Behavioural insights for intervention design

Dr Tim Chadborn – Head of Behavioural Insights, PHE

Dr Chryssa Stefanidou – Principal Behavioural Insights Advisor, PHE
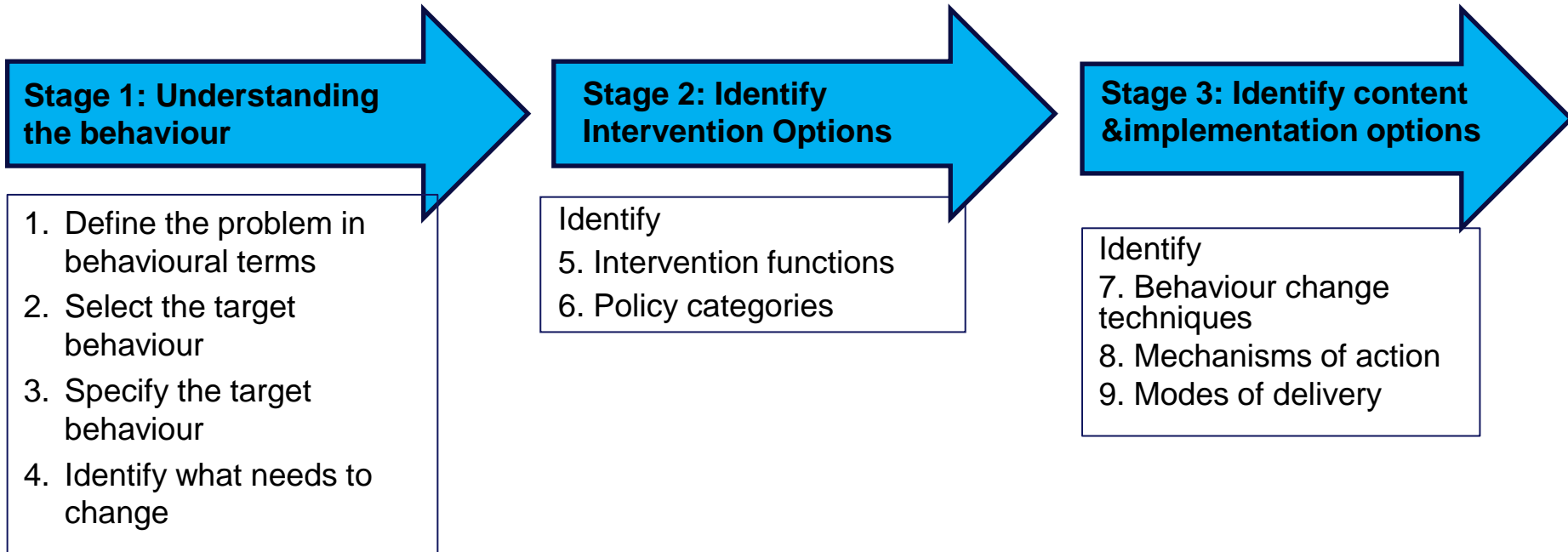
Dr Natalie Gold – Principal Behavioural Insights Advisor, PHE

Dr Caroline Durlik – Senior Behavioural Insights Advisor, PHE

A Behavioural Approach

Stage 1: Understanding the behaviour

1. Define the problem in behavioural terms
2. Select the target behaviour
3. Specify the target behaviour
4. Identify what needs to change

Stage 2: Identify Intervention Options

Identify
5. Intervention functions
6. Policy categories

Stage 3: Identify content &implementation options

Identify
7. Behaviour change techniques
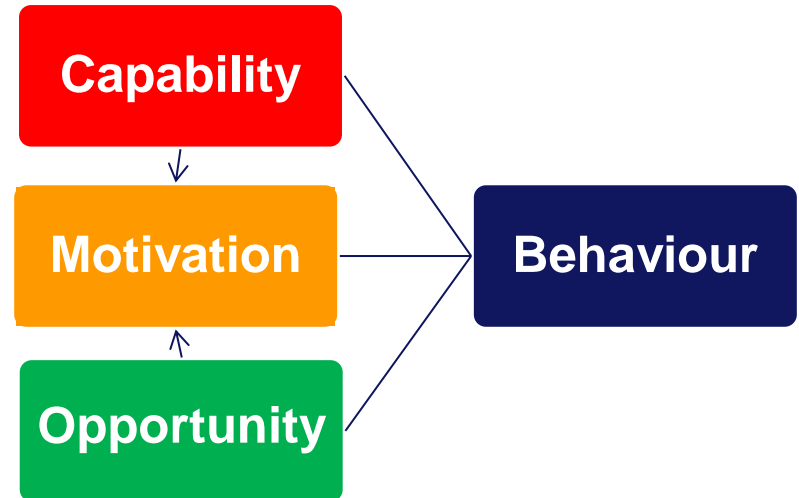8. Mechanisms of action
9. Modes of delivery

A Behavioural Approach

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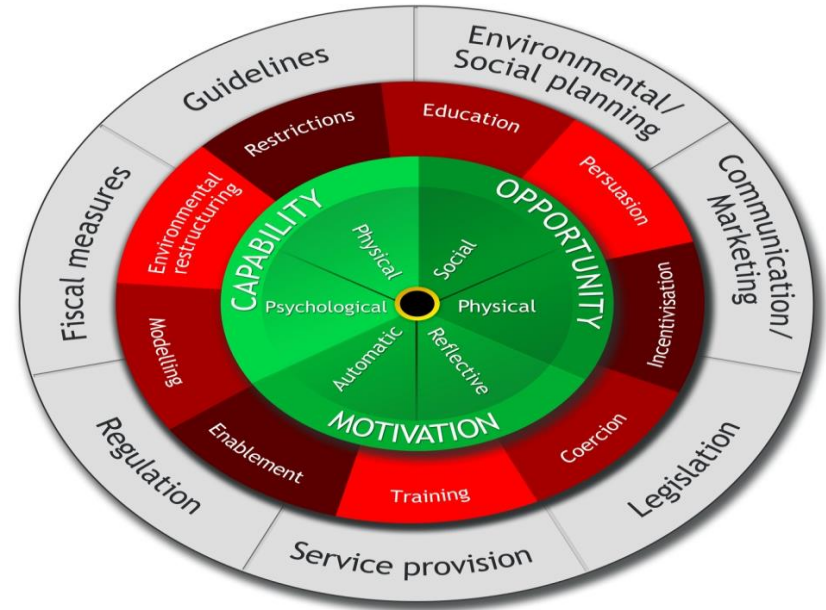
4. Identify what needs to change

Capability

Motivation

Opportunity

Behaviour

A Behavioural Approach

Public Health England

Stage 2: Identify Intervention Options

5. Intervention functions

6. Policy categories

A Behavioural Approach

Stage 3: Identify content & implementation options

7. Behaviour change techniques

8. Mechanisms of action

9. Modes of delivery

The Behavior Change Technique Taxonomy (v1) of 93 Hierarchically Clustered Techniques: Building an International Consensus for the Reporting of Behavior Change Interventions

Susan Michie, DPhil, CPsychol · Michelle Richardson, PhD · Marie Johnston, PhD, CPsychol · Charles Abraham, DPhil, CPsychol · Jill Francis, PhD, CPsychol · Wendy Hardeman, PhD · Martin P. Eccles, MD · James Cane, PhD · Caroline E. Wood, PhD

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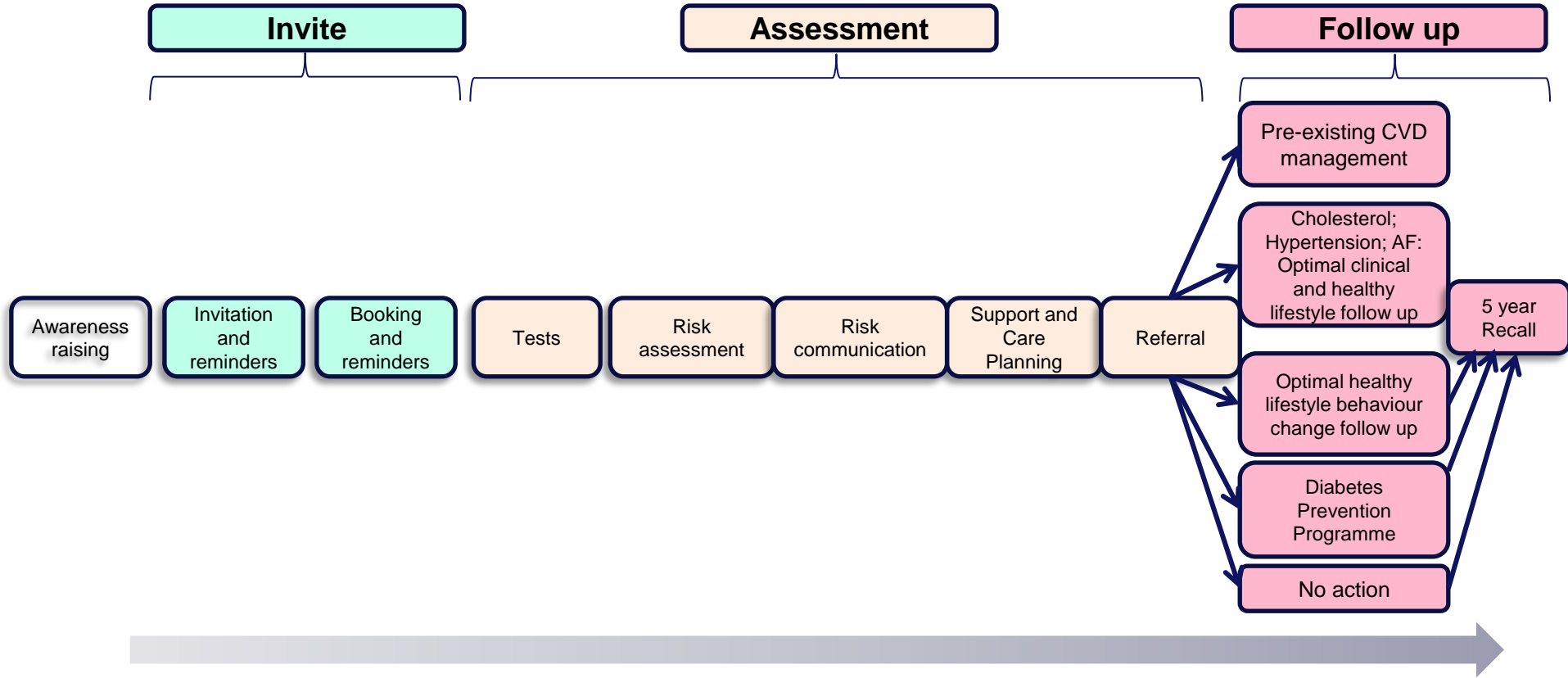© The Society of Behavioral Medicine 2013

EASY

ATTRACTIVE   TIMELY

SOCIAL
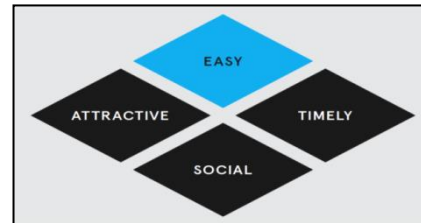
MINDSPACE

Messenger	We are heavily influenced by who communicates information
Incentives	Our responses to incentives are shaped by predictable mental shortcuts such as strongly avoiding losses
Norms	We are strongly influenced by what others do
Defaults	We 'go with the flow' of pre-set options
Salience	Our attention is drawn to what is novel and seems relevant to us
Priming	Our acts are often influenced by sub-conscious cues
Affect	Our emotional associations can powerfully shape our actions
Commitment	We seek to be consistent with our public promises, and reciprocate acts
Ego	We act in ways that make us feel better about ourselves

NHS Health Check Digital Exemplar

- The NHS Health Check programme plays a crucial role in prevention, early detection and management of non-communicable diseases (specifically CVD).

- The Health Check Exemplar multidisciplinary team set out to understand the NHS Health Check service from the public's, providers' and commissioners' viewpoint blending service design and behavioural insights research principles.

- The project vision is to understand what service changes both digital and non-digital could improve the health check service focusing but not limited to

  - Increasing uptake of the service
  - Increasing the impact of the service

The NHS Health Check, a care pathway

Invite

Assessment

Follow up

Awareness raising

Invitation and reminders

Booking and reminders

Tests

Risk assessment

Risk communication

Support and Care Planning

Referral

Pre-existing CVD management

Cholesterol; Hypertension; AF: Optimal clinical and healthy lifestyle follow up

Optimal healthy lifestyle behaviour change follow up

Diabetes Prevention Programme

No action

5 year Recall

Identify the target behaviours

*"**Behaviour is anything a person does in response to internal or external events**"*

(Hobbs Campbell, Hildon & Michie, 2011)

Behaviour should be differentiated from:

- its determinants (self-efficacy, emotion)
- and its outcomes (quality of life, cholesterol level)

Task 1

Identify behaviours along the NHS Health Check journey

Specify the target behaviour in detail

Specify the behaviour target in detail

- *Who* needs to do *what* differently to achieve the desired change?

- *When* do they need to do it?

- *Where* do they need to do it?

- *How often* do they need to do it?

- *With whom* do they need to do it?

- In *what context* do they need to do it?

Task 2
Identify the drivers of one of the behaviours in Task 1
using the COM-B model

COM-B: Understanding the target behaviour
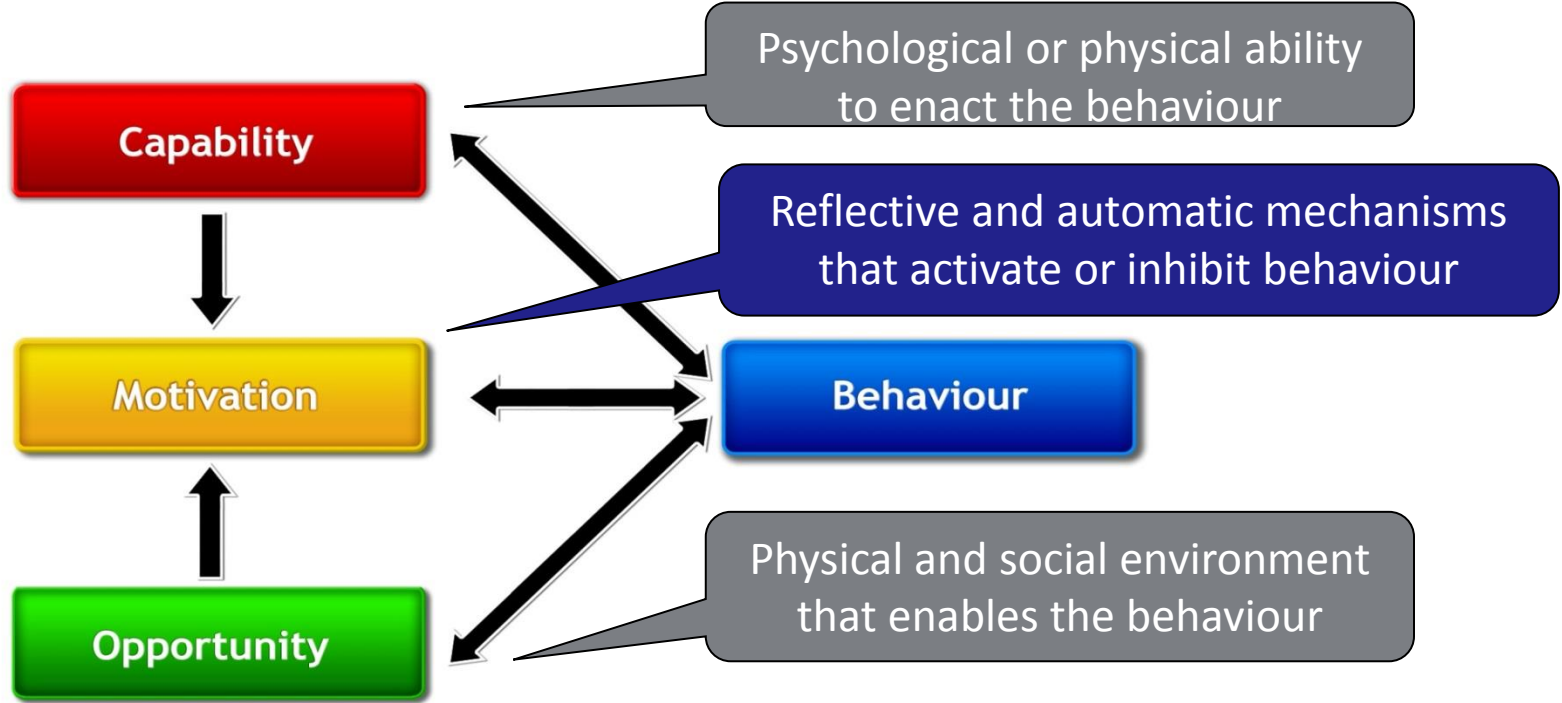
Michie et al (2011) **Identify what is driving the behaviour and then where best to intervene.**

COM-B model components	Definition
Psychological capability	Knowledge, psychological skills (such as planning, attention, strength and stamina) to engage in the necessary mental processes (interpersonal skills, memory, attention, decision processes).
Physical capability	Physical skills, strength or stamina.
Reflective motivation	Active thought processes – attitudes and beliefs about what is good or bad, the costs and benefits of doing something, beliefs about consequences, goals, plans, and intentions.
Automatic motivation	Less conscious thoughts processes that drive behaviour - emotional reactions, desires (wants and needs), impulses, drive states, habits, reinforcement, associative learning and reflex responses.
Social opportunity	Opportunity afforded by the social environment, social cues and cultural norms, social acceptability and expectations.
Physical opportunity	Opportunity afforded by the environment involving time, resources, locations, cues.

Task 3

Identify the intervention functions that could effectively change behaviour

Intervention Functions
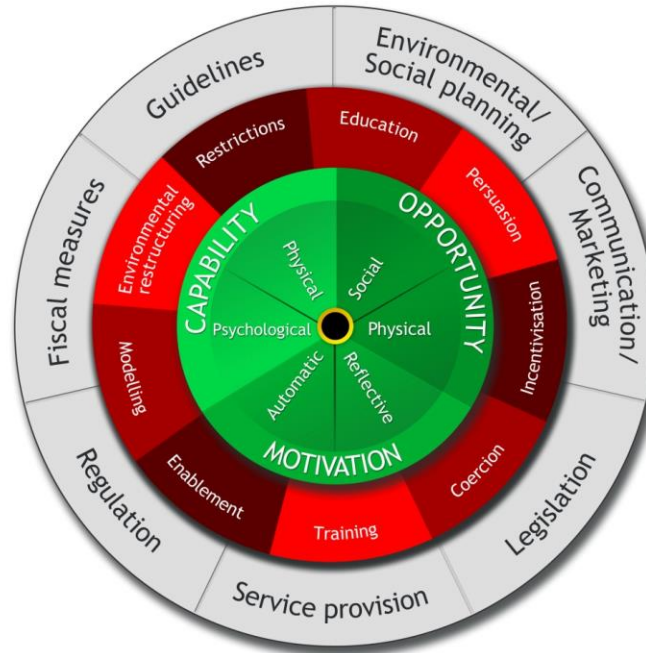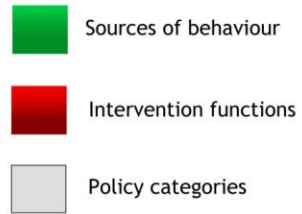
Intervention Functions

Intervention function	Definition	Example of intervention function	Not example of intervention function
Education	Increasing knowledge or understanding	Providing information to promote healthy eating	Providing cooking lessons *(this is training as the aim is to impart skill rather than increase knowledge)*
Persuasion	Using communication to induce positive or negative feelings or stimulate action	Using imagery to motivate increases in physical activity	Providing information on benefits of physical activity *(this is education as the aim is to increase knowledge about the impact of physical activity)*
Incentivisation	Creating an expectation of reward	Using prize draws to induce attempts to stop smoking	Using positive images of non-smokers to encourage smokers to quit *(this is persuasion as there is no direct reward)*

COM-B components	Education	Persuasion	Incentivisation	Coercion	Training	Restriction	Environmental restructuring	Modelling	Enablement
Intervention functions									
Physical capability					▓				▓
Psychological capability	▓				▓				▓
Physical opportunity						▓	▓		▓
Social opportunity						▓	▓	▓	▓
Automatic motivation		▓	▓	▓			▓	▓	▓
Reflective motivation	▓	▓	▓	▓					

COM-B components	Intervention functions								
	Education	Persuasion	Incentivisation	Coercion	Training	Restriction	Environmental restructuring	Modelling	Enablement
Physical capability									
Psychological capability									
Physical opportunity									
Social opportunity									
Automatic motivation									
Reflective motivation									

Our attempts to <u>change</u> a behaviour will be more effective if they target its <u>causes</u>

Why it is important to use a framework

➢ Selecting key behaviour to target intervention and understanding the drivers of this behaviour will allow for selection of suitable intervention type from various options

➢ If intervention does not work, troubleshooting is easier and alternative intervention options can be selected and trialled

Questions?

Tim.Chadborn@phe.gov.uk

Chryssa.Stefanidou@phe.gov.uk

Natalie.Gold@phe.gov.uk

Caroline.Durlik@phe.gov.uk