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Self-Management: Saving One Western Student at a Time

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Self-Management

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Courtney L. Fox

Dr. Malott

Psychology 499

Fall 2006, Spring 2007
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Overview of Self-Management R&D Project

The Self-Management Project is a subsystem of the Behavior Analysis Training System (BATS) at Western Michigan University. Self-Management (SM) is one of many systems under the BATS "umbrella". The Self-Management course is offered campus-wide. It implements a two-track system: academic and non-academic, which equips students with self-management techniques that will allow them to succeed academically as well as in other aspects of their lives. In the SM class we focus on academic tasks as well as non-academic tasks. Every week each student is required to turn in a completed Task Verification Form (TVF) and physical proof of their completed tasks. Their eleven tasks include four recurring tasks and seven other tasks that they assign themselves. In addition to the TVF, the students are also expected to present a transparency graph of their current task progress in front of class. The Self-Management course is structured to allow students to complete extra tasks as well. These tasks can be saved and exchanged for a missed class period, an incomplete graph, or TVF. Extra tasks can also be accumulated to earn a Super SM. A Super SM is 1 credit of an A in Psych 396 for the following semester. This can be earned when a student completes 50 extra tasks over the course of the semester. The Self-Management system's goal is to teach students effective behavior contingencies to efficiently manage their behavior in and out of the classroom.

Self-Management Mission Statement

"The mission of the Self-Management system is to help undergraduates complete the assignments from their classes using behavioral technology, and ultimately, to help them learn the tools of self-management to generalize those behaviors to their every day life."

Ultimate Goal

The underlying goal of the Self-Management project is to design an individualized program for each student that caters to their specific needs and wants. The students in the SM class are there for various reasons. Some students struggle with time management, some lack organizational skills and motivation, or they just need a planned out schedule and a strict performance manager to control their behavior. Our system is designed and prepared to help students establish effective behavioral contingencies that they can use in each class this semester, and in all following
semesters to assure that they are on track academically. It is also a major goal to show the students that self-management is applicable outside of the academic setting and that it is beneficial throughout several different situations.

Roles and Responsibilities

If it wasn’t for countless hours of work, an immense amount of dedication and the ability to work well as a team, it would be extremely difficult for the Self-Management Project to function efficiently. Our four system members are able to collaborate our brilliant ideas and work collectively toward successfully running the Self-Management class, creating new course materials and improving the Self-Management system as a whole. It is also the goal of our system to create a training manual for all levels of our system hierarchy; the first year graduate supervisor, the undergraduate research assistants, and a manual for the students. Our system members are: Breanne Crooks (the second year Graduate supervisor), Andrea Rau (the first year Graduate supervisor), and Matthew Brodhead and me (the undergraduate research assistants). We work as an amazing team and take pride in our dedication and accomplishments within the Self-Management project.

Breanne Crooks

Second Year Graduate Supervisor

Breanne Crooks is the second year Graduate supervisor of the Self-Management System. It is her responsibility to assist in conducting class which includes: class discussions, checking proof of task completion, and facilitating one-on-one meetings. She also helps to run our weekly systems meetings. In addition, Breanne is involved in the process of generating new course materials and teaching the Self-Management course. Along with the SM class, Breanne oversees and monitors Andrea’s as well as the undergraduate research assistant’s behavior. Breanne’s guidance is irreplaceable as well as her willingness to ensure the success of the class, the project, and the rest of the team members.

Andrea Rau

First Year Graduate Supervisor

Andrea Rau is the first year Graduate supervisor. Along with Breanne, Andrea works to develop new course materials. She is also responsible for leading the Self-Management class discussions and for delivering the “Tip of the Day”. Andrea assigns homework to the students as well. In addition to guiding the class, Andrea creates weekly class agendas, weekly systems meeting agendas, and the agenda for our monthly system’s meeting with Dr. Malott. The creation of the agendas allows our meetings and class time to be productive, organized, and effective. In conjunction with the system, Andrea checks the weekly tasks and verifies task completion for the
Behavioral Research Supervisory System (BRSS) and Self-Management tasks for Matt and me. I am continuously learning from Andrea. Her creativity and passion for self-management truly allows our project to work closer to achieving its full potential. I find myself continuously learning from Andrea and admiring her leadership and commitment to our system.

Matt and I work closely in the creation of new class materials. Many of our tasks and duties overlap because we work together to develop many aspects of the system and the SM class.

Matthew Brodhead

Matt is one of the undergraduate research assistants in the Self-Management system and is also one of the teaching assistants for the Self-Management course. Along with the other team members, Matt also assists with checking students’ proof of task completion. He conducts the one-on-one meetings for each individual student as well. It is also his responsibility to attend the weekly systems meetings and the monthly system’s meetings with Dr. Malott. For the Fall 2006 and Spring 2007 semester Matt has been responsible for the development of Super SM. With regards to Super SM, Matt keeps track of all students’ extra tasks and he produces the necessary forms. Each of us undergraduates was assigned a mini-project to complete over the course of the two semesters. Matt has been chosen to produce an Undergraduate Training Manual that consists mainly of job-aids and will be available for the next group of undergraduates that takes over our position. It answers any and all questions they may have. I feel truly privileged to work with Matt. His insight and drive is admirable and he is a true asset to our system.

Courtney Fox

I am also an undergraduate research assistant and teaching assistant in the Self-Management system. Being a part of the system requires me to fill many roles and take on several responsibilities. As one of the teaching assistants for the SM class, I check students’ tasks and verify their proof of task completion. I also conduct one-on-one meetings that are part of the course requirement. Another of my duties as research assistant is to record and graph all student grades. Using the Gradequick® program, I keep track of weekly student progress by entering the grade for participation and task completion. I also keep an active excel spreadsheet of all TVF tasks that the students complete so our system, along with Dr. Malott, are aware of the types of tasks students are choosing to complete. Each week I am required to attend the weekly systems meetings, and a monthly system’s meeting with Dr. Malott. I, along with the rest of my system, have the pleasure of meeting with Dr. Malott to discuss the current status of our system and address any questions Dr. Malott may have. My mini-project for the duration of the two semesters is developing materials for the Self-Management Student Instructional Manual (SIM). A mini project is an assignment that each undergraduate must complete for BRSS. It is a final product that will be composed of several tasks
broken up each week which, in the end, will create an impressive final project that will enhance the system immensely. My job-aids and other documents will be added to the course pack that we are creating. I feel that through my devotion, desire to succeed, and creativity, I am able to successfully contribute to the betterment of our system.

**Analysis of Natural Contingencies**

**Purpose of Project**

It is the goal of the Self-Management system to operate as a solid behavioral foundation for students to become educated and knowledgeable about the techniques necessary to create and maintain effective behavioral contingencies. Individually, we want each student to design contingencies specific to their needs and wants to control their academic and non-academic behavior. It is our system's objective to guide students through a two-track self-management system and lead them on to a procrastination-free, well-organized lifestyle. By implementing the self-management techniques the students will be able to excel academically as well as in other aspects of life. We are confident that our techniques will be beneficial because there have been many studies done on the influence that self-management can have on behavior. For example, research was conducted with participants to try to reduce total amount of fat consumed and to increase physical activity in people with Type 2 diabetes. The participants that were aided in creating an individual eating and exercise plan, along with dietary and activity goals, accompanied by follow ups and frequent contact with a counselor were more successful than those participants who received normal Type 2 diabetes care (Clark, Hampson, Avery, & Simpson, 2004). This is how we operate our class. We help each student individually to achieve their goals while monitoring their progress.

Another research example was conducted by Latham and Frayne concerning the use of self-management techniques for increasing job attendance. Self-management techniques were used here because all other methods had failed. The conclusion of this study was that training in self-management skills showed to be an effective way to strengthen self-efficacy in employees who had trouble showing up to work and that training had become maintained (1989 p. 411-416). There are several studies that provide similar findings. With these useful techniques our students will be successful in achieving goals in all facets of life, not just during the Self-Management class, but after the class as well because a transfer of training will have occurred.

**Natural Competing Contingency**

_Amy Behavior_

A natural contingency, by definition, is a contingency typically available prior to performance management. In other words, it is not designed by a performance manager. There is no need to intervene by adding something to the environment to manage or control the behavior, the contingency occurs naturally because it is automatic and intrinsic (Malott, 2004). The natural contingency that controls my
behavior of task completion for BRSS is in competition with other task-contingencies for completing for my other academic tasks.

**Ineffective Natural Contingency**

My Behavior

Ineffective natural contingencies do not control behavior, but do exist in our everyday environment. The outcome of the ineffective contingency is either too small or too improbable. Completing one task won’t be noticeable enough; therefore, it is not a strong enough reinforcer to control my behavior. Every week I have several BRSS tasks to complete. If I finish one task, I only have one less task to do; this outcome is not of adequate size to influence my behavior. I need additional consequences. This is where performance management comes into play. BRSS develops contingencies that will regulate my behavior since I would need to complete all of my BRSS tasks for my behavior to be controlled effectively.

**Natural Competing Contingency**

Self-Management Student’s Behavior

Often times students struggle to complete the required academic tasks of their courses because their academic responsibilities are competing with other more interesting and entertaining activities that they would prefer to participate in. A few alternative activities may include: watching television, playing video games, going to the movies and hanging out with friends. Finishing academic tasks is not a powerful enough motivator to decrease the desirability of the activities that are more enjoyable. The completion of self-management tasks requires students to postpone a desirable activity. To further explain, a student may want to go see a movie that starts at 7:15, but they must complete a self-management task first. If they do not finish their task on time, the movie will be missed, hence, a fun and interesting activity has been cancelled out by the obligation to finish an academic task. The natural competing contingencies
controlling non-academic behavior work effectively, and are often more reinforcing than completing academic tasks. Therefore, it is the job of the graduate assistants and undergraduate assistants to implement contingencies that will effectively control the students' academic task completion behavior.

**Ineffective Natural Contingency**
Self-Management Student's Behavior

An ineffective contingency is a contingency of which the outcome not both probable and sizable enough. The completion of several self-management tasks would be reinforcer for the student because it is a sizable enough outcome that is noticeable to the student. On the other hand, completing only one task is not reinforcing enough because at that specific moment the benefit of that single completion is not sizable. The students in the Self-Management class don't receive the full 100 points possible on their weekly TVF if they only complete one task. Completing one task means nothing. Receiving the maximum amount of points for finishing all required tasks, however, will be reinforcing. The graduate and undergraduate teaching assistants are the performance managers for the students' academic tasks. We implement extremely effective performance management contingencies, catered to each individual, that sufficiently manage the desired behavior of achieving better academic success and organizational skills.

**Disconnects**

Continuous quality improvement is a recurring task and goal for our system. There are many positive aspects to our system, but there are some disconnects that exist and parts of the system that need to be recycled. The disconnects that I focused on as the undergraduate research assistant pertained only to the Self-Management students.
The first disconnect that exists is the problem of students forging proof. Last semester students reported that there were some flaws within the system because they were able to create and turn in false proof of task completion and still receive the maximum amount of points. For this exact reason, we do not allow highlighting as a form of proof, we initial every flash card that the student makes, and if reading is a task, we quiz the student on parts of the reading to ensure they thoroughly read and understood the material. We still need to make improvements within this section of the class though. The only way the students are going to break free of procrastination and create appropriate behavioral contingencies is by doing all tasks and showing authentic proof of completion.

Another disconnect is that the non-academic project is only worth 5 points per week, while academic tasks are worth 10 points each. In class and in the syllabus we stress the importance of a two-track system, yet the points are not comparable. It is our goal for next semester to modify the syllabus and TVF so the academic and non-academic tasks are more equally weighted. If there is one concept that I have learned thus far through attending class and doing research, it is that self-management techniques can be applied to several different settings, and we want to emphasize this to our students, as of right now, our current TVF does not portray this message.

Revisions also need to be made to the TVF. Every week we have a “Tip of the Day” which corresponds to the homework that the students are assigned. We want to make a permanent spot on the TVF for the homework assignments. Currently, the TVF is designed to fill in seven tasks and the new TVF should be formatted with the word homework so students assign themselves their SM homework as one of their weekly academic tasks. Homework will be added to the TVF and will be a recurring task similar to the completed TVF, filled out planner and graph transparencies.

The fourth disconnect concerns the one-on-one meetings that we conduct every third week. We feel that the one-on-ones are a critical part of our class schedule because each meeting allows the graduate and undergraduate teaching assistants to work individually with each student so we can completely understand where they stand on their academic and non-academic project progress. The one-on-one meeting is also another opportunity for students to ask any questions they may have. As a system, we decided that the meetings needed to be longer than the originally scheduled fifteen minutes. The meetings also needed more structure. The desired amount of meeting time would be around half an hour.

During the semester, there were four planned one-on-one meetings, next semester we plan on revising the class schedule so there are only two meetings. The first will occur on the 5th week of class and the second during the 11th week of class. We executively decided to change the meeting times because the first meeting occurred only three weeks into class. At this point, classes are just getting started and there isn’t a sufficient amount of student progress to address. Our system would rather implement another productive day of class time so we can teach more self-management techniques to our students. With the second meeting during the eleventh week, it allows the teaching assistants to help each student start preparing for their final exams and for the following semester. We feel that only having two meetings will allow more classroom instruction and allow the meetings to be more beneficial for the students.
Next, I would like to address the disconnect we are experiencing with the weekly student presentations. As a team, the TA's decided these presentations also require more structure. We want the students to come prepared to class with an idea of what to present to their classmates about their completed graphs and academic and non-academic progress. We want to develop a series of questions that the student will have to address each week during their presentation.

The last, and perhaps the most critical disconnect is the Pre and Post Intervention survey that the students take on the first and final day of class. Right now we don't feel that the existing survey adequately measures what we are looking for. We want to identify and evaluate procrastination and study behaviors before and after the Self-Management course. In our weekly meetings we share research, discuss ideas, and gradually work toward creating a new survey with a universal rating scale. The survey is currently in the revision process.

The above disconnects relate solely to the SM students, other disconnects do exist, however, within the system. For instance, there are existing disconnects concerning the undergraduate and graduate research assistants. These problems are being examined by Matthew and were not part of my analysis of the system.

The Self-Management course is an intricate system that operates on an input-process-output model. The input stage describes the resources or what you will need to accomplish the process and successively achieve the ultimate output or goal. In the process stage, the desired behavior that needs to occur in order to eventually achieve the final goal or output is described. Finally, the output stage includes the final product or goal of the process.

The graduate and undergraduate teaching assistants follow a thorough process to ensure that the Self-Management students are successfully completing their weekly tasks. It is our duty to make sure each student is breaking down their tasks, correctly, filling out their task verification forms, and completing all of their assigned tasks for the past week. The model below depicts the process of supervising and checking the Self-Management students’ proof of task completion for their weekly tasks.

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**Input - Process- Output Model for Self-Management Class**

Self Management student with great organizational skills and study habits {Output}

Production: Teach self-management students effective study techniques and help them develop behavioral contingencies to effectively manage their academic behavior. {Process}

Self-Management student that has poor organizational skills and study habits {Input}
The desired final outcome, or the final output in the goal specification form is that the Self-Management students now have great organizational skills and study habits in their repertoire. Full understanding of the self-management techniques taught in class is displayed by achieving an overall percentage of 97% for task completion. All students must have their weekly tasks completed before class begins.

Out of the three possible choices for the process stage in the input-process-output model (production, distribution and research and development) production is used to describe the behavior that will be responsible for achieving the final output. Production is the process used to teach Self-Management students effective study techniques and help them develop behavioral contingencies to effectively manage their academic behavior.

Two groups of people are responsible for helping to achieve a successful input-process-output model. The two groups are called the front line and management. The front line involves the individuals that work directly with achieving the final output. Management is comprised of personnel that oversee the Self-Management students as well as the behavior of the front line. Within both management and the front line we have distinguished subcategories called personnel, procedure, equipment, and contingencies.

The front line of the self-management system consists of the graduate and undergraduate research assistants. To ensure that the students are on their way to a well organized, studious lifestyle, certain procedures need to be completed. Both the graduate and undergraduate research assistants assign homework, share study tips, lead class discussion and check students' weekly tasks. The equipment used by the front line include: printers, computers, projectors, TVF forms, and other tangible proof presented by the students to display task completion. When students enter our class, their current status of any sort of behavioral contingency is an effective natural contingency that is controlling their studying behavior. However, the ideal contingency put in place on their studying behavior would be a performance management contingency controlling effective organizational skills and study habits.

The other section of personnel involved, as stated earlier, is management. In regards to the SM students, the procedures, equipment and contingency are very similar to that of the front line. The graduate supervisors are the management of the Self-Management system. They help run the class, facilitate class discussion and help in checking student tasks. The equipment involved in their procedure is very comparable to that of the front line. They also use computers, printers, projectors, TVF forms, and tangible proof presented by the students. Management not only helps to train the front line, but they also help train the SM students and work as an academic performance manager that implements a contingency controlling effective organizational skills and study habits.

The final section of the goal specification form addresses the input phase of the process. The input is the resources needed for the system to accomplish the final output. Specifically relating to our system, the input is a Self-Management student that has great organizational skills and study habits. If a student begins the semester and is struggling with academics, organization or procrastination, it is our goal to equip them
with the tools needed to change and manage their current study behavior and to help
them create behavioral contingencies in order to effectively do so. The form below
identifies the current and ideal status of our organization and how we plan to achieve
our ultimate goal. The output, process, front line, management, and input are all
described in the completed goal specification form.
### Subsystem # Self-Management

#### Output

<table>
<thead>
<tr>
<th>Standards</th>
<th>Current</th>
<th>Ideal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Percentage of task completion varied between students</td>
<td>100% task completion</td>
</tr>
<tr>
<td>Quantity</td>
<td>All tasks</td>
<td>All tasks that they assigned themselves for the previous week completed</td>
</tr>
<tr>
<td>Timeliness</td>
<td>By the beginning of class</td>
<td>By the beginning of class</td>
</tr>
<tr>
<td>Cost</td>
<td>3-5 hours per week</td>
<td>3-5 hours per week</td>
</tr>
</tbody>
</table>

#### Process

Teach Self-Management students effective study techniques and help them develop behavioral contingencies to effectively manage their academic behavior.

<table>
<thead>
<tr>
<th>Production: X</th>
<th>Distribution</th>
<th>R&amp;D</th>
</tr>
</thead>
</table>

#### Front line

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Current</th>
<th>Ideal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate and Undergraduate Supervisors</td>
<td>Assign homework/study tips, class discussion and check tasks</td>
<td>Assign homework/study tips, class discussion and check tasks</td>
</tr>
<tr>
<td>E-mail, TVF, tangible proof, printers, computers, projectors</td>
<td>Any kind of effective natural contingency that is controlling study behavior</td>
<td>Performance management contingency controlling effective organizational skills and study habits</td>
</tr>
</tbody>
</table>

#### Management

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Graduate Supervisors</th>
<th>Graduate Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure</td>
<td>Run class, facilitate class discussion, check tasks</td>
<td>Run class, facilitate class discussion, check tasks</td>
</tr>
<tr>
<td>Equipment</td>
<td>E-mail, TVF, tangible proof, printers, computers, projectors</td>
<td>E-mail, TVF, tangible proof, printers, computers, projectors</td>
</tr>
<tr>
<td>Contingencies</td>
<td>Any kind of effective natural contingency that is controlling study behavior</td>
<td>Performance management contingency controlling effective organizational skills and study habits</td>
</tr>
</tbody>
</table>

#### Input

Self-Management student that has poor organizational skills and study habits
The Self-Management system is a recent addition to BATS. This semester, Fall 2006, is the third semester of the systems existence. Being that that Self-Management is very new, many revisions have been made and are still being made daily in order to work toward continuous quality system improvement.

In the Spring 2005 semester, there were a few disconnects, but they have since been resolved. One of the first disconnects that needed to be addressed was related to course registration. At first, in order to register for Self-Management, the student had to be a psychology major and also had to receive departmental approval. This requirement was quickly changed and now the class is open to the entire university. In fact, PowerPoint recruitment presentations are given in several classes offered at Western in order to spark students’ interest and to inform students of how beneficial the SM class could be to their academic and personal success.

In the Fall 2005 semester several disconnects were addressed and a successful resolution was able to be achieved. This was the first semester that students could enroll in the Self-Management course. As with any project or system, disconnects emerged once the policies and contingencies were put into place. A very important disconnect of the system was the fact that points were failing to control appropriate academic behavior. This was addressed by providing students with a weekly grade summary of the participation and task completion points received. The grade summaries are a constant reminder to the students of where they currently stand in the class and the amount of points they received each week in each category that contributes to their final grade. The addition of the grade summaries proved to be the perfect resolution.

Following along the same lines of task completion and points awarded, it was discovered that the issue of showing proof of task completion needed to be addressed. Often times while studying students will highlight the material they find important to memorize. From the beginning of the semester, the students are aware that highlighting is not sufficient proof of task completion because it is difficult to determine if they understood the material that they highlighted or if they even read it in the first place. Many students have their own methods of studying, therefore, if highlighting worked best for them a TA would give them a short verbal quiz to verify concept understanding as proof of task completion.

Each student in the class is unique and requires different contingencies to be put into action depending on the type of behavior they want to increase. The contingencies acting on their behavior are the ineffective natural contingency, the natural competing contingency, and a performance management contingency. Together, these contingencies operate on the students’ behavior to effectively control their academic progress. Some students find it hard to make it to class on a regular basis. At first, this was not going to be a task that students could assign themselves, but now if attendance was a recurring problem, students could make attending class one of their weekly tasks. Proof of completion for attending class is shown by the professor signing the students’ planner.

We strive to individually cater to each student in all that we do for the Self-Management system. Our team finds it crucial to create time to individually work with
each student in order to learn their strengths and weaknesses. Originally, there were different ideas of how to address the topic of concern: being able to spend quality time with each student. It was first debated on whether to meet twice a week for twenty five minutes instead of once a week for fifty minutes. However, this route was not taken and the disconnect was resolved by creating the one-on-one meetings.

During the Spring 2006 semester, the syllabus was revamped. The syllabus is a document that is consistently being recycled and revised. It was changed to bullet form in order to give students more examples. Also, before the spring semester began, a class schedule was developed. Another aspect of the syllabus that was changed was the amount of points contingent on the number of minutes late to class. A strict attendance policy is implemented because it is critical for the students to recognize the importance of attendance and how it contributes to academic success. The old policy use to state that a student would lose 5 points per fifteen minutes late to class. Now, the class policy is 5 points per 5 minutes late to class. This was done in order to keep the policy in proportion to the class time in order to establish and maintain an effective behavioral contingency.

Continuous improvement is one of our many underlying goals. If we are not enhancing our system and addressing disconnects then we are not doing justice to our students. It is our responsibility as TAs and members of the well-established BATS lab to ensure that the system is designed to the best of our ability to fully benefit each student in the Self-Management course. This semester, we have made revisions to the syllabus, to the “Tip of the Day”, we have completely revamped the Pre and Post Intervention survey and have attended to disconnects that arose throughout the semester. For a more thorough analysis of the disconnects addressed, resolved, and the disconnects that are currently being resolved for the current Fall 2006 semester, please refer to the previous disconnects section.

### Design the Intervention

The three contingency model of performance management thoroughly describes the contingencies acting on the Self-Management students’ behavior of weekly task completion and on my behavior of completing my mini project. The three contingencies are: the ineffective natural contingency, the performance management contingency and the inferred theoretical contingency. The diagrams below are used to describe the intervention that is implemented in order to ensure that the Self-Management students, as well as myself, have effective contingencies placed on our behavior so we can achieve the desired outcome of successful task completion.

As discussed earlier in the analysis of the natural contingencies section, there is a natural reinforcement contingency acting on the behavior of the Self-Management students. However, the existing contingency does not provide an outcome that is sizeable and probable. Completing one task out of several is not a sizable or probable enough outcome; therefore, a performance management contingency is developed. This contingency does not occur in nature and is designed by the performance manager.
to control behavior (Malott, 2004). The teaching assistants, who are the Self-
Management students' academic performance managers, make points contingent on
the completion of each of their assigned tasks. During the week, the students work
diligently to finish all of their tasks and then during class time the undergraduate and
graduate teaching assistants check their proof of task completion and provide points
based on the presentation of sufficient task completion. The performance management
contingency states that the students have the opportunity to obtain points if they
perform the appropriate behavior. This contingency also does control the Self-
Management students' behavior very effectively even though the opportunity to obtain
points is only available once a week, (not immediately after the task has been
completed). This means that the performance management contingency is an analog to
avoidance contingency, and therefore is indirect acting; reinforcement is given after
sixty seconds. As a result of the reinforcement occurring after sixty seconds, the
opportunity to obtain points cannot be called true reinforcement and is thus referred to
as an avoidance of loss of a reinforcer contingency, with the points operating as the
reinforcement. To control the behavior of task completion throughout the week an
inferred theoretical contingency is implemented. This contingency is related to the
performance management contingency in that it directly manages behavior. However, it
differs from the performance management contingency in that it controls behavior over
the entirety of the week because the student fears losing points during class if all tasks
are not finished. Once a task has been completed, the student is able to escape the
fear of not obtaining the maximum amount of points on their task verification form.
Three Contingency Model: Completing Weekly Tasks

Ineffective Natural Contingency
Self-Management Student’s Behavior

- Given amount of weekly tasks completed
- SM student completes one self-management task
- Infinitesimally greater amount of weekly tasks completed

Performance Management Contingency
Self-Management Student’s Behavior

- Will lose opportunity to obtain 10 points during SM class
- SM student completes one self-management task
- Will not lose opportunity to obtain 10 points during SM class

Inferred Theoretical Contingency
Self-Management Student’s Behavior

- Fear of losing opportunity to obtain 10 points during SM class
- SM student completes one self-management task
- Do not fear losing opportunity to obtain 10 points during SM class

The three contingency model is also applied to my behavior as I work continuously to complete my section of the Self-Management Student Instructional Manual (SIM) that will be distributed to all Self-Management students as course pack. The process of creating my section of the manual requires me to complete specific tasks each week that, when combined, will constitute as the final product. The ineffective natural contingency operating on my behavior does not sufficiently manage my behavior because the outcome is too small and too improbable. Due to the fact that the natural reinforcement contingency associated with completing documents that will be part of the manual doesn’t produce a large enough outcome, a performance manager is needed. My performance manager is Andrea, the first year Graduate supervisor. Every Friday during our weekly Research and Development (R&D) meetings, Andrea checks my task verification form and awards me points for the tasks I was assigned based on proof of completion. The performance management contingency is an analog to avoidance of loss of a reinforcer contingency. My behavior of task completion is avoiding the loss of points that can be obtained each Friday. The
before condition states that I have the opportunity to obtain points during the meeting on Friday if I engage in the appropriate behavior; creating and writing materials for the manual and having the tasks done by Friday. The performance management contingency, which is similar to the ineffective natural contingency, is indirect acting, meaning that the outcome is delivered more than sixty seconds after the behavior. The outcome is sizable and probable enough, and does effectively control behavior. However, I need a contingency in place that will control my behavior of completing materials throughout the week because points are only delivered on Friday during the BRSS meetings. This is where the inferred theoretical contingency, which supports the PM contingency, comes into play. The inferred theoretical contingency is an escape contingency because all week I fear the possibility of losing points at the R&D meeting on Friday, but I escape this fear of point deduction by completing my delegated tasks. This contingency has a sizable and probable outcome and is direct acting because the behavior of task completion escapes the fear of losing points.

Three-Contingency Model: Completing Student Instructional Manual

**Ineffective Natural Contingency**
My Behavior

- Given amount of SIM completed
- Self-Management TA creates/writes documents for SIM
- Infinitesimally greater amount of SIM completed

**Performance Management Contingency**
My Behavior

- Will lose opportunity to obtain 10 points during R&D meeting on Friday
- Self-Management TA creates/writes document for SIM
- Will not lose opportunity to obtain 10 points during R&D meeting on Friday

**Inferred Theoretical Contingency**
My Behavior

- Fear of losing opportunity to obtain 10 points during R&D meeting on Friday
- Self-Management TA creates/writes document for SIM
- Do not fear losing opportunity to obtain 10 points during R&D meeting on Friday
The Self-Management course is a relatively new system to BATS and therefore all of our team members are constantly creating new forms, job-aids, graphs and other necessary materials for the system. Over the course of my two semesters I was responsible for revising, generating, and contributing materials to three different sections that pertain to the Self-Management system; the Self-Management course, the portion of my mini project that would be added to the SIM, and job-aids for the students and undergraduate research assistants.

I revised several materials that are crucial to the successful operation of our system. I edited many aspects of the student class schedule and generated ideas for new homework/study technique ideas that the students could test out for their studying pleasure. The new study techniques included: Organizing materials for one class using a binder or a folder and then bringing the organized material in as proof of task completion. The students are now also required to do a literature review and create sample academic and non-academic graphs of their behavior. Another new concept was having the students come up with their own innovative study technique to share with the class. We felt this would be a good way for the students to interact and share their successes and ideas amongst one another (see Appendix A).

<table>
<thead>
<tr>
<th></th>
<th>DATE</th>
<th>ASSIGMENTS DUE</th>
<th>CLASS DISCUSSION</th>
<th>Important Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/4/07</td>
<td>NONE</td>
<td>I. How to use your planner effectively &amp; select a beneficial non-academic self-management project</td>
<td>Your 1st homework assignment is due next week!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>II. Student Instructional Manual explanation</td>
<td>“Don’t forget to complete your TVF (see coursepack for sample TVF)</td>
</tr>
<tr>
<td>2</td>
<td>9/11/07</td>
<td>HW:</td>
<td>How to design an effective intervention &amp; select a valuable performance manager</td>
<td>“Quiz over the coursepack: syllabus, course procedures, grade matrix etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read syllabus</td>
<td>Tip Of Day: Buy a Planner</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Completed planner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Completed TVF</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Quiz:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>on the Student Instructional Manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/18/07</td>
<td>HV:</td>
<td>The effects of using a binder and/or a folder on the organization of your class materials</td>
<td>All tasks/ proof of task completion are due this week!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Completed Performance Contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Study Buddy Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/25/07</td>
<td>HV:</td>
<td>Time-management part I: Creating a timeline for academic goals</td>
<td>Bring your timeline to your one-on-one meeting, NO SM CLASS THIS WEEK!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• At least organized class binder or folder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10/2/07</td>
<td>HV:</td>
<td>ONE-ON-ONE MEETING The effects of recording your behavior against a timeline</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Timeline</td>
<td>Tip Of Day: Manage your behavior by graphing your behavior against a timeline</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Completed one-on-one form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/9/07</td>
<td>HV:</td>
<td>All tasks are due at your meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Excel graph of any non-academic behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tip Of Day: Use Sticky Tabs &amp; Post-it Notes to integrate self-management &amp; organization</td>
<td></td>
</tr>
</tbody>
</table>

20
Corresponding with the class schedule is our Tip of the Day/Class Discussion document that had to be revised also with the addition of the new homework assignments that we assigned to the students (see Appendix B).

Through collaborative efforts our system created an amazing survey to have our students fill out Pre-Intervention and then Post-Intervention. We all spent many hours thinking of pertinent questions and a valuable grading scale. We are extremely proud of our final product (see Appendix C).

All of the systems that operate under BATS are very data oriented. By examining graphs and statistics our Self-Management system is able to improve our system and make changes that will benefit the students. We give several surveys to our students and then present the data during the Self-Management recruitment PowerPoint presentations. I made a graph of the special lecture data that was taken from the recruitment presentation given in Dr. Malott’s Psychology 460 class. This graph depicts the students’ responses to questions such as: Was the presentation informative? Was the presentation entertaining? And how would you rate the educational value of the presentation? Here is the data that shows the student response to the presentations overall educational value.

How would you rate the educational value of this lecture?

N=35
Dr. Malott also requested that our system show graphs of weekly tasks that students are completing. I created a graph that shows, by student and overall, the specific task they completed and how many times they did each task (see Appendix D). Below is a graph representing the top five most frequently completed tasks.

### Common Tasks

**N=8**

- Writing assignments
- Reading
- Flashcards/definitions
- Outlines/Study guides
- Homework

![Bar graph showing tasks completed](image)

I also graphed post-Intervention data for the Spring 2006 Semester. The data revealed that the class really helped the students achieve academic success. The survey consisted of 16 questions. Below is a graph of question number four explaining the increase in the percentage of students that have increased their current study skills. Orange is Pre-Intervention and the blue bars indicate Post-Intervention data.

### How would you rate your current study skills?

**N=25**

![Bar graph showing study skills rating](image)
I have focused a majority of my efforts on creating materials for my mini project that will be added to our newly developed student course pack. We want to provide our SM students with as many resources, contacts and study tips imaginable. It is our goal to equip our students with resources that are going to make them successful in their academic and non-academic endeavors. For their benefit, I produced a list of resources on the campus of Western Michigan University that cover the areas such as career counseling, human resources, and the writing center (see Appendix E). Each resource listed is followed by a telephone number and in some instances, an e-mail address. I wanted to make these resources accessible and convenient for students' use and I feel that was accomplished. As research assistants, we highly recommend that our students try studying at different local study hot spots, just as a possible new study technique to add to their repertoire. I have compiled a list of coffee shops and study-conducive places on and around Western's campus. Each study site is accompanied by an address, so finding the location will not be an issue (see Appendix F).

There are also several job-aids that will be added to the Self-Management course pack, of which I aided in creating. For student use, I developed a timeline for applying to Graduate school as a reference (see Appendix G). We require the students to create a timeline for a goal they would like to accomplish; the one I compiled is used as an aide for them to create their own. It was also required of me to make a job-aid that would be of assistance to the students in calculating their GPA. We think that it is important that the students regularly be aware of their academic status so we found a quick, easy, accessible calculator to help them do so. The job-aid describes how to use the GPA calculator (see Appendix H). In order to prevent our students from procrastinating we encourage them to break down their tasks into smaller sub-parts. I created an easy to follow diagram job-aid that will assist the students in understanding how to break down their tasks (see Appendix I). When students are more efficient with breaking down their tasks there is more proof of task completion that needs to be shown. Some students find it difficult to come up with ideas to show proof. Due to this problem, I made a job-aid that gives various examples of acceptable forms of proof (see Appendix J). The last student job-aid that I developed explains how to search Western's Library homepage for articles and journals using Psych Info., a popular psychology search engine. This step-by-step job-aid walks the student through the researching process so they are sure to find valuable results (see Appendix K). As you can see, I have created several new materials for our course. Through the collaboration of the members of our system, the student course pack will be a valuable asset for our students.

Job-aids are just as essential for the students as they are for the research assistants. When Matthew and I are no longer part of the Self-Management system, there will be new undergraduates and we want them to have as much success as we have had. For the upcoming research assistants I made a job-aid on how to organize student grading materials and a job-aid on how to graph the students' completed weekly tasks. I preferred to keep each student separate and in their own folder for organizational purposes and I described my process in a detailed job-aid (see Appendix L). The other job-aid explains how to set up an excel data spreadsheet and graph the tasks that each student completed each week (see Appendix M), which was requested by Dr. Malott.
The main disconnect that we have experienced as a system that pertains to the Self-Management students is that the forms and policies that were in place weren’t managing the students’ behavior effectively enough. The students weren’t showing adequate proof of task completion; they were forging proof, and not effectively maintaining their behaviors for their academic and non-academic projects.

The Self-Management course, in general, is our main intervention. Our class materials and format have partly been based on significant research that shows the effectiveness of self-management techniques. Based on the research of Cancio, West and Young which addressed the beneficial effects of a self-management program on reducing off task behavior in students; we were able to create new forms and student checklists in order to implement tighter contingencies on our students’ behavior (2004, 9,14).

Before our students join the class, they don’t have strong behavioral contingencies in place to control their behavior. Dalton et al. describe a study they conducted while trying to reduce off-task behavior and increase on-task behavior in order to instill the strong behavioral contingencies that are necessary. They used self-monitoring and evaluation forms and these self-management techniques proved to help. We thought that we could implement these concepts into our intervention as well (2004, 157-176). The intervention starts the day the students set foot into our classroom. The Self-Management course is the answer to their academic and non-academic struggles. From then on we assign them weekly homework assignments to beef up their study technique repertoire. At the beginning of class we thoroughly check proof of their task completion. This is the main function of the class; this procedure is what allows the research assistants and graduate instructors to be the students’ performance managers. While checking proof of task completion we are able to interact with the students, help them efficiently break down their tasks, give them social approval or disapproval, reinforce behavior, and award or take away points based on the tasks they completed for the week and the proof that they present. This procedure has been effective because we have made points contingent on the students having their weekly TVF filled out correctly and all listed tasks fully completed.

We have recycled, revised, and created numerous new forms to be better manage the performance of the Self-Management students. Since students are not performing to our expectations, we must analyze the system for errors. Therefore, we have tightened the contingencies. We currently sign all flashcards so students cannot reuse those flashcards. We also sign all notes, homework assignments, and study guides for the same reason. As long as the forms are point contingent and are effective they will be beneficial for the students by implementing the proper behavioral contingencies. In previous semesters, forms were created to eliminate procrastination and increase self-management as well as time-management, but students were still performing poorly. Therefore we tightened the contingencies and increased points per task from 5 to 10 and made completely filling out their TVF, having a filled out planner, their weekly homework assignment and the academic and non-academic graphs recurring tasks.
We take being a performance manager very seriously. Research has suggested that having a performance manager, if they are strict and stick to the performance management contingencies can be extremely helpful. In an experiment conducted by Cancio, West and Young they showed that having a student’s parent as their performance manager for completing a series of procedures that had to be followed in order to finish mathematics assignments significantly increased the percentage of correct responses and percentage of homework completion. The parents as well as the children had to implement the use of a homework program containing various components of a student self-management program (2004, 9, 14). The program, due to the help of the performance managers was a success.

Another part of the intervention involves constant communication between instructors and students. Other than just checking the students’ tasks and giving them corrective feedback during class, we keep in touch with them throughout the week. We e-mail the students reminders about their one-on-one meetings and they e-mail us with any questions pertaining to the class. We, as a system, feel that it is important to be available to our students for any questions that they may have. We encourage and welcome e-mails anytime. Our intervention is a work in progress, but a successful work in progress. As mentioned before we strive for constant quality improvement and our intervention is improving every day.

The cultural change model is used to exemplify the effects of the intervention and the several levels of an organization involved in the intervention. The model shows all stages and the people that are involved. It shows how each contingency above and below affects one another. The hierarchy of our intervention goes as follows: Self-Management students, undergraduate assistants, first year Graduate supervisor, second year Graduate supervisor and Dr. Malott.

Self-Management Students

The first level commences with the Self-Management students. The teaching assistants and the students assign themselves weekly tasks. If they fail to complete their weekly tasks and show sufficient proof of task completion then they will lose points during Self-Management class on Tuesday. If they do complete the required recurring tasks and their self-assigned tasks then they will not lose points during Self-Management class on Tuesday.

Undergraduate Research Assistants

The second level of the cultural change model involves the undergraduate research assistants: Matthew and I. I am assigned four or more tasks each week to have completed for the Behavior Research Supervisory System (BRSS) meeting on Fridays. BRSS provides points contingent on task completion in order to effectively control my behavior of task completion. If I fail to complete all of the tasks that Andrea delegates during our Self-Management systems meeting then I will not receive the maximum amount of points during the BRSS meeting on Friday. However, if I do complete all of responsibilities I will not lose any points.
**First Year Graduate Supervisor**

BRSS does not only make points contingent on the undergraduates’ behavior, but the first year Graduate supervisor’s behavior is also effectively managed by a point contingent behavioral contingencies. If the first year graduate supervisor does not supervise their R&D project and their assigned undergraduates then they will lose supervision points during the BRSS meeting on Friday. If they do supervise the R&D system and the undergraduates efficiently then they will not lose points during BRSS on Friday.

**Second Year Graduate Supervisor**

The fourth tier of the hierarchy is the second year Graduate supervisor. There are no points contingent on their behavior, but if they don’t supervise the first year graduate supervisor or their R&D project they lose something very crucial; Dr. Malott’s approval. On the other hand, if they do their supervising duties they will not lose the approval of Dr. Malott.

**Dr. Malott**

The last level involves Dr. Malott’s behavior. As an employee of the Western Michigan University Psychology Department it is Dr. Malott’s responsibility to oversee and supervise BATS and the existing R&D systems. If he does not do this then he will lose the approval of the Psychology Department. However, if he does oversee and supervise BATS and the R&D systems and make sure that they are operating successfully he will have the approval of the Psychology Department. By successfully supervising, Dr. Malott is ensuring that each system is saving the world with behavior analysis.
Self-Management Students

Will lose points in Self-Management class on Tuesday

Complete one self-management task

Will not lose points in Self-Management class on Tuesday

Undergraduate Research Assistants

Will lose points Friday at R&D meeting

Complete task to improve and/or maintain R&D system

Will not lose points on Friday at R&D meeting

First Year Graduate Supervisor

Will lose supervision points on Friday at R&D meeting

Supervise R&D system and undergraduate students

Will not lose supervision points on Friday at R&D meeting

Second Year Graduate Supervisor

Will lose approval of Dr. Malott

Supervise R&D system and 1st year graduate supervisor

Will not lose approval of Dr. Malott

Dr. Malott

Will lose approval of WMU Psychology Department

Oversee and Supervise BATS and R&D systems

Will not lose approval of WMU Psychology Department
Evaluating the intervention of the Self-Management course involves analyzing the Pre-Intervention and the Post-Intervention data that we collect from the students each semester. The surveys that we distribute are the primary means of evaluation because the intervention is essentially the class. Students enroll because they are having trouble organizing their materials, managing their time, or procrastinating. Therefore we analyze their behavior by giving the students an anonymous Pre-intervention survey. The survey is an assessment of self-management, academic study habits, procrastination, goal-setting behavior, academic and non-academic behavior and contingencies that are in place prior to the intervention and after the intervention. After the intervention is implemented, which is after the students have been in the course the whole semester, we then deliver a Post-Intervention survey to the students to collect data on the effectiveness of the course/intervention. Once the course commences we evaluate the results of the course/intervention by analyzing the Post-Intervention data. The Pre-Intervention data and Post-Intervention data for the whole class are analyzed. In addition, the performance of each student is compared. We are able to compare statistics on a class basis and on an individual basis due to the confidential ID number that each student assigns themselves. When the Pre-Intervention survey is delivered, the students must assign themselves a confidential ID number. This number is the date of their birthday and the last four digits of their phone number. This is used for individual comparative purposes. This way we can look at before and after data and not know which information was given by which student. The results from the Post-Intervention data allow us to conclude whether or not the class had an affect on self-management behavior of the students.

At the point of writing this thesis only three semesters of data are able to be analyzed because this semester, Spring 2007, will not have the Post-Intervention data available until the last day of Self-Management class this semester. However, we are able to look at previous semesters and draw conclusions about the intervention.

Another form of data that we are able to examine is the Super SM data. Super SM is a system within the Self-Management class in which students can earn an extra credit of A for the following semester through completing a total of fifty extra tasks. Super SM is also included as part of the intervention and we are able to monitor the quantity of weekly extra tasks the class is doing as well as how many each student is completing. If a student isn’t trying to achieve Super SM, there is also an incentive to complete extra tasks. If extra tasks are earned, they can be used to gain back participation points for a missed class period, or they can be used to make up for a missed graph, missed tasks, or for individual tutoring time with the teaching assistants. The incentive for completing extra tasks is positively affecting behavior. The SM graph below shows an increase in extra tasks completed week after week. The decline in the graph occurred after several students had achieved the Super A. We are working to build in a contingency that keeps the extra tasks escalating at in a positive manner even after the Super A criteria has been reached.
Grade point average is another type of data that we collect from the students to evaluate the intervention. Last semester, Fall 2006, we collected the GPA before and after the students were enrolled in the course. It is not possible to determine a cause and effect relationship, but there is a positive correlation between participating in the Self-Management course and an increase in overall grade point average. The graph below shows the existing positive relationship. There was only one student whose grade point average dropped after the implementation of the intervention. The grey indicates the Pre-Intervention GPA (before the Self-Management course) and red indicates the student's Post-Intervention GPA.
After the intervention has been evaluated, some problems can still exist even after implementation of the intervention has taken place. It is crucial that the intervention is always evaluated, and if needed, parts of the intervention may need to be recycled. By recycling through the first five steps, the unresolved disconnects are analyzed, the intervention is modified and reevaluated again. The recycling process ensures that no disconnect goes unnoticed or unresolved. Recycling through the intervention that has been implemented is how continuous quality improvement is achieved.

**Fall 2006**

During my first semester of involvement with the Self-Management system we analyzed several disconnects that existed. Many of the disconnects were occurring because the current instructional materials and forms in place that were designed to control the students’ academic and non-academic behavior did not have strict enough contingencies to control behavior. Revisions are continuously made to the valid forms that the students use on a recurring basis.

Regarding the TVF, we identified disconnects that involved students forging their proof of task completion. Points contingent on the non-academic project were not of significant enough value, and there was not a place for the weekly homework on the TVF as a recurring task. As far as all of these disconnects are concerned, we have solved two out of the three thus far. To prevent students from forging their proof we initial, and in future semesters will be stamping, their flashcards, outlines, study guides, papers and receipts so they are not able to be reused. Although this disconnect has been resolved, there are so many different options that students can utilize to show proof of task completion. Therefore, it is difficult to initial everything and guarantee that the proof will not be shown again. We are continuously brainstorming different ideas for the students to show proof of task completion and are generating new ideas each week to make sure that proof is valid. Showing legitimate proof is only in the best interest of the student. This way it is certain that they are not procrastinating; they are staying organized, and are utilizing the study techniques that they are taught in class.

The other disconnect that was solved involves adding the homework to the TVF that the students turn in each week. Adding a homework section reminds that students that they have homework to complete and increase the probability that they will bring it to Self-Management class.

Another disconnect that was identified by our team, but is not an issue anymore was the one-on-one meetings that we conduct each semester. In Fall 2006 four one-on-one meetings were scheduled for each student. The one-on-one meetings are critical and important feature of our class, but having four meetings per semester was unnecessary. Instead, this semester we changed the schedule to include only two one-on-one meetings. Although we did eliminate two meetings, we implemented other homework assignments that provide the students with a wider array of study
techniques. With fewer one-on-one's we are still able to achieve our goal of getting to know our students individually and catering to their specific needs.

The survey administered during the Fall 2006 wasn't producing data that was meeting our expectations. This survey didn't accurately measure the detailed information that we wanted to examine. Therefore, we completely revamped the survey. We heavily researched questions and format. We felt this was necessary because data is very crucial to improving our system. It would not be possible to effectively evaluate our intervention, the Self-Management course, if we did not collect Pre-Intervention and Post-Intervention data. We did extensive amount of research on the type of questions we would like to incorporate, the rating scale we wanted to use, and what the format of the survey would be. The students fill out a Pre-Intervention survey on the first day of class and a Post-Intervention survey on the last day of class. This allows the teaching assistants to compare before and after statistics of the students behavior. The current survey that we implemented in Spring 2007 is amazing. Each question was intricately designed and worded so we can accurately measure the students' procrastination, goal setting behavior, academic and non-academic behavior before and after the intervention. In addition the surveys collected data background information about pre-college academic behavior was acquired. Our team is extremely excited to review the data collected at the end of the Spring 2007 semester that is a product of the newly implemented survey.

Our system is very efficient when analyzing disconnects and addressing them in a time appropriate manner. We don't put off disconnects, we discuss any disconnects, specify the behavioral objectives, design an intervention, implement the intervention and then evaluate it intervention and make revisions if necessary.

Spring 2007

A large majority of the disconnects were resolved during the previous semester, but when the system and SM class is constantly being evaluated, disconnects do arise. This semester we experienced a few disconnects due to the increased class size. In Fall 2006 we had eight Self-Management students. For Spring 2007 we currently have sixteen enrolled students. We are ecstatic about our enlarged class size, but we had to revise a few aspects of the class to accommodate the increase in students. Several students have verbally and informally suggested that more small-group activities be implemented into the class structure to assist in the difficulties we had with the large class size. We took this recommendation very seriously and generated several ideas for small group activities. To begin, Matthew, Andrea and I split the class into three sections. Each section would then have a corresponding instructor. The groups are composed of five or six students. All three instructors are assigned a group for whom we conduct our one-on-one meetings with. We use the small group to implement consistency. Each instructor checks the same students' tasks each week. This has allowed us to get to know our students on a more individualized level. Not only have the small groups helped us to cater to each student's needs, but it also allows the students in the same group to communicate with each other.

Since previous semesters, the weekly presentations that the students give have been modified. Our fifty minute class period doesn't allow enough time for each student
to present so we have broken the class into three smaller, separate groups. Each week the students will get into their groups, share their graphs amongst one another and nominate one person to present in front of the entire class. This will give the students the opportunity to present their data and receive positive or negative feedback on their performance. The group will nominate one person to present their data in front of the whole class. This is the person who had the best or worst performance in that group for that week. This is important because it is intended to increase or maintain good performance by the students as avoidance of social disapproval from classmates.

Currently we have several different kinds of material that are necessary for conducting the Self-Management course. We have a CD, a syllabus, class schedule and tip of the day document. All of these materials were handed to the students separately. Next semester this will not be the case. During the course of the current semester (Spring 2007) our system is collaborating to create a Student Instructional Manual that will act as a course pack. This all encompassed manual will include every form, every job-aid and a detailed explanation of the course with graphs, testimonials from previous semesters' students, and so much more. The Student Instructional Manual will eliminate the disconnect associated with not having all of the required material in one location.

Another disconnect that was addressed was that students were not reading the syllabus, which contains very pertinent information. Along with not reading the syllabus they were not reviewing the material that was on the course CD that was provided on the first day of class that included relevant forms, job-aids and materials. There is nothing that we can currently do about this disconnect besides keep referring the students to their syllabus and CD, but next semester we have changed the class schedule to include a quiz over the Student Instructional Manual (the course pack). This is designed to encourage the students to read the material. We made points contingent on the quiz to control the students' behavior of reading the course pack.

**Disconnects To Be Resolved In the Future**

A few disconnects that have been identified but haven't been completely resolved yet include: incorporating more small-group activities while tasks are being checked, changes and finalizations to the syllabus, class schedule, class discussion and “Tip of the Day” material. During our first session of one-on-one meetings several students voiced their suggestions on how to improve the class. They suggested the implementation of small-group activities while other students are having their tasks checked. Our SM team thought that maybe we could propose a small writing assignment each week relating to self-management, the homework assignment, or something of that nature. We also closely evaluated the class schedule and unanimously decided to combine some of the homework assignments and create new assignments that may be more beneficial for the students. We are currently in the process of generating new ideas for homework assignments and will have them worked into the schedule by the end of the Spring 2007 semester. The new assignments will be given during the next semester, Fall 2007. The creation of new assignments means we
will have to revise the class discussion and “Tip of the Day” material. This will all be completed by the end of the Spring 2007 semester.

We also did not have the opportunity to change the point value of the non-academic project before the Spring 2007 semester began, but this disconnect will no longer be an issue after Spring 2007. For next year, we plan to adjust the amount of points contingent on this aspect of the class so its importance is recognized and taken seriously by the students.

Through the evaluation process disconnects are identified. The important thing is that they are promptly addressed. Our self-management system works diligently each week as a team to solve the disconnects and keep our system running smoothly.

Accomplishments and Conclusions

Being a member of BRSS and the Self-Management system has been an experience that has broadened my behavior analysis skills and has given me an amazing sense of accomplishment. I am grateful that the psychology program at Western Michigan University has provided me with the opportunity to become an involved member in such a well accredited behavioral program. I have acquired skills though this research experience that I know I will find valuable throughout several of my life experiences.

Over the course of my two semesters of involvement with the Self-Management system I have developed several important skills. I am now more equip with knowledge concerning behavioral analysis, I have been exposed to self-management techniques that will assist me in my academic and non-academic endeavors. I have gained an invaluable amount of knowledge about how to effectively run a system, including how to implement the intervention, evaluate its effects and to recycle parts of the intervention so it operates at its most effective level. Most importantly, I have gained research experience, assisted in teaching a class, and have conducted classroom discussions that have led students to understand and acquire self-management study techniques. I honestly feel that through the collaboration of our team, we have made a difference in students’ lives. In addition, we bettered ourselves and increased our behavioral analysis awareness along the way. I have also greatly improved my writing ability. The process of writing my thesis has taught me self-management and time-management of which I applied to my academic responsibilities.

I can honestly say that I could not have been blessed with better team members. Breanne, Andrea, Matthew and I cliqued from the very beginning of our first semester together and we have developed the Self-Management course into a professional product that we are proud to be a part of. Our ability to work together, give corrective feedback, and help one another out is what made our system and our professional relationships so successful. Yes, I worked extremely hard on my thesis and on assigned tasks, but it was all worth it in the end. At the end of the Spring 2008 semester I will graduate with departmental honors from the psychology program at Western Michigan University. I will end my undergraduate career with a great
understanding of behavior analysis and with a research experience that will be irreplaceable.

I thoroughly enjoyed my semesters in BRSS and Self-Management. I would strongly encourage my fellow psychology major classmates to be a part of this beneficial research experience. I know my experience was so positive because of the people within my system. I cannot thank Breanne and Andrea enough for their guidance, supervision, and feedback. Through my interactions with them I know I have become so much more knowledgeable and an overall better individual. Matthew, my undergraduate accomplice, has been a valuable resource and an amazing team member. Overall, our system was such a success because all of our team members were extremely dedicated and committed to the system, the class, and each other.

Our ultimate goal of the Self-Management project was to design an individualized program for each student that caters to their specific needs and wants. We wanted to teach them self-management techniques that would improve their academic and non-academic skills. I can leave this research experience knowing that we achieved our goal and have really helped several students along the way. We always said we want to save the world with self-management and I think that one semester at a time we are doing exactly that.
Appendices
Appendix A
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>DATE</td>
<td>ASSIGNMENTS DUE</td>
<td>CLASS DISCUSSION</td>
<td>Important Reminders</td>
</tr>
<tr>
<td>2</td>
<td>09/04/07</td>
<td>NONE</td>
<td>I. How to use your planner effectively &amp; select a beneficial non-academic self-management project II. Student Instructional Manual explanation</td>
<td>Your 1st homework assignment is due next week <em>Don't forget to complete your TVF (see coursepack for sample TVF)</em></td>
</tr>
<tr>
<td>3</td>
<td>09/11/07</td>
<td>HV: Read syllabus Completed planner Completed TVF Quiz: on the Student Instructional Manual</td>
<td>How to design an effective intervention &amp; select a valuable performance manager</td>
<td><em>Quiz over the coursepack: syllabus, course procedures, grade matrix etc.</em></td>
</tr>
<tr>
<td>4</td>
<td>09/18/07</td>
<td>HV: Completed Performance Contract Study Buddy Information</td>
<td>The effects of using a binder and/or a folder on the organization of your class materials</td>
<td>All tasks/ proof of task completion are due this week!</td>
</tr>
<tr>
<td>5</td>
<td>09/25/07</td>
<td>HV: At least 1 organized class binder or folder</td>
<td>Time-management part I: Creating a timeline for academic goals</td>
<td>Create a Timeline</td>
</tr>
<tr>
<td>6</td>
<td>10/02/07</td>
<td>HV: Timeline Completed one-on-one form All tasks are due at your meeting</td>
<td>ONE-ON-ONE MEETING The effects of recording your behavior</td>
<td>Manage your behavior by graphing your behavior Bring your timeline to your one-on-one meeting. NO SM CLASS THIS WEEK!</td>
</tr>
<tr>
<td>7</td>
<td>10/09/07</td>
<td>HV: Excel graph of any non-academic behavior</td>
<td>Using sticky tabs and/or Post-It* Notes to integrate self-management &amp; organization</td>
<td>Tip Of Daq Use Sticky Tabs &amp; Post-It* Notes</td>
</tr>
<tr>
<td>8</td>
<td>10/16/07</td>
<td>HV: Use tabs and/or Post-It* Notes in reading, notes etc.</td>
<td>Electronically revising documents</td>
<td>Tip Of Daq Using track changes</td>
</tr>
<tr>
<td>9</td>
<td>10/23/07</td>
<td>HV: Track changes in at least 1 Microsoft Word document</td>
<td>Time-Management part II: Planning out a daily schedule by priority</td>
<td>Tip Of Daq</td>
</tr>
</tbody>
</table>
Appendix B
<table>
<thead>
<tr>
<th>DATE</th>
<th>TIP OF THE DAY</th>
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<tbody>
<tr>
<td><strong>1/9/07:</strong></td>
<td><strong>Introduction to the syllabus</strong></td>
</tr>
<tr>
<td></td>
<td>The TA’s will explain all components of the syllabus and give a brief overview of the class. There will be a class discussion about what type of tasks to assign yourself throughout the semester. All students will introduce themselves and discuss personal strengths and weaknesses, along with what each person would like to focus their self-management project on. For next week, you must have a planner and add all important academic dates to you planner. Include: test dates, assignment due dates, meeting times, work schedules etc. This is the key to keeping your responsibilities in order and staying organized. Also don’t forget that crossing out completed tasks can be reinforcing! It’s also beneficial to highlight major events in your planner. It’s helpful to use color coding in your planner to differentiate important events, dates, projects etc. from regular recurring tasks and dates. <strong>What is a behavioral contingency?</strong> We will briefly discuss what an ineffective natural contingency and a performance management contingency is.</td>
</tr>
<tr>
<td><strong>1/16/07:</strong></td>
<td><strong>Find a Performance Manager</strong></td>
</tr>
<tr>
<td></td>
<td>As of now we, the TAs, are your Performance Managers. You will need to designate a Performance Manager to help monitor your behavior on your non-academic self-management project. Also you will most likely need a performance manager to assist you in monitoring your self-management when this class ends. Good resources for such are: roommates, close friends, boyfriend/girlfriend or even parents. This person should be an individual in your life who you can rely on and know will put forth an effort to keep your success rate high. Not only do you need to remain dedicated to completing tasks, but your manager must remain dedicated as well. <strong>REMEMBER:</strong> You can always enroll in this class again if you need a Performance Manager to stay on task! It is a repeatable credit!</td>
</tr>
<tr>
<td><strong>1/23/07:</strong></td>
<td><strong>Create a timeline</strong></td>
</tr>
<tr>
<td></td>
<td>Organize and prioritize! Create a timeline or multiple ones to assist you in prioritizing. You can make one for the academic year, per semester, for a class, preparation for graduate school or general goals in life. Using this tip, you can overlook a whole calendar year in a quick glance and review what you should be working on in segments. It is also reinforcing when you have completed the tasks for that section and are able to move on without any baggage.</td>
</tr>
</tbody>
</table>
Appendix C
Psychology 3960 Self-Management
Pre-Intervention Survey Spring 07

Please fill out each question to the best of your ability.

**BACKGROUND INFORMATION:**

**A. What year are you in school?**

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<tbody>
<tr>
<td>ST</td>
<td>1ST Yr</td>
<td>2ND Yr</td>
<td>3RD Yr</td>
<td>4TH Yr</td>
<td>5TH Yr</td>
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</table>

**B. Gender**

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<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
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**C. What is your major area of study?**

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<tr>
<td></td>
<td>Psychology</td>
<td>Business</td>
<td>Education</td>
<td>Other</td>
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</table>

**D. How many credits are you taking this semester?**


**E. How many hours per week do you spend engaged in non-academic activities? (i.e. job, sports, newspaper, Greek system, clubs etc.)**


**F. What is your cumulative GPA?**


**G. How many non-academic activities are you involved in? (i.e. job, sports, newspaper, Greek system, clubs etc.)**

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<td>0-1</td>
<td>1-2</td>
<td>3-4</td>
<td>5+</td>
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### Pre-Intervention

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<th>POOR</th>
<th>AVERAGE</th>
<th>GOOD</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How would you rate your study skills</strong> <em>last</em> semester?</td>
<td></td>
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<tr>
<td><strong>How would you rate your &quot;goal setting&quot; behavior?</strong></td>
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<tr>
<th></th>
<th>SELDOM</th>
<th>SOMETIMES</th>
<th>FREQUENTLY</th>
<th>NEARLY ALWAYS</th>
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<tbody>
<tr>
<td><strong>Often do you set academic goals for yourself?</strong></td>
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<tr>
<td><strong>The time you allot to studying, how often do you study in a quiet/private environment?</strong></td>
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<tr>
<td><strong>The semester, how often did you turn assignments in late due to reasons other than illness?</strong></td>
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<tr>
<td><strong>The time you allot to studying, how often do you study in a distracting environment?</strong></td>
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<tr>
<td><strong>Often do you procrastinate before deadlines?</strong></td>
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<tr>
<td><strong>Often do you set non-academic goals for yourself?</strong></td>
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<th>0</th>
<th>1-3</th>
<th>4-6</th>
<th>7-9</th>
<th>10-12</th>
<th>12+</th>
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<tbody>
<tr>
<td><strong>Side of class how many hours, on average, do you study each course per week?</strong></td>
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<td><strong>The semester, how many classes did you miss intentionally?</strong></td>
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<th>0%</th>
<th>1-20%</th>
<th>21-40%</th>
<th>41-60%</th>
<th>61-80%</th>
<th>81-99%</th>
<th>100%</th>
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<tr>
<td><strong>Often do you use study techniques? (i.e. flashcards, notes)</strong></td>
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<tr>
<td><strong>Often do you study in a study group?</strong></td>
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<tr>
<td><strong>Often do you turn in work that meets your personal quality standards?</strong></td>
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<tr>
<td><strong>How frequently will you implement self-management techniques after this class?</strong></td>
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<tr>
<td><strong>Often do you break down assignments into smaller components?</strong></td>
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<tr>
<td><strong>Often do you read the assigned reading material for classes?</strong></td>
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</tbody>
</table>
How often do you study with a study buddy?

Open-Ended Questions

How long can you work on an assignment before you take a break?

How many hours per week do you work on academic assignments outside of class?

If we may use these anonymous data for our research, please check yes. If not, please check no.

Thank you!

Post-Intervention

| How would you rate your study skills this semester? |
| POOR | AVERAGE | GOOD | EXCELLENT |

| How would you rate your "goal setting" behavior? |
| SELDOM | SOMETIMES | FREQUENTLY | NEARLY ALWAYS |

| How often do you set academic goals for yourself? |
| How often do you set non-academic goals for yourself? |
| How often do you procrastinate before deadlines? |

| Outside of class how many hours, on average, do you study for each course per week? |
| This semester, how many classes did you miss intentionally? |

| How often do you use study techniques? (i.e. flashcards, outlines, notes) |

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<th>1-3</th>
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<th>10-12</th>
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| 0% | 1-20% | 21-40% | 41-60% | 61-80% | 81-99% |

<p>| | | | | |
|  |  |  |  |  |
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<table>
<thead>
<tr>
<th>How often do you study in a study group?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you turn in work that meets your personal quality standards?</td>
</tr>
<tr>
<td>How frequently will you implement self-management techniques after this class?</td>
</tr>
<tr>
<td>How often do you break down assignments into smaller components?</td>
</tr>
<tr>
<td>How often do you read the assigned reading material for your classes?</td>
</tr>
<tr>
<td>How often do you study with a study buddy?</td>
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</tbody>
</table>

**Open-Ended Questions**

- How long can you work on an assignment before you take a break?
- How many hours per week do you work on academic assignments outside of class?

**Non-Academic Self-Management Project**

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<tr>
<th>0</th>
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<th>5-8</th>
<th>6-9</th>
<th>10-13</th>
<th>14</th>
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<tbody>
<tr>
<td>How many weeks did you have to pay a consequence?</td>
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<tr>
<td>How many weeks did you meet your goal?</td>
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<tr>
<td>How many weeks did you <strong>not</strong> pay a consequence?</td>
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<tr>
<td>How many weeks did you <strong>fail to</strong> meet your goal?</td>
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</table>

**Performance Manager's Effectiveness**

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<th>POOR</th>
<th>AVERAGE</th>
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<th>EXCELLENT</th>
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<tbody>
<tr>
<td>How would you rate your performance manager's effectiveness in keeping you on track during your project?</td>
<td></td>
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<tr>
<td>How would you rate the value of doing a self-management project for learning about the management of performance?</td>
<td></td>
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<tr>
<td>How would you rate the success of your project in terms of meeting your goals?</td>
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</table>

**Goal Accomplishment**

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<tbody>
<tr>
<td>How valuable was accomplishing the goal of your project?</td>
<td></td>
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<tr>
<td>How valuable was accomplishing the goal of your tasks?</td>
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<tr>
<td>How well did this course contribute to your academic success this semester?</td>
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</tr>
<tr>
<td>How valuable was self-management for improving your non-academic behaviors?</td>
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</tbody>
</table>

1= Not at all valuable, 10= Very valuable
Common Tasks
N=8

Tasks

Writing assignments
Reading
Flashcards/definitions
Outlines/Study guides
Homework

Tasks Completed (%)
Appendix E
Resources on Campus

1. Career Advising- Arts and Sciences: Carolyn Hornet (269) 387-2745

2. Center for Counseling/Psychological Services: (269) 387-5105
   www.wmich.edu/cecp/ccps.htm

3. Computer Help Desk (OIT): (269) 387-4357

4. Copy Desk: Located in Bernhard Center across from the student bookstore

4. Disabled Student Resources and Services: (269) 387-2116

5. Financial assistance and scholarship opportunities: www.fastweb.com
   Financial assistance at WMU: http://www.wmich.edu/finaid/

6. Human Resources: (269) 387-3620

7. On Campus Health Resources: Nutrition and Weight Management, Physical Activity and Fitness, Responsible Sexual Behavior, Substance Abuse, Tobacco Use, Mental Health, Immunizations, and other Health Related Resources:
   http://www.wmich.edu/shc/resources/wmu.htm

8. Psychology Office: 3700 Wood Hall (269) 387-4550 www.wmich.edu/psychology
   Undergraduate Psychology Office:

9. Reading Center and Clinic: (269) 387- 3474

10. Student Success Program: www.ssp-advise@wmich.edu <ssp-advise@wmich.edu


12. University Counseling and Testing Center: (269) 387-1850, Suite 2513 in Birdcage


★You can always go to http://gowmu.wmich.edu and click on “A-Z Web Directory” to find resources WMU offers.
Appendix F
Study Hot Spots

1. **Coffee Works**: Located above Video Hits Plus on the Corner of Howard and West Michigan
   2620 W Michigan Ave
   Kalamazoo, MI 49006
   (269) 342-0225

2. **Waldo Library**: Located at your convenience right on campus

3. **Rockstar Café**: By the Student Rec Center across from the track

4. **Ravenwood Coffee**
   773 W Michigan Ave
   Kalamazoo, MI 49007
   (269) 341-4200

5. **Starbucks**
   5370 W. Main St
   Kalamazoo, MI 49009
   (269) 276-9819
Appendix G
Student Instructional Manual Timeline
For Applying to Graduate School

**September**
- Meet with current faculty members to discuss your statement and possible programs
- Ask for letters of Recommendation
- Sign up for required standardized tests.

**October**
- Take standardized tests
- Request application materials from programs in which you are interested
- Ask faculty members to review the draft of your statement. Make necessary revisions

**November**
- Order Transcripts
- Ask if the Registrar’s Office can send a transcript with your fall term grades in time to meet the deadlines of programs in which you are applying

**December**
- Complete application forms
- Give your recommenders the forms to fill out or the addresses to which they should send their letters and copies of your statement of purpose or your response to specific questions asked by the program

**January**
- Mail applications
- If you are applying for need based financial aid programs, you must also file an application for Financial Aid. You must have Financial Aid transcripts sent to the institution to which you are applying.

**February**
- Contact programs about the possibility of visiting and make trips if possible

**April**
- Interview with schools if necessary
- Choose among schools. If you get multiple offers-how will you decide? If not accepted, what is your contingency plan?
- Once accepted to a program of choice, be sure to notify other institutions of your choice
- Send thank you notes to those who wrote your recommendation letters, informing them of your plans
- When applying for need based financial aid programs, you may have to file a copy of your federal income tax return
Appendix H
How to Calculate your GPA using the GPA Calculator

1. Go to www.wmich.edu

2. Scroll down, on the left side of the page, click on the Go WMU portal

3. Log in to the Go WMU portal using your Bronco NetID and password

4. Scroll down, on the right hand side under the Directories box, click on A-Z Web Directory (Located just above the Weather box)

5. Click on the Letter “R” at the very top of the page

6. Click on Registrar’s Office

7. On the Right hand side, click on Student Records

8. A Menu will appear, Click GPA Calculator

9. Follow the directions on the GPA Calculator Page
How to Break Down Tasks Job-Aid

Knowing how to break down tasks can be difficult. This job-aid is designed to help you along the way. It's better to not procrastinate, so remember; start as early as you can!! Also remember if your specific task isn't on here, many of these can be related to other tasks. When breaking down tasks you can design the task to be as specific or as general as you want. For example, if you really struggle in Math and have 20 problems to do, break them into sections of three or four. Still, let us know if you have questions =)

[WRITING A PAPER]

Task 1:
Gather all relevant materials needed to write the paper (i.e. Research articles, books, notes, etc.)

Task 2:
Make an outline of what information your paper will contain

Task 3:
Write the Introduction of the Paper

Task 4:
Write the body of the paper

Task 5:
Write Conclusion and Revise Work
COMPLETING A STUDY GUIDE

Task 1:
Break the study guide into sections either by questions or by 1/3 or 1/4 (Depending on how many days you have)
Do First 1/3 or 1/4

Task 2:
Do Second 1/3 or second 1/4

Task 3:
Do the last 1/3 or the third 1/4

Task 4:
Do the last 1/4
Appendix J
How to Show Proof Of Task Completion

**Academic Task Proof**
- Flashcards
- Outlines/Study Guides
- Active Reading
- Papers that you had to write
- Printed off guided-notes
- Completed Homework Assignments
- Receipts for books or school materials you had to buy
- GRE Practice Test Scores
- E-mails
- Research articles
- Excel Graphs
- Filled Out Surveys/Applications
- PowerPoint Presentation
- Signature from teacher saying you attended class
- Pictures using a digital camera or a camera phone
- Sticky Notes
- Receipts

**Non-Academic Task Proof**
- Receipts
- Pictures using a digital camera or a camera phone
- Emails

**Self-Management Project Proof**
Student’s self-management projects are going to differ. If your self-management project isn’t listed here, let us know and we’ll work with you individually to find a solution so you are able to show proof of task completion.
- **Exercising**
  - A picture of you working out
  - A graph of weight loss
- **Quitting Smoking**
  - Your cigarette carton with the number of cigarettes that should be remaining
- **Writing in a Journal**
  - The pages that you wrote that week with the date included
- **Cleaning**
  - Before and after pictures of the room, or of the litter box or whatever it is that you are suppose to clean
- **Eating Out**
  - Receipts of when you ate out
- **Budgeting/Saving Money**
  - Receipts of what you bought that week with an added total (possibly divided among needs and wants)
Appendix K
1. Go to www.wmich.edu/library

2. This will bring you to the Western Michigan Library Homepage. On the homepage scroll down until you see the box titled “A to Z List of Article Indexes and Databases”

3. Double Click on the letter “P”

4. Scroll down the page until you find “Psych Info” on the left hand side of the page and double click on it

5. Log in by entering your Bronco ID and password, Click Connect

6. This will bring you to the Advanced Search page. Select keywords you would like to search for and type them into the three open boxes. You can also search for many other aspects of the article such as title and author. You choose this by selecting the pull down menu next to the keyword box.

7. When you have all information entered that you want to search for, click the “Search” button and wait for the article search results to appear.
Appendix L
How to Organize Student Grading Materials

1. With the TVFs that the students hand in each week, organize them individually, not by week.

2. Assign each student in the class a number. If there are 10 students they will be assigned numbers 1-10. If the TA collecting/organizing the TVFs also keeps track of the grades using Gradequick then the number that the student is given in Gradequick can be their assigned number.

3. After each class period at the top of the students TVF write the students' assigned number.

4. You should organize each student's TVFs by paper clipping them together, or by having a separate folder for each student.

5. Each week, just add the new completed TVF to that student's file.

6. By the end of the semester, you should have each student separated from each other, and have their all of their completed TVFs organized chronologically.
Job-Aid for entering and keeping track of TVF tasks

1. Open a new Microsoft excel spreadsheet

2. In Column A, Row 2 enter the name of the first student

3. In Column A, Row 3 type the word "Total"

4. Repeat steps 1-3 for each student in the class. When you are done, all student names should be entered in column A with a "Total" row underneath each name

5. In row 1, along the top of the spreadsheet is where you will enter the tasks that the students have been completing.

6. Now to tally the tasks that each student completed on their TVF you will find their name on the left hand side of the spreadsheet.

7. Along the top you will locate the task that they completed

8. Under the correct task and in the same row as their name make a tally mark by typing in a lowercase “L”
9. Right align the tally marks

10. Below the tally mark row, in the total row, type the total tally marks.

11. Bold the total

12. In Column A after the last persons name and total row, skip a cell, then in the next cell down type “Overall total by Category”

13. The goal here is to get an overall total of each different tasks completed by all of the students combined. In order to do this, follow the “Overall total by Category” row over and click on the cell of the column that you want to total

14. Hit the Auto Sum Button where you want the total to be displayed.

15. To select all totals select the first total cell, then hold down the Ctrl button while clicking on the rest of the total cells
Works Cited


