



Module Five

INCREASING CONFIDENCE TO CHANGE

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Identifying
barriers and
facilitators to
change

Module 5 - Topic 1

Roadblocks along the way to change are normal

Can stall or derail your clients progress towards their goal.

Anticipate barriers

Have a plan to get past them

Confidence = self efficacy



Common barriers and obstacles that can get in the way of progress towards a goal:

External

- Physical environment
- Social environment
- Financial Environment

Internal

- **Mindset**- thoughts, beliefs, habits
- Knowledge and skills
- Time

A lack of 'what if' plans



Barriers -
make change
difficult

Facilitators-
make change
easier

External
environment
influences:
Physical
Social
Financial



Physical Environment

Access and availability - Well lit walking paths, gyms

Visibility /Visual cues - lolly jar vs fruit bowl

Convenience eg fridge or microwave to store and heat food at work?

Situational Cues - Snacks on the couch



Physical Environment- strategies

Audit the home or workplace and create environments that support change.

How could clients change their physical environment to make it easier to change?

What triggers they could remove?

What could they put in place to make success more likely?

Brainstorm regular or upcoming social situations



Social Environment

Some people will help clients to succeed in their health behaviours, while others may hold them back.

Cheerleaders: Who will be supporters/facilitators of the new behaviour?

Saboteurs: Who will enable the unhealthy behaviours?

Which social situations are triggers?



Social Environment- strategies

Increase facilitators:

Connect clients to people/groups who have made the change

Evaluate social network to assist with choosing when and how to spend time with others

What negotiations will they need to be successful?

Assist client to create a plan for social support -who is or would be supportive?



Financial Environment

Barrier:

Belief that nutritious food, gyms and visiting health professionals is expensive.

Facilitator:

Options for affordable healthy eating, access to community healthcare, free or low cost community initiatives e.g walking groups.

Strategies:

If appropriate, discuss financial situation and brainstorm strategies to make change easier if budget is a concern and affecting confidence

Audit current spending- how much could they save by not buying lunch/coffee/alcohol



Internal influences: Skills Knowledge Mindset

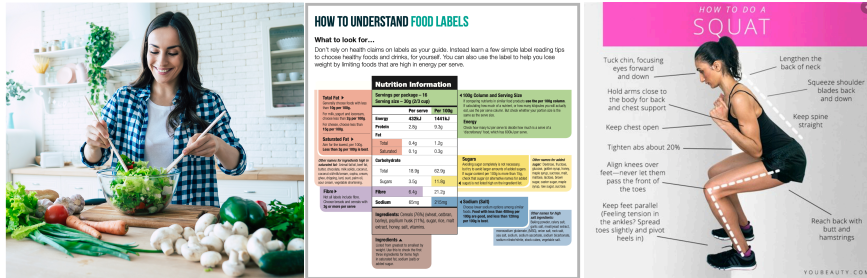


Knowledge and skills

Support your client to evaluate any gaps in their skills or knowledge

- cooking skills, knowledge of what is healthy
- tech skills - apps, equipment
- exercise technique

Create a plan to fill identified gaps - Refer if needed



Time

Time is about what we prioritise

Work life balance - demands of family/work

Brainstorm time management and life prioritisation skills

Audit: Ask your client to keep a time diary to find out where they use their time now.

Collaboratively discuss ways to plan in advance if time or organisation is a barrier.



Beliefs

Belief: An internal feeling that something is true, even though that belief may be unproven or irrational

Beliefs about our identity/ability- I'm not sporty, I have no self control

"Alcohol won't affect the health of someone like me."

"There's nothing I can do about my anxiety, it's genetic"

Past negative experiences



Thoughts

The way we think about a situation influences our behaviour – thoughts can be helpful or unhelpful

Unhelpful thoughts often happen quickly in response to a trigger event

Unhelpful thinking patterns may have developed over time in response to trigger events



Taking stock of our Mindset is important

- Identify unhelpful thoughts
- Identify triggers
- Question thoughts and beliefs
- Reframe them positively

EMOTIONAL REASONING
assuming that because we feel a certain way, that we think must be true

OVERGENERALIZING
seeing a pattern based upon a single event or being overly biased in the conclusions we draw

LABELLING
assigning labels to ourselves or other people

JUMPING TO CONCLUSIONS
assuming we know what others are thinking or predicting the future

MAGNIFICATION (CATASTROPHIZING) & MINIMIZATION
blowing things out of proportion (catastrophizing) or minimizing things and making them seem less important

MENTAL FILTER
only seeing or tending to certain parts of events and ignoring the positives that are also occurring

DISQUALIFYING THE POSITIVE
discounting the good things that have happened or that you have done for some reason or another

ALL OR NOTHING THINKING
seeing things in black and white

PERSONALIZATION
blaming yourself or taking responsibility for something that wasn't completely your fault

SHOULD/MUST
using ultimatums like "should" or "must" can result in guilt or that we have unreasonable expectations of other people or ourselves

UNHELPFUL THINKING STYLES

BALANCE
eating disorder treatment center™

"SOMETIMES MAKE A MOUNTAIN OUT OF A MOLEHILL!"

Emotions, feelings and behaviours



Links between emotion and behaviours:

"I'm sad therefore I need..."

"I'm happy therefore I will celebrate with.."

"I'm frustrated so having...will help"

"I had a hard day so I deserve a treat/ night off/glass of wine"



**Assess & Build
Confidence**

Module 5 - Topic 2

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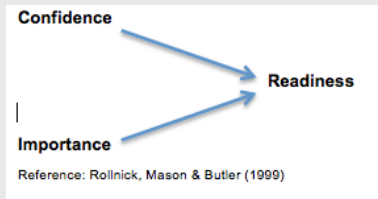
Confidence is when you believe in yourself and
your abilities

You feel confident when you believe that change
is possible

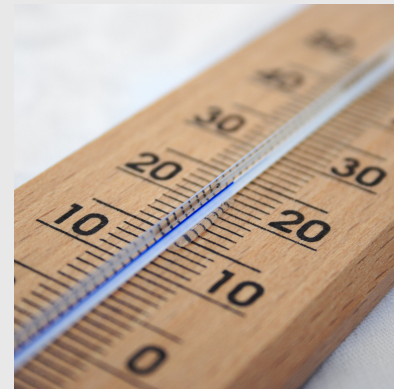
Motivation requires both importance & confidence

Confidence = Knowing
How & Believing I Can

Self efficacy = I can do it!



Assess Confidence

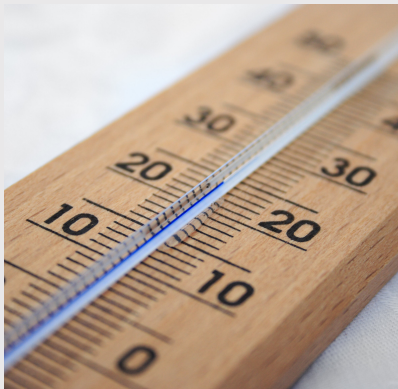


“How would you rate your confidence at being able to change this behaviour, starting from today – low, medium or high?”

“If you decided right now to change, how confident do you feel about succeeding with this?”

Where 0 = not confident & 10 = very confident

Explore Confidence using rating questions



“Why that number and not a lower number? (E.g why a 3 and not a 1?)”

The client will describe their capabilities for change. This provides information about what they already do or what they feel they can do.

“Why that number and not a higher number? (E.g why a 3 and not a 5?)”

The client will describe what is holding them back from change.

Identify what is holding them back

Listen out for ‘sustain talk’ and check in :

- ▶ What do you need in order to reach this goal?
- ▶ What roadblocks might get in your way?
- ▶ What has stopped you from changing this behaviour in the past?
- ▶ What are triggers for current behaviours? How can you remove/respond differently?
- ▶ What challenges might occur in social situations?
- ▶ What/who could help you to get started or stay on track
- ▶ Who might hold you back or sabotage your attempts to change?
- ▶ Have you got the knowledge/ skills/ support you need to get started?

Questions to Examine Thoughts & Beliefs

What do you believe about your health?

How easy do you think it is for you to succeed at change?

How worthy are you of change?

Are your beliefs realistic?

What are your key beliefs holding you back?

How do you currently challenge your negative thoughts and beliefs?

How could you reframe your thoughts and beliefs to enable you to achieve your health goals?

Mindset for success

- Curiosity, experimentation, trial and error and self-compassion
- Which thought patterns and beliefs are not realistic or helpful?
- How could you reframe them to be realistic and helpful so they feel good and motivate you to create health changes?
- Instead of saying, "I can't do this, I never stick at anything!", say "I know what to do, and even though it feels like I am not making progress, if I do this I know I can get the results I want."



Reframe failure as opportunity to learn

Learn from the Past:

Coaches can help clients to change their thinking so they can flip thoughts of what went wrong and start to look for what went right.

Invite the client to reframe:

'What did you learn about yourself?'

'How else can you look at this situation?'

Remind clients of their progress:

'Look how far you've come! You've learnt a lot about yourself and achieved so much from when you started'



Identify existing positive behaviours and mindset

Invite an exploration of what's possible

Aim to build on what is already working:

'What has gone well this week?'

'What is already working?'

'What have you already considered or started?'

'Tell me about a time when you were exercising regularly'

'What's worked in the past?'



- Notice thoughts as they arise and try to recognise if they are faulty
- Practice reframing their thoughts
- Consider what triggers lead to their faulty thoughts
- Plan a realistic thought that could be substituted for their usual faulty thought when that trigger occurs

Trigger	Thought (negative vs positive)	Feeling/Behaviour
Eating some sweet biscuits for morning tea	I've eaten something unhealthy I may as well give up eating healthy for the rest of the day.	Continue to choose unhealthy foods for the rest of the day.
	I've had my treat for the day and enjoyed it but I want to be healthy so will eat nutritious foods for the rest of the day.	Choose healthy foods for the rest of the day.
A social event where everyone is eating unhealthy foods	It's not fair that everyone else can eat unhealthy food, it's so hard and boring trying to be healthy.	Eat lots of unhealthy food and then feel guilty.
	It's hard choosing healthy foods when there are lots of unhealthy foods around but it is worth it to stay healthy and achieve my health and wellness vision.	Select the healthiest foods on offer then move away from the food and talk with friends.
A family member/fatmate serves themselves up a big bowl of ice-cream after dinner	It doesn't matter if I join in just this once.	Give in and eat a big bowl of ice-cream, then feel guilty that it has happened again.
	It doesn't matter just this once but I know I say this to myself every night and if I keep on saying this I will never be healthy.	Eat a small portion of a healthier dessert and save the ice-cream for once a week. Feel stronger and confident.
A stressful day	This day has been too hard to cope with – I deserve a cigarette.	Smoke a whole pack. Feel guilty the next day.
	This day has been hard to cope with, I normally go for a cigarette, but know that's not the answer. I will distract myself with a walk and a phone call to a good friend.	Feel relaxed and happy after the walk and humorous conversation.

Connect to strengths

- Helping clients to identify their strengths is important.
- Remind them of these strengths along their journey
- Identify transferable skills
- Boost confidence to initiate change and tackle challenges.



Discuss strengths

- Tell me about a past achievement. How did you make it happen?
- Tell me about a challenge you overcame. What qualities in you helped you to do that?
- What would your family/friends say your strengths are?
- What strengths would be helpful to make this change?

Client: 'I had a really stressful week, I didn't achieve my goal but I did get to the gym once'

Coach: 'You were having a stressful week and instead of getting overwhelmed you headed to the gym. What helped you to make that decision?'



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Self efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments. Bandura

- Our belief that 'We can do it!', that we can achieve a goal-

Brainstorming - to come up with strategies

Have your client ask themselves:

'What has stopped me from changing this habit in the past?'

'What might impede my future efforts?'

'Is there anything that may get in my way?'

'What have I tried before that worked?'

Ask your client:

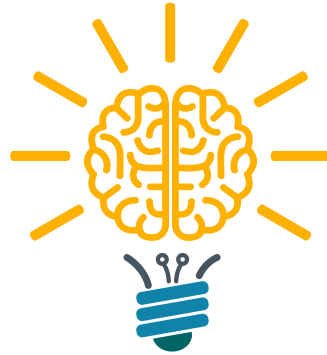
What do you need in order to reach this goal?

'How and what will help you to achieve your goal?'

Have you got the knowledge you need to get started?

Have you got the skills you need to get started?

Have you got the support you need to get started?



Support your client to come up with a plan

- How can they deal with barriers, enhance facilitators
- Does the patient need instruction, resources, referrals to build motor skills?
- Does the patient need support in building social skills – ideas, resources, referrals?
- Does the patient need coaching, resources or referral to improve self-regulatory skills?



Prepare your 'what if' plans

Anticipate and prepare for obstacles

- moments, friends, situations that challenge us
- potential triggers that derail us
- our ability to steer away from temptation.

Decide your 'if ... then...' plans

- Ask your clients to consider how they'll respond.
- Work through how they'll feel and what they're going to say or do.
- Prepare a script and practice their response
- Who could they call on in their support network?



Create a Personal Mantra

an affirmation to motivate and inspire you to be your best self; a positive phrase or statement

Self efficacy - “I can do it”

Building a clients self efficacy:

Shift focus from obstacles to the solutions.

Generate new possibilities and perspectives which then lead to new outcomes.

Small behaviours leads to big results

Helps them see and believe they can achieve any health goals.



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Confidence is created by the small things you do every single day that build trust in yourself

Mel Robbins

Shifting clients from 'I can't' to 'Maybe I can!'

Identify barriers- help your client to brainstorm all possible solutions and strategies to overcome them - what could work?

Ask your client to write down their obstacles/reasons for not changing a behaviour in the past. Then write a response for each barrier to help re-evaluate their actions

Ask your client to reflect upon their past successes - what worked in the past? Exploring best experiences with change and success they have had in the past is a way to affirm and connect to strengths and increase confidence.

Ask your client to list their strengths - what has helped them to achieve?



Shifting clients from 'I can't' to 'Maybe I can!'

Explore past experiences of trying this behaviour and using them as opportunities to learn what works and what doesn't for the client

Positively reframe barriers as learning experiences.

Support your client to create a plan for dealing with triggers, barriers, challenges as well as identifying facilitators for change

Support your client to evaluate any gaps in their skills and create a plan to bridge those gaps

Connect them to people/groups who have made the change

Break the change into small achievable steps that raise confidence

