

CHAPTER ONE: The Skills of Self-Direction

CHAPTER OUTLINE

- I. Self-Regulation
 - A. Definition
 - B. Self-control and Willpower

- II. The Skills of Self-Regulation
 - A. Elements of a skill
 - B. Person/Situation interactions in affecting behavior
 - C. Purpose of this book

- III. Behavior and Its Context
 - A. Antecedents
 - B. Behaviors
 - C. Consequences

- IV. The Process of Self-Modification
 - A. Target behavior
 - B. Steps in most self-change projects
 - 1. Select a goal
 - 2. Make observations about the target behavior
 - 3. Work out a plan for change
 - 4. Readjust your plan as you learn
 - 5. Take steps to ensure you maintain your gains
 - C. Using the ABC paradigm to understand how we can change

- V. Does Self-Modification really work?
 - A. It works when the techniques are used
 - B. People have been able to successfully change relatively serious behavior problems such as smoking, drug abuse and overeating
 - C. Research shows that typically two-thirds or more of students who use self-modification techniques are able to change successfully
 - D. It is most effective when
 - 1. The techniques are used
 - 2. Many techniques are used
 - 3. The techniques are used for a long enough period of time

Learning Objectives

Self-regulation

1. What is self-regulation or self-direction?
2. What is the best way to study this book?
3. What is the strength model of self-control? What is self-control fatigue?
4. What is the difference between brute willpower and planned self-control?

The Skills of Self-Regulation

5. What are the implications of thinking of self-regulation as a skill?
6. What are the important elements of a skill?
7. Explain the idea of a person/situation interaction in affecting behavior.
8. Explain the purpose of this book.

Behavior and Its Context

9. What are antecedents, behaviors, and consequences?
10. How does learning affect them and their relation to each other?

The Process of Self-Modification

11. What is a target behavior?
12. What are the steps in most self-change programs?
13. How do we use the A-B-C paradigm to understand how we can change?

Does Self-Modification Really Work?

14. Are people able to change themselves when they have a relatively serious problem with their behavior? Give examples.
15. What does the research show about the success of students who use this book?
16. What is the likely main cause when a self-modification plan doesn't work?
17. Give some examples of the uses of self-modification in health and/or educational settings.

Additional Lecture Material

Remember that you can use the Learning Objectives from the front of each section of the chapter to survey the topics to be covered. You can answer the questions in the Objectives, giving examples and explaining the concepts.

The Project

Use some time in the class to introduce the self-direction project to the students. Outline your expectations, due dates, and how you hope the students will benefit from the project. Explain how you expect to grade the project. Please note that the book says they will be graded on “sophistication” rather than whether or not their project is successful. This means that they

applied the concepts and techniques, put thoughtful effort into it, and learned from it. If you have done your own self-direction project, you may want to share your experience with the class.

An Overview of Principles of Learning

- I. What changes in behavior result from “learning”? What changes result from other processes?
- II. Learning through associations: Classical conditioning
- III. Learning through consequences: Operant conditioning
- IV. Learning from past experiences: Stimulus generalization and discrimination
- V. Learning from others: Observational conditioning

Online resources for further material:

Components of self-regulation:

<http://www.athleticinsight.com/Vol4Iss1/SelfRegulation.htm>

Operant Conditioning and Behaviorism: An historical outline:

<http://genetics.biozentrum.uni-wuerzburg.de/behavior/learning/behaviorism.html>

In-Class Activities

You can also use the Learning Objectives to instigate discussions in your classroom. Your students can answer the questions in the Objectives, giving examples and explaining the concepts.

Getting to know you

If your class is small enough, you have the opportunity to build social support among them, which can be very helpful during their self-modification projects. Spend some time on the first day helping them get to know each other. Following are some examples of activities to break the ice.

- Students can be asked to choose a partner, can be given a playing card and asked to find the matching card, or can be paired to someone across the room. They introduce themselves to each other, finding out information such as name, where they live, etc., and then each member of the pair introduces his/her partner to the class.
- Students can play different “name games” where they add an adjective to their name: for example, “zany Laney” or “camping Kendra.”
- Students can form small groups based on the town they live in, the color they are wearing, or the first letter of their first name. Students can be given pieces of a small (easy) jigsaw puzzle and can find people with pieces to their puzzle. Once in the group, they can share with the group something unusual and something they think they have in common with others.
- A “find a person who...” sheet can be developed. See Handout 1-1, “Getting to Know You.”

If you have a large class, you may want to use some of these activities to break the ice or divide the class into groups, either just for the day or for the rest of the course.

Introductions

Here’s another way for students to get to know each other:

Have students pair up with someone they don’t know and introduce themselves answering the

following questions. Then have the pairs get together with another pair and introduce each other, answering the questions. Then have the quadruplets get together with another and introduce someone they haven't introduced yet. Finally, ask if anyone can introduce all eight people in the group. If someone does successfully, that person's group gets a bag of candy or some other reward. You can make up your own, but here are some example questions/topics:

- Name
- Major
- Year in college
- Favorite hero (why?)
- Favorite movie (hobby, TV show, book, etc.)

Discussion groups

Discussion groups are very helpful, since they help students elaborate on what they are learning and support each other's projects. You may want to divide students into discussion groups toward the end of class to get them talking about what they want to accomplish in the course. Or you can have students discuss things with each other as you bring them up in your lecture. Many techniques can be used to begin the dialogue about personal change without invading the privacy of students.

- Ask students to generate on the board a list of the behaviors they think **most people** want to change.
- Ask students to share a behavior that **someone close to them** tried to change. What were the factors and pressures encouraging change? What were the obstacles?
- Come to class with a box filled with pieces of paper or 3X5 file cards describing projects that students have worked on in the past. If you are new to this course, these cards could be generated by others in your department who have taught the course. Ask students to add their own card. Be sure that your cards are written with different handwriting to protect the privacy of students. Then share some with the class. This technique allows the person addicted to drugs to acknowledge this concern without anyone saying, "I wonder which one of us is the drug addict."
- Once students have had sufficient time to consider the many change issues of their lives and decide on a topic, students can be grouped according to similar topics. For example, a "health" group could include people concerned with weight, exercise or drugs. "Relationship" or "social skills" groups can be formed.
- If the first few weeks are handled warmly and sensitively, as the semester continues, students will become more open to each other and will feel comfortable giving each other suggestions. Also stress two advantages of talking about their projects: They will get ideas from other students as well as you, and they will come to feel closer to each other as they all reveal a little of themselves. Emphasize that they don't have to talk if they don't want to and that anything disclosed in this class is confidential.

Setting up for updates

Students should be encouraged often to share the progress of their project. This should occur at least as the project is being selected, after some baseline behavior is recorded, and as their report is being prepared. A brief "update" is usually helpful every two weeks. Students usually will be working on a new aspect of the project by then so the information is not repetitive. Talking about

different self-change projects and hearing suggestions from others will give them useful ideas. Another benefit of these “support groups” is that students will have social pressure to stay on track with their projects.

If you are going to have regularly meeting groups, the first or second class is a good time to set them up. They can be divided randomly, according to where they sit, according to the topic they want to select for their self-change project, or any other way you choose.

When you set up support groups, take a little time to clarify roles and guidelines. For example:

- Everything shared is confidential and should not be repeated to anyone outside of class.
- Encourage and problem-solve together; put-downs will not be tolerated
- Help each other apply the day’s topics to your project
- Make sure everyone in the group has an equal chance to share

Confidentiality Pledge

In order to create an environment of trust, you could say something like:

Since we will most likely be talking about personal matters in this class, you must all understand that confidentiality is an important value here. Everything you hear about other peoples’ lives and opinions stays in the class. Do not repeat information outside class, and do not spread rumors. Please raise your right hand and repeat after me:

“I promise to keep all personal information I hear in this class confidential. I will not tell my roommate, my parents, my dog, or anyone else about the personal things I learn about others. I will trust my classmates to do the same with the personal things I share.”

Discussion questions

Remember that the Learning Objectives themselves can be used for discussion questions.

- What is willpower?
- Why do people do things they regret later, such as cheating on their diet?
- What interferes with a person's self-control?
- What behaviors do you hope to understand better or control better as a result of this course?
- How badly do you really want to change? What are the advantages and disadvantages?

Where’s the blame?

Use Handout 1-2, “Where’s the blame?” in the discussion groups to aid the students in understanding the difference between blaming behavior on the environment, the person’s lack of will-power, or the skills within specific situations.

Reflection

- Give the students time to reflect on how the course will apply to their life. You can have them take a few moments to write down their thoughts, then have them share, or collect them and read them anonymously, or write ideas down on the board.
- Use Handout 1-3, “Reflection Time” to get them started thinking about their self-modification project.

Online Activities

Self-regulation scale: http://web.fu-berlin.de/gesund/skalen/Language_Selection/Turkish/Self-Regulation/hauptteil_self-regulation.htm

Behavior modification in the workplace:

<http://smallbusiness.chron.com/advantages-using-behavior-modification-workplace-25848.html>

Behavior modification in treatment for youth:

<http://www.nationalyouth.com/behaviormodification.html>

Eating disorders: <http://www.nationalyouth.com/eatingdisorder.html>

Self-regulation in sports:

<http://www.athleticinsight.com/Vol4Iss1/SelfRegulation.htm>

Films

Contemporary Films

There are many contemporary films that depict people experiencing different degrees of adjustment and change. Often current films will explore the parameters of “healthy adjustment.” Your students can suggest clips from current films or could work in groups to develop a series of brief segments to trigger a discussion of adjustment and change. Both humorous and poignant scenes can be shared and discussed. For example:

The Descendants (2011) follows the life of a man who has to adjust to unexpected changes in his otherwise everyday life.

Beginners (2010) is a romantic comedy-drama that tells the story of a young man who adjusts to the death of his mother, his father’s declaration of homosexuality, and his father’s death from cancer.

Toy Story (1995), *Toy Story 2* (1999), and *Toy Story 3* (2010) depict how a toy sheriff, Woody, adjusts to changes as Andy, his human owner, grows up.

The *Nutty Professor* (1996) gives a humorous look at changing from obesity.

Father of the Bride (1991) and II (1995) humorously show the stress of adjustments to major life changes.

Forrest Gump (1994) illustrates adjustment with such issues as war, drug addiction, one-sided love, loss of a loved one, and being “stupid.”

Matrix (1999) shows a form of behavior modification we wish we had: simply downloading information and skills into our brain.

Finding Nemo (2003) illustrates adjustment in a colorful way, as a father (fish) learns to face his fears and adjust to his son growing up.

Educational Films

The film, *Learning* (1990, 30 minutes, Insight Media), could be useful early in the semester to introduce the processes of classical and operant conditioning. This film includes an interview with B.F. Skinner and describes the use of operant conditioning techniques with hyperactive children. Because “attention deficit disorder” is a current concern, this film could trigger a discussion of how the behavior of these children should be managed. A local elementary school teacher could provide insights. The discussion could also encourage students to generalize from the film to ways the same techniques could be used to deal with other problems.

The film, *Catalyst* (1995, 32 minutes, Insight Media), shows techniques used by master teachers to create positive learning outcomes.

Excerpts from the six-volume series, *Responsible Kids: The Cooperative Discipline Way* (1994, 108 minutes in total, Insight Media) explains how children (K-12) seek attention, manage power and develop self-esteem.

The three-volume series, *Cooperative Discipline for Elementary Schools* (1996, 60 minutes in total, Insight Media) focuses on ways misbehavior can be handled positively.

The three-volume series, *Cooperative Discipline for Secondary Schools* (1996, 60 minutes in total, Insight Media) gives suggestions on ways to prevent or handle conflicts and involve parents in the educational process. A panel of educators teaching age groups could give examples of specific behavior modification techniques they have found successful.

Additional Active Learning Activities

What are your “tendencies”?

You may want to spend time demonstrating ways that “willpower” can be redefined as a set of skills. Ask students to generate a list of personality characteristics. Then ask them to discuss ways that “tendency” could be learned. For example, students can be taught that a “morning person” is someone who goes to bed at a decent hour, sets an alarm to get up early, and exercises briefly to get the day started. A “messy person” is someone who doesn’t reinforce themselves when they put things back. A “smart person” is someone who does his/her homework each day and reviews each week for exams. A “friendly person” is someone who has learned to smile. See Handout 1-4, “What are your ‘tendencies?’”

If your class is oriented toward skills for learning, you may want to demonstrate that a “good test taker” is simply a student who has learned to listen carefully to the instructor when he/she

lectures. You could prepare a “mock” ten-minute lecture, challenging students to try to guess what questions you would ask on a quiz. In the lecture include cues like, “A VERY important part of self-direction is...” Give the student who best predicts your questions a “garage gift.” Emphasize that this student may be very intelligent, but most likely the student is not a mind reader. He/she has simply learned how to listen for “cues” indicating what to study. Help students leave the class having learned the skill of “test taking.”

Scales

Students enjoy filling out personality scales, and these scales spark interest in the class. Scales can be used to trigger contemplation or a discussion.

- Avoid scales that give a person a “score,” unless the scale has been proven to have content validity, predictive validity and high reliability.
- To avoid infringing on copyrights, scales can be read to students. No one sees the answers but the student.
- Scales are very helpful in providing operational definitions of concepts and in showing how the constructs work in the students' own lives. A useful book full of interesting scales is Robinson, Shaver & Wrightsman's (1991) **Measures of personality and social psychological attitudes**. Academic Press. A scale appropriate for this chapter could be the “sensation-seeking scale”.
- Use the Self-Regulated Learning list developed by Zimmerman & Martinez-Pons (1986). It is toward the end of the chapter under self-regulated learning. Have students either answer yes/no or rate themselves. Then ask them what skills they think they should develop. Tally their answers on the board. You can also discuss with them how to apply the self-modification steps to the most popular skills.

What are your values?

This is a good exercise for stimulating discussion. It also helps warm students up for self-exploration. Give your students the following instructions (or use Handout 1-5):

- Make a list of your values, in order of importance to you.
- Explain to your discussion group why you placed the top three values and the last three values. Do they reflect how you live now--or how you want to live?

Take-home essays

You could assign a take-home essay based on case studies described in the book. Here are some examples:

1. Describe all the steps “A.S.” went through to overcome his fear of elevators, then apply them to a different fear.
2. Analyze “Jack’s” self-modification project in terms of Antecedents, Behaviors and Consequences. Give examples of how he could have adjusted his plans for success.
3. List and describe the steps involved in most self-modification projects. Describe how you would use the steps in your own project.
4. Does self-modification really work? Answer with examples and research from your text.

5. Explain the steps “Al” went through to use self-modification to overcome depression.
6. Examine Adele’s project at the end of Chapter one. Describe what ideas you would use for your own project and why.

Interviews

Ask students to interview a friend who made a positive change in his/her life. Students can probe: What was the situation when the less-than-ideal behavior was taking place? How did the person feel? What were their thoughts? What event contributed to the change in behavior? What general conclusions can be drawn from this specific “case study”? Have them write a report, or share with their discussion group or the rest of the class.

Jigsaw Classroom

The jigsaw classroom is a cooperative learning technique, originally designed by Elliot Aronson and his colleagues (1978) to ease racial tensions between students and to promote an environment of learning and motivation. The basic premise is that just as each piece of a jigsaw puzzle is essential to appreciate the final outcome, each student’s participation in the jigsaw classroom is paramount to understanding the entire lesson. If a piece is missing, the product is not complete. Thus, each student, along with his or her contribution, is essential.

There are basically two types of groups: the home group and the expert group. The jigsaw classroom is most effective if there are smaller groups, preferably no more than ten people in each group. The exact number will depend on how you divide your class as well as how you divide the learning objective questions for each chapter.

Students begin in their home group. In there, they are each assigned a different set of learning objective questions from the chapter. If there is a larger group of around ten students, two students can be assigned to each set. Once everyone in the group has been assigned their question set, the home groups temporarily separate. Students now form the expert groups by finding students from the other home groups who were assigned the same set of learning objective questions. Again, you do not want there to be too many people in each expert group. In a large class, you may have more than one expert group for the same set of learning objective questions.

While in the expert groups, the students’ goal is to master the concepts they were assigned by answering their learning objective question set. This should take about two-thirds of your class period. During this time, the instructor should be visiting each group to make sure that everyone is participating and understanding the material. Once the students have mastered the material, they are to return to their home groups. In the home group, their mission is to teach the concepts they just learned to their home group members. The instructor should once again be visiting each group to make sure the material is being explained properly. Students in the home group should be taking notes on the topics being covered by their fellow classmates.

For more information, please see:

E. Aronson., N. Blaney, C. Stephin, J. Sikes & M. Snapp. *The Jigsaw Classroom*. (1978). Beverly Hills, CA: Sage Publishing Company.

The learning objective questions for chapter 1 can best be divided into three sections: questions 1-6, questions 7-12, and questions 13-17. The ideal home group size would be between 3-6 students.

TEST ITEMS FOR CHAPTER ONE

Essay questions

Note: The Learning Objectives can be used as essay questions in most cases.

1. Describe the definition of self-regulation. Give examples.
2. List the steps to follow to study your textbook efficiently.
3. Compare and contrast the idea of willpower as a skill with willpower as a general trait.
4. Describe the strength model of self-control and self-control fatigue. Give examples.
5. Explain, using an extended example, how a problem can be analyzed in terms of Antecedents, Behaviors and Consequences.
6. List and describe the steps involved in most self-modification projects.
7. Sarah decides to lose weight, but she finds it difficult to resist sweets. She often eats out with friends, her office is right next to a bakery, and her mother is always buying treats for the family. Describe how Sarah can plan ahead to reach her goal of avoiding sweets. Consider how she can use the A-B-Cs to examine and change her behavior.
8. Bob has tried to quit smoking for years, and he has failed many times. Now he is taking this course with you. What can he do to make sure the techniques he learns in this class help him?
9. Garfield wants to overcome his addiction to lasagna, but he complains that he doesn't have the willpower to do so. How is Garfield's reasoning flawed? What is a better way to think of "willpower"?
10. Michael Jordan is thought to have been one of the best basketball players in history. According to the text, what are the two main elements of how he must have built up his skills? Give examples.
11. Your friend Brittany is a very good water polo player. However, she has a difficult time when it comes to studying. Her grades are slipping, and she fears being put on probation. What does Brittany's situation illustrate about the idea of "willpower"?

Chapter 1

Multiple-choice questions

1. Dave is teaching his son how to use self-direction to improve his public speaking skills. According to the text, self-direction could be considered:
 - a. eating a lot of fiber.
 - b. helping people do what's right.
 - c. doing what we want to do.
 - d. putting ourselves in order.

Answer: D. LO 1

2. Which person is self-regulating?
 - a. Mike realizes that he is talking too fast and slows down.
 - b. Martha gets a ticket from a police officer for speeding.
 - c. Mary regrets eating too much cake.
 - d. Mathew resolves to watch less TV.

Answer: A. LO 1

3. If Maria wants to use the best study techniques to learn the material in the book, she should:
 - a. first read the chapter, then try to answer the learning objectives
 - b. read the summaries and learning objectives before reading the text
 - c. read the summaries and learning objectives instead of reading the text
 - d. all of these

Answer: B. LO 2

4. The learning objectives found at the beginning of each section:
 - a. should be read before you read the chapter.
 - b. should be read after you read the chapter.
 - c. should be used to study for tests.
 - d. all of these.

Answer: D. LO 2

5. Charlie has noticed that she can resist the dessert table at the buffet when she first passes it, but the more she passes it, the harder it becomes. The text describes this as:
 - a. the strength model of self-control
 - b. using brute self-control
 - c. self-control fatigue
 - d. all of these

Answer: D. LO 3

6. Brook believes that he can quit smoking “cold turkey,” by simply resisting the temptation to smoke. According to the strength model of self-control, what will likely happen?
- Brook will easily succeed if he’s strong enough
 - Brook will have difficulty at first, but his willpower will increase with time
 - Brook will resist smoking more easily at first but will given in after time
 - Brook will lift weights instead of smoking

Answer: C. LO 3

7. Three friends are trying to stop their late night snacking habit. According to the text, who is most likely to succeed?
- Ace decides he will just force himself to stop eating after dinner.
 - Keisha stops buying snacks so that nothing can tempt her at night.
 - Kyle will do two pushups for every snack he eats at night
 - All three friends will be equally successful

Answer: B. LO 4

8. Carla has been trying to use brute self-control to stop biting her finger nails. What is Carla most likely doing?
- Telling herself that she should just stop biting.
 - Dipping her fingers in pure lemon juice to make the too sour to bite
 - Asking her friends to remind her to stop if they catch her
 - Creating an if ... then plan should she find herself biting her nails.

Answer: A. LO 4

9. Grace believes that willpower is like a skill. This belief implies:
- behavior that is based on knowledge.
 - behavior that is adapted to particular situations.
 - behavior that has been well-practiced.
 - all of these.

Answer: D. LO 5

10. Self-regulation is better understood as a(n)_____ than as a(n)_____:
- Inherited characteristic ... learned characteristic.
 - Skill ... condition.
 - Accomplishment ... capability.
 - Value judgment ... accomplishment.

Answer: B. LO 5

11. Which approach would most likely resemble self-directed behavior?
- Learning strategies and skills to reach long-term goals.
 - Placing yourself in a situation that will test your willpower.
 - Emphasizing your strengths and avoiding your weaknesses.
 - Making lists of things you want to do.

Answer: A. LO 5

12. If self-control is a skill:
- then you would expect that some situations call for more skill than the person has.
 - then people ought to be able to rise to the occasion when necessary.
 - then the idea of willpower is basically correct.
 - then your level of self-control is the same for every task.

Answer: A. LO 5

13. To develop a skill, one needs:
- talent and opportunity.
 - knowledge and practice.
 - strength and equipment.
 - willpower and imagination.

Answer: B. LO 6

14. Larissa appears to be skilled at learning new languages since she picked up French very quickly. According to the text, this should mean that Larissa:
- is likely to learn Spanish as easily as she learned French
 - can learn anything new as long as it is in French
 - will learn Calculus easily if it is taught by her French instructor
 - should study all subjects exactly how she studies French

Answer: A. LO 6

15. Who is the best example of a skilled elementary school teacher?
- Mr. Ueoka has a degree in education
 - Mrs. Peterson can teach several subjects to different aged children
 - Mrs. Okamoto can teach fractions to third grade students
 - Mr. Hills has taught kindergarten for 20 years.

Answer: B. LO 6

16. Abraham is throwing a fit during a department meeting. This is likely because:
- he is a mean person
 - a topic in the meeting upset him
 - his colleagues are mean to him
 - more information is needed to answer this question

Answer: D. LO 7

17. Emmie always thought that she was bad at math. After reading the text, she realized that:
- her anxiety was making a difficult subject more challenging
 - teachers have just been too harsh when grading her
 - math is an unnecessary subject and she should only take psychology classes
 - she really is a good student

Answer: A. LO 7

18. The purpose of this book is to:
- teach you about people who are good at self-regulation
 - help you lose weight and quit smoking.
 - teach ways to improve your skills in situations where the task is difficult for you.
 - teach the ABC's of self-esteem.

Answer: C. LO 8

19. From this book, you will learn:
- specific solutions for specific problems.
 - how to self-modify without failing.
 - the names of great self-control scientists.
 - general skills for coping with problems.

Answer: D. LO 8

20. According to the text, events that stimulate you to act in certain ways are called:
- antecedents.
 - harbingers.
 - stimuli.
 - precedents.

Answer: D. LO 9

21. The text states that situations can be analyzed into A-B-C components, which stand for:
- Abilities, Behaviors, Circumstances.
 - Adjusting Behavioral Consequences.
 - Antecedents, Behaviors, Consequences.
 - Antecedents, Behaviors, Circumstances.

Answer: C. LO 9

22. Jed sees food at a buffet and begins eating. The A-B-C consequence to his behavior is:
- the feeling of being full.
 - the sight of the food.
 - the weight he gains.
 - the cost of the buffet.

Answer: A. LO 9

23. Learning affects the relationship between A-B-C components because:
- learning makes consequences automatic.
 - behavior is learned as a child and is unlikely to change.
 - people learn to behave a certain way in certain situations.
 - all of these

Answer: C. LO 10

24. When Brittany gets on a boat, she gets really nervous. When Christina gets on a boat, she feels relaxed and happy. According to the text, why might they have different reactions to the same situation?
- They have different genes.
 - They had different experiences on boats before.
 - Christina knows relaxation techniques, but Brittany doesn't.
 - Brittany is just scared of everything.

Answer: B. LO 10

25. According to Chapter 1, why would two people respond to the same situation in different ways?
- They have different levels of willpower
 - They are ineffective problem solvers
 - They have different learning experiences
 - They have different structured diaries

Answer: C. LO 10

26. Bob wants to improve his self-esteem. He notices that he puts himself down too much and decides to change that. What is his target behavior?
- putting himself down
 - his self-esteem
 - his friends encouraging him
 - doing well in job interviews

Answer: A. LO 11

27. The “target behavior” is:
- Your lifelong goal
 - The desired consequence
 - The temptation you are trying to resist
 - The behavior you are trying to change

Answer: D. LO 11

28. Teresa wants to reduce her road rage. What self-modification steps should she take?
- Select a goal; keep records; make a plan; adjust the plan; maintain gains
 - Use antecedents; then use behaviors; then use consequences
 - Learn about road rage; then practice until it becomes automatic
 - Make a plan; keep records; adjust the plan; maintain gains

Answer: A. LO 12

29. The first step you should take for your self-change plan is:
- Problem solve
 - Learn new behaviors
 - Avoid antecedents
 - Choose a target behavior

Answer: D. LO 12

30. Self-change techniques can include:
- practicing behaviors.
 - changing the events preceding behaviors.
 - changing the events following behaviors.
 - all of these.

Answer: D. LO 13

31. What can your records of the ABC's of your target behavior show you?
- Your reaction to self-recording.
 - What can be changed to modify your behavior.
 - How much willpower you have.
 - How much self-modification you need.

Answer: B. LO 13

32. In general, people who have a relatively serious problem with their behavior:
- are unable to change without professional help.
 - assume that they cannot change without professional help.
 - often do change without professional help.
 - change only if they receive social support.

Answer: C. LO 14

33. Most popular self-help books, like the kind sold in mall bookstores:
- are never evaluated to see if they actually help people.
 - do help people, but in unexpected ways.
 - definitely do not help people.
 - help some people, but do not help others.

Answer: A. LO 14

34. People who are addicted to alcohol:
- are unable to quit because they are addicted
 - are able to quit only with professional help
 - are able to quit using self-modification techniques
 - are not able to quit because their problem is too serious

Answer: C. LO 14

35. According to several research studies of students who use the ideas in your text:
- about twenty-five percent are successful.
 - about forty-five percent are successful.
 - about seventy percent are successful.
 - about ninety percent are successful.

Answer: C. LO 15

36. According to the text students who have taken classes using this textbook have:
- earned better grades
 - managed their stress better
 - eaten more vegetables
 - all of these

Answer: D. LO 15

37. When people fail at self-modification, it is often because:
- the techniques do not work.
 - they don't have enough willpower.
 - they didn't use the techniques.
 - the A,B,C's of the situation make change impossible.

Answer: C. LO 16

38. Leilani took this class last year, and she tells you that her self-modification project didn't work. According to the text, which is the most likely explanation?
- She didn't work hard enough.
 - Self-modification doesn't work.
 - Her project was too difficult.
 - She didn't use enough techniques long enough.

Answer: D. LO 16

39. Resisting distractions while studying, planning ahead for assignments, organizing before you write, and reviewing test answers are examples of:
- earning better grades
 - self-regulated learning
 - self-modification plans
 - A-B-Cs

Answer: B. LO 17

40. Which of the following has self-modification been proven to help?
- Depression
 - Severe premenstrual symptoms
 - Obsessive-compulsive disorder
 - All of the above

Answer: D. LO 17

Handout Masters

Handout 1-1: **Getting to Know You**

Handout 1-2: **Where's the Blame?**

Handout 1-3: **Reflection Time**

Handout 1-4: **What are your tendencies?**

Handout 1-5: **What are your values?**

Getting to Know You

Instructions: *Find a person who...*

Move quickly through the room, introducing yourself to others and trying to find a person who fits the following categories. Write that person's first name next to each descriptor. You can only use a person's name once. Have fun!

Find a person who...

Likes to read:		Has traveled to Europe:	
Plays tennis:		Is working part-time:	
Has two sisters:		Likes to dance:	
Jogs:		Speaks a second language fluently:	
Watches "Criminal Minds":		Is taking over 15 credits:	
Enjoys okra:		Surfs the Internet:	
Works full-time:		Likes to camp:	
Likes to cook:		Hates spiders:	
Attends plays:		Loves to fly:	
Has two dogs:		Is a baseball fan:	

Name and contact information of classmates:

Where's the Blame?

INSTRUCTIONS:

Read the following scenarios and try to explain the person's behavior using the Environment explanation, the Person explanation and the Person/Environment explanation. Which explanation seems most accurate? Discuss solutions. Be prepared to share with the rest of the class.

1. Jane eats a lot of sweets. Whenever she sees them, she wants to eat them. Her family often eats dessert with their dinner whenever they go out, and there is always a supply of candy in the cupboard at home. Jane has tried many times not to eat sweets, but whenever she goes out with her family, she caves in.
2. Thomas is a smoker. He has tried to quit cold turkey many times, but that usually only lasts for less than a week. His co-workers always smoke on their breaks and there is a store to buy cigarettes just around the corner from his house.
3. Josie surfs the web all the time, even when she knows she should be doing other things. She lives alone and often feels bored and lonely unless she is on the Internet. Her computer is always on in her room. She always gets interested in exploring the links on the webpages, even if they're off-topic.
4. Francis is poor at studying. He usually tries to read with the TV on to relax him, but often realizes after an hour that he hasn't even read one paragraph. He likes to study at night when he's done with everything else he wants to do, but his roommate usually gets home around that time and wants to talk or play video games. Francis gets bored easily when he tries to study, and often thinks he's not supposed to be in school.
5. Sachi's doctor has instructed her to exercise more to help lower her blood pressure. Sachi has never been very athletic, and doesn't like to sweat. She feels like it takes too much time to get ready to exercise and shower afterward. Her joints hurt when she tries to jog. She thinks she's too busy to start an exercise program now, and would rather spend the little bit of free time she has sleeping.

Reflection Time

1. List the behaviors you think you would like to change in your life:

2. Circle the ones you are most likely to focus on for this class. What are the advantages and disadvantages of changing these behaviors?

Advantages

Disadvantages

3. What can you do now to start recording your observations about these behaviors?

4. Changing behaviors—and sometimes even observing them—can mean some amount of inconvenience. How committed are you to changing? Write down your commitment here.

What are your tendencies?

“Willpower” can be redefined as a set of skills. In the space below, generate a list of personality characteristics (or tendencies).

With a partner or in a group, discuss ways one of your “tendencies” could be learned.

For example, a “morning person” is someone who goes to bed at a decent hour, sets an alarm to get up early, and exercises briefly to get the day started. A “messy person” is someone who doesn’t reinforce themselves when they put things back. A “smart person” is someone who does his/her homework each day and reviews each week for exams. A “friendly person” is someone who has learned to smile.

What are your values?

Make a list of your values, in order of importance to you.

Explain to your discussion group why you placed the top three values and the last three values.
Do they reflect how you live now--or how you want to live?

