



Changing Behavior Effectively

Creating Interventions that Work

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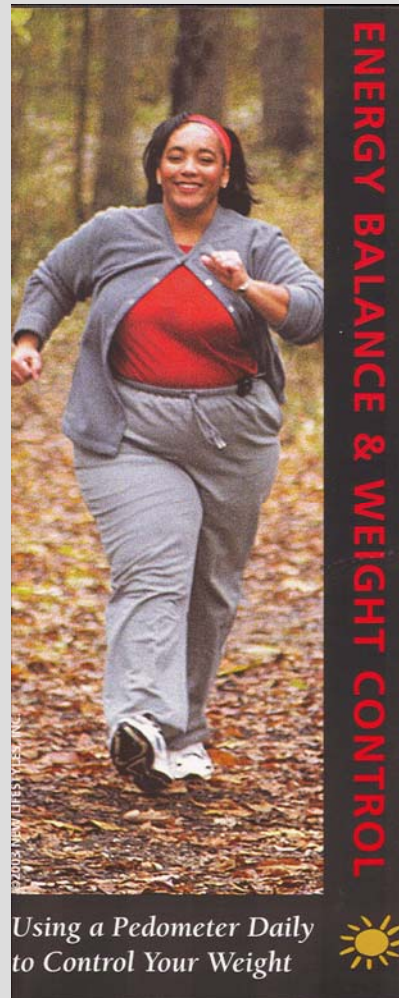
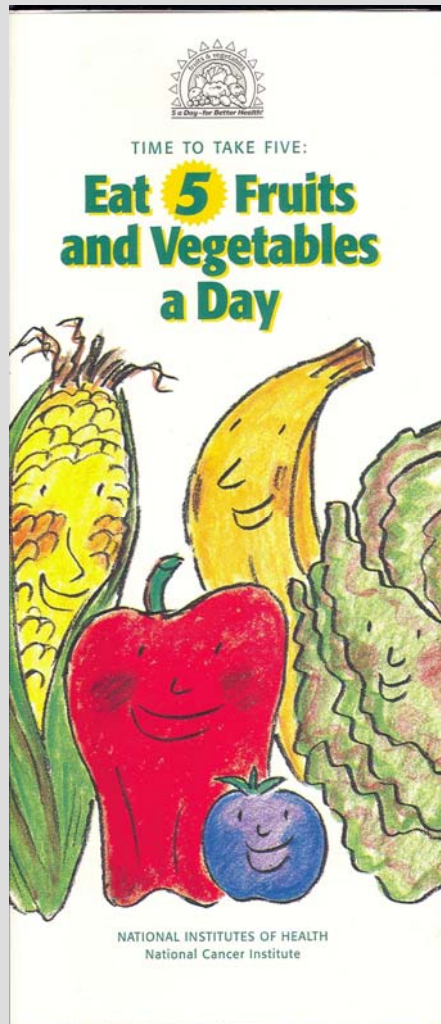
What We Are Doing....



Existing State of Obesity Prevention

- Activities are mainly event-driven; not sustainable
- Activities are mainly individually-based
- Not a lot of resources to address the issue
- General lack of awareness of evidence-based/best-practice strategies to address overweight & obesity

Brochures, Health Fairs, Etc.



-Great for
changing
knowledge

-Not as
effective at
changing
attitudes, etc.



Individual Change

Working One-on-One:

- Resource intense
- Individuals tend to revert back to old behaviors
- Does not address the environment where the individual lives, works, plays



Individual Change

- 4.1 Million Wisconsin Adults
 - 2.46 million are Obese or Overweight
- 1.4 Million Kids
 - 350,000 are at risk for overweight or are overweight
- That is roughly 20,000 that each of us would need to work with/help!!!



**Where We Need
To Go....**




Presentation Outline

- Changing Behavior
 - Behavior Change Theories
- Overview of Intervention Action Planning
- Step-by-Step Design



Changing Behavior

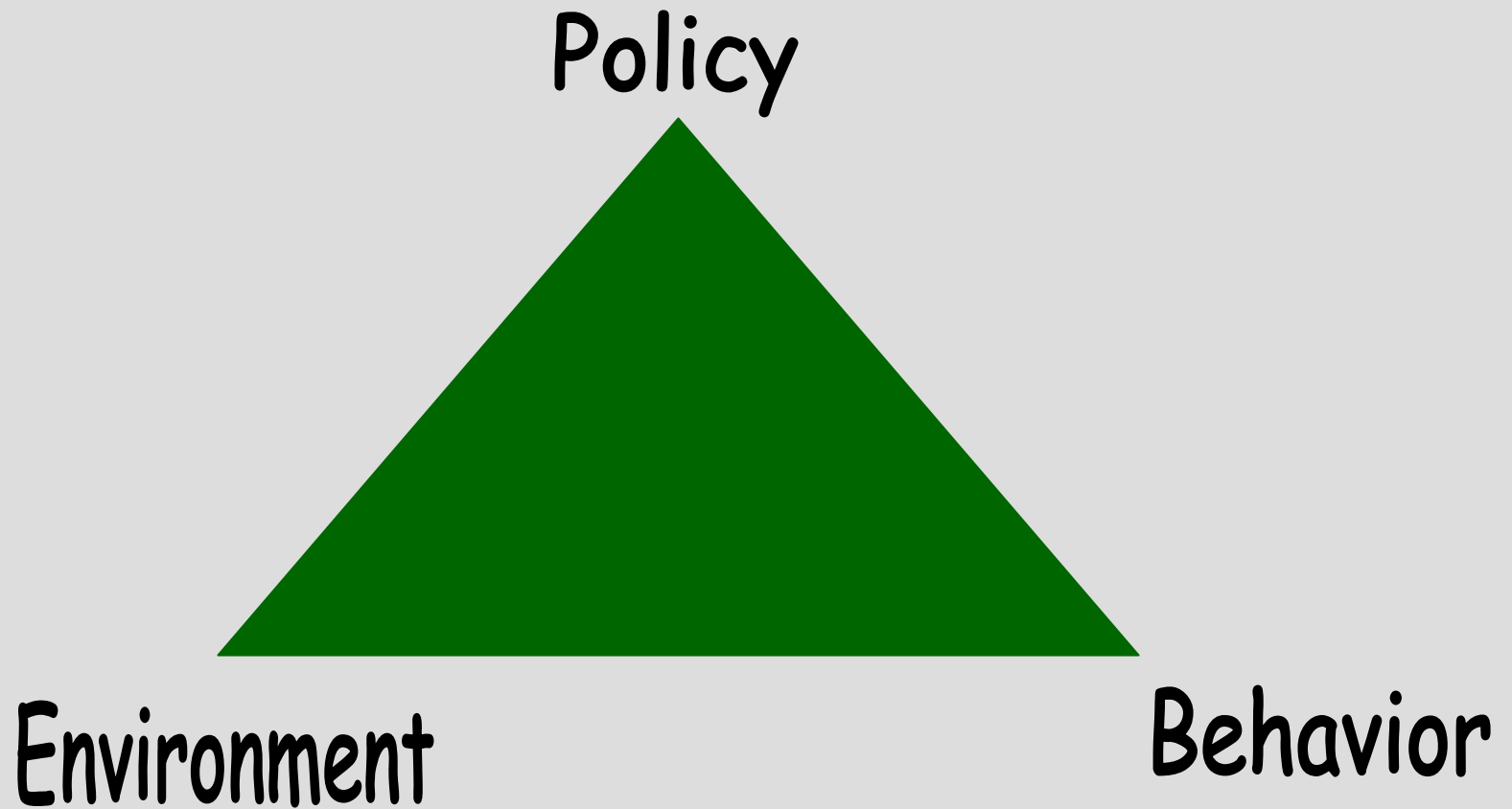
Creating Change at
Multiple Levels



“It is unreasonable to expect that people will change their behavior easily when so many forces in the social, cultural, and physical environment conspire against such change”

-Institute of Medicine

Behavior Change Triad





Behavioral Level

- **Targets: Individuals**
- **Involves:**
 - Knowledge
 - Attitudes/Beliefs
 - Skills
- Tends to be very resource intense
- Works best when paired with supportive environmental & policy components



Environmental Level

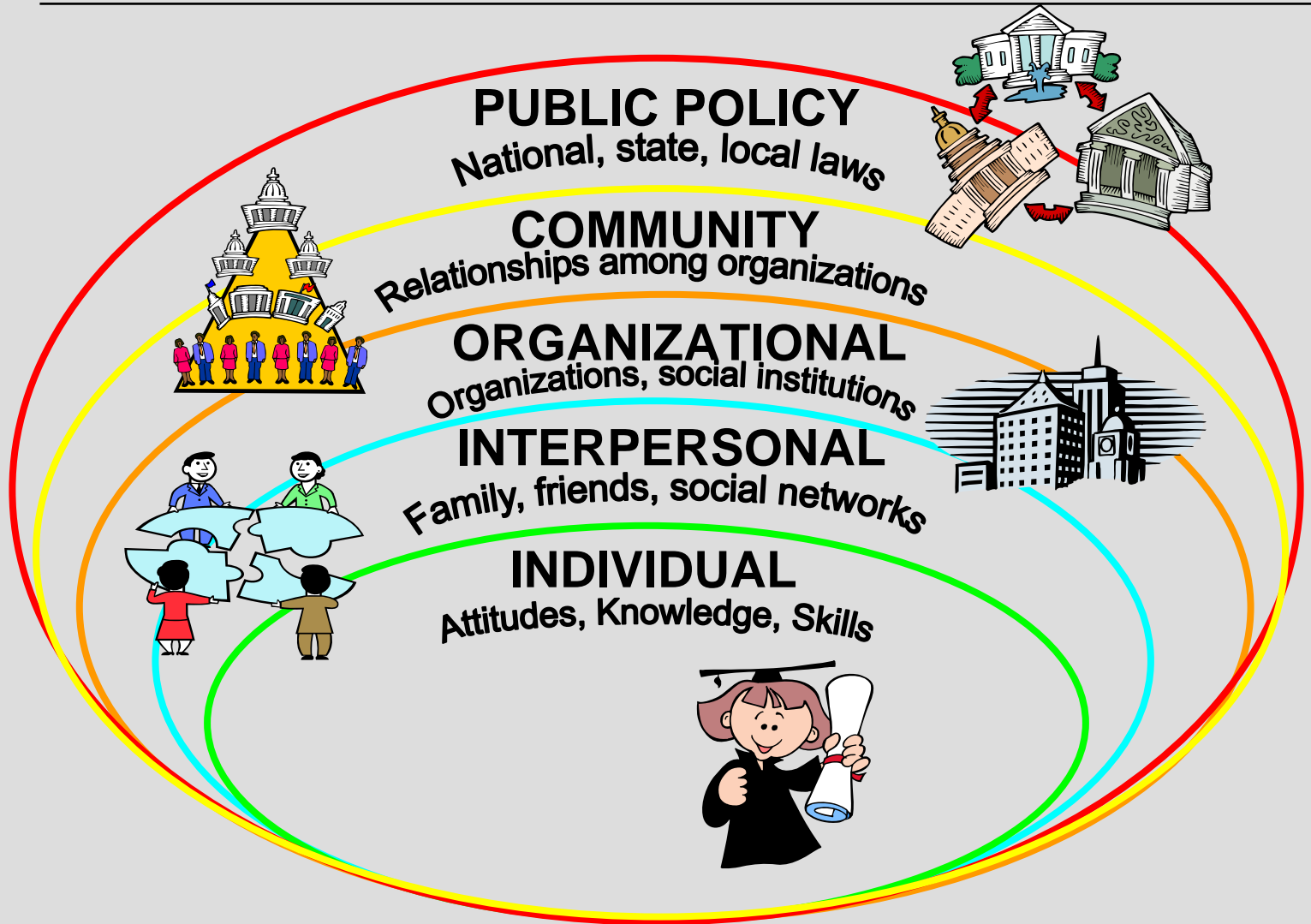
- **Targets: Groups or a Population**
- Involves changing the environment where people, work, live, play, & worship
 - Neighborhood
 - School
 - Worksite
 - Church
 - Community (Grocery Store/Restaurant)
- Greater reach; less resource intense



Policy Change Strategies

- **Targets: Groups or a Population**
- Rules that guide the activities of government or quasi-governmental organizations, and that provide authority for the allocation of resources
- Can be formal (legislated) or informal policy
- Greatest reach; less resource intense

Social Ecological Model



Levels of SEM

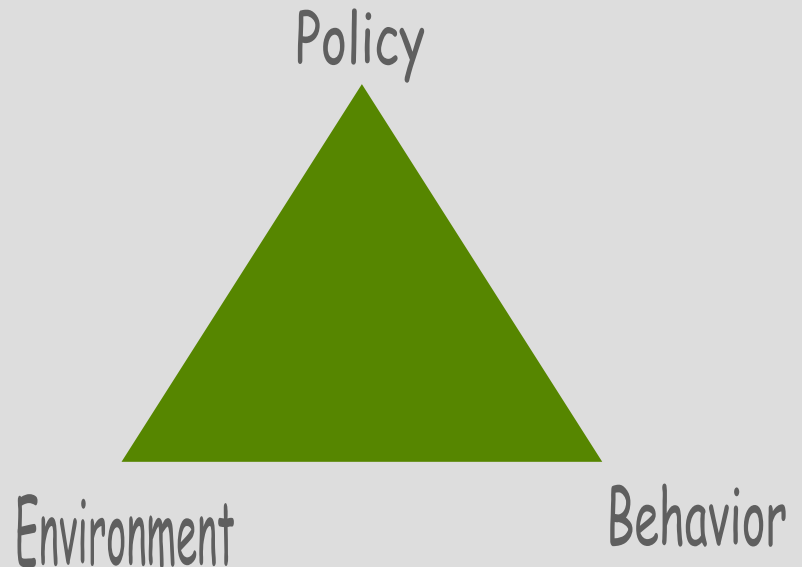
Behavior

- Individual
- Interpersonal

Environment

- Organizational
- Community

Policy





Group Activity

Health Outcome:

Increased fruit & vegetable consumption in adults

Target Audience: Working Adults

Scenario:

Adults do not have time to prepare meals/snacks with F & V; lack food preparation and cooking skills.

Settings: Worksite, Community, Home

-Help Employers create a healthy eating policy for foods served at meetings & conferences
-Health insurance carrier has an incentive for owning a CSA share

Policy

Worksite-Nutrition

Environment

Behavior

-Work with CSAs to create a drop-off point at the worksite
-Work with restaurants near the worksite to have more fruit & vegetable entrees; allow substitutions

-Teach employees how to plan meals ahead; provide F & V recipes and tips for selecting & preparing



Group Activity

Health Outcome:

Increased physical activity in adults

Target Audience: Working Parents

Scenario:

Parents/adults are not able to set aside time to be active. Only time to be active may be during their work day.

Settings: Worksite, Community, Healthcare

-Help Employers create a healthy worksite that encourages physical activity on break times
- Set up or contract to provide worksite educational programs

Policy

Worksite-Physical Activity

Environment

Behavior

-Purchase bike racks to encourage biking to work
-Install shower and/or locker room facilities to encourage active commuting

-Map routes and mileage from the worksite to encourage walking
- Provide walking campaigns to encourage group participation
-Physicians prescribe exercise



Group Activity

Health Outcome:

Decreased Sweetened Beverages consumed by adolescents

Target Audience: Middle School Students

Scenario:

The principal observes that students are consuming several ounces of regular soda/day; vending sales generate a profit

Setting: School



-Policy supporting use of competitive pricing in school vending/a la carte sales; less nutritious foods to be priced higher

Policy

School-Nutrition

Environment

Behavior

-Healthier alternative beverages are available in vending machines (including staff lounge) and on a la carte line

-Taste testing of healthier beverages in school cafeteria; peer-led activity



Overview of Intervention Action Planning

A step-by-step approach



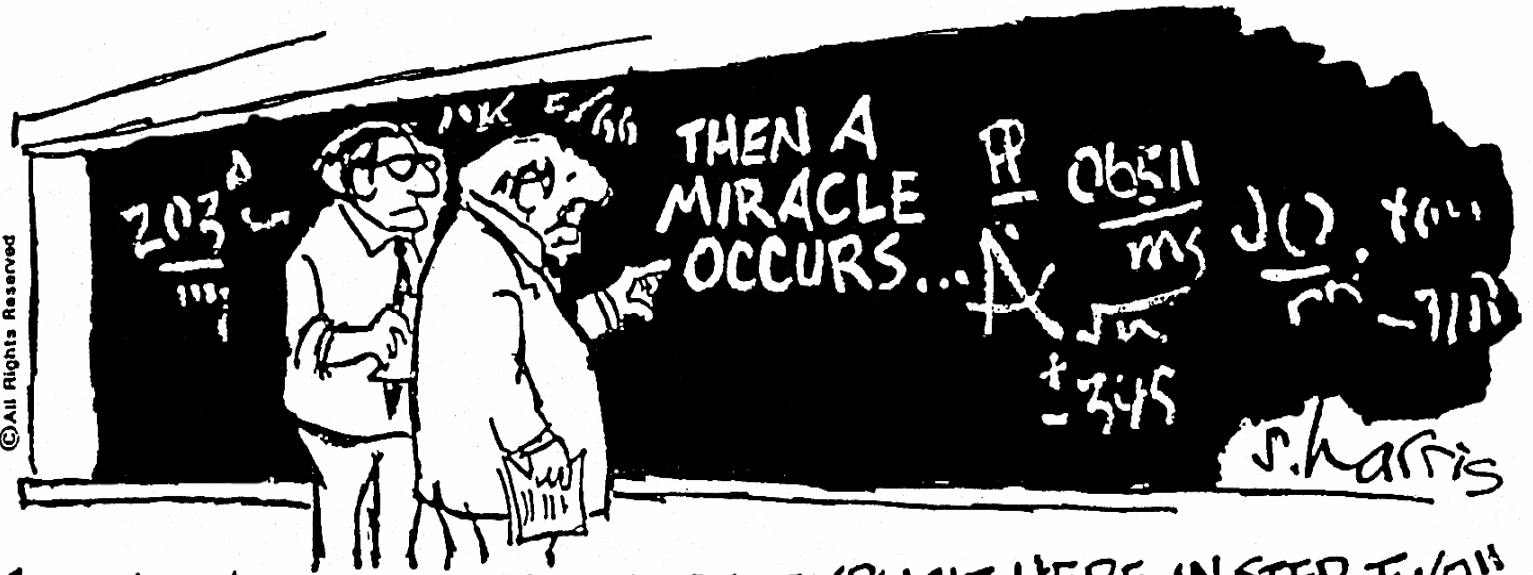
Intervention Action Planning Steps

- Step 1: Identify a Health Outcome and Health Behavior(s)
- Step 2: Identify Target Audience(s)
- Step 3: Collect the Formative Assessment




Intervention Action Planning Steps

- Step 4: Determine Objectives & Strategies
- Step 5: Determine Evaluation Measures
- Step 6: Implement the Intervention
- Step 7: Evaluate the Intervention



"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."



Step 1a: Identify Health Outcome(s)

- Begin by defining your health outcome, what you want to see happen as a result of your program/intervention

Examples of Health Outcomes:

- Increased # of Students at a Healthy Weight
- Increased # of Employees at a Healthy Weight
- Decreased Body Mass Index

Tidbits: Important not to jump ahead to other steps; health outcome involves long-term change



Step 1b: Identify Health Behavior(s)

- Select specific behaviors that will help accomplish/achieve your health outcome
- Can select a nutrition and physical activity behavior; strongest interventions target both
- Examples of Health Behaviors:
 - Increase fruit and vegetable consumption of students
 - Increase physical activity levels of employees

Tidbits: Health behaviors are shorter-term changes than health outcomes; utilize CDC's Big 6 here



Step 2: Identify Target Audience(s)

- Determine who you want to address
- Select a primary audience
 - Who do you want to change?
 - Can be broad (i.e. breastfeeding mothers)
 - Can be more specific (i.e. breastfeeding mothers who are young)
- Examples of Target Audiences
 - Parents of Young Children
 - Employees
 - Tweens (9-12 years olds)
 - Healthcare patients



Step 2: Identify Target Audience(s)

- Select a secondary audience (optional)
 - This audience influences the primary audience (i.e. children influence parents)
 - May need to complete Step 4 before determining a secondary audience

Tidbits:

- **Selecting an audience helps you effectively tailor your components and strategies later on**
- **Keep in mind that you may reach others with your program beyond this audience**
 - **Need an audience to evaluate/track**



Step 3: Collect the Formative Assessment

- "Getting to Know" Your Audience
- Review Existing Evidence/Data
 - County Needs Assessment Data
 - Behavioral Risk Factor Surveillance System
 - Youth Risk Behavior Surveillance System
 - School/Worksite Assessment Data

Tidbit: Completing this step will help you tailor your program components to what your audience needs are



Step 3: Collect the Formative Assessment

- Gather Data Directly from the Audience
 - Formative Assessment Techniques:
 - Intercept Interviews (low resource)
 - Key Informant Interviews (low resource)
 - RAP Assessments (low resource)
 - Environmental Scan (low resource)
 - Existing Data Sources (low resource)
 - Community Forums (medium resource)
 - Focus Groups (medium resource)
 - GIS Mapping (medium resource)
 - Survey (medium-high resource)
 - Pilot Testing (high resource)



Step 3: Collect the Formative Assessment

- After collecting information on your target audience:
 - Look for and inventory common barriers, issues, themes
 - Use the inventory to determine your program's goals/objectives in Step 5
- Example of Inventory:
 - Common Barriers to Eating Fruits & Vegetables:
 - Not enough time
 - Too expensive
 - Don't know how to prepare/select



Step 4a: Determine Objectives

- Set **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**imeframe oriented objectives
- Select objectives that help accomplish your Health Behavior(s)
- Objectives will help you define:
 - What you hope to accomplish
 - What your expected outcomes are
 - What data you must collect
 - How long it will take

Tidbit: More effective programs & interventions have both nutrition & physical activity objectives



Step 4a: Determine Objectives

- To Begin, Consider:
 - Formative Assessment Results (Step 3)
 - Known Science or Evidence
 - Evaluation Measures (Step 5)
- When writing, Consider:
 - Combination of Process & Outcome Objectives
 - Process: the amount of change expected needed to impact the outcome
 - Outcome: the amount of change expected to impact a health problem or issue



Step 4a: Determine Objectives

- Examples of SMART Objectives

By March 2006, a baseline nutrition environment assessment will be completed in 4 locally-owned restaurants (process)

By March 2007, at least 1 of the 4 locally-owned restaurants will have made at least two environmental changes (outcome)



Step 4b: Determine Strategies

- Think about Strategies by:

Behavior Change Areas:

- Individual/Behavior
- Environment
- Policy



Step 4b: Determine Strategies

- Think about Strategies by:

Prevention Area:

- Fruit & Vegetable Consumption
- Sweetened Beverage Consumption
- Portion Size/Portion Control
- Breastfeeding
- TV or Screen Time
- Physical Activity



Step 4b: Determine Strategies

- Consider Site of Strategy:
 - Worksite
 - Home
 - Community
 - School/Childcare
 - Healthcare
- Consider Evaluation Measures--Again



Step 4b: Determine Strategies

- Select strategies that help accomplish your objectives
- When possible, select evidence-based or best-practice strategies
 - What Works in Schools
 - What Works in Worksites
 - What Works in Healthcare

Tidbit: More effective programs & interventions have both nutrition & physical activity strategies



Step 5: Determine the Evaluation Measures

- Evaluation helps answer questions about effectiveness by documenting and measuring the implementation and success in achieving intended outcomes
- Consider existing baseline data sources
- Consider evaluation techniques
 - Pre/Post Survey
 - Retrospective Survey
 - Observation
 - Assessments (i.e. NEMS)



Step 5: Determine the Evaluation Measures

- Review health outcome(s), health behavior(s), objectives, & strategies to determine necessary measures
- Select evaluation measures for process/outcome objectives



Step 6: Implement

- Consider piloting a small part or the entire program
- Once your program is being implemented:
 - Continually check-in with your target audience
 - Document, evaluate, and revise as necessary



Step 7: Evaluate

- Evaluation is an ongoing process, but there should be a results evaluation at the end of the intervention
- Evaluate process objectives where “things” were completed (ex. Number of trainings held)
- Evaluate outcome objectives where behavioral or health indicators have changed (ex. decreased BMI)



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