

## Communication Strategies Crosswalk

	<b>UMBC’s Motivational Interviewing (OARS)</b>	<b>HFA Reflective Strategies</b>	<b>Notes</b>
<b>Use of Questions</b>	<p><b>Open-ended questions</b> Ask questions that do not have “yes/no” answers or without providing a set of answers to choose from. These questions intend to:</p> <ul style="list-style-type: none"> <li>• Invite deeper and broader reflection</li> <li>• Increase collaboration and understanding</li> <li>• Inspire new ways of thinking</li> </ul>	<p><b>Problem Talk</b> Use when a parent brings up a problem or you have a concern you wish to address. These questions are used to learn more about the problem/concern or build creative thinking/problem solving skills. It is also a way to learn more about the family’s thoughts on solutions</p>	<p>HFA’s Problem Talk strategy is very similar to Open-Ended Questions. HFA’s Explore and Wonder (described below) also uses open-ended questions to build caregiver understanding of cues and empathy for the child’s feelings.</p>
<b>Acknowledgement of Strengths</b>	<p><b>Affirmations</b> Acknowledging another’s effort, positive steps, and/or traits. Affirmations are</p> <ul style="list-style-type: none"> <li>• Specific and reality-based:</li> <li>• Acknowledge strengths</li> <li>• Highlighting big &amp; small efforts</li> <li>• Uses “you” instead of “I”</li> <li>• Describe, rather than evaluate</li> </ul>	<p><b>Accentuate The Positive</b> Use anytime a skill or strength is observed. The steps for ATP for home visitors are to Observe, Affirm, and Share the impact</p> <p><b>Strategic Accentuate The Positive</b> Similar to ATP, SATP builds parent self-esteem and further supports positive, nurturing, and healthy parenting behaviors and choices. Home visitors will:</p> <ul style="list-style-type: none"> <li>• Identify the behavior you want to see more of</li> <li>• Observe</li> <li>• Affirm</li> <li>• Share the impact</li> </ul>	<p>ATP’s and SATP’s steps of observing and affirming are very similar to Affirmations.</p> <p>ATP &amp; SATP may involve more than a simple affirmation by additionally sharing the impact that the caregiver’s behavior (that the home visitor affirmed) potentially had on the child.</p> <p>Home visitors can use SATP as positive reinforcement to increase desirable caregiver behaviors.</p>

<p><b>Listening/Supporting Caregiver to Feel Heard</b></p>	<p><b>Reflections</b> Addresses what you hear, what you understand, what you think they are feeling, and what you think may be going on. Simple reflections paraphrase what you heard (remain close to what was said). Selective reflections paraphrase what you want to highlight from what you heard.</p> <p>The different types of complex reflection include:</p> <ul style="list-style-type: none"> <li>• Double-sided - paraphrase both sides of change/sustain talk, end with change talk</li> <li>• Emotion-focused - feelings statement emphasizing emotion you see/hear</li> <li>• Amplified – empathetic statement exaggerating what was said</li> </ul>	<p><b>Feel: Name &amp; Tame</b> Use when a parent expresses a strong feeling or emotional reaction to support parents in recognizing, labeling and regulating her/his feelings.</p> <ul style="list-style-type: none"> <li>• Observe body language, wording and/or voice tone indicating emotional content</li> <li>• Ask the parent what he/she is feeling or experiencing in the moment</li> <li>• Be curious and reflect back what you think they may feel</li> <li>• Validate the parent's feelings</li> </ul>	<p>The first and third steps of Feel: Name and Tame (i.e., observe and reflect) is an Emotion-focused Reflection.</p>
<p><b>Summarizing</b></p>	<p><b>Summarizing</b> Making a statement that brings multiple parts of the conversation together. Can be used to collect what has been said so far, gently change the subject or give a closing overview.</p>		
<p><b>Structure for Sharing Information</b> <i>You are a partner not an expert</i></p>	<p><b>Elicit-Provide-Elicit</b> An unassuming way to provide information to another and avoid seeming like an authority. The home visitor will</p> <ul style="list-style-type: none"> <li>• Ask if the other wants to hear some new information and/or ideas</li> <li>• Provide the information or story</li> <li>• Check to see how the other interprets and understands the information and how s/he reacts to it</li> </ul> <p><b>Readiness/Confidence Ruler</b> Scale (1-10) to identify how ready they are for change; can start conversation about strengths, confidence and potential challenges; can help you adjust your approach to match their readiness</p>	<p><b>Normalizing</b> – Use when a parent expresses an opinion or a traditional belief or practice that has the potential to be unhealthy or harmful. Steps: identify belief, normalize it, provide new information/research, explore/ elicit.</p> <p><b>Explore &amp; Wonder</b> – Use when a parent may have missed cues from her/his infant or child.</p> <ul style="list-style-type: none"> <li>• State the behavior you are concerned about</li> <li>• Be curious....Ask the parent what this behavior means</li> <li>• Share what you think the behavior might mean</li> <li>• Ask the parent what s/he thinks</li> <li>• Ask if parent is willing to try it</li> </ul>	<p>EPE has similarities with both HFA strategies of Normalizing and Explore &amp; Wonder. One difference is that EPE starts with asking the parent if s/he wants to hear new information.</p>

## Stages of Change

These stages describe where a person is at in her/his thinking about whether or not s/he will change a behavior (e.g., smoking, drinking, spanking).

The stages of change are:

- Pre-contemplation (Not yet acknowledging that there is a need for change)
- Contemplation (Acknowledging that there is a need for change but not yet ready or sure of wanting to make a change)
- Preparation (Planning for change)
- Action (Changing behavior)
- Maintenance (Sustaining the change) and
- Relapse (Returning to old behaviors; this isn't failure but an opportunity to re-evaluate)

## Readiness/Confidence/Importance Ruler

This ruler can help assess a person's readiness for change. It can also help assess how confident the person is with making a change and how important the change is to them.

- Have the person choose a number between 0 and 10. Ask a question like:
  - “On a scale of 0 to 10, with 10 being very important, how important is it for you to make a change?”
  - “On a scale of 0 to 10, with 10 being very confident, how confident are you that you can make a change?”
  - “On a scale of 0 to 10, with 10 being very ready, how ready are you to make a change?”
- Ask questions to elicit change talk. Questions might include:
  - Why are you a (# they chose) and not a zero?
  - What would it take for you to move from a (# they chose) to (the next higher #)?
  - How will you know when it is time to think about making a change?

