



**AN INTRODUCTION TO:
EXPLORE, OFFER, EXPLORE
(Previously: Ask, Provide, Ask*)
A NUTRITION IN-SERVICE FOR STAFF**

“I am always ready to learn although
I do not always like being taught.”
~Winston Churchill

Note: Since this in-service was written, the terminology has changed. **Explore, Offer, Explore is more reflective of the conversation with the participant. We hope you will find this in-service helpful as you **explore** with your clients what they already know, **offer** information in a neutral, non-judgmental way, and **explore** their thoughts, feelings, or reactions to the information.*



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A lesson on the Explore, Offer, Explore format of offering education.

Who: Participants: WIC Staff, range of 2-15 participants with a varying degree of maternal, infant and child nutrition knowledge and WIC experience.
Leader: WIC RD/Nutritionist

Why: When clients are given the opportunity to talk about their needs and what they already know, they are more receptive to information. Change begins when WIC staff explore with clients about their motivation to change.

When: A monthly in-service that is designed to be 30 to 60 minutes - depending on the discussion and the number of staff attending.

Where: The session was designed for a WIC classroom, meeting room or large office depending on the size of the group.

What: By the end of this session staff will have:

- Reviewed the Explore, Offer, Explore format of providing education.
- Brainstormed potential Explore questions.
- Practiced Explore, Offer, Explore.

Materials Needed: Flip chart, easel, paper and markers
Scenario Cards (copied and cut out – attached) (Part 5)
Copies of:

- Explore, Offer, Explore In-service *Participant Copy*
- Explore, Offer, Explore In-service *Feedback Form*

Background For further review and consult:

Reading for Leaders: “The Heart of Behavior Change” by Steven Malcolm Berg-Smith, MS.

A copy of the session handout Heart of Behavior Change is available from the Washington WIC website: <http://www.doh.wa.gov/cfh/WIC/materials/clinic/heart-of-change.pdf> (note, this handout still uses “Ask, Provide, Ask”; consider writing: Explore, Offer, Explore on page 7 as a reminder about the newer words).

- How:**
- Schedule in-service.
 - Review background information.
 - Review in-service *Leader Copy* (*italicized print indicates leader speaking*).
 - Prepare materials needed.
 - Have fun!

Introduction / Warm-Up

3 minutes

Welcome! I will be the leader for this month's nutrition training. I encourage all of you to participate. Together we can explore our topic and discover strategies to support our WIC clients.

By the end of this session you will have:

- *Reviewed the Explore, Offer, Explore format of providing education.*
- *Brainstormed potential questions.*
- *Practiced Explore, Offer, Explore.*

Please divide into pairs.

When you hear and read this; "People are more likely to try on new behaviors that they choose, than those they are told to do," what does it bring to mind?

Take a few minutes each to tell a partner how you feel when you are told to do something. How does this compare to when you are asked your own thoughts?

Part 1

5 minutes

Introduction to Explore, Offer, Explore

Explore, Offer, Explore was an educational method presented by Steven Malcolm Berg-Smith at the Washington State WIC conference.

As I read this outline of Explore, Offer, Explore consider how using "Explore, Offer, Explore" is similar and different from your current approach to nutrition education.

Explore: Explore what the client already knows, or would like to know.

- *What are some things you already know about _____?*
- *What have you heard about _____?*
- *What concerns do you have about _____?*
- *When it comes to _____, what would be most helpful to know more about?*

Offer: Offer information in a neutral, nonjudgmental manner.

- *The WIC program suggests.....*
- *The American Academy of Pediatrics recommends.....*
- *Other parents have found.....*
- *What we generally recommend*

Explore: Explore about the client's thoughts, feeling, and reactions.

- *What do you think about this information?*
- *Based on these ideas, what could you see yourself doing?*
- *In terms of _____, what concerns you the most?*
- *If you made a change in this part of your life, how might that be a good thing?*

In pairs, review the Explore, Offer, Explore information above. Take three minutes to name some similarities and differences to the way you currently offer education. We will hear a sample of your findings.

Wait three minutes. Hear some of the groups' responses.

Part 2	10 minutes
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Explore

Together let's review some information about the first "Explore" in Explore, Offer, Explore.

The first "Explore" is to find out what the client knows, what the client wants to know, and if it is o.k. to offer information.

It is important to LISTEN and AFFIRM the client's response to the Explore. Make sure you have listened to the client's response before you move on to the Offer.

Here are some potential Explore questions for the topic of breastfeeding benefits:

- *What experience have you had so far with breastfeeding?*
- *What have you considered as reasons for you to breastfeed?*

Divide into groups of three. Brainstorm potential Explore questions for one of the following WIC topics. Write your "Explore" questions on sheets of paper, one "Explore" question per sheet. You have three minutes. Please begin.

Topic Ideas:

- *Benefits of Breastfeeding*
- *1% or non-fat milk vs. 2% or whole milk*
- *Low Hemoglobin*
- *Exercise*
- *Fruit and vegetable intake*
- *Other WIC topics*

Call groups in.

Now, check your questions:

Does each question invite a response from the client about what he/she knows?

If not, change it to be more effective.

Remember, we are preparing ourselves and the client to offer and hear the answer to: "What is relevant and immediately useful for this person right now?"

Please take a few minutes to make any adjustments to your questions.

Wait a few minutes. Invite groups to stick their questions on the wall (or flip charts) Review "Explore" questions posted. Invite the group to make comments and modify (*How could we make these even stronger?*).

After the in-service, type up the collection of "Explore" questions and offer to participants.

Part 3**5 minutes****Offer**

Please follow along as we read this information on offering information.

Offer:

The "Offer" portion is where you can offer information to address the client's response to the "Explore" question. To be effective the information must be offered in a neutral and non-judgmental manner. It requires that you have fully listened to the client and respond to what the client desires to hear more about. Be aware, it may be difficult to "leave your own agenda" behind! It may be useful to frame your response with information about where the recommendation is coming from. Examples include;

The American Academy of Pediatrics recommends...

The WIC program encourages...

I've heard from other parents that...

Others have benefited from...

I just read a study that found...

What questions do you have about the "Offer"?

Part 4**10 minutes****Explore**

Who would like to read the information about the final "Explore"?

The final "Explore" is to see what your client thinks and feels about the information

offered.

It is helpful to use conditional words rather than concrete words. For example use; might, consider, or perhaps in place of should, must, or need to.

Check for clarity.

- *What about the information I offered is not clear?*
- *What more can I tell you?*

Invite a decision from the client about the information.

- *How might _____ be helpful to you / your child?*
- *What parts of (the recommendation or ideas) are important to you?*
- *Which of these health benefits would be good for your family?*

Encourage action.

- *What would have to happen to make this work for you?*
- *What next step can you consider yourself taking?*
- *What changes, if any are you thinking about making?*

Again in your trio groups, return to your topic and brainstorm your last "Explore" questions. Create at least one question for each of the three areas; Clarity, Decision-making, and Action.

You have four minutes.

Call groups in.

Who would like to share their final "Explore"?

Part 5

15 minutes

Practice Using Explore, Offer, Explore

Now let's practice using Explore, Offer, Explore.

Divide up into new groups of two.

Decide who will be the client and who will be the WIC staff.

Pass around sets of scenario cards, each group gets a set.

Look through your scenario cards. Select one. Share the information with your partner.

Role-play the scenarios on the cards.

Practice using Explore, Offer, Explore. You have five minutes.

Circulate during the exercise. Offer assistance to pairs that are struggling or have questions.

If time allows, have participants switch roles and choose a new card.

At end of the activity explore:

Now that you have practiced, what questions do you have?

Which aspects of Explore, Offer, Explore will be most useful in your work with clients?

What will you do when you get back to your desk to help you implement this practice?

Closing

1 minute

Thanks for participating today. We heard some great discussion and ideas that will help us to better serve our WIC clients.

Please fill out a Feedback Form – your input is greatly appreciated.

Collect Feedback Forms.

Make any notes you have as a leader.

Review participants' Feedback Forms.

Document this training.

A lesson on the Explore, Offer, Explore format of offering education.

Learning Objectives

By the end of this session you will have:

- Reviewed the Explore, Offer, Explore format of providing education.
- Brainstormed potential questions.
- Practiced Explore, Offer, Explore.

Please divide into pairs.

When you hear and read this; “People are more likely to try on new behaviors that they choose, than those they are told to do,” what does it bring to mind?

Take a few minutes each to tell a partner how you feel when you are told to do something rather than being asked about your thoughts. Then compare that to how it feels when you are asked.

Part 1

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- What do you think about this information?
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In pairs, review the Explore, Offer, Explore information above. Take three minutes to name some similarities and differences to how you currently offer education. We will hear a sample of your findings.

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Explore

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If not, change it to be more effective.

Remember, we are preparing ourselves and the client to offer and hear the answer to: “What is relevant and immediately useful for this person right now?”

Please take a few minutes to make any adjustments to your questions.

Then, post your questions.

Part 3

Offer

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Explore

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Practice Using Explore, Offer, Explore

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Practice using Explore, Offer, Explore. You have five minutes.

Which aspects of Explore, Offer, Explore will be most useful in your work with clients?

What will you do when you get back to your desk to help you implement this practice?

Closing

Thanks for participating today.

Please fill out a Feedback Form - your input is greatly appreciated.

Explore, Offer, Explore Scenarios

(Copy and cut out)

<p>You see a client who has come to the clinic with four prepared bottles of formula in the diaper bag. What Explore, Offer, Explore could be used to discuss appropriate formula storage?</p>	<p>A client is talking to you and the baby drops the pacifier on the floor. Mom “cleans” the pacifier off in her own mouth. Using Explore, Offer, Explore discuss germ transfer from adult to baby.</p>
<p>A pregnant client continues to smoke during her pregnancy. Practice using Explore, Offer, Explore to talk about smoking during pregnancy.</p>	<p>A breastfeeding mom says that she needs to start offering formula to supplement baby’s eating because she is hungry all the time. Practice Explore, Offer, Explore to pursue breastfeeding concerns with mom.</p>
<p>A mom complains that her child is a picky eater. Use Explore, Offer, Explore to explore picking eating.</p>	<p>A dad brings his 6 month old son to WIC very proud that he has started solid foods and “just loves McDonald’s French fries.” What Explore, Offer, Explore could be used to discuss introduction to solids?</p>
<p>A parent is concerned about her children’s lack of physical activity. Mom and dad are at work all day and babysitter lives in an unsafe neighborhood.</p>	<p>A pregnant woman has decided not to breastfeed because her husband is adamantly against it.</p>

