**Behaviour Change Development Framework**

**Competency Tool**

The Competency Tool describes the competencies, that is the knowledge and skills that would be expected at each level of the Behaviour Change Development Framework, for practitioners to effectively deliver behaviour change interventions at each of these levels. The competencies described below are drawn from published behaviour change theory, evidence-based approaches and person-centred approaches frameworks. A further phase of this project will develop learning outcomes and training resources, and identify existing routes to training and education that achieve these competencies.

It is important to note that this builds upon the existing resources to develop Behaviour Change Literacy which provides the underpinning knowledge about health behaviour and behaviour change. The training steps build incrementally so that each step requires having the competencies described for the previous level.

Face-to-face training and reflective learning are recommended for Behaviour Change levels 1 and 2. The competencies at Behaviour Change level 3 require that learners draw on a range of theories and techniques to enable them to adapt their practice in response to the needs of their service users. Therefore, Behaviour Change 3 is underpinned by reflective learning and guided by supervision provided by a qualified and experienced practitioner.

*April 2020*

## Behaviour Change 1 – Very brief interventions for service users with a primarily administrative need

**Behaviour Change Level 1 training provides the knowledge and skills required to provide very brief interventions when opportunities occur in the normal course of work. This level is for workers who typically engage with people who have an administrative need. A typical behaviour change conversation at this level will take from 30 seconds to a few minutes. It is mainly about encouragement and support to change, giving people information and directing them where to go for further help.**

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| **BC1 1. Recognise and act upon opportunities to support behaviour change in service users, as they arise in your routine work.** | Be able to:<br>a) recognise the opportunity to have a conversation with a service user and choose to take the opportunity<br>b) ensure confidential conversations take place in private, quiet and comfortable places<br>c) initiate a discussion about health behaviours<br>d) identify what is important to the individual<br>e) use a range of communication skills and language appropriate for an individual's needs and understanding |
| **BC1 2. Use appropriate methods to open a conversation about behaviour change and elicit a response.** | Be able to:<br>a) use open ended questions to engage with the service user<br>b) check if there is something an individual wants to discuss<br>c) enable a service user to engage and explore a range of options including taking no action |
| **BC1 3. Depending on the response, use appropriate techniques to motivate and encourage engagement with behaviour change.** | Be able to:<br>a) ask open questions to explore and understand the individual's situation and what matters to them<br>b) provide general information about the behaviour and behaviour change in a manner that can be easily understood<br>c) reassure and encourage the individual to believe in themselves and the possibilities of improvement<br>d) let the individual know you understand how they are feeling by being empathetic<br>e) reflect on what they have said using their words<br>f) summarise what they have said during the conversation |

| BC1 4. Provide further information to support behaviour change. | Be able to:<br>a) Provide relevant and accurate information or advice in a manner that enables a service user to choose whether or not to take it<br>b) Support a service user to make a decision and plan together the way forward<br>c) Provide information and signpost to additional resources or support relevant to the health behaviour |
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**Behaviour Change 2 – Brief and extended brief interventions for service users with a specific health or social care need**

**Behaviour Change Level 2 training provides the knowledge and skills required to support behaviour change in service users with an identified health or social care need. This level is for workers who mostly engage with people who have a heath or social care need. These may extend from a few minutes to up to 30 minutes, and may be delivered in one session or over multiple sessions.**

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| **BC2 1. Use appropriate methods to explore service user motivation to change behaviour.** | Be able to: <br> a) form a collaborative relationship where the service user and professional work as a team, engaging in and exploring a potential way forward <br> b) undertake a generic assessment, based on behaviour change theory, of the individual's personal situation and what matters to them, including suitability for behaviour change or referral <br> c) help the service user identify and select relevant health behaviour issues for change |
| **BC2 2. Select appropriate behaviour change techniques for the service user and the issue.** | Be able to: <br> a) take a problem-solving approach to identifying possible solutions <br> b) select and skilfully apply the most appropriate behaviour change intervention techniques: <br>     i. identify the social, environmental and emotional causes of behaviour and its consequences <br>     ii. support decision-making by generating alternative courses of action and weighing them up <br>     iii. elicit self-motivating statements and evaluation of behaviour to reduce resistance to change <br>     iv. support attitude change and encourage a different perspective on behaviour by reframing <br>     v. provide opportunities for social comparison <br> c) help service user to identify individual, social, environmental and professional barriers and facilitators that might affect intervention implementation |

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| | d) work professionally and ethically with groups of service users, engaging individuals and encouraging discussion |
| **BC2 3. Develop and agree a plan of action for behaviour change in collaboration with the service user.** | Be able to:<br>a) manage expectations, including the frequency and duration of the intervention and what is expected from the individual<br>b) agree goals for the intervention and ensure they are realistic, attainable, timely and measurable<br>c) agree a contract of behaviour change with the individual<br>d) structure the consultations and adhere to an agreed agenda<br>e) identify and/or provide sources of social support<br>f) work in a coordinated way with service user's family, carers and advocates, and other professionals<br>g) support individual to develop plans to overcome barriers to behaviour change |
| **BC2 4. Review progress with service user.** | Be able to:<br>a) provide feedback using agreed measures and self-monitoring to review progress on behaviour change, and adapt the goal where appropriate<br>b) review how individual has coped with risky situations and barriers<br>c) help to prevent relapse by identifying future risky situations and appropriate coping strategies |
| **BC2 5. Agree end point or closure of support with service user.** | Be able to:<br>a) end the intervention in a planned manner and help service user identify any concerns they may have about the closure of support<br>b) plan for maintenance of behaviour change including identification of other resources that might provide maintenance support<br>c) self-reflect on what worked well or could have been improved, and identify key learning points |

**Behaviour Change 3 – High-intensity interventions for service users with primarily complex or behaviour related needs**

**Behaviour Change Level 3 training provides knowledge and skills required to deliver high-intensity interventions, for people who have not benefited from lower intensity interventions and who are at higher risk to their health and well-being. This level is for workers who mostly see people who have complex needs linked to behaviour. These are usually over 30 minutes and provided over multiple sessions.**

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| **BC3 1. Provide extended support for behaviour change and long-term maintenance.** | Be able to:<br>a) adapt interventions in response to service user feedback<br>b) help service users use self-monitoring procedures that are relevant and meaningful to them to guide behaviour change interventions and to monitor outcome<br>c) plan for maintenance of behaviour change after the end of the intervention<br>d) help service users identify other resources to help them maintain their behaviour change |
| **BC3 2. Provide support for behaviour change to those at particular high risk of ill-health, complex needs or multiple morbidities.** | Be able to:<br>a) understand behaviour change taxonomies and implement behaviour change theories and models in a flexible manner<br>b) select and skilfully apply the most appropriate behaviour change intervention techniques matched to the complex needs of the service user (including but not limited to):<br>    i. assertion training<br>    ii. goal setting<br>    iii. general problem solving<br>    iv. graded tasks<br>    v. prompts |
| **BC3 3. Provide support for behaviour change to those with mental or physical vulnerabilities.** | Be able to:<br>a) select and skilfully apply the most appropriate behaviour change intervention techniques matched to the capacities of the service user<br>b) structure consultations and maintain appropriate pacing in response to service user need work collaboratively with service users to manage service user behaviours that are potentially counter-productive |