



Changing Behaviors and Norms

- I. What is Behavior?
 - a. Types of behavior
 - b. Behavior in group
 - c. Children see, children do
- II. Formation
 - a. Modeling: imitation and start of infectivity of behaviors
 - b. Trial and error: intentional or unintentional, consequences, and prediction in future action
- III. Maintenance
 - a. Norms:
 - i. Speaking accent
 - ii. Dress
 - iii. Manners
 - iv. Self-expression
 - v. Corruption, obeying of laws
 - vi. Public behavior
 - vii. Child rearing practices
 - viii. Individualism/competitiveness vs. community/cooperation
 - ix. Sub-cultures: groups within a culture with distinct norms
 - x. Habits: you do it because you did it before
 - xi. Peer expectations: people do what they think others expect them to do
- IV. Change
 - a. Different theories of change focus on different intervention points to influence behavior change
 - i. Perceptions of severity, susceptibility, benefits, barriers, ability
 - ii. Planned behavior: intention, peer norms, self-efficacy
 - iii. Stages of change: not considering, considering, preparing to change, action, maintenance
 - iv. Antecedents/triggers, skills, consequences
 - v. Modeling, practice, self-efficacy
 - vi. Using communication
 - vii. Change agents, tipping point
 - b. What is most important?
 - i. Information
 - ii. Skills
 - iii. Overcoming barriers
 - iv. Feelings about doing it
 - v. What friends think
 - c. The public Health approach uses “Change Agents” who bring new information and new skills

- d. The best “Change Agents” are:
 - i. Credible
 - ii. Opinion leaders
 - iii. From target group
 - iv. Empathetic
 - v. Helpful
 - vi. Make strong effort
- V. Behavior Change and Cure Violence
- a. Epidemics reversed: Interrupt transmission → behavior change → change community norms
 - b. Interrupt transmission
 - i. Persuasion
 - ii. Change the circuit or turn it off
 - iii. Become the frontal lobe of your friend
 - c. Identify and change thinking and behavior of high risk: New information
 - i. Explain how the violence program developed
 - ii. Being copied, not questioned
 - iii. Spreads like a disease
 - iv. Not everyone thinks this way
 - v. Can have it differently in your life
 - vi. Only you can do it
 - vii. You can make a group decision
 - viii. See specific situations
 - ix. There are alternative behaviors which are better and more respected
 - d. New skills
 - i. Anticipation of specific situations (ex: girlfriend, insults, money, group conflict)
 - ii. Avoiding and negotiating out of situations
 - iii. Walking away
 - iv. Helping friends not shoot or use violence
 - e. Change happens when outreach workers and violence interrupters:
 - i. Engage influence
 - ii. Correct old information
 - iii. Provide new information
 - iv. Assist in overcoming barriers
 - v. Monitor change process
 - f. Program participants:
 - i. Feel new behavior is in their self-interest and feels right
 - ii. Have opportunities to develop new skills
 - iii. Feel new behavior evokes positive social reactions
 - g. Change group and community norms
 - i. Change agents change group norms through: diffusion enrollment, meeting/summits, sharing information, skills building and establishing new peer expectations.