

Intervention design

This method contains:

Instructions

Template

Resources

COM-B domains

Selecting intervention functions from COM-B

Selecting BCTs from intervention functions

How might we

so that ideal behaviour

Intervention design

🕒 90 - 120 minutes

Steps

1 Target action

Document the action you have identified. A behavioural intervention can target one or more actions. The more action, the more robust your behaviour change solution. Add to, what is currently happening?

Remind yourself:

Which action or decision had the biggest impact on the overall behaviour?

2 COM-B

Document the audience barriers from the identify phase. Remember audience barriers are broken down into Capability, Opportunity and Motivation. Note each barrier type for the action.

3 Domain

Barriers can be categorized into specific domains. Remind yourself of the Audience barriers you identified and which domain the barriers were within.

Use the COM-B domains table in this method's resources as a reminder.

Remind yourself:

Look back over the COM-B prompt deck you downloaded and used in the REACTS analysis. On the bottom of each card is the suggested domain. Not these down on the intervention design tool.

4 Ideal behaviour

Reflect on your project's objective, the ideal behaviour you are designing towards.

Ask yourself:

What needs to happen for the ideal behaviour to happen? Work from the answer you input into column one; 'what currently happens?'

5 Evidence

Behavioural design is evidence backed. Include any evidence from user research and literature reviews that supports the need to change. This will also make it easier to share key insight in meetings and with your team.

Select Intervention function

Start to build the foundation of your intervention. Intervention functions are 9 possible building blocks. You can use them to create ideas that are more likely to create behaviour change. Use the COM-B to intervention function matrix to highlight which function to select. Choose the function you feel fits the other information on your template.

6 Touchpoint

Remind yourself of the touchpoints you identified in REACTS. This is where you explore the current ways you interact with customers and users. Touchpoints are where you will design your intervention and use to target your audience.

Intervention design

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Steps continued

Main touchpoint types include:

- Channels: Where a business communicates with and reaches people e.g. marketing, campaigns, communications.
- Customer relationships: relationships between customers and the brand
- Value proposition: Where a business provides services and products that create value for the customer
- Rules: Create guidelines or suggestions
- Environment: Design the physical environment
- Digital: Intervene with a technological solutions e.g. apps, software, notifications
- Service: Intervene with a service solution
- Social: Design the social context and environment

7 BCT

Select your behaviour change technique using the intervention function to BCT. One intervention function can have a number of BCTs. Start with the most frequently used. Critique each technique and decide if they will work with your touchpoint, current and ideal behaviour. Write down the techniques you'd like to explore further.

Tip: Note any initial ideas as you go.

8 Ideate your intervention

Create your behavioural interventions by working along the row.

How might we ___intervention function___ audience to ___ideal behaviour___ using ___touchpoint and ___BCT___

For example:

- How might we educate office workers about the consequences of excessive sitting using guidelines to provide information about the consequences?
- How might we enable office workers to remember to take breaks from sitting using digital prompts

[illegible]



Intervention design Example

What currently happens?	COM-B component	Domain	What needs to happen for the ideal behaviour to happen?	Evidence that supports the need for change.	Intervention function	Touchpoint	Behaviour Change Technique - BCTs
<i>People sit for prolonged periods without a break</i>	<i>Psychological Capability</i>	<i>Knowledge</i>	<i>Have an awareness of the health consequence of excessive sitting</i>	<i>"I think you need to keep spreading the message that sitting for long periods of time actually isn't good for you" (Participant 18, aged 59)</i>	<i>Education</i>	<i>Marketing, internal comms, guidelines</i>	<i>5.1 Information about consequences</i>
<i>People sit for prolonged periods without a break</i>	<i>Psychological Capability</i>	<i>Knowledge</i>	<i>Have access to feedback about individual health behaviour</i>	<i>"Erm, somebody from occupational health came out to see me, and pointed that I sit kind of wonky at my desk." (Participant 9, female in their 30's)</i>	<i>Education</i>	<i>Guidelines, prompts, social cues</i>	<i>2.2 Feedback on behaviour</i>
<i>People sit for prolonged periods without a break</i>	<i>Psychological Capability</i>	<i>Memory, Attention & Decision Processes</i>	<i>Improve ability to remember to take breaks from sitting</i>	<i>"Yea I would do a chair that buzzes or causes electric shock" (Participant 19, male in their 30's)</i>	<i>Environmental restructuring Enablement</i>	<i>Digital reminders, App, physical environment</i>	<i>7.1 Prompts/cues 12.5 Adding objects to the environment 12.1 Restructuring the physical environment</i>
<i>Reflective Motivation</i>	<i>Beliefs about Capabilities</i>	<i>Acknowledge the need for self-discipline</i>	<i>"If you discipline yourself to do something you can do it, if you have willpower" (Participant 3, female, in their 20's)</i>	<i>"If you discipline yourself to do something you can do it, if you have willpower" (Participant 3, female, in their 20's)</i>	<i>Education Persuasion</i>	<i>Communication, marketing</i>	<i>8.3 Habit formation 4.2 Information about antecedents 8.1 Behavioural practice/rehearsal</i>

Source: Breaking barriers: using the behavior change wheel to develop a tailored intervention to overcome workplace inhibitors to breaking up sitting time.



Intervention ideation

Structure insight for ideation

Translate your intervention insight into a “How might we...” (HMW) question.

HMW's are short questions that launch brainstorm.

How might we

Intervention function

audience

ideal behaviour

using touchpoint

BCT

so that ideal behaviour

Intervention ideation

Example 1

What currently happens?	COM-B component	Domain	What needs to happen for the ideal behaviour to happen?	Evidence that supports the need for change.	Intervention function	Touchpoint	Behaviour Change Technique - BCTs
People sit for prolonged periods without a break	Psychological Capability	Memory, Attention & Decision Processes	Improve ability to remember to take breaks from sitting	"Yea I would do a chair that buzzes or causes electric shock" (Participant 19, male in their 30's)	Environmental restructuring Enablement	Digital reminders, App, physical environment	7.1 Prompts/cues 12.5 Adding objects to the environment 12.1 Restructuring the physical environment

How might we
enable



Intervention ideation

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How might we
enable
office workers
to remember to take breaks from sitting

Intervention ideation

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How might we
enable
office workers
to remember to take breaks from sitting
using digital

Intervention ideation

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How might we
enable
office workers
to remember to take breaks from sitting
using digital
prompts



Intervention ideation

Example 2

What currently happens?	COM-B component	Domain	What needs to happen for the ideal behaviour to happen?	Evidence that supports the need for change.	Intervention function	Touchpoint	Behaviour Change Technique - BCTs
<i>People sit for prolonged periods without a break</i>	<i>Psychological Capability</i>	<i>Knowledge</i>	<i>Have an awareness of the health consequence of excessive sitting</i>	<i>"I think you need to keep spreading the message that sitting for long periods of time actually isn't good for you" (Participant 18, aged 59)</i>	<i>Education</i>	<i>Marketing, internal comms, guidelines</i>	<i>5.1 Information about consequences</i>

How might we
educate
office workers
about the consequences of excessive sitting
using guidelines
that provide information about the consequences
so that workers are healthier



Action sorter

Resources



COM-B domains

Psychological capability	Knowledge
	Mental skills
	Memory
	Attention
	Autonomy
	Decision processes
	Self-control
	Awareness
	Concentration
Physical capability	Physical skills
	Strength
	Dexterity
Physical Opportunity	Time
	Money
	Equipment
	Access to resources
	Workload
	Reminders

Social opportunity	Social influences
	Social support
Reflective motivation	Role & identity
	Belief about capabilities
	Optimism
	Intentions
	Incentives
	Planning
	Goals
	Want
Automatic motivation	Role & identity
	Optimism
	Reinforcement
	Emotion

Select intervention functions from COM-B

COM-B		Intervention functions								
		Education	Persuasion	Incentivisation	Coercion	Training	Restriction	Environmental	Modelling	Enablement
Capability	Physical					Training				Training
	Psychological	Education				Training				Training
Opportunity	Physical					Training	Restriction	Environmental		Training
	Social						Restriction	Environmental	Modelling	Training
Motivation	Automatic		Persuasion	Incentivisation	Coercion	Training		Environmental	Modelling	Training
	Reflective	Education	Persuasion	Incentivisation	Coercion					



Select BCTs from intervention functions

Intervention function	Behaviour change techniques	
	Most frequently used	Less frequently used
Coercion	Feedback on behaviour Feedback on outcome(s) of behaviour Monitoring of behaviour by others without evidence of feedback Monitoring outcome of behaviour by others without evidence of feedback Self-monitoring of behaviour	Biofeedback Self-monitoring of outcome(s) of behaviour Remove access to the reward Punishment Behaviour cost Remove reward Future punishment Behavioural contract Commitment Discrepancy between current behaviour and goal Incompatible beliefs Anticipated regret Imaginary punishment
Restriction	Behaviour change techniques are focused on changing the way that people think, feel and react rather than the way the external environment limits their behaviour. Restriction doesn't match to any BCTs. Instead, ideate on how to restrict the unwanted action.	



Intervention function	Behaviour change techniques	
	Most frequently used	Less frequently used
Education	Information about social and environmental consequences Information about individual consequences Feedback on behaviour Feedback on outcome(s) of the behaviour Prompts/cues Self-monitoring of behaviour	Biofeedback Self-monitoring of outcome(s) of behaviour Cue signalling reward Satiation Information about antecedents Re-attribution Behavioural experiments Information about emotional consequences Information about others' approval
Persuasion	Credible source Information about social and environmental consequences Information about individual consequences Feedback on behaviour Feedback on outcome(s) of the behaviour	Biofeedback Re-attribution Focus on past success Verbal persuasion about capability Framing/re-framing Identity associated with changed behaviour Identification of self as role model Information about emotional consequences Salience of consequences Information about others' approval Social comparison
Environmental restructuring	Adding objects to the environment Prompts/cues Restructuring the physical environment	Cue signalling reward Remove access to the reward Remove aversive stimulus Satiation Exposure Associative learning Reduce prompt/cue Restructuring the social environment



Intervention function	Behaviour change techniques	
	Most frequently used	Less frequently used
Incentivisation	Feedback on behaviour Feedback on outcome(s) of behaviour Monitoring of behaviour by others without evidence of feedback Monitoring outcome of behaviour by others without evidence of feedback	Paradoxical instructions Biofeedback Self-monitoring of outcome(s) of behaviour Cue signalling reward Remove aversive stimulus Reward approximation Rewarding completion Situation-specify reward Reward incompatible behaviour Reduce reward frequency Reward alternate behaviour Remove punishment Social reward Material reward Material reward (outcome) Self-reward Non-specific reward Incentive Behavioural contract Commitment Discrepancy between current behaviour and goal Imaginary reward
Training	Instruction on how to perform a behaviour Feedback on the behaviour Feedback on outcome(s) of behaviour Self-monitoring of behaviour Behavioural practice/rehearsal	Biofeedback Self-monitoring of outcome(s) of behaviour Habit formation Habit reversal Graded tasks Behavioural experiments Mental rehearsal of successful performance Self-talk Self-reward
Modelling	Demonstration of the behaviour	



Intervention function	Behaviour change techniques	
	Most frequently used	Less frequently used
Enablement	Social support (unspecified) Social support (practical) Goal setting (behaviour) Goal setting (outcome) Adding objects to the environment Problem solving Action planning Self-monitoring of behaviour Restructuring the physical environment Review behaviour goal(s) Review outcome goal(s)	Social support (emotional) Reduce negative emotions Conserve mental resources Pharmacological support Self-monitoring of outcome(s) of behaviour Behaviour substitution Overcorrection Generalisation of a target behaviour Graded tasks Avoidance/reducing exposure to cues for the behaviour Restructuring the social environment Distraction Body changes Behavioural experiments Mental rehearsal of successful performance Focus on past success Self-talk Verbal persuasion about capability Self-reward Behavioural contract Commitment Discrepancy between current behaviour and goal Pros and cons Comparative imagining of future outcomes Valued self-identity Framing/reframing Incompatible beliefs Identity associated with changed behaviour Identification of self as role model Salience of consequences Monitoring of emotional consequences Anticipated regret Imaginary punishment Imaginary reward Vicarious consequences



COM-B deck

Do people have the mental skills needed?

MENTAL SKILLS

Do people have the concentration to follow through?

CONCENTRATION

Do people think the benefits outweigh the costs?

DECISION PROCESSES



Question to identify possible barriers



Domain

Physical capability

Do people have the physical skills required?

PHYSICAL SKILLS

Do people have dexterity and ease of movement?

DEXTERITY

Do people have physical strength?

STRENGTH

Do people have the ability to overcome physical limitations?

PHYSICAL SKILLS

Opportunity

Physical opportunity

Do people have the time?

TIME

Do people have the financial means?

MONEY

Do people need equipment or facilities?

EQUIPMENT

Do people have easy access to resources?

ACCESS TO RESOURCES

Social opportunity

Do people have competing tasks?

WORKLOAD

Do people have reminders?

REMINDERS

Do people have the social support required?

SOCIAL SUPPORT

Do other people remind them?

SOCIAL SUPPORT



COM-B deck

Motivation

Reflective motivation

Do people feel they want to do it?

WANT

Do people care about the consequences?

INCENTIVES

Do people have other goals that may stop them?

GOALS

Do people have enough incentives?

INCENTIVES

Do people see the behaviour as everyday?

ROLE & IDENTITY

Do people have confidence?

BELIEF ABOUT CAPABILITIES

Do people have a plan to achieve it?

PLANNING

Automatic motivation

Do people have an emotional response?

EMOTION

Do people feel good about doing/ not doing it?

EMOTION

Do people feel bad about doing/not doing it?

EMOTION

Do people do it repeatedly?

REINFORCEMENT

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**Behaviour
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