

Applying systems-based behaviour change theory to rapid interventions

Changing behaviour in
school systems in Syria




Systems-based behaviour change theory in rapid interventions

Setting the scene



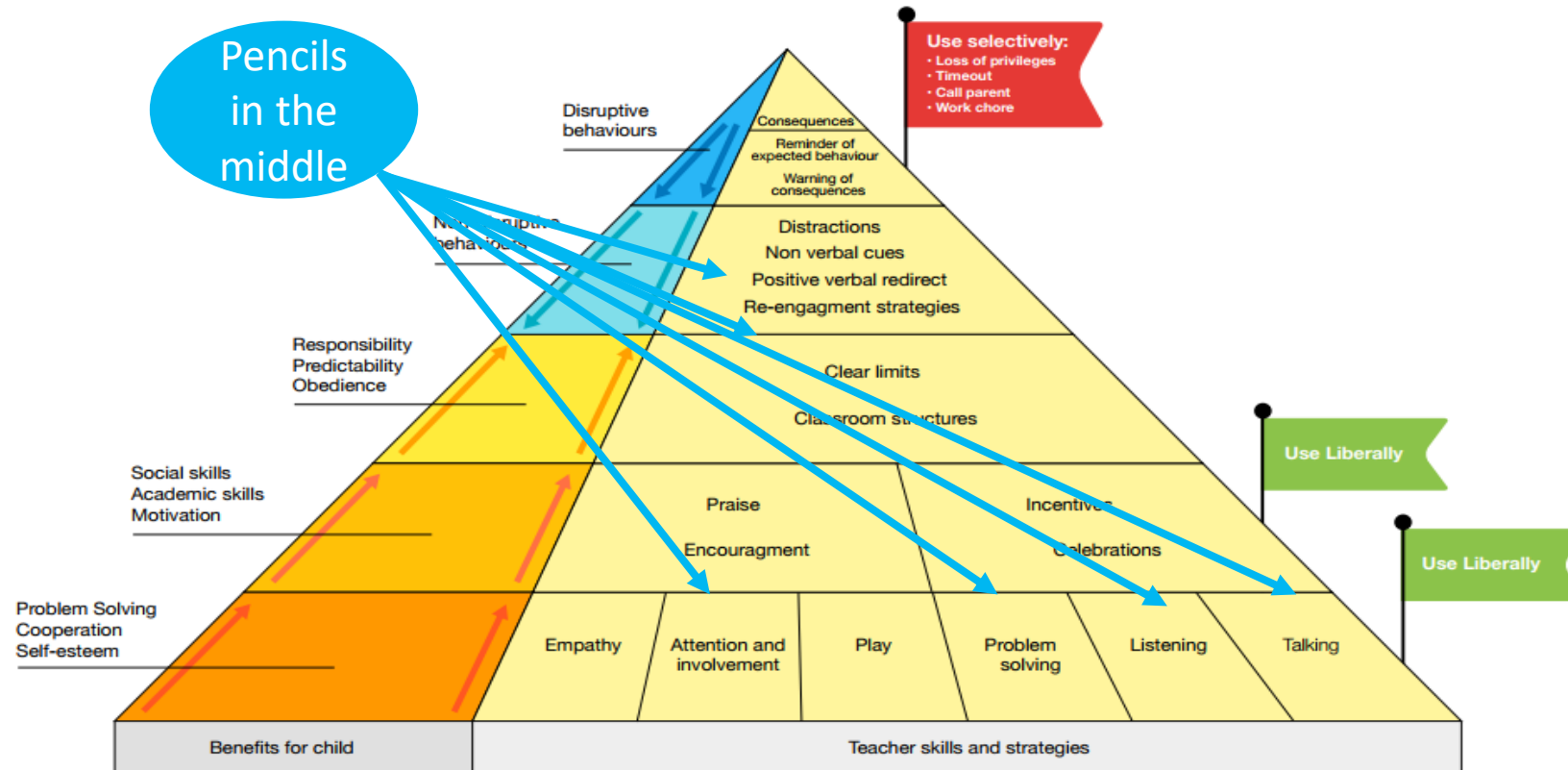
- FCDO-funded education programme in Syria
- Safe, inclusive, and quality learning opportunities to children, while supporting education actors to effectively manage education;
- Uses research to test concepts for scale-up.

- 
- Negative discipline is frequently used
 - Questionable perceptions of what a 'negative behaviour' from a child is
 - Need for support from peers



Positive discipline

Figure 5: The Incredible Years Teaching Pyramid®



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes* (Facilitator Manual), Seattle.

Research Questions



What types of student behaviours result in teacher discipline?
What do teachers perceive to be the causes underpinning these student behaviours?



To what extent do participating teachers take up specific techniques introduced in each cycle?

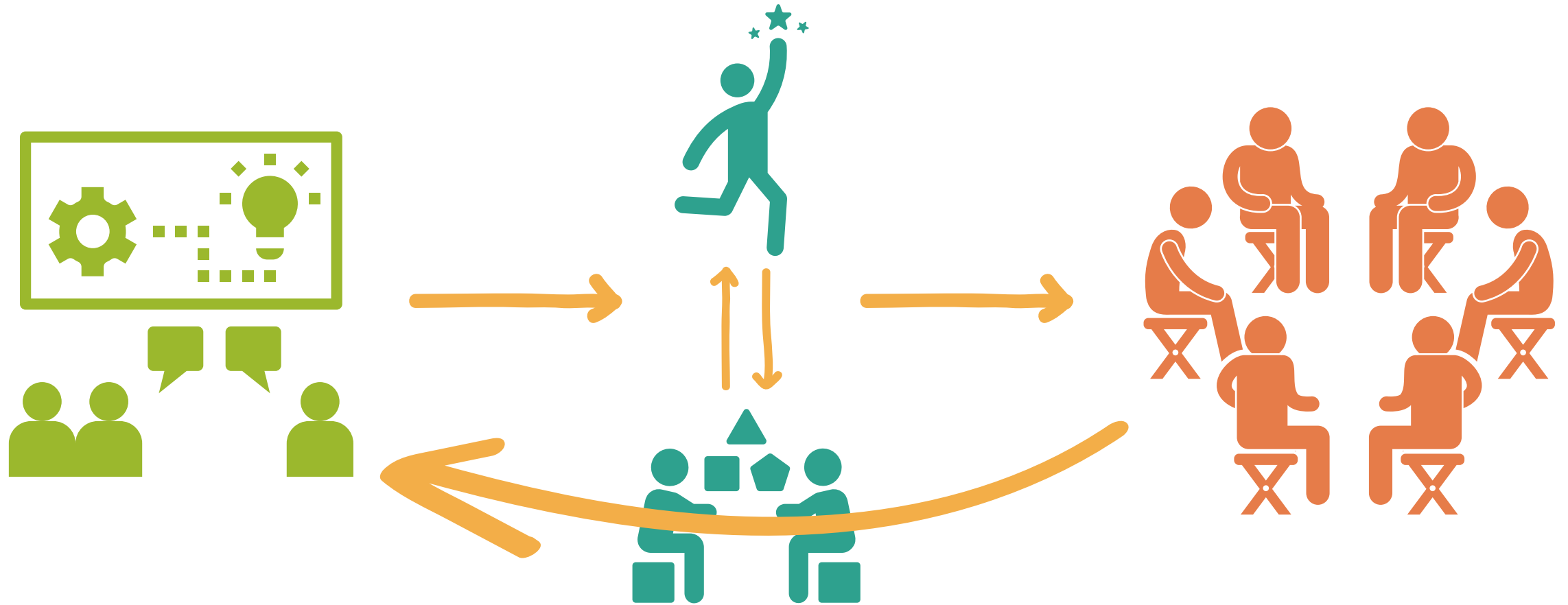


Which factors influence teacher uptake and continued use?
Why?



To what extent does participation in programme activities influence teacher attitudes about the use of negative discipline? Why?

Research Approach



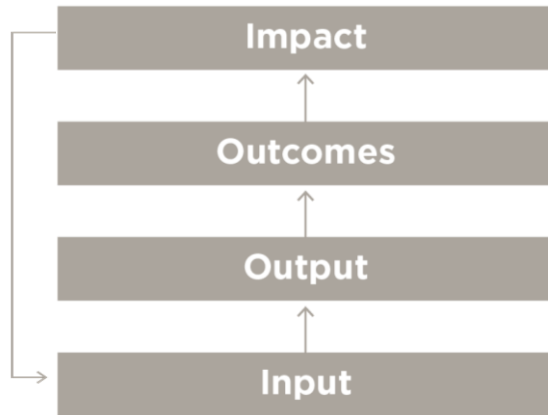
Systems-based behaviour change theory in rapid interventions

The theory: complexity defined

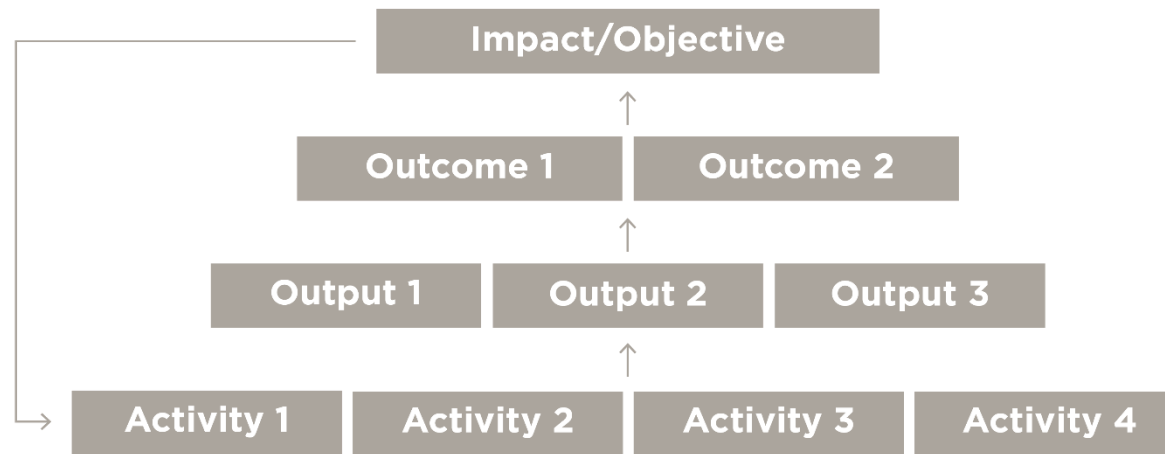
Behaviour change is Complex



SIMPLE
SITUATION



COMPLICATED
SITUATION

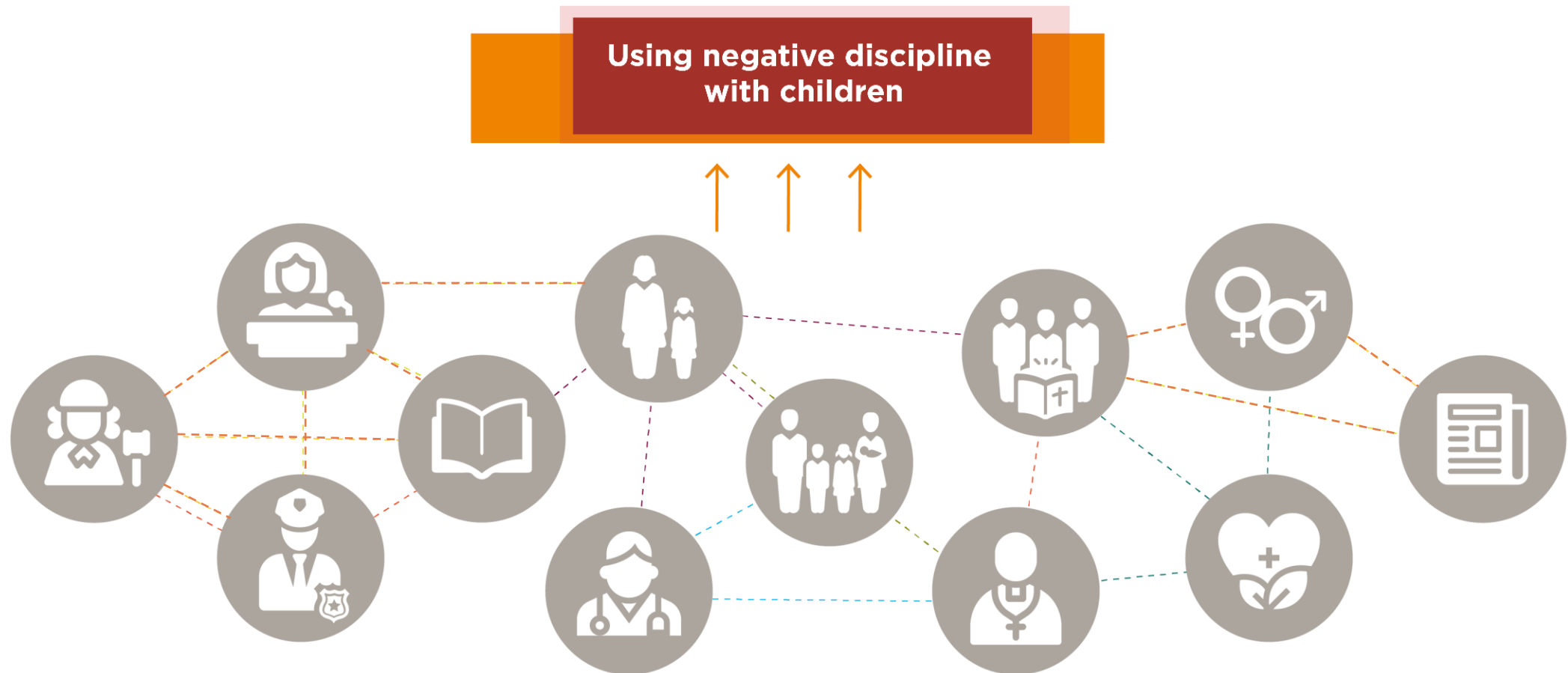


COMPLEX
SITUATION

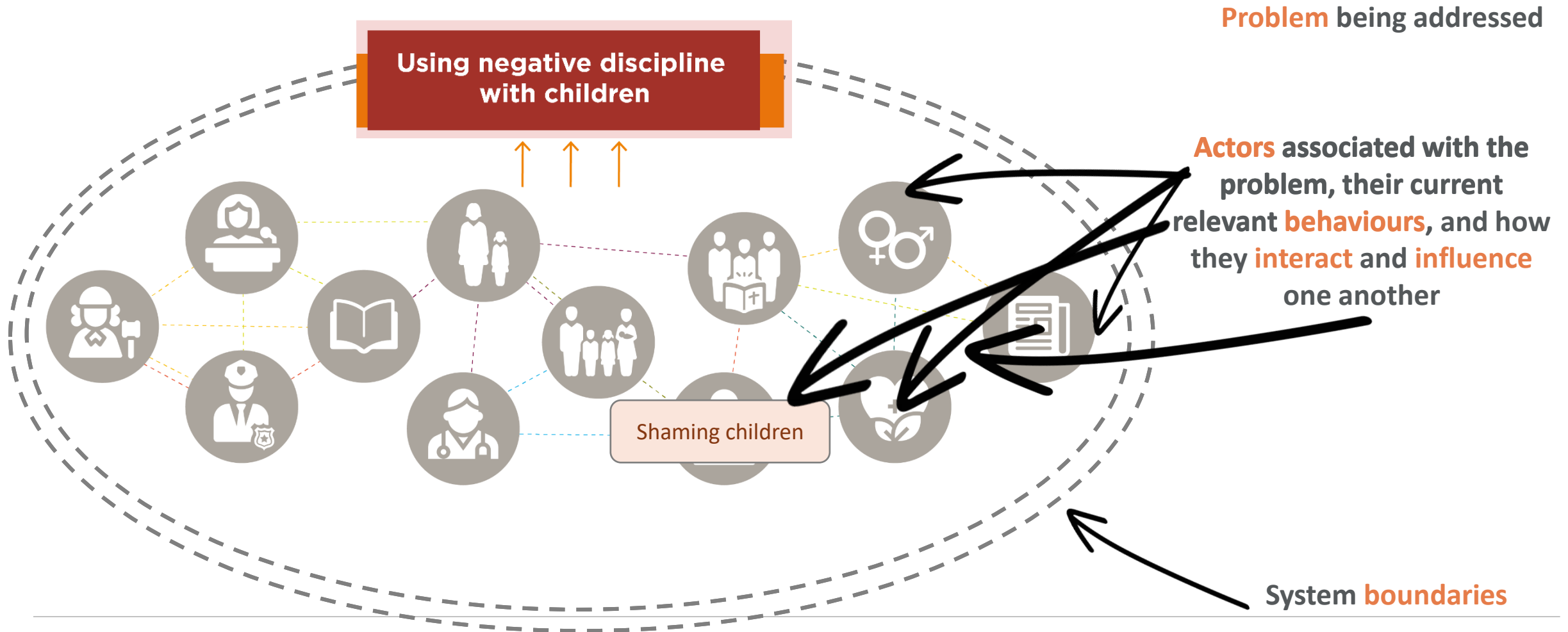




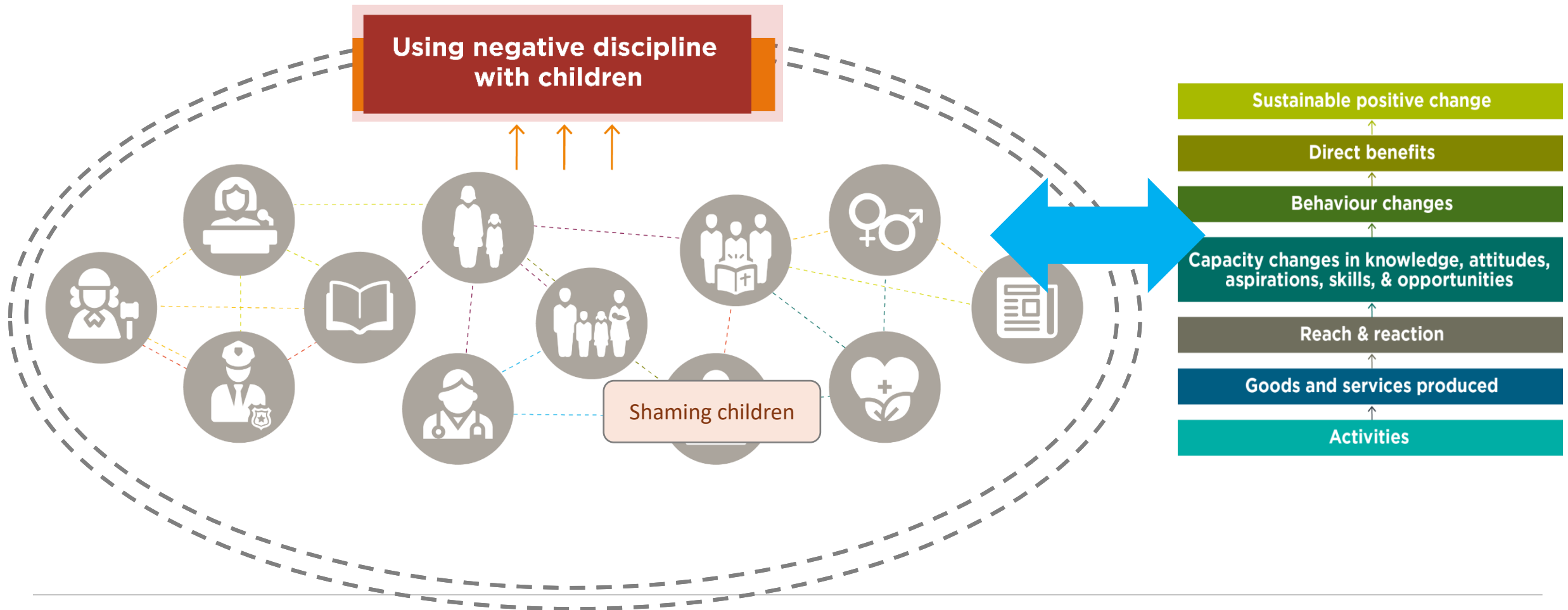
Systemic problems from behavioural systems



Actor-Based Representation of System Dynamics

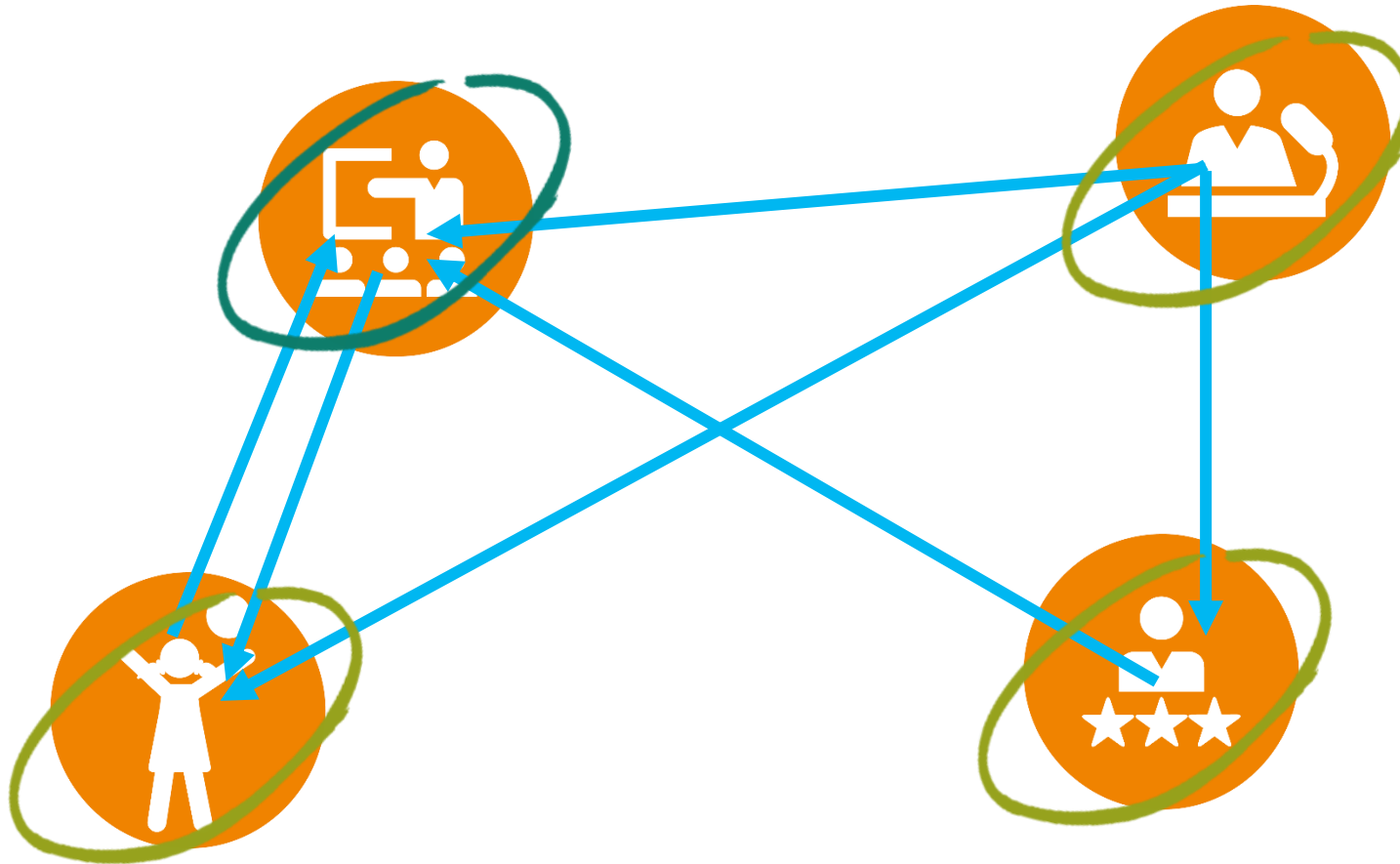


Actor-Based Representation of System Dynamics



Behavioural System

Using negative discipline
with children



Behaviour Change



Behaviour Change: Let me Make you a Cup of Tea...



Capability

Is it a capability issue? Do I not **know how** to make a cup of tea or use a kettle?



Opportunity

Is it an opportunity issue? Do I not **have access to** a kettle or teabag (physical opportunity)?
Is it taboo for me as a woman to drink tea, or does my workplace not have a structure permitting tea drinking (social opportunity)?



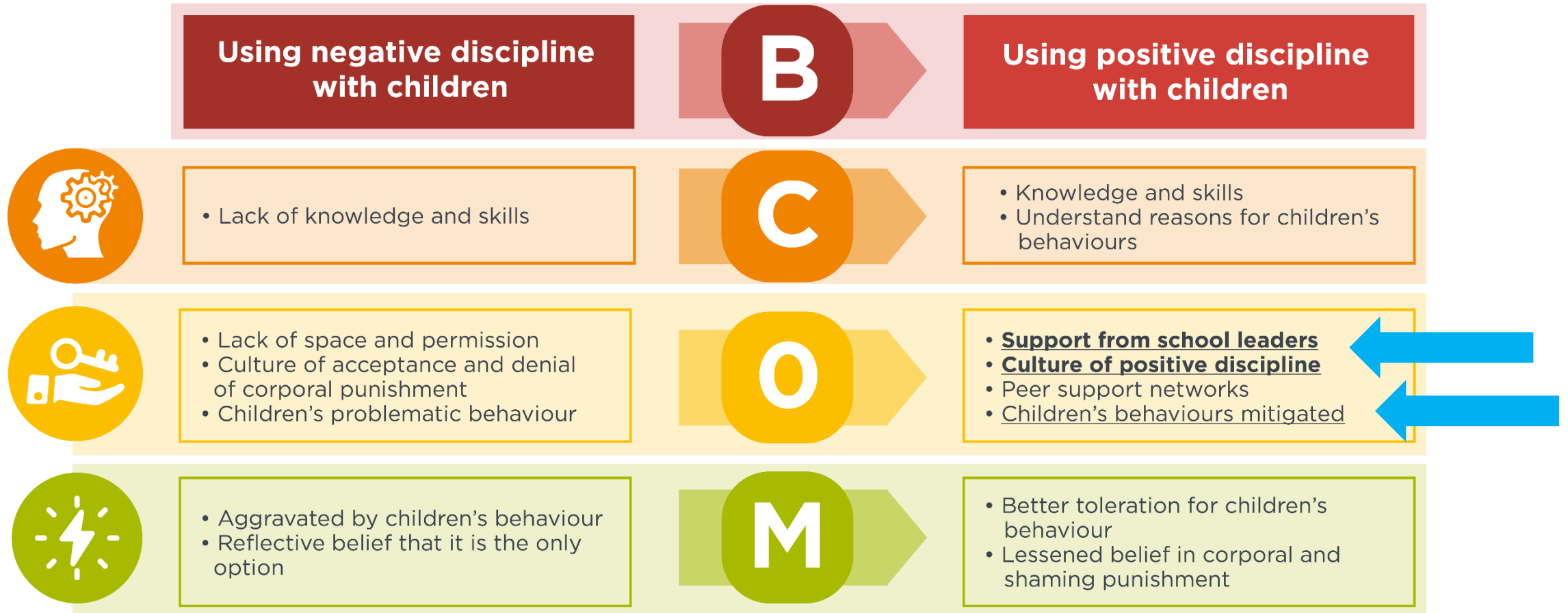
Motivation

Is it a motivation issue? Do I not **want** to drink tea? Do I not see the value in it?

Behaviour

Not drinking
tea

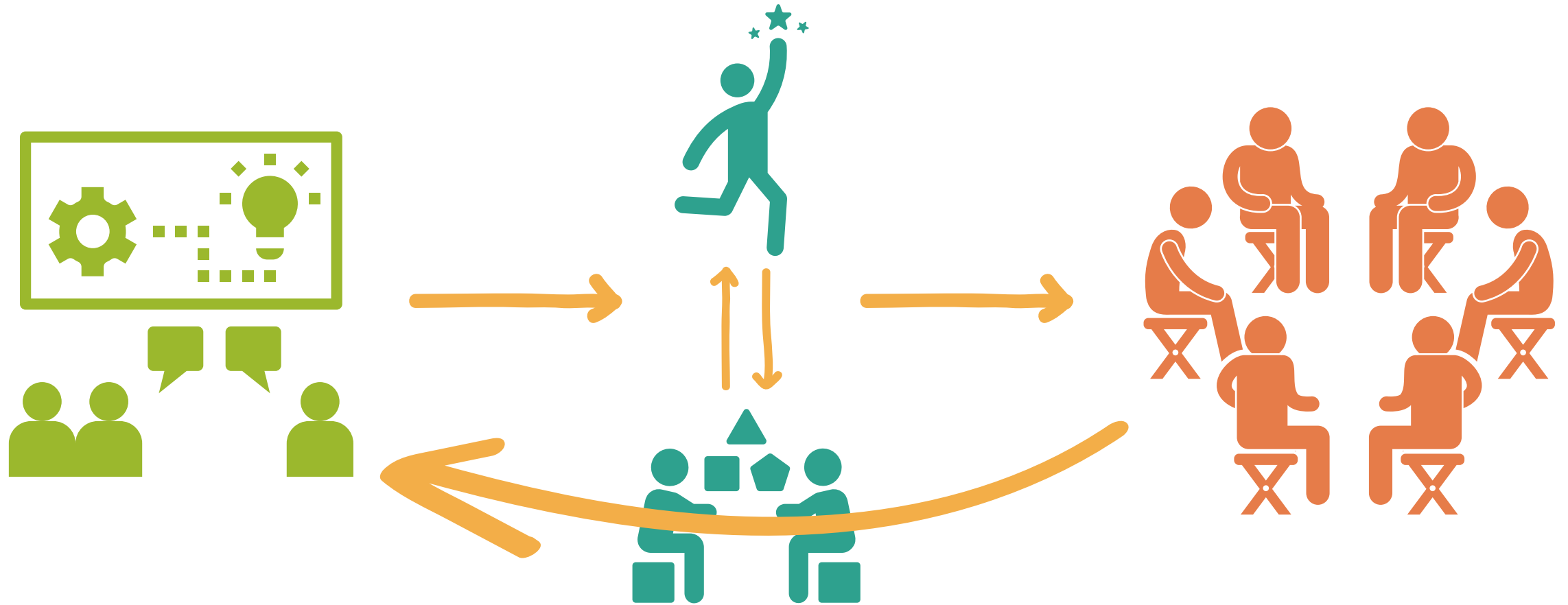
Underlying Behavioural Theory: Teachers



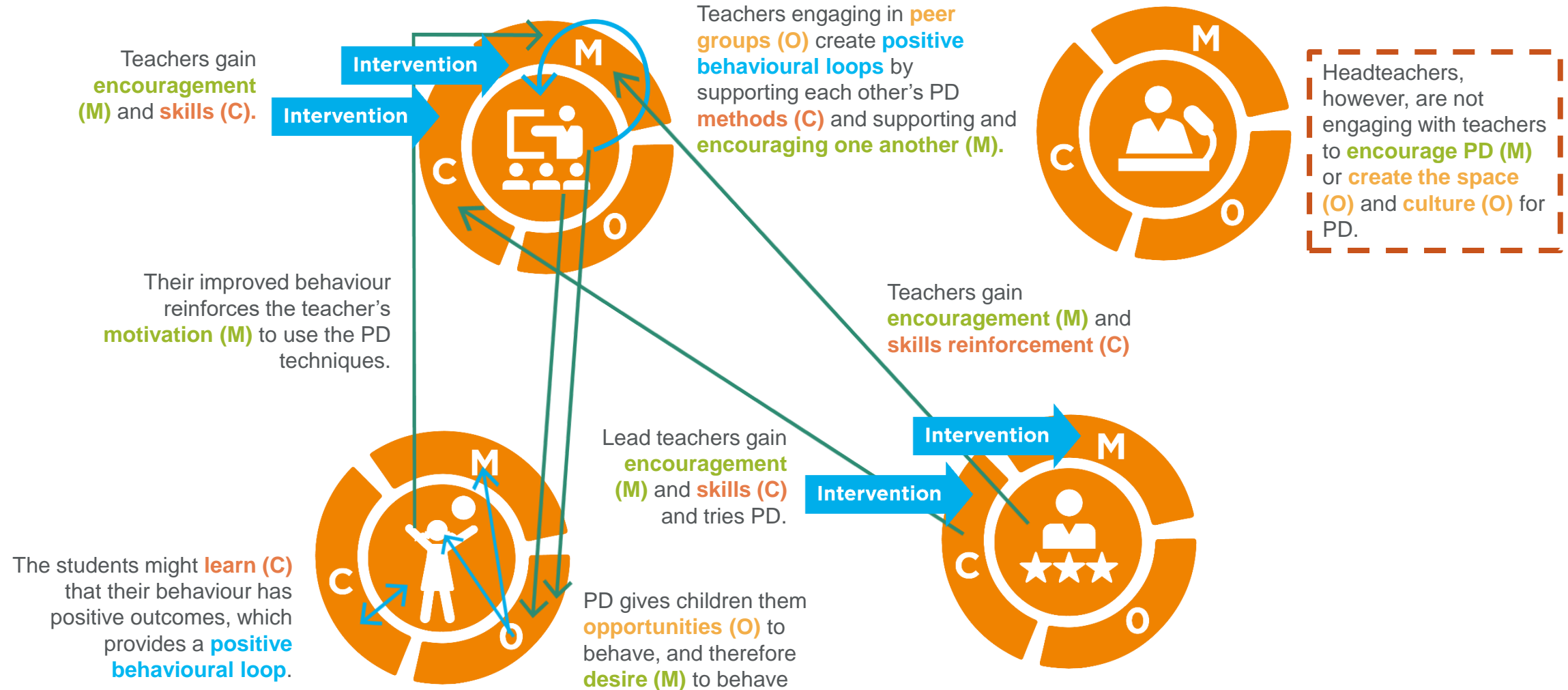
Systems-based behaviour change theory in rapid interventions

The theory in practice

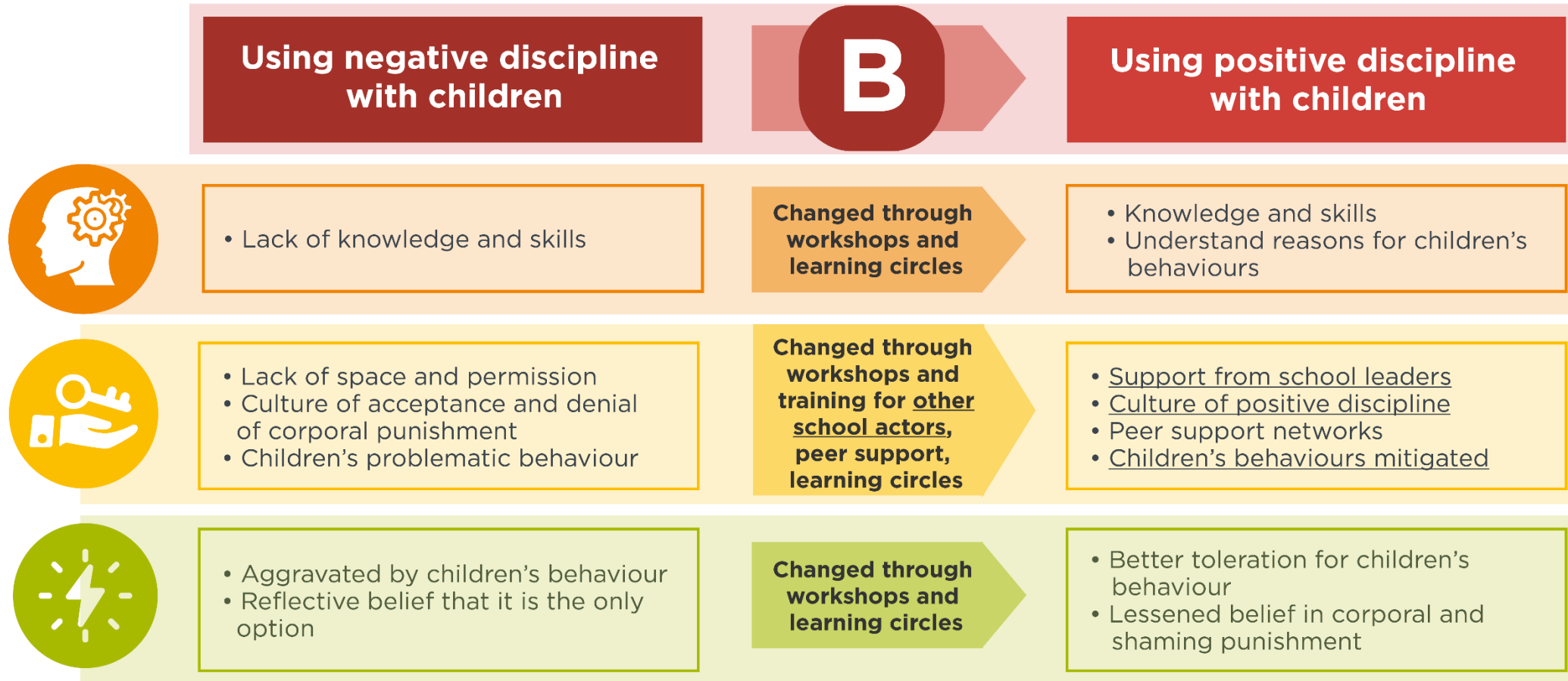
Research Approach



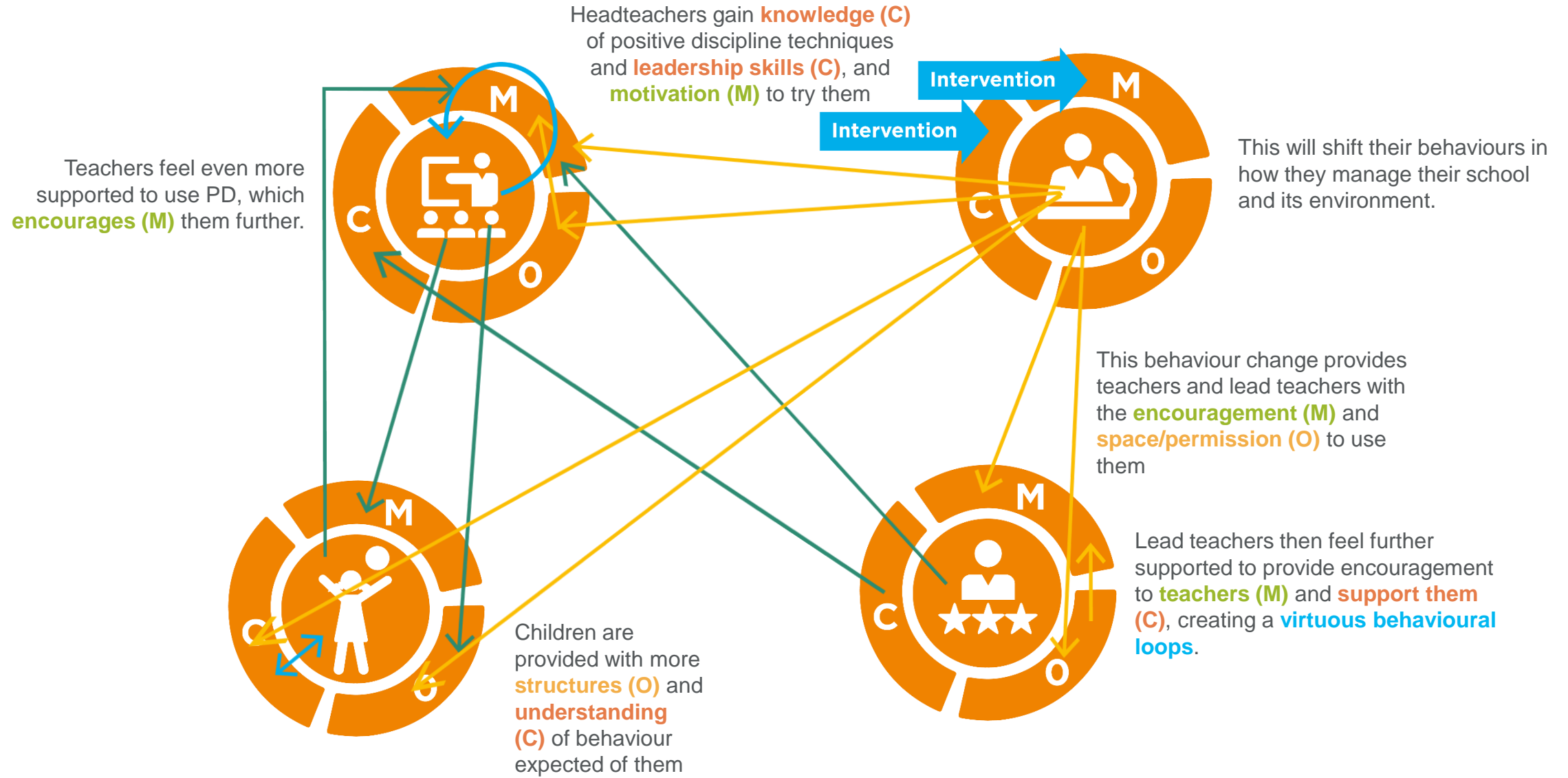
Behavioural System Prior to Head Teacher Engagement



Underlying Behavioural Theory: Teachers



Behavioural System: Future State after Head Teacher Inclusion



Research Approach: testing the COM-B theory

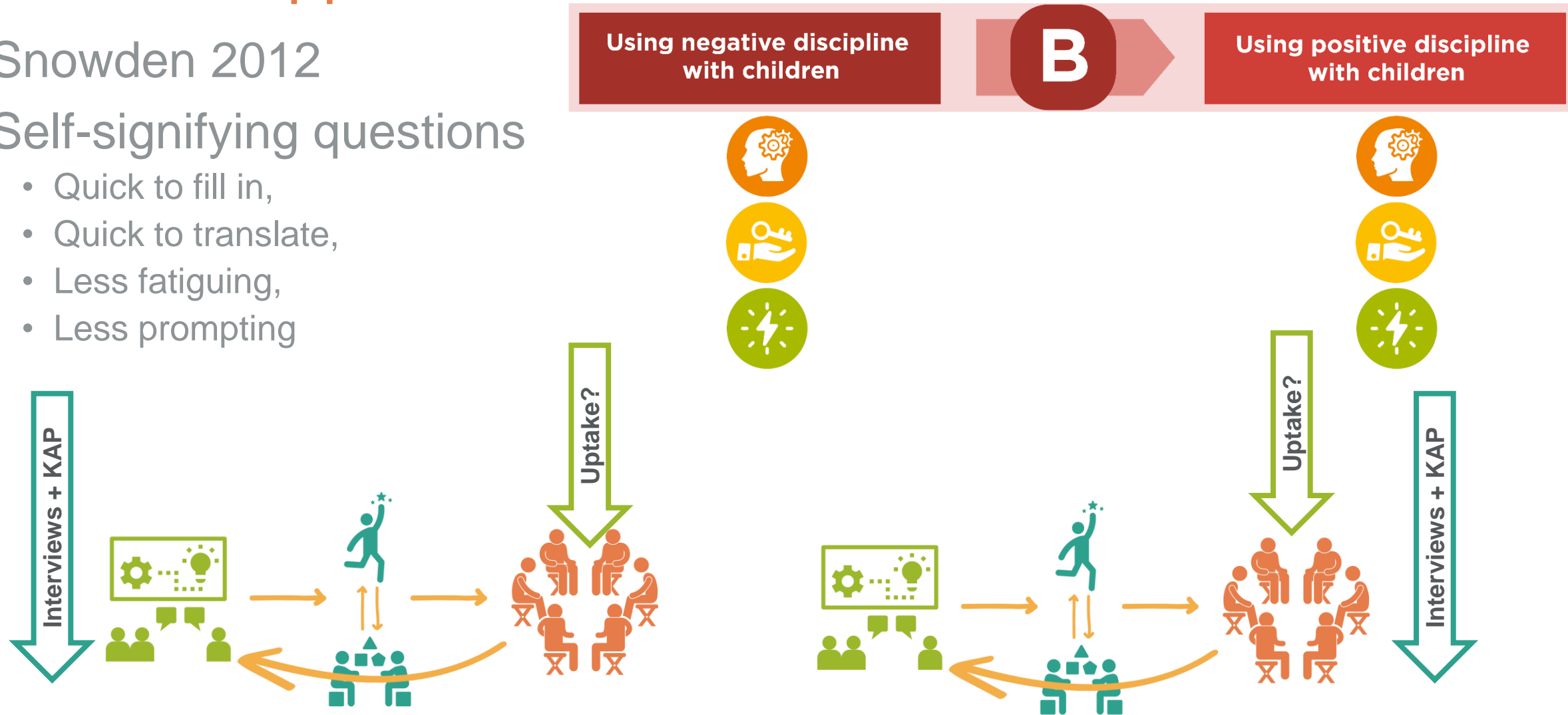
- Baseline:

- RQ 1: group interviews
- RQ 2: KAP questionnaire
- RQ 4: KAP questionnaire

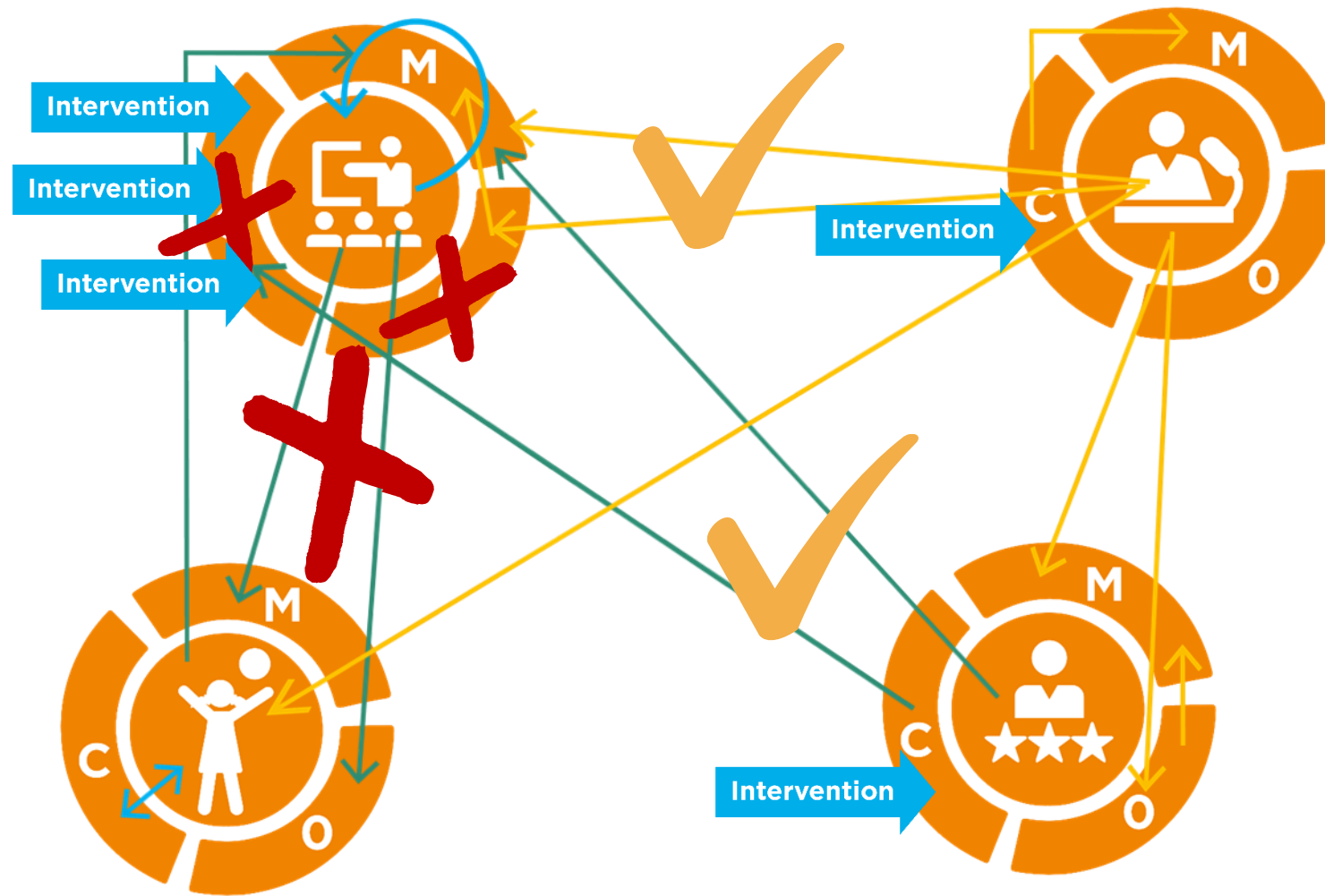


Research Approach: New Methods

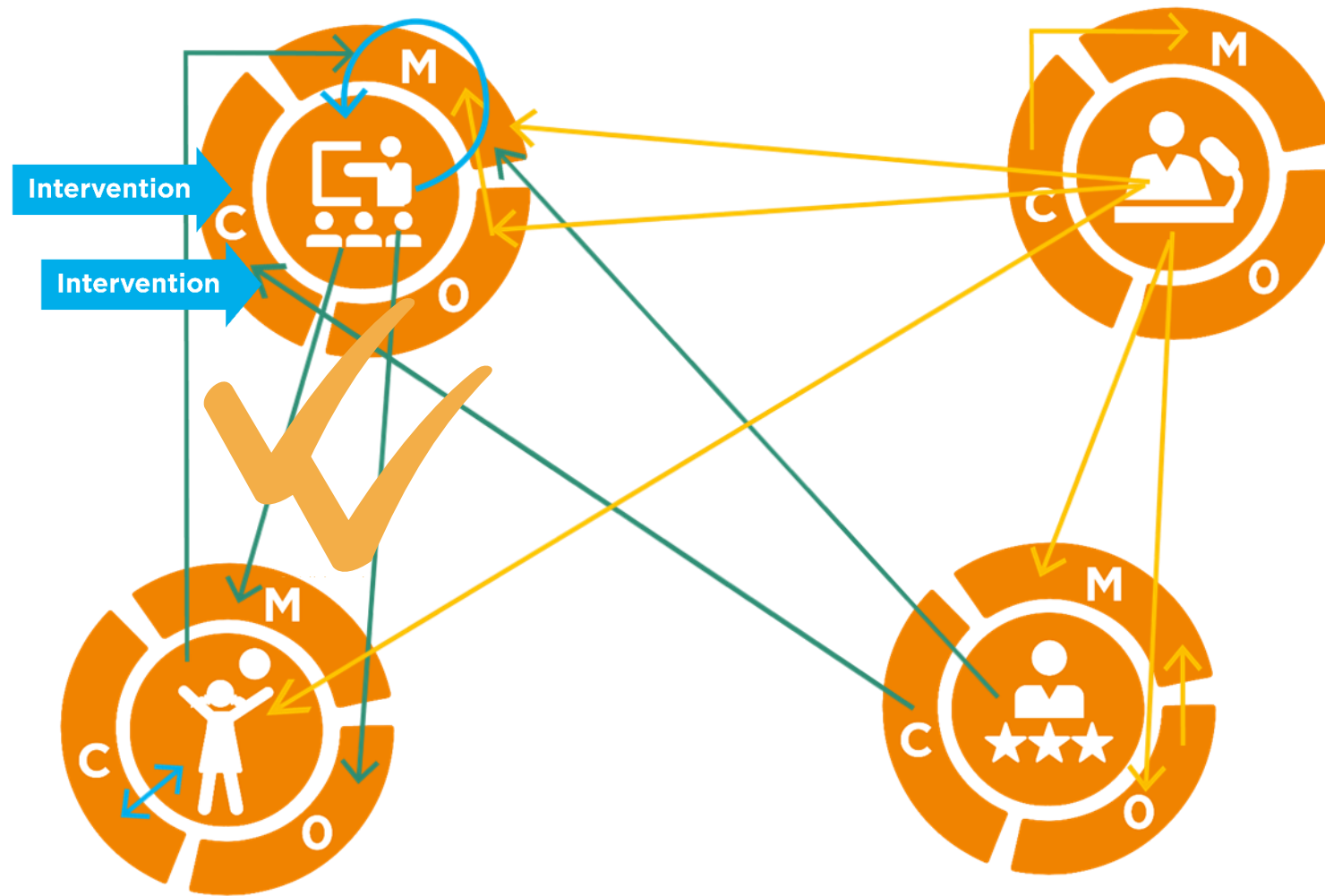
- Snowden 2012
- Self-signifying questions
 - Quick to fill in,
 - Quick to translate,
 - Less fatiguing,
 - Less prompting



Behavioural System: Pivoting



Behavioural System: Pivoting



Research Questions: results



What types of student behaviours result in teacher discipline?
What do teachers perceive to be the causes underpinning these student behaviours?



To what extent do participating teachers take up specific techniques introduced in each cycle?



Which factors influence teacher uptake and continued use?
Why?



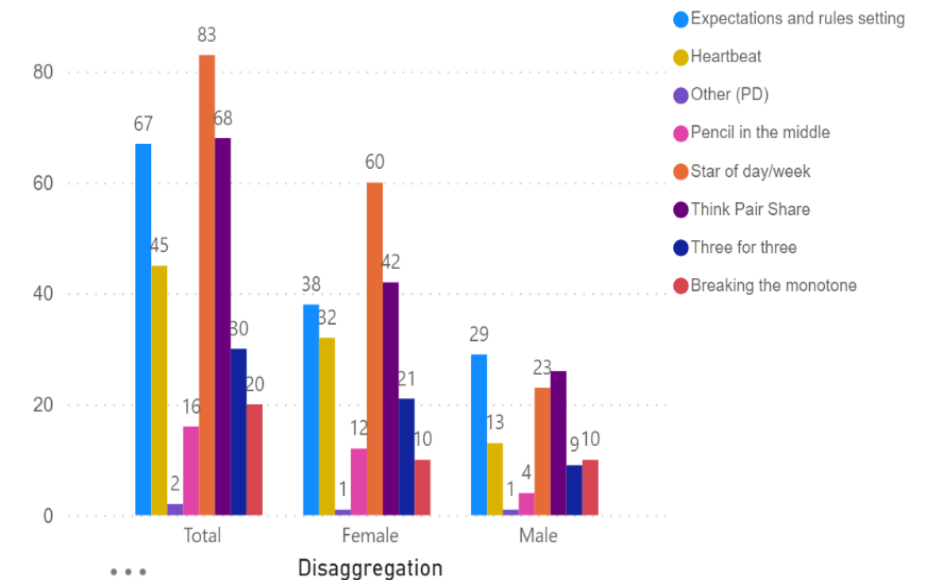
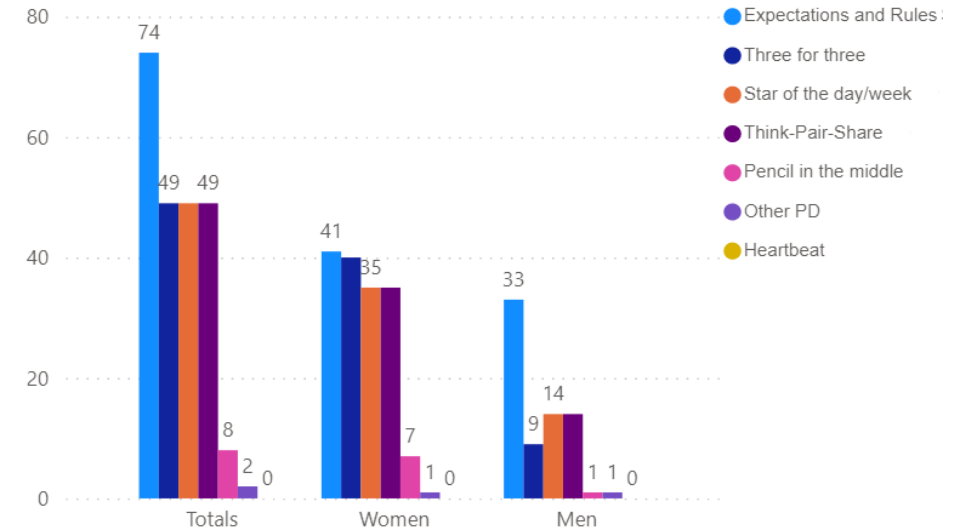
To what extent does participation in programme activities influence teacher attitudes about the use of negative discipline? Why?

Research Questions

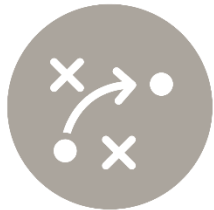


**Clear behaviour change:
uptake seen (B)**

What PD technique did you use most frequently?

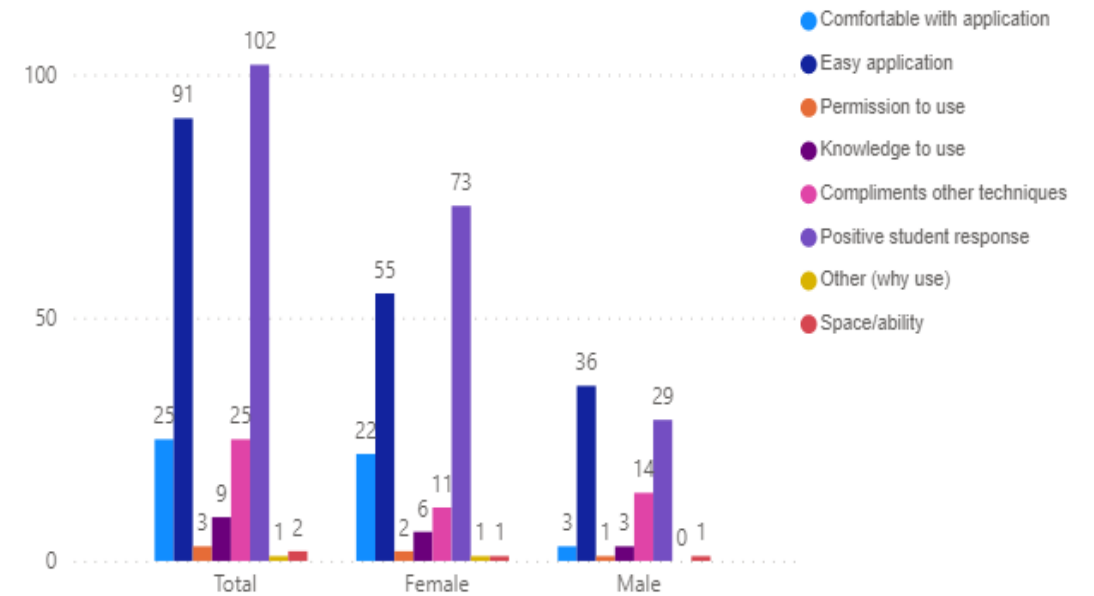
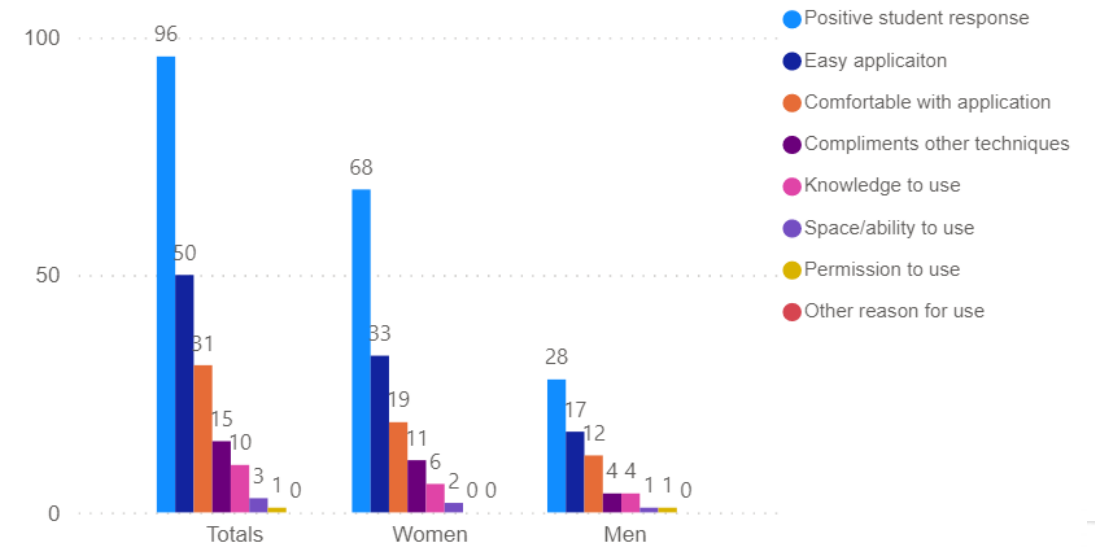


Research Questions



Positive response in children (M;O), ease/comfort of using (C)

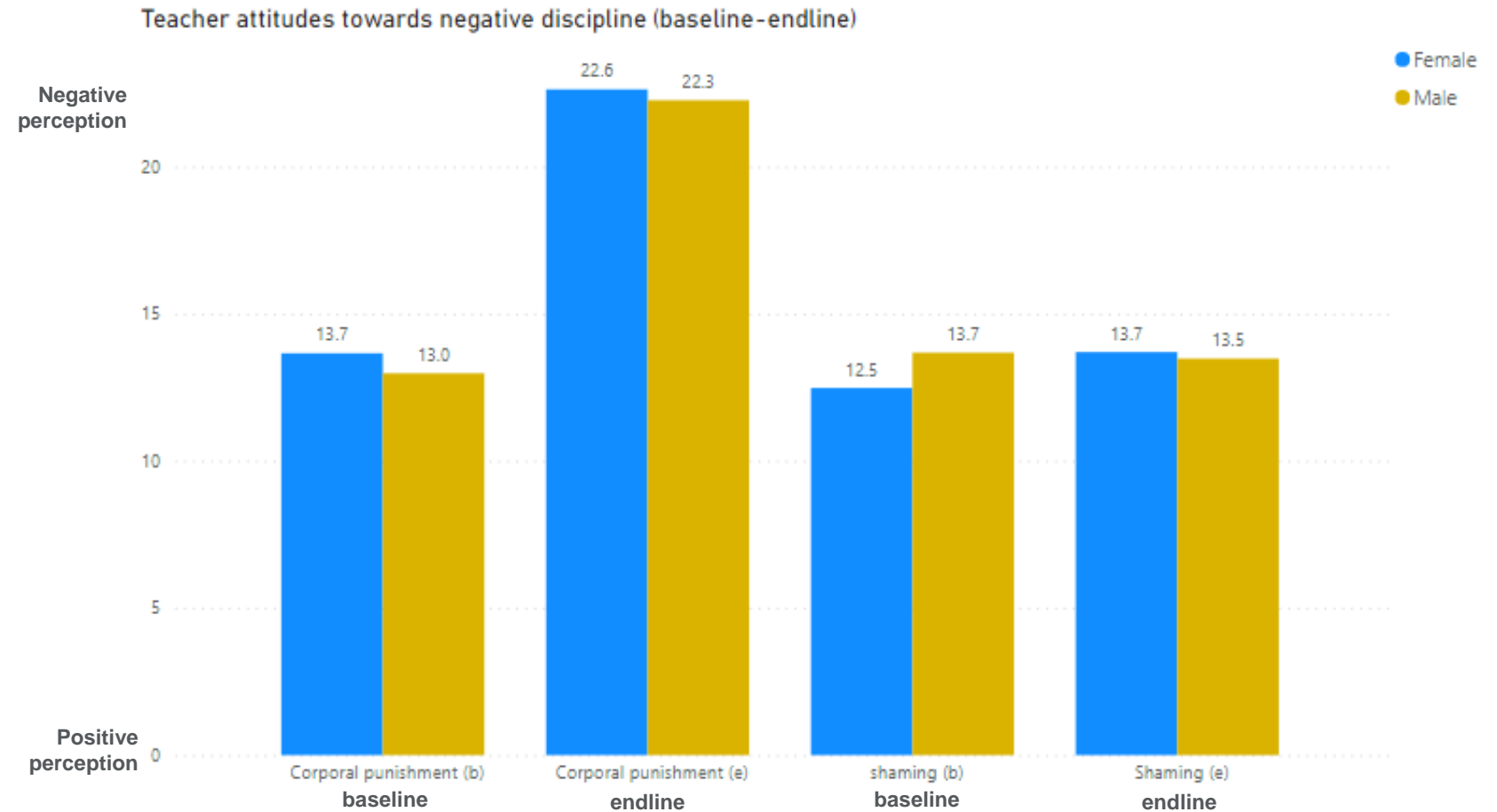
Reason for use



Research Questions



Less positive perceptions of negative discipline (M)

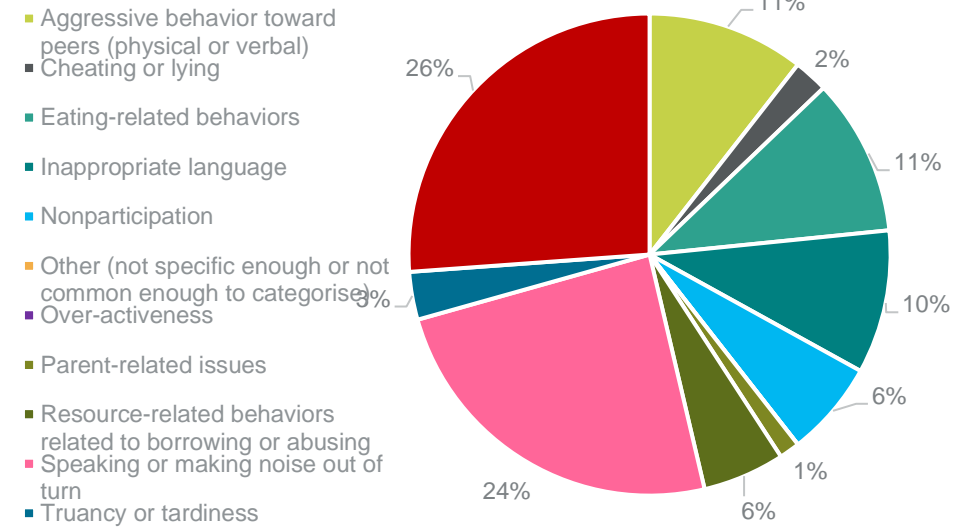


Research Questions

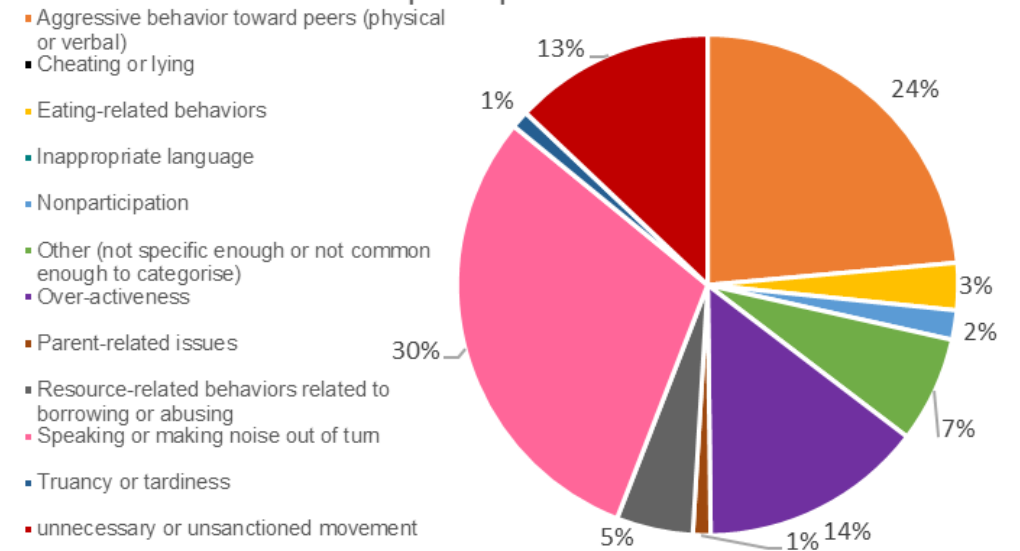


Types of behaviours reported shifted: shift from movement/talking to aggression and unsolicited chattering.

Teacher perceptions: baseline



Teacher perceptions: endline



What happened next?

- Used COM-B for a subsequent toolkit based on this research
- Tested uptake a few months later.

Behaviour theory in Rapid Research: Key Takeaways

- Behaviours can shift if you take a **genuine** systems lens: behaviour is inherently **interrelated** and **contingent** on other actors
- BUT short timeframes can inhibit the emergence of more **complicated** behaviour, like using 'pencils in the middle'
- Designing your M&E systems **around your behaviour change** theory is critical to **insight** and **adaptation**

Thank You

