






SBC Bootcamp:
Planning & Implementing Social & Behavioral Change Strategies for Nutrition & ANR
 June 4 and June 7
 Tom Davis
 Senior Specialist for SBC, TOPS Project

Agenda

- a. Pretest
- b. Review of Agenda
- c. Ruler Exercise on SBC methods and tools
- d. LNRA & Demonstration of audience response system.
- e. Change or Die slides: Critical elements in helping someone to change
- f. List of main SBC questions to examine when designing FS programs.
 - g. WHO (staff / volunteers) should give the message / do the activities that lead to behavior change in beneficiaries?
 - h. WHO do we work with / talk to aside from those primary actors?: Working with other influencers. Who influences and how to know.
 - i. WHICH behaviors should we focus on? What determinants of behaviors should we focus on?
 - j. What other general factors might we need to change in order to see high levels of behavior change, and sustainability?
 - k. HOW do we achieve high coverage levels of those primary actors / influencers?
 - l. HOW: Which evidence-based SBC techniques should we use to achieve adoption? Using data-informed methods for persuading people – and making it easier for them – to adopt behaviors.
- g. Posttest and Satisfaction Survey

Ruler Exercise

- a. How **important** is it to achieve excellence in the area of social and behavior change to bring about results in a food security program? (1 = not important at all; 10 = extremely important)
- b. How **effective** do you think **your organization** is in bringing about behavior change relative to other organizations? (1 = not effective at all compared to others; 10 = extremely effective compared to others)
- c. Not everyone on a team has SBC skills. To what degree do you think **you** have the **skills** needed to create curricula and lesson plans to help people change their attitudes and behaviors? (1 = very low level of skills; 10 = very high level of skills)

Change or Die: What Doesn't Work in Behavior Change

- Development in all sectors requires that people do something **new/different**. However...
- **Change or Die** (Alan Deutschman): People with heart disease and other critical problems were told, "you need to change, or you are going to die" – BUT, the majority still did NOT make changes in their lifestyle.
- Even when people are faced with "change or die" situations, they often do not change their behavior on their own. Two years after coronary bypass: **90%** of people have not changed their lifestyle. **67%** of US prisoners re-arrested, and **52%** return to prison. **74%** in U.K.
- What **doesn't** work very well in terms of achieving behavior change:
 - Facts
 - Fear (e.g., "scared straight")
 - Force

CHANGE OR DIE CHANGE OR DIE

Three Keys to Change

- **New hope** ("relating")
- **New skills** ("repeating")
- **New thinking** ("reframing", "redirecting")
- **New strategies**

- What works in promoting behavior change:
 - **1. "Relating" (new hope): Developing a relationship with someone (a new person or a new community) you trust who gives you hope for change ... and being that source of hope to others.**
 - **Hope** = "A emotional feeling of belief in expectation" – not necessarily rational; it's emotional. Need to have contact with a person (not a poster, not a pamphlet) who believes and expects that you will change.
 - **Our job: Help people to regain hope** through use of testimonials, stories, visits, modeling, small groups, etc.

- What works in promoting behavior change:
 - **2. “Repeating” (new skills):** Learning and practicing skills .. and helping others to learn and practice new skills.
 - **Our job:** Helping ourselves and others to have access to training and opportunities to practice and perfect new behaviors.

- What works in promoting behavior change:
 - **3. “Reframing / Redirecting” (new thinking):** This means changing our “worldview” and learning how to “talk to ourselves” and others differently ... and helping others to do so.
 - **Our job:** Reframing what we hear and say ... and helping others to do so ... so it helps people to change rather than hindering us.

- What works in promoting behavior change:
 - **4. New Strategies:** This means finding the **barriers** and **enablers** to change and using those to create new strategies for change, as well as using “nudges” to make it easier for people to follow through.
 - **Our job:** Study what blocks and enables people to make a specific change. Find the “nudges,” too.

Other change “helps”

- Realize that sometimes the problem runs deeper, and don’t look back – look forward.
- Realize that it will take a lot of “contact time.”
- Shoot big, not small.
- Remember: “People don’t resist change; they resist being changed.”
- We need to accept that who we were was not “that pretty” and want to become “new creations”



Main SBC Questions for FS Design

Additional questions we will discuss:

- WHO (staff / volunteers) should give the message / do the activities that lead to behavior change in beneficiaries?
- WHO should we work with / talk to aside from those primary actors (e.g., influencers)?
- WHICH behaviors should we focus on? Which determinants of behaviors should we focus on?
- HOW can we achieve high coverage levels of those primary actors / influencers?
- HOW: What other general factors might we need to change in order to see high levels of behavior change, and sustainability? *(We will discuss this one next Tuesday. Please attend!)*
- HOW: Which evidence-based SBC techniques should we use to achieve adoption?
- HOW do we assure quality. *(We will not discuss this one, but TOPS has an online training module.)*



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- HOW do we assure quality.

WHO (staff / volunteers) should give the message (and conduct the activities)?

In your programs, who are the main people interacting directly with most of the beneficiaries in order to persuade them to change their behavior?

(Please click:)

A: Your Program Staff

B: Community volunteers that you train

C: Other (e.g., health facility staff; gov't staff)

Volunteer Peer Educators

Some of the more successful behavior change programs have used volunteer peer educators ...

Two-minute buzz and brainstorm:

- What are the advantages of working with volunteer peer educators?
- What are the disadvantages?

Volunteer Peer Educators

- Several **types** of volunteer peer educators:
 - Master Farmers / (FFS) Farmer Leaders / Model Farmers
 - Care Group Volunteers
 - ACE (Agricultural Cascade Education) Volunteers (women farmers teaching women farmers)
- Some **advantages** we will discuss:
 - People observe peers and neighbors for cues as to how they should act.
 - Changes in behavior and attitudes often spread through social networks.
 - Some target "successful early adopters" rather than hubs in the social network, and have them convince others.
 - Lots of data for success in using peer educators.

Volunteer Peer Educators

- People observe peers and neighbors for cues as to how they should act.
- *Where have you seen evidence of this?*

Why Peer Educators Work: Social Proof

- Prominent Theorists: Albert Bandura, Robert O'Connor
- What those around us think is true is enormously important to us in deciding what we ourselves think is true.
- One means we use to determine what is correct is to find out what other people think is correct, especially in terms of the way we decide what constitutes correct behavior.
- We view a behavior as more correct in a given situation to the degree that we see others performing it.

[Click for Asch conformity experiment video](#)



Which line is closer in length to the line on the left: Line A, Line B, or Line C? Use your clicker...

Social Proof: Examples, p. 1

- Examples:
- Laugh-tracks (and *Claquers* for the opera) (Smyth & Fuller, 1972)
- Other examples:
 - "Salting" tip jars.
 - Billy Graham, an evangelist, finding "ringers" who come up at specified times to give witnesses, donations.
 - Advertisers talking about "fastest-growing", "best selling" – this "proves" it's good by convincing us that lots of people think it's good.



Social Proof examples, p. 2

- Study: Researchers publicize that people in New Haven, CT, are considered charitable people. Two weeks later: Researcher calls women and ask for donations. Result?
- Donations increase.
- When it works best:
 - People are most likely to "follow the leader (or the group)" when the situation is unclear or ambiguous.
 - We are most likely to look to people who are "just like us" when looking for people to emulate.
 - Exception: Will follow "authorities" even when they are not like us. (Milgram)



Social Proof examples, p. 3

- Aronson & O'Leary
- Sign in shower on how to conserve water (no water during soap-up): 6% response
- What if one person (an accomplice) models it with their back to other students?
- What percentage of students do you think will conserve water now? *Use your clicker:*
 - A: 6%
 - B: 26%
 - C: 49%
 - D: 67%
 - E: 100%
- When new students enter showers: 49% response.
- If two modelers: 67%. (No punitive measures, communication – just modeling)



"The Navy Shower"

Social Proof examples, p. 4

- Cialdini: Flyers under all car windows in a library parking lot.
- Condition #1: accomplice picks up a littered bag and throws it away as subject walks to car.
- What percentage of people through the flyer on the ground after seeing the person through away a littered bag?
 - A: 0%
 - B: 22%
 - C: 48%
 - D: 100%
- 0% of subjects throw the flyer on the ground.
- Cond. #2: Accomplice walks by subject but does nothing. How many throw flyer on ground? (Same responses as above.)
- 33% throw the flyer on the ground. Also with no one there, but many flyers on ground, many litter. When only one flyer on the ground, much less littering.



Volunteer Peer Educators

- Changes in behavior and attitudes often spread through social networks. We need to use "hubs" in social networks.

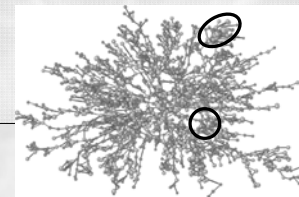
- Social networks are "scale free," and look more like this...
 - ...where a few people have lots of connections (the "hubs"); most people have few connections.
- than this:
 - ...where most people have similar numbers of connections.



Hubs have a power law distribution...

Social Network Analysis Findings

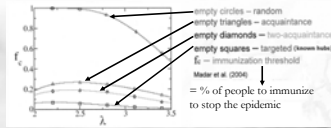
- Your friends' friends' friends can make you fat – or thin.
- Your future spouse is likely to be your friends' friend.
- We influence and are influenced by people up to **three degrees** removed from us (friend's friend's friends).



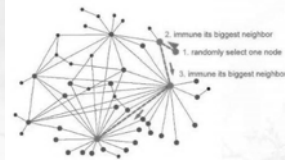
- Happiness, voter turnout, substance abuse, and suicide are all "contagious," spreading through social networks. (*What about EBF, getting TT, purifying water?*)

Social Networks

- **Acquaintance immunization strategy:** The nature of social networks (few hubs with many connections) allows for immunizing very few people (“hubs”) to prevent transmission of a disease.
- **A localized strategy:** Only need info on the randomly-selected person & his/her social connections (e.g., neighbors/friends) to identify hubs ... not entire social network.



Acquaintance Immunization The Idea



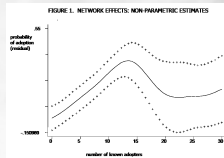
Volunteer Peer Educators

- **What can we learn from this? What does this teach us about using peer educators?**
 - If you want to help people change, identify and use the “hubs” in their social network.
 - For behavior change, identify hubs – the well connected people – by asking groups of beneficiaries to name the people who they trust and admire, and would want working with them to promote behaviors. Use them as your volunteer behavior promoters!
 - This is what is done in some peer education models, such as Care Groups. Lots of data showing success of these peer educators (discussed later).

Social Networks and Ag

- In Ag, knowing adopters can work a bit differently. Sunflower adoption study: *Social Networks and Technology Adoption in Northern Mozambique (Bandiera et al.)*
- (1) Adopters know significantly more adopters than do non-adopters. (2) The benefits of knowing adopting farmers is greater for more talkative farmers. This suggests that there is a distinct **private** element to information that can only be exploited through one’s own social network. This effect operates over and above any **public** information that may be present, as is picked up by the number of other adopters known variable.
- “... individual adoption decisions do depend on the adoption choices of network members and that (i) individual networks matter over and above village aggregate measures, (ii) information sharing matters (iii) the relationship between the individual probability of adoption and the number of known adopters is shaped as an inverse-U. **Why do you think this happens? (Hint: It’s not that it drives down prices.)**”

“I want to grow sunflower when some people I know are growing it .. but not when just about everyone I know is growing it.”



Social Networks and Ag

One possible reason for the **curious U-shape**:

- Delaying adoption can be **beneficial** because farmers do not cultivate the new crop at date 0 when knowledge about the technology is scarce and profits low.
- But delaying adoption is also **costly** since if Farmer X does not adopt early on, his profit at a later date may be lower than it would have been had he adopted earlier.
- That cost, however, decreases as the number of farmers who adopt earlier on increases. In fact, if a lot of farmers adopt at an earlier date, Farmer X’s marginal contribution to the total stock of knowledge and hence on his profits at a later date becomes negligible.
- It can also be explained if we take into account that in addition to information sharing, networks provide other services (e.g., risk sharing, to insure against shocks) whose value depend on the number of adopters within the network. If a lot of farmers within the same network adopt, diversification and effective insurance within the group are greatly reduced.

Lessons Learned: Volunteer Peer Educators

- When using peer educators, take into account:
 - Beneficiaries are often in the best position to identify the “hub” in their social network. Some guidance on criteria can be provided by the NGO, but be careful that it’s not too restrictive.
 - Gender: For example, “Men’s crops” vs. “women’s crops”.
 - Sometimes a business person will be better positioned and have the right contact with beneficiaries. For example, messaging via Ag input suppliers.
 - Sometimes knowing more adopters doesn’t lead to increased adoption (especially in Ag programs) – but it usually does.

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Working with Influencers

- Entire session on Influencers next week.
- Remember influencers may vary by behavior.
- **Who is the influencer group (who are not your primary target beneficiaries) that you usually work with the most to bring about change in your primary beneficiaries? (Use your clicker...)**
 - **A: Mother-in-Laws / Grandmother**
 - **B: Spouses (husband or wife)**
 - **C: Other family members**
 - **D: Neighbors**
 - **D: Professionals / Experts (e.g., Doctors, Ag Extensionists):**
 - **E: Others**
- **Second most important? (Same categories)**

Ag: Working with Influencers

Several important types of influencers mentioned in the Bandiera et al sunflower study in Mozambique – **Farmers were more likely to adopt sunflower production when they:**

- Knew more **adopters**: Adopters knew 12, Non-adopters knew 7
- Knew **family members** adopting: 68% Adopters vs. 40% Non-Adopters
- Knew **neighbors/friends** adopting: 79% Adopters vs. 46% Non-Adopters
- Knew more **church members** who had adopted: 2.4 members known to Adopters vs. 0.8 known to Non-Adopters

Report out: Working with Influencers

- **What are the best ways you have found to reach men about topics that may not be as interesting to them (e.g., talking to men about child nutrition)?**
 - Adding content to whole community meetings (e.g., Ethiopia)
 - Via Ag Association meetings.
 - Via home / on-farm / garden contact.
 - Radio
 - Mobile phones?
- **What are the best ways you have found to reach women about topics that may not be as interesting to them?**
 - Adding content to savings group meetings.
 - Via home / on-farm / garden contact. (**What benefits are there of home and on-farm visits?**)
 - Take time into consideration, especially with women.
 - Consider separate venues for women, where they are more likely to speak up.
 - With some topics, you may be able to engage with men during a home visit (e.g., FP)... but depends on topic (e.g., maybe not BF).
 - Radio, mobile phones
- **How do you reach extended family members who are influencers, such as mother-in-laws and grandmothers?**
- **How do you reach people through the groups that they attend and are part of, such as churches or mosques?**
 - Consider sermon guides.

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- **HOW do we assure quality.**

What works in behavior change? Findings from Powerful to Change Studies

- CORE SBCWG compared low and high performers for several behaviors (e.g., exclusive BF, hand washing with soap) – **what works?**
- 1. **Using formative research** (e.g., PD studies, Barrier Analysis, TIPs) to **find the determinants** of behaviors and to **choose the right messages/activities** – we will talk about this now – and...
- 2. **Using the right coverage strategy:** Using **systematic home visitation** (through cascade training) to reach more people ...(which we will discuss later).

Causality Analysis for ANR

- In the health and nutrition sector, practitioners sometimes do positive deviance studies (e.g., Local Determinants of Malnutrition Studies) to identify the most important things to promote. (*describe*)
- However, there are **fewer** defined / documented processes for doing this in Agriculture and NRM.

Work in Two Small Groups for 15 minutes:

- **What are the ways that your organization determines what are the most appropriate practices (behaviors) to focus on in Agriculture? Do you take into account what successful farmers are doing? If so, how?**
- **Have you heard of other innovative practices for doing this in ANR?**
- Report out.

Method: Barrier Analysis

What is it?

- Rapid assessment tool used to identify the most important *behavioral determinants* (from Health Belief and Theory of Reasoned Action models) associated with a particular behavior in Ag/NRM, Health/Nutrition, City Planning, other sectors.
- Used to develop more effective behavior change communication messages & activities.
- Compares Doers and NonDoers.
- Developed in 1990 (by Tom Davis) and modified based on AED's BEHAVE Framework and Doer/NonDoer Analysis. <http://caregroupinfo.org/vids/bavid/player.html>

Behavioral Determinants Examined with Barrier Analysis

Perceived Self-efficacy	Perceived Barriers & Enablers
Perceived Social Norms	Perceived Susceptibility / Risk
Perceived Pos./Neg Consequences	Perceived Severity
Access	Perceived Action Efficacy
Cues for Action / Reminders	Perception of Divine Will
Policy	Culture

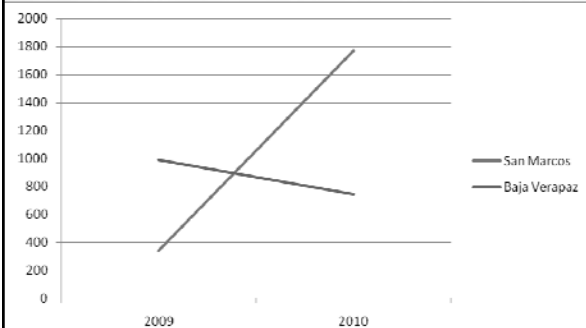
Example of Using Formative Research in Ag/NRM

- CRS' SEGAMAYA program, two different provinces of Guatemala: San Marcos and Baja Verapaz (culturally similar)
- June 2009: Staff in one San Marcos received Designing for Behavior Change training, did Doer/NonDoer Analysis (a short version of Barrier Analysis), developed a DBC strategy and indicators for Ag/NRM.
- Planned to replicate in the Baja Verapaz area, but got too busy responding to an emergency in another area.
- Same program and monitoring system in both areas, so Baja Verapaz served as comparison area to examine results of the DBC training/strategy.

San Marcos Guatemala: Use of Formative Research

- Decided to study key soil conservation practices.
- "Planting 'live barriers' along the edges of planting terraces" identified as the practice with the lowest adoption rate, despite requiring only labor and local, free plant material.
- San Marcos area: Participated in a *Designing for Behavior Change* (DBC) Workshop and Conducted a *Barrier Analysis Survey*.
- In comparison area (Baja Verapaz), determined strategy and messaging using their past experiences in the area, etc. (No formative research.)
- Found that: (1) **most farmers fully understood the benefits of the practice**, (2) **Doers worked together to plant the barriers**, and (3) **Doers liked the practice because they did not lose plantings due to drought**.
- San Marcos Strategy focused on organizing farmers to work together on each other's land during the off-season to plant the barriers.
- Farmers groups brainstormed to develop strategies to prevent loss of plants due to drought.

Results: Number of Hectares Planted with Live Barriers



Focus Group Comments

To staff: *Overall, was the (DBC) training and development of a BC strategy helpful?*

- "Yes, this **completely changed our way of thinking**. We no longer think in terms of "we" and "them", rather we are a team with the participants in finding solutions to the barriers."
- "It never occurred to us before [the training] to figure out the barriers or what makes people want to change. **We wasted so much time and energy repeating the benefits over and over, then, feeling frustrated because no one adopted the new practices.**"

What was the most useful part of the (DBC) training?

- "**Going to the field to do the Doer/Non-doer Surveys**. Until we saw those responses, we thought we knew our target farmers and what they think. It was incredibly revealing."
- "**Understanding the wide range of factors [determinants] that influence adoption of practices.**"

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Using Volunteers to Achieve Coverage

- **Two-min buzz and brainstorm:** *What are the different ways that you reach beneficiaries? Through what means and groups?*

Ethiopia Mothers Groups example:

- Visited Mother's Clubs in Ethiopia – Excellent process.
- What's the coverage? "Unknown."
- Effective coverage level: 4% of mothers
- "Yes, but these mothers will talk to their friends". Only partially true.

For BC to happen:

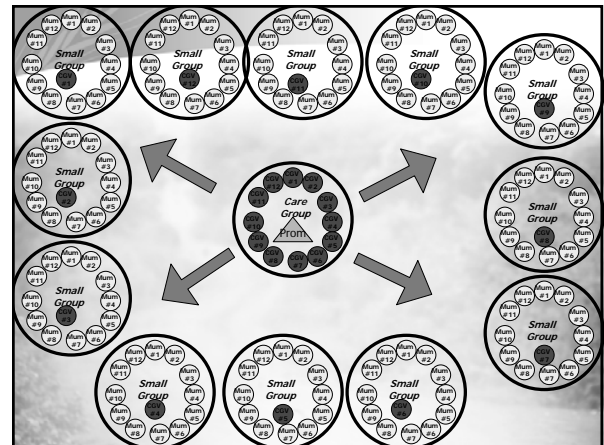
- Need an organized plan for coverage.
- Define how many and which households or mothers or farmers each Volunteer will be expected to reach. Shoot for 80% or more [why].
- Give them behavior promotion (teaching) materials.
- Monitor your coverage.

Types of Formed Groups for Behavior Change

- **Mother-to-Mother Support Groups**
- **Care Groups** (see <http://caregroupinfo.org/vids/cgvid/player.html>)
- **Mothers' Clubs**
- **Cascade Groups (like Care Groups, but multi-sector)**
- **Farmer Field School groups**
- **Agricultural Associations**
- **Others?**

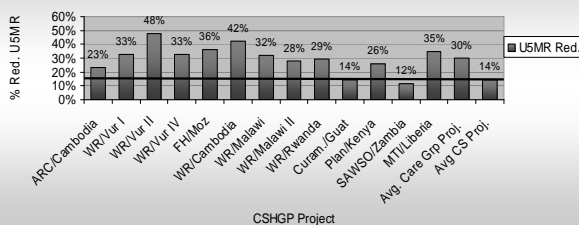
Who is Using Care Groups and where are they being used?

- | | | |
|----------------------------|----------------------------------|----------------|
| ■ ACDI/VOCA | ■ International Aid | ■ Bangladesh |
| ■ ADRA | ■ International Medical Corps | ■ Bolivia |
| ■ Africare | ■ International Rescue Committee | ■ Burkina Faso |
| ■ American Red Cross | ■ Medical Teams International | ■ Burundi |
| ■ CARE | ■ Pathfinder | ■ Cambodia |
| ■ <u>Concern Worldwide</u> | ■ PLAN | ■ DRC |
| ■ Catholic Relief Services | ■ Salvation Army World Service | ■ Ethiopia |
| ■ Curamericas | ■ Save the Children | ■ Guatemala |
| ■ Emmanuel International | ■ World Relief | ■ Haiti |
| ■ Food for the Hungry | ■ World Vision | ■ Indonesia |
| ■ Future Generations | | ■ Kenya |
| ■ GOAL | | ■ Liberia |
| | | ■ Malawi |
| | | ■ Mozambique |
| | | ■ Niger |
| | | ■ Peru |
| | | ■ Philippines |
| | | ■ Rwanda |
| | | ■ Sierra Leone |
| | | ■ Zambia |



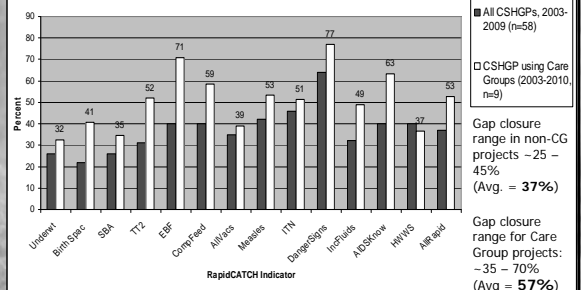
Success of Volunteer Peer Educators: Care Groups

Care Group Performance: Perc. Reduction in Child Death Rate (0-59m) in Thirteen CSHGP Care Group Projects in Eight Countries through Seven PVOs



Care Groups Outperform in Behavior Change: Indicator Gap Closure: CSHGP Care Group Projects vs. Non-CG Project Averages

Indicator Gap Closure on Rapid Catch Indicators: Care Groups CSHGP Projects vs. Non-CG CSHGP Projects



When Peer Education *Doesn't* Work

- **The impact of mother to mother support [MTMSG] on optimal breast-feeding: a controlled community intervention trial in peri-urban Guatemala City, Guatemala** (Dearden et al, 2002)
 - **Purpose of Study:** To assess the impact that a peer education program had on early initiation of BF and EBF in peri-urban Guatemala City. Two intervention communities, two control communities.
- At follow-up (12m):
- Change over time in early initiation of BF in program communities was **not significantly different** from the change in control communities.
 - Communitywide rates of EBF **did not change significantly** from baseline to follow-up.
 - **31%** of mothers in program communities said counselors had advised them about BF.
 - **21%** had received a home visit
 - **16%** reported attending a support group.
 - **Of the mothers in the program communities who both received home visits and attended support groups**, 45% of them exclusively breast-fed, compared to 14% of women in program communities who did not participate in those two activities.
- **Conclusion:** No population-level effect seen, but attending the peer groups helped increase EBF rates for those who participated. **Peer support works, but it's important to achieve high levels of coverage if you want population-level change! (Don't expect population-level behavior change @ only 31% coverage.)**

Reasons for Success

What do you think are the probable reasons for the success of the Care Group model?:

- Care Groups are built on the shoulders of other models (e.g., MTMSGs). They use **peer educators** and choose people who are most likely to be "**hubs**" in their social network (and hence influential).
- The model is **well defined** in order to **assure high coverage**—Ratios between the # of Promoters and # of groups, # of volunteers per group, # of HH/beneficiaries per volunteer, and much more is defined. See <http://www.caregroupinfo.org/blog/criteria> (Handout)
- **Whatever groups you use, be deliberate** about these ratios and the structure. Look for ways to have high-quality coverage of 80% or more of beneficiaries at least monthly, and measure coverage.

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General Factors

Please participate in the Tuesday session where we will discuss this question on general factors:

Triggering Hope: Motivating for Change in an Environment of Dependency, Disincentives and Despair (Tues, 11:00-12:30)

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- **WHO** (staff / volunteers) should give the message / do the activities that lead to behavior change in beneficiaries?
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- **WHICH** behaviors should we focus on? Which determinants of behaviors should we focus on?
- **HOW** can we achieve high coverage levels of those primary actors / influencers?
- **HOW:** What other general factors might we need to change in order to see high levels of behavior change, and sustainability?
- **HOW:** Which evidence-based SBC techniques should we use to achieve adoption?
- **HOW** do we assure quality.

SBC Techniques

- TOPS and the FSN Network SBC Task Force will be creating an **SBC Toolkit** over the next year. The toolkit will include a wider variety of SBC techniques taught through a **five-day** training. Three regional and three country-level trainings will be offered on the toolkit. Sign up!
- Some of the tools in the SBC Toolkit:
 - Non-formal education methods (Stories, songs, testimonials)
 - Negotiation skills
 - Listening and feedback skills
 - Persuasion techniques (Online training modules available now: http://www.caregroupinfo.org/vids/Persuasion_Pt_1/Persuasion_Part_1.html http://www.caregroupinfo.org/vids/Persuasion_Pt_2/Persuasion_Part_2.html)
 - Emotion-based counseling
 - Support group facilitation
 - "Story Editing" techniques
 - Motivational Interviewing techniques
- Looking at one of these techniques today: **Motivational Interviewing** (sign up for the training for more!)

What is Motivational Interviewing?

- Motivational Interviewing is a form of counseling (usually individual, but can be used in groups) that helps people change their behaviors
 - It is useful for **behavior promotion and counseling** when people are **ambivalent** about changing their behavior.
 - It has been shown to be successful in a developing country setting when applied by non-professional counselors.

Motivational Interviewing Trial, Zambia

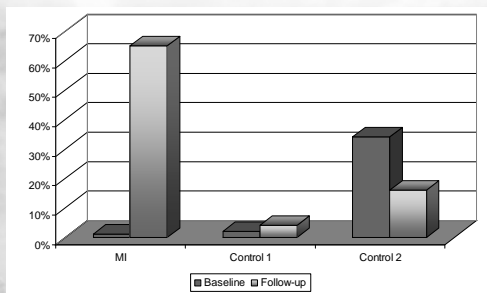


Behavior promotion messages (to use a chlorine solution to purify water) were delivered using MI by neighborhood health committee (NHC) volunteers in weekly visits that were 15-30 minutes long.

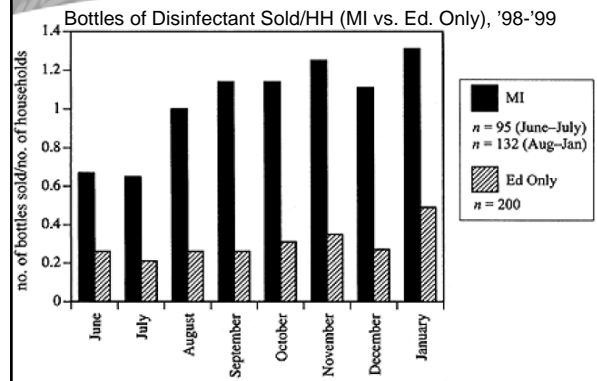
An Intervention group received Motivational Interviewing along with education.

A Comparison group received education only.

Disinfectant Present in Stored Water



Zambia MI Study:



Other MI Studies

- Thevos A, Quick R, and Yanduli V. "Motivational Interviewing enhances the adoption of water disinfection practices in Zambia." *Health Promotion International*. 2000; 15(3): 207-214.
- Thevos, A.K., Kaona, F. A. D., Siajunza, M.T., & Quick, R.E. "Adoption of safe water behaviors in Zambia: Comparing educational and motivational approaches." *Education for Health*. (2000); 13(3): 366 - 376.
- Carey, M. and Lewis, B. "Motivational Strategies Can Enhance HIV Risk Reduction Programs." *AIDS and Behavior*. 1999; 3(4): 269 - 276.

Another Reason I Like MI



There are four main principles of MI...

#1: Express Understanding

- Realize (and act like) ambivalence [mixed feelings] is *normal*
- Use reflective listening
- “Accepting the person for who they are” helps facilitate change
- This does **not** mean you must agree with or endorse their attitude or behavior
“It is okay to feel confused about this issue.”

#2: “Develop Difference”

(Discovering Conflicting Self-beliefs)

- Realize that change is motivated by *perceived* differences between one’s **present behavior** and one’s **personal values or goals**. (So you use questions to help bring these out so the person can see the gap.)
 - “I want to lose weight” (but I eat fried food every meal)
 - “My wife is important to me” (but I beat her every week)
 - “I want better crops” (but I never try anything new)
- The person you are talking to needs to discover and present *their own* arguments in favor of change.

#3: Roll with Resistance

- **Avoid arguing for change**
 - Arguing with the promoter / extensionist is a sign that the person is far from change.
 - Instead, *invite* a new perspective on the issue

Resistance is a signal to you (as a change agent) to respond differently.



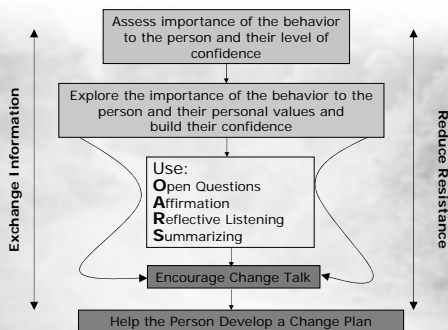
“Take what you want and leave the rest.”
(Who can argue with that?)

#4: Support Self-Efficacy

- **A person must believe they *can* change before change is possible.**
 - **Need to help the person increase their self-efficacy**
 - Help people draw on **hope** as a personal resource for change

Your (stated) belief in their ability to change can be a self-fulfilling prophecy.

The MI Process: A Quick Overview



Assessing Importance & Confidence scales

- (Demonstrate: Choose a behavior)
- (Establish rapport. Talk about the behavior you want to promote, or the problem that they want to rid themselves of. Get some details of their history with the behavior or problem.)
- (Say:) Let’s say this line I’ve drawn represents how important you feel it is to you to _____. Down here (1) means it’s not important to you at all, and up here (10) means the most important thing to you in life. How important is _____ to you right now? (Point to line)
- (Say:) Now let’s say this line represents how confident you are in your ability to _____. Down here (1) means you are not confident at all that you can do it, and up here (10) means that you are extremely confident that you could do it. How confident are you in your ability to _____ right now? (Point to line)
- (I would then use questions to explore importance, confidence, and personal values. For example: “What are some of the things that are most important in life to you right now?”)

Use OARS - Open Questions

- **OARS** = Open Questions, Affirmation, Reflections, and Summarizing
- **Example of Open Question:** "Tell me about a time when you changed something in your life and were proud of it."



Affirmations



- An affirmation is a compliment!
 - Praise positive behaviors.
 - Support the person as they describe difficult situations.
- Examples:
 - "That must have been a difficult thing to change. It sounds like you are a person with a lot of fortitude."
 - "That situation must have been very painful for you, but you managed to get through it."

Reflections



- Several different types of reflections: Simple, Amplified, Double-sided. We will just talk about the simple one.
- A **simple reflection** is just repeating back what the person said.
 - DO NOT ARGUE OR DEBATE with the person.
 - This is the same as paraphrasing.
 - Condense your response so that it is shorter than what they said.
 - These are statements, not questions.
 - You can reflect emotions, too.
 - If you want to move the conversation along, add something – take a chance!
- Examples:
 - "So you had a difficult time using that new agriculture technique the first time, and now you don't know if it's worth trying again."
 - "So your mother-in-law is concerned that your child will not get enough milk if you only give him breastmilk."
 - Amplified: "So if you gave your child only breastmilk, he might starve."
 - Double-sided: "So you would like to try conservation agriculture, but your father-in-law doesn't like the idea."

Summarizing

- Make a summary statement that encompasses everything that was said.
 - Summarizing can be helpful when you want to move in a new direction. Still: Don't argue or give advice.
- Examples:
 - "This has been a really difficult year for you. You lost most of your harvest due to insects that got into your storage shed. Now you are trying to decide what to do differently, but you don't have much money."
 - "You are feeling a lot of pressure to give your 4m old child some food. Your mother-in-law says that if you give him some food, he will cry less. You are not sure if that will help, because the doctor said that you should wait or he will get diarrhea."

Change Talk in MI

- **Change Talk** is like a green traffic signal: it tells you to keep moving forward!



- **Listen** for Change Talk and **encourage** it!

Four Kinds of Change Talk



- **Disadvantages of Maintaining the Current (negative) Behavior**
 - "Since I don't have an improved silo, more of my harvest is eaten by insects and rodents."
 - "When I hit my wife, her mother gets mad at me and yells a lot."
- **Advantages of Change (to the new healthy behavior)**
 - "It would be great to not have to worry about losing so much of my harvest."
 - "If I only gave breastmilk, I would spend less money on powdered milk."
- **Optimism about Change**
 - "I think I could do it if I tried, and if I convinced some friends to try it too."
- **Intention to Change**
 - "I think I could at least try to use conservation agriculture techniques on one part of my land and see how it goes."
 - "Maybe next month, I could try that out ... at least for that month."

How to Encourage Change Talk

- **Through open-ended questions:**
 - What worries you about not changing how you store your crops? *(Disadvantage of current behavior)*
 - If you did decide to only give your child breastmilk, what would be good about it? *(Advantages of new behavior)*
 - If you resolved to weigh your child each month at the clinic, what about you makes you think you could be successful? *(Optimism for change)*
 - So what are you thinking about using conservation agriculture at this point? *(Intention to change)*

How to Encourage Change Talk

- **By asking for more details**
 - In what ways do you think your friends would support your decision to exclusively breastfeed?
 - You mentioned there was a time when you did use fertilizer on your crops, and it worked. Tell me more about that time, and your reasons for doing that.
 - What other difficult decisions have you made in your life?

How to Encourage Change Talk

- **By asking about extreme situations:**
 - What is your biggest concern about crop loss in the long run? What could happen if you don't get it under control?
 - What consequences of not having your child immunized do you know of, even if you don't think they could happen to your child?
 - If you were completely successful at conservation agriculture, what are the positive things you think would happen?

How to Encourage Change Talk


- **Explore the past and the future**
 - Before you had these worries about your losing your child to malnutrition, what was your life like?
 - If you continue on as you are now, what do you think will happen? Tell me what life will be like for you in five years if nothing changes.
 - Think back to when you had your first child. How did you feel about being a mother?
 - How would you like things to be in your future concerning your land and yields? Tell me about the best possible future you can imagine.

How to Encourage Change Talk

- **Goals and Values**
 - What is most important to you in your marriage? What about your marriage is worth preserving?
 - *(If the person is religious:)* What does your faith tell you about what you should do?
 - What does a healthy garden look like to you. What are the qualities that you would want in your garden?
 - What do you think is the right thing to concerning faithfulness in marriage?

Which of These Indicate a Person is Ready to Change?

- | | |
|--|--|
| <ul style="list-style-type: none">• Asking about change• Trying out a change behavior• Arguing against change• Feeling a sense of loss and resignation• Increased talk about the problem• Feeling peaceful and calm | <ul style="list-style-type: none">• Imagining difficulties if a change were made• Blaming others for the problem• Discussing the advantages of change• Expressing hope for the future• Saying the problem isn't that bad |
|--|--|



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- HOW do we assure quality.

Assuring Quality

For the TOPS / FSN Network online training on Quality Improvement and Verification Checklists, please use this link:

<http://www.caregroupinfo.org/vids/QIVCs/QIVCs.html>

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