5 – step interventions

Brainbox Research



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MAKING KNOWLEDGE WORK™

What are your interventions?

- Communications campaign?
- Training?
- Coaching?
- Mentoring?
- Group activities?
- Engineering?
- What else?

Five easy steps

1. What's the problem?
2. Who is my target group?
3. What are my objectives?
4. What is my intervention?
5. Has it worked?

1 What's the problem?

Be as specific as you can:

- What is the evidence – facts and figures
- Males and females?
- Ages
- Which areas?
- What time of day?
- What type of behaviour seems to be involved?

Develop some specific statements about the problem e.g.

- Increase in collisions involving young cyclists and cars in Antwerp in winter around the end of the school day.
- Ages 13-15 are more likely to be involved.
- Collisions are more likely to be be fatal if they occur in the dark.
- Children in this age group report not wearing high-visibility clothing because they don't think it looks good.

2 Who is my target group?





How to change behaviour

- Several models
- Theory of planned behaviour (Ajzen, 1985)
  - Attitudes
  - Norms
  - Perceived behavioural control
    - Intentions
    - Behaviour
    - GAP.

3 What are my objectives?

What outcomes do you want to achieve? This will help you evaluate your project

- Make a clear link between the problem and the objectives.
- You can group objectives according to the type of change you want to achieve, e.g.
  - Increased awareness
  - Increased knowledge
  - Change in attitudes
  - Increased skills
  - Change in intentions
  - Change in behaviour
- Over what timescale do you want to achieve and maintain the changes?

What are the intervention objectives for our cyclists?

4. What is my intervention?

- What is already known about how to meet your objectives?
- Do other interventions exist that you could adapt? (critically appraise the evidence)
- What has worked?
- What doesn't work?
- Where can you look?
- Who can you ask?

27 techniques

Information	• Risks • Consequences • Others' approval
Teaching	• Instruction • Demonstrating • Feedback on performance
Planning	• Forming specific intentions • Setting goals • Identifying barriers

The taxonomy of behaviour change techniques (Abraham and Michie, 2008). Fylan (2011) adapted these for use in road safety interventions.

27 techniques

Monitoring	• Keeping a record • Using cues • Reviewing goals
Managing	• Time management • Stress management • Self-motivation
Feeling good	• Rewards • Role model • Relapse prevention

27 techniques

Agreeing	• A new way of living /cycling • Practising • Signing a behavioural contract
Supporting	• Observing others • Social support • Self-talk
Implementing	• General encouragement • Setting graded tasks • Follow-up

Comms channels

- Face-to-face
- Peer-to-peer
- Network effects – social influence (Snijders, 2007)
- Social media, email, web
- Inform – consult - partner

Over to you

- In groups work up your intervention for Antwerp
  - Think about your objectives
  - What techniques will you use?
  - What communications channels will you use?

5 How will I know what I have done has worked?

Think about your objectives.

How can you measure the effect or your intervention on attitudes, knowledge, norms?

What evaluation tools will you use?



Evaluation

- Designs
  - After only, before and after, comparison, control.

- Tools
  - Questionnaires
    - *My friends don't wear hi-vis whilst riding*
    - *I feel embarrassed when I wear hi-vis*
  - Focus groups
  - Interviews
  - Other methods.

How will you evaluate your intervention?



The End!