Freedom From Smoking
for
You and Your Baby

Facilitator Training Handouts

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Training Objectives:

- Describe how the FFS for You and Your Baby is designed to support individuals in making a challenging health and lifestyle behavior change.

- Identify and demonstrate factors that motivate and empower smokers to attempt behavioral change.

- Demonstrate facilitation skills

- Demonstrate communication skills
CHARACTERISTICS OF THE FOUR STAGES OF BEHAVIORAL CHANGE

HANGING ON

LETTING GO

STARTING OVER

RESTABILIZING
CHARACTERISTICS OF THE FIVE STAGES OF BEHAVIORAL CHANGE

PRECONTEMPLATION

CONTEMPLATION

PREPARATION

ACTION

MAINTENANCE and RELAPSE PREVENTION

* Prochaska and DiClemente
The 5 A’s

ASK: At every visit, ASK if the client is currently smoking or using tobacco in any form. If yes, document amount of usage.

ADVISE: Provide clear, strong, personalized advice on the dangers of tobacco use and the benefits of quitting for themselves and for the developing baby.

ASSESS: Ask if the client is willing to make a quit attempt at this time. Listen to the response and evaluate readiness to quit based on the “Stages of Behavioral Change”.

ASSIST: For the client willing to make a quit attempt, develop a personalized action plan for quitting tobacco use.

ARRANGE: Schedule follow-up contact in person or by phone or make referrals to smoking cessation group programs.
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5 A’s INTERVENTION
and STAGES OF BEHAVIORAL CHANGE

ASK
Identify and document tobacco use status for every patient

ADVISE
In a clear, strong and personalized manner, urge every tobacco user to quit

ASSESS and ASSIST
Determine stage of behavioral change and take appropriate action

Precontemplation: personalize risk factors, offer information on how to quit, discuss past attempts, offer empathy, build the relationship

Contemplation: strongly advise quitting, discuss risks and benefits, offer information on how to quit, acknowledge barriers and explore solutions

Preparation: reinforce decision to quit, encourage efforts, complete a personalized plan for quitting, discuss barriers and possible solutions

Action: congratulate, review progress, review plan, any problems, and assess need for changes, and congratulate, congratulate, congratulate

Maintenance and Relapse Prevention: congratulate and reinforce change, Review and discuss effective strategies, discuss potential relapse situations

ARRANGE
Identify a support network and make arrangements for follow-up contacts
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The 5 R’s

(For clients unwilling to attempt to quit tobacco use. The 5 R’s work toward building motivation for quitting.)

RELEVANCE: Encourage the client to indicate why quitting tobacco use is personally relevant.

RISKS: Ask the client to identify potential negative consequences of tobacco use for themselves and for the developing baby.

REWARDS: Ask the client to identify potential benefits of quitting tobacco use for themselves and for the developing baby.

ROADBLOCKS: Ask the client to identify barriers to quitting tobacco use.

REPETITION: Motivational intervention should be repeated at every follow-up visit.
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LOVE LEARNING WITH “R A P”

“R A P” CHARACTERISTICS

R REAL
A ACTIVE
P PARTICIPATORY
PRIVATE WRITING TIME: Clients keep a personal diary and take time to privately answer questions, describe feelings and assess behaviors.

BRAINSTORMING: Generates ideas. The focus is on the quantity of ideas with the results being a wide range of ideas – some crazy, some helpful. From the list, a person can evaluate and prioritize ideas.

ROLE PLAY: Facilitator talks through a situation and then demonstrates by taking one of the roles and the client another.
COMMUNICATION: INTERNAL

ACTIVATING EVENT:

YOUR THINKING:

YOUR RESPONSE:

CHANGE YOUR THINKING TO MANAGE YOUR STRESS

Stop and ask any of the following questions to help you stop “making mountains” and help you manage feelings and behaviors in response to stressful “activating events”.

1. Most situations have a good side – what am I overlooking?
2. Is my thinking helping me or hurting me?
3. What needs to be done? Am I the one to do it?
4. How can I handle this in a way that will help me?
5. What is the worst that can happen?

POSITIVE SELF-STATEMENTS

Substitute positive self-statements to help think more calmly and better handle stress situations.

1. Relax. I can calm down with a slow deep breath.
2. I can handle this. Take one step at a time.
3. I can do it!!
4. I can choose how I want to feel and act in this situation.
5. Tough times don’t last. Tough people do!
6. Look for all the possible solutions.
7. Look on the positive side.
8. This too shall pass.
10. I can get support, advice and help if I need it.
1. VOICE
Strive for a friendly tone that communicates patience, cooperation, flexibility and a willingness to hear questions and comments. An impatient or reprimanding voice tone, can spark resistance and resentment.
REMEMBER:_____________________________________________________
________________________________________________________________

2. FACIAL EXPRESSION
People will "listen to your face", so smile! If your face shows enthusiasm and openness your “audience” is likely to respond with interest and involvement. When listening, an attentive facial expression and nod of the head lets the person know you have heard and encourages them to continue.
REMEMBER:_____________________________________________________
________________________________________________________________

3. EYE CONTACT
Maintain eye contact frequently to connect with your “audience”. This enable you to pick up on confusion or bored expressions that you will need to address in order to progress. Don’t stare or glare!
REMEMBER:_____________________________________________________
________________________________________________________________

4. POSTURE
Relax and set a positive tone. Slouching sends a message that what you have to say isn’t important. Rigidity creates tension and conveys “I’m the expert – don’t question.
REMEMBER:_____________________________________________________
________________________________________________________________

5. GESTURES
Use of hands and arms can add emphasis and support to words. Too often or too sweeping can be distracting.
REMEMBER:_____________________________________________________
________________________________________________________________
COMMUNICATION: NONVERBAL

“BODY LANGUAGE” CLIENT CLUES

SILENCE:

HARD TO HEAR VOICE:

NO EYE CONTACT:

FINGER TAPPING:

CLENCHING FISTS:

STARING/GLARING:

DOODLING:
COMMUNICATION: VERBAL

1. **Convey Information:** State essential points. Summarize and restate often. “In other words….” Or “Another way of putting it….”

2. **Clarify and elaborate:** Define terms. Use examples to clear confusion and reinforce.

3. **Listen:** Respond and acknowledge their comments, reactions and questions in a way that expresses interest, understanding and support.

4. **Restate:** Organize and reword what the person has said. This conveys that you are listening and understanding what is being said and checks for accuracy.

5. **Reinforce:** Don’t forget praise. It is one of the most powerful leadership tools. People are motivated to keep going when it is confirmed that they are “on the right track.”

6. **Question:** Often your success is in inverse proportion to the amount of talking done. Good facilitators need to be able to think on their feet and ask spontaneous, probing questions based on discussions.

   **Questions:** Encourage participation
   Check for understanding
   Find out what a person is thinking and encourages deeper thinking
   Ensure that all options are considered
   Help evaluate new information or concepts
   Clarify issues and helps develop solutions

Four types of questions:

- **Open:**

- **Direct:**

- **Reverse:**

- **Referral:**
PUTTING COMMUNICATION SKILLS TO WORK:

The following are statements made by people considering quitting smoking. They represent common attitudes and concerns. Respond to each using the communication skills previously discussed.

1. “I’ve tried quitting before. After 2 or 3 days, I get so jittery I have to smoke. I wonder if it’s worth trying again.”

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. When you talk about the Rating and Recording sheets, you hear…..”I can’t see me doing all this stuff. I don’t have triggers –I just smoke when I feel like it. I can concentrate on just resisting.”

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. A week after Quit Day, the person wants to give up saying “There’s no way I can hold out when all my friends are smoking. I feel like I’m not a part of the gang anymore”.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

4. “This is a lot of phooey! Relaxation isn’t going to make me quit.”

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

5. My mother smoked when she was pregnant with me and I didn’t have any problems.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Facilitation is the art of making human interaction easier and obtaining the best results for each.

1. Use humor! Positive humor reduces tension, opens up communication and allows “connection”. Avoid “put down” humor.

2. Stress the positive attributes and ideas of every person.

3. Don’t label or stereotype. People can and do change.

4. Respond with empathy to even the most troublesome client. This may take the form of reflective listening….”It sounds like you are struggling….” Or “I understand you are saying…..”.

5. Use questions to give different perspectives to a specific problem or issue. When individuals realize that they are not alone in confronting a problem, they often feel empowered to take action and supported.

6. Say to yourself, “Challenges are good.” What information can I relate that would be of benefit in this situation?

7. Remember this person does not come to the clinic just to annoy you. Try to help identify the real problem. It is often different from what is being said. For example, “It sounds as if quitting smoking is pretty fearful for you. Could it be that you are experiencing doubts about…………….?”