



how clubbers do drugs...

and how to plan user-based harm reduction

a crash course in **a**cyctic **b**ehavior **c**hange **d**iagrams



In this crash course, your group is tasked to make a number of lightning-fast decisions to design a harm-reduction intervention that will be implemented in Berlin nightlife settings. To this end, you will use an Acyclic Behavior Change Diagram ([ABCD](#); doi.org/jp9t). This is the first infosheet. The second infosheet contains the information about the target behavior for your group and the (sub)determinants of that behavior. On this infosheet, you will find behavior change principles.

Your first task is to inspect the other infosheet and select 3-5 subdeterminants to target in the intervention your group will design. You base this selection on two things: how relevant each subdeterminant is to the target behavior (for which you can use the Potential for Change Index: higher is better) and how changeable each is. Generally, knowledge is easiest to change, followed by attitude, perceived norms, and self-efficacy is hardest to change (but changes often have more effect).

Once your group selected 3-5 subdeterminants, select the behavior change principles you want to use. These behavior change principles are below and on the reverse side. You can select based on:

- the determinants you want to target (i.e. the types of subdeterminants you selected)
- what you think will work well given your target behavior, target population, and context;
- and which behavior change principles you can combine into a coherent intervention.

behavior change principles: **knowledge**

Method	Definition	Parameters for use
Active learning	Encouraging learning from goal-driven and activity-based experience.	The target audience has the required time, information, and skills.
Using imagery	Using artifacts that have a similar appearance to some subject.	Familiar physical or verbal images as analogies to a less familiar process.
Elaboration	Stimulating the learner to add meaning to the information that is processed.	Individuals with high motivation; messages that are personally relevant and surprising; messages that are not too discrepant.

behavior change principles: **attitude**

Method	Definition	Parameters for use
Arguments	Using a set of one or more meaningful premises and a conclusion.	For central processing of arguments they need to be new to the message receiver.
Shifting perspective	Encouraging taking the perspective of the other.	Initiation from the perspective of the learner; needs imaginary competence.
Self-reevaluation	Encouraging combining both cognitive and affective assessments of one's self-image with and without an unhealthy behavior.	Stimulation of both cognitive and affective appraisal of self-image. Can use feedback and confrontation; however, raising awareness must be quickly followed by increase in problem-solving ability and self-efficacy.



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behavior change principles: **perceived norms**

Method	Definition	Parameters for use
Information about others' approval	Providing information about what others think about the person's behavior and whether others will approve or disapprove of any proposed behavior change.	Positive expectations are available in the environment.
Resistance to social pressure	Stimulating building skills for resistance to social pressure.	Commitment to earlier intention; relating intended behavior to values; psychological inoculation against pressure.
Mobilizing social support	Prompting communication about behavior change in order to provide instrumental and emotional social support.	Combines caring, trust, openness, and acceptance with support for behavioral change; positive support is available in the environment.

behavior change principles: **self-efficacy**

Method	Definition	Parameters for use
Verbal persuasion	Using messages that suggest that the participant possesses certain capabilities.	The source communicating the message has to be perceived as a credible source by the target audience.
Provide contingent rewards	Praising, encouraging, or providing material rewards that are explicitly linked to the achievement of specified behaviors.	Rewards need to be tailored to the individual, group or organization, to follow the behavior in time, and to be seen as a consequence of the behavior.
Guided practice	Prompting individuals to rehearse and repeat the behavior various times, discuss the experience, and provide feedback.	Subskill demonstration, instruction, and enactment with Individual feedback; requires supervision by an experienced person; some environmental changes cannot be rehearsed.

resources for intervention mapping step 3: **behavior change principles**, or **how to help people change** by fostering learning

To read more about this, you can consult the following (open access) sources:

- Kok (2014) A practical guide to effective behavior change: How to apply theory- and evidence-based behavior change methods in an intervention. doi.org/ghm799
- Kok et al. (2015) A Taxonomy of Behavior Change Methods; an Intervention Mapping Approach. doi.org/gf2x2w
- Metz, Peters & Crutzen (2022). Acyclic behavior change diagrams: a tool to report and analyze interventions. doi.org/jp9t

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