We build our programs around a behavior change model (see below) and learning strategies that are consistent with recent brain research on effective learning. We believe that truly effective nutrition education works best when individuals are educated to make the best food choices for themselves and their families, and can clearly see how to put their choices into action.

**Engagement**
- Identify perceived risks and benefits
- Personal relevance
- Address barriers
- Motivate learner

**Knowledge**
- Tailor content to stage of life
- Align with beliefs and values that affect choice
- Compare current intake with national health guidelines

**Skills**
- Execute knowledge
- Understand what will make new behavior easier to achieve
- Identify triggers

**Intent**
- Commitment to change
- Self-efficacy
- Value shift/Attainment

**Plan**
- Develop small health goals
- Manage environment supports/barriers

**Implement**
- Execute Goals
- Adjust goals as necessary
- Social support
- Adjust management of environment supports/barriers

**Sustain**
- Maintain new behavior
- Internal motivators and rewards in a positive environment
- Manage environmental supports/barriers
People with greater levels of self-efficacy, or confidence, will more likely engage in a specific behavior, persist until they get it right, and maintain the behavior. Elicit perceived barriers to overcome barriers and perceived benefits to reinforce desired behaviors.

The primary personal concepts include skills (the ability to perform the behavior when desired), self-efficacy (the confidence that one can perform a specific behavior under a variety of circumstances), and outcome expectancies (the outcomes likely to occur from performing the desired behavior and avoiding the negative ones).

People are more likely to perform a behavior when they intend to perform that behavior. The level of intention to perform a behavior is higher among those who have a more positive attitude toward the behavior.

The pros and cons of performing a behavior, self-efficacy and processes of change (factors that encourage or facilitate behavior change). Behavioral change, as a process, is initiated by changes in cognitions, that is, the pros and cons, across the first three stages (precontemplation, contemplation and preparation).

Environments that affect health include interplay between individuals, relationships, organizations (including school and work), communities and societal factors. This model serves as a reminder to look at all levels of influence that can be addressed to support long-term, healthful lifestyle choices.