The Use of Behaviour Change Concepts to Move Policy Forward

Overview of Today’s Session

- Welcome & Introduction of Topic
- Overview of:
  - Policy Development and Uptake
  - Behaviour Change Theories and Concepts
  - Tools Gather Information to Influence Community Decision-makers
- Small Group Work
- Closing Remarks

Who do you want to Influence?

Identify community decision-makers?

What are the types of policies you want them to support?

What are the types of behaviours that they need to demonstrate to support this policy?
Understanding the Broader Environment

My World
- Habits
- Belief structures
- Values
- Attitudes
- Perceptions: responsibility
- Personal constraints
- Readiness for change
- Expectations of outcomes
- Perceived behavioural control
- Self-efficacy

Our World
- Social capital
- Society
- Subjective norms
- Moral climate
- Social norms

The World
- Public policy
- Organizational constraints
- Economic pressures
- Regulations and legislation
- Public policy
- Organizational constraints
- Economic pressures
- Regulations and legislation

Institute for Insight in the Public Services.

The Use of Behaviour Change Concepts to Move Policy Forward

What is Policy?

- A deliberate plan of action to guide decisions and activities;
- Represents the end result of a decision as to how best to achieve a specific objective;
- A process for changing the status quo.

Laws and Policies Don't Just Happen

The energy that underlies them must be organized, channeled and focused.

The principal means by which this is achieved in our society, and within our political tradition, is through: advocacy networks, community partnerships & coalitions.

A particular policy or policy framework represents the result of decisions made on how best to address a particular problem.
Policy Work is a Continuum

Continuum of policy recommendations:
Ranges from having the government or organization adopt a *less risky option* such as promoting a report to having the government or organization *take a stronger stand* by creating a law or policy statement that can be enforced to support the recommended policy.

Policy Stages

1. Identify the Problem
2. Develop Policy Options and Recommendations
3. Assess Community Readiness: Conduct research and consultations
4. Develop Policy Intervention Tools
5. Monitor and Evaluate Policy Stages Efforts

We are focusing here

And here!

Bergeron, K. 2010. Engaging Community Partners in Policy Work within a Health Promotion Context. HHRC Webinar

Force Field Analysis

Driving Forces

Option

Restraining Forces
**What is Behaviour Change Theory?**

- Offer explanations of how or why something happens by identifying key variables or issues;
- **Concepts**: main elements of theories;
- **Constructs**: operationalizes the key concepts for the use of building a specific theory;

Theories can help to explain situations or predict the ways in which change takes place in individuals, communities, organizations, and societies.

**Trends of Theories**

- No single theory dominates health promotion;
- Practitioners choose from a ‘multitude’ of theories/concepts directly and indirectly;
- Several key constructs cut across the most cited theories:
  - the importance of the individual’s view of the world;
  - multiple levels of influence;
  - behaviour change as a process;
  - motivation;
  - intention;
  - action.

**Overview of Selected Behaviour Change Theories & Concepts**

- Transtheoretical Model (TTM)
  - Knowledge
  - Attitudes
  - Beliefs
  - Self-efficacy
  - Subjective norms
- Social Cognitive Theory (SCT)
- Theory of Planned Behaviour (TPB)
Whether a person intends to do something, we need to know:

**Whether the person is in favour of doing it**
- Beliefs about the consequences of the behaviour & corresponding positive or negative judgements about these features of the behaviour.

**How much the person feels social pressure to do it**
- Beliefs about how other people who may be in some way important to the person, would like them to behave (normative beliefs) & the positive or negative judgements about each belief.

**Whether the person feels in control of the action in question**
- How much a person has control over the behaviour & how confident a person feels about being able to perform or not perform the behaviour.

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**Transtheoretical Model (TTM)**

<table>
<thead>
<tr>
<th>Concept</th>
<th>Definition</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-contemplation</td>
<td>Unaware of problem, hasn't thought about change</td>
<td>Increase awareness of need for change</td>
</tr>
<tr>
<td>Contemplation</td>
<td>Thinking about change, in the near future</td>
<td>Motivate, encourage to make specific plans</td>
</tr>
<tr>
<td>Preparation</td>
<td>Making a plan to change</td>
<td>Assist in developing concrete action plans</td>
</tr>
<tr>
<td>Action</td>
<td>Implementation of specific action plans</td>
<td>Assist with feedback, problem solving, social support</td>
</tr>
<tr>
<td>Maintenance</td>
<td>Continuation of desirable actions</td>
<td>Assist in coping to maintain behaviour</td>
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**Social Cognitive Theory**

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<tr>
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<tbody>
<tr>
<td>Reciprocal</td>
<td>Behaviour change results from interaction b/w person and environment</td>
<td>Involve the individual; change the environment (IND↔ENVIR ↔IND)</td>
</tr>
<tr>
<td>Behavioural</td>
<td>Knowledge &amp; skills to influence behaviour</td>
<td>Provide information &amp; training about action (IND Knowledge)</td>
</tr>
<tr>
<td>Expectations</td>
<td>Beliefs about likely results of action</td>
<td>Incorporate information about likely results of action</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>Confidence in ability to take action</td>
<td>Use modeling, encouragement &amp; persuasion</td>
</tr>
<tr>
<td>Observational</td>
<td>Beliefs based on observing others like self &amp;/or visible physical results</td>
<td>Highlight others' success &amp; identify role models</td>
</tr>
<tr>
<td>Reinforcement</td>
<td>Responses to a person's behaviour that ↑ or ↓ the chance of recurrence</td>
<td>Provide incentives, praise, reward (IND↑↑, IND↓↓)</td>
</tr>
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Theory of Planned Behaviour

<table>
<thead>
<tr>
<th>Concept</th>
<th>Definition</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intention</td>
<td>An individual’s plan to carry out the recommended response.</td>
<td>Important to present information to help shape positive attitudes towards the policy option &amp; stress subjective norms or opinions that support the behaviour.</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Beliefs and values about the outcome of the policy.</td>
<td>Know attitudes so you can positively shape them.</td>
</tr>
<tr>
<td>Subjective Norms</td>
<td>Beliefs about what other people think the person should do or general social pressure.</td>
<td>Know subjective norms so you can positively shape them.</td>
</tr>
<tr>
<td>Perceived Behavioural Control</td>
<td>An individual’s perceptions of their ability or feelings of self-efficacy (confidence) to perform the behaviour.</td>
<td>Measure the amount of perceived behavioural control that the decision-maker has to perform behaviours to support the policy option.</td>
</tr>
</tbody>
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Theory of Planned Behaviour Model

Tools to Gather Information

- Conduct reviews of publicly available documents using the concepts as criteria
- Construct questionnaires
- Use both qualitative & quantitative methods
Examples of What to Measure

- Awareness of the problem that the policy will solve (knowledge)
- How informed are they on the topic (knowledge)
- Concern of the problem (attitudes)
- Perceived confidence in their ability to make a difference (self-efficacy)
- Benefits/pros and barriers/cons of undertaking behaviours to support the policy (decisional balance)

Steps to Consider

1. Define the population of interest.
2. Define the behaviour(s) you are most interested and write a ‘statement of interest’.
3. Conduct research to identify positive examples of the concepts shared by the population of interest.
4. Determine the concepts you want to measure
5. Craft your questions and scale of measurement.
6. Gather information about the population of interest.
7. Analyze your results
8. Use results to inform next steps for moving policy forward.

Thank You!

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