

## Motivational Interviewing (MI): Change Talk

### Developing Your Inner Success Detective: Moving Forward with Regional Training

#### Agenda 3\*

\* Revise this agenda to meet individual clinic needs. The agenda is divided into Part I and Part II, or you may decide to do Part I and Part II together. Agenda 3 also works for one-on-one meetings.

Learning objectives: Staff will:

1. Understand Change Talk
2. Identifying what Change Talk “sounds” like
3. Be able to connect AI with Change Talk

### Part I:

Activity (Outline)	Estimated time	Method	Resources (speaker, materials, handouts)
<p><b>Recap &amp; Warm- up-</b> <i>“We’ve discussed AI and you all have incorporated this into your counseling. Now we are going to switch gears and discuss another technique we learned from Regional Training called Change Talk which is a motivational interviewing technique.”</i></p> <p><b>Twisting Change...Ice Breaker:</b> (if you lack time, consider skipping)</p> <p>This simple exercise makes people aware of the impact of change and how they feel about it.</p> <p>Ask the group/individual to fold their arms. Then ask them to fold their arms the other way round. Wait in silence for a few moments before asking them to unfold their arms.</p> <p><i>“Simply folding your arms in a new way can be difficult, now imagine experiencing some sort of life change whether small or large. The instant reaction to change for many of us is to not change and go back to what we are comfortable with. How do you think that applies to our clients when we discuss change?”</i></p>	<p>10 min.</p>	<p>Go around the room and allow each individual to share.</p> <p><b>Callout:</b> How difficult was it to fold your arms the other way? What did it feel like with your arms folded the other way round? Did you have an urge to unfold or re-fold your arms?</p>	
<p><b>Content-</b> Understanding MI and Change Talk</p> <p><u>Main points:</u></p> <ul style="list-style-type: none"> <li>• Ppts have reasons to want to make a change and some</li> </ul>	<p>15 min.</p>	<p><b>Lecture and large group discussion</b></p> <p><b>Callout:</b> What are some things you have seen or experienced, or heard from participants about</p>	<p><b>Nora Lynch’s MI presentation PowerPoint slides 4-5</b></p> <p><b>Nora Lynch: Welcome to MII</b></p>

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<p>reasons to keep doing what they are doing (i.e., “I want to, but I don’t want to.”)</p> <ul style="list-style-type: none"> <li>• Change talk helps you (WIC staff) find the ppts personal motivation to make a change &amp; not be stuck in an unhealthy behavior. Simply, change talk is talking about a healthy change.</li> <li>• Change happens when we get the ppt to talk about the change. Sometimes we want to talk about the change for the ppt and we jump right in with a life raft. This will not do any good for the ppt. What helps is getting the ppt to talk about the change.</li> <li>• You already have the foundation and knowledge to start using change talk. You understand how to reflect (i.e., reword or repeat back what the ppt just said), summarize (i.e, “what I am hearing is...”), affirm/amplify a feeling and ask open-ended questions!</li> <li>• These are all techniques to slow a conversation down so the ppt can hear what they are saying and experience a feeling about it.</li> </ul>		<p>“I want to, but I don’t want to?” From the examples you shared, what do you believe is the ppts personal motivation for a positive change?</p> <p><b>YouTube video- 3:45 min.- 7:50 min.</b></p>
<p><b>Interactive experience-</b> Change Talk Role Play Scenario #1</p> <ul style="list-style-type: none"> <li>• Ask for two volunteers, one person to be the WIC Ed. and one person to be the ppt (if doing this one-on-one decide the roles amongst yourselves).</li> <li>• The meeting facilitator should read the brief script background located on scenario #1 (located on the last page of Agenda 3).</li> <li>• Ask the volunteers to read scenario #1.</li> </ul>	<p>10 min.</p>	<p>Once the volunteers finished reading the script to the group ask the following callout questions to the entire group?</p> <p><b>Callout:</b> Do you think Gloria was committed to the change? Why, or why not? From what we just discussed, what do you think the WIC Ed could have done to help Gloria be committed to a change?</p> <p><b>Consider printing out scenario #1 for the group to follow along (last page of this agenda)</b></p>
<p><b>PART II:</b></p>		
<p><b>Content:</b> Summarize Interactive experience</p> <p><u>Main points:</u></p> <ul style="list-style-type: none"> <li>• Again, change happens when the ppt talks about the change, not us, like in Gloria’s example (Interactive experience activity).</li> <li>• Ppts responses usually contain reasons for changes that are personally important to them.</li> </ul>	<p>10 min.</p>	<p>If you divided this agenda into two separate meetings. You may find it beneficial to summarize what was discussed at the previous meeting (Agenda 3, Part 1) before beginning Part II.</p>

<ul style="list-style-type: none"> <li>We need to believe that every ppt has a personal reason (motivator) for making a healthy change and we have to help the ppt find it.</li> </ul>		
<p><b>Content-</b> What does change talk sound like &amp; where does it fit in?</p> <p><u>Main points:</u></p> <ul style="list-style-type: none"> <li>Change talk is a perfect technique to use during the time of goal setting with the ppt.</li> <li>So you all have practiced Appreciative Inquiry and affirming/amplifying feeling and now the next step is:</li> </ul> <p><b>1. Eliciting Change Talk:</b></p> <ol style="list-style-type: none"> <li><i>“Why might you want to &lt;say the discussion item&gt; (breastfeed)? Why does that important to you?”</i></li> <li><i>“Tell me about one change you’d like to make about &lt;say the discussion item&gt; (Julio’s bottle use)?</i></li> <li><i>“What is the BEST thing you could imagine that could result from &lt;say the discussion item&gt; (reducing the amount of fast food you eat)?”</i></li> <li><i>“If you make changes, how would your life (child’s life) be different from what it is today by &lt;say the discussion item&gt; (quitting/reducing smoking)?”</i></li> <li><i>“Is there anything that isn’t going as well, that you might want to change, to make sure &lt;say the discussion item&gt; (Ruben gains the right amount of weight)?”</i></li> <li><i>“Is there anything you’d like to start doing &lt;say the discussion item&gt; (to eat more whole grains)?”</i></li> <li><i>On a scale of 1-10, with 10 being the most, how much do you want &lt;say the discussion item&gt; (reduce Clavin’s milk intake to 16 oz of less)? Why did you pick (say the # the ppt said) and not (say a lower number)?”</i></li> </ol> <p><b>2. PAUSE</b></p> <p><b>3. “Tell me more” or “say more about that”-</b> to get the WIC ppt to talk more about this so the ppt can feel supported</p> <p><b>4. PAUSE</b></p> <p><b>5. Reflect-</b> reword or repeat back what the ppt just said to</p>	<p>15 min.</p>	<p><b>Nora Lynch’s easel cards:</b></p> <ul style="list-style-type: none"> <li>Change Talk</li> <li>Sample Conversations</li> </ul> <p><b>Nora Lynch: Welcome to MII YouTube video- 7:52 min. – 18:29 min.</b></p> <p><b>Nora Lynch’s MI presentation PowerPoint slides 6-10</b></p>

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<p>amplify the feeling (e.g., pulling from example c. from Eliciting Change Talk above: <i>“There are quite a lot of things you could do. Making small, gradual changes in what you eat like eating less fast food, eating more f/v are all very important.”</i> Begin <u>Turbo Goal Setting</u>- <i>“If you had to pick one thing to try that would work best for you, what would that be? How would you do it?”</i></p> <p><b>“The next step is Turbo Goal setting which we will discuss more of at our next meeting.”</b></p> <ul style="list-style-type: none"> <li>• These Change Talk questions allow the ppt to talk about their personal reasons to change and will then lead to goal setting.</li> </ul>		
<p><b>Interactive experience-</b> Change Talk Role Play Scenario #2</p> <ul style="list-style-type: none"> <li>• Again, ask for two volunteers, one person to be the WIC Ed. and one person to be the ppt (if doing this one-on-one decide the roles amongst yourselves).</li> <li>• Ask the volunteers to read scenario #2.</li> </ul>	<p>10 min.</p>	<p>Once the volunteers finished reading the script to the group ask the following callout questions to the entire group?</p> <p><b>Callout:</b> Do you think Gloria was committed to the change? Why, or why not? What are the differences you noticed from the two role plays from scenario # 1 and #2?</p> <p><b>Consider printing out scenarios #2 for the group to follow along as it is read (last page of this agenda)</b></p>
<p><b>Closing Activity:</b></p> <p>Have each staff write down a new goal on a sticky note and if comfortable share with the group. Encourage staff to place their sticky note somewhere visible (e.g., computer, phone, or desk).</p>	<p>5 min.</p>	<p><b>Large Group Discussion</b></p> <p><b>Nora Lynch’s easel card:</b></p> <ul style="list-style-type: none"> <li>• <b>Tips for success</b></li> </ul> <p><b>Sticky note for the goal to be written down on</b></p>
<p><b>Next Steps: Do something. Learn. Repeat.</b></p> <p><b>IDEA:</b> Continue with the peer-to-peer buddy system. If able, allow buddies to schedule one 15 min appointment in scheduler for this weekly. This can be conducted via phone call or in-person.</p>		

## Motivational Interviewing (MI): Change Talk

### Role Play Scenarios:

#### Scenario #1

**Background:** Gloria comes into the clinic with her 3 year old son, Jose, for a mid-cert appt. Jose's hgb was low at 11.

- **WIC Ed:** *"Gloria when we checked Jose's iron today we found that his iron is low, this means he may be anemic. If left unaddressed it can lead to Jose feeling tired, cranky, he may eat poorly and have trouble learning. Iron is an important part of the blood and helps carry oxygen throughout his body. Tell me more about Jose eating habits and his milk intake?"*
- **Gloria:** *"Well, he has always been a poor eater, he does like rice and beans. Sometimes when he doesn't eat I am just happy that he drinks his milk. He loves milk. I'm not sure how much milk he drinks because I usually just fill his sippy cup with milk throughout the day when he asks. He carries that milk around like it is his best friend."*
- **WIC Ed:** *"Tell me more."*
- **Gloria:** *"I know this is a problem and I want him to drink less and eat more."*
- **WIC Ed:** *"You're right it is a problem and this could be one thing that is causing Jose's iron level to be low. You will need to reduce Jose's milk intake to 16-24 oz/day. Jose should not be allowed to drink milk throughout the day, as this can impact his appetite and iron absorption. So, can I count on you to reduce Jose's milk intake to 16-24oz/day?"*
- **Gloria:** *"Um, sure."*

#### Scenario #2

- **WIC ED:** *"Jose is growing fast because he is a young child and may need extra iron due to his growing body needs. Foods that are rich in iron are cereals, beans, meats, enriched rice, pasta and breads to name a few. Tell me one thing you do to make sure Jose is getting iron rich foods?" (Appreciative Inquiry) PAUSE*
- **Gloria:** *"Well, his favorite cereal he eats every morning is Honey Bunches of Oats. I offer beans often for lunch or dinner and when I prepare rice he usually has two servings!"*
- **WIC Ed:** *"You know you kind of light up when you talk about this. Those are great foods you are preparing for your family! Those types of foods can really make a difference to ensure Jose gets the iron he needs to grow well. (Affirm to amplify the feeling) Right now Jose's iron level is low. Tell me about Jose's eating habits and his milk intake?" PAUSE*

- **Gloria:** *“Well, he has always been a poor eater. Sometimes when he doesn’t eat I am just happy that he drinks his milk. He loves milk. I’m not sure how much milk he drinks because I usually just fill his sippy cup with milk throughout the day when he asks. He carries that milk around like it is his best friend.”*
- **WIC Ed:** *“Tell me more.”*
- **Gloria:** *“I know this is a problem and I want him to drink less and eat more.”*
- **WIC Ed:** *“On a scale of 1-10, with 10 being the most important, how much do you want Jose to drink less milk and eat more food?”*  
(Change Talk) (PAUSE)
- **Gloria:** *“Probably a 10.”*
- **WIC Ed:** *“A 10! I can see how much you want this. (Affirm to amplify the feeling). Why didn’t you pick a lower number like 7 or 8?”*  
(Change Talk) (PAUSE)
- **Gloria:** *“You said his iron is low and that worries me. I know he fills up on the milk and it spoils his appetite and I really want him to eat more food.”*
- **WIC Ed:** *“I can tell you really care about Jose’s health. (Affirm to amplify the feeling) Jose only needs about 16-24 oz of milk/day. How do you think you can help Jose lower his milk intake so he can be hungrier to eat more food?” (Turbo Goal Setting)*
- **Gloria:** *“I know the sippy cup is an issue; it has become such a crutch for him. I guess I could limit the amount of milk I place in his sippy cup or I could try water instead. Sometimes if I tell Jose the water is his super power drink he will take it with no complaints.”*
- **WIC Ed:** *“Those are some great ideas to reduce Jose’s milk intake to help improve his appetite and health. (Affirm to amplify the feeling) So when you get home and Jose asks for milk in his sippy cup what are you going to do differently, walk me through it. Is there anyone else at home that can support you in this?” (Turbo Goal Setting)*