

*WIC Staff Training*

**Participant**



**Think about how you would answer the following questions:**

- What is a goal that you accomplished in the past?
- Why was it important to you?
- What steps did you take that helped you to be successful in reaching that goal?

JENNIFER

Welcome them and as they sign on to the call ask them to reflect on the questions listed

Hopefully you have printed the Goal Setting Workbook from the Skills Development Site. A handout of the slides we are using today during the call are also available on the Skills Development Site.



Objectives

- **Define what goal setting means**
- **Identify steps to take to help participants identify a goal**
- **Assist participants in making their goal specific and achievable**

DANIELLE

“This training will provide you with ways to guide-participants towards setting achievable nutrition or health goals for themselves and their families. Goal setting involves helping participants choose a goal based on nutrition topics discussed during the WIC appointment.

**By the end of this training, you will be able to:**

- Define what goal setting means
- Identify steps to take to help participants identify a goal
- Assist participants in making their goal specific and achievable

## Why set Goals?



JENNIFER

### **Why set goals?**

“People who set realistic and achievable goals for themselves are more likely to achieve behavior change than those who do not set goals. Goals provide a roadmap to take someone from where they are to where they want to be. Participants are more likely to take action when the goal is their idea based on their needs and they come up with the goals and action steps themselves.”

## What are Goals?



DANIELLE

### What are goals?

“Goals are defined as anything someone is willing to work towards, in order to bring about a desired outcome. There are different types of goals: goals to improve a behavior, like increasing the amount of fruit and vegetables you eat, and goals that are more long term, like wanting to lose weight, exercise more or lower your cholesterol.”



JENNIFER

Please turn to page 2 of your workbook.

Think back to the questions that we asked at the beginning of our call

- 1) What is a goal that you accomplished in the past?
- 2) Why was it important to you? and
- 3) What steps did you take that helped you become successful in reaching that goal?"

Please write down your responses to these questions in your workbook- *pause and give time for participants to complete responses*

Would anyone be willing to share their responses?- *hopefully we will get a few responses*



DANIELLE

### **Summarizing, Open-Ended Questions & Choosing the First Step Towards the Goal**

“Many successful counselors wait until the participant has expressed something they are willing to change before saying the word 'goal'.”

“Here are 3 steps you can take to help set a goal with your participant after you've provided nutrition education:

Step 1: Summarize the main points of your discussion. Summarizing allows you to offer a short version of the information you just shared with the participant.

Step 2: Ask an open-ended question: An open-ended question will guide the participant to reflect and make a decision about how they will apply the information that they just received.

Step 3: Assist the participant in setting a specific goal or “next step” based on one of the topics you summarized, or that they mentioned in response to your open-ended question.”

“Now let’s look at an example of summarizing and asking a participant an open-ended question.

Jennifer and I will role play this for you: (Jennifer- counselor/Danielle- participant)

Counselor: "I noticed on Susie's questionnaire that you didn't circle vegetables as a food she eats regularly. Would you be open to learning about some ways to increase vegetables?"

Participant: "Sure. She's pretty picky, but I'm willing to try."

Counselor: "Let's review this handout about ways to add veggies to your child's diet."

[Review pretend handout.]

Counselor: [SUMMARIZE:] "Today we reviewed some tips about how to incorporate more veggies into kids' diets, like adding veggies to her eggs in the morning, or serving more veggies in soup or pasta at dinner. [Then, ask an OPEN-ENDED QUESTION: Which of these ideas might work best for your family?"

Participant: "I think I can add some veggies to her eggs in the morning."

Counselor: "Great! When do you think you might like to start?"

Participant: "I think it will be easier to do on the weekends, when I'm not so rushed. So how about Saturday and Sunday?"

Counselor: Good idea. So, you will try to add veggies to her eggs in the morning on Saturdays and Sundays starting this weekend?"

Participant: "Yes."

"Let's review other examples on page 5 of the Trainee workbook."

*After the review, ask trainees:* "What are your thoughts about summarizing and open-ended questions?"

## Helping Participants Choose a GOAL

- “If you had to pick one thing to work on that we talked about today, what would it be?”
- “What might be one thing you would like to improve about your eating habits?”
- “Now that we talked about your son’s eating: What might be one thing you would like to do differently with his meals this week?”
- “What is something you learned today that you might like to try at home?”

JENNIFER

### **Confusion about the word “goal”**

“It’s important to set goals; however, participants may not always know what you’re talking about when you ask what their goals are. Often when we think of “goals”, we think of big life goals, like getting a good job or having our kids go to college. Rather than asking “What is your goal?”, try to be specific about what you’re asking.

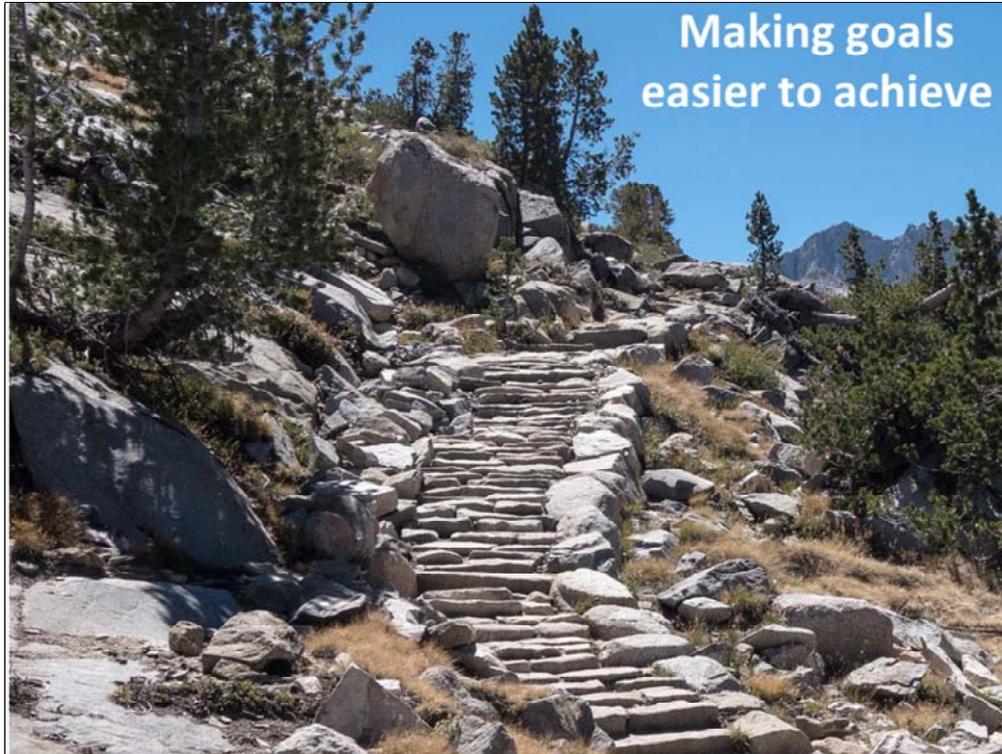
Here are some examples:

“If you had to pick one thing to work on that we talked about today, what would it be?”

“What might be one thing you would like to improve about your eating habits?”

“Now that we talked about your son’s eating: What might be one thing you would like to do differently with his meals this week?”

“What is something you learned today that you might like to try at home?”



DANIELLE

**Creating clear, specific goals**

“Now that you have examples of questions to help participants come up with a goal/next step, let’s talk about how to help participants make their goal more specific and measurable.

Specific goals are easier for participants to achieve. Include as much detail as possible. Details should include the timeframe when they will make this change, and who else will be involved.

Clear, specific goals help motivate participants. The clearer the participant’s goals, the more likely they are to achieve them. WIC counselors often must help participants take broad, unspecific goals and make them into more concrete and realistic goals. For example, goals such as “I want to eat better” or “I want Angel to be healthier” are not specific enough. Ask the participant what “healthier” means to them; for example: does it mean more exercise, losing weight, eating more fruits and vegetables, etc. Examples of more concrete goals are “I’ll pack fruit instead of chips with my lunch” or “Angel and I will go for a walk after lunch three days a week.” It is also important for the participant to come up with goals they can actually achieve. Achieving small goals will help build confidence and keep the participant motivated.”

## Process for Setting Goals

What is the goal?	Is the Goal Relevant to your life?	How will it be achieved (specific plan)?	Is the goal attainable? (consider any obstacles, barriers)	When will this goal be accomplished (timeline)?	How will you measure your successes?
Increase vegetable intake	yes	By adding at least 1 vegetable with a meal per day	Vegetables can be expensive. maybe go to farmers mkt	During lunch or dinner, 3x/wk, beginning ... (insert date)	Track what vegetables I eat each day

JENNIFER

Now, let's look at the process:

Studies show that you are more likely to accomplish your goal if you break it down into manageable steps.

Turn to page 3 in your workbook.

The process of "getting specific" usually includes: what the person's goal is, whether it is relevant to their life, and whether it is something they want to change. The process also works best when people have a specific plan to achieve the goal (considering any obstacles or barriers), and when they decide on a time to accomplish this goal.

For example, if the goal is eating more vegetables, that is pretty broad. So how could we make a specific next step for a participant that wants to eat more vegetables? One specific step could be adding 1 vegetable per meal each day.

What is another way we could recommend?"

Pause. Affirm responses.

"Then, to make this goal even more specific, we need to identify the timeline or how often it will happen. What is realistic for the participant? Is every day too difficult? How about starting with 1 meal, 3 times per week?"

What is another way we could be more specific?"

Pause. Affirm responses.

"Setting a timeline helps you identify and stick to the actions needed to accomplish the goals. Remember, it's important that the participant sets the goal; your job is to help them make their goal specific enough that it's more likely to be achieved."

**Write a personal goal  
that you would like  
to set for yourself  
in the next 2-3 months**



DANIELLE

Take a few minutes to write a personal goal that you would like to set for yourself in the next 2-3 months.

*After giving a few minutes ask-*

“Would anyone like to share their goal with the group?”

Pause. Affirm

You might find it helpful to go back at a later time and complete the chart for making your goal more specific and attainable.



## Helping Participants Set Goals

### *Practice*

JENNIFER

Turn to page 6 of the Trainee workbook.

“Let’s put all 3 steps together now with a practice activity.

The 3 steps are:

- Summarize
- Ask an open ended question about what they want to focus on, and
- Set a specific goal.

“We are going to show you a quick video. Pretend that you are the counselor making these recommendations to your participant. After the video is played, think about how you would (1) summarize, (2) ask the participant an open-ended question and (3) help them choose a specific goal.

You also have a copy of the video script in the workbook to use as your guide.

Play video on next slide

## Let's Practice!

- Video



5 Foods You Should Eat Daily.mp4

Or click [here](#) to access video on Youtube

DANIELLE

*Jennifer- Play Video*

Okay write down how your would summarize the information, what open ended question you would use find out what they would like to focus on and set a specific goal. If you have someone with you, you could role play instead of writing down the information.

*Give time and then ask-* Would anyone like to share their ideas?

*Example to review-*

“Today we talked about 5 healthy foods you can try: flaxseed, beans, blueberries, broccoli, and spinach; and some ideas on how to include them into your meals. Which of these foods do you think you might be willing to try this week?”  
ore clicking on icon/link to view video, put presentation in “Slide Show” view. Then click on video icon/link.

## 3 Steps: Let's Review

- Summarize
- Ask an open-ended question (use tools provided)
- Work together to make the goal/next step specific to the participant's life

JENNIFER

### Summary

“Remember, use the word ‘goal’ sparingly. Instead, try to use the words ‘next step’ or ‘what would you like to work on changing/improving this month?’

Use the 3 steps we talked about today to help participants set a “goal” or next step:

- Summarize the main points you talked about during the counseling session
- Ask an open-ended question (using tools provided) to help them focus on an area they want to work on, and
- Work together with the participant to make the goal or next step specific, and something that truly applies to their life.

Remember to document the goal, and to follow up on the participant's goal from their last individual appointment.

Helping participants set achievable goals is important because it can help them make small changes that add up to healthier lifestyle choices.”

“What are your questions about participant goal setting?”



DANIELLE

“Today we talked about how to guide your participants in setting their own goals.

What is one thing you learned from today’s training that you are willing to try with your participants when you return to clinic?”

*Pause. Affirm and summarize responses.*

Thank you for attending our call today. We will be posting the slides with the speaker notes on the Skills Development Site. They will be available if there is anything you would like to review or if there is anyone that you know that may have missed this training, they are welcome to review the slides.

There is a certificate of completion available for this training. Please log on to the Skills Development Site and take a quick posttest/survey. After you have taken the post-test/survey your certificate will be available for you to print your certificate.