


Lifestyle interventions and behavior change techniques



In this Chapter,
participants will learn about:

- Types of lifestyle and behavior change techniques to encourage patients to adopt healthier habits
- Mechanism of behavior change
- Ways to implement lifestyle and behavior change techniques
- Measure success of behavioral changes

What are lifestyle and behaviour change techniques?

Changing health-related behavior can impact an individual's risk of lifestyle related disease (e.g. Type 2 diabetes, cardiovascular disease). However, changing an individual's habits and attitudes to prevent disease is a complex task, involving many interacting components which makes it challenging to implement. An individual's behavior is largely influenced by their social circumstances and cultural contexts. Lifestyle and behavior change techniques are strategies that help an individual to change their behavior to increase their chances of a healthy lifestyle and decrease the risk of lifestyle related disease.

1.1 Goals and planning

Use presentation 1.1 as a teaching tool for this topic

What is a goal?

Goals are mental representations of desired outcomes. To achieve a goal, it must be important to the person who wants to achieve it. Goals require commitment, dedication and hard work and cannot all be achieved overnight. Goals can be big or small but it is important to break any big goals down into small practical steps, each of which will take a little way towards an overall goal

What is a goal planning?

Goal planning specifies where, when, and how a goal will be implemented and anticipating barriers and challenges that may interfere and making plans to overcome such barriers. Goal planning helps individuals plan the specific actions they will take to achieve their overarching goal e.g. setting SMART goals can help to plan your goals. **Worksheet 1.1** allows an individual to carefully think about their SMART goal(s) and decide whether or not it is achievable. If not, individuals are advised to rework their SMART goal in order to increase their chances of success. **Worksheet 1.2** aids the planning and tracking of a SMART goal.

SMART - This acronym stands for **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imed (Refer to **flyer 1.1**)

Specific: Some targets can be vague and difficult to measure. It is important to set targets that are clear and precise. A vague target would be 'being fit and athletic', whereas a specific target would be "I will work out at the local gym for at least 30 minutes twice a week at 7pm on Monday and Thursday." You can ask the four W's to help make it specific:

- What are you going to do?
- When are you going to do it?
- Where are you going to do it?

Measurable: If a goal is not measurable, it is not possible to know whether you are making progress towards the successful completion of it. You must be able to verify and measure whether you have achieved your goal. Try and answer questions such as:

- How much?
- How many?
- How will I know when my goal is achieved?

Achievable: Set goals that are within the individual's reach. Failing to achieve a target can have a negative effect on one's motivation to work towards their goal. An unrealistic goal could be 'to stop eating chocolate or sweets'. A more realistic goal could be 'reduce the amount of chocolate or sweets I eat to no more than 3 times in the next seven days'. It is important to make the first goal achievable to boost an individual's self-confidence and encourage them to continue. The best way of changing behavior and maintaining change is to build on small successes.

Relevant: Is the goal relevant to the individual? Ensure that the individual can see a clear link between their goal and their health or how they feel, and that it is a behavior that they want to change.

Timed: Set a time frame in which the goal can be achieved. If you don't set a target date for the completion, it could go on and on without the individual ever achieving it. If the goal requires a longer time frame, decide whether there are any smaller targets that the individual could achieve in time for the next session.

Presentation 1.1 Goals and planning



Lifestyle and behaviour change techniques

Goals and planning



What are goals?

Goals are mental representations of desired outcome(s)

What is planning ?

It is the process of thinking about the activities required to achieve a desired goal

Example :

Goal

Eat one fruit during lunch time everyday at work

Planning

1. I will take a fruit from home every morning to eat during my lunch time at work
2. I will buy the fruit the evening before I have to eat it

Facilitator notes:

- A goal is the idea of a desired outcome we want to achieve
- Planning is the processes involved to achieve our goal
- Example: Goal to eat one fruit during lunch every day at work
- To achieve this goal, one must ensure there is fruit available to eat during lunch time at work. For this, someone can take the fruit from home to work so that they can ensure they meet the goal. Additionally, the fruit can be bought from the market the day before to ensure the fruit is available to eat prior to the time it needs to be eaten.

Goals :

- Should be important to the person who wants to achieve it
- Big goals should be broken into small practical steps, working towards an overall goal
- Require commitment, dedication and hard work

Planning :

Set **SMART** goals :

- Specific
- Measurable
- Achievable
- Relevant
- Timed

Facilitator notes:

- Should be important to the person who wants to achieve it -If someone else is telling you your goal, you will probably not succeed unless you make it your own goal
- Big goals should be broken into small practical steps, working towards an overall goal – Big goals are hard to achieve in one go – they will require time. Breaking the bigger goal down into smaller goals is beneficial
- Require commitment, dedication and hard work – They cannot all be achieved overnight.
- SMART goals are Specific, Measurable, Achievable, Relevant, and Timed- They help us with planning our goals

Example : Lose weight

Is it a SMART goal ?

Facilitator notes:

- Ask participants if they think this is a SMART goal – don't provide them with the answer.
- Discuss using the following slides.

Example : Lose weight

Is it Specific?

Facilitator notes:

Does it answer the following questions :

- Who is involved?
- Where will you work towards achieving this?
- Which existing resources do you have to achieve this?
- What does losing weight mean?

Answer NO!

This goal is not specific

Example : Lose weight

Is it Measurable?

Facilitator notes:

- How would you measure if you are losing weight?
- There is no mention of how you are tracking your success

Answer NO!

This goal is not measurable

Example : Lose weight

Is it Achievable?

Facilitator notes:

- What can I achieve if I don't know what I have to achieve? There are no timelines, no description of how, where, why I have to achieve the goal

Answer NO!

This goal is not achievable

Example : Lose weight

Is it Relevant?

Facilitator notes:

No idea – we would try and understand what the individual is trying to achieve

Not known if the goal is relevant

Example : Lose weight

Is it Timed?

Facilitator notes:

There is no timed target given

Answer NO!

The goal is not timed

Example : Lose weight

Is it a SMART goal ?

NO!

Facilitator notes:

No – it is not a smart goal and the person who sets this goal will be confused about what their goal is and how they will achieve it

Example : I will go for a walk 5 times a week for 2 months.

Is it a SMART goal ?

Yes!

Facilitator notes:

Yes as:

It is specific as we know the goal is to go to for a walk– 5 times a week for 2 months

Measurable - The individual can measure this by making a note of every time they go for a walk–looking back, you can count and see how many times they did

Achievable – The person has set this goal according to what they can really do (ask them to understand if their time, physical abilities and other factors allow them to do this)

Relevant – Is this of any use to them? Hopefully they want to be fit/lose weight and will benefit from this goal

Timed - They will be doing this for two months

A SMART goal to include exercising in your routine

Facilitator notes:

Ask participants to take 5 minutes to think of a SMART goal to include exercise in their routine. Ensure they think about all aspects that make a goal SMART.

Randomly select 5 participants to share their answers with the group.

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

SET SMART GOALS

S

SPECIFIC

What **EXACTLY** do you want to achieve?

M

MEASURABLE

How will you know if you **MEET** your goal?

A

ACHIEVABLE

What **STEPS** are you going to take to achieve your goal?

R

RELEVANT

Why is this goal **IMPORTANT** to you?

T

TIMED

What is the time **DURATION** you will take to achieve your goal?

**NOW ACHIEVE IT !
YOU CAN DO IT!**

Worksheet 1.1 Goal setting: Setting up for success

Name:

Age:

Date:

Write your SMART goal(s):

List the problems/challenges that you may face in achieving your goal(s) and the possible solutions for the same

| Problems/Challenges | Solutions |
|---------------------|-----------|
| | |

What do you think could increase the chances of you achieving your goal(s)?

Why is it important for you to achieve this goal(s)

Do you think you will be successful in achieving your goal(s)? If your answer is No, re-set your goal to something more achievable.

Participant signature

PHC staff signature

Worksheet 1.2 Goal tracker

Name:

Age:

Date:

[illegible]

1.2 Feedback and monitoring

Use presentation 1.2 as a teaching tool for this topic

What is feedback?

Feedback takes the form of information on the recorded behavior or outcomes e.g. measurement of weight or comment on progress towards a set goal. Feedback helps a person to assess their performance and may work towards motivating them to achieving a desired behavior and/or outcome (Refer to **flyer 1.2**)

How can you provide feedback?

- Focus on positive feedback to increase motivation to performing the desired behavior
- Review goals and comment on progress, make amendments to goals and/or discuss problems and challenges being faced in achieving goals
- Re-take measurements and let the individual know their progress and areas to improve
- Comparing past behaviors to current behaviors and comment on progress
- Review antecedents for unwanted behaviors and comment on changes

What is monitoring?

Observing and checking an individuals' progress towards a behavior or outcome over a period of time.

How can you monitor progress?

- Re-take measurements and compare them to previous ones
- Review progress of achieving behaviors and goals
- Comparing past behaviors to new ones
- Encourage individuals to self – monitor example: record what they eat and do every day, to weigh themselves and measure their waist circumference regularly and to monitor their SMART targets

Presentation 1.2 Feedback and monitoring



Lifestyle and behaviour change techniques

Feedback and monitoring



What is feedback ?

- Feedback consists of the views and opinions regarding a particular behaviour or an outcome. This information may be given verbally or in written form
- Feedback helps a person to assess their performance and may work in motivating them towards achieving a desired behaviour and/or outcome
- “positive feedback” encourages achieving a behaviour and/or outcome

Example : A patient was unable to meet their goal of going for an evening walk 3 times a week. They have been going once a week

Feedback – Congratulations on going for a walk once a week! great work ! I am very happy you were able to set aside some time to do this. I also appreciate your honesty and don’t worry I know 3 times a week might be a bit too challenging. Lets sit together and see how we can gradually get you to go for an evening walk 3 times a week, I know we’ll be able to !

Facilitator notes:

Feedback is the views and opinions that are given to someone regarding a particular behavior or outcome. This can be done verbally (by speaking to them) or in a written form.

Feedback helps a person to understand how they are performing (good or bad) and once they find out, it may motivate them towards achieving the desired behavior and/or outcome

Feedback should be “positive” as it makes people feel appreciated and encourages them further

Example: A patient was unable to meet their goal of going for an evening walk 3 times a week. They have been going once a week

Feedback – Congratulations on going for a walk once a week! great work! I am very happy you were able to set aside some time to do this. I also appreciate your honesty and don’t worry I know 3 times a week might be a bit too challenging. Let’s sit together and see how we can gradually get you to go for an evening walk 3 times a week, I know we’ll be able to!

This feedback appreciates the individual for setting aside some time to go for a walk once a week and acknowledges that they have done some great work. Additionally, the individual is appreciated for being honest about not achieving their goal. Furthermore, the use of the word “we” suggest they are not alone and this is a collaborative effort. All these factors collectively work towards encouraging and motivating the person to achieve the desired behaviour and/or outcome.

Ways to provide feedback:

- Review goals and comment on progress, make amendments to goals and/or discuss problems and challenges being faced in achieving goals
- Comment on any efforts made towards achieving the desired outcome
- Re-take measurements and let the individual know their progress
- Comparing their past behaviours/outcomes to new ones



Facilitator notes:

Ways to provide feedback:

1. Review goals and let them know what is going right and areas of improvement, make amendments to goals and/or discuss problems and challenges being faced in achieving goals.
2. Comment on any efforts made towards achieving the desired outcomes (big or small) but focus on the positives
3. Re-take measurements and let the individual know their progress and areas verbally – emphasize the positives
4. Comparing their past behaviours to new ones and comment on where they stand – highlight the positives

Providing positive feedback

- **Be specific** – Positive feedback is to encourage the desired behaviour/outcome. Clearly identify the desired behaviour/outcome

Example : Good job on exercising 5 times a week

- **Be sincere** – Mean the praise that you are offering

Example : Good job on exercising 5 times a week but now we need to work harder



- **Deliver often** – **Provide regular positive feedback**

Example : Appreciate and acknowledge their hard work multiple times

- **Be generous**– **Provide for efforts even when desired outcome is not met or abandoned**

Example : Appreciate that you attended this follow up session

Facilitator notes:

Providing positive feedback:

1. Be specific – The purpose of positive feedback is to encourage the person to perform the behavior/achieve outcome. If the desired behavior/outcome isn't clearly identified, the person may not know which behavior/ outcome needs to be performed/achieved. Be as specific as possible. Don't just tell someone they have done a good job, let them know what is it they have done a good job in.
2. Be sincere – There is no point praising someone if they don't think you really mean it. People are quick to understand when you mean something and when you don't. If you don't mean what you are saying. Example – if you are not entirely pleased appreciate their work so far let them know there is still a lot to achieve.
3. Deliver often - The desired behavior/outcome is not always successful in the first go. Therefore, it is important that you provide the person with positive feedback on multiple occasions to encourage and motivate them further. Do not assume that they know you are happy with their performance
4. Be generous– Provide for efforts even when desired outcome is not met or abandoned: Example: Appreciate that you have attended this follow up session, comment on any positives from the situation at hand, this will work towards motivating them in working towards the desired outcome.

Do not assume that they know you are happy with their performance

Providing positive feedback

Provide positive feedback to the following three individuals :

- Neha has lost 1 kg as suggested but is now required to lose 2 more kgs in the next 1 month
- Rajesh has not reduced the amount of cigarettes he smokes in a day
- As opposed to decreasing by 1 inch, Raj's waist size has increased by 2 inches since you last met him



Facilitator notes:

Provide positive feedback to the following three situations

Ask participants to think of a way they can provide positive feedback to these individuals. Give them 5 minutes to think about it and select 3 participants to share their answers (1 for each) discuss their answers and correct them If required.

Refer to the previous slide when discussing their answers.

What is monitoring ?

- Observing and checking an individuals' progress towards a behaviour or outcome over a period of time

You can monitor an individual's progress using the following methods :

- Re-take measurements and compare them to previous ones
- Review progress of achieving behaviours and goals
- Comparing their past behaviours to new ones
- Encourage individuals to self – monitor



Facilitator notes:

What is monitoring?

Observing and checking an individuals' progress towards a behaviour or outcome over a period of time (may not be just in relation to clinical markers but also readiness/ openness to change)

How can you monitor progress?

- Re-take and measurements and compare them to previous ones
- Review and discuss progress of achieving behaviours and goals
- Review and discuss changes in intentions/openness towards changes – probe using questions such as, do you feel more motivated now, do you think it will benefit you now etc to understand the status of their willingness to work towards the desired outcome
- Comparing their past behaviors/outcomes to new ones
- Encourage individuals to self – monitor example: record what they eat and do every day, to weigh themselves and measure their waist circumference regularly and to monitor their SMART targets.

Ideas for monitoring progress ?

Facilitator notes:

Ask participants to take 5 minutes to think of ideas for monitoring someone's progress. Ask 5 participants to share their ideas.

Prompt using Example:

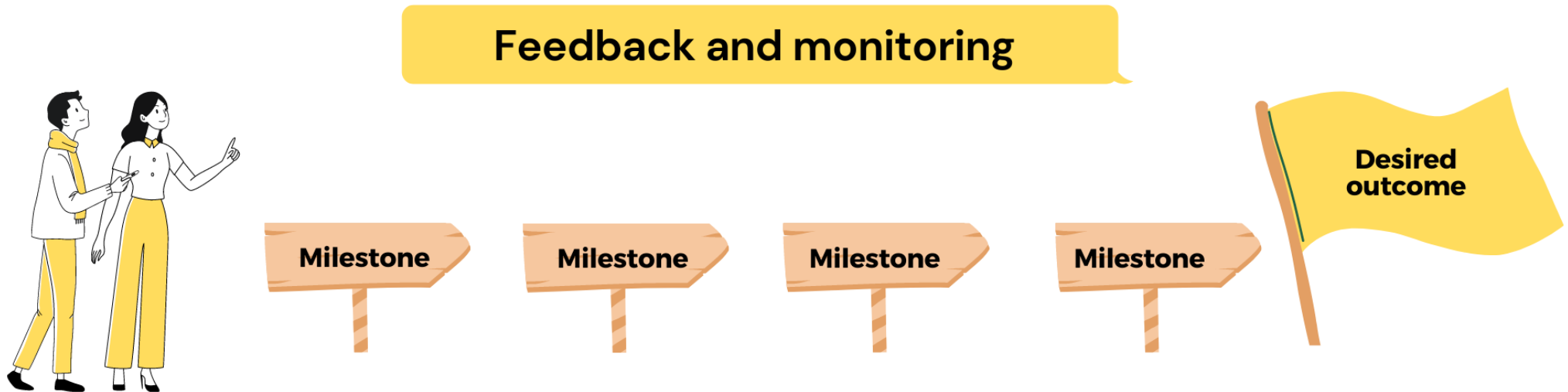
- Take before and after pictures
- Self-report in a diary (write down every time they exercised)
- Count number of tablets remaining
- Changes in intentions - Understand how likely they are to work towards the desired outcome now compared to previous times.

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

Flyer 1.2 Feedback and monitoring



Feedback

- Review goals and comment on strong and weak areas of progress
- Re-take measurements and comment on strong and weak areas of progress
- Compare past behaviours/outcomes to current ones
- Provide positive feedback to encourage performance of desired behaviour/outcome
- Appropriate verbal communication e.g choice of words, tone , volume
- Appropriate non-verbal communication e.g body language, facial expressions

Monitoring

- Compare new and old measurements
- Review milestones or progress on achieving goals
- Compare past behaviours/outcomes to current ones
- Self monitoring techniques e.g maintaining a diary to record performance of behaviour

1.3 Social support

Use presentation 1.3 as a teaching tool for this topic

What is social support?

Social support is the help provided by other people, such as family, friends, groups, members of the community and communities that can help in changing one's behavior. The support can be emotional, physical or in the form of information (Refer to **flyer 1.3**)

What are the benefits of social support?

- Improved physical health
- Greater resilience to stress
- Feeling of security
- Improved self esteem
- Improved mental well-being
- Improved life satisfaction

How can social support lead to behavior change?

Identification of the source of one's social support is important as the source has an influential role in the individual's life and can therefore help in achieving a certain outcome or behavior. The involvement of the social support in an individual's journey of achieving the outcome or behavior becomes crucial.

How to incorporate social support?

- Emotional support – Helping someone to manage their emotions e.g. stress, anger. This support may include listening to someone's problems, providing supportive responses and showing empathy
- Tangible support – Help with practical problems such as providing money/ providing transportation
- Informational support – Providing information that helps to get a better understanding or solves a problem. This may include providing advice or providing information about helpful resources
- Social needs: Help in providing basic social needs such as love, belonging and feeling connected. This helps in making an individual feel secure and content

Presentation 1.3 Social support



Lifestyle and behaviour change techniques

Social support



What is social support?

It is the help provided by other people, such as family, friends, groups, and communities that can help in changing one's behaviour.

Types of social support :

Emotional support – Helping someone to manage their emotions

Tangible support – Help with practical problems

Informational support – Providing information that helps an individual to get a better understanding of something or solves a problem

Social needs: Help in providing basic social needs such as love, belonging and feeling connected

Facilitator notes:

Social support is the help provided by other people, such as family, friends, groups, and communities that can help in changing one's behaviour.

Types of social support:

- Emotional support – Helping someone to manage their emotions e.g. stress, anger. This support may include listening to someone's problems and showing empathy.
- Tangible support – Help with practical problems such as providing money /providing transportation
- Informational support – Providing information that helps you get a better understanding of something or solves a problem. This may include providing advice or providing information about helpful resources.
- Social needs: Help in providing basic social needs such as love, belonging and feeling connected. This helps in making an individual feel secure and content.

How does social support help?

- Improved physical health
- Greater resilience to stress
- Feeling of security
- Improved self esteem
- Improved mental well-being
- Improved life satisfaction



Facilitator notes:

What are the benefits of social support?

- Improved physical health
- Greater resilience to stress – individuals are more capable of dealing with stressful situations in a calm and practical manner
- Feeling of security – individuals are more likely to feel they are supported by those that matter to them and feel they have no reason to stress or worry about things
- Improved self-esteem – Individuals are confident about themselves and their abilities
- Improved mental well-being – Individuals have the mental capabilities and capacity to deal with the stressors that may arise in a calm, practical and positive way. They have a positive outlook to things and are content
- Improved life satisfaction – Individuals are content with the way things are in their life.

Sources of social support

List three people, groups or communities that provide YOU with social support

- 1.
- 2.
- 3.

Facilitator notes:

Sources of social support

Tell participants to list three people, groups or communities that provide them with social support – Give 2 minutes for this task (Participants do not need to discuss their answers as a group)

- 1.
- 2.
- 3.

Nature of social support

Describe how each of your sources of support helps you with emotional, tangible, informational and/or social needs.

- 1.
- 2.
- 3.

Facilitator notes:

Nature of social support

Ask participants to write how each of their sources of support helps you with emotional, tangible, informational and/or social needs. – 5 minutes for the task (Participants do not need to discuss their answers as a group)

- 1.
- 2.
- 3.

Utilising social support

How can your social supports, support you **better** using emotional, tangible, informational and/or social support.

- 1.
- 2.
- 3.

Facilitator notes:

Utilising social support

Ask participant how their social supports can support them **better** using emotional, tangible, informational and/or social support– 5 minutes for the task (Participants do not need to discuss their answers as a group)

- 1.
- 2.
- 3.

Offering social support

How can YOU offer social supports in the following situations :

- 1.
- 2.
- 3.

Facilitator notes:

Offering social support

Ask participants how they can offer social support in the following situations:

1. A patient who cannot find the time to exercise
2. A patient who has reduced their cigarette consumption to 4 a day as opposed to 2 a day
3. A Patient has trouble remembering to take their medicine

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

Flyer 1.3 Social support



SOCIAL SUPPORT

Can be provided by :



Family



Communities



Friends



Groups

Can be in the form of :

Emotional support :
Managing your emotions





Practical support :
Helping with practical aspects

Informational support :
Providing correct information





Social support :
Providing social needs e.g love,
feeling of belonging

1.4 Shaping knowledge

Use presentation 1.4 as a teaching tool for this topic

What is shaping knowledge?

Providing information to increase knowledge on an outcome or behavior (e.g. information about portion sizes), or about giving instructions on how to perform a certain behavior. The technique can also be applied by providing information on social and environmental situations, events, emotions or thoughts that have been shown to predict the performance of a behavior. (Refer to **flyers 1.4.1- 1.4.5**)

How does shaping knowledge lead to behavior change?

When an individual has information about a behavior or an outcome, they are more likely to make an informed decision regarding whether or not to work towards achieving it.

How to incorporate shaping knowledge:

- Advise or agree on how to perform the behavior e.g. Advise the person on the best suited exercise for them and the correct way of performing it
- Provide information about antecedents (e.g. social and environmental situations and events, emotions, cognitions) that reliably predict performance of the behavior e.g. Advise to keep a record of eating namkeen and of situations or events occurring prior to eating it
- Elicit perceived causes of behavior and suggest alternative explanations (e.g. external or internal and stable or unstable) e.g. If the person attributes their over-eating to the frequent presence of delicious food, suggest that the 'real' cause may be the person's inattention to bodily signals of hunger and satiety

Presentation 1.4 Shaping knowledge



Lifestyle and behaviour change techniques

Shaping Knowledge



What is shaping knowledge?

Providing information to increase knowledge on an outcome or behaviour. It can include information on social and environmental situations, events, emotions or thoughts that have been shown to predict the performance of a behaviour.

Example: Telling someone how about the nutritional value of food items they eat

| Nutrition Facts | |
|----------------------------|---------------|
| Serving Size 1 bar (2 lbs) | |
| Servings Per Package 1 | |
| Amount | % Daily Value |
| Calories 4600 | |
| Fat 260 g | 400 % |
| Saturated 160 g | 800 % |
| + Trans 0 g | |
| Cholesterol 200 mg | 120 % |
| Sodium 1400 mg | 40 % |
| Carbohydrate 960 g | 320 % |
| Dietary Fiber 40 g | |
| Sugars 840 g | |
| Protein 120 g | |
| Vitamin A 0 % | Vitamin C 0 % |
| Calcium 320 % | Iron 80 % |

Facilitator notes:

Shaping knowledge is providing any information to increase knowledge about an outcome or behaviour. When an individual gets more information about a behaviour or an outcome, they are more likely to make an informed decision regarding whether or not to work towards achieving it.

Example – By telling someone the nutritional value of food items –This may help a person to make an informed decision of whether or not they should eat it.

How to shape knowledge

- Advise or agree on how to perform the behaviour
Example : Advise the person on the most effective way of exercising for them
- Provide information about the effects (good and bad) of performing a behaviour
Example: the health side effects of smoking
- Provide information about antecedents (e.g. social and environmental situations and events, emotions, cognitions) that reliably predict performance of the behaviour
Example: Advise to keep a record of eating namkeen and of the situation or event(s), that occur prior to them eating the namkeen
- Ask about perceived causes of behaviour and suggest alternative explanations
Example: If the person attributes their over-eating to the frequent presence of delicious food, suggest that the 'real' cause may be the person's inattention to bodily signals of hunger

Facilitator notes:

There are ways in which you can “shape” one’s knowledge:

- Advise or agree on how one should perform a certain behavior – example: Advise them on what the most effective way of exercising will be for them
- Provide information about the pros and cons of performing a behavior. Example discuss the health effects of smoking
- Provide information regarding social and environmental events, emotions and thoughts that more often than not lead to the performance of their behavior. Bringing this to their notice may make the individual realize that the setting/context lead them to perform the behavior and this may help them to decide whether or not they should in fact, engage in the behavior or put themselves in that setting or context to avoid the behavior from being performed in the future. Example: Ask the individual to make a note of when they eat namkeen and the situation or event(s) that occur before they eat the namkeen
- Ask the individual what they think the cause of them performing the behavior and suggest alternative explanations to them. Example if a person believes they overeat due to the presence of delicious food around them, suggest that the real cause of them overeating is their inability to pay attention to their bodily signals of hunger.

Shaping knowledge about :

- Smoking
- Not exercising
- Eating oily foods

Facilitator notes:

Ask participants to pair up and “role play” shaping knowledge for one of the following unwanted behaviors.

Randomly select participants to showcase their role play to the rest of the group.

Allow for 1-2 minutes of discussion after each performance to discuss what went well and areas of improvement.

Note: Ensure participants understand the importance of being respectful and not sounding derogatory to their patients. A good way would be to ask the patients what they think before you provide them with the information – this approach appears to be more collaborative and patients are more likely to take on board the advice/information they are provided with.

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

Flyer 1.4.1 Shaping knowledge

Shaping knowledge Healthy eating

Eat regularly - Eating meals, low in fat regularly throughout the day decreases the risk of heart disease. Your body becomes less resistant to insulin and blood sugar levels will be consistent. When losing weight, eating regularly stops you from feeling hungry which often leads to overeating.

Portion size - Decreasing portion sizes can help avoiding obesity and other diseases. Our stomach is the size of our fist, anything you eat more than the required amount, stretches it out (like a balloon). Each time it is stretched, the amount you need to eat to feel full will increase. This continues and becomes harmful until you stop. The stomach can shrink, so eating small portions regularly is a deal to keep it functioning efficiently.

Fruits and vegetables - Fruits and vegetables provide the necessary vitamins that are required for survival. They taste healthy and are great snacks. They consist of fiber that cleanses the body. They are easily available and there are enough options to suit your tastes.

Whole grains - Eating whole grains and other forms of fiber regularly cleanses your system and limits the risks of chronic diseases eg High blood pressure, diabetes, heart diseases etc. Fiber stays in your system for a long time and keeps you full and satisfied.

Fats and oils - Fats come in multiple forms, those that are detrimental and beneficial but the most common categorization of fats are unsaturated and saturated fats. While some saturated fat is necessary for your diet (about six percent of your average daily intake), too much saturated fat can raise cholesterol levels and health risks like heart disease or type 2 diabetes. It is important to incorporate a range of healthy unsaturated fats for your body's best condition.

Salt - Limiting the salt intake helps to get rid of bloating and water retention. Excess salt also raises blood pressure and can damage the heart and other digestive organs. Salt in limited amounts is necessary for survival.

Lean meats - Meats like chicken and fish provide protein and allow you to develop muscle mass. Muscles allow us to protect ourselves and to burn excess calories.



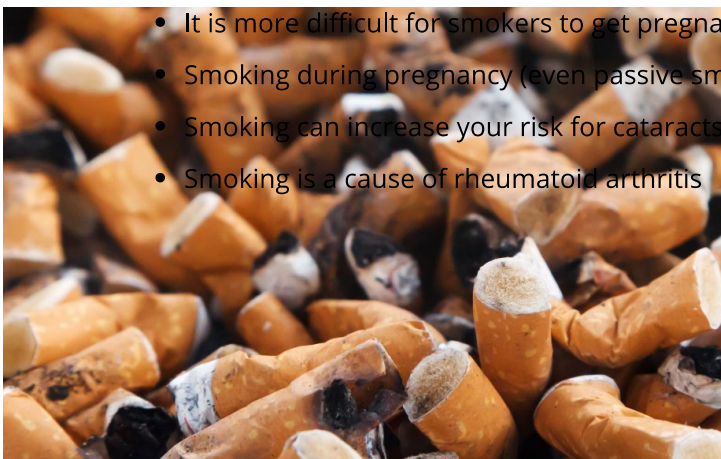
Flyer 1.4.2 Shaping knowledge

Shaping knowledge Smoking

- A cigarette contains 4800 chemicals, 70 of which are cancer triggers, many cause heart disease, lung disease, or other serious health problems, too. Most of the substances come from the burning tobacco leaves themselves, not from additives included in cigarettes (or other tobacco products).
- One third of those who die due to tobacco are children who have been exposed to passive smoke
- Smoking kills over one million people in India annually and is the fourth leading cause of non-communicable diseases (NCD) such as cancer and heart diseases, which account for 53 per cent of all deaths in India.
- The expense of buying cigarettes can take a toll on your finances
- Social image and self image can be effected negatively

Smoking can increase the risk of :

- Heart disease by 2 to 4 times
- Occurrence of a stroke by 2 to 4 times
- Lung cancer in men by 25 times
- Lung cancer in women by 25.7 times
- Damage blood vessels causing them to thicken and grow narrower– Blockages can also reduce blood flow to legs and skin causing clots and numbness
- In asthmatics, smoking can trigger an attack or make an attack worse
- Smokers are 12 to 13 times more likely to die from COPD than non-smokers
- It is more difficult for smokers to get pregnant
- Smoking during pregnancy (even passive smoke) could endanger the foetus
- Smoking can increase your risk for cataracts
- Smoking is a cause of rheumatoid arthritis



Flyer 1.4.3 Shaping knowledge

Shaping knowledge Alcohol

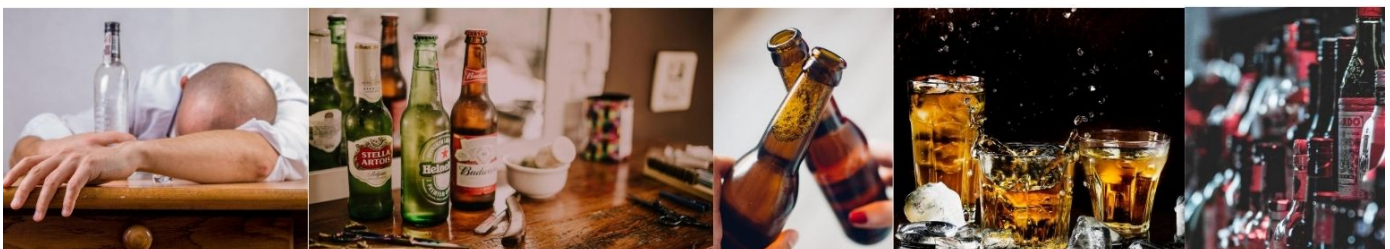
- Difficult to function normally within society
- Takes a toll on your finances
- Domestic and sexual abuse is often associated with alcohol abuse.
- This type of behavior can be damaging to communities.
- Engage in this behavior can lead to failure in meeting family, social, and work commitments
- Families can suffer financially as a result of this type of substance abuse.
- Business and the economy suffer because of lost productivity
- Drink driving is responsible for many road deaths.

Effects of alcohol on your body

- Cardiovascular disease
- Damaged liver and prevent the liver from removing harmful substances from the body
- Pancreatitis
- Frequent diarrhea
- Sexual dysfunction
- Prevents the body from absorbing vitamins and minerals from the food you eat
- Cancers (throat, mouth, or esophagus) Breast cancer is common in women
- Lung infections due to the inability of fighting off bacteria and viruses and being more susceptible to illnesses like tuberculosis and pneumonia
- Feeling tired
- Stomach distress - bloating, gas and painful ulcers
- In pregnant women, there may be an increase in the baby's risk of several conditions eg fetal alcohol syndrome and issues with mental development
- Thinning of bones, muscle cramps and eventually muscle death
- Shrinking frontal lobes of your brain
- Interference with your memory . You may have no recollection of what you did while you were drinking
- Dependence
- Changes in behaviour
- Hallucinations
- Slurred speech
- Changes in coordination - difficulties with walking or standing

Recommended levels for safe alcohol consumption

- 2 drinks per day for adults age 25-65
- 1 drink per day for anyone aged over 65
- 1 drink per day for women 25 and above
- If people have had problems controlling their alcohol intake they should quit completely



Flyer 1.4.4 Shaping knowledge

Shaping knowledge Physical activity

- Insufficient physical activity is one of the leading risk factors for death worldwide.
- Insufficient physical activity is a key risk factor for noncommunicable diseases (NCDs) such as cardiovascular diseases, cancer and diabetes.

Adults aged 18–64 years

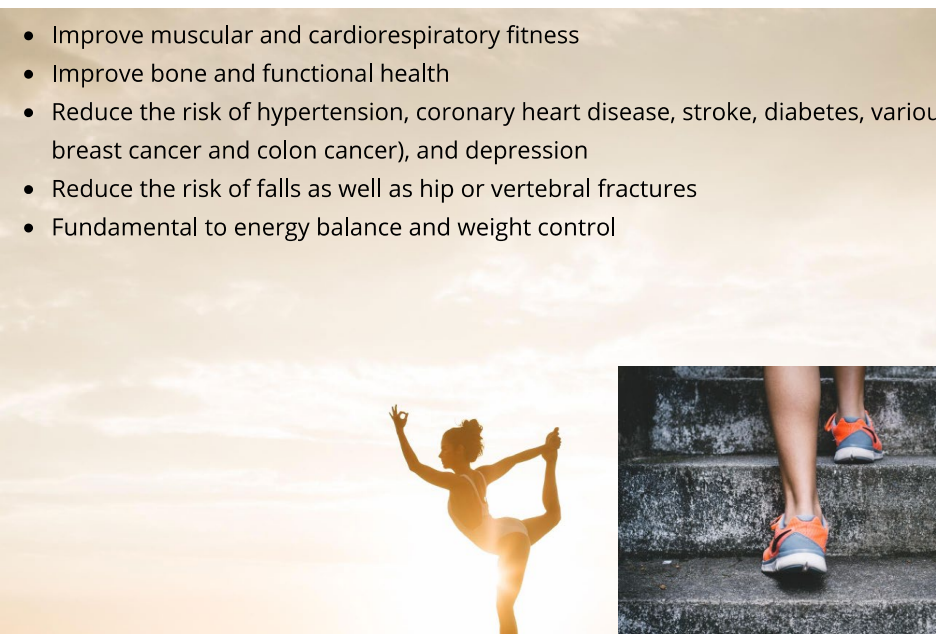
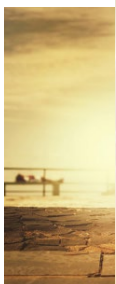
- Should do at least 150 minutes of moderate-intensity physical activity throughout the week, or do at least 75 minutes of vigorous-intensity physical activity throughout the week, or an equivalent combination of moderate- and vigorous-intensity activity
- For additional health benefits, adults should increase their moderate-intensity physical activity to 300 minutes per week, or equivalent
- Muscle-strengthening activities should be done involving major muscle groups on 2 or more days a week

Adults aged 65 years and above

- Should do at least 150 minutes of moderate-intensity physical activity throughout the week, or at least 75 minutes of vigorous-intensity physical activity throughout the week, or an equivalent combination of moderate- and vigorous-intensity activity
- For additional health benefits, they should increase moderate-intensity physical activity to 300 minutes per week, or equivalent. Those with poor mobility should perform physical activity to enhance balance and prevent falls, 3 or more days per week
- Muscle-strengthening activities should be done involving major muscle groups, 2 or more days a week
- The intensity of different forms of physical activity varies between people. In order to be beneficial for cardiorespiratory health, all activity should be performed in bouts of at least 10 minutes duration

Regular and adequate levels of physical activity:

- Improve muscular and cardiorespiratory fitness
- Improve bone and functional health
- Reduce the risk of hypertension, coronary heart disease, stroke, diabetes, various types of cancer (including breast cancer and colon cancer), and depression
- Reduce the risk of falls as well as hip or vertebral fractures
- Fundamental to energy balance and weight control



Flyer 1.4.5 Shaping knowledge

Shaping knowledge Medication adherence

Short-Term Dangers

- Symptoms of weakness, fatigue, mental confusion and the life-threatening condition of hyperosmolar syndrome
- Hyperosmolar syndrome is diagnosed in people with type 2 diabetes when blood glucose and sodium levels are extremely high because of dehydration. Symptoms of weakness, increased thirst and urination, nausea, confusion and fatigue can develop gradually over days or weeks. Eventually, convulsions and coma may set in.
- Hyperosmolar syndrome can cause death, even with proper treatment. If people fall into a coma before seeking help, there is a 50 percent chance they will die from the disease.

Long-Term Dangers

- Vision problems: High blood sugar damages the eyes' delicate blood vessels and may lead to conditions such as diabetic retinopathy.
- Neuropathy: Elevated blood glucose damages the body's nerves, especially in the feet and hands. This can cause pain, tingling or numbness in the affected areas. Severe neuropathy may lead to amputation
- Cardiovascular disease: High blood sugar is hard on our blood vessels. The leading cause of death in people with diabetes is heart disease and stroke. Also, poor blood circulation increases the incidence of skin infection, particularly in the feet.
- Dental problems: High glucose levels make people more susceptible to gum disease, which may lead to tooth loss. Inflammation related to gum disease has also been associated with heart problems.
- Kidney disease: Elevated blood sugar increases the risk of kidney problems; about one-third of people needing dialysis have small blood vessel damage in their kidneys from diabetes.



1.5 Natural consequences

Use presentation 1.5 as a teaching tool for this topic

What are natural consequences?

Providing information about the consequences of the outcomes that happen as a result of a behavior. Refer to **flyers 1.5.1 –1.5.5**.

How do natural consequences help in achieving an outcome or a behavior?

Providing information about the consequences makes an individual cautious about the outcome that will follow. This information plays a crucial role in the decision making of whether or not they should engage in a behavior.

How to incorporate natural consequences

- Provide information (e.g. written, verbal, visual) about health consequences of performing the behavior e.g. Explain that not finishing a course of medication can increase susceptibility to other health conditions
- Use methods specifically designed to emphasize the consequences of performing the behavior with the aim of making them more memorable (goes beyond informing about consequences) e.g. Produce cigarette packets showing pictures of health consequences e.g. diseased lungs, to highlight the dangers of continuing to smoke.
- Provide information (e.g. written, verbal, visual) about social and environmental consequences of performing the behavior e.g. Inform a smoker that the majority of people disapprove of smoking in public places

Presentation 1.5 Natural consequences



Lifestyle and behaviour change techniques

Natural consequences



What are natural consequences ?

- They are the natural results of performing a behaviour
- The results can be related to ones health, finances, relationships, work, mental health – Anything!
- The results can have a positive, negative or neutral impact on you

Example :

Brushing your teeth (Behaviour)

Clean and healthy teeth (Consequence/ result)

Facilitator notes:

A natural consequence is the natural result that comes after a behavior is performed.

The consequences can be in any form – related to your health, money, relationships, work, mental health – anything

The results can have a positive, negative or neutral effect

Example. Brushing your teeth is the behavior that is performed.

The natural result for the behavior will be cleaner and healthy teeth – good dental hygiene

Natural consequences are what happen as a response to the behavior being performed

Example

Behaviour



Natural consequences



- Lowered stress levels
- Cancer (lung, mouth)
- Cardiovascular disease
- Reduced life expectancy
- Cataract
- Reduced fertility
- Damaged teeth
- COPD
- Decrease in finances

Facilitator notes:

Smoking (the behavior) leads to many natural consequences – some that happen immediately and last for a short period of time of smoking and that occur after a while and remain for a medium or long period of time. Consequences may be good/bad or neutral

Example

Behaviour



Natural consequences



- Liver damage
- Heart diseases
- Effect on brain
- Low immune system
- Reduced stress
- Decrease in finances

Facilitator notes:

Consuming alcohol above the recommended daily units (the behavior) leads to many natural consequences – some that happen immediately and last for a short period of time of consuming alcohol and that occur after a while and remain for a medium or long period of time. Consequences may be good/bad or neutral

Example

Behaviour



Natural consequences



- Prevent heart diseases
- Prevent tooth decay
- Prevent high cholesterol
- Weight loss
- Prevent High BP
- Reduced stress
- Decrease in finances

Facilitator notes:

Eating a healthy diet (the behavior) leads to many natural consequences – some that happen immediately and last for a short period of time of eating a healthy diet and that occur after a while and remain for a medium or long period of time. Consequences may be good/bad or neutral

Example

Behaviour



Natural consequences



- Reducing the risk of Heart diseases
- Helps in weight loss
- Reducing the risk of high BP
- Reducing stress
- Improve your mood
- Maintain blood sugar
- Improves judgment skills

Facilitator notes:

Engaging in physical activity (the behavior) leads to many natural consequences – some that happen immediately and last for a short period of time of engaging in physical activity and that occur after a while and remain for a medium or long period of time. Consequences may be good/bad or neutral

Activity :

What is one natural consequence of performing the following behaviors :

- 1) Chewing tobacco
- 2) Eating oily foods
- 3) No physical activity
- 4) Alcohol use (consumption over daily limits)
- 5) Not taking medicines

Facilitator notes:

Ask the participants to write one natural consequence of each of the behaviors.
Select 5 participants at random to share one natural consequence for a chosen behavior

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

NATURAL CONSEQUENCES

Eating unhealthy

Headaches

Acne

Diabetes

Obesity

Depression

Heart diseases

Stroke

High cholesterol

Increase in blood sugars

Increased blood pressure

Shortness of breath

Dental problems

Poor brain function

Decreased energy levels

No control over appetite

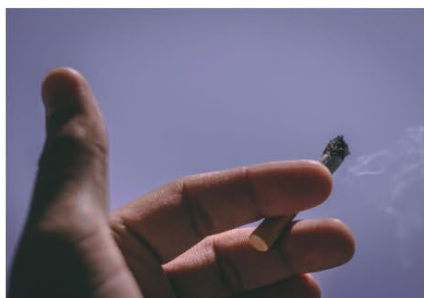
Weight gain



NATURAL CONSEQUENCES

SMOKING

Finances
Social image
Identity
Mood stimulation - briefly puts you in a good mood
Smelly hair and clothes
Poor vision
Yellow fingers
Loss of appetite
Dull sense of smell and taste
Unhealthy teeth - yellowish or brownish stains on teeth and at times tooth and bone loss
Bronchitis
Persistent coughing
Heart diseases
High cholesterol
Lowered immunity
Stroke
Infertility
Erectile dysfunction
Diabetes complications
Cancers (Mouth, throat, bladder , kidneys, lung, blood, cervical)
Damage blood vessels
Blood clots
In asthmatics, heart attacks
COPD
Early menopause
Smoking during pregnancy could endanger the fetus
Cataracts
Rheumatoid arthritis



NATURAL CONSEQUENCES

Alcohol

Finances

Social image

Identity

Cardiovascular disease

Damaged liver and prevent the liver from removing harmful substances from the body

Pancreatitis

Frequent diarrhea

Sexual dysfunction

Prevents the body from absorbing vitamins and minerals from the food you eat

Cancers (throat, mouth, or esophagus) Breast cancer is common in women

Lung infections due to the inability of fighting off bacteria and viruses and being more susceptible to illnesses like tuberculosis and pneumonia

Feeling tired

Stomach distress - bloating, gas and painful ulcers

In pregnant women, increase in the baby's risk of eg fetal alcohol syndrome and issues with mental development

Thinning of bones, muscle cramps and eventually muscle death

Shrinking frontal lobes of your brain

Interference with memory

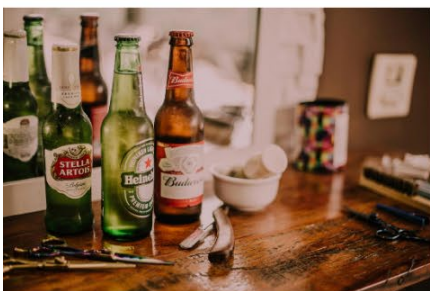
Dependence

Changes in behaviour

Hallucinations

Slurred speech

Changes in coordination - difficulties with walking or standing



NATURAL CONSEQUENCES

Physical inactivity

High blood pressure

Type 2 Diabetes

Heart diseases

Stroke

Anxiety and depression

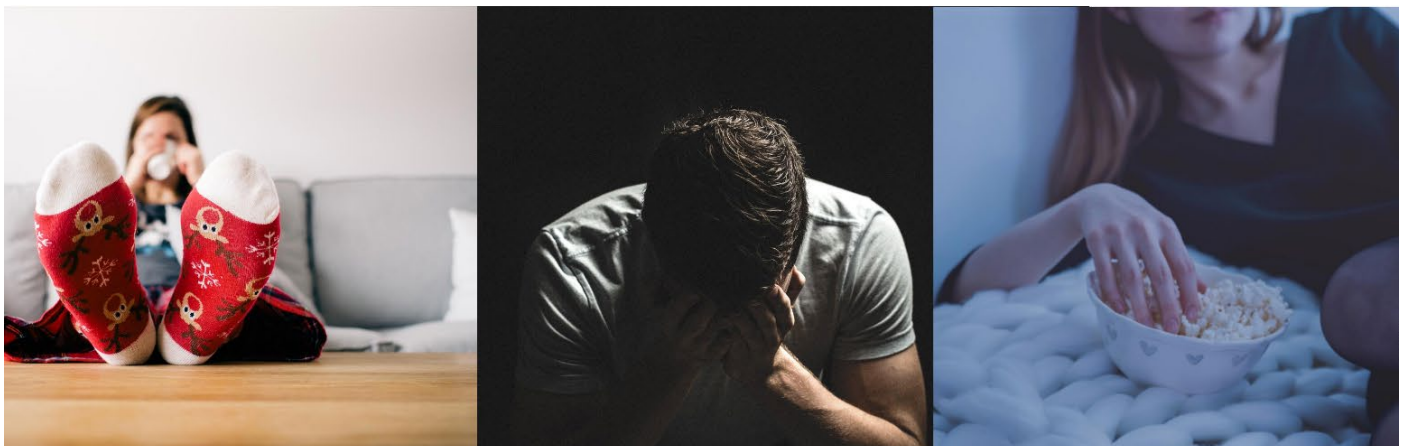
Cancers

Obesity

Rapid ageing

Loss of calcium in our bones - Osteoporosis

Chronic Fatigue Syndrome - Heavy fatigue, lazy and unenthusiastic



NATURAL CONSEQUENCES

Not adhering to T2D and CVD medication

Weakness

Fatigue

Extremely high blood glucose and sodium levels

Increased thirst and urination

Nausea

Convulsions and coma

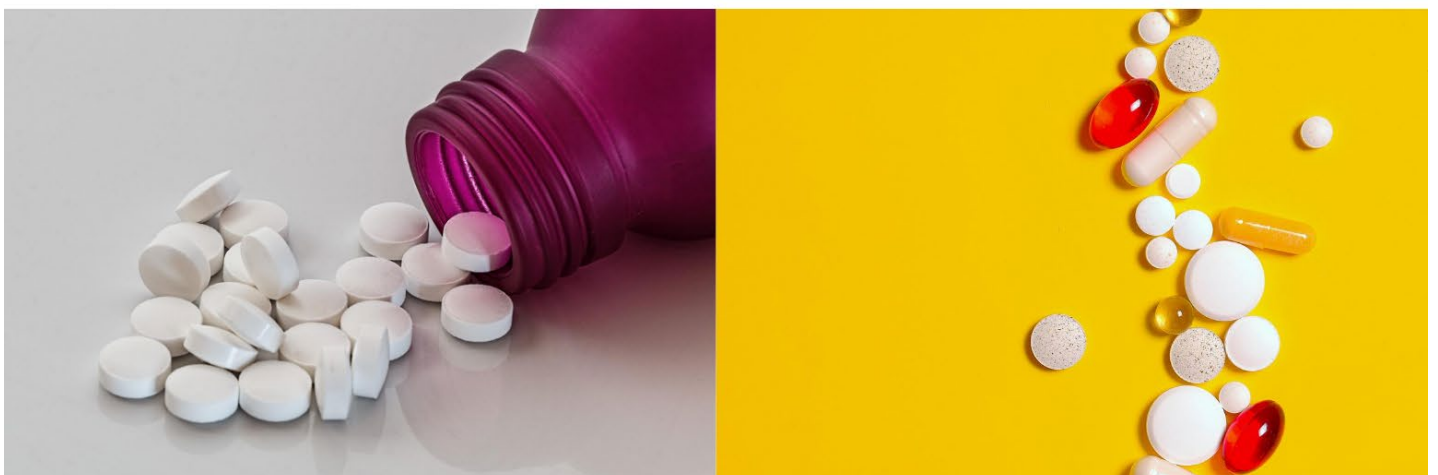
Vision problems

Neuropathy

Cardiovascular diseases

Kidney complications

Dental problems



1.6 Comparison of behaviors

Use presentation 1.6 as a teaching tool for this topic

What is comparison of behaviors?

Provide information to compare current state with (standard behavior, person's own past behavior, others' behavior) e.g. Provide an observable sample of the performance of healthy eating habits, directly in person or indirectly e.g. via film, pictures, for the person to aspire to or imitate. **Refer to flyer 1.6**

How does comparison of behaviors lead to a desired behavior?

The comparison provides information that is the driving force that motivates a person to work harder towards achieving the desired behavior.

How to compare behaviors?

- Compare past and present behaviour
- Compare present state to someone who has achieved the same behaviour (someone famous, family member, friend etc.) using various methods e.g. verbally, via video, photographs etc

Presentation 1.6 Comparison of behaviors



Lifestyle and behaviour change techniques

Comparison of behaviours

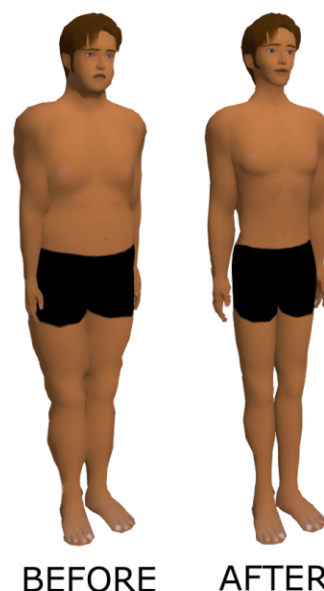


What is comparison of behaviours?

Providing information to compare current state with e.g. standard behaviour, person's own past behaviour or others' behaviour

By comparing behaviours :

- We are able to see the change(s) if any
- Assess progress
- Increase motivation to achieve desired goal(s)



Facilitator notes:

What is comparison of behavior?

Providing information to compare current state with (standard behavior, person's own past behavior, others' behavior) e.g. Provide an observable sample of the performance of healthy eating habits, directly in person or indirectly e.g. via film, pictures, for the person to aspire to or imitate.

- When we compare our behaviour to previous behaviours or a previous date we are able to see the change(s) if any
- We also compare ourselves to other people as a way to assess our progress
- Making comparisons helps to motivate someone further to achieve their desired goals

Example : You need to lose 5 kgs in 1 month

1. You are told to lose 5 kgs
2. You are shown a picture of someone with similar characteristics who lost 5 kgs in 1 month

Which option do you think is more likely to motivate you?

Facilitator notes:

Example: You are given a goal to lose 5kgs in 1 month

Which option do you think is most likely to motivate you in achieving your goal?

1. You are told to lose the 5Kgs in 1 month
2. You are shown a picture of someone with similar characteristics as yourself who has successfully lost 5kgs in 1 month

Ask participants for a show of hands for both the options

Example : A patient (40 year old man) has started smoking again

1. Telling him to quit smoking because it is bad for his health
2. Remind him about the time he quit smoking for 6 months the previous year and the health benefits that he experienced during that time

Which option is more likely to motivate him to quit smoking again?

Facilitator notes:

Example: Your patient has started smoking again

Which option do you think is most likely to motivate your patient to stop smoking?

1. Telling him to quit because smoking is bad for his health
2. Reminding him that he had successfully quit smoking for 6 months the previous year and experienced many health benefits which him and his family were very proud of.

Ask participants for a show of hands for both the options

Comparisons can be made to :

- Standard behaviour
- The persons previous behaviour
- A family member/friend
- A role model
- A well known personality (actor/ actress/singer/politician)



To make comparisons, you may use pictures, videos, films etc

Facilitator notes:

Comparisons can be made to:

- Standard behaviour (the behaviour that is expected)
- The person's previous behaviour
- A family member or a friend of the person's
- Someone the person looks up to – their role model
- A well-known personality

When providing comparisons, you may take the help of pictures, videos, films etc.

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

Comparison of behaviour

Did you know ...



Sara Ali Khan
lost ~35kg within 3-4 months.
She exercise daily and eats a balanced diet



Saif Ali Khan
Quit smoking and drinking alcohol.
maintains a healthy lifestyle



Arvind Kejriwal
has Type 2 Diabetes
He follows a regular healthy diet plan and exercise sessions daily



Akshay kumar
is 52 years old.Doesn't drink alcohol, follows a regular healthy diet plan and exercises daily



Shilpa Shetty Kundra
is 45 years old. She practices yoga everyday.
She consumes a balanced diet



Raj Kumar Rao
Follows a diet that consists of reduced salt, sugar and fats



Sonakshi Sinha
has turned vegetarian.
As a result she lost a lot of weight and has an increased metabolism



Deepika Padukone
Eats a fresh healthy diet and avoids junk, spicy and oily foods



You
When you successfully achieved the desired outcome



Your family/friend
Successfully achieved the desired outcome

1.7 Associations

Use presentation 1.7 as a teaching tool for this topic

What are associations?

Forming relationships between objects, feelings and ideas with the purpose of eliciting a desired behavior.
Refer to **flyer 1.7**

How does forming associations lead to behavior change?

Introducing stimulus in one's environment with the purpose of prompting a behavior not only reminds an individual about engaging in the behavior but also may increase the frequency of engaging in the behavior if the stimulus is incorporated well into one's daily routine and their surrounding environment.

How to introduce associations:

- Introduce or define stimulus with the purpose of prompting the behaviour e.g. Put a red bindi on the glass used to drink tea to remind people to take their medication in the morning.

Presentation 1.7 Associations



Lifestyle and behaviour change techniques

Associations



What are associations?

Forming relationships between objects, feelings and ideas with the purpose of eliciting a behaviour

Introducing associations:

Introduce or define stimulus with the purpose of prompting the behaviour



Viewing a red bindi on the glass used to drink tea works as a reminder i.e. is associated with taking their medication in the morning

Facilitator notes:

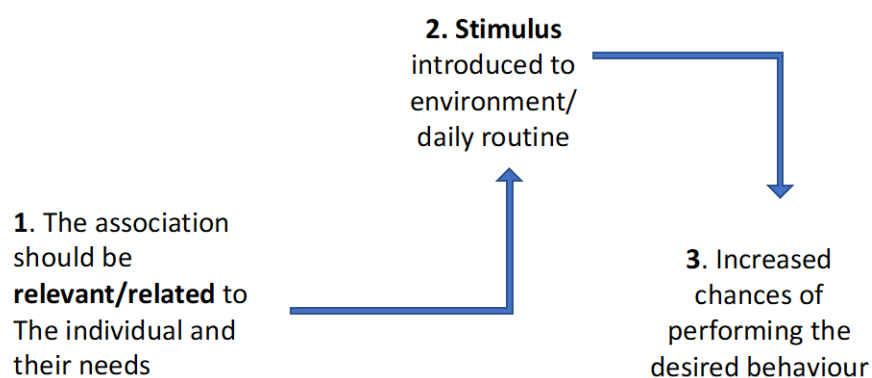
What are associations?

Forming relationships between objects, feelings and ideas with the purpose of eliciting a behaviour. Introducing stimulus in one's environment with the purpose of prompting a behaviour not only reminds an individual about engaging in the behaviour but may also increase the frequency of engaging in the behaviour if the stimulus is incorporated well into one's daily routine and their surrounding environment.

Introducing associations:

Introduce or define stimulus with the purpose of prompting the behaviour e.g. Put a red bindi on the glass used to drink tea. When someone sees the bindi before or while drinking their tea in the morning, it will remind them to take their medication in the morning.

How associations work:



Facilitator notes:

- 1.The associations should be relevant to the individuals and their needs
- 2.The stimulus should be introduced to the individuals surrounding environment (visible to them) or in their daily routine.
- 3.Once the stimulus is introduced, this will increase the chances that the desired behavior will be performed

How to introduce associations:

1. Understand the individual and their needs
2. Understand the individuals daily routine to understand where the associations that can be introduced and those that will be most effective



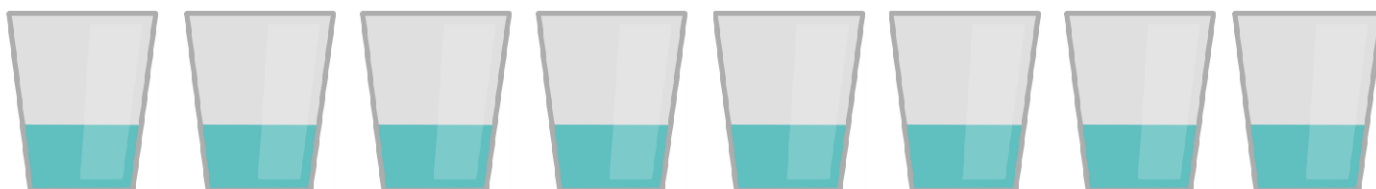
Facilitator notes:

How to introduce associations:

1. Understand the individual and their needs – there is no point in introducing associations that are not relevant or important to the person. It is best to understand the person, and their needs to introduce associations that will work. E.g. if someone spends most of their time outside of their house, there will be less success of introducing associations within their house environment
2. Understand the person's daily routine to understand where the associations can be introduced to maximize the success of the desired behaviors being performed. Ask them questions about their daily routine e.g. when do you wake up? what is the first you do when you wake up? do you eat breakfast? what do you eat for breakfast? do you go to work? Where do you work? How do you get to work? Etc.

Introducing a stimulus for :

- Drinking 8 glasses of water a day



- Going for a walk once a day



Facilitator notes:

Ask participants to pair up and think of a stimulus they could introduce to increase the chance of performing one of the two desired behaviours.

Emphasize that there is no one way and that you could/should introduce the stimulus. You should always use a collaborative approach wherein you invite input from the patient. Ask them questions to understand their circumstances/routine better so that the stimulus can be used appropriately.

Give participants 5 minutes for this task

Randomly select 5 participants to share their responses and views and discuss as a group

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

ASSOCIATIONS

INTRODUCING A STIMULUS IN THE PERSON'S ENVIRONMENT WITH THE PURPOSE OF PROMPTING THE PERFORMANCE OF THE DESIRED BEHAVIOUR

Healthy eating - e.g. A note on the fridge to remind them to choose healthy options , a smaller sized plate to encourage eating smaller portions

Smoking cessation - e.g A reminder to not smoke in the person's wallet so that they see it before they are about to pay for their cigarettes, the presence of a fruit where they would usually keep their cigarettes to encouraging eating a fruit instead

Quitting alcohol - e.g A new glass to drink from which encourages drinking water as opposed to alcohol.

Physical activity - eg arranging for a friend/family member to call at a specific time as a reminder to exercise

Medication adherence - eg a sticker on the bathroom mirror as a reminder to take the medicine

1.8 Repetition and substitution

Use presentation 1.8 as a teaching tool for this topic

What is repetition and substitution?

Prompt repetition of the behavior in the same context repeatedly so that the context elicits the behavior and prompts substitution of the unwanted behavior with a wanted or neutral behavior. Refer to **flyer 1.8**

How does repetition and substitution lead to behavior change?

When you ask an individual to work towards or engage in a desired behavior by incorporating it into their daily routine, it becomes habitual for them to work towards or engaging in the desired behavior e.g. Take your medicine after your brush your teeth every morning. Every time an individual brush their teeth in the morning they take their medicine and eventually this will become a habit for them and they will always take their medicine after brushing their teeth in the morning.

How to initiate repetition and substitution?

- Understand the individual's daily routine and when they engage in an unwanted behaviour or identify the context wherein the desired, substituted or neutral behaviour can be introduced. Once the context has been identified, the individual must associate the context with the behaviour so that it elicits the behaviour and prompts substitution of the unwanted behaviour with a wanted or neutral behaviour.

Presentation 1.8 Repetition and substitution



Lifestyle and behaviour change techniques

Repetition and substitution



What is repetition ?

Practice or rehearsal of the performance of the behaviour one or more times in a context or at a time when the performance may not be necessary, in order for it to eventually become habitual and repeated often

What is substitution?

Replacing the unwanted behaviour with a wanted or neutral behaviour

Facilitator notes:

Repetition of behaviour is the performance of a behaviour one or more times in a situation or at a time when the performance of that behaviour is not always done/necessary. The repetition of the behaviour in that situation multiple times may result in the formation of a habit (the behaviour being repeated automatically in that setting).

Substitution is when an unwanted behaviour is replaced with the behaviour that is desired or a behaviour that is neutral (a behaviour that stops the unwanted from being performed.)

Initiating repetition

Example : Neha is told to include more fruits in her diet

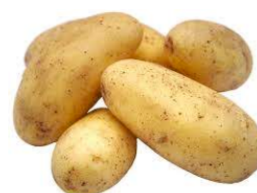
Eat a fruit every time they walk to work



Initiating substitution

Example : Raj is told to stop eating potatoes

Replace potatoes with leafy vegetable



Facilitator notes:

Initiating repetition – To include more fruits in Neha’s diet, every time she walks to work, she should eat a fruit of her choice. Each time she walks to work, she will be reminded to eat a fruit and eventually it will become a habit for her to eat a fruit when she is walking to work. Ensure you use a collaborative approach where you ask the client what they would be comfortable or happy with . Once the client is a part of the decision making process they may be more motivated to achieve it.

Initiating substitution – Substituting the consumption of potatoes with a leafy vegetable . Once repeated enough times, the individual will turn to the leafy vegetable as opposed to potatoes. Ensure you use a collaborative approach where you ask the client what they would be comfortable or happy with . Once the client is a part of the decision making process they may be more motivated to achieve it.

How to initiate repetition and substitution

- Understand someone's daily routine to understand their daily activities
- Understand all contexts wherein the repetition of desired behaviours could be introduced and is likely to be performed
- Understand the context in which unwanted behaviours are performed (if any)

Facilitator notes:

To introduce the repetition and substitutions of any behaviour – we need to understand one's daily routine to decide if and when the wanted behaviours can be included in their daily routine and to understanding the contexts in which unwanted behaviours (if any) occur so that they can be substituted with a desired or unwanted behaviour

Example : Rajesh needs to eat a healthy diet

Rajesh's Daily routine (Monday – Friday)



Wake up



Brush my teeth
and shower



Walk to work



Work at my
desk



Lunch break
for 1 hour



Back to work



Walk home



Watch Tv and drink a beer



Eat dinner



Go to sleep

Facilitator notes:

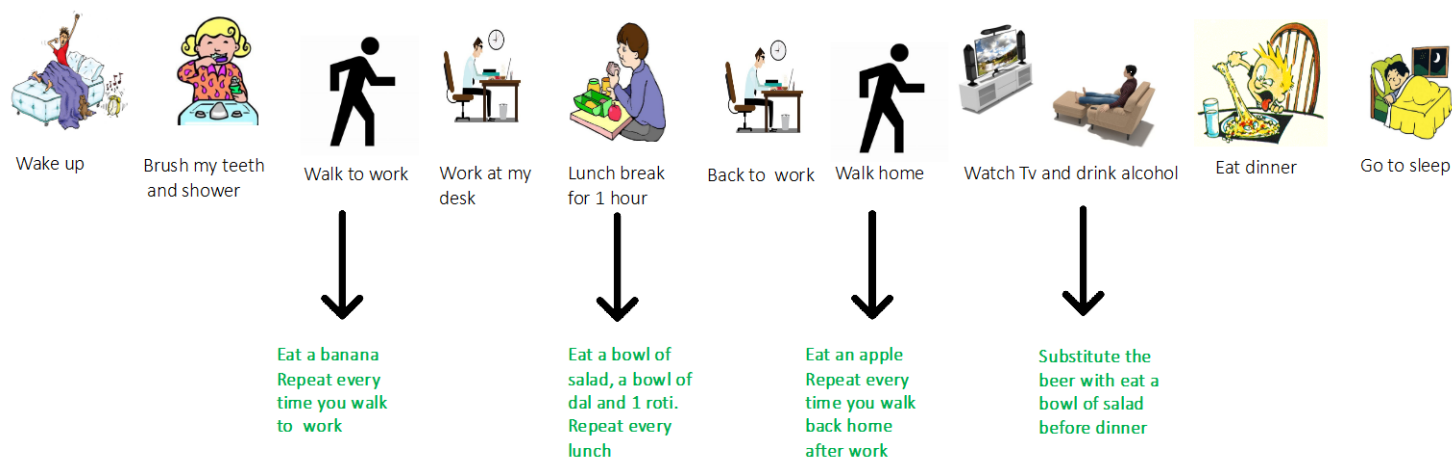
- Identify where desired behaviours can be introduced and repetitions of performing it may be incorporated.
- Identify the unwanted behaviours that need to be substituted with desired or neutral behaviours

Note: It is important to be flexible- you should invite input from the patient to ensure they will introduce the behaviour.

Ask 2 participants to volunteer to identify the two points in the daily routine provided.

Example : Rajesh needs to eat a healthy diet

Rajesh's Daily routine (Monday – Friday)



Facilitator notes:

Understand the persons daily routine and ask as many questions as required to have a better understanding of where desired behaviours can be repeated and when unwanted behaviours can be substituted with desired or neutral behaviours.

- Walking to work gives Rajesh enough time to eat one fruit. Every time he walks to work he'll eat a banana and soon (once repeated enough times) it will become a habit.
- During lunch time, Rajesh will eat a healthy meal comprising of one bowl of salad, dal and one roti. At lunch time (once repeated enough times) Rajesh will remember to eat one bowl of salad, dal and 1 roti.
- Walking back home gives Rajesh enough time to eat another fruit. Every time he walks back home after work he'll eat an apple and soon (once repeated enough times) it will become a habit.
- While watching Tv, drinking alcohol will be substituted with drinking a glass of water (on repeating this a few times) it will become a habit and Rajesh would have successfully substituted the alcohol with a glass of water.

Activity : Ask the person sitting next to you about their daily routine and try and include the performance of the behaviour “eating an apple” so that it can be repeated every day of the week

Time duration – 10 minutes

Facilitator notes:

Ask participants to work with the person sitting next to them to ask them questions about their daily routine and try and include the behaviour of eating an apple in their routine wherein it can be repeated often so that it soon becomes a habit.

Give them 10 minutes for this activity

Randomly select 4 participants to share their answers and discuss them with the group

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

INTRODUCING REPETITION AND SUBSTITUTION INTO YOUR DAILY ROUTINE

QUESTIONS TO ASK

What time do you
wake up in the
morning



What time do finish
work, what time do
you get home and
how



What is the first thing
you do after you
wake up



How do you spend
most evenings,
what do you do



What do you usually
eat and drink for
breakfast



What time do you
eat dinner



Do you work, where
do you work, how do
you get to work



What do you eat for
dinner



What time do you
eat lunch, what do
you eat for lunch



What time do you
go to bed



1.9 Comparison of outcomes

Use presentation 1.9 as a teaching tool for this topic

What is comparison of outcomes?

Comparing the different outcomes in favor or against a specific behavior. Refer to **flyer 1.9**

How does Comparison of outcomes lead to behavior change?

Comparing all the possible outcomes of a behavior allows the individual to make a decision on whether or not they would like to achieve a certain outcome. The comparison also provides a lot of information on the possible outcomes (good and bad) that an individual may have not considered or be aware of previously.

How to include comparison of outcomes?

- Use evocative questions to allow them to think or remember a certain image or feeling of various outcomes on their own eg What will happen if you did decide to engage in the wanted behaviour as opposed to not engaging in it ?
- Advise the person to identify and compare reasons for wanting (pros) and not wanting to (cons) change the behaviour e.g. Advise the person to make a list and compare the advantages and disadvantages of engaging in the behaviour
- Present information from a credible source in favour of or against the behaviour e.g. Present a speech given by an actor to emphasise the importance of not smoking

Presentation 1.9 Comparison of outcomes



Lifestyle and behaviour change techniques

Comparison of outcomes



What is comparison of outcomes?

Comparing the different outcomes in favour or against a specific behaviour

How to compare outcomes?

- Ask questions that encourage remembering or thinking of a certain image or feeling associated with a behavioural outcome(s)
- Identify and compare reasons for (pros) and against (cons) changing the behaviour
- Present information from a credible source in favour of or against the behaviour



Facilitator notes:

What is comparison of outcomes -Comparing the different outcomes in favor or against a specific behavior. Comparing all the possible outcomes of a behavior allows the individual to make a decision on whether or not they would like to achieve a certain outcome. The comparison also provides a lot of information on the possible outcomes (good and bad) that an individual may have not considered or be aware of previously.

How to compare outcomes:

- Use evocative questions to allow the patient to think or remember a certain image or feeling of various outcomes on their own eg What will happen if you did decide to engage in the wanted behaviour as opposed to not engaging in it ?
- Advise the person to identify and compare reasons for (pros) or against(cons) changing a behaviour e.g. Advise the person to list and compare the advantages and disadvantages of engaging in some form of physical activity for weight management.
- Present information from a credible source in favour of or against the behaviour e.g. Present a speech given by an actor to emphasize the importance of not smoking.

Comparison of outcomes

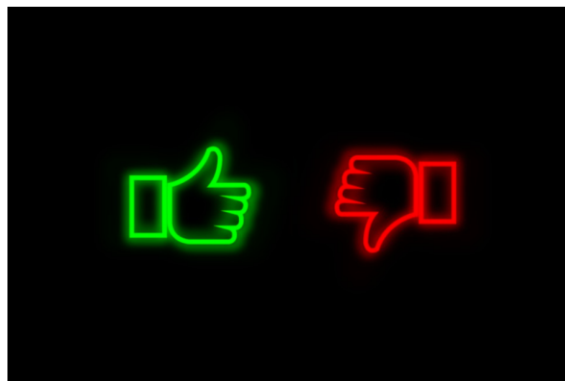
Example : Smoking

Pro:

1. May release stress instantly

Cons:

1. Lung cancer
2. Heart disease
3. Sexual dysfunction
4. Larynx cancer
5. Brain damage
6. Diabetes
7. Expensive
8. Supressed appetite



Facilitator notes:

Example: smoking

By comparing
the pros:

May release stress instantly

With the

the cons:

Lung cancer

Heart disease

Sexual dysfunction

Larynx cancer

Brain damage

Diabetes

Expensive

Supressed appetite

You can see the cons outweigh (are more than) the pros of smoking. This may therefore convince someone to stop smoking

Comparison of outcomes

Example : Exercising

Pros :

Cons :



Facilitator notes:

Example: Exercising

Ask participants to make a list of the pros and cons for exercising. And select 3 participants to share their answers with the group.

After reviewing the responses, ask for a show of hands for those who would

- Exercise
- Not exercise

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

COMPARISON OF OUTCOMES

COMPARING THE DIFFERENT OUTCOMES FOR AND AGAINST A BEHAVIOUR

Food choices : Make a list of the pros and cons of making unhealthy food choices

Smoking : Make a list of the pros and cons of smoking

Drinking alcohol : Make a list of pros and cons of drinking alcohol

Physical activity : Make a list of pros and cons of not engaging in any physical activity

Medication adherence : Make a list of pros and cons of not taking your medication

This will help to make your decision

1.10 Reward and threat

Use presentation 1.10 as a teaching tool for this topic

What is reward and threat?

Minimize a person's threats and maximize their rewards in regard to a specific behavior. **Refer to** flyer 1.10-1.10.5

How does reward and threat lead to behavior change?

Emphasizing all the rewards that are associated with working towards or achieving a behavior will encourage and motivate an individual to work towards it in order to receive the rewards. The rewards work is motivational and a prompt to work towards the behavior.

How to incorporate reward and threat?

- Establish a list of items/events that are desired or of importance to an individual and arrange to reward them with it if there is an effort and/or progress in achieving the behavioural outcome
- Show the individual a list of rewards (advantages) of working towards or achieving the behavioural outcome
- Prompt self-praise or self-reward if and only if there has been effort and/or progress in performing the behaviour e.g. reward self with e.g., new clothes or other valued objects
- Inform that future punishment or removal of reward will be a consequence of performance of an unwanted behaviour e.g. Inform that continuing to consume 30 units of alcohol per day is likely to result in loss of employment if the person continues

Presentation 1.10 Reward and threat



Lifestyle and behaviour change techniques

Reward and threat



What is reward and threat?

Minimize a person's threats and maximize their rewards in regard to a specific behaviour

How to maximise rewards and minimise threats :

- Arrange to reward individuals if there is an effort and/or progress in achieving the behaviour
- Show a list of rewards (advantages) and threats (disadvantages) of working towards or achieving the behaviour
- Prompt self-praise or self-reward if there has been effort and/or progress in performing the behaviour
- Introduce punishment or removal of reward as a consequence of performance of an unwanted behaviour

Facilitator notes:

What is reward and threat? Minimize a person's threats and maximize their rewards in regard to a specific behaviour.

Emphasizing all the rewards that are associated with working towards or achieving a behaviour will encourage and motivate an individual to work towards it in order to receive the rewards. The rewards work is motivational and a prompt to work towards the behaviour.

How to maximize rewards and minimize threats:

- Establish a list of items/events that are desired or of importance to an individual and arrange to reward them with it if there is an effort and/or progress in achieving the behavioural outcome
- Show them a list of rewards (advantages) of working towards or achieving the behavioural outcome
- Prompt self-praise or self-reward if and only if there has been effort and/or progress in performing the behaviour e.g. reward self with e.g., new clothes or other valued objects
- Inform that future punishment or removal of reward will be a consequence of performance of an unwanted behaviour e.g. Inform that continuing to consume 30 units of alcohol per day is likely to result in loss of employment if the person continues

What are the rewards and threats?

Write down the rewards and threats associated with the following behaviours :

- Exercising



- Smoking cessation



Facilitator notes:

Ask participants to write down the rewards and threats of engaging in the following behaviours. When someone is shown that the rewards outweigh the threats- they are more likely to work towards achieving the behaviour.

Go around the room and randomly select 5 participants to share their answers

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

REWARDS

and

THREATS

HEALTHY EATING

- Strong hair and nails
- Sharp hearing
- Stable blood pressure
- Healthy lungs
- Healthy liver
- Strong immune system
- Improved brain functioning
- Clear eyesight
- Healthy heart
- Healthy cholesterol levels
- Healthy digestion
- Appropriate blood sugar levels
- Increased fitness

- Cost of purchasing healthy food items

REWARDS and THREATS

SMOKING CESSATION

- Positive social image
- Positive self-identity
- Saving money spent on cigarettes
- Reduced risk of premature death
- Reduced risk of developing cancers
- Reduced risk of developing heart diseases
- Reduced risk for stroke and peripheral vascular disease
- Improve circulation and lung function
- Cessation during pregnancy may reduce the risk of low birth weight, preterm delivery, and decreased fertility in women
- Withdrawal side effects e.g stress, anxiety and irritability
- Disturbed sleep

REWARDS

and

THREATS

QUITTING ALCOHOL

- Positive social image
- Positive self-identity
- Saving money spent on buying alcohol
- Reduced risk of premature death
- Reduced risk of developing cancers
- Reduced risk of developing heart diseases
- Improved liver functioning
- Improved lung functioning
- Improved focus and memory
- Improved mental health
- Improved sleep
- Improved behaviour

- Withdrawal side effects
e.g stress, anxiety and
irritability

REWARDS and THREATS

PHYSICAL ACTIVITY

- Better mood
 - Lowered stress levels
 - Decreased body fat and weight
 - Strong blood vessels
 - Strong bones and muscles
 - Better use of insulin
 - Improved functioning of the heart
 - Decreased risk of stroke, type 2 diabetes, cancers and arthritis
 - Increased flexibility
 - Improved sleep
 - Improved fitness
- Setting aside time to exercise

REWARDS and THREATS

MEDICATION ADHERENCE

- Lower risk of heart attacks
 - Lower risk of stroke
 - Lower risk of kidney damage
 - Improved levels of blood glucose
 - Improved blood pressure
 - Improved cholesterol levels
 - Decreased levels of stress
 - Improved mental health
 - Improved overall health
- Cost of purchasing medicines
 - Upset stomach

1.11 Regulation

Use presentation 1.11 as a teaching tool for this topic

What is regulation?

Facilitate the performance of the behavior by teaching methods to increase the frequency and/or intensity of the desired behavior. Refer to **flyer 1.11**

How does regulation lead to behavior change?

The methods introduced make it easier for the individual to work towards and achieve the desired behavioral outcome.

How to initiate regulation?

- Inform an individual about methods that help achieve the desired behaviour/outcome e.g. switching to healthy oil options to reduce weight
- Advise on ways of reducing negative emotions to facilitate performance of the behaviour e.g. Advise on the use of stress management skills, e.g. exercising as opposed to smoking cigarettes
- Advise on ways of minimising demands on mental resources to facilitate behaviour change e.g. Advise pre plan meals to reduce the burden on memory for making healthy food choices when hungry

Presentation 1.11 Regulation



Lifestyle and behaviour change techniques

Regulation



What is regulation ?

Ensuring the desired behavior is performed as per the required amount and in the way that is required

How can you teach someone to regulate behaviour ?

Teach techniques that make it easier and more likely to “regulate” or perform the behavior

People are more likely to “regulate” or perform a behaviour when it is easy for them

Facilitator notes:

What is regulation?

Regulation is ensuring the desired behaviour is performed in the required way and frequency (amount)

How can you teach someone to regulate behaviour?

Teach the person techniques that make it easier and more likely that the person will perform the desired behaviour

People are more likely to “regulate” or perform a behaviour when it is easy for them

Ways to regulate behaviour :

- Suggest alternative methods that help in achieving the desired behaviour/outcome
- Advise on ways of reducing negative emotions to facilitate performance of the behaviour
- Advise on ways of minimising demands on mental resources to facilitate behaviour change

Facilitator notes:

You can regulate behaviour using the following :

- Inform an individual about methods that help achieve the desired behaviour/outcome e.g. switching to low- fat versions of the same food item to reduce weight e.g. Changing from fried snacks (samosa) to roasted snacks (behl) the two are equally spicy and palatable
- Advise on ways of reducing negative emotions to facilitate performance of the behaviour e.g. for smoking cessation advise the use of stress management skills, e.g. watching tv, going for a walk to release stress instead of smoking cigarettes
- Advise on ways of minimising demands on mental resources to facilitate behaviour change e.g. Advise to plan what they need to eat and drink with specified amounts and times to reduce the burden on memory in making healthy food choices when they are hungry

Example : Regulating the act of eating healthy

Pre-planning what to eat for the next few days or a week



Facilitator notes:

If someone needs to start eating healthy – how could you get them to start regulating this behaviour?

A possible technique is to pre-plan what they will eat for the next few days or week so that they can shop accordingly to avoid making unhealthy food options when they are hungry. When you know you have certain vegetables etc. you are more likely to use them and not let them go to waste

How would pre-planning their meals help in regulating the behaviour of eating healthy?



Facilitator notes:

Discuss the following to explain how pre-planning meals could help in regulating the behaviour of eating healthy pre-planning meals would require the individual to carefully select healthy food options to be a part of their diet for the next few days/week. When meals are not pre-planned people often eat the first thing they find when they are hungry. This often leads to people making an unhealthy food choice. Once meals are pre-planned individuals know exactly what needs to be eaten. Planning also allows you to buy the required ingredients as opposed to using what you can. Planning and pre-planning can be beneficial in several ways :

- Can help save money /family finances
- Can ultimately save time
- Can help with weight control, as you decide the ingredients and portions served
- Can contribute to an overall more nutritionally balanced diet
- Can reduce stress as you avoid last minute decisions about what to eat, or rushed preparation

How could you regulate the following behaviours ?

1.Smoking cessation



2.Limiting oily foods



Facilitator notes:

Discuss more ideas for regulating the following behaviours (give 5 minutes to the participants to think about this. Select participants to share their answers and discuss them.

- Smoking cessation e.g. nicotine patch
- Limiting oily foods e.g., pan fry , healthier oils

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do , refer back to the slides and explain the concept using the examples provided.

Regulation

Methods to increase the frequency and/or intensity of the desired behaviour

Healthy eating : Healthy recipes, healthy options eg for oils, Atta, vegetables, fruits

Smoking cessation : Distractions e.g. go for a walk, eat a fruit, watch tv , spend time with family

Quit drinking : Distractions e.g. go for a walk, eat a fruit, watch tv , spend time with family

Physical activity : Suggest different ways of exercising e.g yoga, running, walking, skipping and ensure they meet requirements eg indoor, outdoor, with limited space, free , suitable for their age or health conditions etc.

Medication adherence : Discuss the steps and/or procedures of taking the medication

1.12 Antecedents

Use presentation 1.12 as a teaching tool for this topic

What are antecedents?

A social or environmental situation, event, emotions and/or thoughts that reliably predict the performance of a behavior. Refer to **flyer 1.12**

How does providing information on antecedents lead to behavior change?

Providing information on antecedents allow individuals to make a decision on whether or not to be in the context that predicts the performance of the behavior.

Ways of incorporating antecedents:

- Understand the context and the people involved when the behaviour is performed.
- Restructure the physical environment to facilitate the wanted behaviour and create barriers to the unwanted behaviours e.g. put a Ghara of water (earthen pot) in your view as a reminder to drink water
- Restructure social environment by advising to change the social environment in order to facilitate performance of the wanted behaviour or create barriers to the unwanted behaviour e.g. Advise to minimise time spent with friends who drink heavily to reduce alcohol consumption.
- Advise or arrange to use an alternative focus for attention to avoid triggers for unwanted behaviour e.g. Suggest that a person who is trying to avoid between-meal snacking to focus on a topic they enjoy (e.g. perusing hobbies, way on how to increase their family income) instead of focusing on food.
- Add objects to the environment in order to facilitate performance of the behaviour e.g. Provide attractive new cooking utensils (pressure cooker, kadahi etc) to encourage cooking at home and not eating out

Presentation 1.12 Antecedents



Lifestyle and behaviour change techniques

Antecedents



What are antecedents?

A social or environmental situation, event, emotions and/or thoughts that reliably predict the performance of a behaviour

Example :

Going to a marriage ceremony leads to overeating

Social situation



Performance of unwanted behavior



Facilitator notes:

What are antecedents?

A social or environmental situation, event, emotions and/or thoughts that reliably predict performance of a behavior. The context that leads to the behavior being performed. Providing information on antecedents allows individuals to make a decision on whether or not to be in the context that predicts the performance of the unwanted behavior.

Example:

Going to for a marriage ceremony leads to overeating. The social situation of being at marriage ceremony leads to the individual overeating. There is a possibility that every time the individual goes to a marriage ceremony, they end up overeating (unwanted behavior is performed)

Using antecedents:

- Understand the context and the people involved when the unwanted behaviour is performed
- Restructure the physical environment to facilitate the wanted behaviour and create barriers to the unwanted behaviours
- Restructure social environment by advising to change the social environment in order to facilitate performance of the wanted behaviour or create barriers to the unwanted behaviour
- Advise or arrange to use an alternative focus for attention to avoid triggers for unwanted

Facilitator notes:

- Understand the context and the people involved when the unwanted behaviour is performed – who are the people that are present in that given situation?
- Restructure the physical environment to facilitate the wanted behaviour and create barriers to the unwanted behaviours e.g. put a Ghara of water (earthen pot) in your view as a reminder to drink water , add objects to the environment in order to facilitate performance of the behaviour e.g. Provide attractive new cooking utensils (pressure cooker, kadahi etc) to encourage cooking at home and not eating out
- Restructure social environment by advising to change the social environment in order to facilitate performance of the wanted behaviour or create barriers to the unwanted behaviour e.g. Advise to minimise time spent with friends who drink heavily to reduce alcohol consumption or drink tea alone as opposed to drinking tea with friends which often leads to eating namkeens (savoury snacks) and friend foods along with drinking tea.
- Advise or arrange to use an alternative focus for attention to avoid triggers for unwanted behaviour e.g. Suggest that a person who is trying to avoid between-meal snacking to focus on a topic they enjoy (e.g. perusing hobbies, way on how to increase their family income) instead of focusing on food.

Using antecedents:

- Stop eating junk food



- Taking medication before sleeping



Facilitator notes:

Ask participants to think of strategies using antecedents for :

1. The unwanted behaviour of eating junk food – Prompt participants to think about when the snacking occurs e.g. time of day, in a particular setting, who is generally with them etc
2. The desired behaviour of taking medication before sleeping – Prompt participants to think about what changes (e.g. social, environmental) can be made to prompt the performance of this behaviour.

Give participants 5 minutes to think about their answers. Select 2 participants to share their responses (1 for each)

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do , refer back to the slides and explain the concept using the examples provided.

ANTECEDENTS

WHAT IS THE :

Action

OR

Event

OR

Circumstance

LEADING TO THE PERFORMANCE OF THE BEHAVIOUR

AND

THINK OF WAYS TO AVOID IT IN THE FUTURE

1.13 Identity

Use presentation 1.13 as a teaching tool for this topic

What is identity?

The qualities, beliefs, personality, looks and/or expressions that are linked to self-views. One's identity is often shaped by one's experiences and how others perceive them to be. Refer to **flyer 1.13**

How does providing information on one's identity lead to behavior change?

When a behavior becomes integrated in the identity of a person, the behavior becomes robust to maintain/change because it is so closely linked to central self-views. Each behavior one chooses to engage in therefore impacts how one sees themselves and how others perceive them which makes them more mindful about the behaviors they choose to engage in.

Ways of incorporating identity

- Inform that one's own behaviour may be an example to others e.g. Inform the person that if they eat healthily, that may be a good example for their children
- Advise the person to construct a new self- identity as someone who 'used to engage with the unwanted behaviour' e.g. Ask the person to articulate their new identity as an 'ex-smoker'

Presentation 1.13 Identity



Lifestyle and behaviour change techniques

Identity



What is identity ?

The qualities, beliefs, personality, looks and/or expressions that make a person

Identity is often shaped by one's experiences and how others perceive us to be

Facilitator notes:

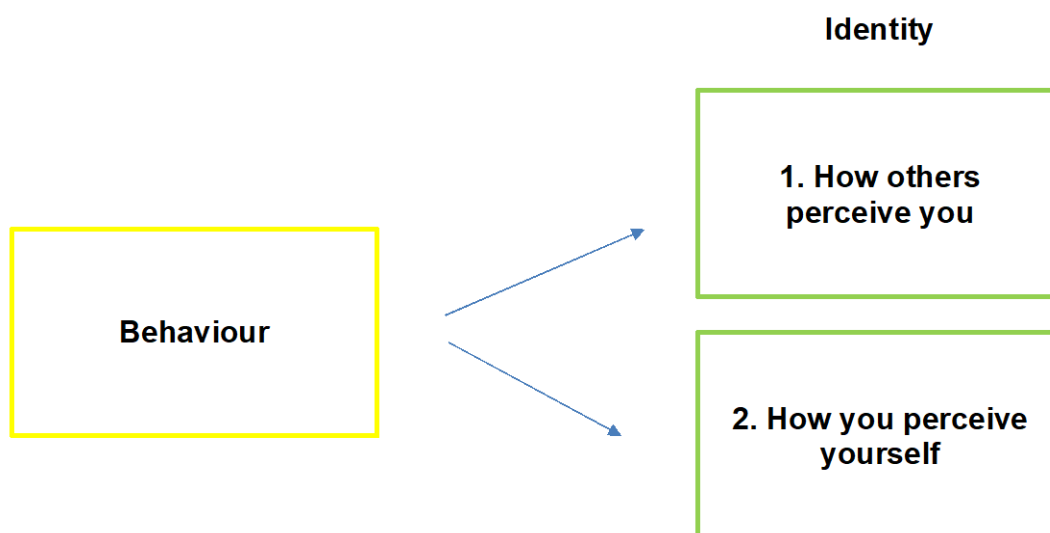
What is identity?

The qualities, beliefs, personality, looks and/or expressions that are linked to self-views. One's identity is often shaped by one's experiences and how others perceive them to be.

Question – one word to describe your identity – go around the room and ask 10 participants at random

Follow up question – why did you use that word to describe yourself? (Most of them will answer because _____ said so, or will talk about an experience)

Behaviour can impact identity



Facilitator notes:

Your behavior may affect (Your identity) i.e. the way others view you and most importantly how you view yourself.

Behaviour can impact identity

Example : Eating a balanced diet

- Your family and friends will think you eat healthy
- You may become a role model for someone
- Good health outcomes (Positive health message for society to eat a healthy diet)



Facilitator notes:

If you were someone who eats a balanced diet:

- Your family and friends would think and know you make healthy food choices and take care of your health
- As a result, you may become a role model for some
- You would experience good health outcomes which is a positive message for those living around you

Eating healthy/a balanced diet therefore becomes a part of your identity

Behaviour can impact identity

Example : Smoking a pack of cigarettes everyday

- Your friends and family may associate you with smoking / engaging in unhealthy behaviours/ bad habits
- You may become an example of what someone would NOT want to be
- Unhealthy behaviours may lead to health problems



Facilitator notes:

Smoking a pack of cigarettes, a day may cause:

- Your friends and family to associate you with smoking “example: oh he/she is always smoking”
- People may start using you as an example of someone they would not like to be - example – I would never want to be like him/her –they smoke too much
- Unhealthy behaviours such as smoking may result in health problems and people may start to associate you with all those problems and attribute it to your smoking. Example : He is always unwell because he smokes too much

Smoking therefore becomes a part of your identity

Activity

Which behaviour do you think has become a part of your “identity”

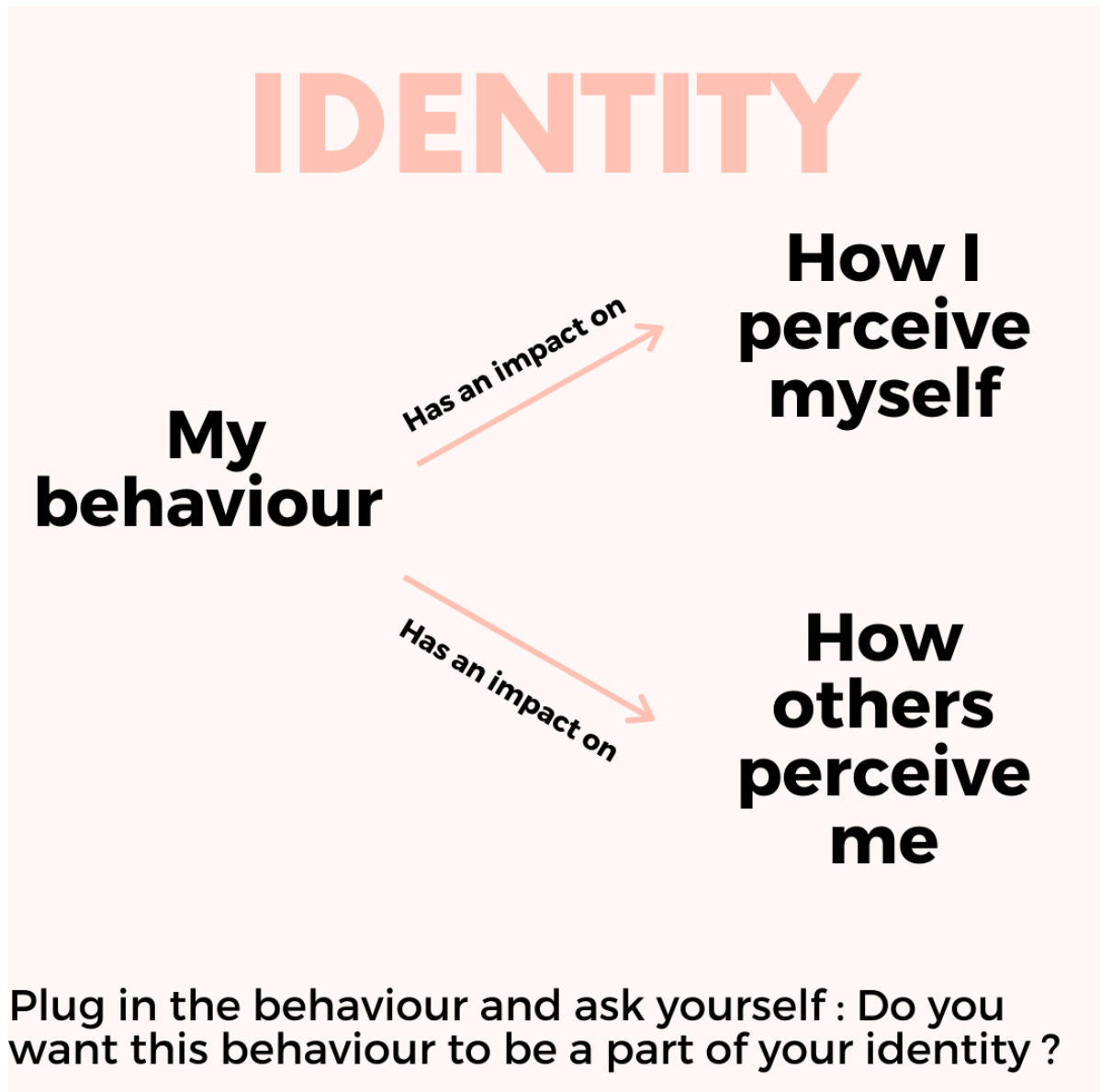
**Facilitator notes:**

Give the participants 5 minutes to think about it and select 5 participants to answer
Prompt using example : eating sweets , eating healthy , exercising

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.



1.14 Scheduled consequences

Use presentation 1.14 as a teaching tool for this topic

What are scheduled consequences?

A pre-planned consequence for a specific outcome or behavior Refer to **flyer 1.14**

How do scheduled consequences lead to behavior change?

When a scheduled consequence is introduced, the individual is aware of the consequence that will follow which may encourage them towards achieving the required outcome/behavior.

Ways of incorporating scheduled consequences

- The withdrawal of something valued if an unwanted behaviour is performed
- Arrange for discontinuation of a reward following performance of the unwanted behaviour/outcome or if a behaviour/outcome is not achieved e.g. Arrange for the other people in the household to take away an object or experience that is valued by the person
- Arrange for reward following any approximation to the target behaviour, gradually rewarding only performance closer to the wanted behaviour

Presentation 1.14 Scheduled consequences



Lifestyle and behaviour change techniques

Scheduled consequences



What are scheduled consequences?

It is the pre-planned result(s) that occurs for a specific behaviour or outcome

Example :

For every cigarette you smoke, you will have to pay 5rs to your family as a fine



Facilitator notes:

Schedule consequences are the consequences/ results that are pre-planned for performing a behavior.

Example: Every time someone smokes a cigarette, they have to pay their family a fine of Rs 10

Types of scheduled consequences?

1. The withdrawal of something valued if an unwanted behaviour is performed
2. Discontinuation of a reward following performance of the unwanted behaviour/outcome or if a behaviour/outcome is not achieved
3. Reward following any approximation to the desired behaviour, gradually rewarding only performance closer to the completed behaviour

Facilitator notes:

Schedule consequences can be introduced in the following ways:

1. Take away something valuable to the person if an unwanted behavior is performed or the desired behavior is not performed
2. Stop rewards if an unwanted behavior is performed or the desired behavior is not performed
3. Reward someone on working towards the desired behavior and gradually only reward them when they have achieved the complete behavior/outcome

How do scheduled consequences lead to performing a behaviour

Example :

Eating a healthy meal
6 days a week

Reward of ₹10 /week

May motivate to eat a
healthy meal 6 days a
week



Desired behavior

Scheduled consequence

Performing behavior

Facilitator notes:

How Scheduled consequences work:

Example: Every time someone eats a healthy meal 6 days a week (desired behavior) they are rewarded with 10 rupees (scheduled consequence). The reward of 10 rupees may motivate them to eat a healthy meal 6 times a week (performing behaviour)

The rewards may be substituted with other objects/experiences etc. that are of importance to the person.

How do scheduled consequences lead to not performing an unwanted behaviour (performing desired behaviour)

Example :

Not exercising 4 times a week



Undesired behavior

Not allowed to watch Tv that week



Scheduled consequence

May motivate them to exercise 4 times a week



Performing desired behavior

Facilitator notes:

How Schedule consequences work in not performing an unwanted behavior (performing a desired behavior) Example: If someone does not exercise 4 times a week (unwanted behavior), they will not be allowed to watch tv that week (scheduled consequence). The fact they won't be allowed to watch tv that week may encourage them to exercise 4 times a week (perform desired behavior)

The scheduled consequences may be substituted with other objects/experiences etc. that are of importance to the person.

Options for positive scheduled consequences (rewards)

- Enjoy a treat eg Mithai/ ice cream/ 1 small packet of namkeen
- Money
- Day off from a workout
- Extra time with friends/ family

Think of ONE positive scheduled consequence that would work to motivate YOU

Facilitator notes:

Note: The positive scheduled consequences may vary across people, it is best to involve the client in the process as much as possible. Ask them questions to understand what is of utmost importance/liked/enjoyed by the client to better understand what the positive consequence should be.

These are some examples of positive scheduled consequences that can be used.

Ask participants to think of ONE positive consequence/reward that would work for them – motivate them to perform a behavior (hypothetical situation). Go around the room and select 5 participants to share their answers

Options for negative scheduled consequences (punishments)

- Must walk instead of cycling or taking a rickshaw
- Household chores
- Pay a fine
- Limit amount of time spent watching TV
- Limit amount of time spent with friends/ family
- Increasing the time spent exercising

Think of ONE negative scheduled consequence that would work to motivate YOU

Facilitator notes:

Note: The negative scheduled consequences may vary across people, it is best to involve the client in the process as much as possible. Ask them questions to understand what is of utmost importance/liked/enjoyed by the client to better understand what the negative consequence should be.

Here are some examples of negative scheduled consequences (punishments that can be used.)

Ask participants to think of ONE negative consequence/punishment that would work for them –motivate them to perform a behavior or not perform an unwanted behavior (hypothetical situation).

Go around the room and select 5 participants to share their answers

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

Scheduled Consequences

Planning the consequence

Positive consequences

ENJOY A
TREAT

MONEY

EAT
FAVOURITE
MEAL

EXTRA TIME
SPENT ON
ACTIVITY OF
CHOICE

EXTRA TIME
WITH
FRIENDS/
FAMILY

DAY OFF
FROM
EXERCISING

Negative consequences

WALKING
INSTEAD OF
CYCLING

NOT GIVEN
ANY CHOICES

LIMITED OR
NO TIME
WITH
FRIENDS/
FAMILY

REDUCE TIME
SPENT ON
ACTIVITY OF
CHOICE

PAY A FINE

HOUSEHOLD
CHORES

1.15 Self-belief

Use presentation 1.15 as a teaching tool for this topic

What is self-belief?

Confidence in one's own abilities or judgment to change a behavior. Refer to **flyer 1.15**

How does self-belief lead to behavior change?

We filter information based on our beliefs and only absorb the information that matches our belief system. This impacts our behavior by making us biased towards what we believe in no matter how many proofs are provided. That's why persuading someone to believe something against his beliefs is hard.

Ways of incorporating self-belief

- Tell the person that they can successfully perform the wanted behaviour, arguing against self-doubts and asserting that they can and will succeed e.g. Tell the person that they can successfully increase their physical activity, despite their recent heart attack
- Advise to think about or list previous successes in performing the behaviour (or parts of it)
- Prompt positive self-talk (aloud or silently) before and during the behaviour e.g. Prompt the person to tell themselves that a walk will be energising
- Watching those who you can relate to, succeed or hearing about their success stories can motivate one to believe that if they can, we can too. Similarly, modelling the actions, principles, and achievements of people we follow and admire indirectly teaches and persuades us to repeat the same.

Presentation 1.15 Self-belief



Lifestyle and behaviour change techniques

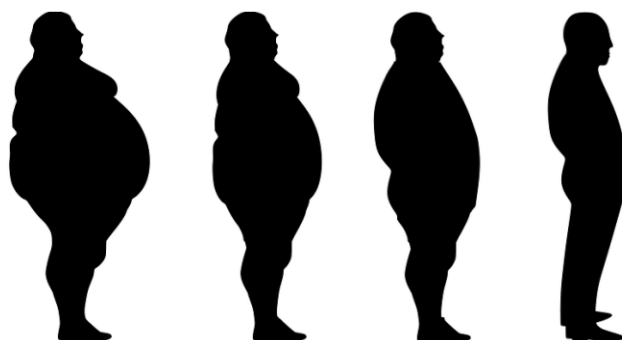
Self-belief



What is self-belief?

The confidence in one's own abilities or judgment to change a behaviour

Example : I will be able to lose 10 kgs in 3 months. I know I can do it



Facilitator notes:

What is self – belief?

The confidence in one's own abilities or judgment to change a behavior. We filter information based on our beliefs and only absorb the information that matches our belief system. This impacts our behavior by making us biased towards what we believe in no matter how many proofs are provided.

Example: I will be able to lose 10 kgs in 3 months. I know I can do it - the person has the belief that they can do it. They are using positive words such as I will, I can!

How to improve someone's self-belief?

- Tell the person that they can successfully perform the wanted behaviour
- Advise to think about or list previous successes in performing the behaviour
- Prompt positive self-talk before and during the behaviour
- Ask about those close who they can relate to or are close to who have achieved the desired behaviour/outcome they are working towards
- Question the person about their role model(s) and their desirable behaviours



Facilitator notes:

What to improve someone's self-belief

Tell the person that they can successfully perform the wanted behavior, arguing against self-doubts and asserting that they can and will succeed e.g. Tell the person that they can successfully increase their physical activity, despite their recent heart attack.

Advise to think about or list previous successes in performing the behavior (or parts of it) Tell them to recall their past successes with performing the behavior or when they came close to the desired behavior.

Prompt positive self-talk (aloud or silently) before and during the behavior e.g. Prompt the person to tell Themselves that a walk will be energizing

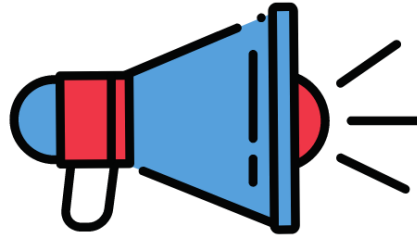
Question the client about people close to them who have achieved the desired behavior or outcome that the client is working towards. Watching those who you can relate to, succeed or hearing about their success stories can motivate one to believe that if they can, we can too. Similarly, ask the client about who their role models are. Modelling the actions, principles, and achievements of people we follow and admire indirectly teaches and persuades us to repeat the same.

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

Positive Self-Talk



I am learning
everyday

Everyone
makes
mistakes. It's
not a big deal

I am in
charge of
my life

I believe in
myself

I can do
this

I won't give up

Think
Positive

These thoughts
are not helping me.
I know they're
not true

I can do things I
set my mind to

I can always
improve

1.16 Covert learning

Use presentation 1.16 as a teaching tool for this topic

What is Covert learning?

Covert learning is the process of learning about a behavior using only mental processes e.g. visualizing, predicting and inferring. It is not directly seen or observed. Refer to **flyer 1.16**

How does covert learning lead to behavior change?

Visualizing, predicting and inferring a behavior and/or consequence of a behavior, may motivate and encourage an individual to work towards achieving the target outcome/behavior or dissuade them from engaging in the unwanted behavior.

Ways of incorporating covert learning

- Use hypothetical questions to allow the individual to imagine various scenarios e.g. If you were to engage in this behaviour, how would your life be different?/If this does not change, how do you see yourself in one year from now?
- Advise to imagine performing the unwanted behaviour in a real-life situation followed by imagining an unpleasant consequence
- Advise to imagine performing the wanted behaviour in a real-life situation followed by imagining a pleasant consequence e.g. Imagine making healthy food options and losing weight and no longer being diabetic

Presentation 1.16 Covert learning



Lifestyle and behaviour change techniques

Covert learning



What is covert learning ?

Learning about a behaviour using only mental processes such as visualising, predicting and inferring

- You can learn about the behaviour by using mental processes of the unwanted behaviour and consequences (which may discourage you to perform the behaviour)

OR

- You can learn about the behaviour by using mental processes of the desired behaviour and consequences (which may encourage you to perform the behaviour)

Facilitator notes:

Covert behavior is learning that happens without seeing or observing it – you use mental processes such as imagining, visualizing, predicting, drawing conclusions (inferring)

- You can use your mental process for unwanted behaviour and its consequences which will most likely discourage you from performing the behaviour

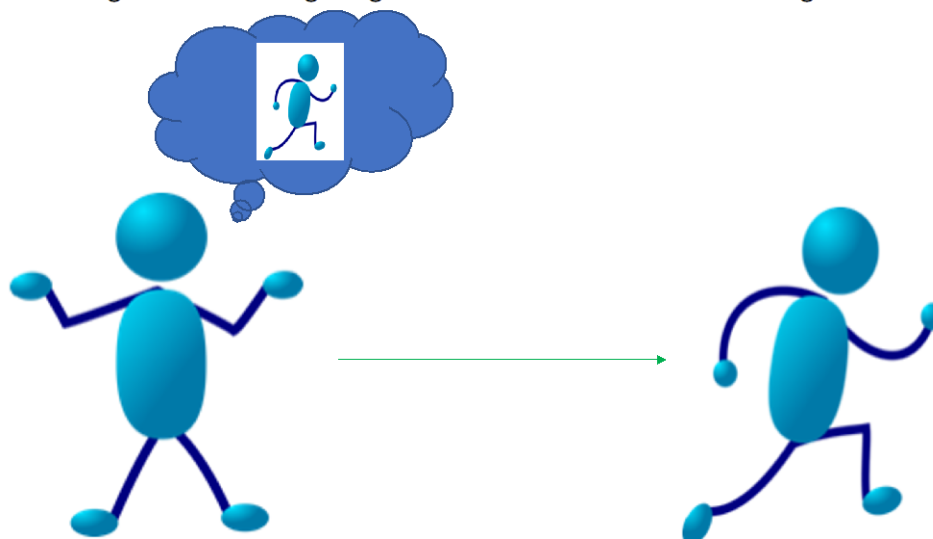
OR

- You can use your mental process for the desired behaviour and its consequences which will most likely encourage you to perform the behaviour

Example :

Mental process : Visualizing
Going for a walk everyday and
becoming fitter and losing weight

Behavior : performs the
behavior to become fitter to
lose weight

**Facilitator notes:**

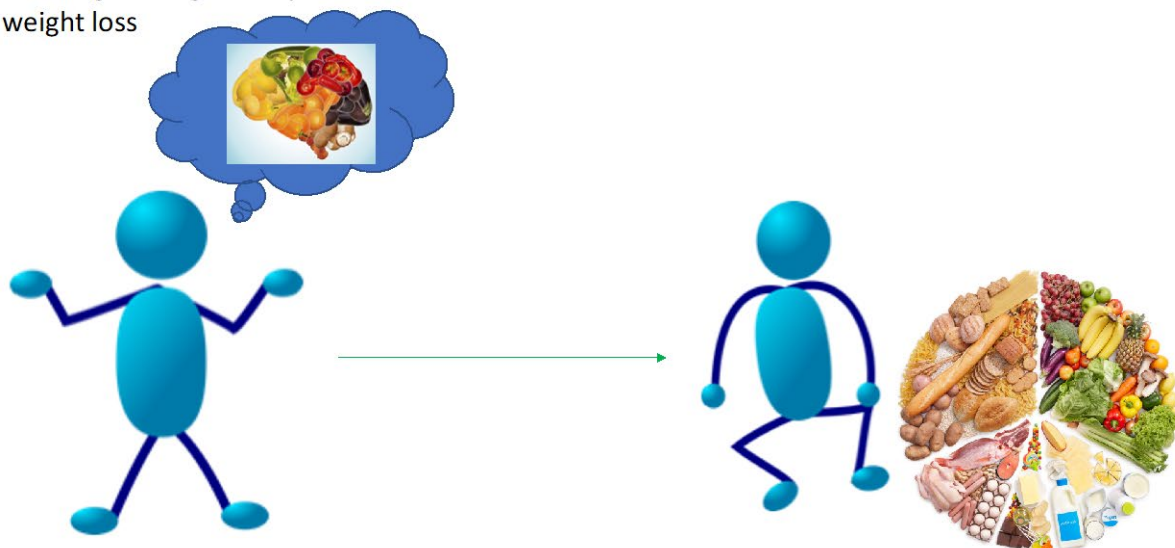
Example – a person visualizes themselves going for a walk every day and imagines a fitter and slimmer version of themselves.

The visualization (mental process) motivates them to perform the behavior to achieve the desired behavior and the consequences that follow.

Example :

Mental process : My friend Pooja has started eating healthy and has lost weight.
Inferring : Eating healthy must lead to weight loss

Behavior : Eats healthy to lose weight



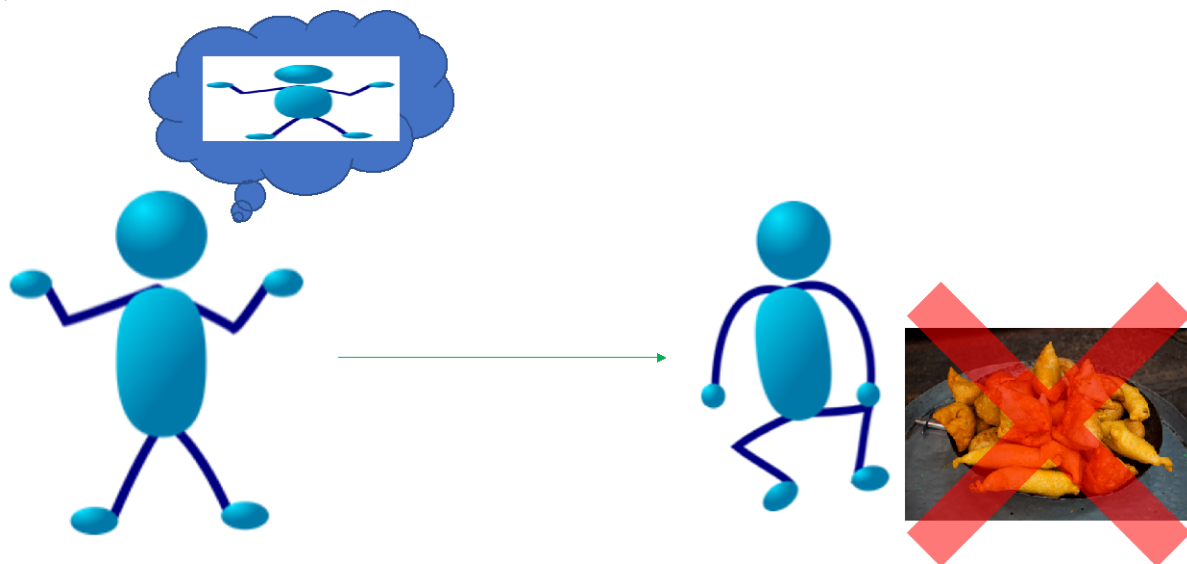
Facilitator notes:

Example – a person heard that their friend pooja started eating healthy and has lost weight.
 Inferring/concluding (mental process) that healthy eating leads to weight loss leads to them eating healthy (behavior)

Example :

Mental process : Eating oily food will make me put on weight and give me heart problems

Behavior : Does not eat oily/ fried foods



Facilitator notes:

Example – a person visualized (mental process) themselves eating oily foods leading to them putting on weight. This led the person to decide not to eat oily foods (behavior)

Covertly learning about unwanted behaviors often discourages individuals from performing it

Activity :

How would you use covert methods to help other to engage in the following behaviors :

1) Smoking cessation



2) Running



3) Taking medications



Facilitator notes:

Give participants 10 minutes to think about the answers. While they are thinking prompt them to either think of the desired behavior and outcomes or the unwanted behaviors and outcomes. Tell them they can both be used to allow for the behavior to be performed

Any questions?

Facilitator notes:

Ask participants if they have any questions – in case they do, refer back to the slides and explain the concept using the examples provided.

Covert learning

USE MENTAL REPRESENTATIONS FOR BEHAVIOUR CHANGE

Imagine

Infer

Believe

Evaluate

