



## Annex 4: List of Behavior Change Techniques

Behavioral factors	Behavior change technique	Example, links
<b>Risk factors: a person's understanding and awareness of the health risk</b>		
Health knowledge	1. <b>Present facts:</b> present information about the circumstances and possibilities of contracting a disease and about the relationship between a behavior and the disease.	<ul style="list-style-type: none"> <li>Phast, F-Diagram</li> <li><a href="#">Download Phast Guide</a></li> </ul>
	2. <b>Present scenarios:</b> present situations in the everyday life of the participant, showing how a certain behavior leads to the disease.	<ul style="list-style-type: none"> <li>Play showing a risk situation of a child drinking unsafe water and then the child gets sick.</li> </ul>
Vulnerability	3. <b>Inform about and assess personal risk:</b> present qualitative and quantitative assessments individually for each person so that the person realizes that his/her health is at risk.	<ul style="list-style-type: none"> <li>Do a household water quality test showing the personal risk at household level, e.g. with H<sub>2</sub>S test. Then insist on asking if they personally feel at risk.</li> </ul>
Severity	4. <b>Arouse fear:</b> use threatening information that stresses the severity of contracting a disease.	<ul style="list-style-type: none"> <li>Show picture of people/children facing diarrhea.</li> </ul>
<b>Attitude factors: a person's positive or negative stance towards a behavior.</b>		
Beliefs about costs and benefits	5. <b>Inform about costs and benefits and assess them:</b> provide information about costs and benefits of a behavior, and conduct a cost-benefit analysis.	<ul style="list-style-type: none"> <li>Calculate cost of soap for a family to wash their hands and compare it with cost of medical treatment.</li> <li>Show non-monetary benefits such as higher esteem shown to those who have a latrine.</li> </ul>

	6. <b>Use subsequent reward:</b> reward the person each time she/he performs the desired behavior or has achieved the behavioral outcome.	<ul style="list-style-type: none"> <li>Reward households that perform well at a community meeting.</li> <li>Introduce loyalty bonus for people who always buy safe water at the well.</li> </ul>
	7. <b>Prompt people to talk to others:</b> invite participants to talk to others about the healthy behavior in question.	<ul style="list-style-type: none"> <li>Testimonies during community meeting when people share why they do the behavior, why others should also do it and what its advantages are.</li> <li>Peer to Peer exchange</li> </ul>
Feelings	8. <b>Describe feelings about performing and about consequences of the behavior:</b> present the performance and the consequences of a healthy behavior as pleasant and joyful, and its omission or an unhealthy behavior as unpleasant and repulsive.	<ul style="list-style-type: none"> <li>A movie or play showing the use of the new latrine as safe, convenient and modern.</li> </ul>
<b>Norm factors: perceived social pressure towards a behavior.</b>		
Others' behavior	9. <b>Inform people about others' behavior:</b> point out that a desired behavior has already been adopted by other individuals.	<ul style="list-style-type: none"> <li>Stickers or posters are given to households performing the behavior to make the behavior visible.</li> <li>A list of households that pay for safe water is published in the village center.</li> <li>Give instructions to build a handwashing station in the courtyard in a visible spot.</li> </ul>
	10. <b>Prompt public commitment:</b> let people commit to a favorable behavior and make their commitment public, thereby showing others that there are people performing the behavior.	<ul style="list-style-type: none"> <li>During a community meeting people sign up and pledge that they will maintain the latrine.</li> <li>Personal or community certificate, e.g. CLTS board at the entrance of the village.</li> </ul>
Others' (dis)approval	11. <b>Inform about others' approval / disapproval:</b> point out that other important people support the desired behavior or disapprove of the unhealthy behavior.	<ul style="list-style-type: none"> <li>The village chief communicates the importance of using the latrine and his pride at being an ODF village and having a healthy community.</li> </ul>
Personal importance	12. <b>Prompt anticipated regret:</b> bring people to imagine the concerns and regret they would feel after performing undesired behaviors, which are not consistent with their personal norms of living healthily and caring for their children.	<ul style="list-style-type: none"> <li>A play shows a man who doesn't use a latrine and defecates in the field because he doesn't have time. After the neighbors are disgusted and blame him and his family. The man regrets not having used the latrine.</li> </ul>

	13. <b>Provide a positive group identity:</b> describe people already engaged in the behavior in an attractive way, for example as modern and up-to-date so as to increase the attractiveness of the behavior itself.	<ul style="list-style-type: none"> <li>At a meeting the promoters emphasize that people who wash their hands show that they care for their families and are well respected by the community. Focus on positive trait of people washing their hands.</li> </ul>
	14. <b>Prompt people to become role models:</b> ask participants to set a good example (e.g. for children) by engaging in the desired behavior so as to influence other people's behaviors by their own.	<ul style="list-style-type: none"> <li>Photo of the family head/village chief performing the behavior.</li> </ul>
<b>Ability factors: a person's confidence in her or his ability to practice a behavior.</b>		
How-to-do knowledge	15. <b>Provide instruction:</b> convey know-how to improve a people's knowledge about how to perform the particular behavior.	<ul style="list-style-type: none"> <li>Demonstration of how to use a filter</li> <li>A poster showing the different steps of handwashing with a practical demonstration</li> </ul>
Confidence in performance	16. <b>Provide infrastructure:</b> prompt and support the community or households to set up infrastructure.	<ul style="list-style-type: none"> <li>Instructions for how to build a tippy tap for handwashing</li> <li>Instructions for how to build a latrine</li> </ul>
	17. <b>Demonstrate and model behavior:</b> demonstrate a behavior and prompt participants to pay attention to other people performing the behavior and its consequences for their everyday lives.	<ul style="list-style-type: none"> <li>A picture or a film of the household chief or a popular role model washing their hands. This shows the model behavior and sends out a message that "I can do it too".</li> </ul>
	18. <b>Prompt guided practice:</b> train participants in behavior enactment by giving instructions, demonstrating the behavior, letting them practice and providing feedback about the correctness of the performance.	<ul style="list-style-type: none"> <li>Doing the handwashing together with the promoter at household level. Giving feedback to strengthen the person's confidence.</li> </ul>
	19. <b>Prompt behavioral practice:</b> prompt participants to practice the new behavior in their daily lives.	<ul style="list-style-type: none"> <li>At a community meeting show how people can maintain and clean a latrine and then give homework to practice over the next week.</li> </ul>
	20. <b>Facilitate resources:</b> provide financial help. It may be unconditional or conditional, meaning the recipient might have to contribute (e.g. manpower) to get the resources.	<ul style="list-style-type: none"> <li>If their latrine is well maintained, households get a price reduction voucher for a slab to improve it.</li> </ul>

	21. <b>Organize social support:</b> prompt participants to seek practical or emotional support from neighbors, friends, acquaintances or relatives and/or form social support groups.	<ul style="list-style-type: none"> <li>Identify possibilities at a community meeting to help people to remind each other to perform the behavior, e.g. school children reminding their parents to wash their hands and neighbors to maintain their toilets.</li> <li>Find common solution to ease the behavior e.g. coordinate among household to go to the market to buy soap for all</li> </ul>
	22. <b>Use arguments to bolster self-confidence:</b> convince participants that they will be able to perform and/or maintain the desired behavior.	<ul style="list-style-type: none"> <li>Find positive encouraging messages during community meetings or household visits, e.g. you have already built your latrine by yourself and I know you are able to carry on during the rainy season too. The neighboring village has succeeded, and so can you.</li> <li>You already wash your hands after using the toilet. You will be able to wash them at other critical times. You are a good parent and take care of your children. Yes, you can!</li> </ul>
	23. <b>Set graded tasks/goals:</b> prompt participants to learn difficult behaviors by gradually integrating several tasks.	<ul style="list-style-type: none"> <li>Start with handwashing with water and ashes before eating and after latrine use, and then move step by step, introducing additional critical points and adding soap. See Paper: <a href="#">Small doable action.pdf</a></li> </ul>
Confidence in continuation	24. <b>Reattribute past successes and failures:</b> prompt participants to attribute failures to a temporary lack of skill or adverse circumstances instead of to any deficiency, but successes to personal achievement.	<ul style="list-style-type: none"> <li>At a group meeting, exchange experiences of difficult situations using a latrine, but stress that the participants managed to do it. Underline the good behavior and the person's commitment.</li> </ul>
Confidence in recovering	25. <b>Prompt coping with relapse:</b> Tell participants that lapses are normal when adopting a new behavior and, though discouraging, not a sign of failure.	<ul style="list-style-type: none"> <li>Make the link to previous personal experiences of learning something new, e.g. riding a bicycle. At the beginning you sometimes fall of, but then you further train, it is a learning process.</li> <li>Identify some possible hints in case of relapse to restart the behavior, e.g. who could remind you (the neighbor, the children, your wife, etc.) or put the soap in a strategic place to remember to wash your hands.</li> </ul>

Self-regulation factors: a person's attempts to plan and self-monitor a behavior and to manage conflicting goals and distracting cues.		
Action planning	26. <b>Prompt specific planning:</b> stimulate participants not only to formulate what she/he will do, but also when, where, and how she/he intends to achieve his or her goals.	<ul style="list-style-type: none"> <li>Specify in your daily routine when you will perform the behavior e.g. cleaning the latrine after you have collected water and cooked, to make sure that there is enough water and ashes. A poster can be used as a visual reminder.</li> </ul>
Action control	27. <b>Prompt (self)-monitoring of behavior:</b> invite participants to (self-)monitor their behavior by recording it (e.g. frequency).	<ul style="list-style-type: none"> <li>Use a device to record how often they have cleaned the toilet this week. This can be done using a special sheet or sticks, etc. hung in a visible place.</li> </ul>
	28. <b>Provide feedback on performance:</b> give participants a feedback on their behavior performance.	<ul style="list-style-type: none"> <li>The names of the persons who are paying for the water are published with congratulations by the well.</li> <li>The person uses colour, smilies or any other sign to visualize the performance on a sheet of the new behavior on a weekly or monthly basis</li> </ul>
	29. <b>Highlight discrepancy between set goal and actual behavior:</b> invite the participant to regularly evaluate actual behavior performance (e.g. correctness, frequency and duration) compared to the set behavioral goal	<ul style="list-style-type: none"> <li>The household evaluates the condition of the latrine in regard to the commonly defined ideal situation every month with the promoter, and they discuss any discrepancies.</li> </ul>
Barrier planning	30. <b>Prompt coping with barriers:</b> ask participants to identify barriers to behavior change and plan solutions to those barriers.	<ul style="list-style-type: none"> <li>Discuss what might be the barrier to handwashing in the household or at a community meeting,. As a second step, discuss solutions to overcome the barrier (a kind of Plan B).</li> </ul>
	31. <b>Restructure the social and physical environment:</b> prompt participants to remove social and physical bolsters to the undesirable behavior so as to interrupt habitual procedures.	<ul style="list-style-type: none"> <li>Identify what causes your family to drink unsafe water and then remove the bolster (e.g. store the unsafe water in a less accessible place and with no cup for your family members, unlike the safe drinking water)</li> </ul>
	32. <b>Prompt people to resist social pressure:</b> ask participants to anticipate and prepare for negative comments from others or for pressure to perform the undesirable behavior.	<ul style="list-style-type: none"> <li>Develop in a group meeting arguments in case of criticism of the new behavior from others e.g. to have an answer ready for statements like, "You're spending too much money on soap! You don't drink my water from the unsafe source anymore. You're arrogant! etc.</li> </ul>

	33. <b>Provide negotiation skills:</b> prompt participants to reflect on others' perspectives to find compromises that benefit both sides and arguments that bolster them.	<ul style="list-style-type: none"> <li>Discuss in a group meeting why the family chief might refuse to build a latrine and collect convincing arguments to negotiate with him (e.g. security, health, etc.).</li> </ul>
Remembering	34. <b>Use memory aids and environmental prompts:</b> prompt the participant to install memory aids or to exploit environmental cues so as to help to remember the new behavior and to trigger it in the right situation.	<ul style="list-style-type: none"> <li>Hang up a poster at the place where the behavior has to take place to remember it, e.g. handwashing by the latrine entrance.</li> <li>Mark a vessel for drinking water with a particular color so that you remember that this has to be filled at the safe water source.</li> </ul>
Commitment	35. <b>Prompt goal setting:</b> invite participants to formulate a behavioral goal or intention.	<ul style="list-style-type: none"> <li>Define in public a new goal, e.g. how much water they will collect at the safe water source</li> </ul>
	36. <b>Prompt to agree on a behavioral contract:</b> invite participants to agree to a behavioral contract to strengthen their commitment to a set goal.	<ul style="list-style-type: none"> <li>At a community meeting participants publicly commit to maintaining their latrine and sign up on a list (this can also be done at household level).</li> </ul>

Based on the tool 3.1.1. of the Guidelines : Systematic Behaviour Change in Water Sanitation and Hygiene of Eawag