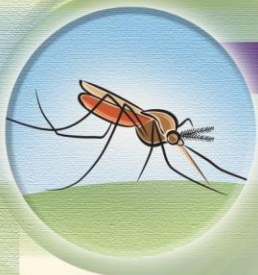



Part 3:

FOUR COMMON THEORIES OF COMMUNICATION & BEHAVIOR: REASONED ACTION & SOCIAL LEARNING



Overview of core theories

Theory	Emphasis	Type of change needed
Reasoned action (planned behavior)	Cognition, rational decision-making, perceived control	<p data-bbox="1354 554 1599 661">More individual</p>  <p data-bbox="1238 1125 1721 1232">More social and structural</p>
Extended parallel processing (fear management)	Interaction between cognition and emotion	
Observational learning (Social learning)	Social comparison and social influence	
Diffusion of innovations	Social structure; social networks	



Theory of Reasoned Action (TRA/TPB)

Basic assumptions . . .

1. People make decisions thoughtfully
2. Behavioral decisions are based on . . .
 - What people expect will happen to them if they chose a particular action
 - What they think other people do or want them to do
 - What makes it harder or easier to act



Reasoned Action: Beliefs

What's a belief?

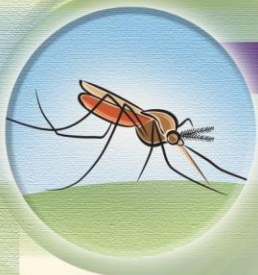
- Information about a person, object, or issue
- May be factual or opinion
 - E.g., Barack Obama is _____ .
Bed nets are _____ .
Doing sit-ups every day will _____ .



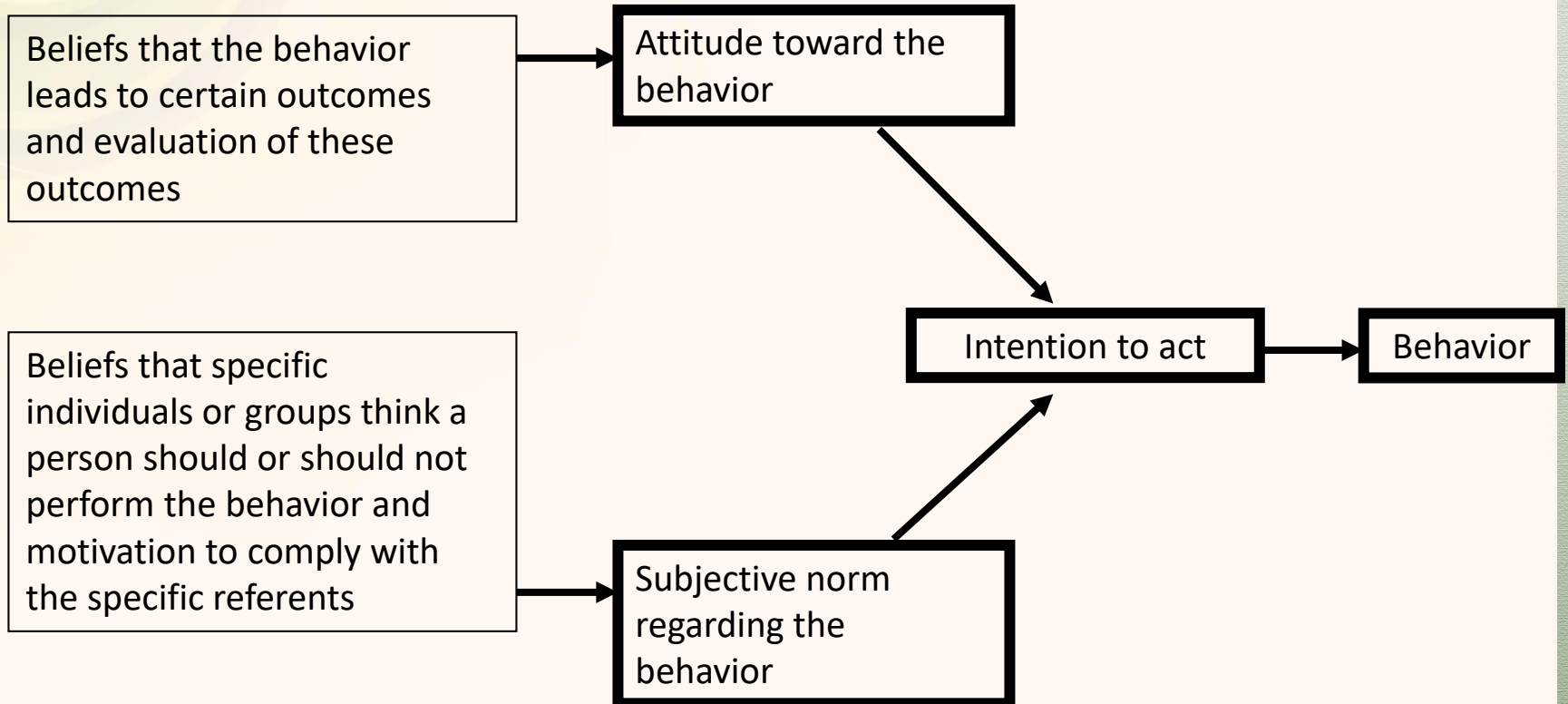
Reasoned Action: Attitudes

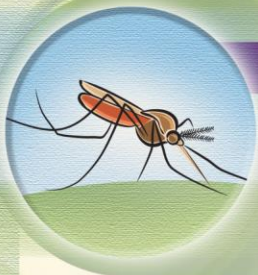
What's an attitude?

- Positive or negative feeling about a person, object, or issue
 - E.g. I _____ Barack Obama.
 - I _____ bed nets.
 - I _____ doing sit-ups.

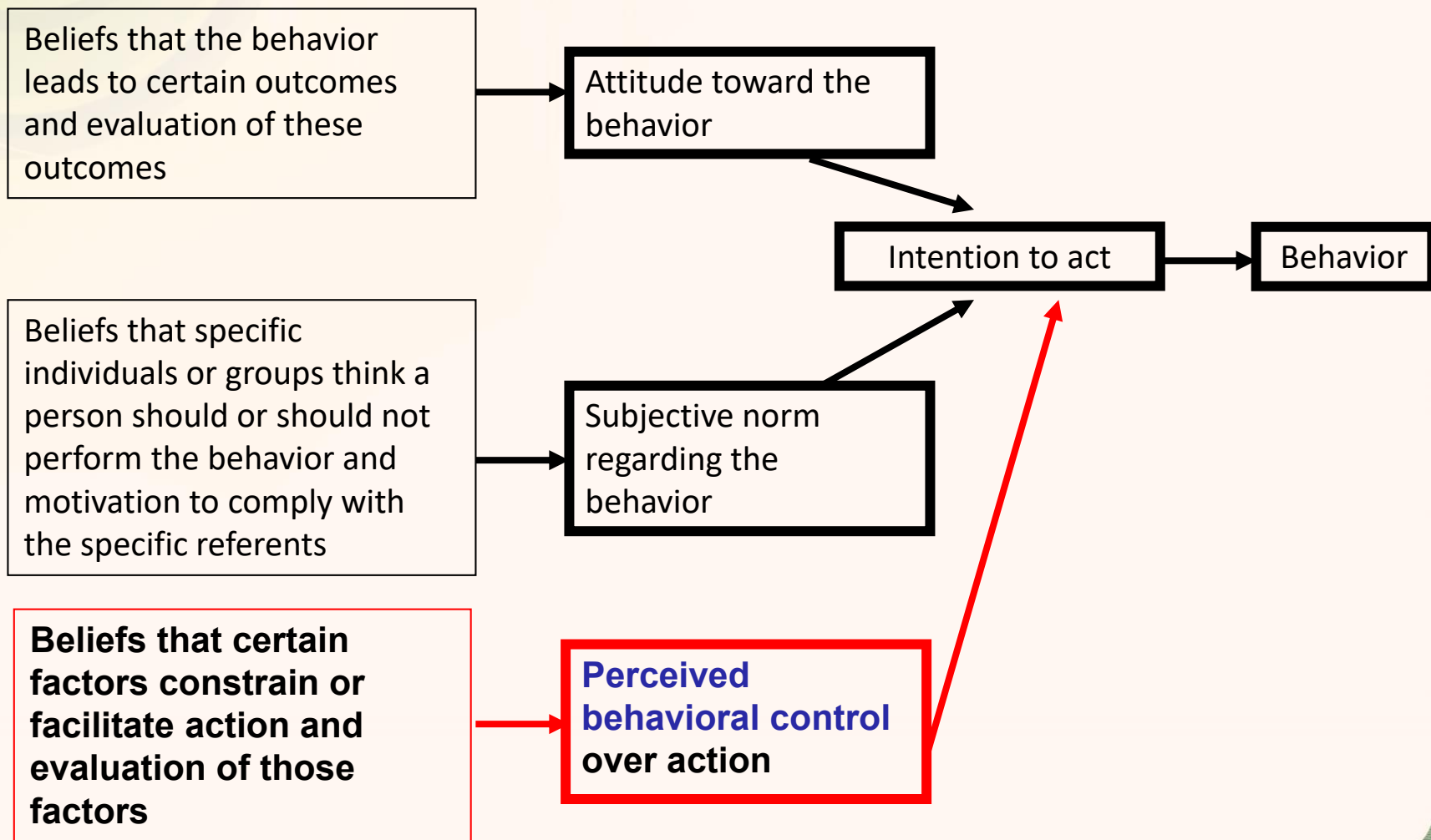


Reasoned Action: Attitudes and norms





TRA (TPB): Beliefs, evaluation, motivation





Using Reasoned Action

Identify motives for action

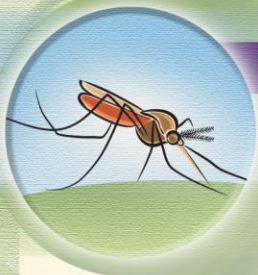
- What are the advantages and disadvantages of a behavior?

Identify messages that can change attitudes

- Change beliefs about consequences of action
- Change evaluations about consequences of action
- Change subjective norms
- Change motivations to comply with subjective norms

Identify target audiences

- Primary audiences (those who would benefit from attitude change)
- Secondary (significant others of those you want to influence)



Social Learning Theory

Originated with the
“Bobo doll”
experiments

(Bandura, Ross, & Ross, 1963)

“Sock him in the nose.”

“Knock him down.”

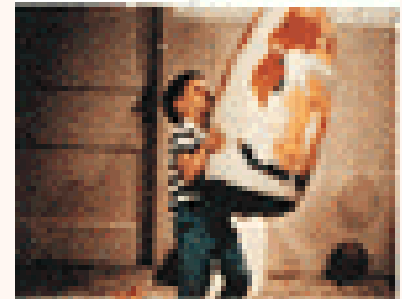
“Throw him in the air.”

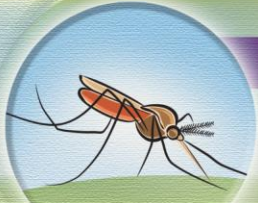
“Kick him.”

“Pow.”

“He keeps coming back
for more.”

“He sure is a tough
fella.”





Social Learning Theory

Basic assumptions

People learn and decide how to act by . . .

- Observing the actions of others
- Observing what happens to people when they take action
- Evaluating those consequences for their own life
- Rehearsing, then attempting to reproduce those actions themselves



Using Social Learning Theory

Identify motives for action

- What personal and social incentives affect learning and behavior?

Identify compelling message characteristics

- What models will be appealing and compelling?
- How should the behavior be visually represented?
- How can you stimulate/reinforce rehearsal?
- How can trials be encouraged?
- How can feedback be provided?
- How can incentives for performance be provided?

Identify reinforcing activities

- How can mediated learning be reinforced through other program activities?