'Intervention functions' are *broad categories of things one can do to change behaviour*. They are designed to change the capability, opportunity and/or motivation to engage in the behaviour.

Education: Increasing knowledge and understanding by informing, explaining, showing and correcting.

Persuasion: Changing the way people feel about a behaviour by generating cognitive dissonance and showing how changing behaviour can reduce it.

Incentivisation: Changing the attractiveness of a behaviour by creating the expectation of a desired outcome or avoidance of an undesired one.

Coercion: Changing the attractiveness of a behaviour by creating the expectation of an undesired outcome or denial of a desired one.

Training: Increasing psychological or physical skills, or habit strength by explanation, demonstration, practice, feedback and correction.

Restriction: Constraining behaviour by setting rules.

Environmental restructuring: Constraining or promoting behaviour by shaping the physical or social environment.

Modelling: Showing examples of the behaviour for people to imitate.

Enablement: Providing support to improve ability to change in a variety of ways not covered by other intervention functions e.g. through medication, surgery, encouragement, moral support.

Some intervention functions are better suited to some COM-B targets than others. The table below indicates a broad mapping of function to target.

	Capability	Opportunity	Motivation
Education	✓		✓
Persuasion			✓
Incentives			✓
Coercion			✓
Training	✓		✓
Restriction		✓	
Environmental restructuring		✓	
Modelling	✓		✓
Enablement	✓		

Below are answers to some common questions about intervention functions?

1. *Can an intervention component have more than one function?* Yes. For example, a GP offering a patient support with stopping smoking can be educational and persuasive as well as providing enablement.
2. *How should use of 'defaults' be classified?* Defaults involve creating situations in which the desired 'behaviour' occurs unless people actively choose another option. This is an example of environmental restructuring.
3. *What exactly is covered by coercion?* It does not just mean forcing people to do or not do things. It includes anything that involves unattractive outcomes, including social disapproval and increasing the price.
4. *How should 'nudges' be classified?* Nudges are interventions that lead people to do things without it being obvious to them that they are being persuaded, bribed or coerced. As such they can be relatively small environmental changes and subtle use of language in persuasion.
5. *What exactly is covered by enablement?* This is a heterogeneous category covering anything that increases capability not covered by other intervention functions. Ideally it would be further broken down but as yet we don't have a satisfactory sub-classification.
6. *Where does just telling people to do things fit in?* It depends on what is being done and the context. It could be any of persuasion, coercion or restriction. For example, if it relies just on perceived authority of the person doing the telling it would fall under the category, restriction.

Intervention functions vary in how far they are *judged to be acceptable*. There is greater acceptability for those that respect individual autonomy and responsibility. Acceptance for coercive and restrictive interventions can be achieved for behaviours that are judged to be immoral or harmful to oneself or others.

Reading: *Michie S, Atkins L, West R (2014) The Behaviour Change Wheel: A Guide to Developing Interventions. London: Silverback Publishing.* www.behaviourchangewheel.com