

# I want to help somebody lose weight

In general, a healthy diet should be based around the eat well guide. Try going through these slides with the person wishing to lose weight, relating the content to their circumstances and discussing whether their diet fits into this guide.





# Do they need to lose weight?

- BMI 25-30kg/m<sup>2</sup> = overweight
- BMI >30kg/m<sup>2</sup> = obese
- BMI is a useful tool to assess weight in relation to height
- You need to use your initiative – if someone has a high muscle mass their weight will be higher (but may not be carrying excess fat)
- If unsure, use waist circumference alongside BMI
  - In men
    - >94cm increased risk,
    - >102cm significantly increased health risks
  - In Women
    - >80cm increased risk,
    - >88cm significantly increased health risks





# What is the problem?

- **Being overweight may cause:**
- Increased risk of heart disease, high blood pressure and stroke
- Increased risk of diabetes
- Increased risk of some cancers
- Infertility
- Joint pain and decreased mobility
- Low mood
- Low self esteem





# Obesity and mental health

- Low mood and depression can lead to overeating or making poor food choices
- Sometimes people have poor motivation to prepare healthy meals
- Sometimes people have poor knowledge of a healthy diet
- Many mental health medications can increase appetite causing weight gain
- Dementia or memory problems can cause people to forget they have already eaten
- Obesity can increase negative self beliefs worsening mental health



Caring | Discovering | Growing | **Together**



# People with a Learning disability and Obesity

- More likely to follow a sedentary lifestyle
- Barriers to accessing physical activities
- More likely to take medications that can cause weight gain
- More reliant on others for food provisions
- Lower levels of cooking skills
- Certain learning disabilities e.g. autism, Prader-Willi and Downs syndrome can effect the eating behaviour of the individual





# Where do I start?

## Possible points for discussion....

- How do you feel about your weight?
- What have you tried (to do about it) so far?
- How's that going?
- Which changes do you think you might be interested in making?
- Scale of 0-10, how keen are you to do something about it? How can we increase that number?
- What can we do to encourage you to try to make lifestyle changes?





# Where do I start?

## **Breaking the I.C.E (gently!)**

- “It’s not a miracle cure but getting support will increase your chances of success”
- “No one’s going to tell you off or make you do anything you don’t want to”
- Be positive about local clubs. “They are very practical, down-to-earth services”



Caring | Discovering | Growing | **Together**



# Where do I start?

## Signposting is key!

- There are some brilliant healthy lifestyle services in your area. Use the search tool to Assist and arrange
- Do they need someone to go with them for the first few sessions?
- Can you use the resources in the resources section to help them make healthier choices?
- Try looking through the “I want to lose weight” presentation with them to start conversations about areas they want to change and start with the easy ones!





# Are they motivated to change?

**Discuss the benefits of change - try filling the table below**

| The positives of making a change | The positives of staying the same |
|----------------------------------|-----------------------------------|
|                                  |                                   |
|                                  |                                   |
|                                  |                                   |
|                                  |                                   |
|                                  |                                   |



Caring | Discovering | Growing | **Together**



# Try to encourage a routine to the day

- Having regular meals reduces hunger and snacking. If someone has diabetes, regular meal patterns will help maintain glycaemic control.
- Have a chart monitoring what has been eaten so far, try using the picture charts and the meal plans available in the resource section.
- Encourage and support this routine reminding them of the reasons and benefits. Look back at the ideas listed when you were discussing motivation.





# Triggers

**Try discussing the things that trigger eating more.  
Make a list and action points to try to overcome these**

| Trigger          | Action plan   |
|------------------|---|
| Boredom          | Look to find a new hobby that keeps you busy.   |
| Watching TV      | Keep your hands busy colouring in, sewing, game on a tablet or mobile phone.  |
| Feeling deprived | Ensure to build foods in as a treat only. If you have had your treats, have some healthy snacks like cut up veggies in the fridge |
| Feeling tired    | Get plenty of rest and relaxation, or have a quiet walk.  |





# Try to avoid or limit takeaways

- It is not restrictive to enable an individual to weigh up the pro's and con's of a choice.
- Try dissuading takeaways through questioning and discussion.
- If we explain the consequences of poor dietary choices, or remind individuals of these, often this changes someone's mind.
- Discuss their motivators for change and help them make an informed choice.
- Look at the takeaway resource to help make better choices.





# Case study: Is it restrictive?

- A gentleman with mild learning disability lost a significant amount of weight due to reduced appetite. Fluid charts indicated at least 5 litres per day was drunk in coffee alone. He also had loose bowel movements, trouble sleeping, episodes of challenging behaviour and anxiety.
- Staff felt it was the patients right to choose unless he was shown not to have capacity.
- On speaking with the patient and explaining that caffeine was likely to be causing him to feel unwell the patient consented to a gradual change to decaffeinated coffee and a reduction in the number of cups each day with help from staff reminding him of this limit. His sleep, behaviour, appetite and bowel habits all improved.





# Is it restrictive?

- Don't assume that because someone makes a certain choice, they fully understand its implications.
- Its not restrictive to highlight the consequences of an action to enable an informed choice.
- If we ask in advance we can support someone to change their behaviour.
- If someone needs help to reduce their snacks for example. Reminding them they already ate their snacks for the day and shouldn't have more is not restrictive it is helpful.





# Cooking matters

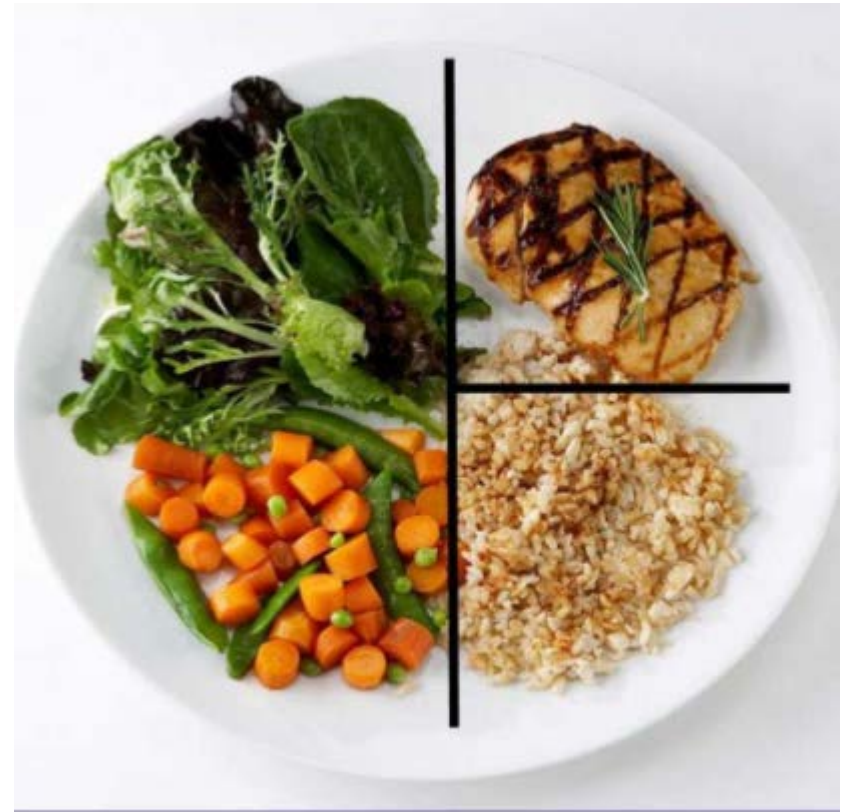
- How food is cooked can add extra unnecessary calories. Aim to steam, boil, grill or bake food and avoid frying foods.
- Assist in choosing low calorie ready meals by reading labels if ready meals must be used.
- Cooking at home has much less calories than takeaway meals.
- Cooking doesn't have to take a long time - try simple meals like pasta with tomato based sauces, stir fry's, lean meats or fish with new potatoes and vegetables.
- Make cooking one of the days activities, and make plenty so some can be frozen as a home made microwave meal.





# Encourage half plate to be vegetables at main meals

- Vegetables help to fill you up and contain less calories than other meal constituents.
- Vegetables contain vitamins, minerals and antioxidants and can reduce risk of cancer.





# Use fruit as snacks

## A portion of fruit is:

- A small glass of juice



- One piece of fruit such as an apple, orange or banana.



- Two small pieces of small fruit such as kiwi fruit, satsuma's and plums.



- A handful of grapes or berries like strawberries or cherries.





# Encourage monitoring

- Use the resources!
- Make a wall chart with the number of portions of vegetables, fruit, meat, dairy, fats and treats.
- Use the food group pictures to stick on what they have eaten after meals and snacks.
- Use these to track intakes and discourage extras.
- Monitor weight and use non food rewards when targets are hit.





# Try some non-food rewards

Add £1 to a coin jar for every pound –a growing money collection can be a reminder of accomplishments and saves for a bigger reward!

Or for bigger goals:

- New music/DVD/film
- Shop for new clothes/accessories
- A Magazine or book
- Trip to the cinema Health/beauty products
- A night out
- A day off work or a spa day



Caring | Discovering | Growing | **Together**



# A balanced diet



Caring | Discovering | Growing | **Together**



# Fruit and Vegetables



- At main meals aim for half of the plate to be vegetables
- Have fruit as snacks
- Fruit juice can only count as 1 of your 5aDay
- Fruit and vegetables contain fibre and help with regular bowel habits
- They also have lots of vitamins and minerals important for body functioning





# Starchy carbohydrate



- Aim for  $\frac{1}{4}$  of the plate at main meals to be bread, rice, pasta, potatoes or other starchy carbohydrates
- Cereals or porridge make a good breakfast
- Aim to have some carbohydrates at each meal time
- Carbohydrates are the main fuel source for the brain





# Dairy and Alternatives

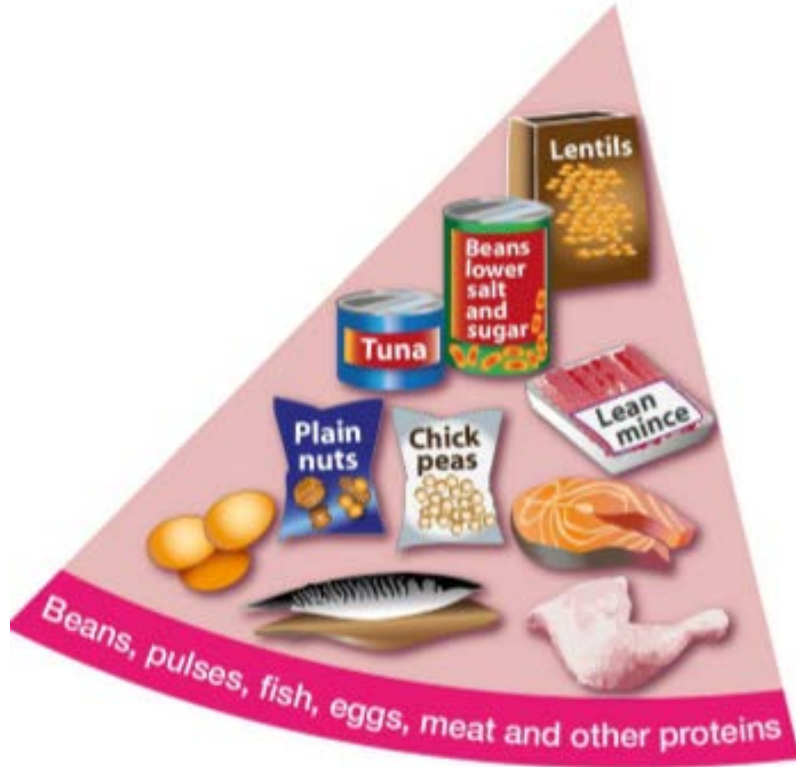


- Aim to have 2 or 3 portions of dairy or dairy alternative each day
- Try to choose low fat or diet alternatives
- Choose fortified dairy alternatives to ensure there is calcium added
- Dairy is very important for teeth and bone health





# Protein



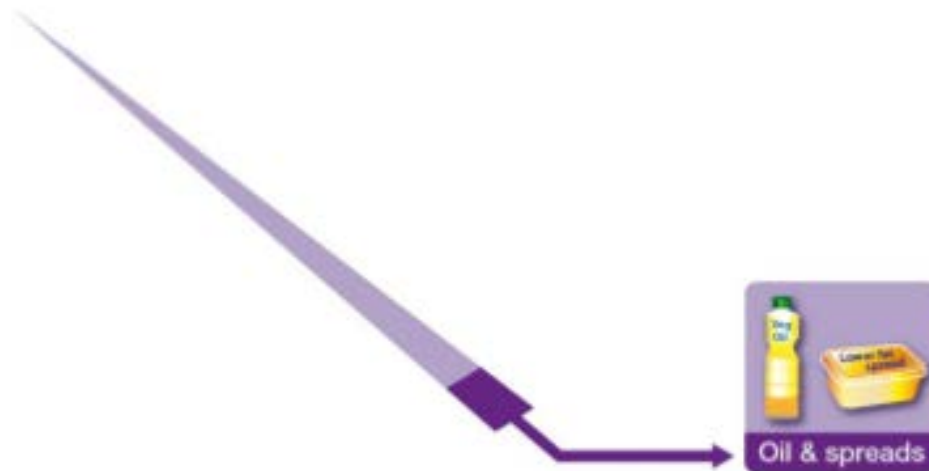
- Aim to have  $\frac{1}{4}$  of the plate with meat, fish, egg, beans or other vegetable protein alternatives at main meals
- Aim for 2-3 portions of these foods each day
- Protein is needed for growth and repair of all the cells in the body





# Oils and spreads

Try to use only small amounts of oils and spreads.  
Choose unsaturated fats where able e.g. olive oil,  
rapeseed oil and vegetable oil



Caring | Discovering | Growing | **Together**



# Foods high in fat and sugar



Eat less often and  
in small amounts

# Fluids



Caring | Discovering | Growing | **Together**



# Is it just a 'fad' diet?

'Fad' diets are everywhere in the media and are not effective in sustainable weight loss. Spot one using the following questions:

- Does it promise a quick fix?
- Does it recommend magical fat-burning effects of foods?
- Does it promote the avoidance or severe limitation of a whole food group, such as carbohydrate foods or dairy foods?
- Does it promote eating mainly one type of food
- Does it promise easy, rapid weight loss (more than 2lbs a week)?
- Does it recommend eating foods only in particular combinations?
- Does it make claims that sound 'too good to be true'?
- Does it focus only on your appearance rather than health?

**If any answer is yes, then it's likely to be a fad!**



Caring | Discovering | Growing | **Together**



# Summary

- Assess their motivation
- Assist in finding groups/activities
- Use the education resources available
- Keep it balanced
- Cook often
- Encourage filling up on fruit and vegetables
- Monitor progress
- Use non food rewards

