

Washington WIC Connects – ENERGIZER



– *Reflecting*

- *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 5 & 6. This includes information for shorter time frames, individual learning, or small groups.*

Objective: Practice simple and deeper reflections

Instructions:

1. **Share** the following:
 - A. **Introduction** – Read an excerpt about reflective listening (see below). **Provide an opportunity** for staff to share their thoughts.
 - B. **Content** – Read or ask a volunteer to read the content section. Share about simple and deeper **reflections**.
2. **Lead the group in the Activity** – Practice Activity: Forming reflections (sections A, B, & C).
3. **Lead the group in a facilitated discussion** using the **Facilitated Discussion Guide – Reflections**.
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 reflections? 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:

Reflections are one of the WIC Connects active listening skills. You might recognize it as the “R” in OARS (Open-ended questions, Affirmations, Reflections, and Summaries).

Listen as I **read** about reflecting. **Circle** or **underline** what surprises you, is useful, or meaningful for the work you do each day. We will **hear** your comments.

To do reflective listening, you must listen to the client, hear the words accurately, and then form a theory about (literally reflect on) what the client means to be able to say it back in somewhat different words. You reflect those “different words” back to the client, and then something interesting happens. The client either confirms or rejects your ideas. The client

either says, in essence, “Yes, that’s right” and continues to elaborate, or “No, that’s not quite right” and continues to elaborate. There’s no penalty for guessing wrong here. Either way the client is likely to tell you more, as long as you reflect in somewhat different words.*

*Adapted from the book *Motivational Interviewing in Health Care – Helping Patients Change Behavior* by Stephen Rollnick, William R. Miller, Christopher C. Butler.

Allow about 3-5 minutes to **hear** comments from the group.

Thank the group for commenting.

Now let’s turn to hearing more about types of reflections.

1 B. Content:

A reflection is a brief response that lets the speaker know you’ve been listening and helps you check your understanding of what is being said or the emotion behind it.

Simple reflections

- ❖ Repeating or rephrasing what the person says in similar words

Deeper reflections

- ❖ Paraphrasing: making a guess to the unspoken meaning
- ❖ Reflecting a feeling: a paraphrase that emphasizes the emotional dimension through feeling statements

To develop deeper reflections, ask yourself these questions:

- What do I think she means?
- Why might this be important to her?
- What might she be feeling about this?
- What might he be trying to say that isn’t coming out?

Examples of reflections:	
“It sounds like you...”	“So you....”
“You’re feeling...”	“You feel that....”
“So you’re saying that...”	“You’re wondering if...”

➤ Consider the difference between reflecting and responding.

Listen as I read this scenario:

“Boy, am I tired! I was up all night with the baby. I am breastfeeding and I think I need formula because the baby is hungry all the time.”

- What is a **response** for this scenario?

(Leader: responses might be information about breastfeeding: “Breastfed babies eat often. Have you tried napping when the baby naps?” or information about

formula feeding: “WIC wants you to keep breastfeeding. Formula and bottles will be one more thing to do and you are already tired.”)

- What is a **reflection**?

(Leader: reflections might be reflecting a feeling, “You are worried your baby isn’t getting enough to eat.” Or para-phrasing, “You’re so tired and your baby is hungry all the time.”)

- Was your first thought to respond with information, education, or suggestions?
- How might reflecting vs. responding change the conversation?

2. **Practice Activity:** Forming reflections

- A. This next activity is in 3 sections – A, B, & C. Work individually or in pairs. For this section practice para-phrasing or forming simple reflections, based on the statements below. Use the information on page 1 in your copy to help you as you form reflections. Stop at the end of Section A and we will hear a sample of what you wrote.

“I make him sit at the table until he eats his vegetables.”

Your reflection:

“I really tried to get here on time, but my car wouldn’t start.”

Your reflection:

“I’m afraid that I will get fat with this pregnancy.”

Your reflection:

“I hope my appointment doesn’t take too long, I’m in a hurry.”

Your reflection:

Pause and hear a sample.

- B. Working individually or in your same pairs **read** the questions below and **think** about each situation.

1) *Your client is pregnant with her third baby. She attempted to breastfeed with her two previous children, but had to stop both times due to severe mastitis. When asked about how she plans to feed her baby, she responds, “I just can’t breastfeed.”*

- ❖ **What do I think she means?**

- 2) *You just learned that your pregnant client is extremely modest and is planning on going back to work shortly after the baby arrives. When asked about how she plans to feed her baby, she responds, "I need to give formula so I can go back to work."*
 - ❖ **Why might this be important to her?**

- 3) *Your client is 8 months pregnant and is looking really tired. While you are talking with her, her toddler is running around the room. When asked about how she plans to feed her baby, she sighs and responds, "I'm tired and breastfeeding seems impossible right now."*
 - ❖ **What might she be feeling about this?**

- 4) *Your pregnant client is sitting in your office with her husband. When asked about how she plans to feed her baby, her husband starts shaking his head and your client blushes and responds, "I just can't breastfeed."*
 - ❖ **What might she be trying to say that isn't coming out?**

Pause and hear a sample.

C. Now, let's take those same situations to practice **writing** deeper reflections based on your answers to the above questions. Deeper reflections describe the feeling and can lead to a deeper understanding. There are no wrong answers, you are forming a theory and taking a guess. When you are done, we will hear a sample.

- 1) *Your client is pregnant with her third baby. She attempted to breastfeed with her two previous children, but had to stop both times due to severe mastitis. When asked about how she plans to feed her baby, she responds, "I just can't breastfeed."*
 - ❖ **Your deeper reflection:**

- 2) *You just learned that your pregnant client is extremely modest and is planning on going back to work shortly after the baby arrives. When asked about how she plans to feed her baby, she responds, "I need to give formula so I can go back to work."*
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4) *Your pregnant client is sitting in your office with her husband. When asked about how she plans to feed her baby, her husband starts shaking his head and your client blushes and responds, "I just can't breastfeed."*

❖ **Your deeper reflection:**

Pause and hear a sample.

3. Facilitated Discussion Guide – Reflections:

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

1. What are your comments about this activity on reflections?

2. What could reflections 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 reflections?

Thank the group for participating!

Activities that can be completed individually or in a small group

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 reflections during client appointments and make a note about when reflections were a useful tool and why. Refer back to your notes to continue building your reflective listening skills.
3. Read the Introduction and Content section of this Energizer. Read about Reflective Listening in *Motivational Interviewing in Health Care – Helping Patients Change Behavior* by Stephen Rollnick, William R. Miller, Christopher C. Butler; Chapter 5: Listening.
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 3.2** (page 41) – Watching for Listening. In this exercise Dr. Rosengren has you tune your ear for listening by choosing a TV or radio program where a host interviews guests. Several questions guide you to listen and observe the host’s interaction with a guest.
OR
 - b. **Complete Exercise 3.3** (page 42) – Hypothesis Testing and the Formation of Reflections.
A written exercise for practicing reflective listening.
5. Read the Introduction and Content section of this Energizer. View a YouTube video on Motivational Interviewing. Search for Motivational Interviewing and look for a video to view. Watch for Open-ended Questions, Affirmations, **Reflections**, and Summaries.

* If you do not have a copy of Dr. Rosengren’s book in your clinic contact the state WIC office, ask for a WIC Connects team staff person, and we will mail you a copy.

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➤ **Consider the difference between responding and reflecting.**

Listen as I read this scenario:

“Boy, am I tired! I was up all night with the baby. I am breastfeeding and I think I need formula because the baby is hungry all the time.”

- What is a **response** for this scenario?
- What is a **reflection**?
- Was your first thought to respond with information, education, or suggestions?
- How might reflecting vs. responding change the conversation?

2. Practice Activity: Forming reflections

A. Work individually or in pairs. **Practice** para-phrasing or forming simple reflections based on the statements below. **Use** the information on page 1 to help you. **Stop** at the end of Section A and we will **hear** a sample.

“I make him sit at the table until he eats his vegetables.”

Your simple reflection:

“I really tried to get here on time, but my car wouldn’t start.”

Your simple reflection:

“I’m afraid that I will get fat with this pregnancy.”

Your simple reflection:

“I hope my appointment doesn’t take too long, I’m in a hurry.”

Your simple reflection:

B. Read the questions below and **think** about each situation.

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❖ **What do I think she means?**

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❖ **Why might this be important to her?**

3) *Your client is 8 months pregnant and is looking really tired. While you are talking with her, her toddler is running around the room. When asked about how she plans to feed her baby, she sighs and then responds, "I'm tired and breastfeeding seems impossible right now."*

❖ **What might she be feeling about this?**

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1. What are your comments about this activity on reflections?

2. What could reflections do for your conversations with clients?

4. Debrief and close:

How do you see yourself using reflections?



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This institution is an equal opportunity provider.
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For persons with disabilities, this document is available on request in other formats.
To submit a request, please call 1-800-841-1410 (TDD/TTY 711).