

# Use Motivational Interviewing and Turbo Goal Setting to Help Your Participants Make Healthy Changes



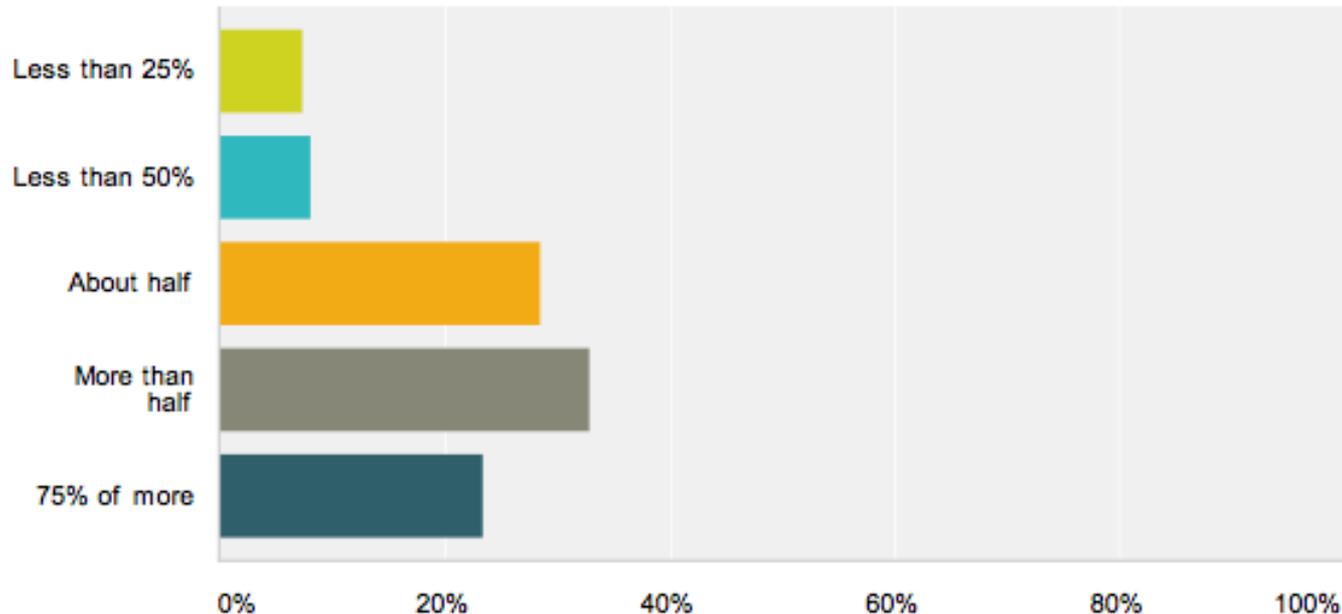
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# Thanks to those who participated in the 2013 Regional Training Survey!

**Q6 In your opinion, how many of your participants leave the WIC appointment feeling motivated to attempt the goal (s) you set with them?**

Answered: 137 Skipped: 1



From the 2013 Regional Training Survey comments:

*“Participants always have a hard time choosing goals. They often say I don't know or are not willing to think of something that needs to be worked on. I often give them options and they choose one of my options.”*

# Motivational Interviewing (MI)

- Express empathy
- Decisional Balance
- Develop Discrepancy
- Roll with Resistance
- Change Talk
- OARS

MI is a series of strategies or techniques to help participants process their ambivalence, get off the fence, and discover their internal motivation to act.

## AI and MI Tools

Reflecting

We use these to help the WIC participant connect to her feelings. Feelings motivate!

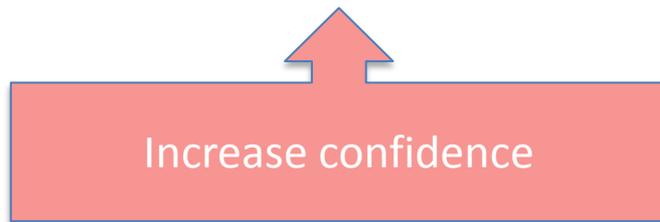
Summarizing

Affirming

Open-ended Questions

WIC participants don't just need to know *how* to be healthier. They need help with two other things before they can begin making health changes:

### Appreciative Inquiry



- Success talk
- Feelings: pride, confidence, energy
- In the office: more engaged and receptive to your health messages
- Leave the office feeling energized, empowered, and ready to act.

### Motivational Interviewing



- Change talk
- Feelings: motivation, determination
- In the office: more committed to making a change
- Leave the office more likely to do the behavior.

We want Mom or Dad to talk!

*Increase her confidence*

AI

Talk about her successes.

She did eat really well when I made those fruit and yogurt dip snacks.

Last summer we were at the park all the time, playing - and then she ate so well at dinner!

*Increase her motivation*

MI

Talk about the change she wants to make.

I'm not going to buy pop at the store any more..

We're going to have a veggie at dinner every night

# Change Talk

“Why might you want to... (say what the goal is)”.

Use when goal setting.

“On a scale of 1-10, with 10 being the most, how much do you want to (say what the goal is)?” Then, whatever number they say, ask them “ Why didn’t you pick (the lower number)?”

Get mom to talk about why she wants to make the change/accomplish the goal.

Ask your question, then WAIT. Count to 5 if you must! Silence allows mom to think and *feel*.

# Change Talk

“Why might you want to... (say what the goal is)”.

What if your WIC participant gives a general response, like  
“because it’s healthier”  
or  
“ my mom said to do it”

That’s when you ask ...  
“Why does it matter to you?”  
“How would your life be better if you made this change?”

Help your WIC participant connect with her own reasons for wanting to change. Don’t take no for an answer! Believe she has a good reason to make the health change and help her find it!



Mom: I'm going to stop eating chips and cookies!



WIC: (Use the 1-10 scale): On a scale of 1-10, with 10 being the most, and 1 the least... how much do you want to stop eating chips and cookies?



Mom: About a 6.



WIC: \_\_\_\_\_



Mom: I don't want to be this big! It is going to be so hard to lose the weight after the baby is born.

## Turbo Goal Setting

Ask one or two questions after the goal is set to help her think about how her goal fits in her life. Depending on how she answers, you may have a teachable moment **where mom is really interested in a suggestion from you.**

Social support



is there anyone that will help her remember to stick to her plan or do it with her? Partner, older kids, sister, mom?

How will she remember?



Can she set an alarm on her phone? Does she need you to give her a sticky note? Can she pair it with something she does every day, like taking a walk after dinner?

Who does she need to have a conversation with?



Does mom need to talk to daycare, grandma, older kids, her husband or partner in order for the goal to be successful?

## Turbo Goal Setting

Ask one or two questions after the goal is set to help her think about how her goal fits in her life. Depending on how she answers, you may have a teachable moment **where mom is really interested in a suggestion from you.**

Helpful details/ first steps

When will she start?  
What time of day will be best?  
Is there anything she needs to help her be successful?

Possible Barriers

Season: in summer, is the family having water or lots of sweet drinks? What is she doing with the leftover Halloween candy?  
Environment: does it support health? Is there a fast food restaurant nearby? Is the bike near the door, or hidden in the basement?



## Turbo Goal Setting

### What does Turbo Goal Setting Sound Like?

- “Great, you’re going to have a mid-afternoon snack during your pregnancy. How will you remember to do this?”
- “You told me you want to walk for 30 min daily. Is there anyone you can walk with? What is the best time of day to take the walk?”
- “You said you’re going to stop buying pop at the store so your son won’t ask for it at home. Is there anyone else at home that is drinking pop? What might you say to them so they don’t bring pop into the house either?”

# Tips for success



- ✓ Pick one day next week and practice being a Success Detective with one or two of your participants. Start slow and be curious!
- ✓ Put a sticky note on your computer to remind you of what you're trying to practice that day.
- ✓ Keep the card easel with tips from this training on your desk. Once a week, choose a page and practice that technique with a few of your participants.
- ✓ Notice what you like about the new way you conduct your appointments. Allow yourself to enjoy the differences. Are you reaching more of your WIC participants? Are you feeling more energized at the end of the day?

# Tips for success - continued



- ✓ Take a moment on Friday to think about what you'd like to work on the following week. Consider: Which day will you practice? Which technique or new way of thinking will you focus on? Who can you talk to about your experience?
- ✓ Notice when your co-workers or staff have their card easel out and ask them (when they're free) what they were practicing and how it went.
- ✓ Use Appreciative Inquiry with each other to help build confidence in using these new techniques! Use Motivational Interviewing with each other to help each other keep improving!

# Changing how we look at our jobs and our WIC participants...



- Become a success detective! Give your WIC participants two minutes of fame at every WIC appointment.
- Remember that some conversations *aren't* about getting information *from* your WIC participant. AI and MI conversations lead your WIC participants through an *internal transformation* that is central to behavior change.
- Begin to recognize how mom's weight, eating, and exercise habits matter to her, her family, and her next baby's health.
- Imagine the WIC appointment extending to your WIC participant's door where she begins to implement the goal you set together. (Turbo Goals)
- Use "Taking off the Expert Hat" when talking about growth grids for overweight children.

# Talking to Mom about the Growth Grid for an Overweight Child:

We all know how difficult these conversations can be. They'll be much easier if you ...

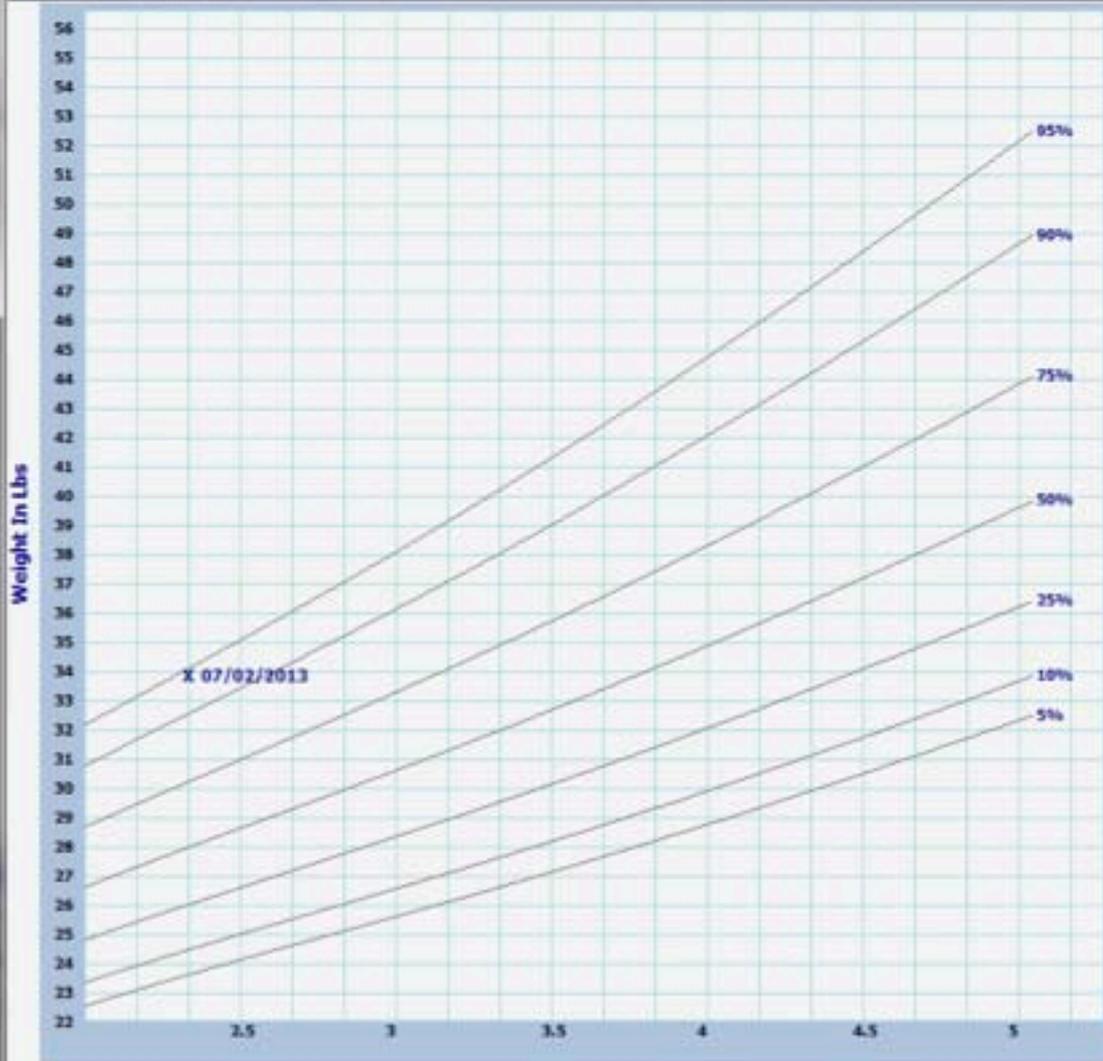


## *Taking Off the Expert Hat*

- Flip through the growth grids as if the two of you are reading a story together.
- Be curious about what the growth grids will show both of you.
- Realize that weight/age is only part of the story.

When you explain the growth grids in this way, mom will often say, “what can I do?”

You're her ally, not an expert telling her her child is heavy and she's done something wrong.



Age In Years

Red = Inaccurate Measurement    Blue = Accurate Measurement

## 2-5 Years Weight for Age Chart

Plot Without Text

Participant Name: Child B Example

Gender: Female

Date Of Birth: 03/01/2011

Current Age: 2 y 4 m

Today's Date: 07/03/2013

Measurement Details

Blood Work Data

Collection Date: NA

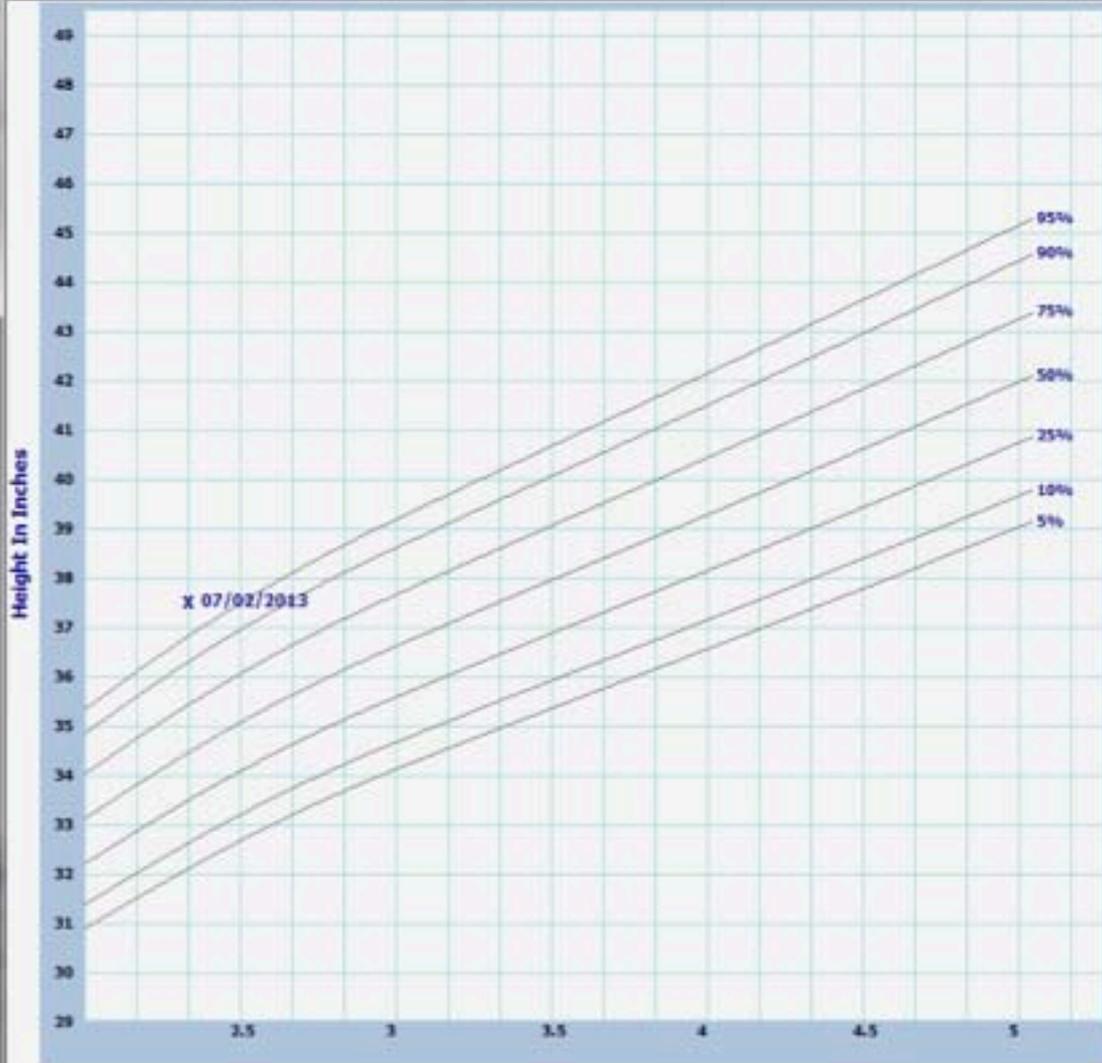
Hgb: NA

Hct: NA

Anthro

Date	In	Lbs	Wt Chg	%	Age
07/02/2013	37 - 1/2	33 - 3/4	25 - 3/4	94.1	2 y 4 m

Note: These numbers represent approximate percentiles



### 2-5 Years Stature for Age Chart

Plot Without Text

Participant Name: Child B Example

Gender: Female

Date Of Birth: 03/01/2011

Current Age: 2 y 4 m

Today's Date: 07/03/2013

#### Measurement Details

##### Blood Work Data

Collection Date: NA      Hgb: NA      Hct: NA

#### Anthro

Date	In	Lbs	Wt Chg	%	Age
07/02/2013	37 - 1/2	33 - 3/4	25 - 3/4	98.2	2 y 4 m

Note: These numbers represent approximate percentiles

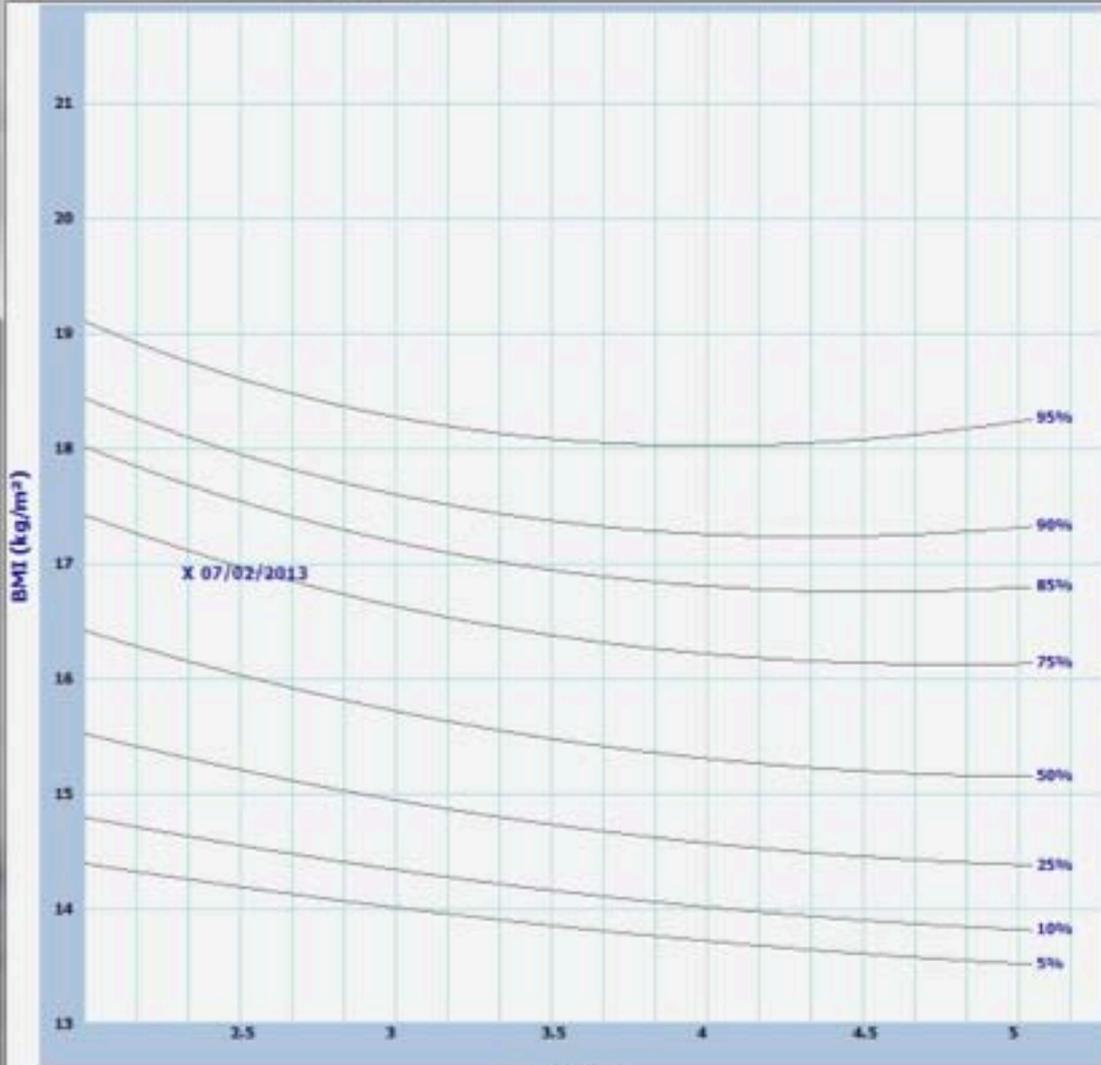
Red = Inaccurate Measurement      Blue = Accurate Measurement

Previous Chart

Next Chart

Print

Close



Red = Inaccurate Measurement    Blue = Accurate Measurement

Previous Chart

Next Chart

Print

Close

## 2-5 Years Body Mass Index (BMI) for Age Chart

Plot Without Text

Participant Name: Child B Example

Gender: Female

Date Of Birth: 03/01/2011

Current Age: 2 y 4 m

Today's Date: 07/03/2013

### Measurement Details

Blood Work Data

Collection Date: NA

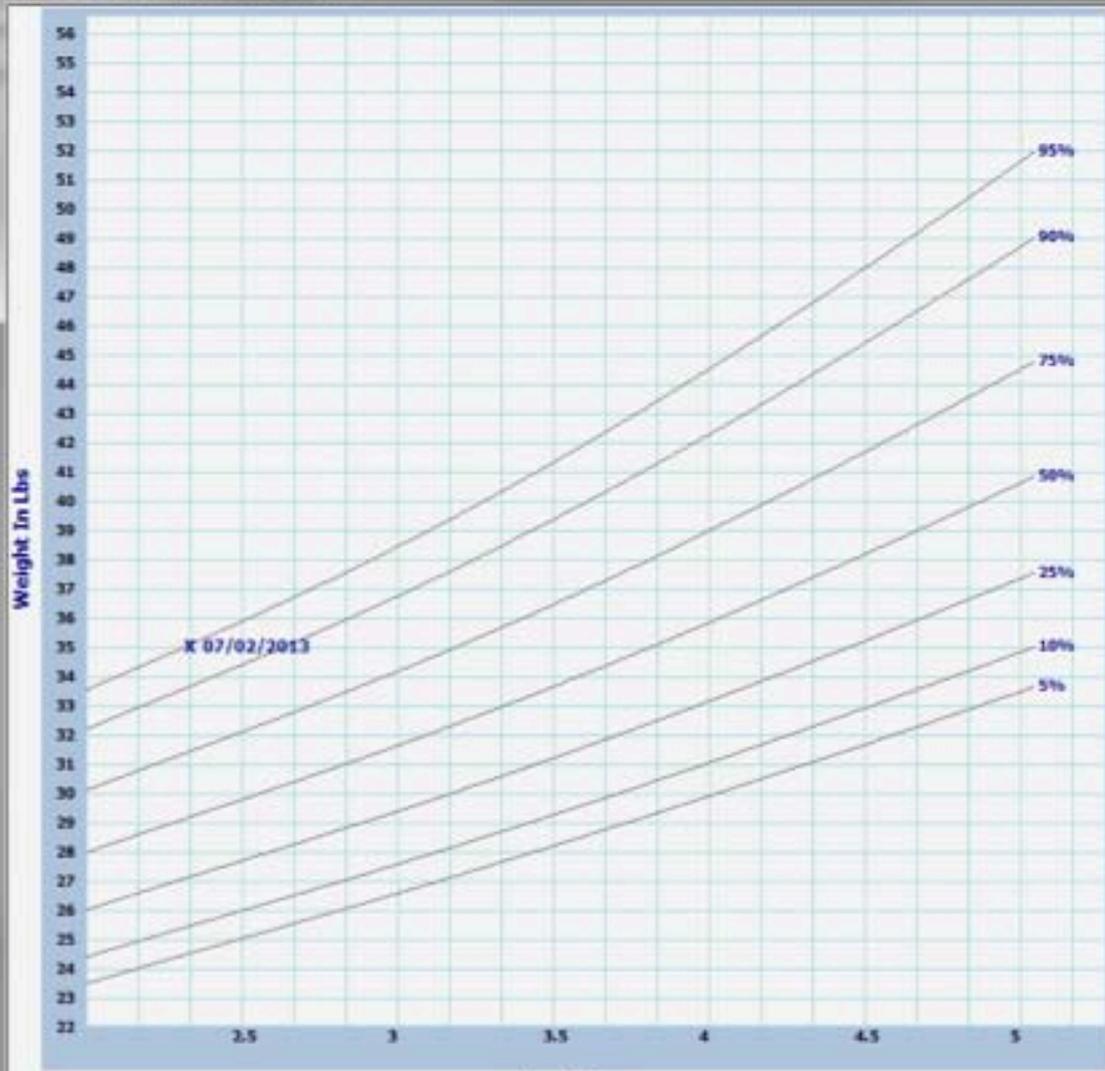
Hgb: NA

Hct: NA

### Anthro

Date	In	Lbs	BMI	BMI %	Age
07/02/2013	37 - 1/2	33 - 3/4	16.9	70.3	2 y 4 m

Note: These numbers represent approximate percentiles



### 2-5 Years Weight for Age Chart

Plot Without Text

Participant Name: Child A Example

Gender: Male

Date Of Birth: 03/01/2011

Current Age: 2 y 4 m

Today's Date: 07/02/2013

Measurement Details

Blood Work Data

Collection Date: NA

Hgb: NA

Hct: NA

Anthro

Date	In	Lbs	Wt Chg	%	Age
07/02/2013	35	35	27 - 1/2	94.6	2 y 4 m

Note: These numbers represent approximate percentiles

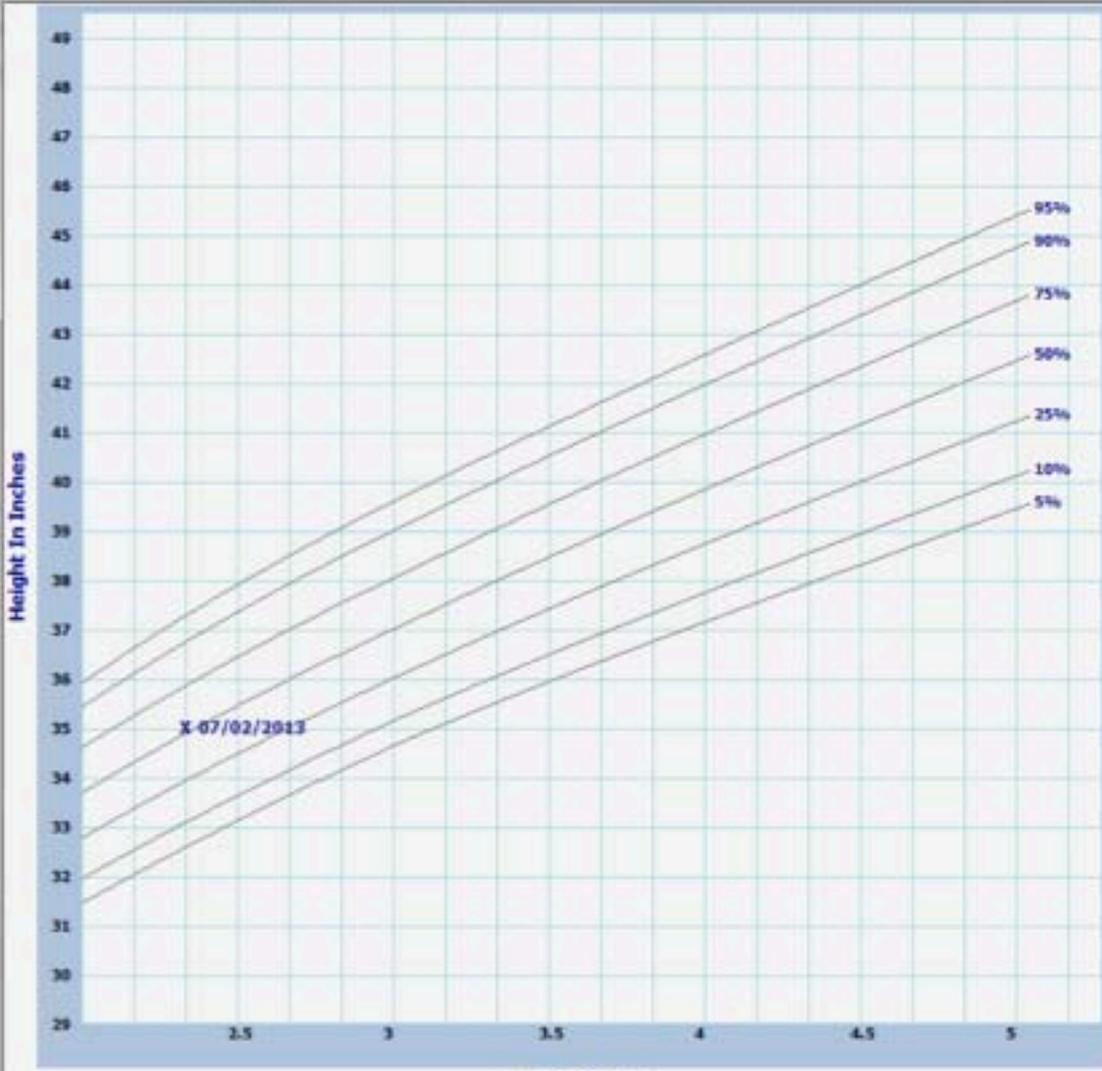
Red = Inaccurate Measurement    Blue = Accurate Measurement

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Red = Inaccurate Measurement    Blue = Accurate Measurement

### 2-5 Years Stature for Age Chart

Plot Without Text

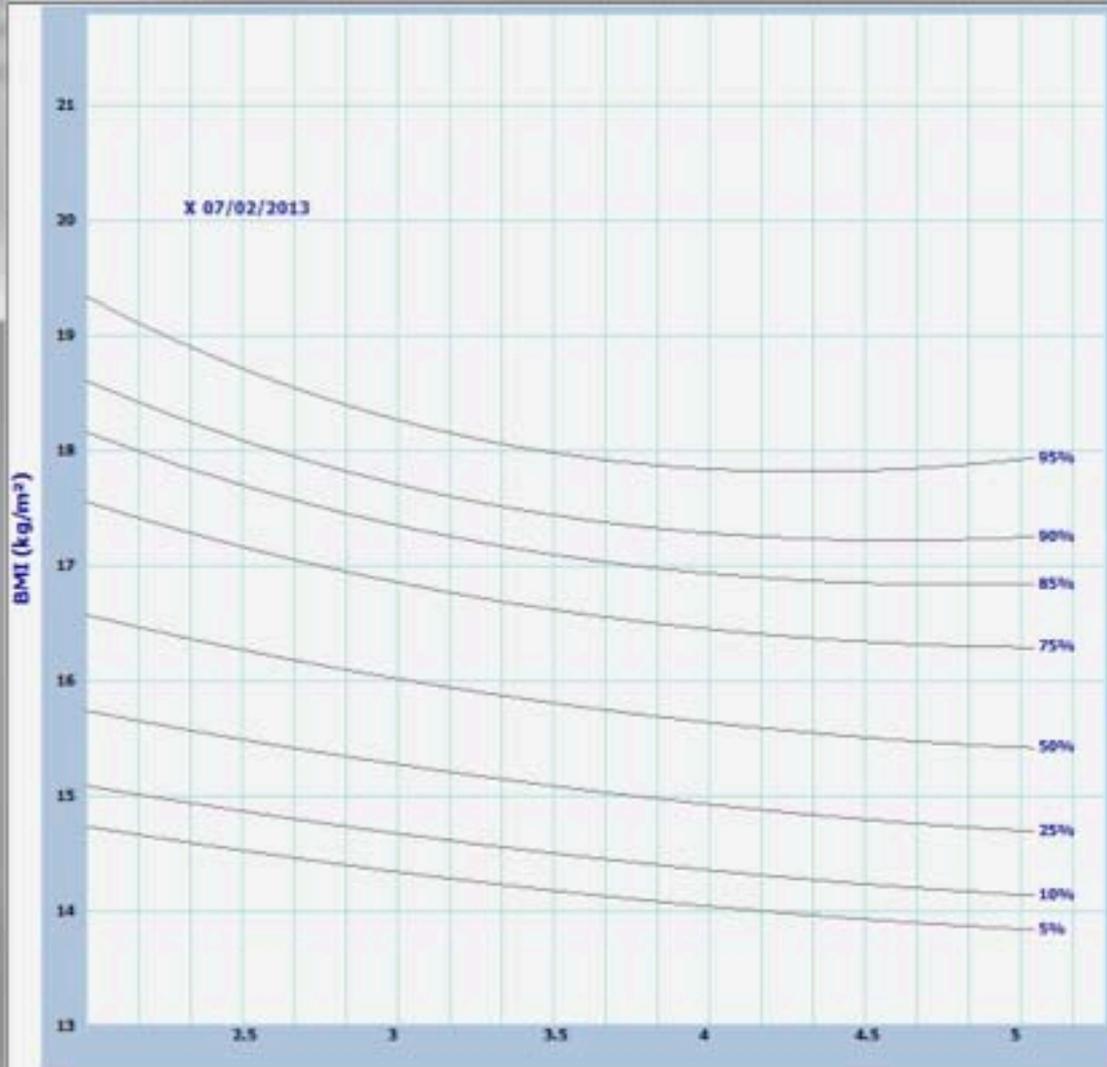
Participant Name: Child A Example  
 Gender: Male  
 Date Of Birth: 03/01/2011  
 Current Age: 2 y 4 m  
 Today's Date: 07/02/2013

Measurement Details

Blood Work Data  
 Collection Date: NA                      Hgb: NA                      Hct: NA

Anthro						
Date	In	Lbs	Wt Chg	%	Age	
07/02/2013	35	35	27 - 1/2	51.8	2 y 4 m	

Note: These numbers represent approximate percentiles



## 2-5 Years Body Mass Index (BMI) for Age Chart

Plot Without Text

Participant Name: Child A Example

Gender: Male

Date Of Birth: 03/01/2011

Current Age: 2 y 4 m

Today's Date: 07/02/2013

### Measurement Details

Blood Work Data

Collection Date: NA                      Hgb: NA                      Hct: NA

### Anthro

Date	In	Lbs	BMI	BMI %	Age
07/02/2013	35	35	20.1	98.7	2 y 4 m

Note: These numbers represent approximate percentiles

Red = Inaccurate Measurement      Blue = Accurate Measurement

Previous Chart

Next Chart

Print

Close

# Guide for talking mom through the growth grids: overweight child

- ✓ First look at the weight/age grid with mom. Help orient her to where her child's weight/age plots on the grid. "Look, his weight for age is between the 2<sup>nd</sup> and 3<sup>rd</sup> lines from the top." (or whatever it is)
- ✓ Then, tell her that "the weight doesn't mean anything by itself. We need to see where his height is."
- ✓ Now, turn your paper over, just as if you were flipping the pages of a book with mom, or clicking on the next grid on your computer at work. Say, "Oh, see where his height for age is? It is between the 4<sup>th</sup> and 5<sup>th</sup> lines."
- ✓ You may need to go back and forth between the height and weight grids, till mom clearly sees her child plots in different places on the two grids.
- ✓ Then say, "his height and weight aren't proportional RIGHT NOW."
- ✓ Then show mom with your hands: "His weight RIGHT NOW is up here, and his height is down here."
- ✓ Then show mom the BMI%ile graph. Say "children who's weight and height are proportional are in here." (Show the middle of the grid, between the 25<sup>th</sup> and 75<sup>th</sup> %iles.) Point out where her child is, and say "children whose weight is too much for their height are up here where (child's name) is... and children whose weight is too little for their height are down here". (Show the 5<sup>th</sup> %ile and below.)
- ✓ Mom may now say "what can I do? If she doesn't, you can say "we need to slow down his weight gain until his height catches up. (You can use your hands to show this). This is important for his health."



## Up next.... Your Turn!

- Practice explaining growth grids for an overweight child
- Practice talking to the parents of overweight children: Use AI, MI, and Turbo Goal Setting to help parents set goals to slow weight gain



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