Case 1: Marta

The diabetes educator asks, "Marta, how do you feel doing some gluocose checks?"

Marta shrugs, then she sighs heavily with annoyance and says, "I used to do that. It will get in the way of my work. I have to take care of kids for a living. I run a daycare. It's chaotic. Those kids keep me so busy! And, those kids are much more important than me!"

1. Is now the right time to suggest making a SMART goal to start glucose testing?

2. Is her conviction level (belief of personal importance) for testing glucose high?

3. What other questions could you ask to clarify how important glucose testing is to her?

4. On the one-page *Big Summary: An Easier Way to Promote Change*, will you choose actions ("ACT") from the left side or the right side of the handout?

AN EASIER WAY TO PROMOTE CHANGE

Not Ready To Change
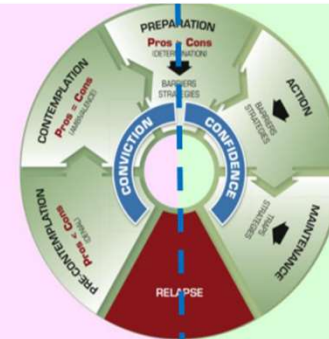### FOCUS ON CONVICTION

Ask

1. How do you feel about …

2. On a scale of 0 to 10, how important is…

3. If you decided to … how might that benefit you?

Assess

1. Low: Doesn't know textbook health benefits & sees no personal benefits to changing. Choose an action below.

2. Medium: Knows textbook benefits, but no personal reason for those to matter. Knowledge alone isn't enough. Choose an action below.

3. High: Verbalizes important personal benefits to change. This patient is ready to change. Move on to confidence, see right.

Act

1. Ask if you can provide information
   — *Would you like more information on …(behavior)? I want to be sure you have all the information you need to make an informed decision. I'll respect your answer.*

2. Find personal benefits & link to behavior
   — *Would you like more information on how … (behavior) could help with … (item that's important to them or bothering them)?*

3. Elicit change talk --*What made you say 5 instead of 1?*

4. Explore with more open-ended questions, reflective listening, empathy, build trust (more trust = ↑ desire to act)

5. Query a "thinking about benefits" goal

Ready To Change
FOCUS ON CONFIDENCE if high conviction

Ask

1. How confident are you that you could … (insert behavior)

2. On a scale of 1 to 10, how confident would you be to …

Assess

1. Low: 0 to 6. Choose an action below or a "planning" goal.

2. High: 7 to 10. Consider a "doing" goal.

Act

1. Identify barriers
   — What would get in the way of you ….(behavior)

2. Problem-solve barriers
   — What do you think would work to help with that barrier?

3. Focus on prior success
   — What worked in the past?

4. Add social supports
   — How would you feel about getting support from a friend or family member? What would that support look like?

5. Query a "planning" or "doing" goal

Case 2: Kareem
The diabetes educator asks: "Kareem, how do you feel about doing some glucose monitoring?"
Kareem answers: "I used to do it regularly. I had a whole system. I think it helped fine-tune my meds back then. Also it kept my wife off my back if I tested, haha! She's always worried about me so I tried to test to keep her happy. I really feel bad when she worries. Ya. I could definitely do better - my wife wouldn't be so concerned then and I wouldn't feel guilty for making her worry. I'm sure I would learn a lot and feel better too."

1. Do you think Kareem has low, moderate or high conviction to monitor glucose?

2. On the one-page Big Summary: An Easier Way to Promote Change, will you choose actions ("ACT") from the left side or the right side of the handout?

3. Read over some of the options under "ACT" on that side of the page to think about how you might address some of these with him in your own words.

AN EASIER WAY TO PROMOTE CHANGE

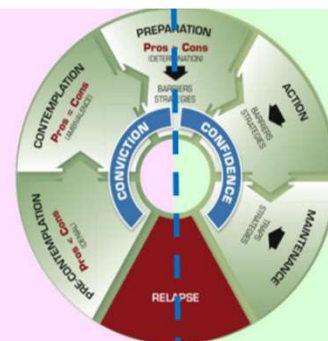### Not Ready To Change
FOCUS ON CONVICTION

Ask

1. How do you feel about …
2. On a scale of 0 to 10, how important is…
3. If you decided to … how might that benefit you?

Assess

1. Low: Doesn't know textbook health benefits & sees no personal benefits to changing. Choose an action below.
2. Medium: Knows textbook benefits, but no personal reason for those to matter. Knowledge alone isn't enough. Choose an action below.
3. High: Verbalizes important personal benefits to change. This patient is ready to change. Move on to confidence, see right.

Act

1. Ask if you can provide information
   — Would you like more information on …(behavior)? I want to be sure you have all the information you need to make an informed decision. I'll respect your answer.
2. Find personal benefits & link to behavior
   — Would you like more information on how … (behavior) could help with … (item that's important to them or bothering them)?
3. Elicit change talk --What made you say 5 instead of 1?
4. Explore with more open-ended questions, reflective listening, empathy, build trust (more trust = ↑ desire to act)
5. Query a "thinking about benefits" goal

Ready To Change
FOCUS ON CONFIDENCE if high conviction

Ask

1. How confident are you that you could … (insert behavior)
2. On a scale of 1 to 10, how confident would you be to …

Assess

1. Low: 0 to 6. Choose an action below or a "planning" goal.
2. High: 7 to 10. Consider a "doing" goal.

Act

1. Identify barriers
   — What would get in the way of you ….(behavior)
2. Problem-solve barriers
   — What do you think would work to help with that barrier?
3. Focus on prior success
   — What worked in the past?
4. Add social supports
   — How would you feel about getting support from a friend or family member? What would that support look like?
5. Query a "planning" or "doing" goal