

Attainment's

An
Activity-Based
Curriculum
for Adults with
Developmental
Disabilities

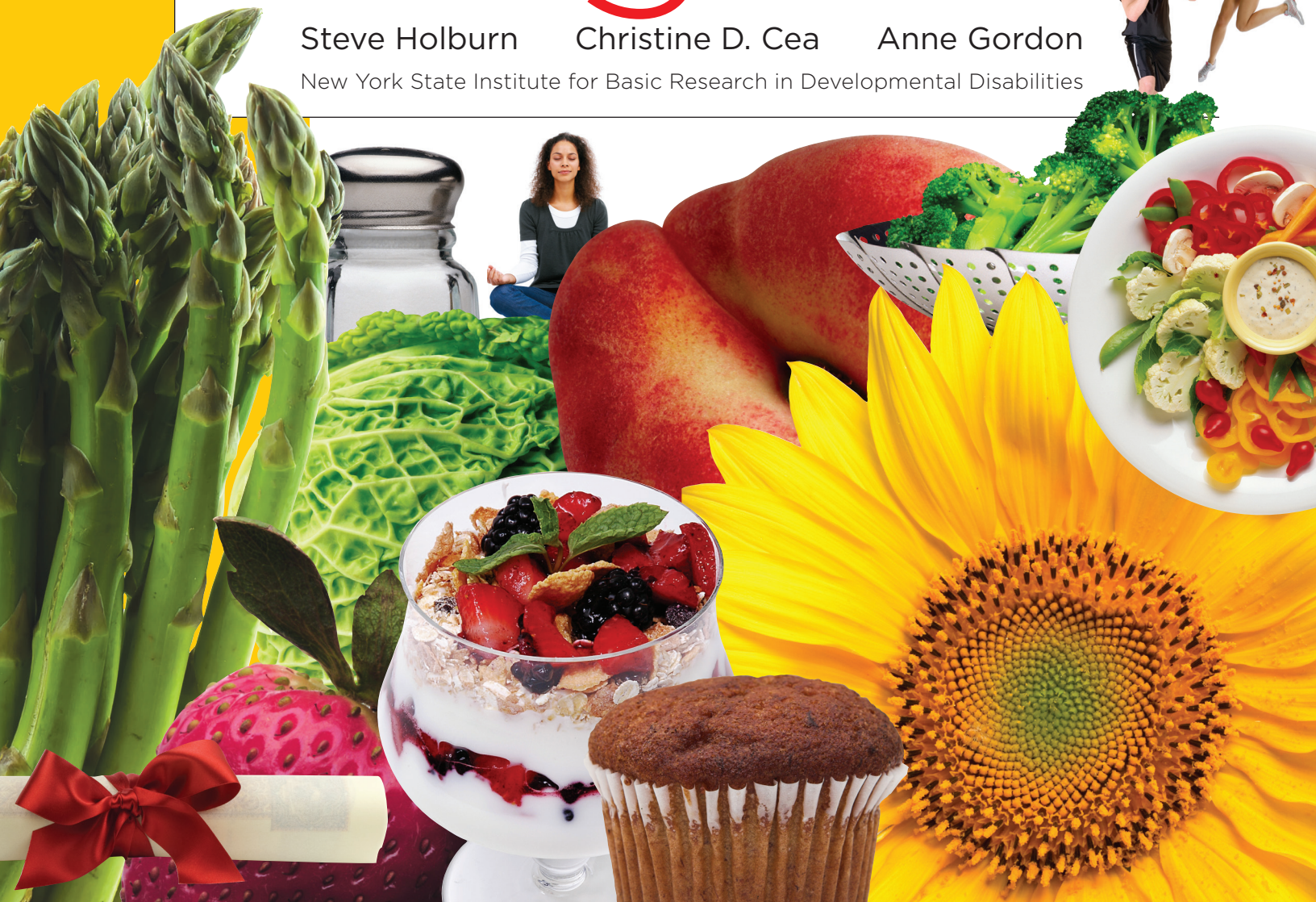
Health Advocacy Program

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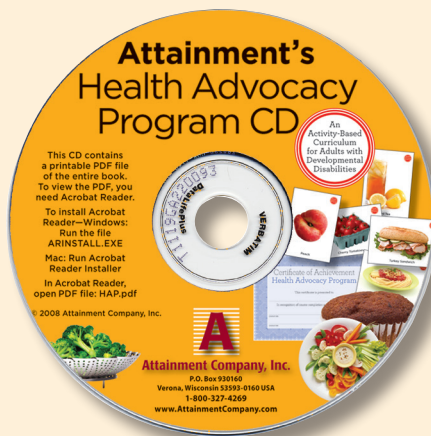
New York State Institute for Basic Research in Developmental Disabilities



Health Advocacy Program CD for Windows or Macintosh

Also included with this book is a CD containing this complete book 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 HAP.pdf on the CD.
- To install Acrobat Reader for Windows, run ARINSTALL.EXE. After installation, open Acrobat Reader, then open HAP.pdf.
- To install Acrobat Reader for Mac, run Acrobat Reader Installer. After installation, open Acrobat Reader, then open HAP.pdf.



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New York State Institute for Basic Research in Developmental Disabilities

Funded by The New York State Office of the Attorney General and
The New York State Office of Mental Retardation and Developmental Disabilities

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Introduction to the Health Advocacy Program

Introduction

The Health Advocacy Program (HAP) is an activity-based curriculum to teach adults with developmental disabilities how to maintain a healthy lifestyle. Twenty lessons, each approximately one hour in length, provide basic information for improving nutritional health and physical and emotional well-being. The curriculum emphasizes healthy eating, but it also includes lessons on exercise, relationships, sexuality, stress, and depression. The ultimate goal of HAP is to teach participants how to be their own health advocates.

The curriculum has three components:

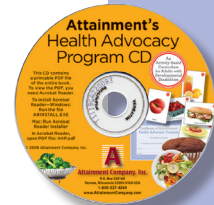
- A manual, including Handouts and Instructor Information Sheets
- A CD that contains all printed material as presented in this book
- The DVD illustrates one activity from each lesson, including a graduation ceremony. These video illustrations provide instruction modeling for new teachers, use of materials, and methods for effective interactions with learners with various ability levels. In viewing these actual classroom sessions, instructors observe how the activities can be creatively adapted to fit individual learning styles and enhance motivation for health advocacy.

If you do not have a hard copy of the manual, you can print the lessons, handouts, and other material from the CD. All files are in PDF format. The DVD will work on a standard or computer DVD player.

No special credentials are required to teach the lessons, which have a reader-friendly format and colorful visual aids. No outside research is required by the instructor because lessons are supplemented with Instructor Information Sheets that provide technical information on various topics.

Although some preparation is required before beginning many of the lessons (see *Guidelines for Instructors*), instructor planning can be minimized by following the detailed steps and script provided throughout the curriculum. We recommend following the sequence of lessons as presented in the curriculum because the material is cumulative, and each lesson begins with a scripted review of the prior lesson. However, it is possible to teach lessons in a different order, adapting the script accordingly. We do not recommend altering the sequence of activities within the lessons.

To promote personal health advocacy, much of the material is designed to be individualized. Participants are encouraged to develop their own health goals during the course. Some lessons offer optional activities to accommodate varying



CD



DVD

interests and disability levels. In addition, the lessons are highly interactive and provide hands-on experiences, many of which are demonstrated on the DVD.

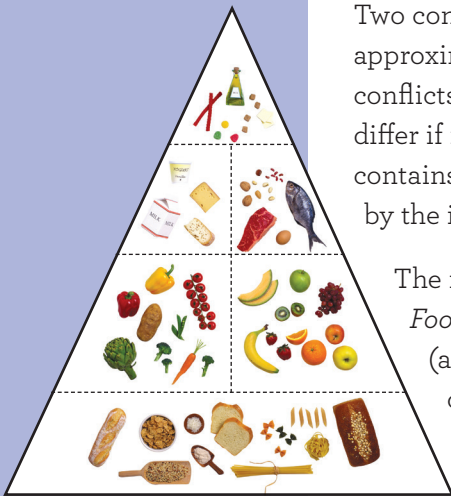
As a culmination of HAP, in the final lesson participants complete a class evaluation form and prepare for their course graduation. While a formal graduation might appear to overstate achievements attained through a single course, we recommend a formalized ceremony that recognizes participants' contributions and provides an opportunity for participants to announce how they will continue to promote their own health.

Curriculum Development

The HAP curriculum was developed and tested over a three-year period in New York City with 143 individuals with mild and moderate intellectual disability. A team of experts assisted during the development phases of HAP. Curriculum components (Lessons 1–20, Instructor Information Sheets, props, Handouts, and video) were modified from instructor and participant feedback, and pre- and post-performance on the (a) *Health Advocacy Program Health and Well-Being Knowledge Test*,³⁹ and (b) *Health Advocacy Program Health and Well-Being Inventory*.⁴⁰ Participants who completed HAP had significantly higher post scores on these instruments.

Two consecutive lessons were taught each week, although the curriculum required approximately three months to complete, given holidays and other schedule conflicts. The time required to complete the 20 lessons constituting HAP will differ if instructors elect to alter the length or schedule of the classes (Lesson 1 contains a handout of the class sequence, with dates to be completed in advance by the instructor).

The most common prop in HAP is the *Food Guide Pyramid*.¹ Although the *Food Guide Pyramid* was recently updated, we modified a former version (adapted for HAP) because the organization, graphics, and concrete nature of that version are more conducive to illustrating healthy food choices. To supplement the *Food Guide Pyramid* Handout, we recommend enlarging it to poster size (see DVD, Lesson 3, illustrating how it can be used).



Material from external sources is referenced. Some features of the format for Lessons 3 and 13 were adapted from the *Exercise and Nutrition Health Education Curriculum for Adults with Developmental Disabilities*.⁴¹

Guidelines for Instructors

Instructors should be familiar with the information below before beginning HAP. Significant deviation from the organization and instruction described below will limit the impact of the curriculum. The structure of each lesson is as follows: Goals and objectives of the current lesson, review of the prior lesson, introduction to the current lesson, instructional activities, and a lesson wrap-up that emphasizes personal health advocacy. For planning, instructional activities include an estimated time for the activity and required materials. Some lessons include special preparatory instructions.

Classroom Considerations

Class size. The ideal class size is eight to ten participants separated into two or three groups.

Setting for classes. A quiet room with enough space for participants to move about is ideal. Provide tables for working in small groups. A small table to hold instructor materials and for demonstrating activities is also recommended. Access to kitchen equipment (e. g., utensils, sink, refrigerator, etc.) is helpful because some of the classes call for food preparation. Access to a cabinet for storing teaching materials such as flipcharts, markers, props, and participant workbooks is recommended.

Instructional assistants. At least one assistant is necessary. Two assistants are ideal, one for each group suggested above, but the degree of assistance needed depends on the size of the class and the needs of the participants.

Writing surface. HAP facilitates learning by displaying key points on flipchart paper. A blackboard or dry erase board is also sufficient.

Materials. Only two instructional props are needed to present HAP in full, and both props augment Lesson 17, *Self-Examinations and Health Screenings*. They are anatomically correct plastic models of testicles and the female breast, and they are used for practicing self-examinations. The models can be obtained for a cost of approximately 60 dollars each through GPI Anatomicals, Lake Bluff, Illinois, www.gpianatomicals.com. All other class materials can be obtained locally, including flipchart paper, an easel, masking tape, markers, food and drink for demonstration, and binders or folders (workbooks) for each participant.

Workbooks. We recommend that each participant have a workbook for the handouts and worksheets. The workbooks can be pre-filled with materials for all classes, or materials can be added as the course proceeds.

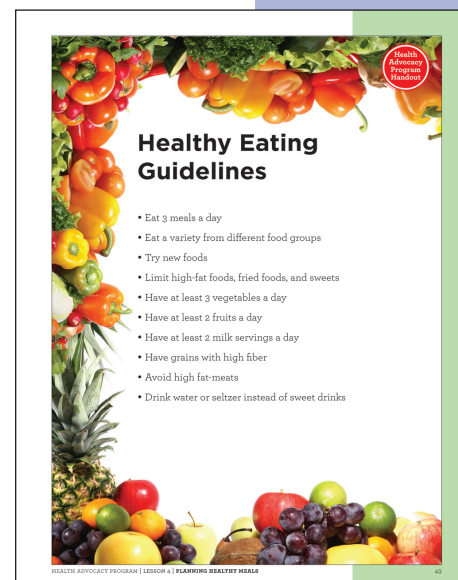
The Lessons

Script. Each lesson includes scripted information, including scripted questions, shown as ***bold, italicized text*** to facilitate lesson flow. The script is especially helpful when teaching the curriculum for the first time. With experience, instructors rely less on verbatim script.

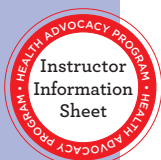
Instructor notes. Brief notes for instructors are embedded in the lesson text to supplement or guide instruction.



Instructor
Information Sheet



Handout



Instructor Information Sheets. Many lessons contain supplementary information to be used at the discretion of the instructor, depending on participant interest and knowledge level. Some of the information sheets are integral to the lesson.



Handouts. Participant handouts are found at the end of each lesson. Most of the handouts are in color. They must be copied for distribution. We recommend color copying from the hard copies of the handouts or color printing from the CD.

Food Cards: There are 148 colorful photographs of food on the CD and in the back of this book that can be converted to Food Cards (Food Cards are used in four lessons). The Food Cards are especially helpful for individuals who do not read. There are four photos per page. Selected photos can be printed onto card stock, laminated, and cut into food cards. They can also be printed or copied onto Avery full-page labels (product number 5165) and affixed to 4" x 6" index cards, or reduced at 75% for 3" x 5" index cards.



Teaching Tips

Plan in advance. Review each lesson well before the class. Preplanning is necessary to prepare materials and become familiar with lesson content and flow.

Class rules. Class rules are developed in Lesson 1 (e.g., confidentiality, turn-taking, attendance). We recommend posting the rules and giving copies to participants.

Dietary modifications. For lessons that call for food preparation or food sampling, substitutions can be made according to participants' (a) food allergies and eating difficulties and (b) cultural/ethnic preferences.

Repetition. HAP deliberately repeats material in different forms. Review information frequently, and query participants often to facilitate comprehension and retention.

Apply principles to everyday living. Generate discussion about how the program information applies to participants' everyday lives. Instructors should solicit examples, using examples and stories from their own lives in modeling application. Remind participants about their own health advocacy in encouraging use of the information outside of the classroom.

Use the Knowledge Test. The Health Advocacy Program Health and Well-Being Knowledge Test (pages 231–233) consists of 24 multiple-choice items that assess salient curriculum content. The test should be administered before and after HAP participation. Pre-test results can spot relative deficit areas to emphasize. Post-test results yield a measure of program benefit and identification of additional instruction to target.

Introduction

Goal: To introduce participants to the Health Advocacy Program and to each other.

Objectives: Participants will be able to:

1. Define the term “health advocate” and how it will apply in this program
2. Introduce themselves to others
3. Give examples of positive and negative health behaviors
4. Become familiar with the program schedule
5. Assist in the development of group rules

Welcome and Workbook Distribution

Time: 10 minutes

Materials: Workbooks (see Materials, page 9)

Welcome

- Greet the participants and welcome them to the Health Advocacy Program.
- Introduce yourself and any assistants.
- Tell participants that they will have a chance to introduce themselves shortly.
- Briefly introduce the program and its purpose.

The Health Advocacy Program has 20 lessons. Today is the first lesson. By coming to all of the lessons, you will learn behaviors that will keep you healthy.





Can anyone give me an example of a healthy behavior?

Instructor note: An example of a healthy behavior is choosing healthy foods to eat at meals and snack time. Other healthy behaviors are exercising to keep our bodies strong and healthy and talking to our doctors about our health.

By coming to the Health Advocacy Program, you will also learn how to be a health advocate.

Can anyone tell me what it means to be an advocate?

To be an advocate means speaking up for something you want or something you believe in. An advocate who believes in good health habits is called a health advocate. A health advocate is someone who practices healthy behaviors. Some of these behaviors include eating the right foods, exercising, and making healthy lifestyle choices.

The Health Advocacy Program will teach you how to be health advocates. You will learn how to

- *Speak up about having healthy food during meals and snacks*
- *Stay healthy with proper nutrition and exercise*
- *Talk to your doctor about your health*

We will talk more about how to be your own health advocate in some of our other classes.

Workbook Distribution

- Distribute the Health Advocacy Program Workbooks.
- Explain that the workbooks will hold all of the handouts and worksheets for this program. This information can remind participants about how to maintain a healthy lifestyle.

Instructor note: The workbooks can be pre-filled with the materials for all classes, or materials can be added at the beginning of each class. Participants can keep the workbooks in the classroom for easy access or take them home. In the latter case, remind participants to bring the workbooks back for each lesson.



Getting To Know You

Time: 20 minutes

Materials: Flipchart, markers, masking tape, pencils

Getting to Know You, Option A: for Partners Worksheet Handout

Getting to Know You, Option B: for Small Group Worksheet Handout

Activities: Two interactive exercises are offered to facilitate introductions.

- Select Option A for participants with verbal, reading, and writing skills and Option B for participants with substantial limitations in one or more of these areas.
- Explain that this activity will help everyone get to know each other.
- Specify the importance of each person sharing information about himself or herself.
- Explain that throughout this program there will be more activities in which we will all be getting to know each other better.

Option A: For Partners. In Option A, participants learn about another person in the group and share that information with the class.

- Divide the group into pairs.
- Have participants turn to the *Getting to Know You, Option A: for Partners Worksheet Handout* in their workbooks.
- Give each person a pencil and explain the activity.

In this activity, you will be asking your partner questions and writing the answers on the worksheet. For example, question 1 asks for your partner's name. After finding out your partner's name, write it on the line next to Question 1: What is your name? After you finish asking your partner the questions on the worksheet, he or she will ask you the same questions about yourself and write down your answers.

- When finished, ask each person to introduce his or her partner to the class and share one answer to each question. For example, this is *Jane*, one of her favorite foods is *pasta*, and her best quality is that she is *friendly*.
- During the introductions, write each person's name on the flipchart paper, and record his or her responses.
- As each sheet is filled, post it on the classroom wall.
- Continue going around the room until each person's responses are recorded on the flipchart paper.
- Review the list by reading it aloud to the class.

Option B: For Groups. This option allows participants who need more assistance to share information and learn about others in the group.

- Separate participants into small groups. Each group should have one assistant.
- Have participants turn to the *Getting to Know You, Option B: for Small Groups* Worksheet Handout in their workbooks.
- Have assistants read each statement to participants, and record their responses on the worksheets.
- When finished, ask each person in the group to give his or her name and one response for each question on the worksheet. This can be done either independently or through an assistant. For example, my name is *Jane*, one of my favorite foods is *pasta*, and my best quality is that I am *friendly*.
- As the exercise progresses, write each person's name on the flipchart, and record his or her responses.
- When each sheet is filled, post it on the wall.
- Continue going around the room until each person's response is recorded on the flipchart paper.
- Review the list by reading it aloud to the class.

Identifying Healthy and Unhealthy Behaviors

Time: 10 minutes

Materials: Flipchart, markers, masking tape

Activity: Provides insight into participants' own positive and negative health behaviors.

- Brainstorm about healthy and unhealthy behaviors. (A healthy behavior might be daily exercise. An unhealthy one might be eating too many sweets.)
- Post two flipchart pages on the wall. Label one *Good Health Habits*, and the other, *Bad Health Habits*.
- Suggest that we have all learned habits that can keep us healthy and habits that can make us unhealthy or sick.
- Ask participants to give one example of a healthy and unhealthy habit.
- Record these habits on the flipchart.
- Encourage guided discussion using praise and corrective feedback.

Instructor note: The list of good health habits generated by participants in this activity can be used again to set individual health goals in the optional activity at the end of the lesson.



Program Schedule and Group Rules

Time: 20 minutes

Materials: Flipchart, markers

Program Lesson Schedule Handout

Suggestions for Group Rules Instructor Information Sheet

Activities: The exercises below provide information on the structure and functioning of the program.

Preparation: Before the lesson begins, fill in the class dates on the *Program Lesson Schedule* Handout. Make a copy for each participant.

Using the Program Schedule. In this activity, participants learn about the program schedule (dates and topics).

- Distribute the *Program Lesson Schedule* Handout.
- Demonstrate how to follow the schedule by going over the topics and dates of the first few classes.
- Tell participants they may insert the schedule in their workbooks or bring it home.

Establishing Group Rules. In this activity, the group establishes class rules.

- Explain that for groups to run smoothly, they often have rules to follow.
- Emphasize the importance of having rules for this class too.
- Specify that once these rules are written, everyone in the classroom must follow them, including the instructor and assistants.
- Encourage participants to generate group rules (see note below).
- Write appropriate rules on the flipchart. Copies of the rules can be distributed at the next class, and a copy can be posted in the classroom.

Instructor note: The *Suggestions for Group Rules* Instructor Information Sheet, provides examples of useful general rules. These rules can be used to guide the group in developing similar rules. Reinforce good examples by explaining why the rule is important to the group's functioning.

Wrap-up

Today we learned about the Health Advocacy Program and the rules that we will be following in this classroom. One very important rule we talked about was to respect the private information of others. This means that the things we learn about each other in this class should not be talked about outside of this classroom. We also learned a new term, health advocate. We said that a health advocate practices healthy behaviors.

What kinds of healthy behaviors did we say that health advocates practice?

Optional Activity: Setting Health Goals

Time: 20 minutes

Materials: Flipchart, markers

Activity: Participants develop a personal health goal as a complement to the program.

- Tell participants that in the Health Advocacy Program, they will learn a lot of information about many aspects of their health.
- Suggest that everyone can benefit from changes in the way they take care of their health. One way of doing this is to set a personal health goal.

A goal is something that we strive (or try) to reach. A good goal might be to eat a healthy breakfast. If you had this goal, you would make sure that healthy breakfast foods are available and would leave enough time in the morning to prepare a healthy breakfast.

- Write the words *Personal Health Goals* on the flipchart.
- Instruct participants to select a personal health goal to work on while they are in the program.
- List each participant's name and the goal that he or she has selected.
- State that from time to time throughout the classes, we will be talking about these goals and checking the progress that each of you is making toward your goal.

Instructor note: For examples of health goals, use the list of *Good Health Habits* created by participants earlier in the lesson.

Health Advocacy Program Lesson Schedule



Date	Lesson	Topic
	Lesson 1	Introduction
	Lesson 2	Food Preferences
	Lesson 3	Thinking About Eating Right
	Lesson 4	Planning Healthy Meals
	Lesson 5	Preparing a Healthy Meal
	Lesson 6	Healthy Snacking
	Lesson 7	Diabetes
	Lesson 8	High Blood Pressure
	Lesson 9	Heart Disease
	Lesson 10	Fiber and GI Health
	Lesson 11	Calcium and Bone Health
	Lesson 12	Healthy Eating at Social Events
	Lesson 13	Exercise
	Lesson 14	Zeroing in on Stress
	Lesson 15	Recognizing Depression
	Lesson 16	Sexuality and Reproduction
	Lesson 17	Self-Examinations and Health Screenings
	Lesson 18	Relationships
	Lesson 19	Taking Charge of Your Health
	Lesson 20	Course Evaluation and Graduation Planning

Suggestions for Group Rules



- **Ask questions.** We are all here to learn, and part of learning is asking questions. It is important to ask questions if you do not understand the material.
- **Take turns talking.** It is polite to give everyone a chance to talk. This will give everyone a chance to share what they know.
- **Stick to the topic.** There is a lot to learn in the program. It is good to speak up and share what you know with the group, but do not take up class time by changing the subject.
- **Support each other.** Some things we discuss in class might make you feel uncomfortable. Remember to support each other and try not to judge what other people are feeling or saying. We all want to talk about things and not worry about feeling silly. It is also important not to make fun of each other.
- **Respect private information.** We might say things in this class that are private. Respect each other's privacy. This means that the things we learn about each other in this class should not be talked about outside of this classroom.
- **Try to attend all of the lessons.** Each class has a lot of information and fun activities that teach healthy behaviors. By coming to the classes, you will learn more about how to stay healthy.

Getting to Know You



Option A: For Partners (Requires writing skills)

Instructions: Introduce yourself to your partner. Ask your partner the questions on this worksheet. Write in his or her answers.

1. What is your name?

2. What are your 3 favorite foods?

3. What are 2 things you like about yourself?



Getting to Know You

Option B: For Small Groups

Instructions for assistants: Assist participants as needed in responding to the statements below, reading each statement and recording responses if necessary. Assist in sharing the information with the group.

1. What is your name?

2. What are your 3 favorite foods?

3. What are 2 things you like about yourself?
