Simple Approaches to Success in Behavior Change

(ideas to shape sustainable transformations)

YES

NO

Map Decisional Balance

Teeter-totter effect to sway decisions.

High

Motivation

Low

Low — High

Ability

Sweet Spot

High

Motivation

Low

Low — High

Ability

Sweet Spot

Sweet Spot

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Engage.. Ignite.. Empower..©

Success with Behavioral Change

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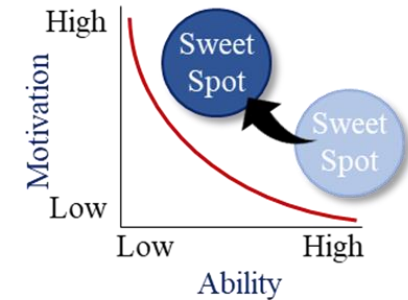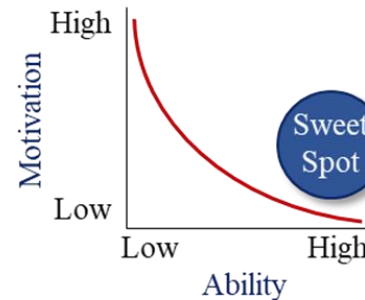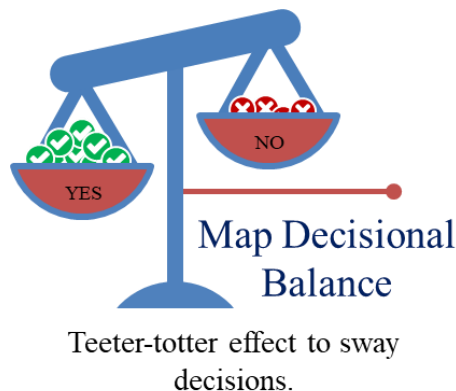18-20 OCTOBER 2024 BITEC, BANGKOK THAILAND
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The Process of Change

Resistance ➡ Ambivalence ➡ Move to Action ➡ Behavioral Change

Never assume one is committed to change – your responsibility to move clients to action.

Resistance

Behavioral state where there is/is not awareness of need for change. Regardless, NO INTENTION exists to initiate change, at least in the interim.

Ambivalence

Behavioral state with awareness of need for change + INTENTION, but change process presents with obstacles – impedes initiation.

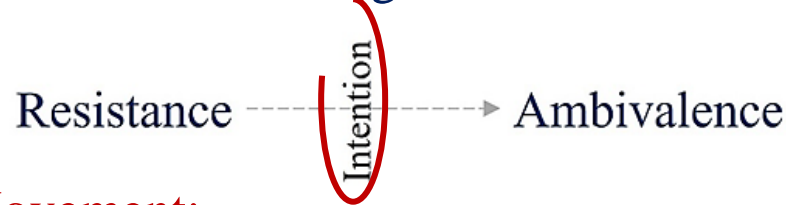## LISTEN TO NARRATIVE

Nature of conversation focused upon being a victim (i.e., change is beyond control, requires too much compromise).

Nature of conversation focused upon potential outcomes (i.e., how things will be better).

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Resistance ➔ Ambivalence
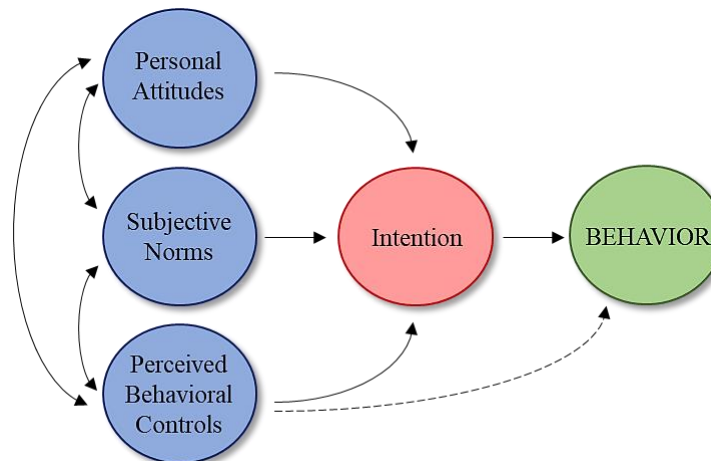
Overcoming Resistance

Resistance ----- Intention -----→ Ambivalence

Key Signs/Signals of Movement:

- Decreased discussion about problem or of being a victim.

- Less resistance demonstrated to ideas opposing existing mindset/beliefs.

- Greater use of change talk – envisioning change outcomes, clarifying expectations, exploring options.

- Appears more resolved, peaceful, relaxed, calm, and settled over challenges.

- Expresses interest in experimenting with new ideas.

Theory of Planned Behavior

Personal Attitudes → Intention → BEHAVIOR
Subjective Norms → Intention
Perceived Behavioral Controls
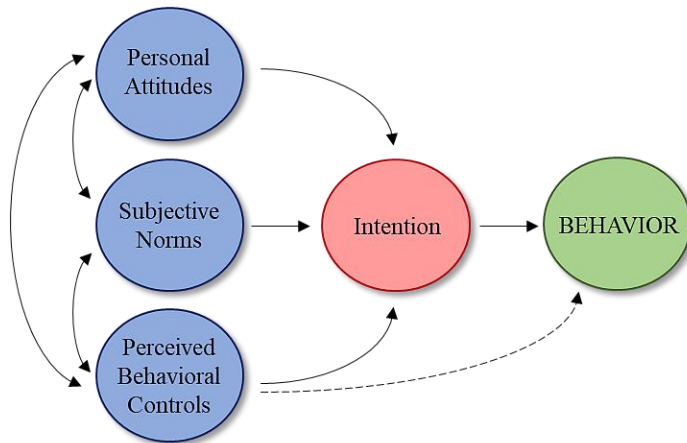
Success with Behavioral Change

Resistance ➡ Ambivalence   Theory of Planned Behavior (TPB)

Focuses upon link between individual beliefs, perceptions, and attitudes, and intention to perform behavior.

- **Premise:** Individuals capable of forethought and making rational decisions about actions (i.e., behaviors), while also considering consequences.

- If attitude towards change is positive.
- If support exists for change.
- If one possesses the capacity for change.

Intention = stronger

* Perceived control can also directly affect behavior

- Behaviors are determined by intention(s), which is influenced by:
  - o Personal Attitudes (i.e., thoughts and cognitions about change).
    - ▪ Whether behavior is believed to be beneficial or harmful.
    - ▪ Whether behavior is believed to be enjoyable or not.
    - ▪ MUST be congruent – if not = resistance (or ambivalence) towards change.

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Resistance ➡ Ambivalence   Theory of Planned Behavior (TPB)

- Behaviors are determined by intention(s), which is influenced by (cont.):
  - Subjective Norms (i.e., perception of level of support for change).
    - Whether others encourage or support change.
    - Whether others also perform that same behavior.
    - MUST be congruent – if not = resistance (or ambivalence) towards change.
  - Perceived Control (i.e., perception of control).
    - Confidence, capability, self-efficacy and whether belief in overcoming any barriers and/or challenges.

- Examples:
  - If one recognizes benefits of change, but then does not enjoy the activity = conflict within *Attitude* – increases ambivalence, weakens intention.
  - If support systems encourage change, yet do not model healthy practices = conflict within *Subjective Norms* – increases ambivalence, weakens intention.
  - Assess to activity, yet apprehension over inability or failure = conflict within *Perceived Control* – increases ambivalence, weakens intention.

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Resistance ➡ Ambivalence   Theory of Planned Behavior (TPB)

To examine likelihood, develop simple tool with a scoring rubric and questions aimed at addressing each construct of intention.

- *Example:* Expressing intention of making changes to introduce more vegetables and fibers into diet to improve overall health.

- Scoring rubric = 1 (poor, not really, unlikely) to 5 (great, absolutely, very likely).

Construct	Question	Scoring				
		1	2	3	4	5
Personal Attitude:						
Benefit	Do you believe that by introducing more grains and vegetables into your diet, it will improve your health?					
Enjoyment	Do you enjoy eating a variety of different grains and vegetables?					
Subjective Norms:						
Perception	Do you have the support of family and friends who will encourage you to make this dietary change?					
Role Modeling	Are any significant family or friends currently following a diet that includes lots of grains and vegetables?					
Perceived Controls:	How likely are you to make consistent food choices that are good sources of grain and vegetables?					
	How likely are you to continue this behavior when faced with obstacles, barriers, and/or challenges?					

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Ambivalence ➡ Move to Action

Ambivalence

| Lack of adequate knowledge and/or skills of how to start or bring about change. | Lack of clarity on how change is beneficial. | Discomfort associated around perception of what is involved (e.g., giving up beer or ice cream). |

Conflict	Description	Example
Approach-approach Conflict	2 choices hold similar appeal – uncertain which one to choose.	Having to choose between two fun events scheduled at the same time.
Avoidance-avoidance Conflict	2 choices hold no appeal – uncertain which one to choose.	Choosing the lesser of two evils. Parking illegally to make an important meeting – risking getting a ticket.
Approach-avoidance Conflict	Pros and cons of either the current or the proposed option hold appeal.	Cannot live with it or without it. Feeling uninhibited after drinking, but also knowing it is unhealthy.
Double Approach-avoidance Conflict	Pros and cons of both the current and the proposed options all hold appeal.	Deciding on whether to be single or in a relationship and weighing pros/cons.

Ambivalence ➡ Move to Action   Overcoming Ambivalence

Goal: Amplify differences (positive/negative) between current and desired behavior.

- Discrepancy triggered by awareness of differences between 2 options.

- Conversation focused upon benefits of change – make observations, not evaluations (i.e., be non-judgmental).

- MUST be personalized, relevant, and important, but avoid fearmongering.

Steps:

1. Identify type of ambivalence.

Approach-approach conflict	Avoidance-avoidance conflict	Approach-avoidance conflict	Double approach-avoidance conflict

2. Develop discrepancy.

- Discrepancy = increasing awareness to benefits of change v. status quo.

- Amplify levels of discord/discontent.

- Recognition of mismatch between existing and desired states = driver of change.

	Current Behavior	Desired Behavior
Advantages		
Disadvantages		

	Advantages	Disadvantages
Current Behavior		

	Current Behavior
Advantages	
Disadvantages	

Success with Behavioral Change

Key To Success = Communication.

Listening — Empathizing

Success in Coaching

Facilitating — Empowering

THE HUMAN CONNECTION
HOW GOOD CREATIVE MAKES PEOPLE CARE

- Building rapport.
- Understanding behavior (psycho-emotional complexity)
- Communicating (responding) appropriately and effectively
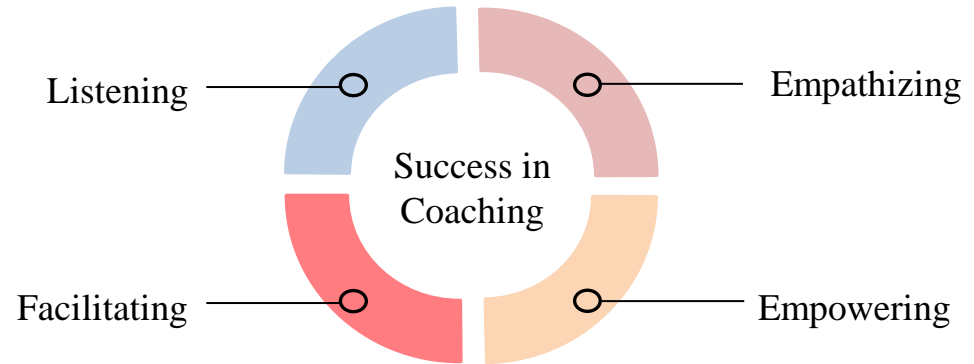
Ask   **Listen**   **Understand**   **Respond**

Do More	Do Less
• Asking – Listening (immersed).	• Telling (directive – prescriptive).
• Explorative – Self-discovery.	• Self-focused – 'Righting Reflex.'
• Understanding.	• Being Understood.
• Support Autonomy of Choice.	• Being Coercive – 'Psychological Reactance.'

Success with Behavioral Change

O.A.R.S Approach (discussed in MI session yesterday)

Open-ended Questions — Reflective Listening

OARS and Active Listening

Affirming Statements — Summarizing

- Ask open-ended questions.

- Use statements that emphasize or accentuate the positives.

- Respond to the person by reflecting upon thoughts and feelings you heard in his/her words, expressions, or behavioral actions.

Affirming Statements	Reflective Listening	Summarizing
• Increase self-efficacy • Statements designed to create self-change within an individual. • Can serve as an inspiration, or even as a simple reminder of value or self-worth.	• Reflective Words – What I understand is…. • Reflective Emotions – You appear to be frustrated/excited. • Reflective Behaviors – I can't help but notice you smile when you say that.	• Collective – Review of what was shared and learned. • Linking – Connecting points discussed. • Transitional – making a segue to another task.

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To Understand – Decisional Balance (DB) Worksheet

Successfully starting/sustaining behavioral change involves understanding mindset and evaluating person's self-capacity for performing proposed behaviors.

- DB provides snapshot into mindset.

- Worksheet used to shape manageable path to success (i.e., blueprint).

- Goals:

  o Increase importance of perceived benefits.

  o Reduce importance (cost, sacrifice) of perceived losses.

  o Increase ability to perform proposed tasks.

NO

YES

Map Decisional Balance
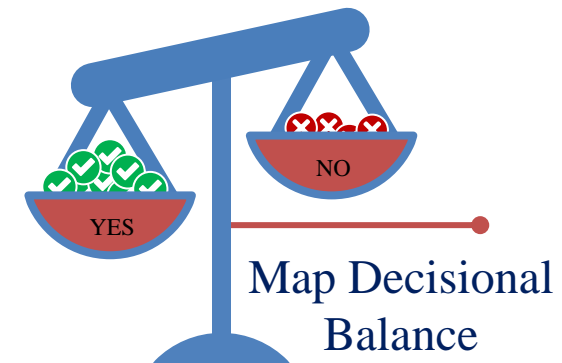
Teeter-totter effect to sway decisions.

Instructions:

- Complete sections as illustrated in next slide for:

  o Importance: Individual scores each item listed for level of importance in life using 1-to-10 or 1-to-5 scale.

  o Confidence: Individual scores each item listed for level of confidence in performing listed behavior(s) indefinitely using 1-to-10 or 1-to-5 scale.

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To Understand – Decisional Balance (DB) Worksheet

List perceived benefits or gains associated with making this change 1 _____ **Quadrant 1** 2 _____	List perceived costs, sacrifices or losses associated with making this change 1 _____ **Quadrant 2** 2 _____
List strategies to maximize perceived gains 1 _____ **Quadrant 3** 2 _____	List strategies to minimize perceived losses 1 _____ **Quadrant 4** 2 _____

Identifies current knowledge and understanding (OUTCOME)

Identifies problem-solving abilities (PROCESS)

Steps:

1. Complete top 2 quadrants (1-and-2), scoring each item for Importance – Takeaway?

2. Complete bottom left quadrant (3) only for Sustained Ability – Takeaway?

3. Initiate Sustain-to-Change talk.

4. Rescore quadrant 3 for ability, then rescore quadrant 2 to measure impact upon costs and sacrifices.

5. Strategize ideas together in quadrant 4, then rescore quadrant 2 to measure impact upon costs and sacrifices.

6. Add previously collected core values to quadrant 1, rescore quadrant 2 to measure impact upon costs and sacrifices.

To Understand – Decisional Balance (DB) Worksheet

After completing initial scoring of quadrant 3, engage in sustain-to-change talk:

- **Sustain/Change Talk** = statements/narratives related to ambivalence to change.

  o Individuals stuck in ambivalence = **sustain talk** – use statements or narratives that provide rationale against change.

  o Individuals ready to change = more **change talk** – use statements or narratives favoring change.

Sustain Talk	Change Talk
Make statements regarding current behavioral actions – don't support changing behavior.	Make statements using action verbs imply/reveal consideration of, motivation for, or commitment.
Cite barriers, challenges, reasons, or rationale providing justification against change.	Talk used proactively to position/envision/reflect future, positive change – 'will try', 'would like to.'
Listen carefully; help individual move beyond any negative sustain talk.	Recognize CAT Statements – commitment, activation, taking steps.

- Commitment statements = "I will change."

- Activation statements = readiness to start ("I am ready to" or "I am prepared").

- Taking steps statements = initial change steps underway or in progress.

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To Understand – Decisional Balance (DB) Worksheet

Sustain-to-Change Talk Steps:

- **Step One:** Examine confidence level first.
  - Begin by asking 'why an <u>(indicated)</u> score and not a '1' score?" – this prompts thinking on why change might be important.
  - Avoid phrasing as 'why a <u>(lower)</u> score and not a <u>(higher)</u> score?
  - This prompts thinking on why change is **NOT** important = decreased commitment to change.
- **Step Two:** Engage process of what is needed to change current confidence score from *(indicated)* to a *(higher)* score – prompts discussion on finding solutions.

- **Step Three:** Rescore confidence score on proposed ideas solutions.
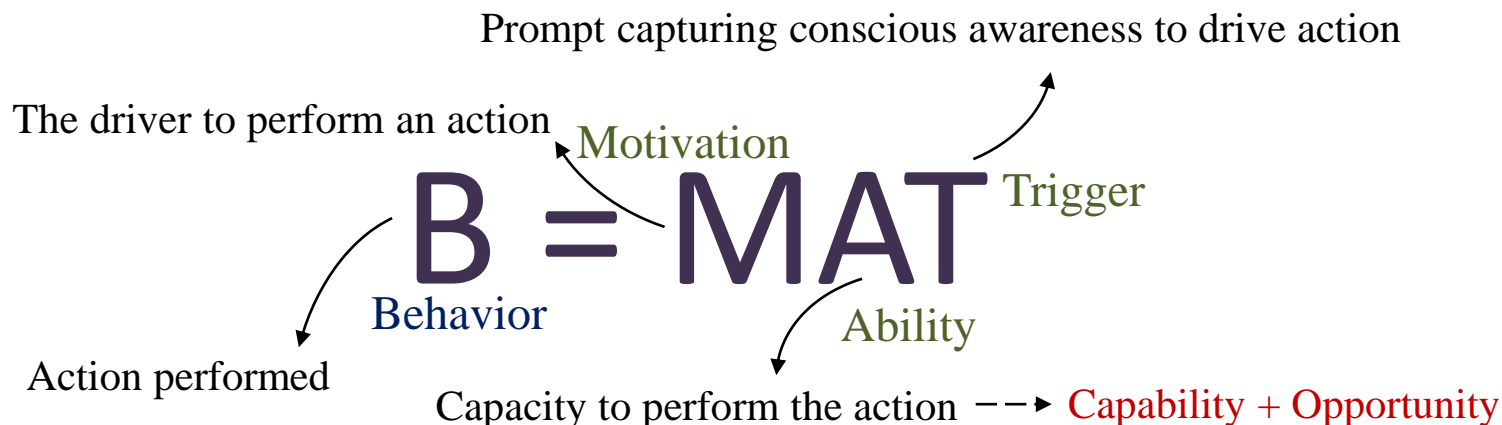
I cannot do this?

I can do this?
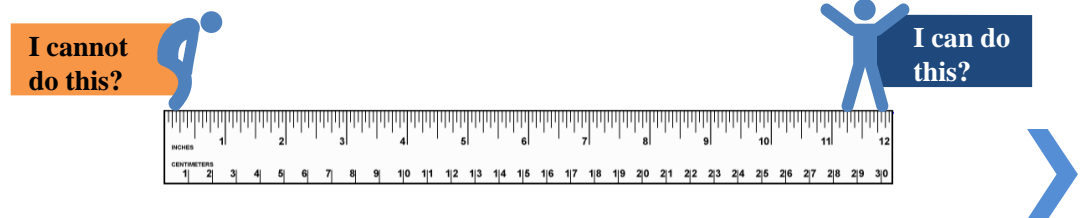
To Understand – Decisional Balance (DB) Worksheet

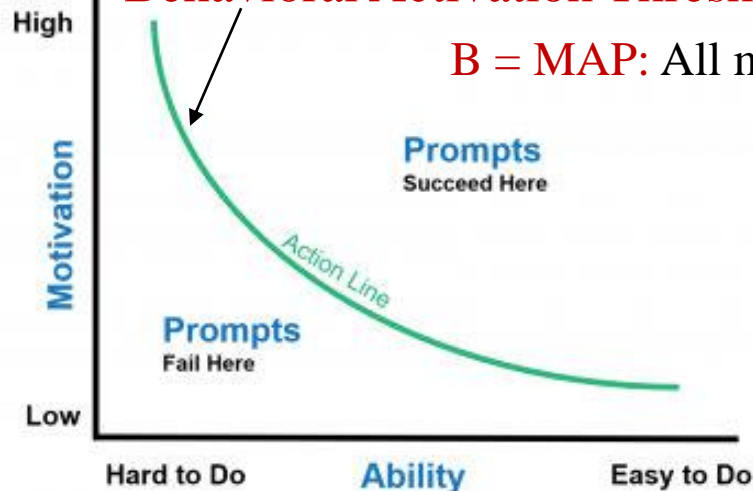Recognize sustain talk – techniques to reduce sustain talk include:

- **Rephrasing.** Include use of word *'yet'* to amend negative statements.

- **Emphasize Autonomy.** Emphasize their choice and control.

- **Reframe.** Offer different perspective on statements (e.g., frustration over failing with diet = impressive persistence + strong drive to find solutions).

- **Shift Decisional Balance.** Prompt conversation on reasons not to change followed by reasons to consider change – use optimism to transition towards change talk.

- **Trick Brain with Validation.** With little intention/enthusiasm for change.
  - Agree that avoiding change and continuing current path appears best (i.e., validation of status quo) – can trigger opposite reaction through self-reflection.
  - *Example:* "Perhaps, it is better to stay as you are" = reactionary change-talk statement "I know change is best, so perhaps I can try something small."

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Building New Behavioral Habits

One Model.

Prompt capturing conscious awareness to drive action

The driver to perform an action

Motivation

$$B = MAT$$

Trigger

Behavior

Ability

Action performed

Capacity to perform the action --→ Capability + Opportunity

Behavioral Activation Threshold (BAT)

High

Motivation

Prompts Succeed Here

Action Line

Prompts Fail Here

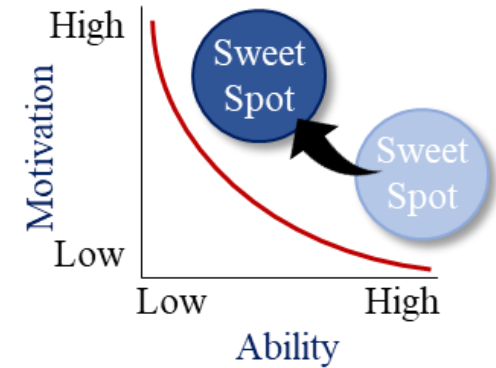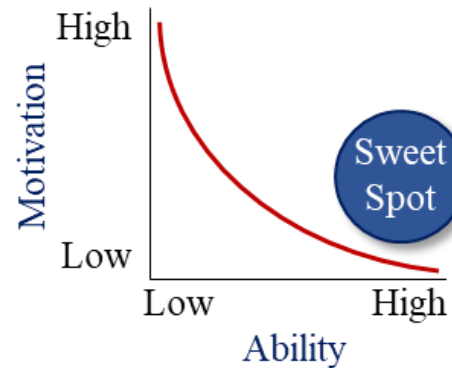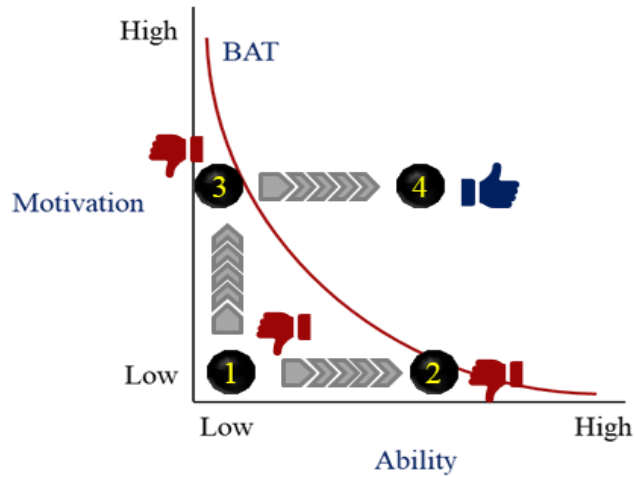Low

Hard to Do   Ability   Easy to Do

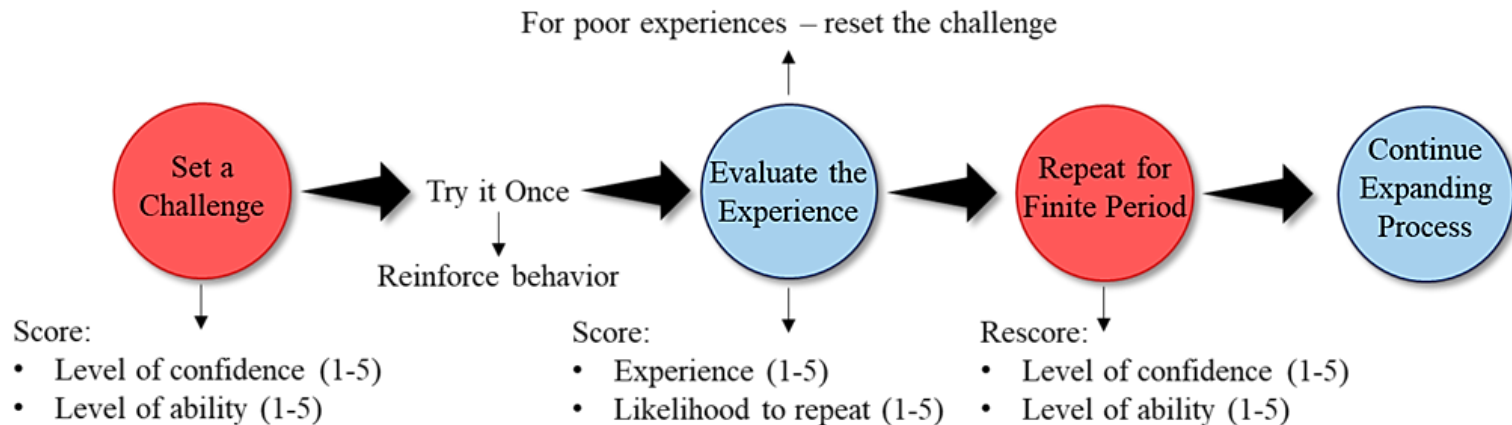B = MAP: All must converge at same time for the behavior to happen

BAT: If convergence occurs above BAT, behavioral action happens.

- Amount you have of one variable (e.g., ability) determines amount needed of the other to exceed BAT.

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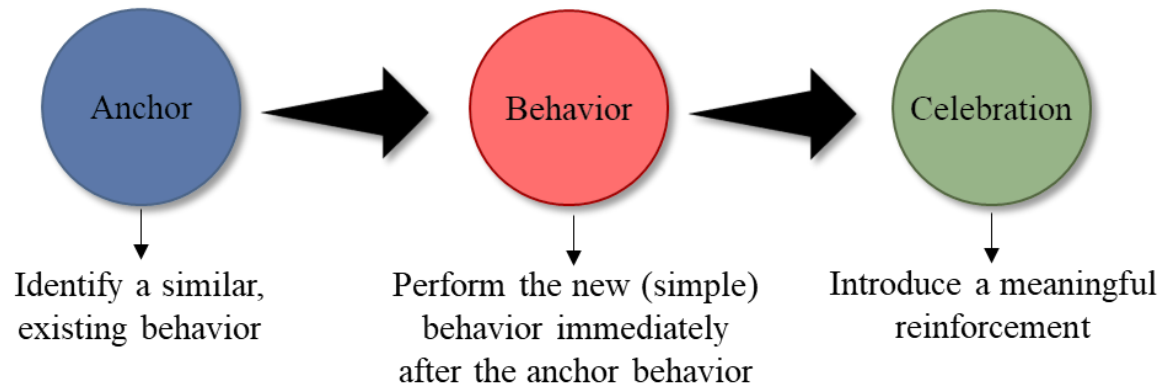18-20 OCTOBER 2024 BITEC, BANGKOK THAILAND

Building New Behavioral Habits

Model also works to decrease or stop bad habits, once identified.

Building New Behavioral Habits

Process of Change (ABC).

- Anchor (A). Identify existing (desirable) routine that holds own motivation.
  - Plan = borrow motivation from an existing (similar) action.
  - Two behaviors must be related (i.e., similar).
- Behavior (B). New task is performed behind anchor.
  - Simplify behavior to increase ability (A).
  - Break task down into basic, simplest step(s) – moves convergence point above BAT.
- Celebration (C). Use meaningful reinforcement(s).
  - Small victories increase dopamine levels in brain – triggers positive mindset.
  - Positive associations help build sustainable habits.

Anchor → Behavior → Celebration

Identify a similar, existing behavior

Perform the new (simple) behavior immediately after the anchor behavior

Introduce a meaningful reinforcement

Thank You..!!

For Your Commitment to Excellence

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