Stages of Change Theory and Safe Routes to School

Spare the Air Youth TAC Meeting

December 15, 2021

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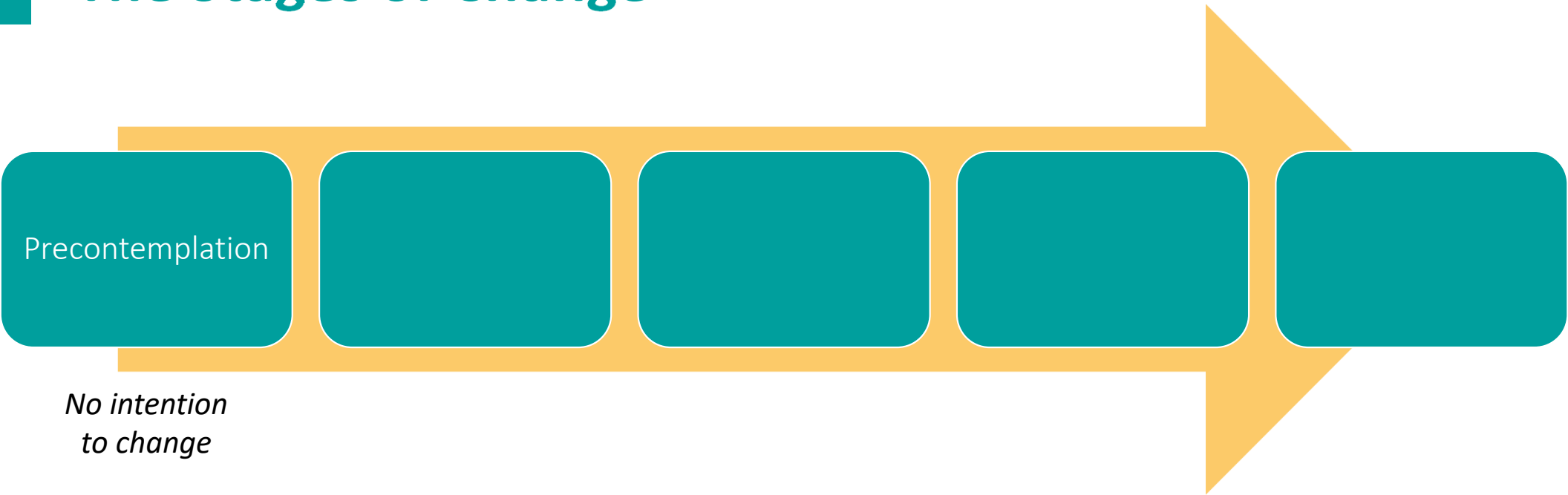# What is Stages of Change Theory?

✓ One of several behavior change theories

✓ People have to *want* to change their behavior

✓ We will be more successful in our work if we seek to understand the subject's 'readiness to change'

✓ Behavior change is a step-by-step process

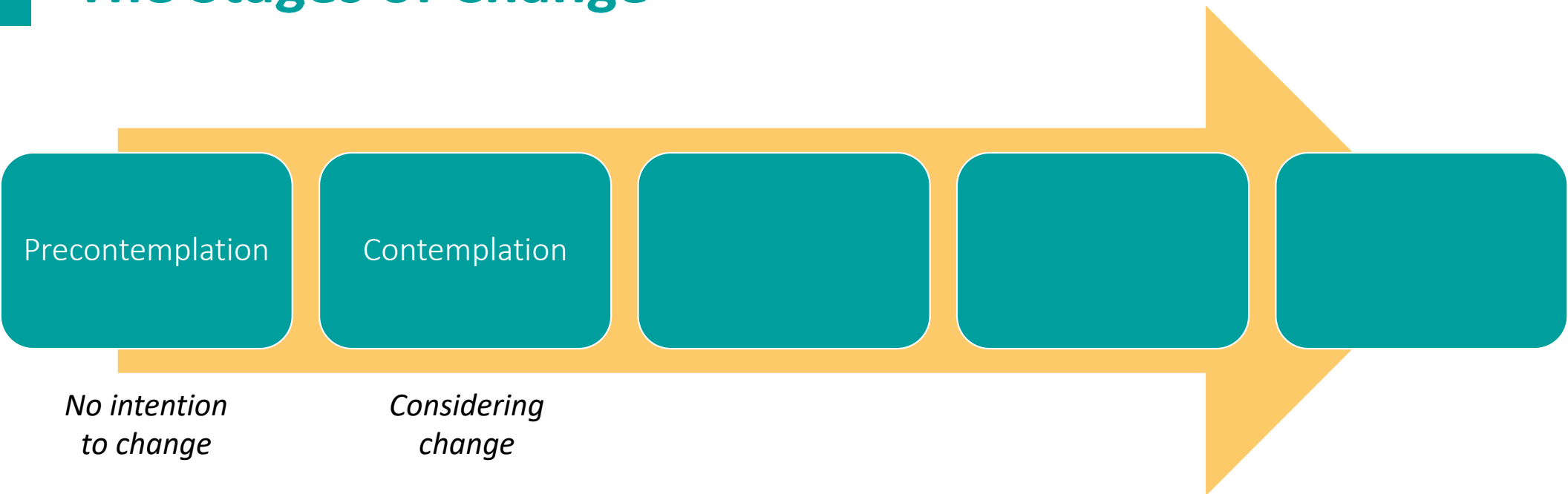✓ The "intervention" that works best for someone in one stage is inappropriate for another stage
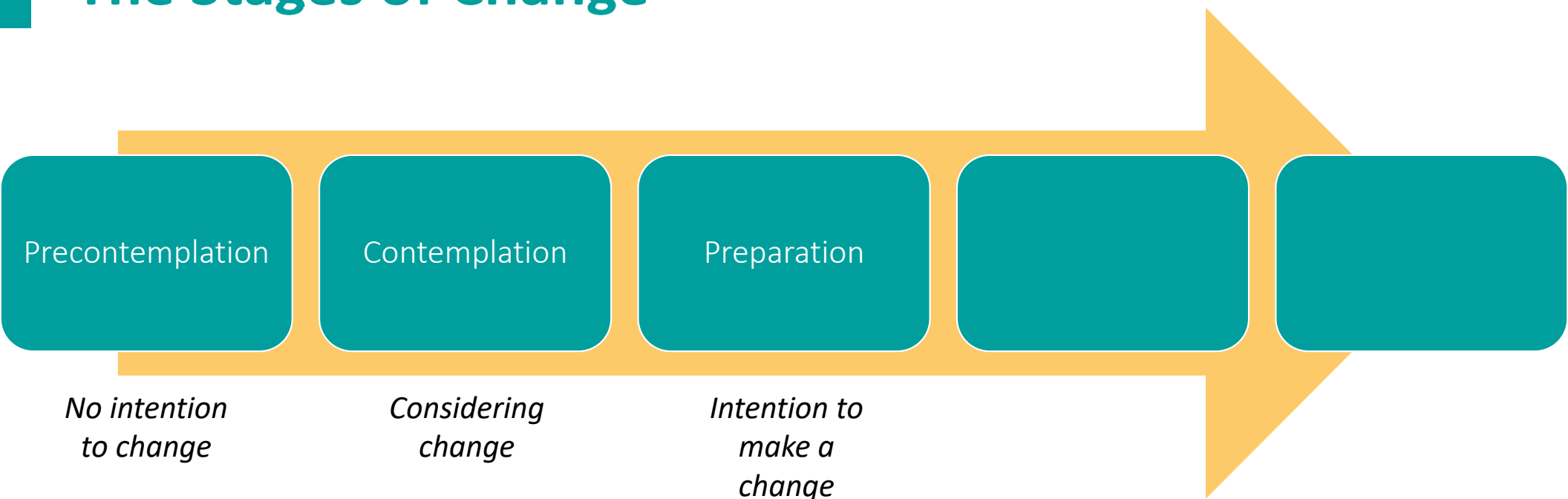
The Stages of Change

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Precontemplation

*No intention
to change*

The Stages of Change

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Precontemplation

Contemplation

*No intention
to change*

*Considering
change*

The Stages of Change

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| Precontemplation | Contemplation | Preparation | | |

No intention to change

Considering change

Intention to make a change

The Stages of Change

Precontemplation	Contemplation	Preparation	Action	
No intention to change	*Considering change*	*Intention to make a change*	*Trying new behavior*	

The Stages of Change

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Precontemplation	Contemplation	Preparation	Action	Maintenance

No intention to change

Considering change

Intention to make a change
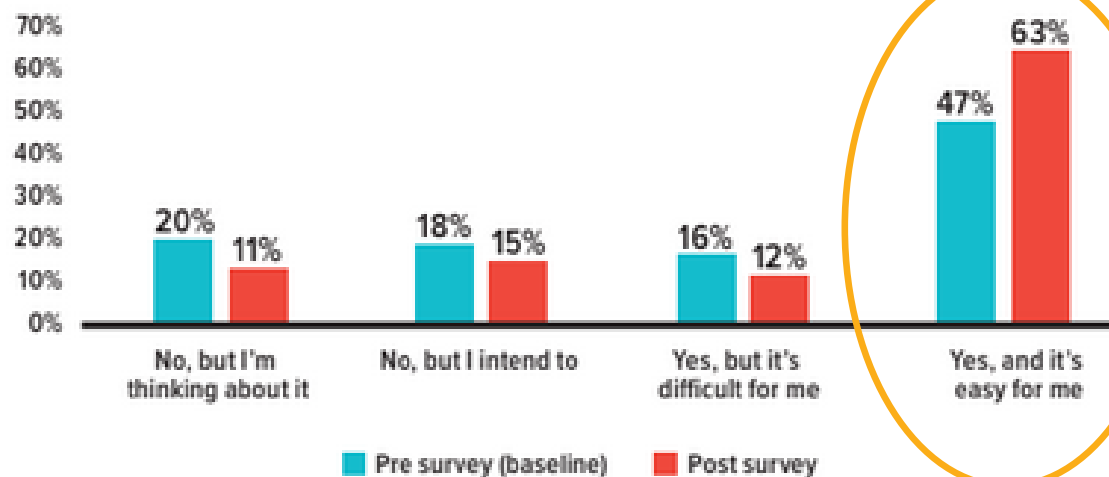
Trying new behavior

Habit

How does it help us?

✓ Understanding audience & setting goals

✓ Segmenting audience

✓ Delivering the right interventions to each stage
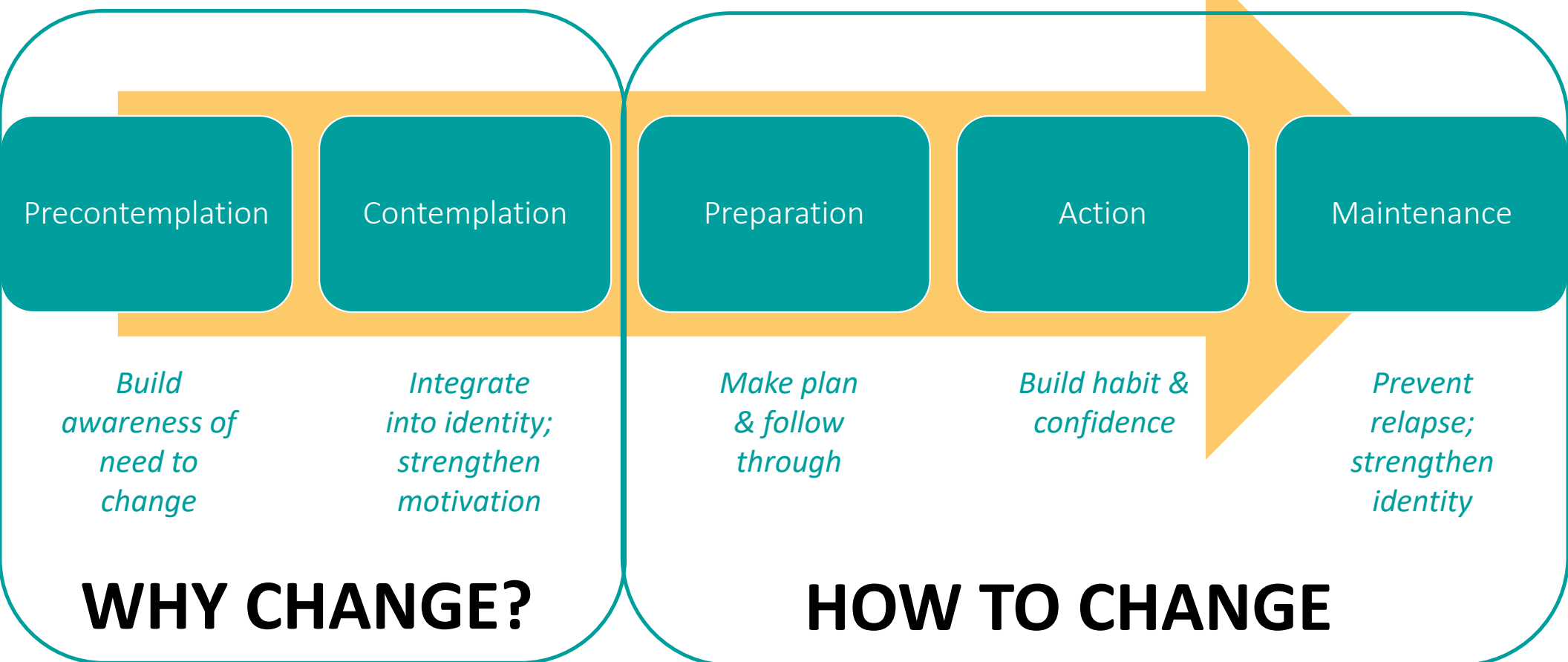
✓ Evaluating movement across stages

Evaluation

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Thinking about all of the trips you took last week, did you use tranportation options at least 2 days? (N=139)

16 percentage point increase in people in maintenance stage

	No, but I'm thinking about it	No, but I intend to	Yes, but it's difficult for me	Yes, and it's easy for me
Pre survey (baseline)	20%	18%	16%	47%
Post survey	11%	15%	12%	63%

Stage-Specific Interventions

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| Precontemplation | Contemplation | | Preparation | Action | Maintenance |

Build awareness of need to change

Integrate into identity; strengthen motivation

Make plan & follow through

Build habit & confidence

*Prevent relapse; strengthen identity*

WHY CHANGE?

HOW TO CHANGE

What do Precontemplators need?

✓ Explore costs of status quo

✓ Reflect on goals & values

✓ Provide facts & information

✓ Explore feelings

✓ Acknowledge tension or dissonance

✓ Reveal or create social norms

What do Contemplators need?

✓Explore costs of status quo

✓Reflect on goals & values

✓Provide facts & information

✓ Explore feelings

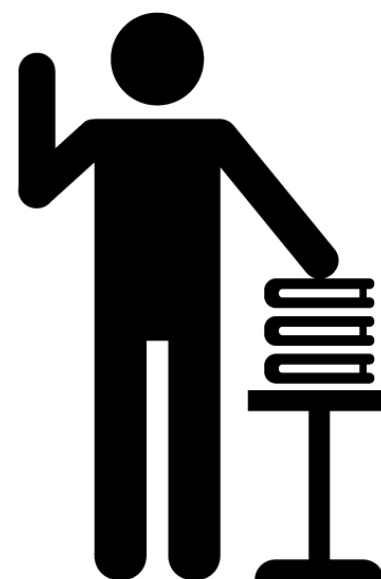✓Acknowledge tension or dissonance

✓Reveal or create social norms

✓Develop/strengthen a new identity

✓Build self-efficacy
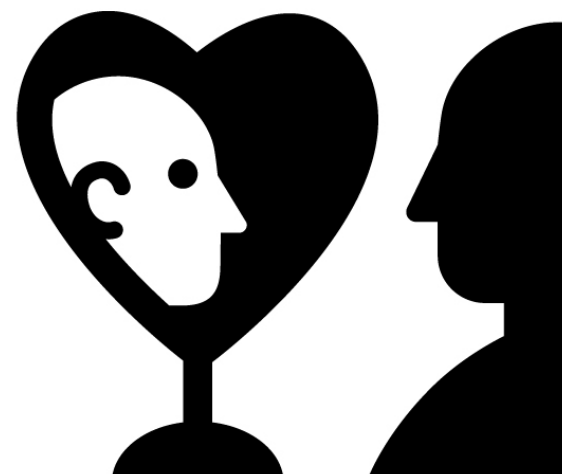
What do Preparers need?

✓ Develop/strengthen a new identity

✓ Build self-efficacy

✓ Make public commitments

✓ Hold themselves accountable

✓ Set achievable & measurable goals

✓ Make an action plan

✓ Seek social support and help

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What do Actors need?

✓ Make public commitments

✓ Hold themselves accountable

✓ Seek social support and help

✓ Replace old habits with new ones

✓ Make specific plans; prepare for setbacks

✓ Track progress/receive feedback

✓ Develop reward plans & enjoy intrinsic rewards

✓ Create new cues

What do Maintainers need?

✓ Seek social support and help

✓ Replace old habits with new ones

✓ Make specific plans; prepare for setbacks

✓ Track progress/receive feedback

✓ Develop reward plans & enjoy intrinsic rewards

✓ Create new cues

✓ Anticipate setbacks

✓ Help others

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Segmentation by Stage

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- My child does not regularly walk and/or bike to school, and we do not intend to start within the next six months. [Precontemplation]

- My child does not regularly walk and/or bike to school, but we are thinking about starting within the next six months. [Contemplation]

- My child does not regularly walk and/or bike to school, but we plan to start within the next 30 days. [Preparation]

- My child regularly walks and/or bikes to school, and has been for less than six months. [Action]

- My child regularly walks and/or bikes to school, and has for six months or more. [Maintenance]

Segmentation by Stage

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Thinking about how your child will travel to school in the coming school year, will they walk or bicycle at least one day per week?

• No, and I'm not considering it [Pre-contemplation]

• No, but I'm thinking about it [Contemplation]

• No, but I'd like to [Preparation]

• Yes, but it's hard for our family [Action]

• Yes, and it's easy for our family [Maintenance]

What have we learned?

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- People won't change their behavior until *they* are motivated

- Stages of Change theory helps us understand that motivation

- People need different kinds of support depending on their Stage of Change

  - Research provides us with different 'interventions' for different stages

  - To provide "stage-matched" interventions, we have to segment our audience

- SOC helps with audience insights, program design, and evaluation