

Examination 1: Study Guide Questions

All of the questions for examination 1 will come from the following set. The short answer essay questions come from the class lecture and discussion and the multiple choice from Watson and Tharp.

1. What is a pseudo explanation and how does their use interfere with our ability to understand human behavior?
 2. Carefully explain why "John hates to work because he is lazy" is not an acceptable explanation of his behavior.
 3. Many explanations are based on the contiguity of two events (e.g. low self-esteem and poor grades). Why are such explanations seldom correct?
 4. A large chain of hypnosis weight loss centers advertise the effectiveness of their procedures using testimonials from clients who have lost large amounts of weight. Does this evidence demonstrate that the procedures are responsible for the weight loss? Explain your answer.
 5. How do experiments demonstrate causal relations?
 6. What is a behavioral definition? What are they used for?
 7. Write a behavior definition for sensitive or nurturing and explain how the definition would help you measure the behavior or communicate with a significant other.
 8. What is an ABC diary and how is it used in self-control projects?
 9. What is a baseline and what are its uses in a self-control project?
 10. Explain how the allegory of Odysseus and the Sirens illustrates the two basic steps of solving a self-control problem.
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Chapter 1

"Adjustment" means:

- a. harmony between the self and the environment
- b. harmony between one's thoughts, actions and feelings

- c. to arrange, to harmonize, to come to terms
- d. all of these

Adjustment is better understood as a(n) _____ than as a(n) _____:

- a. Inherited characteristic.learned characteristic
- b. Skill.condition
- c. Accomplishment.capability
- d. Value judgment.accomplishment

The learning objectives found at the beginning of each chapter:

- a. Outline the chapter in logical order
- b. Cover only the more difficult points in each chapter.
- c. Cover all the major points in the chapter
- d. Need not be read until you have read the chapter

The idea of skill implies:

- a. behavior that is based on knowledge
- b. behavior that is adapted to particular situations
- c. behavior that has been well-practiced
- d. all of these

"Willpower":

- a. implies the capacity a person has to deal with a job or stick to a goal
- b. is a label people often use to describe how they and others deal with problems of self-control
- c. as a concept, does not explain variations in people's behavior from one situation to another
- d. all of these

A good strategy to cope with a problem is:

- a. to stand in the face of temptation and face it down
- b. to strengthen your willpower
- c. to act in advance to prevent a behavior you don't want
- d. to focus on the situations in which you have adequate willpower

Learning to use skills in self-directed behavior:

- a. involves practice over and over in the same situation
- b. involves analyzing tasks and planning behaviors
- c. implies that willpower is a skill
- d. does not work for stopping undesired behaviors

If self-control is a skill:

- a. then you would expect that some situations call for more skill than a person has
- b. then people ought to be able to rise to the occasion when necessary

- c. then the idea of willpower is basically correct
- d. then everyone should basically have about the same skill level

A conscious, continuing effort to change behavior:

- a. does not involve self-control skills
- b. is called self-regulation
- c. will not work without willpower
- d. is called self-modification

Situations can be analyzed into A-B-C components, which stand for:

- a. Abilities, Behaviors, Circumstances
- b. Adjusting Behavioral Consequences
- c. Antecedents, Behaviors, Consequences
- d. Antecedents, Behaviors, Circumstances

Jed sees food laid out on a buffet and begins eating. The antecedent to his behavior is:

- a. the sight of the food
- b. his past experience with food
- c. what he has learned about food
- d. all of these

In general, people who have a relatively serious problem with their behavior:

- a. are unable to change without professional help
- b. assume that they cannot change without professional help
- c. often do change without professional help
- d. change only if they receive social support

According to several research studies of students who use the ideas in your text:

- a. about twenty-five percent are successful
- b. about forty-five percent are successful
- c. about sixty-five percent are successful
- d. about ninety percent are successful

When people fail at self-modification, it is often because:

- a. the techniques do not work
- b. they don't have enough willpower
- c. they didn't use the techniques
- d. the ABCs of the situation make change impossible

Leilani took this class last year, and she tells you that her self-modification project didn't work. According to the text, which is the

most likely explanation?

- a. she didn't work hard enough
 - b. self-modification doesn't work
 - c. her project was too difficult
 - d. she didn't use enough techniques long enough
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Chapter 2

Three basic tactics to help specify behaviors in situations are:

- a. get a friend to help, take notes, and notice specific events
- b. list the details of the problem, not concrete examples, and become self-observant
- c. list all your problems, look for commonalities, and be an observer of yourself
- d. think about the problem, ask other's opinions, and relabel the problem

In order to change, you should think of your behavior set in particular situations because:

- a. behavior is probably the same in similar situations
- b. personality traits are revealed by looking across similar situations
- c. inner feelings are closely related to outer behavior
- d. you need to set objectives in relation to particular behaviors in particular settings

Simone wants to eliminate some undesirable behavior. She should:

- a. practice that behavior often, so she can control it.
- b. understand the inner reasons why she performs the behavior
- c. meditate so she will no longer need that behavior
- d. find a desirable behavior to increase at the expense of the undesirable one

When you know what your goal is, but you can't figure out how to achieve it, what is the best thing to do?

- a. ask a friend for advice
- b. list the chain of events that leads to the behavior
- c. brainstorm inner obstacles to seeing the best thing to do
- d. all of these

Which of these is a good thing to do if you are not sure how to reach your goal?

- a. specify the chain of events that will lead to the goal
- b. observe what other people do
- c. think of alternative ways to solve the problem
- d. all of these

What question should you continually ask as you go through your self-change project?

- a. what would Watson & Tharp do in this situation
- b. what other problems will be helped by reaching this goal
- c. how long will it take me to reach my goal
- d. what behaviors should I develop to reach the target

According to the text, if you make a mistake in your self-change project, you should:

- a. give up because the project is a disaster
- b. ask yourself how you can learn from it
- c. punish yourself for imperfect behavior
- d. try to come up with a new project

What can be considered feedback about the need for more practice?

- a. persistence
- b. self-control
- c. mistakes
- d. none of these

Which of the following is a tactic to cope with temptation?

- a. facing temptation head on
- b. asking your friends not to tempt you
- c. maximizing the tempting quality
- d. if in the situation, concentrating on the temptation

Which statement regarding self-efficacy is most correct?

- a. if people believe they can change they are more likely to be successful
- b. self-efficacy is based on your ability at the task and the difficulty of the task
- c. self-efficacy is important, but not as much as persistence
- d. self-efficacy can have effects on your physiological functions

Ed wants to change a behavior that is difficult for him, but more difficult in some situations than in others. A good strategy for Ed to follow is to:

- a. begin with the most challenging situations
- b. begin with the least challenging situations
- c. neither of these
- d. either of these, depending on the situation

When listing the reasons for changing a behavior, you should:

- a. ignore long-term effects but carefully consider short-term effects
- b. consider the effects of the plan upon yourself alone

- c. consider both the short-term and long-term effects of changing
- d. ignore short-term effects, but carefully consider long-term effects

Philippe is trying to be a better student but continues to hang out with his friends when he knows he should be studying. What stage of thought about change is he in?

- a. precontemplation
- b. contemplation
- c. preparation
- d. maintenance

Willa wants to do her problem behavior right now, but knows she will regret it later. This can be seen as:

- a. a personality defect
- b. a conflict between id and society
- c. a conflict between herself and her conscience
- d. a conflict between long and short-term goals

The first step in a self-contract is to:

- a. write down your goals, specific subgoals, willingness to change, and sign your name
- b. write down your goal, intentions, how you plan to change, and sign your name
- c. write down your goal, plan for action, escape clauses, and sign your name
- d. write down the pros and cons of your plan, your willingness to change, and sign your name

Chapter 3

In a structured diary which of the following question would be answered under the category of consequences?

- a. When did it happen?
- b. Whom were you with?
- c. What were you doing?
- d. What happened as a result?

A structured diary should *not*:

- a. answer Who?, What?, Where?, When?, and why?
- b. Be written in as soon as the target behavior occurs
- c. Be a record of thoughts and feelings
- d. Record only your unwanted behaviors

If John wants to know how often he gets up to move around while he is supposed to be studying, he should:

- a. keep a structured diary
- b. make a checkmark on a chart each time he gets up
- c. estimate at the end of each study session
- d. have a friend observe him

Recording positive as well as negative events:

- a. is too discouraging if the negative outweighs that positive
- b. can be confusing as part of the same recording system
- c. increases feelings of self-efficacy
- d. will lead to over-confidence

Rating scales are most useful in recording

- a. the frequency and duration of behavior
- b. emotions and feelings
- c. the quality of a behavior
- d. both b and c

Which of the following is an example of a combined recording system?

- a. recording antecedents, behaviors, and consequences
- b. a reactivity rating scale
- c. recording antecedents and rating emotion
- d. recording antecedents and frequency of behavior

To help yourself record your behavior accurately, you should:

- a. record each day's behavior at a prearranged time each day
- b. fit record keeping into the pattern of your usual habits
- c. check your reliability by having a friend observe
- d. both a and b

When that act of self-recording a behavior results in a change in that behavior, the effect is called:

- a. reactivity
- b. the antecedent behavior effect
- c. reinforcement
- d. both a and c

Terri wants to lose weight. She decides to record all food before she eats it. This will increase her chances of benefiting from:

- a. reinforcement
- b. self-control
- c. antecedent control
- d. reactivity

How long should you remain in the baseline period

- a. at least two weeks
- b. until reactivity begins
- c. until a pattern emerges
- d. both a and c

When should you begin changing without a baseline period

- a. when the desired behavior never occurs
- b. when the target behavior is dangerous
- c. the baseline should never be omitted
- d. both a and b

Ernie is keeping a structured diary of the antecedents, behaviors, and consequences of his unwanted nail-biting habit. What should Ernie learn from his diary?

- a. he bites his nails too much
- b. his unwanted behavior reacts to self-observations
- c. what kind of situations he bites his nails in
- d. whether or not he will be able to stop

Anne wants to increase the frequency and duration of her bicycle riding. She tells you that she records her bicycle riding activity once a week, just before class. What should her first step in her self-modification plan be?

- a. improve her record keeping skills
- b. increase her bicycle riding by 50%
- c. add miles ridden to her records
- d. sign up for a bicycle race