

Supplemental Material. Content of the iStep-MS Handbook

Section 1: About Multiple Sclerosis (MS)	Behaviour-change techniques^a
<ul style="list-style-type: none"> • An overview of MS and the associated symptoms • The particular challenges of MS 	
Section 2: About the iStep-MS programme	
<ul style="list-style-type: none"> • Overview of the programme • About this handbook • About the sessions • After the programme 	
Section 3: Session One – First Steps	
<ul style="list-style-type: none"> • Pre-session reading: definitions of physical activity and sedentary behaviour; examples of light, moderate and vigorous intensity activity; physical activity guidelines; possible ways to reduce sedentary behaviour and increase physical activity • Pre-session reflection: identify personal examples of light, moderate and vigorous activity that you perform; identify ways to increase your physical activity safely; identify the most important values in your life. • About you: identify symptoms of MS that affect your ability to carry out physical activity; identify other health conditions that prevent you from doing more physical activity; identify other issues that may make increasing physical activity difficult. • Benefits of physical activity • Common myths and facts about increasing physical activity with MS • Personal thoughts, worries or emotions concerning increasing physical activity • Summary of current subjectively and objectively measured levels of physical activity and sedentary behaviour • Planning your overall physical activity target: 1. Sedentary behaviour; 2. Physical activity; 3. Step-count • Goal setting: identifying small steps to reach your targets • Introduce monitoring diaries • Teach to use pedometer to monitor daily step-count • Measuring and (if low) building confidence, ensuring goals are realistic 	1: provide information on consequences of behaviour <i>in general</i> 2: provide information on consequences of behaviour <i>to the individual</i> 4: provide normative information about others' behaviour 5: goal setting (behaviour) 7: action planning 8: barrier identification/problem solving 9: set graded tasks 16: prompt self-monitoring of behaviour 18: prompting focus on past success 19: provide feedback on performance 20: provide information on where and when to perform the behaviour 21: provide instruction on how to perform the behaviour 23: teach to use prompts/clues 26: prompt practice 29: plan social support/social change 36: stress management/emotional control training 38: time management
Section 4: Session Two – Overcoming Challenges Overview	
<ul style="list-style-type: none"> • Pre-session reading: the role of thoughts and feelings; coping with MS 	1: provide information on consequences of behaviour <i>in general</i>

<ul style="list-style-type: none"> • Pre-session reflection: identify personal strategies that support coping and improve quality of life; identify personal difficulties and factors than make it harder to cope; identify useful tips from pre-session reading regarding how to strengthen personal coping strategies • Reviewing your goals • Barriers and facilitators for physical activity • Overcoming barriers to change – developing positive coping strategies • Plan rewards (optional) • Goal setting 	<p>2: provide information on consequences of behaviour <i>to the individual</i></p> <p>5: goal setting (behaviour)</p> <p>7: action planning</p> <p>8: barrier identification/problem solving</p> <p>9: set graded tasks</p> <p>10: prompt review of behavioural goals</p> <p>12: prompt rewards contingent on effort or progress towards behaviour</p> <p>13: provide rewards contingent on successful behaviour</p> <p>16: prompt self-monitoring of behaviour</p> <p>18: prompting focus on past success</p> <p>19: provide feedback on performance</p> <p>21: provide instruction on how to perform the behaviour</p> <p>26: prompt practice</p> <p>29: plan social support/social change</p> <p>35: relapse prevention/coping planning</p> <p>36: stress management/emotional control training</p>
Section 5: Session Three – Keeping up the Changes	
<ul style="list-style-type: none"> • Pre-session reading: dealing with setbacks; reducing symptom focusing; reducing “boom and bust” activity patterns • Pre-session reflection: identify how you usually deal with setbacks; identify personal setbacks; identify useful tips from pre-session reading on coping with setbacks • Reviewing your goals • Strategies for coping with setbacks • Pacing and prioritising • Building “if-then” plans • Goal setting 	<p>1: provide information on consequences of behaviour <i>in general</i></p> <p>2: provide information on consequences of behaviour <i>to the individual</i></p> <p>5: goal setting (behaviour)</p> <p>7: action planning</p> <p>8: barrier identification/problem solving</p> <p>9: set graded tasks</p> <p>10: prompt review of behavioural goals</p> <p>12: prompt rewards contingent on effort or progress towards behaviour</p>

	<p>13: provide rewards contingent on successful behaviour</p> <p>16: prompt self-monitoring of behaviour</p> <p>18: prompting focus on past success</p> <p>19: provide feedback on performance</p> <p>20: provide information on where and when to perform the behaviour</p> <p>21: provide instruction on how to perform the behaviour</p> <p>23: teach to use prompts/cues</p> <p>26: prompt practice</p> <p>29: plan social support/social change</p> <p>35: relapse prevention/coping planning</p> <p>36: stress management/emotional control training</p>
Section 6: Session Four – Building Lasting Habits	
<ul style="list-style-type: none"> • Pre-session reading: reminder of the tips and techniques covered in the handbook • Pre-session reflection: identify difficulties encountered during the programme; identify tips and techniques in the handbook that have proved helpful to overcome difficulties • Reviewing your goals • Reviewing progress so far • Reflection on personal experience of programme • Building habits • Planning a new overall physical activity target 	<p>5: goal setting (behaviour)</p> <p>7: action planning</p> <p>8: barrier identification/problem solving</p> <p>10: prompt review of behavioural goals</p> <p>12: prompt rewards contingent on effort or progress towards behaviour</p> <p>13: provide rewards contingent on successful behaviour</p> <p>16: prompt self-monitoring of behaviour</p> <p>18: prompting focus on past success</p> <p>19: provide feedback on performance</p> <p>26: prompt practice</p> <p>35: relapse prevention/coping planning</p>
Section 7: Additional information and resources	
<ul style="list-style-type: none"> • Confidence ruler • Further examples of light, moderate and vigorous intensity activity 	

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| • Local resources for getting active | |
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^aBehaviour-change techniques are numbered according to definitions of behaviour-change techniques in Table 3 of Michie S, Ashford S, Sniehotta FF, Dombrowski SU, Bishop A, French DP. A refined taxonomy of behaviour change techniques to help people change their physical activity and healthy eating behaviours: The CALORE taxonomy. *Psych Health*. 2011;26(11):1479-98.”

