

## Module 4 Activities

Name - \_\_\_\_\_

### Activity 1: Food for Thought

In science, why is it important to clearly define the variable of interest? I know the book states this but it is important you understand this concept for more than just this class.

Secondly, give thought to goals. Why are they important in behavior modification?

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### Activity 2: Defining the Behavior and Setting Goals

**Scenario:** Let's say you want to make charitable acts more often since you hardly ever make any now. You have decided to engage in behavioral change to do so.

In Week 3, you developed a few pros and cons of making the change (being charitable) and now you will create a behavioral definition and set goals for yourself. Follow all guidelines in Module 4.

#### Target Behavior – Increasing Charitable Acts (Step 1)

1. **Operationally define** your behavior. Be sure to state the behavior so that it can be both measured and observed. Be specific enough so that later, when you observe and record your behavior, you won't have any doubts as to what qualifies as "one behavior." Remember, your definition is used for accuracy in measurement – you'll have time later to identify your goals. **Your definition should contain not mention of your goal.** It must be SPECIFIC, OBJECTIVE, and UNAMBIGUOUS. (Step 3)

One behavior = \_\_\_\_\_

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2. Each of your **goals**, including your final goal, should identify an “amount” of your behavior. Please note that your last sub-goal will be identical to your final goal! It is what you are trying to accomplish. So that the final goal is the distal goal and the subgoals are the proximal goals. Okay. So think about your sub-goals. State them now, in order (begin with the first sub-goal you expect to meet, and end with your final goal). Identify at least 3 goals, but no more than 5, and remember to state your sub-goals in a manner consistent with your operational definition.

(Step 4)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

3. It is important to count your behaviors now too. For each goal, and using your behavioral definition from #1, **count the number of behaviors** you would make from one goal to the next. Note that if your behavior is a deficit, the number of behaviors should go up across goals. If an excess, they should go down. But in this example, most of you should be tackling a deficit.

- Goal 1 Behavioral Count - \_\_\_\_\_
- Goal 2 Behavioral Count - \_\_\_\_\_
- Goal 3 Behavioral Count - \_\_\_\_\_
- Goal 4 Behavioral Count - \_\_\_\_\_
- Goal 5 Behavioral Count - \_\_\_\_\_

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4. What is your **critterion** for moving from one sub-goal to the next? Note that you could have different criterion for each goal as they do technically get harder from one goal to the next. (Step 4)

- Criterion for Goal 1 – Maintain the behavior for \_\_\_\_\_ week(s)
- Criterion for Goal 2 – Maintain the behavior for \_\_\_\_\_ week(s)
- Criterion for Goal 3 – Maintain the behavior for \_\_\_\_\_ week(s)
- Criterion for Goal 4 – Maintain the behavior for \_\_\_\_\_ week(s)
- Criterion for Goal 5 – Maintain the behavior for \_\_\_\_\_ week(s)

5. Finally, calculate how many weeks your plan will take to complete. Remember, you are doing a “check-in” at Week 3 but you can, and should, continue your plans.

My plan will take \_\_\_\_\_ total weeks.

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Now put it all together in the table below. You will use this in an upcoming exercise on the token economy.

Goal #	Goal	# of Behaviors	Criterion to Move to Next Goal
1			
2			
3			
4			
5			
6			
<b>TOTAL WEEKS FOR PLAN</b>			

Six goals are listed in case you have that many. If not, just ignore the others.

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### **Activity 3: Self-Reflection**

How did what you learned affect your understanding of defining your behavior and setting goals? Seriously consider the importance of the criterion too in your answer.

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