

## The RANAS Behaviour Change Techniques (BCTs)

**Behaviour Change Techniques (BCTs) are evidence-based intervention techniques that induce behaviour change. They are the ‘active ingredients’ of a behaviour change campaign. The RANAS approach includes a catalogue of 40 BCTs. Each BCT specifically targets one of the RANAS behavioural factors.**

Behaviour Change Techniques (BCTs) are the smallest component of a behaviour change campaign. BCTs can change behaviour by changing the underlying behavioural factors. BCTs are replicable and irreducible, meaning that they cannot be divided into smaller sub-elements.

Based on numerous empiric studies, a catalogue of Behaviour Change Techniques – BCTs – has been compiled and matched with each behavioural factor block.

Each BCT is designed to change one specific behavioural factor (see the main behavioural factors listed in the left-hand column below). To contribute to an effective behaviour change campaign, BCTs must be selected according to the

most relevant behavioural factors. The most relevant are those factors that differ between doers and non-doers in the Doer/Non-doer analysis.

Several BCTs can be combined and be brought to participants through one or several communication channels, together they form an intervention activity. BCTs are the content, i.e. the “what”, of an intervention strategy, whereas the communication channels are the “how” to reach out to the participants.

In this Fact Sheet, all 40 BCTs are briefly described and listed with the behavioural factor that they predominantly change.

### Descriptions of the RANAS Behaviour Change Techniques (BCTs).

<i>Behavioural factor</i>	<i>Behaviour Change Technique</i>
<b>Risk factors</b>	<b>Information BCTs</b>
Factual knowledge	<b>1. Present facts</b> Present information about the circumstances and possibilities of suffering from a risk and about the relationship between a behaviour and the risk.
	<b>2. Present scenarios</b> Present situations in the everyday life of the participant that show how a behaviour leads to damage caused by a risk.
Vulnerability	<b>3. Inform about and assess personal risk</b> Present individual qualitative and quantitative risk assessments for each person so the person realizes their personal risk.
Severity	<b>4. Arouse fear</b> Use threatening information that stresses the severity of damage caused by a risk.
<b>Attitude factors</b>	<b>Persuasion BCTs</b>
Beliefs about costs and benefits	<b>5. Inform about and assess costs and benefits</b> Provide information about costs and benefits of a behaviour and conduct an individual cost-benefit analysis.
	<b>6. Use subsequent reward</b> Reward the person each time they have performed the desired behaviour or achieved the behavioural outcome.

Descriptions of the RANAS Behaviour Change Techniques (BCTs, continued).	
<i>Behavioural factor</i>	<i>Behaviour Change Technique</i>
<b>Attitude factors</b>	<b>Persuasion BCTs</b>
Beliefs about costs and benefits	<b>7. Self-Incentive</b> Prompt to plan to reward oneself in the future if there has been effort and progress in performing the desired behaviour.
	<b>8. Inform about and assess social and environmental consequences</b> Provide information about social and environmental consequences of performing the desired / undesired behaviour. Prompt imagining and comparing of future outcomes of changed versus unchanged behaviours.
Feelings	<b>9. Describe feelings about performing and about consequences of the behaviour</b> Present the performance and the consequences of a desired behaviour as pleasant and joyful and its omission or an undesired behaviour as unpleasant and aversive.
	<b>10. Prompt anticipated regret</b> Prompt people to imagine the concerns and regret they would feel after performing the undesired behaviour.
<b>Norm factors</b>	<b>Norm-enhancing BCTs</b>
Others' behaviour	<b>11. Inform about others' behaviour</b> Point out that a desired behaviour is already adapted by (a majority of) other persons. Increase visibility of others' desired behaviour.
	<b>12. Prompt to talk to others</b> Invite participants to talk to others about performing the desired behaviour.
	<b>13. Prompt public pledging</b> Prompt people to commit to the desired behaviour and make their commitment public.
	<b>14. Social comparison</b> Facilitate observation of others in order to evaluate one's own performance.
Others' (dis)approval	<b>15. Inform about others' approval / disapproval</b> Point out that important others support the desired behaviour or disapprove of the undesired behaviour.
	<b>16. Prompt to resist social pressure</b> In case there is social pressure against the desired behaviour or pressure towards the undesired behaviour ask participants to anticipate and prepare for that.
Personal norms	<b>17. Provide a positive group identity and use in-group terms</b> Describe people already engaged in the desired behaviour in an attractive way to increase the attractiveness of the behaviour itself. Use terms that evoke a feeling of belonging to this desirable group.
	<b>18. Prompt identification as role model</b> Ask participants to set a good example (e.g. for children) by engaging in the desired behaviour so as to influence others' behaviours by one's own behaviour.
	<b>19. Highlight conflict</b> Make the conflict between the undesired behaviour and the participant's personal norms and values visible.

Descriptions of the RANAS Behaviour Change Techniques (BCTs, continued).	
<i>Behavioural factor</i>	<i>Behaviour Change Technique</i>
<b>Norm factors</b>	<b>Norm-enhancing BCTs</b>
Personal norm	<b>20. Set normative nudges</b> Activate participants' personal norms in the moment of the behavioural decision through symbols of values in the person's environment.
	<b>21. Highlight alignment</b> Make the alignment of personal norms with other benefits of the desired behaviour visible.
<b>Ability factors</b>	<b>Enabling BCTs</b>
Action knowledge	<b>22. Demonstrate behavioural options</b> Inform about behavioural options. Inform the participant about existing alternatives to the undesired behaviour.
	<b>23. Provide instruction</b> Convey know-how in order to improve a person's knowledge about how to perform the desired behaviour.
Confidence in ability	<b>24. Demonstrate and model behaviour</b> Demonstrate the desired behaviour and prompt participants to pay attention to others' performing the behaviour and its consequences in their everyday life.
	<b>25. Prompt guided practice</b> Train participants to carry out the behaviour by giving instructions, demonstrating the desired behaviour, and letting them practice. Give feedback about the correctness of the performance of the behaviour.
	<b>26. Prompt behavioural practice</b> Prompt participants to practice the desired behaviour in their daily life.
	<b>27. Organize social support</b> Prompt participants to seek practical or emotional support from others and/or to initiate social support groups. Advise on and arrange for social support for performing the desired behaviour.
Confidence in continuation	<b>28. Set graded tasks/goals</b> Prompt participants to learn difficult behaviours step by step by breaking down the behaviour into several tasks.
	<b>29. Reattribute past successes and failures</b> Prompt participants to attribute failures to a temporary lack of skills or adverse circumstances instead of to their deficiencies. Successes are attributed as personal achievements.
	<b>30. Use arguments to bolster self-efficacy</b> Convince participants that they will be able to perform and maintain the desired behaviour.
Confidence in recovering	<b>31. Prompt coping with relapse</b> Tell participants that lapses are normal when adopting a new behaviour and not a sign of failure.
Action planning	<b>32. Prompt specific planning</b> Stimulate each participant to formulate when, where, and how they plan to execute the behaviour.

Descriptions of the RANAS Behaviour Change Techniques (BCTs) – continued.	
<i>Behavioural factor</i>	<i>Behaviour Change Technique</i>
<b>Self-regulation factors</b>	<b>Planning BCTs</b>
Action control	<b>33. Prompt (self)-monitoring of behaviour</b> Invite the participant to regularly record the actual behaviour performance (e.g. correctness, frequency and duration).
	<b>34. Provide feedback on performance</b> Give participant feedback on their behavioural performance.
	<b>35. Highlight discrepancy between set goal and actual behaviour</b> Request the participant to evaluate their behavioural performance in relation to the set behavioural goal.
Barrier planning	<b>36. Prompt coping with barriers</b> Ask participants to identify barriers to performing the desired behaviour and plan solutions to overcome those barriers.
	<b>37. Restructure the social and physical environment</b> Prompt participants to remove social and physical supporting factors of the undesired behaviour to interrupt habits.
Remembering	<b>38. Use memory aids and environmental nudges</b> Prompt participants to install memory aids or to make use of environmental cues. These help them to remember the new behaviour and to trigger its performance in the correct situations.
Commitment	<b>39. Prompt goal setting</b> Invite participants to formulate a behavioural goal or intention.
	<b>40. Prompt to agree on a behavioural contract</b> Invite the participant to agree to a behavioural contract to strengthen their commitment to a set goal.

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