

Shifting from individuals to populations to change eating behaviors.

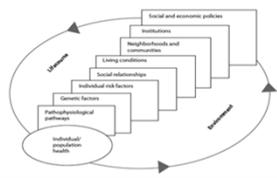
"Beyond appetite: New perspectives on eating behavior"
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Some Personal Experiences



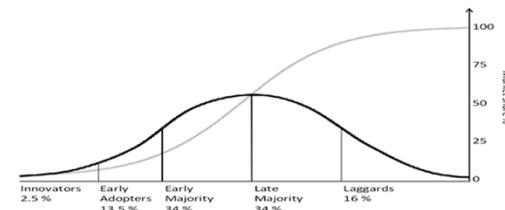
The Micro-Macro Problem



"Social change programs need to consider more than one scale of reality at a time."

- Our desire to achieve *macro* outcomes, ones that involve changes among large numbers of people, or in society as a whole, are driven by the *micro* actions of individuals.
- Changes at different levels of organization are emergent, not simply an adding up of the components.

Diffusion of Eating Behaviors



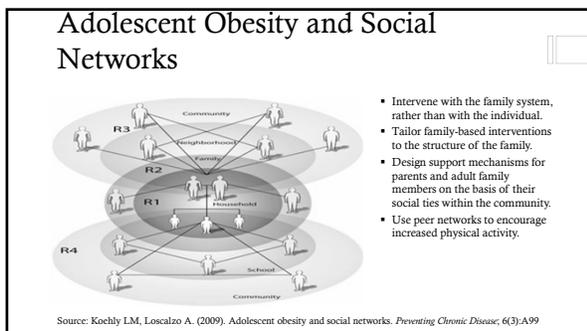
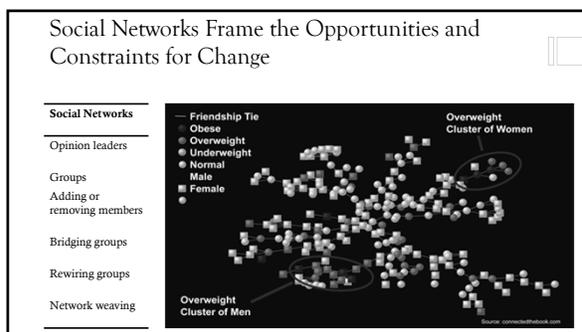
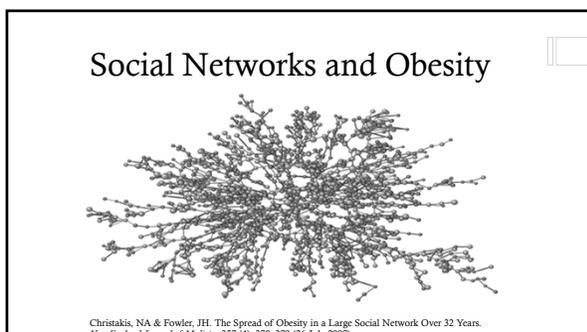
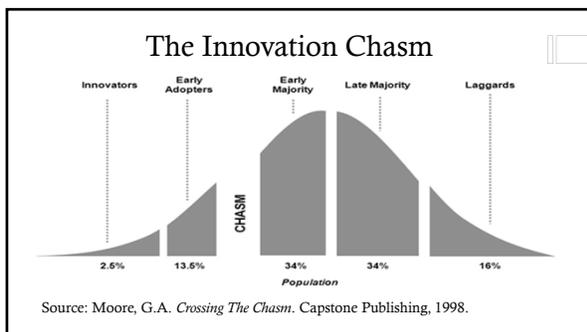
Characteristics of Segments

Innovators	Early Adopters	Early Majority	Late Majority	Laggards
Venturesome	Respect	Deliberate	Skeptical	Traditional
High tolerance of risk	Opinion leaders	Very local perspective	Sensitive to peer pressure and norms	The traditionalists - tried and true
Fascinated with novelty	Well-connected socially and locally	Very engaged in peer networks	Cautious	Keepers of the wisdom
Willingness to travel to learn	Resources and risk tolerance to try new things	Rely on personal familiarity before adoption	Usually scarce resources	Near isolates in their social networks
Seen as mavericks, not opinion leaders	Self-conscious experimenters	How does this help me?	Minimize uncertainty of outcomes	Suspicious of innovation and change agents
Social networks transcend geographic boundaries	They are watched by others - and they know it		Want to see the proof locally	Adoption will not fail locally

Attributes of Eating Behaviors

- How is this better than what I currently do?
- How is it relevant to the way I go about my everyday life?
- Is it simple enough for me to do?
- Can I try it first?
- Can I watch others and see what happens to them when they do it?





Components of Nutrition Marketing and Communication Programs

- Use of consumer research (or not)
- Defined priority groups (target audiences) or general population
- School/child care settings
- Information/education-based
- Focused on specific behaviors or choices
- Social activities (parent engagement, groups)
- Contests
- Changes in cafeterias
- Other environmental changes (restaurants, groceries)
- Promotional materials
- Mass communication campaigns
- Message design and testing
- Message reach & frequency
- Incentives
- Identify competitive factors (barriers, other behaviors)
- Community activation (boards, local staff, coalitions)

Level of Exposure Predicted 4th Grade Students' Self-Reported Nutrition Behaviors

TABLE 5
Level of Exposure Model: Mean Scores for Students' Self-Reported Nutrition Behavior, by Number of Channels of Participation

NUMBER OF CHANNELS OF PARTICIPATION	USUAL FOOD CHOICES		CHOICES IN LAST 2 WEEKS		VARIETY OF FOOD CHOICES YESTERDAY	
	Phase 1	Phase 2	Phase 1	Phase 2	Phase 1	Phase 2
0	4.3	4.0	4.4	3.9	3.1	3.2
1	4.5	4.5	4.8	4.7	3.3	3.3
2	4.7	4.6	5.3	5.3	3.4	3.0
3	4.8	4.7	5.5	5.5	3.5	3.3
4	5.4	5.5	5.4	5.5	3.7	3.7
5	5.6	5.9	5.6	6.4	4.0	3.9
6	5.1	6.6	5.9	6.7	4.3	3.8

Team Nutrition Elements

- Disney PSAs
- Cafeteria events
- Community events
- Parent participation @ school
- Parent participation @ home

Lefebvre RC, Olander C, Levine E. The impact of multiple channel delivery of nutrition messages on student knowledge, motivation and behavior: results from the Team Nutrition Pilot Study. *Social Marketing Quarterly*, 1999; 5:91-98.

Successful Program Features



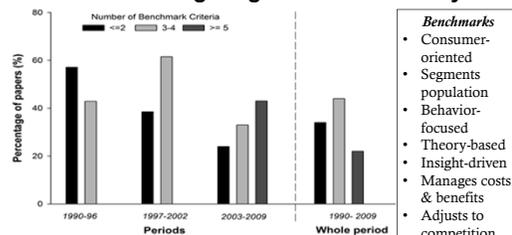
Ideal Program Features I

- Select and concentrate on priority groups
- Conduct market research to understand how to make desired eating and activity behaviors relevant to their lives
- Identify the value each priority group finds in adopting healthier behaviors
- Understand and address the incentives and costs of change – financial, opportunity, psychological, social, etc.
- Design products, services and behaviors that fit people's reality
- Position the new behavior as more compelling, relevant, and potentially more valuable to people when they practice it, in comparison to the alternatives
- Test program strategies and elements before implementation

Ideal Program Features II

- Not rely only on mass communication campaigns
- Increase access a to information, places, food choices and services that reinforce desired behaviors
- Locate a service, distribute a product, and create opportunities for members of our priority group to engage in healthier behaviors
- Utilize community-based programs and citizen engagement to facilitate collaborations and create healthier environments and policies
- Consider policies that include incentives and disincentives for specific dietary and physical activity behaviors
- Explore how social networks and social media can influence norms about, and diffusion of, healthier choices and lifestyles

Observation of benchmark criteria used in interventions targeting childhood obesity.



Benchmarks

- Consumer-oriented
- Segments population
- Behavior-focused
- Theory-based
- Insight-driven
- Manages costs & benefits
- Adjusts to competition
- Methods mix

Garcia-Marco, L., Moreno, L.A. & Vicente-Rodriguez, G. Impact of social marketing in the prevention of childhood obesity. *Advances in Nutrition*, 2012; 3:611S-615S.

Other Options

- "Relatively few residents in the intervention neighborhood in our study adopted the new supermarket as their main food store. This indicates that simply providing new food retail stores is insufficient to encourage the adoption of the new stores as residents' main food stores. Complementary initiatives to encourage the adoption of the new stores are therefore required." (Cummins, Flint & Matthews, 2014).
- "Concurrent availability of and access to key services and products are crucial to persuade individuals motivated by media messages to act on them." (Wakefield, Loken, & Hornik, (2010).
- "We conclude from this review that applied health sciences research would have a much enhanced probability of influencing policy, professional practice, and public responses if it turned the question around from how can we make practice more science based to how can we make science more practice-based?" (Green, Ottoson, Garcia & Hiatt, 2009).

Resources



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