

PARTICIPANT-CENTERED NUTRITION ASSESSMENT

Staff Activity: Finding Strengths

Thank you for attending the webinar. Here's an activity to help apply the content.

Note: There are two options for conducting this activity. The first is a partner activity conducted via phone. The second is a facilitated activity for an in-person group. Both options are included here.



**OPTION 1: Partner Activity**

1. With a partner, spend a few minutes discussing a) what strength-based assessment means to you, b) some challenges of a deficiency-based assessment, and 3) strategies to prevent a deficiency-based assessment.
2. Quickly review the *List of Strengths* on page 3. Circle 2-4 of your biggest strengths.
3. Write down one health-related behavior you would like to modify (i.e., to initiate, increase, decrease, or stop).
4. Take turns conducting an interview with your partner:
 - Ask your partner what behavior they would like to modify.
 - Take a few minutes to ask open-ended questions to assess and evoke your partner's strengths (including character strengths, aspirations, goals, knowledge, skills, family support, resources, etc.)
 - Practice using reflective listening or affirmations after each response before moving to the next question.
 - Probe further with follow-up questions if necessary.
 - Ask questions you feel are appropriate to draw out strengths.
 - Summarize what you heard from your partner.
5. After both partners have had a chance to complete an interview, discuss the process and any issues that came up. Discuss how aspects of this exercise could be helpful with WIC participants.

Notes:

- ✓ As part of the interview, ask your partner to share which strengths they circled. Ask them to share how these strengths will help them to achieve their goals.
- ✓ Avoid giving advice or information sharing. Your partner may discuss plans or steps to achieve their goal. If this happens, affirm or reflect their plans and continue with the assessment or summarize if appropriate.

Sample questions: (Choose a few questions below or create your own questions)

- What are some of the reasons this change is important to you?
- How confident are you in making this change on a scale of 1 to 10 where 1 is not confident and 10 is very confident?
 - Why did you choose this number and not [a lower number]
 - What would it take to move you to [a slightly higher number]
- When you are [doing the behavior] regularly, how will you feel?
 - What will be different for you?
- [If initiating a behavior] What types of things would you need to begin?
- Who can help you with this?
- What resources do you have in your community or at home to help you with this?
- Tell me more.
- What strengths did you circle on your *List of Strengths*? How can these strengths help you achieve your goals?
- What talents or skills do you have that will help you achieve your goals?



LIST OF STRENGTHS

Action-Oriented	Curious	Generous	Responsible
Adaptable	Dependable	Good-Looking	Self-Controlled
Adventurous	Determined	Helping	Sincere
Analytical	Disciplined	Inspiring	Speaking skills
Artistic	Easy Going	Intelligent	Spontaneous
Authentic	Educated	Leadership	Social / People Skills
Caring	Empathetic	Logical	Strategic Thinking
Cheerful	Emotionally Intelligent	Motivated	Studious
Clever	Energetic	Observant	Team-Oriented
Compassionate	Entertaining	Optimistic	Thoughtful
Charming	Fast	Open-Minded	Trustworthy
Communicative	Flexible	Organized	Visionary
Confident	Focused	Outgoing	Warm
Courageous	Friendly	Patient	Willpower
Creative	Funny	Precise	Wisdom

**OPTION 2: Facilitated Group Activity**

1. Prior to the activity, print enough of the *List of Strengths* for everyone participating in the activity.
2. Prior to the activity, write the following sample questions on a flip chart or white board.
 - What are some of the reasons you would like to do this?
 - How confident are you in making this change on a scale of 1 to 10 where 1 is not confident and 10 is very confident?
 - Why did you choose this number and not [a lower number]
 - What would it take to move you to [a slightly higher number]
 - When you are [doing the behavior] regularly, how will you feel?
 - What will be different for you?
 - [If initiating a behavior] What types of things would you need to know to begin?
 - Who can help you with this?
 - What resources do you have in your community or at home to help you with this?
 - Tell me more.
 - What strengths did you circle on your List of Strengths?
 - How can these strengths help you achieve your goals?
3. To start, facilitate a discussion around a strength-based WIC assessment. Some questions could include:
 - What does a strength-based assessment mean to you?
 - In your opinion, what makes a deficiency-based assessment less effective?
 - What tips would you give another CPA for conducting a strength-based assessment?
4. Pass out the *List of Strengths* on page 3. Ask each person to take a couple of minutes to review the list and circle 2-4 of their biggest strengths.
5. Ask each person to write down one health-related behavior they would like to modify. This can mean something they would like to start, or stop, or do more or less of, etc. Health-related behaviors could include behaviors around nutrition and eating, physical activity, or stress-reduction.
6. Separate the group into pairs. Explain the directions for the partner interviews:
 - Each person will get a chance to play the role of the interviewer.
 - The interviewer will first ask their partner to tell them what behavior they would like to modify.
 - The interviewer will then take a few minutes to ask open-ended questions to assess and evoke their partner's strengths. These could include character strengths, aspirations, goals, knowledge, skills, family support, resources, etc.
 - Practice reflective listening or affirming if appropriate before moving on to another question. If necessary, the interviewer should ask follow-up questions to probe further after an initial question.
 - Explain that interviewers can choose their own questions to elicit strengths or use some of the examples on the flip chart (which are not in any particular order).
[Note: Another option is to ask the group to review the list of questions and add additional examples before beginning the interview].



- As part of the assessment, the interviewer should ask their partner to share which strengths they circled and how these strengths could help them achieve their goals.
 - The interviewer will conduct the assessment for approximately five minutes. When they feel that the discussion has reached an end, the interviewer will summarize what they have heard from their partner.
 - Ask the group to refrain from giving advice or information sharing. Their partner may discuss plans or steps to achieve their goal. If this happens, they could affirm or reflect their plans and continue with the assessment or summarize if appropriate.
7. When the first interview is complete, the pair should switch places and repeat the process.
 8. When interviews are complete, bring the group back together. Facilitate a debrief discussion around the process and any issues or challenges that came up. Ask how aspects of this exercise could be helpful with WIC participants?