



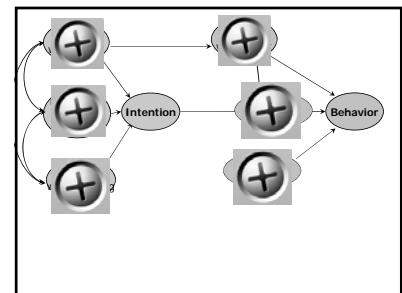
**Stage-Matched Interventions**




www.RalfSchwarzer.de



- Stages of Behavior Change:  
**Pre-Intenders, Intenders and Actors**
- Stage **Assessment** and Intervention Designs
- Stage-Tailored **Interventions**:  
Risk Communication vs. Planning vs. Relapse Prevention


**Health Promotion**




based on the stage version of the Health Action Process Approach (HAPA)

**Meta Theories:**

Stage Models vs. Continuum Models



From Thoughts to Action:

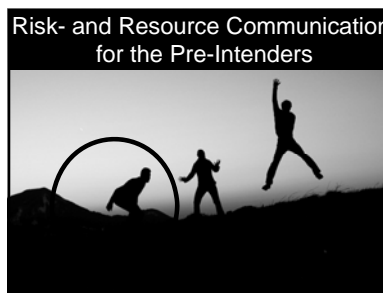
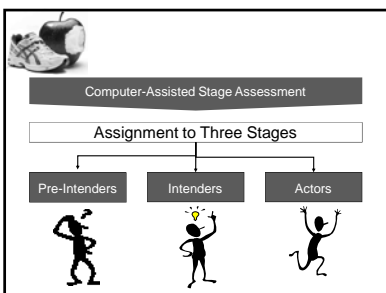
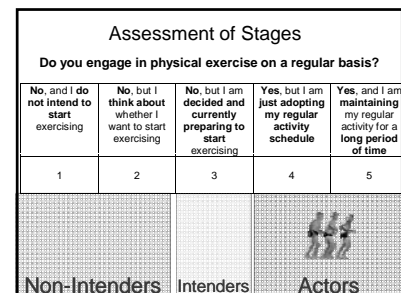
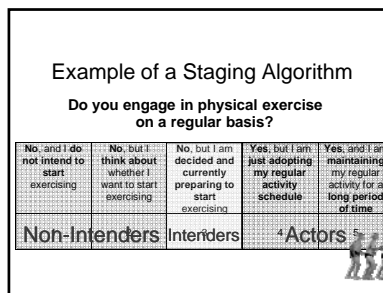
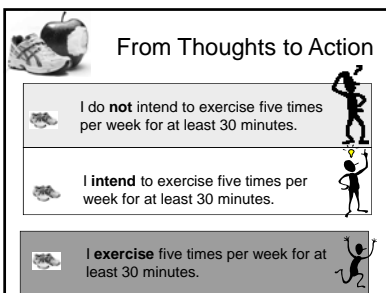
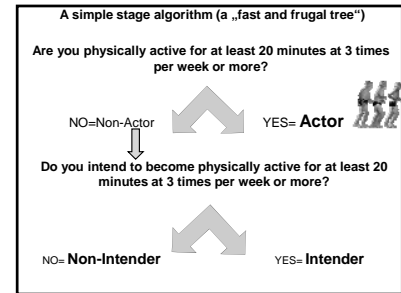
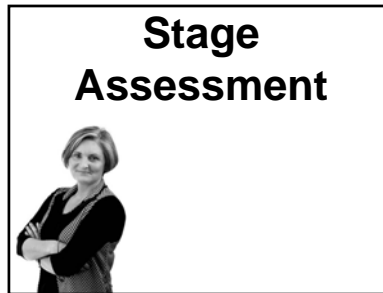
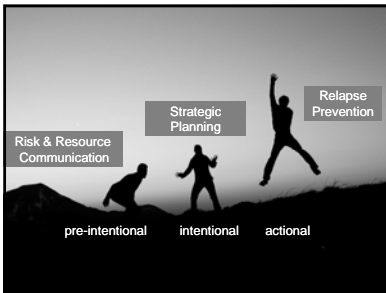


**Stage Models**

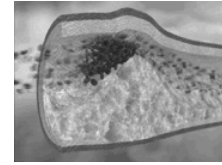
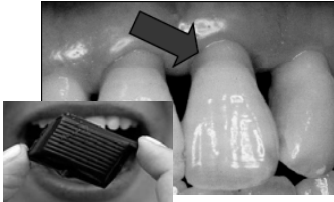
Biological Stages of Change

Ein → Raupen → Puppe → Schmetterling



### Information Appeal

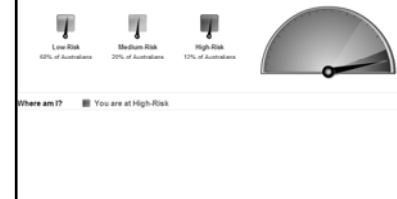
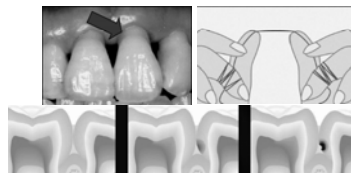


### Information Appeal

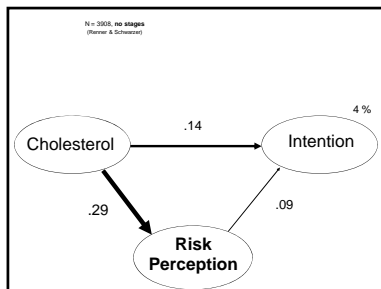
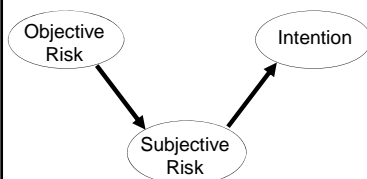
### Interdental Hygiene



### Risk Communication and Resource Communication for Pre-Intenders



### Hypothetical Mediation



### How effective is risk communication?

### Under which conditions and for whom?



High fear appeals can facilitate health behavior change only when combined with specific instructions on **when, where, and how** to perform them.



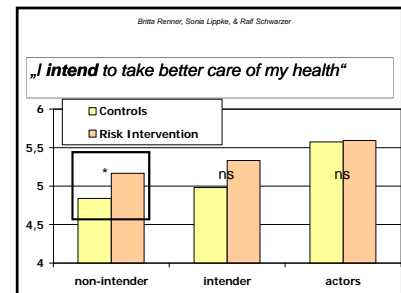
Leventhal, H., Singer, R., & Jones, S. (1965). Effects of fear and specificity of recommendation upon attitudes and behavior. *Journal of Personality and Social Psychology*, 2, 20-29.  
 Leventhal, H., Watts, J. C., & Pagano, F. (1967). Effects of fear and instructions on how to cope with danger. *Journal of Personality and Social Psychology*, 6, 313-321.

### Risk Communication Interventions for Pre-Intenders

Personalized risk feedback on one's cholesterol level and blood pressure  
 plus lifestyle change recommendations



Britta Renner, Sonja Lippke, & Ralf Schwarzer  
 Health Behavior Assessment and Health Monitoring Study



### More Interventions for Pre-Intenders

Mental contrasting of positive and negative consequences (outcome expectancies)

Imagine others' approval (subjective norm) and watch models.

Generate self-talk: *I can do it.*

“Change talk”= causing clients to verbalize arguments for change



Generate mastery experience by role play to improve self-efficacy

### Development of Self-Efficacy

Direct Experience: Mastery



Vicarious Experience: Observing a Model



Verbal Persuasion



### Planning Intervention for the Intenders



### Action Planning

- ☒ When ?
- ☒ Where ?
- ☒ How ?



### Action Planning Intervention Form

Where	When	How	How often will that situation occur per month?	How certain are you that you can successfully manage to act in the specified way?
Please describe the Situation (where, with whom, etc), for which you want to define the plan exactly.	Please describe the point of time & the duration.	Please describe the action that you want to perform in the specified situation!	++ + - --	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Strehle, Schulz & Schwarzer 2004


# Planning Interventions for Intenders

# Coping Planning



## Coping Planning

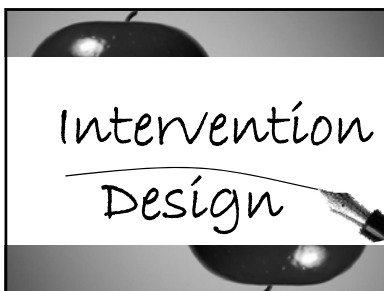
- ✓ **anticipation** of barriers and obstacles
- ✓ **preparation** of coping strategies
- ✓ mental simulation of successful **coping**



## Assessment of Coping Planning

I have made a detailed plan regarding...	not at all true	hardly true	moderately true	exactly true
... what to do if something interferes with my plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... how to cope with setbacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... how to stick to my intentions, even in difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... which good opportunities for action to take.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... when to be especially careful in order to avoid setbacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*(Golinbois & School, 2000)*



# Intervention Design



## Seasonal influenza jab.

Every year, you're urged to get vaccinated against the flu. But how effective is the jab? And how can you protect yourself and others?

**What's seasonal influenza?**

It's a viral infection that can be spread by coughing or sneezing. You can also get it by touching a contaminated surface. The virus enters your body through your nose or mouth. It then travels to your lungs, where it can cause a range of symptoms, from a mild cold to a severe illness. In some cases, it can lead to complications, such as pneumonia or the flu itself.

**Why get vaccinated?**

The flu vaccine is made from inactivated virus particles. It's designed to stimulate your immune system to produce antibodies against the virus. If you get the flu, these antibodies can help your body fight off the infection. The vaccine is most effective when you get it before the flu season begins. It can also help reduce the severity of the illness if you do get it.

**Who should get vaccinated?**

Anyone aged 65 and over, anyone with a long-term health condition, anyone who works in a care home, and anyone who has contact with vulnerable people. It's also recommended for anyone who travels to certain countries.

**How to get vaccinated**

You can get the flu vaccine at your GP surgery, a community centre, or a pharmacy. Some pharmacies offer free flu jabs to eligible people. You can also get the vaccine at a travel clinic.

**How to protect yourself and others**

Wash your hands regularly with soap and water. Avoid close contact with people who have the flu. Cover your mouth and nose when you cough or sneeze. If you have the flu, stay at home and avoid public places. If you're caring for someone with the flu, wear a mask and avoid close contact.

**Special notes**

Some people may have an allergic reaction to the vaccine. If you have a severe allergic reaction to any of the ingredients in the vaccine, you should not get it. If you're pregnant or breastfeeding, you should also avoid the vaccine.

**References**


1. NHS.uk, [Flu vaccine](#).  
2. NHS.uk, [Flu symptoms and signs](#).  
3. NHS.uk, [Flu prevention](#).  
4. NHS.uk, [Flu treatment](#).  
5. NHS.uk, [Flu complications](#).

**Further information**

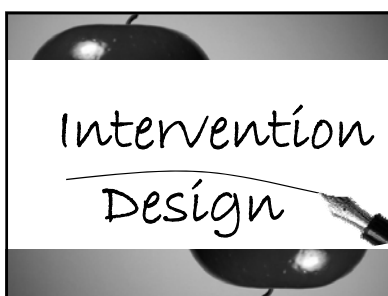
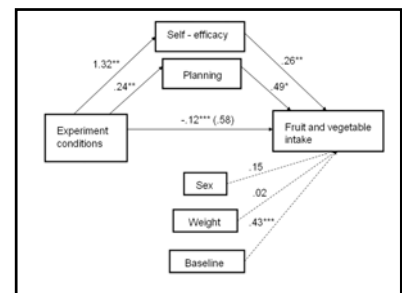
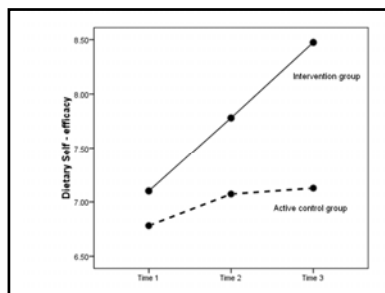
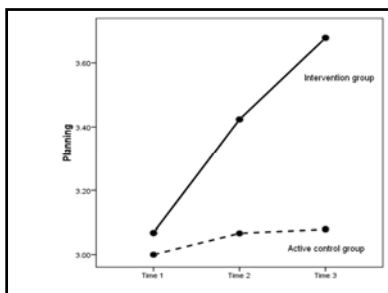
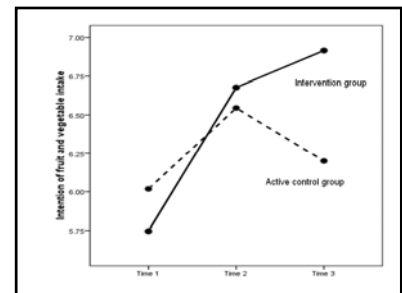
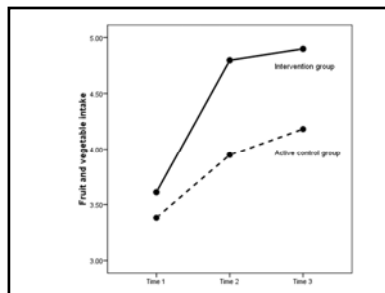
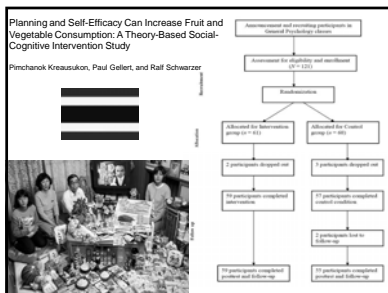
For more information on the flu, visit the NHS website or contact your GP.

**Image credits**

Flu virus: iStockphoto.com/AndreyPopov  
Flu symptoms: iStockphoto.com/AndreyPopov  
Flu prevention: iStockphoto.com/AndreyPopov  
Flu treatment: iStockphoto.com/AndreyPopov  
Flu complications: iStockphoto.com/AndreyPopov

[illegible]

# Intervention Design



Computer-based intervention study (RCT)

Planning intervention: action plans and coping plans

Control group: feedback on BMI, standard health information

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Action Plans: What kind of physical activity would you like to perform?

Activity 1:  Activity 1:

Activity 2:  When?

Activity 3:  Where?

How long?

Coping Plans: Which barrier might prevent you from being active at least 3 x 30 minutes per week?

Barrier 1:  How could you overcome this barrier?

Barrier 2:  Barrier 1:

Barrier 3:  Strategy 1:

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**Action Plans:** Which kind of physical activity would you like to perform?


Activity 1	running	1 action plan	Activity 1	running
Activity 2	swimming		When?	6pm
Activity 3	aerobics		Where?	in the park
			How long?	30 minutes

**Coping Plans:** Which barrier might prevent you from being active for at least 3 x 30 minutes per week?



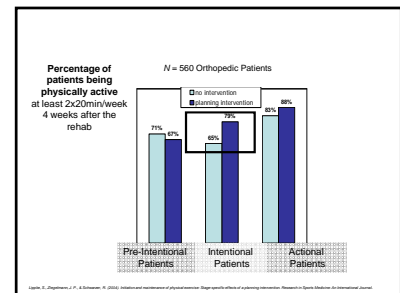
Barrier 1	rain	1 coping plan	How could you overcome this barrier?	
Barrier 2	guests		Barrier 1	rain
Barrier 3	being tired		Strategy 1	go swimming

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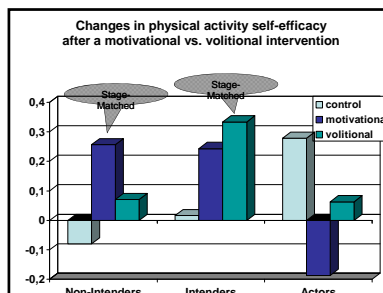
## Physical Exercise in Orthopedic Rehabilitation



Sonia Lippke & Jochen Ziegelmann

## Physical Activity Online Survey





## Interventions for Intenders

Action Planning and Barrier-Focussed Strategic Planning (=Coping Planning)

Generate self-talk: *I can do it.*

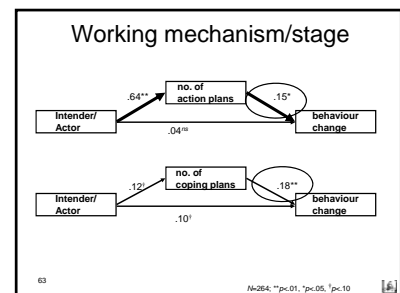
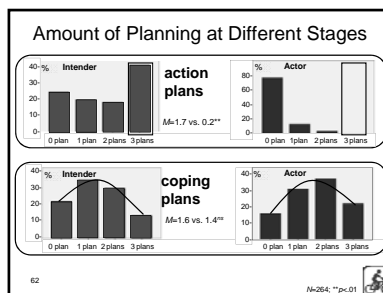
Mobilize social support. Identify opportunities for action.

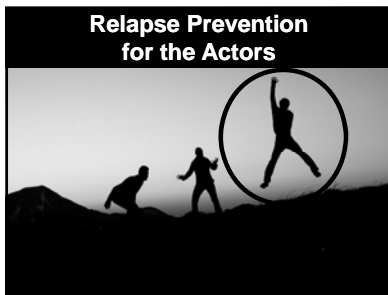


## Amount of Planning

Plan 1	Plan 2	Plan 3
What?	What?	What?
When?	When?	When?
Where?	Where?	Where?
How?	How?	How?

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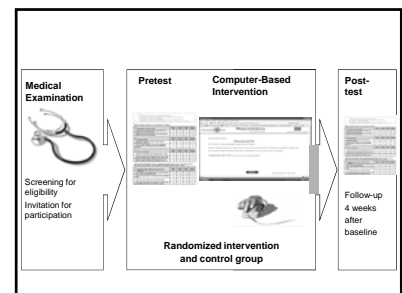
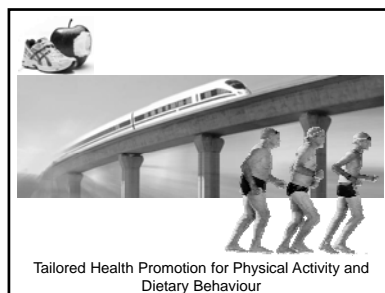
### Relapse Prevention Interventions for Actors

Action Control,  
e.g., *monitor own behavior and compare goals with performance*

Control emotions, manage stress, manage time

Coping planning, identify barriers

Generate self-talk: *I can resume after a break*



### Computer-based intervention study (RCT)

Planning intervention: action plans and coping plans

Control group: feedback on BMI, standard health information

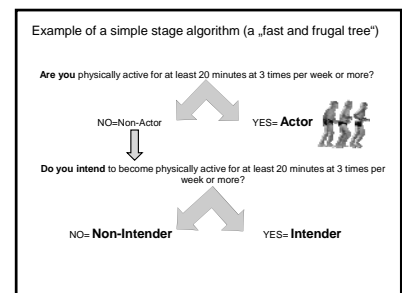
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### From Thoughts to Action

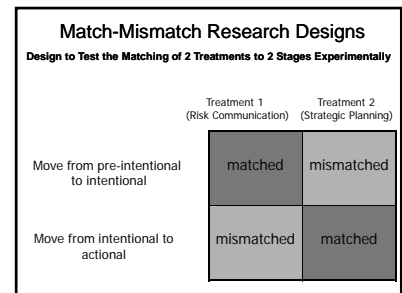
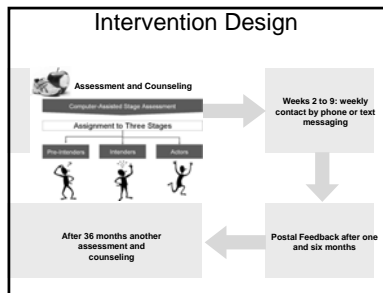
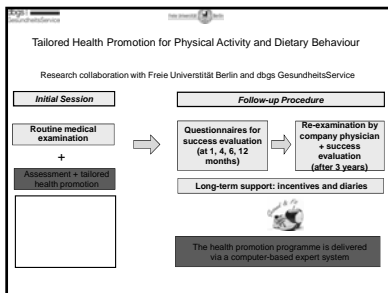
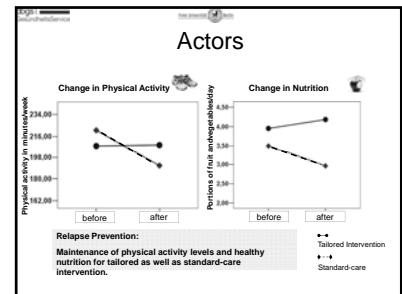
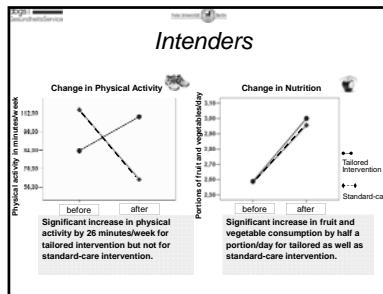
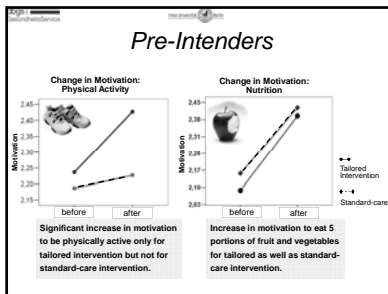
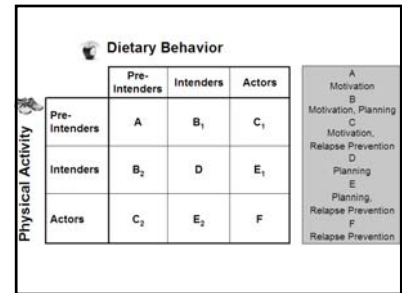
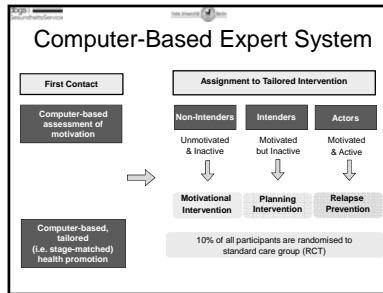
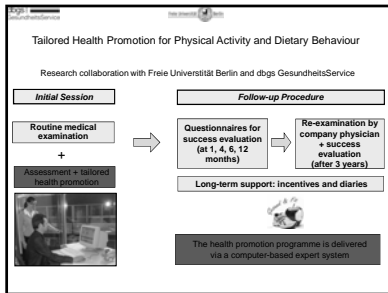
I do **not** intend to exercise five times per week for at least 30 minutes.

I **intend** to exercise five times per week for at least 30 minutes.

I **exercise** five times per week for at least 30 minutes.









some people would like to protect themselves when they are exposed to the sun and make an active plan to do so. How about you?

Not at all true	Somewhat true	Really true	Extremely true
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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My profile Login Logout Questionnaire assessment

In our study we want to focus on a specific aspect of your eating habits: **chewing**.

The following questions will assess the extent to which you chew your food, attitudes and beliefs on chewing as well as your feelings about your health.

Please answer the questions regarding today's meals.

To state your level of agreement or disagreement with the following statements, move the green indicator closer to the one end or the other.

**EXAMPLE** Today, I chewed my meals thoroughly.

I completely disagree  I completely agree

Back Next

**Question:**  
**Which constructs are included in the next 2 treatment examples?**

**Old habits die hard.**

The habit of insufficient chewing has become a "second nature" with most of us. In the beginning, one must give some conscious attention to break this habit.

People who really focus on the specific consequences that will emerge from attaining their personal goals may be more successful in carrying them out.

Try to anticipate both the positive outcomes that will result from chewing properly and the negative outcomes that can be avoided. When you are finished, tick this box.

☐

Back Next

**Old habits die hard.**

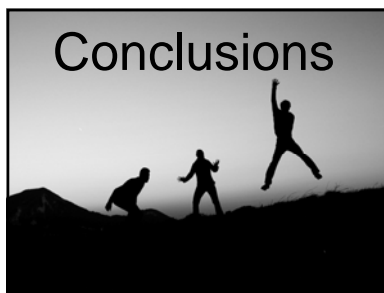
The habit of insufficient chewing has become a "second nature" with most of us. In the beginning, one must give some conscious attention to break this habit.

People who commit themselves to specific plans of action may be more successful with their goals. Studies show that committing to a plan helps to break old habits easily:

Just tell yourself: 'And if I take a bite to eat, I will chew it properly!'

Please say this line to yourself three times and commit yourself to acting on it. When you have said the line to yourself three times, tick this box.

☐



- The *Intention-Behavior Gap* can be bridged by (a) post-intentional constructs, or (b) stages of change:
  - In *Pre-Intenders*, risk and resource communication can improve motivation.
  - In *Intenders*, two kinds of strategic planning can promote initiative for action.
  - In *Actors*, relapse prevention strategies can stabilize the behavior.
- www.RalfSchwarzer.de
-

