

# THOUGHTS ON BEHAVIOUR CHANGE

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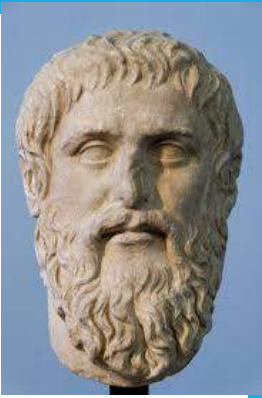
Marcus Sangster and Rona Gibb

Paths for All

# Our Presentation

- Marcus will talk a little about some basic social science, and
- Rona will discuss Paths for All's policies and objectives and present some case studies illustrating how we approach behaviour change.

# Ontology: how we see the world



- **Ontology** is the philosophical study of the nature of being, becoming, existence or reality,
- It often deals with questions concerning what exists or may be said to exist.
- Constructivist social scientists see 'reality' as something that is constructed through direct experience, culture, social discourse and / or internal reflection.
- We can capture the idea by saying that we all have a '**WORLD VIEW**' that influences how we understand and interact with the natural and social worlds.

# Reality – can it be ‘constructed’?

- Most of us get burned if we put our hands in a fire, or die if we are in a plane crash.
- So there is a common experience of being embodied in the physical world.
- How we interpret what happens to us, however, is not necessarily the same.
- My concern here is how the social world is understood.
- But even hard physical things can be seen differently by different people.

# Same rock; same perspectives?



- First Australians
- Geologists
- Urban Australians
- Tourists
- Hydrologists
- Ranchers
- Mining executives
- Anthropologists



# WORLD VIEW



- Our personal version of reality.
- Every world view has its internal logic (epistemology);
  - If you believe the world is flat, then you simply cannot know about planetary motion.
  - Creationists cannot share Darwin's views on evolution.
- It applies to 'social worlds' as well as physical,
- It is not constant but is continually refreshed (discourse),
- It is tribal, and an expression of culture,
- It links to identity – personal and collective,
- It is built around perceptions of risk, surveillance, regulation, agency and attachment; and
- It is context-dependent. We occupy more than one world.

# We all know about this: Do you agree with the smileys?

Might these children understand the world differently?



# Adverts are applied social science *par excellence*.

These are invitations to join an elite club by buying high-fashion. Note the connections between imagery, embodiment and objects.





Same space,  
same place,  
different worlds.

Not all clubs are elite.








# To influence a person's behaviour you need to understand their world view (Cultural Competence)

- So we are talking about marketing: segmentation, differentiation, targeting, 4 'Ps' e.g.:
  - Product – what are you offering?
  - Place – where does the activity occur?
  - Person – to whom is the offer made, what are their particularities?
  - Price – what is the cost to the person in terms of resources, time and money?
  - Payback – what do they (and you) get from the interaction?
- One size fits nobody,
- What you offer must resonate with their world view. (don't sell sofas to homeless people.)
- Evidence is needed – you can't theorise your approach.
- Is it working?
  - You need to design feedback from the start.
  - Commercial enterprises use money as a measure.
  - What are your measures?

There is a lot of very high quality guidance

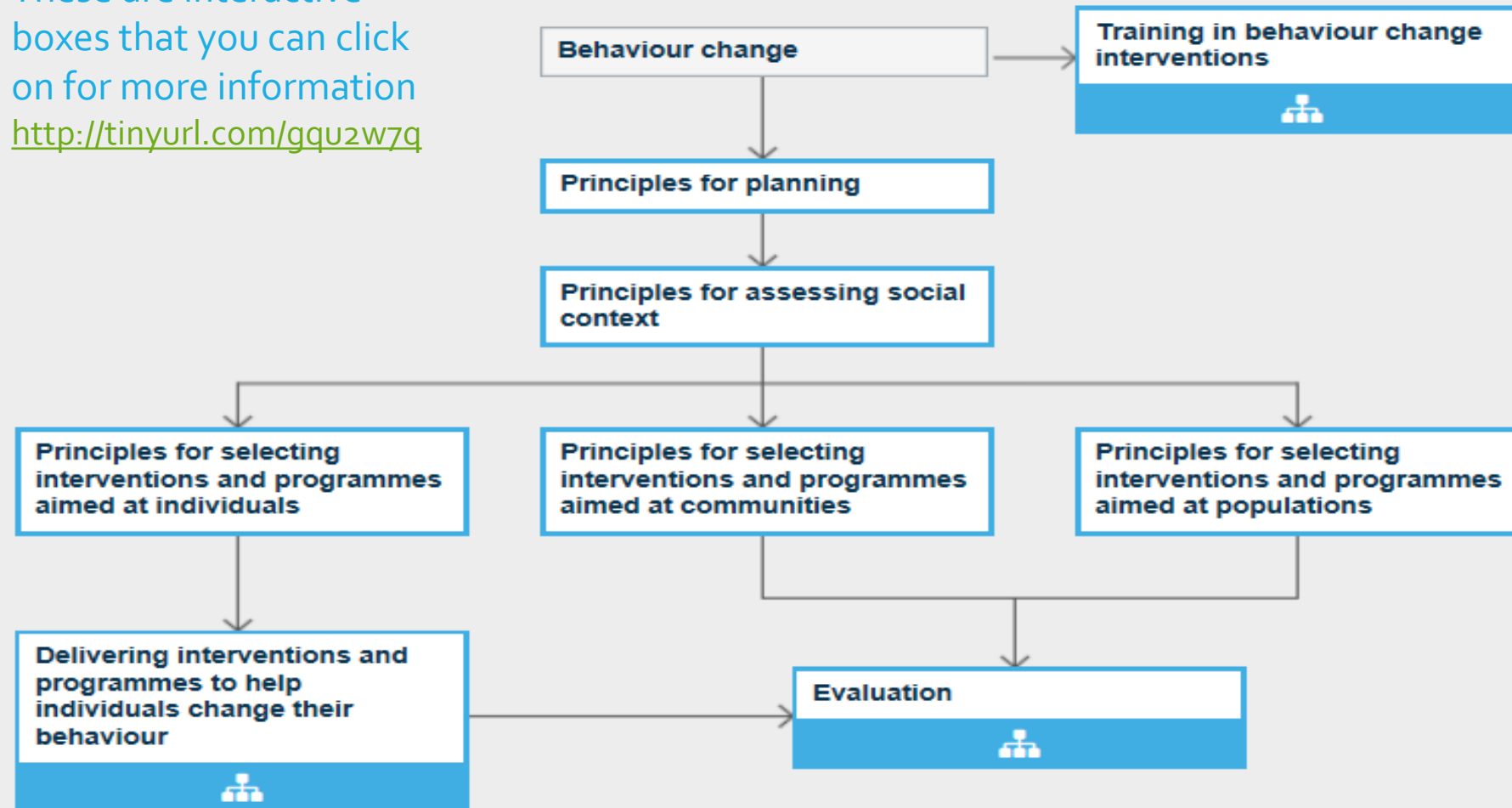
# Scottish Government 5-Step Approach

<http://www.gov.scot/Publications/2015/03/1389/3>

	Identify the problem	* If your ultimate aim is to change people's behaviour, you need to be clear what it is you are trying to change and why there is currently a need for this to happen.
	Review the evidence	* What you intend to do should be grounded in the evidence of 'what works' and why. Service providers should review the available evidence in order to plan activities which can be expected to achieve the intended behaviour change. The evidence should guide what you do and help you to understand the process through which it should work.
	Draw a logic model	* A logic model is a diagram which shows, step-by-step, why the activities you plan should achieve your aims. The logic model forms the basis for evaluating the whole project – you are going to test whether these steps happened as you predicted.
	Identify Indicators and monitor your model	* Use the logic model to identify indicators (i.e. measurements or observations) that things actually happen as you predicted. You will need to collect data about your project FROM THE START on inputs, activities, users, short, medium and long-term outcomes.
	Evaluate logic model	* Analyse the data you've collected on your various indicators to evaluate how well your project worked for your various users. Report on whether your data suggests the logic model worked as planned. Be honest about any areas which were less effective. Use this to improve your service.

# NICE Approach to Behaviour Change

These are interactive boxes that you can click on for more information <http://tinyurl.com/gqu2w7q>



## Screenshot from the NSMC 'Big Pocket Guide' to social marketing

- Do I really understand my target audience and see things from their perspective?
- Am I clear on what I would like my target audience to do?
- For my target audience, do the benefits of doing what I would like them to do outweigh the costs or barriers to doing it?
- Am I using a combination of activities in order to encourage people to achieve the desired action?

# Hard to Reach People: Definitions have included:

Trafford Council; Engaging with hard to reach groups:  
[http://lmccarelink.co.uk/pdf\\_files/hard\\_to\\_reach\\_workbook.pdf](http://lmccarelink.co.uk/pdf_files/hard_to_reach_workbook.pdf)

- Homeless
- Drug Users
- Refugees and Asylum Seekers
- Gypsies / Travellers
- Disabled People (Physical and Learning)
- People with Visual, Hearing and Speech Impairment
- People with Mental Health Problems
- Black and Minority Ethnic Groups
- Children / Children in Care
- Young People
- Older People
- Carers
- Those Who Live in Rural Areas
- Young Middle-class Workers
- Teenage Parents
- Single Parents
- Victims of Domestic Abuse
- Offenders
- Socially Excluded People
- People From Sexual Minority Communities
- Socio-economically Disadvantaged
- Those who Cannot Read, Write or Speak English

# So almost everyone is hard to reach!

- (I fit into four of these categories.)
- My rule of thumb is that our efforts should be directed towards people who, for some reason, are unable to make choices. Perhaps because of lack of information, or lack of autonomy (agency) or capacity – children, old people, people lacking the necessary resources.
- We need to be aware of our own particular mandate; for example Sean Prendergast in the Peak National Park ran an outreach program with full-on community engagement. But most of us will have a narrower and specific purpose.
- Some categories of person are incredibly expensive to engage with.
- Don't assume that representative groups are a proxy.
- For some groups what we have to offer is at the bottom of their list of concerns.



# Links

- Cultural competence (US): [www.naswdc.org/practice/standards/NASWculturalstandards.pdf](http://www.naswdc.org/practice/standards/NASWculturalstandards.pdf)
- Scottish Government Guidance on Designing and Evaluating Behaviour Change Interventions: <http://www.gov.scot/Publications/2015/03/1389/downloads#res-1>
- The Scottish Government 5 step approach to evaluating behaviour change intervention: <http://www.gov.scot/Publications/2015/03/1389/3>
- Scot. Gmnt Introduction to Individual, Social and Material (ISM) Tool (Jackie and Andrew's slides): <http://www.gov.scot/resource/0042/00427801.pdf>
- A user guide to the ISM Tool: <http://www.gov.scot/Publications/2013/06/8511>
- NICE Behaviour Change Overview: <http://pathways.nice.org.uk/pathways/behaviour-change>
- NICE: Behaviour change: general approaches: <https://www.nice.org.uk/guidance/ph6>
- Institute for Social Marketing (ISM) Univ. Sterling: <http://www.stir.ac.uk/health-sciences/research/groups/social-marketing/>
- NSMC 'Big Pocket Guide to Social Marketing' [http://www.thensmc.com/sites/default/files/Big\\_pocket\\_guide\\_2011.pdf](http://www.thensmc.com/sites/default/files/Big_pocket_guide_2011.pdf)