

Washington WIC Connects – ENERGIZER



- **Summaries**

- *Consider this Energizer as a Nutrition Education In-service.*
- *Monthly nutrition in-services for para-professional CPAs require face-to-face contact. Please see the Policy and Procedure manual Volume 2, Chapter 14: Staffing for more information.*
- *Count time spent on this as Nutrition Education in the time study.*

Time: 20-30 minutes

Ideas for adapting this Energizer are provided on page 6. This includes information for shorter time frames, individual learning, or small groups.

Objective: Practice summarizing.

Instructions:

1. **Share** the following:
 - A. **Introduction** – Read an excerpt about summaries (see 1A on the next page).
 - B. **Warm-up – Find Your Partner** – Use this activity to begin the discussion. Staff will need their Participant Copy and a pen or pencil for taking a few notes.
 - C. **Content** – Read or ask a volunteer to read the content section. Share about summaries.
 - D. **Complete the warm-up** - create summaries of the stories that were shared in pairs.
2. **Lead the group in the Activity** – Practice Activity: Forming summaries. This activity can be done in pairs at a table. An alternate way to do this is to use the activity scenarios provided at the end of the Leaders Guide. Post these landscaped pages around the room, have people pair up, and take a walk to view each of the different scenarios. They may want to take paper and pen to take notes, or write their summaries. Time the activity so each pair has a few minutes at each scenario. Call time for them, or use music to let them know it is time to move to the next scenario.
3. **Lead the group in a facilitated discussion** using the *Facilitated Discussion Guide – Summaries*.
4. **Debrief and close** by bringing the whole group together. Ask a question about today's Energizer, such as: How do you see yourself using summaries? Thank the group for participating!
5. **Optional** - Additional activities are included. Feel free to substitute or add to the activities included in this Energizer.

1 A. Introduction:

Summaries are a special way of applying reflective listening. Although they can be used throughout a conversation, they are particularly helpful at transition points. For example, summaries are often helpful after someone has finished speaking or told a **story** or when an appointment is coming to an end. Summarizing helps to ensure that there is clear communication between the **speaker** and **listener**.

We are going to start with a warm-up activity. Each of you will tell a story and have a chance to be a speaker and a listener.

1 B. Warm Up:

Find Your Partner – For this activity, we will be working in pairs. Please find someone in the room that is wearing something similar to what you are wearing; it could be shoes, a piece of clothing, or even jewelry. You have one minute to find your partner. Pair up with this person.

In your pairs, decide who the listener is and who the **speaker** is. There are three questions* to choose from; in your pairs choose one to discuss.

“What is the story behind your name?”

“Describe the first time riding a bike (without training wheels).”

“What do you like to do on vacation or on a holiday?”

The speaker begins. The listener may want to write a few notes down as you listen. We will come back to the information you gather so your notes will help you remember what was shared. While you are listening, use **reflections** and **open-ended questions** to gather more information from the speaker.

→ *Allow about 2 minutes and have the partners switch.*

Please hang on to your notes; we will come back later to this activity after a brief discussion about summaries.

1 C. Content:

Using summarizing statements helps ensure we “get it all” from the participant. Summaries also help reinforce the information that has been discussed and lets the client know you’ve been listening carefully.

Summaries link together and reinforce information that has been discussed. This shows you’ve been listening carefully, and prepares the participant to tell you more. It also allows the participant to hear their own change talk (reasons to change).

***Note:** for a list of other questions that could also be used, see page 72 of the David R. Rosengren book; *Building Motivational Interviewing Skills –a practitioner workbook*.

Why summarize?

- ❖ Reinforces what the participant has said
- ❖ Shows you've been listening
- ❖ Allows participant to hear their thoughts about change
- ❖ Insures staff "got it all" or understands the participant's concerns
- ❖ Provides transition to further discussion

Key elements:

- ❖ Start with an introduction - "Let me see if I understand..."
- ❖ Capture both sides, starting with "cons" and end with "pros"
 - "On the one hand... **and** on the other hand..."
- ❖ Check for understanding – "Did I get it all?"

1 D. Complete the Warm Up:

Now that we have heard more about summaries, let's continue with our story telling activity. In your same pairs, practice summarizing what you heard about your partner's story. To help you, refer to your key elements list (page 2 in the Participant Copy). After you have shared your summaries, we will hear a sample.

→ Allow about 2 minutes and have the partners switch. Call time and ask for volunteers to share some of their summaries.

Thanks for sharing your summaries. Let's continue to practice with some scenarios.

2. Practice Activity: Forming summaries

Practice forming summaries using the scenarios below (or alternately- posted around the room). Create a summary to say to this participant at the end of your visit and then share it with a partner. Your statement can reinforce what the participant has said, shows you have been listening, and/or allows the participant to hear their change talk one more time before they leave.

- Allow time for people to practice and at the end of the activity ask for a sample of summary statements for each of the practice scenarios.

Practice example: (Leader reads this)

Jason, a 3 year old child is being recertified. During the appointment, the mom states she is so frustrated with her son's refusal to eat vegetables. She states: "When he was little, he liked all foods, but since he turned 3 he has decided anything vegetable-like is not going to touch his plate. I know vegetables are good for him. I wish he would just try them again."

*As nutrition educators, here is where we want to jump in with some ideas about what she should do. Instead of jumping in with our ideas, we want to use a summary to "check-in" and see if we understand or that we "got it all". A summary might sound like this:
Let me see if I got it all... Jason used to like to eat a wider variety of foods including vegetables. Now that he is a little older he is much pickier about what he eats. It's hard because you know vegetables are healthy and you wish he would just give them a try. Did I get it all?*

Now it's your turn to try these next ones on your own, in pairs, or trios. *Remember NO advice... ONLY summaries! *

1. Leila, a pregnant mom comes in for her New Certification appointment. As you begin to go through the Assessment Questions, you find out that Leila has another child who is just 11 months old. She says this pregnancy is very different because she doesn't have as much energy. She is not able to take her prenatal vitamin due to nausea. She wishes she could take her vitamin, because she feels she might have more energy for her 11 month old.

Your summary statement:

2. Shelley has a three-year old daughter, Althea. After weighing and measuring Althea, Shelley tells you she's very concerned her daughter is too thin. Shelley states: "Althea used to be really filled out and had a little tummy, but now she looks so thin, I can even see her ribs". During the Assessment Questions you mark the risk: Feeding Sugar-containing drinks because mom says Shelly often refuses to eat solids, but at least she drinks lots Gatorade and water. Mom works nights, so she is tired during the day, and the fewer arguments about food the better.

Your summary statement:

3. Traylinda is calling on the phone about her afternoon appointment for her WIC class. She states she is working this afternoon and can't make it to the class. She has a ride if she leaves in the next 30 minutes and she will have to be home quickly to get ready for work. She wants to know if you have an appointment for her before noon. She is willing to reschedule the class appointment and she needs her checks, since she is out of milk for her children.

Your summary statement:

4. Zeedra, a breastfeeding mom and 6 week old Zane are at their RC & CC appointment. Before you begin the assessment, Zeedra says: "My doctor really wants me to walk each day, and cut back on foods with salt. I had borderline high blood pressure while I was pregnant. At my check-up, he said it is still border-line. I know it is because I weigh more than I should, and I wish I could eat healthier. It is just so hard with a baby to find the time to take care of myself."

Your summary statement:

Call the group back. **Ask** for a sample of summaries.

3. Facilitated Discussion Guide – Summaries:

Use these questions, or use your own questions to guide your discussion:

→ What are your comments about this activity on summaries?

→ What could summaries do for your conversations with clients?

4. Debrief and close:

Ask a question about today's Energizer, such as: How do you see yourself using summaries?

Based on the answers, close with a summary: "Let me see if I got it all... you shared _____ and _____. I also heard that _____. Did I get it all?"

Thank the group for participating!

Additional activities for the Warm-up:

1) Pictures Tell a Story

- a. Provide magazines for clipping pictures. Allow a couple of minutes to clip pictures and have everyone put their pictures in the center of the table. Or to save time, clip pictures ahead of time choosing a variety of different types of pictures. Display the pictures in a place where staff can choose.
- b. Have staff pair up and each choose a picture from the center of the table that is meaningful to them.
- c. Allow 3 minutes for each person to share with their partner their reasons for selecting their picture. They may want to write down some key words, since you will be coming back after the content portion and asking them to summarize what they heard.

2) The Texture Tool

This is a tool that can also be used with clients. The instructions are located at Getting to the Heart of the Matter: <http://www.gettingtotheheartofthematter.com/downloads/texture-tool-instructions.pdf>

- a. Cut out a variety of fabric in different textures (soft, fuzzy, bumpy, velvety, rough, smooth, etc...) and offer them in a bag or a box.
- b. Ask staff to pick out a texture that describes a topic. For example, "Pick a texture that when you touch it – reminds you of something fun you did on the weekend." Or simply "Tell me why you picked that texture."
- c. In pairs, or in a circle, ask people to summarize what they heard.

Activities for individuals or small groups

1. Read this Energizer and work individually or in a pairs to complete the activities.
2. Read the Introduction and Content section of this Energizer. Focus on using summaries during client appointments and make a note about when summaries were a useful tool and why. Refer back to your notes to continue building your skills.
3. Read the Introduction and Content section of this Energizer. Read about Summaries in *Motivational Interviewing in Health Care – Helping Patients Change Behavior* by Stephen Rollnick, William R. Miller, Christopher C. Butler; Chapter 5: Listening; pages 74-75, 83-85.
4. Read the Introduction and Content section of this Energizer and in the book: **Building Motivational Interviewing Skills a practitioner workbook* by David B. Rosengren:
 - a. **Complete Exercise 3.10** (page 272-273) – Stuck in the Middle with You.
In this exercise Dr. Rosengren has you practice using the “ICAN” strategy.
 - Indicate there is a summary, and include
 - Change talk,
 - Ambivalence, and then ask about the
 - Next step.

Leila, a pregnant mom comes in for her **New Certification** appointment. As you begin to go through the Assessment Questions, you find out that Leila has another child who is just 11 months old. She says this pregnancy is very different because she doesn't have as much energy. She is not able to take her prenatal vitamin due to nausea. She wishes she could take her vitamin, because she feels she might feel better, and have more energy for her 11 month old.

Shelley has a three-year old daughter, Althea. After weighing and measuring Althea, Shelley tells you she's very concerned her daughter is too thin. Shelley states: "Althea used to be really filled out and had a little tummy, but now she looks so thin, I can even see her ribs." During the Assessment Questions you mark the risk: Feeding Sugar-containing drinks because mom says Shelly often refuses to eat solids, but at least she drinks lots of Gatorade and water. Mom works nights, so she is tired during the day, and the fewer arguments about food, the better.

A participant is calling on the phone about her afternoon appointment for her WIC class. She states she is working this afternoon and can't make it to the class. She has a ride if she leaves in the next 30 minutes and she will have to be home quickly to get ready for work. She wants to know if you have an appointment for her before noon. She is willing to reschedule the class appointment and she needs her checks, since she is out of milk for her children.

Zeedra, a breastfeeding mom and 6 week old Zooey are at their RC & CC appointment. Before you begin the assessment, Zeedra says: “My doctor really wants me to walk each day, and cut back on foods with salt. I had borderline high blood pressure while I was pregnant and at my check-up, he said it is still borderline. I know it is because I weigh more than I should, and I wish I could eat healthier. It is just so hard with a baby to find the time to take care of myself.”

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Staff Handout

Introduction

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Warm Up

Find Your Partner

1. Please find someone in the room that is wearing something similar to what you are wearing; it could be shoes, a piece of clothing, or even jewelry. You have one minute to find your partner.
2. In your pairs, decide who the **listener** is and who the **speaker** is. There are three questions to choose from; in your pairs choose one to discuss.
 - “What is the story behind your name?”
 - “Describe the first time riding a bike (without training wheels).”
 - “What do you like to do on vacation or on a holiday?”
3. The speaker begins. The listener may want to write a few notes down as you listen. We will come back later to the information you gather so your notes will help you remember what was shared. While you are listening, use **reflections** and **open-ended questions** to gather more information from the speaker.

Notes:

Content

Using summarizing statements helps ensure we “get it all” from the participant. Summaries also help reinforce the information that has been discussed and lets the client know you’ve been listening carefully. Summaries link together and reinforce information that has been discussed. This shows you’ve been listening carefully, and prepares the participant to tell you more. It also allows the participant to hear their own change talk (reasons to change).

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Complete the Warm-up

Activity

Practice forming summaries using the scenarios below. **Create** a summary to say to this participant at the end of your visit and then share it with a partner. Your summary can **reinforce** what the participant has said, show you have been **listening**, and/or allow the participant to **hear** their change talk one more time before they leave.

1. Leila, a pregnant mom comes in for her New Certification appointment. As you begin to go through the Assessment Questions, you find out that Leila has another child who is just 11 months old. She says this pregnancy is very different because she doesn’t have as much energy. She is not able to take her prenatal vitamin due to nausea. She wishes she could take her vitamin, because she feels she might have more energy for her 11 month old.

Your summary statement:

2. Shelley has a three-year old daughter, Althea. After weighing and measuring Althea, Shelley tells you she's very concerned her daughter is too thin. Shelley states: "Althea used to be really filled out and had a little tummy, but now she looks so thin, I can even see her ribs". During the Assessment Questions you mark the risk: Feeding Sugar-containing drinks because mom says Shelly often refuses to eat solids, but at least she drinks lots of Gatorade and water. Mom works nights, so she is tired during the day, and the fewer arguments about food, the better.

Your summary statement:

3. A client is calling on the phone about her afternoon appointment for her WIC class. She states she is working this afternoon and can't make it to the class. She has a ride if she leaves in the next 30 minutes and she will have to be home quickly to get ready for work. She wants to know if you have an appointment for her before noon. She is willing to reschedule the class appointment and she needs her checks, since she is out of milk for her children.

Your summary statement:

4. Zeedra, a breastfeeding mom and 6 week old Zane are at their RC & CC appointment. Before you begin the assessment, Zeedra says: "My doctor really wants me to walk each day, and cut back on foods with salt. I had borderline high blood pressure while I was pregnant. At my check-up, he said it is still border-line. I know it is because I weigh more than I should, and I wish I could eat healthier. It is just so hard with a baby to find the time to take care of myself."

Your summary statement:

3. Facilitated Discussion Guide – Summaries:

Use these questions, or use your own questions to guide your discussion:

→ What are your comments about this activity on summaries?

→ What could summaries do for your conversations with clients?

4. Debrief and close:

How do you see yourself using summaries?



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