In this manual, you will find 20 brief sequential lessons (each lesson builds on the previous lesson; lessons are encouraged to be read at a rate of at least one per week) outlining various strategies to facilitate weight loss. This manual is intended to provide the reader with various weight loss techniques based upon the cognitive/behavioral therapy literature in the field of psychology. Since there are numerous strategies presented, it is up to the reader to choose and apply strategies that he/she believes may work best for him/her. This manual is not purported to represent a comprehensive resource about weight management. If the contents herein do not assist the reader in his/her weight loss efforts, then the reader is encouraged to seek other weight loss resources and/or professionals for assistance.
Lesson 1
You and Your Eating

This is the first lesson of this program. There are several key steps in this lesson that form the basis for the changes you will make in your eating and lifestyle. The lessons are arranged in an orderly fashion. Think of the program as climbing a flight of stairs. Taking one step at a time is simple and will lead you to the top. Reaching the top means creating eating habits that are under your control and that will result in gradual yet substantial weight loss.

The gradual nature of the program and the series of steps are necessary. By taking one step at a time, you will be able to make the small changes that will result in weight loss. You will also be better able to stick with these changes and to make them part of your life. However, if you try jumping from the first to the fifth step, you may be sure of falling back to where you started. It is so important to take one step of the program at a time.

This step approach has been successful for many, many people. The major reason for the small success of other weight loss programs is that changes are rapid rather than the gradual learning of new behavior, which we emphasize. So, to be successful in the long run, you must take one step at a time.

The major task for you this week is to identify how eating is a problem for you. Most overweight people eat in response to many influences in addition to being hungry. It will be important for you to figure out your eating patterns. The program begins with an emphasis on figuring out your eating habits before you begin to change them.

Most people who are overweight are "out of touch" with their eating. That is, they are unaware of the conditions under which they eat. For example, if you ask yourself how often you eat, where you eat, and with whom you eat, your answers will likely be different than someone who kept a close record of it. Although you could say that you eat because you are bored, or perhaps upset, the first lesson of this program will ask you to be more specific and precise by keeping a record of your eating.
Looking Objectively at Your Eating

Self Monitoring

The first step, is for you to look at your eating like an outside observer. To say that you eat too much is not specific or accurate enough. Your eating occurs in certain situations that are unique to you. Each person has his/her own lifestyle involving family, work, and friends. The purpose of this program is to figure out how situations influence your eating. It will be important for you to identify these influences on your eating in order to use the strategies we shall present. For example, if you know the times of the day that you tend to overeat, then this information can help in controlling your eating.

For this first step you want to observe your eating. Record what you eat right after each meal or snack. If it is hard for you to record what you eat soon after eating, you should plan to record it as soon as possible. The longer you wait to write down what you ate, the greater the chance you may be inaccurate or forget. Remember, if you have the time to eat something, you have the time to record it!

It is critical that you do not change your eating in any way at this point. It is important that we get an accurate picture of your current eating habits before you make changes.
Several new topics will be introduced with each lesson. Before we begin Lesson 2, let's review what we did in Lesson 1. Look at your food logs. Were any meals or snacks left unrecorded? If so, you should be careful to record all your food intake in the future.

**Controlling Your Eating**

**Step 1. Analyzing Your Eating Patterns.** The first step in this lesson will be to look at your food logs. Before changing your eating, you should become aware of your eating patterns. So, make a chart like the one provided below (see Table 1). This chart was made by Eric after he looked at his eating during his first week of self monitoring. Eric then made several tables. The first table relates to the time of day of his eating.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>9:30</td>
<td>8:00</td>
<td>7:45</td>
<td>8:00</td>
<td>7:45</td>
<td>9:30</td>
<td>9:30</td>
</tr>
<tr>
<td>Snack</td>
<td>10:15</td>
<td>9:30</td>
<td>--</td>
<td>11:00</td>
<td>9:00</td>
<td>--</td>
<td>10:15</td>
</tr>
<tr>
<td>Lunch</td>
<td>1:15</td>
<td>12:30</td>
<td>12:30</td>
<td>12:30</td>
<td>12:30</td>
<td>1:15</td>
<td>1:15</td>
</tr>
<tr>
<td>Snack</td>
<td>4:00</td>
<td>3:00</td>
<td>--</td>
<td>2:00</td>
<td>4:00</td>
<td>--</td>
<td>3:00</td>
</tr>
<tr>
<td>Dinner</td>
<td>6:00</td>
<td>6:00</td>
<td>6:30</td>
<td>6:15</td>
<td>6:30</td>
<td>6:00</td>
<td>6:30</td>
</tr>
<tr>
<td>Snack</td>
<td>8:00</td>
<td>9:30</td>
<td>--</td>
<td>--</td>
<td>9:15</td>
<td>--</td>
<td>8:00</td>
</tr>
</tbody>
</table>

From the table, we see that he eats breakfast, lunch, and dinner at about the same time each day. He also snacks frequently, which does not seem to be related to any time of day. Eric
would want to look closely at his records to find out what made Wednesday's and Saturday's eating limited to meal time. **See if you can find any specific times or days in which you tend to snack or overeat.**

### Table 2 Eric's Social Table

<table>
<thead>
<tr>
<th></th>
<th>ALONE: 4 TIMES</th>
<th>WITH OTHERS: 31 TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric's Social Table shows that he ate with others about 90% of the time. In fact, breakfast was the only meal he ate alone. Eric realized that he frequently ate because others were eating. <strong>Look at your eating habits with others and see what impact they have on your eating patterns.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The third feature of Eric's analysis is also very important. Eric listed the places where he eats and how often he finds himself eating there:

### Table 3 Eric's Eating Place Table

<table>
<thead>
<tr>
<th>Place</th>
<th>Frequency</th>
<th>Place</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen</td>
<td>4</td>
<td>Cafeteria</td>
<td>4</td>
</tr>
<tr>
<td>Living room</td>
<td>8</td>
<td>Coffee room</td>
<td>1</td>
</tr>
<tr>
<td>Bedroom</td>
<td>4</td>
<td>Hall at work</td>
<td>2</td>
</tr>
<tr>
<td>Car</td>
<td>5</td>
<td>Backyard</td>
<td>1</td>
</tr>
<tr>
<td>Desk</td>
<td>2</td>
<td>Friend's house</td>
<td>2</td>
</tr>
</tbody>
</table>

As you can see, Eric's eating is not limited to one spot, such as the kitchen. He eats in the car, has food in his desk at work, and he drinks coffee in bed while he is reading. **Find out where you have been eating this past week. What are your trouble spots?**

Finally, Eric closely looked at the events occurring before and after his eating and his mood while eating to see if there were any patterns. He noticed a few things. For instance, his wife's eating entices him to eat. The same thing is true when his coworkers are going for a snack. The purpose of this step is to make you more aware of the conditions under which you eat. For example, suppose that you tend to eat alone. The presence of other people may then cause you to eat less.

A major point of this exercise is that each person's eating is very much an individual matter. All of us are very different. The events that lead one person to eat do not necessarily influence another person. If you spend a good deal of time with this part of the analysis, it is sure to pay off!

### Step 2. Recording Calories/Fat Grams.** In order for you to become more aware of your eating, we would like you to continue self-monitoring. Also write down the number calories and fat grams you eat per day. Try to follow a calorie goal is 1,500 calories/day (men) 1,200 (women); your fat gram goal is 20 grams/day.**
Lesson 3

Controlling the Factors that Influence your Eating

At this point, you have likely become more aware of your eating habits, including the caloric content of the food you eat. Now we will focus on some factors that affect why, when, and where you eat. We will also present ways to deal with these factors. In this lesson you will learn four specific steps for controlling your eating.

**Step 1. Decrease the number of situations in which eating occurs.** Review your logs. Has your eating occurred in many different situations in the past? As a first step in reducing the situational control over your eating, you will begin to limit yourself to 3 meals and 1 planned and controlled eating (PCE) per day (i.e., one planned snack such as a piece of fruit). All your food intake should occur at these times. Decreasing the number of situations during which you eat will help you to remain within your calorie limit.

**Step 2. Schedule Meals to help you gain greater control.** Each day try to plan when and where you will eat. You should schedule your meals at the same time and place every day. Avoid eating too late in the evening because you will have little time to digest your food before going to bed. The goal is for you to plan and control when you eat rather than allowing your environment do it. The presence of others, access to the refrigerator, and food ads should have less and less control over your eating.

**Step 3. Limit Uncontrolled Eating.** If you eat at times which were not planned or you eat more than three meals and one PCE per day, you should record this in a notebook as an "uncontrolled eating" (UCE). Try to limit your UCE to a total of four this week, and work towards eliminating all UCE's.

**Step 4. List Important Activities.** In this final step, you will make a list of activities that will help you control your eating. The activities on this list will be called inhibitors. An inhibitor is an activity that interferes with your desire to eat or interrupt eating. Chewing gum, playing the piano, and exercising are classified as inhibitors. Notice
that it is difficult or impossible to eat while you do an inhibitor. To be an inhibitor, the activity should be something that you can begin easily. If you enjoy the inhibiting activity, so much the better, although such chores as ironing can be inhibitors. Look at a list of inhibitors made by Tammie.

**Tammie's Inhibitors:**
- Play Tennis
- Brush teeth
- Talk on the phone
- Take a shower
- Go for a walk
- Give the dog a bath
- Chew gum
- Read a book

**One of the best ways to avoid eating is to be actively involved in something.** It will be well worth the time you invest now on your list of inhibitors so be creative!

You will probably be tempted to eat when you have planned not to eat. Before this happens, prepare yourself by keeping your list of personal inhibitors handy. When you have a strong desire to eat, you should engage in one of these behaviors. In addition, you should also use the list of free foods provided below.

There are certain **"Free" Foods** which you may have any time and which need not be recorded as an uncontrolled eating. Free foods include:

- black coffee
- plain tea
- diet soda
- sugarless gum
- scallions
- zucchini
- plain water
- bouillon
- seltzer
- mineral water
- mushrooms
- unsweetened cranberries
- rhubarb
- cabbage
- celery
- cucumbers
- radishes

Thus, if you need something in addition to the three meals and PCE, use a "free" food to tide you over. This step emphasizes your regulation and planning of meals. No food should be eaten between meals other than those "free" foods listed above.
Lesson 4
Make Eating a Pure Experience

If you have been able to follow the steps in the previous lessons, you have begun to make lasting changes in your eating. You should be noticing the following changes in your habits:
1. Limiting food intake to three meals and one PCE per day; 2. Planning when and where to eat your three meals; 3. Using inhibitors to interrupt uncontrolled eating; 4. Staying within a reasonable calorie limit.

If you are doing these things, you are making excellent progress. These changes are behind you now. Although it may take effort to do these behaviors, as you repeat them they will become a part of your lifestyle that will be performed effortlessly. The important thing is that you are on your way to making lasting changes in your eating. You may begin to notice a feeling of confidence as you gain greater self-control over your eating.

Stimulus Control
★To expand your control of various stimuli and situations, you will add three new tasks based on the principle of stimulus control. You are already planning and controlling when and where you eat. Now you are going to identify certain areas as food areas. These areas are places where food is stored or eaten and include dining rooms, kitchens, cafeterias, and restaurants.

★Step 1. Place food in the Food Area. Make sure that all food in the home is placed in the food area. Ideally, this should be in the kitchen. Let's look at some examples. When Bill began this step, he found that he had peanuts in the living room, crackers in his car, and mints in his desk at work. Similarly, Bill frequently traveled and kept pretzels in his hotel room. Bill moved everything to his kitchen, and he kept his living room free of food. All food in your home should be kept in the food area.

★Step 2. Discontinue noneating activities in the food area. When you are in the food area, you should be either storing food, preparing a meal, or eating. All meals should take place in the food area. When you are out of the home, the food area might be a cafeteria or restaurant. Bill found he always read the paper at the kitchen table. To make sure that the food area was utilized exclusively for meal preparation or eating, Bill read the paper in the living room.

★Step 3. Make eating a "Pure Experience." Besides storing all the food in one area and excluding noneating activities from that area, it is important to make eating a "pure experience." By this we mean that you should engage in no other activity while eating. For instance, do not watch TV or read the newspaper while you are eating. While eating, concentrate on the taste, texture, and smell of food.
Lesson 5
Chaining

This week's lesson will enhance your ability to control your eating through the behavioral principle of chaining.

Chaining is an important principle that you will begin to use this week. Behavior has sequences that can be divided into different parts. Each link in a chain prepares for the next one to occur. Let's look at eating as a behavioral chain.

The links of an eating chain might consist of (1) walking into the room where food is stored; (2) taking a seat; (3) looking at the food; (4) putting food on your plate; (5) picking up the knife and fork; (6) cutting the food; (7) putting a bite in your mouth; (8) putting down the knife and fork, (9) chewing; and (10) swallowing. In this example, these components are separate; but, in reality we rarely engage in one step at a time. Rather, we may cut food while chewing, or take a bite while putting food on the plate. You may even notice that you take a second bite before swallowing the first. All this in addition to talking, listening, or watching TV! In this lesson, we are suggesting that you begin to accentuate the units of your eating so that it becomes a less "automatic" process. By separating the links of eating, you can have greater personal control over your eating.

Eating Deliberately. This week you should attempt to eat in a more deliberate fashion than you are used to doing. You can begin looking at your eating at each meal and performing one response at a time. For example, if you are eating food that requires cutting, cut a small piece, put the knife down, place the food in your mouth, put the fork down, begin chewing, and then swallow. Use swallowing as the cue for picking up your knife and fork to cut another piece. While chewing, you should not be cutting another piece. When possible, apply this deliberate practice to all foods and eating situations.

If you are the type of person who eats quickly, chaining should at least double the time it takes to eat a meal. This is important because the messages from your stomach about "fullness" are delayed about 15 to 20 minutes from the time you first begin to eat. Slowing down the meal limits the amount of food that you have eaten by the time you feel full. This will help you to avoid overeating.
Lesson 6

Time-outs

Time-Out

Taking a time-out. To slow down your meal even further, take a two-minute time-out from eating in the middle of your meal. There should be no eating during this period. Use this time to concentrate on how full you are feeling.

As you approach the end of your meal, your desire to eat should be considerably decreased. If you feel full after the time-out period, stop eating even if some food is still left on your plate. Remember, the eating behavior of normal weight people is more closely related to the state of their stomach than the state of their plate.

Chaining and time-outs will enable you to become more aware of feelings of "hunger" as you start to eat and of "fullness" as you reach the end of your meal. The rationale behind this technique is the fact that it takes time for your brain to get the message that you have eaten. By taking a break in the middle of eating, you are giving your body time to realize that it has been fed.
Lesson 7  Reinforcement

You are reading this manual to gain the reinforcements of weight loss, which include better health and feelings of well-being. Reinforcers, both mental and nonmental, can help to keep you on track in your weight loss efforts. You will be reinforced by the positive comments you get from others. However, in this lesson we will discuss rewards that you can give yourself.

**Daily Reward.** At the end of each day review your progress by using the Reward Sheet provided in this lesson. Points are awarded for how well you do each task. Review your progress each night and compute the number of points you have received. If you earn between 7 and 10 points a day, you are making great progress. If you receive between 4 and 6 points you can feel good about your efforts, but should recognize that you can do better. This will spur you on. If you received fewer than 4 points, review your eating behavior so that you will earn a higher score the next day.

**Weekly Reward.** The second type of reward you can use is a weekly reinforcer that is something that you like. Sometimes, not doing something you enjoy until you have earned it can dramatically increase your adherence to a goal you have set. For example, let's suppose going to a movie is a desirable activity for you. If you decide you will not go to a movie on the weekend unless you have earned a certain number of points, you are more likely to earn those points.

**Make a list of Reinforcers.** Reinforcers or rewards are types of support that you can use to pay yourself for changes in your eating habits. What you are doing is rewarding yourself for good eating. *Nonmental reinforcers* must be activities or things you enjoy and should be unrelated to eating. Suppose you like reading or going to the movies. List them as reinforcers. Also jot down activities such as bowling that you enjoy but have not done for years. Other reinforcers may be going to a ball game, seeing a play, or buying a book or an article of clothing. *Mental reinforcers* are positive statements that reward you for a job well done. You could tell yourself "It is great that I took the time to exercise today" or "I did a really good job of limiting my eating at that party." Make a list of at least 10 reinforcers (5 mental, 5 nonmental) you would enjoy a great deal.
Maura's Reinforcers

Joy Go to the movies
Joy Purchase new flies for fishing
Joy Buy a new shirt
Joy Read a book
Joy Work in a workshop

Joy Visit art museums
Joy Attend a play
Joy Go to the store
Joy Play cards
Joy Go away for the weekend

Both inhibitors and rewards will be used to increase desirable eating behaviors. Inhibitors will help prevent unwanted eating and reinforcers will reward good eating habits. This form of control is referred to as self-management. It involves changing your behavior and your environment to achieve your goals. In this case, our goal is better eating behavior which will lead to weight loss and better health.

Reward Sheet

Joy 1. Did I record all of my food intake today?
   Yes = 2 points    No = 0 points

Joy 2. Did I stay within my daily calorie goal?
   Within 50 calories of goal = 2 points
   Within 300 calories of goal = 1 point
   More than 300 calories above goal = 0 points

Joy 3. Did I have any UCE's today?
   No UCE's = 2 points
   1 UCE = 1 point
   More than one UCE = 0 points

Joy 4. Did I eat only in the food area (e.g. kitchen, cafeteria, restaurant)?
   All meals = 2 points
   2 meals = 1 point
   Fewer than 2 meals = 0 points

Joy 5. Did I make eating a pure experience by not engaging in any other activity while eating?
   All meals = 2 points
   2 meals = 1 point
   Fewer than 2 meals = 0 points

Joy 6. Did I use the principle of chaining to slow my pace of eating?
   All meals = 2 points
   2 meals = 1 point
   Fewer than 2 meals = 0 points

Joy 7. Did I take a two minute time-out during my meals today?
   All meals = 2 points
   2 meals = 1 point
   Fewer than 2 meals = 0 points
Most people have a daily routine which includes both work and leisure activities. At this point, the weight loss program should be starting to become a part of your daily routine. However, it is helpful to anticipate what happens when your schedule is disrupted. All of us have unexpected visitors, become sick, or take on extra workloads.

At times, these pressures may make you feel like letting the program take a back seat. Don't let this happen! Changes in your schedule do not have to mean stopping the application of the techniques you have learned. Even if you are ill, you can still follow good eating habits. If you are going to be away, changes in eating can be merged into your travel schedule.

For example, Matt lives alone and he found following the program at home to be relatively simple. However, occasional visits with his family were difficult. His mother always served rich pastries when he was at their home. In addition, Matt's father liked to take everyone out to eat at restaurants frequently. Matt was faced with a hard choice. He did not want to stop visiting his family until weight was no longer a problem, but he also did not want to eat to please his family. Matt solved his problem by telling his family about the program. During his family's next visits, eating seemed less pressured and everyone seemed to help Matt rather than hinder him.

It is important to anticipate and prepare for both scheduled and unscheduled changes in your daily routine. Managing your environment and the circumstances under which you eat may be hard at times but, as with Matt, it is not an impossible task.
Lesson 9

Impulse Control: Saying 'No' to Yourself

During the last several weeks, you have achieved a great deal of control over your eating. You have learned to slow your eating, to use inhibitors, and to pre-plan. Here are some new ways to help you prevent impulse eating.

Make food less visible. Remove all food from candy dishes, cookie jars, etc. Make sure that all foods in the kitchen are put away and not left on counter tops.

When storing food in the refrigerator, wrap it in aluminum foil (not plastic wrap), or put it in opaque containers. Food will be less visible, and therefore less tempting when you open the refrigerator.

If you have snack foods in the house, store them in Inaccessible places, such as shelves or behind other groceries. This makes it less likely that you will impulsively grab snack foods from your open cupboards.

Extend the eating chain by buying foods that require some preparation. If you have to spend a lot of time preparing food, you are less likely to have a UCE. For example, Joan lived alone and did not take the time after work to cook an evening meal. Instead, she had a supply of coldcuts and had a sandwich for dinner. However, because sandwiches are so easy to make, Joan made several each evening. She tried several inhibitors to no avail. Finally, she stopped buying coldcuts and began preparing hot meals for dinner. Because of the absence of readily available foods, her evening UCE's dropped to zero.

Go grocery shopping on a full stomach. Preplan by preparing a shopping list. Write down the amount and brands you need. Only buy what is on your list. These steps will prevent impulsive buying at the store. If you don't buy items that tempt you, you won't be tempted by them at home!

If you must buy snack foods, choose some that are appealing to your family but not to you. Don't fool yourself into thinking that you are buying snacks for family members when you know you will be eating some yourself. Mrs. Thomas babysat six-year old twins. She always bought chocolate chip cookies because "the kids love them." However, when she added up the number of cookies she ate, Mrs. Thomas realized that she was eating most of the cookies herself. She began buying oatmeal cookies, which she did not like. As a result, she greatly reduced her episodes of UCE's.
Avoid convenience or junk foods. At parties or on holidays, eat only special foods. Avoid foods such as nuts, chips, and dips that you can eat any time. Make the most of your calories by eating special foods that you rarely have the opportunity to eat.

Before you go to a special event have a healthful low calorie PCE such as carrots or celery. Then, you won't feel starved when you arrive at the gathering and you will be less likely to overeat.

In order to lengthen the eating chain, begin to Pause briefly after each bite. Each pause should be approximately five seconds long and should enhance your awareness of stomach fullness.

Steps to Control Impulsive Eating

Place a check next to each item that you successfully accomplish during the week. If necessary, you may put NA for not applicable (e.g., if you did not attend any special occasions this week, you may put NA for numbers 7 and 8).

1. Make food less visible (put all food in kitchen cabinets or pantry).
2. Store refrigerated foods in aluminum foil or opaque containers.
3. Store snack foods in inaccessible places (e.g., on upper shelves).
4. Buy foods that require some preparation time.
5. Go grocery shopping on a full stomach and pre-plan your list.
6. Buy snack foods that are appealing to your family but not to you.
7. At parties or on holidays, eat only special foods that you seldom have the opportunity to eat.
8. Before you go to a special event, have a healthful low calorie PCE.
9. Lengthen the eating chain by pausing briefly after each bite.
10. If you feel the urge to have a UCE, try using an inhibitor.
11. If you experience the urge to eat, wait at least ten minutes before you eat something.
12. If you have a UCE, choose a low-calorie food.
13. If you do have a UCE, take the smallest possible amount of food.
14. If you have a UCE, make it a "pure experience."
15. Consider anything that you have eaten to be water under the bridge and return to your eating plan.
Lesson 10
Nutrition: Increasing Your Awareness

In the past weeks you have become skilled at keeping track of the types of food you eat. While calories are important, the content of your diet is also important. When you were eating more calories, you probably obtained the nutrients your body needed without thinking about it. Now that you are eating less, you will need to watch your diet carefully to make sure that it is well-balanced.

Nutrition plays a bigger role in your overall well-being than you might think. Overeating or undereating can put you at risk for many diseases. Obesity has been linked to coronary heart disease, stroke, and some types of cancer. The Surgeon General's Report recommends we follow these suggestions below.

1. Reduce consumption of fat and cholesterol to 30% of our diet.
2. Achieve and maintain a healthy body weight.
3. Increase our consumption of carbohydrates and fiber.
4. Reduce sodium and sugar intake.

Food provides us with nutrients which are essential for energy and for building and repairing the body. The body's energy is supplied by three types of nutrients: protein, carbohydrate, and fat. In addition, minerals, vitamins, and water are also needed for life. We will now describe the role played by each of these nutrients.

**Protein**

Protein is the basic structural substance of each cell in the body. It provides structure to bones, skin, muscle fibers, and many tissues. It is used to make the enzymes and hormones that regulate chemical reactions in our bodies. Specialized proteins are also present in blood in the form of clotting agents and oxygen-carrying molecules. Proteins are made of subunits called amino acids. Nine of the approximately 20 amino acids can't be made in the body. These 9 are called essential amino acids because they must be supplied in the diet.

Proteins containing the essential amino acids are called complete proteins; others are called incomplete proteins. Animal proteins such as those found in eggs, milk, cheese, meat, fish,
and poultry are examples of complete proteins. Meeting the daily protein requirement is easy to do since protein is found in almost every food except for fat. It is important not to exceed your protein requirement since the body converts the additional calories from protein into fat. Daily, your diet should contain about 15-20 percent protein. The protein requirement for adults is 0.8 multiplied by every Kg of body weight. A 150 pound man would need about 68g per day.

**Carbohydrates**

Carbohydrates provide the body with energy, especially for activities. Carbohydrates can be broken down into two categories: Complex carbohydrates (starches) and Simple sugars. A healthy man eating 2000 calories daily should consume about 1000 calories or 250g of carbohydrates. Complex carbohydrate foods are usually nutrient-rich. This means that they are good sources of vitamins and minerals needed by the body.

Complex carbohydrates include potatoes, beans, peas, grains (e.g. wheat, oats, corn and rice), flour macaroni, bread, and cereals. Most of the carbohydrates in your diet should come from this group. Simple sugars include sweets, candy, cake, jam, jellies, table sugar, honey, molasses and syrups. These should be used sparingly because they contain few nutrients other than calories.

**Fat**

Fat is an essential nutrient needed daily. One gram of fat has more than twice as many calories as one gram of carbohydrate or protein. Besides being an important part of cell structure, fat protects vital parts of the body, provides energy, and carries fat soluble vitamins. Common sources of fat in the diet are meats, butter, margarine, shortening, lard, oil, cream, cheese, mayonnaise, nuts, milk, eggs, and chocolate.

There are two types of fat: saturated and unsaturated. **Saturated fats** are those of animal origin. They include meat and dairy products like whole milk, cheese, and butter. Also included in this group are palm and coconut oil. Saturated fats are usually solid at room temperature and should be used sparingly because they may raise blood cholesterol levels.

**Unsaturated fats** are derived from plant sources and are usually liquid at room temperature. Unsaturated fats are found in peanut, olive, corn, soybean, cottonseed and safflower oils.
These fats have not been linked to increases in serum blood cholesterol. Dietitians and physicians recommend that you reduce your total fat consumption to 30% of your daily intake with saturated fat composing less than 10% of this total. Current research indicates that a high level of dietary fat is a risk factor for a number of diseases including heart disease and cancer. Since obesity is itself a risk factor, being overweight and consuming high levels of dietary fat may significantly increase the risk of developing these diseases.

Before you can begin to make changes in the fat content of your diet, it is important to be able to identify the forms that this nutrient takes. Simply eliminating butter and carefully trimming meats before they are cooked will cut only some of the fat that most people eat. Fat that is added in the forms of oils, butter, or mayonnaise are probably the easiest to find. There are others that may be less apparent. Meats that are marbled with fat are more tasty and tender because of the fat that runs through them. Most people identify eggs as high cholesterol foods, but many people do not realize that most cheeses also fall into this category. Most luncheon meats are very high in fat and some cold cuts, such as salami, contain visible fat. However, others such as bologna and liverwurst also contain large amounts of fat that are processed into the meat. Other foods to be wary of are starches made with fat, such as biscuits, chow mein noodles, corn bread, many crackers, french fries, muffins, pancakes and stuffing.

Cholesterol

Cholesterol is a fatty-like substance (not a fat) found only in animal products like egg yolks, liver, and dairy products. Although cholesterol has been implicated in development of atherosclerosis (hardening of the arteries), it is necessary for many functions in the body. For example, cholesterol is needed to form the bile acids needed for fat digestion. Cholesterol is found in all body cells, especially in the brain and nervous tissue. What many people don't realize is that the human body makes cholesterol.

Minerals

Many minerals are required by the body to give strength to body tissues and to assist with numerous vital functions. Calcium, iron, phosphorous and potassium are among those that are important to the body.

Calcium is the most abundant mineral in the body and 99% is found in the bones and teeth. Calcium has many functions including maintaining the skeletal tissue, blood clotting, and muscular contraction, and relaxation. The requirements for calcium increase during adolescence, pregnancy and the post-menopausal years. Women are at greatest risk for
osteoporosis and calcium helps slow bone loss. Good sources of calcium are dairy products, eggs, green leafy vegetables, legumes, nuts and whole grains.

**Phosphorus**, another important mineral, is known as calcium's "metabolic twin." Phosphorus combines with calcium to build strong teeth and bones. It is also crucial for functioning of muscles and building and repairing tissues. Food sources of phosphorus include milk, milk products, and lean meats.

**Iron** is a key component of hemoglobin in the blood. Iron is needed to transport oxygen to the cells for respiration. Requirements for iron increase during pregnancy and the child-bearing years. Food sources include organ meats, liver, seafood, whole grains, legumes, and green leafy vegetables.

**Sodium** and **potassium** are minerals that play a key role in regulating fluid balance. These elements, called electrolytes, are present mainly in the fluids inside and surrounding the cells, and they are essential for proper transmission of nerve impulses. Sodium is present in all living matter such as meats, poultry, fish and vegetables. For those who are sodium-sensitive, table salt is an easily controlled source of sodium. Frequently, sodium is added in the processing of food as a preservative, stabilizer, or additive. Many foods that you might not initially think of as containing sodium (such as breakfast cereals) use this mineral as an ingredient to enhance the flavor of these products. Although there is no defined sodium requirement, it is suggested adults limit intake to 1-2 teaspoons daily. As a general rule, eating balanced meals that consist of the six basic foods will provide you with your daily requirement.

Vitamins. Vitamins are organic substances needed in small amounts by the body. They are essential for the proper functioning of muscles and nerves; they play a role in providing energy for the cells, and they promote growth of body tissues. The cells of the body cannot form vitamins so they must be provided by the food you eat. Fat-soluble vitamins (A, D, E, K) are retained within the body and stored in fat, whereas the water-soluble vitamins are not. Vitamin intakes that are above the requirements may harm your health.
Research has shown that people with distressing body image thoughts/experiences (e.g., “my body is so ugly;” “I hate the shape of my body”) may experience varying negative emotions (e.g., anxiety, anger, sadness) as well as dysfunctional eating patterns (restrictive eating).

It is not uncommon for individuals with weight problems to suffer difficulty with issues related to body image. Some of the most common problems associated with body image include: Experiencing more dissatisfaction and/or preoccupation with bodily appearance than most people; Avoiding social situations; Believing your appearance proves something negative about oneself; Worrying excessively about hiding or disguising ones body.

Being overweight in early life, such as childhood or during the teenage years can set the stage for negative body image. For example, children or adolescents who were teased by peers about their body size or who were pressured by parents to lose weight are often among adults who suffer body image problems. In adulthood, there are an array of messages that may serve to encourage the development and/or fuel the maintenance of negative body image (e.g., stares/glare, nasty comments from friends and family, and inappropriate comments from healthcare professionals regarding weight).

While problematic body image thoughts and issues may not pose serious problems for some, they may be particularly important for people attempting to lose weight because of the potential effects on thoughts, feelings, and behaviors. In dealing with body image issues, the development of coping strategies is crucial. Since ways of thinking are central to body image issues, the development of cognitive coping strategies (e.g., positive self-talk and actively counteracting negative thoughts about your body and value) is very useful. Accepting yourself and developing and maintaining social ties can also be effective in helping to counter
self-defeating self concerns and social isolation. Through consistent application of these strategies, a person can enhance self-esteem and improve their weight loss efforts.

###Lesson 12 ###
Controlling Holiday Eating

When we overeat or have uncontrolled eatings, we are usually responding to psychological, not physiological hunger. Environmental stimuli can trigger the feelings of hunger that lead to UCEs. These hunger cues may be linked to specific times and situations or may be reactions to stress or other emotions. You may find that if you leave a situation or don't respond to the cues by eating the feeling of hunger will disappear.

Let's look at an example. Imagine yourself walking down the street thinking about the coming weekend. Suddenly, you pass a bakery shop. The sight of fresh pastries in the window and the smell are powerful cues. They cause you to react with a sensation of hunger even though seconds earlier you had no thoughts of food or hunger. If you leave the situation, the hunger will fade. The reason for this is that the feeling of hunger was prompted by the situation and not by your body’s need for food. Thus, avoiding situations that prompt psychological feelings of hunger is an important way to prevent UCEs.

Snacking or uncontrolled eating may not be a problem for you. Nevertheless, two situations frequently cause UCEs. The first is during holidays or vacations, where the environment is filled with food. The second is the type of "uncontrolled" eating that occurs during a meal. For example, taking that extra helping or second dessert. It is important that you train yourself to eat only what you need and to leave the rest.

Preplanning: How to Head Off UCEs at the Pass
One good method to control eating at holidays and on vacations is to make plans. You will be more likely to limit your food intake if you plan ahead to eat specific foods at certain times and places. It's much more effective than saying to yourself, "I'm going to be careful..."
about what I eat." When you preplan, you decide ahead of time when and what to eat. For example, you might decide that after lunch you will not eat until dinner. If someone offers you a snack in the afternoon, you will be more likely to turn it down if you have planned in advance not to eat at that time. This is especially true when all your meals and PCEs are planned. If that extra doughnut isn't on the plan, it is less tempting.

Another example would be preplanning for dinner at a restaurant. The idea would be to think ahead about the dinner, so you will know what you are going to eat when you get there. If you had planned for one beverage, a fish entree, green salad, and fruit for dessert, you would stand a better chance of not going along with the crowd and having three beverages, French onion soup, Beef Wellington, and chocolate mousse. If you enter the restaurant with a strategy, you will be less tempted by high-calorie foods.

Many special occasions (e.g., birthdays, holidays) are associated with certain foods. In addition to being nicely prepared, food on these occasions may have strong emotional meaning for you. You may feel deprived if you limit yourself while others are eating. One way to handle this situation is by preplanning what you will be eating.
Lesson 13

Asserting Yourself in Social Situations

Eating in the Presence of Others

There are many situations that may increase your tendency to eat. While it is possible to avoid some of these situations, it might be socially awkward to do so. We all attend parties and have parents and friends who fix our favorite foods. Previously learned strategies will allow you to engage in social activities without letting food be the focus of your enjoyment. Keep in mind that you are not at a social activity just to eat, but to enjoy the company of others.

Preplanning can help you to participate comfortably in many special occasions. Ruth and Bob were often faced with conflicts caused by their busy schedules. But, instead of avoiding the situation or not eating anything at these parties, they used pre-planning to help them control the situation. On the day of a party, they would eat a late breakfast and then lunch at two or three o'clock. The food served at the party then became their third meal.

It is important to use these strategies, but there are other problems you may encounter. It is not uncommon for partygivers to insist that you eat more than you had planned. You may have heard statements such as "I made it just for you," or "Oh, please at least try one." These statements are difficult to resist when the food is attractively prepared. However, there is something that you can do to feel more in control of these situations.

Asserting Yourself in Food-Related Situations

Although you may have no difficulty speaking up for your rights in a variety of settings, even the most assertive individuals can have difficulty expressing themselves when it comes to food. Examples of unassertiveness in food-related situations include accepting unwanted food from a persistent host, not requesting that restaurant food be cooked the way you want it, or failing to pass up unwanted second portions.
Let's look at some examples. After starting the program, Ron was reluctant to attend social gatherings for fear that he would overeat. He felt that he could not lose weight and attend parties at the same time. However, he recognized that limiting his social activities would produce the "overweight paradox." That is, if he found himself staying home with nothing to do, he would be more likely to eat.

Five Components of an Assertive Response in Food-Related Situations

First, your tone of voice and facial expression must convey a firm conviction. Your voice should not waver and you should not convey that there is doubt in your mind. This will only lead to more pressure to eat.

Second, eye contact is often thought to indicate sincerity. Look straight at your host when stating your desires.

Third, express your desires and interests clearly. If you wish to refuse food, don't say "I really shouldn't," but say a firm "No, thank you!" Being unclear about whether you want food leaves doubt in your host's mind. Similarly, if a waiter hears "if it's not too much bother, could you...," he is likely to underestimate the importance of your request. State clearly what you want the waiter to do, such as "I would like you to...," or, "this is not the way I asked you to prepare this, please take it back."

Fourth, compliment the host. This will be helpful if you are concerned that failure to eat the food may offend your host. The compliment should consist of a statement describing the attractiveness of the food and its taste or smell. In addition, you may wish to remark that you are having a good time. This is often enough to halt efforts to get you to eat.

The fifth component of an assertive response is suggesting an alternative. As you will recognize, many people are not satisfied until they have given you something. This can simply be done by asking for a cup of tea, coffee, or other low-calorie drink.

Review your eating in social situations. Do you have difficulty refusing food in certain situations? Can you resist the offers of others?
Lesson 14
Problem Solving

You have probably become very skilled in applying various weight loss techniques to challenging situations when you overeat. At this point, however, you may have noticed more persistent eating behaviors that are making it more difficult to achieve your weight loss goals.

To change persistent eating behaviors, it is often helpful to use problem solving. By using an organized problem solving strategy, useful interventions can be identified. Consider the following example. Brian noticed that he was having difficulty controlling his eating during and after dinner. Initially, Brian had tried to address this problem by using chaining and time-outs while eating dinner, by planning activities after dinner, and planning a PCE two hours after dinner. However, Brian noticed that these techniques had only a small effect on his eating patterns during and after dinner. In attempts to address this problem, Brian planned to eat more calories earlier in the day to see if this would help curb his nightly cravings. This strategy was somewhat effective for Brian in that he had fewer problems with nighttime eating. However, the problem was not solved. Brian decided to look more closely at the interventions he had already tried. With respect to Brian's activities, he realized that the activities he had planned were always in his home, making it easy for him to get a snack. Therefore, Brian decided to engage in outdoor activities after dinner. By combining these two strategies Brian found that his difficulty controlling his eating was no longer a problem. By systematically assessing the problem, Brian was able to change his eating behavior.

Problem Solving Steps

To assist in problem solving, it can be useful to follow the seven problem solving steps:

**Step 1. Identify the Problem.**

In this step you will want to describe the problem that is prompting overeating. An example might be "I tend to eat when I am bored or depressed."
Step 2. List the Alternatives/Options.
Having identified a problem, make a list of all the strategies that come to mind. This is referred to as "brainstorming." What is great about brainstorming is that a thorough list can be created. At this point, postpone testing each possible strategy until you have completed your list. For example, "I will leave the house when I am bored or depressed. I will walk the dog every time I am depressed. I will call a close friend when I feel bored, etc."

Step 3. Evaluate the Alternatives Listed.
Now you will rate each potential intervention according to some rating scheme. For example, you may decide to use a 5-point scale such as the following:

5 = a potentially greatly beneficial alternative
4 = a very good alternative with some promise
3 = a good alternative
2 = an alternative that may not prove useful
1 = an alternative with little use or value

Step 4. Choose one or more alternatives to try.
At this point you will choose the alternative with the highest rating to implement first. You may wish to try only one intervention at a time (this method can make it easier to determine if an intervention is effective), or you may implement several strategies. By implementing several strategies at once, you will have a back-up ready if the first intervention is ineffective or not possible.

Step 5. Put a plan into action
Now it's time to act. Before you implement a strategy, write a plan telling how, when, where, and how often you will implement the strategy. For example: "When I feel like eating because I am bored or depressed, I will first try to go for a walk or ride my bike. If this isn't possible, I will telephone a friend."

Step 6. Evaluate progress.
Select a measure of effectiveness of the implemented strategies. For example, you may choose to use a reduction in caloric intake and weight loss as your measures of effectiveness. For example, "I will know that I have been successful at problem solving when my daily caloric intake is below 1,500 calories for one week and I lose 1 pound."

Step 7. If unsuccessful, begin again.
If you do not see success, review each step, make revisions, and write a new plan. Repeat this process as often as necessary. For example: "I think that my plan did not work because I did not have enough alternatives. I'll list other alternatives and ask others as needed."
Lesson 15
Observing and Developing Positive Thoughts

Like the glass of water that can be seen as half empty or half full, we can focus on our successes, or be worn down by problems.

The way we think about things can affect our behavior and the way we think about ourselves. In this lesson we will discuss how you can use your accomplishments to further your goals. We'll begin by reviewing your progress. You have learned many new habits, and you're making lasting changes in your eating. For example, you now limit yourself to three meals and one PCE per day. You also eat few UCE's, and make eating a "pure experience." You've also become aware of the nutritional value of your food. These changes will help you to continue to lose weight. When these habits become established, you will certainly keep your weight down.

Negative thoughts can occur in relation to weight loss, uncontrolled eating, or other areas. Each of these represents an important part of the program. It will be important to understand how these thoughts may affect you.

Some of the things you tell yourself can be viewed as excuses for not following the program. You might say, "It's a special occasion, so I don't have to follow the program." Such thoughts may not occur as often as they did in the past, but they can still affect your progress. This is because they often precede overeating or irregular eating. It is important to become familiar with these negative thoughts and the role they can play in keeping you from achieving your weight loss goal.

Identifying your Negative Thoughts

The first step in combating negative thoughts is to observe them. As we have said, these statements usually occur shortly before you begin to deviate from the program. If you are thinking of stopping your notebook recordings, not chaining, or giving up, you are probably making excuses, or thinking negative thoughts. You may not always be aware of the thoughts behind your actions. For instance, you may be talking with someone and...
reach for a piece of food even though you feel full. It is important to begin to label these feelings as thoughts so that you can overcome them.

Next, jot your thoughts down on paper. This will provide a file of excuses, negative thoughts, and exaggerations that will help you identify problem areas. In addition, be sure to record positive thoughts. Your goal is to make more positive statements to yourself. If you've always thought of yourself as a "fat person," work toward having your statements reflect a new perception of yourself as a person who can change.

Let's look at an example of what we're talking about. For most of his life, Jack, a 52 year old plumber, viewed himself as "a fat person." Holding onto this idea could drastically impede his progress in the program. After a few weeks, Jack began to change his thoughts and to think of his weight as resulting from his eating. However, following an event about 4 weeks into the program, negative thoughts came back. These thoughts were so powerful that he almost gave up. Jack was at a family gathering with people that he hadn't seen for a while. Although he had lost approximately 7 pounds, no one commented on his weight loss. He began to feel like he wasn’t making any progress and he began to tell himself, “I am no good.”

Change your idea. Instead of putting himself down, Jack told himself: "Nobody's noticed the weight I've lost, but I certainly have. I feel better and my clothes feel a little loose. With 5 more pounds, others will notice as well."

When the going gets tough, self-defeating thoughts can be expected to occur. To be successful you must persist and engage in a four step process. This begins with: 1) recognizing the negative statements, 2) labeling them, 3) recognizing how they can limit your success, and 4) develop ideas that will motivate you to follow the program closely.
Lesson 16
Inappropriate and Positive Thoughts about Uncontrolled Eating and Snacking

Review the following inappropriate and appropriate thoughts about uncontrolled eating and snacking. By doing so, you will become more aware of how your thoughts can affect your behavior and mood.

**Inappropriate**
Oh, but this is such a special occasion and I'll only have one.

**Appropriate**
Well, it may be a special occasion, but then anything can be called a special occasion. I can't start making exceptions. If I have one, it could lead to another and another, just like in the past. I've had enough of that.

I've been doing really well at losing weight; one eating spree won't hurt.

Yes, it will. Rather than "rewarding" myself for progress by doing something destructive like overeating, I'll go look in the mirror and reward myself with a look at how well I'm doing.

It's impossible for me to resist this dessert -- it's my favorite!

I can eat many foods. But if I eat this now, it will be an uncontrolled eating; I have willpower. I can
resist eating this dessert. Maybe I'll have something low in calories that I enjoy instead, like frozen yogurt.

Lesson 17
Using Positive Thoughts to Counteract Underlying Assumptions

Last week we looked at how statements that we make to ourselves can influence our behavior. As we've looked at these self-statements, we've identified them as excuses or exaggerations.

This week we want to see whether these negative thoughts reflect underlying attitudes we have about our ability to succeed at weight loss. For example, let's look at a statement many people in this program may have made: "No matter how hard I try to lose weight, I'll always be fat." If this thought keeps recurring, you will attribute your difficulties to an underlying cause over which you have no control. When you gain a pound rather than losing it, you will view that as evidence that your hidden assumption about yourself is really true. Each time this occurs, this negative thought becomes more difficult to eliminate. Instead of looking objectively at the situation, you allow eating more and gaining weight to control your future behavior (continuing to eat more and gain weight). The thought that you will always be fat becomes a self-fulfilling prophecy that can defeat your best efforts.

As much as you may want to make changes, it is important to be aware that change, even in a positive direction, can be uncomfortable or frightening. It means giving up ways that are familiar and trading them for things that are unknown. Not only will you look at yourself differently when you lose weight, but others around you will also view you differently. You may wonder if people's expectations of you will change, or if they will feel the same way about you. Fear of these unknowns can make your efforts to succeed more difficult.

One thing that could make change more difficult is that there may be benefits to staying the same weight. Are there any ways in which being overweight makes things easier for you? Does it keep you from getting to all the things you would like to do but fear doing?

This week we want to look at the hidden benefits that may influence your behavior.
As you read the following statements, note the degree to which they apply to you.

I tell myself:
If people don't like me the way I am, it's just too bad.

For me, losing weight is not simply a matter of following a diet; I have a special problem weight.

People might feel uncomfortable with me or not like me if I changed.

I'll just regain the weight anyway, no matter how hard I try.

Food occupies a lot of my time. If I'm not eating, I'm thinking about whether or not I should eat, or feeling guilty for eating something I think I shouldn't have eaten.

As much as I want to lose weight, I am comfortable about being fat. Being fat and occupied with dieting provides an excuse for not getting to all the things I'd do.

It won't really make a difference. Being thin is no guarantee of being happy.

Losing weight over and over again is bad for your health.

If people reject me, it's because of my weight, not because of who I really am.

If someone disapproves of my weight, then not changing, or regaining weight that I've lost, is a perfect way to get back at them.

Now, take a close look at any statements that you have had. Write them in the space below under Negative Thoughts. Then, develop a Positive Thought to use every time the Negative Thought occurs.

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<th>NEGATIVE THOUGHT</th>
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Imagine a relaxing scene
- In the past weeks, we have talked about the effects thoughts can have upon your behavior. Negative thoughts can become self-fulfilling prophecies. If you view yourself as someone who will "always be fat," you may have a hard time losing weight. Similarly, if you tell yourself "I can lose weight, but I'll just gain it back again," you may have a difficult time maintaining weight loss.

- We have discussed a variety of techniques that you can use both to change negative thoughts, and to develop positive thoughts. Positive thoughts can create a self-fulfilling prophecy, and so can positive imagery. Athletes often use imagery to improve their performance. For example, tennis players imagine making a perfect serve: tossing the ball up in the air, reaching back with the racket, hitting the ball, and acing it! As they imagine this, they think through the entire process when everything goes perfectly.

- To prove to yourself the power of imagery, do a simple exercise. Imagine that you are out for a picnic, and you have put your blanket down on top of an ant hill. Before you know it, ants are everywhere -- on the food, and on you. They are crawling on your arms, and up the legs of your pants. You jump up to shake them off, but you can feel them crawling down your back. As you imagined this you may have felt itchy. Even from the safety of indoors, these thoughts had a powerful effect.

- You can also use imagery to stimulate positive, enjoyable experiences. For example, you can envision yourself on a hammock with the sun warming your face. You can imagine the soothing sounds of pleasant music, and feel a soft pillow under your head. When you picture this scene, you may begin feeling warm, relaxed, and peaceful.

- To apply this use of positive imagery to weight loss, imagine yourself 5, 10 or 15 or more pounds thinner. It is important that you pick a goal you can visualize. Imagine what it will feel like when you are that much thinner. Imagine the feeling of comfort and ease that you will experience. Think about the compliments you will receive, and how this will make you feel.
Lesson 19
Assessing Your Progress and Maintaining Your Motivation

We are now close to the end of the program. Therefore, it is important to accurately assess the amount of personal control you have gained and maintained over your eating. At this time, you may want to ask yourself: How well have I met this challenge? How far do I still have to go? If this were the end of the program, how confident am I that I have incorporated the knowledge and control necessary to make continued decisions regarding my behavior?

Rather than simply thinking about these things, we would like you to examine your progress in using the different techniques in the program. Decide which strategies you successfully use, and which strategies you need to work on. Remember, deciding you have succeeded in making a strategy part of your lifestyle doesn't mean you can forget about it! It simply means that you can probably devote less effort to continuing to use that strategy.

At the end of this lesson, you will find a list of techniques that were introduced in the program to help you change your habits and lose weight. Think about each of the techniques, and check whether you have successfully made that strategy a part of your lifestyle or whether you need to continue to work on mastering that strategy.

It is also important at this time to evaluate your motivation to continue to lose weight. MOTIVATION can be defined as a state of readiness to change that may vary from time to time. All of us can relate to having our motivation fluctuate from time to time. This happens to everyone. The good news is that you can do things to maintain your motivation.

A description of the process of changing behavior may help you to understand better how to do this. Two psychologists, Prochaska and DiClemente, have conducted many years of research examining how people make lifestyle changes. Subjects have
included individuals who want to lose weight, those who want to quit smoking, and those who want to begin exercising. These researchers have broken down the process of behavior change into six stages:

1. PRECONTEMPLATION
   In this stage, the individual has no intentions of changing his/her behavior. A person in this stage may either see the disadvantages to changing their behavior as outweighing the advantages. In contrast, a person may be aware of a problem, but is denying or avoiding it.

2. CONTEMPLATION
   This is the stage in which a person seriously evaluates the pros and cons of making changes. It is characterized by ambivalence as the person seesaws between the advantages and disadvantages of changing. It is possible to get stuck in this stage for years. A typical statement from someone in this phase is "Someday soon I'm going to do xxx (e.g., stop smoking)."

3. DETERMINATION
   When a person makes a decision to make changes in their behavior, he/she moves into the Determination Stage. Generally, the person has a plan about how to make the changes, such as joining a weight loss program.

4. ACTION
   This stage involves doing the behaviors necessary for making a change. One common problem for people in the Action Stage is that they do not put enough time in this stage. For example, people who try to lose 20 pounds in 2 weeks can feel discouraged.

5. MAINTENANCE
   The stage involves maintaining behavior changes, with the ultimate goal being that the lifestyle changes become habits or "permanent changes."

6. RELAPSE
   It is important to note that one generally does not reach the ultimate goal of permanent change the first time around and one may relapse first. Relapses are a normal part of the process whenever changing a long-standing pattern. When a relapse occurs, you have choices about how to handle it: You can revert back to "Precontemplation" (i.e., denial or avoidance) or jump right back into the process again.

The series of stages involved in behavior change highlights the fact that change is not a one-step process. It takes consideration, a decision, actions to make changes, and then efforts to maintain those changes. Over the last 3 months, you have been taking "action" to make important changes in your life related to eating. Now it is time to move into the Maintenance Phase and concentrate on making these changes permanent habits. To help increase your motivation, you can take yourself formally
through the "Contemplation Phase" described above. You can do this by examining your reasons for wanting to continue to manage your weight at this time using the Cost-Benefit Analysis Sheet at the end of the lesson.

✔ It also is important to evaluate the readiness of your surroundings as well as yourself. This is because your environment (and the people in it) can also influence whether or not you successfully make and maintain lifestyle changes. Things (or people) who interfere with your efforts are called "barriers" to change. Barriers to your continued weight loss efforts can include a busy schedule or frequent dining out. Barriers can also be mental blocks you might have that interfere, such as "I don't need to limit my fat intake anymore." Barriers can affect different aspects of your efforts to lose weight, such as reducing your calories and limiting fat intake.

### List of Strategies to Assess Progress

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<th>Already Use Successfully</th>
<th>Need to Work On</th>
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<tr>
<td>Record food intake</td>
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<td>Maintain calorie goal</td>
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<td>Monitor fat intake</td>
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<td>Schedule meals</td>
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<td>Limiting uncontrolled eating</td>
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<td>Regulating number of meals</td>
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<td>Use inhibitors</td>
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<td>Use positive thoughts to counteract negative ones</td>
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<td>Preplan meals</td>
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<td>Eat only in food area</td>
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<td>Make eating a &quot;pure experience&quot;</td>
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<td>Reward myself daily or weekly</td>
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<td>Use chaining</td>
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<td>Take a time-out</td>
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<td>Have one portion</td>
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<tr>
<td>Put food in inaccessible places</td>
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You can prepare yourself better for the future by considering what or who may get in the way of your efforts. Think of some of the obstacles that could interfere with your success and write them down as barriers to change. Then generate some ideas for solving them.
Planning ahead of time for problems will help to minimize factors that may affect your motivation and your success.

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<th>Potential Obstacles</th>
<th>Potential Solutions</th>
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COST-BENEFIT ANALYSIS OF BEHAVIOR CHANGE

To further enhance your self-understanding, list the benefits and costs for continuing and then discontinuing to do eating and exercise behaviors for weight loss.

CONTINUING WEIGHT MANAGEMENT EFFORTS

BENEFITS

COSTS

DISCONTINUING WEIGHT MANAGEMENT EFFORTS

BENEFITS

COSTS
Lesson 20
Reflecting on Progress

Now is a good time to take a few minutes to reflect upon your progress. In particular, this is a good opportunity to recognize your accomplishments. In the past weeks you have implemented many changes in your eating habits. Your feelings about yourself and your body have probably changed also. Thinking about these changes and about your short- and long-term goals for the future can help you to renew your commitment to succeed. In addition, during times when your progress is slower than you would like, looking back upon what you accomplished during the first nine weeks can help you re-motivate yourself.

Therefore, we would like you to write an autobiographical statement. In your statement, you should write about (1) your progress in the past months, (2) your feelings about yourself and your weight, and (3) your short- and long-term goals for your weight loss. Write as though you are writing in a diary or to a good friend. And remember: You will benefit the most from doing this exercise if you are honest and open in your writing.
Congratulations on all your Efforts!!