Exercise 18.4: Developing a Behavior Mod. Plan ANSWER KEY

Scenario: Mikayla has been complaining over the past two weeks that she cannot finish homework on time. Though she attempts to study everyday she ==becomes bored and seeks other sources of stimulation==. She also tells you that she studies in her dorm room in the evening with the ==TV on==. Often her ==friends visit unannounced== while she is trying to study and they all end up ==watching their favorite reality show together==. It has gotten to the point that she does not even try to study and spends time with friends instead. As you might expect, her ==grades have dropped off== considerably leading to ==feelings of worthlessness and low self-esteem and efficacy==.

Directions: Using what you learned about self-management, suggest a plan for Mikayla to study more effectively, raise her grades, and still have time to watch that reality show with her friends. Be advised that all aspects of the plan must be present to be eligible to receive full credit. Your strategies should include A, B, and C-focused strategies.

<u>Overall Process:</u>

<u>Planning for Change</u>

1. Identify Target Behavior

2. Pros and Cons Analysis with Self-Efficacy

3. State behavioral definition

4. Establish goals and criterion

5. Determine plan to record data

6. Conduct a functional assessment and baseline phase.

7. Identify strategies.

8. Identify temptations and mistakes

9. State plan rules.

<u>Implementation and Behavior Change</u>

10. Implement plan. Collect data as you go. Treatment phase.

11. Re-evaluate the plan and see if it is working. Make adjustments as needed.

12. Move to maintenance phase. Engage in relapse prevention.

Exercise 18.4: Developing a Behavior Mod. Plan ANSWER KEY

Identify Target Behavior

- To study without distractions (intensity?).

Pros and Cons Analysis with Self-Efficacy

- Pros of maintaining – Gets to spend time with friends and watch her favorite reality show.

- Cons of maintaining – Grades are falling. Feels bad about her poor grades.

- Pros of changing – Grades will go up, can land the job she really wants, can get into graduate school, feel a sense of accomplishment, praise from parents, makes honor roll.

- Cons of changing – studying is an opportunity cost. She loose time to do other things like hang with friends and watch tv.

- In the end, she will lose out on some fun studying for classes, but this is only for short period of time and in the future, she will have the life she wants and then can watch all the reality shows she desires.

- My self-efficacy is a 7. I believe I can stick to my plan if I can avoid the temptations in my environment.

State behavioral definition

- One behavior = studying without interruption for 10 minutes.

Establish goals and criterion

- Goal 1 – Study uninterrupted for 30 minutes (3 behaviors).

- Goal 2 – Study uninterrupted for 40 minutes (4 behaviors)

- Goal 3 - Study uninterrupted for 50 minutes (5 behaviors)

- Goal 4 - Study uninterrupted for 60 minutes (6 behaviors)

- Criterion – Maintain Goal 1 for one week before moving on and then maintain goals 2-4 for 2 weeks before moving on.

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Determine plan to record data

- Record data in a study journal that I will keep next to my workspace/on my desk.

- Record antecedents that lead me to study, or those that keep me from doing so, and any consequences for not meeting my study plan for the day.

Conduct a functional assessment.

- Antecedents – Mikayla does not study because she is bored and likely not interested in the subject. Also, her friends come in while she is studying and she turns on the tv.
- Behavior – Fails to study for her exams and complete work on time. Watches shows with her friends which enhances the reinforcing value of not doing school work.
- Consequences – She enjoys hanging with friends and watching her favorite shows, but does want to do well in school as her parents expect it and are paying for school.
- Previous Interventions – None. This is a unique situation in her academic career.
- Baseline phase – Identifies how much of an issue this really is.

Identify strategies

Antecedent Focused	Behavior Focused	Consequence Focused
Goal Setting	Shaping	Token economy
Antecedent Manipulations: • Using Cues • Response Effort • Motivational Strategies – establishing and abolishing operations	Fear and Anxiety Procedures: • Relaxation Techniques • Desensitization (systematic and in-vivo) • Flooding • Modeling	Differential Reinforcement: • DRA • DRO • DRL • DRI
Discrimination and Generalization	Habit Reversal	Self-Praise
Prompting to include verbal, gestural, modeling, and physical Fading of prompts • Fading within a prompt • Fading across prompts • Prompt delay	Cognitive Behavior Modification: • Cognitive Restructuring • Cognitive Coping Skills Training • Acceptance Techniques	Punishment Procedures: • Time Out: exclusionary and non-exclusionary • Response Cost • Overcorrection: positive practice and restitution • Physical Restraint • Guided Compliance • Contingent Exercise
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

Exercise 18.4: Developing a Behavior Mod. Plan ANSWER KEY

Notes:
- Present cues – books out that are needed for studying, which also reduces response effort.
- Removing cues – Don't have the remote laying out as a reminder. Could hide it across the room too which is increasing response effort for UB.
- Note in planner on to do list to study – presenting cues
- Abolishing operation – realizing the effect of distracted studying is causing
- Establishing operation – impact of studying more is getting better grades, if she has high achievement motivation; not an issue if she is only at school because of her parents and their expectations. Also, could allow her to watch her favorite show with friends if she completes her st6udy plan for the day
- Self-instructions – reminders of why studying is important.
- Cognitive restructuring – feelings of worthlessness are not due to her being unintelligent, but due to poor study habits and once she does better in school, this will go away
- DRO – absence of distracted studying during the study goal period results in engaging in one fun activity.
- Token economy and self-praise are obvious
- Punishments – only if needed. Since she has a motivation issue right now punishing not studying may make the problem worse.
- Maybe social support and prompts, if she can find a friend to help her out. Since friends are part of the issue, this may not be prudent.
- Remember, some strategies are better than others so go with stronger ones over weaker ones.

Identify temptations and mistakes

- Friends – they come over and watch the reality show with her which is an establishing operation for the undesirable behavior.

- Having access to the tv in her room.

- Her room is like a place that causes her problems.

State plan rules.

- I will study in my room when no one is there or will be there.

- I will not place the remote to the tv near me.

- I will study for the designated period of time.

- I will use my ABC chart/study journal to record my behavior and antecedents and consequences.

- I will follow my goals and move from one to the other according to the criterion.

- Etc…there are many others but no need to continue.

Exercise 18.4: Developing a Behavior Mod. Plan ANSWER KEY

Implement plan. Collect data as you go – Treatment Phase

- I will start my plan on a set date.

- My treatment phase will run for approximately 7 weeks if I meet all goals as described and have no setbacks.

Re-evaluate the plan and see if it is working. Make adjustments as needed.

- About 2-3 weeks in, and every few weeks after that, I will check to see that I am still on track.

- I will do this by counting behaviors, examining my tokens earned if I used a token economy, and graphing my data.

- If changes to my plan are needed, I will make them and then re-evaluate a few weeks later to see if my progress has improved.

Move to maintenance phase. Engage in relapse prevention.

- I am now at Week 7. My plan has worked. I will move to maintenance and believe my self-efficacy is a 9. My grades have greatly improved and my parents are happy. So am I.

- I will phase out the DRO, antecedent manipulations, punishment procedures, token economy, and goal setting sort of. Cognitive restructuring will not be needed either once I am performing well again.

- I will continue to use self-instructions, self-praise, social support if it was included, monitor via my journal, can set new goals for myself, and still have grades be an establishing operation.

- Prevent relapse or making sure she does not go back to bad habits.

Exercise 18.4: Developing a Behavior Mod. Plan ANSWER KEY

Process	Included?	Possible	Earned
Planning for Change			
Identify Target Behavior		1	
Pros and Cons Analysis with Self-Efficacy		2	
State behavioral definition		2	
Establish goals and criterion		1	
Determine plan to record data		1	
Conduct a functional assessment and baseline phase.		2	
Identify strategies.		5	
Identify temptations and mistakes		1	
State plan rules.		1	
Implementation and Behavior Change			
Implement plan. Collect data as you go. Treatment phase.		1	
Re-evaluate the plan and see if it is working. Make adjustments as needed.		1	
Move to maintenance phase. Engage in relapse prevention.		2	
TOTAL POINTS		20	

Process	Included?	Possible	Earned
Planning for Change			
Identify Target Behavior		1	
Pros and Cons Analysis with Self-Efficacy		2	
State behavioral definition		2	
Establish goals and criterion		1	
Determine plan to record data		1	
Conduct a functional assessment and baseline phase.		2	
Identify strategies.		5	
Identify temptations and mistakes		1	
State plan rules.		1	
Implementation and Behavior Change			
Implement plan. Collect data as you go. Treatment phase.		1	
Re-evaluate the plan and see if it is working. Make adjustments as needed.		1	
Move to maintenance phase. Engage in relapse prevention.		2	
TOTAL POINTS		20	

Exercise 18.4: Developing a Behavior Mod. Plan ANSWER KEY

Exercise 19.4 Rubric

Process	Included?	Possible	Earned
Planning for Change			
Identify Target Behavior		1	
Pros and Cons Analysis with Self-Efficacy		2	
State behavioral definition		2	
Establish goals and criterion		1	
Determine plan to record data		1	
Conduct a functional assessment and baseline phase.		2	
Identify strategies.		5	
Identify temptations and mistakes		1	
State plan rules.		1	
Implementation and Behavior Change			
Implement plan. Collect data as you go. Treatment phase.		1	
Re-evaluate the plan and see if it is working. Make adjustments as needed.		1	
Move to maintenance phase. Engage in relapse prevention.		2	
TOTAL POINTS		20	

Be advised that the answer key for this exercise will be emailed to the class. Compare your response against mine to see where differences like. Part 2 of the final will look exactly like this exercise. Let me know if you have questions.