

HOW TO INFLUENCE BEHAVIOUR

ICCWA Knowledge Exchange
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Objectives & your desired outcomes

- **Describe how interventions can influence an audience**
- **Identify techniques for facilitating behaviour change**
- What topics would you like to cover?
- What information or ideas do you hope to take away with you?
- Do you have any specific questions you would like answered?

Let's find out about your work

- **Where do you work?**
- **What injuries do you work to prevent?**
 - ▣ Unintentional: Falls? Drowning? Burns? Road traffic injury? Poisoning? Sports? Lifting? Needlestick? RSI? Lightening? Radiation? Blasts? Stings?
 - ▣ Intentional: Self-inflicted? Interpersonal? Collective (e.g. war)
- **What behaviours do you seek to change?**

Discussion: Our own behaviours

- Find a discussion partner
- Think of a behaviour that you have changed (that you are willing to share with the larger group)
- Take 5 minutes to talk about it with your partner
- **Why** did you change?
- **How** did you change? **When** did you change?
- **What** helped you? **Who** helped you?
- **What** had been previously stopping you?
- **How long** to try? do it sometimes? do it always?

What role does environment play?

- Is behaviour change always completely under the control of the individual person?
- What/who else influences behaviour?
List here once identified on white board:
- How might changing environment change behaviour? (Environment could be: physical, social, economic or political)

What causes behaviour change

- Why is behaviour change difficult?
- What can make behaviour change easier?
- Is awareness enough?
- Is knowledge enough?
- Are positive attitudes & beliefs towards the behaviour enough?
- Is wanting to change (behavioural intention) enough?
- How do we get people to try a change?
- How do we get it to become a new habit?

Look into hearts & minds...

- What do they know?
- Do they have any misconceptions?
- Values, attitudes & beliefs towards behaviour?
- Perceptions of barriers to change?
- Perceptions of enablers of change?
- Perceived benefit of behaviour change?
- Perceived cost of behaviour change?

Let's turn these into real questions we can ask real people – get your pen ready to note them down

Health Belief Model

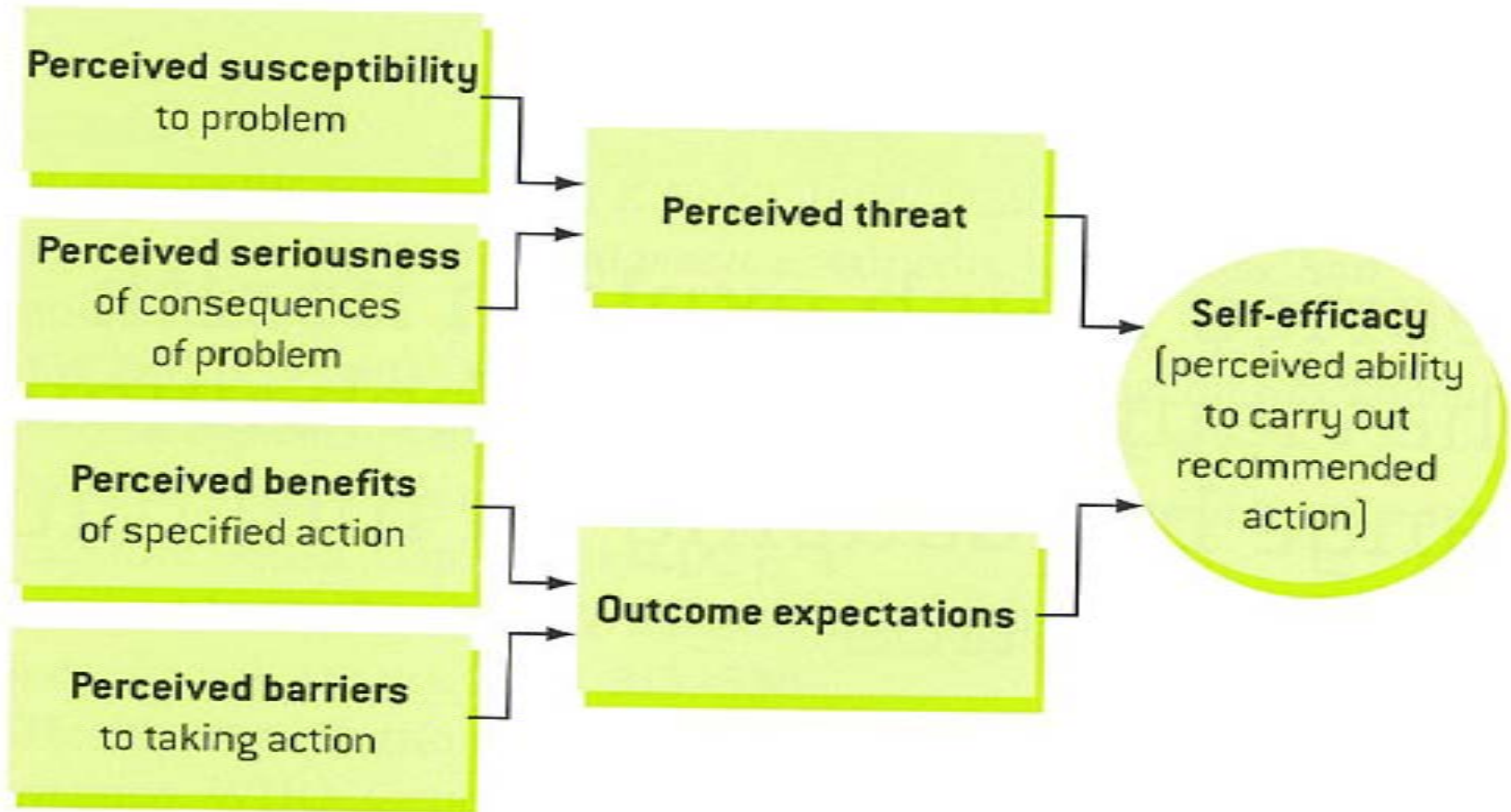


Figure 2 Health belief model: major components and linkages

What would we ask a focus group?

- Get into groups of 4 or 5
- Choose a behaviour & target group
- Consider the Health Belief Model
- Imagine you want to find out what your target group think about the behaviour
- Use the HBM to help you **develop questions to ask your focus group or put in your intercept survey**
- Take 10 minutes to write your questions
- We will then share as a larger group

Does stage of change matter?

- Get back into your group
- Think about the same behaviour & target group
- Consider the Stage of Change Model
- **How does this model help us to think about changing behaviour?**
- **What advice do you think this model has for us?**
- Take 5 minutes to develop your ideas
- We will then share as a larger group

What else do we need to know?

Why are these important to know?

- Age & gender
- Social/cultural norm (i.e. what is normal or expected of people)
- Economic situation
- Educational/reading level/health literacy
- Where located during the day/week
- What activities are people involved in

Talk to people who do & don't have the behaviour

Planning for communication

- Choose the right setting:
 - ▣ Place where can reach & time when attentive
 - ▣ Place where can act on message
 - ▣ Place/situation in which message most credible
- Choose the right channels:
 - ▣ Interpersonal, group, organisational & community
 - ▣ Limited reach media (e.g. posters, pamphlets)
 - ▣ Mass media (e.g. TV, radio, newspapers)
 - ▣ Internet, texts or social media

Plan message & media carefully

- Only your target audience can tell you how to communicate with them – remember successful communication is a two-way process
- Develop the message with a group of them
- Bring it back to them to check you got it right
- Then test it with another group to see if it works
- Test it while you are using it to see if it is working
- Test at the end to see if it got the end result you were hoping for

Effective messaging

- Must be 'vivid' to gain attention & be remembered
- Must be simple & specific
- Use a credible source
- Most messages are positive (do this as it is good) rather than negative (don't do this or else!)
- Negative can work – esp. if talk about loss due to inaction – people don't like to lose what they have
- Present both points of view with arguments to support your point of view

Gaining sustained behaviour 1

- Choose very specific behaviours (not strategies)
- Don't assume you know anything!
- Education alone makes little difference
- Economic incentive can increase motivation by rewarding positive behaviour (but won't remove barriers)
- Pilot test first (ensure test is realistic) & 2 groups min
- Use 'call backs' to check on behaviour
- Gain public & durable commitments which foster social norms & make behaviours visible to all

Gaining sustained behaviour 2

- Provide normative feedback
- Use prompts (e.g. close by reminder stickers)
- Make the behaviours convenient
- Provide personal or community goals
- Use personal contact if possible
- Model the behaviour you want via pictures, video, volunteers, community leaders
- Provide feedback on how the behaviour change is going & what is being achieved
- Share what you have done with others!

Measuring change

- **Awareness** → **Knowledge** → **Attitude** → **Intention**
Tried it → **Sometimes do it** → **Always do it**
- Measure the behaviour **before** you begin
- Measure the behaviour **during** if you can
- Measure the behaviour **afterwards** to see change
- **Survey** (people report about themselves) OR **observe** behaviour OR collect **statistics** (or all 3!)
- Also survey awareness, knowledge, attitude & behavioural intention so you can map the journey

OK, let's plan to change behaviour

- Let's choose a behaviour & a target group
- What environmental changes might we make?
- How might we reduce barriers to change?
- How can we make change an easier choice?
- What messages might we communicate?
- How might it they be communicated?
- How might we measure behaviour change?
- **We cannot see into their hearts, minds & lives here & now – so let's make our best guesses!**

Feedback

- Find your post-it note!
- Find a pen!
- Think about & write your response to:
- **What are the three most important things you learnt in this session today?**
- If you would like to share your thoughts, we would like to hear them...
- Pop your post-it note in the wall on the way out
- Thank you!