

# Understanding Readiness

*Understanding, Assessing for, and Supporting Readiness to Change*

***DTTAC Advance Training for Lifestyle Coaches***



# Facilitator



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DTTAC National Master Trainer  
Lifestyle Coach

# Why Does One Person Change But Not Another?



# The Science Behind Readiness

## James Prochaska and Ralph DiClemente 1994

- Studied 'self-changers' those who sought help in psychotherapy
- Began study around smoking cessation - theories now applied to a large number of behavioral health areas



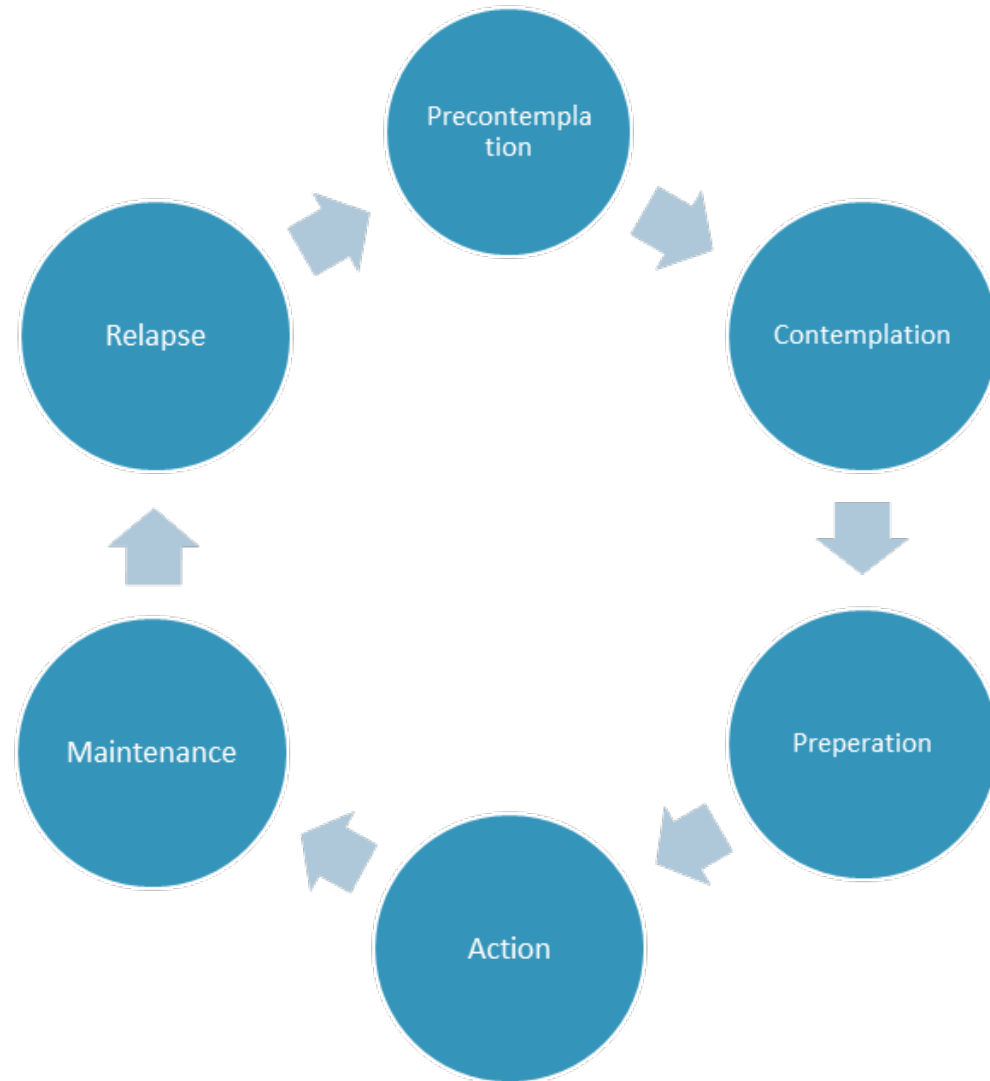
# Prochaska & DiClemente's Discoveries

- Change is HARD
- Change is a process
- Most of us attempt change but return to our old ways
- We do learn something from every change attempt
- We (helpers) can't make people change no matter how hard we try
- We can be helpful



Adapted from: [Motivating People for Behavior Change](#) Christine Fiore, Ph.D.

# The Transtheoretical Model of Behavior Change Key Concepts





# Are You Ready **TO MAKE CHANGE?**



## PRECONTEMPLATION

You have no intention of making a change within the next six months. This inertia or complacency may be due to being uninformed or underinformed.



## CONTEMPLATION

You are getting ready to make a lifestyle change within the next six months. You are aware of the benefits but are also aware of the drawbacks.



## PREPARATION

You intend to take action within the next month and may have made a significant change within the past year. You have created a plan for changing your behavior.



## ACTION

You have made a specific lifestyle change within the past six months, and the action taken is one that will measurably reduce your risk of disease.



## MAINTENANCE

You have made significant lifestyle changes within the past six months and are also actively working to prevent backsliding into your old ways.



## ADOPTION

The new and improved behavior has become part of your daily life. You no longer have to think about it in order to maintain it.

# Assessing Readiness in the National DPP

- Assessing readiness to change among potential participants in the National DPP is not a new concept
- DTTAC's first readiness assessment appeared on common ground in late 2012
- Assessing readiness practices vary across organizations nationally
- CDC and other invested partners have increasingly recommended readiness assessments as an engagement and retention strategy

**NATIONAL**  
**DIABETES**  
**PREVENTION**  
**PROGRAM**



# CDC: Assessing Readiness as a Retention Strategy

“Assess participant readiness to ensure that individuals are ready for and committed to program participation and behavior change, including the implementation of a ‘Session Zero’ at the start of the program.”

**INCREASING PARTICIPANT RETENTION FOR YOUR TYPE 2 DIABETES PREVENTION LIFESTYLE CHANGE PROGRAM**



**Keys to Success**

The **Keys to Success** tip sheet series provides lessons learned and insights from others implementing the National Diabetes Prevention Program (National DPP) lifestyle change program on the topics of:

- Enrolling and recruiting participants.
- Improving participant retention.
- Collecting and monitoring data.
- Achieving program goals and meeting Diabetes Prevention Recognition Program (DPPRP) requirements for CDC full recognition.

Retaining eligible participants with prediabetes is critical for your type 2 diabetes prevention lifestyle change program and to improve participant outcomes. Programs with a proven record of successfully retaining eligible participants have shared the following tips and lessons learned from their experiences. Review each of the participant retention tips to identify those that are most applicable to your program and participants.

**ESTABLISH PARTICIPANT BUY-IN**

- Assess commitment and readiness to change prior to enrollment in the program.
- Individuals who invest in the program personally may be more likely to be committed and follow through with the program.
- Offer an introductory Session Zero to share program expectations with potential participants and establish buy-in.
- Ask potential participants to sign commitment agreements before enrolling to help them acknowledge and commit to the program's expectations and requirements.

“Assess participant readiness to ensure that individuals are ready for and committed to program participation and behavior change, including the implementation of a ‘Session Zero’ at the start of the program.”

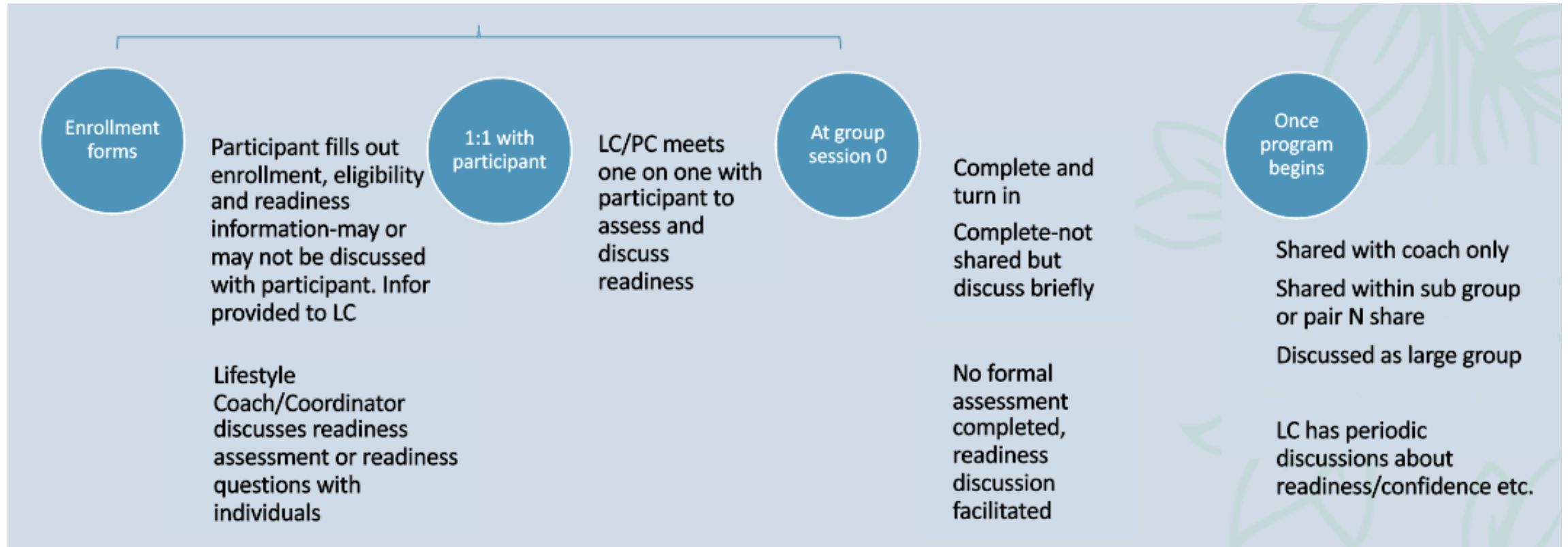
NATIONAL DIABETES PREVENTION PROGRAM

# Raise your hand if you/your organization assesses readiness of participants before the program begins?



- When is readiness assessed?
- By whom?
- What tool are you using?
- What is done with the information?

# When & How are Organizations/Lifestyle Coaches Assessing Readiness



# Tools Are Used for Assessing Readiness

There are a variety of readiness assessment tools available for a variety of health behaviors.

- 32 item questionnaire
- Prochaska and Diclemente created a 4-question short survey
- Readiness Ruler
- Other adapted specifically for the National DPP

The image displays two assessment tools. The top tool is a 32-item questionnaire titled "READINESS TO CHANGE QUESTIONNAIRE (TREATMENT VERSION) REVISED EDITION 2007". It includes instructions for completion and a key for responses: SD (Strongly disagree), D (Disagree), U (Uncertain), A (Agree), and SA (Strongly agree). The questionnaire consists of 9 items, each with a 5-point Likert scale. The bottom tool is the "Readiness Ruler", which asks "How ready are you to make a change?" and features a scale from 1 to 10. Below the scale, it provides questions and scenarios for "Importance (Why)", "Confidence (How)", and "Readiness (When)", each with a "Scenario 1" and "Scenario 2" response format.

# Readiness Assessment Integrated into Enrollment Forms

- Standardized way of collecting participant information
- Provides insights for the Lifestyle Coach/Coordinator
- Provide insight for potential participant
- Potential launch pad for follow up engagement conversation with participant

Participant Enrollment Form	
Today's Date (mm/dd/yyyy): _____	
First Name: _____	Last Name: _____
E-mail Address: _____	Phone Number: _____
Date of Birth (mm/dd/yyyy): ____/____/____	Gender (check one): <input type="checkbox"/> Male <input type="checkbox"/> Female
County of Residency: _____	Ethnicity (check one): <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Not Hispanic or Latino
Race (check all that apply): <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> White	Education (check one): <input type="checkbox"/> Less than grade 12 (No high school or GED) <input type="checkbox"/> Grade 12 or GED (High school graduate) <input type="checkbox"/> Some College (1 year – 3 years) <input type="checkbox"/> College (4 years or more)
Enrollment Source (check one): <input type="checkbox"/> Primary care provider <input type="checkbox"/> Non-primary healthcare professional <input type="checkbox"/> Self (Decided to come on your own) <input type="checkbox"/> Community-based organization	<input type="checkbox"/> Media <input type="checkbox"/> An employer or employer's wellness program <input type="checkbox"/> Family/Friends <input type="checkbox"/> Insurance Company <input type="checkbox"/> Other
Height: ____ feet ____ inches	Weight: ____ pounds (round to nearest pound)

Have you been told by a health care provider that you have prediabetes, elevated blood sugar, or borderline diabetes? (check one):

Yes  No

If yes, what type of blood test was performed and what was the result? (check all that apply)

Fasting glucose test (blood test where blood was drawn with needle) \_\_\_\_\_

Hemoglobin A1c test \_\_\_\_\_

Plasma glucose measured 2 hours a 75g glucose load \_\_\_\_\_

Don't know / don't remember

If you are a woman, have you ever been told by a health care provider that you had Gestational Diabetes Mellitus (GDM) during pregnancy? (check one):

Yes  No

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# 1:1 Conversations with Potential Participants

- Done verbally or in review of form
- Helps Lifestyle Coach learn about participants strengths, struggles and realities
- Helps build rapport between Lifestyle Coach and participant
- Awareness raising for both coach and participant



Thinking about your physical activity and eating over the past three months, please answer the questions. Please circle one number to indicate how strongly you agree or disagree with the statements. Check "Don't know or refused" if you do not know or do not want to answer.

**Readiness to Change Questionnaire**

Please circle the statement that best describes your current **EATING HABITS**:  
Eating healthy can be described as eating smaller portions, choosing low-fat options or adding more fruits and vegetables to your diet on a daily basis.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Don't Know or Refused
1). I have not been eating healthy and I do not intend on changing my eating habits in the near future.	5	4	3	2	1	
2). I intend to eat healthier in the next six months.	5	4	3	2	1	
3). I intend to eat healthier in the next month.	5	4	3	2	1	
4). I have been eating healthier in the last six months.	5	4	3	2	1	
5). I have been eating healthy for more than six months.	5	4	3	2	1	

Please circle the statement that best describes your current level of **PHYSICAL ACTIVITY**:  
Being physically active means doing activities such as walking, playing sport, cycling, or dancing for at least 20 minutes, 3 to 5 times a week.

	Sure I can	Think I can	Not sure I can	Don't think I can	Don't know or refused
1). I am not physically active and I do not plan on doing any physical activity in the near future.	4	3	2	1	
2). I am not physically active at the moment but I am thinking about being more active.	4	3	2	1	
3). I am preparing to do more activity and intend to start in the next month.	4	3	2	1	
4). I have been physically active for less than six months.	4	3	2	1	
5). I have been physically active for more than six months.	4	3	2	1	

[w.livingwell.utah.gov](http://w.livingwell.utah.gov)



# Readiness Rulers as Assessments

*“On a scale of 0 to 10, how convinced are you that it is important to be \_\_\_\_\_?”*

**Not at all  
convinced**

**0 1 2 3 4 5 6 7 8 9 10**

**Totally  
convinced**

*“On a scale of 0 to 10, how confident are you that you can increase your \_\_\_\_\_?”*

**Not at all  
confident**

**0 1 2 3 4 5 6 7 8 9 10**

**Totally  
confident**

*“On a scale of 0 to 10, how ready are you to make changes to your \_\_\_\_\_?”*

**0 1 2 3 4 5 6 7 8 9 10**



# What are some pros and cons of assessing readiness in the lifestyle change program?

# Assessing Readiness: *Pro's & Cons*

## Pros

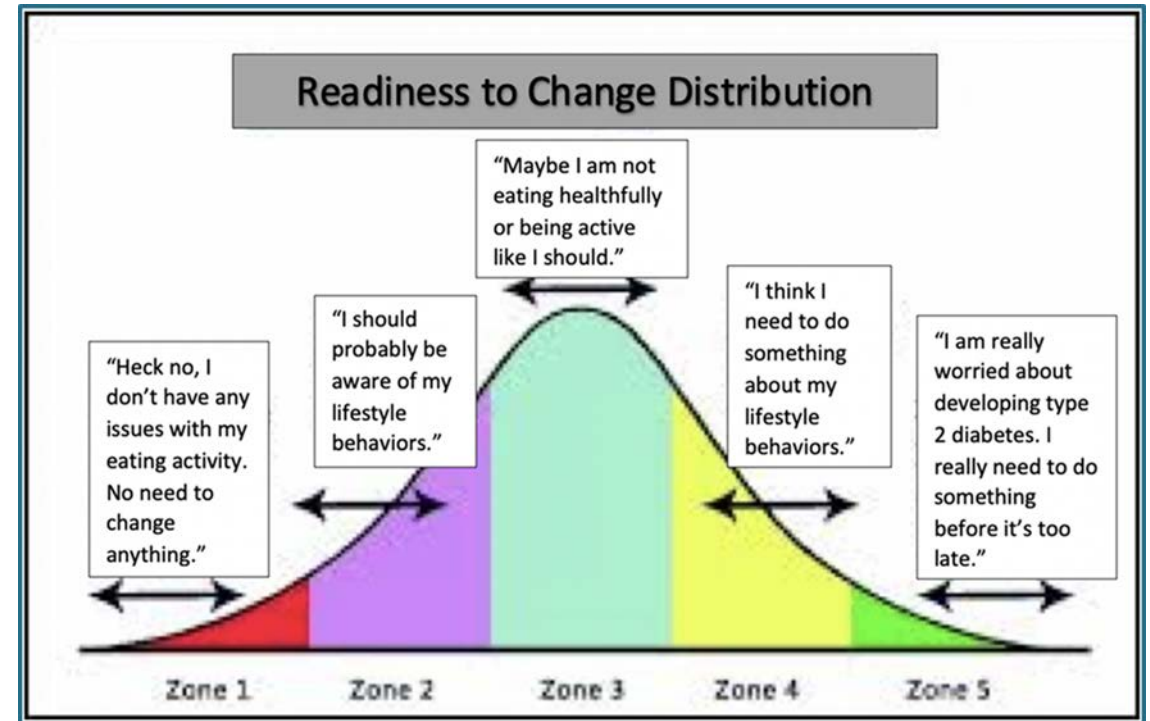
- Helps participant identify reasons for and barriers to change
- Helps coach get to know participants reasons and barriers
- Helps coach leverage group support for where participants are ambivalent

## Cons

- Not all orgs or coaches have capacity to formally assess
- Not all coaches have the training to use readiness information in a meaningful way
- Risk of coach bias

# The Intent of Readiness Assessments

- Assessing readiness is an opportunity for lifestyle coaches to understand the barriers to participation a potential participant is facing
  - Can also illuminate participant motivations and strengths
- Readiness assessments can *help participants* explore their reasons for wanting to change and their anticipated obstacles/areas they may need support
- Assessing readiness **should not** be used to **refuse** participation to an interested eligible participant.





Think about a behavior/habit that you changed after multiple attempts.

What helped you “get ready” for that change?

# Supporting Participant as they Progress Towards Change

Once the person reaches the contemplation stage, additional strategies can be employed to help the person move along the stages of change

“Anything that move a person along the continuum towards making a positive change should be viewed as a success.”

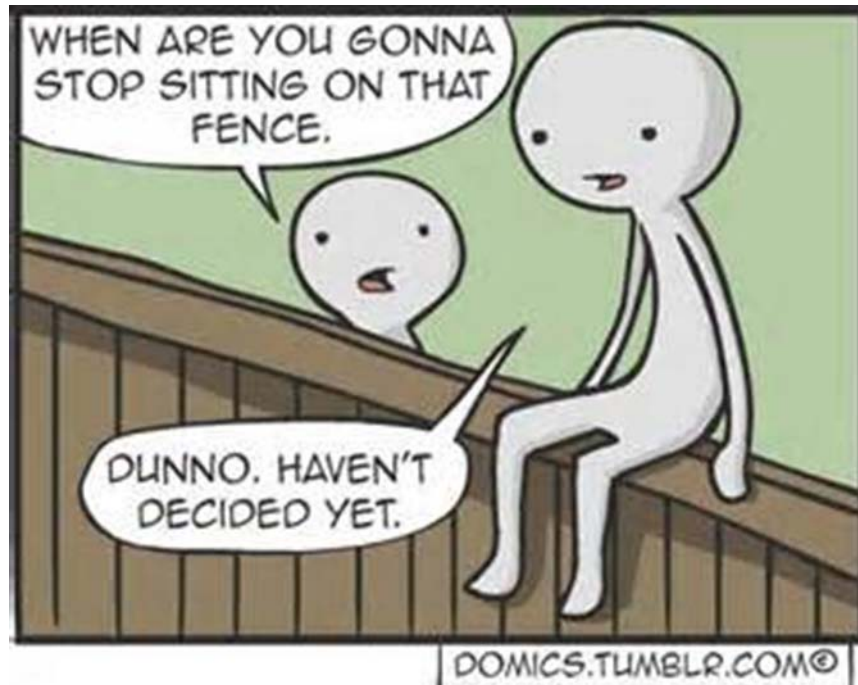


# Tips for Enhancing & Supporting Participant Readiness

- Discuss ambivalence
- Explore Pros and cons
- Look at limited confidence
- Imagine the future
- Identify barriers
  - Brainstorm around obstacles
- Shift perspectives on change
  - Normalize slips



# Discuss Ambivalence



- Ambivalence is natural part of any change process
- Give participants permission to discuss their ambivalence about specific changes

# Explore Pros and Cons

- There are positives to adopting a new behavior (pros)
- There are negative things about adopting a new behavior (cons)
- *Pros and cons to change are important*
- How one looks at them can become the key shifting point to action
  - Explore pros
  - Acknowledge cons



# Celebrate the Small Steps

“Let’s go around the room and each share one small step/choice that you made since we met last that was in support of your lifestyle change goals.”



# Motivation/Visioning Activities

- Gives voice and an image to represent a participant's motivations for lifestyle change
  - Great insights for the LC
- Creates a supportive environment
- When?
  - First four weeks?
  - When group morale seems low
  - Transitioning to post core?
  - Post core







Share ways that you focus on **small steps** with participants and/or use **visioning** as an exercise for intrinsic motivation in the lifestyle change program.



# Poll

Which of the following best represents one of *your* barriers to change:

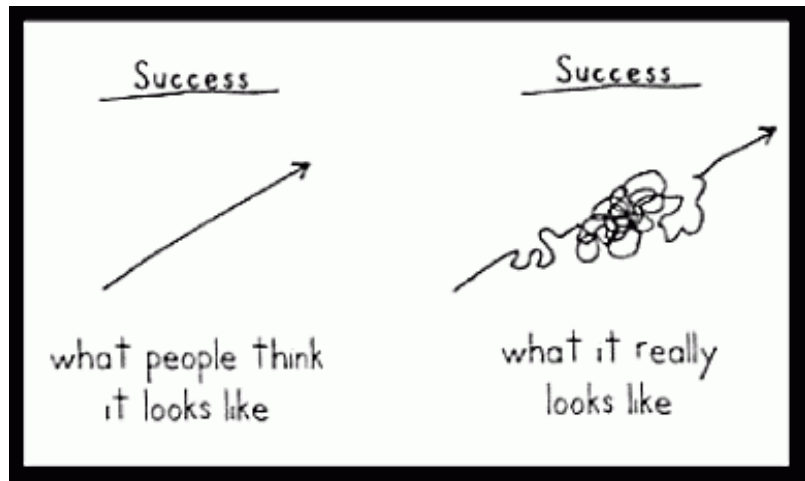
- A. Time
- B. Physical pain or illness
- C. Competing priorities
- D. No plan
- E. Not enough support
- F. None of the above

# Identify Barriers - Strategize to Address Barriers

- Lifestyle Coaches should ask participants to identify barriers to specific changes
- Lead groups in brainstorming strategies and solutions
  - Focus on group solutions *before* curriculum solutions
  - Group ideas and support are powerful for participants!



# Shift Perspectives About Change



- Talk about the change process with groups/participants
- Normalize the “hills and valleys” of change
- Instill a small steps, experimental approach to change
- Focus on what is learned

# Activities that Reinforce Small Changes

**dttac** Lifestyle Change Challenge!

Drink 32 oz of water a day every day this week	Play actively with children or pets for 15-30 min per day	Buy veggies and fruit in season	Stop eating when you feel full	Prepare fruit and/or veggie snack to take on the go	Take a 2-min fitness break every 30 min
Dance or march in place while watching TV	Share a personal success on social media	Take a walk with a friend or coworker (even for 10 minutes)	Change the recipe of a favorite meal to make it healthier	Follow a fitness video on YouTube	Replace high-calorie drinks with low or no-calorie drinks
Make tracking part of your daily routine	Do not eat after an evening meal	Add a serving of veggies to every meal	Say "no" to things you don't want or need to do	Eat a healthy breakfast every day this week	Avoid eating out of large containers and bags
Ask for help when feeling stressed	Replace salad dressing with lemon/lime juice	Walk briskly when shopping or running errands	Substitute whole wheat/grain in place of white flour/grain	Try sweet potatoes instead of white potatoes	Keep a complete food log every day this week
Replace a negative thought with a positive one	Park further from the store and walk	Go to bed at the same time every night this week	Eat only when you feel hungry	Take the stairs instead of an elevator or escalator	Read food labels on all food for a week
Eat brown rice or barley instead of white rice	Avoid fried foods for the whole week	Stand or walk around while talking on the phone	Pre-plan your meals and snacks for one week	Invite family, friend, or coworker to be active with you	Replace high-calorie snack or dessert with a piece of fresh fruit

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**dttac** Lifestyle Change Challenge!

Progress towards lifestyle change goals can get stalled for several reasons—perhaps due to boredom with a routine, stress, lack of accountability, etc. The Lifestyle Change Challenge board is a fun way to encourage and challenge participants to experiment with some new or enhanced physical activity and eating routines that are in line with the CDC curriculum.

The Lifestyle Change Challenge board above can be used in a multitude of ways, but all the with the same goal of motivating participants to stay on or get back on track. You can be creative with how you choose to use this resource or try one of our examples below. Any way you decide to use this chart, be sure to have participants track their experience and results to share with your Lifestyle Change Program group! We've included a blank chart below in case your group wants to add their Lifestyle Change Challenge behaviors!

- Ask participants to experiment with one or two behaviors on the chart every day for one week. For example, a participant may choose "stop eating when you feel full" and/or "follow a fitness video on YouTube" for their focus for one week. Encourage the participant to write an action plan to work that behavior into their routine. They will then attempt to do that behavior every day for that week. The next week, they can start again with a new behavior or two.
- Have participants check off as many boxes as completed within a specified time frame (one week, two weeks, or one month). It might be a fun challenge to use during months 7-12/post care!
- For one week/month, challenge participants to complete as many behaviors as they can in the dark gray rows. The following week/month have them switch to behaviors in the light gray rows.
- At the end of meetings with your Lifestyle Change Program Group each week, discuss together how to actively and realistically implement one or two of the behaviors on the board into participants' weekly action plans.

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**COMMONGROUND**  
A LEARNING COMMUNITY FOR LIFESTYLE COACHES

**dttac**  
Diabetes Training and Technical Assistance Center

### Lifestyle Change Program Trivia

Making sessions fun and engaging is an important part of participant retention. Additionally, using a variety of facilitation approaches can help to reinforce curriculum strategies and content. The Lifestyle Change Program Trivia game cards for the Lifestyle Change Program are intended to give the Lifestyle Coach a fun activity to use during a session. The Lifestyle Change Program Trivia questions are themed to the CDC approved curricula, PT2 and the original 2012 curriculum.

The following are some ideas for using the Lifestyle Change Program Trivia in your Lifestyle Change Program sessions:

- If you are in the weekly/core phase of the program, ask a few trivia questions each week of the month offering a small reward for the participants who answer.
- Many of the trivia questions require participants to share their own ideas or strategies or to recall strategies offered by the curriculum. Use a pair n share or sub group technique and assign a trivia question to each group-asking them to come up with 2-3 ideas to share with the larger group.
- Read the trivia questions out loud and give participants 1 min to write down as many ideas as they can for that particular question. Ask participants to share their ideas.
- If you are in the monthly/post core phase of the program, play a round trivia as a fun activity during a group session leading into the session topic.

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Emory Centers for Training and Technical Assistance | Rollins School of Public Health | Emory University

Share a tip for enjoying a tempting food without going overboard

Share a way you could get some physical activity minutes inside of your home

Share an idea for getting some physical activity when you have a sore back or knee

What is one recipe modification that can help lower the calories and fat of a dish?

Share your favorite tip for flavoring water

Share a tip for cutting back on, but not cutting out soda or other sweetened beverages

What is your favorite treat?

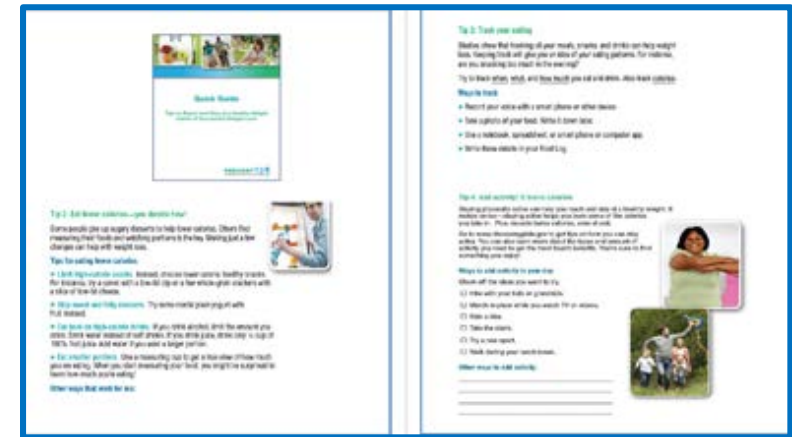
You are waiting for something to heat up in the microwave, what could you do to get 2 mins of physical activity?

Share some tips for eating healthy when eating out that work for you

Share a way to get back on track when you have had a slip or set back

# Is this in the CDC Curriculum!?

- Talking about ambivalence, pros and cons and confidence *is not* overtly written into the CDC curriculum
- Using facilitation skills (open ended questions, reflections, brainstorm, group discussion) to explore this critical aspect of change is within scope of the role of the Lifestyle Coach
- Taking advanced training on facilitation skills, motivational interviewing, behavior change etc. will help strengthen coaches' skills and confidence !



# Resources for Lifestyle Coaches





# DTTAC Common Ground Readiness Resources

### Tips for Exploring Readiness to Engage in the Lifestyle Change Program

**Theoretical Model: Stages of Change**

**Precontemplation:** Participants in the precontemplation stage do not have any intention of changing their behavior within the near future. They may be unaware that they need to make a behavior change.

**Contemplation:** If a participant in the contemplation stage, they will have just begun to think about making a change within the near future (3 months). Changing is on their mind, but they are not ready to take action yet.

**Action and Maintenance:** In the maintenance stage, participants have sustained a behavior change for more than 6 months. Participants will need to continue to take steps to prevent from slipping back into old behaviors that can lead to weight gain.

**Questions to Ask:**

- Educate the individual about pre diabetes and the opportunity for preventing or delaying diabetes.
- Suggest that the individual come up with a pros and cons list about participating in the Lifestyle Change Program to prevent diabetes.
- "Have you ever heard what is involved with this program, how ready do you feel to be a part of it?"
- "Take a moment to consider the benefits of your participation in this program. What do you think this program has to offer you?"

**Questions to Ask:**

- "What skills or strategies have been critical to your ability to make healthy lifestyle changes?"
- "Are there any ongoing barriers or challenges to a healthy lifestyle that you are currently facing?"

### Tips for Exploring Readiness to Engage in the Lifestyle Change Program

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- "Are there any ongoing barriers or challenges to a healthy lifestyle that you are currently facing?"

### The Readiness Conversation - conversation starters for Lifestyle Coaches

Organizations and Lifestyle Coaches delivering the National DPP Lifestyle Change Program may formally or informally assess the stage of readiness that a potential or active participant is in. Whether a formal readiness assessment survey is used or not, there is value in Lifestyle Coaches talking about readiness and confidence with participants as a part of the early program conversation. The following questions are sample conversation starters that Lifestyle Coaches may use with groups or individuals to help elicit the person's reasons for change, illustrate barriers or challenges and identify needs for support and strategizing.

**Take a moment to consider the benefits of your participation in this program. What do you think this program has to offer you?**

**What might be some issues or challenges you may face in the lifestyle change program?**

**Tell me what you have tried in the past to make progress toward your goals?**

**What specifically has stopped you in the past from reaching your goals?**

**What would you like your life to be like in five years?**

**If you decided to make a change, what strengths do you have that would help you succeed?**

**What's going to have to change in order to have the kind of life you want?**

**Why is this important to you?**

**How important is it to you to make this change, on a scale of 0 to 10 with 10 being extremely important?**

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### CDC Prediabetes Screening Test

For each question, write the score that goes with your answer in each box. Your Lifestyle Coach will add up the points and talk to you about next steps.

#### PRE-DIABETES RISK TEST

1. HOW OLD ARE YOU?  
Less than 40 (0 points)  
40-49 (1 point)  
50-59 (2 points)  
60 or older (3 points)
2. ARE YOU A MAN OR A WOMAN?  
Man (1 point) Woman (0 points)
3. IF YOU ARE A WOMAN, HAVE YOU EVER BEEN DIAGNOSED WITH GESTATIONAL DIABETES?  
Yes (1 point) No (0 points)
4. DO YOU HAVE A MOTHER, FATHER, SISTER OR BROTHER WITH DIABETES?  
Yes (1 point) No (0 points)
5. HAVE YOU EVER BEEN DIAGNOSED WITH HIGH BLOOD PRESSURE?  
Yes (1 point) No (0 points)
6. ARE YOU PHYSICALLY ACTIVE?  
Yes (0 points) No (1 point)
7. WHAT IS YOUR WEIGHT STATUS?  
(See chart for score)

HEIGHT	WEIGHT (LBS)	RISK SCORE	
4'10"	119-142	143-190	191+
4'11"	124-147	148-197	198+
5'0"	129-152	153-202	203+
5'1"	133-157	158-207	208+
5'2"	138-162	163-212	213+
5'3"	142-167	168-217	218+
5'4"	147-172	173-222	223+
5'5"	152-177	178-227	228+
5'6"	157-182	183-232	233+
5'7"	162-187	188-237	238+
5'8"	167-192	193-242	243+
5'9"	172-197	198-247	248+
5'10"	177-202	203-252	253+
5'11"	182-207	208-257	258+
6'0"	187-212	213-262	263+
6'1"	192-217	218-267	268+
6'2"	197-222	223-272	273+
6'3"	202-227	228-277	278+
6'4"	207-232	233-282	283+
6'5"	212-237	238-287	288+
6'6"	217-242	243-292	293+

**For Lifestyle Coach Use Only**

Risk Score Total: \_\_\_\_\_ (High risk = 5 or more)

Eligible for Program (Yes or No)? \_\_\_\_\_

Assigned Participant ID # \_\_\_\_\_

Next Steps? \_\_\_\_\_

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### Questionnaire

Where am I right now?  
Thinking about your eating habits and physical activity level in the past three months, please answer the questions below. This information will help your Lifestyle Coach to best support you on your lifestyle change journey.

1. How ready are you to make changes to your food choices? Circle how ready you feel.
2. How ready are you to make changes to your physical activity levels (exercise)? Circle how ready you feel.
3. Please explain what motivates you to participate in a Lifestyle Change Program.
4. On a scale from 1-10 how confident are you in your readiness to make lifestyle changes? (1=not confident, 10=very confident)
5. What might help you improve your confidence?
6. What are some challenges or barriers that you might face in your effort to make lifestyle changes?

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### Readiness to Change Questionnaire

Please circle the statement that best describes your current EATING HABITS:  
*Eating healthy can be described as eating smaller portions, choosing low-fat options or adding more fruits and vegetables to your diet on a daily basis.*

- 1). I have not been eating healthy and I do not intend on changing my eating habits in the near future.
- 2). I intend to eat healthier in the next six months.
- 3). I intend to eat healthier in the next month.
- 4). I have been eating healthier in the last six months.
- 5). I have been eating healthy for more than six months.

Please circle the statement that best describes your current level of PHYSICAL ACTIVITY:  
*Being physically active means doing activities such as walking, playing sport, cycling, or dancing for at least 20 minutes, 3 to 5 times a week.*

- 1). I am not physically active and I do not plan on doing any physical activity in the near future.
- 2). I am not physically active at the moment but I am thinking about being more active.
- 3). I am preparing to do more activity and intend to start in the next month.
- 4). I have been physically active for less than six months.
- 5). I have been physically active for more than six months.



# Continue the Conversation

- Lifestyle Coaches can share practices and resources on Common Ground
- New resources created, shared and posted regularly
- Check monthly newsletters for new resources and hot topic conversations

COMMON  
GROUND

# Summary

Growth is not steady, forward, upward progression. It is instead a switchback trail; three steps forward, two back, one around the bushes, and a few simply standing, before another forward leap.”

- Readiness is associated with bringing about change
- Readiness is both a state, and a process
- Behavior change is rarely a discrete, single event.
- Behavior change is understood as a process of identifiable stages through which people pass
- Assessing readiness to change can raise participants awareness of their motivations and barriers to change
- Assessing readiness to change can help lifestyle coaches understand participant motivations, barriers to change and areas of needed support
- We are most helpful when we work with the process not against it!
- There are resources available to help you/your organization explore readiness to change