**Background:** Fatigue is one of the most common and disabling symptoms of multiple sclerosis (MS). A recently completed randomized controlled trial of a group-based, teleconference-delivered fatigue self-management program produced expected outcomes for fatigue impact and quality of life. Several theoretical perspectives suggest reasons why changes may have occurred, but these have not been explored in previous fatigue-management interventions. **Objectives:** To explore and document participants’ experiences and progress through the program in order to better understand the intervention’s mechanisms of action. **Methods:** The fatigue-management program included a total of six 70-minute weekly sessions. Over the duration of the study, 31 groups (4–7 participants per group) were conducted by a licensed occupational therapist who prepared a narrative note to summarize the discussions and process of each session (186 notes). Four members of the research team analyzed these notes using constant-comparison methods to identify major themes reflecting participants’ progress through the program. **Results:** Seven themes emerged through the analysis. The first two themes, “struggles of living with MS fatigue” and “external challenges,” were found primarily in the early sessions of the program. Participants described their fatigue experience, how fatigue interfered with everyday living, and dissatisfaction with the negative daily consequences of fatigue. Four of the themes, “being ready to change,” “struggling to change,” “amazed by results of small changes,” and “self-tailoring” started to occur in the second and third sessions and increased as the program continued. Session notes described participants’ challenges in applying the course content to their lives. Small successes promoted ongoing attempts to self-tailor knowledge for their own situations. The last theme, “supportive interpersonal interactions,” supported the value of social learning for behavior change. **Conclusions:** The results are consistent with major concepts from the Transtheoretical Model of Behavioral Change and social learning theory. The themes lend support to increasing interest in self-management approaches in MS care and illustrate the value of peer-to-peer interaction to support behavioral change.

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