

Supplemental Digital Appendix 1

Behavioral Change Plan

Students will be expected to complete a personalized *Behavior Change Plan* to improve their level of wellness by the end of the 6 week unit. By following a structured process plan, students will learn how to identify specific behaviors for change, set goals, establish a practical and achievable change plan, and perform self-monitoring. Examples of target behaviors include not exercising regularly, eating fast food late at night, not getting enough sleep, excessive weekend drinking, or feeling uncomfortably stressed before tests.

The *Behavior Change Plan* worksheet is enclosed and *accessible on line*. Students are expected to complete the following steps:

1. Choose a target behavior. This should include the reasons for your choice and what you hope to learn or achieve and why.
2. Monitor your current patterns of behavior. For 3 weeks, you should chart or track the targeted behavior to obtain valid data. Examples include hours of sleep, frequency of daily fruit or vegetable servings consumed, or minutes of weekly exercise. Note frequency, settings or conditions or feeling if pertinent.
3. Gather information about the target behavior, including recommendations, standards of care or guidelines. You should identify at least 3 resources that address the behavior using articles, books, or internet sites. Information should be summarized and referenced.
4. Set personal goal(s) and develop a change plan. The goal should be specific – a clear cut goal you want to accomplish. Include what, when, where and how. For example, I will exercise using the elliptical machine at the Crunch health club, 2 days weekly (Tues and Fri), for 30 minutes.
5. Monitor your change plan. Over the next 6 weeks, track your progress for success using a chart, graph, journal or list. Keep a journal throughout the process, recording the occurrence of the new behavior, slips, high-risk situations for relapse, and your feelings. To understand the role cognition plays in behavior change, note what ‘sabotaging’ or ‘entitlement’ thoughts lead you AWAY from performing the behavior, as well as the need to respond to thoughts appropriately to maintain change.

Behavior Change Plan 6 week Follow up –Healthy Living Unit

Name _____ Date _____

1. What was your target behavior?

2. The goal was to increase _____ decrease _____ or maintain a behavior _____ (check one)

3. Please attach chart/graph/table of your recorded behavior over the past 4 – 6 weeks:

4. How successful (% accomplishment) were you in achieving your goal? (circle one)

0% 1% - 25% 26% - 50% 51% - 75% 76% - 99% 100%

If you felt you were successful, why (what were the most important factors in achieving the goal)? _____

If you were felt you were **not** successful, why (what factors got in the way of achieving your goal)? _____

5. Are you healthier today than 6 weeks ago? Yes _____ No _____

6. Will you use this approach toward other problem behaviors? Yes _____ No _____

7. What other problem behaviors do you intend to address? _____

8. What have you learned from this activity? _____

9. Please answer each of the following statements by Circling or Bold Facing the corresponding level of agreement or disagreement, where:

1 = Strongly Disagree

2= Disagree

3 = Neither disagree or agree

4= Agree

5= Strongly Agree

A. Recording my behavior was valuable	1	2	3	4	5
B. Monitoring my behavior was <u>valuable</u>	1	2	3	4	5
C. Monitoring my behavior was <u>difficult</u>	1	2	3	4	5
D. Monitoring my behavior was <u>time consuming</u>	1	2	3	4	5
E. I learned about how to be healthier	1	2	3	4	5
F. Behavioral monitoring clarified my goals	1	2	3	4	5
G. The activity was fun/enjoyable	1	2	3	4	5