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SELF-INSTRUCTION PROCESS EDUCATION  
FOR HIGH SCHOOL STUDENTS

by

Steven L. Norris

B.A., University of Victoria, 1975

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS (EDUCATION)  
in the Faculty

of

Education

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## ABSTRACT

Many personal problems result from people's inability to exercise some degree of influence over their lives. Defining this influence as "self-power," the ability to achieve personal goals, it is contended that such general abilities may constitute knowledge structures that can be taught and learned using cognitive-behavioral methods. Further, the development and offering of school curricula to equip young people with such process skills and strategies may be a prerequisite to personal coping and development, as well as related collective problem-solving.

Based on a stage model of self-instruction, the content of the instructional program "Training for Self-Power" was influenced by recent research and development in the fields of counseling and instructional psychology, and cognitive-behavioral science. This counseling curriculum was designed to help high school students achieve self-power by teaching them directly a series of sequential stages (decision-making, information-gathering, taking stock, specifying goals, specifying methods, action initiation, and evaluation) and process skills of self-instruction.

Thirty-four grade ten students were assigned randomly to an experimental self-instruction trained group and a no-treatment control group. Dependent variables assessed at pretest and posttest

included Rotter's *Internal vs. External Scale of Control of Reinforcement*, Rosenbaum's *Self-Control Schedule*, a curriculum-specific cognitive content test, and a cognitive-behavioral transfer test of self-instruction. Results revealed that students in the experimental, self-instruction program outperformed students in the control group at posttest on all dependent variables except for the *Self-Control Schedule*. Statistically significant interaction effects are also reported. Qualitative data from lesson feedback and personal reflection are summarized. A revised twelve-lesson curriculum (including complete Instructor's Manual and Student Guidebook) is presented.

Psychological process training in self-instruction, goal attainment competence is discussed as a missing curriculum that may enrich and enhance our children's future in a world of rapid and accelerating change. It is concluded that such preventive group counseling should increasingly be emphasized within the public school curriculum. Implications are drawn regarding the importance of training counselors to work effectively as classroom instructors and curriculum developers.

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CHAPTER I

INTRODUCTION AND RATIONALE

The Problem: Terms of Reference

Human actions over the next fifteen years will determine the future of our species in ways that merely a decade ago would have seemed impossible. It has become necessary to prepare individuals to cope with and control the rapid social and personal changes created by our headlong plunge into a highly technological age of information. At the global level, problems of overpopulation, starvation, poverty, nuclear conflict, interpersonal violence, environmental pollution, and general economic recession threaten our very survival. As we prepare to enter a new millenium, we humans hold the keys to our own salvation at personal, interpersonal, national, and international levels. The desperate need to develop human process skills in areas such as decision-making, problem-solving, collective cooperation, conflict resolution, and interpersonal tolerance never has been greater than at the present (Morris, 1982).

While widespread educational efforts to impart such generic skills are possible, they are not typically promoted in national programs of education (Conger, 1982). Instead of preparing citizens to exercise process skills to direct and apply our scientific and technological expertise, we have chosen passively to allow

our technology to grow beyond our capabilities of control and direction. Historically, as solutions are found, the creative response to society's needs has produced the effect of creating still more problems. Industrialization has spawned problems of diminishing and contaminated natural resources; improved medicines have resulted in differential overpopulation, poverty and food scarcity. The speed by which our environment becomes transformed by technology has brought on what Toffler (1970) calls "future shock."

"Collective agency" (collective-power) is the purposeful exercising of influence on human and environmental systems made possible through the behaviors, thoughts, and feelings of organized human groups (Martin & Martin, 1983). Collective-power may well be necessary for the enhancement and extension of human life on this planet. While such rhetoric may seem melodramatic, the importance of educational efforts to develop such "power" are hard to overstate. In Pulliam's (1979, p. 59) words, "every educational plan for the future should be required to show that it enhances the chances of survival and quality of life."

In order to manage our world-wide problems, we must take immediate steps to ensure that human resources develop at a pace that matches, and monitors, the directions of our rapid technological growth in areas such as computer and microelectronic technology, space exploration and study, and the genetic and biological sciences.

In an era of rapidly expanding technology, the need for teaching of process has created the need for a new "teachology."

The current study expands on Martin and Martin's (1983) concept of "personal agency," which they define as the "purposeful exercising of influence in our lives through our own thoughts, behaviors, and feelings." (p. 31). This thesis introduces a similar concept, "self-power," defined simply as our ability to take positive action towards achieving personal goals. Such a "goal" may be the achievement of something we want or want to become, or it may involve overcoming a certain life problem. When we exercise self-power, we take "action," which involves successfully changing our behaviors, thoughts, and/or feelings in order to meet our personal goals. As such, self-power is a basic, general goal of public school education.

"Collective efficacy is rooted in self-efficacy." (Bandura, 1982b, p. 143). This view that collective-power is rooted in and grows out of self-power is supported by considerable social psychological evidence that indicates a powerful relationship between perceived personal efficacy and the predisposition toward creative social activism (e.g., Forward & Williams, 1979; March, 1977; Muller, 1979). In simpler terms, people who have not learned purposeful ways in which to influence and control their own life circumstances (i.e., make decisions, solve problems, gather information, specify goals and methods, initiate action, and self-evaluate),

typically do not work well with others to influence interpersonal, social and cultural, and political situations. Self-power abilities at the personal level are prerequisite to the exercise of these "powers" at collective levels. Although the present curriculum emphasizes individual goal-attainment, we need to remember that we cannot maximize our individual potential apart from groups and communities. We need to develop this sense of collective identity, and with it, collective-power.

As Rogers (1982) argues, the process of developing international trust and goodwill (in areas such as nuclear arms reduction, for example), is similar to that which has proven to be teachable and learnable in more localized interpersonal contexts. Nations negotiate through their leaders and delegates who represent their positions. Nations are collections of individuals. It is hypothesized that if these individuals were to become more effective in their personal sphere of influence (knowledge and application of goal achievement processes), these abilities would generalize to the collective sphere.

Without the acquisition of process skills and knowledge basic to the exercising of self-power, we are unlikely to engineer meaningful change towards achieving personal goals. We must cultivate the ability to act in ways that produce effects leading to betterment of our life situations. Fortunately, such capabilities and strategies can be taught and learned (see, e.g., Bandura, 1977,

1978; Martin & Hiebert, 1981; Martin & Martin, 1983; Steinberg, 1983; Weigel & Uhlemann, 1975; Wiesen, 1977). Furthermore, they can be implemented in relatively similar ways in personal, interpersonal, national, and international transactions. To prepare individuals to avoid personal traumas and potential horrendous collective consequences, an immediate challenge for contemporary education is the development of "self-power" curricula. If they are to be employed widely for human betterment, process skills necessary for self-power must be learned and employed by many people, particularly those of us in highly technological societies. Our public school systems are the only readily available institution for facilitating such large-scale learning. There is evidence that skills basic to self-power and collective-power can be taught and acquired in the context of public schooling (e.g.; Carledge & Milburn, 1980; Manster, 1977).

Most would agree that the overall purpose of public schooling is to prepare young people to lead independent lives that they experience as personally fulfilling, and that contribute to the positive development of society. Curricula in schools are offered because they are perceived to equip pupils with the skills and knowledge necessary to achieve this purpose. Historically, North American schools have pursued the "self-power" goal by offering a set curriculum of basic subjects such as geography, history, mathematics, languages, the sciences, and so on. In the study of these

subjects, students are expected to acquire indirectly generic skills in such areas as self-directed learning, decision-making, problem-solving, independent thinking, critical thinking, and creative thinking--skills that most educators would rank among the most desired consequences of schooling. These same educators have assumed that such capabilities are acquired somehow as by-products of these traditional school curricula. This increasingly appears not to be the case (Jones, 1980). If such skills *are* acquired by this latter method, it is likely that they will become embedded in specific contexts and are therefore less likely to generalize to situations or contexts (see Rigney, 1978, for the distinction between detached and embedded strategies). This "learning by osmosis" method has been shown to be of questionable value, particularly when students' abilities to generalize processes of decision-making, problem-solving, and the like to nonschool, adult contexts is taken as the main criterion (Averch, Carroll, Donaldson, Kiesling, & Pincus, 1974; Coleman, 1974). It also appears that existing programs of counseling and guidance in our schools are of limited value in fostering knowledge and process skills basic to self-power, largely because of the lack of proven effective instructional materials, and the extra-curricular nature of most such services (see Martin, 1983).

Most attempts to develop school curricula to promote process skills basic to self-power have encountered problems. In general,

educators have experienced difficulty progressing beyond a stage of critical rhetoric that decries current educational practices but does little to pronounce workable alternatives (Cawelti, 1974). When alternatives have been advanced, they are often so vague and general they defy concrete operationalization of the concepts they contain (e.g., Kozol, 1972). Even if eventually implemented, few curricula have received detailed empirical, experimental analysis to determine whether they in fact accomplish what they claim (McNeil, 1978).

The traditional subjects generally have served us well, and with some modifications (see, e.g., deBono, 1979), they should continue to be stressed. Schools should continue to emphasize the basic skills of reading, writing, speaking, and computation. The argument initiated here is that such "core" subjects, while necessary, are not sufficient to ensure that the overall aim of positive human development (and personal goal achievement) will occur.

Without the acquisition of knowledge and process skills basic to the exercise of self-power, we are incapable of engineering meaningful change in our lives. As is occasionally voiced by others (e.g., Beyer, 1984a, 1984b), it is possible to teach such skills directly, more or less as a curriculum in their own right.

Counseling as an Instructional Activity

Many theorists and practitioners in the fields of education, psychology, and counseling have argued that counseling is essentially



a form of instruction and teaching (Carkhuff & Berenson, 1976; Ellis, 1977; Hiebert, Martin, & Marx, 1981; Katz & Ivey, 1977; Krumboltz & Thoresen, 1976; Martin & Hiebert, 1982; Osborne, 1978; West, 1977). This theoretical tenet is based upon the observation that because the purpose of counseling is to promote client and student change and learning, counseling itself necessarily must be an instructional process. Clients and students learn; counselors and teachers instruct. Hiebert, Martin, and Marx (1981) define counseling as purposeful activity on the part of a counselor that results in client learning that is consistent with intended counseling goals. A major part of counseling typically is associated with assisting clients to make decisions, gather information, frame goals and objectives, assess their situations and capabilities, plan actions, and evaluate the effects of their actions--all components of the self-instruction program taught to students in the experimental group in this study.

Martin (1983) has suggested that counselors in schools and elsewhere can make use of systematic teaching programs to help students and clients acquire functional skills in a variety of areas such as anxiety management, decision-making, and interpersonal skills. In the development and offering of such programs, counselors act as curriculum developers and instructors. Acceptance of the essential instructional nature of counseling allows the counselor to be conceptualized as a curriculum developer. Such a

belief holds new possibilities for creative curriculum development in school counseling contexts.

The content of the present instructional program has been influenced by the extensive research and development over the past thirty years in the fields of instruction, counseling, educational psychology, cognitive psychology, and behavior management. Although it is beyond the scope of this thesis to detail such work, a brief mention of some influential studies is warranted. The curriculum is based on the stage model of self-instruction as developed by Martin and Martin (1983). At the level of skills and strategies, recent work in the cognitive-behavioral sciences affords a wealth of information pertinent to the acquisition of behavioral, cognitive, and affective skills and strategies and metaskills and metastrategies essential to the exercise of self-power across a wide variety of life situations. These include works in areas such as social skills training (e.g., Martin & Hiebert, 1982), intellectual skills training (e.g., Steinberg, 1983), problem-solving and decision-making (e.g., D'Zurilla & Goldfried, 1971; Horan, 1979), stress management and relaxation training (e.g., Hiebert, 1980, 1983; Jacobsen, 1938; Kutash & Schlesenger, 1980; Wolpe & Lazarus, 1966), academic skills training (e.g., Locke, 1975), self-management (e.g., Stuart, 1977), internalized self-statements (self-talk), cognitions, and belief systems (e.g., Barrios & Shigetomi, 1979; Beck, 1976; Ellis, 1962,

1975; Meichenbaum, 1974, 1977), systematic desensitization (e.g., Goldfried, 1971), and stress inoculation (Meichenbaum, 1975).

Several of these studies are discussed in more detail in the following chapter.

### The Curriculum

Based directly on Martin and Martin's (1983) stage model of self-instruction, this study attempts to extend the above-mentioned works in instructional counseling by developing and evaluating a curriculum designed to teach a series of sequential stages and integrated skills and strategies of self-instruction to high school students.

Knowledge about the development of skills essential to an effective and satisfying life are based upon the study of human thought and behavior. This curriculum's procedures of intervention combine elements of cognitive-educational theory (Klahr, 1976) with a behavioral approach. This reflects a more pragmatic view of the instructional process as opposed to the somewhat more theoretical view of cognitive processes. Rather than teaching specific "cures" to specific ills (problems) as is common in pure behavior therapy, this program teaches more generalizable processes.

Whereas most life skills programs teach a repertoire of "behaviors-in-situations," with the hope that they can teach enough of them to cover most situations in which people may find themselves, "Training for Self-Power" approaches the problem in a very different

manner. By teaching processes (how to go about it) of self-instruction, the student learns a model with which to approach any problem situation or desired goal. Self-instruction is the process, self-power is the goal. The goal of the curriculum is to help students use self-instruction as a means of exercising self-power in enhancing and expanding their lives. The student recycles the same processes (self-instructional stages) for each new situation rather than attempting to learn an extensive repertoire of specific behaviors-in-situations.

Rather than offering empty promises or simply encouraging and challenging students to self-motivate and/or think positively, "Training for Self-Power" teaches directly cognitive process skills and strategies toward goal attainment (described here as self-power). The power of the process lies within this seven-stage cognitive map which can guide one's actions; a self-instructional "blueprint" that can be returned to again and again.

As with Martin and Martin (1983), the "Training for Self-Power" curriculum has two overall aims: (1) to convince students that they can do something in response to most of the challenges, problems, and concerns they experience in the course of living; and (2) to provide students with a systematic, step-by-step strategy of self-instruction process skills necessary to exercise this influence.

The curriculum is designed for high school students to achieve

self-power, both generically and in relation to a number of important areas in their current and future life. Acquisition of such "power" may for example, result in students' developing personal plans and programs in areas of career considerations and information, designing and implementing individual life style plans, and promoting their effective interaction in social and interpersonal settings. The self-instruction skills and abilities targetted by the "Training for Self-Power" curriculum can assist high school students in making the important transition from pupils to productive adult members of society.

### The Study

Power comes with control. By increasing our awareness of our own cognitive processes, we can learn to control our destiny. It is not always possible or advisable to attend professional counseling. When confronted with a serious life crisis or aiming for an important life goal, we need to be able to direct our own actions (self-instruct) toward positive outcomes.

What makes "Training for Self-Power" any different than will-power or any "New Year's resolution?" What is self-power other than simple "resolutions to be better?" In general, the self-instructional method advanced in this study is a systematic approach to applying principles of human learning, thought, and behavior change. While we know that resolutions and will-power are necessary to create personal change, we also know that they are not sufficient. If we could

change ourselves simply by willing such change, there would be no dissatisfied people in the world. Since few of us are totally satisfied with all aspects of our lives, it is clear that something more than will and good intentions is often necessary. That "something more" can be aided by the application of the systematic self-instruction stages in "Training for Self-Power." Devising effective applications to one's personal life can be enhanced with knowledge of these stages and skills, practice in using them, and feedback on this practice. Self-instruction is, itself, an action to be learned.

The present study attempts to operationalize the above-mentioned concerns. The curriculum is based upon the hypothesis that it is possible to teach directly the cognitive processes necessary for self-instruction towards personal goal achievement and problem-solving. The investigation was conducted to supply initial experimental data about the possible effectiveness of a program targeted at the acquisition of generic competence skills for contemporary living. It is a study of a twelve-lesson instructional counseling curriculum designed to teach self-instructional process skills in areas of general decision-making, information-gathering, recognizing and overcoming obstacles to self-power (i.e., anxiety, motivation problems, and lack of skills), specifying goals, specifying methods (plans), action initiation and self-monitoring of performance, and self-evaluation. These seven process stages are taught as discrete skills. Methods of instruction include lecture, small and large

group discussions, individual paperwork exercises, group experiential exercises, role-plays, and homework practice. Students examine a model "Hypothetical Goal Situation," and work through their own "Personal Goal Situation" for each stage of the self-instructional model.

The goal of the experimental program was to teach the self-instructional processes and stages as detached skills that could be applied (in combination) to a variety of situations and life circumstances. This approach was viewed as contrasting with traditional approaches in which such skills are thought to be acquired indirectly as a result of working through a series of tasks in defined traditional classroom subjects. The outcome of the study would be an experimentally supported curriculum unit that could be employed by teachers and counselors in regular high school classrooms.

This chapter has introduced key terms, and has discussed the rationale for such an investigation in terms of its personal and societal ramifications. In Chapter Two, a detailed discussion of concepts and related theoretical issues is presented, focusing on the teaching of cognitive processes, self-instruction, goal attainment, and relevant educational curricula. In Chapter Three, the research design is discussed and treatment procedures are outlined. In Chapter Four, descriptive and inferential statistics are reported, and non-statistical data from lesson feedback is summarized. In Chapter Five, there is a discussion of the results of the study, and

theoretical and practical implications of the findings are examined. Curriculum lessons and changes are discussed, and directions for future research in process education are suggested. Appendices include an Instructor's Manual and a Student Guidebook.

### Summary

The present investigation is based on the general hypothesis that modern psycho-educational science can provide the basis to build a self-instructive process toward effective goal achievement and problem-solving, and that this process can be taught by direct instruction.

This thesis aims at (1) developing a twelve-lesson curriculum, "Training for Self-Power," that teaches high school (grade 10) students self-instruction process skills towards self-power; (2) assisting students to apply these skills at personal and inter-personal levels; (3) using self-report measures and developing a curriculum content test and a cognitive-behavioral transfer test to evaluate student learning (pretest-posttest, control group design); (4) rigorously evaluating the extent to which targetted process skills of self-instruction are acquired and applied as a consequence of participation in the curriculum development project; (5) refining the curriculum based on evaluation of the study.

Should such an instructional counseling curriculum be developed that could be proven effective, additional support would be provided for the notions of instructional counseling and counselors as cur-



riculum (guidance) developers and instructors.

### Hypotheses

The specific directional hypotheses investigated were that, in comparison with the control group, students participating in the experimental instructional counseling program would exhibit statistically significant improvements from pretest to posttest scores on all dependent measures. Areas of study included: (1) students' knowledge of self-instruction skills and cognitive concepts (acquisition learning) as measured by the *Curriculum Content Test*; (2) students' abilities to apply this knowledge to "everyday" events (transfer learning) as measured by the *Cognitive-Behavioral Transfer Test of Self-Instruction*; and (3) students' attitudes consistent with higher levels of self-control and internal attributional processes (general attitudinal learning) as measured by Rosenbaum's (1980) *Self-Control Schedule* and Rotter's (1966) *Internal vs. External Scale of Control of Reinforcement*.

CHAPTER II  
REVIEW OF THE RELATED LITERATURE

This chapter provides an overview to theoretical constructs and research central to the "Training for Self-Power" curriculum. The discussion of the related literature is organized into seven major sections in the following order: (1) Teaching cognitive processes; (2) Higher order thinking (metacognitive knowledge and executive processes); (3) Problem-solving and decision-making; (4) Self-power (goal-attainment); (5) Self-instruction; (6) Cognitive processes curricula; and (7) Summary and conclusions.

Teaching Cognitive Processes

Information is easy to teach, so we teach information and we test it in examinations. Process skills, like thinking, are much more difficult to teach and test, so we tend to ignore them.

de Bono (1979, p. 212)

This section defines and discusses thinking skills and cognitive process constructs and their development in the literature, emphasizing implications for instruction.

Most of us have goals, but we are rarely systematic in our approach to their achievement. We have some awareness of decision-making, researching, planning, initiating action, and evaluating, but infrequently reflect upon these cognitive processes while engaged in day-to-day living. Such thinking-about-thinking is an area

that is receiving increasing attention in the fields of education, instructional psychology, and cognitive science.

Frequently, thinking skills have been regarded as "intelligence in operation" (de Bono, 1979, p. 231). Thinking skill is not the same as rote accumulation of knowledge or innate intelligence. Specifically, our ability to accomplish life goals is not always correlated to intelligence. Great achievers are not necessarily the most intelligent of the species (see Bortner & Birch, 1970). Success in life requires a mixture of base intelligence, process thinking skills of self-instruction, foresight, creativity, motivation, luck, parental input, being born on a certain continent, tenacity, and so on.

While a reasonably strong correlation might exist between intelligence test performance and the achievement of goals, it may not be the case that one had caused (or is necessary for) the other. Likewise, it would not be sensible to try to improve real world performance by training individuals to do better on intelligence tests.

Kirby (1984) relates two reasons for the lack of research in this area. One is the often unstated assumption that the underlying process skills and strategies necessary for goal attainment are to a large degree unimprovable. Whether innate or shaped by early preschool experience, these underlying factors have been seen as fixed potentials, as upper limits of performance by the time

the child is in school. Second, is the absence until recently of cognitive process constructs within individual differences psychology (see Kirby, 1980). When the constructs underlying performance are seen as capacities or abilities, it seems to be difficult to conceptualize them as responsive to instruction.

Should one teach planning and decision-making in the broadest sense, emphasizing awareness, or rather teach a variety of more narrow, task-specific strategies? Kirby (1984) (see Case, 1980, for a more complete example of such an approach) posits a combination of both within a coherent approach.

A few highly specific schemes or skills must be taught first to provide a basis for understanding, but some higher level accomplishments must follow soon to preserve motivation....Plans...must be taught in carefully chosen, concrete, and specific contexts, but their relevance to other problem contexts must also be indicated, preferably in a practical way....If teachers can be made more aware of planning and strategies, and if they can be encouraged to teach them to their students, some increases in achievement should follow. Perhaps more important would be the generalization of a planful approach beyond the school to life in general, making students more aware of their options or goals and the means to obtain them.

Kirby (1984, p. 86)

Educators have long emphasized the need to teach students the skills of intelligent thinking if they are to become fully functioning, responsible individuals. Nearly eighty years ago, Huey (1908) cautioned against the teaching of specific subject matter as "an end in itself" (p. 300). John Dewey, writing in 1909, stressed the need to learn the process of reflective thinking and

its culmination, intelligent action. Dewey emphasized the necessity of good thinking habits: "All which the schools can or need do for pupils is to develop their ability to think" (p. 179). Continuing to the present, the literature has emphasized the need for problem-solving, decision-making, and life skills processes to be taught at the high-school level. In a complex society, the need for skill in cognitive processes is high. We need widespread implementation of Mead's admonition that "children must be taught how to think, not what to think" (Mead, 1950, p. 16).

In considering the total range of cognitive processes, it is important to distinguish between (1) the discrete and basic (i.e., micro-thinking) skill operations such as recall, extrapolation, and synthesis; and (2) the broad thinking processes, such as decision-making, information gathering, and evaluating.

Thinking skills are the individual mental operations which are the components of any thinking process and strategy. Ehrenberg (1981) defines a skill as being proficiency and speed in performing a mental or physical action or set of procedures. Research (e.g., Posner & Keele, 1972) suggests that skills teaching should be (1) systematic (based on the three necessary conditions for learning; introduction to knowledge, provision for guided practice, and performance feedback on this practice); (2) direct and frequent (explicitly described, explained, and demonstrated); (3) integrated (with instruction in subject-matter and other skills); and (4)

developmental (building on thinking skills introduced in previous grades and setting up skills to be introduced in succeeding grades). Beyer (1983) provides thorough description and discussion of these four principles for effective skill teaching. Beyer (1984b) references research on the direct teaching of thinking skills, and discusses five steps that educators can take to bring about an improvement in such teaching.

Building upon the arguments of Sizer (1983), Beyer (1984b) gives evidence from professional educators, government and business leaders that better instruction in thinking skills should be a major priority in educational planning for the coming years.

The term "process" refers to a general category of cognitive or mental functions; a way of "going about it," with all the steps involved. Processes are learned entities, complex mental skills which learners use in transforming knowledge and understanding to effect goal achievement and problem-solving--regardless of the subject matter considered. The above-mentioned conditions for teaching thinking skills also relate to teaching processes.

A thinking "strategy" is a planned sequence of thinking processes consciously undertaken to produce a particular wanted or needed outcome. Each strategy (such as "Training for Self-Power") calls upon a variety of processes in the course of its operation. Strategies are high order heuristic principles which are used in

devising or applying specific processes in a plan (used in a special order) to achieve a definable goal. Bortner and Birch (1970) have noted that instruction in the proper use of strategies led to great improvement in task performance. They point out that performance does not necessarily accurately reflect cognitive competence. Emphasizing the value of verbalizing one's immediate past activity and future courses of action (self-talk), studies by Kaufman (1978) and Krywaniuk (1974) showed convincingly that strategies can be taught, and that the children in these studies were learning to use generalized strategies.

The work of Piaget (e.g., 1972) and Case (1978a) provides an example of how psychological and educational research and theory has been reconceptualized so that fixed abilities can be viewed as learned skills. Piaget's (e.g., 1972) competence theory of cognitive development describes the reasoning of which young people are capable at each of four stages (sensory-motor, pre-operational, concrete operational, and formal operational). Piaget's work did not, however, emphasize instruction in either particular strategies or particular content areas. In contrast, theories like that of Case (1978a, 1978b, 1980) with its emphasis on the components of strategy use, do have specific implications for education. If we know what cognitive processes are involved in the use of a particular strategy, we are in a position to teach the processes and therefore the strategy. Indeed, Case (1978a) has detailed his theory's

implications for instruction and successfully tested instructional programs for strategies in several content areas.

Theories like Case's are focused on the particular cognitive processes that are integrated in actual strategy use. They deal with cognitive performance (processes) as opposed to cognitive competence. For a more detailed discussion of this distinction, see Stone and Day (1980).

Not everyone, however, accepts this recent theoretical emphasis on direct instruction of thinking skills and cognitive processes. Nickerson (1981) states, "What one can hope to accomplish by the teaching of methods or strategies may be very limited when one's ultimate objective is to improve performance on tasks requiring the use of large amounts of knowledge" (p. 23). Further, Hayes (1980) suggests that we greatly underestimate how much knowledge is required for expert performance of certain intellectually demanding tasks. Nickerson (1981) distinguishes between domain-specific knowledge and knowledge about thinking per se.

Clearly one's ability to think effectively within a specific domain will be severely limited if one knows little about that domain. One cannot be expected to solve problems involving chemical analysis if one has no knowledge of chemistry.

Nickerson (1981, p. 23-24)

In a critique of programs proposing to teach thinking, McPeck (1984) argues against the use of process-oriented decision-making and problem-solving models of logic and critical thinking in



preparing students to face complex issues which encompass substantial amounts of factual information.

In most everyday problems worthy of public debate our quandry is...almost always about the truth of complex information, concepts, and propositions. We are not analyzing arguments so much as evaluating data, information, and putative facts....(M)ost of our mistakes in rational judgment originate in this informational domain.

McPeck (1984, p. 36)

McPeck (1984) claims that any type of social problem is nearly always complicated, because the requisite information is also complicated. He views process approaches as often tending to make the complex seem relatively simple and straightforward; always reachable by following certain formulas. McPeck concludes that without thorough research of the complex issues of "everyday life," any process-oriented approach that justifies itself on the grounds of enabling people to make more rational judgments offers but a false security.

The present curriculum attempts to integrate this cogent criticism with the cognitive process learning approach. McPeck (1984) and Kitchener (1983), as well as Nickerson (1981) and Hayes (1980), emphasize the significance and necessity of intensive and comprehensive information gathering. "Training for Self-Power" responds by giving recognition (via a separate stage of self-instruction within a cognitive processing model) to the complexity and importance of knowledge and information gathering.

An education suitable for a rapidly changing tomorrow must

enable a person to evaluate the relevance of information to a problem or goal, to realize the potential sources of such information, to assert oneself in gathering this information, and to analyze and organize the gathered data. Learning and implementing such a self-instructional process is particularly imperative when some of the factors are completely new, and/or ill-defined. Central to the field of education, the question becomes: Can cognitive processes (such as the information gathering process mentioned above) be taught in order to increase goal-attainment performance?

Based upon the assumption that thinking skills and cognitive processes can be taught and learned (see, e.g., Beamish & Marinelli, 1983; Ehrenberg & Ehrenberg, 1982; Feuerstein, 1979, 1980; Hughes, 1981; Lipman, Sharp, & Oscanyan, 1978; Morgan, 1984; Seiger, 1981; Stone, Hinds, & Schmidt, 1975; and Whimbey & Lochhead, 1980), the present study field-tests such a process-oriented curriculum of self-instruction. While the validity of any process remains an uncertainty and subject to continuous research and development, it is hypothesized here that experimental group students will become more effective problem-solvers and goal-achievers, and will increase self-attributions of self-control and internality of locus of control.

#### Higher Order Thinking (Metacognitive Knowledge and Executive Processes)

This section introduces theory and research regarding the awareness and control of cognitive processes.

The general area of study of higher order thinking (i.e., the

awareness, monitoring, and control of our thought processes) is central to this thesis. Recent investigations have suggested the importance of higher order variables in various cognitive processes (e.g., Brown, 1977; Flavell & Wellman, 1977; Meichenbaum & Asarnow, 1979). Concepts such as metacognition and executive processes have had a major influence on the recent study of cognitive development (Masters, 1980).

The construct of metacognition has been defined in vague and general ways (Kuhn, 1983), varying across studies within different areas of psychology and education. For example, it has been referred to as "cognitive monitoring" (Flavell, 1979), "self-communication" (Meichenbaum & Asarnow, 1979), and "knowledge about knowledge" (Brown, 1977). Cazden (1972) in her study of metalinguistic awareness and language learning, and Flavell (1976) in his discussion of metamemory used the "meta" prefix to refer to a reflective awareness of cognitive process. Flavell, however, also included control of cognition in his definition. Whereas Baker and Anderson (1982) refer to metacognition as "one's knowledge and control of one's own cognitive processes" (p. 282), Cavanaugh and Perlmutter (1982) and Brown (1981) argue that these two aspects of cognition should be seen as distinct.

The definition of metacognition as "knowledge and cognition about cognitive phenomena" (Flavell, 1979, p. 906) seems to include any type of cognitive monitoring, and as such, is extremely broad

in scope. For purposes of this thesis, metacognitive knowledge is defined more narrowly as conscious, reportable knowledge of one's cognitive activity when focused on a specific task or goal. Metacognition refers to an individual's awareness of the processes that affect the efficient use of cognitive skills (thinking about thinking).

Flavell (1979) lists numerous studies which conclude that metacognition plays an important role in oral communication, reading comprehension, writing, language acquisition, memory, problem-solving, social cognition, and various types of self-instruction. He adds that ideas about metacognition are becoming integrated with similar ideas in the areas of social learning theory, cognitive behavior modification, and education. As to the value of specifically teaching metacognitive skills, he writes:

I find it hard to believe that children who do more cognitive monitoring would not learn better both in and out of school than children who do less. I also think that increasing the quantity and quality of children's metacognitive knowledge and monitoring skills through systematic training may be feasible as well as desirable....This area could someday be parlayed into a method of teaching children (and adults) to make wise and thoughtful life decisions.

Flavell (1979, p. 910)

Although metacognition might help us make "wise and thoughtful" decisions about difficult problems, it alone will likely not be sufficient to achieve goals. Beyond awareness, we must consider

how adults (and adolescents) *control* their problem-solving and goal-attainment when they are engaged in the complex thinking tasks of everyday life. This control of cognitive processing is known as executive processes (see also Brown, 1977).

In his recent review of the literature, Lawson (1984) defines and differentiates the constructs of metacognitive knowledge and executive processes, and reviews relevant studies of each. Lawson agrees with Cavanaugh and Perlmutter (1982), suggesting that the knowledge and control dimensions of cognition should be seen as logically and empirically distinct. Whereas metacognitive knowledge involves a person's *knowledge* (or awareness) of his or her cognitive processes, executive processes involve a person's *control* of these cognitive processes. As Cavanaugh and Perlmutter suggest, the nature of the executive operation may well depend upon the individual's metacognitive knowledge, but this knowledge should be seen as one source of influence upon, not synonymous with, executive processes.

The guiding and regulating function is the defining feature of executive processes. Simon (1979) adds: "The control structure governing the behavior of thinking man in a given task is a strategy or program that marshals cognitive resources for performance of a task" (p. 42). In psychological literature, executive processes have been identified as planning, analysis, monitoring, evaluating, and modifying processes (Brown, 1981; Brown & DeLoache, 1978; Lawson, 1980).

Although Brown (1981) has produced evidence of both metacognitive knowledge and executive processing in the young child, she seems to wish to deny the young recognition as self-regulatory individuals. Brown (1982) supports this view by arguing that young children, even child experts, are limited in the degree to which their learning and processing can be extended across domains. Certainly adult novices have the benefit of greater experience in executive processing and greater experiences as problem solvers, but that does not, in itself, make them more metacognitive or executive. An alternative cause for the child being constrained by context does represent a processing problem--a failure to generalize because of a lack of suitable executive skills.

Klahr (1980) proposes that, beyond age five, children do not differ from adults in structural features (e.g., rate and capacity), but do differ in terms of knowledge, strategy, control of attention, and system of informational representation. Klahr's simulation model of cognitive development implies that executive processes may play a more influential part in all processing beginning at a much earlier age than that suggested by other theorists. In fact, in the study of children's solution protocols, Klahr and Robinson (1981) showed clear evidence of a significant range of planning, monitoring, and modification skills in children as young as age six.

In two of his last works, Piaget (1976, 1978) distinguished

between a practical form of knowledge that arose from successful solution of a problem and true understanding that involved full awareness (or consciousness) of that action. Although the notion of executive processes did not form part of these late Piagetian works, many of these experimental reports show clearly that Piaget's subjects as young as five years old were consistently displaying the behaviors included within the definition of executive processes. There is ample evidence of children's analyzing the task environment, monitoring their attempts at solution, modifying their strategies, and evaluating results.

Instead of describing the competence of children at each stage using Piaget's "logico-mathematical model" structures, Case (1978b) describes cognitive processes in terms of strategies. He calls them "executive strategies" because they integrate and orchestrate lower-level cognitive skills. Another Neopiagetian theorist, Pascual-Leone (1980) also provides explicitly for the development of executive processes within his model of cognitive development.

Lawson (1984) notes that research on executive processes has typically followed a deficiency-training strategy. First, researchers have attempted to show that poor performers on a given task do not exhibit a suitable executive strategy, which is present in the behavior of good performers. Good examples of these studies are available in the fields of mental retardation research (e.g., Brown, 1978; Butterfield & Belmont, 1977) and in studies of comprehension

monitoring (Baker & Anderson, 1982; Garner, 1980; Paris & Myers, 1981). These studies show that poor performers do not monitor their performance or modify their strategies in ways that are appropriate for changing task situations. The second stage of such research involves training poor performers in the use of the required skill or strategy. This has involved specific skills, such as monitoring memory capacity (Brown, 1978), and more general self-instruction skills (Bornstein & Quevillon, 1976). These and other similar studies have produced quite promising results (see Borkowski & Cavanaugh, 1979), suggesting that the influence of executive processes on task performance is both significant and sensitive to instruction.

The study of metacognitive knowledge and executive processes is based firmly on the view that both constructs are critical factors in performance, delineating how we come to know and control our cognitive processes.

### Problem-Solving and Decision-Making

In the general field of cognitive processes, the literature focuses on two often interrelated concepts: problem-solving and decision-making. This section reviews theory and research in these two areas, and attempts to integrate and differentiate their influence upon cognitive processes emphasized in the present study.

#### Problem-solving.

Problem-solving refers to a complex chain of goal-directed events, involving cognitive, affective, and overt responses embedded within a person's self-



regulatory system, that attempt to reduce the unsatisfying nature of problematic situations.

Heppner, Neal, and Larson (1984, p. 515)

Of all the cognitive process constructs, problem-solving is probably the most generally accepted and studied. For Gagne (1970), problem-solving is at the pinnacle of the hierarchy of learning. Mayer (1977) claims that thinking *is* problem-solving.

Formalized stage theories of problem-solving span six decades. Models proposed by Wallas (1926), Dewey's (1933) "reflective thinking," and Gagne (1959) are essentially descriptions of how individuals go about or ought to go about solving problems. The stage theories of D'Zurilla and Goldfried (1971) and Urban and Ford (1971) place problem-solving in the domain of counseling, leading to the development of problem-solving training programs (see Cognitive Processes Curricula--Life Skills; later in this chapter). Numerous authors (for example, Dixon, 1976; Haley, 1976; Heppner, 1976, 1978; Mahoney, 1974, 1977; Spivack, Platt, & Shure, 1976; Turkat & Calhoun, 1980) have emphasized the relevance of the problem-solving literature to counseling in general and behavioral counseling in particular.

In the past, problem-solving training has been viewed as removing skill deficits and thus as being remedial in nature (for reviews of such studies see D'Zurilla and Nezu, 1982; Heppner, Neal, and Larson, 1984). Only recently have investigators begun to examine events that affect how people solve real-life problems (e.g., Heppner, Hibel, Neal, Weinstein, & Rabinowitz, 1982; Platt,

Siegel, & Spivack, 1975; Richards & Perri, 1978). Within the last decade, there has been increased acceptance of the process of helping people develop coping skills not only to resolve the immediate specific problem, but also to prevent future difficulties (e.g., Dixon, Heppner, Petersen, & Ronning, 1979; Duckworth, 1983; Mahoney, 1974; Mahoney & Thoresen, 1974; Meichenbaum, 1977). Hill (1979), Feldhusen and Guthrie (1979), and Mahoney and Arnkoff (1978) provide further thorough reviews of literature which provide additional data bearing on the clinical promise of problem-solving strategies.

Decision-making. Decision-making is an integral function of setting and changing personal goals. Individuals must choose a general direction before they can proceed toward objectives. Likewise, in the clinical setting, clients must first be guided to making a decision. Many people never learn, however, to make decisions in planned, rational ways (Krumboltz & Thoresen, 1969). Frequently their decisions are impulsive, based on whim and inadequate information. Although some decisions in life should perhaps be made on fancy, other decisions, particularly those with far-reaching consequences, require that the individual spend time and effort in a thoughtful and logical decision-making process.

In view of all the alternatives, utilities, and probabilities that may need to be considered in a decision-making problem, it makes sense that individuals could profit from learning how to

use some form of response-selection process. Over two hundred years ago, Benjamin Franklin provided the rudiments of a technology for making personal decisions (cited in MacCrimmon, 1973, p. 27). Franklin's "moral algebra" paradigm consists of two columns labeled "pros" and "cons" under each alternative. The decision-maker cancels instances of offsetting pros and cons and then selects the alternative with the greatest number of pros remaining.

The literature on personal decision-making has grown in sophistication over the past two centuries. Franklin's method was largely introspective; current thinking stresses the need for seeking external sources of information.

The construct of decision-making within the counseling profession also is not new. Edwards (1954, 1961) has asserted that people make decisions on the basis of subjective utility and probability. He has labeled this classical decision theory interplay "the subjectively expected utility maximization model" (abbreviated as the SEU model). Others (e.g., Herr, 1970; Tyler, 1969) have also suggested that the primary responsibility of counselors is rendering assistance to clients with decision-making concerns. A pioneer in the application of formal decision theory to counseling practice, Gelatt (1962) believed that decision theory offered the most promising conceptual frame of reference for counseling.

Janis and Mann's (1977) balance sheet and Carkhuff's (1973)

decision-making grid (see Cognitive Processes Curricula--Decision-Making; later in this chapter) are variations on Franklin's concept. They also condense and graphically depict the utilities assumed to be inherent in each alternative, allowing the decision-maker to "see clearly" the alternative with the greatest utility. Janis and Mann present evidence that their conflict model of decision-making results in reduction of postdecisional regret and increased adherence to the decision.

Bross (1953) and Krumboltz and his students stimulated much of the existing research on behavioral decision-making counseling. Krumboltz immersed classical decision theory into an eight-step general decision-making model behavioral counselors use with clients facing problems of career choice (Krumboltz & Baker, 1973; Krumboltz and Thoresen, 1964). The goals of such counseling (which includes defining goals and information gathering as key components) are the making of a decision and the learning of the decision-making process by the client. Other models restricted to vocational decision-making include those proposed by Tiedeman (1961), Katz (1966), Stewart and Winborn (1973), and Herr, Horan, and Baker (1973).

Integration and differentiation. The decision-making and problem-solving literatures overlap to a considerable extent; indeed, some authors use the terms interchangeably (see Krumboltz & Thoresen, 1976; pp. 386-414). Others view decision-making as

merely a subset of problem-solving. For example, D'Zurilla and Goldfried (1971) reduce decision-making to a single component in a five-stage general model of a problem-solving process. Still other authors (for example, Brinkers, 1972; Janis & Mann, 1977; Lindley, 1971) treat decision-making in bold relief as an academic discipline and as a counseling strategy. Horan (1979) sees decision-making as an autonomous entity that needs to incorporate pertinent concepts from the "chaotic" problem-solving literature.

It is clear that most stage model theories of problem-solving and decision-making are directly comparable (Horan, 1979, p. 175). Most models can be synthesized into four sequential stages; (1) conceptualization; problem awareness and definition ("Why am I feeling uncomfortable?"); (2) enlargement of the response repertoire; generating as many potential alternatives as possible ("What can be done?"); (3) identification of positive and negative consequences (utilities) for each response ("What would happen if I did that?"); (4) response selection; possible responses are ranked and the most promising response is implemented ("What will I do?").

It is argued here, however, that decision-making is simply one stage of the process towards change and accomplishment. For example, while making the decision to attend a certain university to obtain a specific degree is a necessary step, it alone is not sufficient to best ensure achievement of the degree.

It is one thing to make a decision, and another to implement it effectively. Such implementation requires the gathering and sorting of information related to the decision, the surmounting of certain impediments (anxiety, motivation, lack of skills), the specifying of concrete goals and plans, action initiation, and evaluation and alteration of the action outcome. Problems at any of these stages can block the achievement of a goal. Awareness of this process, plus a systematic process-oriented self-instruction approach is hypothesized to help eliminate these obstructions and improve self-power results.

While many goals are indeed "problems-to-be-solved," the term "problem-solving" is also limiting in a generalized approach. In the university degree example, earning the degree can hardly be considered a problem-to-be-solved. I may not only want to overcome (solve) a problem in my life, but I may also want to "become" something, or achieve some goal (e.g., "become" an electrical engineer; achieve an "A" in English 12; or climb Mt. Everest).

Although problem-solving is a subset of self-power, the latter concept emphasizes the promotion of positives, rather than minimizing of negatives. This thesis and curriculum approaches human change efforts from a positivistic position, and focuses on goal achievement. Decision-making ("Deciding") is but one stage (albeit necessary) in this process, and problem-solving merely one subset of goal achievement.

### Self-Power (Goal-Attainment)

This section discusses theory, research, and practical effectiveness of goal-setting. Self-power and related constructs are introduced and discussed.

Goal directed action is human behavior that consists of active, intentional striving towards anticipated future states. Goal-setting is generally recognized by behavioral scientists as an important element in the personal growth and change of the individual.

Early studies in laboratory situations have shown the setting of performance goals to be a potent variable cutting across experimental tasks and subject age groups (Bayton, 1948; Fryer, 1964; Kausler, 1959). In each case, the study indicated that subjects who predicted future performance scores and set goals attained a higher level of performance than that attained by subjects who did not set performance goals.

Wiesen (1977) sees the process toward goal-achievement as the key to mental health therapy. In conjunction with positive thought changing, Wiesen's "Positive Therapy" activates the client to take aggressive steps toward the attainment of meaningful life goals; redirecting energies from negative (avoidance of failure) toward specific and concrete positive goals (attainment of success). Wiesen has his clients commit themselves to a significant objective to be achieved during the course of therapy, enabling the client to

attain this goal and to experience his or her self-power fully.

Self-directedness requires internal standards for judging and guiding one's actions. Standards represent aspirations that affect one's motivation when cast in the form of goals. Such standards can be promoted through direct teaching (McMains & Liebert, 1968; Rosenhan, Frederick, & Burrowes, 1968). The degree to which goals create incentives for action is partly determined by their specificity. Explicit goals foster accomplishments by designating the type and amount of effort required, whereas general intentions provide little basis for either regulating one's efforts or evaluating how one is doing (Bandura, 1982a).

Self-motivation is also encouraged and sustained by proximal subgoals that lead to larger future goals (Bandura & Simon, 1977; Jeffery, 1977), and provide immediate incentives and guides for behavior. Subgoal attainment fosters a growing sense of efficacy and self-satisfaction that sustains one's efforts along the way (Bandura & Schunk, 1981).

The concept of "self-power," as used in this thesis, is based on Bandura (1982c) and Martin and Martin's (1983) concept of "personal agency," which the latter define as "the purposeful, successful exertion of influence on a wide variety of life circumstances, achieved through an individual's own behaviors, thoughts, and feelings" (p. 3).



Self-power involves taking action toward the achievement of personal goals. Goals include the overcoming of a personal problem (e.g., interpersonal difficulties with a parent, sibling, or friend; stopping or controlling a bad habit such as smoking or drug abuse), and/or the achievement of concrete, positive objectives (e.g., earning a driver's licence or learning to swim).

Rather than minimizing negatives (solving problems), self-power emphasizes positive action toward positive goals (e.g., achieving sobriety as opposed to stopping drinking; making encouraging, positive remarks to father, instead of avoiding arguments with him).

The concept of "locus of control" (Rotter, 1966) is also central to self-power. People with an internal locus of control tend to believe that they themselves, not circumstances and luck, influence their life directions. People with an external locus of control, however, feel that their life is shaped by forces beyond their grasp. They are passive agents, powerless pawns in the game of life.

Rotter (1966) hypothesized that those who view reinforcing events as the outcome of their own behavior (internals) are better adjusted than those who view reinforcing events as being beyond their personal control (externals). Warehime and Foulds (1971) support Rotter's hypothesis by reporting significant correlations between internality and subscales of the Personal Orientation Inventory (Shostrom, 1964). A study by Hjelle (1976) also supports Rotter's

contention that internality is associated with indices of personal adjustment. A positive relationship between internal locus of control and school achievement has been observed by researchers using varied student populations (e.g., Crandall, Katkovsky, & Crandall, 1965; McGhee & Crandall, 1968).

Gaa (1979) studied the effect of individual goal-setting conferences on academic achievement and modification of locus of control orientation. He blocked 35 tenth graders on sex and previous achievement and randomly assigned them to one of three treatment groups; a goal-setting group, which received weekly goal setting conferences; a conference group, which received weekly conferences but no set goals; and a control group, which received no conferences. Data show the goal setting group having significantly higher intellectual achievement effects than the conference and control groups. Post hoc analyses indicated that the goal setting condition resulted in significantly more internally oriented locus of control than the other two groups.

Rotter's (1966) "external locus of control" construct is highly correlated with an integrated theory developed by Seligman (1975; see also Hiroto, 1974), which he called "learned helplessness." This concept accounts for the learning that occurs when the outcomes of events are uncontrollable. Seligman suggests that "a person is 'helpless' with respect to some outcome when the outcome occurs

independently of all his voluntary responses" (p. 17). Research strongly indicates that learned helplessness may create a persistent, generalized expectation in an individual that he or she will always be helpless in a wide variety of life situations (Hiroto, 1974; Hiroto & Seligman, 1975; Miller & Seligman, 1974).

Whereas learned helplessness and locus of control involve the individual's *belief* regarding his or her personal powerfulness or powerlessness in directing life outcomes, self-power is *action* oriented, involving self-managed, planful action (thoughts and behaviors) toward goal achievement.

Changing beliefs is a key precursor step to "deciding" to change actions, which will lead to self-power. Indeed, the "Training for Self-Power" curriculum teaches four necessary beliefs for self-power. These are: (1) "I am responsible for myself;" (2) "I can always do something to exercise responsibility for my own life;" (3) "Altering life experiences requires effort and hard work;" and (4) "Life cannot always be exactly the way I want it to be." (adapted from Martin and Martin, 1983, p. 17-20). While a necessary cognitive set, these beliefs (and other "internal" beliefs) are far from sufficient for the achievement of self-power. Learning the generalizable and transferrable process stages of self-instruction provides the tools for effective action toward self-power.

Self-power assumes that a philosophy in which people do not

hold themselves accountable for the shape of their life produces chaos, irresponsibility, and a lack of motivation. Only in thinking and behaving as if we have control over our own destinies will we actually exert that control.

"Training for Self-Power" is, in effect, an intensive training course designed to teach a systematic process of self-instruction that unleashes students' (or counseling clients') own personal power to experience the freedom of achieving any goal of their choice. In the "Training for Self-Power" program, students learn and experience the stage-by-stage process of turning their dreams into plans and desires into accomplishment.

### Self-Instruction

This section defines and discusses the concept of self-instruction as used in the present study, and reviews use of similar constructs throughout the psycho-educational literature. Subsections include (a) introduction and definition; (b) historical development; and (c) influences of the self.

Introduction. The concept of self-instruction is not new. Similar constructs (e.g., self-control, self-management, self-directed learning, inquiry method, independent learning, self-education) are common in educational and psychological literature. Self-control, according to Bandura's (1977) definition, refers to people's self-reactive capacities which enable them to exercise control over their

own feelings, thoughts, and behaviors in order to achieve valued goals. Similarly, Goldfried and Merbaum (1973) define self-control as "a personal decision arrived at through conscious deliberation for the purpose of integrating action designed to achieve certain desired outcomes or goals as determined by the individual himself" (p. 12).

Although "self-direction" or "self-management" may seem more technically correct labels (as they do not imply learning in isolation), the term "self-instruction" is used throughout this thesis to emphasize its alignment with the general area of instructional psychology.

The curriculum presented here is designed not only to help high school students to solve individual life problems and accomplish individual goals (self-power), but also to teach a generalizable method of approaching such future concerns. This "process" of teaching oneself or arranging for one's own learning is called "self-instruction;" the activities of people engaged in systematic self-change. Self-instruction is the process; self-power is the goal. The use of self-instruction for the achievement of self-power, like any other ability, can be learned through the systematic application of various principles of learning, cognitive control, and behavior change.

Note that the term "self-instruction," as used here, does not connote systems of self-help therapy in which clients are trained

to control their own behavior by modifying what they say to themselves. The latter concept, referred to throughout this study as "self-talk," was based on the developmental works of Luria (1961), Vygotsky (1962), and Bem (1967), and was popularized by the work of Meichenbaum and associates (e.g., Meichenbaum, 1975, 1977; Meichenbaum & Cameron, 1974; Meichenbaum & Goodman, 1971) and others (Kendall & Hollon, 1979; Mahoney, 1977; O'Leary, 1968) within the field of cognitive-behavior modification. For further discussion, reviews, and an overview of research on this concept, see Cole and Kazdin (1980). These verbal self-direction skills can be seen to enhance a naturally occurring sequence of self-management skills. As such, positive self-talk is a key concept at several stages of self-instruction (e.g., overcoming the obstacle of anxiety; action initiation).

The self-instructional paradigm used in this study is based on the model developed by Martin and Martin (1983). The present investigation introduces the curriculum "Training for Self-Power," which specifies a seven stage model of self-instruction: (1) deciding upon a general action plan; (2) gathering information specific to the action plan; (3) recognizing and overcoming three potential blocks to self-power for each aspect of the action plan - a) lack of skills; b) motivation, and c) anxiety; (4) specifying goals; (5) specifying methods; (6) initiating action; and (7) evaluation. Students recycle these process patterns of thinking and

behaving rather than attempting to learn an extensive repertoire of specific behaviors-in-situations.

The concept of self-instruction may best be viewed as a generic term encompassing a variety of different procedures which may be employed to modify various types of maladaptive behaviors or to learn adaptive behaviors (both goal-directed), within which the individual functions as his or her own "therapist." The individual manages (or to use the educative term, instructs) himself or herself. People trained in self-instruction skills are more capable of completing personal preventive or remedial actions without the extensive involvement of professional educators, counselors, or psychologists (Watson & Tharp, 1972).

Although it is a process which rests within the direct control of the individual, self-instruction does not mean an absence of input from sources outside oneself. It is stressed that a key competency of self-instructed learning is the ability to make effective use of human as well as material resources. This involves peers as well as teachers, counselors, consultants, and other resource people (Knowles, 1975). "The term self-instruction simply implies that whatever learning an individual does is managed, arranged, or directed by that individual himself/herself." (Martin & Martin, 1983, p. 22). This implies that an individual can be both an instructor and learner, and suggests that it is possible for people to teach themselves to do things that they cannot presently do,

and to know things that they presently do not know.

Historical development. Based on concerns about the efficacy of externally initiated and maintained treatment modalities (see, e.g., Eysenck, 1952; Levitt, 1957; Strupp & Bergin, 1969; Wahler, 1969), studies by behavioral scientists in the late sixties and early seventies placed the client in the role of therapeutic change agent. Built on a foundation of empirically derived principles of behavior (e.g., Bandura, 1969; Skinner, 1953; Tharp & Wetzel, 1969), such behavioral studies attempted to overcome the limitations seen as inherent in the traditional therapeutic model. Such works as those referred to in this section proposed that a primary function of counseling is the discovery of improved ways of helping clients prevent or learn to solve their own problems. This approach to therapeutic change, consistent with the trend of the day in psychological education (see Ivey & Alschuler, 1973), espoused the systematic training of individuals in the skills necessary for meeting their present and future concerns.

Most relevant to the present study is the emergence of interest by behaviorists in the phenomenon of self-control. The systematic study of self-modification probably began with Skinner (1953), who devoted an entire chapter listing eight ways to develop self-control. Very little applied interest was discernible until the mid sixties.



In 1965, Ferster specified three such self-control forms, and Goldiamond published his self-control case studies paper, reporting the successful self-application of behavior change by his clients. During this era, Kanfer and associates began their work on self-reinforcement (Kanfer & Marston, 1963a, 1963b; Marston & Kanfer, 1963). This was followed by Kanfer and Phillips' (1966) "instigation therapy" paper, which outlined aims and techniques for the clinical teaching of self-regulation. This, in turn, was followed by Kanfer (1970) and Bandura (1969, 1971), who conducted laboratory studies on self-regulatory processes.

In contrast to most other views of self-control, the behavior orientation stresses the belief that self-control may be facilitated through the process of learning, much the same as any other aspect of human functioning....Rather than being viewed as a general trait, the behavioral approach to the study of self-control has focused on the different procedures which might be employed in allowing the individual to gain greater control over various forms of problematic behaviors.

Goldfried and Merbaum (1973, p. 32)

The late sixties and early seventies saw an abundance of self-control studies of specific behaviors. Such "self-instruction" was used experimentally with a wide array of overt and covert behaviors existing in both the clinical and the natural environment. Self-instructive procedures were reported to be successful in building positive behaviors, eliminating maladaptive emotional-physiological actions and reactions and instrumental responses,

and influencing covert responses. An overview of the field, reviews of this era's self-regulation literature and of the application of self-instructive techniques in behavior therapy are available in Bandura (1969), Cautela (1970), Goldfried and Merbaum (1973), Kahn (1976), Kanfer (1977), Kanfer and Phillips (1970), Mahoney and Thoresen (1974), Watson and Tharp (1972), and Williams and Long (1975).

One of the key developments in counseling psychology over the past two decades has been the emergence of fundamentally cognitive therapies within behavior therapy. In 1974, Brewer noted that the evidence for cognitive processes in human learning seemed "overwhelming." Bandura (1969) initiated a shift to these cognitive and information-processing models of behavior change. While emphasizing the role of behavioral procedures in effective psychotherapy, Bandura argued that the basic processes of behavior change involve central (cognitive-symbolic) mechanisms. As behavior therapy became more cognitive, its differentiation from other conceptual approaches became correspondingly less distinct (Raimy, 1975). Movement towards a cognitive-behavioral merger were soon widespread (e.g., Beck, 1970, 1972; Ellis, 1969, 1973; Meichenbaum, 1972). Mahoney and Arnkoff (1978) provide a review of studies outlining the development of both cognitive therapies and behavior therapy, as well as a historical overview of the cognitive-behavior interface.

The traditionally restrictive format of behavior therapy began to evolve into a broader, coping skills paradigm emphasizing problem-solving training (e.g., D'Zurilla & Goldfried, 1971; Mahoney & Mahoney, 1976a, 1976b; Spivack & Shure, 1974), attribution theory (e.g., Bem, 1970; Kopel & Arkowitz, 1975; Lefcourt, 1976; Rotter, Chance, & Phares, 1972), and self-verbalization in clinical treatment procedures (e.g., Meichenbaum, 1974, 1977). Self-instruction or learning to learn became the subject of considerable theorizing by both cognitive and instructional psychologists (e.g., Gagne, 1977; Bransford, 1979).

Influences of the self. Many of the fundamental questions in the study of self are concerned, directly or indirectly, with the problem of what Bandura calls "human agency" (on whether, and how, people exert some influence over what they perceive and do; Bandura, 1982a, p. 3).

The issue of whether people serve as partial causes of their own actions has received considerably greater attention in philosophical than in psychological analyses. This relative neglect is surprising considering that self processes are central to an understanding of human functioning (Bandura, 1982a, 1982b).

Prior to the emergence of self-control as a topic of behavioristic research, the prevalent and explicit assumption of behaviorists was one of environmental determinism (i.e., that the forces shaping a person's life lie primarily in the external environment).

Acts were seen as the work of environmental forces and whatever residual products they lodged in the organism (see, e.g., Day, 1977; Skinner, 1974).

Behavioral research on self-control ushered in the acceptance of a reciprocal determinism that emphasized complex and continuous causal interaction between the organism and its environment (Bandura, 1969, 1971; Thoresen & Mahoney, 1974). The human organism was no longer viewed as a passive product of environmental influence, but as an active participant in his or her own complex development.

Social learning theory favours causal processes as an interaction based on triadic reciprocity (Bandura, 1977, 1978, 1980). In this model, behavior, cognitive and other personal factors, and environmental influences all operate as interlocking determinants of each other.

Bandura's (1977) social learning framework of behavior therapy focuses not only on changing behavior by using the techniques of operant and classical conditioning, but also on the role of thought in developing and maintaining the change. In contrast to a strict operant viewpoint, in which humans are often seen as a passive reactor to external forces, Bandura has emphasized people's capacity for self-directed behavior change. The development of self-instructive (self-control) procedures that promise people greater mastery over their own lives is perhaps the most significant development in contemporary psycho-educational research and theory.

Other recent theory and research has also emphasized the influential role of self-referent thought in psychological functioning (DeCharms, 1978; Lefcourt, 1976; Martin & Martin, 1983; Perlmutter & Monty, 1980; Garber & Seligman, 1980). Although such study is conducted from numerous perspectives under a variety of names, the basic phenomenon being addressed centers on people's sense of personal efficacy to create and to regulate events in their lives. Competence in dealing with one's environment is not a fixed act or simply a matter of knowing what to do. Rather, it involves a learned capability in which component cognitive and behavioral skills are organized into integrated courses of creative action in accordance with certain rules or strategies.

It is mandatory, then, for people to believe they can influence their destiny. Such a belief, however, does not arrive by magic or in isolation. It is presented here that development of such a belief must parallel the learning of cognitive processes of self-instruction, with which people can operationalize this influence. "Training for Self-Power" provides this model, an action "blueprint" for practical self-efficacy.

#### Cognitive Processes Curricula

This section reviews the literature on curriculum programs which are comparable to the one used in this thesis. Included are discussion in the curriculum areas of life skills, thinking skills and cognitive processes, problem-solving and decision-making, and

self-instruction. The following section provides analyses and conclusions related to these descriptions.

Life skills curricula. In general terms, "life skills" courses attempt to teach specific behavioral responses for people to implement in certain problem situations. It is the opinion of some authors (e.g., Adkins, 1970; Amons & Grambs, 1968) that life skills counselors frequently are ineffective because of their overreliance on non-structured discussion methods as the primary means for helping students to acquire the new experience, knowledge, and skill necessary to cope with problems and make effective life decisions. Adkins (1973) adds that few life skills programs go beyond cognitive understanding to allow focus on new behavior to be learned and to translate new knowledge into personal action. In contrast, the following two life skills curricula *do* provide goal oriented behavioral skill training experiences for learning new skills in resolving life problems.

Defining life skills as problem-solving behaviors appropriately and responsibly used in the management of one's life, Himsl's (1972) Saskatchewan New Start Life Skills program uses the technique of behavior rehearsal to teach skills of problem-solving in five areas of life responsibility: self, family, community, job, and use of leisure time. A lengthy (180 hours) course for economically disadvantaged adults, New Start lessons combine information transmittal

with behavioral skill training, research projects, group exercises, and simulations. As with most life skills programs, New Start aims to teach a repertoire of "behaviors-in-situations," with the hope that enough can be taught to address most situations in which people may find themselves.

In critique, the New Start course seems overly comprehensive, and spreads itself rather thinly over many areas. The program tries to be therapeutic, educational, rehabilitative, and preventive all at once. The course objectives could be defined more specifically and the content condensed accordingly. In an evaluation of the program, Warren, Himsel, and Martin (1971) state, "There is evidence in the form of testimonials of the efficacy of the course in some areas. However, for many of the course objectives the evidence is slight or absent" (p. 4).

Similarly, the "Adkins Life Skills Education Model" (Adkins, 1973), attempts to prepare the adult learner to cope more effectively with specific vocational, educational, and personal life problems. The curriculum provides a series of pre-planned but open-ended structured learning experiences with accompanying materials that can be implemented by typical adult education teachers or counselors. It requires students to focus on the action, not just the insight; providing opportunities to set, practice, and implement new goals and skills. After identifying major issues to be researched

and questions to be answered, the group assigns its members tasks for obtaining information. After researching their assignment, students plan their presentations as "experts" on the subject before the whole group. Students eventually complete "application projects"--in vivo demonstrations of their new knowledge. The group encourages and evaluates these projects.

As groups become more familiar with the research process, they become less dependent on the instructor and the specially prepared multi-media kits (pre-selected films, brochures, resource people, etc.), and discover their own sources of information. In this process, students practice and hone their information-gathering skills.

Adkins (1973) focuses upon the skills and necessity of information-gathering procedures, teaching (albeit indirectly) such processes. With the wide range of potential problem areas, it would seem such a content-specific approach, however, would likely be time-inefficient and unwieldy. Adkins does not deal with process issues such as decision-making, specifying of goals and plans, action initiation and evaluation in instructive process terms.

There are numerous comprehensive programs that teach life-skills to high school students. One of the most comprehensive is the QUEST "Skills for Living" program (see Ayers, 1981; Crisci, 1981; and Little, 1980), which is intended to help secondary school youth increase their self-esteem and develop the content skills helpful



to effective living. This program is not related to Hughes' (1981) QUEST program to teach thinking skills (see the next section). QUEST covers ten areas of concern to youth via five basic kinds of learning experiences: (1) readings; (2) group activities; (3) community resources; (4) field activities; and (5) personal reflections through journal keeping. Crisci (1981) gives further detail as to the specifics of the QUEST curriculum.

Part of the total QUEST program is a text for students, "You are Somebody Special" that is coordinated with the curriculum guide. The program also includes a family involvement component, a three-day teacher training program (and support system), and a student leadership program. When not possible to provide a full-semester class, QUEST units are integrated into existing secondary curricula.

In his review, Ayers (1981) quotes numerous teachers and school administrators who evaluate the QUEST program as having been very successful in "providing a structured network of skills necessary for personal and social improvement" (p. 93).

Brown (1980) presents a model and rationale for a group life-planning curriculum at a secondary school level. The "Life Planning Workshop" is divided into seven components (why people behave as they do; winners and losers; your fantasy life; your real life; setting life goals; short-term planning; and long-term planning), and each is described in terms of counselor activity.

Camiel and Michaelsen (1980) offer practical information on

the decisions and situations young people will encounter when they move out on their own, with the goal of making "the first time out" a smoother and more successful experience. Presented are concrete suggestions on the young person's outer world (money, housing, food, clothing, buying a car, choosing a profession), inner world (personal relations, health, work and career planning, school, protecting self, leisure and recreation), and personal record keeping. A bibliography at the end of each section offers specialized books and resources that provide further information. Although their curriculum is information oriented, Camiel and Michaelsen do outline process skills and offer a framework for thinking and decision-making. They stress the need to ask questions and to do research.

Several other life skills curricula for young people are also addressed in the literature. Moloff (1984) outlines a high school curriculum teaching "the art of living." The curriculum emphasizes individual responsibility, teaching students how to gain control over their future, and teaching specific usable skills in areas which include goal-attainment (planning and action initiation). Conger and Mullen's (1981) Life Skills program involves the use of appropriate and responsible problem-solving behaviors in the management of personal affairs applicable to self, family, leisure, community, and job. Vitalo (1974) describes a course in life skills for undergraduates, integrating Carkhuff-oriented systematic human relations

training, problem-solving skills, communication effectiveness, and career definition.

Cognitive process curricula--Teaching thinking skills.

I believe that teaching about thinking at primary and secondary school levels deserves more consideration than it has received.

Nickerson (1981, p. 24)

...the teaching of process skills will be the focus of the instructional options developed and adopted in the years ahead.

Wales (1981, p. 48)

The idea of programs directly teaching thinking strategies is certainly not a new one. Bloom (1956) has provided an inventory of six micro-thinking skills which might well serve as the common core of basic thinking operations to be taught in all classrooms. In the 1960's, Taba's (e.g., 1967) work produced a number of thinking strategies. More recently, there is the BASICS Program (Ehrenberg & Ehrenberg, 1982), a curriculum of thinking strategies for the achievement of fact, concept, principles, attitude, and skill learning. The Challenge Program (Seiger, 1981) provides thinking strategies in such areas as problem-solving, leadership, research, and communication.

Lipman, Sharp, and Oscanyan's Philosophy for Children (1978) encourages students to analyze and evaluate their thinking strategies. Emphasis is placed on problem definition and strategy generalization through comparing situations for similarities and differences. Philosophy for Children has several subprograms that have

been used with students ranging from the fifth to the twelfth grade, and programs for younger students are being developed.

Whimbey and Lochhead's Analytical Reasoning program (1980) teaches a "think aloud" procedure, where students verbalize their thoughts while solving the problems. Their student partners monitor these thoughts to ensure that the situation is defined correctly, explicitly note each step toward solution, and check on the accuracy of each step in thinking.

Feuerstein's Instrumental Enrichment (1979, 1980; see also Link, 1980) provides the student experiences in using effective thinking and learning strategies in a variety of subject areas and contexts. These strategies also serve as models upon which students may base strategies of their own invention to suit different types of situations they may encounter in school and out. In general, Instrumental Enrichment is designed for adolescents and pre-adolescents labeled retarded, learning disabled, and so forth, although it is also used with normal and even gifted students since the latter are frequently unaware of their own implicit thought processes. Instrumental Enrichment requires only limited reading skills, and presupposes less sophisticated conceptual and procedural knowledge than other curricula mentioned in this section.

Each of these thinking skills programs emphasize the importance of making implicit thought processes more explicit. The programs help students become more aware of the thinking processes

they use as they attempt to solve problems. This awareness is important because it prepares students to solve more difficult and complicated situations later. Buss (1973) states that such transferability is a key issue of any instructional intervention, and is the primary phenomenon which any theory of learning must explain. Rather than teaching lists of facts to memorize, the key to transferability and generalizability of success across situations lies in the teaching of systematic strategies; in essence to teach an individual how to learn.

Hughes (1981) reports a study of QUEST (Questions to Upgrade and Encourage Student Thinking), a teacher development program designed to improve thinking skills in students. Materials for QUEST are based on the work of Ehrenberg and Ehrenberg (1978), and include a 20-lesson plan staff development manual and a teacher's manual. Hughes concludes that students of teachers participating in the QUEST staff development program showed significant improvement in goal areas of asking more questions above the literal level, giving more complex responses, and more frequently supporting inferences by citing evidence from experiences, generalizations, or authorities.

Doll (1981) developed and tested a structural arithmetic curriculum based on seeing relationships among numbers and organizing those relationships into systems. In developing their own powers of thought using this learning method, Doll concludes that grade

three children in the experimental group were "paid off in terms of confidence, innovation, and intellectual sophistication....(They were) trained in a broader, more inventive framework where learning is the springboard to thinking" (p. 35).

Stone, Hinds, and Schmidt (1975) detail a curriculum alternative that entails a shift from an emphasis on therapy and remediation to one of educational intervention. Defining mental health behaviors as problem-solving skills, Stone, Hinds, and Schmidt developed and tested a multi-media program to teach directly therapeutic skills related to personal growth to elementary-aged children. Using social learning principles and processes of modeling, practice, immediate feedback, positive reinforcement, and evaluation, these investigators concluded success in teaching the specific process skills of information-seeking, generation of alternatives, and setting personal goals.

Beamish and Marinelli (1983) developed a six-hour cognitive-behavioral "power-base" training model in which they reported success in teaching women new skills of goal-achievement and increasing their feelings of powerfulness (internal locus of control)..

Morgan (1984) developed and implemented an elementary classroom curriculum that makes guidance central to education and that focuses on the primary prevention of personal and interpersonal problems. Teaching both specific life skills and cognitive processes,

Morgan reports positive evaluations of this program.

Problem-solving and decision-making curricula. Numerous programs teaching problem-solving (including creative problem-solving) and decision-making have been developed and evaluated in recent years.

An early problem-solving curriculum was taught as a university course (Parnes, 1957). Two evaluation studies showed class members learned problem-solving skills (e.g., generation of quality ideas) and maintained that training over a year as compared to a control group (Meadow & Parnes, 1959; Parnes & Meadow, 1960). Working within an educational framework, numerous authors (e.g., Burns & Brooks, 1970; D'Zurilla & Goldfried, 1971; D'Zurilla & Nezu, 1980; Torrance & Myers, 1970) have developed multi-step models of teaching the cognitive and affective skills or processes involved in problem-solving. Turkat and Calhoun (1980) presented a flow chart for teaching clients problem-solving procedures and skills. Likewise, a number of clinical practitioners have included problem-solving training in successful treatment packages (e.g., Haley, 1976; Weiss, Hops, & Patterson, 1973). Texts by Davis (1973) and Spivack, Platt, and Shure (1976) provide thorough coverage of a wide variety of problem-solving programs.

Other studies have addressed the clinical usage of a personal problem-solving approach with adolescents. Kife, Lewis, Green, and Phillips (1974) reported that instruction and practice of problem-

solving skills were beneficial in helping predelinquent youths to negotiate conflict situations. Arnkoff and Stewart (1975) reported that modeling and videotape feedback may facilitate processes such as information gathering in personal problem-solving. These results are congruent with the earlier success reported by Sarason and his colleagues in the use of modeling to teach problem-solving skills to delinquents (Sarason, 1968; Sarason & Ganzer, 1969a, 1969b, 1973).

Dixon, Heppner, Petersen, and Ronning (1979) assessed the effects of preventive problem-solving training on college student volunteers. They found that the treatment group outperformed the control groups on quantity of ideas generated and on self-appraisal of problem-solving skills.

Richards and Perri (1978) found that groups that had received problem-solving training as part of a treatment program for academic underachievement were superior to control groups not only on problem-solving but also on grade point average.

Spivack, Platt, and Shure (1976) and their associates contend that psychological adjustment is essentially related to the development of five "inter-personal cognitive problem-solving (ICPS) skills:" (1) sensitivity to interpersonal problems; (2) ability to generate alternative solutions; (3) capacity for means-end thinking; (4) capacity for consequential thinking; and (5) awareness of personal motivation and interpersonal continuity. In their review of numerous studies of this model, these researchers found that the absence



of ICPS skills is strongly related to a wide variety of indexes of maladjustment, including, for example, delinquency and drug use. Consequently, they and their associates have developed and experimentally evaluated ICPS skill training programs for a diverse array of client populations, including a prevention program for kindergarten children, a treatment program for hyperactive children, a program for mothers of young children, school programs for elementary school children, a treatment program for chronic psychiatric patients, and a group therapy program for adults and for hospitalized psychiatric patients. In general, these programs have been shown to foster not only the development of ICPS skills but concomitant behavioral improvement as well (Horan, 1979).

Mendonca and Siess (1976) combined problem-solving and anxiety-management training in an attempt to reduce indecisiveness about career plans. Poitras-Martin and Stone (1977) taught a skills-oriented problem-solving framework appropriate to sixth graders. Both these comprehensive programs report positive effects.

Duckworth (1983) developed an eight-stage problem-solving model, and also developed and experimentally evaluated a five-session program (based on D'Zurilla and Goldfried's 1971 model), specifically designed to train people to apply generic problem-solving techniques to their day-to-day problems. Duckworth concluded that the training group (as opposed to the no-training control group): (a) achieved higher academic standards; (b) developed an increased

belief in internal locus of control; and (c) became more emotionally stable.

Creativity in problem-solving has also been an area of focus in cognitive process curricula. Several programs for the direct teaching of creative thinking problem-solving skills have been developed. Included in this group is Gordon's (1961, 1971, 1973) "Synectics," and work by Osborne (1963), who is best known for developing the technique of "brainstorming," and his ten-step guide to action for creative problem-solving. Parnes (1975) describes the development of the annual week-long Creative Problem Solving Institute (CPSI) of the Creative Education Foundation. DeBono (1972, 1976) has been active in encouraging the creativity which all children possess. DeBono's (1976) "lateral thinking" program involves changing the way one looks at a problem. By assuming another stance or viewpoint in solving a problem, one should be able to think of alternative solutions which would not originally have been generated.

There has been recent growing evidence that creativity skills and related problem-solving competencies can be taught effectively to elementary school children (see, e.g., Spivack & Shure, 1974; Stone, Hinds, & Schmidt, 1975). In a study of 7-10 year olds, Galvin (1983) presented eight, one-hour long training sessions. Students in the experimental group were given training in systematic creative problem-solving, conceptualized as a lattice of five

sequential phases. Working on a personal behavior they wished to change, students participated in a variety of media and instructional groupings and techniques. Galvin concluded that the training was effective in facilitating interpersonal problem-solving (creatively and intentionally). The experimental group's responses were significantly greater in number and variety and cognitively more complex (a measure of creativity in this study) than those of the control group.

There are several other educational programs for training creative thinking in children that employ extended series of lessons.

- 1) The Productive Thinking Program (Crutchfield, 1966; Covington, Crutchfield, Davies, & Olton, 1974; Olton, 1969); a self-instruction program for 5th and 6th grade students, was aimed at developing creative problem-solving abilities and favorable attitudes toward problem-solving.
- 2) The Purdue Creative Thinking Program (Feldhusen, Speedie, & Treffinger, 1971), for 4th grade students, was designed to foster the divergent thinking abilities of verbal and figural fluency, flexibility, originality, and elaboration.
- 3) Myers-Torrance Workbooks (Myers & Torrance, 1965a, 1965b) were designed to foster creativity in elementary school children by providing practice in activities requiring perceptual and cognitive abilities presumed to underlie creativity.
- 4) Khatena's training method (Khatena, 1970, 1973) provided

instruction and practice in five creative thinking strategies;

(a) breaking away from the obvious and commonplace, (b) transposition, (c) analogy, (d) restructuring, and (e) synthesis.

These programs showed moderate success in training that aspect of creativity referred to as productive thinking, with primary emphasis on the quantity of thoughts generated.

Despite the apparent antithesis between the goals and methodologies of programmed instruction and of creative thinking, Olton (1969) argues that the two need not be incompatible. In their review of the literature, Mansfield, Busse, and Krepelka (1978) conclude that most evaluation studies of creativity training curricula seem to support the view that creativity can be trained.

A study by Vickers (1974) supports the theory that some decision-making skills can be improved by being taught, and that teaching some skills may produce transference to an improved level of performance in other decision-making behavior. Vickers designed a curriculum to teach cognitive skills of setting consistent "utility values" for various alternatives for action in the decision-making process. This "utility value" is a numerical value set by the individual to represent the general attractiveness of that alternative to that individual, allowing comparison of the relative desirability of all possible choices.

Wales' (1981) "guided design" allows for the teaching of specific content matter as well as developing the decision-making

skills required to apply what has been learned to the solution of "real-world" problems. His study concluded that a carefully designed instructional system with a focus on process skills can (and does) have a significant impact on student performance.

Russell (1977), as cited in Horan (1979), has extended decision-making work to the development of a booklet and audiotape treatment package designed to provide delinquent youth with skills needed to resolve problems of choice (see also Russell and Thoresen, 1976). Russell concluded that students exposed to the decision-making materials (experimental group) generated significantly more alternatives than the no-treatment group.

Horan (1979) also reports a study by Branca, D'Augelli, and Evans (undated), which attempted to develop and evaluate a behaviorally based program for teaching decision-making skills to elementary school children. Their program consists of six forty-minute weekly sessions during which the students were "guided" through decisions faced by a simulated family. Evans and Cody (1979) found that a directed learning experience was effective in helping eighth-graders learn and use a decision-making strategy; Smith and Evans (1973) reported similar results for college students.

Carkhuff's (1973) self-instructional manual for decision-making apparently evolved from the vocational decision-making work of Katz (1966). In this four-step intervention model, alternatives are weighted and summed, and the most promising alternative emerges

as the one with the highest total score. Close inspection of Car-khuff's decision-making grid, however, reveals a misplaced precision. Masquerading as an objective mathematical formulation, determination of both the values and alternatives, as well as the assignment of weights and estimates of expression, are entirely subjective.

Self-instruction curricula. An example of an ambitious self-instruction program is project PLAN (Program for Learning in Accordance with Needs). PLAN, as described by Sorensen (1970), is designed to provide students with an individual academic program of studies tailored to meet individual needs, interests, and abilities. PLAN also emphasizes the acquisition of process skills of planning and decision-making. Students operate various media equipment and access different instructional materials, planning activities and managing their individualized schedules and programs of studies and completing mastery tests before moving on to the next module. Sorensen (1970) reports that PLAN classroom teachers state that their students do not waste time, and are more interested and involved in their education. For students and clients who are aware of their problems and goals and who are motivated to change, such self-instructional intervention kits may be very efficient and effective in changing behavior, while simultaneously leading individuals to believe and experience their control over themselves and their environment.

Henney (1978) provides tips for teachers who want to facilitate

self-directed learning in their students, and provides an excellent bibliography of the recent literature on the theories and principles underlying self-directed learning in the classroom.

Outside the school setting, clinicians have found helpful self-instruction kits that are designed for clients to use without assistance of a counselor. For example, Kahn and Baker (1968) found that subjects who employed self-instruction desensitization kits decreased their anxiety as much as did subjects who were put through desensitization by a therapist.

Over the past two decades, there has been an increasing trend among behavior therapists to translate their treatment into written self-help manuals. Behaviors such as phobic fears, smoking, obesity, sexual dysfunctions, assertiveness, child behavior problems, study skills, problem drinking, insomnia, relaxation training, and physical fitness have been published in self-help treatment manuals. Glasgow and Rosen (1978) provide a thorough review of over 75 such manuals published or reported in the mid 1970's that present behavioral treatment approaches (modeling, aversive conditioning, desensitization, or operant techniques).

In addition to such programs for specific educational goals and specific targeted behavior problems, more general behavioral self-help texts (e.g., Flanders, 1976; Mahoney & Thoresen, 1974; Watson & Tharp, 1972) have been written. These programs usually

teach the reader to (a) specify a behavior requiring change, (b) set goals and develop a self-change contract, (c) self-monitor the frequency of occurrence of the target behaviors, and (d) rearrange relevant antecedents and consequences within an operant framework (Glasgow & Rosen, 1978). There has been a growing interest in training people to locate and implement solutions by themselves as they encounter life problems (see, e.g., D'Zurilla & Goldfried, 1971; Jeffrey, 1974; Krumboltz & Thoresen, 1969; and Tasto, 1976). One way of achieving this might be to train individuals to make use of what could appropriately be called generic problem-solving and goal-achievement techniques: basic operations, which, in principle, should be applicable to any problem or goal.

Such "learning how to learn" process approaches are increasingly common in recent curriculum literature. Knowles (1975), for example, developed a self-instruction program handbook that guides and facilitates the reader's inquiry toward goal achievement.

In her discussion of teaching self-management to adolescents, Nielsen (1983) discusses numerous cognitive-behavioral processes, including information-gathering, goal-setting, self-monitoring, and self-reinforcement. Nielsen provides a "Self-Management Checklist" to help the adolescent evaluate the presence or absence of essential self-instruction requirements.

Carkhuff (1974) teaches people how to help themselves through a curriculum aimed toward individual goal achievement, transforming



goals into specific actions ("programs"). Carkhuff presents a systematic means to growth in different life areas and content goals through the transferring and recycling of the stages of program development.

Watson and Tharp (1972) define self-modification as the process through which the principles of learning are applied to behavior in order to achieve improved personal adjustment. These authors urge readers of their behavior-modification program to follow a self-change project at each stage of learning. A key part of their program is the "self-contract;" the set of rules which specify the details of the intervention plan (target behavior and reinforcement for performing it). They focus on the juggling of incentives and shaping schedules until the actions become likely to perform. Watson and Tharp emphasize self-directed efforts toward behavioral and emotional changes. They do not acknowledge and/or include the cognitive component of human response.

Several studies showing successful outcome data (Barrera & Glasgow, 1976; McGaghie & Menges, 1975; McGaghie, Menges, & Dobroski, 1976) used Watson and Tharp's (1972) book as an instructional text to help students set up individualized self-modification projects. On a three-month follow up, 95% of Barrera and Glasgow's (1976) students were extremely or moderately confident that the self-modification skills could be generalized to other behaviors.

Glasgow and Rosen (1978), in a review of self-help behavior

therapy manuals, distinguish among three treatment administration conditions based on the degree of the client's (or student's) reliance upon counselor (or instructor) contact: self-administered, minimal contact, and counselor (or instructor) administered. In a self-administered condition, clients rely solely on produced program materials (e.g., written manuals and recorded tapes) and administer the materials without counselor contact or procedural advice. In a minimal contact condition there is some contact with a counselor (e.g., weekly phone calls or meetings), wherein the counselor offers minimal procedural advice and clients rely mainly on produced materials. In a counselor administered program, clients experience regular contact with a counselor, in which the counselor clarifies and elaborates information presented in the produced materials.

It should be noted here that as a program of instruction, "Training for Self-Power" falls within the counselor or instructor administered rubric; that is, the presentation and pacing of the lessons are under the instructor's control. This program is not, in itself, a self-instructive program. It is an instructor-orchestrated series of learning experiences that has as its goal the learning of the stages and cognitive process skills of self-instruction toward goal achievement (self-power). Such a cognitive-behavioral self-instruction model states that relationships between the environment and the actions we exhibit are learned. "Training for Self-Power" implies that new desirable relationships can be

learned by following a systematic process of self-instruction stages. This further implies that people can guide their own learning, and thus can, to a certain degree, influence their own personal adjustment. Self-instructors design and execute their own programs, thus changing the course of events in their life in directions that they wish.

The stages and cognitive process skills of self-instruction are to be used in content-oriented courses as well as other aspects of life, but before they can be used, they must be learned. Many books and programs exhort readers to become better and more successful people, but few tell how. Many books and programs attempt to encourage and motivate, and challenge learners to think positively, but few provide specific processes of how to improve. "Training for Self-Power," then, involves the teaching and learning of such processes. Being taught these processes is, in effect, learning about learning; requiring thinking about thinking.

#### Summary and Conclusions

This chapter provides an introduction to various theoretical constructs central to the "Training for Self-Power" curriculum, and describes numerous comparable curricula. This chapter section provides summary, analyses, and conclusions based on the preceding extensive literature review.

Theory, research, and historical development of the literature in the field of thinking skills and cognitive processes is overviewed,

with particular attention paid to implications for education. Issues of awareness and monitoring of one's thinking (metacognitive knowledge) are differentiated from conscious control of cognitive processes (executive processes). These constructs of higher order thinking are seen as beginning at an early age, and as being factors critical to performance. Research studies supporting such control are reported, suggesting that the influence of executive processes on task performance is both significant and sensitive to instruction.

Literature theory and research for the specific cognitive process constructs of problem-solving and decision-making is discussed, their historical development is overviewed, and various models are reported. These two constructs are compared and differentiated. It is concluded that decision-making ("Deciding") is but one stage of a desirable strategy towards change and accomplishment, and problem-solving merely one subset of such self-power.

The constructs of self-power (goal-attainment) and self-instruction are defined and discussed, and their historical development and key influences are overviewed.

Studies noted the importance and effectiveness of setting performance goals in creating incentives for action and in self-motivation. It is concluded that the achievement of positive accomplishment (goal-attainment) is to be preferred over the minimization of negatives (problem-solving).

By teaching young people the process techniques of self-instruction, we discourage them from abd<sup>icating</sup>ating the responsibility of managing their own lives. Studies note how different populations of young people have mastered and profited from self-management procedures (see also Bradley & Gaa, 1977; Gagne, 1975; Haring & Schiefelbusch, 1976; Klausmeier, 1975; Stumphauzer, 1973). Research studies are reported (see also, Bolstad & Johnson, 1972; Briskin & Anderson, 1973) suggesting that even elementary-aged children can learn process skills necessary for effective self-instruction.

This chapter reviews how social learning theory and cognitive-behavioral science combine to emphasize people's capacity for self-directed change, and emphasizes the importance of self-instruction procedures. The need is emphasized for both a belief system and a learned series of action processes with which people can exercise responsible control over their destinies.

Although much recent counseling psychology and counselor education literature has noted the need for programs of primary prevention (e.g., Cowen, 1977; Ivey, 1976, 1977; Leonard, 1977; Sprinthall, 1977, 1984), the system has been slow to move. "Counseling psychology is, in fact, neither strongly committed to nor systematically involved in primary prevention....it is deeply ambivalent toward preventive mental health" (Hansen, 1981, p. 57).

There is, however, a substantial body of evidence indicating that effective educational innovation is possible. For example,

specific content programs of developmental guidance activities, empathy skill training, assertiveness programs, moral dilemma discussion, and proactive career decision-making units, as well as cognitive process units (as developed and discussed here), are available in the curriculum literature. While all programs have not been thoroughly researched, there is enough cross-validation to support effectiveness (Lockwood, 1978).

Despite the recent conservative swing to educational accountability and "back-to-basics" curricula, the need for emphasizing teaching processes of learning and living continues. The literature shows that, while research into process education is relatively new, enough of the framework is in place both theoretically and practically to revise and revitalize primary prevention programs teaching cognitive processing skills. We need to renew our efforts to assimilate what we know to instigate classroom programs that are cost-effective as well as educational. School teachers and counselors need proven programs with concrete step-by-step methods.

School counselors, especially in times of financial restraint, could embrace the model of counseling as an educational activity, and concentrate on classroom educative-preventive interventions. For too long school counselors have limited their role to course guidance administration and one-to-one discussions behind office doors. "Traditional individual counseling and small-group therapy oriented treatment is basically a low pay-off intervention system"

(Sprinthall, 1984, p. 493). Counselors can actively project themselves into the classroom (Gum, 1979; Sprinthall, 1984), introducing interactive curricula, which teach students new options of thinking and behaving. Primary prevention programs teaching self-instruction processes provide an excellent option within this movement.

The previous section of this chapter provides descriptions of curricula comparable to "Training for Self-Power;" programs in life skills and programs teaching cognitive processing constructs and thinking skills, including problem-solving, decision-making, creativity, and self-instruction.

Listed are numerous programs emphasizing the importance of making young people's implicit thought processes more explicit, teaching awareness and control of thinking, teaching strategies used to attain goals and overcome problems, and teaching generic processes of self-management. Such studies note not only an increase in effective skills and strategies, but concurrent changes in self-attributed affective states such as powerfulness (internal locus of control) and self-confidence (see, e.g., Beamish & Marinelli, 1983; Doll, 1981).

The common link of these curricula is that they teach generalizable and transferrable processes rather than specific knowledge-base contents. Awareness of such transferrable thinking and learning processes and/or strategies prepares students to solve more difficult and complicated situations later. Such generic problem-solving

or goal-attainment techniques involve basic cognitive and behavioral operations, which, in principle, should be applicable to any problem or goal. Students transfer and recycle the stages of such strategies.

While it sometimes is questionable as to whether self-instructional competence resides in procedural knowledge stores or cognitive processing strategies, it seems clear that learning to learn involves more than simply acquiring necessary knowledge in relevant substantive areas (see also Glaser, 1984). Thus, explicit, direct instruction in skills and strategies of self-instruction probably is likely to be necessary if students in schools are to learn to direct their own learning and development.

It is concluded that the ability to do something for oneself in order to overcome a personal problem or accomplish a goal ("self-power") can result from the learning and integration of process skills and stages of self-instruction. Furthermore, it is presented that such processes (with emphases upon the significance and necessity of intensive and comprehensive information gathering) can be taught and learned directly, as a curriculum in their own right.



### CHAPTER III

#### DESIGN AND METHODS

The purpose of this study is to investigate the effectiveness of a curriculum developed to teach self-instruction process skills and strategies (decision-making, information gathering, taking stock, specifying goals, specifying methods, action initiation, and evaluation) toward goal attainment (self-power). Chapter I concluded with this purpose stated in the form of testable hypotheses. In this Chapter the methodology used to test these hypotheses is described under the following headings: Setting and Participants; Staff; Research Design and Rationale; Dependent Variables; Treatment Procedures; and Teaching Objectives and Procedural Descriptions.

#### Setting and Participants

The curriculum package (plus pre- and posttest evaluation instruments) was taught in a regular classroom within a large senior secondary school (grades 10-12). The school is located in a community some fifty miles from Vancouver, British Columbia, Canada. The community immediately surrounding the school had a population of approximately 10,000 people and was largely middle class.

Thirty-four grade ten International Baccalaureate students volunteered to participate as subjects in the study. The International Baccalaureate program provides an enriched and competitive course of studies for students who are very advanced academically.

The program is granted international status, allowing graduates to gain credit for coursework at the university level. Students volunteered on the basis of information about the project and curriculum provided to them by the project coordinator and by information contained in letters taken home to their parents or guardians for the purpose of providing consent (Appendix C).

### Staff

This study took place as part of a larger research and development program. The principal investigator was a university associate professor, researcher, and author of a book on self-instruction that was used as the theoretical model for the development of the present curriculum.

The instructor (and author of this thesis) was a male masters graduate student in counseling psychology. He was an experienced, professional counselor, but had no previous training or experience in classroom teaching. Under direction of the principal investigator, the instructor developed and taught all ten lessons, and administered pretesting and posttesting procedures.

The project coordinator (a certified teacher) was also a male masters graduate student in counseling psychology. Under the direction of the principal investigator, he: a) coordinated arrangements with the university, school board, school teaching staff, and research team, b) introduced the curriculum, research goals and procedures to school staff, students, and parents and guardians; and c) processed

informed consent forms.

The classroom assistant (a certified teacher) was a female masters graduate in counseling psychology. She observed and videotaped all ten lessons, and provided written and verbal feedback on each lesson's pre-planned instructional objectives.

### Research Design and Rationale

This study employed a two factor mixed design with repeated measures on one factor. The first factor (*between subjects*) is the treatment factor, with the two levels being the experimental group who received the "Training for Self-Power" curriculum, and the control (no treatment) group. The second factor (*within subjects*) is the measurement factor, with pretest and posttest repeated measures. The study used two self-report measures and developed a curriculum content test and a cognitive-behavioral transfer test to evaluate student learning.

The study's volunteer subjects were assigned randomly to experimental and control groups, under the constraint that the groups were balanced for sex. Seventeen students (seven boys, ten girls) were assigned to both the experimental and control group. Two students (one boy and one girl) originally assigned to the experimental group did not attend the majority of lessons and did not complete posttesting, and as a result were eliminated from the study. All other experimental group students attended at least eight of the ten lessons.

Students in the experimental group attended ten weekly one-hour lessons (the experimental curriculum). Students in the control group spent these time periods in the school library in free reading or study.

When testing the effectiveness of a new treatment or curriculum such as the program described in this study, the following logical progression of research design can be employed. The aim of an initial study of a new treatment or curriculum can determine what effect the treatment or curriculum has compared to a no-treatment control. If it is found that the treatment or curriculum does indeed produce a significant positive effect then more costly and complex studies, comparing the treatment or curriculum to other similar treatments or curricula, are warranted. Being the initial study of a new curriculum, the central purpose of this report is to determine whether the curriculum, when taught as outlined, resulted in a significant positive change on the dependent measures.

#### Dependent Measures

The four dependent variable instruments employed in this research were: Rotter's (1966) *Internal vs. External Scale of Control of Reinforcement* (locus of control), Rosenbaum's (1980) *Self-Control Schedule* (self-control), the *Curriculum Content Test* (content), and a *Cognitive-Behavioral Transfer Test of Self-Instruction* (transfer). These measures are discussed in turn below.

The *Internal vs. External Scale of Control of Reinforcement*

(Rotter, 1966) is a 29-item forced-choice self-report measure (including six filler items) designed to measure individuals' belief systems (generalized expectancy) regarding whether they perceive reinforcement as contingent upon behavior or independent of it (locus of control). Those who believe that life outcomes are the result of luck, chance, fate, or more powerful others would score toward the "external locus of control" end of the scale. Those who perceive life outcomes as largely the result of one's own efforts or one's own relatively permanent characteristics, would score toward the "internal locus of control" end of the scale. The locus of control scale was included to detect experimentally-induced changes in self-attributional tendencies.

Note that the locus of control scale as presented was scored with higher scores indicating movement towards an internal control of reinforcement. This was changed from the original form of scoring (Rotter, 1966), in which the higher the score the more external the locus of control. This was changed to maintain consistency with other instruments, in which higher scores indicate movement toward anticipated experimental outcomes.

Rotter (1966, p. 11) reports an extensive table of internal consistency estimates of his locus of control measure. While these estimates are low (mean  $r = .25$ ) for a scale of this length, Rotter notes that the items are not arranged in a difficulty hierarchy, but rather as samples of attitudes in a wide variety of different

situations. As the test items are not comparable, split-half or matched-half reliability tends to underestimate reliability.

Rotter (1966, p. 13) reports a table of studies of test-retest reliability studies of his instrument. Coefficients (.78,  $n = 28$ ; .72,  $n = 60$ ) for a one-month period seem reasonably high for two quite different samples. The somewhat lower reliabilities for a two-month period (.49,  $n = 63$ ; .61,  $n = 54$ ) may be partly the result of the first test being administered under group conditions and the second test being individually administered.

Campbell and Fiske (1959) have indicated the importance of multimethod measurement in the determination of construct validity of personality tests. Early studies correlated the original 60-item forced choice locus of control test with the Phares (1957) Likert-type scale. Examples of these studies include Blackman (1962), who obtained a correlation of .56 ( $n = 151$ ) and Johnson (1961), who obtained a correlation of .58 ( $n = 120$ ).

Rosenbaum's (1980) *Self-Control Schedule* (self-control) is a 36-item self-report measure that assesses individual tendencies to apply self-control methods to the solution of behavioral problems. On each item the subject is requested to indicate on a six-point Likert scale the degree to which the item describes a behavior characteristic of him or her. Items refer to the subject's use of cognitions to control emotional and physiological sensations, tendency

to employ problem-solving strategies, perceived ability to delay immediate gratifications, and general expectations of self-efficacy. The self-control schedule was included to detect experimentally-induced changes in self-control behaviors.

Test-retest reliability as reported by Rosenbaum (1980) was .86 ( $p < .01$ ), indicating a fairly high stability of test scores over a four week period. Rosenbaum computed the internal consistency of his instrument's items on five samples. These alpha coefficients of .81, .80, .84, .78, and .80 (mean = .81) may be considered satisfactory for experimental purposes (Nunnally, 1967). Although there was a slight tendency for females to score higher than males,  $t$  tests revealed no significant differences between the means across the sexes. Although means obtained from a sample of American students who completed the English version of the self-control schedule were consistent with the means obtained from the study's Israeli students (Hebrew version of the instrument), Rosenbaum acknowledges that further study is necessary to cross-validate the scale on an English-speaking population.

Validation of the self-control schedule is complex because self-control behaviors are mostly covert and must be inferred from the behavior of a person under specific circumstances or from self-reports. Rosenbaum (1980) examined the convergent and discriminant validity of the self-control schedule by comparing scores obtained

on his instrument to scores obtained on two existing scales that are conceptually related. The Pearson correlation between the self-control schedule and Rotter's (1966) *Internal vs. External Scale of Control of Reinforcement* (as discussed previously) was  $-.40$  ( $p < .01$ ) which indicated that the more a subject reported on the use of self-control methods the less he or she believed in external control of his or her behavior. Pearson correlations between self-control schedule scores and eleven test scores from the *Irrational Beliefs Test* (Jones, 1968) -- a test devised to measure the ten types of irrational beliefs described by Ellis (1962) -- were all significant (except one) to at least the  $p < .05$  level. Correlation with the "Total Score" on Jones' instrument was  $-.48$  ( $p < .001$ ). In general, subjects who reported greater application of self-control methods as tapped by the self-control schedule were less likely to hold irrational beliefs.

In addition, in a laboratory study, Rosenbaum (1980) showed that subjects who scored high on the self-control schedule tolerated a noxious stimulus (see also Kanfer, 1977) -- a cold pressor -- longer than students who scored low on this measure. This tolerance of noxious stimuli is inherent in Rosenbaum's definition of self-control, and is further evidence of the construct validity of the self-control schedule.

The *Curriculum Content Test* (content; Appendix D) is a 20-item multiple choice (five-option) instrument designed by the instructor



(with design and content check by the principal investigator and project coordinator). The content test examines students' knowledge of self-power and self-instruction processes in relation to information presented in the experimental curriculum. Test items were developed from the "Teaching Objectives" for each experimental lesson. Each lesson in the original curriculum is represented by two questions on the content test, thus allowing an evaluation of the extent to which students have information relevant to all knowledge-based objectives.

The *Cognitive-Behavioral Transfer Test of Self-Instruction* (transfer; Appendix D) is an instrument designed jointly by the principal investigator, instructor, and project coordinator. The transfer test requires students to develop and describe a self-instructional strategy they would use if asked to tackle a common problem confronting high school students -- to learn how to run a successful fund-raising campaign for a desired student facility. In scoring student responses to the transfer test, responses were analyzed to locate applications of 24 different self-instructional concepts that were introduced in the "Training for Self-Power" program delivered to the experimental students (see Appendix F for a list of these 24 self-instructional concepts). One point was given for a reasonable application of each of these concepts, yielding a total possible score of 24 on the transfer test.

Taken together, the dependent variables included in the study

provided an indication of what students learned from the self-instruction program (curriculum-specific, content acquisition), the extent to which they were able to apply their learning to "everyday" events (transfer learning), and the effects of their learning on their self-control tendencies and general locus of control beliefs and attitudes.

See the "Results" section (Chapter IV) and Table 1 for pretest and posttest reliability coefficients for the content test, locus of control scale, and self-control schedule, plus interrater reliability (and method of calculation) for the transfer test.

#### Treatment Procedures

Students in the grade ten International Baccalaureate program received consent forms (both student and parent or guardian forms) and an introductory letter explaining the project and curriculum (see Appendix C). The 34 volunteer subjects were divided randomly into experimental and control groups (balanced for sex). Students were informed of the treatment condition to which they had been assigned, and received information appropriate to their respective group. Experimental students attended 10 one-hour weekly lessons (the experimental curriculum) while control students simultaneously attended free reading or study. Sections of the curriculum had been previously field-tested in a pilot study.

Pretesting and posttesting of the entire sample took place exactly one week before lesson one and one week after lesson

ten, respectively. The instructor administered both pretest and posttest, using a standardized format and time constraints.

The experimental group was compared to the control group using these pre-posttest results to quantify and compare instructionally-induced changes in relation to the objectives of the curriculum package. In addition, lesson and instructor effectiveness was evaluated by means of "student evaluation" feedback forms (Appendix E) completed at the end of each lesson, instructor's log, lesson videotapes, and feedback from the classroom assistant based on the instructional goals as developed for each lesson.

The experimental self-instruction curriculum ("Training for Self-Power") was designed to specify, arrange practice in executing, and provide specific feedback to student execution of self-instruction skills in the areas of decision-making, gathering information, self-assessment, framing objectives, planning, self-motivation, and self-evaluation. The skills and strategic sequences taught were all drawn from contemporary literature in the areas of self-directed learning, cognitive-behavior modification, and cognitive science. Each of the skills taught was described and illustrated prior to students' participation in structured series of acquisition exercises in which they were required to apply the skills (and developing skill sequences) to a variety of simulated and personally-relevant situations. Students examined a model "Hypothetical Goal Situation," and worked

through their own "Personal Goal Situation" for each stage of the self-instructional model. Instructor feedback was provided to student performance on a continuous basis. Following acquisition exercises, skills were reviewed and students were quizzed (after each even-numbered lesson) concerning their understanding of the concepts and skills with which they had been working. Homework (approximately one hour per week) consisted of "Student Handbook" readings and "Suggested Activities" and/or completion of self-instruction stage work on their "Personal Goal Situation."

All instructional materials and sequences had been prepared carefully prior to the commencement of the experiment. The instructor worked from this pre-set plan throughout the delivery of the experimental program. The experimental curriculum was developed following the instructional counseling framework (goals, preassessment, objectives, counseling activities, and evaluation) as detailed by Hiebert, Martin, and Marx (1981) and Martin and Hiebert (1982).

As the experimental lessons were administered during a school block that was frequently interrupted for school assemblies and assorted activities, three lessons were delayed by one week. Thus the entire curriculum took 13 weeks to complete rather than the anticipated 10 weeks.

As experimental and control groups were together frequently during the school day, experimental students were requested not to

share contents of their lessons (or written materials) with control group students.

A debriefing session (as part of a "reward" field trip to the university) was held for all students participating in the study. The research team led a discussion of thoughts and feelings related to the curriculum, and answered relevant student queries. "Student Handbook" notes then were distributed to students in the control group.

#### Curriculum Teaching Objectives and Procedural Descriptions

The following outlines the teaching objectives and describes instructional procedures for each of the ten lessons as presented to the experimental group in this study. Note that the entire revised curriculum, Instructor's Manual and Student Guidebook, is presented in Appendices A and B respectively.

##### Teaching objectives (lesson #1).

1. Students will develop a positive attitude towards their lives, and will rate their approach to current and future life tasks in more positive ways.
2. Students will judge themselves to be more able to "do something" in response to most of the challenges, problems, and concerns they experience in the course of living.
3. Students will be able to define the terms "locus of control" (internal vs. external) and "self-power."

4. Students will be able to discern between beliefs that help achieve self-power and beliefs that do not help achieve self-power.
5. Students will be able to name and explain briefly the seven stages involved in the systematic self-instructional model, "Training for Self-Power."

Procedural description (lesson #1).

Lesson one began with an attention-getting statement and group discussion about the efficacy of the education system in teaching life skills. Then, the instructor overviewed the ten lesson course as a whole, briefly outlining course content and processes.

Next, the instructor directed a small group exercise that illustrated the use of self-instruction in "Training for Self-Power," and initiated a group discussion using real-life examples. The instructor blended this discussion into an introduction, discussion, and definition of the terms "locus of control" and "self-power," and discussed the interrelationships between thoughts, feelings, and behaviors.

Next, the instructor introduced "the four beliefs basic to self-power" through the use of anecdotes, questions, and an overhead transparency.

The instructor then introduced the concept of "self-instruction," and discussed how this process interfaces with the goal of self-power. The students were given a handout of the seven stages in the

self-instructional model. The instructor paraphrased this handout, and outlined how the upcoming lessons would involve these stages.

Finally, the instructor distributed handouts and program supplies, distributed the student evaluation forms, and set a reading homework assignment.

Teaching objectives (lesson #2).

1. Students will be able to list the three necessary conditions for learning.
2. Students will be able to state a plan to learn a specific skill using the three necessary conditions for learning.
3. Given a hypothetical situation, students will be able to teach a skill using the three necessary conditions for learning.

Procedural description (lesson #2).

Lesson two began with an overview of the lesson's content and processes. The instructor then outlined the teaching objectives of the first two lessons (displayed on an overhead transparency).

Using the transparencies from the previous lesson (definition and discussion of locus of control, self-power, self-instruction, the "four beliefs basic to self-power," and the "seven stages of self-instruction"), the instructor then reviewed the important concepts from lesson one.

Displaying a transparency and giving examples, the instructor then discussed the three necessary conditions for learning (knowledge, practice, and feedback).

Next, the instructor introduced, modeled, and orchestrated a role-playing exercise in which students experienced using the process of the three necessary conditions for learning. Students took turns playing the roles of teacher, student, and observer in situations where a teacher is instructing a student in a new skill. The instructor then elicited a group discussion of the exercise, and blended the discussion towards using these three necessary conditions in self-instructional learning.

Next, the instructor summarized the use of the three necessary conditions for learning (using the overhead transparency). Finally, the instructor distributed the student evaluation forms and distributed a quiz on the material covered in lessons one and two. For homework, the instructor required students to plan and complete a form on the "Personal Goal Situation" they would be working on throughout the course.

Teaching objectives (lesson #3).

1. Students will be able to list the four substeps of the self-instruction stage of "Deciding" in "Training for Self-Power."
2. Given a statement concerning a person's personal and social situation, students will be able to write a detailed action plan for each substep of the "Deciding" stage. Namely: i) identify general concerns; ii) generate (brainstorm) alternatives for action; iii) list likely consequences for engaging in each alternative; and iv) select one alternative to use as a general plan.



3. Given statements concerning people's personal and social situations, students will be able to predict the consequences of three action responses which are associated with each statement.

4. Students will develop a "Personal Goal Situation," and systematically generate an action plan regarding this situation using the four substeps of "Deciding."

Procedural description (lesson #3).

Lesson three began with a review of the seven stages of self-instruction, and how these stages fit into the following eight lessons. The content and processes of the present lesson were overviewed.

The instructor then introduced theory of the self-instruction stage of "Deciding" in "Training for Self-Power" (and the four substeps of this stage), using lecture, transparency, and discussion of an example.

Next, the instructor divided the class into small groups and explained and directed an exercise in which students predicted the possible consequences of various action alternatives to three hypothetical "problem situations." This involved individual work, small group discussion, and a general class discussion.

Next, the instructor introduced a hypothetical situation that the class would discuss throughout the program. Through instructor questioning and class discussion, students used this "Hypothetical Goal Situation" to practice the four substeps of "Deciding."

Students then completed their "Personal Goal Situation" forms at the "Deciding" stage. Students first discussed their responses for the four "Deciding" substeps in their small group, then completed the accompanying form.

Finally, as homework, the instructor required students to complete their "Deciding" stage form for their "Personal Goal Situation," and distributed reading handouts for this and the following lesson. Student evaluation forms were distributed.

Teaching objectives (lesson #4).

1. Students will be able to describe that the "Gathering Information" stage is important because people must have accurate, practical knowledge before they can act wisely in meeting their personal goals.
2. Students will judge that most effective changes take time, and happen in planned, purposeful ways, not as the result of accidental or rushed actions.
3. Students will be able to state the four substeps of the "Gathering Information" stage. Namely: (a) identify the important aspects of the overall action plan; (b) determine sources of relevant information; (c) collect information from these sources (being polite, patient, and persistent); and (d) organize and evaluate the information that is obtained.
4. Students will be able to demonstrate use of the four "Gathering

Information" substeps for the given "Hypothetical Goal Situation."

5. Students will be able to demonstrate use of the four "Gathering Information" substeps for their own "Personal Goal Situation."

Procedural description (lesson #4).

Lesson four began with the instructor overviewing the content and processes of the lesson.

The instructor then reviewed the theory and substeps of the self-instruction stage of "Deciding." The instructor involved the students in this process by questioning them to recall and discuss the four "Deciding" substeps.

The instructor then directed a group discussion in which students discussed their "Personal Goal Situation" and their "Deciding" substeps for this situation.

Next, the instructor introduced the "Training for Self-Power" self-instruction stage "Gathering Information," describing stage theory and the four substeps. The instructor solicited student input using a relevant example to illustrate the importance, effectiveness, and practicality of this stage.

Next, the instructor orchestrated a class discussion where the students systematically planned to "gather information" for the "Hypothetical Goal Situation" introduced in the previous lesson.

The students then were divided into their small groups, and were required to discuss their "Personal Goal Situations" at the

"Gathering Information" stage. Students were given a handout that required them to fill in their own responses for each substep.

Next, the instructor reviewed the lesson's main concepts, then distributed a quiz on the material covered in lessons three and four. Finally, the instructor set a reading homework assignment and distributed student evaluation forms.

Teaching objectives (lesson #5).

1. Students will be able to list the three obstacles to self-power that are assessed at the "Taking Stock" stage.
2. Given a hypothetical situation, students will be able to discriminate successfully which of the three "Taking Stock" obstacles are critical to lack of success in achieving self-power.
3. Students will be able to name and describe two methods of reducing physiological anxiety and two methods of reducing cognitive anxiety.
4. Given a hypothetical situation, students will be able to construct a systematic desensitization hierarchy.
5. Students will be able to restate irrational self-statements in an alternate rational self-statement form.

Procedural description (lesson #5).

Lesson five began with an overview of lesson content and processes.

Using the overhead projector, the instructor introduced the self-instruction stage of "Taking Stock," and the three obstacles

to self-power (anxiety, motivation, and skill level) that are assessed at this stage. Examples of each were given.

The instructor then orchestrated an exercise designed to teach the students to discern which of the three above-mentioned obstacles were prohibiting hypothetical people's achievement of self-power. The instructor read the hypothetical situations and elicited discussion from students.

The instructor then defined and discussed anxiety, described how anxiety effected achievement of self-power, and described a relevant example. Methods of reducing anxiety were overviewed, and methods of assessing cognitive and physiological anxiety were discussed.

Next, the instructor introduced deep muscle relaxation, a method of reducing physiological anxiety. The instructor led the students through an abbreviated deep muscle relaxation training session. The instructor elicited a short class discussion regarding reactions to the exercise.

Next, the instructor introduced the theory of systematic desensitization, a second method of reducing physiological anxiety. Using a student volunteer, the instructor illustrated systematic desensitization with a role-play exercise. After a group discussion, students formed a systematic desensitization hierarchy for a given situation.

Next, the instructor introduced the theory of cognitive anxiety

and anxiety reduction methods. The first method of reducing cognitive anxiety, rational cognitive disputation, was introduced by showing an overhead transparency of basic thought patterns which displayed common irrational self-statements. The instructor introduced and then illustrated the "thought-stopping" step of rational cognitive disputation with a short display exercise.

Next, the instructor gave an example of replacing irrational thoughts with rational alternate self-statements. The instructor involved the students in an exercise to practice challenging general irrational thought patterns, and composing alternate rational self-statements.

Finally, the instructor introduced and gave an example of individualized cognitive disputation, a second method of reducing cognitive anxiety.

Homework was assigned for the next lesson, and student evaluation forms were distributed.

Teaching objectives (lesson #6).

1. Students will be able to discriminate between characteristics of goal setting, and evaluating and rewarding that increase motivation, and characteristics that hinder motivation.
2. Given a hypothetical situation, students will be able to:
  - i) give a brief example of individual positive self-talk that might be used to increase the self-instructor's motivation in that situation;
  - ii) describe methods of setting goals that would help increase

motivation in that situation, and iii) show and describe at least one method of charting that would help increase motivation in that situation.

3. Students will be able to plan effective strategies to overcome obstacles (anxiety, low motivation, and lack of skills) to achievement of their "Personal Goal Situations."

Procedural description (lesson #6).

Lesson six began with the instructor overviewing the teaching objectives of this lesson and the previous lesson (overhead transparency), and overviewing the content and processes of the present lesson.

Using the overhead transparency, the instructor introduced and described the obstacle of "lack of specific skills," and gave an example of how a skill deficit can prevent achievement of self-power. The instructor introduced helpful steps for skill acquisition, and questioned students to incorporate these steps into a plan in a hypothetical situation for a person to learn a specific skill (class discussion).

Using the overhead, the instructor then introduced and described the obstacle of "lack of motivation," and gave an example of how a low motivational level can prevent achievement of self-power. The instructor introduced helpful steps for increasing motivation, and assisted students to incorporate these steps into a plan (for

a hypothetical person in a hypothetical situation) to increase performance motivation.

Next, the instructor divided students into their regular small groups and distributed a packet of three hypothetical situations to each student. For each situation, students were instructed to read, discuss, and answer the questions on steps to take in overcoming "Taking Stock" obstacles. The instructor timed this process, then elicited a brief class discussion for each situation.

Still in their small groups, students then were instructed to discuss and complete the form for their "Personal Goal Situation" at the "Taking Stock" stage. The instructor moved from group to group, checking progress and giving feedback.

Using four transparencies (from the two lessons), the instructor next reviewed the key points of the past two lessons, namely: 1) the three "obstacles" at the "Taking Stock" stage; 2) methods of reducing anxiety; 3) skill acquisition; 4) increasing motivation.

The instructor then distributed the forms "Hypothetical Goal Situation--Taking Stock Stage" and "Personal Goal Situation--Taking Stock Stage" (additional copies), and required students to complete these for homework.

Finally, the instructor distributed a quiz based on material covered in lessons five and six. Student evaluation forms were distributed.



Teaching objectives (lesson #7).

1. Students will be able to state the two necessary characteristics of specific goals.
2. Students will be able to differentiate between active, precise goal statements and passive, imprecise goal statements.
3. Students will be able to differentiate between goal statements that are easily evaluated at the end of self-instruction and goal statements that cannot be evaluated easily.
4. Students will be able to rewrite passive, imprecise, nonmeasurable goals in terms that are active, precise, and easily evaluated.
5. Students will be able to complete successfully their "Personal Goal Situation" form at the "Specifying Goals" stage (i.e., completed active, precise goal statements that are easily evaluated).

Procedural description (lesson #7).

Lesson seven began with the instructor giving an introductory lecture about the "Specifying Goals" stage of self-instruction in "Training for Self-Power." Using an overhead transparency, the instructor introduced the two essential characteristics of goals. Examples showing the difference between active, precise goals and passive, imprecise goals were displayed (overhead transparency) and discussed.

The instructor then introduced and orchestrated a small group practice exercise to assist students (first individually and then

by group discussion and consensus) to identify the differences between active, precise goals and passive, imprecise goals. The instructor then initiated a large group discussion on the results and gave feedback.

Next, the instructor introduced and discussed the second essential characteristic of goals: - stating them so they clearly are linked to evaluation procedures. Using the overhead transparency, the instructor displayed and discussed examples of the difference between goals that are and that are not clearly linked to evaluation procedures.

The instructor then introduced and orchestrated a small group pen and paper exercise in which students (first individually and then by group discussion and consensus) practiced discerning the difference between goals that are and that are not clearly linked to evaluation procedures. The instructor then initiated a class discussion on each group's findings, and gave feedback.

Next, the instructor divided the students into their regular small groups, requiring them to discuss and complete a form for the "Hypothetical Goal Situation" at the "Specifying Goals" stage. Students then discussed and completed a form for their own "Personal Goal Situation" at the "Specifying Goals" stage.

Finally, the instructor summarized the lesson (reviewing the "two essential characteristics of goals" transparency), assigned

reading homework, and distributed the student evaluation forms.

Teaching objectives (lesson #8).

1. Students will be able to state the four self-instruction substeps of the "Specifying Methods" stage in "Training for Self-Power."
2. Students will be able to discern and describe "mistakes" made in hypothetical examples of self-instruction at the "Specifying Methods" stage.
3. Given a hypothetical situation with effectively stated goals, students will be able to formulate effective methods to reach these goals, using the four substeps of the "Specifying Methods" stage.
4. Students will be able to state effectively formulated methods (plans) for the "Hypothetical Goal Situation" the class is analyzing, using the four substeps of the "Specifying Methods" stage.
5. Students will be able to complete successfully the "Personal Goal Situation" form at the "Specifying Methods" stage (i.e., incorporating the four substeps of this stage).

Procedural description (lesson #8).

Lesson eight began with the instructor overviewing the goals of this lesson and the previous lesson, and overviewing the learning processes to be used in the present lesson.

The instructor reviewed briefly the previous lesson ("Specifying Goals") and introduced the "Specifying Methods" stage of self-instruction in "Training for Self-Power" (including the four substeps

of "Specifying Methods").

Next, the instructor gave a detailed explanation of each sub-step in the "Specifying Methods" stage, then introduced an example of a self-instructing individual with a clearly stated and easily evaluated goal. Using each of the four substeps, the instructor challenged the students (with experiential exercises) to put sub-step theories into practice. The students: 1) selected procedures, 2) listed actions, 3) sequenced actions, and 4) timetabled actions, for the example. Between discussions of theory, the instructor introduced and orchestrated these exercises, elicited student input, and provided descriptive praise and informational feedback.

Next, the instructor divided the students into their regular small groups to: 1) discuss and complete an assignment using the "Hypothetical Goal Situation" at the "Specifying Methods" stage, and 2) discuss and complete an assignment using the students' own "Personal Goal Situations" at the "Specifying Methods" stage.

The instructor then summarized lessons seven and eight by reviewing the important concepts listed on overhead transparencies from each lesson. Homework was assigned. Finally, the instructor distributed a quiz based on material covered in lessons seven and eight. Student evaluation forms were distributed.

#### Teaching objectives (lesson #9).

1. Students will be able to state the two crucial attributes of self-talk statements that self-instructors must repeat to themselves

frequently throughout the "Acting" stage.

2. Given a hypothetical "Acting" stage situation, students will be able to: a) state the "missing" crucial self-talk attribute, and b) describe effective self-talk statements (including the two crucial attributes) to help the self-instructor achieve self-power.
3. Students will be able to list the four substeps of the "Evaluating" stage.
4. Students will be able to choose correct responses to situations that may arise at the "Evaluating" stage.
5. Students will be able to describe successful planning at the "Acting" and "Evaluating" stages for the "Hypothetical Goal Situation" that the class is analyzing.

Procedural description (lesson #9).

Lesson nine began with an overview of the lesson's content and processes.

The instructor then introduced (through lecture and overhead transparency summary) the self-instruction stage "Acting" in "Training for Self-Power."

Next, the instructor reviewed the "Hypothetical Goal Situation" the class had been analyzing, requiring students to read their exercise sheets for the first five stages of self-instruction for this conjectural-position. The instructor then displayed a summary of the "Acting" stage transparency, requiring students to use this information to complete the exercise sheet entitled "Hypothetical Goal

Situation - 'Acting' Stage."

The instructor then divided students into their regular small groups, requiring them to discuss their "Personal Goal Situations" and how each related to the crucial attributes of the "Acting" stage. Students were required to complete an exercise sheet "Personal Goal Situation - 'Acting' Stage."

Next, the instructor orchestrated a small group exercise where the students reviewed their "Personal Goal Situation" planning by reading (and getting group feedback on) their completed six self-instructional stages.

The instructor then introduced (through lecture and overhead transparency summary) the self-instruction stage of "Evaluating" in "Training for Self-Power." Next, the instructor assigned homework consisting of reading handouts, and attempting the "Acting" stage for their "Personal Goal Situations." Student evaluation forms were distributed.

Teaching objectives (lesson #10).

1. Students will be able to complete successfully the "Personal Goal Situation" form for the "Evaluating" stage (practical results or theoretical results).
2. Students will judge themselves to have self-power; i.e., the ability to usually do something to change their thoughts, feelings, and behaviors in order to reach their personal goals and overcome personal problems.

3. Given: a) a short definition of each self-instruction stage of "Training for Self-Power," and b) a detailed statement of a hypothetical person's personal and social situation; --students will be able to write detailed and effective statements for each of the seven self-instruction stages.

Procedural description (lesson #10).

Lesson ten began with the instructor overviewing the goals of lessons nine and ten, and overviewing the learning processes of the present lesson.

The instructor then prompted a student review of the key concepts of the previous lesson, and completed the review by displaying and reading the two overhead transparencies that summarize the "Acting" and "Evaluating" stages in "Training for Self-Power."

Next, the instructor divided students into their regular small groups. The instructor explained and directed an exercise in which the students discussed and noted their initial efforts of "Acting," and "Evaluating," and future plans for using these two stages in their "Personal Goal Situations."

The instructor then reviewed the major concepts, beliefs, and procedures of the total program by displaying and reading or paraphrasing pertinent overhead transparencies. The instructor then distributed a quiz on the material covered in lessons nine and ten.

Finally, the instructor led a class discussion about the personal impact the program had on each student. Student evaluation forms were distributed.

The complete curriculum, including the Instructor's Manual and the Student Guidebook, can be found in Appendices A and B. The versions of these materials in the Appendices have been modified on the basis of the results of the study reported and discussed in Chapters IV and V. Thus, they are not exactly the same as the materials used for the study.



## CHAPTER IV

## RESULTS

In this chapter, reliabilities of all experimental instruments used in this study are reported, and descriptive statistics (means and standard deviations) for both groups on each dependent variable at both pretest and posttest are summarized. Tests of homogeneity of variance of pretest data are reported, inferential tests of between group and within group experimental differences are documented, and an overall summary of between and within group findings is presented. Interaction effects are displayed visually. Finally, non-statistical data from lesson feedback is summarized.

Reliability of Instruments

Cronbach alphas were calculated as an index of the internal consistency reliabilities of three experimental measures, the *Curriculum Content Test* (content), Rotter's *Internal vs. External Scale of Control of Reinforcement* (locus of control), and Rosenbaum's *Self-Control Schedule* (self-control), using both pretest and posttest scores for the entire study population ( $n = 32$ ). Results are contained in Table 1. Internal consistency of the three tests was generally good. There were minimal fluctuations in alphas from pretest to posttest administrations, with the largest variation occurring on the content test. The higher posttest measure likely is a result of experimental group students becoming familiar with the terminology

Table 1  
 Pretest and Posttest Reliability  
 Coefficients for Dependent Measures

Measures <sup>a</sup>	Number of Items	Alpha Coefficients (n = 32)	
		Pretest	Posttest
Content	20	.58	.80
Locus of Control	23 (29 <sup>b</sup> )	.74	.79
Self-Control	36	.80	.84

<sup>a</sup>Content = Curriculum Content Test; Locus of Control = Internal vs. External Scale of Control of Reinforcement; Self-Control = Self-Control Schedule.

<sup>b</sup>Six items are "filler" items used only to make more ambiguous the purpose of the test.

used in this test. The average reliability measure of .69 is, however, quite satisfactory for a "home-made" test.

The *Cognitive-Behavioral Transfer Test of Self-Instruction* (transfer) was scored using a 24-item scale (see Appendix F). This scale was developed and each item operationally defined and clarified by the instructor and the project coordinator. Interrater agreement percentages were calculated between the scores of these two independent scorers on five randomly selected transfer tests. Agreement percentage was calculated as total number of yes/no agreements out of the possible 24 occasions for agreement multiplied by 100. This process resulted in an average interrater agreement measure of 87 percent across the five selected tests.

As indicated by the above results, the tests used in this study were generally reliable.

### Descriptive Statistics

The pretest and posttest means and standard deviations for the four experimental instruments are reported in Table 2. Higher scores on the content and transfer task respectively indicate more knowledge of the cognitive concepts associated with the self-instruction program and a greater ability to apply this knowledge to the transfer task. Higher scores on the self-control schedule indicate greater self-control, while higher scores on the locus of control scale indicate greater ascription of causality to internal (as opposed to external) factors. The latter is in direct opposition to the

Table 2  
Means and Standard Deviations of Treatment Groups on All  
Dependent Variables Both Pretest and Posttest

Measures <sup>a</sup>	Treatment Group	n	Pretest		Posttest	
			$\bar{X}$	SD	$\bar{X}$	SD
Content	Control	15	10.33	3.09	10.20	2.48
	Experimental	17	9.35	2.83	14.94	3.54
Locus of Control	Control	15	13.73	3.79	12.13	4.94
	Experimental	17	13.59	4.60	16.00	3.91
Self-Control	Control	15	139.87	16.36	137.67	21.42
	Experimental	17	139.65	18.32	135.82	16.58
Transfer	Control	13	11.27	3.77	9.77	4.62
	Experimental	16	10.94	2.14	14.65	5.42

<sup>a</sup>Content = Curriculum Content Test (range 0-20); Locus of Control = Internal vs. External Scale of Control of Reinforcement (range 0-23); Self-Control = Self-Control Schedule (range 0-216); Transfer = Cognitive-Behavioral Transfer Test of Self-Instruction (range 0-24).

usual scoring of this measure, in which higher scores indicate externality.

From an examination of Table 2, it is apparent that the experimental and control groups were relatively similar on all four dependent measures at pretest. To test the adequacy of random assignments, *t* tests were computed on the pretest scores between the experimental and control groups on all four dependent measures. All of these analyses resulted in nonsignificant *t* values. These results indicate that the random assignment procedures employed in the study did result in equivalent groups.

Pearson product-moment correlations were calculated for all possible pair-wise combinations of dependent measures at pretest for the 29 students for whom complete data sets existed. The only significant correlation was between the two self-report measures, the locus of control scale and the self-control schedule. ( $r = 0.51, p < .01$ ). The result confirms the initial independence of the other variables.

### Inferential Tests

Separate 2 X 2 ANOVAs with repeated measures on the second factor (Pretest-posttest) were calculated for each dependent variable. There were no statistically significant effects on the self-control instrument. Tables 3, 4, and 5 respectively report ANOVAs for the content, locus of control, and the transfer test. Of greatest interest to the purposes of the study were statistically

Table 3  
Two-Way Repeated Measures Analysis of Variance  
on the Curriculum Content Test

Source	SS	df	MS	F	p
<u>Between Subjects</u>					
Group (A)	56.35	1	56.35	5.01	0.033
Subjects Within	337.63	30	11.25		
<u>Within Subjects</u>					
Time (B)	118.56	1	118.56	16.86	0.001
Group X Time (AB)	130.43	1	130.43	18.55	0.001
Subjects Within	210.93	30	7.03		

Table 4

Two-Way Repeated Measures Analysis of Variance  
on the Internal vs. External Scale of Control of Reinforcement

Source	SS	df	MS	F	p
<u>Between Subjects</u>					
Group (A)	55.18	1	55.18	1.73	0.20
Subjects Within	954.93	30	31.83		
<u>Within Subjects</u>					
Time (B)	2.62	1	2.62	0.46	0.50
Group X Time (AB)	64.13	1	64.13	11.33	0.002
Subjects Within	169.86	30	5.66		

Table 5

Two-Way Repeated Measures Analysis of Variance  
on the Cognitive-Behavioral Transfer Test of Self-Instruction

Source	SS	df	MS	F	p
<u>Between Subjects</u>					
Group (A)	63.75	1	63.75	2.63	0.12
Subjects Within	655.32	27	24.27		
<u>Within Subjects</u>					
Time (B)	12.67	1	12.67	1.33	0.26
Group X Time (AB)	72.47	1	72.47	7.63	0.01
Subjects Within	256.61	27	9.50		



significant interaction effects on the content test (see Table 3), the locus of control scale (see Table 4), and the transfer test (see Table 5). The smaller  $df$  for the denominator of the  $F$  ratio for the interaction effect on the transfer test reflects the fact that two students in the control group and one student in the experimental group did not complete this test while completing other tests at posttest.

With respect to pre- to posttest changes, the control group, as expected, showed no significant change.

The interaction data for the three dependent variables found to have significant pretest-posttest differences are shown in Figures 1, 2, and 3. These figures graphically display the changes described in Table 2. As shown, the posttest results favour the experimental group in every case.

### Formative Curriculum Evaluation

In addition to the statistical data reported from the four dependent measures, qualitative data for each lesson was also sought and collected. This information was used as formative data in revising lesson structure and content (see Chapter V for discussion of resultant curriculum revisions).

Major sources of qualitative data included anecdotal responses in the "Student Evaluation Form" (Appendix E; Statistical summary reported in Table 6), observer feedback notes, and instructor's log. Only three of the 16 student log books were completed and turned in

Table 6  
 Summary of Responses to "Student Evaluation" forms

Lesson Number <sup>a</sup>	<i>n</i>	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
		Question <sup>b</sup> 1	Question <sup>b</sup> 2	Question <sup>b</sup> 3	Question <sup>b</sup> 4
1	17	3.41	3.35	4.24	3.41
2	16	3.56	3.31	3.88	3.69
3	16	3.19	3.06	3.56	3.19
5	16	3.44	3.63	4.00	3.72
6	12	2.83	2.75	3.17	2.92
8	14	2.79	3.00	3.43	3.00
9	9	3.78	3.22	3.44	3.44
10	9	3.56	3.78	3.67	3.78

<sup>a</sup>Forms were not completed following lessons #4 and #7.

<sup>b</sup>Scale ranged from 0-5.

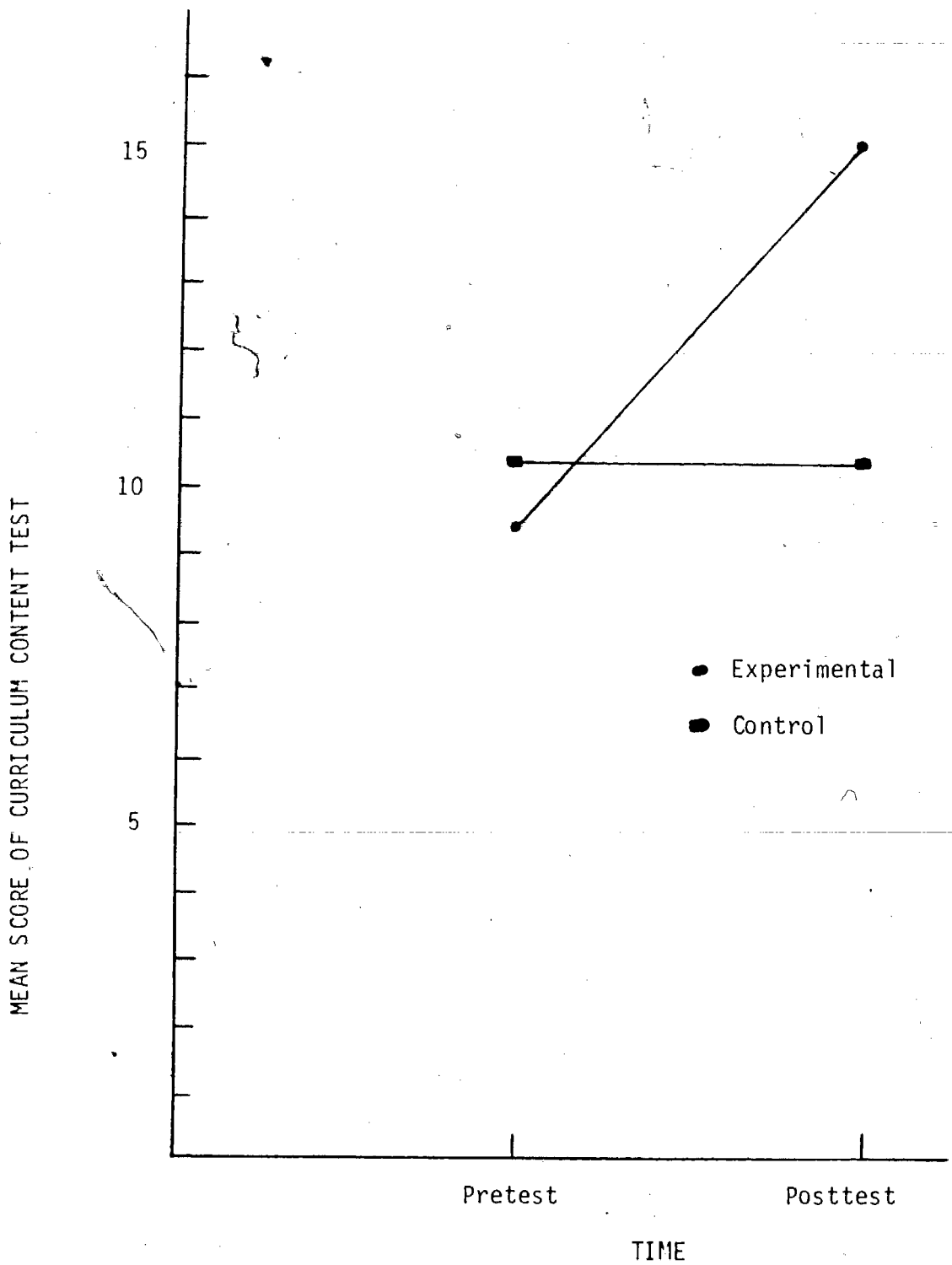


Fig.-1 Group by Time Interaction, Curriculum-Content Test

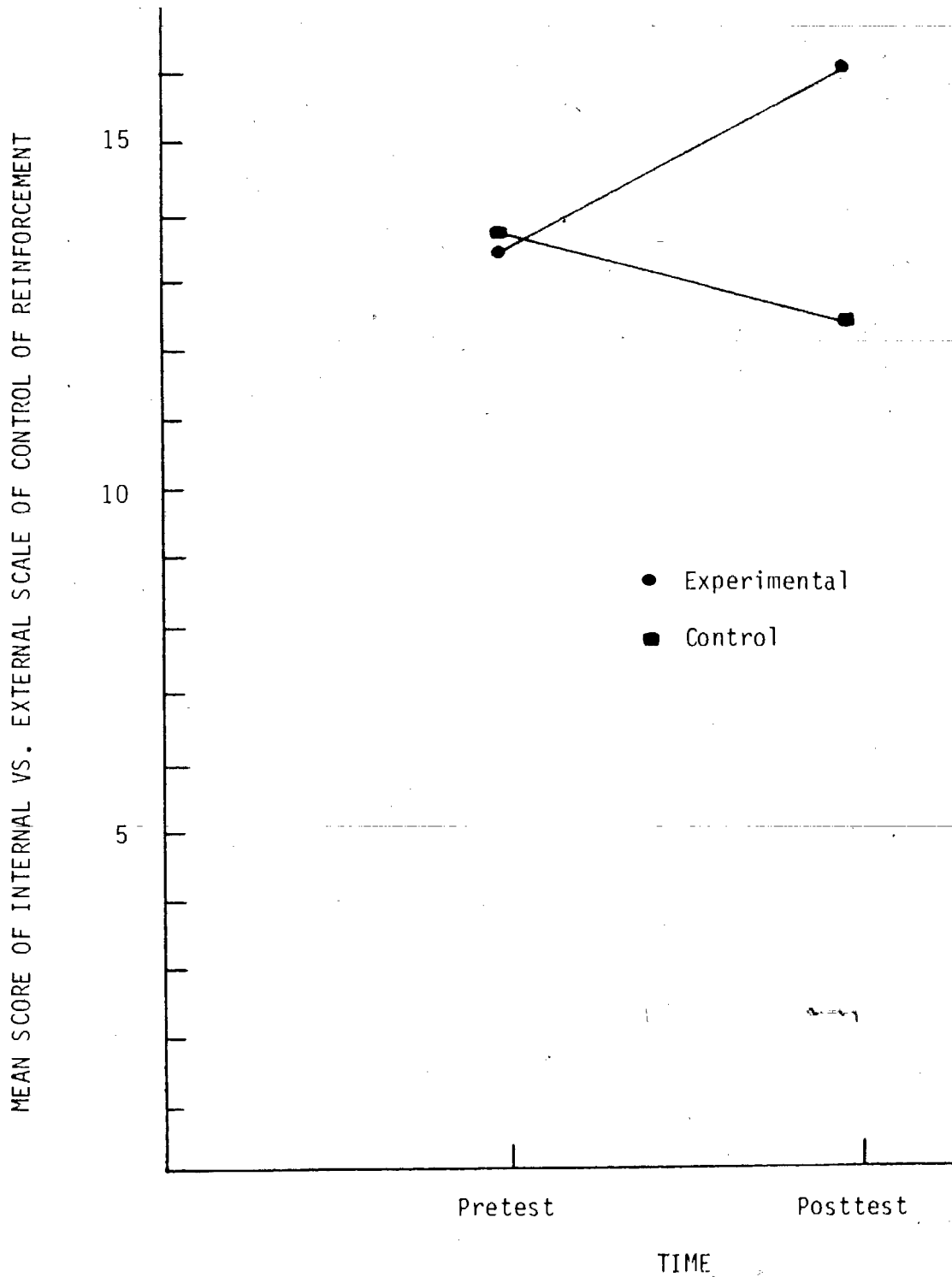


Fig. 2 Group by Time Interaction, Internal vs. External Scale of Reinforcement

MEAN SCORE OF COGNITIVE-BEHAVIORAL  
TRANSFER TEST OF SELF-INSTRUCTION

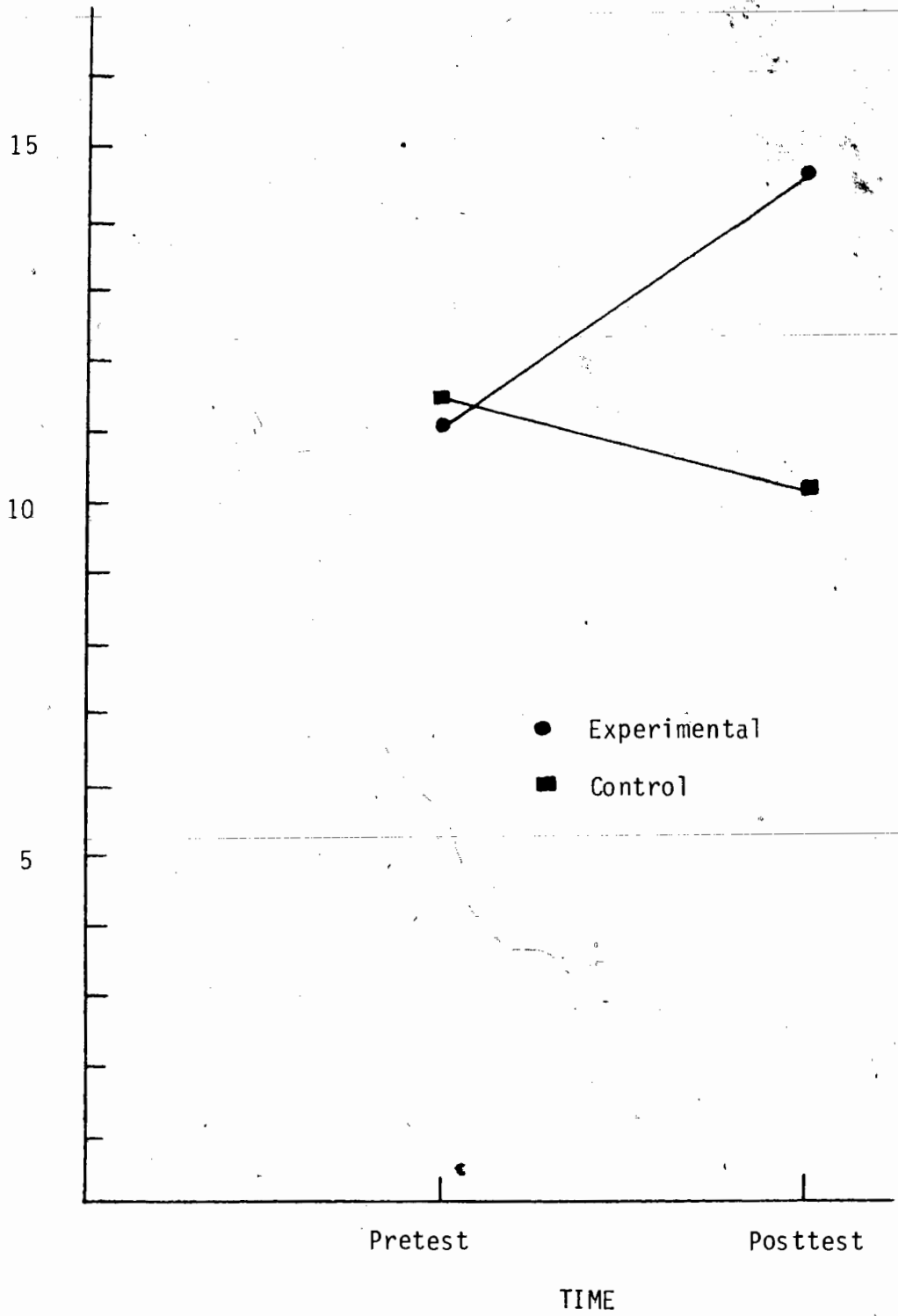


Fig. 3 Group By Time Interaction, Cognitive-Behavioral Transfer Test of Self-Instruction

by students at the end of the program. Few comments were recorded. All lessons were videotaped, but little of this was reviewed by the research team.

The following summarizes qualitative feedback for each of the ten original lessons (as presented to the experimental group).

#### Lesson #1

Students reported interest in the concept of self-instruction and increased awareness of personal responsibility in goal achievement. Students reported concern over the speed with which terms were introduced and discussed. Several students noted that the exercise was overly simplistic.

- Feedback from the observer indicated that transparency printing was too small to read from the back of the class. She added that the "four beliefs basic to self-power," and the seven-stage self-instructional model as presented were quite complex, and that they could be simplified. She also mentioned that "case" examples used in the small group exercise were too elementary.

My instructor's log book also noted the necessity of rewriting the small group exercise "case" examples. All four groups divided the cards correctly, and appeared uninterested and unchallenged by the task. I also noted an overabundance of jargon and a "theoretical overload" in the lesson.

Lesson #2

Students reported acknowledging the importance and difficulty of effective teaching. They emphasized the necessity of patience in learning and instructing. Students generally enjoyed the role-play experiential activity more than theoretical learning. Some students enjoyed playing "E.P.," while others reported feeling "embarrassed" and "dumb."

The observer reported that several students did not respond to their "observer" role in the role-play exercise, and did not offer feedback.

My instructor's log noted that distributing handouts throughout the class created confusion and wasted time. I wrote that students seemed confused about the role-play and how to use the "observer sheets." At least one girl seemed more comfortable with written work than verbal work (discussion, role-plays, feedback).

Lesson #3

Students reported a general interest in the small group exercise and the example situations, relating them to personal issues. Several students mentioned that the lesson was well presented but "boring," especially the work on the "Hypothetical Goal Situation" and the "Personal Goal Situation."

The observer's feedback focused on classroom control issues--getting quiet students involved in group discussions and limiting

talking to one person at a time.

My instructor's log noted my frustration at classroom control issues. I observed that the students balked at completing their "Personal Goal Situation" forms. I altered the original lesson plan at the last minute, substituting a more difficult to answer (unclear) "problem situation" in the small group exercise. This seemed to kindle class discussion and learning.

#### Lesson #4

The observer commented again that the transparencies were poor; printing too small with too much information. She recommended professional graphics of the headings alone (with verbal expansion). Both observer feedback and instructor log noted the disorganization of the session. Several students had to leave the class in mid-lesson for a field-trip. The remainder were very agitated and hard to settle down. I expressed my frustration with the situation. The last one-third of the planned lesson content was not completed. Student evaluation forms were not completed. I noted the importance of avoiding lessons that were overly cognitive, repetitious, and dull.

#### Lesson #5

Most students noted interest in lesson content, gaining insight into personal anxieties and learning coping methods. Table 6 reports favorable student evaluations of the lesson.

The observer's report stated that there was too much information



presented in this lesson (two students reported this as well). She added that there was too much lecturing--that the students needed to "dig deeper into themselves" to identify with the theory. She thought that having students paraphrase the "Alternate Rational Self-Statements" and list known phobias would involve students more in their learning. She added that during the deep muscle relaxation exercise several students were "wiggling about and tipping their chairs" ("active rather than receptive").

The instructor's log noted that this lesson went very well, with students involved and seemingly interested. The introductory exercise got students talking about themselves (anxieties) at a "gut-level." Students seemed, however, rather unsure as how to proceed with this exercise. Students had difficulty settling down for the deep muscle relaxation exercise, whispering and shifting in their chairs. I remarked that there was clearly too much material presented in the lesson--it felt rushed.

#### Lesson #6

Students reported interest in the obstacles to self-power, but again noted concerns about repetition in teaching processes ("The lessons seem to be all the same;" "boring").

Observer feedback further mentioned making the transparencies simpler and easier to read (larger letters). She noted that there may again be an information overload. She added, "I think we may

be overemphasizing the meaningful specification and underscoring the value of practice activity and feedback."

The instructor's log observed that the lesson seemed too theoretical and dull; needing activities to grab students' attention. We ran out of time during the lesson and I had to delete "Hypothetical Goal Situation" and "Personal Goal Situation" activities.

#### Lesson #7

As I forgot the "Student Evaluation forms" for this lesson, there was no student feedback.

The classroom observer noted an excellent student response to the experiential exercise ("The Human Knot"). She added that the students also responded well to theory presented using examples of young people with whom they could identify.

My instructor's log reported an energetic, involved group in the "Human Knot" exercise, although it was too simple to solve with only six members per group. I noted that the written exercise went well. Students were forced to think and made several "mistakes." This was seen as positive as I sensed they were developing an impudent, know-it-all approach to the material.

#### Lesson #8

Students noted that they found lesson material on charting and goal specification to be informative. Two students commented again about the repetitiveness of lesson processes (e.g., lesson

overview, and review, "Hypothetical Goal Situation" and "Personal Goal Situations").

The observer remarked that there was little student involvement in the lesson. Instructor notes agreed that the lesson did not have any "fun" activities, being mostly lecture format. I mentioned, however, that students responded well to my presentation (particularly my "Personal Goal Situation") and in class discussions.

#### Lesson #9

Several students noted positive response to the handout packet on "The Power of Negative Thinking." One student commented, "The handout was funny and added some spice to the class. With all this printed material we need something like that to break the monotony."

The observer's feedback and the instructor's log also indicated that the humorous handout packet was very effective in bringing the class together. Table 6 shows that students rated this lesson as the most "interesting" lesson of the program. I noted to consider using more humor in the lessons; it seems to be an excellent motivator and energizer. I expressed frustration at the small group size this lesson. Again there was a student assembly which involved several members of the class.

#### Lesson #10

All students commented that the program review was helpful. The laminated one-page summary came in for special praise from two

students.

Due to a scheduling problem, I did not have an observer for this lesson. Class attendance was again disappointing. Instructor log entries noted that the program review went well. I interspersed theory with anecdotes of situations that occurred during previous lessons, and encouraged student comment. Personalizing this process seemed to help maintain student attention and involvement. I did not require students to complete the lesson #9 and #10 quiz individually, instead debating the questions in an open class discussion. This led naturally into an informal discussion of the program.

Chapter V includes a section headed "Curriculum Lessons and Changes" which summarizes major modifications to the curriculum made as a result of further research and the above-mentioned feedback and reflection.

CHAPTER V  
DISCUSSION, IMPLICATIONS, AND FUTURE DIRECTIONS

This chapter discusses the results of the study, examines the theoretical and practical implications of the findings, discusses curriculum lessons and changes, and comments upon future directions for process education.

Discussion

The results of the experiment reported support the idea of developing and implementing instructional counseling curricula to teach self-instruction processes to high-school students. Not only did the students in the experimental group outperform the students in the control group on the content test of curriculum-specific concepts, but this same pattern of results held true for the cognitive-behavioral transfer test and the locus of control scale.

A major function of counseling involves assisting clients to make decisions, gather and process information, frame specific goals and plans, assess their situations and capabilities, motivate themselves to action, and evaluate these efforts. In implementing such actions, it is hoped that clients not only will be assisted to achieve present goals and resolve current content concerns, but also will learn self-instructive processes that will allow them to achieve future goals and resolve future problems. It also is hoped that

clients' affective states and general attitudes toward life and themselves will be elevated as a consequence of counseling. The locus of control scale results indicate that students in the experimental group experienced a general shift in perceptions toward an internal locus of control, reflecting an increasing belief in their abilities to control or influence their destiny. Such a change is a desirable outcome of counseling since it would seem to imply acquisition of a general orientation toward responsibility and personal action in response to goals and problems.

At first glance, the absence of differential results between control and experimental groups on the self-control schedule may seem peculiar given the superiority of the experimental group on the locus of control scale. Examination of the general format for items in the self-control measure reveals, however, that all items are framed in terms of the respondent's own past behavioral experience (e.g., "When I am feeling depressed, I try to...", "When I am faced with a difficult decision, I prefer to...", and the like). Since it is unlikely that participants in the three-month experiment had built up fresh experiential history with their newly-acquired self-instruction skills by the time they completed posttesting, they probably responded on the basis of the same set of recalled experiences at both pretest and posttest. In contrast, locus of control instrument items asked respondents to indicate current beliefs, independent of any explicitly-referenced experiential context.

Results on the transfer test support the teaching of the process skills and strategies of self-instruction to students. The transfer task--teaching oneself to run a successful fund-raising campaign for a desired student facility--was chosen as it was likely to be of equal relevance for all students. A stronger demonstration of transfer effects, particularly from a counseling perspective, may have resulted from the use of transfer tasks that were more personal for each of the participants (e.g., "resolving an ongoing disagreement with a parent," "achieving a driver's license," and so forth). These, however, would have been difficult to standardize and to employ as repeated measures. Nonetheless, the ability of the experimental students to transfer newly-acquired skills of self-instruction to the transfer test does demonstrate that acquisition of these skills was not embedded in specific curriculum content per se.

There was a slight decline in all dependent variable scores from pretest to posttest for the control group (see Table 2). At posttesting, I noted in my log that the students in general seemed very unsettled, tittering and whispering among themselves. Some students finished the tasks very early. Due to extremely hot weather that day, the classroom was uncomfortably warm. The transfer test was interrupted by the school principal, who entered the classroom to make an announcement. In addition, being the second time all students had written the same tests, the novelty of the questions

may have been wearing thin, thus also affecting concentration and test scores.

These factors (which were not an issue at pretest) add further credence to the significant gains shown by experimental group students on the three measures at posttest.

### Implications

Morris (1982) states that an increasingly important task for public education will be teaching people to survive and flourish in environments within which rapid change has created novel contingencies. Morris (pp. 28-29) goes on to say that "preparing individuals with 'survival skills' will be a future task of educators," and argues that such "school curricula need to focus upon social and personal change, develop new thinking strategies and implement 'new basics.'"

New public school curricula are needed to equip young people to deal with the realities of modern western society. Process education for self-power may be one such "missing curriculum" of fundamental importance in today's world of rapid and accelerating change. Since the exercise of such self-power may be taught and learned (e.g., Bandura, 1977, 1982b; Carledge & Milburn, 1980; Manster, 1977; Martin & Martin, 1983), this is clearly a matter of education. Given the magnitude of this educational task, public schools must respond to it in clear fashion.

It is acknowledged that the selection of school curriculum is largely a value based and socio-political based issue. Awareness



of self-instruction and self-power theory, plus available empirically-proven curricula, however, can result in contemporary schools deciding to aim toward the development of student self-power. Basic to the exercise of self-power are generic, teachable and readily-adaptable skills in self-instruction process areas such as decision-making, problem-solving, gathering and processing information, goal-setting, planning, action implementation, self-motivation, and evaluation of personal actions.

For too long we have hoped that processing skills and knowledge of the sort described above will materialize mysteriously as a "natural" byproduct of rigorous schooling in "core" subjects. Since such self-power processes may be associated with identifiable skills and knowledge structures that can be taught and learned, it hypothetically is possible to construct school curricula targetted at the production of personal and collective power. While maintaining a clear focus on the traditional school areas, the time has come to offer direct, evaluatable instruction for the development of process skills and knowledge basic to the exercise of self-power.

Everyone can theorize and agree that it would be a good thing if schools were to pay more attention to thinking skills--but what matters is at the edge of action. What happens on Monday morning at 8:30 a.m. when you are facing a class of thirty pupils? That is the edge of action and you have to have a concrete step-by-step method, not an agreed theory.

deBono (1979, pp. 106-107)

Teachers and curricula are double-bound. It is difficult to implement something new until it has been tried extensively and it

is difficult to try it extensively if it is untested and cannot be proven to be effective. There is also the double-bind of curriculum materials, for established publishers are not going to publish curricula unless there is a demand and there is no demand if the subject area is not yet established.

DeBono (1979) believes that process education

would be much more difficult to teach than straightforward knowledge subjects. Attention would need to be given to the structure of the material and the teaching style. As far as possible it should not have to depend on the enthusiasm of a dedicated teacher. It is likely that once a teacher had absorbed the idiom of the subject and acquired some confidence the new subject might prove easier than an old one.

(p. 214)

What is required to implement new programs are curricula which can be used by the average school counselor or classroom teacher without massive retraining. As an example, "Training for Self-Power" employs a learning model based on sound principles of self-instruction theory, behavior therapy, and cognitive processes, and structures the learning situation with a series of well-conceived experiences and accompanying materials designed to culminate in new student learning of cognitive processes oriented toward goal achievement.

In their critique of contemporary psychotherapies, Mahoney and Arnkoff (1978) note that much of the helping sciences is plagued by:

1. Ineffectiveness, particularly as defined by the client.

2. Poor generalization to problems and situations outside those specifically addressed by the therapy.
3. Poor maintenance over time.
4. Poor cost-efficiency as measured by both monetary and personal effort standards.
5. Ethical dilemmas in which the client's rights and responsibilities are not respected.

It is projected that self-instruction process education toward self-power may pose a most promising hybrid in clinical science and instruction. Reviewing the above five categories, one can see that the seven-stage self-instructional model is specifically geared toward personal effectiveness. Students and clients are taught to evaluate their behaviors, thoughts, and feelings and to adjust their self-instructive efforts according to their individual goals. Because they emphasize broad coping and learning skills, self-instruction processes may also fare much better in the realms of generalization and maintenance. As students and clients learn personal adjustment skills that will enhance their independent ability to cope and grow with a changing environment, cost-efficiency is improved. And since self-instruction not only condones--but requires--the active and responsible participation of the individual in therapeutic decisions and actions, it may offer a welcome alternative with regard to helping profession ethics. There are, of course, individuals and situations not suited to this therapeutic perspective, but its general

feasibility within instructional psychology would seem to merit serious examination.

The results of this experiment suggest that instructional counseling programs can be developed and implemented in schools to teach detached strategies and skills for purposes of acquiring generalizable capabilities to self-instruct. The success of such a program illustrates the potential inherent in the expansion of the school counselor's role to include the functions of curriculum developer and instructor (see also Martin, 1983). There is, however, no reason that these expanded roles should be limited to counselors in schools. Many approaches to counseling (e.g., Adlerian, behavioral, rational-emotive, transactional analyses) long have advocated the notion of counselor as teacher. Programs of instructional counseling are potentially possible for a broad range of counselors, clients, settings, and objectives.

At the debriefing and question session, one of the experimental group students remarked that he "knew most of the course content, but hadn't really thought about it before." This comment conceptualizes process education--an attempt to control and make conscious ways in which we go about our lives. The content of most process education curricula is not new or complex. In fact, it is simply common sense cased in practical, systematic wrapping. The novelty involves thinking about this concept; in short, thinking about thinking, and its associate, learning about learning.

### Curriculum Lessons and Changes

Each lesson in the *"Instructor's Manual"* (Appendix A) includes a teaching overview chart, a brief description and rationale for the lesson, and a long form of instructional activities (lesson script). Some lessons include transparencies, handouts, and tests.

The *"Student Guidebook"* (Appendix B) includes lesson outcome objectives, lesson notes, and suggested activities for each lesson.

In general, lesson content and processes as described in detail in Appendix A are similar to how the lessons were presented in the study. Differences can be noted by comparing teaching objectives and process descriptions of the lessons from Chapter III and from Appendices A and B.

Curriculum lesson revision was based on student feedback, observer feedback, instructor log, and further research (see Formative Curriculum Evaluation, Chapter IV). A few key differences between the lessons as taught and as revised in Appendix A are as follows.

The lessons were taught using the term "personal agency" rather than "self-power" (as described by Martin and Martin, 1983). Student feedback to the term "personal agency" and its definition led me to simplify and clarify the concept and its name. The newly-coined term, "self-power," is an attempt to label this generic concept in a manner that is easily understood and recalled. For sake of simplicity and consistency, the original teaching objectives

and lesson procedural descriptions have been rewritten using the term "self-power" rather than "personal agency."

- Similarly, "outcome objectives" has been replaced by "goals." The "Getting Specific" stage has been retitled "Specifying Goals," and the "Planning" stage has been retitled "Specifying Methods."

Lesson #2 in the original lessons has been shifted to lesson #6 (Taking Stock--Skill Acquisition) in the rewritten lessons. The lesson on anxiety-reduction methods was split into two lessons (#4 and #5) due to information overload concerns. Lesson #11 (final exam) and lesson #12 (curriculum review) has been added.

In the original lessons, students completed a short "quiz" at the end of all even-numbered lessons. This has been replaced by "Suggested Activities" at the end of each lesson (lesson notes) that provide students with opportunities to practice the concepts taught in the lessons. A "mid-term" test at the end of lesson #5 has been inserted. Reading homework remains essentially the same.

In general, lessons were revised with an attempt to minimize jargon and theory, and to clarify and simplify exercises (e.g., eliminating the passive "observer" role in the lesson #2 "E.P." exercise; altering presentation of the deep muscle relaxation exercise in lesson #5, and the "Human Knot" exercise in lesson #7). Handouts were distributed only once during each lesson, thus minimizing confusion and excess paper flow. Transparencies were simplified,

using major headings only, with larger, block printing for increased legibility. All handouts were numbered and all transparencies were lettered; a list of both appears in the introduction to the Instructor's Manual.

In response to feedback, several exercises (Lessons #1 and #7) have been rewritten, making answers less obvious. Gradations of clarity were introduced with the goal of stimulating thinking and sparking group discussion. This was not taken to extreme, as it was kept in mind that this study's subjects were brighter than a normal cross-section of grade 10 students.

To increase available time and to make lessons less repetitive, presentation of lesson reviews, overviews, and summaries was varied. In-class group work on the "Hypothetical Goal Situation" and the "Personal Goal Situations" were also decreased for this reason. Students responded very well to experiential exercises. Similar exercises (e.g., "Jail Break"--lesson #3 and "The Problem"--lesson #2) were added to increase diversity of activity and to maintain student humor, interest, and enthusiasm while providing added opportunities to practice learned processes.

Experimental program lessons were scheduled for a regularly-scheduled free study period. This created multiple problems. Lessons were frequently interrupted by various people, and several lessons were affected by students leaving for assemblies, sports, and field-trips. The fact that the program was not graded also

undoubtedly affected student involvement and willingness to do homework. The revised lessons outline clear criteria for graded evaluation, and encourage working the "Training for Self-Power" miniprogram into a regularly-scheduled classroom block (e.g., guidance).

It is expected that the rewritten lessons would be more effective in teaching the subject matter.

#### Future Directions

It is hoped that this study will accomplish the following:

- 1) stimulate the development and improvement of process education;
- 2) stimulate systematic evaluations of such programs;
- 3) facilitate communication between teachers and researchers; and
- 4) encourage school counselors towards a role of classroom educator and curriculum developer.

Few people seriously would argue against taking systematic steps to help pupils develop self-instructional process strategies for solving problems and achieving important life goals. Other content-specific life skills, such as acquiring study skills, making important decisions about schooling, time management, personal health maintenance, conflict resolution, interpersonal communication and cooperation, reducing specific anxieties and phobias, and others, may be incorporated into the regular public school curriculum under the general subject title of "counseling." Such offerings can and probably should be approached through the development and offering



of carefully prepared curriculum packages in these areas, housed within standard counseling courses assigned to regular school blocks. Of course, all such skill objectives should be accompanied by "informational objectives" that promote accurate, up-to-date knowledge bases in other areas--e.g., the relationships among economic problems, world hunger and poverty, applications of microelectronic technologies, international peacekeeping, and many more similar and related matters. A school curriculum or series of curricula that successfully promotes the development of content knowledge and critical discussions in such areas should complement and increase levels of self-power and collective-power.

In an era of "back-to-basics" education and financial accountability, the need for supportive research data of any "new" school counseling curriculum is greater than ever. Proof of program efficacy, as well as specific curriculum teaching objectives, are necessary to influence positively parents, teachers, and school boards and officials. Incorporation of programs such as "Training for Self-Power" into the school counseling setting require controlled experimental study.

Curriculum development should include empirical field-testing of the program materials, both during their development and following their actual implementation. Such rigorous evaluation is essential to determine whether or not the curriculum content actually is accomplishing the targetted changes in pupils' behaviors, attitudes,

thoughts, and affective reactions.

Task forces and curriculum development teams may be formed at district, regional, provincial, or even national levels. Locally approved counseling curricula (including attention to cognitive processes), that vary considerably across different school districts may be integrated into the regular curriculum.

Such curricula should go far in combatting contemporary problems confronting school counseling and counselors and in preparing students for a future of rapid change. Counselors will continue to see and refer a small number of students who require intensive, remedial, and highly individualized attention. The main instructional responsibilities of school counselors will have shifted, however, to regularly scheduled school classes with an emphasis on preventive instruction. Content will include counseling areas critical to students' successful transition from school pupil to productive, well-adjusted adult in the modern world.

Such a shift emphasizes the belief that counseling should become a core curriculum in our schools, and underlines the necessity of training counselors to work effectively as classroom instructors and curriculum developers. As research in the area of preventive mental health is made concrete and put into practice, the gap narrows between researchers and practitioners. By contributing to the development of self-power and collective-power, counselors can make a fundamental contribution to the very future of humankind.

As reported, the present study found significantly positive effects for students in the experimental curriculum group (versus the no treatment, curriculum control group) on three of the four dependent measures. A logical next step would be to compare the curriculum to other similar treatments or curricula. Further research (on the revised curriculum) on a larger and perhaps more diverse sample of high-school students should undoubtedly be undertaken. It is my opinion, however, that the curriculum as written should not be presented to students below the grade ten level, or to students without a strong academic background and of at least normal intelligence. As the current curriculum takes a rather rigorous cognitive approach toward teaching higher-level cognitive and self-instruction processes (novel and somewhat abstract concepts), I believe it would likely be inappropriate for younger or less academically-inclined students. In a study aimed at developing higher-level thought processes in seventh graders, Baldwin (1981) concluded that process-oriented teaching methodologies are more easily adjusted to by "gifted" students than by students of average ability.

The natural process of aging and accumulating life experiences also seems a factor in the efficacy of process education for students.

Adults can learn most things better than children, though it may take them longer to do so. Our greatest asset as adult learners is the fact that our experience enables us to see relationships. When a new idea or fact is presented, (we) can understand it because we can associate it with what we already know

and therefore give it meaning. This makes the learning and understanding of processes easier for adults than for adolescents.

Gardner (1963, pp. 11-12)

These factors do not, however, suggest that such process education curricula should not (or could not) be written for all levels of normal intellectual development, down through early elementary education. Process education is developmental, and like reading or computational skills, needs to be taught systematically throughout the school years. The above argument does imply that the present curriculum, with appropriately changed example situations, would fit well within certain university, college, or adult education courses or programs (e.g., alcohol and drug programs).

Research (Hudgins, 1977; Klausmeier & Davis, 1969; McPeck, 1981; Posner & Keele, 1973) suggests that: a) skills taught in isolation from one another are not likely to become functional; b) skills taught in isolation from subject matter are not likely to transfer easily to other situations; and c) massed practice of skills is not as effective in promoting learning as intermittent practice and reinforcement over a long period of time. This seems to argue for sequential instruction in thinking skills and cognitive processes throughout all grades, K-12. Instruction in a particular skill or process at any grade level should build on or incorporate skills and processes to be introduced later.

The sequential approach introduces, reinforces, and expands

specific skills and processes at specific grade levels, when the skills and processes are appropriate to children's cognitive development. It also guarantees that children will receive instruction in the discrete skills involved in the more complex thinking processes before these processes themselves become the focus of instruction and evaluation.

Very few, if any, proven effective K-12 sequenced curricula of specific thinking skills or cognitive processes exist. The development and integration of such curricula into the public school system should be a long term goal of process education. Sequential instruction programs taught over a range of grades that are related to previous and subsequent programs would offer the needed systematic approach.

"Training for Self-Power" may be guilty of some of Beyer's (1984a) obstacles to the effective teaching of thinking skills; specifically a skills overload (attempting to teach too many skills in too little time) with only one lesson per "stage." Learning a skill to any significant level of competence requires more than a single, brief encounter. Revision to the areas of heavy content presentation may be needed (in particular the lessons on anxiety management techniques). Speaking more generally, lesson content needs constant revision to improve and update its efficacy. Lesson revision based upon expert input, student feedback, and new innovations in the fields of educational psychology and cognitive-behavioral

science, needs to be an ongoing process.

Considerable effort, such as the present study (and others as described in Chapter II), is being devoted to the development of procedures and programs to teach various cognitive processes. These endeavors are yielding promising preliminary results, slowly producing information that will prove useful for educational purposes. However, it will take time to understand the implications of this research, to sort out the variables and their roles as determinants of success, and to develop a theoretical perspective with sufficient empirical support to provide solid bases for teaching. It is a difficult task. But, as Nickerson (1981) wrote: "the need is apparent and the risk of failure seems much more acceptable than the decision not to try" (p. 24).

Hopefully, such empirical efforts can be expanded into large-scale trials in which the direct instruction of cognitive process skills and strategies are integrated into the educational curriculum. The questions beg for answers. Would the incidence of maladjustments be reduced if coping and goal-achievement skills were taught at both the elementary and secondary school levels? Moreover, what would be the effects of moving school counseling away from the conventional stigma (where "therapy" connotes "illness") and toward a more broad-minded view in which counseling is seen as an educational instead of a curative enterprise? Would tomorrow's children feel and be more responsible and prepared if they had received such a structured

apprenticeship? (Mahoney & Arnkoff, 1978).

Psychological process training in self-instructive goal-attainment and problem-solving competencies seems to be one such promising step toward using what we have learned to enrich and enhance our children's future. With continued study in this field, researchers and practitioners will soon be in a better position to evaluate practical merit.

APPENDIX A

INSTRUCTOR'S MANUAL



## Instructor's Manual

## TRAINING FOR SELF-POWER

Introduction to Program Theory and Rationale

Welcome to the minicourse program, "Training for Self-Power."

Modern society is presently undergoing an information revolution. Technology is increasing the knowledge available to us at a phenomenal rate. It is no longer effective simply to teach facts to be memorized, when knowledge is being discovered and changed so rapidly.

Rather than teaching facts, this program teaches *processes*. According to Webster's New World Dictionary, a process is "a method of doing something, with all the steps involved." This concept is similar to that of a mathematical formula. While the numbers in a mathematics problem change from example to example, by using a constant formula (e.g.,  $A = \pi r^2$ ), the student will reach his or her goal (the correct answer). Similarly, while it is not possible to learn lists of effective responses to all of life's problems and challenges, it is possible to learn general processes which can be used in various situations. These processes will help the individual reach his or her personal goals in life.

Within each of us, we have an ability called "Self-Power." "Self-Power" is a term given to our ability to take positive action toward achieving personal goals. Such a goal may be the achievement

of something we want or want to become, or it may involve overcoming a certain life problem. When we exercise self-power, we take action, which involves successfully changing our behaviors, thoughts, and/or feelings in order to meet our personal goals.

As such, self-power is a very broad term, one that is a general goal for all people. Public education has attempted to meet this goal by offering young people a standard curriculum of school subjects: mathematics, sciences, social studies, languages, etc. Educators have hoped that such coursework automatically would require students to learn widely applicable skills in such areas as self-directed learning, decision-making, independent and creative thinking, and problem-solving--process skills that most educators would consider to be among the general goals of education. Such coursework, however, does not necessarily attain these goals. This minicourse is based on the position that it is possible to teach these skills and processes directly, as a curriculum in their own right.

In "Training for Self-Power," students will learn how to change their personal and interpersonal environments by exercising process skills of decision-making, information gathering, taking stock of personal strengths and weaknesses (and overcoming weaknesses), specifying goals and plans, initiating action, and evaluation. Students will be using this systematic, stage-by-stage method (process) of anticipating, planning, and executing actions in order to meet their personal goals. Rather than learning a lot of facts,

students in this program will be learning about learning, and thinking about thinking.

### Introduction to Lessons, Program Materials, and Instruction

"Training for Self-Power" presents twelve 1-hour lessons, and is intended for an academic, high-school audience.

The curriculum materials are divided into two major parts, the *Student Guidebook* and the *Instructor's Manual*. Both are divided into sections corresponding to the lessons, and are presented in a consistent, systematic format.

Each chapter (lesson) in the *Student Guidebook* (Appendix B) includes a list of student-centered outcome objectives for the lesson, lesson-notes, and one or more practice questions ("Suggested Activities").

At the end of each odd-numbered lesson (except Lesson #11), the instructor will distribute *Student Guidebook* chapters for that lesson and for the following lesson. For example, at the end of the first lesson, the instructor will distribute *Student Guidebook* chapters for lessons one (including "Introduction") and two; at the end of the third lesson the instructor will distribute lessons three and four, etc. Students will insert the lessons (and handouts) into their *Student Guidebooks*. "Personal Goal Situation" forms are to be kept in the front of the Guidebook, and "Hypothetical Goal Situation" forms are to be kept at the back of the Guidebook.

Each lesson in the *Instructor's Manual* (Appendix A) includes

a teaching overview chart, a brief description and rationale for the lesson, and a long form of instructional activities (lesson script). Some lessons include transparencies, handouts, and tests. This section also includes an "Instructor's List of Lesson Transparencies" (all transparencies are lettered), and an "Instructor's List of Lesson Handouts" (all handouts are numbered).

The lesson charts outline six components of each lesson activity: (1) the "Time" (in minutes) allocated to the activity; (2) the "Activity" itself--described succinctly; (3) the "Student's Part"--what the students will be doing during the activity; (4) the "Instructor's Part"--what the instructor will be doing during the activity; (5) "Key Instructor Skills" required during the activity; and (6) a list of the "Media and Supplies" (transparencies, handouts, etc.) required for the activity.

The "Lesson Script" details instructional operations for each lesson activity. This includes scripted instructor statements (italicized), allowing for direct presentation to the class. As the course material is likely to be novel for the instructor as well as the student, this technique allows for ease of initial presentation. The scripting is meant more for clarity, however, and it is expected that instructors will paraphrase the content in ways they find natural and comfortable.

The program can, of course, be altered in numerous ways. If, for example, the instructor does not wish to test student

learning, he or she may end the program after Lesson #10, and may also delete the "mid-term" take-home test in Lesson #6.

Lessons are designed to provide students with a theoretical base of knowledge, plus opportunities to practice the new processes and skills, and to receive feedback (from fellow students, the instructor, and from self-monitoring) on this practice.

Instructional modes include lecture, individual seatwork practice, small group and large group exercises and discussions, inductive teaching, role-playing, and homework practice.

Students follow use of the seven-stage self-instructional framework for a presented "Hypothetical Goal Situation." This provides a process model for students to follow as they complete self-instructional stage work on their "Personal Goal Situation"-- a personally relevant life change program.

Lessons emphasize process awareness, keeping students informed as to instructional procedures and objectives. Lesson content and procedures are overviewed at the outset of each lesson. Program material is reviewed regularly, integrating the seven-stage process model.

Information on "Lessons, Dates, and Times," "Course Requirements and Evaluation," and "Grades," is also included in this section (as well as in the *Student Guidebook*).

Lessons, Dates, and Times

157.

Classes will be held in room number \_\_\_\_\_  
on the following dates and times.

<u>Lesson Number</u>	<u>Lesson Title</u>	<u>Date and Time</u>
1	Introduction	_____
2	Deciding	_____
3	Gathering Information	_____
4	Taking Stock: Cognitive Anxiety	_____
5	Taking Stock: (i) Physiological Anxiety and (ii) Motivation	_____
6	Taking Stock: Acquiring Skills and <u>Midterm</u> (take-home) <u>test</u>	_____
7	Specifying Goals	_____
8	Specifying Methods	_____
9	Acting	_____
10	Evaluating	_____
11	<u>Final Exam</u>	_____
12	Review of Exam and "PGS:" Program Summary	_____

Your attendance at all twelve lessons is required

Course Requirements and Evaluation

Midterm take-home quiz (between Lessons #6 and #7)	20
Final Exam (Lesson #11)	50
"Personal Goal Situation" ("PGS") forms (to be explained in class and handed in at Lesson # 12)	30
	<u>100</u>

Grades

90+ = A+	85-89 = A	80-84 = A-
75-79 = B+	70-74 = B	65-69 = B-
60-64 = C+	55-59 = C	50-54 = C-
-49 = F		

Instructor's List of Lesson TransparenciesLesson #1

- A - Locus of Control and Self-Power
- B - The Four Beliefs Basic to Self-Power
- C - Self-Instruction
- D - The seven Stages of Self-Instruction

Lesson #2

- A, B, C, D displayed in review
- E - "Deciding" Stage Substeps
- F - The Problem

Lesson #3

- E displayed in review
- G - "Gathering Information" Stage Substeps

Lesson #4

- H - "Taking Stock" Stage

Lesson #5

- I - Methods of Reducing Anxiety
- J - Strategies for Increasing Motivation
- K (i) and (ii) - Examples of Charting

Lesson #6

- L - Skill Acquisition (learning)

Lesson #7

- M - "PGS--TAKING STOCK Stage"

Lesson #8

- K (i) and (ii) displayed in review
- N - "Specifying Methods" Stage Substeps
- O - Swim Lesson Planning and Checklist

Lesson #9

- P - The "Acting" Stage

Lesson #10

- Q - The "Evaluating" Stage

Instructor's List of Lesson HandoutsLesson #1

1 - set of six "anecdotal cards"

Lesson #2

2 - "Decision-Making" worksheet  
HGS1 - "Hypothetical Goal Situation"  
HGS2 - "HGS--DECIDING Stage"  
PGS1 - "Personal Goal Situation"  
PGS2 - "PGS--DECIDING Stage"

Lesson #3

HGS3 - "HGS--GATHERING INFORMATION Stage"  
PGS3 - "PGS--GATHERING INFORMATION Stage"

Lesson #4

3 - Inventory of Anxiety-Producing Situations  
4 - Eight General Irrational Self-Talk Thought Patterns

Lesson #5

nil

Lesson #6

5 - Role-Play Exercise Observer Form  
6 - Mid-term take-home test (packet)  
HGS4 - "HGS--TAKING STOCK Stage"  
PGS4 - "PGS--TAKING STOCK Stage"

Lesson #7

7 - Specific Goals Have Two Necessary Characteristics  
8 - Stating Goals in Active, Precise Terms  
9 - Stating Goals That are Easily Evaluated  
HGS5 - "HGS--SPECIFYING GOALS Stage"  
HGS6 - "HGS--SPECIFYING METHODS Stage" (two pages)

(cont'd)



PGS5 - "PGS--SPECIFYING GOALS Stage"

PGS6 - "PGS--SPECIFYING METHODS Stage"

Lesson #8

10 - Small Group Exercise--"Specifying Methods"

10A - Small Group Exercise--"Specifying Methods" example response (optional use)--(two pages)

PGS1-6 - (in review)

Lesson #9

11 - The Power of Negative Thinking (four page packet)

HGS1-6 - (in review)

HGS7 - "HGS--ACTING Stage"

HGS7A - "HGS--ACTING Stage" completed form (use optional)

PGS7 - "PGS--ACTING Stage"

Lesson #10

12 - Example Self-Instruction Program (two pages)

13/13A - Program Summary Sheet (two-sided)

HGS8 - "HGS--EVALUATING Stage" (two pages)

HGS8A - "HGS--EVALUATING Stage" completed form (optional use)

Lesson #11

PGS8 - "PGS--EVALUATING Stage"

Lesson #1 Chart--INTRODUCTION

<u>Time</u>	<u>Activity</u>	<u>Student's Part</u>	<u>Instructor's Part</u>	<u>Key Instructor Skills</u>	<u>Media and Supplies</u>
5	"Attention Getter" and class discussion	-attending -class discussion	Quote statement of common student feelings about our present education system, and elicit a discussion of these concerns.	-dramatic statement	
8	Program overview and expectations; clarifications	-attending -responding to questions	Brief and general overview of what will happen in the program. State program expectations of instructor and students. Elicit questions/comments.	-overviewing	
10	Introductions	-introducing another student	Direct introductions exercise in which students introduce each other.	-explaining and directing exercise	
13	Small group inductive set exercise ("Self-Power")	-divide into groups -reading -discussing with groupmates -decision-making	Divide students into small groups. Introduce inductive set exercise, distribute "anecdotal cards," and explain task. Display transparency, read/paraphrase from "Student Guidebook," and elicit discussion.	-directing (physical arrangement) -explaining -inductive teaching -conceptual questioning	-handout 1 (set of six "anecdotal cards") -overhead & transparency A ("Locus of Control and Self-Power") -Student Guidebook (lesson #1)  (cont'd)

- 13 Introduction to the "Four Beliefs Basic to Self-Power"  
 -attending  
 -responding to questions  
 -class discussion
- Introduce the "Four Beliefs Basic to Self-Power" inductively, by asking students to respond to questions about people in various situations. Display transparency and read/paraphrase from "Student Guidebook."
- inductive teaching and questioning  
 -markers of importance
- transparency B ("The Four Beliefs Basic to Self-Power")  
 -Student Guidebook (Lesson #1)
- 8 Introduction to self-instruction, and the seven stages of the self-instructional model
- attending  
 -responding
- Transition to new topic. Short class discussion. Display transparency and read/paraphrase lecture on self-instruction from "Student Guidebook." Give examples from the "anecdotal cards." Lecture, questioning, and short class discussion on seven stages of self-instruction (display transparency and read/paraphrase from "Student Guidebook.")
- statement of transition  
 -lecturing  
 -conceptual questioning
- transparencies C ("Self-Instruction") and D ("The Seven Stages of Self-Instruction")  
 -Student Guidebook (Lesson #1)
- 3 Distribution of program supplies and homework assignments
- attending  
 -completing homework
- Distribute duotangs and lesson notes. Request students to read the notes and to complete the "Suggested Activity" for next lesson.
- explaining  
 -duotangs and lesson notes (Introduction, Lessons #1 and #2)

### Brief Description and Rationale for Lesson #1

The lesson begins with an attention-getting statement and class discussion about the efficacy of the education system in teaching life skills. This is designed to capture the interest of the students, and to promote verbal involvement.

Next, the instructor overviews the twelve lesson course as a whole, briefly outlining course content and methods. This overview and the following question period gives students a general picture of the content of the program and the processes of instruction. Discussion of expectations helps clarify issues and creates an informal, verbal contract with the class.

If necessary, the instructor introduces himself/herself and has students introduce each other. This exercise "breaks the ice," elicits humour, and accomplishes the task of introductions in a unique and personal manner.

The students are divided into small groups and are instructed to separate anecdotal cards into two groups. This exercise is designed to teach inductively the concepts of self-power and locus of control. The following discussion further defines these concepts.

Next, the instructor introduces "the four beliefs basic to self-power" through the use of anecdotes, questions, and an overhead transparency. These anecdotes allow the students to gain an understanding of these concepts through relevant examples and class

discussion.

The instructor then introduces the concept of "self-instruction," and discusses how this process interfaces with the goal of self-power. The instructor introduces and discusses briefly the seven stages of the self-instructional model, and outlines how future lessons will involve these stages. This gives the students a further understanding of the program, and helps to summarize the lesson.

Finally, the instructor distributes "Student Guidebooks" and lesson notes, and assigns homework. The readings review material from this lesson and preview concepts for next lesson. The "Suggested Activity" requires students to consider their own personal use of the concept of self-power.

## Lesson #1 Script

### Attention-Getter and Class Discussion

*The following is a quote. "Sometimes it seems like school is irrelevant. History, algebra, French...I'll never use that knowledge...it's all a waste of time. Why don't they teach us how to make good decisions; to solve problems; to think for ourselves! Instead, they just force-feed us all these facts that we'll never use again. I might as well quit and try to find a job!"*

*Those are some thoughts that some students had about school when I was a student. My guess is that students now also have some of those thoughts about what they are taught/not taught in school.*

*Have any of you felt that way, or know of students who do?*

*Tell me more about that.*

The instructor will elicit a short class discussion about educational relevance and the importance of learning processes and life skills.

### Program Overview and Expectations

*Welcome to the mini-course "Training for Self-Power." Let me tell you very briefly about this program. My name is...and we'll be meeting (...where...when...for how long).*

The instructor will read/paraphrase the Introduction to "Training for Self-Power" (Student Guidebook)

*Sound interesting?...Any questions or comments about the program in general?"*

The instructor will respond to student general concerns and questions about the program, and will reflect feelings of interest and enthusiasm.

*Let me tell you what you can expect from me during the program, and what I expect from you.*

*You can expect me to attend all lessons, to come prepared to teach the lessons as outlined, and to distribute handouts and assign homework. You can expect an interesting, challenging set of lessons, with a wide range of learning activities. You can expect me to show interest and enthusiasm in what we are learning, and to give written and verbal feedback to your practice attempts using the new information.*

*From you, I expect your full attendance, attention, concentration, and effort. We will be "learning about the way we learn" and "thinking about the way we think." Studying processes is a new experience, and it takes extra effort. I expect you to be in your seat and ready to begin class without wasting time each lesson. I expect homework to be completed (readings and assignments).*

*Do these expectations sound reasonable?*

The instructor will clarify any issues and complete this informal verbal contract with the class.

### Introductions

(To be used if the instructor is new to the class and the students are intimate with each other. If the students do not know each

other, have them divide into pairs, introduce themselves, then introduce their partner to the class. If the instructor and students know each other well, this task may be omitted or an appropriate short "ice-breaker" activity may be substituted.)

The instructor will ask the closest student to introduce himself/herself and to introduce (name and short piece of information) the student in the next seat. This will be continued until all students have been introduced. For example,

*O.K., John, now I know your name and a little about you. Tell me the name of the student sitting next to you, and something about him/her.*

The instructor will also set up the seating arrangement (an ideal arrangement is a semi-circle of moveable chairs or desks).

### Inductive Set Exercise

The instructor will divide the class into groups of four, and space the groups around the room. A packet of six "anecdotal cards" (Handout 1) is distributed to each group.

*Today, I would like to introduce two new concepts to you. To do so, we will complete a short exercise. I'm going to give each group six cards. The cards are the same for each group. Your group task is to read the cards and divide them into two piles of three cards each, pile A and pile B. Divide them on the basis of what the person described in each card was doing. After this has been done, I will ask you to describe the bases for your decisions. You have ten minutes. Begin.*



While the students are working on this exercise, the instructor will draw the following chart on the blackboard (for the correct number of groups). When the groups appear to be nearly finished the exercise, the instructor will give the students a 30-second "warning" to complete the exercise.

	Pile A	Pile B
Group 1		
Group 2		
Group 3		
Group 4		

The instructor will then complete this chart, will ask the groups to explain the criteria on which they based their decisions, and will blend this discussion into an introduction of the terms "locus of control" (internal vs. external) and "self-power." The instructor will define and differentiate these terms using overhead transparency A ("Locus of Control and Self-Power") and read/paraphrase discussion of these terms from the Student Guidebook (Lesson #1).

*One of the goals of this twelve lesson program is to help you develop this internal locus of control, this feeling that, generally, your own efforts control what happens to you.*

*A further goal is to help you develop your self-power; for you to learn skills and methods of approaching your life so you can*

*take positive action towards effectively changing your behaviors, thoughts, and/or feelings, in order to achieve your personal goals.*

*Let's take a look back at our groupings of the exercise cards. Which group would you say had an external locus of control, and which group would you say had an internal locus of control and exercised self-power?*

The instructor will review/discuss the chart and the exercise cards. Card #2 (Matthew the smoker), #3 (Carol the boat-builder), and #6 (Margaret, who is taking the key-punch course), did exercise self-power; the others did not. The instructor will illustrate self-power through a discussion of these exercise cards, emphasizing the actual changes in behaviors, thoughts, and feelings (self-power) taken by Matthew, Carol, and Margaret. The instructor will solicit and answer student questions about these situations and concepts.

#### The Four Beliefs Basic to Self-Power

*There are four beliefs that are basic to self-power. Let me illustrate them by telling you about some real situations...*

*Bob had a friend named Phil. One day at Phil's house, Phil took Bob out to the storage shed, opened the door with his key, and showed Bob a collection of watches, radios, and cassette tapes. Phil said he had swiped them from stores in the mall, and that he sold them to people he knew. Phil said it was "easy money, and kind of fun." Phil invited Bob to come and watch him "at work." Bob was not a shoplifter, and didn't think it was a good thing to do, but he*

didn't want Phil to think he was "square," so he went along to observe. Inside the music store, Phil and Bob walked up and down the aisles. Phil stopped, looked around, and slipped several tapes off the rack and into his pocket. He took another handful and motioned to Bob, "Here, you take these." Bob shook his head and backed off. "Take them," Phil hissed, and shoved the tapes at him. Reluctantly, Bob took the tapes and jammed them to the bottom of his coat pocket. Suddenly, Phil was off, walking towards the door. Just as quickly, Bob was after him. Outside in the mall, they walked rapidly towards the outside door. Bob noticed a mall guard approaching them. "Just a minute, fellows" he said. Impulsively, Phil took off for the door. Bob followed. Outside the door a second guard appeared and grabbed Phil. The first guard grabbed Bob. They were led to the security office and the police were called. The police took them to the station where they were both charged with shoplifting. Each was given a date to appear in court. If convicted, Bob will have a criminal record that will follow him for life.

Question: Whose fault is it that Bob is going to court? Why?

Using these questions, the instructor will initiate a short class discussion, blending discussion toward awareness that "every person is responsible for himself/herself."

The instructor will display the first two "beliefs" on transparency B (the "Four Beliefs Basic to Self-Power"), and will read/paraphrase

further description of these beliefs as stated in the "Student Guide-book" (Lesson #1).

The instructor will next read the anecdote of Mary and Jane.

*Let me introduce you to two girls, age 16, who wanted to earn some spending money by working after school and on weekends. Mary decided that she would look through the newspaper want ads every once in a while, and check out the boards at the Manpower office once a week or so.*

*Jane thought about job-finding and what steps she could use to reach her goal. She decided that she would first talk to a youth employment counselor at Manpower. The counselor talked to her about what kinds of jobs she realistically might consider applying for, and told her about a job search skill workshop that was starting in one week. At that workshop, Jane learned how to: design a personal resume, identify various sources of jobs, approach employers, fill out applications, and respond in job interviews. Using these new skills, Jane organized a systematic job search, registered at Manpower, phoned and visited potential employers, filled in application forms, and regularly checked the want ads in the paper and at the Manpower office.*

*A month later, Jane had filled in nine application forms for various employers, and had three employment interviews. She had just heard back from Mr. Jones, the manager of a pizza parlour. Mr. Jones said he was impressed by her politeness, her neat and attractive*

appearance, and her thorough completion of the application form. Despite her lack of experience, he was willing to hire her part-time.

Meanwhile, Mary had not seen anything on the Manpower boards. One of the jobs in the paper she called about was already taken. The lady invited her to an interview for the other job she called about, but when she got there, she did not have a resume prepared, she did not know her social insurance number, and could not think of any references. She did not get the job. Mary is feeling hopeless about getting a job, and tells herself that "There aren't any jobs for young people these days."

This situation illustrates the third "Belief Basic to Self-Power." What do you think this is?

If poor student response, ask...

Why did Jane get a job and Mary did not?

The instructor will uncover the third "belief basic to self-power" from transparency B, and will read/paraphrase details on same from the "Student Guidebook (Lesson #1). The instructor will direct a class discussion concerning the necessity of planning and hard work if positive change is to be expected.

Another example of this belief is that of the overweight boy, Peter, in the exercise cards. Peter was not willing to invest the effort necessary to lose weight. It is unlikely that any "miracle" diet or program can help him if he does not put forth the effort and hard work necessary to exercise and alter his eating habits.

The instructor then will read the anecdote of John and Gary.

*John and Gary were having a lot of difficulties with their teachers and the principal of their high school. They both thought that the rules about smoking at school were really dumb. They felt that the principal just wouldn't listen to ideas about the smoking rules (which made a lot more sense to them).*

*John finally got so upset about not being allowed to smoke in the school that he purposefully lit up a cigarette and walked into the principal's office. The principal promptly suspended John from school for two weeks.*

*Gary also thinks that it's an unfair rule. But he has decided that things are not always going to be the way he would like them to be, and the way that he thinks is fair. He said to himself: "Well, I guess the teachers and principals make the rules here and I'll just have to accept them if I want to remain a student." So he decided not to smoke in school. He is, however, considering writing a petition that would state his views on the smoking in school issue that he would pass around and then present to the principal and school council.*

*This situation illustrates the fourth "Belief Basic to Self-Power." What do you think this is?*

*If poor student response, ask...*

*Why is Gary still attending school, while John has been suspended?*

The instructor will uncover the fourth "Belief Basic to Self-Power" from transparency B, will read/paraphrase details on same from the "Student Guidebook" (Lesson #1), and will direct a short class discussion on the reality that "life cannot always be exactly as I would like it."

The instructor then will read/paraphrase the final paragraph of the "Four Beliefs Basic to Self-Power" from the "Student Guidebook" (Lesson #1).

### Introduction to Self-Instruction and the Seven Stages of the Self-Instructional Model

*Now let me introduce another new concept: Self-Instruction.*

*What do you think "Self-Instruction" is?*

The instructor elicits responses from students using active listening and descriptive praise. The instructor then will display transparency C ("Self-Instruction"), and briefly will read/paraphrase details of the self-instruction concept and outline the seven stages of self-instruction from the "Student Guidebook" (Lesson #1). The instructor will display transparency D, the "Seven Stages of Self-Instruction," while introducing this model.

*Throughout the program we will be discussing these stages with the view to achieving self-power. We will look at these stages as they affect people in various situations, do some games and exercises, and use them to accomplish a personal goal that each of you would like to reach.*

### Distribute Program Supplies and Assign Homework

The instructor will distribute one "Student Guidebook" duotang to each student. Inserted in the handbook will be "handout" notes from this lesson (Introduction and Student Guidebook Lesson #1) and for the next lesson (Student Guidebook Lesson #2).

*As homework, please read the lesson notes and become familiar with the concepts and the definitions of locus of control, self-power, self-instruction, the "seven stages of self-instruction," and the "four beliefs basic to self-power." As you receive them, insert the handouts and lesson notes into your "Student Guidebook" duotang folder. Also, please complete the "Suggested Activity" for Lesson #1, which asks you to describe a situation in your own life in which you exercised self-power.*



## Handout 1 (packet)

## Inductive exercise "anecdotal cards"

1 Joanne had been going steady with Mark for three months. He was everything she had ever wanted -- good looking, smart, great personality, and he owned an excellent sports car. A school friend told Joanne that Mark was going out with another girl. Although Joanne was afraid that this might be true, she decided not to say anything. One day, while waiting for the bus in town after having her hair styled, Joanne noticed Mark's car at a stoplight. He had his arm around a girl, who was snuggled up close to him.

When Mark picked Joanne up for their date that night, he acted the same as always, happy and joking around. Joanne didn't know what to do. She felt jealous and angry, because they had agreed to go steady, and now he was "cheating" on her. But she didn't want to lose Mark. So she tried to swallow her feelings and say nothing. But she strongly resented Mark, and was quite nasty to him all evening. Joanne wondered how long she could go on pretending that nothing had happened.

---

2 Matthew was smoking two packs of cigarettes a day. He had developed a bad cough, and his doctor had told him to quit, but it was not until his uncle died from lung cancer that the danger of smoking really hit home. He admitted to himself that he could not control this habit. He decided that he would take some action about his problem. He decided that his first step was to make an appointment with the "Quit Smoking Clinic." The counselor confronted him with the dangers of smoking, and helped him understand the problem. She taught him new skills of how to "talk to himself" in order to argue against his urge to smoke, and to substitute new physical and social activities that did not involve smoking. She also got him involved with a "support group" of people of all ages who helped each other understand their mutual problem and to work on overcoming it. Matthew is now abstaining from smoking, and is feeling better about himself and his health. Matthew knows, however, that he must continue to be aware of the problem and to work on it. He is keeping occasional contact with the clinic, in order to evaluate his progress.

3

Carol loved sailing. She wanted to build her own sailboat to use at the lake each summer. But the woodwork class at her school was only open to boys. Although she tried to enrol in woodwork, the principal stuck to the rule.

Carol told her dad about her wish and her problem at school. Her dad admired Carol's determination. As a result, he made an agreement with her that if she were to find a way to learn how to build the boat, he would buy the wood and materials. He also allowed her to use his workshop downstairs.

Carol thought this was great. However, she knew nothing about small-boat building and had none of the necessary skills. She was determined to build the boat, but she knew it was useless to try to build it on her own. So, she considered possibilities of how to proceed. First, she decided to go to the library and borrow a book on how to build a small sailboat. Next, she enrolled in a small-boat Building course held in the evenings at the local community college. At this course, she discussed her goal with the instructor, chose a boat plan, observed others building boats, observed boat construction, practiced the skills, and got feedback on her initial efforts. By the end of the ten-session course, Carol had commenced constructing her boat. She finished the sailboat at home four weeks later.

Carol was very pleased with her boat, and certainly enjoyed sailing it later that summer at the lake.

4

Ever since she could remember, Sue had possessed a great fear of dogs. She did not know what caused it, but any encounter with a dog caused a panicky reaction. Since any outside activity or social contact potentially could be interrupted by the presence of a dog, Sue had been avoiding activities. She drove to and from work with her car windows closed tightly. She drew the curtain in her office and at home, and even disposed of all ornaments and pictures containing the offending animals. She was pleased that this "solved" the problem.

5

Peter had always been overweight. He enjoyed rich food, and had not been really interested in girls or sports. But now that he was 17, he was becoming more aware of his health and his appearance. He decided that he would like to feel healthy and lose weight.

He tried to use "willpower" to cut down on food and to exercise more, but he couldn't keep to his schedule. One day, Peter saw an ad in a magazine that offered a "miracle weight loss" program that did not require exercise or dieting. As Peter did not like exercise and loved french fries and chocolate chip cookies, he thought this program would be excellent. His mother agreed to pay the \$400 fee, and next week Peter is going to visit the program center.

---

6

Margaret's husband died suddenly last year. Margaret found that her life insurance and pension incomes were not enough to pay the mortgage and basic living expenses. She was having to dip into savings each month to pay the difference. Margaret realized that

she would have to earn money to balance her budget. The thought of going to work was very scary for her, as she had not worked outside the home for nearly 30 years. She did not think she had any job skills, and did not feel able to compete with young, aggressive people in the tight job market.

A friend told Margaret about a branch of Manpower that offered employment counseling and planning for women. The counselor discussed Margaret's feelings about working, and had her complete interest and aptitude tests. She helped Margaret enroll in a 8-week course called Employment Opportunities for Women. At this course, Margaret got back into the daily work routine, learned about resumes and job interviews, discovered what jobs were available, and worked at several "practicum" job placements. Margaret decided that she enjoyed the computer programming work at one of her placements. She has now enrolled for another Manpower-sponsored course in keypunch operations that starts next month. Although she knows there is no guarantee of a job, Margaret is feeling good about herself and her new career decisions.

Transparency A

# LOCUS OF CONTROL AND SELF-POWER

## EXTERNAL LOCUS OF CONTROL

- "I BELIEVE THAT I HAVE NO DIRECT  
CONTROL OVER WHAT HAPPENS TO ME"

## INTERNAL LOCUS OF CONTROL

- "I BELIEVE THAT I DIRECTLY  
CONTROL WHAT HAPPENS TO ME"

## SELF-POWER

- OUR ABILITY TO TAKE POSITIVE  
ACTION TOWARDS ACHIEVING  
PERSONAL GOALS

Transparency B

# **FOUR BELIEFS BASIC TO SELF-POWER**

**1. I AM RESPONSIBLE  
FOR MYSELF**

**2. I CAN ALWAYS DO SOME-  
THING TO EXERCISE SELF-  
POWER IN MY OWN LIFE**

**3. CHANGING LIFE EXPERIENCES  
(SELF-POWER) REQUIRES  
EFFORT AND HARD WORK**

**4. LIFE CANNOT ALWAYS BE  
EXACTLY AS I WOULD LIKE IT**

# SELF-INSTRUCTION ✓

IS A PROCESS BY WHICH PEOPLE  
CAN TEACH THEMSELVES OR ARRANGE  
CONDITIONS THAT WILL HELP THEM  
LEARN TO BEHAVE, FEEL, AND/OR  
THINK IN NEW WAYS.

SELF-INSTRUCTION IS A  
PLANNED, STAGE-BY-STAGE PROCESS  
OF CHANGE AND DEVELOPMENT BY  
WHICH PEOPLE CAN LEARN THE  
KNOWLEDGE AND SKILLS REQUIRED  
TO EXERCISE SELF-POWER.

SELF- → SELF-POWER  
INSTRUCTION

( THE PROCESS --  
HOW YOU GO ABOUT  
REACHING THE GOAL )

( THE GOAL )

# **SEVEN STAGES OF SELF-INSTRUCTION**

- 1. DECIDING**
- 2. GATHERING INFORMATION**
- 3. TAKING STOCK**
- 4. SPECIFYING GOALS**
- 5. SPECIFYING METHODS**
- 6. ACTING**
- 7. EVALUATING**

Lesson #2 Chart--DECIDING

Time	Activity	Student's Part	Instructor's Part	Key Instructor Skills	Media and Supplies
7	Review of internal/external locus of control, self-power (and beliefs), self-instruction (and the seven stage process), and overview of the procedures for this lesson	-attending	Review key concepts from lesson #1 by use of transparencies and lecture. State briefly how these stages will be followed over the course of the program. Statement of processes for this lesson.	-reviewing -overviewing	-overhead & transparencies A, B, C, and D
10	Introduction to the "Deciding" stage and substeps	-attending	Introduce "Deciding" stage theory and substeps using transparency. Give examples, and read/paraphrase lecture from "Student Guidebook."	-transition -lecturing -markers of importance	-transparency E ("Deciding" Stage Substeps) -Student Guidebook (Lesson #2)
28	Small group/class exercise (decision-making process for a specific problem situation)	-small group exercise and class discussion -completing form -responding to questions	Divide students into groups of four. Distribute one "Decision-Making" Worksheet (handout 2) to each group. Display transparency and read aloud "The Problem" situation. Elicit class discussion to "identify general concerns" (note same on blackboard). Instruct students to discuss and note a) brainstormed alternatives for action, b) likely practical consequences for each alternative, and c) chosen action alternative/s. Time exercise. Direct class discussion and complete "second-level" decision-making. Note results on blackboard.	-physical arrangement -explaining and directing exercise -conceptual questioning	-transparency F ("The Problem") -handout 2 ("Decision-Making" Worksheet) exercise forms -blackboard and chalk

(cont'd)



10

Introduction of a relevant "Hypothetical Goal Situation" that the class will be discussing throughout the program. Presentation (and discussion) of how the "Deciding" stage substep process may be used for this "HGS."

-attending  
-responding to questions

Distribute handouts, introduce/read aloud the "Hypothetical Goal Situation," and present "Deciding" stage planning for the "HGS." Elicit questions/discussion.

-presenting  
-markers of importance  
-conceptual questioning

-handout HGS1 ("Hypothetical Goal Situation")  
-handout HGS2 ("HGS--DECIDING Stage")

5

Introduction to the "Personal Goal Situation" exercise, and homework assignment

-attending  
-completing homework

Distribute handouts. Explain exercise and rationale, and request students to complete the forms as homework for next lesson.

-explaining

-handout PGS1 ("Personal Goal Situation")  
-handout PGS2 ("PGS--DECIDING Stage")

### Brief Description and Rationale for Lesson #2

The lesson begins with a review of the key terms and concepts (internal/external locus of control, self-power, the four beliefs basic to self-power, self-instruction, and the seven stages of self-instruction) from lesson #1. Content of the entire program as well as procedures for the present lesson are overviewed. These processes give the students an overall understanding of the program and procedures.

The activities designed in this lesson promote learning through three components: knowledge, practice, and feedback. The instructor introduces the theory underlying the "Deciding" stage of self-instruction and the four substeps of this stage, using lecture, transparency, and discussion of an example. Students put this knowledge into behavioral practice by systematically completing the substeps of the "Deciding" stage as a small group exercise in which students experience a decision-making process for a specific problem situation. Students will receive feedback from their group-mates and the instructor during the exercise, and from class discussion of the exercise and a "second-level" decision-making discussion. The exercise encourages teamwork requiring collective decision-making.

Next, the instructor introduces the "Hypothetical Goal Situation" that the class will discuss throughout the program. The instructor presents the "Deciding" stage substep process for the "HGS" and elicits questions/comments. The "HGS" stage discussion gives students

an example of the practical use of stage/substep theory and provides a model for their "Personal Goal Situations."

The instructor then will introduce the "Personal Goal Situation" exercise that will be completed systematically during the program, and describes how this exercise will proceed and will be evaluated.

Finally the instructor will assign homework of systematically completing the "Personal Goal Situation" and the "PGS--DECIDING Stage" forms. These require students to practice the decision-making process with a personally relevant concern/goal.

## Lesson #2 Script

### Review and Overview

The lesson begins with the instructor reviewing the key terms and concepts from lesson #1 (internal/external locus of control, self-power, the four beliefs basic to self-power, self-instruction, and the seven stage model of the self-instruction process). The instructor will display transparencies A, B, C, and D, discussing each very briefly (refer to "Student Guidebook" Lesson #1). The instructor will overview briefly how the lessons relate to these stages (one stage per lesson, with three lessons for the "Taking Stock" stage, the final exam in lesson #11, and a program summary in lesson #12).

The instructor then will overview the procedures to be used in the present lesson:

*Today, I will be introducing you to the "Deciding" stage of "Training for Self-Power." I will discuss the four substeps of this stage, display a transparency of this stage, and I will give you an example of using these four substeps.*

*Then, we will do a small group exercise and class discussion in which you will be experiencing a decision-making process for a specific problem situation, using the four substeps of the "Deciding" stage.*

*Next, I will distribute a handout to you which describes a hypothetical person in a hypothetical situation. We will discuss this situation as it relates to each of the four substeps of the "Deciding".*

stage.

Finally, I will distribute and discuss with you the "Personal God Situation" forms and set homework for next lesson.

### Introduction of the "Deciding" Stage and Substeps

The instructor will make a transition to introduce the "Deciding" stage and its four substeps. The instructor will display transparency E ("Deciding" Stage Substeps), and will read/paraphrase a discussion of this stage and substeps (including example) as described in the "Student Guidebook" (Lesson #2).

### Small Group Exercise

The instructor will divide the class into small groups, with four students in each group. The instructor will distribute one "Decision-Making Worksheet" (Handout 2) to each group, then display and read transparency F ("The Problem").

*We are now going to work on a small group exercise in which each group will be making a decision using the four step "Decision-Making" model. Let's complete the first substep in a class discussion.*

The instructor will reread "The Problem" transparency.

*In this situation, what are you concerned about?*

The instructor will elicit responses from students, and will note these on the board. Likely responses may include:

- I will die of thirst
- I will be attacked by wild animals
- I will die of hunger (or malnutrition)
- I will die of exposure
- I will never be found, etc.

*I would like each group to choose a group chairperson, and for this person to note on the form the general concerns for this problem as we identified them in our group discussion.*

The instructor will motion towards the notes made on the blackboard, and will wait a minute or two while each group completes this task.

*Now, I would like each group to brainstorm as many alternatives for action as possible. Don't criticize any alternatives at this stage; far-out ideas may trigger other, more practical ideas for someone else. You have five minutes to generate and record as many alternatives as possible. The chairperson will record each alternative on the form. Begin now.*

The instructor will time five minutes.

*Next, go down your list of alternatives and decide on the likely practical consequences of each. The chairperson will record these. Finally, from this list, choose an action alternative or a combination of alternatives that you could put into action in order to best overcome the problem. Any Questions? (answer). You have five minutes. Begin.*

The instructor will mingle amongst the groups, observing and giving descriptive praise and informational feedback. When most groups have completed the task, the instructor will give a one-minute warning to finish. After the exercise, the instructor will request students to return to the large group.

The instructor then will request group chairpeople to report on their group's chosen action alternative/s. The instructor will list each of these chosen alternatives on the blackboard, then begin a "second-level" decision-making process with the class, eliciting discussion on the likely consequences of each alternative, and then choosing one of these (or a combination of them) to put into action to best overcome the problem.

Throughout this-part of the exercise, the instructor will make mention of the process (stage and substeps).

#### Introduction and "Deciding" Stage Presentation of the "Hypothetical Goal Situation"

The instructor will distribute the "Hypothetical Goal Situation" (Handout HGS1) and the "HGS--DECIDING Stage" (Handout HGS2) handouts to each student. The instructor will read aloud the "Hypothetical Goal Situation" (Handout HGS1) handout.

*Throughout the program, for each self-instruction stage, we will be discussing Greg's efforts to exercise self-power. This will give us an example of the practical use of stage theory, and will provide a model for your "Personal Goal Situations" which we will discuss shortly. Let's take a couple of minutes to look at Greg's planning at the "Deciding" stage.*

The instructor will read/paraphrase the "HGS--DECIDING Stage" handout (Handout HGS2), relating Greg's planning to stage process theory.

*Are there any questions or comments about this process?*

The instructor will respond to student queries/statements.

### Introduce "Personal Goal Situation"/Homework

The instructor will distribute one copy of both the "Personal Goal Situation" (Handout PGS1) and the "PGS--DECIDING Stage" (Handout PGS2) handouts to each student.

*We all have personal goals. Some of yours might include such things as improving your grades, earning your driver's license, improving your relationship with a parent or sibling, learning how to ski (or some other skill), finding out more about a certain career, overcoming a fear of something, coping with a certain problem, dating the cute girl in Mr. Smith's class, or an endless list of other possibilities.*

*During this mini-course, you will be using the self-instruction stages that you are learning to work on a "Personal Goal Situation" of your choice. This doesn't have to be a major life problem, but it should be something that is a definite concern or goal for you, that may be solvable or achievable within the next ten weeks, and that you don't mind discussing in class.*

*As we proceed through the course lessons, you will be completing a "Personal Goal Situation" form for each of the stages of self-instruction. Thirty percent of your grade in the course is dependent upon the quality of your completion of these forms. I will be looking for your ability to integrate the processes you learn for each stage and its substeps with your unique and personally relevant goal situation. I am not necessarily interested in the complexity of your*



situation or in the success or failure of your self-instruction. Do not rush ahead to the "Action" stage of self-instruction: Keep thinking about the process, and work through your "Personal Goal Situation" stage-by-stage as we proceed. You will be handing in your "Personal Goal Situation" forms at the end of Lesson #4 for feedback (not grading) and for final grading at lesson #11.

As homework for next lesson, please plan your "Personal Goal Situation," write it on the form, and also complete the "PGS--DECIDING Stage" form. Also for homework, complete the "Suggested Activity" for Lesson #2 in your notes.

"DECISION-MAKING" WORKSHEET

The Problem: You have been shipwrecked and cast ashore alone on an uninhabited tropical island. Your goal is to survive until you can be rescued. Other than shorts and a T-shirt, you have no clothing or tools except for a large leather belt with a heavy metal buckle. What can be done with this object?

1. Identify General Concerns

2. Generate Alternatives for Action  
("Brainstorming")

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)

3. Likely Consequences of this Action

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)

4. Describe Your Chosen Action Alternative/s

## Handout HGS1

## "HYPOTHETICAL GOAL SITUATION"

Greg is a 16 year old grade 10 student. He managed to scrape through the first half of the school year, but now it is February, and things are getting worse at school. His grades have dropped, and his frustration with school has increased. Therefore, Greg has been skipping classes, and may be asked to withdraw.

Greg is feeling like he should quit school and look for a job. He has worked as a paper-boy, a babysitter, and as a mechanic's assistant at his uncle's garage. Greg's goal is to be an automotive mechanic like his uncle. When Greg was discussing his situation with the school counselor, Greg said "I don't need math, french, and social studies to be a mechanic. Besides, my uncle only completed grade 8." (Yet his uncle had reminded Greg that all mechanics courses and manpower training programs at the local Vocational Schools require a minimum of grade 10 completion.)

## "HGS--DECIDING Stage"

The following are possible responses for Greg's goal at the "Deciding" stage of "Training for Self-Power."

1. Identify General Concerns (when, where, and to what extent negative behaviors, feelings, and/or thoughts occur--may require self-monitoring of reactions)

- Greg is frustrated at not doing well in school
- Greg wants to get out of school as soon as possible
- Greg doesn't think schoolwork will help him to reach his goal of becoming an automotive mechanic

2. Generate Alternatives for Action (brainstorm as many possible action alternatives as possible. Actions may be changes in behaviors, feelings, or thoughts)

Greg could:

- 1. drop French and Math
- 2. get help to complete grade ten
- 3. get help to complete grade twelve
- 4. quit school now and look for a job
- 5. quit school now and try to get into Vocational School
- 6. find a job, then quit school (uncle's garage?)
- 7. get a part-time job at uncle's garage
- 8. find out about mechanics courses at Vocational Schools

3. List Possible Consequences (examine each alternative in terms of its feasibility, and its likely positive and negative consequences)

- 1. wouldn't get gr. 10 so couldn't get into Vocational School (-)
- 2. would take effort and hard work, but he would be qualified to enter Vocational School (+)
- 3. too much work, and it would delay his reaching goal (-)
- 4. he won't get the training and job he wants (-)
- 5. he won't get into Vocational School without his gr. 10 (-)
- 6. even if he got a job at uncle's garage, he wouldn't be able to get another mechanics job without proper training (need knowledge as well as experience) (-)
- 7. this would give him mechanic experience and earn money (+)
- 8. he would learn about course requirements, costs, application procedures, etc. (+)

4. Select an Action Alternative (or a combination of actions that will guide the execution of the following stages of self-instruction)

- 2. In order to meet his goal, Greg must complete grade ten. It will take effort and hard work, but with help, he can likely accomplish this.
- 7. Working part-time at his uncle's garage will give Greg experience as a mechanic (so he can be sure if this is what he wants to do for a career), and will allow him to earn money so he can save for school tuition.
- 8. Enquiring about Vocational Schools at an early stage is good planning.





# **“DECIDING”**

## **STAGE SUBSTEPS**

- 1. IDENTIFY GENERAL CONCERNS**
- 2. GENERATE (BRAINSTORM) ALTERNATIVES FOR ACTION**
- 3. LIST LIKELY CONSEQUENCES**
- 4. SELECT AN ACTION ALTERNATIVE (GENERAL GOAL)**

Transparency F

# **“THE PROBLEM”**

**YOU HAVE BEEN SHIPWRECKED  
AND CAST ASHORE ALONE ON AN  
UNINHABITED TROPICAL ISLAND.  
YOUR GOAL IS TO SURVIVE UNTIL  
YOU CAN BE RESCUED. OTHER  
THAN SHORTS AND A T-SHIRT,  
YOU HAVE NO CLOTHING OR  
TOOLS EXCEPT FOR A LARGE  
LEATHER BELT WITH A HEAVY  
METAL BUCKLE. WHAT CAN BE  
DONE WITH THIS OBJECT?**



Lesson #3 Char--GATHERING INFORMATION

<u>Time</u>	<u>Activity</u>	<u>Student's Part</u>	<u>Instructor's Part</u>	<u>Key Instructor Skills</u>	<u>Media and Supplies</u>
2	Overview of the activities and processes for this lesson	-attending	Briefly describe the salient points and processes to be covered in this lesson.	-overviewing	
3	Review of previous lesson ("Deciding")	-attending -responding to questions	Review "Deciding" stage by asking students to name and describe this stage's four sub-steps.	-reviewing -conceptual questioning	-overhead & transparency E
10	Introduction to the "Gathering Information" stage and sub-steps; describe example	-attending	Using overhead and "Student Guidebook" notes, describe the "Gathering Information" stage and substeps. Give example.	-statement of transition -lecture -markers of importance	-transparency G ("Gathering Information" Stage Substeps) -Student Guidebook (lesson #3)
20	Class exercise ("Jail-Break") illustrating use of several "Gathering Information" substeps	-dividing into groups -attending -role-playing -information-gathering -group discussion	Introduce exercise, divide students into groups, explain specific tasks, lead class discussion (review) of exercise.	-explaining and directing -exercise -physical arrangement of students -conceptual questioning	-transparency G
7	Completion of the "Gathering Information" substeps for the "Hypothetical Goal Situation"	-attending -class discussion	Review "Hypothetical Goal Situation" form (Handout HGS1) and "HGS--DECIDING Stage" forms (Handout HGS2); lead group discussion and questioning to complete "HGS--GATHERING INFORMATION Stage" substeps one and two (noting good responses on blackboard); distribute and discuss completed "HGS--GATHERING INFORMATION Stage" (Handout HGS3) forms.	-prompting -questioning -conceptual questioning -redirecting	-handouts HGS1 and HGS2 -transparency G -blackboard -handout HGS3 ("HGS--GATHERING INFORMATION Stage")

(cont'd)

- 14 In small groups, students introduce their "Personal Goal Situations" and their "PGS--DECIDING Stage" form; and will begin to work on their "PGS--GATHERING INFORMATION Stage" forms
- responding to questions
  - think and write responses
- Divide students into small groups. Give specific instructions as to content and process of tasks. Elicit and circulate amongst groups, checking progress. Time exercise.
- physical arrangement
  - explaining and directing exercise
  - handout PGS3 ("PGS--GATHERING INFORMATION Stage")
- 4 Review of "Gathering Information" stage, and homework assignment
- attending
  - gather information necessary for their "PGS" and complete form for next lesson
- Using transparency, review stage and substeps. Explain homework.
- reviewing
  - transparency G

### Brief Description and Rationale for Lesson #3

The lesson begins with a brief overview of lesson content and processes. This prepares students for the activities to come, and highlights key concepts.

The instructor then will review the theory and substeps of the "Deciding" stage. This gives the students a sense of perspective and continuity. The instructor will involve the students in this process by directing them to recall and discuss the four "Deciding" substeps.

Next, the instructor will display the "Gathering Information" transparency, and provide a lecture of stage theory, including the stage's four substeps. The instructor will describe a relevant example to illustrate the importance, effectiveness, and practicality of this stage.

Next, the instructor will introduce and orchestrate a class exercise called "Jail Break." This exercise is designed to illustrate the practical use of information-gathering process skills. Specifically, the exercise requires students to (1) understand and identify key aspects of the exercise, (2) collect information--necessitating politeness, patience, and persistence (requiring assertiveness and problem-solving skills), and (3) record, organize, and evaluate this information. The instructor will debrief the exercise and direct a class discussion of the "Gathering Information" processes required by the exercise.

Next, the instructor will review the "Hypothetical Goal Situation," then elicit a class discussion of the first two "Gathering Information" substeps for the "HGS." This exercise gives the students practice in applying these theoretical substeps to a relevant practical situation, and will prepare them for the following exercise. Descriptive instructor feedback will enhance this learning process.

The students then will be divided into small groups, and be given guidelines to introduce and discuss their "Personal Goal Situations" through to the "Gathering Information" stage. Students will complete a handout outlining their own responses for each substep of the stage. This exercise allows students to experience these stages as a part of a program for personal change. Group and instructor descriptive feedback will also help this learning process.

Finally, the instructor will review the lesson's main concepts, and set the homework assignment. The stage review helps to relate the practical work back to process theory. The homework requires the students actually to practice gathering information on a personally relevant concern. The instructor will give feedback to these efforts.

### Lesson #3 Script

#### Overview

The instructor begins the lesson by overviewing the activities for the lesson:

*I'd like to start today by overviewing briefly our activities for the lesson. We will first review the theory and substeps of the "Deciding" stage of "Training for Self-Power" that we learned last lesson.*

*Then I will introduce the second stage of "Training for Self-Power" -- "Gathering Information" and its substeps. We will complete a class exercise and discussion that illustrates the use of "Gathering Information." Next, we will complete the "Gathering Information" stage substeps for our "Hypothetical Goal Situation" in a class discussion. Then you will divide into small groups to discuss your "Personal Goal Situations," working through the "Deciding" and "Gathering Information" stages for each of your situations.*

*Finally, we will review the "Gathering Information" stage, and I will assign homework.*

#### Review

The instructor will ask the students to describe the "Deciding" stage of "Training for Self-Power" and to recall this stage's four substeps. The instructor will supplement this review process by displaying, reading, and discussing transparency E ("Deciding" Stage Substeps).

### Introduction to the "Gathering Information" Stage and Substeps

The instructor will make a transition to introduce the "Gathering Information" stage and its four substeps.

The instructor will display transparency G ("Gathering Information" Stage Substeps), and will read/paraphrase a discussion of the stage and its substeps as described in the "Student Guidebook" (Lesson #3).

The instructor then will illustrate this process by reading/paraphrasing the example of "Gathering Information" as described in the "Student Guidebook" (Lesson #3).

### Class Exercise--"Jail Break"

The instructor will request (or assign) nine students to volunteer to be "convicts" (information sources). For classes of less than fifteen, the instructor may want to modify the exercise by using a smaller number of information sources (varying "individual instructions" accordingly). The instructor will request (or assign) nine other students to volunteer to be "prison guards." The remaining students will be observers. The instructor will assign each observer to one of the prison guards and request them to observe and make notes on the methods used by the prison guard to gather information.

*We're going to do an exercise that will give us experience in the collecting and organizing substeps of "Gathering Information." The exercise is called "Jail Break."*

There has been a jail break and ten convicts have escaped. Rather than having names, the convicts have numbers. They are numbered one to ten. Prison guards have recaptured nine convicts, and the guards want to question the convicts in order to find out the number of the convict who is still at-large.

The convicts are going to leave now, but in a minute they will re-enter the room. They will not tell you the number of the missing convict, but they will tell you or give you clues as to what their numbers are. Prison guards, your job is to question the convicts until you have figured out the number of the missing convict. Work individually, and use any method or strategy you wish, but remember the substeps of "Gathering Information:" -- plan your approach, be patient, persistent, and polite in collecting your information. Get out a pen and paper, and write down, organize, and evaluate your gathered information. Any questions, prison guards?

The instructor will answer questions and clarify the exercise. (Display transparency G throughout the exercise).

I'll give you a minute to plan and organize your approach while I brief the convicts.

The instructor will take the "convicts" out of the room, or out of earshot of the "prison guards."

As I mentioned in the other room, the prison guards will be questioning you. You will tell them your number if they ask in certain ways. Here are your individual instructions.

The instructor will talk to each "convict" individually, giving each "convict" one of the following instructions.

1. When asked what number you are, you will reply "I am one."
2. When asked what number you are, you will reply "I am two." When asked what number the other "convict" is (state student's real name), you will reply "He/she is ten."
3. When asked what number you are, you will say nothing and will clap your hands slowly three times.
4. When asked what number you are, you will reply "I am either one or four."
5. When asked what number you are, you will not reply unless the prison guard asks in a polite, pleasant manner: i.e., using a polite manner, words, and tone of voice, or using the word "please." if so, you will reply "I am five."
6. When asked what number you are, you will say nothing unless the prison guard uses at least ten words in his/her question or statement. If so, you then will reply "I am six."
7. When asked what number you are, you will say nothing unless the prison guard looks at you or talks to you for at least ten seconds (count to yourself...one second...two seconds...etc. to ten). If so, you then will reply "I am seven."
8. When asked what number you are, you will reply "I am either two or nine."



9. *When asked what number you are, you will reply "Ask number two, he/she will tell you my number."*

The instructor will check with all the "convicts" to ensure they know their responses, mix their order, and file them into the classroom, standing them in a single line at the front of the room.

*Prison guards, you have five minutes to interrogate the convicts. You may begin.*

The instructor will give a one-minute warning before the end of the exercise, and may extend or shorten the exercise time depending on how the exercise is proceeding (in terms of completion of task and group energy-level).

The instructor will close the exercise, request "prison guards" to state the number of the missing convict (the correct answer is number eight) and to describe the methods they used to gather the necessary information. Observers and "convicts" should be encouraged to add their perceptions of the exercise.

The instructor will direct discussion to the substeps of the "Gathering Information" stage of "Training for Self-Power" (displayed on transparency G); i.e., noting the necessity of a planned approach; being polite, persistent, and patient with certain "convicts;" and organizing (writing down) the gathered information. Note the necessity of being polite to "convict" number five, persistent with "convict" number six, and patient with "convict" number seven. These are requisites for "assertiveness."

"HGS--GATHERING INFORMATION Stage" Exercise

The instructor will request students to pull out the "Hypothetical Goal Situation" form (Handout HGS1) and the "HGS--DECIDING Stage" form (Handout HGS2) from last lesson. The instructor will review these briefly, then lead a discussion of the "HGS" at the "Gathering Information" stage. The instructor will display the "Gathering Information" Stage Substeps transparency (G), question students regarding Greg's goal for the first two substeps of "Gathering Information" (working from the "HGS" "Decided" Action Alternative), and note responses on the blackboard (selectively responding to appropriate responses). The instructor then will distribute the completed "HGS--GATHERING INFORMATION Stage" form (Handout HGS3), and review this with the students.

"Personal Goal Situation" Exercise

The instructor will request the students to pull out their "Personal Goal Situation" forms (Handout PGS1) and "PGS--DECIDING Stage" form (Handout PGS2). The instructor then will divide the class into small groups of three students each, and distribute a "PGS--GATHERING INFORMATION Stage" form (Handout PGS3) to each student.

*You will each have four minutes in which to read and discuss one student's "Personal Goal Situation" and his/her "PGS--DECIDING Stage" forms within your group, and then for the group to work together to complete that student's "PGS--GATHERING INFORMATION Stage" form for the first two substeps. I will tell you when four minutes*

is up, and then another student will present their "Personal Goal Situation" and "PGS--DECIDING Stage" form, and you will work on their "PGS--GATHERING INFORMATION Stage" form (for the first two substeps). We will change three times, so everyone gets a turn. Any questions?

The instructor will clarify the exercise, then start the exercise, timing the four-minute sections.

### Review and Assign Homework

The instructor will display transparency G ("Gathering Information" Stage Substeps), and will review lesson theory by briefly describing the stage and its four substeps.

For homework, please complete your "Personal Goal Situation" forms through the "Gathering Information" stage. Hand these in to me at the end of the next lesson for review and feedback (not for grading). During the week you will be actually gathering information and organizing, evaluating, and reporting it on the form.

Also for homework, please complete the "Suggested Activity" at the end of Lesson #3.

"HGS--GATHERING INFORMATION Stage"

\* Before it is possible to complete wise action plans, Greg must first have accurate, practical information about his plans. There are four substeps at the "Gathering Information" stage of "Training for Self-Power." For Greg's goal situation,...

1. Identify What Needs to be Known (key parts of the general action plan) (describe all the things you might need to know in order to execute the plan, and decide whether any more information is needed in any of these areas before your plans can proceed)

- 1. find out what work is expected to be completed in order to pass grade ten
- 2. arrange tutoring, or extra help from teachers, or study times etc.
- 3. contact uncle re: working with him part-time, or to arrange other part-time mechanics work
- 4. contact Vocational Schools about course times, entrance requirements, application procedures, costs, etc. for mechanics courses

2. Determine Sources of Relevant Information (describe where you can get this information; e.g., books in library, courses, observing/asking experts, telephone calls, etc.)

- 1. ask each teacher what assignments etc. are required in order to pass their course--contract with them)
- 2. plan with teachers/parents to arrange tutoring, extra help, or to plan study times
- 3. uncle, Manpower office, other garage owners
- 4. write the Vocational Schols to request written information on their mechanics courses. Phone the counselor at the Vocational School if have further questions (or arrange an appointment)

3.. Collect Information From These Sources (this requires politeness, persistence, and patience; there is no shame in not knowing something--make assertive, direct requests for help)

4. Organize and Evaluate the Information That is Gathered

- listed all the remaining course requirements from each teacher
- arranged to see each teacher once a week (after school) to review progress, get feedback, and set up next week's assignments
- planned study times at home
- agreement from uncle to work Thurs. 3:30 to 8 p.m. and all day Saturday at his garage until the end of the school year
- decided to write both Vocational Schools for specific information on mechanics courses. Will phone counselor if still have questions



## Transparency G

# **"GATHERING INFORMATION" STAGE SUBSTEPS**

- 1. IDENTIFY WHAT NEEDS  
TO BE KNOWN**
- 2. DETERMINE SOURCES OF  
RELEVANT INFORMATION**
- 3. COLLECT INFORMATION  
(BE POLITE, PATIENT,  
AND PERSISTENT)**
- 4. ORGANIZE AND EVALUATE  
THE GATHERED INFORMATION**

Lesson #4 Chart-- TAKING STOCK (A)

Time	Activity	Student's Part	Instructor's Part	Key Instructor Skills	Media and Supplies
5	Brief program review; Introduction to the "Taking Stock" stage; Overview the "Taking Stock" stage lessons	-attending	Review the program to date, describe the "Taking Stock" stage of self-instruction, and give examples of each "obstacle." Overview the three lessons in which this stage is taught, and overview the present lesson.	-reviewing -lecturing -overviewing	-overhead & transparency H ("Taking Stock" Stage)
3	Introduction of the term "anxiety"	-attending	From "Student Guidebook," discuss and describe anxiety, and describe how to monitor levels of cognitive and physiological anxiety.	-statement of transition -lecturing	-Student Guidebook (Lesson #4)
14	Personal anxiety awareness pairs exercise	-attending -completing exercise form -pairs exercise discussion -class discussion	Divide students into pairs. Distribute worksheet handouts. Introduce exercise, and explain specific tasks. Time exercise. Lead class discussion of exercise.	-explaining and directing exercise	-handout 3 ("Inventory of Anxiety-Producing Situations")
10	Introduction to "cognitive anxiety;" Introduction and discussion of "self-talk" (and "thought-stopping" exercise)	-attending -responding to questions -class discussion	From "Student Guidebook," introduce and discuss cognitive anxiety and the term "self-talk." Describe steps of reducing cognitive anxiety, illustrated by use of "thought-stopping" display exercise.	-statement of transition -lecturing -inductive teaching -conceptual questioning	-Student Guidebook (Lesson #4)
14	Introduction to rational self-talk (and class exercise)	-attending -responding to questions -class discussion	Introduce theory of rational self-talk. Introduce and discuss general irrational self-talk categories and thought patterns. Distribute handouts and initiate individual student responding and group discussions in which students challenge these irrational self-talk thought patterns with alternate self-talk patterns.	-lecturing -prompting -positive questioning -descriptive praise -informational feedback	-blackboard and chalk -handout 4 ("Eight General Irrational Self-Thought Patterns")

(cont'd)

- 5 Introduction to individualized positive self-talk
  - attending

From "Student Guidebook" describe theory, general situations of use, and practical examples of individualized positive self-talk.

  - lecturing
  - blackboard and chalk
  - Student Guidebook (Lesson #4)
  
- 8 Individualized positive self-talk practice exercise
  - attending
  - responding to questions
  - class discussion

Introduce the exercise, read the "common anxiety-producing situations," ask positive questions, and elicit class discussions.

  - explaining and directing exercise
  - positive questioning
  - descriptive praise
  
- 1 Statement of homework
  - attending
  - completing homework

As homework, request students to review the "Student Guidebook" for this lesson, and to complete the "Suggested Activities" for this lesson. Collect student "PGS" forms that they have completed through the "Gathering Information" stage (write feedback for next lesson).

  - explaining
  - Lesson notes (Lessons #4 and #5)
  - Student "PGS" forms



#### Brief Description and Rationale for Lesson #4

The lesson begins with a brief review of the program to date. The "Taking Stock" stage of "Training for Self-Power" is introduced and the three "obstacles" to self-power are addressed (and examples given). The "Taking Stock" stage lessons are overviewed. The above processes serve to reorient students to the progression of the program, and to clarify the content of the present and upcoming lessons.

The instructor then will introduce the concept of anxiety, defining and describing anxiety, giving examples, and clarifying the difference between cognitive and physiological anxiety.

The "Personal Anxiety Awareness" pairs exercise and class discussion allows students an opportunity to think about and discuss their personal anxiety sources and reactions.

Next, the instructor will introduce cognitive anxiety, and induce a class discussion of the term "self-talk." This strategy encourages students to think actively about this key concept, and to relate personal examples. The instructor introduces the steps required to overcome cognitive anxiety, including a "thought-stopping" display exercise which illustrates the effectiveness of this strategy.

The instructor then defines and describes the concept of "Rational Self-Talk." The instructor distributes handouts of the "Eight General Irrational Self-Talk Thought Patterns" that are frequently used in everyday life, and challenges individual students

to compose alternate rational self-talk statements for each. This alerts students to concentrate on and practice this strategy.

Next, the instructor will describe theory, general situations of use, and practical examples of the second method of reducing cognitive anxiety, "Individualized Positive Self-Talk."


The instructor then will introduce and direct a practice exercise that gives students experience in using individualized positive self-talk.

As homework, the instructor will distribute notes of lessons #4 and #5 for students to read, and will request students to complete the "Suggested Activities" for lesson #4.

Lesson #4 ScriptBrief Review; Introduction to "Taking Stock" Stage; Overview of "Taking Stock" Stage Lessons

So far, we've been talking about "Self-Power"--actually doing something about our lives; changing our thoughts, feelings, or behaviors in order to overcome our problems and to reach our goals. We've talked about a systematic process of how to go about this called "Self-Instruction." The first stage of self-instruction is "Deciding"--deciding upon an action alternative or alternatives to take that would best reach the goal. The second stage is "Gathering Information," researching the important parts of the action plan.

The third stage of self-instruction in "Training for Self-Power" is "Taking Stock." At this stage, self-instructors take stock of their strengths and weaknesses in relation to each element of their action plan, and then plan to overcome these "obstacles." (The instructor then will display and read transparency H, the "Taking Stock" Stage, introducing the three "obstacles.") The instructor will continue to display this transparency as the introduction to the lesson continues. If one of these "obstacles" is present in large amounts for any part of the action plan, self-power may be lessened. The self-instruction must (a) monitor the existing level of each obstacle, (b) decide whether each monitored level allows for the successful execution of that part of the action plan, and (c) work to reduce any unacceptably high level.



Let me give you an example of each of these three "obstacles."

The instructor will personalize the following statements by relating them to students whose interests are appropriate for each example.

(Insert student's name) might want to be a basketball player.

A successful basketball player must not only be eager to play (motivated) and have a wide range of basketball skills (such as dribbling, passing, and shooting), but also must refrain from becoming overly anxious (nervous) in the game itself.

(Insert student's name) might want to be a writer. A successful writer not only must be motivated and relaxed when writing, but also must have skills which are necessary for writing, such as knowledge of grammatical construction and an extensive vocabulary.

(Insert student's name) might want to be a rock singer. A successful rock singer must not only be a skilled performer and be relaxed on stage, but also must be motivated to give outstanding recording and concert performances.

As you can see, inappropriate levels of anxiety, skill, and motivation are all potential obstacles to the exercising of self-power.

In this lesson and the following three lessons, you will be learning about these obstacles as you study the "Taking Stock" stage of "Training for Self-Power." This lesson deals with Cognitive (thinking) Anxiety. Lesson #5 deals with Physiological

(body reaction) Anxiety and with Motivation. Lesson #6 deals with Skill Acquisition.

Today, we'll do an exercise to help you become aware of your own anxieties, then we will define and discuss cognitive anxiety. Next we will learn how to assess your own level of anxiety. We will learn two specific methods of reducing cognitive anxiety, and we will practice using these two methods.

### Introduction to Anxiety

The instructor will read or paraphrase the "Introduction to Anxiety" from the "Student Guidebook" (Lesson #4), including methods of monitoring physiological and cognitive anxiety.

### Personal Anxiety Awareness Exercise

The instructor will divide students into pairs and locate them around the room. The instructor then will distribute the exercise form "Inventory of Anxiety-Producing Situations" (Handout 3). The instructor will read the exercise form introduction, and will instruct students to complete the form as directed. When this individual deskwork is completed, the instructor will address the students as follows:

Now let's do a short exercise with your partner. For each of the situations that you answered as "(1) often" or "(2) sometimes," describe your anxious thoughts, feelings, and physical reactions to your partner. Take turns, and give a brief example if possible.

After approximately five minutes, the instructor will give the

students a one-minute warning, and then will conclude the pairs exercise, and direct students back into the normal class seating.

The instructor will promote class discussion of the exercise by asking the following questions.

*In which of these situations did you and your partner share common anxieties? What was it like sharing personal anxieties with someone else?*

The instructor then will promote specific discussion of student's personal awareness of their anxieties by asking the following question.

*What other situations can you think of where anxiety, fear, or nervousness blocks you from reaching your goals?*

Introduction to Cognitive Anxiety; Discussion and Introduction to "Self-Talk" (and "Thought-Stopping" Demonstration)

*As mentioned earlier, anxiety may be shown by a physiological body reaction such as perspiring, muscle tension, and increased heart rate or breathing rate. However, anxiety may also be shown in the form of cognitions or thoughts. "Cognitive Anxiety" is a term that describes undue worry and concern, and involves our negative, self-defeating thoughts about ourselves in certain situations.*

*All methods of reducing cognitive anxiety involve the use of a concept called "Self-Talk."*

*What do you think "Self-Talk" means?*

*Give me an example of "Self-Talk."*

Using these questions, the instructor will elicit a short class discussion of the "self-talk" concept. The instructor will blend student input with instructor presentation of the material (read or paraphrase) on "Self-Talk" and the steps required to overcome cognitive anxiety (up to and including discussion of recognizing defeatist self-talk) as stated in the "Student Guidebook" (Lesson #4).

*When you become aware of such self-defeating thoughts during anxious moments, you need to find a way to interrupt these self-defeating thoughts. Let me show you one way in which this can be done.*

The instructor will ask the class if anyone can remember a specific situation when they were anxious and had such negative, defeatist thoughts about themselves. The instructor will choose one of these students to stand with the instructor at the front of the room, and will instruct this student to immerse himself or herself in that negative, defeatist self-thought, and to raise his or her hand when he or she becomes deeply engrossed in the thought. Shortly after the hand is raised, the instructor will stamp his or her foot and shout "STOP!" After several seconds, the instructor will ask the startled student what he or she is thinking. This will demonstrate that the student has "stopped" his or her defeatist self-talk.

*So it is possible to stop defeatist self-talk. A technique*

called "thought-stopping" consists of saying "stop" to yourself in order to interrupt defeatist thinking. You can practice this by going to an isolated room, thinking defeatist thoughts, then yelling "STOP" out loud. Keep repeating this procedure using lower and lower volumes of "stop" until you are whispering. Then practice thinking "stop." Consider it as powerful as that first "stop" that you yelled. This powerful internal cue can be self-delivered at the first sign of defeatist self-talk. Thinking this "stop" command will disrupt the flow of defeatist self-talk momentarily, allowing the self-instructor to replace the defeatist self-talk (thoughts and/or images).

#### Introduction to Rational Self-Talk (and Exercise)

In this program, we will be discussing two methods of reducing cognitive (thinking) anxiety. They are both based on the belief that we can change our behaviors and feelings by becoming aware of and actively changing our thoughts (cognitions). The first method is called "Rational Self-Talk." The instructor will write "1) Rational Self-Talk" on the blackboard.

After the defeatist self-talk has been recognized and "stopped," one method of replacing such thoughts is through the use of rational self-talk. In rational self-talk, the anxious person scans his or her anxious thoughts, while anxious, for certain logical errors of irrationality. These irrational errors typically are associated with



one or more of three general categories of irrational self-talk; (a) irrational exaggerations about the effects of one's actions (called "Catastrophizing"), (b) irrational expectations of others and/or the world (called "Blaming"), and/or (c) irrational expectations of perfection from self and/or the world (called "Idealizing"). Following the description of each of these three general categories of irrational self-talk, the instructor will write them on the blackboard--i.e., (a) Catastrophizing, (b) Blaming, (c) Idealizing.

After becoming aware of and "stopping" these irrational thoughts, the self-instructor replaces them with more rational alternative self-statements. Thoughts like "I'll never be able to play tennis, no matter how hard I try. I'm just useless," are converted to thoughts such as "I might not learn to be an expert tennis player, but with practice, I'll be able to play well enough to enjoy myself."

Be aware that when you use terms such as "Terrible...Awful... Absolutely...Ought to...Should...Must" in your self-talk, you might be irrationally catastrophizing, blaming, or idealizing.

There are eight general irrational self-talk thought patterns that are frequently used in everyday life. Let's look at these self-statements, and I'll challenge some of you to come up with an alternate rational self-talk statement for each.

The instructor will distribute to each student the handout

"Eight General Irrational Self-Talk Thought Patterns" (Handout 4). The instructor will read them out one at a time, and will request individual students to respond with rational alternate self-talk statements. The instructor also may elicit a class discussion of each self-talk thought pattern.

*To summarize, the individual must first recognize his or her self-defeating thoughts, then stop these thoughts, and finally, replace these thoughts with more rational, positive self-thoughts. Such rational self-talk, applied whenever cognitive anxiety is encountered, will likely lead to a dramatic reduction of anxiety due to self-defeating thoughts.*

#### Introduction to Individualized Positive Self-Talk

*The second method of reducing cognitive anxiety is called "Individualized Positive Self-Talk."*

The instructor will write "2) Individualized Positive Self-Talk" on the blackboard. The instructor then will read or paraphrase the description of "Individualized Positive Self-Talk," as stated in the "Student Guidebook" (Lesson #4).

#### Individualized Positive Self-Talk Practice Exercise

*Let's spend a few minutes practicing using individualized positive self-talk. I'm going to describe common anxiety-producing situations. I'd like you to think about positive messages that you could say to yourself if you were in that situation that would help you cope with*

*the anxiety and perform to the best of your ability. Then I will ask one of you to repeat your individualized positive self-talk out loud to the class.*

*First of all, I'd like you to close your eyes and be completely quiet (the instructor will wait until the class is quiet).*

*Picture yourself in this situation.*

*"Despite your nervousness about public speaking, you have agreed to be the class valedictorian at the graduation ceremonies...It's graduation night...Sitting among the other grads, you take one last look at your well-prepared speech notes...The principal introduces you, and you stand up to begin the walk to the speaker's podium."*

*Take a minute to say to yourself messages that will help you cope with your anxiety and be successful.*

*Wait approximately 30 seconds, or until the class begins to murmur. The instructor will ask the following question of a specific student.*

*(Student's name), what positive messages are you saying to yourself in this situation that will help you cope with your anxiety and perform to the best of your ability?*

*The instructor will reinforce the student's response, and add, Good, remember that in individualized positive self-talk, there are no wrong responses; whatever works for you is right. What are*

some other individualized positive self-statements for this situation?

The instructor will elicit and discuss other student's responses.

O.K., let's do one more. Close your eyes and be completely quiet (the instructor will wait until the class is quiet). Once again, think about positive messages you could say to yourself if you were in the following situation, that would help you cope with the anxiety and accomplish your goal.

*Picture yourself in this situation.*

"Over the past few weeks, you've been having increasingly loud and angry arguments with your mother. You find yourself frequently yelling and occasionally even swearing at her. After these incidents you feel guilty and upset with yourself. You have decided to exercise more control in your interactions with your mother, presenting yourself politely, and talking in controlled, even tones. At breakfast this morning, your mother makes some negative comments about your clothing. This is a subject that has prompted many angry arguments in the past. As usual, you feel your muscles tense up and your pulse quicken."

Take a minute to say to yourself messages that will help you cope with your anxiety and achieve your goal.

Wait approximately 30 seconds, or until the class begins to murmur. The instructor will ask the following question of a specific student.

*(Student's name), what positive messages are you saying to yourself in this situation that will help you cope with your anxiety and perform to the best of your ability?*

The instructor will reinforce the student's response.

*What are some other individualized positive self-statements for this situation?*

The instructor will elicit and discuss other student's responses.

#### Statement of Homework

*I'm now going to distribute lesson notes for today's lesson and for the next lesson. As homework, please read them, and complete the "Suggested Activities" for Lesson #4.*

The instructor then will distribute the Lesson Notes for Lessons #4 and #5. The instructor will also collect student "Personal Goal Situation" forms that they have completed through the "Gathering Information" stage. The instructor will write feedback on these forms and return them to the students at next lesson.

## INVENTORY OF ANXIETY-PRODUCING SITUATIONS

Anxiety may be: a) cognitive (thinking): e.g., talking to yourself in negative, irrational, or defeatist ways about yourself, or

b) physiological (body reactions): e.g., increased heart rate, sweating, or muscle tension; stomach "butterflies," cold hands and/or feet.

+ or a combination of both

Answer each situation either...(1) often, (2) sometimes, or (3) rarely

1. I get anxious when I begin a conversation with a stranger. \_\_\_\_\_
2. When a friend makes a request of me, I find it hard to refuse even if I really don't want to help. \_\_\_\_\_
3. I get anxious about asking favours or making requests of my friends. \_\_\_\_\_
4. When someone compliments me, I feel uncomfortable. \_\_\_\_\_
5. It is hard for me to share my inner, private feelings. \_\_\_\_\_
6. I get tense and uptight when I have to make a tough decision. \_\_\_\_\_
7. I worry about being a failure. \_\_\_\_\_
8. I find it difficult expressing loving and tender feelings to people I am close to. \_\_\_\_\_
9. I wish my life were more predictable. \_\_\_\_\_

For each of the situations that you answered as "(1) often" or "(2) sometimes," describe your anxious thoughts, feelings, and physical reactions to your partner. Take turns, and give a brief example if possible.

## EIGHT GENERAL IRRATIONAL SELF-TALK THOUGHT PATTERNS

1. Everyone I meet should like me. I would get really uptight if I sensed someone thought I was a "jerk." ("CATASTROPHYZING")
2. I must succeed in everything I do. Failing at something means that I'm a failure at everything and a failure as a person. ("IDEALIZING")
3. Other people never should do things that I find irritating. They always should be sensitive to my views, whether they know me or not. ("BLAMING")
4. When things don't go as I've planned, everything falls apart and I can't cope. Things should fall into line with my plans. ("CATASTROPHYZING")
5. I'm never at fault when things go wrong. It always is other people who make the mistakes. ("BLAMING")
6. If I know about something dangerous or fearsome that might happen sometime in the future, I should be terribly concerned about it, and I should keep dwelling on the possibility of it occurring. ("CATASTROPHYZING")
7. What happens to certain people is really awful. I get really upset with the unfairness of the world. ("IDEALIZING")
8. I find that the demands of my life are making me unhappy. ("BLAMING")

adapted from Martin & Martin (1983, p. 66) and Ellis & Harper (1961)

Transparency H

# **“TAKING STOCK” STAGE**

THE SELF-INSTRUCTOR ASSESSES AND  
OVERCOMES HIS/HER “OBSTACLES” OF

## **1. ANXIETY:**

A) COGNITIVE (THINKING)

B) PHYSIOLOGICAL (BODY REACTION)

- NERVOUSNESS OR WORRY ABOUT  
PERFORMING THE ACTIVITY

## **2. MOTIVATION:**

- LACK OF THE DESIRE  
TO PERFORM THE ACTIVITY

## **3. SKILL DEFICIENCY:**

- LACK OF SKILLS NECESSARY  
TO PERFORM THE ACTIVITY

FOR EACH PART OF THE ACTION PLAN



Lesson #5 Chart-- TAKING STOCK (B)

<u>Time</u>	<u>Activity</u>	<u>Student's Part</u>	<u>Instructor's Part</u>	<u>Key Instructor Skills</u>	<u>Media and Supplies</u>
--	Set up systematic desensitization role-play		Before class begins, plan systematic desensitization role-play with a student (see Lesson #5 Script, "Systematic Desensitization" section for details).	-explaining and directing role-play	
5	Review previous lesson, and overview present lesson and following lesson	-attending -responding to questions	Review "cognitive anxiety" by asking students to name the three "Taking Stock" stage "obstacles." Display transparency to review cognitive anxiety reduction methods. Briefly describe content of present and following lesson.	-statement of curriculum links -fact recall -questioning	-overhead & transparency I ("Methods of Reducing Anxiety")
3	Introduction to "Physiological Anxiety" (and three specific methods of reduction); Description of anxiety assessment and the general goals of physiological anxiety reduction	-attending	Lecture introduction and discussion. Display and read transparency to introduce specific physiological anxiety reduction methods.	-lecture -markers of importance	-transparency I
12	Introduction to Deep Muscle Relaxation (and training exercise)	-attending -participate in relaxation exercise -class discussion	From "Student Guidebook," describe theory of deep muscle relaxation; introduce and direct DMR exercise (read relaxation script). Elicit class discussion of students' reaction to exercise.	-lecture -explaining and directing exercise -pacing -opining questions -physical arrangement	- Student Guidebook - book (Lesson #5) & Deep Muscle Relaxation training script

(cont'd)

3	Introduction to the "Relaxation Response"	-attending	From "Student Guidebook," introduce and describe the "relaxation response." Request students to think of a "mental tool" they could use, and to practice it as homework ("Suggested Activities").	-lecturing	-Student Guidebook (Lesson #5)
13	Introduction to "Systematic Desensitization." Role-play and development of SD hierarchy	-attending -class discussion -role-play -development of situation hierarchy	(Plan role-play exercise with a student before class begins). From "Student Guidebook," describe theory and practical use of systematic desensitization. Lead class discussion in which students list phobias. Complete role-play, and create a six-step SD hierarchy for the role-play situation.	-role-play -lecturing -probing -questioning -conceptual questioning	- Student book (Lesson #5) - toy bird, small birdcage (or equivalent)
2	Summary of anxiety	-attending	Lecture summary of the concept of anxiety and methods of anxiety reduction.	-lecturing	
15	Introduction to Motivation; Strategies for increasing motivation (and discussion of class examples)	-attending -responding to questions -class discussion	Request students to define "motivation." Lecture introduction (and transparency display) of the three strategies for increasing motivation, stating substeps and examples (incorporating discussion of an example situation). Display and discuss transparency on charting methods.	-conceptual questioning -lecturing -markers of importance	-transparency J ("Strategies for Increasing Motivation") -transparency K (i and ii) ("Examples of Charting Methods)
6	Class discussion exercise:--increasing motivation for students' motivational problem situations	-class discussion	Request students to share personal situations in which lack of motivation blocked their achievement of self-power. Note responses on blackboard. Elicit class discussion on methods of increasing motivation for these situations (charting, individualized positive self-talk, setting goals).	-inductive questioning -informational feedback -descriptive praise	-blackboard and chalk
1	Statement of homework	-attending	Distribute lesson notes for lesson #6, and request students to read them (and review notes from lessons #1-5), and to complete the "Suggested Activities" for lesson #5. Return "personal Goal Situation" forms.	-statement	- Lesson #6 notes - "Personal Goal Situation" forms

### Brief Description and Rationale for Lesson #5

The lesson begins by reviewing the previous lesson and over-viewing the present lesson topics and the schedule for lesson #6. This orients students to the three lessons concerning the "Taking Stock" stage.

The instructor then introduces the concept of Physiological Anxiety, describes anxiety assessment and general goals of physiological anxiety reduction, and introduces three specific methods of reducing physiological anxiety.

Next, the instructor describes the first method of reducing physiological anxiety--Deep Muscle Relaxation. The instructor leads the class through a brief relaxation training session. This allows the students to experience deep muscle relaxation and experience how relaxation can be used to reduce physiological anxiety. A brief class discussion of the exercise focuses on how our ability to perform and learn is influenced by our physiological state.

The instructor then describes the "Relaxation Response," giving examples of its use. (A homework "Suggested Activity" for this lesson requires students to note a personally relevant "mental tool," and practice the use of the relaxation response.)

Next, the instructor describes the third method of reducing physiological anxiety--Systematic Desensitization. A role-play exercise helps illustrate how systematic desensitization reduces

physiological anxiety, and allows the students to practice creating a hierarchy list for a hypothetical problem situation. The exercise also illustrates some of the mistakes that can be made when using this technique.

Next, the instructor reviews the "obstacle" of anxiety, and the discussed methods of reducing cognitive and physiological anxiety.

The instructor then introduces and discusses the second "Taking Stock" stage obstacle--Motivation. The instructor shares a personal example in which lack of motivation blocked his or her achievement of self-power, and elicits student examples of same. This helps students to relate personally relevant experiences to the concept and theory.

Finally, the instructor introduces three strategies for increasing motivation--individualized positive self-talk, setting goals, and evaluating and rewarding your efforts. The instructor gives examples of these, and displays (on transparency) and discusses examples of behavioral charting. The instructor elicits a class discussion on the use of these strategies for the situations in which students stated their motivation was an obstacle to their achieving self-power. Student learning of the "motivation" concept is enhanced by the introduction of theory, opportunity for student participation and discussion of personally relevant examples, and instructor feedback in discussion.

The assigned homework requires students to practice concepts learned during the lesson, and allows students to review the progress to date and to pre-read the theory of "Skill Acquisition" (the subject of the following lesson).

## Lesson #5 Script

### Review and Overview

Today is Lesson five, the second of three lessons on the "Taking Stock" stage of "Training for Self-Power." You will remember that last lesson we introduced the three "obstacles" to self-power that are discussed at the "Taking Stock" stage. Who can remember what those three obstacles are?

The instructor will elicit the responses: (1) anxiety level, (2) motivation level, and (3) skill deficiency.

Last lesson we learned that there are two different kinds of anxiety; cognitive and physiological. We focused on cognitive anxiety, which we defined as our negative, defeatist thoughts and images about ourselves in certain situations.

We learned about "Self-Talk;" the voices in our head that argue back and forth. We learned to recognize defeatist self-talk, and how to "stop" it (the instructor will stamp his or her foot while shouting "STOP").

The instructor will display transparency I ("Methods of Reducing Anxiety"), uncovering only the two methods of reducing cognitive anxiety.

We learned two methods of replacing this negative self-talk:

(1) Rational Self-Talk requires the self-instructor to dispute the irrational catastrophizing, blaming, or idealizing of our self-talk statements, and replace them with more logical, rational thoughts.

(2) Individualized Positive Self-Talk requires the self-instructor to "talk himself or herself through" anxious situations by replacing the anxious self-talk with individualized positive thoughts that make sense to him or her.

Today I will introduce Physiological Anxiety, and we will learn and practice three specific methods of reducing physiological anxiety. Also today, we will discuss the second obstacle at the "Taking Stock" stage; Motivation. Next lesson, we will discuss the third obstacle; Skill Acquisition. At the end of the next lesson we will have our mid-term test, which will cover all the material through the end of the "Taking Stock" stage. Any questions on these procedures?

The instructor will answer student queries.

Introduction to Physiological Anxiety (and Three Specific Methods of Reduction); Description of Anxiety Assessment and the General Goals of Physiological Anxiety Reduction

As you will remember from last lesson, physiological anxiety is diagnosed by symptoms of body reaction. I'm sure everyone has experienced feelings of being tense or uptight about some situation. You might have experienced an increase in your heart rate or in your breathing rate. You might have experienced increased sweating, increased muscle tension (i.e., stomach "butterflies"), or cold or shaking hands and/or feet. These are all body reaction symptoms of physiological anxiety.

These symptoms can be self-monitored by such techniques as

"taking one's pulse," counting number of breaths per minute, measuring hand temperature with a thermometer, and keeping subjective notes of your muscle tension.

Once physiological anxieties have been monitored for each part of the action plan, the self-instructor will be able to assess whether these monitored levels are high enough to interfere with the action plan. If so, the self-instructor must begin a method of reducing that anxiety.

Techniques for reducing the physiological effects of anxiety typically involve some method of muscle awareness and relaxation or some kind of physiological desensitization to anxiety-causing situations and objects. There are many variations of these techniques, some of which work better for certain people or for certain situations. Among these methods are transcendental meditation, yoga, biofeedback, self-hypnosis, and physical exercise. Let me introduce three other specific techniques that you can use to reduce physiological anxiety.

The instructor will uncover and read the remainder of transparency I ("Methods of Reducing Anxiety"). The instructor will continue to display this transparency (when others are not in use) throughout the lesson.

#### Introduction to Deep Muscle Relaxation (and Training Exercise)

The instructor first will read or paraphrase the description of the "Deep Muscle Relaxation" technique for overcoming Physiological anxiety as stated in the "Student Guidebook" (Lesson #5).



*I would like you to experience a Deep Muscle Relaxation training exercise, so let's take a few minutes to do that now. Spread your chairs out a little...seat yourself in your chair...and find a comfortable sitting position, keeping both feet on the floor.*

The instructor then will read the Deep Muscle Relaxation Training Exercise Script ("Student Guidebook," Lesson #5), pausing 3-5 seconds where ellipses (...) are noted. The instructor will accelerate his or her voice when describing muscle tensing; slowing down and relaxing the vocal tone when describing relaxation behaviors.

Following the exercise, the instructor will elicit a short group discussion about the students' reaction to the exercise. *What was the exercise like for you?* Emphasize the difference between an anxious, tense body state, and a calm, relaxed body state. Discuss how this difference affects our ability to perform and learn.

*After learning Deep Muscle Relaxation through practicing this exercise, you can switch quickly to this relaxed state by using the following 30-second learned relaxation response. When you become aware of the presence of muscle tension (physiological anxiety) in a certain part of your body, physically force that muscle group to an even greater state of tension. Take two deep, slow breaths in and out. When releasing your second breath, also release your tension in that muscle group. Let the deep muscle relaxation spread throughout your body, and hold that feeling for approximately 15 seconds, concentrating only on your deeply relaxed muscles and your*

calm, controlled breathing.

There are many relaxation training procedures available. Some are available on cassette tapes. In addition, some forms of meditation and yoga also offer mental and physical relaxation exercises.

### Introduction to the Relaxation Response

The instructor will read or paraphrase the description of the "Relaxation Response" as stated in the "Student Guidebook" (Lesson #5).

As I mentioned, the key to the "Relaxation Response" is the mental tool. I would like each of you to think of a mental tool that you can use. Remember that a mental tool is a personally appealing sound, word, phrase, or image associated (for you) with a sense of contentment and relaxation. The "Suggested Activities" for this lesson request you to make a note of this "mental tool," and to practice the use of the "Relaxation Response."

### Introduction to Systematic Desensitization (Discussion, Role-Play, and Hierarchy Development)

The instructor first will read or paraphrase the description of the systematic desensitization technique for reducing physiological anxiety as stated in the "Student Guidebook" (Lesson #5).

So, a "phobia" is an unfounded fear of a certain object or situation. What are some common "phobias" or fears?

The instructor will elicit a list of phobic fears from the class, and will add several to their verbal list--e.g., acrophobia is the fear of heights; autophobia is the fear of being alone; hemophobia is the fear of blood; musophobia is the fear of mice; ophidiophobia is the fear of reptiles.

*Remember that a phobia is an exaggerated, unfounded fear. Certainly, there are many dangerous objects and situations that we rationally and sensibly should fear.*

*Let me illustrate the use of systematic desensitization, and give you an opportunity to create a hierarchy (or list) for a hypothetical problem situation.*

Before class, the instructor will approach one student in the class to act a role-play during class. Instruct the student to:

- a) scream in horror and flee when initially handed the toy bird;
- b) successfully approach the bird in gradual steps, but to panic, scream and flee again when the cage is opened; c) successfully complete all steps in approaching the bird.

The instructor will announce to the class: *In this role-play exercise, (student's name) has an extreme phobia (irrational fear) of birds. Our job today is to create a hierarchy (list) of situations varying from a totally non-anxiety producing situation involving birds all the way to an extremely high-anxiety situation involving birds. First of all, let me attempt two situations.*

The instructor will hand the student the toy bird. He or she

will drop it and flee (anxious reaction) as instructed. Next, the instructor will place the bird in a "cage" at one end of the room and instruct the student to stand at the far end. Ask the student if he or she is feeling relaxed. The student will affirm as instructed.

The instructor will ask the class, *Why did (student's name) have such an anxious reaction to the first situation involving the bird and not to the second situation involving the bird?*

The instructor will initiate discussion of; a) the proximity to the bird, b) the open cage, c) the touch of the bird. The instructor will reintroduce the theory of the systematic desensitization hierarchy, write the numbers one to six vertically on the left side of the blackboard, filling in numbers one and six (see below), and ask the students to complete a six-step hierarchy for this situation. The instructor will write these responses on the board.

Possible responses are noted in brackets.

1. BIRD IN HAND
2. (petting bird)
3. (next to open cage)
4. (ten feet away from open cage)
5. (ten feet away from closed cage)
6. FAR SIDE OF ROOM, BIRD IN CAGE

The instructor will discuss the exercise, and answer any questions about Systematic Desensitization. Note that most systematic desensitization hierarchies involve at least ten steps.

### Summary of Anxiety

To summarize, anxiety is a tense emotional state characterized by fear, worry, and nervousness about things which may happen in the future.

Today we've learned three specific methods of reducing Physiological (body reaction) Anxiety, (1) Deep Muscle Relaxation, (2) the Relaxation Response, and (3) Systematic Desensitization. Last lesson we learned two specific methods of reducing Cognitive (thinking) Anxiety, (1) Rational Self-Talk, and (2) Individualized Positive Self-Talk. Since many anxieties have both physiological and cognitive components, some combination of anxiety reduction methods in both areas may be most effective.

### Introduction to Motivation; Strategies for Increasing Motivation (and Discussion of Class Examples)

The second obstacle to Self-Power is Motivation.

How would you define the word "Motivation?"

What is meant when it is said that someone is highly motivated?

Using the above questions, the instructor will elicit definitions from students, using descriptive praise and paraphrasing good definitions. The instructor will guide discussion towards a definition of motivation that includes phrases such as "personal desire," "inner drive," etc.

So, motivation is the inner drive or desire that people frequently must have in order to achieve self-power. Without this strong

personal desire to reach a certain goal or overcome a certain problem, we may very likely never change our thoughts, feelings, or behaviors.

Despite motivation being an internal attitude, it can be increased by remembering a few key points, by planning a systematic approach, and by continuing the necessary hard work and effort.

The instructor will display transparency J ("Strategies for Increasing Motivation"), and will refer to it throughout this section.

Let me introduce you to three strategies to increase motivation.

The first is Individualized Positive Self-Talk. As with cognitive anxiety, problems of motivation require internal urging of positive thoughts about yourself and your situation. Self-instructors must continually talk to themselves to (i) increase the desirability of the goal, (ii) minimize the work necessary to reach the goal, and/or (iii) increase confidence in their ability to perform the actions necessary to achieve self-power.

The instructor then may share a personal example of a situation in which lack of motivation blocked his or her achievement of self-power. The instructor will relate the above individualized positive self-talk strategy goals to the example. The following example situation may be used directly, or may be used by the instructor as a model to assist construction of a more personally relevant example. Discussion of this example is continued throughout this section.

For example, some people have a problem keeping their weight down. Regular exercise and avoiding fattening foods are two areas

*in which their personal motivation level may block their achieving self-power. If losing weight is not really all that important to them, or if dieting and exercise are extremely undesirable activities, or if they don't think they can stick to the necessary exercise and diet demands, it could be said that they are not very motivated to lose weight.*

*The overweight person might, for example, say to himself or herself on a repeated basis something like, "It's very important to me to lose weight. I want to be slimmer and more attractive looking, and I want to have more energy and feel better generally. I really don't mind the exercising, once I get going. In fact, it's kind of fun. I like fattening foods, but I can cut down on them a lot. This isn't going to be easy, but I know I can do it."*

*The second strategy for increasing motivation is: Setting Goals.*

*(i) Goals Should be Clear and Specific*

*The instructor will substitute his or her situation or continue to follow the example.*

*For example, "I will exercise regularly" is vague and undefinable, and is not as likely to be as effective as "I will exercise a minimum of five times a week during the self-instruction period.*

*"Exercise" is defined as (minimum):*

- 30 minutes jogging or continuous swimming
- 45 minutes racquetball
- 60 minutes rapid walk or bike ride or tennis
- playing an 18 hole golf course

(ii) Goals Should be Presently Reachable

For example, if the person hasn't been exercising at all, he or she should not set an immediate goal of running five miles a day. Rather, he or she should set a series of reachable goals, perhaps starting with running one mile a day and gradually increasing the distance. Several small successes are better than one large failure.

(iii) Limit the Length of the Self-Instruction Period

For example, "I will exercise for three weeks," is better than "I will exercise for a year." Continue self-instruction or adjust methods and/or goals at the end of the three week period.

The third strategy for increasing motivation is: Evaluate and Reward Your Efforts.

(i) Plan Charting

Before beginning self-instruction, set a plan for charting a record of progress towards your goal. This may take the form of written entries in a notebook or diary, checklists, counts of specific actions, charts, graphs, etc.



During self-instruction, carry these charts with you at all times (e.g., checklist or notebook in pocket), or display them prominently (e.g., chart or graph posted on kitchen or bedroom wall). Motivation is increased by increasing contact and awareness with your chart, and by explaining it to others.

(ii) Self-Evaluate Performance Frequently

On a regular basis, monitor your performance in terms of frequency of occurrence, time spent on the task, or steps which have been accomplished. Evaluate your performance by charting your monitored progress against target goal criteria. Motivation and confidence are increased by seeing progress towards a goal.

The instructor will display transparency K (i and ii), "Examples of Charting Methods." The instructor may substitute his or her example, or use the following.

For example, overweight people from our previous example may decide to chart and make a bar graph of the number of days in each week that they exercised. (The instructor will illustrate with transparency K--i). They may also decide to graph their weight (The instructor will illustrate with transparency K--i).

The instructor then will review other charting methods by discussing the other examples shown on transparency K (i) and (ii).

The instructor will replace the above transparencies with transparency J ("Strategies for Increasing Motivation"), and will refer to it once again.

(iii) Clear and Definite Self-Reward or Self-Punishment

We tend to do things that are in our own best interest. Set up your program so you will be reinforced for completing actions towards your goal, and/or punished for not completing those actions. Choose rewards and punishers that are personally important to you. For example, "If I run two miles today, I will go to the baseball game tonight." Likewise, "If I snack between meals more than twice this week, then I can't go to the car races this weekend with the guys." Remember to follow through with your pre-planned self-reward or self-punishment. Achieving rewards and avoiding punishments are powerful motivators of action.

(iv) Congratulate Positive Self-Evaluations and Rationalize Negative Self-Evaluations

When successful, congratulate yourself with positive self-talk; tell yourself that you achieved self-power through your own effort, planning, and hard work.

If you haven't succeeded, there is most likely a good reason. Go back over your goals, plans, and performance records to see what you might change to be successful next time. Don't turn small setbacks into major overall failures by dwelling on negative outcomes.

Class Discussion Exercise--Increasing Motivation for Student's Motivational Problem Situations

Tell me about some of the goals you would like to reach or

problems you would like to overcome where you haven't achieved self-power because of a lack of motivation, a lack of inner drive or desire.

The instructor will elicit responses from the class, and will write brief descriptions of these on the blackboard.

*What form of charting could be used to increase motivation for these situations?*

The instructor will spend the remainder of the allocated time eliciting class discussion. If time permits, the instructor may want to expand this discussion by having students construct individualized positive self-talk statements and set goals for their situations, incorporating learned theory from this section.

#### Statement of Homework

*Remember that next lesson includes the mid-term test, which will cover material up to and including lesson #6. For homework, please review notes from lessons #1 to #5. Also, read lesson #6 notes and complete the "Suggested Activities" for lessons #5 and #6. I will distribute lesson #6 notes now, and also return your "Personal Goal Situation" forms with my feedback notes.*

The instructor will distribute Lesson #6 notes to all students, and will return "Personal Goal Situation" forms.

Transparency I

# **METHODS OF REDUCING ANXIETY**

## **1. COGNITIVE (THINKING) ANXIETY**

**A) RATIONAL SELF-TALK**

**B) INDIVIDUALIZED POSITIVE  
SELF-TALK**

## **2. PHYSIOLOGICAL (BODY REACTIONS) ANXIETY**

**A) DEEP MUSCLE RELAXATION**

**B) THE RELAXATION RESPONSE**

**C) SYSTEMATIC  
DESENSITIZATION**

# STRATEGIES FOR INCREASING MOTIVATION

## 1. INDIVIDUALIZED POSITIVE SELF TALK

i) INCREASE THE DESIRABILITY  
OF THE GOAL

ii) MINIMIZE THE WORK  
NECESSARY TO REACH THE GOAL

iii) INCREASE CONFIDENCE IN YOUR  
ABILITY TO PERFORM NECESSARY ACTIONS

## 2. SETTING GOALS

i) GOALS SHOULD BE CLEAR AND SPECIFIC

ii) GOALS SHOULD BE PRESENTLY REACHABLE

iii) LIMIT THE LENGTH OF THE  
SELF-INSTRUCTION PERIOD

## 3. EVALUATING AND REWARDING YOUR EFFORTS

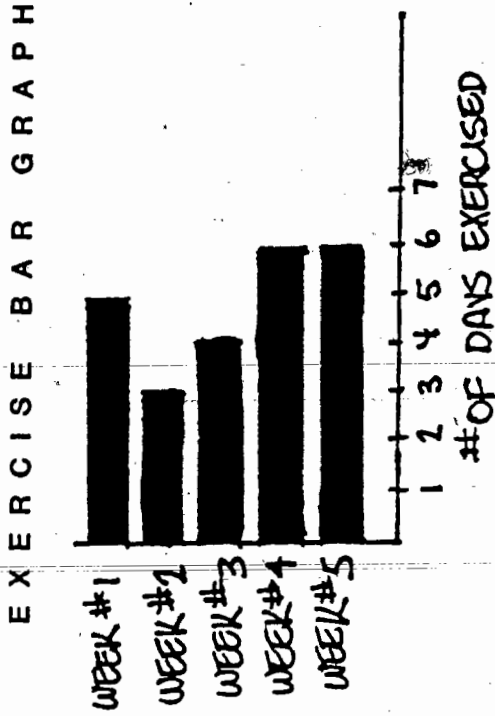
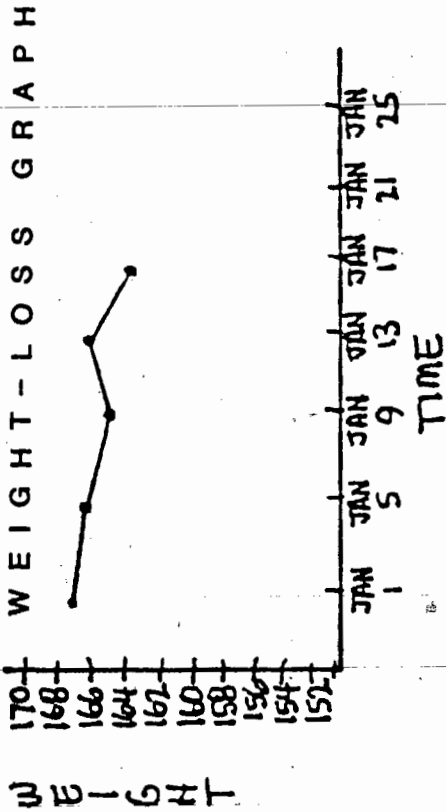
i) PLAN CHARTING

ii) SELF-EVALUATE PERFORMANCE  
FREQUENTLY

iii) CLEAR AND DEFINITE SELF-REWARD

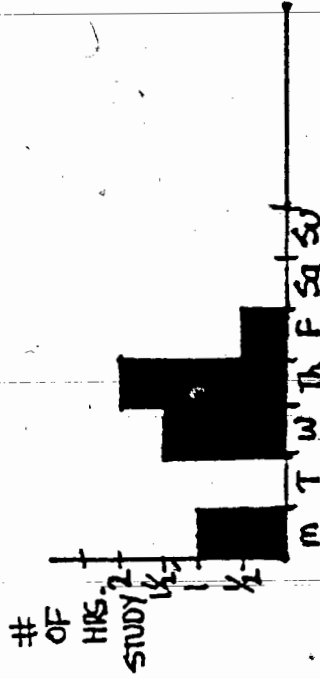
iv) RATIONALIZE NEGATIVE SELF-EVALUATIONS

# EXAMPLES OF CHARTING METHODS



Transparency K (i)

	M	T	W	Th	F	Sa	Su
AVOID YELLING OR SWEARING	✓	✓	X	✓	✓		
	X	✓	X	X	✓		



CHECKLIST

HOMEWORK BAR GRAPH

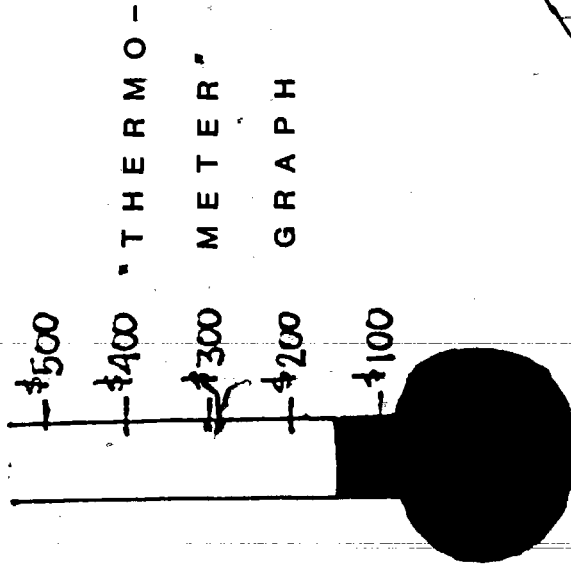
# EXAMPLES OF CHARTING METHODS

BITING FINGERNAILS	
MON.	
TUES.	
WED	

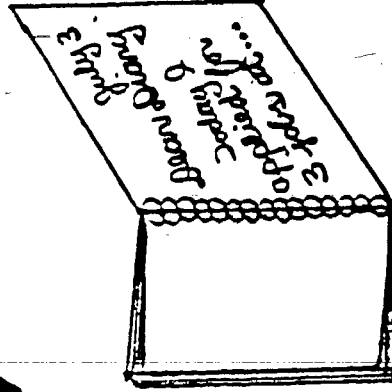
FREQUENCY COUNT

JOHNNY		M	T	W	Th	F	Sa	Su
		✓	✓	✓	✓			
	GO TO SCHOOL	X	✓	✓	✓			
	TIDY ROOM	✓	✓	X	✓			
	WASH DISHES	✓	✓	✓	✓			

CHART



DIARY OR  
NOTEBOOK



## Lesson #6 Chart-- TAKING STOCK (C)

<u>Time</u>	<u>Activity</u>	<u>Student's Part</u>	<u>Instructor's Part</u>	<u>Key Instructor Skills</u>	<u>Media and Supplies</u>
10	Lesson overview, and program review	-attending	Overview the key concepts to be discussed in this lesson, and review the total program to date (using transparencies).	-overviewing -reviewing	-overhead & transparencies E, G, H, I, and J
15	Introduction to "Skill Acquisition."	-attending -responding to questions -class discussion	Introduce the "obstacle" of skill deficiency, give an example of how this could prevent self-power, describe assessment techniques, and give and elicit examples of desired skills. Using transparency, introduce the three essential conditions for learning (from "Student Guidebook"), give examples, and direct a class discussion on using these conditions to learn a specific skill (from "Student Guidebook").	-statement of transition -lecturing -conceptual questioning -descriptive praise	-blackboard and chalk -transparency L ("Skill Acquisition--learning") -Student Guidebook (lesson #6)
25	Role-play practice exercise	-attending -giving feedback (verbally and by completing feedback form) -role-playing -class discussion	Introduce, model, and orchestrate a role-play pairs exercise that illustrates the process of the three essential conditions for learning. Elicit a class discussion of the exercise, and discuss the use of this concept in naturally-occurring learning vs. planned self-instruction.	-explaining and directing exercise -probing questioning -demonstrating -descriptive praise -informational feedback -lecturing	-sweater (or jacket) -transparency L -handout 5 (Role-Play Exercise Observer Forms)  (cont'd)



- 8 Discuss "Hypothetical Goal Situation" at the "Taking Stock" stage
- attending
- Reintroduce the "Hypothetical Goal Situation," distribute completed "HGS" forms (Handout HGS4) for the "Taking Stock" stage, and discuss steps taken.
- explaining and directing exercise
  - probing questioning
  - demonstrating
  - descriptive praise
  - informational feedback
  - lecturing
  - statement
- handouts HGS1, HGS2, and HGS3
- handout HGS4 ("HGS--TAKING STOCK Stage")
- 2 Statement of Homework and Mid-Term Take-Home Test
- attending
  - completion of test (as homework)
- Distribute "Personal Goal Situation" at the "Taking Stock" stage forms (Handout PGS4), and request students to complete it, as well as the "Suggested Activity" for Lesson #6. Distribute mid-term take-home tests (Handout 6--packet) to be completed (independently) for next lesson.
- handout PGS4 ("PGS--TAKING STOCK Stage")
  - handout 6--packet (Mid-term take-home tests)

Brief Description and Rationale for Lesson #6

The lesson begins with an overview of present lesson content. This prepares students for the activities and concepts to come. The instructor then reviews the total program content to date, displaying and discussing transparencies for each of the first three stages of "Training for Self-Power." These processes provide a global view of the entire program, and reorient students to key concepts of the lessons to date, in preparation for the mid-term test.

Next, the instructor introduces the obstacle of "skill deficiency," describes how to assess skill levels, gives an example of how a skill deficit can prevent achievement of self-power, and gives and elicits examples of desired skills. Displaying transparency L, "Skill Acquisition (learning)," the instructor discusses the three essential conditions for learning, gives examples of their use in learning new skills, and elicits a class discussion on using these conditions to learn a specific skill. These processes impart theoretical knowledge of the concept to be learned (the three essential conditions for learning). They allow students an opportunity to practice the concept in the class discussion, and give feedback to this practice by encouraging, describing, and correcting student input.

Next, the instructor introduces, models, and orchestrates a role-play pairs exercise that allows students to experience using the process of the three essential conditions for learning. The

students will take turns playing the role of teacher and student in specified situations where a teacher is instructing a student in a new skill. This gives students "hands-on" experience practicing this concept, and the following class discussion gives them feedback on their practice. The discussion of the exercise allows students to review their learning, and allows the instructor to blend the discussion towards using the three essential conditions for learning in self-instruction (naturally-occurring learning vs. planned learning).

The instructor then distributes and discusses the completed form "HGS--TAKING STOCK Stage." This models the use of a systematic written approach to a hypothetical goal situation at the "Taking Stock" stage.

Finally, the instructor describes and distributes the homework and the mid-term take-home test. The homework gives students a further opportunity to practice using the three essential conditions for learning to teach a specific skill. The homework of working through the "Taking Stock" stage for their "Personal Goal Situations" allows students to experience this stage as a part of a program for personally relevant behavioral change. The testing process motivates students to review the program content. The test itself measures student learning of the material taught in lessons #1-6.

## Lesson #6 Script

### Overview and Review

Today we will be discussing the third "Taking Stock" stage "obstacle" to self-power: Skill Deficiency. At the end of this lesson I will distribute the mid-term take-home test, which covers the material through the end of this lesson.

Let me first take a few minutes to review the first five lessons of the "Training for Self-Power" program.

We've been learning about Self-Power--actually doing something about our lives; changing our thoughts, feelings, or behaviors in order to overcome our problems and to reach our goals. We've discussed a systematic process of how to go about this called Self-Instruction. The first stage of self-instruction is "Deciding"--deciding upon an action alternative or alternatives to take that would best reach the goal. (The instructor will display and discuss transparency E--the "Deciding" Stage Substeps).

The second stage is "Gathering Information" on the important parts of the action plan. (The instructor will display and discuss transparency G--the "Gathering Information" Stage Substeps).

The third stage of self-instruction in "Training for Self-Power" is "Taking Stock." At this stage, self-instructors take stock of their strengths and weaknesses in relation to each element of their action plan, and then work to overcome these "obstacles."

(The instructor then will display and discuss transparency H,

stating and defining the three "Taking Stock" stage obstacles).

The instructor then will display transparency I ("Methods of Reducing Anxiety"), commenting briefly on each of the listed anxiety reduction methods.

The instructor then will display and discuss transparency J ("Strategies for Increasing Motivation").

### Introduction To Skill Acquisition

*The third and final "Taking Stock" stage "obstacle" is Skill Deficiency. Obviously, when we lack the specific skills necessary to execute chosen plans of action, we limit our ability to achieve self-power.*

*Self-instructors must "take stock" of their existing skill levels for each of the major elements of their action plan, and determine whether they currently possess sufficient skills to undertake each of these actions. If it is judged that skill level is insufficient in some area, the self-instructor will need to pursue some course of skill acquisition.*

*For example, a person may have no anxieties about playing the guitar, and may be highly motivated to perform, yet he or she may be incapable of playing a song because he or she does not possess certain guitar and musical skills. To reach a goal or overcome a problem, a person must be able to perform the necessary skills.*

*Today we'll be learning the process of how to learn new skills,*

and we'll be learning how the same process can be used to teach others new skills.

I'm sure everyone would like to be able to do something that they presently cannot do.

The instructor will share several skills that he or she would like to acquire. The following is an example of such a statement.

(Again, as in lesson #5, individual instructors are encouraged to develop their own personally-relevant examples).

*I would like to learn how to play racquetball. A lot of my friends play, and they say it's a lot of fun and a good workout. Also, I'd like to learn how to use computers. Computers are the technology of the future, and if I don't acquire those specialized skills, I may miss out on a lot of possibilities.*

The instructor will write his or her desired skills on the blackboard, and will request the students to share theirs.

*What would you like to learn to do? What specific skills would you like to acquire?*

The instructor will write the students' desired skills on the blackboard.

The instructor will display transparency L ("Skill Acquisition--learning"), and will read or paraphrase discussion of the three essential conditions necessary for learning as described in the "Student Guidebook" (Lesson #6). This section of the guidebook is headed "Skill Acquisition is Learning."

*Right now, I am giving you new knowledge; talking to you about the three essential conditions for learning. But as you now know, in order to learn this concept, it is important that you get to practice it, and also get some feedback on your practice. First of all, let's do a group practice exercise, and I'll give you feedback as we go along.*

*Here is the situation. You know nothing about how to drive a car. You would like to learn how to drive, and to get your driver's license.*

*Using the three essential conditions for learning (the instructor will motion towards the displayed transparency L), how would you go about reaching your goal?*

From the elicited student input, the instructor will use descriptive praise and informational feedback to encourage and direct class discussion. In discussing the three essential conditions for learning for this example, the instructor may include such comments as those noted in the "Student Guidebook" (Lesson #6).

### Role-Play Practice Exercise

*Now let's do some role-play exercises to give you further practice and feedback on this new knowledge. First of all, I am going to do a role-play with one student, while the rest of you observe and make notes on how I am using knowledge, practice, and feedback to teach my student. Then I will ask for your feedback.*

The instructor will distribute role-play observer forms to each student, and will choose a student to play the "Ronk" role.

*Here is the situation. I would like you to meet "Ronk."*  
(the instructor will motion to the student who will play this role).  
*Ronk is a student from another planet who has just joined our class. Ronk knows the English language, and has the normal ability to learn new things, but he or she does not know a lot of things that are common knowledge to humans. We will be teaching Ronk some of these new skills. Ronk does not know these skills, and cannot do them the first time he or she practices them, but with adequate knowledge, practice, and feedback, he or she will catch on.*

The instructor will read through the role-play observer form, and clarify the observers' task.

*I will be teaching Ronk how to put on a sweater (or jacket).*

The instructor then will proceed with teaching Ronk the new skill, explaining and demonstrating such actions as turning the sweater right side out, putting arms into the sweater one at a time, etc. (knowledge), eliciting Ronk's practice attempts, and giving Ronk feedback on this practice. The instructor will repeat this learning cycle until Ronk has mastered the task. The instructor then will elicit feedback from the "observers."

*Alright, let me now give you the opportunity to role-play Ronk and the teacher.*

The instructor will divide the class into pairs and space the



diads around the room.

*In your pairs, decide who will first play Ronk, and who will first play the teacher. Make sure that Ronk is wearing shoes with laces. If not, switch around.*

*Instructors, your role is to teach Ronk how to tie his or her shoelaces. Remember to use the three essential conditions for learning.*

*Ronks, you do not know how to tie shoelaces, and cannot do it the first time you practice, but with some knowledge, practice, and feedback, you will catch on.*

*Any questions? (instructor will answer queries). OK, begin. You have three minutes.*

The instructor will time the exercise, and then request students to change roles.

*Instructors, your role is to teach Ronk how to dance. It can be any type of dance that you wish. Remember to use the three essential conditions for learning.*

*Ronks, you do not know how to do this dance, and you cannot do it the first time you practice, but with some knowledge, practice, and feedback, you will catch on. Begin, you have three minutes.*

The instructor will time the exercise, and then request students to return to their regular class seats.

The instructor will elicit a class discussion of the role-play

exercise, questioning...

- 1) When you were the teacher, how did you demonstrate and describe the knowledge of the new skill to be learned?
- 2) When you were the teacher, how did you give Ronk practice in the skill to be learned?
- 3) When you were the teacher, how did you give Ronk feedback on his or her practice?
- 4) What was it like to be the teacher?
- 5) What was it like to be Ronk?

*In self-instruction for skill acquisition, these three conditions (knowledge, practice, and feedback) are essential for new learning, whether you are learning something yourself or teaching someone else. These conditions often occur very naturally. For example, young children may self-instruct in learning to ride a bicycle. First they watch experienced riders, learning that they must turn the pedals with their feet while balancing and steering the bike. The first few practice attempts provide informational feedback about the exact amount of pressure needed on the pedals, body control for balance, and so forth, all of which accumulate over several attempts until sufficient coordination of actions occur and they ride off down the street.*

*In other situations, the person self-instructs by purposefully planning for the three essential conditions to occur. For example, in our example of learning how to drive, we saw how a person can*

plan a strategy to receive knowledge, practice, and feedback.

This student set up his or her own knowledge condition by taking a driving course, reading books and brochures, and watching expert drivers. The student then practiced these skills at the driving course while receiving feedback from the instructor.

#### "HGS--TAKING STOCK Stage" Presentation

The instructor will distribute a copy of the "HGS--TAKING STOCK Stage" form (Greg's HGS; Handout HGS4) to all students. The instructor will review briefly the Hypothetical Goal Situation (Handout HGS1) and the "Deciding" (Handout HGS2) and "Gathering Information" (Handout HGS3) stage forms for Greg's situation. The instructor will describe the format used on the form, the decisions as to the "obstacles" for each action plan element, and the steps described to overcome these "obstacles." The instructor will answer student queries as to the use or content of the form.

#### Statement of Homework and Mid-Term Take-Home Test

For homework, please complete the "Suggested Activity" for Lesson #6. Also, complete the "Personal Goal Situation" at the "Taking Stock" stage that I will distribute now. The "Hypothetical Goal Situation" form at this stage will give you a model as how to complete this form. We will be discussing this form and your "Personal Goal Situations" at next lesson.

I also now will distribute the mid-term take-home tests.

*You may refer to your lesson notes, "Suggested Activities" and other written work--but you must work alone! Do not talk with or share your test work with each other. Turn your test in for grading at the next lesson.*

The instructor will distribute the "PGS--TAKING STOCK Stage" forms (Handout PGS4) and the mid-term take-home tests (Handout 6--packet) and will answer any related questions.

"HGS--TAKING STOCK Stage"

Which of the three "Taking Stock" stage "obstacles" are blocking Greg's achievement of self-power for the various elements of his action plan?

	ANXIETY	SKILL ACQUISITION	MOTIVATION
Action plan element #1 See each teacher weekly to review progress, get feedback, and set up next week's assignments	✓		✓
Action plan element #2 Study regularly at home			✓
Action plan element #3 Work at uncle's garage			
Action plan element #4 Write to both Vocational Schools requesting information on their mechanics courses		✓	

Describe steps Greg could take to overcome these obstacles

1. "See each teacher weekly to review progress, get feedback, and set up next week's assignments."

anxiety - Greg realizes that his anxiety about contacting the teachers is cognitive. He is thinking that they must believe him to be dumb and silly if he cannot do the work on his own. He knows he must stop these thoughts, and replace them with more rational thoughts such as "Well, I guess I really do need help to get through this: After all, it is their job to teach, so I don't need to feel foolish when I ask for their help."

motivation - Greg knows he must motivate himself to see the teachers each week. So he sets clear goals that he feels he can reach, and sets up a chart on which he records his meetings. If all teachers are met, he rewards himself by watching the hockey game on TV that Saturday night.

2. "Study regularly at home."

motivation - Greg will set up a clear study schedule (and chart) that he thinks he can follow. He will chart his progress daily, and reward himself if he is successful.

3. "Write to both Vocational Schools requesting information on their mechanics courses."

skill acquisition - Greg will meet with his school counselor to decide where to write, and get tips on how to compose the letter (knowledge); he will write the letter (practice), and then get feedback on the letter from the counselor before he mails a final product.

Handout PGS4

"PGS--TAKING STOCK Stage"

Which of the three "Taking Stock" stage "obstacles" are blocking your achievement of self-power for the various elements of your "Personal Goal Situation" action plan?

	ANXIETY	SKILL ACQUISITION	MOTIVATION
<u>Action plan element #1</u>			
<u>Action plan element #2</u>			
<u>Action plan element #3</u>			
<u>Action plan element #4</u>			

Describe steps you can take to overcome these obstacles

(use over)

Handout 5

LESSON #6 ROLE-PLAY EXERCISE OBSERVER FORM

KNOWLEDGE - Describe how the teacher demonstrated (nonverbal) and described (verbal) the knowledge of the new skill to be learned.

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PRACTICE - Describe how the teacher gave "Ronk" practice in the skill to be learned.

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FEEDBACK - Describe how the teacher gave "Ronk" feedback on his or her practice of the skill to be learned.

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## Handout 6 (packet)

## TRAINING FOR SELF-POWER

Mid-term take-home test.

1. Define the following terms: (2 pts. each)

Self-Power \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Self-Instruction \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. For the following, check (✓) the statements that describe beliefs basic to self-power. (2 pts.)

Modern society has become so complicated that ordinary people can no longer determine the course of their lives.

People are responsible for themselves, and can actively determine the course of their lives.

There is always something that one can do to exercise responsibility for one's own life.

It is only occasionally possible to actually do something to exercise responsibility for one's own life.

Altering life experiences is a simple and easy process.

Altering life experiences requires effort and hard work.

We must accept and cope with the fact that there are parts of our lives that we cannot realistically change to be exactly the way we want them.

In order to achieve Self-Power, it is important to remember that it is possible to change all parts of our lives to be exactly the way we want them.



3. Elaine is considering going to university to study engineering. she doesn't know anything about which universities offer engineering programs or what these programs are like. List at least three (3) different kinds of relevant sources that she might use to gather the required information. (3 pts.)

- i) \_\_\_\_\_  
\_\_\_\_\_
- ii) \_\_\_\_\_  
\_\_\_\_\_
- iii) \_\_\_\_\_  
\_\_\_\_\_

4. Restate the following irrational self-statements (thoughts) into alternate rational self-statement (thoughts) form. (2 pts.)

i) irrational: "I have to pass this math exam. If I fail at this, it means I'm a failure at everything."

i) rational: " \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ "

ii) irrational: "My mother shouldn't sing those dumb songs when I'm around. She should know it bugs me, and should stop singing whenever I'm around."

ii) rational: " \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ "

5. (3 pts.) Imagine (?!) that you are doing poorly in one school course. The final exam is only two weeks away. You have good study skills, and you are not anxious about studying, but you sometimes question your inner desire (motivation) to study.

Using methods of "Setting Goals" and "Evaluating and Rewarding Your Efforts," describe and draw charts of how you could increase your motivation so you would be more likely to study adequately and reach your self-power goal of passing this course.

SETTING GOALS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

EVALUATING AND REWARDING YOUR EFFORTS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Margaret has a phobia (irrational fear) of riding in elevators in tall buildings. As Margaret has a doctor's appointment next month on the 38th floor of the tallest building in the city, it is very important for her to overcome this anxiety.

Build a six-step systematic desensitization hierarchy (list) from a low anxiety producing situation involving an elevator and progressing to this extremely high anxiety producing situation involving an elevator. (3 pts.)

1. Margaret will ride the elevator to the 38th floor for her doctor's appointment.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

7. Your sister is hospitalized and cannot attend school. She wants to keep up with her grade six school work, and is most concerned about her new school course called "Elementary Algebra." You have decided to help her with this. Name the three essential conditions for learning, and describe how you can use these conditions to teach your sister the course material. (3 pts.)

i) \_\_\_\_\_ ; \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ii) \_\_\_\_\_ ; \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

iii) \_\_\_\_\_ ; \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# "SKILL ACQUISITION (LEARNING)"

THERE ARE THREE CONDITIONS ESSENTIAL TO  
ENSURE LEARNING (TO LEARN NEW SKILLS  
YOURSELF OR TO TEACH OTHERS NEW SKILLS).

## 1. KNOWLEDGE

- READ BOOKS, TAKE COURSES,  
OBSERVE OR ASK EXPERTS, ETC.

## 2. SKILL PRACTICE

- REPEATED                      GRADUAL
- THOROUGH                      REALISTIC

## 3. FEEDBACK ON PRACTICE

- IMMEDIATE                      - DESCRIPTIVE
- ENCOURAGING AND POSITIVE
- FURTHER REFINEMENT

Lesson #7 Chart--SPECIFYING GOALS

<u>Time</u>	<u>Activity</u>	<u>Student's Part</u>	<u>Instructor's Part</u>	<u>Key Instructor Skills</u>	<u>Media and Supplies</u>
2	Overview	-attending	Brief description of the major lesson activities.	-overviewing	
12	Small group exercise ("Personal Goal Situation" at the "Taking Stock" stage)	-dividing into groups -completing exercise	Divide class into small groups. Display transparency. Introduce and time exercise.	-physical arrangement of students -explaining and directing exercise -descriptive praise -informational feedback	-overhead & transparency M ("PGS-- TAKING STOCK Stage") -students' "Personal Goal Situation" packets (handouts PGS1, PGS2, PGS3, and PGS4)
15	Large group inductive exercise (the "Human Knot"); class discussion and lecture	-dividing into groups -completing exercise	Divide students into large groups. Introduce and orchestrate exercise. Elicit class discussion, and lecture.	-explaining and directing exercise -conceptual questioning -probing -questioning -inductive teaching -descriptive praise -lecturing	
5	Lecture introduction to the "Specifying Goals" stage	-attending	Read or paraphrase from "Student Guidebook."	-statement of transition -lecturing	-Student Guidebook (Lesson #7) (cont'd)

22

Introduction to the "Two Necessary Characteristics of Specific Goals;" practice exercises, and class discussions

-dividing into groups  
-attending  
-completing exercise forms  
-small group discussions

Divide students into small groups. Using Handout 7 and lecture, introduce "The Two Necessary Characteristics of Specific Goals." Distribute exercise forms (Handouts 8 and 9); explain and orchestrate the individual and small group exercises. Chart student responses on blackboard, and lead class discussion of exercises.

-lecturing  
-markers of importance  
-explaining and directing exercise  
-descriptive praise  
-informational feedback  
-charting student responses  
-elicit class discussion

-handout 7 ("Specific Goals Have Two Necessary Characteristics")  
-handout 8 exercise form ("Stating Goals in Active, Precise Terms")  
-handout 9 exercise form ("Stating Goals That are Easily Evaluated")  
-blackboard and chalk

2

Statement of homework

-attending  
-completing homework

For homework, request students to read lesson notes for Lessons #7 and #8, read the completed "Hypothetical Goal Situation" forms at the "Specifying Goals" (Handout HGS5) and "Specifying Methods" (Handout HGS6) stage, plan "Personal Goal Situation" forms at these stages (Handouts PGS5 and PGS6), and complete Lesson #7 "Suggested Activities."

-explaining

-Lesson notes (Lessons #7 and #8)  
-handout HGS5 ("HGS--SPECIFYING GOALS Stage")  
-handout HGS6 ("HGS--SPECIFYING METHODS Stage") (two pages)  
-handout PGS5 ("PGS--SPECIFYING GOALS Stage")  
-handout PGS6 ("PGS--SPECIFYING METHODS Stage")

### Brief Description and Rationale for Lesson #7

The lesson begins by overviewing the activities and processes of the lesson. This prepares students for the activities to come.

The instructor will divide the class into small groups, then introduce and orchestrate group discussions of the students' "Personal Goal Situation" forms through the "Taking Stock" stage. This exercise gives students practice in applying "Taking Stock" stage theory to a personally relevant situation. The instructor will further increase learning of this material by mingling amongst the groups, encouraging discussion, and giving descriptive praise and informational feedback.

Next, the instructor will divide the class into large groups, then introduce and orchestrate an exercise called "The Human Knot." This exercise induces awareness of the power and importance of specificity in achieving self-power. The instructor will elicit a group discussion of the exercise, and will lecture briefly to solidify this point.

The instructor will move this discussion into an introductory lecture on "Specifying Goals." The instructor will draw a figure on the board to illustrate the key concept of specifying goals before specifying methods of accomplishing those goals.

Next, the instructor will divide students into small groups, and introduce "the two necessary characteristics of specific goals." This handout will help the instructor mark the importance of this



theory and describe specific examples. The instructor will clarify any questions students may have of these concepts. The instructor will introduce and orchestrate individual and small group pen and paper exercises that allow students to practice discerning these "two necessary characteristics of specific goals." The blackboard chart and the small group and class discussions allow the instructor to solidify the learning experience by giving students feedback on their practice.

Finally, the instructor will describe and distribute homework requiring students to read Lesson #7 and #8 notes and "Hypothetical Goal Situation" forms. Further homework requires students to begin work on the "Personal Goal Situation" forms at the "Specifying" stages, and to complete Lesson #7 "Suggested Activities."

## Lesson #7 Script

### Overview

The instructor begins the lesson by overviewing the activities for the lesson.

*We will begin today's lesson with small group discussions of your "Personal Goal Situations." Then we will complete a large group exercise that introduces the next stage of "Training for Self-Power"--"Specifying Goals." I will discuss this stage, and we will complete two short exercises in which we experience using the skills of this stage.*

*The mid-term take-home tests are due today. Please turn them in at the end of the lesson if you haven't already done so.*

### Small Group Exercise ("Personal Goal Situation" at the "Taking Stock" Stage)

*Please get out your "Personal Goal Situation" packets.*

The instructor will divide the class into groups of four, and locate the groups around the room. The instructor will display transparency M ("PGS--TAKING STOCK Stage"), and will refer to it while explaining the exercise. The transparency will be displayed until the end of the exercise.

*As you will remember, for the last three lessons we have been learning about the "obstacles" of anxiety, motivation, and skill deficiency that are assessed and overcome at the "Taking Stock" stage. Last week we discussed the "Hypothetical Goal Situation"*

form at the "Taking Stock" stage, and you worked on the "Personal Goal Situation" form at this stage as homework. In your small groups, I would like you to each take turns presenting your "Personal Goal Situation" to your group. Using the layout of your completed form, the first student will describe the action plan elements for his or her situation, the decisions as to which "Taking Stock" stage "obstacles" are blocking self-power, and his or her methods of overcoming these obstacles. The rest of the group will give feedback on this situation. After feedback has been given, switch to the next person, and continue for all four members of your group. We will go for about ten minutes, so take two or three minutes per person. Any questions? (the instructor will respond to student queries). Begin.

The instructor will mingle amongst the groups, encouraging discussion, and giving descriptive praise and informational feedback. The instructor will give students a one-minute warning before completing the exercise.

### Large Group Inductive Exercise (The "Human Knot"); Class Discussion and Lecture

To get us moving and to introduce the "Specifying Goals and Methods" lessons, let's do a group exercise. Let's clear away the tables and chairs, and divide into equal numbered groups, with each group having a minimum of eight and a maximum of ten members... stand in a circle looking towards the middle...and hold hands...this

position is your goal position for this exercise...the exercise is called "The Human Knot." In a moment I will have you clasp hands in a random knot, and your goal will be to unravel the knot until you are standing in a circle like you are now.

Release your hands and form a tight circle...reach out your hands, and grasp the hands of others...do not grasp a hand of the person standing next to you, and do not grasp both hands of someone... you will have 3 ninety-second trials to unravel the knot and form the circle. You cannot lose clasp of your hands at any time.

Here are your instructions for the first trial. You are to have no eye contact with other students. You are to be completely silent<sup>e</sup> (no words or noises). Any questions? (The instructor will answer student queries). Begin.

Between trials, the instructor will enforce the trial's limitations, time the trial, and call "FREEZE" after ninety seconds. If any students are free of the knot after the first or second trial, the instructor will break the knot and have students begin the next trial in the original "knotted" position (see above instructions).

Here are your instructions for the second trial. You can have eye contact. You can make two-word statements, but only once every ten seconds. Non-word noises are allowed. Any questions? (the instructor will answer student queries). Begin.

Here are your instructions for the third trial. You have total freedom of communication. Any questions? (the instructor will

answer student queries). *Begin.*

The instructor may allow extra time on the final trial if the group is close to "unraveling" the knot. While the students remain standing, the instructor will elicit a class discussion of the exercise, using the following questions.

*On which trial were you most successful? Why?*

*How did you approach the problem? What helped? What hindered?*

The instructor will encourage student input through the use of active listening, descriptive praise, and redirection. The instructor then will request students to return desks and chairs to their original positions and to be seated. The instructor then will read or paraphrase the following lecture.

*In this exercise, your group goal was to unravel the human knot. You had three trials, beginning with no communication, then limited communication, then open communication. As you discovered, communication (both verbal and non-verbal) is a key to self-power in groups. The more specific you were allowed to be in your communication, the easier it became to reach your group goal. When you could look at each other, and talk and listen to each other, you began to develop strategies and take specific steps, and you had increasing success in unraveling the human knot. As you became increasingly specific, your results were increasingly successful.*

*Whether it be stating goals or stating methods to reach these goals, the key to success is "Specificity." The more specific you*

can become about exactly what you want to accomplish and exactly what you will do to accomplish it, the greater your chances are of achieving self-power.

And that's what this lesson and next lesson are all about-- becoming specific.

### Introduction to the "Specifying Goals" Stage

The instructor will read or paraphrase the "Student Guidebook" (Lesson #7) lesson notes from the beginning through the figure that displays the two "Specifying" stages. The instructor will draw this figure on the blackboard to illustrate the movement from "Specifying Goals" to "Specifying Methods."

### Introduction to the "Two Necessary Characteristics of Specific Goals;" Practice Exercises, and Class Discussions

The instructor will divide the class into groups of four, and will distribute (face down) the two exercise forms (Handouts 8 and 9) and Handout 7 (Specific Goals Have Two Necessary Characteristics) to each student.

The instructor will introduce the "necessary characteristics of goals" and lead into the subsequent exercises by requesting students to attend to Handout 7 and the following lecture.

There are two necessary characteristics of specific goals:

- 1) Specific goals must be stated in active and precise terms.

"Active" means that the goal statement must be action-oriented.

The self-instructor must do something, and must accomplish something.

"Precise" means that the goal statement must specify exactly what

the end result will be.


Let's look at the two examples in the top box on the hand-out--they show the difference between active, precise goals and passive, imprecise goals. (the instructor will read and discuss those examples). Note how much better informed you are about the expected outcome of the efforts when the goals are stated in active, precise terms. Remember, at this stage we are considering only the goals, not the methods.

Are there any questions about the difference between active, precise goals and passive, imprecise goals? (the instructor will answer student queries).

O.K., let's do an exercise to practice discerning active, precise goals. Turn over the exercise form that is headed "Stating Goals in Active, Precise Terms." (the instructor will help explain the task by displaying the form--Handout 8). You will notice that this form lists four goal statements. Working alone, I would like you first to write in the blanks on the left side whether the goal is stated in active, precise terms (write "AP"), or in passive, imprecise terms (write "PI"). Are there any questions about this task? (the instructor will answer student queries). Take some time to do that now.

While the students are engaged in this task, the instructor will draw the following chart on the board:

	GROUP #1	GROUP #2	GROUP #3	GROUP #4
GOAL STATEMENT #1				
GOAL STATEMENT #2				
GOAL STATEMENT #3				
GOAL STATEMENT #4				

The instructor will wait until students appear to have completed the task (approximately two minutes). 

*Next, I would like you to discuss each goal statement within your group, and come to a group consensus (agreement) about whether each goal is stated in active, precise terms, or in passive, imprecise terms. Then write this agreed-upon decision ("AP" or "PI") in the blank to the right of each goal. (The instructor will help explain the task by displaying the exercise form--Handout 8).*

*Please do that now.*

The instructor will mingle amongst the groups, encouraging discussion, and giving descriptive praise and informational feedback. The instructor will give the groups a 30-second "warning" to complete the exercise when they are close to completing the assigned task (approximately 3 minutes). The instructor will request a spokesperson from each group to announce the group's answer to each goal statement, and will complete the blackboard chart.

The instructor will lead a class discussion about each goal statement. Correct answers are:



Goal Statement #1: (PI) This goal is stated in vague, imprecise terms.

Goal Statement #2: (PI) Although the methods of reaching this goal are specified, the goal statement is vague, passive, and imprecise.

Goal Statement #3: (AP) In this goal statement, the methods are still unspecified, but the goal is stated in active, precise terms.

Goal Statement #4: (AP) In this goal statement, both the methods and goals are stated in active, precise terms. The goal here is planning a strategy. A future goal may be implementing the strategy.

2) *The second necessary characteristic of specific goals is that specific goals must be easily evaluated at the end of self-instruction. It makes sense that if we want to accomplish something, we should state that goal in terms that allow us later to evaluate whether the goal has been met. In order to make evaluation procedures obvious, it is necessary to attach criteria (how much, how often, for how long, etc. something is done) or conditions (to what extent something is done) to the active, precise goal statements.*

*Let's look at the two examples in the bottom box of handout 7--they show the difference between goal statements that are easily evaluated and goal statements that are not easily evaluated. (the instructor will read and discuss those examples). Note that for the goal statements that are easily evaluated, it will be easy to decide (at the end of self-instruction) whether those goals have been met.*

Are there any questions about the difference between goals that are easily evaluated and goals that are not easily evaluated? (the instructor will answer student queries).

O.K., let's do an exercise to practice discerning goals that are easily evaluated. Turn over the second exercise form, "Stating Goals That Are Easily Evaluated." (The instructor will help explain the task by displaying the exercise form--Handout 9). Note that this form also lists four goal statements. Working alone, I would like you first to write in the blanks on the left side whether the goal is stated in terms that make it easily evaluated (write "EE") or in terms that make it not easily evaluated (write "NE") at the end of self-instruction. Remember that easily evaluated goals specify the criteria (how much, how often, for how long, etc. something is done) or conditions (to what extent something is done). Are there any questions about this task? (the instructor will answer student queries). Take some time to do that now.

While the students are engaged in this task, the instructor will erase the charted student responses from the previous exercise (erase only the "NP" or "PI" letters). The instructor will use the same chart outline for the present exercise.

Next, I would like you to discuss each goal statement within your group, and come to a group consensus (agreement) about whether each goal is stated in terms that make it easily evaluated or not easily evaluated at the end of self-instruction. Then write this

agreed-upon decision ("EE" or "NE") in the blank to the right of each goal (the instructor will help explain the task by displaying the exercise form--Handout 9). Please do that now.

The instructor will mingle amongst the groups, encouraging discussion, and giving descriptive praise and informational feedback. The instructor will give the groups a 30-second "warning" to complete the exercise when they are close to completing the assigned task (approximately 3 minutes). The instructor will request a spokesperson from each group to announce the group's answer to each goal statement, and will complete the blackboard chart.

The instructor will lead a class discussion about each goal statement. Correct answers are:

Goal Statement #1: (NE) Although the methods are stated in clear and easily evaluated terms, there is no stated way of evaluating the outcome goal ("to improve my high-jumping"). A statement such as "I will improve my best height by two inches by the end of the month" would make evaluation possible.

Goal Statement #2: (EE) For this goal statement, both the methods and the goals are the same statement. At this stage, "getting along better with my father" is defined as "going all of next week without criticizing him, and saying at least one complimentary thing to him every day of that week." Vague statements such as "improving relationships" need to be defined by specific behaviors such as these in order to be easily evaluated.

Goal Statement #3: (EE) Although the means for reaching the goal are not stated (they can be finalized at the next stage, "Specifying Methods"), it will be easy to evaluate this goal statement.

Goal Statement #4: (NE) In this statement there is no mention of what the student will be doing (method), and no mention of how the student will evaluate whether he or she indeed "did well" on the quiz." A set criteria of, say, 60% on the quiz would have made the statement easily evaluated.

#### Statement of Homework

*As homework, please read the lesson notes for Lessons #7 and #8, and the completed "Hypothetical Goal Situation" forms at the "Specifying Goals" stage and the "Specifying Methods" stage. I will distribute these to you in a minute. Use the "Hypothetical Goal Situation" forms as process models to begin work on your "Personal Goal Situation" forms at the "Specifying Goals" stage and the "Specifying Methods" stage. We will work on that further in class next lesson. Also, complete the "Suggested Activity" at the end of your Lesson #7 notes.*

The instructor will distribute the above-mentioned information (including Handouts HGS5 and HGS6).

*Remember to turn in your mid-term take-home tests before you leave today. We will review them next week.*

## Handout 7

## SPECIFIC GOALS HAVE TWO NECESSARY CHARACTERISTICS

1. They must be stated in active and precise terms.
2. They must be easily evaluated at the end of self-instruction.

PASSIVE, IMPRECISE GOALS

"I FEEL LOUSY. I WISH I COULD  
LOSE SOME WEIGHT."

ACTIVE, PRECISE GOALS

"IN ORDER TO LOSE TEN POUNDS  
(5 KG.) NEXT MONTH, I WILL  
AVOID ALL DESSERTS, AND RUN  
TWO MILES EVERYDAY FOR THE  
ENTIRE MONTH."

I'M TIRED OF BEING LONELY ALL  
THE TIME. I'D REALLY LIKE TO  
MAKE SOME MORE FRIENDS."



"I'M GOING TO COME UP WITH  
SOME KIND OF PLAN FOR MEET-  
ING PEOPLE, AND USE THAT  
METHOD TO MAKE TWO NEW FRIENDS  
THIS SEMESTER."

GOALS THAT ARE NOT  
EASILY EVALUATED

"AS A BEGINNING GOAL, I'D LIKE  
TO GET SOME INTERVIEWS IN THE  
NEXT LITTLE WHILE WITH MANAGERS  
OF RESTAURANTS."

EASILY EVALUATED GOALS

"AS A BEGINNING GOAL, I'D LIKE  
TO GET INTERVIEWS WITH THREE  
DIFFERENT RESTAURANT MANAGERS  
IN THE NEXT TWO WEEKS."

"I'LL DO RELAXATION EXERCISES  
TWICE A DAY FOR A MONTH, TO  
SEE IF THEY WILL HELP ME CUT  
DOWN ON TENSION HEADACHES."



"I'LL DO RELAXATION EXERCISES  
TWICE A DAY FOR A MONTH, TO SEE  
IF THEY'LL HELP ME TO HAVE AT  
LEAST 50% FEWER TENSION HEAD-  
ACHES NEXT MONTH."

## Handout 8

## STATING GOALS IN ACTIVE, PRECISE TERMS

Are the following goals stated in active, precise (AP) terms,  
or in passive, imprecise (PI) terms?

YOUR  
CHOICE

GROUP  
CHOICE

I failed another course this semester.  
Something has to be done about my  
school grades.

I'll try the relaxation exercises I  
learned last week. I'll practice  
them daily for the next two weeks and  
see if they help.

I want to find some new methods of  
getting along better with my sister.  
Next month, my goal is to cut down on  
my yelling or swearing at her to twice  
a week or less.

I'll visit the student employment cen-  
ter this week to find out what part-  
time jobs are available. Then I will  
talk with the counsellor and plan a  
specific job-hunting strategy.

## Handout 9

## STATING GOALS THAT ARE EASILY EVALUATED

Are the following goals easily evaluated (EE), or not easily evaluated (NE) at the end of self-instruction?

YOUR  
CHOICE

GROUP  
CHOICE

\_\_\_\_\_ In order to improve my high-jumping skill, I will train under the track and field coach 2 hours a day, three days per week for the next month. \_\_\_\_\_

\_\_\_\_\_ My objective at this stage of my project "To get along better with my father" is to go all of next week without criticizing him, and to say at least one complimentary thing to him every day of that week. \_\_\_\_\_

\_\_\_\_\_ I will make some plans and follow them through in order to get my driver's licence before my 17th birthday. \_\_\_\_\_

\_\_\_\_\_ This new computer course is extremely important to me, so I'm going to work very hard in order to do well on the quiz next week. \_\_\_\_\_

## Handout HGS5

## "HGS--SPECIFYING GOALS Stage"

For Greg's situation, write a statement that meets the requirements of the "Specifying Goals" stage. Remember to frame active and precise goals, and to state them in terms that make them easy to evaluate at the end of self-instruction.

(specific goals are underlined)

(1) For the 12 school weeks left in the term, Greg will see each teacher weekly to review progress, get feedback, and set up the next week's assignments, in order to pass all his grade 10 subjects this year.

(2) For each of the 12 school weeks left in the term, Greg will dispute and replace his irrational anxious thoughts about contacting each teacher with rational coping thoughts such as, "Well, I guess I really do need help to get through this. After all, it is their job to teach students who need help, so I don't need to feel silly or dumb when I ask for their help." This will be done in order to pass all his grade 10 subjects this year.

(3) For the 12 school weeks left in the term, Greg will set up a clear, systematic study schedule that he thinks he can follow in order to pass all his grade 10 subjects this year.

(Note that the first three elements of the plan have the same goal-- "...to pass all his grade 10 subjects this year." The methods of reaching this goal are also specified for (1), and (2), but not for (3). This will be done at the next stage).

(4) In order to gain mechanic's experience, make money, and decide whether mechanic work is what he would like to do for a living, Greg will work at his uncle's garage on Thursdays from 3:30 to 8:00 p.m., and from 8:30 to 5:00 on Saturdays until the end of the school year.

(5) With the help of his school counselor, Greg will plan some method to get specific information on the local Vocational Schools' mechanics courses (times, entrance requirements, application procedures, etc.).

(Note that again the methods to reach this specific goal are not specified here. This will be done at the next stage).



"HGS--SPECIFYING METHODS Stage"

For Greg's situation, specify the methods Greg will use to reach his action plan goals. Remember to use the three substeps of the "Specifying Methods" stage: (1) List all necessary actions for each action plan goal, (2) Sequence all actions, and (3) Timetable all actions (refer to Lesson #8 notes for details of these substeps).

In the space below, write a hypothetical finalized list (sequenced and timetabled) of all actions.

- (1) April 8. Arrange with teachers to see them weekly to review progress, get feedback, and set up the next week's assignments.
- (2) April 9. Plan a clear and achievable systematic study schedule (that meets the workload needs) for the rest of the school year. (see following page for specified schedule and chart).
- (3) April 10. Meet with the school counselor to plan letters to the Vocational Schools (decide where to write, and tips on how to compose the letters).
- (4) April 10-13. Review theory and practice a) recognizing, b) stopping, and c) replacing irrational thoughts about contacting teachers.
- (5) Starting April 11. Begin work at uncle's garage (times specified at previous stage).
- (6) April 14. Make a chart of weekly contact with each teacher for the remaining twelve weeks of the term (see following page).
- (7) April 14. Make a checklist to evaluate the use of the rational, coping thoughts regarding contacting the teachers weekly (see following page).
- (8) April 14. Make a chart of study-schedule times for the remaining twelve weeks of the school term.
- (9) April 15. Begin to complete all charts.
- (10) April 20. Write letter (rough copy) to Vocational Schools.
- (11) April 25. Get feedback from school counselor on letters to Vocational Schools.
- (12) May 1. Write and mail final copy of letters to Vocational Schools.
- (13) May 15 and 30. Think about (and make notes) of work as a mechanic and whether it is a desirable career.
- (14) May 31. Half-way (six-week) evaluation of self-instruction program. Self-reward or alter program.

CONTACTED TEACHER WEEKLY (✓) OR (X)

MATH												
SOCIALS												
ENGLISH												
SCIENCE												

WK WK WK WK WK WK WK WK WK WK WK WK  
1 2 3 4 5 6 7 8 9 10 11 12

USED RATIONAL SELF-TALK (✓) OR (X)

--	--	--	--	--	--	--	--	--	--	--	--	--

WK WK WK WK WK WK WK WK WK WK WK WK  
1 2 3 4 5 6 7 8 9 10 11 12

NUMBER OF HOURS (HOMEWORK HOURS STUDIED)

MATH												
SOCIALS												
ENGLISH												
SCIENCE												

WK WK WK WK WK WK WK WK WK WK WK WK  
1 2 3 4 5 6 7 8 9 10 11 12

WEEKLY TOTAL FOR EACH SUBJECT TO BE SUMMED EACH SATURDAY.

Following meetings with school counselor, teachers, and Greg, it was agreed that Greg would complete 12 hours of homework per week, broken down as follows: Math = 3 1/4 hrs., Socials = 2 1/2 hrs., English = 3 1/2 hrs., Science = 2 3/4 hrs. (minimum). Greg will allow himself Saturday night out (reward) if he completes his studying.

## Handout PGS5

**"PGS--SPECIFYING GOALS Stage"**

For your "Personal Goal Situation," write a statement that meets the requirements of the "Specifying Goals" stage. Remember to frame active and precise goals, and to state them in terms that make them easy to evaluate at the end of self-instruction.

**"PGS--SPECIFYING METHODS Stage"**

For your "Personal Goal Situation," specify the methods you will use to reach your action plan goals. Remember to use the three substeps of the "Specifying Methods" stage: (1) List all necessary actions for each action plan goal, (2) Sequence all actions, and (3) Timetable all actions (refer to Lesson #8 notes for details of these substeps).

In the space below, write a finalized list (sequenced and timetabled) of all actions. Write specified schedule and chart/s on opposite side of this page.

# "PGS--TAKING STOCK STAGE"

Which of the three "Taking Stock" stage "obstacles" are blocking your achievement of self-power for the various elements of your "Personal Goal Situation" action plan?

	ANXIETY	SKILL ACQUISITION	MOTIVATION
<u>Action plan element #1</u>			
<u>Action plan element #2</u>			
<u>Action plan element #3</u>			
<u>Action plan element #4</u>			

Describe steps you can take to overcome these obstacles

## Lesson #8 Chart--SPECIFYING METHODS

<u>Time</u>	<u>Activity</u>	<u>Student's Part</u>	<u>Instructor's Part</u>	<u>Key Instructor Skills</u>	<u>Media and Supplies</u>
10	Introduction to the "Specifying Methods" stage and substeps	-attending	Lecture introduction (from "Student Guidebook"). Display and discuss transparencies.	-lecture -markers of importance	-Student Guidebook (Lesson #8) -overhead & transparencies ("Specifying Methods" Stage Substeps), Ki and fi (see Lesson #5), and O ("Swim Lesson Planning and Checklist")
24	Small group exercise: "Specifying Methods"	-attending -small group discussion and problem-solving -think and write responses -class discussion	Divide students into small groups. Give specific instructions as to content and process of task (display transparency as process model). Circulate amongst groups, checking progress. Time exercise. Elicit class discussion of exercise. Distribute and discuss the example response sheet for this exercise (optional).	-physical arrangement -explaining and directing -exercise -descriptive praise -informational feedback -conceptual questioning -lecture	-handout 10 exercise forms (Small Group Exercise--"Specifying Methods") -blank work sheets -transparency O -handout 10A optional use (example response) (two pages) -Student Guidebook (Lesson #8)
5	Discuss other common self-instruction "mistakes" at the "Specifying Methods" stage; brief review of the program stages to date	-attending	Lecture (from "Student Guidebook.")	-lecture	-Student Guidebook (Lesson #8)

(cont'd)

20 Small group exercise: "Personal Goal Situation" at the "Specifying" stages

- attending
- small group discussion and problem-solving
- think and write responses

-physical arrangement

- explaining and directing exercises
- descriptive praise
- informational feedback

-"Personal Goal Situation" packets (PGS1, PGS2, PGS3, PGS4, PGS5, and PGS6)

Divide students into small groups. Request students to discuss their "PGS" in their group, planning and completing their "Specifying Goals" and "Specifying Methods" stage forms. Circulate amongst groups, checking progress. Time exercise.

1 Statement of homework

- attending

-statement

10 Mid-term test review

- reviewing
- answering students' questions

-marked tests

Assign homework of completing "PGS" forms through the "Specifying" stages, review Lesson #8 notes, and completing Lesson #8 "Suggested Activities."

Return marked mid-term take-home tests. Review test questions and answer student queries.

10 Mid-term test review

- review test

Brief Description and Rationale for Lesson #8

The lesson begins with a brief statement about the previous lesson, followed by a lecture introduction (and displayed transparency) to the "Specifying Methods" stage of "Training for Self-Power." This provides students with basic knowledge of the concepts and substeps of this stage.

Discussion of an example of the four substeps of this stage gives students a concrete example to which to relate the theory. Similarly, the display and discussion of the "charting" transparency allows students to observe theory in graphic form.

The instructor will display and discuss the transparency of the swim lesson attendance checklist. This will model the use of "charting" for the following group exercises.

Next, the instructor will introduce and orchestrate a small group exercise in which the students "Specify Methods" for a given situation (select procedures, and list, sequence, and timetable specific actions; and draw or describe appropriate "charting"). The instructor will mingle amongst the groups, giving direction and feedback. The instructor will elicit a class discussion of the exercise, and has the option to distribute and discuss an example response sheet if he or she feels the class needs direct instructional feedback. This exercise allows students the opportunity to practice the substeps and processes of the "Specifying Methods" stage, and provides small group, class, instructor, and perhaps written feedback on this practice.



The instructor then will discuss potential problems ("common mistakes") at the "Specifying Methods" stage, and briefly will review the program stages to date. This review helps to clarify the "stages" model, and leads into the following exercise.

The instructor then introduces and orchestrates a small group exercise dealing with the "Specifying" stages of the students' "Personal Goal Situations." Each group discusses their individual "Personal Goal Situations" for these stages, and completes these forms. This will require students to practice these processes using their own personally relevant situation. The completed "Hypothetical Goal Situation" forms and charts for the "Specifying Goals" and "Specifying Methods" stages (distributed the previous lesson), give students a concrete example of the theory, and model use of the "Personal Goal Situation" forms for these stages. The instructor will also elicit and answer questions regarding process and content. The instructor will mingle among the groups, providing descriptive praise and informational feedback to the students' practice efforts.

The instructor then will return the marked mid-term take-home tests. Discussion of the questions gives students feedback to their practice (sampling of material to be learned).

Finally, as homework, the instructor will request students to complete their "Personal Goal Situation" forms through the "Specifying Goals" and "Specifying Methods" stages, review Lesson #8 notes, and complete the Lesson #8 "Suggested Activities." This will require students to review lesson theory and to complete further practice.

## Lesson #8 Script

### Introduction to "Specifying Methods"

*Last lesson we learned about "Specifying Goals" for our self-instruction efforts towards self-power. Once these goals have been specified, the self-instructor shifts his or her attention to "Specifying Methods" that will best accomplish these goals.*

The instructor then will read or paraphrase Lesson #8 notes (in "Student Guidebook") from the beginning to the end of the discussion of timetabling actions (including the example of the swim lessons). During this lecture, the instructor will display transparency N ("Specifying Methods" Stage Substeps). When discussing the benefits of behavioral charting, the instructor will display and comment briefly on the "chart" transparencies (Ki and ii) from Lesson #5. When discussing the "timetabling" substep, the instructor also will display and discuss transparency O (Swim Lesson Planning and Checklist). Continue to display this transparency during the following exercise.

### Small Group Exercise: "Specifying Methods"

The instructor will divide the class into groups of four, and locate the groups around the room. The instructor then will distribute the exercise form (Handout 10; Small Group Exercise--"Specifying Methods") and a blank work sheet to each student, read the form aloud with the students, and explain and answer questions relating to the task. The instructor will refer to the displayed transparency (O) of the swim lessons as a model for the exercise.

*In your groups, choose one member to be group secretary. After you have completed your planning on the rough worksheets, this person will write the final "Specified Methods" on the form, and we will discuss them with the entire class. Remember to draw "charts" for the self-instructor to complete. You have about twelve minutes.*

*Begin.*

The instructor will mingle amongst the groups, encouraging group discussion and providing descriptive praise and informational feedback. After twelve minutes or when the groups seem to have completed the task, the instructor will give a one-minute warning and then end the exercise.

Drawing on the group secretaries, the instructor then will elicit a discussion of the exercise, compare group responses, and make notes on the blackboard. The instructor will decide whether or not to distribute and discuss the example response sheets for this exercise.

Other "Common Mistakes" in "Specifying Methods;" Brief Review of Program Stages to Date

The instructor will read or paraphrase the remainder of the Lesson #8 "Student Guidebook" notes, discussing "common mistakes" made by self-instructors at the "Specifying Methods" stage, and providing a brief theoretical review of the five stages of self-instruction presented to date.

### Small Group Exercise: "Personal Goal Situation" at the "Specifying" Stages

*Last lesson, you worked on a small group exercise in which you discussed your "Personal Goal Situation" forms. I'd like you to split off now into those same groupings. Take your "Hypothetical Goal Situation" forms and your "Personal Goal Situation" forms with you. If you are missing any "Personal Goal Situation" forms through the "Specifying Methods" stage, or if you would like a fresh form, I'll give them out now.*

The instructor will supervise the placement of groups around the room, and will distribute requested "PGS" forms.

*For the next few minutes, I would like your group to discuss your "Personal Goal Situations," reviewing each group member's self-instruction situation and planning the completion of your forms at the "Specifying Goals" and "Specifying Methods" stages of "Training for Self-Power." Use the completed "Hypothetical Goal Situation" forms for the "Specifying Goals" and "Specifying Methods" stages as models for completing your "Personal Goal Situation" forms. If you don't complete the forms and charts during this lesson, please do so as homework for next lesson. Any questions? (The instructor will answer student queries).*

During the exercise, the instructor will mingle amongst the groups, encouraging group discussion and providing descriptive praise and informational feedback. The instructor will give a

one-minute "warning" and will terminate this exercise when there are ten minutes remaining in the lesson.

#### Mid-term Test Review

The instructor will return students to their class seating, and will return their marked mid-term take-home tests. The instructor briefly will review the test questions (and the marking criteria --see Lesson #6), and will answer student questions.

#### Statement of Homework

Just before the end of the lesson, the instructor will make the following statement:

*If you haven't yet completed your "Personal Goal Situation" forms through the "Specifying Goals" and "Specifying Methods" stages, please do so for homework by next lesson. Also for homework, please review lesson #8 notes, and complete the Lesson #8 "Suggested Activities."*

Small Group Exercise ("Specifying Methods")

"I will go on a strict diet and exercise program to lose one kilogram a week for the next four weeks."

I. "Specifying Goals" The "goal" of this declaration ("lose one kilogram a week for the next four weeks") is stated actively and precisely, and will be easily evaluated at the end of self-instruction.

II. "Specifying Methods" The "methods" used to meet these specified goals contain some limited specification ("a strict diet and exercise program"), but this alone does not provide sufficient guidance for the performance of all necessary actions.

• (A) Select procedures, and list, sequence, and timetable (hypothetically) at least six specific actions that would help the self-instructor achieve self-power.

(B) Describe and/or draw "charts" (notebooks, diaries, checklists, graphs, charts) that would help the self-instructor to complete the above specific actions (use other side of this form).

Small Group Exercise ("Specifying Methods")

"I will go on a strict diet and exercise program to lose one kilogram a week for the next four weeks."

I. "Specifying Goals" The "goal" of this declaration ("lose one kilogram a week for the next four weeks") is stated actively and precisely, and will be easily evaluated at the end of self-instruction.

II. "Specifying Methods" The "methods" used to meet these specified goals contain some limited specification ("a strict diet and exercise program"), but this alone does not provide sufficient guidance for the performance of all necessary actions.

(A) Select procedures, and list, sequence, and timetable (hypothetically) at least six specific actions that would help the self-instructor achieve self-power.

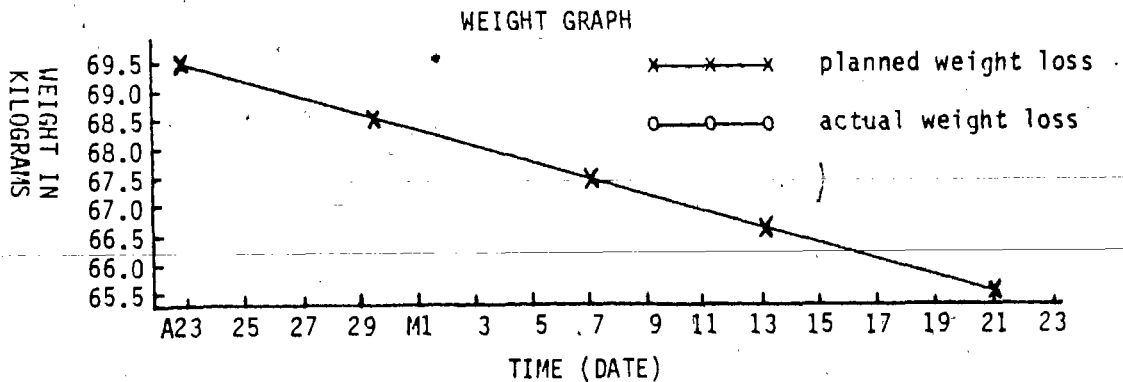
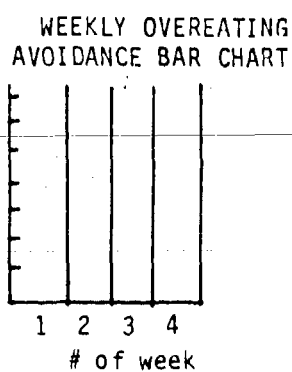
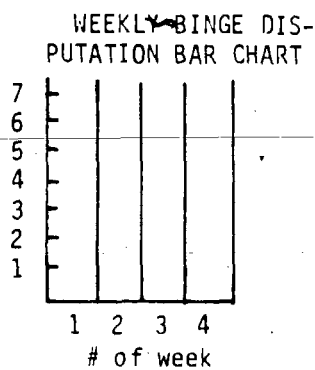
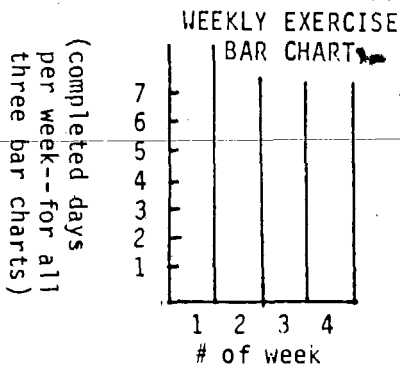
THERE ARE MANY DIFFERENT SPECIFIC ACTIONS THAT MAY BE HELPFUL. THE FOLLOWING IS ONE HYPOTHETICAL RESPONSE TO THIS EXAMPLE SITUATION.

1. April 8-11 *"Select Procedures" to reach goal (see April 23 for specifics).*
2. April 15 *Visit both local recreation centres to obtain information on sports classes and public recreation hours and costs.*
3. April 16-20 *Make "charts" to evaluate and measure progress towards goals (to increase motivation to act).*
4. April 22 *Buy bathroom scales*
5. April 22 *Grocery shop for appropriate food supplies (to be done each week).*
6. April 23
  - a) *start diet plan of eating three meals a day, with no second helping (except vegetables), and no desserts or snacks except fruit. Reward for success is to watch favourite "soap opera" on TV.*
  - b) *start individualized positive self-talk (daily program) to counteract desires to binge eat.*
  - c) *start aerobic exercise program (five times a week, do one of the following; minimum): --30 min. jogging or continuous running; --45 min. racquetball, bike ride, or exercise class; --60 min. rapid walk, tennis, or team sport; --playing an 18 hole golf course.*
  - d) *weigh self today and every second day after for the four-week self-instruction period.*
  - e) *start to complete all "charts" nightly before going to bed (post "charts" in kitchen).*
7. May 7 *Evaluate the self-instruction program (today and at the end of the self-instruction period). Self-reward if successful and replan if having problems.*

(over for charts)

SELF-INSTRUCTION CHART (WEEK I)

	Exercise (Y. or N): Describe Exercise	Individualized Positive Self-Talk (Bingé Disputation) (Y or N)	Eat 3 meals a day: avoid second helpings (except vegetables; avoid desserts or snacks (except fruit) (Y or N): Describe Problems
April 23			
April 24			
April 25			
April 26			
April 27			
April 28			
April 29			
WK I TOTAL (out of 7)			





# **“SPECIFYING METHODS” STAGE SUBSTEPS**

- 1. SELECTING  
PROCEDURES**
- 2. LISTING ACTIONS**
- 3. SEQUENCING  
ACTIONS**
- 4. TIMETABLING  
ACTIONS**

# SWIM LESSON PLANNING AND CHECKLIST

Monday, October 6 (after school)

(1) Research swim lessons--call all three local pools and inquire about times and costs.

Tuesday, October 7 (after school)

(2) Register for swim lessons.

Saturday, October 11 (a.m.)

(3) Shop for and buy swimsuit downtown.

Wednesday, October 15 (7:30 - 9:00 p.m.)

(4) Attend first swim lesson at YM/YWCA (weekly for eight weeks).

## ATTENDANCE AT SWIM LESSONS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OCT	OCT	OCT	NOV	NOV	NOV	NOV	DEC
15	22	29	5	12	19	26	3

Lesson #9 Chart--ACTING

<u>Time</u>	<u>Activity</u>	<u>Student's Part</u>	<u>Instructor's Part</u>	<u>Key Instructor Skills</u>	<u>Media and Supplies</u>
2	Overview	-attending	Brief description of lesson content and processes.	-overviewing	
7	Introduction of "Acting" stage of self-instruction (and crucial attributes)	-attending -responding to question	Statement of "Acting" stage theory; inductive questioning; display and read stage "summary" transparency.	-lecturing -inductive questioning -markers of importance	-overhead & transparency P (The "Acting" Stage)
17	"The Power of Positive and Negative Thinking" (lecture, discussion, and handouts)	-attending -reading handouts -responding to questions -class discussion	From the "Student Guidebook," lecture on theory of "positive thinking." Introduce and distribute the humorous handout packets (Handout II), and allow students time to read. Elicit class discussion on students' personal experiences using positive and negative thinking. Discuss the importance of positive thinking in attaining self-power.	-lecturing -explaining and directing -probing questioning	-Student Guidebook (Lesson #9) -handout II packets (The Power of Negative Thinking)
4	Lecture on the importance of "Commitment to Hard Work"	-attending	From the "Student Guidebook," lecture on theory of "Commitment to Hard Work."	-lecturing	- Student Guidebook (Lesson #9)  (cont'd)

<p>12</p>	<p>Modeled example and class practice of "Acting" stage self-talk</p>	<p>-attending questions -class discussion</p>	<p>From the "Student Guidebook," read or paraphrase the example of how to use the critical self-talk attributes of "Positive Thinking" and "Commitment to Hard Work." Read two hypothetical "Acting" stage situations, and request students to describe effective self-talk statements (incorporating the two critical attributes), that would help encourage "Acting" to achieve self-power.</p>	<p>-explaining and directing exercise -conceptual questioning -descriptive praise -informational feedback</p>	<p>-transparency P</p>
<p>16</p>	<p>Review of the "Hypothetical Goal Situation" stages; class discussion and completion of the "HGS--ACTING Stage" form</p>	<p>-attending -responding to questions -class discussion</p>	<p>Reintroduce the "HGS" and briefly review Greg's completed self-instruction stages. Request students to describe effective self-talk statements (incorporating the two critical attributes) that would help encourage Greg towards "Acting" to achieve self-power. Write student responses on blackboard, and request students to complete the distributed "HGS--ACTING Stage" form.</p>	<p>-explaining and directing exercise -markers of importance -conceptual questioning -summarizing</p>	<p>-handouts: HGS1, HGS2, HGS3, HGS4, HGS5, and HGS6 -transparency P -handout HGS7 (uncompleted "HGS--ACTING Stage") form -handout HGS7A ("HGS--ACTING Stage") completed form (use optional)</p>
<p>1</p>	<p>Summary of "Acting" stage theory</p>	<p>-attending</p>	<p>Statement summarizing "Acting" stage theory.</p>	<p>-statement</p>	<p>-transparency P</p>
<p>1</p>	<p>Statement of homework</p>	<p>-attending -completing homework</p>	<p>As homework, request students to review Lesson #9 notes and read Lesson #10 notes in the "Student Guidebook." Also request students to complete Lesson #9 "Suggested Activities," and complete their "Personal Goal Situation--ACTING Stage" form.</p>	<p>-statement</p>	<p>- "Student Guidebook" notes for Lessons #9 and #10. -handout PGS7 ("PGS--ACTING Stage")</p>

### Brief Description and Rationale for Lesson #9

The lesson begins with an overview of the lesson's content and processes. This prepares students for the activities to come.

The instructor then introduces (through lecture and overhead transparency) the self-instruction "Acting" stage of "Training for Self-Power." This introduces the students to the required theoretical knowledge for this stage of self-instruction.

Next, the instructor will lecture to the class about the importance of "Positive Thinking" at the "Acting" stage. This provides theoretical knowledge of this crucial attribute of self-talk statements.

The instructor then will distribute the humorous handout packet "The Power of Negative Thinking," and request students to take a few minutes to peruse it. The humour provides a balance to the serious theoretical learning in the lesson, and is intended as a stimulus to student involvement.

Next, the instructor will discuss the importance of positive thinking in attaining self-power. The students will personalize this key general concept by discussing examples of their positive and negative thinking.

The instructor then will lecture to the class about the importance of "Commitment to Hard Work." This provides theoretical knowledge of the second of the two crucial attributes of self-talk

statements that would help encourage "Acting" to achieve self-power. This class exercise gives students practice in personalizing the use of the two crucial attributes of self-talk statements that self-instructors must repeat to themselves frequently throughout the "Acting" stage.

Next, the instructor reintroduces the "Hypothetical Goal Situation," and reviews briefly the completed self-instruction stage forms for Greg's situation. The instructor asks the class to describe the various self-talk statements that Greg should focus on at the "Acting" stage. The instructor then writes student responses on the blackboard, and students are requested to complete their "HGS--ACTING Stage" form. This exercise gives students a further opportunity to practice "Acting" stage theory. Completing the "HGS--ACTING Stage" form also models how the students will complete their "Personal Goal Situation--ACTING Stage" form, which is assigned as a homework task.

Also for homework, the instructor assigns reading of Lesson #9 and #10 notes (reviewing and introducing lesson theory), and Lesson #9 "Suggested Activities," which provide further opportunity to practice discerning, describing, and stating the two crucial attributes of self-talk statements necessary to achieve "Acting" stage success.

The lesson summary provides a review of "Acting" stage theory and major concepts.

## Lesson #9 Script

### Lesson Overview

So far in our "Training for Self-Power" mini-program, we've discussed and practiced the self-instruction stages of "Deciding," "Gathering Information," "Taking Stock," "Specifying Goals," and "Specifying Methods."

In this lesson, we are going to discuss and practice the sixth self-instructional stage of "Training for Self-Power," "Acting."

I'm going to start today by introducing you to the "Acting" stage. I'll discuss the power of positive and negative thinking and commitment to hard work, distribute handouts on "The Power of Negative Thinking" for you to read, and we'll discuss situations in our own lives when we've used positive and negative thinking.

We'll practice the "Acting" stage self-talk for two hypothetical situations, review the "Hypothetical Goal Situation" stages to date, and complete the "Hypothetical Goal Situation" form for the "Acting" stage.

### Introduction of the "Acting" Stage of Self-Instruction (and Crucial Attributes)

The sixth self-instruction stage in "Training for Self-Power" is "Acting." "Acting" involves the step-by-step execution of the sequences of specific actions developed and planned in the previous five stages. The self-instructor comes face-to-face with the purposeful effort required to accomplish any worthwhile lifestyle

changes. Success or failure of any self-instruction program ultimately rests on how well plans of action can be executed.

You'll remember in previous lessons we discussed the term "self-talk." Positive self-talk is the messages we say to ourselves that encourage our positive action.

What specific self-talk messages do you think self-instructors should be saying to themselves during the "Acting" stage?

The instructor will elicit student response to the above question, guiding the discussion towards the following two crucial self-talk statements.

The "Acting" stage must be tackled confidently and vigorously. The confidence comes from (1) Positive Thinking (in self-talk form), and the vigor is based in self-talk that reinforces a (2) Commitment to Hard Work.

The instructor will display and review transparency p (The "Acting" Stage).

"The Power of Positive and Negative Thinking" (Lecture, Discussion, and Handout)

The instructor will read or paraphrase the "Student Guidebook" (Lesson #9) lesson notes on "Positive Thinking."

In 1952, Norman Vincent Peale wrote a book called "The Power of Positive Thinking." In this popular book, Peale presented the idea that by thinking positively and optimistically, one could be successful. Although "Training for Self-Power" requires additional skills,



processes, and systematic stages, the positive thinking philosophy certainly applies. Positive thinking is required throughout all stages of "Training for Self-Power," and is particularly important in cueing positive self-talk during the "Acting" stage.

If positive thinking (self-talk) is helpful in reaching goals, overcoming problems, reducing cognitive anxiety, and encouraging successful "Acting," then it naturally follows that negative, self-defeating thinking (self-talk) prevents one from reaching goals and overcoming problems, increases cognitive anxiety, and discourages "Acting."

Sometimes we can learn about positive action by learning how not to do things effectively. Take a few minutes to look through the handout packet that I'll distribute now. It's called "The Power of Negative Thinking," and it tells you how to make yourself miserable and always be anxious and upset, how to give up on yourself, and how to fail; all by thinking negative thoughts about yourself and your situations. I think you'll enjoy it.

The instructor will distribute a handout packet (Handout 11) to each student, and will circulate amongst the students as they read. After five minutes (or when students appear to have completed reading the handout) the instructor will make a statement of transition.

Well, hopefully we can improve on that kind of thinking! I would like you to think about a situation in your own life when

*you found yourself using negative thinking--when you put yourself down, or told yourself you couldn't do something, and as a result you did not reach your goal or overcome your problem...who can tell us about that situation?*

The instructor will elicit a short class discussion of students' personal experiences of negative thinking.

*Now I'd like you to think of a situation in your life when you used Positive Thinking--and as a result of encouraging yourself you were able to meet your goal or overcome your problem...who can tell us about that situation?*

The instructor will elicit a short discussion of students' personal experiences of positive thinking, and compare these with the negative thinking examples.

#### "Commitment to Hard Work" Lecture

The instructor will read or paraphrase the "Student Guidebook" (Lesson #9) lesson notes on "Commitment to Hard Work."

#### Modeled Example and Class Practice Exercise ("Acting" Stage Self-Talk)

*Let me read you an "Acting" stage situation, and give you an example of how to use the self-talk attributes of "Positive Thinking" and "Commitment to Hard Work."*

The instructor will read the "Example" situation in the Lesson #9 "Student Guidebook" notes, and will read or paraphrase the discussion and self-talk statement that follows the example.

I'm going to describe a hypothetical situation, and I'd like you to imagine that you are that person in that situation. I'll ask you what self-talk statements you might make that would help you achieve self-power. Remember, the two crucial attributes of self-talk statements at the "Acting" stage are "Positive Thinking" and "Commitment to Hard Work." (The instructor will motion towards the displayed transparency P. This transparency will be displayed throughout the rest of the lesson.)

*Here is the situation...*

*You are twenty pounds overweight. You have finally decided to do something about this problem. You have gathered information on weight loss methods, taken stock of your motivation, skills, and anxieties about weight loss and worked to overcome these, and you've specified weight loss goals and plans. Today is the first day of your weight loss program. Your friend calls. He is having a small party, and invites you over for some pizza and cake.*

*What self-talk statements would help you achieve self-power?*

Using the above question, the instructor will elicit a class discussion. The instructor will use descriptive praise and informational feedback to help students create self-statements that integrate both "Positive Thinking" and "Commitment to Hard Work."

*O.K., let's do one more. Here is the situation...*

*You've always been a good middle-distance runner. This year, however, you have decided to increase your training in order to*

*improve your performance. You have researched training methods, overcome your anxieties and lack of motivation to train, and specified your goals and your training methods. You're well into your training program now, and things have been going according to plan. However, yesterday you skipped your scheduled workout. Today you're feeling somewhat lazy, too.*

*What self-talk statements would help you achieve self-power?*

Using the above question, the instructor will elicit a class discussion. The instructor will use descriptive praise and informational feedback to help students create self-statements that integrate both "Positive Thinking" and "Commitment to Hard Work."

*Our thoughts always precede our feelings and behaviors. We think, then we act. If we send ourselves negative, self-defeating messages (self-talk), we will likely feel poorly about ourselves, and behave in ways that sabotage our goals. If, however, we send ourselves positive, coping messages (self-talk) committed to hard work, we will likely feel good about ourselves, and behave in ways that meet our goals.*

Review of the "Hypothetical Goal Situation" Stages; Class Discussion and Completion of the "HGS--ACTING Stage" Form

Next, the instructor will distribute the uncompleted exercise sheet titled "HGS--ACTING Stage" (Handout HGS7).

*Let's take a few minutes to review our stage-by-stage work through the "Hypothetical Goal Situation," and then we'll complete*

the "Acting" stage exercise form. Take out those "Hypothetical Goal Situation" exercise forms now...Remember, near the beginning of our lessons, I introduced this "Hypothetical Goal Situation" to you?

The instructor will read the "Hypothetical Goal Situation" (Handout HGS1) aloud to the class, and briefly will paraphrase each of the five completed "Hypothetical Goal Situation" forms (HGS2-6). Motioning to the displayed transparency P, the instructor will ask the class the following question.

*What are the various specific self-talk statements that the hypothetical self-instructor (Greg) should focus on at the "Acting" stage?*

The instructor will make notes on the board of this class discussion, and will request students to complete their copy of the exercise form (Handout HGS7). The instructor may decide to describe or distribute the completed example of this form (Handout HGS7A).

### Summary

*In summary, the self-instruction stage of "Acting" involves the step-by-step execution of the sequences of specific action developed and planned in the previous five stages. No matter what the specific situation may be, successful "Acting" requires the self-instructor to repeat self-talk with the crucial attributes of*

"Positive Thinking" and "Commitment to Hard Work."

*Sending such repeated messages to oneself will encourage and*

provoke the self-instructor towards performing the specific planned actions necessary for self-power.

### Statement of Homework

As homework, please review Lesson notes for this lesson, and read Lesson #10 notes. I will distribute Lesson notes for those two lessons to you now. Also, complete the "Suggested Activities" at the end of Lesson #9. These exercises require you to complete your "Personal Goal Situation" form for the "Acting" stage.

I will also distribute to you the "Personal Goal Situation" form at the "Acting" stage. Begin "Acting" on your "Personal Goal Situation."

The instructor will distribute Lesson notes for Lessons #9 and #10, and will also distribute the "PGS--ACTING Stage" form (Handout PGS7).

## Handout HGS7

**"HGS--ACTING Stage"**

Using our "Hypothetical Goal Situation" (Greg's situation), write self-talk statements that will encourage Greg's "Acting" towards self-power. Remember that the two critical "Acting" stage self-talk attributes are: 1) Positive Thinking, and 2) Commitment to Hard Work.

Positive ThinkingCommitment to Hard Work

## Handout HGS7A

## "HGS--ACTING Stage"

Using our "Hypothetical Goal Situation" (Greg's situation), write self-talk statements that will encourage Greg's "Acting" towards self-power. Remember that the two critical "Acting" stage self-talk attributes are: 1) Positive Thinking, and 2) Commitment to Hard Work.

Positive Thinking

*Greg will concentrate on thinking of all the positive aspects of his goal: e.g., "Studying and meeting with my teachers isn't so difficult. It's important for me to pass my grade ten, and I can do it."*

*If his charted behaviors are less than completely successful, Greg will remind himself that occasional or temporary setbacks occur to everyone at times, and can be overcome in the future. These thoughts will help him cope, and will help maintain his self-confidence.*

Commitment to Hard Work

*Greg will remember the extensive planning that led to these actions, and will recognize that studying as well as contacting the teachers will require dedication and commitment to his plans.*

*To reach his goal, Greg must concentrate on the tasks, and be willing to expend time and effort. e.g., "I know this is going to take a few months of hard work and effort, but I'm willing to make that sacrifice so I can qualify for the mechanics course."*



## Handout PGS7

## "PGS--ACTING Stage"

Using your "Personal Goal Situation," write self-talk statements that will encourage your "Acting" towards self-power. Remember that the two critical "Acting" stage self-talk attributes are: 1) Positive Thinking, and 2) Commitment to Hard Work.

Positive Thinking

Commitment to Hard Work

Negative thinking is the ability to picture a black cloud appearing out of a blue sky. It is the ability to walk in the shade with your blues on parade; to direct your feet to the gloomy side of the street.

Some people are born with this "Power of Negative Thinking." Others, like lawyers, develop it through years of intensive training. Any lawyer can tell you every bad thing that either has happened or could ever happen. Since it would not be practical for you to have a lawyer with you at all times, you must learn to imagine all the disastrous possibilities in all types of situations yourself.

Fine worries, like fine wines, are at their best only after they have been properly mellowed. You must dwell on the most unpleasant things that could possibly happen to you; blame yourself for having let situations progress so far; think about all the ways the situation could have been avoided; think about what you "should" and "ought" to have done.

#### Quiz on Negative Thinking

Question: Which of the following sports are dangerous and which are safe?

- |              |             |                        |
|--------------|-------------|------------------------|
| a) Fishing   | b) Checkers | c) Tiddleywinks        |
| d) Ping-Pong | e) Hunting  | f) Pitching horseshoes |

Answers:

- a) Dangerous. A crazed giant turtle could attack you and try to pull you into his shell.
- b) Dangerous. In executing a quadruple jump across the board you could fall off your chair and break a rib.
- c) Dangerous. A tiddleywink could ricochet off the wall and put out your eye, or it could become permanently lodged under your thumbnail.
- d) Dangerous. A ping-pong ball could fly into your throat while your mouth was open and choke you to death.
- e) Dangerous. You could be sexually assaulted by a love-starved moose.
- f) Dangerous. You could pick up hoof-and-mouth disease from an unsterile horseshoe.

\* packet adapted and reprinted with permission from

Greenburg, D., and Jacobs, M. How To Make Yourself Miserable,

Random House, New York: 1966.

## THE PLANE TRIP

### WHAT THEY SAY

(1) "Ladies and gentlemen, there will be a slight delay in boarding the aircraft due to a few minor difficulties."

(2) "Kindly fasten your seat belts and observe the 'No Smoking' signs, as we are about to encounter some minor turbulence."

(3) "If you look out of the windows to our left, you should be able to see the outskirts of Toronto."

(4) "We'll be landing in another five minutes, ladies and gentlemen, so before we get too busy up here I'd like to say, on behalf of myself and our crew, that we've enjoyed having you aboard this flight."

### WHAT THEY MEAN 330.

(1) "One of our wings was about to fall off and the crew needs time to Scotch-tape it back to the fuselage."

(2) "The tape broke and the wing fell off."

(3) "It was the right wing that fell off."

(4) "It takes a little time for the crew to strap on parachutes and bail out."

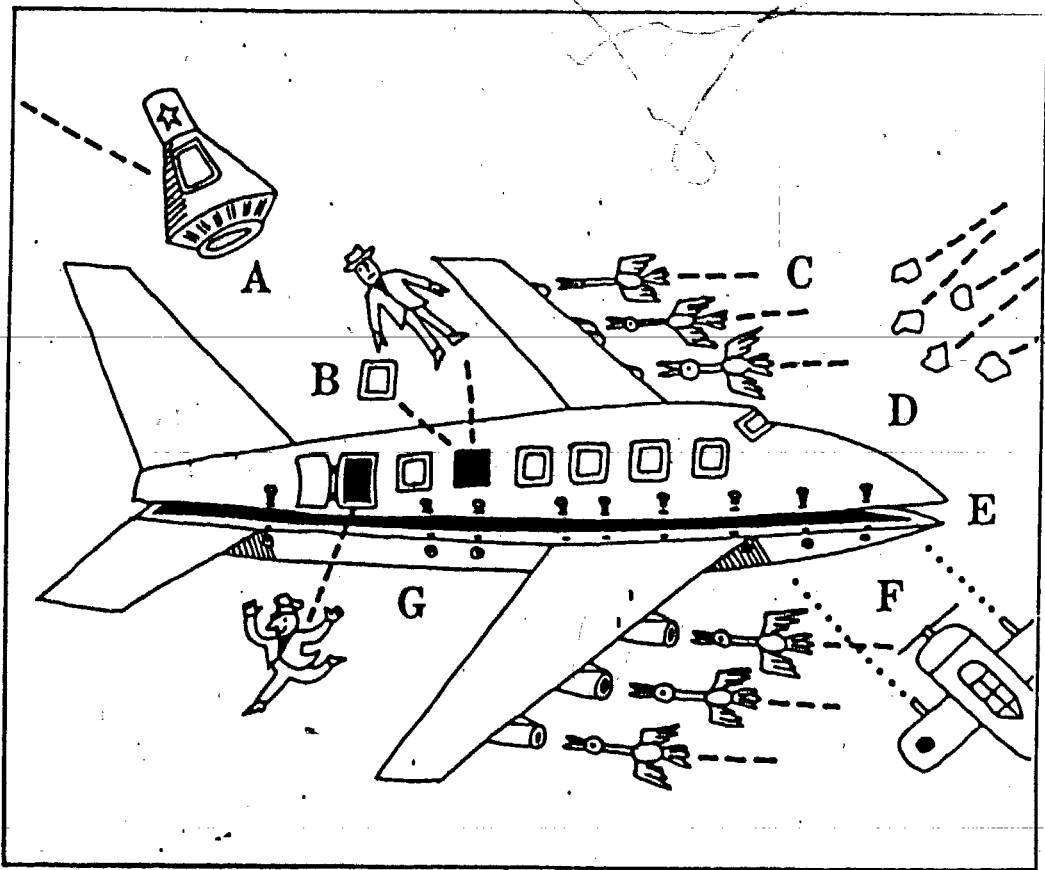


FIG. VIII: POSSIBILITIES TO CONSIDER WHILE FLYING

(A) Re-entering space capsule could collide with plane; (B) poorly sealed window could pop out, sucking you through opening; (C) six wild geese could simultaneously enter and clog jets; (D) sudden meteorite shower could puncture fuselage; (E) excessive vibration could loosen bolts holding top and bottom halves of plane together; (F) plane could be shot down by die-hard WW II kamikaze pilot; (G) disturbed pilot could leap from plane in fit of pique.



FIG. I: BEGINNER'S EXERCISE IN NEGATIVE THINKING

Without referring to the list below, how many potential hazards can you identify in this scene?

**Partial List Of Hazards:** (A) Intense sunlight could fade your clothing, grass could permanently stain it; (B) passing bird could soil your head; (C) passing airliner could erroneously jettison its septiz tank on your car or person; (D) bottles could tip over and spill on clothes; (E) soft drinks could rot your teeth; (F) pollen could inflame your nasal membranes; (G) nearsighted bee, attracted by flower, could accidentally fly into your ear, become trapped and hysterical; (H) weakened tree limb could fall and fracture your skull; (I) sultry weather could cause embarrassment; (J) great distance from nearest restroom could cause extreme anguish; (K) continuous weight of arm could irritate appendix; (L) companion could suddenly realize how boring you are; (M) freelance photographer could snap embarrassing pictures from helicopter; (N) vice-squad officer submerged in stream could be observing you through periscope; (O) thin bear could be lurking behind tree; (P) you could stub your toe on boulder or get tetanus from stepping on rusty nail; (Q) you could break your teeth on smooth white rock you mistook for hardboiled egg; (R) passing Greyhound bus could careen out of control and demolish your car; (S) mischievous passerby could release hand-brake, or paint obscenities in permanent enamel; (T) ground tremor could loosen bank; (U) sudden lava flow could engulf you; (V) stray lightning bolt from cloud could strike tree and electrocute you; (W) plant lice from bark could lodge in scalp; (X) flash flood could carry you away; (Y) rabid herring could leap out of stream and attack your toes.

Quiz

Problem: You are a young man calling a girl you don't know for a blind date. How can you phrase your opening remark so as to guarantee a rejection?

Answer: "Hello, you don't know me, but a guy you used to go to school with gave me your number, although I must say he thought you'd have a steady boyfriend by now. How come you don't?"

Problem: You are a girl who has just accepted a blind date, and the young man has asked you how he will know you when he sees you. How should you phrase your reply?

Answer: "I'm a little on the heavy side. Also, I have zits and a cold sore."

Once it has been established that the person you are inviting is willing to accept your invitation, the final step is to make whatever you have planned sound as unappealing as possible. For example:

"Some guys I know are throwing a party, and they're kind of creeps, but it might not be too bad. I don't suppose you have any interest in going, do you?"

Twelve Basic Pessimistic Philosophies

- (1) I can't do it
- (2) I never could do anything right
- (3) I have the worst luck in the world
- (4) I'm all thumbs
- (5) I don't have a chance, so why try?
- (6) It would never work
- (7) It's never been done before
- (8) It's not in the stars
- (9) It's too late now
- (10) It's not who you are, it's who you know
- (11) I'd only get hurt
- (12) What good could come of it?

So what's the use? Whatever it is, you'd better forget about it. You just couldn't handle it. You wouldn't know what to do or say. You'd bungle it and everybody would laugh at you. Perhaps you could tackle it sometime in the future, after you've had a chance to prepare a little more. But not now. Better wait. Better postpone it. Better retreat.

Transparency P

# **THE "ACTING" STAGE**

**THE STEP-BY-STEP EXECUTION  
OF PLANNED ACTIONS**

**-REQUIRES REPEATING OF  
SELF-TALK WITH THE TWO  
CRUCIAL ATTRIBUTES OF:**

- 1. POSITIVE THINKING**
- 2. COMMITMENT TO  
HARD WORK**

Lesson #10 Chart--EVALUATING

<u>Time</u>	<u>Activity</u>	<u>Student's Part</u>	<u>Instructor's Part</u>	<u>Key Instructor Skills</u>	<u>Media and Supplies</u>
1	Lesson overview	-attending	Statement of content and processes for the lesson.	-overviewing	
10	Introduction to the "Evaluating" stage and substeps	-attending	Read or paraphrase from the "Student Guidebook." Display and discuss "Evaluating" stage transparency.	-lecture -markers of importance	-overhead & transparency Q (The "Evaluating" Stage) -Student Guidebook (Lesson #10)
10	Description of "Evaluating" a self-instruction program	-attending -class discussion	Distribute Handout 12 (2 pages) to each student. Model the use of "Evaluating" stage theory by evaluating completed charts in a program of self-instruction. Elicit class questions and discussion of the example and of "Evaluating" theory in general.	-lecture -conceptual questioning -informational feedback	-handout 12 (Example Self-Instruction Program) (2 pages)
17	Small group exercise: the "Hypothetical Goal Situation" at the "Evaluating" stage	-attending -small group discussion and problem-solving -think, write and state responses -class discussion	Divide students into small groups and distribute the two-page handout HGSB ("HGS--EVALUATING Stage form and partially completed HGS charts). Request students to discuss and complete the form. Direct and time exercise. Elicit student responses and write accurate responses on the blackboard. Optional reference to Handout HGS8A.	-explaining and directing exercise -conceptual questioning -descriptive praise -informational feedback	-handout HGSB ("HGS--EVALUATING Stage" form and partially completed charts) -handout HGS8A ("HGS--EVALUATING Stage") completed form (use optional) -blackboard and chalk

(cont'd)

20

Review of the entire program "Training for Power"

-attending  
-reading aloud

Distribute laminated handout to each student. Lecture summary of key concepts and review of the self-instruction stages. Instructor may request individual students to read sections of the "Program Review" aloud to the class.

-lecture  
-markers of importance

-handout 13/13A (Summary sheet-- Training for Self-Power/The Seven Stages of Self-Instruction)  
-Student Guidebook (Program Review)

2

Statement of

-attending

Discuss the final exam upcoming next lesson, and direct students on what and how to study. Request students to review Lesson #10 notes, and complete Lesson #10 "Suggested Activities." Distribute "Program Review" to each student.

-statement

-Program Review



### Brief Description and Rationale for Lesson #10

The lesson begins with a brief overview of content and processes of the lesson. This prepares students for the activities to come, and highlights key concepts.

Next, the instructor will display the "Evaluating" stage transparency, and will read or paraphrase Lesson #10 notes from the "Student Handbook." This lecture procedure introduces lesson theory to the class.

The instructor then will re-introduce an example situation of an individual's self-instruction program (distributing handouts of the situation and of program charts and graphs). The instructor will present an evaluation of this self-instruction program based on the completed program charts, using the theoretical outline of the four substeps of "Evaluating." This procedure models a concrete example with which to relate the theory. The instructor also elicits and answers questions about the presented example situation and about use of the "Evaluating" stage in general. This helps to review and clarify lesson theory, and leads into the following practice exercise.

The instructor then will request students to access their packets of completed "Hypothetical Goal Situation" stage forms, and will divide the class into small groups, placing the groups about the room. The instructor then will distribute to each student a copy of the uncompleted "HGS--EVALUATING Stage" form and a copy of the "Hypothetical Goal Situation" charts completed through the first six weeks

of Greg's self-instruction program. The instructor will direct the student groups to study Greg's self-instruction charts, and to discuss and complete the "HGS--EVALUATING Stage" form. The instructor will review the completed forms with the class, eliciting responses to each of the four "Evaluating" stage substeps, and noting accurate responses on the blackboard. This exercise gives students practice in the use of "Evaluating" stage theory for a specific situation, and models use of this process for each student to generalize to their own "Personal Goal Situation--EVALUATING Stage" form.

Next, the instructor will read or paraphrase (with optional student reading) a review of the entire "Training for Self-Power" program. This summary ties theory from the ten lessons together in a total program framework. Mention of various practice exercises in the lessons helps students remember key concepts and relate theory to experience. Theory review also helps students begin preparation for the exam in the following lesson.

Finally, as homework, the instructor will remind students of the test in the following lesson, and will provide information on how and what to study. The "Program Review" (Student Guidebook) is distributed.

## Lesson #10 Script

### Lesson Overview

We'll start today's lesson with an introduction to the final "Training for Self-Power" self-instruction stage--"Evaluating." Then I'll describe an example of using the "Evaluating" stage sub-steps in evaluating a self-instruction situation. Then we'll divide into small groups and you'll practice this stage theory by discussing and completing the form for "Evaluating" our "Hypothetical Goal Situation."

Next, I'll distribute a laminated summary page of the "Training for Self-Power" program, including definitions and stage summaries. Together, we will review the entire program and all seven stages. Finally, I'll set homework that will help you prepare for the final exam next lesson.

### Introduction to the "Evaluating" Stage

The instructor will display transparency Q (The "Evaluating" Stage), and will read or paraphrase Lesson #10 notes from the "Student Guidebook."

### Description of "Evaluating" a Self-Instruction Situation

The instructor will distribute to each student a copy of the two-page Handout 12 (Example Self-Instruction Program).

Let's look at an example situation of evaluating a program of self-instruction. Remember in Lesson #8 we talked about a situation

in which a self-instructor was "Specifying Methods" of a diet and exercise program.

The instructor briefly will paraphrase the example situation, focusing on steps 6 and 7.

Now look at the completed charting form for this program. As you can see, on six of the seven days during week 1 of the program, this self-instructor met all three individual goals of exercise, binge disputation, and diet (the instructor will point this out on the self-instruction chart and the corresponding bars on the three bar charts). Similarly, for week 2, the self-instructor met his or her targets for each individual goal on five days. As we see by the weight graph, at the half-way evaluation on May 7, this self-instructor is practically right on the weight-loss goal. Let's look at weeks 3 and 4, and go through a formal evaluation of the program.

The first step, remember, is "Continuous Monitoring" of action. What actions are monitored, and how often are they monitored? The self-instructor monitors three actions each day: 1) exercise (specifically defined), 2) individualized positive self-talk to dispute binge eating, and 3) eating three meals a day and avoiding second helpings, desserts, and snacks. At the end of each week, this self-instructor totals the number of successful days for each action, and charts them on individual bar charts. The other continuously monitored action is the graphed weigh-in every second day.

The second substep of "Evaluating" is "Evaluate Individual Goals." From our bar charts, we can see clearly that the binge disputation and diet programs went very well, being successful five or six days of all four weeks. The exercise program, however, was an increasing problem. It started out successful in the first two weeks with six and five days respectively, but fell to three days in week 3, and to only two days in week 4. The weight graph shows actual weight loss to be slightly better than planned weight loss for the first two weeks (until May 7), but weeks 3 and 4 show no further weight loss.

The third substep of "Evaluating" is "Evaluating the Entire Self-Instruction Program." Total planned weight-loss was 4 kg., and actual weight-loss was 2.5 kg. Therefore, the program would be considered somewhat successful, but not to the extent that was planned. Reviewing individual goals shows that the first two weeks of self-instruction were completely successful. Problems in keeping to the exercise schedule appear to be the key to lack of further weight loss in weeks 3 and 4.

The fourth and final substep of "Evaluating" is "Deciding Future Moves." Under these circumstances, this self-instructor may decide to continue the program as stated for a further two weeks, with the goal of completing the total 4 kg. weight loss. The self-instructor might cycle back to the "Acting" stage, and focus on self-talk statements of "Positive Thinking" and "Commitment to Hard Work"

that would encourage the necessary exercise actions.

Are there any questions about that example of the use of the "Evaluating" stage substeps, or about "Evaluating" stage theory in general? (the instructor will respond to student queries)

Small Group Exercise: The "Hypothetical Goal Situation" at the "Evaluating" Stage

Now let me give you an opportunity to practice using the "Evaluating" stage substeps. Pull out your packet of completed stage forms for our "Hypothetical Goal Situation." Take that packet and a pen with you, and divide up into groups of three or four.

The instructor will supervise this move, and will locate students in small groups throughout the room. The instructor then will distribute to each student a copy of the uncompleted "HGS--EVALUATING Stage" form and the partially completed charts for the "Hypothetical Goal Situation." The instructor will display the "Evaluating" stage summary transparency (transparency Q) throughout this exercise.

I'm giving you each a copy of Greg's self-instruction chart completed through the first six weeks of his self-instruction program. You're also getting a copy of the uncompleted "Evaluating" stage form for this "Hypothetical Goal Situation."

Working on your own and in consultation with your groupmates, I would like you to review Greg's charted progress so far and to complete the "Evaluating" stage form. At substage 1, write what

actions were monitored and how often they were monitored. At substage 2, evaluate each individual goal. At substage 3, evaluate the entire program of self-instruction. At substage 4, decide what Greg should do from here. Any questions about the exercise? (the instructor will respond to student queries).

When you have finished, I'll ask each group to share its results. Begin.

When the groups have nearly finished or become off task, the instructor will give them a one-minute warning to wrap up, and then will conclude the small-group work.

I'll make blackboard notes on your work. Add to your forms as we go along, and you can use this example as a model for your "Personal Goal Situation--EVALUATING Stage" form.

O.K., let's go over your forms and see what you've accomplished.

The instructor will discuss the exercise. The instructor may decide to describe or distribute the completed example of this form (Handout HGS8A).

"Evaluating" stage substep 1 is "Continuous Monitoring" of actions. What actions were monitored by Greg, and how often were they monitored?

The instructor will ask one group the above question, and will elicit input and feedback from other groups. The instructor will note accurate responses on the blackboard for all substeps.

Substep 2 is "Evaluating Individual Goals." What did you come

*up with for this?* (the instructor will ask one group the above question, and will elicit input and feedback from other groups)

The instructor will follow this question and discussion format for Substeps 3 and 4.

### Program Review

*We've spent ten lessons learning a program called "Training for Self-Power." I'd like to spend the rest of today's lesson reviewing the program and those ten lessons, with the goal of tying program theory together and helping prepare you for the exam next lesson.*

*First of all, let me give you each a laminated copy of the "Summary Sheet--Training for Self-Power."*

The instructor will distribute the laminated summary sheet (double-sided) to each student (Handout 13/13A).

*This sheet summarizes the major concepts of "Training for Self-Power," as well as summarizing the seven self-instruction stages that we have learned. Follow along on the laminated sheet as we review the program.*

The instructor will read or paraphrase from the "Program Review" (Student Guidebook). The instructor may wish to vary the lecture format by having individual students read sections of the review aloud (sections are separated by a double space). There are nine sections in total.

The instructor will distribute Student Guidebook notes--"Program Review."



### Statement of Homework

For homework, please review Lesson #10 notes, and the "Program Review," which I will distribute to you now. Also for homework, complete the "Suggested Activities" for Lesson #10.

Next lesson is the final examination. Review your entire program notes (including the "Program Review" and the "summary sheet"), and in particular, review the "Suggested Activities" at the end of each lesson. Several problem-solving questions will be very similar to these: There will be a major problem-solving question that requires you to use the stages of "Training for Self-Power" to achieve self-power in a certain situation. This will be very similar to the question in the Lesson #10 "Suggested Activities."

There will be 20 multiple choice questions, and a total of 30 points given for several problem-solving situations. The total is 50 points, 50% of your total mark for the course. Review and practice the processes you have learned. You will be tested on your understanding of the material and your ability to use it in practical situations. You are not tested on your ability to memorize names and list stages and substeps. You will be allowed to use the laminated "summary sheet" during the exam.

The exam will take all of next lesson. For the lesson after that, complete your "Personal Goal Situation--EVALUATING Stage" form, and hand all the "Personal Goal Situation" forms in at that time. They are worth 30% of your total mark for the course.

## EXAMPLE SELF-INSTRUCTION PROGRAM

Situation:

"I will go on a strict diet and exercise program to lose one kilogram a week for the next four weeks."

I. "Specifying Goals" The "goal" of this declaration ("lose one kilogram a week for the next four weeks") is stated actively and precisely, and will be easily evaluated at the end of self-instruction.

II. "Specifying Methods" The "methods" used to meet these specified goals contain some limited specification ("a strict diet and exercise program"), but this alone does not provide sufficient guidance for the performance of all necessary actions.

(A) Select procedures, and list, sequence, and timetable (hypothetically) at least six specific actions that would help the self-instructor achieve self-power.

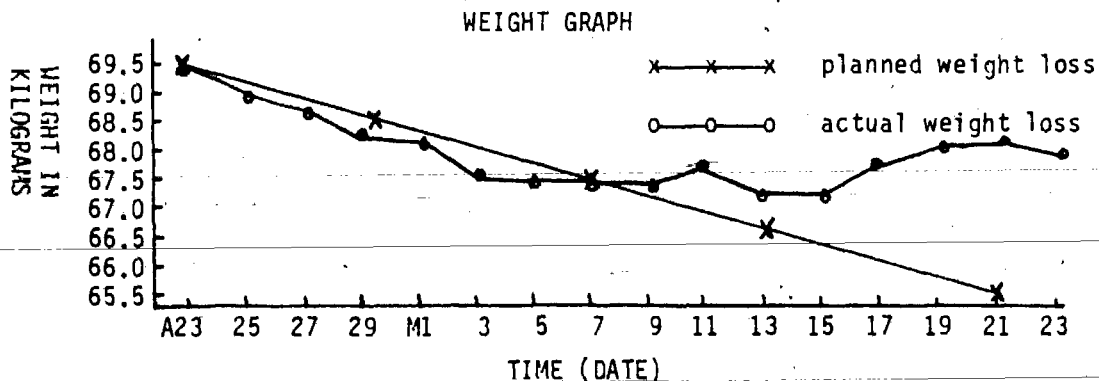
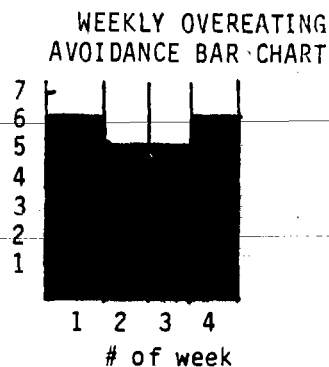
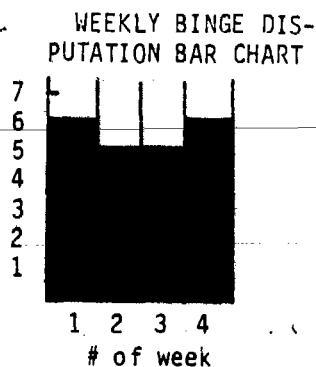
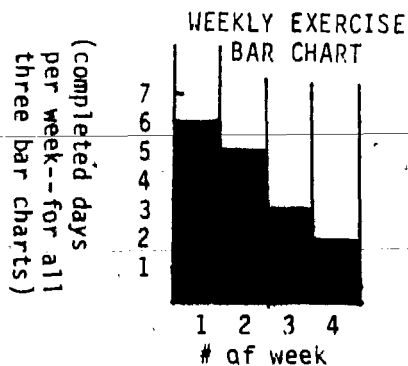
THERE ARE MANY DIFFERENT SPECIFIC ACTIONS THAT MAY BE HELPFUL. THE FOLLOWING IS ONE HYPOTHETICAL RESPONSE TO THIS EXAMPLE SITUATION.

1. April 8-11 "Select Procedures" to reach goal (see April 23 for specifics).
2. April 15 Visit both local recreation centres to obtain information on sports classes and public recreation hours and costs.
3. April 16-20 Make "charts" to evaluate and measure progress towards goals (to increase motivation to act).
4. April 22 Buy bathroom scales
5. April 22 Grocery shop for appropriate food supplies (to be done each week).
6. April 23
  - a) start diet plan of eating three meals a day, with no second helping (except vegetables), and no desserts or snacks except fruit. Reward for success is to watch favourite "soap opera" on TV.
  - b) start individualized positive self-talk (daily program) to counteract desires to binge eat.
  - c) start aerobic exercise program (five times a week, do one of the following; minimum): --30 min. jogging or continuous running; --45 min. racquetball, bike ride, or exercise class; --60 min. rapid walk, tennis, or team sport; --playing an 18 hole golf course.
  - d) weigh self today and every second day after for the four-week self-instruction period.
  - e) start to complete all "charts" nightly before going to bed (post "charts" in kitchen).
7. May 7 Evaluate the self-instruction program (today and at the end of the self-instruction period). Self-reward if successful and replan if having problems.

(over for charts)

SELF-INSTRUCTION CHART (WEEK 1)

	Exercise (Y or N): Describe Exercise	Individualized Positive Self-Talk (Binge Disputation) (Y or N)	Eat 3 meals a day: avoid second helpings (except vegetables; avoid desserts or snacks (except fruit) (Y or N): Describe Problems
April 23	Y exercise class	Y	Y
April 24	N	Y	Y
April 25	Y exercise class	Y	Y
April 26	Y 80 min. walk	N	N piece of pie and ice cream
April 27	Y 45 min. bike ride	Y	Y
April 28	Y 60 min. tennis	Y	Y
April 29	Y 40 min. run	Y	Y
WK I TOTAL (out of 7)	6	6	6



Using our "Hypothetical Goal Situation" (Greg's situation), write a statement that discusses each of the four substeps of the self-instruction "Evaluating" stage, given the attached six-week evaluation chart.

Continuous Monitoring (What actions were monitored; how often were they monitored)

Evaluating Individual Goals

Evaluating the Entire Self-Instructional Program

Deciding Future Moves

CONTACTED TEACHER WEEKLY (✓) OR (X)

MATH	✓			✓								
SOCIALS	✓	✓	✓		✓	✓						
ENGLISH	✓	✓	✓	✓								
SCIENCE	✓	✓	✓	✓	✓							
	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12

USED RATIONAL SELF-TALK (✓) OR (X)

✓	✓	✓		✓							
WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12

NUMBER OF HOURS (HOMEWORK HOURS STUDIED)

MATH	✓			✓								
SOCIALS	✓	✓	✓	✓	✓	✓						
ENGLISH	✓		✓	✓	✓	✓						
SCIENCE	✓	✓	✓		✓	✓						
	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12

WEEKLY TOTAL FOR EACH SUBJECT TO BE SUMMED EACH SATURDAY.

Following meetings with school counselor, teachers, and Greg, it was agreed that Greg would complete 12 hours of homework per week, broken down as follows: Math = 3 1/4 hrs., Socials = 2 1/2 hrs., English = 3 1/2 hrs., Science = 2 3/4 hrs. (minimum). Greg will allow himself Saturday night out (reward) if he completes his studying.

"HGS--EVALUATING Stage"

Using our "Hypothetical Goal Situation" (Greg's situation), write a statement that discusses each of the four substeps of the self-instruction "Evaluating" stage, given the attached six-week evaluation chart.

Continuous Monitoring (What actions were monitored; how often were they monitored)

Greg monitored actions of:

- 1) *contacting each teacher (Math, Socials, English, Science) weekly.*
- 2) *weekly cognitive disputation regarding contacting each teacher.*
- 3) *hours of homework completed each week for the four subjects.*

Evaluating Individual Goals

- 1) *Action toward this goal went well at first, but tailed off in weeks 5 and 6 (two and one teachers contacted respectively). Math was a problem, with the teacher being contacted in only 2 of the 6 weeks.*
- 2) *Action toward this goal also started well, but faded (cognitive disputation used in only 1 of the last 3 weeks).*
- 3) *Action toward this goal went generally well. The only problem subject was math, in which the homework hours quota was met on only 2 of the 6 weeks.*

Evaluating the Entire Self-Instructional Program

*Generally, the program was successful. Cognitive disputation slipped in latter weeks, as did contacting teachers weekly. The only problem subject was Math.*

Deciding Future Moves

*Continue the self-instruction program for a further six weeks. Focus on the above-mentioned problem areas.*

Self-Power is the term given to our ability to take positive action toward achieving personal goals (by changing our thoughts, feelings, and/or behaviors). Such a "goal" may be the achievement of something we want or want to become, or it may involve overcoming a certain life problem.

Self-Instruction is the process by which we can teach ourselves or arrange for our own learning of new knowledge and skills that are required to exercise Self-Power. Self-instructors use a systematic, stage-by-stage process which helps them anticipate, plan, and execute actions required to alter their critical life situations with maximum efficiency.

SELF-INSTRUCTION (the process - how you go about reaching the goal) → SELF-POWER (the goal)

There are four beliefs that help us achieve Self-Power.

1. I am responsible for myself.
2. I can always do something to exercise Self-Power in my life (by changing my behaviors, my thinking, and/or my feelings).
3. Changing life experiences (Self-Power) requires effort and hard work.
4. Life is not always fair. I must accept and learn to cope with the reality that life cannot always be exactly as I would like it.

From these beliefs come our positive attitudes about life, including the attitude that "I can do something to influence almost every aspect of my life and my future." Such beliefs and attitudes can encourage us to take responsibility for our life situations and, when possible, to take action (Self-Power) towards changing our behaviors, thoughts, and feelings in order to meet our goals.

Most of us spend considerable time and energy thinking about what we want to do in our lives, but devote very little time and energy to planning specific tactics and methods of reaching these goals. We often consider such preliminary work to be unnecessary and a waste of time. This is why we so often end up frustrated and unsuccessful.

There are seven stages in the self-instructional model. While it is not necessary to complete detailed work in all seven stages for everything we do, this model is very useful when we wish to make significant life decisions, reach for major life goals, and overcome serious problems.

1. DECIDING
  - i) identify general concerns
  - ii) generate (brainstorm) alternatives for action
  - iii) list likely consequences for each alternative
  - iv) select an action alternative (general action plan)
  
2. GATHERING INFORMATION
  - i) identify what needs to be known
  - ii) determine sources of relevant information
  - iii) collect information from these sources (be patient, persistent, and polite)
  - iv) organize and evaluate the information that is gathered
  
3. TAKING STOCK Assess and plan to overcome the following three obstacles to Self-Power for each element of the general action plan.
  - A) Anxiety (undue fear about things which may happen in the future)
    - reduce cognitive (thinking) anxiety by:
      - i) rational self-talk
      - ii) individualized positive self-talk
    - reduce physiological anxiety (e.g., increase in muscular tension, sweating, heart rate) by:
      - i) deep muscle relaxation
      - ii) the "relaxation response"
      - iii) systematic desensitization
  - B) Motivation (the inner drive or desire necessary to achieve Self-Power changes)
    - i) use "individualized positive self-talk," urging positive action through positive thoughts
    - ii) set goals (they should be clear and specific, presently reachable, and short-term)
    - iii) evaluate and reward efforts. Plan charting, self-evaluate frequently, and follow through
  - C) Skill Deficiency The three necessary conditions for learning a new skill are:
    - i) specific skill knowledge (books, courses, experts, etc.)
    - ii) skill practice (repeated, gradual, thorough, realistic)
    - iii) feedback on practice (immediate, descriptive, encouraging)
  
4. SPECIFYING GOALS Frame specific goals (detailed statements of exactly what the self-instructor wishes to accomplish) that are:
  - i) active and precise
  - ii) easily evaluated at the end of self-instruction
  
5. SPECIFYING METHODS Make specific plans as to the procedures to use to reach the goals. Methods must be action-specific and time-specific. Four substeps are:
  - i) select procedures for reaching each goal
  - ii) list all actions
  - iii) sequence (order) all actions
  - iv) timetable all actions (time, date, place)
  
6. ACTING The step-by-step execution of the planned action requires:
  - i) positive thinking, and
  - ii) commitment to hard work
  
7. EVALUATING
  - i) continuous monitoring and recording of progress during the "acting" stage
  - ii) evaluate individual goals
  - iii) evaluate the entire self-instructional program
  - iv) decide future moves



# **THE “EVALUATING” STAGE**

**TAKING TIME TO EVALUATE  
HOW WELL YOUR ACTIONS  
ACHIEVED YOUR GOALS.**

**“EVALUATING” CONSISTS  
OF FOUR SUBSTEPS.**

- 1. CONTINUOUS MONITORING**
- 2. EVALUATING INDIVIDUAL  
GOALS**
- 3. EVALUATING THE ENTIRE  
SELF-INSTRUCTION PROGRAM**
- 4. DECIDING FUTURE MOVES**

Lesson #11 Chart--FINAL EXAM

<u>Time</u>	<u>Activity</u>	<u>Student's Part</u>	<u>Instructor's Part</u>	<u>Key Instructor Skills</u>	<u>Media and Supplies</u>
2	Overview of Lessons #11 and #12, and statement of homework	-attending	Statement of content and processes. Request students to complete "Personal Goal Situation" forms for the "Evaluating" stage (distribute forms).	-overviewing -statement	-handout PGS8 ("PGS--EVALUATING Stage")
2	Distribution of exams and explanation of testing procedures	-attending	Distribute exam papers. Read directions on front page of exams. Explain exam processes and answer student questions.	-statement -answer questions	final exams
56	Examination	-completion of exam	Monitor and time examination procedure, and collect exam papers.	-monitoring	

### Brief Description and Rationale for Lesson #11

The lesson begins with an overview of this lesson and Lesson #12, and a statement of homework for the next lesson. This prepares students for the activities to come, and instructs them as to preparation for the final lesson.

Next, the instructor distributes the exam packets (face down) on the desk of each student, requesting students not to turn them over until instructed. When settled, the students are requested to turn over their exam papers. The instructor then will read aloud the directions on the exam's top page, while requesting students to read the same directions to themselves. The instructor then will answer any questions, and will request students to begin the examination. This procedure will explain the test processes, preparing students for the exam.

The instructor will monitor the exam, and will give a five-minute warning before the end of the examination period. Finally, the instructor will collect the exam papers.

Lesson #11 ScriptOverview of Lessons #11 and #12, and Statement of Homework

As you know, today is the final exam for the "Training for Self-Power" program. Before I explain and distribute the exam, let me tell you about the next lesson, which is the final lesson of the program.

In Lesson #12, we will be reviewing the final stage, "Evaluating," for our "Personal Goal Situations." We'll also discuss our reactions to the "Training for Self-Power" program, and review the final exam.

As homework for the next lesson, please complete the "Evaluating" stage form for your "Personal Goal Situation," which I'll distribute to you now. Also for next lesson, be prepared to hand in the total packet of seven completed stage forms for your "Personal Goal Situation." Remember that this packet determines 30% of your grade for the program. It will be marked on your ability to complete the stage processes for your situation--not merely on the success or failure of your program.

The instructor then will distribute a copy of Handout PGS8 ("PGS--EVALUATING Stage") to each student.

Distribution of exams and explanation of examination procedures

The instructor will distribute the exam packets (face down) on the desk of each student, requesting students not to turn them over until instructed. When settled, the students are requested

to turn over their exam papers. The instructor will read aloud the directions on the exam's top page, while requesting students to read the same directions to themselves.

*You will have the rest of the class to work on the exam. I will announce the time when there are only five minutes left in the class. Are there any questions?*

\* The instructor will respond to student queries.

*Please begin.*

### Examination

The instructor will monitor the exam, and will give a five-minute warning before the end of the examination period. The instructor will collect the examination papers at the end of the lesson.

"TRAINING FOR SELF-POWER:" SELF-INSTRUCTION TOWARD PERSONAL GOALS

Test of Curriculum Content (FINAL EXAM)

Directions

There are two parts to this exam. Each of the twenty items in Part I are followed by five possible answers. Please select only one answer for each item. Be sure to select the answer you believe to be most true. Your answers to the items in Part I are to be recorded on the separate answer sheet which is inserted in this booklet.

Part II combines multiple choice questions, short-answer questions, and a major question. The point values for each question are shown.

Do not open the booklet until you are told to do so by your instructor.

Name \_\_\_\_\_ Date \_\_\_\_\_

## FINAL EXAM

## ANSWER SHEET - PART I

For each of the twenty questions, circle only one number that corresponds to your best choice.

- |       |   |   |   |   |   |      |   |   |   |   |   |
|-------|---|---|---|---|---|------|---|---|---|---|---|
| ( 1 ) | 1 | 2 | 3 | 4 | 5 | (11) | 1 | 2 | 3 | 4 | 5 |
| ( 2 ) | 1 | 2 | 3 | 4 | 5 | (12) | 1 | 2 | 3 | 4 | 5 |
| ( 3 ) | 1 | 2 | 3 | 4 | 5 | (13) | 1 | 2 | 3 | 4 | 5 |
| ( 4 ) | 1 | 2 | 3 | 4 | 5 | (14) | 1 | 2 | 3 | 4 | 5 |
| ( 5 ) | 1 | 2 | 3 | 4 | 5 | (15) | 1 | 2 | 3 | 4 | 5 |
| ( 6 ) | 1 | 2 | 3 | 4 | 5 | (16) | 1 | 2 | 3 | 4 | 5 |
| ( 7 ) | 1 | 2 | 3 | 4 | 5 | (17) | 1 | 2 | 3 | 4 | 5 |
| ( 8 ) | 1 | 2 | 3 | 4 | 5 | (18) | 1 | 2 | 3 | 4 | 5 |
| ( 9 ) | 1 | 2 | 3 | 4 | 5 | (19) | 1 | 2 | 3 | 4 | 5 |
| (10)  | 1 | 2 | 3 | 4 | 5 | (20) | 1 | 2 | 3 | 4 | 5 |

Each item is worth one point (total 20 pts.)

(1) Some of the stages in a total plan for changing an important aspect of your life are:

- 1) "decide" what people think about the change; tell yourself that the change will be easy; take quick action; evaluate your change efforts.
- 2) "take stock" of your own strengths and weaknesses; "obtain ideas" from others about what to do; "get specific" about what to do; take quick action.
- 3) tell yourself that the change will be easy; "obtain ideas" from others about what to do; "get specific" about what to do; take planned action.
- 4) "take stock" of your own strengths and weaknesses; "get specific" about what to do; take planned action; evaluate your change efforts.
- 5) tell yourself that the change will be easy; "decide" what people will think about the change; take planned action; evaluate your change efforts.

(2) If you were to teach a new skill to a class of students, which approach should you use?

- 1) I would observe the students' efforts at the skill, and give them detailed information about what they were doing wrong and what they were doing correctly.
- 2) I would present the new information as clearly as possible, giving examples. I would then answer all the students' questions about this new skill.
- 3) I would describe and demonstrate the skill, let them practice the skill, and tell them what they were doing wrong and what they were doing correctly.
- 4) I would describe the skill, then bring in an expert to demonstrate the skill. I would point out the most important things the expert was doing.
- 5) I would arrange a field trip for the students to see the skill in action, then have the students practice the skill back in the classroom.



## (3) Important life decisions:

- 1) are usually the result of fate and luck.
- 2) are often actually quite simple to make.
- 3) should not be made without consulting others.
- 4) are best made in a thorough, systematic manner.
- 5) should not be made until you are at least 19.

## (4) When I have to make an important decision, I should first identify the general problem, then:

- 1) I would quickly decide upon a course of action and follow through with this choice. Important decisions must be made swiftly.
- 2) I would define the decision I have to make, then ask a least three respected people for advice, and finally make a decision based on this information.
- 3) I would think of as many alternatives for action as I could, then list the possible consequences for each of these alternatives, then select one alternative to use as a goal.
- 4) I would simply choose the first action plan that comes into my mind. I don't think there is a good process that I can go through to make decisions.
- 5) I would think of as many alternatives for action that I could, then ask at least three respected people for their opinions as to which alternative is best, and finally make a decision based on this information.

## (5) Effective changes to any problem:

- 1) Are the result of fateful or accidental actions.
- 2) Should be planned and carried out very carefully.
- 3) Take time, and should happen in planned, purposeful ways.
- 4) Are the result of a good team effort.
- 5) Are actually very simply achieved, and need not be wasteful of time and effort.

(6) When I am gathering information about a particular action plan, the following is method is most effective:

- 1) Identify the important parts of the action plan, decide the best places to get the information, collect the information from these sources, and then evaluate and organize this information.
- 2) One method is as good as the next; the crucial element is to work very hard to obtain extensive information, then to evaluate and organize this information.
- 3) Only experts should be consulted since it is often impossible to tell what information is right or wrong. Avoid getting too much information that would only complicate the process.
- 4) Identify the important parts of the action plan, collect the information, and review this information until it is memorized thoroughly.
- 5) Read recent written material on the subject. Then choose the information that the majority of these sources agree upon, and then evaluate and organize this information.

(7) When assessing my strengths and weaknesses in relation to making an important change in my life, I should take into consideration:

- 1) My self-confidence in my own abilities; my personal support received from friends and relatives; and the amount of quality instruction received about the area of change.
- 2) My feelings of nervousness and anxiety; my motivation to really want to make the change; and my level of skills necessary to accomplish this change.
- 3) My level of general intelligence and ability to learn; my feelings of nervousness and anxiety; and the amount of quality instruction received about the area of change.
- 4) My motivation to really want to make the change; my personal support received from friends and relatives; and my self-confidence in my own abilities.

(8) When I feel nervous or anxious about doing something, I know that:

- 1) Nervousness and anxiety happen for good reasons. They will end when the threatening tasks I am to perform end.
- 2) Techniques such as relaxation, or talking to myself in more rational or positive ways will help lower my nervousness/anxiety.
- 3) Techniques of "escape" such as physical exercise or going to a movie will help lower my nervousness/anxiety.
- 4) Techniques such as talking things out with a counsellor or a close friend will help lower my nervousness/anxiety.
- 5) Nervousness and anxiety are common, automatic physiological reactions. There is nothing that can be done about them.

(9) When I want to increase my motivation (my desire to do something), the following steps will help:

- 1) keep my personal goals as secretive as possible; goals should be long-term and difficult in order to increase personal strength of character; and record my progress twice a week.
- 2) goals should be reachable, clear, and specific; watch and record my progress carefully; and evaluate my progress and reward myself if I do well.
- 3) keep my personal goals as secretive as possible; watch and record my progress carefully; and regularly change my self-evaluation procedures.
- 4) goals should be long-term and difficult in order to increase personal strength of character; record my progress twice a week; and evaluate my progress and reward myself if I do well.
- 5) goals should be reachable, clear, and specific; record my progress twice a week; and regularly change my self-evaluation procedures.

(10) The best way to learn a new skill is:

- 1) to receive clear instructions, and to practice the skill as much as possible because practice makes perfect.
- 2) to receive clear instructions, to practice the new skill, and to motivate myself to want to learn.
- 3) to practice the new skill, to receive feedback on my practice, and to practice further.
- 4) to receive clear instructions and specific feedback to my questions about these instructions.
- 5) to receive clear instructions, to practice the new skill, and to receive feedback on my practice.

(11) When I want to teach someone an increased skill level in performing a certain task, I keep in mind that my feedback to the student's practice attempts:

- 1) should describe the practice thoroughly and specifically; should only be given well after the practice has ended; and should emphasize the mistakes that were made in the practice.
- 2) should describe the practice in general terms; should be given immediately during and after the practice; and should emphasize the mistakes that were made in the practice.
- 3) should be given immediately during and after the practice; should describe the practice thoroughly and specifically; and should emphasize progress and improvement.
- 4) should only be given well after the practice session has ended; should emphasize the mistakes that were made in the practice; and should describe the practice in general terms.
- 5) should describe the practice in general terms; should only be given well after the practice session has ended; and should emphasize progress and improvement.

(12) A goal is a statement of exactly what a person wants to accomplish. When stating a goal, it is important that:

- 1) it should indicate precisely what the end result will be, and exactly how much, how often, how long, etc. it will be done.
- 2) it should be somewhat imprecise so the person will not fear failure and can at least say they were able to achieve some success.
- 3) it should be something the person honestly wants to do; that is simply stated, and easy to achieve.
- 4) it should set out a step-by-step plan of clear and specific methods to use in accomplishing the goal.
- 5) it should be flexible enough to meet changing situations, yet should contain a definite time limit.

(13) A good goal should be:

- 1) stated in passive, flexible terms.
- 2) difficult to evaluate at the end of self-instruction.
- 3) changed quite regularly to meet changing conditions.
- 4) easy to evaluate at the end of self-instruction.
- 5) worthwhile to other people.

(14) When people fail to complete a plan of action successfully, their failure is usually due to:

- 1) poor planning and preparation for action.
- 2) the fact that they just did not try hard enough.
- 3) a lack of support from friends and relatives.
- 4) they did not have the intellectual capacity to complete the complex plan.
- 5) it was simply too hard to do in the first place.

(15) Before I plan a final course of action to meet my needs, I should first:

- 1) decide what actions I want to take; gather information on these actions; determine my strengths and weaknesses regarding these actions; and set some specific goals I can achieve.
- 2) give the plan lengthy, intense thought; read varied recent written information that is relevant to my plan; ensure I have enough time to accomplish these actions; not be afraid to work hard.
- 3) ~~get opinions on my plan from at least two other respected people; ensure I have enough time to accomplish these actions; be enthusiastic about accomplishing the plan; and set some specific goals I can achieve.~~
- 4) ~~determine my strengths and weaknesses regarding these actions; be confident that everyone likes my plan; be enthusiastic about accomplishing the plan; not be afraid to work hard.~~
- 5) decide what actions I want to take; ensure I have enough time to accomplish these actions; get opinions on my plan from at least two other respected people; be confident that everyone likes my plan.

(16) When planning a final course of action on my own, I should:

- 1) ~~give the task intense, lengthy thought, then simply do it; remembering not to get too specific so I can alter plans at a later time.~~
- 2) determine how much time I have, decide how motivated I am to complete the task, gather information about the task, then follow through with action.
- 3) select procedures which achieve my goals, list all actions necessary for each procedure, put these actions into a sequence (order), then decide upon specific times to complete each action.
- 4) list all the actions that are likely to help achieve my goal, then systematically complete each action until the list is completed.
- 5) list all actions necessary for each procedure, discuss final planning with at least two experts, combine their decisions into a final plan, and follow through with action.

(17) Two areas that are crucial to the successful execution of planned actions are:

- 1) the support of my friends and relatives, and knowing my personal limits.
- 2) positive thinking and commitment to hard work.
- 3) knowing my personal limits, and commitment to hard work.
- 4) being assentive and flexible.
- 5) having the motivation to complete the task, and the support of my friends and relatives.

(18) When I am evaluating an action I have taken, I should use the following stages:

- 1) evaluate whether I have achieved my goals, reinforce my successes and punish my failures, and set up new and more difficult goals.
- 2) give myself encouragement when I have done something well, and not to worry too frequently about my mistakes.
- 3) continuously examine my progress towards goals, compare my actions to others who have attempted similar actions, and then decide how well I have done in comparison to them.
- 4) continuously examine my progress towards goals, evaluate whether I am doing each action I intended to do, evaluate the entire set of actions as a whole, and decide on future actions.
- 5) set up careful plans, evaluate those plans with accurate records, compare my actions to others who have attempted similar actions, decide how well I have done compared to them.

(19) "Charting" of specific goals and specific methods is helpful because:

- 1) it helps to specify actions, and it is an excellent outlet for artistic talents.
- 2) it is good discipline, and provides evaluation opportunities.
- 3) it increases awareness and motivation, and provides evaluation opportunities.
- 4) it is an excellent outlet for artistic talents, and it is good discipline.
- 5) it helps to specify actions, and it increases awareness and motivation.

(20) Which of the following statements best describes the beliefs of the "Training for Self-Power" program?

- 1) Modern society has become so complicated that we can no longer determine the course of our lives.
- 2) With hard work and effort, we can usually do something to determine the course of our lives.
- 3) It is only occasionally possible to actually do something to exercise responsibility for our lives.
- 4) Altering life experiences is a simple and easy process if we put our mind to it.
- 5) With hard work and effort, it is possible to change all parts of our lives to be exactly the way we want them.



FINAL EXAM (PART II)

Total 30 pts.

1. (4 pts.) Imagine (?) that you would like to spend more time studying your schoolwork, but for some strange, unknown reason, you find it hard motivating yourself to do so.

i) Write a brief example of the individualized positive self-talk you might use to increase your motivation to study. (1 pt.)

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ii) Describe methods of setting goals for yourself that would help increase your motivation to study. (1 pt.)

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iii) Draw and describe at least one method of charting that would help increase your motivation to study. Use other side of paper if necessary. (2 pts.)

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2. (4 pts.) Below are four goal statements. For each, decide:  
 i) has the goal been specified effectively?, and ii) has the method  
 of achieving the goal been specified effectively?

In each square, enter either Y (Yes) or N (No).

GOAL      METHOD



"I'm going to come up with some plan to improve my French marks substantially."



"I'm going to take the interpersonal communications course next semester and make plans with my counselor so I can make at least two new friends before Easter."



"I'm going to develop and work through a systematic desensitization hierarchy so I can overcome my irrational fear about heights."



"I'm going to learn some new skills of communication so I can go the entire month of March without yelling or swearing at my sister more than ten times."



4. (4 pts.) After the "Evaluation" stage, what follow-up action might be taken? Check (✓) all actions that might be taken.

If self-instruction has been successful, the person may decide to conclude all efforts in this area for the time being.

The person should always continue with self-instruction whether or not self-power has been reached.

If all major goals have been met, but a higher level of self-power in that area is desired, a new program of self-instruction aimed at a higher level of functioning may be formulated.

If all major obstacles have been met, but a higher level of self-power in that area is desired, the self-instructor should avoid further self-instruction in that area (especially for the following few weeks) in order to avoid an "overkill" effect.

If all major obstacles have not been met, the self-instructor should learn from experience that self-instruction is very likely to be inappropriate for that particular goal.

If all major obstacles have not been met, the self-instructor may cycle back to a previous stage in the self-instruction process and begin again.

5. (14 pts.) Imagine yourself to be in the following situation, and write brief and effective planning for each of the seven self-instruction stages (and substeps) of "Training for Self-Power." (use the back of these pages if necessary.)

(use the program stage summary as an outline)

(use the "first person" form throughout; i.e., "I want to...")

You have been chosen by your English instructor to be the class valedictorian (speaker) at the June graduation ceremonies. This means that you will be giving a five-minute speech to hundreds of students and parents. You would very much like to do this, but:

- a) you have never given a speech before, and you don't know anything about public speaking.
- b) you have never heard a valedictorian speech before, and you don't know what to talk about.
- c) you are feeling very nervous about making the speech. Every time you consider it, your palms feel sweaty and you get "butterflies" in the pit of your stomach.

DECIDING (2 pts.) \_\_\_\_\_

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GATHERING INFORMATION (3 pts.) \_\_\_\_\_

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TAKING STOCK (2 pts.)

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SPECIFYING GOALS (.1 pt.)

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SPECIFYING METHODS ( 2 pts.)

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ACTING ( 2 pts.)

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EVALUATING ( 2 pts.)

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Name ANSWER KEY

Date \_\_\_\_\_

## FINAL EXAM

## ANSWER SHEET - PART I

For each of the twenty questions, circle only one number that corresponds to your best choice.

- |       |   |   |   |   |   |      |   |   |   |   |   |
|-------|---|---|---|---|---|------|---|---|---|---|---|
| ( 1 ) | 1 | 2 | 3 | ④ | 5 | (11) | 1 | 2 | ③ | 4 | 5 |
| ( 2 ) | 1 | 2 | ③ | 4 | 5 | (12) | ① | 2 | 3 | 4 | 5 |
| ( 3 ) | 1 | 2 | 3 | ④ | 5 | (13) | 1 | 2 | 3 | ④ | 5 |
| ( 4 ) | 1 | 2 | ③ | 4 | 5 | (14) | ① | 2 | 3 | 4 | 5 |
| ( 5 ) | 1 | 2 | ③ | 4 | 5 | (15) | ① | 2 | 3 | 4 | 5 |
| ( 6 ) | ① | 2 | 3 | 4 | 5 | (16) | 1 | 2 | ③ | 4 | 5 |
| ( 7 ) | 1 | ② | 3 | 4 | 5 | (17) | 1 | ② | 3 | 4 | 5 |
| ( 8 ) | 1 | ② | 3 | 4 | 5 | (18) | 1 | 2 | 3 | ④ | 5 |
| ( 9 ) | 1 | ② | 3 | 4 | 5 | (19) | 1 | 2 | ③ | 4 | 5 |
| (10)  | 1 | 2 | 3 | 4 | ⑤ | (20) | 1 | ② | 3 | 4 | 5 |

## FINAL EXAM (PART II)

Total 30 pts.

1. (4 pts.) Imagine (?) that you would like to spend more time studying your schoolwork, but for some strange, unknown reason, you find it hard motivating yourself to do so.

i) Write a brief example of the individualized positive self-talk you might use to increase your motivation to study. (1 pt.)

*"Come on now, John. Passing this course is very important. It's necessary for my career plans. I need to study these notes. It's only another two weeks before the end of the semester. I know I can put in the extra effort. Let's get going now!"*

ii) Describe methods of setting goals for yourself that would help increase your motivation to study. (1 pt.)

*Make my study goals very clear and specific. Don't do too much at once. Make the goals short-term, e.g., "I will read and review one chapter per night for the next two weeks. I will chart my performance regularly, reward my success, and rationalize my faults."*

iii) Draw and describe at least one method of charting that would help increase your motivation to study. Use other side of paper if necessary. (2 pts.)

*This is a checklist of homework that I will complete. I will check the box if I thoroughly read and reviewed the chapter that night.*

Ch.1	Ch.2	Ch.3	Ch.4	Ch.5	Ch.6	Ch.7	Ch.8	Ch.9	Ch.10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
May 19	20	21	22	23	26	27	28	29	30

\* samples of ideal responses



2. (4 pts.) Below are four goal statements. For each, decide:  
 i) has the goal been specified effectively?, and ii) has the method  
 of achieving the goal been specified effectively?

In each square, enter either Y (Yes) or N (No).

GOAL      METHOD

N

N

"I'm going to come up with some plan to improve my French marks substantially."

Y

Y

"I'm going to take the interpersonal communications course next semester and make plans with my counselor so I can make at least two new friends before Easter."

N

Y

"I'm going to develop and work through a systematic desensitization hierarchy so I can overcome my irrational fear about heights."

Y

N

"I'm going to learn some new skills of communication so I can go the entire month of March without yelling or swearing at my sister more than ten times."

3. (4 pts.) More than anything, Marilyn wanted to fly a glider plane. She had observed and talked with glider pilots and read several books on the subject. She knew, however, that the pilot's licensing course and a year's membership in the co-op flying club cost \$450. After discussing her goal with her parents, they offered to pay one-half of the costs if she could find part-time jobs to pay the other half herself before the licensing classes began in three months.

In the first month Marilyn saved over \$100 from her babysitting and part-time waitress job. In the second month, however, she began spending the part of her earnings she had planned on saving. She began doubting if she would ever be able to save enough to afford the lessons and membership.

For the above "Acting" stage situation, write self-talk statements (including the two crucial attributes) that Marilyn could use to provoke and encourage herself towards self-power actions.

*O.K., Marilyn, I'd better make a decision about my flying \* plans. Yes, I still really want to take the flying course and to join the club. If I'm going to save \$125 in the next six weeks, I'd better get cracking now! I know I can do it. I just have to get back on track with my original savings plan. I'll hang in there with my work and avoid spending my money on other things for six weeks. It'll be hard work, but it's going to be worth it. It'll really be great; soaring with the birds!"*

*(\* sample of ideal response)*

4. (4 pts.) After the "Evaluation" stage, what follow-up action might be taken? Check (✓) all actions that might be taken.

If self-instruction has been successful, the person may decide to conclude all efforts in this area for the time being.

The person should always continue with self-instruction whether or not self-power has been reached.

If all major goals have been met, but a higher level of self-power in that area is desired, a new program of self-instruction aimed at a higher level of functioning may be formulated.

If all major obstacles have been met, but a higher level of self-power in that area is desired, the self-instructor should avoid further self-instruction in that area (especially for the following few weeks) in order to avoid an "overkill" effect.

If all major obstacles have not been met, the self-instructor should learn from experience that self-instruction is very likely to be inappropriate for that particular goal.

If all major obstacles have not been met, the self-instructor may cycle back to a previous stage in the self-instruction process and begin again.

5. (14 pts.) Imagine yourself to be in the following situation, and write brief and effective planning for each of the seven self-instruction stages (and substeps) of "Training for Self-Power." (use the back of these pages if necessary.)

(use the program stage summary as an outline)

(use the "first person" form throughout; i.e., "I want to...")

You have been chosen by your English instructor to be the class valedictorian (speaker) at the June graduation ceremonies. This means that you will be giving a five-minute speech to hundreds of students and parents. You would very much like to do this, but:

- a) you have never given a speech before, and you don't know anything about public speaking.
- b) you have never heard a valedictorian speech before, and you don't know what to talk about.
- c) you are feeling very nervous about making the speech. Every time you consider it, your palms feel sweaty and you get "butterflies" in the pit of your stomach.

DECIDING (2 pts.)

1 = i) statement of general concerns ii) three or more possible actions are generated iii) the likely consequences of these actions are stated

1 = a general action plan is outlined

GATHERING INFORMATION ( 3 pts.) 1 = the key parts of the action plan are identified as being...lack of knowledge about public speaking and valedictorian addresses; anxiety.

1 = At least two sources of relevant information are listed (e.g., courses, library books, discussions/observations of experts).

1 = some mention of the importance of patience, persistence, and politeness in gathering the necessary information, and/or plans to organize and evaluate the gathered information.

TAKING STOCK (2 pts.) 1 = i) acknowledgement of ANXIETY about giving speeches, and ii) LACK OF SKILLS regarding public-speaking and valedictorian speeches (½ each). 1 = i) statement of a method to overcome physiological anxiety about speech-giving (deep-muscle relaxation or the relaxation response) and ii) statement of a plan to overcome lack of above-mentioned skills (including the components of knowledge, practice, and feedback). (½ each)

SPECIFYING GOALS (1 pt.) \_\_\_\_\_

1 = The goal is stated in active, precise terms that are easily evaluated.

SPECIFYING METHODS (2 pts.) \_\_\_\_\_

1 = Methods are generated that are action-specific and time-specific.

1 = These actions are sequenced and timetabled.

ACTING ( 2 pts.) \_\_\_\_\_

Self-talk is included that note:

1 = positive thinking, and

1 = commitment to hard work.

EVALUATING ( 2 pts.) 1 = statement of continuous monitoring and recording of progress (charting).

1 = statement of evaluating of individual goals and the entire self-instruction program and/or discussion of deciding future moves.

Lesson #12 Chart--PROGRAM SUMMARY

<u>Time</u>	<u>Activity</u>	<u>Student's Part</u>	<u>Instructor's Part</u>	<u>Key Instructor Skills</u>	<u>Media and Supplies</u>
2	Lesson overview	-attending	Statement of content and processes.	-overviewing	
15	Small group exercise: "Personal Goal Situation" at the "Evaluating" stage.	-small group discussion -think and write responses	Divide students into their small groups. Give specific instructions as to content and process of task. Time exercise. Circulate among groups, checking progress.	-physical arrangement -explaining and directing exercise -descriptive praise -informational feedback	
20	Class discussion about the personal impact of the "Training for Self-Power" program	-class discussion	Introduce and direct discussion. Share personal reactions and insights.	-explaining and directing discussion -opining -questioning -descriptive praise	
22	Return and review examination	-attending -class discussion	Return exams. Explain and discuss exam questions and answers.	-explaining markers of importance	marked final exams
1	Students hand in "Personal Goal Situation" packets	-hand in packets	Collect packets (and later, mark and return them).		

Brief Description and Rationale for Lesson #12

The lesson begins with an overview of the activities and processes of the lesson. This prepares students for the activities to come.

The instructor then will divide students into their small groups, and will direct their discussion and completion of the "Personal Goal Situation" forms at the "Evaluating" stage. This provides a final opportunity for students to discuss and receive feedback on their "Personal Goal Situations."

Next, the instructor will direct a class discussion about the personal impact of the "Training for Self-Power" program. The instructor will share his or her personal reactions and insights, and will ask a variety of open-ended questions. This procedure will model personal sharing, and will encourage student input.

The instructor then will return the marked examinations, and will explain and discuss exam questions and answers. The instructor will call upon students who successfully answered Part II questions to state their answers to the class. This will involve students in the exam review process.

Finally, the instructor will request and collect students' completed "Personal Goal Situation" packets. These will be marked and returned to the students.

## Lesson #12 Script

### Overview

*Today is the final lesson of the "Training for Self-Power" program. We'll start today by breaking into our small groups to discuss our "Personal Goal Situations" at the "Evaluating" stage. Then we'll spend some time discussing our personal reactions to the "Training for Self-Power" program, and finally we will review the examination.*

### Small group exercise: "Personal Goal Situations" at the "Evaluating" stage

*First off, let's break into your small groups. Take with you your "PGS--EVALUATING Stage" form as well as the "Personal Goal Situation" forms for all six previous stages.*

The instructor will direct this relocation.

*As you know, at the end of today's lesson, you will be handing in the seven completed forms for your "Personal Goal Situation." These forms represent 30% of your total mark for the course. In the next twelve minutes or so, I'd like you to share your "Evaluating" stage results with your group partners, and put the final touches on those forms and any other of your "Personal Goal Situation" forms. I'll tell you when there are two minutes left in the exercise.*

The instructor will circulate amongst the groups, giving descriptive-praise and informational feedback. The instructor will give the two-minute "warning," and will terminate the exercise (returning



students to their regular seating).

Class discussion re: the "Training for Self-Power" program

*At the outset of the "Training for Self-Power" program, we discussed the difference between learning content facts and learning process procedures. In this program we've learned a process--stages of self-instruction that we can "plug in" to meet a wide variety of life goals and overcome personal problems.*

*I'd like us to take a few minutes now to discuss some of our personal reactions to the program.*

The instructor will elicit student comments by asking questions similar to the following:

*What was the value of the program for you?*

*What did you learn about yourself as a result of the program?*

*As a result of the program, has there been any change in your sense of self-power, your ability to do something to meet your goals and overcome problems? Tell us about it.*

*In what areas of your life are you now using self-instruction processes, or might you use those processes in the near future?*

The instructor will respond to student comments with descriptive praise. Interspersed amongst student comments, the instructor will share personal insights and reactions to the "Training for Self-Power" program.

Examination review

The instructor then will return the marked examination papers,

and will review each question, stating the correct answers, reasons for same, and responding to students' questions.

The instructor will call upon students who successfully answered Part II questions to state their answers to the class.

Students turn in "Personal Goal Situation" packets

*Finally, don't forget to hand in your packet of seven completed "Personal Goal Situation" forms. I will mark the forms and return them to you \_\_\_\_\_.*

General guidelines for marking "Personal Goal Situation" forms.

Each stage form will be marked out of a total of four points. Marking will focus on the students' success in integrating the requested process requirements for each stage with their "Personal Goal Situation."

An additional two bonus points will be awarded for a successful self-instruction program. (total = 30)

Add brief comments of descriptive praise and informational feedback.

Note total "Personal Goal Situation" marks on the final page, along with mid-term and final exam scores, with total program mark (out of 100) and corresponding letter grade.

APPENDIX B  
STUDENT GUIDEBOOK

## Student Guidebook

## TRAINING FOR SELF-POWER

Introduction

Welcome to the minicourse program, "Training for Self-Power."

Modern society is presently undergoing an information revolution. Technology is increasing the knowledge available to us at a phenomenal rate. It is no longer effective simply to teach facts to be memorized, when knowledge is being discovered and changed so rapidly.

Rather than teaching facts, this program teaches *processes*. According to Webster's New World Dictionary, a process is "a method of doing something, with all the steps involved." This concept is similar to that of a mathematical formula. While the numbers in a mathematics problem change from example to example, by using a constant formula (e.g.,  $A = \pi r^2$ ), the student will reach his or her goal (the correct answer). Similarly, while it is not possible to learn lists of effective responses to all of life's problems and challenges, it is possible to learn general processes which can be used in various situations. These processes will help the individual reach his or her personal goals in life.

Within each of us, we have an ability called "Self-Power."

"Self-Power" is a term given to our ability to take positive action.

toward achieving personal goals. Such a goal may be the achievement of something we want or want to become, or it may involve overcoming a certain life problem. When we exercise self-power, we take action, which involves successfully changing our behaviors, thoughts, and/or feelings in order to meet our personal goals.

As such, self-power is a very broad term, one that is a general goal for all people. Public education has attempted to meet this goal by offering young people a standard curriculum of school subjects: mathematics, sciences, social studies, languages, etc. Educators have hoped that such coursework automatically would require students to learn widely applicable skills in such areas as self-directed learning, decision-making, independent and creative thinking, and problem-solving--process skills that most educators would consider to be among the general goals of education. Such coursework, however, does not necessarily attain these goals. This minicourse is based on the position that it is possible to teach these skills and processes directly.

You will be learning how to change your personal and interpersonal life by exercising process skills of decision-making, information gathering, overcoming problems of anxiety and lack of motivation and skills, specifying goals and plans, initiating action, and evaluation. You will be using this systematic, stage-by-stage method (process) of anticipating, planning, and executing actions in order to meet your personal goals. Rather than learning

a lot of facts, in this program you will be learning about learning and thinking about thinking.

These statements will be expanded and clarified as you progress through the program. Your instructor will present you with new concepts, your class will discuss examples of people making efforts to change their lives, you will experience group and individual exercises that are relevant to the new information, and you will be practising these methods in reaching a personal goal. You will receive reading handouts, and you will be completing various "Suggested Activities" for each lesson.

The following page outlines the twelve lessons, the course requirements and the grading procedure.

Lessons, Dates, and Times

Classes will be held in room number \_\_\_\_\_  
on the following dates and times.

<u>Lesson Number</u>	<u>Lesson Title</u>	<u>Date and Time</u>
1	Introduction	_____
2	Deciding	_____
3	Gathering Information	_____
4	Taking Stock: Cognitive Anxiety	_____
5	Taking Stock: (i) Physiological Anxiety and (ii) Motivation	_____
6	Taking Stock: Acquiring Skills and <u>Midterm</u> (take-home) <u>test</u>	_____
7	Specifying Goals	_____
8	Specifying Methods	_____
9	Acting	_____
10	Evaluating	_____
11	<u>Final Exam</u>	_____
12	Review of Exam and "PGS:" Program Summary	_____

Your attendance at all twelve lessons is required

Course Requirements and Evaluation

Midterm take-home quiz (between Lessons #6 and #7)	20
Final Exam (Lesson #11)	50
"Personal Goal Situation" ("PGS") forms (to be explained in class and handed in at Lesson # 12)	30
	<hr/>
	100

Grades

90+ = A+	85-89 = A	80-84 = A-
75-79 = B+	70-74 = B	65-69 = B-
60-64 = C+	55-59 = C	50-54 = C-
-49 = F		



## LESSON #1

Lesson #1 Outcome Objectives

1. Students will develop a positive attitude towards their lives, and will rate their approach to current and future life tasks in more positive ways.
2. Students will judge themselves to be more able to "do something" in response to most of the challenges, problems, and concerns they experience in the course of living.
3. Students will be able to define the terms "locus of control" (internal vs. external) and "self-power."
4. Students will be able to discern between beliefs that help us achieve self-power and beliefs that do not help us achieve self-power.
5. Students will be able to name and explain briefly the seven stages involved in the systematic self-instructional model, "Training for Self-Power."

Lesson #1 Notes

Beliefs that we hold about our ability to influence or control what happens to us are central to the concept of self-power. People who believe that what happens to them is a result of forces outside of themselves (i.e., luck, fate, supernatural powers, the complexity and unpredictability of the world, or the actions of others) have what is called an external locus of control. Such people often have

a general feeling of personal helplessness in overcoming their problems. Such a sense of powerlessness leads to feelings of futility and hopelessness, a lowered feeling of self-worth, and a failure to set goals or to take positive action.

Although personal helplessness may be somewhat real, more often it is the person's attitude of seeing himself/herself as powerless which interferes (as a self-fulfilling prophecy) with success. In such cases, the person's self-defeating attitude of personal helplessness becomes a barrier in itself. The blaming of outside forces for one's life problems makes it unlikely that one will take positive action regarding them. As such, a general goal in life might be to move from a feeling of personal powerlessness (helplessness) to a greater feeling of powerfulness in resolving life's problems and concerns, and in achieving one's personal goals.

People who are more likely to believe that what happens to them in a particular situation depends upon their own efforts (i.e., they have control of their own destiny; they see positive and negative events as being the result of their own actions) have an internal locus of control. Internally controlled people (in comparison with externally controlled people): 1) are more likely to take steps to improve their situation, 2) are more involved in taking positive social action, 3) are more involved in situations they see as depending on their skill or ability rather than chance factors, and

4) are more resistant to subtle attempts to influence and manipulate them. One of the goals of this 12 lesson program is to help you to develop this internal locus of control, this belief/feeling that generally your own efforts control what happens to you.

The belief system of whether or not we think we can determine our own life directions is called locus of control; the actual set of actions we take toward determining our life directions is called self-power.

As mentioned in the "Introduction," Self-Power is our ability to take positive action towards achieving personal goals (achieving something we want or want to become, or overcoming a certain problem). Such "action" involves changing specific behaviors, feelings, and/or thinking patterns. When we exercise self-power, we successfully make such changes in order to meet our personal goals.

The influencing of our lives by our own actions is not a simple matter of "willpower" or determination. It is important to separate "knowing" from "doing." We frequently know what we should do, yet never actually do it. For example, obese people are often very aware of nutrition, food caloric values, the necessity for exercise in weight control, and other issues central to weight loss. Such individuals, however, may continue to eat large quantities of fattening food and avoid exercise, even though they may have an effective reducing strategy in mind. Self-Power occurs when we act intentionally, with the goal of producing effects and changes in our lives

that are in line with our personal goals.

### Self-Power Involves Behaving, Feeling, and Thinking

Effective human functioning involves behaving, feeling and thinking. While it is our behaviors that directly influence our life situations, our related thoughts and feelings influence our behaviors. We are always thinking, and we are always having some sort of vague or specific emotion (feeling). No behavior exists without related thoughts and feelings.

For example, Sue had a great fear of dogs. But if she was walking along and saw a dog with a broken leg, she likely might feel sorry for it (feeling). She would know that if she could relax and avoid anxiety, she may be able to help it (thinking). If she was able to execute the actions of bending down, picking the dog up, and transporting it to the S.P.C.A. (behaving), she could save it. The outcome (dog safe at the S.P.C.A. and leg repaired) likely would lead Sue to experience happiness and growing confidence (feeling), to recognize that she was no longer overwhelmed by a fear of dogs (thinking), and likely would increase the chance that she would be able to perform similar acts in the future (behaving).

Behaving, feeling, and thinking are interrelated aspects of the whole person; effective human functioning requires a healthy balance of these three modes. If one of these modes is impaired in some way, the total functioning of the person will be affected. For example, some people seem to be "dead" at the "Feeling" mode ("flat

affect"), experiencing life with little, if any, fullness or intensity. They go through life mechanically, and have difficulty getting in touch with their positive and/or negative feelings. Conversely, others are frequently overwhelmed by their feelings. They cannot control their anger, venting it at inappropriate times with inappropriate intensity. They may be overly antagonistic, or may be overwhelmed by depression.

"Behaving" mode disturbances are most often observable. We notice immediately people who have behavioral difficulties such as overeating and excessive drinking; annoying habits such as knuckle-cracking; and self-destructive behaviors such as frequent verbal or physical fighting.

In the "Thinking" mode, some people distort their perceptions of the world, which affects their thinking, reasoning, and planning. For example, they may have unrealistic expectations of others, or use illogical reasoning. Negative, irrational, and self-defeating thinking patterns result in anxieties and phobias. Many people build frustrations and inconveniences into catastrophes, and others develop low self-esteem through their thought processes.

Therefore, acquiring self-power may involve thinking (cognitive) changes, feeling (emotional) changes, or behaving (behavioral) changes--or all of these.

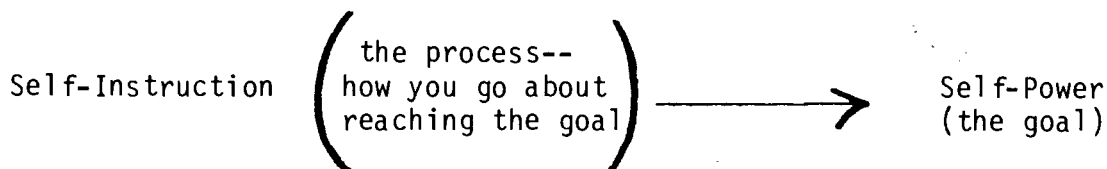
### Four Beliefs Basic to Self-Power

1. I am responsible for myself. What happens to me is a result of my own actions. Through my behaviors, feelings, and thoughts, I actively determine the course of my life.
2. Recognizing that I am responsible for myself leads to purposeful attempts to change life experiences. I can always do something to exercise self-power in my own life. This may involve changing my behaviors, my feelings, and/or my thinking patterns.
3. Changing life experiences (self-power) requires effort and hard work. Seldom are there easy or magical ways to change old habits and acquire new knowledge and new ways of behaving, feeling, and/or thinking.
4. Life cannot always be exactly as I would like it. Life is not always fair; the world and the people in it (including myself) are not perfect and are not always going to behave, feel, and/or think the way I wish. There are parts of my life that I realistically cannot change. I must accept and learn to cope with these.

From these beliefs come our attitudes about life, including the attitude that "I can do something to influence almost every aspect of my life and my future." People with such positive attitudes towards their life and towards other people, typically view the world with optimism and trust rather than with pessimism, defensiveness, and antagonism. Combined, these four beliefs encourage us to take responsibility for our lives, and, when possible, to take action (self-power) towards changing our behaviors, feelings, and/or thoughts in order to meet our goals.

## Self-Instruction

Self-instruction is a process by which people can teach themselves or arrange conditions that will help them learn to behave, feel, and/or think in new ways. Self-instruction is a planned, stage-by-stage process of change and development by which people can learn the knowledge and skills required to exercise Self-Power.



The term "self-instruction" implies that people manage, arrange, and direct their own learning, although they may have input from sources other than themselves. For example, if someone wants to build a sailboat but knows nothing about boat-building, and has none of the skills, he/she is not advised to "pitch-in" and attempt to build a boat without assistance of any kind. But, if he/she reads a book about sailboat construction, enrolls in a boat-building course, and talks to and observes expert builders, he/she is engaging in self-instruction towards this goal. If these self-instructional acts result in a successfully built sailboat, it may be said that he/she has exercised self-power.

Trial and error learning is inefficient. In this minicourse, you will be learning a stage-by-stage, structured process which helps people to anticipate, plan, and execute actions required to alter their life circumstances with a maximum amount of efficiency.

There are seven stages in the self-instructional model. While it is not necessary to work through all seven stages for every single thing you do, this model is very useful when you wish to make significant changes in your life habits, situations, activities, and/or directions.

#### The Seven Stages of Self-Instruction

1. Deciding -- choosing the best option (alternative) for action that is most likely to lead to the desired outcome.
2. Gathering Information -- acquiring accurate, practical information about the various plans and strategies that may be used to begin the decided option for action.
3. Taking Stock -- determining where you currently stand regarding levels of anxiety, motivation, and skill in relation to the chosen action plan, and implementing strategies to overcome any deficiencies in these areas.
4. Specifying Goals -- framing precise, measurable statements of exactly what the self-instructor wishes to accomplish.
5. Specifying Methods -- making specific plans as to the listing, sequencing, and timetabling of procedures to use to reach the goal.
6. Acting -- the actual implementation and execution of the action plan.
7. Evaluating -- as a result of continuous monitoring and recording of actions, the self-instructor assesses individual goals and the total program, and decides future moves.

These stages will be discussed in detail in following lessons.



Suggested Activity (Lesson #1)

In the space below, describe a situation in your own life in which you exercised self-power--i.e., describe the situation and what you did to change your behaviors, feelings, and/or thoughts in order to meet a personal goal or overcome a problem.

## LESSON #2

Lesson #2 Outcome Objectives

1. Students will be able to list the four substeps of the self-instruction stage of "Deciding" in "Training for Self-Power."
2. Given a statement concerning a person's personal and social situation, students will be able to write a detailed action plan for each substep of the "Deciding" stage. Namely: i) identify general concerns; ii) generate (brainstorm) alternatives for action; iii) list likely consequences for engaging in each alternative; and iv) select one alternative to use as a general action plan.
3. Given a statement concerning a person's personal and social situation, students will be able to predict the consequences of various possible action responses.
4. Students will be able to develop a "Personal Goal Situation," and systematically generate an action plan regarding this situation using the four substeps of "Deciding."

Lesson #2 NotesThe "Deciding" Stage of "Training for Self-Power"

"Deciding" is the first stage of "Training for Self-Power." This stage allows the self-instructor to arrive at a general action plan which will meet his/her personal desires. People who engage in self-instruction to increase or acquire self-power in any area of their lives must first decide upon a general action plan to alter any

specific life situation.

Most of us would agree that good initial decision-making is required to meet our personal goals. Typically, however, we do not approach decision-making in a thorough and systematic manner. We do not think about the situation, or consider possible alternatives and their practical consequences before we decide upon a plan of action. This short-term saving of time often results in confusion, inefficiency, and possibly, ultimate failure.

For decisions to be effective in guiding efficient, purposeful actions, they must be stated in explicit, unambiguous terms. When our decisions about what we wish to do are clear and obvious to us, we can keep them firmly in mind and monitor our actions as to whether or not they are helping us reach our overall goals. When decisions are not made, or are made in vague ways, we tend to drift aimlessly, relying on luck or wishes rather than our own abilities of self-power.

The four substeps of the "Deciding" stage of "Training for Self-Power" are: (1) identify general concerns, (2) generate (brainstorm) alternatives for action, (3) list likely consequences of engaging in each of the generated alternatives, and (4) select an action alternative that may then be stated as a general goal to guide following stages of self-instruction.

Let's look at each substep in more detail.

#### Identify General Concerns

Surprisingly, most of us are not always able to recognize the

things that may be causing our feelings. Critical events and their demands upon us are often obvious (e.g., the death of a loved one, winning the lottery), but at other times, we may find ourselves feeling carefree, frustrated, contented, unfulfilled, etc., without being able to identify any real sources of these emotions. Even when the causal event is quite clear, we are likely not aware of all aspects of the concern.

The task of identifying general concerns is one of determining when, where, and to what extent feelings occur. The answers to these questions may be obvious, and little time need be spent at this substep. But when concerns are subconscious, vague, or poorly defined, careful self-monitoring of emotional reactions and the situations in which they occur may be necessary over a number of days or weeks. Self-observations of the intensity of the feeling, how long it lasts, when such a reaction happens, where it happens, who is present, what happened just before or after the reaction, etc., should be noted as soon after they are made as possible. When self-monitoring records are kept regularly over a period of time, they usually indicate certain significant patterns that will help identify the personal concern. This new or increased awareness helps the self-instructor to clarify goals and increase motivation towards self-power for that concern.

For example, a teenage girl had been complaining of occasional bad headaches and general depression. She was not aware of what was causing these feelings. After monitoring when these reactions occurred,

what she was thinking/doing at that time, and who was present, the pattern became clear that these feelings occurred when she was thinking about or dealing with her new step-mother. Further thought and discussion with her school counselor helped her to recognize that she resented this new addition to her family. Having identified the general concern, she was then able to consider possible alternatives for action.

#### Generate (Brainstorm) Alternatives for Action

The second substep in effective decision-making is to generate as many and as wide a variety of alternatives for action as possible. To avoid generating actions of common habit only, it is important to approach this task with a creative, experimental attitude. The self-instructor will perform an open-ended brainstorming of anything that comes to mind no matter how silly or irrelevant it may seem. It may be helpful to enlist the help of others in coming up with even more ideas.

It is helpful to state each option as an action statement; e.g., "I will..." It is easy to understand and evaluate an action plan when the behaviors are clearly stated in action terms. Make this process concrete by writing each alternative down on paper.

It is also important to remember that actions may be changes in feelings and thoughts as well as behaviors. Many life circumstances cannot be changed through our own behaviors, but they can be tolerated or "coped with" in an active way through our feelings and thoughts.

in reaction to them (e.g., dealing with irrational fears; coping with the death of a loved one, etc. -- see Lesson #4).

#### List Likely Consequences

The third substep is to examine each alternative in terms of its practicality, and its likely positive and negative consequences if selected. An example of poor decision-making is when people direct their efforts towards achieving goals that they later discover were not what they wanted (e.g., a university student may study for years to become a dentist, only to find that he/she hates the profession once he/she experiences its daily routines). To avoid such a plight, it is necessary to consider the likely consequences of achieving goals before pursuing them. Although this process is not always possible, such consideration can help to reduce the probability of an occurrence such as described above.

Self-instructors should also consider the differences which might exist between short-term and long-term consequences. Many actions have some appealing short-term consequences (e.g., temporary easing of school study worries by going out with friends), but may have negative longer-term consequences (failure of an exam, a course, and the resulting lack of career entrance requirements). On the other hand, many seemingly negative short-term actions (e.g., the hard work and study required to become a lawyer), may lead to extremely positive longer-term consequences (e.g., a fulfilling and well-paying career).

In addition, action alternatives may have consequences that are positive from one's own selfish standpoint, but that are very negative for others. On the other hand, it is also possible for action alternatives to be rewarding for others, but negative for one's self (e.g., playing a musical instrument to please a demanding parent).

#### Select an Action Alternative

The final substep of "Deciding" is the selection of an alternative for action (or combination of actions) that will guide the execution of following stages of self-instruction. This is a relatively easy decision if the previous step of listing possible consequences has been completed systematically. The self-instructor must devise a method of "weighting" the various alternatives and comparing/contrasting their strengths and weaknesses. For example, this can be done by assigning a numerical score to various aspects of each alternative, and selecting the action alternative that has the highest numeric total. This "best alternative for action" becomes a general action plan that will guide the following self-instruction stages.

\* \* \* \* \*

Let's explore this substep model of the "Deciding" stage for the example of a person wanting to learn how to drive. At the first substep, the person identifies his/her general concerns. They may be that he/she is missing out on a lot of fun by not being able to drive; or that he/she is feeling that a lot of time is being wasted

waiting for buses.

Next, the person generates (brainstorms) a list of all possible alternatives for action. These may include such options as taking lessons from a driving school; asking a friend or relative to teach the skills; etc.

The person next lists both the positive and negative consequences of each listed alternative for action. For example, the cost of a driving school might be a negative factor. After weighing the listed evidence, the person will finally select an action alternative (or a combination of alternatives) that will be used to guide future efforts.



### Suggested Activity (Lesson #2)

The following exercise will give you further experience in completing two of the critical substeps of the "Deciding" stage; listing likely consequences, and selecting an action alternative.

For the following problem situation, predict the consequences (results) of the various action responses, and state your reasons for these predictions. Finally, state which action response you think would have the best outcome for Martin.

#### Problem Situation

Martin had been having marriage problems. His wife told him that she was fed up with him going out with the guys after work all the time. She didn't like having dinner by herself and not knowing where he was or when he was coming home. Martin agreed that this was unfair, and stated that he would work on improving this. For the next two weeks, Martin came home right after work. One day, however, the guys at work decided to go out after work (5 p.m.) to watch the big game on the hotel TV screen. Martin really wanted to go along.

Action Response A      Martin went home, but he felt angry, and he was miserable to his wife all evening.

Consequence \_\_\_\_\_  
 \_\_\_\_\_

Why? \_\_\_\_\_  
 \_\_\_\_\_

Action Response B Martin called his wife and explained that it was important for him to go out with the guys once in a while, and asked if it was OK with her if he went out that night.

Consequence \_\_\_\_\_

Why? \_\_\_\_\_

Action Response C Martin decided that he had been going home every night for the last two weeks, and that he deserved a night out with the guys. He made it home at 10 p.m.

Consequence \_\_\_\_\_

Why? \_\_\_\_\_

Which action response would have the best outcome for Martin?

Explain \_\_\_\_\_

## LESSON #3

Lesson #3 Outcome Objectives

1. Students will be able to describe that the "Gathering Information" stage is important because people must have accurate, practical knowledge before they can act wisely in meeting their personal goals.
2. Students will judge that most effective changes take time, and happen in planned, purposeful ways, not as the result of accidental or rushed actions.
3. Students will be able to state the four substeps of the "Gathering Information" stage. Namely: (a) identify the important aspects of the overall action plan; (b) determine sources of relevant information; (c) collect information from these sources (being polite, patient, and persistent); and (d) organize and evaluate the information that is obtained.
4. Students will be able to demonstrate use of these substeps for the given "Hypothetical Goal Situation."
5. Students will be able to demonstrate use of these substeps for their own "Personal Goal Situation."

Lesson #3 NotesThe "Gathering Information" Stage of "Training for Self-Power"

"Gathering Information" is the second stage of "Training for Self-Power." Before it is possible to complete wise action plans, the self-instructor must first have accurate, practical information about these plans.

Today's technological society allows availability to more information than ever before. However, access to this knowledge has also become increasingly complex and intimidating. New skills of information-gathering are required to use the various systems (e.g., computers, microfilm) that store information.


Even in using more basic sources of knowledge, well-developed information-gathering skills frequently are required.

This lesson examines four specific substeps involved in effective information-gathering.

1. Identify what needs to be known (key parts of the general action plan). Consider all the things you might need to know in order to execute the plan, and decide whether any more information is needed in any of these areas before plans can proceed.

2. Determine sources of relevant information. Where can you get this needed information? For example, observe and talk with experienced and prominent professionals; attend conferences, workshops, college courses, and nightschool; join relevant clubs and associations; read self-help books and other printed information from bookstores and libraries; attend lectures and demonstrations, watch and listen to educational TV, radio, and tapes; observe and monitor your own efforts.

3. Collect information from these sources. This requires politeness, persistence, and patience. Immediate action may seem to save time at first, but in the long run, it frequently results in frustrations



and delays because of lack of accurate, practical information.

No one is knowledgeable about all topics. Do not be ashamed about not knowing something; make assertive, direct requests for assistance.

4. Organize and evaluate the information that is gathered.

Extract the information and ideas that are commonly recommended by reputable information sources. Organize and record (write down) the information for your future use; labelling, filing, and storing it for easy access.

\* \* \* \* \*

The "New Year's Resolution" is a common illustration of the rushing of an action plan without first gathering accurate information. People often make spur-of-the-moment decisions/resolutions at the start of the year. For example, many people decide that they will quit smoking. Unfortunately, they usually have not planned systematically, and have not collected information on effective methods of stopping smoking. As a result, they rely on pure willpower, and this almost always results in failure.

Let's look at how a self-instructor could handle this situation systematically by approaching it using the four "Gathering Information" substeps.

1. The self-instructor would first identify the important parts of the overall plan of action. These may be:

--methods of quitting smoking

- effects on the body of continuing smoking/quitting smoking
- finding positive activities that cannot be done while smoking

2. Second, the self-instructor would determine sources of relevant information. These may include:

- library books on the dangers of smoking to increase understanding of the problem and motivation to quit
- public health clinic and nurses, family doctor, cancer clinic for their opinion and written information on the effects of smoking on the lungs and the rest of the body
- nightschool courses and clinics that offer "stop smoking" programs
- observe and monitor
  - i) your own shortness of breath,
  - ii) the amount of money spent on cigarettes
- recreation department programs for positive physical and social activities that cannot be done while smoking (e.g., swimming, dancing)

3. Thirdly, the self-instructor would collect information from these sources. Take the time to collect information from these sources; being polite, patient, and persistent in doing research (e.g., assertively approaching these experts, making phone calls, writing letters, visiting the library, clinics, etc.).

4. Finally, the self-instructor would organize and evaluate the gathered information. This involves extracting the information that was commonly recommended by the reputable information sources. The

self-instructor will write down and organize all relevant information that was gathered so it can be easily accessed for future use.



Suggested Activity (Lesson #3)

John, a university student, is interested in buying a home computer (with word processing) to help in his course work, term papers, and thesis. John knows very little about computers, their use, price, etc., and is not even sure how much a computer could help him.

In the space below, write notes for the first two substeps of "Gathering Information" that would help John plan his research.

1. Identify What Needs to be Known2. Determine Sources of Relevant Information



## LESSON #4

Lesson #4 Outcome Objectives

1. Students will be able to list the three "obstacles" to self-power that are assessed at the "Taking Stock" stage of "Training for Self-Power."
2. Students will be able to define the terms "cognitive anxiety," and "self-talk."
3. Students will be able to name and describe two methods of reducing cognitive anxiety.
4. Students will be able to restate irrational self-statements in an alternate rational self-statement form.
5. Students will be able to "talk themselves through" a given situation using individualized positive self-talk.

Lesson #4 NotesThe "Taking Stock" Stage of "Training for Self-Power."

"Taking Stock" is the third stage of "Training for Self-Power." At this stage, self-instructors "take stock" of their strengths and weaknesses in relation to each element of their action plan, and then plan to overcome these "obstacles." In this mini-program, we will be discussing three such obstacles to self-power. They are: (1) anxiety, (2) motivation, and (3) skill deficiency.

If one of these obstacles is present in large amounts for any part of the action plan, self-power may be lessened. The self-instructor must (a) monitor the existing level of each obstacle,

(b) decide whether each monitored level allows for the successful execution of that part of the action plan, and (c) work to reduce any unacceptably high level.

Let's look at some examples of how each of these "obstacles" may prevent individuals from achieving self-power in their choice of careers. (1) Don wants to become a professional hockey player. In order to reach this goal (no pun intended), he must not only be eager to play (motivated), and have a wide range of hockey skills (such as skating, passing, and shooting), but he also must refrain from becoming overly anxious (nervous) in the game itself. (2) Jeanne wants to become a dentist. A successful dentist must not only be motivated for this career, and relaxed while performing dental work, but also must have the technical skills that are required for the profession. These skills take many years of education and experience to perfect. (3) Louise wants to be a stage actress. A successful actress must not only be a skilled performer, and be relaxed on stage, but also must be motivated to give outstanding acting performances night after night.

As you can see, inappropriate levels of anxiety, skill, and motivation are all potential obstacles to the exercising of self-power.

In this lesson and the following two lessons, you will be learning about these obstacles as you study the "Taking Stock" stage of "Training for Self-Power." This lesson deals with

Cognitive (thinking) Anxiety. Lesson #5 deals with Physiological (body reaction) Anxiety and Motivation. Lesson #6 deals with Skill Acquisition.

### Introduction to Anxiety

First off, let's look at the concept of Anxiety.

Anxiety is a tense emotional state, characterized by fear, worry, and nervousness about things which may happen in the future. Intensity of anxiety may vary from mild concern to paralyzing dread. At times, many of us fail to reach our goals, not because we lack the skills or motivation, but because we are anxious about performing the required actions. For example, the boy who does not run for student council president because he is overly anxious about speaking in front of groups. Similarly, despite mastering driving skills, people have been known to put off attempts to earn their driver's license because of a generalized fear of what might happen during their road examination.

Anxiety may reveal itself in cognitive (thinking) ways, or in physiological (body reaction) ways. The following describes these two kinds of anxiety reactions, and describes how to monitor levels of these anxieties.

(1) Cognitive (thinking) Anxiety is indicated by negative, irrational, defeatist, or disruptive self-talk (talking to oneself about oneself). Monitoring of these subvocal statements is possible

if one thinks specifically about one's internal self-talk (What am I saying to myself about myself in this situation?). For example, cognitively anxious stage actors may tell themselves that the audience is critical of their performance, or that they will stutter or forget their lines.

(2) Physiological (body reaction) Anxiety is indicated by some combination of increased breathing rate, increased heart rate, increased sweating, increased muscle tension (e.g., stomach "butterflies"), cold hands and/or feet. These symptoms can be monitored by "taking one's pulse," counting number of breaths per minute, measuring hand temperature with a thermometer, or subjectively monitoring muscle tensions.

#### Reducing Cognitive (thinking) Anxiety

In this program, we will look at two methods of reducing cognitive anxiety, (a) rational self-talk, and (b) individualized positive self-talk. Both methods involve the use of the concept of self-talk.

"Self-Talk" is a term used to describe the internal dialogue that goes on in our mind. Most of us are aware of "voices" in our head arguing back and forth. The "positive self-talk" voice is the voice of our conscience, telling us positive things about ourselves, outlining actions we should take, and arguing the reasons why. It tends to build good feelings about ourselves, and encourages efforts towards self-power. The "negative self-talk" voice argues the merits of impulsive actions that feel good at the time, without

considering the results of these actions. Such thoughts tend to undermine self-esteem and self-control. For example, the "positive self-talk" voice may tell you, "don't eat that chocolate bar, it will make you gain weight, give you acne, and be bad for you nutritionally. You want to be a slim, healthy person--and you can do it." This voice disputes the "negative self-talk" voice which tells you, "You're a fat slob anyways, it won't hurt to have one more small bar...it tastes great and it won't kill you...you can start the diet tomorrow." These internal voices (thoughts) argue back and forth until one wins out, leading to a behavior (in this case, eating or not eating the chocolate bar).

Such internal arguing is healthy. When you become aware of each "side" talking, you begin to listen and think. If this happens, you will "get acquainted" with what's going on inside you. It is very important to talk to and listen to yourself. "Be your own best friend."

Stress factors in our lives are very real, normal, and healthy. As such, we must learn to cope with stress and anxiety, rather than remove or master it. Because active coping with stress and anxiety is a learned ability, it requires considerable effort, hard work, and commitment.

While external situations create normal and healthy stressors

in our lives, it is the internal way in which we think about, label, and interpret these situations (defeatist self-talk) that creates and maintains our overwhelming anxiety reactions.

Our internal self-statements can become so pervasive and frequent that they become basic beliefs that guide our behavior. When these beliefs are illogical, misleading, or inaccurate, the constant repetition of them in the form of self-talk can create and maintain anxiety reactions.

For example, if a student insists on believing that he or she is being unfairly treated by a teacher and repeats this self-talk over and over, or if he or she repeats this thought with a more basic belief (e.g., "People should always be fair with me, and it's absolutely intolerable when they're not"), the possibility of regularly occurring anxiety is great.

To summarize, at the cognitive level, people's anxiety usually takes the form of undue worry and concern, and involves negative, self-defeating thoughts and images about themselves in certain situations.

In order to overcome such cognitive anxieties, the self-instructor must:

- 1) Recognize defeatist self-talk (thoughts and/or images). You can learn to "catch" specific defeatist self-statements by probing your

self-thoughts during "anxiety attacks" in order to determine the precise self-talk patterns associated with your personal anxiety reactions.

2) Stop defeatist self-talk (thoughts and/or images). "Thought-Stopping" consists of saying "stop" to yourself in order to interrupt defeatist thinking. You can practice this by going to an isolated room, thinking defeatist thoughts, then yelling "STOP" out loud. Keep repeating this procedure using lower and lower volumes of "stop" until you are whispering. Then practice thinking "stop." Consider it as powerful as that first "STOP" that you yelled. This powerful internal cue can be self-delivered at the first sign of defeatist self-talk. Thinking this "stop" command will disrupt the flow of defeatist self-talk momentarily, allowing the self-instructor to...

3) Replace defeatist self-talk (thoughts and/or images) with self-enhancing, coping self-talk (thoughts and/or images).

There are two types of such self-enhancing, coping self-talk that can be used to reduce cognitive anxiety: 1) Rational Self-Talk and ii) Individualized Positive Self-Talk. They are both based on the belief that we can change our feelings and behaviors by becoming aware of and actively changing our thoughts (cognitions).

i) When using Rational Self-Talk (or as it's also known, "cognitive restructuring"), the anxious individual scans his or her

anxious thoughts, while anxious, for certain errors of irrationality. These errors typically are associated with one or more of three general categories of irrational self-talk: (a) irrational exaggerations about the effects of one's actions ("catastrophizing"), (b) irrational expectations of others and/or the world ("blaming"), and/or (c) irrational expectations of perfection from self and/or the world ("idealizing").

The page "Eight General Irrational Self-Talk Thought Patterns" (later in this lesson's notes) shows basic thought patterns which contain such errors. After becoming aware of and "stopping" these irrational thoughts, the self-instructor replaces them with more rational alternate self-statements. Thoughts like "It's awful if the new coach doesn't like me; I can't stand being not accepted." are converted to thoughts such as, "I want to be seen as a likeable person, but I can't directly control how the new coach feels about me--I will, however, work at being aware of my image, and changing when it's in my own best interest to do so."

The page "Alternate Rational Self-Talk Statements" (later in this lesson's notes) shows rational self-talk statements the self-instructor can use to dispute the common irrational self-talk thought patterns. Be aware that when you use terms such as "terrible... awful...absolutely...ought to...should...must," in your self-talk, you might be irrationally catastrophizing, blaming, or idealizing.



To summarize, the individual must first recognize his or her self-defeating thoughts, then stop these thoughts, and finally, replace these thoughts with more rational, positive self-talk statements. Such rational self-talk, applied whenever cognitive anxiety is encountered, will likely lead to a dramatic reduction of anxiety due to self-defeating thoughts.

ii) Individualized Positive Self-Talk is very similar to the rational approach except it does not analyze thoughts on a predetermined rational basis. This method assumes that anxiety attacks are associated with, or caused by, the thoughts people are having at that time. After recognizing and "stopping" these self-defeating thoughts, people replace their thoughts with individualized positive thoughts that make sense to them. It is unimportant whether or not such thoughts would be effective for others in the same situation.

For example, when Margaret, a high jumper, found herself using the first set of self-thoughts during a meet, she was anxious, unhappy, and unsuccessful. When she switched to the second set of thoughts (self-talk), however, she began to relax and enjoy her jumping. Her performance also improved.

"Alright, Margaret, this is it! My big chance! Oh no, SET I'm getting nervous. My legs are feeling weak and rub- ONE bery. I'm really not as good a jumper as these other girls; I hope I don't look too stupid (has image of

stumbling on approach). I wish it was finished;  
I'll hurry up and get it over with."

"O.K., Margaret, it's my turn. I can feel myself  
getting nervous, but that's normal. Settle down,  
SET shake the legs out, flex the muscles. That's it,  
TWO good...I can do it. Relax, but stay alert. I'll  
run through my approach and take-off one more time,  
then I'll give it my best shot (has image of per-  
fectly executed jump)."

This self-talk method of "talking herself through" a difficult  
situation allowed Margaret to control her self-defeating anxiety  
and to perform to the best of her ability.

Such individualized positive self-talk can be used--(1) to pre-  
pare for major anxiety-producing situations, (2) to confront and  
handle such situations, (3) to cope with the feeling of being over-  
whelmed, and/or (4) to reinforce oneself for effective coping.

For example, the student who is anxious about a certain class  
at school might use individualized self-talk to:

(1) Prepare for anxiety-producing situations

"Now that I am calm and relaxed, let me think about what might  
happen tomorrow during that class. I know that things will go well  
if I can remain calm and in control. It's useless getting upset  
now, because that will just prevent me from planning my day. I'm

sure that if I plan, I will do well tomorrow."

(2) Confront anxiety-producing situations

"O.K., it's 11 a.m., time to go to that class. I'm well prepared. Relax, keep in control. Just do the necessary work; ignore that kid at the back of the room; he will just get me into trouble. If I'm asked to answer a question, I will do my best. I know most of the material, but it's not the end of the world if I don't get it right. No need to panic here."

(3) Cope with feeling overwhelmed

"I'm getting a bit uptight here. Settle down, don't beat yourself by overreacting. To heck with that kid, my goal here is to pass this course. In order to do so, I have to pay attention to the lesson. Come on now."

(4) Reinforce effective coping

"Alright, I did it. I hung in there; I didn't get so anxious that I blew it for myself. My strategy of talking to myself, and urging myself on really worked. I've got it together now."

Once a positive set of self-statements have been developed, practice them internally until they become almost automatic. Practice them first while you are calm and relaxed, then as you imagine yourself in the anxiety-producing situation, and finally as you actually experience the situation.

## EIGHT GENERAL IRRATIONAL SELF-TALK THOUGHT PATTERNS

1. Everyone I meet should like me. I would get really uptight if I sensed someone thought I was a "jerk." ("CATASTROPHYZING")
2. I must succeed in everything I do. Failing at something means that I'm a failure at everything and a failure as a person. ("IDEALIZING")
3. Other people never should do things that I find irritating. They always should be sensitive to my views, whether they know me or not. ("BLAMING")
4. When things don't go as I've planned, everything falls apart and I can't cope. Things should fall into line with my plans. ("CATASTROPHYZING")
5. I'm never at fault when things go wrong. It always is other people who make the mistakes. ("BLAMING")
6. If I know about something dangerous or fearsome that might happen sometime in the future, I should be terribly concerned about it, and I should keep dwelling on the possibility of it occurring. ("CATASTROPHYZING")
7. What happens to certain people is really awful. I get really upset with the unfairness of the world. ("IDEALIZING")
8. I find that the demands of my life are making me unhappy. ("BLAMING")

adapted from Martin & Martin (1983, p. 66) and Ellis & Harper (1961)

## ALTERNATE RATIONAL SELF-TALK STATEMENTS

1. I would like everyone to like me, but I know that really is not possible. I cannot prevent what others think about me, so I might as well not worry about it. I will, however, continue to be aware of how I appear to others, and work at improving my image when it's in my own best interest to do so.
2. I will try to do my best at everything I do; however, I know that I won't always be a great success at everything. I will be disappointed if I fail at something, but I still know that this is only one set-back, and that I am still a successful person who has and will have many other successes.
3. I find it bothersome when people do things that irritate me. I know, however, that other people aren't always going to be sensitive to my views and needs. I will just have to cope with that.
4. It's upsetting to me when things don't go according to my plan. But I know that the entire world isn't going to change to meet my needs, so I need to cope with things I cannot change.
5. I am an imperfect human being, so I guess it's possible that I make mistakes too. I can accept and admit that, and learn from my mistakes.
6. When faced with a dangerous or fearsome situation, I want to evaluate the real danger, and implement a plan of action to deal with it if necessary. I can best help the situation and help myself by staying calm, realizing that worrying about what might happen won't help, and getting on with the rest of my life.
7. I will do what I can to make the world a better place in which to live, but I realize it is pointless to upset myself over other people's problems.
8. Most everyone's life is demanding. I am in control of what happens to me, and I can usually do something to change my feelings about life.

Suggested Activities (Lesson #4)

1. Talking to yourself is an effective method of reducing cognitive anxiety. Explain why. \_\_\_\_\_

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2. The following are two examples of irrational, defeatist self-talk. In the space below each, construct an alternate rational self-talk statement.

a) "I got forty percent on my math mid-term. I give up. I'm just useless at math; I'll never pass it."

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b) "It's terribly unfair that my curfew is 10 p.m. when almost all of my friends can stay out till 11. My parents should trust me more. What's wrong with them?!"

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3. Imagine yourself in the following situation. Practice "talking yourself through" the situation by using individualized positive self-talk.

You are doing poorly in French. The teacher, Mrs. Allan, has requested you to meet with her after class to discuss your progress. You don't like Mrs. Allan, and you are quite anxious about the meeting. School is over for the day, and you are walking down the hall towards Mrs. Allan's room.

## LESSON #5

Lesson #5 Outcome Objectives

1. Students will be able to define the term "Physiological Anxiety."
2. Students will be able to name and describe three methods of reducing Physiological Anxiety.
3. Given a hypothetical situation, students will be able to construct a Systematic Desensitization hierarchy.
4. Students will be able to discriminate between characteristics of goal setting and evaluating and rewarding that increase motivation, and characteristics that hinder motivation.
5. Given a hypothetical situation, students will be able to:
  - i) give a brief example of individual positive self-talk that might be used to increase the self-instructor's motivation in that situation,
  - ii) describe methods of setting goals that would help increase motivation in that situation, and
  - iii) show and describe at least one method of charting that would help increase motivation in that situation.

Lesson #5 NotesThe "Taking Stock" Stage of Training for Self-Power: a) ANXIETY (Physiological)

As mentioned last lesson, at the third stage of "Training for Self-Power," self-instructors "Take Stock" of their strengths and

weaknesses in relation to each element of their action plan. The three "obstacles" to self-power that are assessed and reduced at this stage are: Anxiety level (both Cognitive and Physiological); Motivation level, and Skill deficiency. This lesson deals with Physiological Anxiety and Motivation.

As you remember from last lesson, Physiological Anxiety is diagnosed by symptoms of body reaction. Most everyone has experienced feelings of being tense or uptight about some situation. Perhaps you may have experienced an increase in your heart rate or in your breathing rate. At certain times you may have experienced increased sweating, increased muscle tension, stomach "butterflies," or cold or shaking hands and/or feet. These are all body reaction symptoms of physiological anxiety.

These symptoms can be self-monitored by such techniques as "taking one's pulse," counting number of breaths per minute, measuring hand temperature with a thermometer, and keeping subjective notes of your muscle tension.

Once physiological anxieties have been monitored for each part of the action plan, the self-instructor will be able to assess whether these monitored levels are high enough to interfere with the action plan. If so, the self-instructor must plan a method of reducing that anxiety.

### Reducing Physiological Anxiety

Techniques for reducing the physiological effects of anxiety



typically involve some method of muscle awareness and relaxation or some kind of physiological desensitization to anxiety-causing situations and objects. There are many variations of these techniques, some of which work better for certain people or for certain situations. Among these methods are Transcendental Meditation, yoga, biofeedback, self-hypnosis, massage, and physical exercise. The following describes three such methods that you can use to overcome physiological anxiety. These methods are: (1) Deep Muscle Relaxation; (2) The Relaxation Response; and (3) Systematic Desensitization.

#### (1) Deep Muscle Relaxation

When there is no excess muscle tension, the mind calms as well. As such, muscle awareness and relaxation techniques are effective in calming anxiety.

To eliminate anxious physiological tension, you must first become aware of these physical effects, and of the difference between tensed muscles and relaxed ones.

"Deep Muscle Relaxation" (or as it's also known, "progressive muscle relaxation") helps your awareness of muscular tension when it occurs in various parts of your body, and allows you to replace this tension with the learned response of deep muscle relaxation.

As with all goals worth accomplishing, deep muscle relaxation takes time and effort. The training exercise takes about ten minutes

to complete, and it's best to practice it two or three times daily at first. It can be done sitting upright in a comfortable chair (with both feet on the floor), or lying down on the floor, firm bed, or couch.

#### Deep Muscle Relaxation Training Exercise

1. Loosen tight clothing, find a comfortable position, and close your eyes. Take three deep breaths in and out.
2. Have someone read the following script to you, prerecord it on tape for playing to yourself, or simply recall the following steps: --pause 3-5 seconds where the following is noted (...). Speed up your voice when describing muscle tension; slow down and relax your vocal tone when describing relaxation behaviors.

SLOWLY CLOSE YOUR EYES...SHUT YOUR EYES...AND CONCENTRATE ON SHUTTING OUT ALL THE BACKGROUND NOISES, LISTENING ONLY TO MY VOICE... SHIFT YOUR BODY AROUND SLIGHTLY, FINDING AN EVEN MORE RELAXING POSITION...

RAISE YOUR EYEBROWS AS FAR AS YOU CAN. BE AWARE OF WRINKLES AND TENSION IN YOUR FOREHEAD...NOW RELAX YOUR FOREHEAD. BE AWARE OF YOUR SMOOTH, RELAXED FOREHEAD, AND THE DIFFERENCE BETWEEN THE TENSION AND RELAXATION...AGAIN, RAISE YOUR EYEBROWS AS FAR AS POSSIBLE... AND RELAX YOUR FOREHEAD...

NOW CLENCH YOUR TEETH TIGHTLY AND RAISE YOUR SHOULDERS AS HIGH AS YOU CAN. FEEL THE TENSION IN YOUR JAW, NECK, AND SHOULDERS... AND RELAX. LET YOUR JAW AND SHOULDERS DROP...FEEL THE WARM RELAXA-

TION SWEEP ~~ACROSS~~ YOUR UPPER BODY...AGAIN, CLENCH YOUR TEETH TIGHTLY AND RAISE YOUR SHOULDERS AS HIGH AS YOU CAN...AND RELAX YOUR JAW, NECK, AND SHOULDERS...

NOW FORM TIGHT FISTS AND FLEX YOUR FOREARM AND BICEP MUSCLES. FEEL THE TENSION IN YOUR HANDS AND ARMS...AND RELAX. LET YOUR HANDS AND ARMS DROP LIMP. BE AWARE OF THE RELIEF AND COMFORT OF DEEP MUSCLE RELAXATION...AGAIN, CLENCH YOUR FISTS AND FLEX TIGHTLY YOUR ARM MUSCLES...AND RELAX YOUR HANDS AND ARMS...

NOW TENSE YOUR STOMACH MUSCLES AS HARD AS YOU CAN. BE AWARE OF HAVING TO TAKE TIGHT, SHORT BREATHS...THEN RELAX YOUR STOMACH MUSCLES. NOTICE YOUR BREATHING BECOMING SMOOTH AND RELAXED...AGAIN, TIGHTEN YOUR STOMACH MUSCLES...AND RELAX. FEEL THE DIFFERENCE IN MUSCLE TENSION AND BREATHING...

NOW POINT YOUR TOES TOWARDS YOUR KNEES, AND STRETCH YOUR CALF MUSCLES. ALSO, TENSE YOUR THIGH AND HAMSTRING LEG MUSCLES. BE AWARE OF YOUR TAUT, STRAINING MUSCLES...NOW RELAX YOUR LEGS AND FEET. GENTLY SHAKE THE TENSION OUT OF YOUR LEGS. FEEL THE DIFFERENCE BETWEEN THIS DEEP MUSCLE RELAXATION AND THE PREVIOUS TENSION... AGAIN, TENSE YOUR FEET AND LEG MUSCLES...AND RELAX. LET YOUR FEET AND LEGS GO LIMP WITH WARM RELAXATION...

NOW RELAX YOUR ENTIRE BODY...FEEL ALL THE TENSIONS FLOWING OUT, BEING REPLACED BY DEEP, WARM RELAXATION...YOU ARE BECOMING MORE AND MORE RELAXED, CALMER AND CALMER...

NOW THINK OF YOUR OWN PRIVATE SPECIAL PLACE, A WARM AND COZY

PLACE WHERE YOU GO TO RELAX BY YOURSELF...PICTURE YOURSELF THERE NOW. SEE YOURSELF IN YOUR COZY SPOT, WARM AND RELAXED...AND BEGIN TO FEEL YOURSELF GROWING EVEN CALMER...EVEN MORE RELAXED...

AS I SPEAK, I WANT YOU TO GRADUALLY RETURN YOUR THOUGHTS TO THE PRESENT...YOUR BODY WILL RETAIN ITS DEEPLY RELAXED STATE AS YOU SLOWLY OPEN YOUR EYES...YOU ARE ALERT AND REFRESHED, AND YOUR BODY IS COMPLETELY RELAXED...NOW OPEN YOUR EYES COMPLETELY.

After learning Deep Muscle Relaxation through practicing this exercise, you can switch quickly to this relaxed state by using the following 30-second learned relaxation exercise. When you become aware of muscle tension (physiological anxiety) in a certain part of your body, physically force that muscle group to an even greater state of tension. Take a deep, slow breath in and out. Take another breath in, and then out, When releasing your second breath, also release your tension in that muscle group. Let the deep muscle relaxation spread throughout your body, and hold that feeling for approximately 15 seconds, concentrating only on your deeply relaxed muscles and your calm, controlled breathing.

By becoming aware of your specific muscle tension when you become anxious, and by exaggerating this tension and then releasing it and replacing it with the deep muscle relaxation that you have practiced, you can eliminate your physiological anxiety simply and quickly.

## (2) The "Relaxation Response"

In 1968, Harvard cardiologist Herbert Benson, M.D., found that Transcendental Meditation could elicit dramatic physiological changes, including decreased heart rate, lower blood pressure, and reduced oxygen consumption.

Transcendental Meditation is just one of several techniques that can be used to produce what Benson termed the "relaxation response." The effect can be achieved by practicing the following routine for 10-15 minutes twice a day.

1. Choose a quiet place where you won't be interrupted for 10-15 minutes.
2. Assume a comfortable sitting position with both feet on the floor.
3. Settle in by gently swaying back and forth, and by taking a few deep breaths.
4. Choose a "mental tool" (a sound or "mantra," word or phrase, or an image of an enjoyable, relaxing scene) that appeals to you personally. Close your eyes and visualize it (in your "mind's eye") or repeat the sound, word, or phrase to yourself.
5. Whenever another thought intrudes, gently turn your mind back to your image or sound.

Perhaps you have seen or heard groups repeatedly chanting a mental tool phrase. Likewise, Transcendental Meditation enthusiasts frequently repeat a "mantra" sound, such as "mmmmmm," in order to help them focus on clearness of mind and relaxation of body.

We are frequently told not to daydream, but done at an appropriate time and place, planned daydreaming is an effective method of creating a successful "relaxation response." The mental tool of planned daydreaming (relaxing images) involves thinking about a certain enjoyable, relaxing situation, and experiencing that scene in your "mind's eye." Perhaps you have a special "relaxation spot" where you go when you want to be alone and relax. Curling up in a sleeping bag in front of a warm fire, or watching a beautiful sunset are other examples of such relaxing scenes that can be visualized.

Once mastered, conscious relaxation becomes easier and easier, until it's almost automatic. Practised regularly, the relaxation response can become a personal tool you can use when you need it most, to help you sleep at night, or when you simply would like to relax and take a break from the day's routine.

By replacing your anxious physiological state with a trained relaxation response of peaceful, relaxing sounds or images, your body will automatically relax.

### (3) Systematic Desensitization

Most of us at one time or another have suffered from an irrational or exaggerated fear of a certain situation or object. Such unfounded fears are known as "phobias."

People may respond to situations (e.g., public speaking, being in crowds, flying) or to objects (e.g., certain animals, dentists)

with a strong physiological anxiety reaction. Their hands may begin to shake, they may begin to perspire or increase their breathing and/or heart rate. This fear may have been learned or "conditioned" from a single traumatic event or through a series of experiences or observations.

While there is no substitute for skill training in reducing many avoidance responses, it is possible to arrange for your own learning to overcome your physiological anxiety when this anxiety reaction is much greater than the real risk or danger involved.

"Systematic Desensitization" involves the anxious person listing (in increasing order of difficulty) approximately ten situations associated with the anxiety. This list is called a "hierarchy." The hierarchy list can focus on a common theme (e.g., fear of heights) or on one specific dimension of that theme (e.g., fear of riding in elevators).

The individual may first begin to desensitize himself or herself to the anxiety-producing situation or object by imagining himself or herself in these hierarchy situations while remaining relaxed. The final goal, of course, is for the individual to tackle these anxiety-producing situations in the real world. This requires the individual to gradually move up the hierarchy list, completing each successive behavior while controlling the arousal of anxiety. The individual exposes himself or herself in gradual, controlled steps (no more than two or three steps being attempted at one time),

starting with the least anxiety-producing situation and working up the hierarchy list to the highest anxiety-producing situation.

### Summary

To summarize, anxiety is a tense emotional state characterized by fear, worry, and nervousness about things which may happen in the future.

We have learned three specific methods of reducing physiological (body reaction) anxiety, (1) Deep Muscle Relaxation, (2) the Relaxation Response, and (3) Systematic Desensitization. We also learned two specific methods of reducing cognitive (thinking) anxiety, (1) Rational Self-Talk, and (2) Individualized Positive Self-Talk. Since many anxieties have both physiological and cognitive components, some combination of anxiety reduction methods in both areas may be most effective.

### The "Taking Stock" Stage of "Training for Self-Power:" b) MOTIVATION

The second obstacle to Self-Power at the "Taking Stock" stage is "Motivation." Motivation is the inner drive or desire that we frequently must have in order to achieve self-power. Without this strong personal desire to reach a certain goal or overcome a certain problem, we may very likely never change our thoughts, feelings, or behaviors.

Despite motivation being an internal attitude, it can be increased by remembering a few key points, by planning a systematic



approach, and by continuing the necessary hard work and effort.

Strategies for increasing motivation are: (1) Individualized Positive Self-Talk, (2) Setting Goals, and (3) Evaluating and Rewarding Your Efforts. Let's look at each of these in detail.

(1) Individualized Positive Self-Talk. As with cognitive anxiety, problems of motivation require internal urging of positive thoughts about yourself and your situation. Self-instructors must continually talk to themselves to (i) increase the desirability of the goal, (ii) minimize the work necessary to reach the goal, and/or (iii) increase confidence in their ability to perform the actions necessary to achieve self-power.

If a person really desires something, believes that the work necessary to achieve this result is not too demanding, and is confident of achieving this result, motivation to act will be high. This is, however, not always the case. For example, many people have a weight problem. Exercising regularly and avoiding fattening foods are two areas in which their personal motivation level may block their achieving self-power. If losing weight is really not all that important to them, or if dieting and exercise are extremely undesirable activities, or if they don't think they can stick to the necessary exercise and diet demands, it could be said that they are not very motivated to lose weight. They must (1) increase the desirability of the goal (i.e., becoming a slim, healthy person), (2) decrease the undesirability of the methods to reach this goal

(i.e., the physical exercise and the control of eating habits), and (3) increase their confidence in their ability to exercise, diet, and lose weight. The overweight person might, for example, say to himself or herself on a repeated basis something like, "It's very important to me to lose weight. I want to be slimmer and more attractive looking, and I want to have more energy and feel better generally. I really don't mind the exercising, once I get going. In fact, it's kind of fun. I like rich foods, but I can cut down on them a lot. This isn't going to be easy, but I know I can do it."

## (2) Setting Goals

### (i) Goals should be clear and specific

Make sure you are clear about exactly what is intended by your goals. For example, "I won't eat as many desserts" is vague and undefined, and is not as likely to be as effective as "I will eat only one dessert a day, after dinner. This dessert will not exceed 250 calories."

### (ii) Goals should be presently reachable

For example, if you yell at your brother several times a day, don't set a goal that you will never get angry at him again. Set a series of reachable goals such as "each day I will yell at him one less time than the day before." Several small successes are better than one large failure.

(iii) Limit the length of the self-instruction period

For example, "I won't smoke for a week" is better than "I won't smoke for a year." Continue self-instruction or adjust methods and/or goals at the end of the time-limited self-instruction period.

(3) Evaluating and Rewarding Your Efforts

(i) Plan charting

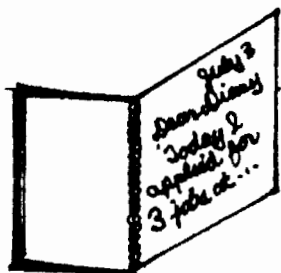
Before beginning self-instruction, set a plan for charting a record of progress towards your goal. This may take the form of written entries in a notebook or diary, checklists, counts of specific actions, charts, graphs, etc. A following page illustrates such methods of charting progress for goals which have motivation-related obstacles.

During self-instruction, carry these charts with you at all times (e.g., checklist or notebook in pocket), or display them prominently (e.g., chart or graph posted on kitchen or bedroom wall). Motivation is increased by increasing contact and awareness with your chart, and by explaining it to others.

(ii) Self-evaluate performance frequently

On a regular basis, monitor your performance in terms of frequency of occurrence, time spent on the task, or steps which have been accomplished. Evaluate your performance by charting your monitored progress against target goal criteria. Motivation and confidence are increased by seeing progress towards a goal.

EXAMPLES OF CHARTING METHODS



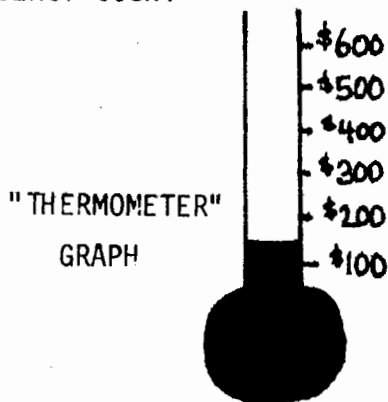
DIARY OR NOTEBOOK

BITING FINGERNAILS	
MON.	
TUES.	
WED.	

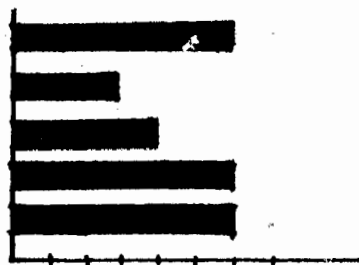
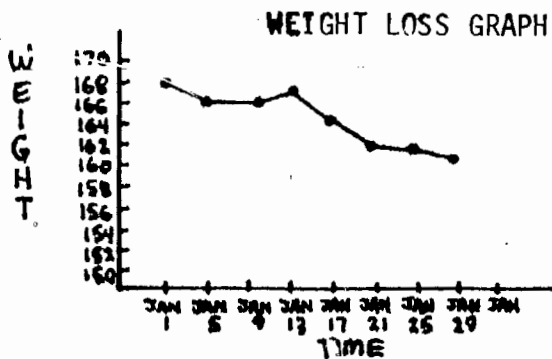
FREQUENCY COUNT

HOZZIO	M	T	W	Th	F	Sa	Su	
	✓	✓	✓	✓				
X	✓	✓	✓					TIDY ROOM
✓	✓	X	✓					WASH DISHES

CHART



EXERCISE BAR GRAPH



CHECKLIST

AVOID YELLING OR SWEARING	M	T	W	Th	F	Sa	Su	
	✓	✓	X	✓	✓			
X	✓	X	X	✓				P.M.

HOMEWORK BAR GRAPH



(iii) Clear and definite self-reward and self-punishment

We tend to do things that are in our own best interest. Set up your program so you will be reinforced for completing actions towards your goal, and/or punished for not completing those actions. Choose rewards and punishers that are personally important to you. For example, "If I study for two hours after school today, I will take time off to watch the game on TV tonight." Likewise, "If I don't say at least one nice thing to my dad each day this week, then I can't go out to play pool with the guys this weekend." Remember to follow through with your pre-planned self-reward or self-punishment. Achieving rewards and avoiding punishments are powerful motivators of action.

(iv) Congratulate positive self-evaluations and rationalize negative self-evaluations

When successful, congratulate yourself with positive self-talk; tell yourself that you achieved self-power through your own effort, planning, and hard work.

If you haven't succeeded, there is most likely a good reason. Review your goals, plans, and performance records to see what you might change to be successful next time. Don't turn small individual setbacks into major overall failures by dwelling on negative outcomes.

Suggested Activities (Lesson #5)

1. John has been invited to visit his uncle in England during the Easter break. He very much wants to go, but is terrified of flying, and breaks into a cold sweat at the thought of the necessary flight. Develop a ten-step systematic desensitization hierarchy that John could use to overcome his unfounded fear ("phobia"). We know that John is able to look at pictures of airplanes in a book without showing any signs of physiological anxiety.

1. FLIGHT TO ENGLAND
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

10. LOOK AT AIRPLANE PICTURES IN BOOK

2. Reread the section on the "Relaxation Response." Decide upon a "mental tool" that is relevant to you.

My "mental tool" is \_\_\_\_\_

Practice a ten-minute relaxation response using this mental tool.

3. Imagine that you are a heavy cigarette smoker who wants to quit. You have the skills to quit, and you are not anxious about it, but you sometimes question your inner desire (motivation) to quit.

Using methods of "Setting Goals" and "Evaluating and Rewarding Your Efforts," describe and draw charts of how you could increase your motivation so you would be more likely to reach your self-power goal of quitting smoking.

SETTING GOALS \_\_\_\_\_

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EVALUATING AND REWARDING YOUR EFFORTS \_\_\_\_\_

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## LESSON #6

Lesson #6 Outcome Objectives

1. Students will be able to state the three essential conditions for learning.
2. Students will be able to state a plan to learn a specific skill using the three essential conditions for learning.
3. Given a hypothetical situation, students will be able to teach a skill using the three essential conditions for learning.
4. Students will be able to discriminate between characteristics of practice and feedback that help skill acquisition and characteristics that hinder skill acquisition.
5. Given hypothetical situations, students will be able to choose effective strategies to overcome the obstacles of anxiety, low motivation, and lack of skills, which hinder the achievement of self-power.
6. Students will be able to plan effective strategies to overcome anxiety, low motivation, and lack of skills for their own "Personal Goal Situation."

Lesson #6 Notes

The "Taking Stock" Stage of "Training for Self-Power:" c) SKILL ACQUISITION

The third and final "Taking Stock" stage "obstacle" to self-power is Skill Deficiency. Obviously, when we lack the specific skills necessary to execute chosen plans of action, we limit our



ability to achieve self-power.

Self-instructors must "Take Stock" of their existing skill levels for each of the major elements of their action plan, and determine whether they currently possess sufficient skills to undertake each of these actions. If it is judged that skill level is insufficient in some area, the self-instructor will need to pursue some course of skill acquisition.

For example, a person may have no anxieties about playing the guitar, and may be highly motivated to perform, yet he or she may be incapable of playing a song because he or she does not possess certain guitar and musical skills. To reach a goal or overcome a problem, a person must be able to perform the necessary skills.

In this lesson you will learn the process of how to learn new skills, and you will learn how the same process can be used to teach others new skills.

\* \* \* \* \*

Skill Acquisition is Learning. When we learn something, we acquire a new skill. The dictionary definition of the word "learning" is "knowledge or skill acquired by instruction or study."

As with all desirable goals, the acquisition of skills required to achieve self-power in any area of life takes considerable hard work and patience.

There are three essential conditions that must be completed to ensure learning. They are: Knowledge, Practice, and Feedback.

Let's look at each of these.

(1). Specific skill knowledge can be gained from many sources. New theoretical knowledge can come from reading a book, article, or manual; from taking a course; from watching a film or demonstration; and from observing and talking to people who are experts in performing that skill.

Using the example of a beginning swimmer, information about the leg kick, arm stroke, breathing, etc., and the specific component skills required for each of these can be gained from books on swimming, swimming lessons, from analytic observations of skilled swimmers at the pool and on TV, and by asking expert swimmers to describe and demonstrate skill components.

It is crucial that the skill learner obtain a clear and complete understanding of the skill to be learned before proceeding to actual skill practice.

(2) Skill Practice is the second essential condition for learning. Skill practice is the opportunity actually to attempt the actions described by the new knowledge. The adjectives "repeated," "gradual," "thorough," and "realistic" are characteristics of essential skill practice.

Repeated practice is the intensive, repetitive practice of one subskill at a time, while focussing on the key components of that subskill. For example, to learn the swimming armstroke, the student may practice repeatedly the reach, pull through, and recovery while

standing bent-over in chest-deep water.

Gradual practice means practicing and developing expertise in one subskill at a time, before moving on to the next subskill. The student learns by gradually and systematically putting the separate skills together. For example, the beginning swimmer may want to develop his or her armstroke to a certain level of proficiency before attempting to learn the breathing pattern.

Thorough practice implies that all relevant subskills must be learned. For example, swimming requires specific arm action, leg action, breathing, and coordination. All these must be practiced.

Realistic practice means that practice must eventually result in realistic performance. For example, our friend the swimmer must use his or her new skills actually to swim across the pool, not only while standing on the pool bottom.

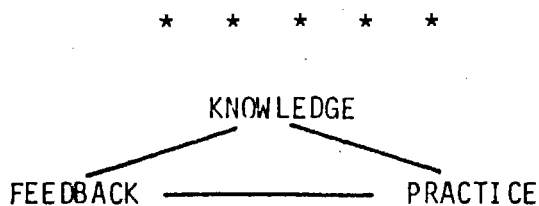
(3) Feedback on the practice is the final essential condition for learning. "Feedback" means the receiving of information from someone (instructor, expert) or something regarding the practice--i.e., how well the individual did, and what he or she could do to improve. Feedback to skill practice provides vital information and motivation to the skill practitioner. To be most effective, feedback should be immediate, descriptive, encouraging and positive, and should initiate more refined practice.

Immediate feedback should be given during and after each practice session.

Descriptive feedback provides specific information that thoroughly describes skill practice attempts. Avoid vague, general feedback. For example, give feedback to the swimming student that he or she did a good job of rotating his or her body and breathing while completing the arm stroke recovery, rather than merely saying "you're doing fine."

Encouraging and positive feedback is the noting of effort and improvement. We learn more effectively by noting the things we have done well rather than criticizing ourselves for poor performance. Encouragement, whether given to ourselves or to others, will increase the likelihood of further practice and effort.

Further refinement feedback is when areas which require improvement are noted carefully, and the following practice sessions are structured to work on refining (improving) performance in these areas.



As shown by the diagram, interactions among knowledge, practice, and feedback are cyclical. For example, after gaining knowledge, practicing, and getting feedback on your practice, you may get new knowledge that will lead to further refined practice.

Let's look at an example situation to illustrate the use of the three essential conditions for learning a specific skill. The situation is this: You know nothing about how to drive a car. You would like to learn how to drive, and to get your driver's license.

To gain knowledge about driving, you could read books about driving and about cars. You could read the Motor Vehicle Department brochure on the driving test. You could also observe your parents and others driving, and have them explain driving technique to you.

But it is not likely that from this alone, you could "jump behind the wheel" and pass your road test. For example, you may not know how to coordinate the clutch and accelerator while changing gears, or you may not know how much foot pressure to put on the brakes to stop the car smoothly. So you need practice.

To get practice in driving, you may, for example, take lessons on a "driver simulator," or take lessons from a driving school, or practice driving the family car with your parents.

But even this may not be enough. For example, you may be driving with one hand on the steering wheel; you may be not stopping completely at a red light before turning right; you may be "riding the clutch." If you do any of these at your road test, you would likely fail. Therefore, you need feedback on your practice.

Feedback in this situation means someone (e.g., driving instructor, parent) telling you how you are doing; feeding back your

successes and errors. This "feedback" will give you new knowledge about driving that will lead to further refined practice, and continued improvement of your driving skills until you reach a degree of driving proficiency that would ensure your passing the test (self-power).

In self-instruction for skill acquisition, these three conditions (knowledge, practice, and feedback) are essential for new learning, whether you are learning something yourself or teaching someone else. These conditions often occur very naturally. For example, young children may self-instruct in learning to ride a bicycle. First they watch experienced riders, learning that they must turn the pedals with their feet while balancing and steering the bike. The first few practice attempts provide informational feedback about the exact amount of pressure needed on the pedals, body control for balance, and so forth, all of which accumulate over several attempts until sufficient coordination of actions occur and they ride off down the street.

In other situations, the person self-instructs by purposefully planning for the three essential conditions to occur. For example, in our example of learning how to drive, we saw how a person can plan a strategy to receive knowledge, practice, and feedback. This student set up his or her own knowledge condition by taking a driving course, reading books and brochures, and watching expert drivers. The student then practiced these skills at the driving course while receiving feedback from the instructor.

Suggested Activity (Lesson #6)

During this lesson we made a list of skills that we would like to acquire. What is one skill that you would like to be able to do that you currently cannot? \_\_\_\_\_

In the space below, describe how you could arrange to learn this skill (using the three essential conditions for learning).

i) Knowledge:

ii) Practice;

iii) Feedback;

## LESSON #7

Lesson #7 Outcome Objectives

1. Students will be able to state the two necessary characteristics of specific goals.
2. Students will be able to differentiate between active, precise goal statements and passive, imprecise goal statements.
3. Students will be able to differentiate between goal statements that are easily evaluated at the end of self-instruction and goal statements that cannot be evaluated easily.
4. Students will be able to rewrite passive, imprecise, nonmeasurable goals in terms that are active, precise, and easily evaluated.
5. Students will be able to complete successfully their "Personal Goal Situation" form at the "Specifying Goals" stage (i.e., completed active, precise goal statements that are easily evaluated).

Lesson #7 Notes

The fourth stage of "Training for Self-Power" is "Specifying Goals." This stage marks a shift in self-instruction from general decision-making, information gathering, and personal assessment to specific detailing of goals, plans, action, and evaluation.

Whether it be stating goals or stating methods to reach these goals, the key to success is "specificity." The more specific you can become about exactly what you want to accomplish and exactly what you will do to accomplish it, the greater your chances are of



achieving self-power.

Before learning systematic methods of self-instruction, most of us make general goals and plan general methods of attaining these goals, but all too frequently we do not make these goals and plans specific enough.

We spend a lot of time thinking about "the ideal job," "the perfect relationship," "throwing the best party," etc. Unfortunately, such goals often remain at the vague, general level, and we never define exactly what it is that we wish to accomplish, or exactly how we will go about accomplishing it. As a result, we do not attain self-power, remaining frustrated and unsuccessful. For example, two students may wish to get their pilot's licence. One may say, "One of these days, I'm going to get my pilot's licence." The other student may say, "Tomorrow I will research all the local flying schools to gather information about their lesson packages, costs, and times. The next day I will phone the school that offers the most appropriate program, and register for the first series of flying lessons that start after May 1. This will allow me to earn my pilot's licence by September 1." Both students may have similar desires, similar information available to them, and similar levels of motivation and anxiety with respect to taking the flying lessons. The second student, however, is much more likely than the first to achieve the goal of the pilot's licence because he or she has become specific about exactly what is to be accomplished (goal) and how it will be done (method).

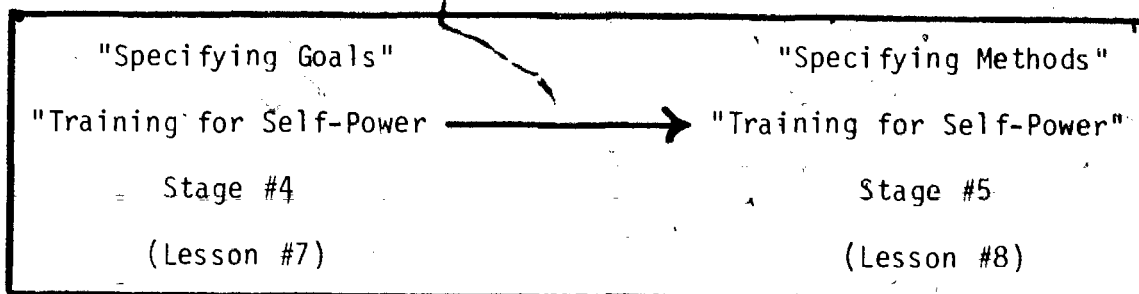
At this fourth stage, "Specifying Goals," the self-instructor takes the previously "decided" plan of action (Stage 1), the "gathered information" (Stage 2), and the assessed anxieties, motivation, and skill levels (Stage 3), and transforms this work into a series of specific goals. A specific goal is a clear, detailed statement of exactly what the self-instructor wishes to accomplish. The self-instructor develops a specific goal for each major element of the action plan and for each problematic level of anxiety, motivation, or skill deficit revealed by the preceding stage of "Taking Stock."

Sometimes, self-instruction statements at this stage will indicate the specific methods to be followed in order to achieve specific goals. For example, "I will work on a systematic desensitization program three times a week for the next two months..." (specified method) "...to bring my phobic anxiety about heights under enough control so I can ride the chairlifts at the ski resort this winter." (specified goal).

However, when self-instructors are less decided about the actual procedures (methods) they will use to achieve the goals they desire, these can be put off till the next stage ("Specifying Methods"). For example, "I will use some procedure (unspecified method) "...to bring my phobic anxiety about heights under enough control so I can ride the chairlifts at the ski resort this winter." (specified goal).

2

At this fourth stage of "Training for Self-Power," the self-instructor is concerned only with specifying what is to be accomplished as a result of self-instruction ("Specifying Goals"). The specifying of how to go about accomplishing this goal is left for the next stage ("Specifying Methods").



There are two necessary characteristics of specific goals:

- 1) Specific goals must be stated in active and precise terms;
- 2) Specific goals must be easily evaluated at the end of self-instruction.

Let's look at each of these characteristics in detail.

Specific goals must be stated in active and precise terms.

active = the goal statement must be action-oriented. The self-instructor must do something, and must accomplish something.

precise = the goal statement must specify exactly what the end result will be.

The following examples show the difference between active, precise goals and passive, imprecise goals. Note how much better

informed you are about the expected outcome of the efforts when the goals are stated in active and precise terms. The "goal" section of the statement is underlined.

PASSIVE, IMPRECISE GOALS	ACTIVE, PRECISE GOALS
"I feel lousy. I wish I could lose some weight."	"In order to <u>lose ten pounds next month</u> , I will avoid all desserts, and run two miles everyday for the entire month."
"I'm tired of being lonely all the time. I'd really like to make some more friends."	"I'm going to come up with some kind of plan for meeting people, and use that method to <u>make two new friends this semester</u> ."

The second necessary characteristic of specific goals is that specific goals must be easily evaluated at the end of self-instruction.

It makes sense that if we want to accomplish something, we should state that goal in terms that allow us later to evaluate whether the goal has been met. In order to make evaluation procedures obvious, it is necessary to attach criteria (how much, how often, for how long, etc. something is done) or conditions (to what extent something is done) to the active, precise goal statements.

The following examples show the difference between goal statements that are easily evaluated and goal statements that are not easily evaluated. Note that for the goal statements that are easily evaluated, it will be easy to decide (at the end of self-instruction) whether those goals have been met. The "goal" section of the statement is underlined.

GOALS THAT ARE NOT EASILY EVALUATED	EASILY EVALUATED GOALS
"As a beginning goal, I'd like to get some interviews in the next little while with managers of restaurants."	"As a beginning goal, I'd like to get <u>interviews with three different restaurant managers in the next two weeks.</u> "
"I'll do relaxation exercises twice a day for a month, to see if they will help me cut down on tension headaches."	"I'll do relaxation exercises twice a day for a month, to see if they'll help me to have <u>at least 50% fewer tension headaches next month.</u> "

In summary, at the "Specifying Goals" stage, the self-instructor's task is to formulate clear, detailed statements of exactly what he or

she wishes to accomplish. These specific goals are to be formulated for each goal in the self-instructor's action plan, and for each inappropriate level of anxiety, motivation, or skill revealed by the preceding stage of "Taking Stock." These specific goals must be stated in active, precise terms, and must be easily evaluated at the end of self-instruction.

Suggested Activity (Lesson #7)

The following goals are stated in passive, imprecise terms, and are not easily evaluated at the end of self-instruction. Re-state these goals in active, precise terms that are easily evaluated at the end of self-instruction.

Remember to be concerned only with "Specifying Goals" at this stage. "Specifying Methods" can wait until the next stage of self-instruction.

1) "I'm going to come up with some plan so I can improve my grade in French." \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2) "I sure like that girl/guy in my English class. I wish I could build up the nerve to talk with him/her sometime." \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## LESSON #8

Lesson #8 Outcome Objectives

1. Students will be able to state the four self-instruction sub-steps of the "Specifying Methods" stage of "Training for Self-Power."
2. Students will be able to discern and describe "mistakes" made in hypothetical examples of self-instruction at the "Specifying Methods" stage.
3. Given a hypothetical situation with effectively stated goals, students will be able to formulate effective methods to reach these goals, using the four substeps of the "Specifying Methods" stage.
4. Students will be able to state effectively formulated methods (plans) for the "Hypothetical Goal Situation" the class is analyzing, using the four substeps of the "Specifying Methods" stage.
5. Students will be able to complete successfully the "Personal Goal Situation" form at the "Specifying Methods" stage (i.e., incorporating the four substeps of this stage).

Lesson #8 NotesThe "Specifying Methods" Stage of "Training for Self-Power."

Stage five, "Specifying Methods," is the final planning stage in the self-instruction model of "Training for Self-Power." It may seem that excessive time and effort are taken in our discussion of planning for action. It is, however, no mistake that five systematic stages of self-instruction are completed before action is initiated. Careful preparation is the key to success in any human

endeavor. Olympic champion athletes train for many months to develop expertise in events that may take only a few seconds to perform (e.g., sprint runners, jumpers). Likewise, artists may practice and develop their skills over many years to create a single commercial success (e.g., a hit record, or an award-winning acting role). Most artists spend long periods of time planning their creations, and even workshops on creativity and spontaneity are carefully planned. Self-Power is always the result of systematic, detailed, and time-consuming preparation.

We spend great amounts of time and energy thinking about our life goals, yet we devote very little effort towards mapping specific methods to use to achieve these goals. All too often, planning is considered to be unnecessary and a "bothersome waste of time." But planning "Specific Methods" is an extremely important and necessary stage toward achieving self-power.

At the "Specifying Methods" stage of "Training for Self-Power," the self-instructor selects procedures to attain his or her already-stated specific goals, and lists, sequences, and timetables the necessary specific actions.

Effectively stated methods include a complete, detailed itinerary ("listing") of all the self-instruction actions that must be executed to accomplish self-power, stated in the chronological order in which they occur ("sequence"), and with the precise dates and times when these actions will be taken ("timetable").



It is not sufficient to state methods such as "I will train hard..." or "I will study regularly..." The self-instructor must state his or her methods in action-specific and time-specific terms. (i.e., "I will run five miles a day for a month..."; "I will study each subject for ½ hour a day, five days a week, for the rest of the term...").

"Specifying Methods" involves a thoughtful and systematic exercising of several substeps. Detailed planning is certainly not necessary for everything we undertake, but it is indispensable when we wish to make significant life decisions, reach for major life goals, and overcome serious problems.

"Specifying Methods" consists of four separate substeps: (1) Selecting Procedures, (2) Listing Actions, (3) Sequencing Actions, and (4) Timetabling Actions. Let's look at each substep in detail.

#### (1) Selecting Procedures

At this substep, the self-instructor answers the question, "What methods would best accomplish these goals?" Selecting procedures means determining the specific strategies that will be used to help achieve the previously "Specified Goals." As a simple example, a goal of learning to swim may be best accomplished by taking swimming lessons.

The general or specific methods to be used may, in fact, have already been decided at a previous self-instruction stage of "Training

for Self-Power." If so, the self-instructor should re-check his or her selections to ensure they are appropriate methods of achieving the desired goals. If specific procedures have not been decided, the self-instructor must review, analyze, and add to the information researched and stored during the "Information Gathering" stage until he or she can make an informed decision on appropriate strategies and specific methods.

### (2) Listing Actions

At this substep, the self-instructor answers the question, "What specific actions need to be completed to reach these goals?" The self-instructor must make a detailed, thorough listing of all the actions necessary to achieve each goal.

Using the above simple example, a goal of learning to swim may involve the following listed actions:

- to register for swim lessons
- to attend swim lessons
- to do research on swim lessons
- to buy swim suit

### (3) Sequencing Actions

At this substep, the self-instructor answers the question, "In what chronological order should these actions occur?" Once all necessary actions have been listed for each goal, the next task is to determine in what order (sequence) these actions might best be undertaken to ensure steady progress towards each goal. For our

example, the swim suit obviously must be bought before swim lessons begin. The sequenced actions may be:

- (1) research swim lessons
- (2) register for swim lessons
- (3) buy swim suit
- (4) attend swim lessons

Likewise, a rational discussion between parent and teenager about a problem in their relationship should come before attempts to change specific behaviors that may be contributing to the problem.

Proper sequencing (ordering) makes the actual completion of actions efficient and rewarding. Attempting actions out of sequence may result in unnecessary wasting of time and energy, frustration, and failure.

Since most programs of self-instruction involve the pursuit of several action plan goals, sequencing actions should be done in two stages. First, all the actions required to achieve each individual action plan goal should be sequenced independently. Second, a grand sequence can be prepared of all actions associated with all action plan goals.

#### (4) Timetabling Actions

At this substep, the self-instructor answers the question, "When (and perhaps where) should these actions occur?" Once all necessary actions have been listed in a grand sequence of actions,

the final "Specifying Methods" substep is to decide upon specific dates, times, and (if necessary) places for the completion of each action. Each action should be examined to decide when and where it might best be performed, and how much time it would likely require. When this has been decided, all actions should be fitted into the self-instructor's daily schedule. Keeping a small calendar, daily planner, or dated appointment book is helpful in timetabling self-instruction activities (and, perhaps, other important activities as well).

For our example, perhaps:

Monday, October 6 (after school)

(1) research swim lessons--call all three local pools and inquire about times and costs.

Tuesday, October 7 (after school)

(2) Register for swim lessons.

Saturday, October 11 (a.m.)

(3) Shop for and buy swimsuit downtown

Wednesday, October 15 (7:30 - 9:00 p.m.)

(4) Attend first swim lesson at YM/YWCA (weekly for eight weeks).

In Lesson #7 you learned that goals need to be stated in active and precise terms, and must be easily evaluated at the end of self-instruction. These criteria also hold for "Specifying Methods." Methods must be stated in action-oriented terms that specify exactly

what will be done. Methods must also specify the time-frame in which these actions will occur.

As mentioned in Lesson #5, behavioral charting is a very effective method of increasing motivation to perform specific activities. Please review Lesson #5 notes on the various types of behavioral charting (e.g., notebooks, diaries, checklists, graphs, and charts). "Charting" of both specific goals and specific methods is frequently helpful in increasing motivation, clarifying expectations, and providing evaluation opportunities. Such charting should be finalized and ready to be "filled in" by the end of the "Specifying Methods" stage. If the self-instructor in our example has assessed motivation to be an obstacle to attending the swim lessons, he or she would be well advised to "chart" this behavior. This self-instructor may, for example, draw up a checklist of attendance.

Attendance at Swim Lessons

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OCT	OCT	OCT	NOV	NOV	NOV	NOV	DEC
15	22	29	5	12	19	26	3

Completion of such a checklist will maintain the self-instructor's awareness of this activity, and will provide constant feedback and evaluation opportunities.

The result of these four substeps is a "master blueprint" that will guide the successful execution of the overall self-instruction

plan of "Training for Self-Power."

### Other Common "Mistakes"

There are several other common "mistakes" made by self-instructors at the "Specifying Methods" stage.

Make sure your method is appropriate to the goal or problem. If lack of skills is the only "obstacle" to your goal of learning to drive a car, it obviously would be ineffective to begin a relaxation training program.

Regular evaluation of self-instruction efforts is very important, and times for such progress evaluation should be timetabled. A further point is to avoid timetabling action plans too far into the future. For lengthy self-instruction programs, schedule periodic evaluations, at which time the self-instructor can review, adjust, and plan the next "chunk" of time. Self-instructors should also guard against the common tendency to timetable too tightly; squeezing too many activities into a fixed period of time. We all know of people who plan to do many different things, but end up overwhelmed and unsuccessful in all of their pursuits. Remember to keep some unstructured time for fun and relaxation.

### Review

Let's briefly review the stages of "Training for Self-Power" that we have studied so far. When faced with a key life goal that

we wish to accomplish, or a problem that we wish to overcome, we first must go through the steps of "Deciding" upon a general action plan that is most likely to lead to the desired outcome.

At the second stage, "Gathering Information," the self-instructor completes the steps of gathering (researching) accurate, practical information about the general action plans.

The third self-instruction stage of "Training for Self-Power" is "Taking Stock." The self-instructor takes stock of his or her strengths and weaknesses in the areas of cognitive and physiological anxiety, motivation, and skill level, for the action plans. After assessing these levels, the self-instructor pursues specific skills or plans procedures to overcome any deficiencies.

The fourth stage, "Specifying Goals," marks a shift from general planning to specific planning. At this stage, the self-instructor's task is to formulate clear, detailed statements of exactly what he or she wishes to accomplish. These specific goals must be stated in active, precise terms, and must be easily evaluated at the end of self-instruction.

Once the goals have been specified, the self-instructor moves to "Specifying Methods" necessary to accomplish these goals. This fifth stage involves selecting procedures, and listing, sequencing, and timetabling specific actions that will result in a "master blueprint" that will guide the successful execution of the overall self-instruction plan.

And so, finally, the five self-instruction planning stages of "Training for Self-Power" are complete. We're "ready for action!"

Suggested Activities (Lesson #8)

Jean's friends are going to spend a week at Tom's parent's cabin at the lake in August. They have invited Jean to join them. All the gang except Jean can water-ski. Jean wants to learn to ski, and she isn't anxious about learning, but she has no idea of how to water-ski. Jean can't even swim, and she knows that she must be able to swim before she should attempt water-skiing.

Jean has set a goal for herself that she wants to learn to water-ski in August at the lake. Her criterion for success is being able to stay up on skis for at least one minute without falling.

For the above situation, formulate effective plans (strategies) using the four substeps of the "Specifying Methods" stage. First select procedures Jean could implement to reach her goal. Then list, sequence, and timetable the necessary actions. Following this, draw "charts" that would help Jean complete these actions.

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In the following situations, describe the "mistakes" made by these self-instructors that relate to the "Specifying Methods" stage.

i) To improve her dancing, Melanie enrolled in and completed a twelve week course at the dancing school, then bought herself a pair of good dancing shoes.

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ii) Now that Ken had almost completed planning towards his goal of building a cabin at the lake, he wanted to make a schedule of actions: On the first weekend, Ken planned to:

-complete the road access, dig the basement and sewer lines, lay the foundation, and raise the outside walls and roof;

On the second weekend, Ken planned to:

-connect the power, install the inner walls and ceiling, shingle the roof, and build a wharf.

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iii) To increase her motivation to study for an upcoming exam, Bonnie began a regular program of deep muscle relaxation exercises.

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iv) Jason planned to train hard for the upcoming track season in order to lower his time for the 1500 metre run to less than five minutes.

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## LESSON #9

Lesson #9 Outcome Objectives

1. Students will be able to state the two crucial attributes of self-talk statements that self-instructors must repeat to themselves frequently throughout the "Acting" stage.
2. Given a hypothetical "Acting" stage situation, students will be able to: a) state the "missing" crucial self-talk attribute, and b) describe effective self-talk statements (including the two crucial attributes) to help the self-instructor achieve self-power.
3. Students will be able to describe effective self-talk statements (including the two crucial attributes) at the "Acting" stage for the "Hypothetical Goal Situation."
4. Students will be able to make effective self-talk statements (including the two crucial attributes) at the "Acting" stage for their "Personal Goal Situations."

The "Acting" Stage of "Training for Self-Power."

The sixth self-instruction stage in "Training for Self-Power" is "Acting." "Acting" involves the step-by-step execution of the sequences of specific actions developed and planned in the previous five stages. The self-instructor comes face-to-face with the purposeful effort required to accomplish any worthwhile lifestyle changes. Success or failure of any self-instruction program ultimately rests on how well plans of action can be executed.

Positive self-talk, as we learned earlier, is the messages we

say to ourselves that encourage our positive action. There are two crucial attributes of self-talk statements that self-instructors must repeat to themselves frequently throughout the "Acting" stage.

These are (1) Positive Thinking; and (2) Commitment to Hard Work.

The "Acting" stage must be tackled confidently and vigorously.

The confidence comes from Positive Thinking (in self-talk form), and the vigor is based in self-talk that reinforces a Commitment to Hard Work.

Depending upon the self-instructor's response to a certain situation, he or she may need to focus on one or both of these crucial self-talk attributes.

Our thoughts always precede our feelings and behaviors. We think, then we act. If we send ourselves negative, self-defeating messages (self-talk), we will likely feel poorly about ourselves, and behave in ways that sabotage our goals. If, however, we send ourselves positive, coping messages (self-talk), committed to hard work, we will likely feel good about ourselves, and behave in ways that meet our goals.

#### (1) Positive Thinking

The ways in which we think have a strong impact on our ability to execute planned sequences of action. Positive thinking patterns and strategies that assist us to keep up efforts in the face of adversity and temporary failure are necessary for success in self-

instruction. Like "The Little Engine That Could," who chugged to the summit after repating "Yes I can, yes I can," all self-instructors must continue to tell themselves positive messages in order to help them reach their goals.

Negative, self-defeatist thinking is quite common. We all engage in such pessimistic thinking at times. Normally competent people frequently convince themselves that certain actions are "Too difficult," or "would take too much time or effort." If we allow such negative thoughts to control our actions, we seldom will achieve our true life potentials.

We must work hard at "catching" these negative self-talk statements, and replacing them with positive thinking. For example, when faced with an important, difficult situation, self-instructors may say to themselves, "I know I can do this. I'm on my way to success." By continuing to play positive "mental movies" (images in the "mind's eye"), and by repeating positive self-statements that are specific to the situation, self-instructors will encourage and reinforce their positive actions and build or maintain positive momentum.

Positive thinking also makes a very important distinction between what we do and what we are. Many of us confuse the success or failure associated with a particular action with our success or failure as human beings. Positive thinkers realize that it is possible to fail at one thing without failing at other things, or

without failing at the same thing at other times. Such positive, optimistic thinking helps us regain our self-confidence, and helps us cope with temporary failures and setbacks when these occur.

## (2) Commitment to Hard Work

As we have learned, failure to act is frequently ~~due to~~ poor planning and preparation for action. However, even with sound preparation and planning, effective action may be avoided. This is because meaningful goals never are achieved easily. "Acting" requires hard work, dedication, and commitment to one's plans. Knowing what to do and actually doing it are not the same, and the "doing" does not follow automatically from the "knowing."

Many people plan and prepare well, but balk when it comes to acting. Confronting fears, attempting new skills, interacting with unfamiliar people in new places, or breaking comfortable habits can mean awkward moments. Change is often stressful. No matter how much we desire change, we often are "put off" by the numerous "hardships" which change demands. Perhaps this is why so many of us, rather than becoming active in the purposeful, planned manner suggested in "Training for Self-Power," look for some easier way to achieve our goals. Change without active effort is what we want. Therefore, we try all kinds of products and services promising "complete physical fitness in five easy minutes a day," "increased intelligence while you sleep," "perfect happiness every minute of

every day," and the like.

Unfortunately, real, enduring change is possible only through the expenditure of personal time and effort. There are few short-cuts and no magical solutions to life's problems. This is a hard-learned lesson.

The self-instructor may need to talk continually to himself or herself using sentences similar to the following, "Come on now; this isn't easy, but I can do it. I will hang in there and keep going. It's going to be worth it." Such self-talk encourages our efforts, acknowledging and reinforcing our commitment to the necessary hard work and effort.

Significant changes in our lives ultimately depend upon our own active participation. Nobody can learn new patterns of thinking, behaving, and feeling for us. We must take responsibility for our own conduct, and accept the hard work and effort that is required to acquire new skills, reach personal goals, and overcome problems and habits.

Example:

Gary enjoyed playing the guitar. His goal was to increase his playing skills to the level where he could join a good rock band. Gary searched out top quality guitar and amplifier equipment, researched guitar lessons and instruction books, and met and negotiated with several bands. He took stock of his own motivation to play and his

current guitar-playing skills, and planned to improve these. Gary specified his goals, and his methods of study and practice. After two weeks of "Acting" on his plans, however, Gary began to skip lessons and practices, and began to doubt if he ever could play well enough to be invited to join a band.

In this example, we can see that Gary is beginning to think negatively and is beginning to lose his commitment to the hard work necessary to reach his goal. Gary needs to repeat self-talk such as the following during this "Acting" stage.

"I'm starting to slip up. I need to hang in there with my lessons and keep to my practice schedule. It's hard work and boring at times, but this goal is important to me. I will keep to my schedule for the final two weeks of my self-instruction period then evaluate my progress. Yes, it's clearer now; I know I can do it!"

In the above, Gary consciously is telling himself positive-thinking messages that increase his commitment to the necessary hard work. Such self-talk will help Gary encourage his "Acting" efforts which will help him achieve self-power.

### Summary

In summary, the self-instruction stage of "Acting" involves the step-by-step execution of the sequences of specific action developed and planned in the previous five stages. No matter what the specific



situation may be, successful "Acting" requires the self-instructor to repeat self-talk with the crucial attributes of "Positive Thinking" and "Commitment to Hard Work."

Sending such repeated messages to oneself will encourage and provoke the self-instructor towards performing the specific planned actions necessary for self-power.

#### Suggested Activities (Lesson #9)

1. Complete your "PGS--ACTING Stage" form.
2. For each of the following "Acting" stage situations:
  - a) state the "missing" crucial self-talk attribute, and
  - b) write a self-talk statement that the self-instructor could use to encourage or provoke himself or herself towards performing the specific planned actions necessary for self-power.

i) Louise had set a personal goal of losing five kilograms in the next month. She had planned a specific series of actions to increase her motivation and to implement dieting and exercise programs.

Louise found keeping to her schedule very difficult. She did not complete her chart for several days, and found herself cheating on her diet and cutting corners on her exercise program. Louise was frustrated to find that she was not losing weight, and gave up in disgust.

a) \_\_\_\_\_

b)

ii) Benny was very shy with girls. He had set a goal of asking three girls to dance (and talking with them) at the school spring dance. One of his action plans was to work through a systematic desensitization hierarchy (list) of social situations involving girls. Benny was successful in 1) making eye contact with girls at school, 2) smiling towards them, and 3) saying "hi" to them. However, while working on the fourth step of his hierarchy (asking girls questions about schoolwork), Benny stuttered and blushed. The girl laughed at him and walked away. Benny told himself that he was never going to succeed at talking to girls, and that he was a total failure at everything.

a)

b)

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## LESSON #10

Lesson #10 Outcome Objectives

1. Students will be able to state the four substeps of the "Evaluating" stage.
2. Given partially completed charts for an individual's self-instruction program, students will be able to evaluate this program using the four substeps of "Evaluating."
3. Students will be able to choose correct responses to situations that may arise at the "Evaluating" stage.
4. Students will be able to complete successfully the "Personal Goal Situation" form for the "Evaluating" stage (practical results or theoretical results).
5. Given a) a short definition of each stage of "Training for Self-Power" and b) a statement of a hypothetical person's personal and social situation; -- the students will be able to write a detailed and effective statement for each of the seven self-instruction stages.

Lesson #10 Notes

The seventh and final self-instruction stage in "Training for Self-Power" is "Evaluating."

"Evaluating" is a time for pulling together and summarizing past actions, for reflecting upon reasons for the success or failure of the self-instruction program, and for determining future courses of action.

If the program of self-instruction has been successful, the "Evaluating" stage can be a valuable time for self-congratulation and recognition of capacities for self-power. If unsuccessful, the "Evaluating" stage can cue a rigorous assessment of what went wrong. If you have taken the time and effort to prepare and execute sequences of action designed to achieve specific self-instruction goals, it makes common sense to follow through and evaluate whether your actions actually have achieved your goals.

#### How to Evaluate

"Evaluating" consists of four substeps; (1) Continuous monitoring of progress during the "Acting" stage of self-instruction, (2) Evaluating individual goals, (3) Evaluating the entire self-instruction program, and (4) Deciding future moves.

Let's look at each substep in detail.

#### (1) Continuous monitoring

Most goals of self-instruction programs contain some indication of how and when progress will be monitored as the "Acting" stage of self-instruction unfolds (i.e., various forms of charting). Active, precise, and easily evaluated goals ensure a desirable overlap between the "Acting" and "Evaluating" stages of self-instruction.

Continuous, ongoing monitoring and recording of progress during the "Acting" stage permits a degree of flexibility that must be present in any self-power program. Flexibility is necessary because

no human plans are ever perfect. There frequently is an unanticipated event that occurs outside of our control and predictive abilities (e.g., weather conditions incompatible with planned outdoor exercise). Continuous monitoring allows us to keep track of our progress on a regular, short-term basis. When disruptions of planned sequences are noted, it sometimes is possible to make minor adjustments that will keep us "on track" towards the basic program goals. (e.g., deciding to exercise on Monday, when Sunday's exercise time has been missed because of unpredictable circumstances). When disruptions are severe, and minor adjustments are not effective, it occasionally is necessary to terminate the "Acting" stage of self-instruction prematurely, proceeding immediately to the "Evaluating" stage, and making new plans for action which are more likely to achieve the overall goals.

## (2) Evaluating Individual Goals

Once the "Acting" stage of self-instruction has been completed (or, if necessary, finished prematurely), a careful assessment should be undertaken of the progress that has been made toward the achievement of desired performances in each of the goals prescribed during the "Specifying Goals" stage. Progress toward the achievement of each of these elements can be monitored and recorded easily throughout the "Acting" stage of self-instruction.

Checkmark systems, wall graphs and charts, and diary entries

are useful methods for recording the occurrence of targeted performance. Most actions can be counted or measured or timed by the self-instructor. Others can be measured by asking another person to rate the degree to which the goal was present in your behavior (e.g., asking another family member to rate the "pleasantness" of your conduct on an appropriately-labelled five-point scale).

These performance charts should be analyzed thoroughly during the "Evaluating" stage of self-instruction by comparing them to the criteria and conditions stated in the individual goals themselves. The resulting precise information about the extent to which each individual goal was or was not achieved is valuable for reflection and future planning.

### (3) Evaluating the Entire Self-Instructional Program

Once each individual goal has been judged in the above manner, the self-instructor can combine these assessments into a final evaluation of the entire program of self-instruction. Such an evaluation will yield both information and motivation for future actions. It will be clear that certain elements in the overall program have been completely achieved, that some perhaps have not been met, and that still others may require an additional bit of "fine-tuning." Motivation is increased by noting those areas in which success was achieved. Think of all the time and effort that went into your accomplishments. Reflect on all the obstacles you confronted and overcame. Congratulate yourself, you earned it!

#### (4) Deciding Future Moves

At the end of the overall evaluation of the program of self-instruction, the self-instructor must consider possible future courses of action. The self-instructor may decide:

i) To end the current program (at least for the time being) if all major goals have been achieved.

ii) If all major goals for the current program of self-instruction have been achieved, but the self-instructor still desires further improvements in the targetted area (or in a different area of life), a new program may be formulated. This new self-instruction program will aim at higher levels of self-power using a similar circumstance (or a brand new concern) and will follow the seven self-instruction stages of "Training for Self-Power."

iii) If all major goals for the current program of self-instruction have not been achieved, the self-instructor (assuming he or she still desires to reach these goals) may cycle back and rework certain stages of the self-instructional model.

If, upon reflection, the self-instructor determines that the overall plan of action determined in the "Deciding" stage of self-instruction was inappropriate, he or she may decide to cycle back to this stage, and essentially begin again. If the self-instructor thinks that failure was a result of insufficient information, he or she may decide to go back to the "Information Gathering" stage. If problems arose because of unanticipated levels of skill, motivation,

and/or anxiety, cycling back to the "Taking Stock" stage and continuing through the rest of the stages from that point might make sense.

Poorly stated goals that failed to guide the accomplishment of desired sequences of action might suggest a return to the "Specifying Goals" stage. Incomplete or inappropriate planning, if this is the judgment of the self-instructor, might lead back to the "Specifying Methods" stage of self-instruction. Finally, if the self-instructor thinks that problems resulted from failure to maintain positive thinking and/or commitment to hard work, he or she may decide to return to the "Acting" stage.

In addition, self-instructors may return to the "Acting" stage of self-instruction even if all goals have been accomplished. This strategy allows the self-instructor to continue to reap the benefits that come from continuing a successful activity. This is particularly likely to occur in areas that require constant work (e.g., exercising, studying, etc.).

#### Suggested Activities (Lesson #10)

1. Check (✓) the correct response to the following situation that may arise at the "Evaluating" stage.

You had set a goal for yourself of being able to run a five-minute mile by June 1. It was now May 25, and you are not even coming close to your goal. Unfortunately, you pulled a leg muscle that kept you out of training for the entire month of April.



- Continue your schedule towards the June 1 goal. There is no sense in evaluating your progress till then.
- Make minor adjustments to your plans and timetable to get "back on track" towards your goal.
- Make adjustments to your goal. The five-minute-mile is likely to be too difficult a goal.
- As a result of the injury, self-power is not possible for this situation at this time.

2. Imagine yourself to be in the following situation, and write brief and effective planning for each of the seven self-instruction stages of "Training for Self-Power." (use extra paper if necessary)

(use the program stage summary sheet as an outline)

(use the "first person" form throughout; i.e., "I want to...")

You are a high-school student who participates regularly in school events. A major concern of yours is that your school is not equipped with an oval running track for the track and field team. Each year when track and field competitions are held between schools, your school's team always does poorly in track events, but does reasonably well when participating in field events.

You believe the track team does poorly because its members do not have a track to practice on. This belief has been confirmed by Mr. Johnson (the track coach), who stated "a proper track would

definitely improve our performance, but a track costs \$20,000, and we do not have that amount of money available for a school track."

You feel, however, that the school must have a track and therefore you decide to get a track for the school. You discuss this plan with two of your friends. They are very enthusiastic about helping you toward this goal, but no one is sure of how to go about it. Nonetheless, you decide to try to do it.

Stage 1 \_\_\_\_\_  
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Stage 2 \_\_\_\_\_  
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Stage 3 \_\_\_\_\_  
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Stage 4

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Stage 5

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Stage 6

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Stage 7

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## PROGRAM REVIEW

In Lesson #1, we began by defining some new concepts that are critical to the "Training for Self-Power" program.

"Self-Power" is the term given to our ability to take positive action towards achieving personal goals. Such a "goal" may be the achievement of something we want or want to become, or it may involve overcoming a certain life problem. When we exercise "self-power," we take "action" which involves changing our behaviors, thoughts, and/or feelings in order to meet our personal goals.

We learned a systematic method of achieving self-power called Self-Instruction. Self-instruction is a process of change and development by which people can teach themselves or arrange for their own learning of new knowledge and skills required to exercise self-power. The seven-stage self-instruction model helps us anticipate, plan, and execute critical actions with maximum efficiency. While it is not necessary to work through all seven stages for every single thing we do, this model is very useful when we wish to make significant changes in our lives.

Self-instruction is the process; self-power is the goal.

Also in Lesson #1, we learned the four beliefs that help us achieve self-power. They are:

1. I am responsible for myself. What happens to me is a result of my own actions. Through my behaviors, feelings, and thoughts, I actively determine the course of my life.

2. Recognizing that I am responsible for myself leads to purposeful attempts to change life experiences. I always can always do something to exercise self-power in my life.

3. Changing life experiences (self-power) requires hard work.

Seldom are there easy or magical ways to overcome problems and achieve goals.

4. Life cannot always be exactly as I would like it. Life is not always fair: the world and the people in it (including myself) are not perfect and are not always going to behave, think, or feel the way I wish. There are parts of my life that I cannot realistically change. I must accept and learn to cope with these.

From these beliefs come our attitudes about life, including the attitude that "I can do something to influence almost every aspect of my life and my future." Such beliefs and attitudes encourage us to take responsibility for our life situations and, when possible, to take action (self-power) towards changing our behaviors, thoughts, and feelings in order to meet our goals.

The first stage of self-instruction is "Deciding"--deciding upon an action alternative/or alternatives to take that would best reach the goal. Most of us would agree that good initial decision-making is required to meet our personal goals. Typically, however, we do not approach decision-making in a thorough and systematic manner. We do not think about the situation, or consider possible

alternatives and their practical consequences before we decide upon a plan of action. This short-term saving of time often results in confusion, inefficiency, and possibly, ultimate failure.

The four substeps of "Deciding" are:

- 1) Identifying General Concerns - determining when, where, and to what extent feelings occur. Self-monitoring records usually indicate patterns that help identify the personal concern.
- 2) Generating (Brainstorming) Alternatives for Action - be creative; write down anything and everything that comes to mind.
- 3) Listing Likely Consequences of engaging in each of the generated alternatives in terms of their practicality, and their likely positive and negative consequences if selected. Consider the differences which might exist between short-term and long-term consequences, and consequences from one's own point of view as well as from the point of view of others.
- 4) Selecting an Action Alternative that will guide the execution of following stages of self-instruction. Develop a weighting system to allow you to compare and contrast the strengths and weaknesses of each alternative. The "best alternative for action" becomes a general action plan that will guide the following self-instruction stages.

The second self-instruction stage in our "Training for Self-Power" program is called "Gathering Information." Before it is possible to complete wise action plans, the self-instructor must first

research accurate, practical information about these plans. There are four substeps involved in effective information gathering:

- 1) Identify What Needs to be Known (Key Parts of the General Action Plan). Consider all the things you might need to know in order to execute the plan, and decide whether any more information is needed in any of these areas before plans can proceed.
- 2) Determine Sources of Relevant Information. Where can you get this needed information? For example, observe and talk with experts and professionals, attend courses, and read relevant written information.
- 3) Collect Information From These Sources. This requires politeness, persistence, and patience. No one is knowledgeable about all topics. Do not be ashamed about not knowing something; make assertive, direct requests for assistance.
- 4) Organize and Evaluate the Information That is Gathered. Extract the information that was commonly recommended by reputable information sources. Keep organized written notes that can be easily accessed for future use.

You probably remember the "Jail-Break" exercise, when the prison guards asked questions of the convicts to gather information about which convict was still missing.

"Taking Stock" is the third stage of "Training for Self-Power." At this stage, self-instructors assess or "take stock" of their strengths and weaknesses in relation to each element of their action

plan, and then make plans to overcome these "obstacles."

We discussed three such obstacles to self-power: (1) Anxiety, (2) Lack of Motivation, and (3) Skill Deficiency.

We defined Anxiety as being a tense emotional state characterized by fear, worry, and nervousness about things which may happen in the future. We learned that there are two kinds of anxiety--cognitive (thinking) anxiety, and physiological (body reaction) anxiety.

Cognitive (Thinking) Anxiety is indicated by negative, irrational, defeatist, or disruptive self-talk. Self-talk is our internal talk to ourself about ourself. Cognitive anxiety usually takes the form of undue worry and concern, and involves negative, self-defeating thoughts and images of ourself in certain situations.

To overcome such cognitive anxieties, the self-instructor must

- (1) Recognize the defeatist self-talk ("catch" specific defeatist self-statements by probing self-thoughts during "anxiety attacks.")
- (2) Stop the defeatist self-talk.
- (3) Replace the defeatist self-talk with self-enhancing, coping self-talk.

We learned two types of self-enhancing, coping self-talk. In Rational Self-Talk, the anxious person scans his or her anxious thoughts, while anxious, for certain illogical, irrational errors of idealizing, blaming, and catastrophizing. After becoming aware of and "stopping" these irrational thoughts, the self-instructor replaces them with more rational alternative statements. You will remember the list of



"Eight Irrational Self-Talk Patterns," and the "Alternate Rational Self-Talk Statements" that argue against them.

The other type of self-enhancing, coping self-talk is Individualized Positive Self-Talk. After recognizing and "stopping" self-defeating thoughts, this approach replaces these thoughts with positive thoughts that make sense to that individual self-instructor. The individual "talks himself or herself through" difficult situations, controlling self-defeating anxiety and performing to the best of his or her ability. This approach is not concerned with the rationality of the self-talk, or whether or not it would be effective for another person in the same situation.

We learned about a second type of anxiety, Physiological Anxiety. Physiological anxiety is observable in bodily reactions such as increases in heart rate, sweating, and muscle tension, cold or shaking hands and/or feet, or stomach "butterflies." The self-instructor monitors these physiological reactions to anxiety, and decides whether or not the monitored levels are high enough to interfere with the action plan. If so, the self-instructor must plan a method to reduce that anxiety.

We learned three specific methods of reducing physiological anxiety:

- (1) Deep Muscle Relaxation helps your awareness of muscular tension when it occurs in various parts of your body, and allows you to replace this tension with the learned response of deep muscle relaxation.

You'll remember our deep muscle relaxation practice exercise in which you alternately tensed and then relaxed body muscle groups. Once learned, you can switch to this relaxed state whenever you become aware of the presence of physiological anxiety. When you note muscle tension in a certain part of your body, physically force that muscle group to even greater tension. Hold it, then release that tension, replacing it with the deep muscle relaxation you have practiced and learned. This eliminates your physiological anxiety simply and quickly.

(2) The Relaxation Response involves a concept called a "mental tool." This can be a sound (or "mantra"), a word or phrase, or a planned daydreaming image of an enjoyable, relaxing scene--anything that appeals to you personally. You first relax, close your eyes, and visualize the scene or repeat the sound/word/or phrase to yourself. When another thought intrudes, gently turn your mind back to your image or sound. Practiced regularly, the relaxation response becomes an almost automatic tool you can use when you need it most. By replacing your anxious physiological state with a trained relaxation response of peaceful, relaxing sounds or images, your body will automatically relax. Remember the relaxation response "mental tool" you chose for yourself.

(3) The third method of reducing physiological anxiety is Systematic Desensitization. Most of us at one time or another suffer from an irrational or exaggerated fear of a certain situation or object.

We learned that such unfounded fears are known as "phobias." Systematic desensitization is a method in which a self-instructor arranges for his or her own learning to overcome physiological anxiety when this anxiety reaction is much greater than the real risk and danger involved. Systematic desensitization involves the anxious person listing (in increasing order of difficulty) approximately ten situations associated with the anxiety. This list is called a "hierarchy." The self-instructor may begin by imagining himself or herself in the increasingly anxiety-producing situations while remaining relaxed. The final goal, of course, is to tackle these situations in the real world, starting with the least anxiety-producing situations and gradually working up the hierarchy list to the highest anxiety-producing situations. You'll remember our exercise with the student who had a phobic fear of birds. We developed a six-step systematic desensitization hierarchy from a low-anxiety producing situation involving birds (in cage across the room), to a high-anxiety producing situation involving birds (bird in the hand). We then gradually led the student through the six steps until all steps were completed without anxiety.

The second obstacle to self-power at the "Taking Stock" stage is a lack of "Motivation." Motivation is the inner drive or desire necessary to achieve self-power changes.

We learned three strategies to increase motivation. The first was "Individualized Positive Self-Talk." As with cognitive anxiety,

problems of motivation require internal urging of positive thoughts about yourself and your situation. Self-instructors must continually talk to themselves to (i) increase the desirability of the goal, (ii) minimize the work necessary to reach the goal, and/or (iii) increase their confidence about performing the change necessary to achieve self-power.

For example, an overweight person might repeat to himself/herself something like, "It's very important to me to lose weight. I want to be slimmer and more attractive looking, and I want to have more energy and feel better generally. I really don't mind the exercising, once I get going. In fact, it's kind of fun. I like fattening foods, but I can cut down on them a lot. This isn't going to be easy, but I know I can do it."

The second strategy to increase motivation is "Setting Goals."

- (i) Goals should be clear and specific, not vague and undefined.
- (ii) Goals should be presently reachable. Several small successes are better than one large failure.
- (iii) Goals should be short-term. For example, "I won't smoke for a week" is better than "I won't smoke for a year." At the end of the time period, renew it or adjust your goals and/or methods.

The third strategy for increasing motivation is "Evaluating and Rewarding Your Efforts."

- (i) Plan charting. Before beginning self-instruction, set a plan for charting a record of progress towards your goal. We learned about

charting methods of written entries in a notebook or diary, checklists, counts of specific actions, charts, and graphs. Carry your charts with you or display them in a prominent place. Motivation is increased by completing your chart, and by explaining it to others.

(ii) Self-evaluate performance frequently. Evaluate your performance by charting your monitored progress against target goal criteria.

Motivation and confidence are increased by seeing progress towards a goal.

(iii) Clear and definite self-reward/self-punishment. Set up your program so you will be reinforced for completing actions towards your goal, and/or punished for not completing those actions. Choose rewards and punishers that are personally important to you, and follow through with them. Achieving rewards and avoiding punishments are powerful motivators of action.

(iv) Congratulate positive self-evaluations and rationalize negative self-evaluations, reviewing your goals, plans, and performance records to see what you might change to be successful next time.

Remember your personal situations in which lack of motivation blocked your achievement of self-power.

The third and final obstacle to self-power at the "Taking Stock" stage is Skill Deficiency. We may be relaxed and motivated to act, but if we lack the specific skills necessary to execute chosen plans of action, we limit our ability to achieve self-power. We learned

about learning; the process of how to learn new skills, and how to teach others new skills. You'll remember our role-play exercise, teaching "Ronk" common skills. We learned that new learning requires three essential conditions; Knowledge, Practice, and Feedback.

(1) Specific skill Knowledge can be gained from many sources. New knowledge can come from reading a book, article, or manual; from taking a course; from watching a film or demonstration; and from observing and talking to people who are experts in that skill.

It is crucial that the skill learner obtain a clear and complete understanding of the skill to be learned before proceeding to actual skill practice.

(2) Skill Practice is the opportunity actually to attempt the actions described by the new knowledge.

Repeated practice is the intensive, repetitive practice of one subskill at a time, while focussing on the key components of that subskill.

Gradual practice means practicing and developing expertise in one subskill at a time, before moving on to the next subskill.

Thorough practice implies that all relevant subskills must be learned.

Realistic practice means that practice must eventually result in realistic performance in a real setting.

(3) Feedback on the practice is the final essential condition for learning. "Feedback" means the receiving of information from

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someone (instructor, expert) or something regarding the practice-- i.e., how well the individual did, and what he or she could do to improve. Feedback to skill practice provides vital information and motivation to the skill practice.

Immediate feedback should be given during and after each practice session.

Descriptive feedback provides specific information that thoroughly describes skill practice attempts.

Encouraging and Positive feedback is the noting of effort and improvement. Encouragement, whether given to ourselves or to others, will increase the likelihood of further practice and effort.

Further Refinement feedback is when areas which require improvement are noted carefully, and the following practice sessions are structured to work on refining (improving) performance in these areas.

The fourth stage of "Training for Self-Power" is "Specifying Goals." This stage marks a shift in self-instruction from general decision-making, information gathering, and personal assessment to specific detailing of goals, plans, action, and evaluation.

Whether it be stating goals or stating methods to reach these goals, the key to success is "specificity." The more specific you can become about exactly what you want to accomplish and exactly what you will do to accomplish it, the greater are your chances of achieving self-power.

At the "Specifying Goals" stage, the self-instructor's task is to formulate clear, detailed statements of exactly what he or she wishes to accomplish. These specific goals are to be formulated for each goal in the self-instructor's action plan, and for each inappropriate level of anxiety, motivation, or skill revealed by the preceding stage of "Taking Stock." These specific goals must be stated in active, precise terms, and must be easily evaluated at the end of self-instruction.

I'm sure you remember our class exercise called "The Human Knot." This exercise showed us the power and importance of specificity in achieving self-power. The more specific you were allowed to be in your communication (both verbal and non-verbal), the easier it became to reach your group goal of unraveling the human knot.

Self-instruction stage five is "Specifying Methods." Once the goal is specified, the self-instructor can then begin work towards specifying methods or procedures he or she will use to reach this goal.

It is not sufficient to state general methods such as "I will train hard..." or "I will study regularly..." The self-instructor must state his or her methods in action-specific and time-specific terms. (e.g., "I will run five miles a day for a month..."; "I will study each subject for ½ hr. a day, five days a week for the rest of the term...").

Most of us spend considerable time and energy thinking about



what we want to do in our lives, but devote very little time and energy to planning specific tactics and methods of reaching these goals. We often consider such preliminary work to be unnecessary and a waste of time. This is why we so often end up frustrated and unsuccessful.

"Specifying Methods" to reach our personal goals and overcome our problems involves a thoughtful and systematic exercising of several substeps. Detailed planning is certainly not necessary for everything we undertake, but it is indispensable when we wish to make significant life decisions, reach for major life goals, and overcome serious problems (self-power).

At substep 1, "Selecting Procedures," the self-instructor answers the question, "What methods would best accomplish these goals?" Selecting procedures means determining the specific strategies that will be used to help achieve the previously "Specified Goals."

At substep 2, "Listing Actions," the self-instructor answers the question, "What specific actions need to be completed to reach these goals?" The self-instructor must make a detailed, thorough listing of all the actions necessary to achieve each goal.

At substep 3, "Sequencing Actions," the self-instructor answers the question, "In what chronological order should these actions occur?" Determine in what order (sequence) these actions might best be undertaken to ensure steady progress towards each goal.

Finally, at substep 4, "Timetabling Actions," the self-instructor

answers the question, "When (and perhaps where) should these actions occur?" Decide upon specific dates, times, and (if necessary) places for the completion of each action. Each action should be examined to decide when (and where) it might best be performed, and how much time it likely would require. When this has been decided, all actions should be slotted into the self-instructor's daily schedule. Keeping a small calendar, daily planner, or dated appointment book is helpful in timetabling self-instruction activities.

"Charting" of both specific goals and specific methods is frequently helpful in increasing motivation, clarifying expectations, and providing evaluation opportunities. Such charting should be finalized and ready to be "filled in" by the end of the "Specifying Methods" stage.

The result of these four substeps is a "master blueprint" that will guide the successful execution of the overall self-instruction plan of "Training for Self-Power."

Common "mistakes" at the "Specifying Methods" stage include timetabling action plans too far into the future, and timetabling too tightly (squeezing too many activities into a fixed period of time).

You'll remember the small group exercise in which you used the four substeps of "Specifying Methods" to develop an effective plan for a girl learning to water-ski.

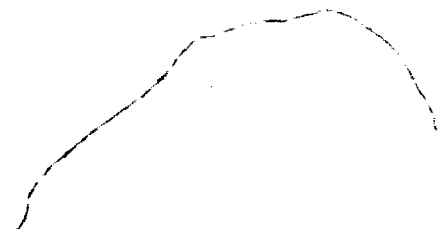
The sixth self-instruction stage in "Training for Self-Power"

is "Acting." "Acting" involves the step-by-step execution of the sequences of specific actions developed and planned in the previous five stages. The self-instructor comes face-to-face with the purposeful efforts required to accomplish any worthwhile lifestyle changes. Success or failure of any self-instruction program ultimately rests on how well plans of action can be executed.

As we learned at an earlier stage, positive self-talk is the messages we say to ourselves that encourages our positive action. There are two crucial attributes of self-talk statements that self-instructors must repeat to themselves repeatedly throughout the "Acting" stage. These are Positive Thinking and Commitment to Hard Work.

We must work hard at "catching" negative self-talk statements, and replacing them with "Positive Thinking." For example, when faced with an important, difficult situation, self-instructors may say to themselves, "I know I can do this. I'm on my way to success." By continuing to visualize positive images ("mental movies") and repeating positive self-statements that are specific to the situation, self-instructors will encourage and reinforce their positive actions and build or maintain positive momentum.

Positive thinkers also realize that it is possible to fail at one thing without failing at other things, or without failing at the same thing at other times. Such positive, optimistic thinking helps



us regain our self-confidence, and helps us cope with temporary failures and setbacks when these occur.

I'm sure you'll remember the handout, "The Power of Negative Thinking" -- how to make yourself miserable by worrying about all the possible terrible things that could happen on a plane trip, while picnicking at the side of the road, etc.

The second self-talk statement necessary at the "Acting" stage is "Commitment to Hard Work." Meaningful goals are never achieved easily. Acting requires hard work, dedication, and commitment to one's plans. Knowing what to do and actually doing it are not the same, and the "doing" does not follow automatically from the "knowing." Unfortunately, real, enduring change is possible only through the expenditure of personal time and effort. There are few short-cuts and no magical solutions to life's problems. This is a hard-learned lesson.

Self-instructors may need to talk continually to themselves using sentences similar to the following, "Come on now; this isn't easy, but I can do it. It's important. I will hang in there and keep going." Such self-talk encourages our efforts, acknowledging and reinforcing our commitment to the necessary hard work and effort.

"Evaluating" is the seventh and final self-instruction stage in "Training for Self-Power." We've learned that "Evaluating" is a time

for pulling together and summarizing past actions, for reflecting upon reasons for the success or failure of the self-instruction program, and for determining future courses of action.

If the program of self-instruction has been successful, the "Evaluating" stage can be a valuable time for self-congratulation and recognition of capacities for self-power. If unsuccessful, the "Evaluating" stage can cue a rigorous assessment of what went wrong.

"Evaluating" consists of four substeps:

Substep 1, "Continuous Monitoring." Most goals of self-instruction programs contain some indication of how and when progress will be monitored as the "Acting" stage unfolds (i.e., various forms of charting). Continuous monitoring of progress allows us to keep track of our progress on a regular, short-term basis. When disruptions of planned sequence are noted, it sometimes is possible to make minor adjustments that will keep us "on track" towards the basic program goals.

Substep 2, "Evaluating Individual Goals." Once the "Acting" stage of self-instruction has been completed, a careful assessment should be undertaken of the progress that has been made toward the achievement of desired performances for each goal. These performance charts should be analyzed thoroughly by comparing them to the criteria and conditions stated in the individual goals themselves.

The resulting precise information about the extent to which

each individual goal has been judged in the above manner, the self-instructor can combine these assessments into a final evaluation of the entire program of self-instruction. This final program evaluation will yield both information and motivation for future actions.

Substep 4, "Deciding Future Moves." After the overall evaluation, the self-instructor must consider possible future courses of action.

The self-instructor may decide:

- a) to end the current program,
- b) to formulate a new program,
- c) to cycle back and rework certain stages of the self-instructional model.

We've now finished a review of the theories and procedures for the "Training for Self-Power" program. As you know, thorough learning of any new concept requires ongoing practice and feedback. Be aware of situations in which you want or need to achieve self-power. Review the stage theories from time to time, plan and practice self-power efforts on a regular basis, and ask for feedback and give yourself feedback on your efforts.

Remember, the power lies within you. You can do what you want to do; you can be what you want to be.

APPENDIX C

PROJECT INFORMATION DOCUMENT  
WITH  
CONSENT FORMS FOR PARENTS/GUARDIANS  
AND PARTICIPANTS

Parent/Guardian Initials: \_\_\_\_\_

Participating Student Initials \_\_\_\_\_

Personal Agency Skills Curriculum Project

Personal agency is the ability to act in ways that are likely to achieve personal goals. There are a number of skills that can be taught and learned which can help people to acquire personal agency. Some of these skills include the abilities to make decisions, to solve problems, to gather accurate information, to plan activities, to sustain effort and hard work, and to evaluate the effects of one's actions. Other skills that contribute to personal agency include the abilities to motivate one's self, to acquire new skills quickly and efficiently, and to cope with the natural anxieties associated with learning new things.

It often is assumed that secondary school students learn many of the skills described above as byproducts of their regular school curriculum. However, there is considerable reason to believe that many students leave Grade XII without acquiring many of these skills - skills that they will need to make the vital adjustment from student to adult. The purposes of this project are to implement and evaluate a course of studies that attempts to teach Grade 10 students some of the skills of personal agency described above.

Two mini-courses (each consisting of 10 one-hour periods that will run from approximately February 1, 1983 to April 30, 1983) have been developed by a research team in the Faculty of Education at Simon Fraser University. Both courses are designed to teach personal agency skills, and will be taught by members of the Simon Fraser University research team. Any single student may take one mini-course only. In addition to attending these courses, students who volunteer to take the courses (and whose parents' approve of their doing so by signing the form attached to this document) also will be required to respond to a number of tests before and after the mini-courses occur. These tests are designed to determine how much the participating students knew about personal agency skills before they took the mini-courses, and how much they knew about, and how well they can use, these skills after taking the mini-courses. This testing will help to determine how effective the mini-courses were.

If you agree to allow your child to participate in one of the mini-courses described above, please sign form #1 attached to this document and return it to

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Students who volunteer to participate in this project should sign form #2.



SIMON FRASER UNIVERSITY

FORM #1

Informed Consent For Minors

By Parent/Guardian

NOTE: The University and those conducting this project subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort, and safety of participants. This form and the information it contains are given to you for your own protection and full understanding of the procedures, risks, and benefits involved. Your signature on this form will signify that you have received the document described below regarding this project, that you have received an adequate opportunity to consider the information in the document, and that you voluntarily agree to allow the child for whom you are responsible to participate in the project.

As (parent/guardian) of (name of child) \_\_\_\_\_

I consent to the above-named engaging in the procedures specified in the document titled: Personal Agency Skills Curriculum Project to be carried out in School District #34 during February 1 to April 30, 1983 in a project supervised by: Jack Martin, Ph.D. of the Faculty of Education, Simon Fraser University.

I certify that I understand the nature of this project and have explained it to (name of child) \_\_\_\_\_. I and (name of child) \_\_\_\_\_ know that he/she has the right to withdraw from the project at any time, and that any complaint about the project may be brought to the project supervisor named above or to Dr. George Ivany, Dean of the Faculty of Education, Simon Fraser University.

I may obtain a copy of the results of this study, upon its completion, by contacting Dr. Martin.

Name (Please print): \_\_\_\_\_

Address: \_\_\_\_\_

Signature: \_\_\_\_\_ Witness \_\_\_\_\_

Date: \_\_\_\_\_

When you have read the document stipulated above, please initial the top of the document.

SIMON FRASER UNIVERSITY

FORM #2

Informed Consent By Students  
To Participation In A Research Project

NOTE: The University and those conducting this project subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort, and safety of participants. This form and the information it contains are given to you for your own protection and full understanding of the procedures, risks, and benefits involved. Your signature on this form will signify that you have received the document described below regarding this project, that you have received an adequate opportunity to consider the information in the document, and that you voluntarily agree to participate in the project.

Having been asked by Jack Martin, Ph.D. of the Faculty of Education, Simon Fraser University to participate in a research project, I have read the procedures specified in the document entitled: Personal Agency Skills Curriculum Project.

I understand the procedures to be used in this project.

I understand that I may withdraw my participation in this project at any time.

I also understand that I may register any complaint I might have about the experiment with Jack Martin or with Dr. George Ivany, Dean, of the Faculty of Education, Simon Fraser University.

I may obtain a copy of the results of this study, upon its completion, by contacting Jack Martin.

I agree to participate by attending 10 one-hour classes and by completing a number of tests before and after these classes as described in the document stipulated above, during the period February 1, 1983 to April 30, 1983, in School District #34.

Name (Please print): \_\_\_\_\_

Address: \_\_\_\_\_

Signature: \_\_\_\_\_ Witness \_\_\_\_\_

Date \_\_\_\_\_

When you have read the document stipulated above, please initial the top of the document.

APPENDIX D

DEPENDENT MEASURES DEVELOPED FOR THIS STUDY  
TRANSFER TEST AND CURRICULUM CONTENT TEST  
(AND CONTENT TEST ANSWER KEY)

Name \_\_\_\_\_

Date \_\_\_\_\_

## TRANSFER TEST -- "Stephen's Problem"

Stephen is a grade ten student who participates regularly in school events. A constant concern of Stephen's is the school is not equipped with an appropriate track for the track and field team to practice on. Each year when track and field competitions are held between schools, Stephen's team has always done poorly in track events, but reasonably well when participating in field events.

Stephen believes the track team does poorly because its members do not have a track to practice on. This belief has been confirmed by Mr. Johnson (the track coach) who stated, "A proper track would definitely improve our performance, but a track costs \$25,000.00, and we do not have that amount of money available for a school track."

Stephen feels, however, that the school must have a track and therefore he decides to get a track for the school. He discusses this plan with two of his friends. They are very enthusiastic about helping him, but all three students are not sure of how to go about it. Nonetheless, they decide they will try to do it.

QUESTION

If you were confronted with Stephen's problem how would you go about getting your school a track? Be specific about exactly what steps you would take to accomplish your goal.

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CURRICULUM CONTENT TEST  
SELF-INSTRUCTIONAL SKILLS

Directions

This questionnaire is designed to find out the way you feel about certain situations with which you may be confronted. Each question is followed by five possible answers. Please select only one answer for each question. Be sure to select the answer you believe to be most true.

Your answers to the questions on this questionnaire are to be recorded on the separate answer sheet which is inserted in this booklet. Do not write in this booklet.

Do not open the booklet until you are told to do so by your instructor.

(1) Some of the stages in a total plan for changing an important aspect of your life are:

- 1) "decide" what people think about the change; tell yourself that the change will be easy; take quick action; evaluate your change efforts.
- 2) tell yourself that the change will be easy; "obtain ideas" from others about what to do; "get specific" about what to do; take quick action.
- 3) tell yourself that the change will be easy; "obtain ideas" from others about what to do; "get specific" about what to do; take quick action.
- 4) "take stock" of your own strengths and weaknesses; "get specific" about what to do; take planned action; evaluate your change efforts.
- 5) tell yourself that the change will be easy; decide what people will think about the change; take planned action; evaluate your change efforts.

(2) Which of the following statements best describes your beliefs:

- 1) Modern society has become so complicated that we can no longer determine the course of our lives.
- 2) Every person is responsible for themselves, and with hard work and effort we can usually do something to determine the course of our lives.
- 3) It is only occasionally possible to actually do something to exercise responsibility for our lives.
- 4) Altering life experiences is a simple and easy process if we put our mind to it.
- 5) With hard work and effort, it is possible to change all parts of our lives to be exactly the way we want them.

(3) If I were to teach a new skill to a class of students, I would use the following approach:

- 1) I would observe the students' efforts at the skill, and give them detailed information about what they were doing properly and what they were doing poorly.
- 2) I would present the new information as clearly as possible, giving examples. I would then answer all the student's questions about this new skill.
- 3) I would describe and demonstrate the skill, let them practice the skill, and tell them what they were doing wrong and what they were doing correctly.
- 4) I would describe the skill, then bring in an expert to demonstrate the skill. I would point out the most important things the expert was doing.
- 5) I would arrange a field trip for the students to see the skill in action, then have the students practice the skill back in the classroom.

(4) The best way for me to learn a new skill is:

- 1) to receive clear instructions, and to practice the skill as much as possible because practice makes perfect.
- 2) to receive clear instructions, to practice the new skill, and to motivate myself to want to learn.
- 3) to practice the new skill, to receive feedback on my practice, and to practice further.
- 4) to receive clear instructions and specific feedback to my questions about these instructions.
- 5) to receive clear instructions, to practice the new skill, and to receive feedback on my practice.

(5) Important life decisions:

- 1) are usually the result of fate and luck.
- 2) are often actually quite simple to make.
- 3) should not be made without consulting others.
- 4) are best made in a thorough, systematic manner.
- 5) should not be made until you are at least 19.



(6) When I have to make an important decision, I would first identify the general problem, then:

- 1) I would quickly decide upon a course of action and follow through with this choice. Important decisions must be made swiftly.
- 2) I would define the decision I have to make, then ask at least three respected people for advice, and finally make a decision based on this information.
- 3) I would think of as many alternatives for action as I could, then list the possible consequences for each of these alternatives, then select one alternative to use as a goal.
- 4) I would simply choose the first action plan that comes into my mind. I don't think there is a good process that I can go through to make decisions.
- 5) I would think of as many alternatives for action that I could, then ask at least three respected people for their opinions as to which alternative is best, and finally make a decision based on this information.

(7) When I am gathering information about a particular action plan, I feel the following is the best method:

- 1) Identify the important parts of the action plan, decide the best places to get the information, collect the information from these sources, and then evaluate and organize this information.
- 2) One method is as good as the next; the crucial element is to work very hard to obtain extensive information, then to evaluate and organize this information.
- 3) Only experts should be consulted since it is often impossible to tell what information is right or wrong. Avoid getting too much information that would only complicate the process.
- 4) Identify the important parts of the action plan, collect the information, and review this information until it is memorized this information until it is memorized thoroughly.
- 5) Read recent written material on the subject. Then choose the information that the majority of these sources agree upon, and then evaluate and organize this information.

(8) Effective changes to any problem:

- 1) Are the result of fateful or accidental actions.
- 2) Should be planned and carried out very carefully.
- 3) Take time, and should happen in planned, purposeful ways.
- 4) Are the result of a good team effort.
- 5) Are actually very simply achieved, and need not be wasteful of time and effort.

(9) When assessing my strengths and weaknesses in relation to making an important change in my life, I will take into consideration:

- 1) My self-confidence in my own abilities; my personal support received from friends and relatives; and the amount of quality instruction received about the area of change.
- 2) My feelings of nervousness and anxiety; my motivation to really want to make the change; and my level of skills necessary to accomplish this change.
- 3) My level of general intelligence and ability to learn; my feelings of nervousness and anxiety; and the amount of quality instruction received about the area of change.
- 4) My motivation to really want to make the change; my personal support received from friends and relatives; and my self-confidence in my own abilities.
- 5) The amount of quality instruction received about the area of change; my level of general intelligence and ability to learn; and my level of skills necessary to accomplish this change.

(10) When I feel nervous or anxious about doing something, I find:

- 1) Nervousness and anxiety happen for good reasons. They will end when the threatening tasks I am to perform end.
- 2) Techniques such as relaxation, or talking to myself in more rational ways will help lower my nervousness/anxiety.
- 3) Techniques of "escape" such as physical exercise or going to a movie will help lower my nervousness/anxiety.
- 4) Techniques such as talking things out with a counsellor or a close friend will help lower my nervousness/anxiety.
- 5) Nervousness and anxiety are common, automatic physiological reactions. There is nothing that can be done about them.

(11) When I want to increase my motivation (my will to do something), the following steps will help:

- 1) keep my personal goals as secretive as possible; goals should be long-term and difficult in order to increase personal strength of character; and record my progress twice a week.
- 2) goals should be reachable, clear and understandable; watch and record my progress carefully; and evaluate my progress and reward myself if I do well.
- 3) keep my personal goals as secretive as possible; watch and record my progress carefully; and regularly change my self-evaluation procedures.
- 4) goals should be long-term and difficult in order to increase personal strength of character; record my progress twice a week; and evaluate my progress and reward myself if I do well.
- 5) goals should be reachable, clear and understandable; record my progress twice a week; and regularly change my self-evaluation procedures.

(12) When I want to teach someone an increased skill level in performing a certain task, I keep in mind that my feedback to the student's practice attempts:

- 1) should thoroughly and specifically describe the practice; should only be given well after the practice has ended; and should emphasize the mistakes that were made in the practice.
- 2) should describe the practice in general terms; should be given immediately during and after the practice; and should emphasize the mistakes that were made in the practice.
- 3) should be given immediately during and after the practice; should thoroughly and specifically describe the practice; and should emphasize progress and improvement.
- 4) should only be given well after the practice session has ended; should emphasize the mistakes that were made in the practice; and should describe the practice in general terms.
- 5) should describe the practice in general terms; should only be given well after the practice session has ended; and should emphasize progress and improvement.

(13) An outcome objective is a statement of exactly what a person wants to happen (a goal). With this in mind, when stating a good outcome objective, it is important that:

- 1) it should indicate precisely what the end result will be, exactly how much, how often, how long, etc. it will be done.
- 2) it should be somewhat imprecise so the person will not fear failure and can at least say they were able to achieve some success.
- 3) it should be something the person honestly wants to do; that it is simply stated, and easy to achieve.
- 4) it should set out a step-by-step plan of clear and specific methods to use in accomplishing the outcome objective.
- 5) it should be flexible enough to meet changing situations, yet should contain a definite time limit.

(14) A good outcome objective should be:

- 1) stated in passive, imprecise terms.
- 2) difficult to later determine whether it had been met or not.
- 3) changed quite regularly to meet changing conditions.
- 4) easy to later determine whether it had been met or not.
- 5) worthwhile to other people.

(15) Before I plan a final course of action to meet my needs, I must first:

- 1) decide what actions I want to do; gather information on these actions; determine my strengths and weaknesses regarding these actions; and set some specific outcome objectives I can achieve.
- 2) give the plan lengthy, intense thought; read varied recent written information that is relevant to my plan; ensure I have enough time to accomplish these actions; not be afraid to work hard.
- 3) get opinions on my plan from at least two other respected people; ensure I have enough time to accomplish these actions; be enthusiastic about accomplishing the plan; and set some specific outcome objectives I can achieve.
- 4) determine my strengths and weaknesses regarding these actions; be confident that everyone likes my plan; be enthusiastic about accomplishing the plan; not be afraid to work hard.
- 5) decide what actions I want to do; ensure I have enough time to accomplish these actions; get opinions on my plan from at least two other respected people; be confident that everyone likes my plan.

(16) When planning a final course of action on my own, I should:

- 1) give the task intense, lengthy thought, then simply do it, remembering not to get too specific so I can alter plans at a later time.
- 2) determine how much time I have, decide how motivated I am to complete the task, gather information about the task, then follow through with action.
- 3) select procedures which achieve my goals, list all actions necessary for each procedure, put these actions into a sequence (order), then decide upon specific times to complete each action.
- 4) list all the actions that are likely to help achieve my goal, then systematically complete each action until the list is completed.
- 5) list all actions necessary for each procedure; discuss final planning with at least two experts, combine their decisions into a final plan, and follow through with action.

(17) When I fail to complete a plan of action successfully, my failure is usually due to:

- 1) poor planning and preparation for action.
- 2) the fact that I just did not try hard enough.
- 3) a lack of support from my friends and relatives.
- 4) I did not have the intellectual capacity to complete the complex plan.
- 5) it was simply too hard to do in the first place.

(18) Two areas that are crucial to the successful execution of planned actions are:

- 1) the support of my friends and relatives, and knowing my personal limits.
- 2) positive thinking and commitment to hard work.
- 3) knowing my personal limits, and commitment to hard work.
- 4) being assertive and flexible.
- 5) having the motivation to complete the task, and the support of my friends and relatives.

(19) When I am evaluating an action I have taken, I should use the following stages.

- 1) evaluate whether I have achieved my goals, reinforce my successes and punish my failures, and set up new and more difficult goals.
- 2) give myself encouragement when I have done something well, and not to worry too frequently about my mistakes.
- 3) continuously examine my progress towards goals, compare my actions to others who have attempted similar actions, and then decide how well I have done in comparison to them.
- 4) continuously examine my progress towards goals, evaluate whether I am doing each thing I intended to do, evaluate the entire set of actions as a whole, and decide on future actions.
- 5) set up careful plans, evaluate those plans with accurate records, compare my actions to others who have attempted similar actions, decide how well I have done compared to them.

(20) Complete the blank with the statement that best describes your feelings.

"I feel that I have \_\_\_\_\_ control and ability to plan and influence what happens to me."

- 1) a little bit of
- 2) quite a lot of
- 3) some
- 4) absolutely no
- 5) absolutely complete

Name ANSWER KEY Date \_\_\_\_\_

## ANSWER SHEET -- CURRICULUM CONTENT TEST

- |       |   |   |   |   |   |      |   |   |   |   |   |
|-------|---|---|---|---|---|------|---|---|---|---|---|
| ( 1 ) | 1 | 2 | 3 | ④ | 5 | (11) | 1 | ② | 3 | 4 | 5 |
| ( 2 ) | 1 | ② | 3 | 4 | 5 | (12) | 1 | 2 | ③ | 4 | 5 |
| ( 3 ) | 1 | 2 | ③ | 4 | 5 | (13) | ① | 2 | 3 | 4 | 5 |
| ( 4 ) | 1 | 2 | 3 | 4 | ⑤ | (14) | 1 | 2 | 3 | ④ | 5 |
| ( 5 ) | 1 | 2 | 3 | ④ | 5 | (15) | ① | 2 | 3 | 4 | 5 |
| ( 6 ) | 1 | 2 | ③ | 4 | 5 | (16) | 1 | 2 | ③ | 4 | 5 |
| ( 7 ) | ① | 2 | 3 | 4 | 5 | (17) | ① | 2 | 3 | 4 | 5 |
| ( 8 ) | 1 | 2 | ③ | 4 | 5 | (18) | 1 | ② | 3 | 4 | 5 |
| ( 9 ) | 1 | ② | 3 | 4 | 5 | (19) | 1 | 2 | 3 | ④ | 5 |
| (10)  | 1 | ② | 3 | 4 | 5 | (20) | 1 | ② | 3 | 4 | 5 |



APPENDIX E

STUDENT EVALUATION FORM

Student Evaluation

Name \_\_\_\_\_

Date \_\_\_\_\_

Please rate the following using the rating scale numbers provided below:

1 terrible      2 poor      3 fair      4 good      5 excellent

1. How interesting was the lesson? \_\_\_\_\_

2. Evaluate the lesson in terms of you learning new and important information \_\_\_\_\_

3. How effective was the instructor in teaching this material? \_\_\_\_\_

4. In total, how would you evaluate this lesson? \_\_\_\_\_

What was the most useful aspect of this lesson for you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was the least meaningful aspect of this lesson for you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other comments

\_\_\_\_\_  
\_\_\_\_\_

APPENDIX F

SELF-INSTRUCTION CONCEPTS  
USED TO SCORE STUDENT RESPONSES  
ON THE TRANSFER TEST

CODING SHEET FOR THE TRANSFER TEST ("STEPHEN'S PROBLEM")

GENERAL IMPRESSIONS

1. Did the student use a systematic approach to the problem?  
YES . NO
2. Did the student's stated activities have a definite purpose (stated or implicit)?  
YES NO
3. Did the student suggest a minimum of three (3) actions to solve the problem?  
YES NO
4. Did the student state any consequences to his/her actions?  
YES NO
5. Was the solution to Stephen's problem realistic (do you think it would work)?  
YES NO

SPECIFIC EVALUATION

This evaluation analyzes the components of self-instruction employed by the student.

DECIDING,

involves a rational determination of a desired option for action (an action alternative) that is likely to exert desired influence in a particular situation, problem-context, or area of concern.

6. Did the student identify a general concern? YES NO
7. Did the student generate alternatives for action? YES NO
8. Did the student list possible consequences? YES NO
9. Did the student select an action alternative (as opposed to simply listing possible actions)? YES NO

GATHERING INFORMATION,

is concerned with employing effective means to acquire accurate, credible information about the various strategies and methods (and their likely consequences) that need to be employed in order to exercise the chosen action alternative.

- |     |  |     |    |
|-----|--|-----|----|
| 10. | Did the student identify substantive elements?             | YES | NO |
| 11. | Did the student determine sources of relevant information? | YES | NO |

#### TAKING STOCK,

helps a person determine where she/he currently stands in relation to the levels of knowledge, motivation, and skill demanded by the chosen action plan.

- |     |  |     |    |
|-----|--|-----|----|
| 12. | Did the student assess his/her motivational level? | YES | NO |
| 13. | Did the student assess his/her anxiety level?      | YES | NO |
| 14. | Did the student assess his/her skill level?        | YES | NO |

#### SPECIFYING GOALS,

helps to determine the exact things that need to be done to accomplish all the major elements of the action plan.

- |     |  |     |    |
|-----|--|-----|----|
| 15. | Did the student set specific objectives?     | YES | NO |
| 16. | Did the student link objectives to outcomes? | YES | NO |

#### • SPECIFYING METHODS,

involves the arrangement of timelines, deadlines, and action sequences that will push the action plan along to a successful conclusion.

- |     |  |     |    |
|-----|--|-----|----|
| 17. | Did the student select procedures for attaining objectives?        | YES | NO |
| 18. | Did the student state all actions necessary to achieve objectives? | YES | NO |
| 19. | Did the student sequence the actions?                              | YES | NO |
| 20. | Did the student create a specific timetable of actions?            | YES | NO |

#### EVALUATION,

(was any evaluation component included?)

- |     |   |     |    |
|-----|---|-----|----|
| 21. | Did the student suggest a continuous monitoring system?   | YES | NO |
| 22. | Did the student suggest evaluating individual objectives? | YES | NO |
| 23. | Was there some evaluation of the entire program?          | YES | NO |
| 24. | Were future moves decided?                                | YES | NO |

APPENDIX G

LETTER OF PERMISSION  
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December 27, 1985

Mr. Steve Norris  
111-620 Lea Avenue  
Coquitlam, B.C.  
V3J 4H2 CANADA

Dear Mr. Norris:

Thank you for your letter of December 10, 1985.

We are pleased to grant you permission to reprint the specified pages from *HOW TO MAKE YOURSELF MISERABLE*, by Dan Greenburg and Marcia Jacobs, in your forthcoming high school curriculum, as part of your Masters level studies in Psychology.

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Sincerely,

Marianne Fallon  
Permissions Editor

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