Also included with this book is a CD containing this complete book and Handouts in PDF form for you to review and print out pages from your computer. This PDF (portable document format) requires Acrobat Reader to access.

- If you have Acrobat Reader software already on your computer, open Acrobat Reader, then open the SHLG.pdf on the CD.

- To install Acrobat Reader for Windows, run ARINSTALL.EXE. After installation, open Acrobat Reader, then open SHLG.pdf.

- To install Acrobat Reader for Mac, run Acrobat Reader Installer. After installation, open Acrobat Reader, then open SHLG.pdf.
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A special tribute is extended to Kenny, whose unique participation in the workshops was an inspiring example of health advocacy to many workshop attendees.

The contents of the curriculum do not necessarily represent the policies of the supporting organizations, and the reader should not assume endorsement by those agencies.

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Why this Guide?

This Guide was written for direct-support professionals and educational assistants as a companion to the Health Advocacy Program (HAP), a health promotion curriculum for teaching individuals with developmental disabilities how to maintain healthy lifestyles. As individuals in your agency or school experience the HAP and learn new ways to improve their health and well-being, your support and encouragement are necessary to help them apply what they are learning. This Guide was developed toward that end. The information in the Guide is straightforward, and it reflects current health research.

The National Health Crisis

Our health is perhaps our most precious commodity. Yet as you probably already know, we are currently experiencing a health crisis in the United States. This poses special risks for individuals with developmental disabilities. Did you know that people with developmental disabilities have poorer health than the general population? They are at greater risk for diabetes, heart disease, high blood pressure, high cholesterol, obesity, and depression. Fortunately, people with developmental disabilities are living longer today, but this longevity brings with it age-related diseases, such as prostate cancer, breast cancer, and osteoporosis. These health risks are made worse by poor diets and lack of exercise.

We point out these conditions because many of them can be prevented or made less severe with lifestyle changes. For example, with lifestyle changes such as dieting and exercise, it is possible to prevent the onset of diabetes or heart disease. The HAP curriculum, described below, was developed to address the health problems of persons with developmental disabilities. It teaches ways to improve health, nutrition, and psychological well-being. The Supporting Healthy Lifestyles Guide for Support Professionals shows how to apply this information in everyday circumstances. Together, the HAP and the Guide form a powerful tool for health education and healthy behavior in the home, school, or day program.
How Can the Guide Improve Health?

The Guide has multiple uses. As you use it to help others achieve their own health goals and aspirations, you will find that it contains a wealth of information and tools, some of which you may find useful for yourself and even members of your family. In piloting this Guide, we found many instances in which employees, teachers, and parents used the Guide to help themselves develop and reach their own health goals. For example, some staff members changed their own eating habits and exercising patterns as they assisted others in doing so. More broadly, the Guide has been useful to nutritionists and other health care professionals in facilitating their existing health services. Most satisfyingly, when individuals with developmental disabilities achieve a particular health goal, as described in Module 4, the achievement often serves as motivation for others to pursue their own health aspirations, especially aspirations that address the most challenging health issues.

Reaching a healthier lifestyle is the beginning of a longer journey. After an individual acquires new health knowledge and achieves improved health with your assistance, the healthy behaviors need to continue. Here, the Guide offers ways to maintain health and well-being on a regular basis to support an enduring health program. Specifically, the Guide addresses health maintenance in three ways:

- Each health area contains Planned Health Activities and Everyday Health Support Tips that can be routinely applied.
- The Guide contains handouts that can be assembled into a workbook for periodic review by participants.
- Module 4 contains a goal packet that provides a structure and materials for selecting a personal health goal and recording progress across time.

History and Development of the Guide

The Health Advocacy Program. The HAP is a structured educational curriculum tailored to the health needs and cognitive abilities of people with developmental disabilities. The HAP consists of an easy-to-implement manual that includes handouts and instructor information sheets, a CD containing all printed materials presented in the manual, a DVD illustrating an activity in each lesson, and food cards for planning healthy meals.

The HAP was developed and tested over a three-year period with 143 individuals with mild and moderate developmental disabilities in day-program classrooms throughout New York City. A team of experts assisted during the development phase of the HAP. It was modified on the basis of instructor feedback.
and participant feedback, the Health Advocacy Program and Well-Being Knowledge Test, and the Health Advocacy Program Health and Well-Being Inventory. Participants who completed the HAP showed significant improvement in health knowledge and health advocacy skills. However, many participants who completed the program reported that they were limited in applying this information in everyday situations. They needed follow-up support in what they had learned and more access to activities such as meal planning, shopping, and exercise. In addition, although many participants wished to assume the role of health self-advocate, they needed more support in developing and reaching their own personal health aspirations.

Supporting Healthy Lifestyles Project. This Guide is a result of the Supporting Healthy Lifestyles Project carried out by the New York State Institute for Basic Research in Developmental Disabilities. The project entailed teaching direct-support professionals how to facilitate healthy lifestyle behaviors of individuals with developmental disabilities while they were experiencing the HAP curriculum. Specifically, the direct-support professionals were taught how to assist participants in applying the HAP principles in their everyday lives, and developing and tracking their personal health goals. The project also sought to enhance agencies’ capacities to facilitate and maintain healthy lifestyles and health goals of the individuals in the project. In short, we found that participants made significant gains in their health knowledge and their health goals when the HAP was implemented with follow-up assistance from support personnel, as well administrative planning and endorsement.

Structure and Use of the Guide

The Supporting Healthy Lifestyles Guide for Support Professionals presents information in a friendly and easy-to-use format that is helpful in providing day-to-day support to individuals who are trying to make healthy lifestyle choices. The Guide can be used as a group-teaching tool. However, it is not a curriculum per se; rather, it is intended as a self-instructional component to the HAP. Thus, users are encouraged to systematically read the sections of the Guide that correspond to the HAP material that is being presented to participants.
The health information in this Guide is applicable to participants with various ability levels, ranging from individuals who may need only minimal assistance in making healthy lifestyle choices to those who require more extensive support to maintain good health habits. Accordingly, throughout the Guide you will find a range of suggested activities that follow each health topic. The Planned Health Activities sections describe structured and often complex activities that promote healthy choice-making skills. The Everyday Health Support Tips suggest ways that you can support individuals of all levels of ability. In addition, most of the handouts and worksheets in the Guide display pictorial illustrations to promote comprehension.

The Guide consists of four modules, described below, that are designed to complement the information in the HAP curriculum. Each module includes suggestions for everyday application of this information and structured activities to reinforce learning. Handouts are shown at the end of each module and are also available on the CD accompanying this book.

Module 1: Nutrition, Healthy Eating, and Physical Activity, presents information about good nutrition, the benefits of a healthy diet, and ways to become more physically active.

Module 2: Chronic Illness and Physical Well-Being, describes and discusses chronic illnesses, the role of diet and exercise in disease prevention or management, and the importance of health screenings.

Module 3: Social and Emotional Well-Being, provides information on stress management, understanding and recognizing depression, and engaging in appropriate social behavior.

Module 4: Developing and Supporting Health Goals, describes methods for helping individuals develop health goals, supporting long-term adherence to goals, and recording progress.

Health Scenarios. A unique component of the Guide is the scripted Health Scenarios that read like role-play vignettes. These scenarios bring to life the principles of the Guide through the eyes of fictional characters who are struggling with various health issues. Each identified issue is solved in a manner that is consistent with the material being presented in the Guide and promoted in the HAP. As such, the Health Scenarios offer practical ways to implement the health principles through the telling of interesting and relevant stories. If this material is presented in a group instructional format, participants can role-play the conversations by reading them aloud, and the examples can be used as discussion points.
Maintaining Health Advocacy. The HAP encourages participants to take charge of their own health. However, in real-life situations, additional support and reminders may be needed to maximize the health benefits that can result from learning about healthier lifestyles. Accordingly, the Guide offers Planned Health Activities and Everyday Health Support Tips following topical information. These tips and activities form a bridge between health knowledge and health practice. In other words, learning about better health habits is a foundation for health advocacy; engaging in better health habits and experiencing the results requires additional support. This support ranges in complexity from a simple reminder to use a salt substitute, to assisting an individual with meal planning and food shopping, to petitioning your organization for exercise equipment. If we want individuals to make healthy choices, we need to facilitate the access and opportunities for such decision-making to occur.

Developing and Supporting Health Goals. The ultimate health advocacy is striving to achieve one’s own personal health goal. Few things are more rewarding and empowering than setting and achieving a personal goal. However, there are always obstacles to reaching a goal. Your support is crucial in assisting the individual in overcoming these barriers and maintaining confidence as he or she progresses toward achievement of this goal. Module 4 of the Guide describes methods for selecting and monitoring personal health goals. This section also includes suggestions for collecting and displaying the results of personal health goals.

Health goals that require monitoring of physical health indicators, such as blood pressure or cholesterol, must be formulated with a health professional such as a nurse or dietician in the agency or school. In fact, any health goal should be developed and monitored with the assistance of the appropriate health care professional. There are also various cautions to consider in developing a new health goal, including the possibility of food allergies, health limitations, health conditions, and medications.

Self-Evaluation. Users of the Guide are encouraged to measure their own health knowledge with the brief Self-Assessment Quiz that appears at the back of each module. These quizzes comprise multiple-choice questions, and the answers are provided for review. The questions that appear in the Guide were selected from a larger group of questions used in developing and piloting the Guide. We found that staff members had significant increases in health knowledge after the Guide material was presented in a group-instructional format based on formal pre- and post-testing using this questionnaire.

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Module 1: Nutrition, Healthy Eating, and Physical Activity

Self-Assessment Quiz

1. To ensure you are meeting your dietary needs a. Eat a lot of food b. Eat slowly c. Slightly reduces reaction time d. Eat sweets first to control your appetite

2. Where would junk food like candy, cookies, and potato chips appear on the Food Guide Pyramid? a. In the Fruit group b. In the Dairy group c. In the Other group d. At the base of the Pyramid

3. Which is the easiest way to satisfy an exercise requirement? a. Must be done the same time every day b. Can help prevent or control many physical illnesses c. Three or four times per week, at least 30 minutes, d. Eat sweets first to control your appetite

4. Daily exercises a. Must be done the morning the day that they like b. Can help prevent or control many physical illnesses c. Slightly reduces reaction time d. At the base of the Pyramid


6. The easiest way to satisfy an exercise requirement is by: a. Three or four times per week, at least 30 minutes, b. Every day for 60 minutes c. Three or four times per week, at least 30 minutes d. At the base of the Pyramid

7. When you use modeling to teach healthy eating habits to the individual you support, you should a. Make healthy food choices for yourself in their presence b. Ensure that individuals get enough to eat c. Check out the whole table before you serve yourself d. Slightly reduces reaction time

8. The ultimate health advocacy is striving to achieve one’s own personal health goal. Few things are more rewarding and empowering than setting and achieving a personal goal. However, there are always obstacles to reaching a goal. Your support is crucial in assisting the individual in overcoming these barriers and maintaining confidence as he or she progresses toward achievement of this goal. Module 4 of the Guide describes methods for selecting and monitoring personal health goals. This section also includes suggestions for collecting and displaying the results of personal health goals.

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Modeling Healthy Behavior

“I feel bad because I can’t tell them to do something I’m not doing.”

The above quote came from a direct-support professional during a group training discussion of the Guide. It points to the common problem that we do not always set good examples for others to follow. As you know, demonstrating positive behavior is important because much of our learning comes from watching and imitating the behavior of others. If you are an important person in the life of an individual you assist, that individual’s behavior will be influenced by the behavior that you model. For example, an individual is more likely to exercise and eat healthy foods if he or she sees an important person exercising and eating healthy foods. On the other hand, the individual might be tempted to eat unhealthy food or engage in other unhealthy practices if he or she observes the same important person engaging in unhealthy behavior. This combination of modeling as a prominent learning method and your status as an influential individual makes you a powerful learning tool for improving the health practices of the individuals you support.

The exercise on page 15 can yield a rough assessment of your own health behaviors. Look at each health area and consider how others might be observing and imitating your own behaviors. No one is perfect, but there is no escaping the fact that people who look up to you will tend to do the same things that you do.

Challenges in Decision-Making About Health

There are two challenges that are inherent in assisting individuals with developmental disabilities as they strive for healthier lifestyles. One issue pertains to your dual role of encouraging individuals to behave in healthy ways, and encouraging individuals to make their own choices that affect their health. What is your role when an individual you support desires an unhealthy choice? Another issue pertains to the challenges of encouraging someone to behave in healthy ways that do not have an immediately gratifying effect, and alternatively, discouraging individuals from making unhealthy choices that have an immediately gratifying effect. These two challenges operate together in complicated ways. However, they can be managed successfully with an understanding of the principles involved and by arranging consequences that motivate the person.

Choice vs. Responsibility. As a support professional reading this Guide, you are in a position to influence the health and well-being of the individuals you assist. However, you are confronted with two principles that can sometimes compete with each other. Today, we encourage individuals to make their own decisions about important matters, and in promoting health advocacy, this Guide encourages individuals to take charge of their own health through self-decision-making. However, as a direct-support professional, you are also responsible for maintaining the health and safety of the individuals you serve. We suggest that
## Are You a Good Role Model?

<table>
<thead>
<tr>
<th>Area</th>
<th>Healthy</th>
<th>Not Healthy</th>
<th>What Do Others See You Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td>Healthy diet</td>
<td>Poor diet</td>
<td></td>
</tr>
<tr>
<td>Exercise</td>
<td>Enough physical activity</td>
<td>Not much physical activity</td>
<td></td>
</tr>
<tr>
<td>Stress</td>
<td>Low-stress lifestyle</td>
<td>High-stress lifestyle</td>
<td></td>
</tr>
<tr>
<td>Unhealthy habits</td>
<td>Limited or no alcohol, smoking, other</td>
<td>Too much alcohol, smoking, other</td>
<td></td>
</tr>
</tbody>
</table>
when these two principles are not consistent (when a person desires something unhealthy or refuses something that is healthy), the optimal health choice should be an informed health choice through negotiation. Your role in this case would be to discuss with the individual the pros and cons of the various consequences of the choice under consideration, and encourage selection of the choice that will be most beneficial to his or her health. In some situations, this might be a compromise. In any case, an informed health decision is ultimately driven by the consequences of the health choice.

The Timing of Consequences. We usually make decisions by first weighing the consequences. Negotiating a choice that results in an informed health choice requires an understanding of the timing of the consequences and their effects. In fact, the most challenging aspect of trying to adopt a healthier lifestyle by eating right and exercising is that the positive results are generally not immediately experienced, while unhealthy lifestyle behaviors can produce immediately satisfying consequences. For example, we might not be motivated to eat nutritious foods if they are not tasty to us (e.g., turnips), but the long-term consequences of eating nutritious foods have a positive effect (e.g., longer life). In the opposite way, sometimes unhealthy nutritional habits tempt us because they have pleasant immediate effects (a delicious taste), but the long-term consequences of unhealthy nutrition habits can have a detrimental effect (e.g., overweight).

The challenge is to find a way to bring the individual in contact with the long-term consequences of his or her health decisions. This is done through negotiation, helping the person understand the rules underlying the decision (e.g., eating too many sweets may cause weight gain), and rewarding small steps toward progress. Module 4 describes ways to achieve personal health goals that can help overcome the obstacles of the immediate consequences that tempt us toward unhealthy lifestyle behaviors, and the distant consequences that discourage engagement in healthy lifestyle behaviors. The freedom to choose cannot be divorced from the consequences of the choice, but the consequences can be understood in ways that will facilitate healthier choice-making.
References


Handouts for Module 1

**Meet the Food Groups**

**Breads, Cereals, Rice, Pasta Group**
- Foods in this group provide us with protein
- Keep our blood healthy, help our bodies build muscle
- Eat 2 to 3 servings a day

**“Other” Group (Limit What You Eat)**
- Cakes, cookies, chips, donuts, candy, soda, syrup, jelly, salad dressing
- Foods in this group are high in fat, sugar, salt, calories
- Provide little nutrition

**Meet the Food Groups**

**Breads, Cereals, Rice, Pasta Group**
- Also called starches or carbohydrates
- Foods in this group give our bodies the energy to keep moving
- Add fiber to our diet to prevent constipation
- Eat 6 to 11 servings a day of foods in this group

**Vegetable and Fruit Groups**
- Foods in these groups contain many vitamins and minerals
- Keep our eyes and skin healthy
- Help fight infections, heal cuts and bruises
- Add fiber to our diet to prevent constipation
- Eat 2 to 4 fruits and 3 to 5 vegetables a day

**Milk, Yogurt, Cheese Group**
- Foods in this group have calcium for strong bones and teeth
- Eat at least 2 to 3 low-fat servings a day

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- Keep our eyes and skin healthy
- Help fight infections, heal cuts and bruises
- Add fiber to our diet to prevent constipation
- Eat 2 to 4 fruits and 3 to 5 vegetables a day

**Milk, Yogurt, Cheese Group**
- Foods in this group have calcium for strong bones and teeth
- Eat at least 2 to 3 low-fat servings a day

**Serving Sizes for the Five Food Groups**

- **Bread, Cereal, Rice and Pasta**
  - 1 slice of enriched or whole grain bread
  - ½ hamburger roll, bagel, pita bread, or English muffin
  - 1 (6-inch) tortilla
  - ½ cup cooked rice or pasta
  - ½ cup cooked oatmeal, grits, or Cream of Wheat cereal
  - ¾ cup cooked barley

- **Vegetable**
  - ½ cup chopped raw, non-leafy vegetables
  - 1 cup leafy raw vegetables (lettuce, spinach, cabbage)
  - ½ cup cooked vegetables
  - ¼ cup cooked legumes (beans, peas, or lentils)
  - 1 small baked potato
  - ¼ cup vegetable juice

- **Fruit**
  - 1 medium-sized fruit (apple, orange, banana, or peach)
  - ½ grapefruit or mango
  - ¼ cup fruit juice
  - ¼ cup berries or cut-up fruit
  - ¼ cup canned, frozen, or cooked fruit
  - ¼ cup dried fruit

**The Food Guide Pyramid**

- **Fats, Oils, and Sweets**
  - Use sparingly

- **Milk, Yogurt, and Cheese Group**
  - 2–3 servings

- **Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group**
  - 2–3 servings

- **Vegetable Group**
  - 3–5 servings

- **Fruit Group**
  - 3–5 servings

- **Bread, Cereal, Rice, and Pasta Group**
  - 6–11 servings

Adapted from the National Cattlemen’s Beef Association (1993)

**Serving Sizes for the Five Food Groups**

- **Bread, Cereal, Rice and Pasta**
  - 1 slice of enriched or whole grain bread
  - ½ hamburger roll, bagel, pita bread, or English muffin
  - 1 (6-inch) tortilla
  - ½ cup cooked rice or pasta
  - ½ cup cooked oatmeal, grits, or Cream of Wheat cereal
  - ¾ cup cooked barley

- **Vegetable**
  - ½ cup chopped raw, non-leafy vegetables
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  - ½ cup cooked vegetables
  - ¼ cup cooked legumes (beans, peas, or lentils)
  - 1 small baked potato
  - ¼ cup vegetable juice

- **Fruit**
  - 1 medium-sized fruit (apple, orange, banana, or peach)
  - ½ grapefruit or mango
  - ¼ cup fruit juice
  - ¼ cup berries or cut-up fruit
  - ¼ cup canned, frozen, or cooked fruit
  - ¼ cup dried fruit

Adapted from Duyff (see References on page 50)
Serving Sizes for the Five Food Groups

<table>
<thead>
<tr>
<th>One serving from this group...</th>
<th>May Include...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk, Yogurt and Cheese</td>
<td>1 cup milk</td>
</tr>
<tr>
<td></td>
<td>1 cup yogurt</td>
</tr>
<tr>
<td></td>
<td>½ cup evaporated milk</td>
</tr>
<tr>
<td></td>
<td>¼ cup dry milk</td>
</tr>
<tr>
<td></td>
<td>1 cup calcium-fortified soy beverage</td>
</tr>
<tr>
<td></td>
<td>1.5 oz. cheese (cheddar, mozzarella, Swiss)</td>
</tr>
<tr>
<td></td>
<td>½ cup ricotta cheese</td>
</tr>
<tr>
<td></td>
<td>2 oz. processed cheese (American)</td>
</tr>
<tr>
<td>Meat, Poultry, Fish, Dry Beans, Eggs and Nuts</td>
<td>2-3 oz. cooked, lean meat, poultry, or fish</td>
</tr>
<tr>
<td></td>
<td>2-3 oz. lean sliced deli meat (turkey, ham)</td>
</tr>
<tr>
<td></td>
<td>2-3 oz. canned tuna or salmon</td>
</tr>
<tr>
<td></td>
<td>1 cup cooked lentils, peas</td>
</tr>
<tr>
<td></td>
<td>2 eggs</td>
</tr>
<tr>
<td></td>
<td>4 tablespoons peanut butter</td>
</tr>
<tr>
<td></td>
<td>1 cup tofu</td>
</tr>
<tr>
<td></td>
<td>½ cup nuts</td>
</tr>
<tr>
<td>“Other”</td>
<td>Small amounts of:</td>
</tr>
<tr>
<td></td>
<td>Salad dressing</td>
</tr>
<tr>
<td></td>
<td>Cream</td>
</tr>
<tr>
<td></td>
<td>Butter</td>
</tr>
<tr>
<td></td>
<td>Oil</td>
</tr>
<tr>
<td></td>
<td>Sugar, candy</td>
</tr>
<tr>
<td></td>
<td>Soft drinks</td>
</tr>
</tbody>
</table>

Good Foods and Junk Foods

**Good Foods**
- Have lots of vitamins and minerals
- Keep us healthy
- Give us energy and strength
- Help us feel happy and less depressed

Examples of good foods: low-fat milk, cheese, and yogurt, low-fat meats, poultry, nuts and beans, fruits, vegetables, high-grain cereals and breads.

**Junk Foods**
- Little or no nutritional value
- Often high in sugar, salt, and fat
- Eating too much can make us feel tired
- Increase the risk of heart disease, diabetes, cancer, and obesity

Examples of junk foods: cake, cookies, candy, soda, fruit punch, potato chips, sweetened cereals.

Healthy Snacking Ideas

Choose snacks from at least 2 food groups

- Fresh fruit dipped in yogurt
- Cottage cheese and fruit
- Sliced apples with low-fat cheese or peanut butter
- Yogurt parfait
- Baked tortilla chips with salsa
- Hummus (chick pea spread) with raw vegetables or pita bread
- Raw vegetables and fat-free dip

- Salad with chicken, egg, or low-fat cheese added
- Fruit smoothie
- Tuna, egg salad, or low-fat deli meat on crackers
- Peanut butter on celery sticks
- Low-sugar cereal with low-fat milk
- Egg on whole wheat toast

Healthy Snack Recipes

**Yogurt Parfait**
Low-fat yogurt (any flavor)
Low-sugar cereal of choice
Cut-up fruit (strawberries, banana slices, blueberries, peaches)
Layer yogurt, fruit, and cereal in a glass.
Serve immediately.

**Yogurt and Fruit Shake**
2 cups low-fat yogurt (any flavor) or milk
2 bananas (peeled and sliced)
1 cup fresh or frozen strawberries (or other fruit)
Blend in blender until smooth.

**Fruit Smoothie**
2 cups fruit juice (apple, orange, or other fruit)
1 cup fresh, frozen, or unsweetened canned fruit
1 cup ice cubes
Blend in blender until smooth.

TIP: Don’t throw away over-ripe bananas. Peel, put them in a plastic bag, and store in the freezer. They are great for shakes!
Strategies for Healthy Eating at a Buffet

• Don’t go to the party hungry. Have a healthy snack before you go to the party to prevent overeating at the buffet table.
• Be careful at the buffet table. Check out the whole table, and plan your choices before piling your plate with food.
• Choose mostly healthy foods. Select small portions of one or two unhealthy foods.
• Be aware. Ask yourself, is this food healthy or unhealthy?
• Stop and think. Before you put a food on your plate, ask yourself, “Do I really want this food?”
• Sit down while eating. Try not to eat while standing.
• Limit your trips to the buffet table.
• Chew slowly. Enjoy your food.
• Eat slowly. If you eat fast, you won’t know how much you are eating. It takes 20 minutes for your stomach to feel full. Try putting your fork down between bites.

My Healthy Food Order

Directions: Using your menu, select a healthy, well-balanced meal and a healthy beverage. Write your choices below.

1. Healthy Meal

2. Beverage

Directions: Circle the food groups of the Food Guide Pyramid at right that correspond to your meal selection.

Exercises I Like to Do

Basketball  Walking  Dancing
Bike Riding  Swimming  Ping Pong
Tennis  Exercise Bike  Stretching
Weight Lifting  Jogging  Hiking
Other ____________________________________________
**My Exercise Program**

Fill out with a physical therapist or exercise consultant as needed.

Name: _______________________________________________________________

I will do the following exercises or activities:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

Circle the correct number below:

I will exercise 1 2 3 4 5 6 7 times per week.

I will do the exercise for 5 10 15 30 45 60 minutes each time.

Place a check mark in one or more boxes:

**I will exercise:**

- At home
- At the gym
- Outdoors
- Alone
- With another person
- With a group of people

---

**My Exercise Log**

Name: _______________________________________________________________

Directions: First, plan your exercise program with a physical therapist or exercise consultant. After you begin the program, fill in the date and the activity that you completed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday</td>
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<td>Thursday</td>
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<td>Friday</td>
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<tr>
<td></td>
<td></td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunday</td>
</tr>
</tbody>
</table>
Module 1: Nutrition, Healthy Eating, and Physical Activity

Self-Assessment Quiz

1. To ensure you are having a healthy meal:
   a. Eat a lot of food
   b. Drink water with your meal
   c. Use the Food Guide Pyramid to help select a meal
   d. Maintain a diet of no more than 1600 calories per day

2. Where would junk food like candy, cookies, and potato chips appear on the Food Guide Pyramid?
   a. In the Fruit group
   b. In the Dairy group
   c. In the Other group
   d. At the base of the Pyramid

3. Which is not recommended as a healthy practice at a buffet meal?
   a. Limit your trips to the buffet table
   b. Eat slowly
   c. Check out the whole table before you serve yourself
   d. Eat sweets first to control your appetite

4. Daily exercise:
   a. Must be done the same time every day
   b. Can help prevent or control many physical illnesses
   c. Slightly reduces reaction time
   d. Has little effect on health

5. It is recommended that people exercise:
   a. Three or four times per week for at least 30 minutes
   b. Every day for 60 minutes
   c. Once or twice a week for 45 minutes
   d. Every other day for 15 minutes

6. The easiest way to satisfy an exercise requirement is by:
   a. Sitting in a chair lifting weights
   b. Doing abdominal crunches
   c. Walking
   d. Swimming

7. When you use modeling to teach healthy eating habits to the individuals you support, you should:
   a. Make healthy food choices for yourself in their presence
   b. Ensure that individuals get enough to eat
   c. Include sufficient exercise in routines
   d. Instruct individuals on the benefits of healthy eating

Correct answers: 1. c, 2. c, 3. d, 4. b, 5. a, 6. c, 7. a
References


### Reducing the Sugar You Eat

<table>
<thead>
<tr>
<th>Instead of...</th>
<th>Try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweetened cereals (Frosted Flakes, Fruit Loops)</td>
<td>Low-sugar cereals (Cheerios, Wheaties, Corn Flakes), and add fresh fruit</td>
</tr>
<tr>
<td>Syrup or jelly</td>
<td>Light syrup, low or no-sugar substitutes</td>
</tr>
<tr>
<td>Donuts, cakes, muffins, pies</td>
<td>Graham crackers, vanilla wafers, ginger snaps</td>
</tr>
<tr>
<td>Canned fruit in heavy syrup</td>
<td>Fresh fruit, canned fruit packed in light syrup or juice</td>
</tr>
<tr>
<td>Regular soda, fruit punch, Tang, Hi-C, iced tea</td>
<td>Diet soda, seltzer, water, fruit juice (dilute with water or seltzer)</td>
</tr>
</tbody>
</table>

Read Labels to Choose Food Lower in Sugar!

### Lowering Salt in Foods

<table>
<thead>
<tr>
<th>Instead of...</th>
<th>Try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salt at the table and in cooking</td>
<td>Taste before salting; use pepper, lemon, garlic, onion, Tabasco sauce, or low-sodium seasoning like Mrs. Dash</td>
</tr>
<tr>
<td>Regular soy sauce</td>
<td>Low-sodium soy sauce</td>
</tr>
<tr>
<td>Canned vegetables</td>
<td>Fresh or frozen vegetables; low or reduced sodium canned vegetables</td>
</tr>
<tr>
<td>Regular deli meats and cheese</td>
<td>Low-sodium cold cuts and cheese</td>
</tr>
<tr>
<td>Regular canned soups, broths, sauces</td>
<td>Low-sodium or reduced-sodium soups, broths, sauces</td>
</tr>
<tr>
<td>Salted snacks (pretzels, popcorn, crackers, nuts)</td>
<td>Reduced-salt or no-salt versions; eat fresh fruit</td>
</tr>
</tbody>
</table>

### Lower-Fat Food Choices

<table>
<thead>
<tr>
<th>Instead of...</th>
<th>Try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fried chicken, fish, or meat</td>
<td>Baked, broiled, or grilled chicken or meat (remove skin from chicken)</td>
</tr>
<tr>
<td>Whole milk and cheese</td>
<td>Low-fat milk (2% or skim), part-skim, or reduced-fat cheeses</td>
</tr>
<tr>
<td>Ground beef</td>
<td>Extra lean ground beef or ground turkey</td>
</tr>
<tr>
<td>Chips, cakes, donuts, ice cream</td>
<td>Graham or animal crackers, fat-free popcorn, pretzels, rice cakes, sherbet or low-fat ice cream, baked chips</td>
</tr>
<tr>
<td>High-fat salad dressing, mayonnaise</td>
<td>Fat-free or reduced-fat salad dressing, small amounts of olive oil or vinegar or lemon</td>
</tr>
<tr>
<td>Bacon, bologna, ham, salami, hot dogs, sausage</td>
<td>Canadian or turkey bacon, reduced fat deli meats, reduced-fat hot dogs</td>
</tr>
<tr>
<td>Butter or margarine</td>
<td>For cooking spray pans with non-stick cooking spray, use small amounts of olive or canola oil</td>
</tr>
</tbody>
</table>

Read Labels to Choose Lower-Fat Foods!

### Heart-Healthy Cooking

To reduce fat, cholesterol, and calories:

- Trim fat from meat
- Remove skin from chicken
- Grill or broil meat on a rack so fat can drip away from the food
- Bake food with fat-free liquid like wine, lemon juice, or tomato juice
- Stir-fry meat or fish and vegetables in small amounts of olive oil or peanut oil
- Poach chicken or fish in liquid
- Microwave food
- Steam food
Handouts for Module 2

Promoting Healthy Digestion

- Increase fiber in your diet
- Drink plenty of fluids, especially water (8 glasses/day)
- Exercise daily

High-Fiber Foods
- Whole-grain bread and crackers (Whole wheat, rye, 7-grain, pumpernickel, oatmeal)
- Hot and cold whole-grain cereals (Oatmeal, bran, or wheat flakes)
- Fruits, vegetables, salad, and beans
- Brown rice instead of white rice

Add Fiber to Your Diet
- Sprinkle wheat germ or bran buds on hot or cold cereal
- Read labels to buy food with highest fiber content
- Eat prunes (dried, stewed, or juice)

Healthy and Unhealthy Bone

Healthy Bone

Weak Bone

In the weak bone illustration above, the dark spots represent the loss of bone mass, resulting in fragile bone. The healthy bone illustration depicts denser and therefore stronger bone.

Preventing Bone Disease

Dairy products are the BEST
- Have at least 2 glasses of low-fat milk a day
- Low-fat yogurt, cheese, and cottage cheese
- Cream cheese is NOT a source of calcium! (it is a fat)

Other calcium-rich food
- Sardines with bones
- Canned salmon with bones
- Almonds
- Broccoli
- Tofu (made with calcium, check the label)
- Green leafy vegetables (kale, spinach, turnip greens)

Buy calcium-fortified food
- Calcium-fortified orange juice
- Calcium-fortified cereals
- Calcium-fortified soy milk

Exercise
- Walking, aerobics, dancing, lifting weights are best
- It helps keep our bones strong too

Sometimes a doctor will prescribe medication to help protect bones against osteoporosis.

Tofu Recipes to Try

Tofu Spread

- ½ lb. firm tofu (calcium-fortified)
- ½ cup creamy peanut butter
- 1 tablespoon honey (or small, ripe banana)
- 2–3 teaspoons fresh lemon juice
- Crackers, muffins, toast, bagels

Puree tofu, peanut butter, and honey in blender until smooth. Spread on crackers, muffins, bagels, or toast.

Tofu “Egg” Salad

- 1 lb. soft tofu (calcium-fortified)
- 1 cup low-fat cottage cheese
- ½ cup medium green pepper, chopped fine
- 2–3 tablespoons mustard
- 2 tablespoons onion, chopped

Freshly ground black pepper to taste Place the tofu in a large bowl. Mash with a wire whisk or a fork. Add the remaining ingredients, and combine well. Use immediately or chill, covered. Makes enough filling for six sandwiches.
Health Screenings for Women

Mammogram

A mammogram is an X-ray exam (or picture) of the inside of the breast.

Purpose. Mammograms are used to screen for cancer in its early stages by detecting breast lumps that are too small to feel during a physical examination (not all lumps in the breast are cancerous). The earlier cancer is detected, the easier it is to cure.

Procedure. A mammography machine takes a picture of each breast, while it is pressed down between 2 plastic trays. There may be a slight and brief discomfort as the breast is pressed.

How Often? Most doctors recommend that a woman have her first mammogram at 40 years of age, and then have one every 1 or 2 years.

Pelvic Examinations

Purpose. In a pelvic examination, a doctor examines a woman’s sexual and reproductive organs for abnormalities. A gynecologist, who is specially trained in women’s health issues, usually performs pelvic examinations.

Procedure. During the examination, a woman lies on her back on the examining table. Using gloves, the doctor first examines the outside of the vagina to look for sores, redness, or swelling. Next, the doctor uses a special instrument called a speculum to look inside the woman’s vagina for sores, redness, or swelling.

With the speculum still in place, the doctor will do a Pap smear. A Pap smear is used to screen for cancer. Here, the doctor uses a long cotton swab or tiny brush to scrape some cells from the cervix. The cervix is the opening of the uterus at the very top of the vagina.

The doctor removes the speculum and checks the cervix, uterus, and fallopian tubes. Here, the doctor uses two fingers inside the vagina, and one hand outside on top of the pelvic area to feel these organs. There may be a feeling of pressure, but the examination does not hurt.

How Often? Women should start having yearly pelvic examinations and Pap smears starting at age 18.

Health Screenings for Men

Prostate Examinations

Purpose. Prostate examinations are used to screen for prostate cancer. If prostate cancer is found in the early stages, it is very treatable.

Procedure. One type of examination is the PSA, a test that checks the blood for cancer in the prostate. Another way to screen for prostate cancer is through a physical examination of the prostate gland. Here, the doctor inserts a gloved, lubricated finger into the rectum to feel the prostate to make sure it is not too large and that there are no firm or hard areas that can indicate cancer.

How Often? Men should begin to get a PSA blood test and a digital rectal exam at 50 years of age. Men with a family history of prostate cancer are at greater risk, so they should begin prostate examinations at age 45.

Testicular Examinations

Purpose. A testicular examination helps to detect lumps or swelling in a man’s testicles and screens for early signs of cancer (not all lumps in the testicles are cancerous). Testicular cancer that is found in the early stages and treated promptly has a high cure rate.

Procedure. The doctor checks the testicles and surrounding area (abdomen, groin, penis, testicles) by feeling the organs and checking for lumps, swelling, shrinking, or other signs of an abnormality. The exam can take place while the man is down and then again in the standing position.

How Often? Routine testicular examinations should occur once a year for males between the ages of 15 and 40.

Handouts for Module 2

Please see CD for reproducible versions of handouts.
Module 2: Preventing and Managing Chronic Illness

Self-Assessment Quiz

1. Select the most common form of diabetes and one way to lower its risks:
   - a. Type 2 diabetes and eating high-starch foods
   - b. Type 1 diabetes and a low-sodium diet
   - c. Type 2 diabetes and maintaining a healthy weight
   - d. Type 1 diabetes and taking insulin injections

2. People with high blood pressure can reduce salt intake by:
   - a. Avoiding high-sodium foods as listed on food labels
   - b. Eating fresh vegetables instead of canned vegetables
   - c. Using herbs and spices to flavor food
   - d. All of the above

3. Heart disease can be prevented by eating:
   - a. Low-fat foods
   - b. A high-carbohydrate diet
   - c. A high-protein diet
   - d. High-sugar foods

4. To increase fiber in your diet, eat:
   - a. Milk and eggs
   - b. Oatmeal
   - c. Shrimp parmesan
   - d. Roast beef with gravy

5. To prevent osteoporosis (weak, porous bones):
   - a. Drink milk
   - b. Stop smoking
   - c. Avoid extreme physical activity
   - d. Drink apple juice

6. Which food contains the least calcium?
   - a. Skim milk
   - b. Steak
   - c. Yogurt
   - d. Cottage cheese

7. Besides fiber, which of the following best promotes healthy digestion?
   - a. Exercise and drink lots of water
   - b. Add applesauce or canned peaches to your diet
   - c. Eliminate roughage from your diet
   - d. Chew your food thoroughly

Correct answers: 1. c, 2. d, 3. a, 4. b, 5. a, 6. b, 7. a