

# S247

# Behaviour Change

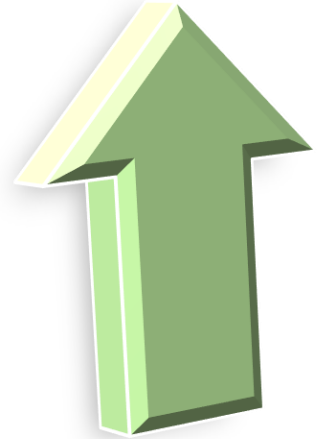
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## **Lesson 3 - Predisposing, Enabling and Reinforcing Worksheet & Logic Model**

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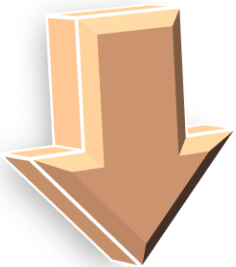


# Physical Activity vs Sedentary Behaviour



## Physical activity

can be undertaken as part of **recreation & leisure** (play, games, sports or planned exercise), **physical education, transportation** (wheeling, walking & cycling) or **household chores**, in the context of occupational, educational, home, & community settings.



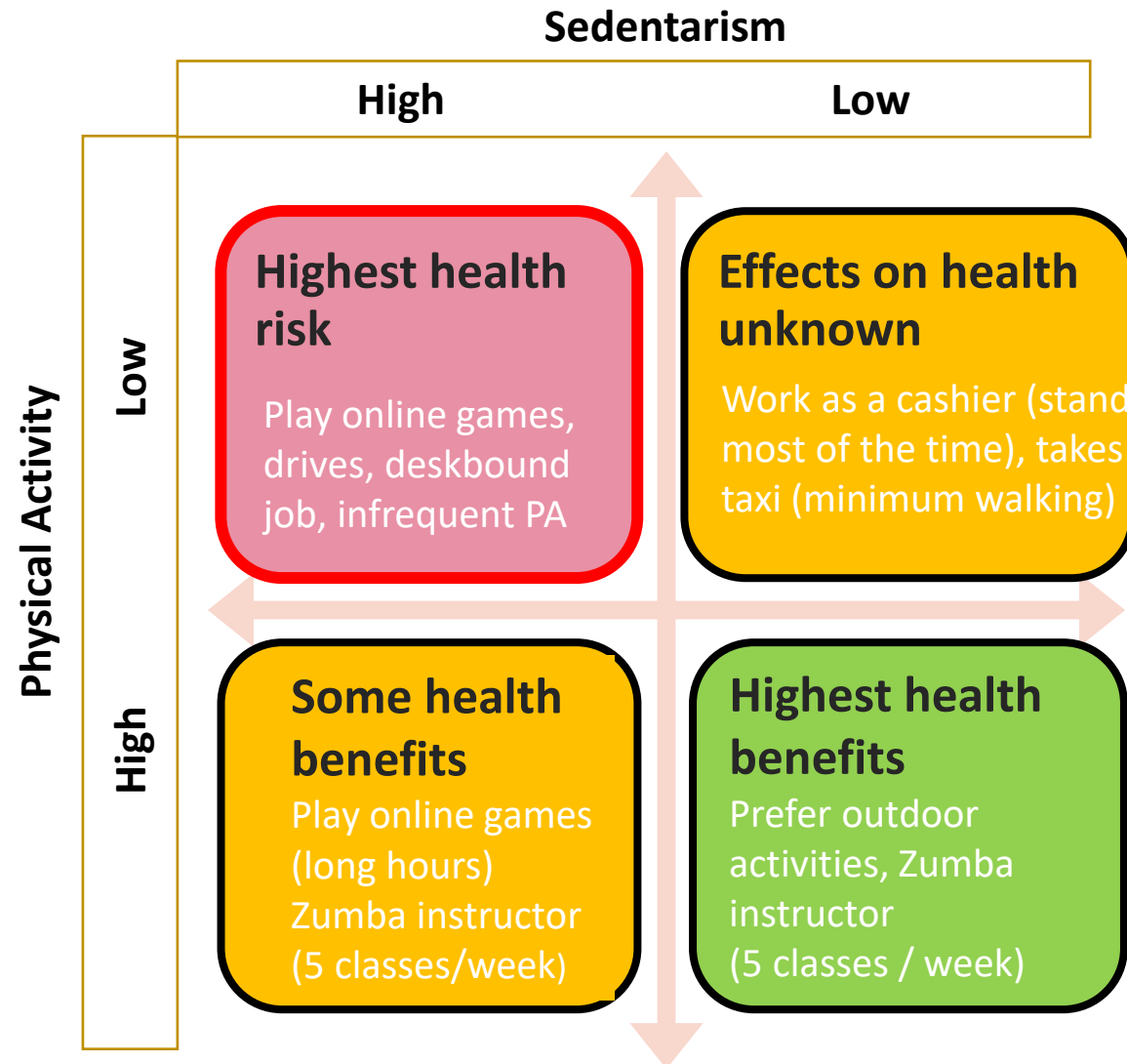
## Sedentary behaviour

is defined as **time spent sitting or lying with low energy expenditure, while awake**, in the context of occupation, educational, home, community settings & transportation.





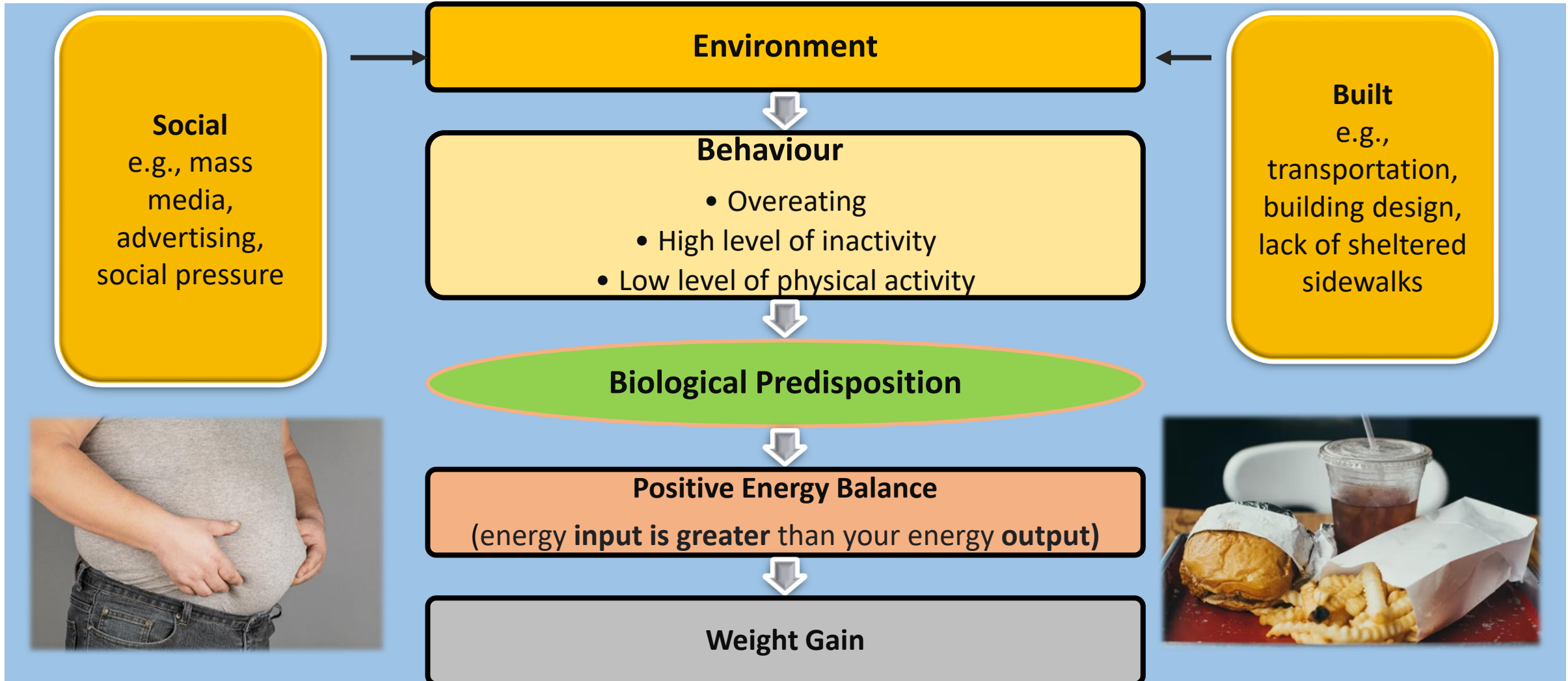
# Relationships Among Physical Activity, Sedentarism & Health (including Obesity)



PA = Physical Activity



# Obesogenic

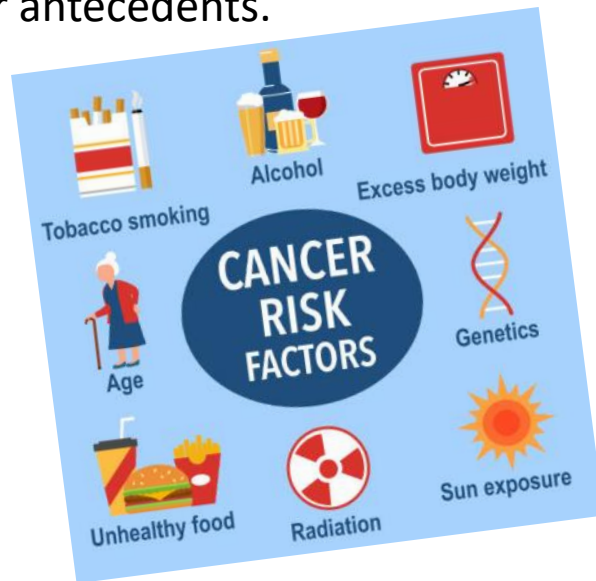


# Predisposing, Enabling & Reinforcing Worksheet



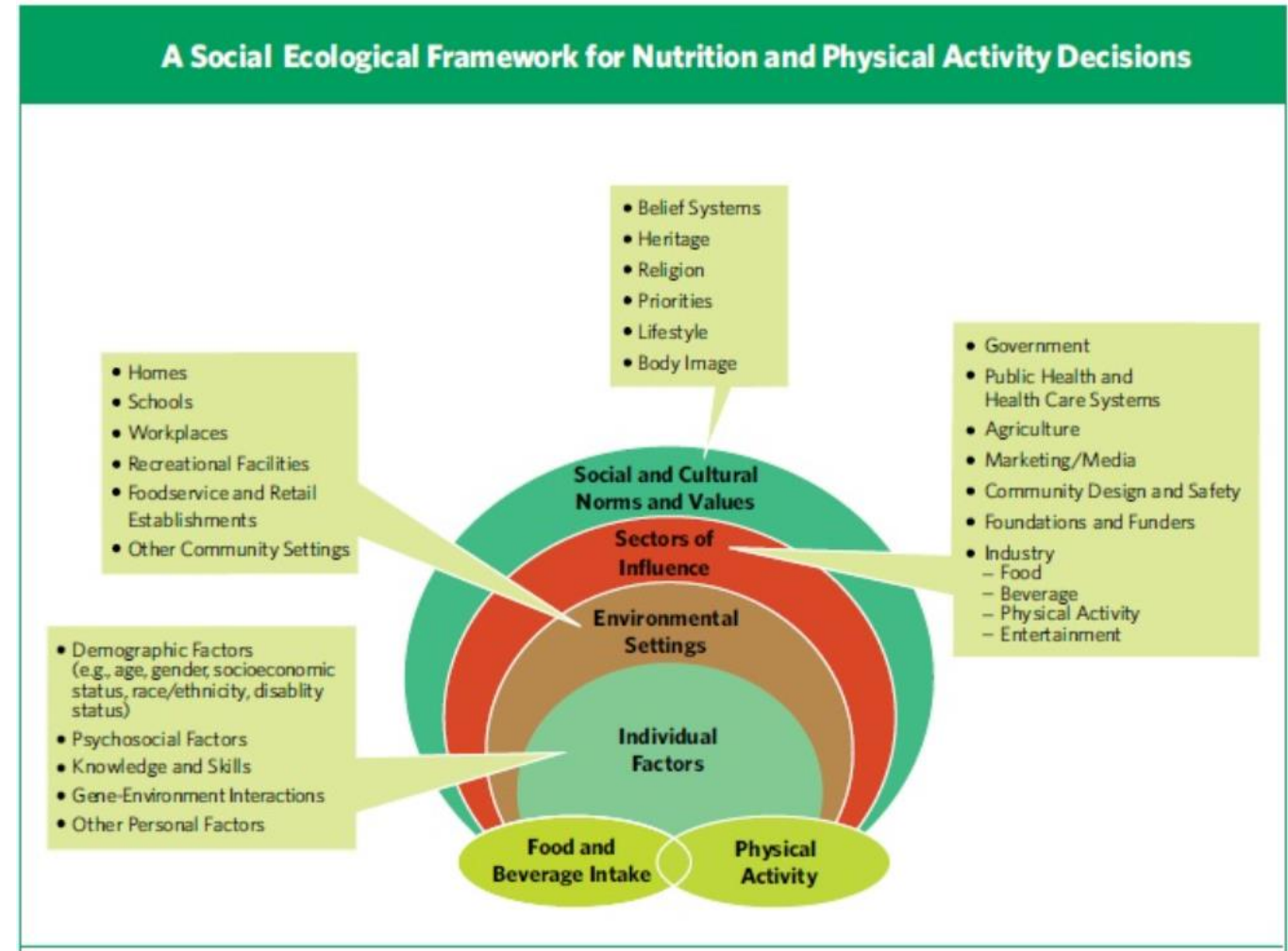
PER Worksheet is a planning tool.

Provides *layman-term* prompts for identifying health behavior antecedents.



Encompasses **5 health behaviour theories**:

1. Health Belief Model
2. Theory of Planned Behaviour
3. Social Cognitive Theory
4. Ecological perspective
5. transtheoretical model





# Recap - Stages of Change



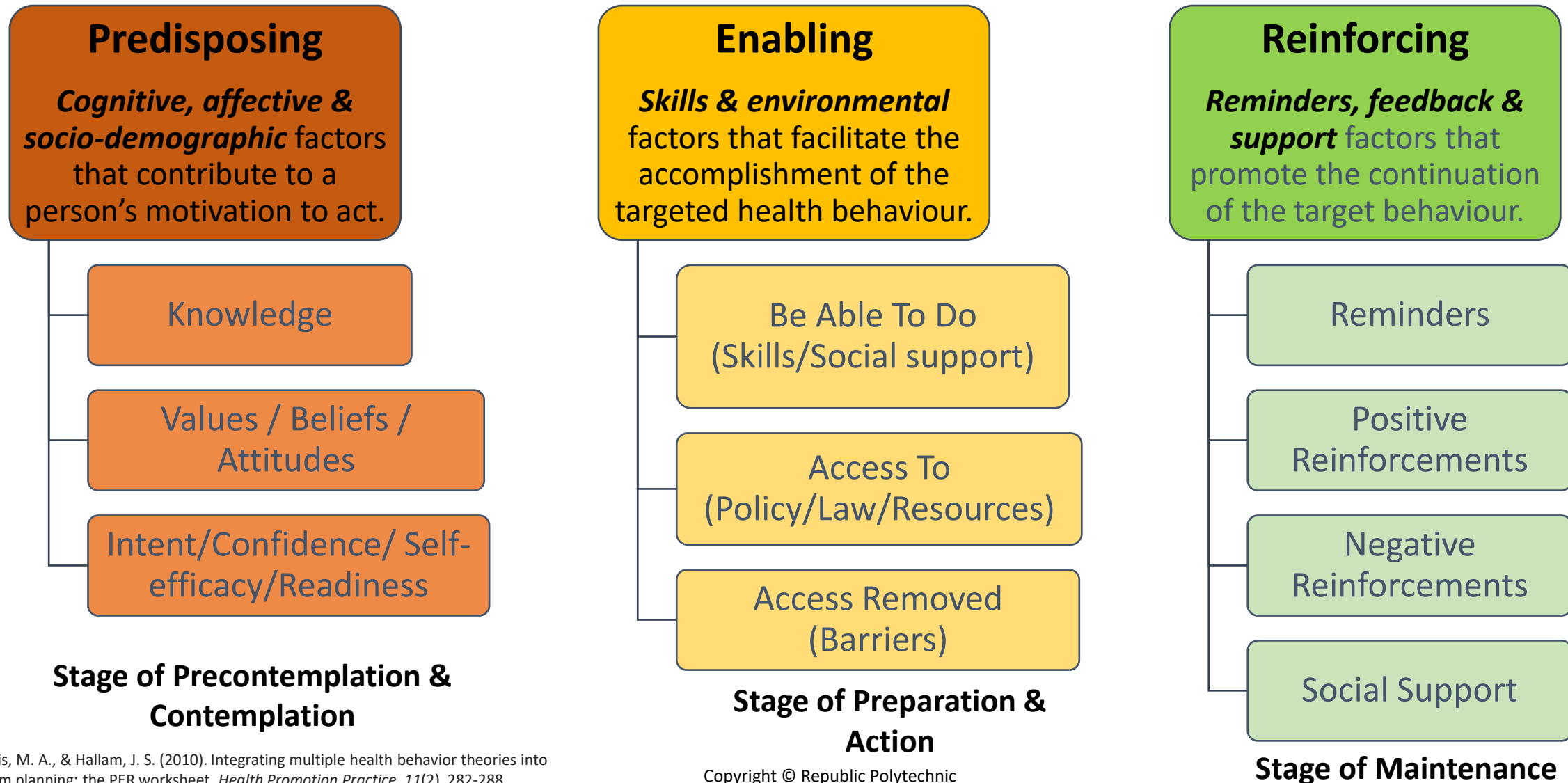
The Stages of Change Model

<https://www.youtube.com/watch?v=ayjXMix-nMw>





# Predisposing, Enabling & Reinforcing





# PER & Stages of Change

## Predisposing

- Stage of Precontemplation & Contemplation

Individuals ***must decide*** that the target behavior is “a good idea” (pre-contemplation) & progress to “I can do this” (contemplation)

## Enabling

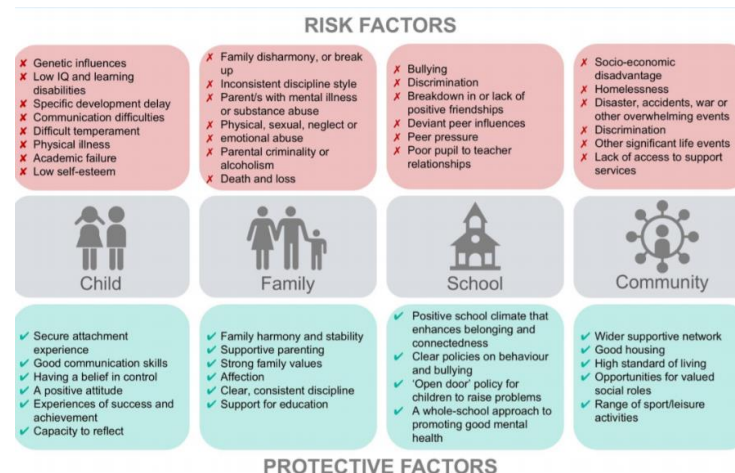
- Stage of Preparation & Action

An individual is ***actively preparing*** to or performing the target behaviour.

## Reinforcing

- Stage of Maintenance

Involves the ***sustainability of the behavior & integration*** into one’s lifestyle.



## Emotional Health In Schools

- Choose either the **risk or protective factors** & **match them** to the **PER** components.
- Add more examples under the PER model.
- Discuss findings & share insights.





# Predisposing Factors

## Predisposing

**Cognitive, affective & socio-demographic** factors that contribute to a person's motivation to act

Knowledge

- What one knows or does not know.

Values / Beliefs / Attitudes

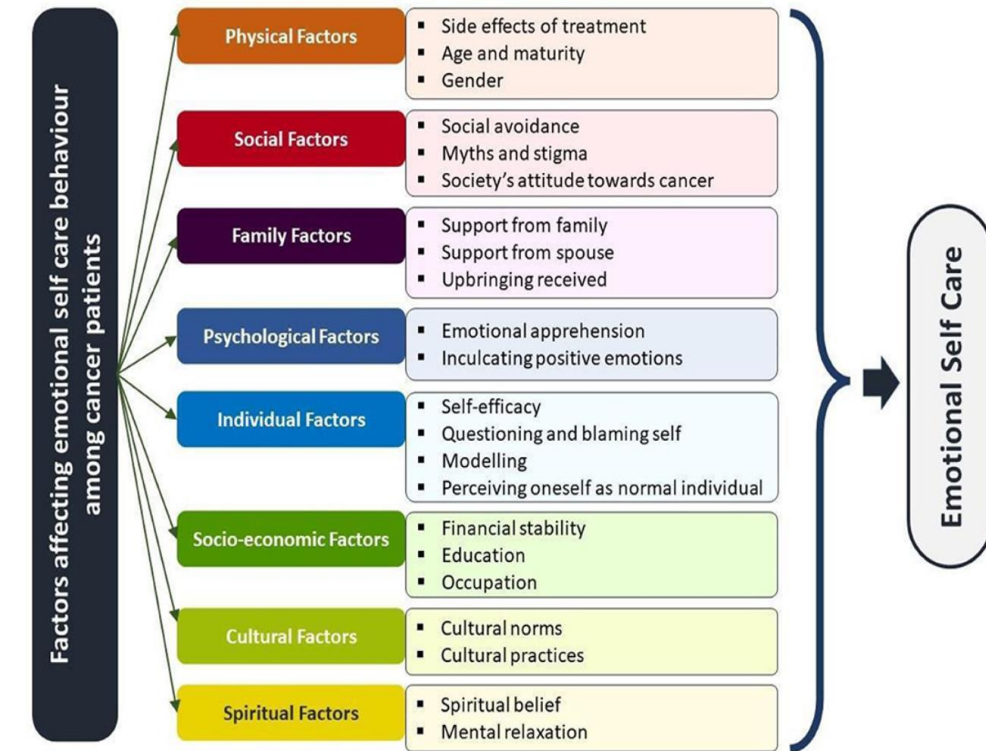
- Perceived susceptibility, severity, threat, benefits, barriers
- Attitude toward the behaviour
- Self-efficacy
- Outcome expectations

Intent/Confidence/  
Self-efficacy/Readiness

- What does one intend to do to achieve the target behaviour

**Stage of Precontemplation & Contemplation**

Which of the following are **pre-disposing** factors?



Langlois, M. A., & Hallam, J. S. (2010). Integrating multiple health behavior theories into program planning: the PER worksheet. *Health Promotion Practice*, 11(2), 282-288.

Sebastian, A. T., Rajkumar, E., John, R., Daniel, M., George, A. J., Greeshma, R., & James, T. (2022). Emotional Self-Care: Exploring the Influencing Factors Among Individuals With Cancer. *Frontiers in Psychology*, 13, 898345. <https://doi.org/10.3389/fpsyg.2022.898345>



# Enabling Factors

## Enabling

**Skills & environmental factors**  
that facilitate the  
accomplishment of the target  
health behaviour

**Be Able To Do  
(Skills/Social support)**

- Self-regulation (goal setting, decision making & tracking)
- What one can do with support

**Access To  
(Policy/Law/Resources)**

- Facilities
- Companion
- Equipment

**Access Removed  
(Barriers)**

- Things that distract one from committing to the target behaviour

**Stage of Preparation & Action**

## Enabling Factors Associated with Smoking Relapse among Hospital Workers

Table 4. Association of enabling factors with smoking relapse

Despondency sensation without tobacco
I like the taste of tobacco.
weight gain
I like the smell of tobacco.
Smoking is my reward.
Smoking relaxes me.
I like smoking.
Smoking helps me to escape.
Smoking helps me to concentrate.
Not smoking reinforces my self-esteem.
Tobacco represents a waste.
Relatives died because of tobacco.
I think about the example that I am giving to my kids.
Illness related to tobacco

Bautista-Rentero, D., Moret-Tatay, C., Chaparro-Barrios, C., Ciancotti-Oliver, L., González-Steinbauer, C., & Zanón-Viguer, V. (2014). Predisposing, enabling and reinforcing factors associated with smoking relapse among hospital workers. *Journal of occupational health*, 56(1), 21–27. <https://doi.org/10.1539/joh.13-0088-oa>

Langlois, M. A., & Hallam, J. S. (2010). Integrating multiple health behavior theories into program planning: the PER worksheet. *Health Promotion Practice*, 11(2), 282-288.



# Reinforcing Factors

## Reinforcing

Reminders, feedback and support factors which promote the continuation of the target behaviour

### Reminders

- Scheduled reminders
- Prompts
- Cues to act

### Positive Reinforcements

- Praise
- Encouragement
- Rewards

### Negative Reinforcements

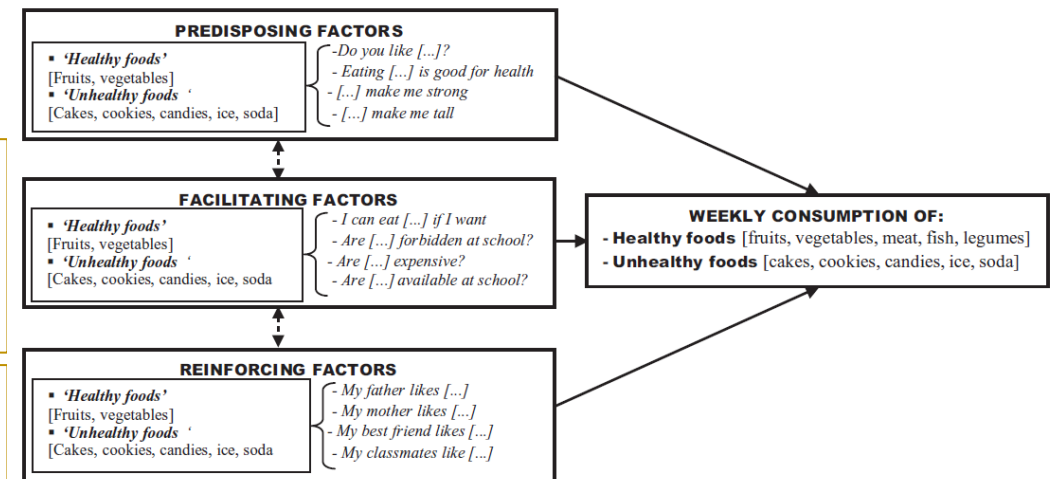
- Negative emotions
- Discomfort
- Punishment

### Social Support

- Family, friends, colleagues
- Support group

Stage of Maintenance

Predisposing, facilitating and reinforcing factors of healthy and unhealthy food consumption in schoolchildren

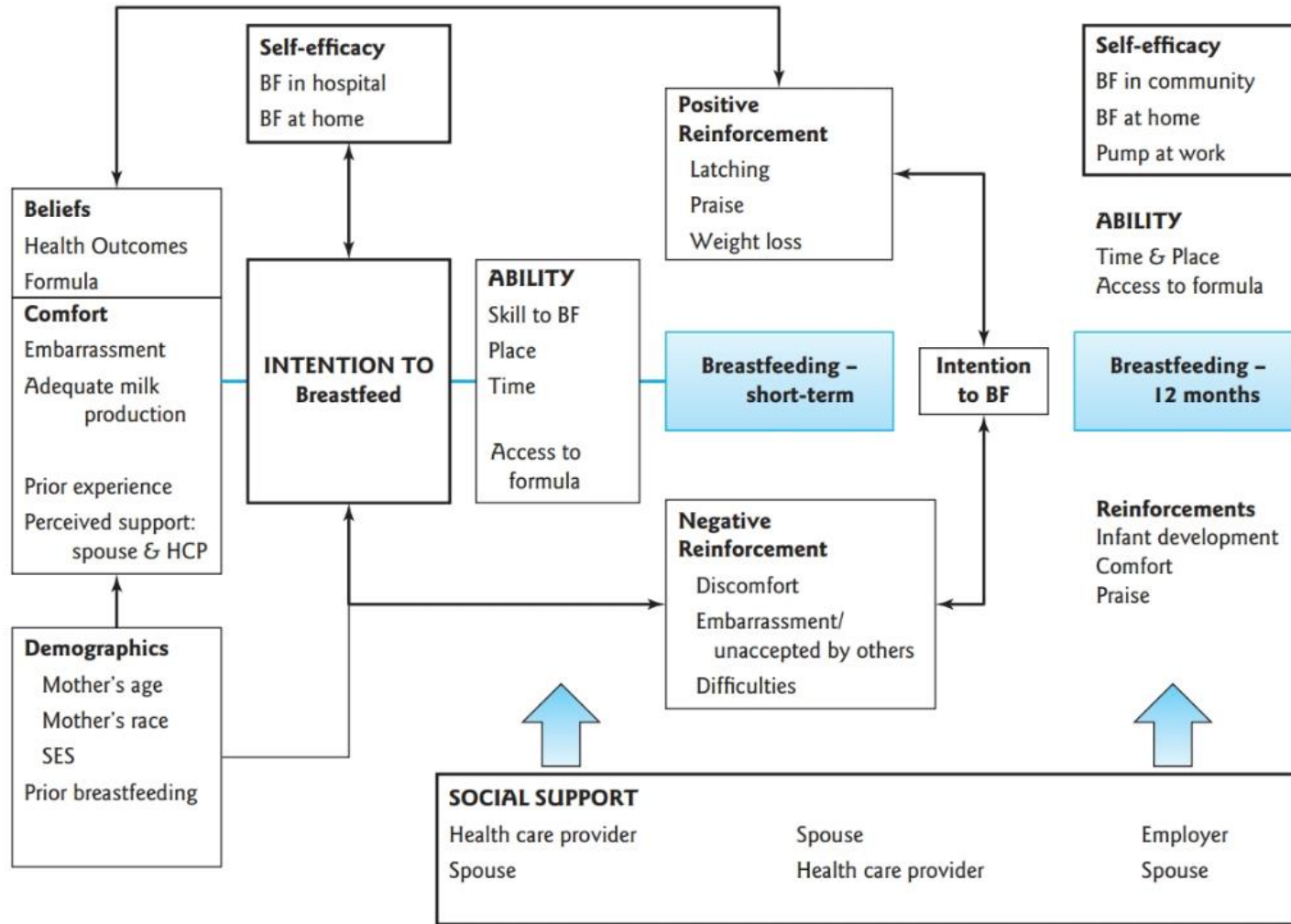


Daboné, C., Delisle, H., & Receveur, O. (2013). Predisposing, facilitating and reinforcing factors of healthy and unhealthy food consumption in schoolchildren: a study in Ouagadougou, Burkina Faso. *Global health promotion*, 20(1), 68–77. <https://doi.org/10.1177/1757975913476905>

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# Example of A Theoretical Logic Model

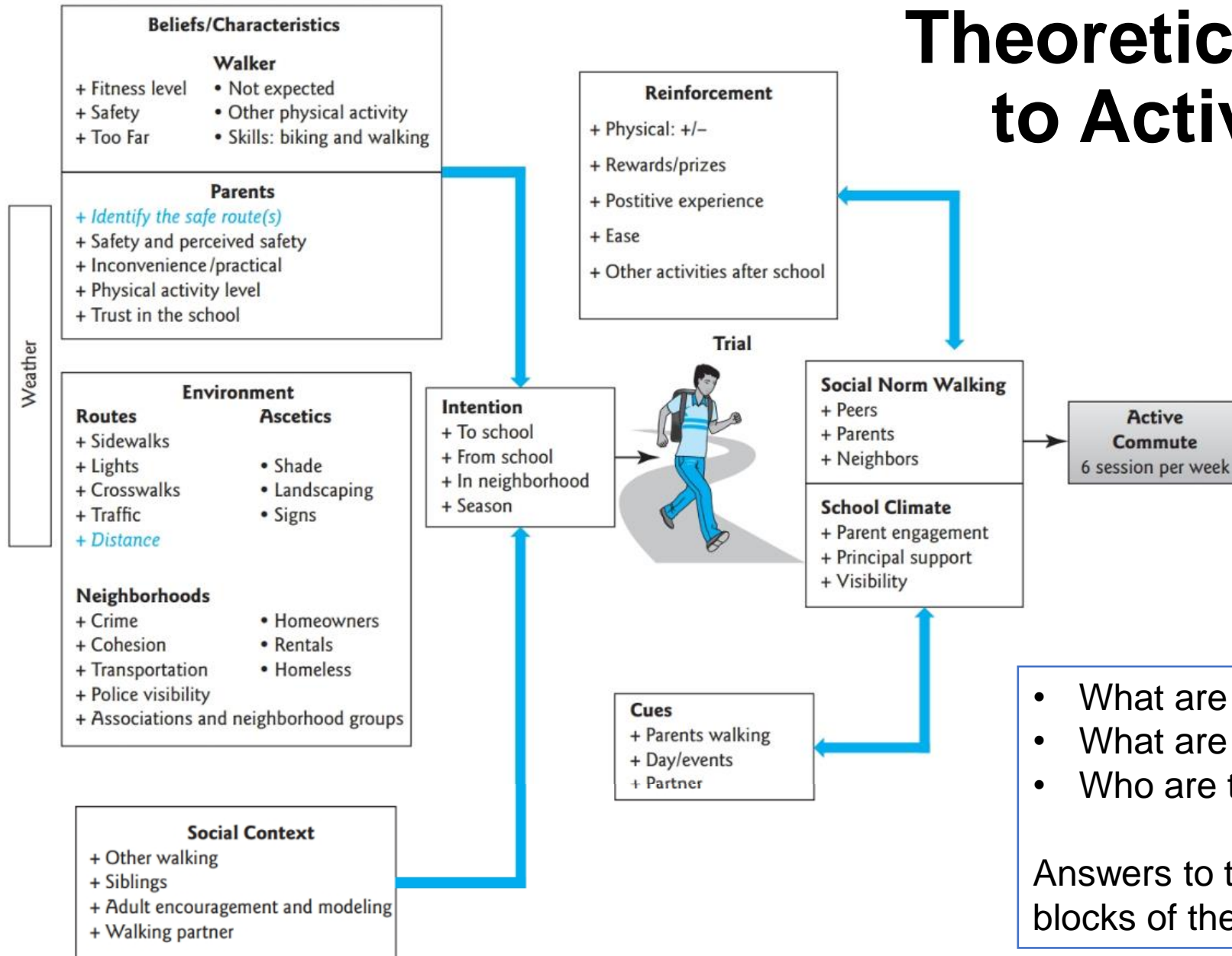


- Present proposed idea / programme using diagrams.

**Figure 8-3** Breastfeeding for 12 Months Theoretical Logic Model



# Theoretical Logic Model to Active Commute



- What are the **key antecedents**?
- What are the **milestones**?
- Who are the **key stakeholders**?

Answers to these questions become the building blocks of the **logic map**.

**Figure 8-2** Finding a Route Theoretical Logic Model



# References

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