

## Combining Identification of Readiness to Change Strategies into Facilitative Discussion

Creating a WIC Nutrition Education Supportive of Behavior Change

### ADMINISTRATIVE PRACTICES

#### 1. Group by category



#### Women

Pregnant - first trimester  
 Pregnant - second trimester  
 Pregnant - third trimester  
 Lactating - birth to 4 months  
 Lactating - 4 to 12 months

### EXAMPLES

#### Infants

<6 months  
 6-12 month

#### Children

1-2 years  
 2-5 ears

#### 2. Group by risk



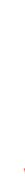
Divide lactating women with infants less than 4 months old into groups depending on birth outcome (pre-term vs. full term). Or perhaps instead of by birth outcome divide by jaundice vs. non-jaundice. In other words, use creativity in this subdivision that meets your client population.

#### 3. Group by client's interest level



Screen clients by asking them their level of interest in learning about various topics. Present a menu of class choices. Allow clients to select the ones they are interested in. Remember, if their interest level is low, they are probably in Precontemplation or Contemplation. If their interest is high, they probably are in Preparation, Action or Maintenance. If their level is moderate, most likely they are in Contemplation.

#### 4. Arrange class times to accommodate clients interests



Allow clients an opportunity to choose a convenient class time. If they cannot find a suitable time for their first selection, have them select another topic. Obviously they must choose either a class or a time, but remind them they must attend a session in order to meet WIC requirements.

#### 5. Restructure nutrition education to meet processes of change

Once you have clients placed into groups, you can proceed to design your education efforts to meet the stage of your groups. We will cover this in the next issue.

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### Processes of Change -Thinking and Feeling

- Consciousness raising
- Dramatic relief
- Self-reevaluation
- Self-liberation
- Social liberation
- Environmental reevaluation
- Increases information, understanding and feedback about self and problem
- Expresses and experiences feelings about one's problems and solutions
- Assesses one's feelings about oneself with respect to problem
- Consciously chooses and commits to act; believes in ability to change
- Increase available alternatives for non-problem behaviors in society
- Assesses how one's problems affect physical condition and social environment



### Processes of Change -Doing and Reinforcing

- Helping relationships
- Reinforcement management
- Interpersonal systems control
- Counter-conditioning
- Stimulus control
- Is opened and trusting about one's problems with someone who cares
- Rewards self for making changes
- Avoids others who encourage behavior one is trying to avoid
- Substitutes alternatives for problem behavior
- Avoids stimuli that produce problem behavior



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**Combining Identification of  
 Readiness to Change Strategies into Facilitative Discussion**

*Nutrition Education Efforts for  
 Large Groups are Limited in Changing  
 Behaviors in most WIC Clients*

Many teleconference attendees expressed concerns that the information and techniques presented to facilitate behavior change were not applicable for nutrition education for groups. They were **correct** - nutrition education aimed at large groups rarely achieve the same results as can be attained in small groups or in one-to-one sessions.

Of course, some client changes do occur through lecturing, showing videos or films, or holding large group discussions. These techniques probably will result in some increase in knowledge and awareness levels of the topic being presented. But, for most WIC clients, such efforts will not result in major behavior changes **UNLESS** persons in your audience are ready to begin preparation and action - stages that many WIC clients are not in.



***So how can large WIC sites support behavior change education?***

We have two suggestions:

1. Change administrative WIC practices
2. Incorporate innovative teaching techniques for large group classes.

This newsletter will focus on WIC administration.

Next month's issue will give innovative large group teaching suggestions.

**CHANGING WIC PRACTICES**

We would like to suggest some organizational changes that will contribute to a better learning environment for both WIC staff and clients.

Okay - we are aware that you have **many barriers** that appear to prevent such change. But we would like to **challenge** you to present one or two of the suggestions to your **entire staff** for discussion.

Discuss the pros and cons to these changes as well as the pros and cons to keeping the status quo. Use this matrix to visually record the responses -- this will help in leading the discussion.

	Pros	Cons
<b>If we change</b>		
<b>If we don't change</b>		

Look at the suggestions in terms of clinic flow and organization, scheduling, and client acceptance. Assume that most of your colleagues will begin in **Precontemplation** or **Contemplation**. Finally, use the processes of change listed on page 3 to guide your discussions.