

# Index

---

BCTs have been grouped into domains based on how they work.

Goals & planning

Feedback & monitoring

Social support

Shaping knowledge

Natural consequences

Comparison of behaviour

Associations & Antecedents

Repetition & substitution

Comparison of outcomes

Reward & threat

Regulation

Identity

Self belief

Covert learning

## **Behaviour Change Techniques are the 'active ingredients' of activities that lead to behaviour change.**

These cards were developed by Lucie Byrne-Davis<sup>1</sup>, Eleanor Bull<sup>2</sup> and Jo Hart<sup>1</sup> to help those who work with people to try to change their behaviour, and particularly for educators, trainers, leaders and those involved in organisational development, quality improvement or implementation. If you have any comments or queries or would like to hear more about our work, please see [www.mcrimprosci.org](http://www.mcrimprosci.org). This was funded by Health Education England.

With thanks to the excellent educators and behavioural scientists who helped to develop these cards: Caroline Bowsher, Sarah Collins, Silke Conen, Tracy Epton, Rebecca Evans, Jane Mooney, Emma Pearson, Sarah Peters, Sarah Shepherd, Erica Sullivan, Sarah Willis.

The Behaviour Change Technique Taxonomy (v1) is a reliable and generalizable nomenclature of behaviour change techniques, developed and evaluated by the BCT Taxonomy project, funded by the Medical Research Council.<sup>3</sup>

<sup>1</sup> The University of Manchester

<sup>2</sup> Manchester Metropolitan University

<sup>3</sup> [www.bct-taxonomy.com](http://www.bct-taxonomy.com)

# How to use these cards

---



Before you start, please be sure to define the specific behaviours or practices that you are trying to change. Remember the definition of the behaviour(s) should include Target (with/for whom), Action (what), Context (where), Time (when) and Actor (who), for example, if you were training midwives to talk to women about healthy eating, T is pregnant women; A is healthy conversation; C is at clinic; T is at 12 week check; A is midwife. For information on TACTA see the work of Prof Jill Francis.

Learn about the Capability, Opportunity and Motivation of the people you are working with regarding the specific behaviour(s) or practice(s). We have a special C, O and M card in the pack for ideas about how to do this. For information on COM-B see [www.ucl.ac.uk/behaviour-change](http://www.ucl.ac.uk/behaviour-change)

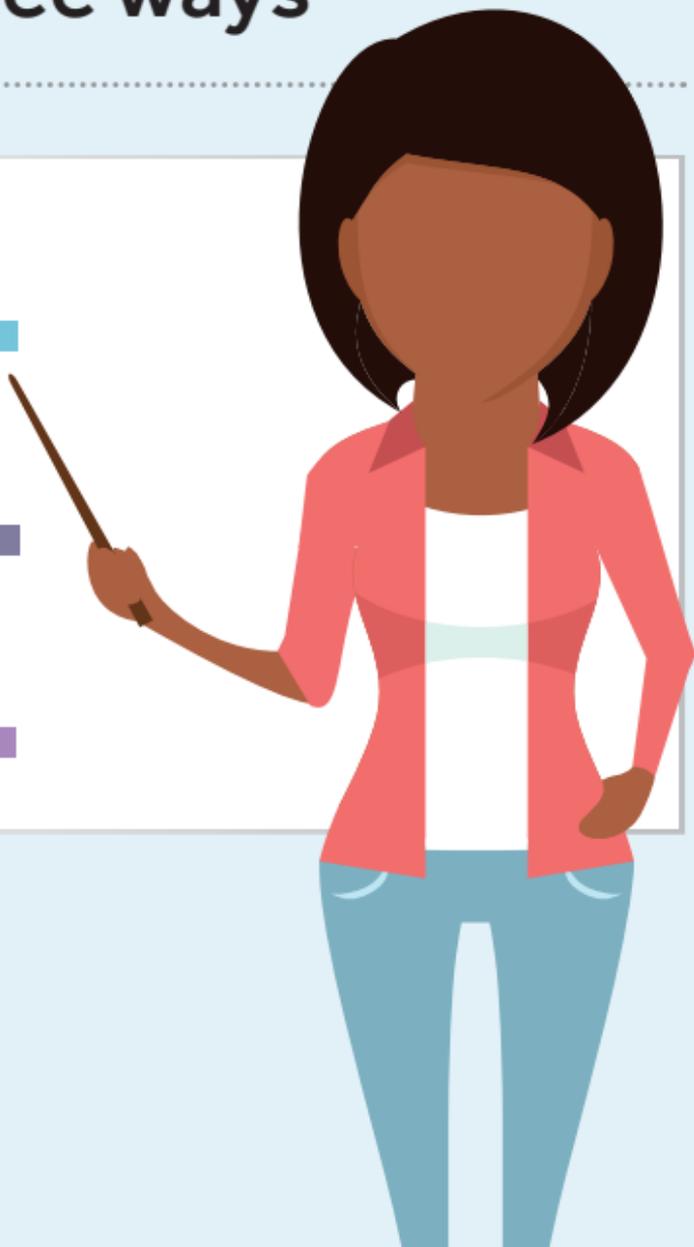
# You can use the cards in three ways

---

1.

2.

3.



**1. Read through and choose the activities you want to include.**

---

**2. Deal out all the cards and take turns choosing a category (e.g., ease or online) and tell each other what the activities are.**

The person with the highest star rating wins the cards. The winner is the person who has all the cards at the end.

---

**3. Deal out all the cards. The first person puts down a card from their hand which would be a good way to start a training session.**

The others then offer the card in their hand that would be a good next activity. Other players can argue that their card offers a better next activity and the group can decide. The winner is the person who has used up their cards first.

---

**Have fun!**

# Extra information

---



Not all BCTs have evidence for how and if they change C, O or M.

Other activities not included in these cards will include BCTs – these ones are not a definitive list. Have a think about the activities you usually do, what BCTs do you think they include? Do you want to include different ones?

There are 93 BCTs in the BCT Taxonomy (v1)<sup>1</sup>. The BCTs included in this pack are those that have been observed in education and training activities<sup>2</sup>. Other BCTs not in this pack might be useful too.

Our cards combine some of the BCTs into activities and the domains of 'antecedents' and 'associations' into one domain.

The ratings for each activity are to help you play games to learn about the BCTs and are not scientifically validated.

<sup>1</sup> [www.bct-taxonomy.com](http://www.bct-taxonomy.com)

<sup>2</sup> Pearson, E., Byrne-Davis, LMT., Bull, E., & Hart, J (2018) Behavior change techniques in health professional training: developing a coding tool, *Translational Behavioral Medicine*, , iby125.

# Capability Opportunity and Motivation

---

**These are the influences on behaviour and are specific to the behaviour itself.**



**Capability** is physical (skills) and psychological (knowledge). You could explore this in your trainees by testing them or by asking them what they know or what they can do.

.....

**Opportunity** is physical (time, resources, people to help out) and social ('the way we do things around here', what people think). Sometimes perception of opportunity is more important than actual opportunity. You could explore opportunity by asking people what gets in their way of doing the behaviour or by observing them in practice.

.....

**Motivation** is reflective (weighing up of pros and cons) and automatic (cued or habit). You could explore reflective motivation by asking people what they think of doing the behaviour, whether they are confident, whether they think it's worth it. You could explore automatic motivation by asking them what they usually do in that situation, whether they do the behaviour without thinking much about it.

.....

To understand more see our elearning on  
[www.mcrimpsci.org](http://www.mcrimpsci.org)

# General rules

---



**You might be used to specifying the 'intended learning outcomes' of training. Defining the 'intended behavioural outcomes' is the beginning of taking a behavioural approach.**

Define what people need to do differently. This is harder than it sounds. Spend time thinking about it, talking to colleagues, talking to trainees. What would someone's practice look like tomorrow, if your training 'worked'.

Behaviours are almost always more likely to happen if there are prompts and cues or if they are habitual. Always try to use some of these activities.

If motivation is low, use activities that will get trainees thinking about why the behaviour(s) is good e.g., information about consequences.

If opportunity is low, use activities that engage them in thinking about solutions.

Training sessions are usually packed full of things that develop capability – keep up the good work!

.....

**Prompting detailed planning of performance of the behaviour (must include at least one of context, frequency, duration and intensity) context may be environmental (physical or social) or internal (physical, emotional or cognitive).**

**Note. Includes implementation intentions.**

.....

## **Key points:**

Action plans should be specific, measurable, achievable, realistic and time-bound (SMART).

.....

### **Brief**



### **Online**



### **Ease**



### **Individual**



### **Impromptu**



# Action planning

---

### Activities:

**Making a SMART plan:** Ask trainees to write down the wanted behaviour. Ask them to then make a detailed plan of how and when they will perform the behaviour. The plan should be SMART: specifying the behaviour; saying how you will know you've done the behaviour; saying when you will do the behaviour and then checking that the behaviour is realistic and achievable in terms of what and how (intensity, duration, context).

**Or:** Ask trainees to identify cues that automatically help the behaviour happen in that context. For each cue, ask them to make a simple statement, linking the cue and the behaviour: "if [cue] happens then I will do [behaviour]". This is called an 'if-then' plan.

---

### Key points to make the activities work well:

Trainees should come up with their own plans or at least check that suggested plans are SMART. If-then plans are simple. All action plans can be done individually and online or face-to-face.

---

Asking the person to affirm  
or reaffirm statements  
indicating commitment to  
change the behaviour.

---

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



# Commitment

---

### **Activities:**

At the end of the session, ask the trainees to each specify one thing that they will commit to do, after the course. Go around the group and ask each of them to state their commitment, starting with: "I will..."

**Or:** At the end of the session, ask the trainees to each specify one thing that they will commit to change, after the course. Ask each of them to write their commitment on a postcard starting with: "I will..."

---

### **Key points to make the activities work well:**

Remind the trainees what a behaviour is (something that you will do) and that their commitment should be to do a specified behaviour. You could send the postcards to the trainees after a specified time to help remind them of their commitment.

# Discrepancy between current behaviour and goals

.....

Draw attention to discrepancies between a person's current behaviour (in terms of the form, frequency, duration or intensity of that behaviour) and the person's previously set outcome goals, behavioural goals or action plans.

.....

## Key points:

This can only be used where trainees have previously set goals or made plans, which is usually in a follow-up training session (i.e., not in the first session).

.....

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



## Discrepancy between current behaviour and goals

---

### Activities:

Ask trainees to discuss to what extent their current behaviour(s) are different to goals (behaviours outcomes or plans). Ask them to estimate a quantifiable discrepancy e.g., a percentage of behaviours that are the same as the goals.

---

### Key points to make the activities work well:

Be cautious about making trainees disclose failures – this should only be done if you are confident that the group feels safe to share information which might provoke negative feelings. You might consider doing this activity one-to-one, or facilitating trainees identifying their own discrepancies without sharing with the group.

# Goal setting (behaviour)

Setting or agreeing a goal defined in terms of the behaviour to be achieved.

.....

## Key points:

This BCT is about the wanted practice or behaviour.

.....

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



# Goal setting (behaviour)

---

### Activities:

#### **Trainer starts the session with the behaviour goal:**

Set a behavioural goal at the beginning of a session. For example, you might say 'the goal of this session is to change the way you assess a critically ill patient'.

#### **Trainees set their own individual behaviour goal:**

At the end of the session, ask the trainees to think about what changes they are going to make to their practice in line with what they had learned on the course.

---

### **Key points to make the activities work well:**

Make the goals specific (what will be the behaviour exactly).

Work out how you would know if a behaviour had been done (this is another BCT – monitoring the behaviour).

Behavioural goal setting works well if followed by action planning (another BCT).

# Goal setting (outcome)

Setting or agreeing a goal defined in terms of a positive outcome of wanted behaviour.

## Key points:

This BCT is not about the wanted practice or behaviour, but about what the trainees want to achieve by doing the wanted practice or behaviour.

This BCT helps to increase someone's motivation to do the wanted behaviour, so it is good in a situation where trainees are not sure why the behaviour is wanted.

The trainees might not have access to outcome information, so a discussion about how to access outcome information ('how would you know if that beneficial outcome happened?') might be helpful.

Brief



Online



Ease



Individual



Impromptu



# Goal setting outcome

---

### Activities:

#### **Trainer starts the session with the outcome goal:**

Set an outcome goal at the beginning of a session. For example, you might say 'we are here today because you are keen to reduce the number of hospital acquired infections on your ward'.

#### **Trainees set their own individual outcome goal:**

At the beginning of the course, ask the trainees to think about why they are here and what they want to achieve by changing their practice.

At the end of the course, ask the trainees to think about what would be a good outcome if they made changes to their practice in line with what they had learned on the course.

---

### **Key points to make the activities work well:**

Make the goals specific (what will be the outcome for whom).

Work out how you could know if a goal had been met.

Analysing or prompting the person to analyse, factors influencing the behaviour and generating or selecting strategies that include overcoming barriers and / or increasing facilitators (includes relapse prevention and coping planning).

## Key points:

Identifying barriers or facilitators is not enough to be problem solving – solutions also need to be identified.

This BCT helps people who know how to do the behaviour and want to do the behaviour but have either struggled to do it in the past or can foresee lots of difficulties doing it in the future.

## Brief



## Online



## Ease



## Individual



## Impromptu



## Goals & planning

# Problem solving

---

### Activities:

**As small group, simplify and specify problems and solutions:** Ask trainees in small groups to identify problems, challenges or to doing the wanted behaviour. Next, ask the group to generate solutions to each of the problems, challenges or barriers. Encourage groups to role-play the solutions e.g., role-play speaking up if you have a concern during an emergency procedure.

**The trainees individually work through a list of common barriers and common solutions:** Before the training session, create two columns: one of common barriers and one of common solutions to the wanted behaviour(s). Give this to the trainees and ask them to draw a line between barriers and solutions, indicating which solution would help them to overcome each barrier.

**Or:** Ask each individual to come up with a list of barriers to the wanted behaviour and a list of solutions. Next, ask the trainee to make a list of 'if-then' statements, that link the barriers and solutions.

For example, if the barrier to hand washing was 'no hand wash' and the solution was 'get a bottle of hand wash from store room' the statement would be 'if I get to the sink and the hand wash is not there, then I will go to the store room and get a new bottle'.

.....

**Providing feedback about the body (e.g., physiological or biochemical state) using an external monitoring device.**

.....

**Key points:**

Biofeedback is from a monitoring device, rather than just reflecting on your own thoughts and feelings.

You are likely to use this BCT more in simulations of the behaviour than in real life.

.....

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



## Feedback & monitoring

# Biofeedback

---

### Activities:

#### Monitoring stress:

If the wanted behaviour is likely to have a positive impact on the stress of the trainee, as seen in a lowering of their heart rate, simulate the scenario for the wanted behaviour, whilst monitoring heart rate with an external heart rate monitor. Simulate the scenario a number of times, sometimes in which the trainee does the wanted behaviour and sometimes in which the trainee does not do the wanted behaviour. Feedback the different heart rates to the trainee.

---

#### Key points to make the activities work well:

This activity might work well with activities for reducing negative emotions.

# Feedback on behaviour

Monitoring and providing information and evaluative feedback on performance of the behaviour (e.g., form, frequency, duration, intensity).

Note. If biofeedback, then this is Biofeedback and not this. If feedback is on the outcome of the behaviour, not the behaviour, then this is Feedback on outcome(s) of behaviour and not this.

## Key points:

The feedback has to be on the behaviour – so not a generic comment, such as: “that was great”.

This BCT is useful when the behaviour is difficult, to help trainees learn and improve the behaviour.

In the workplace, feedback on behaviour might motivate people, by showing approval of the behaviour.

Brief



Online



Ease



Individual



Impromptu



# Feedback on behaviour

---

### Activities:

#### Using the ALOBA method of feedback:

Just before the trainee is going to practice the behaviour, ask them which specific part of the behaviour they would like feedback on. You could ask a group to offer feedback, too. After the practice, ask the trainee for their own opinion about the behaviour first. Next, offer feedback on the behaviour and ask the group to offer feedback, too.

---

### Key points to make the activities work well:

It is key to create a supportive environment, so that the trainee feels it is OK to reflect on their own areas for improvement.

ALOPA<sup>1</sup> is Agenda-Led Outcome-Based Analysis and it is important that the trainee identifies the feedback they need.

<sup>1</sup>Silverman JD, Kurtz SM, Draper J. The Calgary-Cambridge approach to communication skills teaching 1: Agenda-led, outcome-based analysis of the consultation. *Educ Gen Pract* 1996;4:288–299.

# Feedback on or self-monitoring of outcome(s) of behaviour

---

Monitoring and providing information and feedback on the outcome(s) of performance of the behaviour OR establishing a method for the person to monitor and record the outcome(s) of their behaviour.

---

## Key points:

The feedback has to be on the outcomes of the performance of the behaviour, not on the behaviour itself.

This BCT is useful if trainees don't know that the behaviour will lead to a desired outcome.

---

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



## Feedback & monitoring

# Feedback on or self-monitoring of outcome(s) of behaviour

---

### Activities:

#### **Gathering data on the outcomes of the behaviour:**

If available to you, gather information on the outcomes of the behaviour (e.g., outcome audit) over time and feed this back to trainees (virtually or face-to-face).

**Or:** Ask the trainees to think about what evidence is available to them on the desired outcomes from doing the behaviour. Ask them to access or collect that evidence before and after doing the new behaviour; comparing the differences.

**Or:** When the trainees are simulating / practising the behaviour, offer positive outcome feedback like: "if you did that behaviour in real life then [positive outcome] could have happened".

---

### **Key points to make the activities work well:**

The outcome of the behaviour can be actual or imagined. Actual outcomes will only be possible where you have contact with the trainees over time or where the activities in the training encourage trainees to get feedback on the outcomes of the behaviour themselves.

Feedback & monitoring

# Self-monitoring of behaviour

**misc**

.....

**Brief**



**Online**



**Ease**



.....

Establishing a method for the  
person to monitor and record  
their behaviour.

**Individual**



**Impromptu**



## Self-monitoring of behaviour

---

### Activities:

Providing the trainees with a method for monitoring performance of the behaviour to help them keep track of their behaviour and **spot patterns**: Give students a reflective log book, in which they record when and where they perform the behaviour.

**Or:** Organise a brief discussion in which trainees think of ways they could record performance of the behaviour.

---

### Key points to make the activities work well:

Keeping a log of the behaviour might seem like extra work for the trainees. The second activity allows them to think of ways of monitoring which they might find more acceptable.

Social support

## Social support (emotional and practical)

**misc**

.....

Advising on, arranging or  
providing social support  
(including practical, emotional  
or other).

Or

Offering non-contingent praise  
or reward for performance of  
the behaviour.

.....

Key points:

The social support should be  
directed towards performance  
of the behaviour(s) and not just  
general collegiality.

.....

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



Social support

# Social support (emotional and practical)

---

## Activities:

### **Trainer uses social support with training:**

Put the trainees into pairs and ask them to share with each other times when they have done the wanted behaviour(s). Ask them to offer each other general encouragement.

### **Trainer encourages the use of social support upon return to workplace:**

Set up an online forum for people who have attended the course to discuss their experiences of putting the course into practice. You could use 'WhatsApp', 'Facebook' etc.

---

## Key points to make the activities work well:

Activities within sessions should be about generating general, positive support for the new behaviours.

Activities that continue outside the sessions should have ground rules, including expectations of the participants, trainers and others and should be focused on providing positive social support.

Shaping knowledge

# Information about antecedents

**misc**

.....

**Providing information about antecedents (e.g., social and environmental situations and events, emotions and cognitions) that reliably predict performance of behaviour.**

.....

## **Key points:**

The activities associated with this BCT can be trainer led or trainee led.

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



Shaping knowledge

# Information about antecedents

---

## Activities:

### **Including information about antecedents in training:**

Prepare materials which detail the kind of events, emotions, and / or conditions that cause or come before the behaviour. For example, you might show evidence that poor team communication (the behaviour) happens when people are tired or when it is noisy.

### **Asking trainees to keep a record of antecedents:**

Where you don't know what reliably precedes the behaviour, ask the trainees to keep a log of when they perform the behaviour and what was happening (thoughts, feelings, surroundings) immediately before the behaviour.

---

## Key points to make the activities work well:

This activity could work well as an activity in an online course, or a face-to-face activity with a group or individually. This BCT links well with self-monitoring of behaviour.

.....

Eliciting the perceived causes of behaviour and suggesting alternative explanations (e.g., external or internal; stable or unstable).

.....

## Key points:

You are encouraging trainees to identify and challenge the tacit assumptions for why behaviour(s) happen or don't happen.

This BCT could help trainees think about stopping an unwanted behaviour that the trainee sees as something that is caused by something external to them.

.....

## Brief



## Online



## Ease



## Individual



## Impromptu



## Shaping knowledge

# Reattribution

---

### Activities:

**Trainer helps trainees identify assumptions about causes of behaviour:** Ask trainees to discuss why the wanted behaviour has not been happening or why the unwanted behaviour has been happening. Next, challenge the group to come up with alternative explanations for the causes.

**Including common attributions of the behaviour and challenges in materials:** You could include some common attributions with alternative explanations, when you prepare didactic or online materials.

---

### Key points to make the activities work well:

You could make this activity easier by including an example: "often people say behaviours don't change because of time pressures, but what could other explanations be?"

This activity could cause distress as it asks people to identify weaknesses in themselves or others. Ensure there is trust within the group and that there are other activities that focus on the trainees' strengths. Trainers can build trust by not assuming the role of expert in the solutions.

This activity works best when trainees reflect on their own attributions and generate their own alternative explanations (either individually or in a group) or those of others.

Natural consequences

# Anticipated regret

**misc**

.....

**Inducing or raising awareness of expectations of future regret about performance of the unwanted behaviour.**

.....

## **Key points:**

This is about imagining the potential future negative consequences of doing the unwanted behaviour or not doing the wanted behaviour.

.....

**Brief**



**Online**



.....

**Ease**



**Individual**



**Impromptu**



Natural consequences

## Anticipated regret

---

### Activities:

After you have identified an unwanted behaviour, ask trainees to think about how they would feel if they did that behaviour in real life.

---

### Key points to make the activities work well:

This activity could work well as a brief instruction in an online course, or a face-to-face activity with a group.

Natural consequences

## Information about consequences (health, emotional, social and environmental)

---



Providing information (written, verbal, visual) about the consequences of performing the behaviour.

---

### Key points:

There might be a number of different types of consequences of performing the behaviour.

It is important not to make the information too fear inducing because fear is shown to have a negative effect in some cases.

This BCT is useful if you think that the trainees don't understand why the behaviour is important.

This BCT could also be about NOT doing a behaviour that is beneficial.

---

### Brief



### Online



### Ease



### Individual



### Impromptu



Natural consequences

## **Information about consequences (health, emotional, social and environmental)**

---

### **Activities:**

#### **Training includes information in didactic session:**

In your didactic teaching, include information about how the behaviour(s) are linked to health, emotional, social and / or environmental consequences. You could show some slides, use handouts, use film or photographs.

---

#### **Key points to make the activities work well:**

Prepare material in advance and include both facts and figures, and stories from real people.

Make the information clear and link the consequences clearly to the wanted behaviour(s).

Natural consequences

# Salience of consequences

**misc**

Using methods specifically designed to emphasise the consequences of performing the behaviour with the aim of making them more memorable (going beyond just information about consequences).

## Key points:

You might already have given information about consequences or be thinking how best to give that information. This BCT is helpful if you think that the trainees might be ambivalent about the importance of the behaviour in terms of its effect on health, social, emotional or other outcomes.

### Brief



### Online



### Ease



### Individual



### Impromptu



Natural consequences

## **Salience of consequences**

---

### **Activities:**

**Training includes some group reflection on the consequences:**

Ask your group to talk about any experiences they have where the wanted behaviour (or lack of it) had consequences. This allows people to use their own stories, which are often salient to a group of similar trainees.

**Didactic information includes personal experiences, films, photographs:**

When preparing your information about consequences, try to use materials which bring the information to life. This might be photographs, personal stories or videos.

---

### **Key points to make the activities work well:**

Prepare material in advance and include both facts and figures, and stories from real people.

Link the consequences clearly to the wanted behaviour(s).

Comparison of behaviour

# Information about others' approval



.....

Providing information about what other people think about the behaviour. The information clarifies whether others will like, approve or disapprove of what the person is doing or will do.

.....

## Key points:

For wanted behaviours, the information should be about approval; for unwanted behaviours, the information should be about disapproval.

.....

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



Comparison of behaviour

# Information about others' approval

---

## Activities:

Prepare materials which detail how others approve of the wanted behaviour and / or disapprove of the unwanted behaviour. This could be a story in a video, written narratives or evidence from surveys which show how others perceive the behaviour.

---

## Key points to make the activities work well:

We know that information is persuasive if it contains both narrative and facts and figures. Your material could include interviews (video or written) with people about the behaviour and also some facts about others approval or disapproval.

.....

**Drawing attention to others' performance to allow comparison with the person's own performance.**

**Note. Being in a group setting does not necessarily mean that social comparison is actually taking place.**

.....

## **Key points:**

The social comparison should be of other people's performance of the wanted or unwanted behaviour.

.....

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



## Social comparison

---

### Activities:

Prepare material which shows rates of performance of the wanted or unwanted behaviour in people similar to the trainees. Share the material with the trainees and ask them to compare their own performance of the behaviour with the others.

**Or:** Ask the trainees to think about someone they admire and their performance of the behaviour. Ask them to reflect (write down, discuss in a group or in pairs) on their performance of the behaviour compared to the person they admire.

---

### Key points to make the activities work well:

The first activity will work best if there is an opportunity for trainees to bring evidence of their own performance (e.g., audit data) with them and if you have access to relevant data. If these types of data are not available, the second activity will allow some social comparisons without evidence.

## Associations & Antecedents

# Restructuring the physical/ social environment, adding objects, prompts or cues

---



Changing or advising to change the physical and / or social environment in order to facilitate performance of the wanted behaviour or create barriers to the unwanted behaviour (other than prompts / cues, rewards and punishments).

Or: Adding objects to the environment in order to facilitate performance of the behaviour.

Or: Introducing or defining environmental or social stimulus with the purpose of prompting or cueing the behaviour. The prompt or cue would usually occur at the time or place of performance.

---

### Key points:

This is not about changing the environment in the training, but about changing things in the workplace.

---

### Brief



### Online



### Ease



### Individual



### Impromptu



# Restructuring the physical/social environment, adding objects, prompts or cues

---

## Activities:

### Mapping the environment and imagining changes for a wanted behaviour:

In a group, ask the trainees to map their physical working environment (you could use drawing, modelling clay, building bricks such as Lego® or other playful learning props). Ask them to model doing the wanted behaviour in the environment and to think about any physical changes that would help them to perform the new behaviour.

---

## Key points to make the activities work well:

Trainees should be encouraged to model the whole environment (physical and social) and to be really creative in thinking about who and what could help in performing the wanted behaviour.

Repetition & substitution

# Behaviour substitution

**misc**

.....

**Prompting substitution of the unwanted behaviour with a wanted or neutral behaviour.**

.....

## Key points:

This BCT is for when you want to stop an unwanted behaviour instead of (or in addition to) starting a wanted behaviour.

.....

### Brief



### Online



### Ease



### Individual



### Impromptu



# Behaviour substitution

---

## Activities:

Ask the trainees to think about what they could do instead of the unwanted behaviour. This could be a new, neutral behaviour or even one of the wanted behaviours in the training. Ask the trainees to think about directly substituting the unwanted behaviour with the new behaviour. They could talk about this: in pairs; groups or think or write about this individually.

---

## Key points to make the activities work well:

This could be done online or face-to-face, in pairs, groups or individually.

Repetition & substitution

# Generalisation of target behaviour

**misc**

.....

Advising to perform the wanted behaviour, which is already performed in a particular situation, in another situation.

.....

## Key points:

This BCT will work well in situations where the trainees already do the wanted behaviour in other contexts but you want them to in other situations too.

.....

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



Repetition & substitution

# Generalisation of target behaviour

---

## Activities:

Identify the wanted behaviour and ask the trainees to think about times when they do the wanted behaviour already. Ask them to think about the contexts or situations in which they do the wanted behaviour. Identify the new situations in which you want them to perform the wanted behaviour.

---

## Key points to make the activities work well:

This activity could be face-to-face, online, in a group or individual.

# Graded tasks

Setting easy-to-perform tasks, making them increasingly difficult but achievable, until behaviour is performed.

## Key points:

This BCT will work only if you have repeated contact with the trainees, in between which they have opportunities to perform the wanted behaviour.

This is different to the gradual development of a skill (which is becoming ABLE to do the skill, rather than actually DOING the skill in real life).

This BCT is suitable for tasks that the trainees think are hard to perform.

### Brief



### Online



### Ease



### Individual



### Impromptu



# Graded tasks

---

### Activities:

Ask trainees in a group to think about the wanted behaviour and whether it is manageable for them. For behaviours that the trainees think are difficult or are concerned will not be manageable, ask them to think about a behaviour that is not quite the wanted behaviour but that is manageable.

---

### Key points to make the activities work well:

Only attempt this, if the trainees think the behaviour is difficult but that there are steps that might build up to the behaviour. For example, trainees might find taking an ABCDE approach to illness management hard, but might feel confident in assessing airway and then calling for help. Encourage them to make that first step. The graded tasks rely on ongoing contact with the trainees, so that the tasks can gradually increase in difficulty until target behaviour is achieved.

Repetition & substitution

# Habit formation



.....

**Prompting rehearsal and repetition of the behaviour in the same context repeatedly so that the context elicits the behaviour.**

.....

**Brief**  
★★★★★

**Online**  
★★★★★

**Ease**  
★★★★★

**Key points:**

Tell the trainees how much habit supports performing a wanted behaviour and encourage them to try to develop a habit.

**Individual**  
★★★★★

**Impromptu**  
★★★★★

Repetition & substitution

# Habit formation

---

## Activities:

Tell the trainees how much habit can help them to do the wanted behaviour. Ask them to try to do the new behaviour over again, many times, when they return to their work place. Ask trainees to shout out times when the wanted behaviour will be appropriate so that they can share ideas between each other.

Comparison of outcomes

# Credible source



---

**Presenting verbal or visual communication from a credible source in favour of, or against, the behaviour.**

---

**Key points:**

The point of this BCT is not what is said, but who is saying it.

---

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



## Comparison of outcomes

# Credible source

---

### **Activities:**

If you have credible sources within the trainers, ask them to introduce themselves stating explicitly why they are experts in the behaviours featured in the training.

You could prepare materials which feature stories from a credible source, including videos, written narratives and podcasts.

---

### **Key points to make the activities work well:**

Think about what makes a source credible. This will be linked to what they are saying. If what they are saying is about the experience of an outcome of a behaviour, then you might want patients as credible sources. If it is about overcoming barriers or facilitators to performing a behaviour, you might want someone like the trainees themselves. If it is about the social desirability of performing the behaviour, you might want someone whose opinions are important to the trainees, for example a senior person.

# Pros and cons

.....

**Advising to identify and compare reasons for wanting (pros) and not wanting (cons) to change the behaviour (includes 'decisional balance').**

.....

## Key points:

This might include identifying barriers to change, as these might be some of the reasons for not wanting to change. Other pros and cons might be that people think the outcomes are not worth the change. The pros and cons could include the cons of engaging in change (e.g., the mental resource required to change) as well as those of the new behaviour itself.

.....

### Brief



### Online



### Ease



### Individual



### Impromptu



## Pros and cons

---

### Activities:

Ask the trainees to list pros and cons for changing from the current way of doing things to the new way, which would include the wanted behaviour OR exclude the unwanted behaviour.

---

### Key points to make the activities work well:

This activity could be group, individual, face-to-face or online. It might be a really good activity to include to identify barriers and facilitators of changing behaviour and therefore used before planning activities.

# Social reward

.....

Arranging verbal or non-verbal reward if and only if there has been effort and / or progress in performing the behaviour (includes 'positive reinforcement').

.....

## Key points:

Social reward can take place in the training sessions or arranged to occur at the time of performing a wanted behaviour in real life.

.....

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



## Social reward

---

### Activities:

#### Social reward during training:

During the simulation of a scenario in which the wanted behaviour should be used, ask the observing group, and yourself, to notice when the wanted behaviour happens and to congratulate the trainee.

#### Trainer encourages the use of social reward upon return to work place:

Suggest to trainees that they make efforts to praise other trainees when they observe attempts to perform the wanted behaviour.

---

### Key points to make the activities work well:

The social rewards work best when they are for someone starting to perform a wanted behaviour, so the reinforcement is of the initiation of the behaviour, rather than its successful completion. For example, if a trainee remembered to wash their hands at the correct time, the trainer could say 'it's great that you remembered to wash your hands there'.

# Conserving mental resources



.....

.....

**Advising on ways of minimising demands on mental resources to facilitate behaviour change.**

.....

**Key points:**

The activities should be explicitly to reduce mental effort. This will help trainees to reflect on the benefits of conserving their mental resources.

.....

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



# Conserving mental resources

---

### Activities:

**For wanted behaviours where you have identified a high cognitive load as a risk for non-performance:**

Highlight a wanted behaviour and ask the group to make a list of all the other things that could be happening when that behaviour should be performed. Reflect back to the group that there are a lot of things going on and that these require mental resource. Ask the group to identify any of the things they've identified that could be done at another time or by another person.

**Didactic online information about mental resources:**

In your online information, for each wanted behaviour where you have identified a high cognitive load as a risk for non-performance, describe one of these contexts and make suggestions about activities that could be done at a different time or by a different person.

---

### Key points to make the activities work well:

Before any new behaviour becomes routine it can demand effort, and minimising other activities can help. You could use a metaphor e.g., "when you are driving somewhere new, you might turn the radio down to help you concentrate".

# Reducing negative emotions



.....

Advising on ways of reducing negative emotions to facilitate performance of the behaviour (includes 'stress management').

.....

## Key points:

This must include ways of reducing stress, not just acknowledgement that certain behaviours are stressful to perform. This would work best for behaviours that are known to be particularly stressful e.g., emergency situations, challenging conversations or where stress might make a technical procedure less accurate e.g., suturing with a shaky hand.

.....

### Brief



### Online



### Ease



### Individual



### Impromptu



# Reducing negative emotions

---

### Activities:

#### **Practising relaxation whilst simulating the behaviour:**

Whilst simulating a behaviour known to elicit negative emotions, ask the person role-playing, and the group, to pause the simulation as a stage at which they think they would feel stress, anxiety or other negative emotions. First, ask the group if any of them have techniques that they use to reduce their negative emotions. If any are volunteered, ask the group to practice them whilst continuing the simulation. If none are volunteered, suggest simple relaxation techniques, such as slowing breathing, focusing on lengthening out breaths or other techniques.

#### **Identifying negative emotions and suggesting techniques:**

When preparing information about performing behaviours that are known to elicit negative emotions, identify this as a risk to performing the behaviour and suggest relaxation techniques, like those above.

---

### **Key points to make the activities work well:**

There are courses, techniques, apps and other resources for reducing negative emotions (including stress management) that you could introduce to your trainees in the activities above.

Identity /

# Framing/ reframing

**misc**

.....

Suggesting the deliberate adoption of a perspective on the behaviour (e.g., its purpose) in order to change cognitions or emotions about performing the behaviour (includes 'cognitive structuring').

.....

## Key points:

You are helping trainees to think or feel differently about doing the behaviour.

This BCT could help if trainees thought that doing the wanted behaviour was going to be difficult or it might make them feel awkward or uncomfortable.

.....

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



# Framing/reframing

---

## Activities:

### **Trainer helps trainees think in a different way about the behaviour:**

Ask trainees to discuss the behaviour and to suggest what they think or feel about doing that behaviour.

Next, challenge the group to come up with alternative ways of thinking about the behaviour. For an unwanted behaviour that you want to stop, ask the group whether they had come up with positive thoughts or feelings and whether there were any negative thoughts and feelings associated with the behaviour that they could think of instead. For a wanted behaviour, ask them to do the opposite: identifying any negative feelings and thoughts they've had and asking them to think about any positive thoughts or feelings they could focus on instead.

### **Including common thoughts or feelings about the behaviour and alternatives in materials:**

You could include some common thoughts or feelings (if you know them) with alternative framings alongside them, when you prepare didactic or online materials.

---

## Key points to make the activities work well:

You could model what you expect their thought process to be i.e., "at first I thought.... but now I think...."

Identity /

# Identification of self as role-model



---

Informing that one's own behaviour may be an example to others.

Brief



Online



Ease



Individual



Impromptu



Identity /

# Identification of self as role-model

---

## Activities:

### Including brief information about the trainee as a role-model:

After trainees have learned about a behaviour, inform them that if they perform the behaviour their colleagues might follow their example. You could identify the group as 'champions'.

### An imagination exercise about performing the behaviour:

After trainees have learned about a behaviour, ask them to picture themselves in their workplace doing that behaviour. Ask them to describe what is around them, what is happening and who is there. Next, ask them (or the group) to identify who might be learning from the good practice described.

---

## Key points to make the activities work well:

This first activity could work well as a brief instruction in an online course, or a face-to-face activity with a group.

# Focus on past success

.....

Advising to think about or list previous successes in performing the behaviour (or parts of it).

.....

## Key points:

This could help if people were lacking confidence in doing the wanted behaviour.

The successes should be about successful performance of the wanted behaviour, not successful outcomes from performing the wanted behaviour. This will only work if staff have previously tried or known about the wanted behaviour.

.....

**Brief**



**Online**



**Ease**



**Individual**



**Impromptu**



## Focus on past success

---

### Activities:

#### Including brief instructions to focus on past success:

After activities to learn about or rehearse the behaviour, ask staff to shout out or talk in a small group about their previous successes in performing the wanted behaviour.

---

### Key points to make the activities work well:

You could use an example like "the times you managed to disinfect your hands, what might have been the positive results of this? Did it keep your patient well?"

This activity could work well as a brief instruction in an online course, or a face-to-face activity with a group.

Self belief

# Mental rehearsal of successful performance

**misc**

Advising to imagine performing the wanted behaviour successfully in relevant contexts.

## Key points:

This BCT could help people who were worried that they might not be able to do the behaviour successfully.

This is particularly useful as people move from 'knows how' to 'shows how', to help them think about the steps involved in successfully performing the wanted behaviour.

Brief



Online



Ease



Individual



Impromptu



Self belief

# Mental rehearsal of successful performance

---

## Activities:

**Including brief instructions to mentally rehearse the successful performance:**

After trainees have learned about how to perform the behaviour, ask them to mentally go through all the steps of actually doing the behaviour successfully, focusing on the positive emotions involved. You can ask them to rehearse how they would do the behaviour in different contexts.

---

## Key points to make the activities work well:

This activity could work well as a brief instruction in an online course, or a face-to-face session, but is an individual mental rehearsal, so is appropriate to do individually.

Sometimes behaviours are easy to do in some contexts and not so in others, possibly because of opportunity barriers. Ask the trainees to rehearse doing the behaviour in all the contexts they will have to do the behaviour.

Self belief

# Verbal persuasion about capability

**misc**

.....

Telling the person that they can successfully perform the wanted behaviour, arguing against self-doubts and asserting that they can and will succeed.

.....

## Key points:

Often people lack confidence or feel despondent if they find the wanted behaviour difficult.

.....

Brief

★★★★★

Online

★★★★★

Ease

★★★★★

Individual

★★★★★

Impromptu

★★★★★

Self belief

## Verbal persuasion about capability

---

### Activities:

Look out for a trainee expressing (verbally or non-verbally) that they are not sure whether they can do the wanted behaviour. In response, state that they can succeed in doing the wanted behaviour, pointing out how likely they are to be able to do the wanted behaviour, reinforcing that they are capable and competent.

---

### Key points to make the activities work well:

This is not a stand-alone activity, but rather a way of giving positive support to trainees. Phrases like "you are really skilled and these are just small tweaks", "we know you can do this" and "you're very likely to succeed" will help.

.....

Advising to imagine performing the wanted behaviour in a real-life situation, followed by imagining a pleasant consequence (includes covert conditioning).

.....

## Key points:

This BCT could help increase the motivation of trainees to do the wanted behaviour.

This is about imagining the positive consequences of doing the behaviour, not about imagining or learning negative consequences.

.....

Brief



Online



Ease



Individual



Impromptu



# Imaginary reward

---

## Activities:

### Including brief instructions to imagine reward:

After trainees have learned about a behaviour, ask them to imagine (themselves) or discuss (in a group) what good things would happen if they did that behaviour in real life. The good things could be for themselves or others.

### Key points to make the activities work well:

This activity could work well as a brief instruction in an online course, or a face-to-face activity with a group.

---

### Key points to make the activities work well:

You might want to ask trainees to think about what they personally would find rewarding.