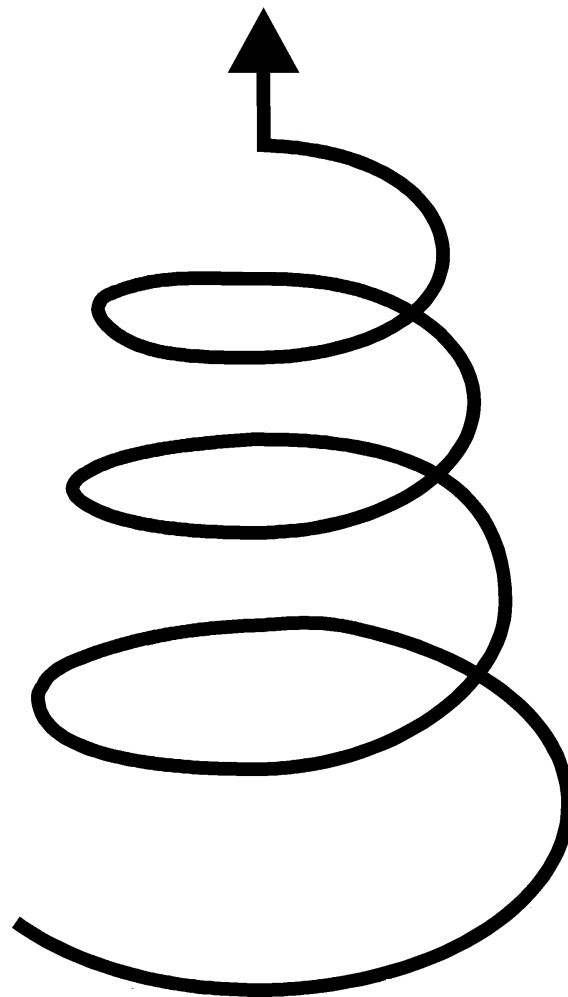
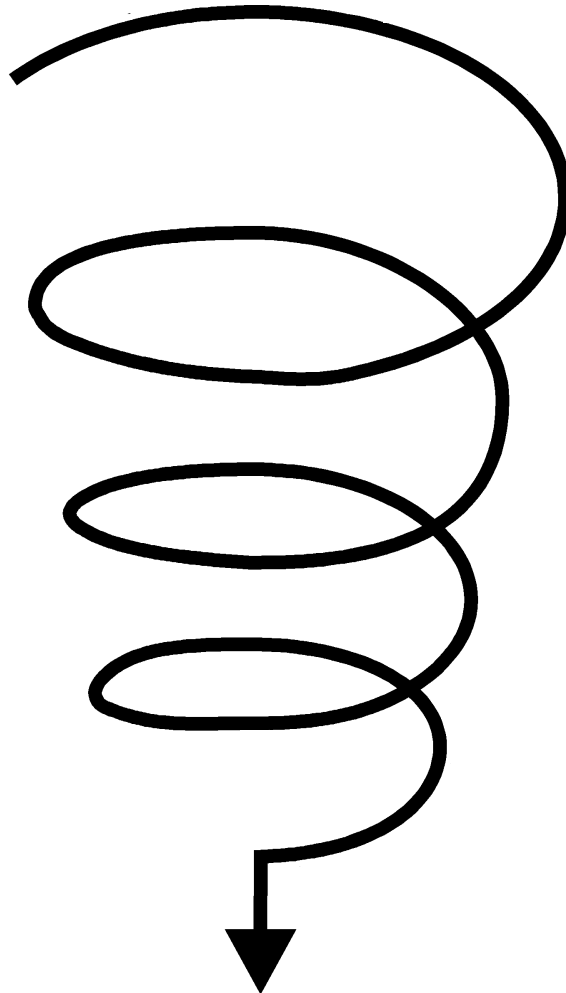


Upward Spiral

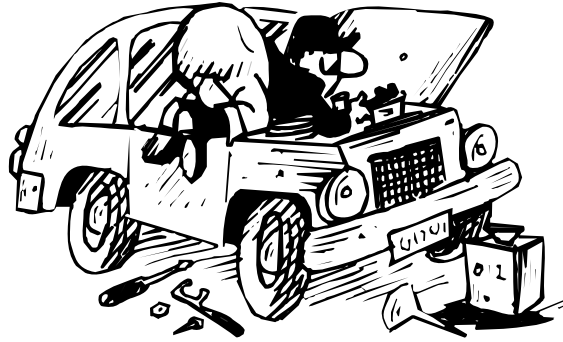


Downward Spiral

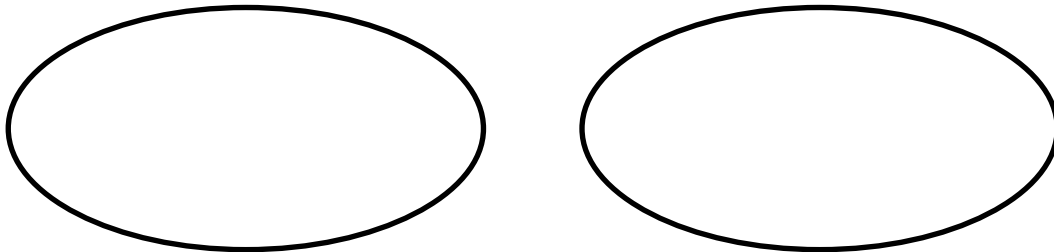


DIE MODEL

DATA



INTERPRETATION



EMOTIONAL
RESPONSE

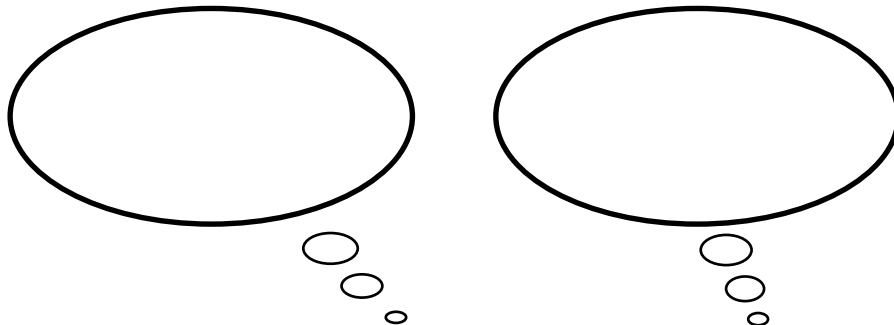


DIE MODEL

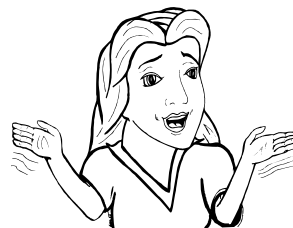
DATA



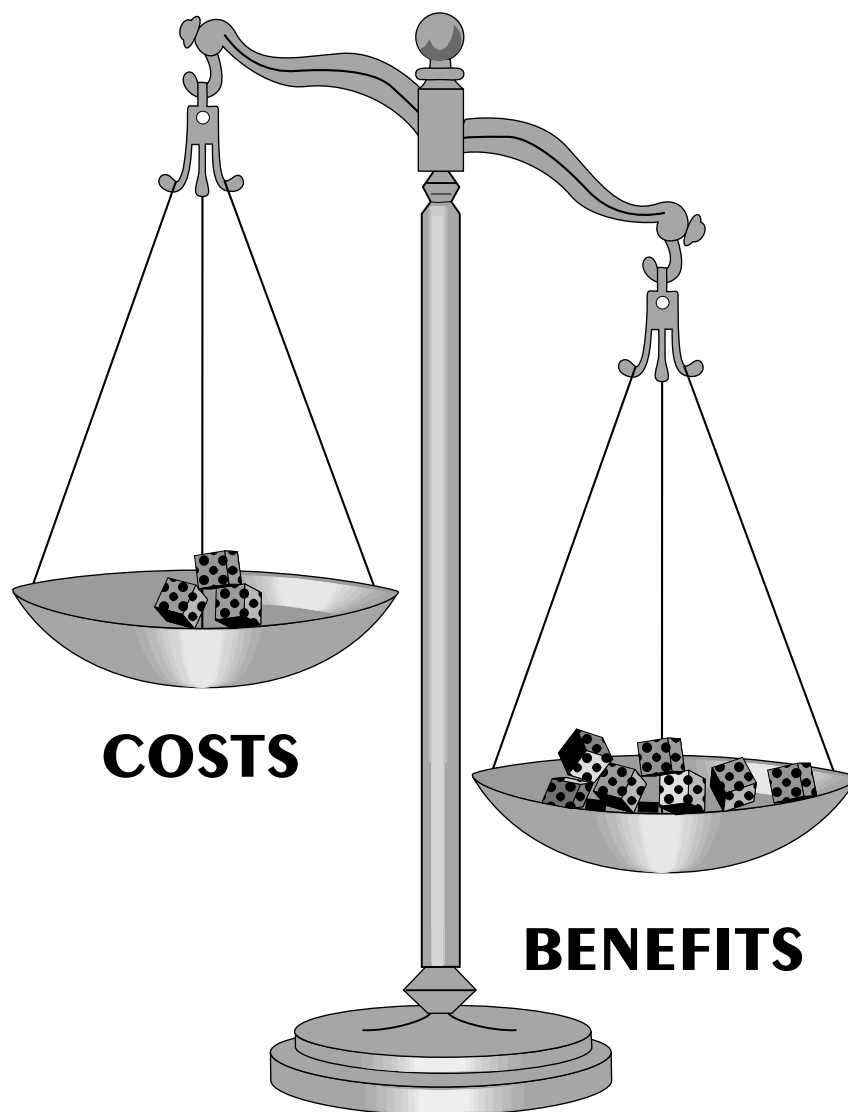
INTERPRETATION



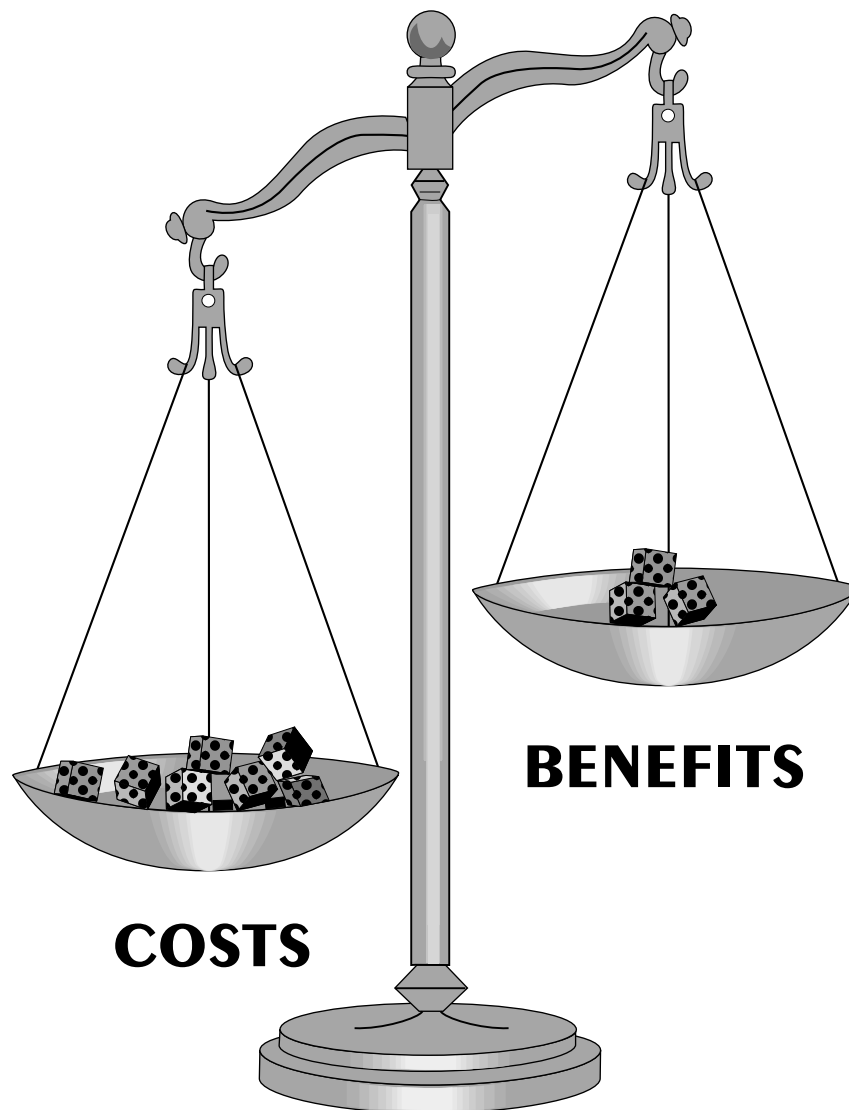
EMOTIONAL
RESPONSE



POSITIVE MOTIVATION



NEGATIVE MOTIVATION



Positive Motivation
comes from



Positive Affect
comes from



Positive Cognitions

- There's a payoff for me (worthwhile)
- The cost is worth it
- I can do it

DIE Model

DATA

A teacher is grading homework and notes that two students' papers are identical.

INTERPRETATION

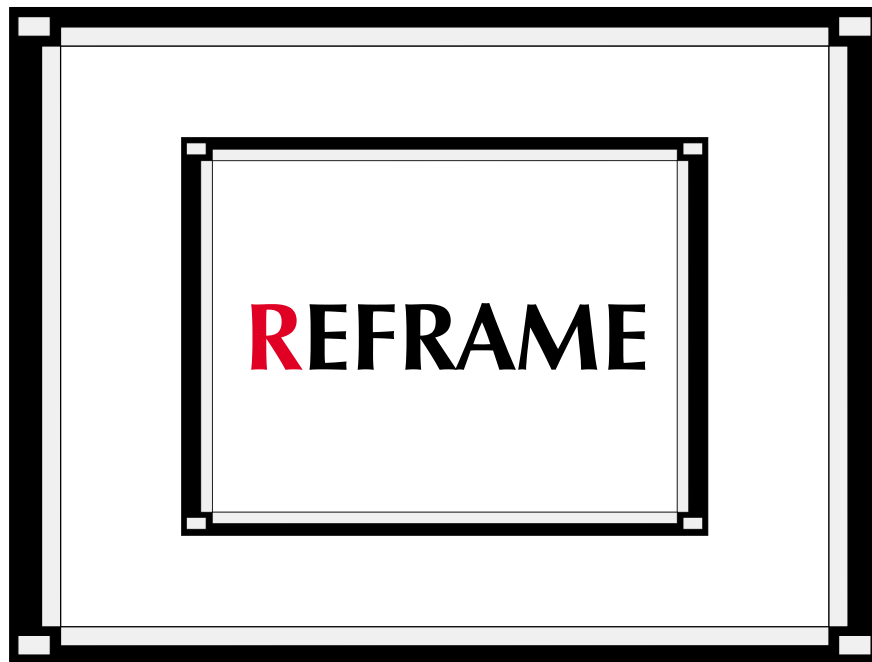
These two students must think I'm a "space cadet" to hand in identical papers in a class with only twelve students and expect me not to notice. They must think I'm stupid if they thought they would get away with this. After I stressed the importance of this assignment, they didn't even think it worth their time to work independently. They should know better than to plagiarize! Maybe I'm losing my touch in the classroom. If my students no longer take the work seriously, perhaps I should give up teaching.

EMOTIONAL RESPONSE

Frustration and anger

To change cognitions

DISPUTE



COPE

Negative

Positive Alternative

scatterbrained

hyper

critical

naive

peculiar, weird

deviant, abnormal

automaton, robotic

easily influenced

compromising

demanding

obstinate

opinionated

overbearing

guarded

nit picker

compulsive

mechanical

linear, unimaginative

one-dimensional

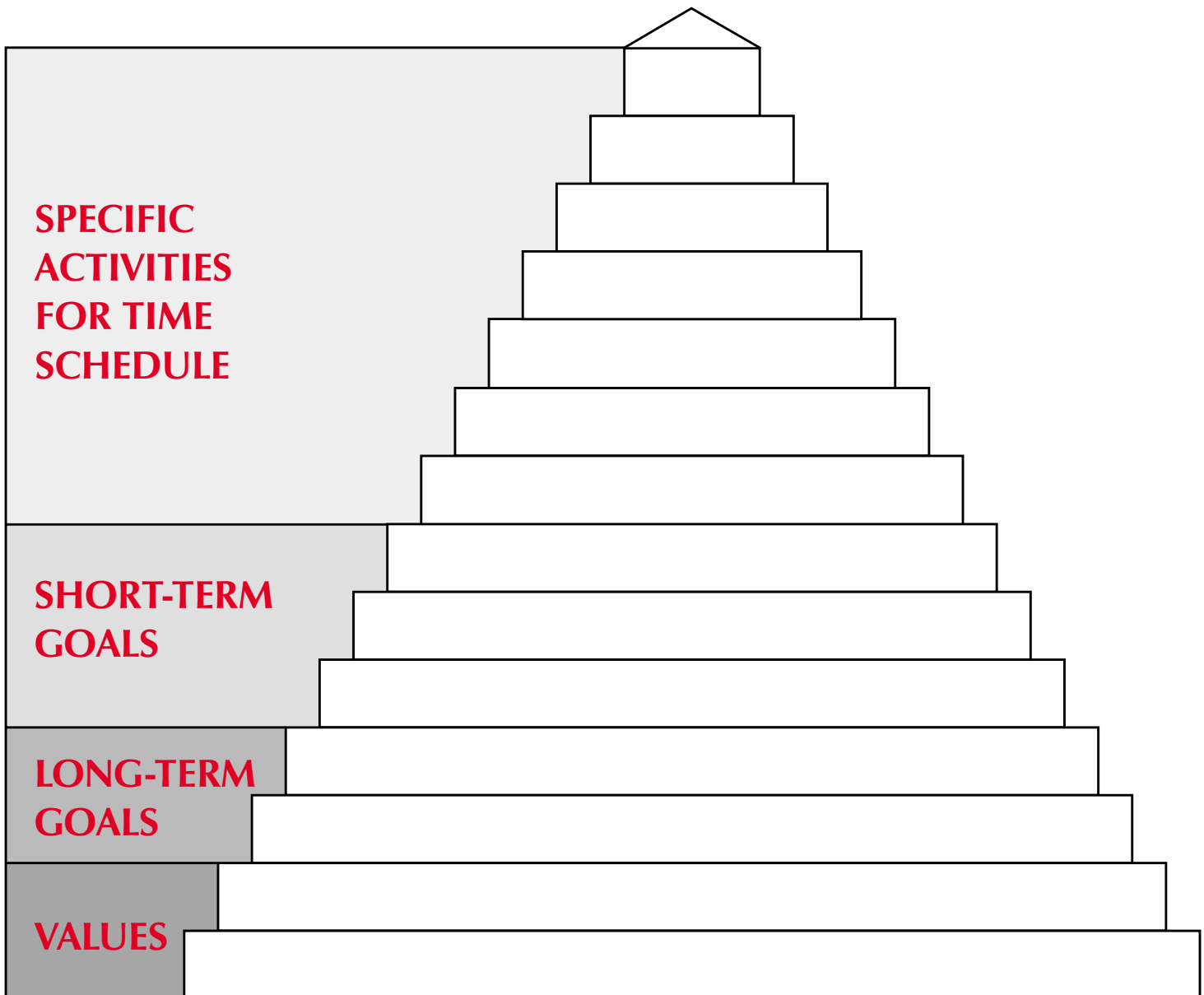
self-centered

domineering

DAILY ACTIVITY SCHEDULE

	MON	TUE	WED	THU	FRI	SAT	SUN
7-8 AM							
8-9							
9-10							
10-11							
11-12							
12-1 PM							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1 AM							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							

TIME SCHEDULE



Solving a Procrastination Problem

1st: Identify the **ABCs**

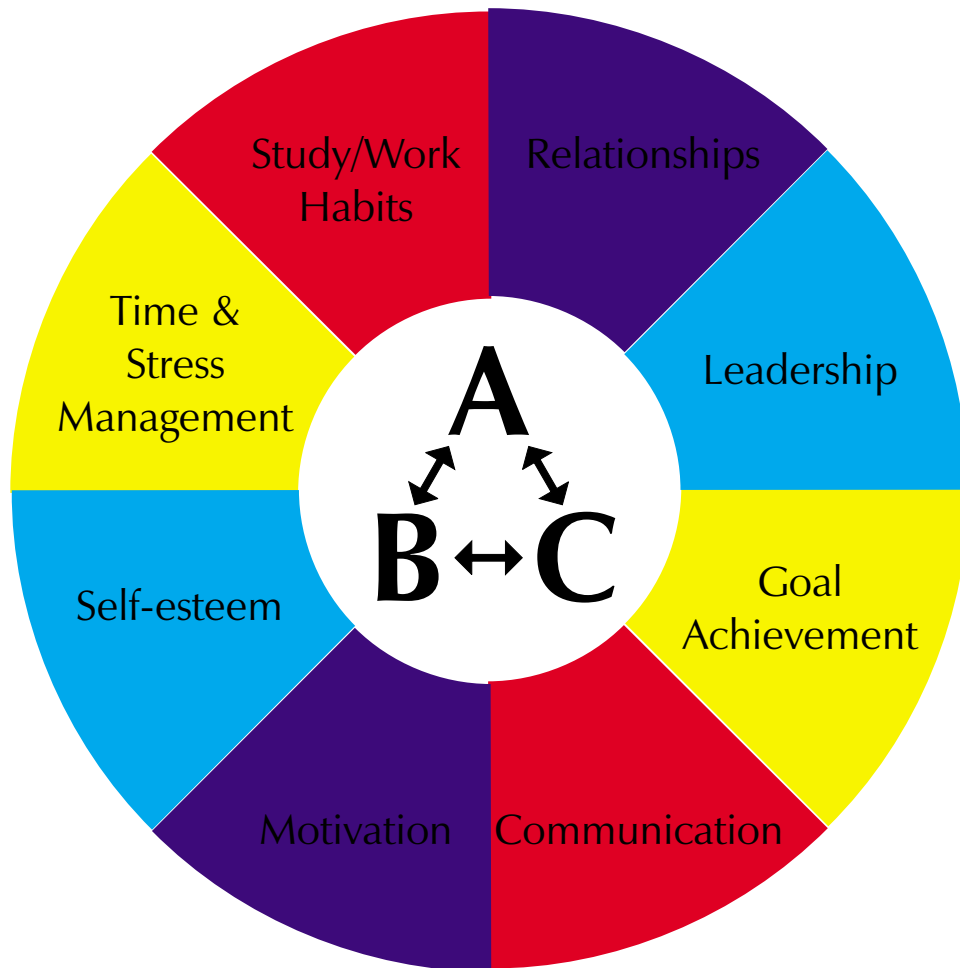
What are the contributing **feelings**?

What are the contributing **behaviors**?

What are the contributing **cognitions**?

2nd: Describe **ABC** interactions

3rd: Change the trigger



DIE Model: Part One

Data, Interpretation, and Emotional Response

Data (*facts*)

What are the objective facts? Write down what happened. Focus on 4 “Ws” — Who, what, where, when.

Example:

Last night, I saw my girlfriend with another man in the mall.

Interpretation (*thoughts or beliefs*)

What are the *subjective thoughts or beliefs* about the data? Be as thorough as possible in describing the thoughts and beliefs.

Example:

She is cheating on me. It’s all over between us. It’s not fair.

Emotional Response (*affect*)

What emotions result from this interpretation?

Example:

Anger, anxiety, depression.

DIE Model: Part Two

Disputation, Exchange, and Practice

Disputation

Select the distorted thoughts or dysfunctional beliefs to be disputed.

Example:

Personalization: She's with another guy; therefore, she must be cheating on me.

Catastrophizing: It's all over between us.

Fairness: It's not fair that she is with someone else.

How is this thought or belief wrong, false, or misleading? Is it specific, accurate, nonjudgmental? Is it balanced? What evidence is there that it is false? Is there any evidence that it is true? How is it dysfunctional (counterproductive)?

Example:

I did see her with that guy (specific), but I could be wrong about the cheating (inaccurate) and I jumped to a conclusion without getting the facts (judgmental) and without hearing her side (unbalanced). There is no evidence that she's cheating and it isn't helping my mood to think that she is (dysfunctional).

DIE Model: Part Two (continued)

Exchange and Practice

Exchange distorted thoughts and dysfunctional beliefs with specific, accurate, nonjudgmental, and balanced thinking.

Example:

I don't know that she's involved with this guy. For all I know, it could be a friend or a relative. Before I go jumping to conclusions, I'll mention that I saw her and ask her whom she was with. It may have nothing to do with me.

Practice, practice, practice.

DIE Model: Part Three

Coping and Reframing

Cope to deal with a negative reality that cannot be changed.

Examples:

She is seeing another guy! What could be worse? She may want to break up with me and never see me again. I'll talk with her about it calmly and assertively. Then we'll have to decide if our relationship is finished or if we'll continue to see each other.

I have handled worse situations in my life and survived them. I've had relationships in the past that have gone sour and I've gotten over them. As Elton John said, "I'm Still Standing."

Reframe by focusing on the good that could result from negative data.

Examples:

If she wants to go out with someone else, that means I'm free to do the same. I might even meet someone I like better. This will give me a chance to do some of the things I've been putting off because of all the time I spent with her. Better to have found out about this now before I invested too much in the relationship.

SQ4R Steps

Survey

Survey each page of the chapter to get an idea of what the chapter is about and what important points are being emphasized. Look over illustrations, diagrams, tables, examples, pictures, subtitles, introductions, etc. If there is a summary, read it carefully.

Question

Generate questions from the surveyed chapter by changing the first sentence, subtitle or main idea of each paragraph or section into a question. Be sure the question cannot be answered by a simple “yes” or “no.” Do this for every paragraph or section of the chapter to be read during the study session.

Read

Read to answer the questions. By doing this, attention will be focused on the important details of each section of the chapter. Read each paragraph purposefully to gain answers to questions that are likely to reappear at quiz or exam time.

W(R)ite

Write the answer to each question posed. Save the questions and answers for review before a quiz or exam.

Recite

Recite aloud in your own words the answers to the questions that were generated from the chapter. Do not merely memorize the text. This way, we quickly find out whether we comprehended what was read.

Review

Review all questions and answers before class and before exams.

Creating a Practice Test

1. Gather questions generated from notes and readings.
2. Create a comprehensive practice test that would be similar to the actual test.
3. Find a quiet spot and take the test without referring to notes or texts.
4. Check answers and score the test.
5. Create another practice test; include questions answered poorly or incorrectly on the previous test.
6. Continue this process for each practice test until the answers are correct.

Taking the Test

1. Read the instructions carefully. Pay attention to keywords and phrases in the question such as: provide an example, illustrate, relate, define, contrast, compare, etc.
2. Answer the question asked, not the one preferred.
3. Allot a specific amount of time for each section of the exam and keep track of the time.
4. Organize answers to essay questions before beginning to write. Begin with an effective introduction and end with a forceful conclusion. The body of the essay should integrate details from lectures, notes, texts, etc.
5. Leave enough time at the end of the exam to check for spelling, punctuation, coherence, completeness, and legibility.
6. Relax. Thorough preparation is usually enough to reduce test anxiety, but if it is a problem, relaxation and thought stopping techniques are helpful in avoiding an attack of the “nerves.”

“I” Messages

- Describe your feelings.

Example:

I get upset...

- Describe in specific terms the behavior of the other person or the situation you want to address.

Example:

...when I come back to our room to study and your friends are here partying.

- Describe in concrete terms how the other person’s behavior is impacting your life.

Example:

It is difficult for me to study when they are here.

- Offer a resolution to the problem by describing precisely what you would like the other person to do differently.

Example:

I would appreciate it if you would not bring your friends to our room after dinner because that is when I like to get my work done.

Active Listening

- Listen without interrupting as the other person speaks.
- Rephrase what the other person said, reflecting an understanding of his or her feelings and point of view. Avoid advising, preaching, patronizing, etc.
- Wait for a response.
- Ask the other person to explain anything that was unclear.
- Repeat the above steps if necessary.

Enhancing Self-esteem

- Why was there no improvement?
- What self-talk interfered with an improvement?
- What distortions in thinking or dysfunctional beliefs worked against improved self-esteem?
- Were there any comments from other people that contributed to the lack of improvement in self-esteem?
- How would that success be evaluated now?
- What does this review suggest might be done to enhance self-esteem?