

Key elements for delivery of Stepping On

The following is a list of key elements considered important or essential for delivering Stepping On. The key elements were determined by a group of international experts using a modified Delphi technique (Mahoney et al, 2017). The top five key elements were: (1) use plain language, (2) develop trust, (3) engage people in what is meaningful and contextual for them, (4) train participants for cues in self-monitoring quality of exercises, and (5) group leader learns about exercises and understands how to progress them.

Table: Summary of items with expert consensus as Stepping On key elements, (% agreement as essential or very important) (Mahoney et al 2017)

	%
Element	agreement
Adult learning elements considered essential or very important	
Plain language	100
Develop trust	100
Engage people in what is meaningful and contextual for them	100
Introductions	94
Use optimism and positive talk	94
Link strategies and skills to personal goals	94
Facilitate engagement of all members of group	94
Environment	90
Invite feedback	89
Keep group focused	89
Use story	89
Help break down solutions into simple steps	89
Use prevention framework	82
Slow Pace	79
Use a variety of medium to support learning styles	78
Invite group suggest topics	72
Include discussion of last week's topics	72
Program aspects considered essential or very important	0.5
Final group evaluation in the last session	95
Objectives reviewed with group	89
Invited experts prepped ahead of time by leader	89
Class leader reviews key messages from invited experts	89
The prior week's homework is reviewed each session	84
Medication record card, with group discussion	84
Snacks and beverages	84
Group size of 10-14 participants	83
Homework is assigned each session	79
Topic handouts	74
Apple game (i.e., knowledge quiz) with group discussion	74



Train participants in cues for self-monitoring quality of exercises	100
Group leader learns about exercises and understands how to progress them	100
Group leader links exercises to preventing falls	100
Group leader shows where to buy or obtain weights, and how to put on ankle	95
weights Introduce the exercises in the first session	89
Group leader has weights available at the class for participants to borrow	84
Each session has some exercise	83
Introduce the concept of advancing exercises at the first session	77
Group leader encourages snacking	72
Group leader collects exercise homework	72
All exercises in the manual are taught	62
Exercises are limited to only those included in the manual	33
Upgrading exercise elements considered essential or very important	
The group leader learns about exercises and how to upgrade them	100
The group leader believing that upgrading exercise is important	96
The group leader encouraging participants to advance exercises, as able,	94
throughout the sessions	00
Teaching the participants the importance of challenge to balance (session one)	89
The group leader having strong self-efficacy that he/she can safely progress exercises	89
The group leader encouraging participants to advance to not holding on during	88
exercise, as able, throughout the sessions	
The group leader encouraging the use of weights, as able, throughout the	78
sessions	
Home visit elements considered essential or very important	
Assistance with follow-through of falls prevention strategies and activities	100
Reinforcement of those falls prevention activities that have been accomplished	100
Support, and if necessary, assistance with putting into practice the safety	95
strategies they have learned related to home and community environment	
Supplementation of participant's assessments of falls hazards in and about the	77
home	
Assistance with home adaptations and modifications, if required	78
Assistance with referral to support services (upon request)	89
How important is it that the session occur in the home (as opposed to over the	89
phone)?	
Booster session elements considered essential or very important	
Objective of reviewing exercise barriers and facilitators	95
How important is the booster session?	94
Objective of reviewing changes that have been put in practice	88
	59



Leader facilitates increased sense of ownership by participants Leader inquires about and accommodates needs related to vision or hearing mpairment Leader debriefs with the co-leader after each class Leader provides monitoring and feedback to invited expert regarding getting cross key messages, using relevant examples, using group process, using plain anguage Leader understands the concept of "target the behaviour for change" Leader provides instruction to key expert before expert comes Leader is skilled at prompting "story telling" Leader is skilled at "story telling" Leader is skilled in using the decision making framework Leader calls people who miss a session When facilitating, leader presents self as equal with participants in the group Sackground and training of the group leader: elements considered essential or very important The group leader has the ability to work with older people (i.e., experience, anderstanding their needs)** The group leader has a good knowledge of exercise The group leader has a good knowledge of falls prevention topics Anderstanding their needs)** The group leader has previous experience with facilitating adult groups Background of group leader besides an occupational therapist or physical herapist: professions that could possibly fulfill the role of group leader Retired physical therapist, occupational therapist Professions that could possibly fulfill the role of group leader Retired physical therapy assistant) Health educator 76 Elements of peer co-leader role considered essential or very important. Prompting questions	Clereson & Seare (2017)	
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