seasonal recipe, or interesting magazine article on a fitness topic, with an enclosed response postcard (as above). The participant completes and returns the postcard.

## **Section 4: Lifestyle Coach Resources**

The following pages are resources for the Lifestyle Coach to use after the core curriculum, organized as indicated in the Table of Contents.



## **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.

## Section 6: Guidelines for Conducting Lifestyle Classes after Core

### 6.1. Basic Guidelines

Each DPP center is **required to offer three classes per year** to lifestyle participants who have completed the 16-session core curriculum. The classes will **last 4-6 weeks**, and it is anticipated that one class per year will focus on a physical activity topic, one on a behavioral topic, and one on healthy eating/weight loss. The classes should be offered at times that are convenient to most participants, which is likely to be in the evening or on weekends.

**Participants will not be required to attend the classes.** However, those who are having trouble reaching their weight loss and physical activity goals will be strongly encouraged to attend, and all participants in the lifestyle intervention will be invited. The classes, like the supervised activity sessions for participants, are optional.

The purpose of the classes is to **offer participants a group *intervention***, that is, not simply to present a topic of interest but rather to deliver sufficient contact, feedback, and social support to help participants reach and maintain their DPP goals for weight loss and physical activity. Therefore, **each session should include a weigh-in, a review of self-monitoring records for weight, eating, and activity; and a review of participants' goals (weight, fat/calories, activity)**. In a sense, regardless of the topic, the after-core classes are opportunities for participants to “restart” the Lifestyle Balance Program and get back on track toward their study goals.

The centers **may shorten, lengthen, or modify any of the class outlines and related participant materials** that are included in this manual after reviewing the proposed changes with the Lifestyle Resource Core. For example, some sessions may take more time than is available, and centers should feel free to modify the format, allowing some of the activities to wait until the next session, assigning some as homework, if appropriate, or adding an additional session or more to the class.

Centers **are also encouraged to develop their own class outlines and materials** and send them to the LRC for review before use. The LRC will share the locally-developed materials with the other DPP centers. (Detailed guidelines are given below.)

The classes must be conducted by a Lifestyle Coach or by a Coach in conjunction with a local expert in behavioral psychology, nutrition, or physical activity. For example, a local exercise expert might be invited to conduct a class on resistance training, or a popular local chef might conduct a class on low-fat cooking. The Lifestyle Coach should be on hand to open and close the classes, answer study-related questions, and supervise the co-leader. (Note: The Coach who leads a class may or may not be the case manager for the participants in the class.) **In some classes with a strong behavioral focus (such as Being Assertive and Family Support), participants may bring up challenging personal issues**

**during the sessions, so the leader should be the behavioral consultant at your center or a senior Lifestyle Coach with extensive group experience.**

If desired, any of the handouts from the after-core classes may also be given to an individual participant during an In-Person visit, provided that the Coach is comfortable presenting the topic and that it is tailored to the needs of the participant.

**Before each class, the Lifestyle Coach should:**

- Send all lifestyle participants who have completed the core curriculum an invitation to the class and a reply card for registering.
- Phone the participants who have registered and remind them to attend.
- Prepare materials for the class, including handouts; low-fat/calorie snacks and beverages (if desired); name tags; a notebook or folder for each participant (with some blank pages for taking notes) to hold handouts and homework; flipchart and markers, or chalk for a blackboard; scale; Keeping Track records returned at the previous session with comments from Coaches.

**During the class, the Lifestyle Coach should:**

- Begin with a private weigh-in of each participant. At that time, collect any completed self-monitoring records, distribute blank records, and return any that the participant brought in at the last session with written comments from his or her Coach. Privately comment on the participant's progress toward the weight and activity goals and whether the participant needs more frequent individual In-Person visits with his or her Coach.
- At the start of the group class, the Coach should introduce him or herself and other DPP staff present.
- Have the class members introduce themselves (e.g., one option would be to ask them to give their name, when they entered the study, and their current goals for weight and physical activity).
- Review the main points from the previous session and any homework. Answer questions.
- If this is the first session of the class, describe the class structure and schedule, stressing the importance of attending all sessions.
- If this is the first session of the class, discuss the class as an opportunity for participants to “restart” the Lifestyle Balance Program. Ask participants to set specific goals for the duration of the class (keeping them realistic considering the time frame) for weight loss, physical activity, and eating, including fat grams and calories. Have participants record these goals in writing and review their progress toward these goals at each session.
- Conduct the session (see the outline for the class). Note: For the sake of participants with lower literacy skills, be careful to review the key information on the handouts aloud in simple terms and make sure participants understand how to use the information.
- Allow time to socialize informally during a break and enjoy low-fat/calorie refreshments if appropriate.
- Summarize the session. Assign homework, including self-monitoring.

**After the class, the Coach should:**

- Give any completed self-monitoring records to the appropriate Coaches, who will make written comments and return them to the leader for the next session (another option is to have the Coach return them directly to the participant by mail or at the next in-person contact).
- Schedule individual make-up sessions for participants who miss a session, if needed.

Note:

An excellent time to **offer a supervised activity session** would be **immediately before or after** the class. In this way, participants would come to expect that physical activity (for example, a group walk) would be part of the classes, regardless of the topic. The activity sessions need not be supervised by the leader of the class; any trained staff person could arrive before or after the class to supervise the activity.

## 6.2. Group Facilitation Skills

To help prepare for an after-core class, the group leader may wish to **review the attached instructional materials on the fundamentals of skillful group facilitation which were developed by the Women's Health Initiative (WHI) (NIH #N01-WH-2-2110)** for the WHI Dietary Modification Intervention. WHI generously gave the DPP permission to include a copy of these materials in the DPP Manual for Contacts After Core.

In addition, for some classes with a strong behavioral, **keep the following additional guidelines in mind:**

- Make it clear to participants that the purpose of the class is to teach general concepts and skills (e.g., for being assertive or managing time), not to respond to the details of a participant's own specific challenges. The concepts and skills may help a participant address his or her own problems or clarify the need for one-on-one professional help.
- When participants do bring up questions and comments related to examples from their own lives, briefly relate the examples to general principles and redirect the group to the skills being addressed in the session. It is important not to let individual participants talk at length about their personal symptoms and challenges. For example, you might redirect by saying, "That brings up a good point, Mr. Jones," and relate the comment to a general principle or skill. Another example: "Your situation with your boss is really frustrating. What assertiveness techniques have you learned so far that might help you deal more effectively with that situation?"
- Some participants may express resistance or argue against strategies recommended in the sessions. If so, acknowledge their perspective and ask if other group members have a different perspective or experience. Use the other group members to make counter-arguments if possible, and urge participants to at least try the suggested strategies.
- Whenever possible, include examples related to the DPP goals (e.g., role play assertively asking for what you want at a restaurant or asking a spouse to watch the kids while you walk).

## 6.3. Guidelines for Developing An After-Core Class

We strongly encourage centers to develop their own after-core classes, keeping them simple, of interest to their own participants, and easy to conduct for the staff available. When you first have an idea for an after-core class, please send or FAX a **brief, written proposal** to the Lifestyle Resource Core, Attention: Bonnie Gillis, as early as possible before conducting the class. Describe the topic, what you think will attract participants to the class, the number of sessions and how often sessions will be held, the topics for each session and ideas for handouts, any activities or exercises that will help stimulate group interaction, and who will lead the sessions. The Lifestyle Resource Core will review your proposal and make suggestions.

The next step is to develop a **detailed class outline** similar to those for existing classes. These can be short (one page per session) but be sure to include enough detail so that other Lifestyle Coaches will be able to lead the class (keep in mind that some of the Coaches may have very different backgrounds than you). Include instructions regarding *how* to present the topics, including how to stimulate group interaction, any tough questions or comments that might come from participants and how to answer them, and so on. Keep in mind that group interaction should be the emphasis, and the didactic portions should be kept to a minimum.

Send your outline to the LRC for review before conducting the class. We will make suggestions and help you develop any participant handouts if you like. The final draft of the class will then be sent to the Lifestyle Advisory Group for review and approval, which may take up to one month, and finally to the other DPP centers so they can offer the class if they wish.

#### 6.4. One-Session Classes

From time to time, you may want to invite participants to a one-session class. (**Note: A one-session class will not take the place of one of the three after-core classes, consisting of 4-6 sessions each, required by the protocol.**) One-session classes are not the form of after-core group contact that is required by the protocol because one-session classes do not allow participants to develop group support over time, focus with adequate depth on one topic, or receive frequent enough contact to renew or “jump start” their progress toward DPP goals. However, we can think of several possibilities that *would* lend themselves to one-session classes. For example, you might meet with participants as a group to review briefly how to prepare for an upcoming community walk (this would not be as in depth as the Getting Ready for a Walking Event class). Or you may want to select one or more of the after-core handouts and use them as a springboard for a group activity (e.g. use the handout Mental Gremlins to stimulate group discussion of self-talk, then work in small groups or pairs to complete the related worksheet and support one another).

As with the longer classes, we strongly recommend that a group physical activity session, such as a walk, be held either before or after a one-session class.

**Please send the LRC a brief, written proposal as early as possible (we recommend at least two months before you plan to conduct the class);** follow the instructions above for writing proposals for the longer classes. The LRC will review your proposal and send you written comments.

Next, develop a **detailed outline** (follow instructions above for writing outlines for the longer classes) **and send it to the LRC on diskette (we use Word Perfect 6.1 for Windows) as early as possible (we recommend at least one month before you would like to conduct the class).** The LRC will edit and format your outline and help you develop any participant handouts with the same style, reading level, and “look” of the existing Lifestyle Balance handouts. The final draft of the class will then be sent to the Lifestyle Advisory Group for review and approval, which may take up to one month. This approval is necessary before the class outline can be distributed to other DPP centers.

See the Code Book (Series 600) for instructions for coding one-session classes. Code the activity session, if held, on the Lifestyle Physical Activity Log, L04.

### **6.5. One-Time Group Get-Togethers**

Feel free to invite participants to one-time group get-togethers (for example, a seasonal party or a get-together to discuss what class topics are of interest to the participants). We strongly recommend that a group physical activity session, such as a walk, be held either before or after the get-together.

See the Code Book (Series 600) for instructions for coding group get-togethers. Code the activity session, if held, on the Lifestyle Physical Activity Log, L04.

There is no need to contact the LRC regarding your plans for one-time group get-togethers.

# **Participant Worksheets for Contacts after Core**

## **In-Person After-Core Session 1**

# **Participant Worksheets for Contacts after Core**

## **Behavioral Topics**

# **Participant Worksheets for Contacts after Core**

## **Physical Activity Topics**

## **After-Core Sessions on Physical Activity**

With physical activity, it is often more important to **do** than to talk. The best way to promote physical activity after the core curriculum may be to be active with the participant, for example, take a walk together or meet for an initial visit at an exercise club. In these cases, participants will not be given worksheets.

However, some after-core sessions on physical activity will require worksheets. Handouts on the following topics are nearly complete:

- Staying Active on Vacation
- Staying Active on Holidays
- Make It Fun
- Make It Fit
- Join the DPP Marathon!
- How to Train for a Race
- Stretching Do's and Don'ts
- Muscle Training

Additional worksheets on physical activity will be developed throughout the study.

# **Participant Worksheets for Contacts after Core**

## **Healthy Eating Topics**

Note: The **Target In On Fat** handouts that follow are designed to support the self-monitoring process by providing a visual image of foods differentiated by fat content. The purpose is not to suggest that the foods in the bull's eye are "good" and the other foods are "bad." Rather, the message is that participants have a wide variety of choices, and, armed with a knowledge of the fat content of foods, they can fit any food into their daily fat gram budget. (For example, a participant may decide to "spend" part of her budget on 1/2 oz. of feta cheese, at 6 grams per ounce, rather than on a lower-fat cheese she doesn't like, such as a fat-free American.)

## **Section 7: Outlines for Lifestyle Classes after Core**

This section includes instructions for conducting specific after-core classes and related handouts for participants. Refer to Section 6 for general guidelines for conducting after-core classes.

# **Outlines for Lifestyle Classes after Core Behavioral Topics**

# **Outlines for Lifestyle Classes after Core**

## **Physical Activity Topics**

# **Outlines for Lifestyle Classes after Core**

## **Healthy Eating Topics**

# **Outlines for Lifestyle Classes after Core**

## **One Time Get-Togethers**