

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	
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

Exercise elements considered essential or very important	
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 weights	95
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, throughout the sessions	94
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 exercise, as able, throughout the sessions	88
The group leader encouraging the use of weights, as able, throughout the sessions	78
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 strategies they have learned related to home and community environment	95
Supplementation of participant's assessments of falls hazards in and about the home	77
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 phone)?	89
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
The timing of the booster session is three months	59

Group leader's role: elements considered essential or very important	
Leader facilitates increased sense of ownership by participants	100
Leader inquires about and accommodates needs related to vision or hearing impairment	95
Leader debriefs with the co-leader after each class	95
Leader is skilled at interpreting themes and reframing ideas	89
Leader provides monitoring and feedback to invited expert regarding getting across key messages, using relevant examples, using group process, using plain language	89
Leader understands the concept of "target the behaviour for change"	84
Leader provides instruction to key expert before expert comes	84
Leader is skilled at prompting "story telling"	83
Leader is skilled at "story telling"	78
Leader is skilled in using the decision making framework	78
Leader calls people who miss a session	78
When facilitating, leader presents self as equal with participants in the group	56
Background 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, understanding their needs)**	100
The group leader has a good knowledge of exercise	94
The group leader has a good knowledge of falls prevention topics	94
The group leader has previous experience with facilitating adult groups	88
Background of group leader besides an occupational therapist or physical therapist: professions that could possibly fulfill the role of group leader	
Retired physical therapist, occupational therapist	83
Social worker	82
PTA (physical therapy assistant)	76
Health educator	76
Fitness expert	76
Elements of peer co-leader role considered essential or very important.	
Prompting questions	71
Role modeling how to be an active participant in the class	70
Qualifications of invited expert who introduces exercise (definitely or probably acceptable)	
Fitness expert	94
Physical therapy assistant	89
Health professional with exercise training or exercise experience with older adults	88
Occupational therapist	76