



Transtheoretical Model of Behavior Change

Healthy and Wise has been developed using the Transtheoretical Model of Behavior Change as the primary model to influence students' health behaviors and, ultimately, to encourage students to use a self-reflection and decision making process to improve and maintain their health. For districts utilizing the Healthy and Wise High School Program, the processes and strategies below will help identify a student's health stage and then plan an appropriate intervention to facilitate better health outcomes.

About the Transtheoretical Model of Behavior Change

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James O. Prochaska, Ph.D. is the Director of the Cancer Prevention Research Consortium and Professor of Clinical and Health Psychology at the University of Rhode Island. He received his Ph.D. in Clinical Psychology in 1969 at Wayne State University. He has published more than 100 papers on behavioral change for health promotion and disease prevention. A recent study conducted by the Institute for Scientific Information and the American Psychological Society listed him among the 10 most influential authors in Psychology. He has been Principal Investigator on over \$40M in research grants on prevention of cancer and other chronic diseases. He is also a Consultant to the American Cancer Society, the Centers for Disease Control & Prevention, numerous health maintenance organizations, corporations, research journals and universities & research centers. He has been an invited speaker at many regional, national & international meetings & conferences.

Carlo DiClemente, Ph.D. is Chair and Professor of Psychology at the University of Maryland Baltimore County since 8/95. He is the co-developer of the Transtheoretical Model that Dr. Prochaska started. He received his Ph.D. in Clinical Psychology from the University of Rhode Island in 1978. He had his Postdoctoral Fellowship in Houston, Texas in 1979. He has been a research specialist, the Chief of Alcoholism Treatment Center, Chief of Addictive Behavior and Psychosocial Research at the Texas Research Institute of Mental Sciences, Associate Professor of the Dept. of Psychiatry and Behavioral Sciences at the Univ. of Texas Medical School, and Professor of the Dept. of Psychology at the Univ. of Houston. Despite moving to Maryland, he is still a Consultant at the Sid W. Richardson Institute for Preventive Medicine of the Methodist Hospital at Houston, and Faculty Associate of the School of Public Health at the Univ. of Texas Center for Health Promotion.

The Transtheoretical Model notes the 5 **stages of change** (*the phases people go through*) individuals use to change their troubled behavior: ***precontemplation, contemplation, preparation, action, and maintenance.*** This model advocates that an appropriate and successful intervention can only be implemented when it is determined which stage an individual is in.

Stages of Change

- **Precontemplation**
- **Contemplation**
- **Preparation**
- **Action**
- **Maintenance**

Precontemplation

- **Has no intention to take action within the next 6 months.**

Contemplation

- **Intends to take action within the next 6 months.**

Preparation

- **Intends to take action within the next 30 days and has taken some behavioral steps in this direction.**

Action

- **Has changed overt behavior for less than 6 months.**

Maintenance

- **Has changed overt behavior for more than 6 months.**

Coaching Healthy Behaviors

Once an individual's health stage has been determined, a number of processes, steps, and interventions should be used to help facilitate a progression into the next stage of the transtheoretical model. Below are cognitive and behavioral processes that should be used in each stage of this model to help coach individuals toward better health behaviors and outcomes. **Healthy and Wise** program components, strategies, and activities are suggested for each cognitive/behavioral process.

Strategies for Students in the Precontemplation Stage

Cognitive/Behavioral Processes	Strategies and Activities
<p style="text-align: center;">*Social Support Stay away from stinkin' thinkin' people.</p>	<p>Utilize Healthy and Wise learning centers, cooperative group activities, and family activities to build social support.</p>
<p style="text-align: center;">*Consciousness-Raising/ Increasing Awareness</p>	<p>Utilize the up-to-date content in Healthy and Wise to create awareness.</p>
<p style="text-align: center;">*Increasing Healthy Opportunities</p>	<p>Utilize Healthy and Wise activities that give students opportunities to make healthy choices or use decision-making skills to choose healthy options. Provide plenty of time for physical activity, including a daily break period.</p> <p>Provide healthy food options in the cafeteria and in vending machines. Encourage ongoing support from food service personnel, school nurses, and counselors.</p>
<p style="text-align: center;">*Seeking and Welcoming Outside Influences</p>	<p>Utilize community guest speakers and give students information on recreational physical activities or sports leagues available in the community.</p>

Strategies for Students in the Contemplation Stage

Cognitive/Behavioral Processes	Strategies and Activities
<p>Social Support Stay away from stinkin' thinkin' people.</p>	<p>Utilize Healthy and Wise learning centers, cooperative group activities, and family activities to build social support.</p>
<p>Consciousness-Raising/ Increasing Awareness</p>	<p>Utilize the up-to-date content in Healthy and Wise to create awareness.</p>
<p>Increasing Healthy Opportunities</p>	<p>Utilize Healthy and Wise activities that give students opportunities to make healthy choices or use decision-making skills to choose healthy options.</p> <p>Provide healthy food options in the cafeteria and in vending machines. Encourage ongoing support from food service personnel, school nurses, and counselors.</p>
<p>Seeking and Welcoming Outside Influences</p>	<p>Utilize community guest speakers and give students information on recreational physical activities and sports leagues available in the community.</p>
<p>*Emotional Arousal/Stirring Up Emotions</p>	<p>Use Healthy and Wise stories and articles that students and families can relate to.</p>
<p>*Self-Evaluation/Taking Stock</p>	<p>Use Healthy and Wise reflection activities. Use food and exercise journals, Healthy and Wise evaluation tools, High School Health Index Modules, etc.</p>

Strategies for Students in the Preparation Stage

Cognitive/Behavioral Processes	Strategies and Activities
Social Support Stay away from stinkin' thinkin' people.	Utilize Healthy and Wise learning centers, cooperative group activities, and family activities to build social support.
Increasing Healthy Opportunities	Utilize Healthy and Wise activities that give students opportunities to make healthy choices or use decision-making skills to choose healthy options.
Seeking and Welcoming Outside Influences	Utilize community guest speakers and give students information on recreational physical activities and sports leagues available in the community.
Emotional Arousal/Stirring Up Emotions	Use Healthy and Wise stories and articles that students and families can relate to.
Self-Evaluation/Taking Stock	Use food and exercise journals, Healthy and Wise self-evaluation tools, High School Health Index Modules.
*Commitment/Willingness to Act	Use the Healthy and Wise activities that have students make a plan to change.
*Taking Small Steps	Encourage realistic health goals as students develop their Healthy and Wise lifestyle changes. Change is a process, not an event.
*Preparing for Change	Utilize the research activities to help students and families help prepare for change. Evaluate how these changes might affect day-to-day life and plan adjustments.
*Setting a Date for Action	Students should indicate when they will begin the plan.

Strategies for Students in the Action Stage

Cognitive/Behavioral Processes	Strategies and Activities
<p>Social Support Stay away from stinkin' thinkin' people.</p>	<p>Utilize Healthy and Wise learning centers, cooperative group activities, and family activities to build social support.</p>
<p>Commitment</p>	<p>Monitor progress and commitment. Use additional monthly Healthy and Wise issues to support ongoing commitment to health and physical activity throughout the year.</p>
<p>*Rewards Extrinsic/Intrinsic</p>	<p>Use non-food rewards to support good health behaviors. Encourage students to recognize the intrinsic rewards of healthy lifestyle habits. Recognize and praise good health behaviors.</p>
<p>*Countering</p>	<p>Use Healthy and Wise activities that encourage students to think of or list healthier alternatives. Use fun physical activities to replace junk food rewards or snacking habits.</p>
<p>*Environmental Control</p>	<p>Help students learn to develop healthy grocery lists. Select activities that require students to suggest healthier environments or habits. Ask parents to provide healthier food options at school functions.</p>
<p>*Helping Relationships/Support</p>	<p>Bring in additional people that can help support or reinforce healthy lifestyle behaviors. Athletic coaches, trainers, registered dietitians, etc. Ask school nurses, counselors, and food service personnel to enhance the Healthy and Wise curriculum. Encourage students to seek helpful relationships at home or in their neighborhood and community. Use Healthy and Wise content that identifies helpful relationships or people.</p>

Strategies for Students in the Maintenance Stage

Cognitive/Behavioral Processes	Strategies and Activities
<p>Social Support Stay away from stinkin' thinkin' people.</p>	<p>Utilize Healthy and Wise learning centers, cooperative group activities, and family activities to build social support.</p>
<p>Commitment</p>	<p>Monitor progress and commitment. Use additional monthly Healthy and Wise issues to support ongoing commitment to health and physical activity.</p>
<p>Rewards Extrinsic/Intrinsic</p>	<p>Use non-food rewards to support good health behaviors. Encourage students to recognize the intrinsic rewards of healthy lifestyle habits. Recognize and praise good health behaviors.</p>
<p>Countering</p>	<p>Use Healthy and Wise activities that encourage students to think of or list healthier alternatives. Use fun physical activities to replace junk food rewards or snacking habits.</p>
<p>Environmental Control</p>	<p>Help students learn to develop healthy grocery lists. Select activities that require students to suggest healthier environments or habits. Ask parents to provide healthier food options at school functions.</p>
<p>Helping Relationships/Support</p>	<p>Bring in additional people that can help support or reinforce healthy lifestyle behaviors. Athletic coaches, trainers, registered dietitians, etc. Ask school nurses, counselors, and food service personnel to enhance the Healthy and Wise curriculum. Encourage students to seek helpful relationships at home or in their neighborhood.</p>
<p>*Boredom and Potential Relapse</p>	<p>Use Healthy and Wise activities to continuously challenge students throughout the year. Encourage students to set new goals and celebrate their successes.</p>
<p>*Avoiding Injuries or Overconfidence</p>	<p>Healthy and Wise reinforces sports safety concepts in the curriculum. Utilize these concepts and activities on an ongoing basis.</p>
<p>*Helping Others/Mentoring</p>	<p>Encourage students to help or mentor others. Students or families in the maintenance stage should be asked to provide assistance, demonstrations, examples, etc. as much as possible. Use them as role models.</p>