



CHARLOTTE
UNIVERSITY CENTER FOR ACADEMIC EXCELLENCE

**Transforming College Coaching:
Integrating Behavior Change Models
for Enhanced Student Success**

PRESENTERS



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LEARNING OBJECTIVES

1

Explain the constructs of the Transtheoretical Model and how it can be effective in student-led behavior change.

2

Identify the three components of the Integrated Behavior Model as they relate to complex behavior change challenges.

3

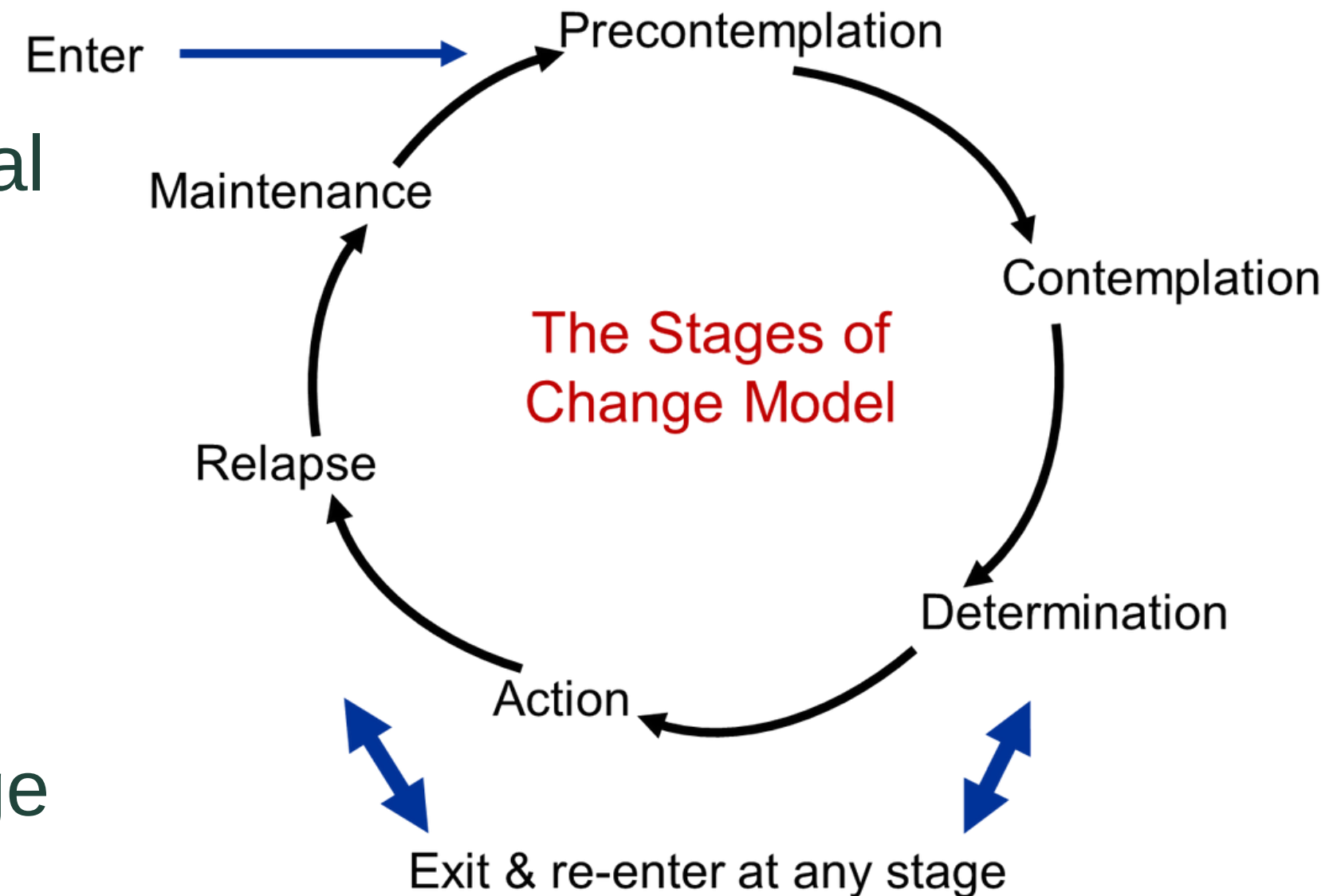
Understand key strategies to facilitate positive, sustainable changes in students' study habits and goal attainment.

TRANSTHEORETICAL MODEL

- Known as the “Stages of Change” Model
- Developed in the 1970’s
- Developed as an attempt to unify many theories prominent in psychotherapy
- Evolved from examining people who quit smoking on their own
- Drew from theories by Psychologists (e.g. Sigmund Freud, B.F. Skinner, and Carl Rogers)

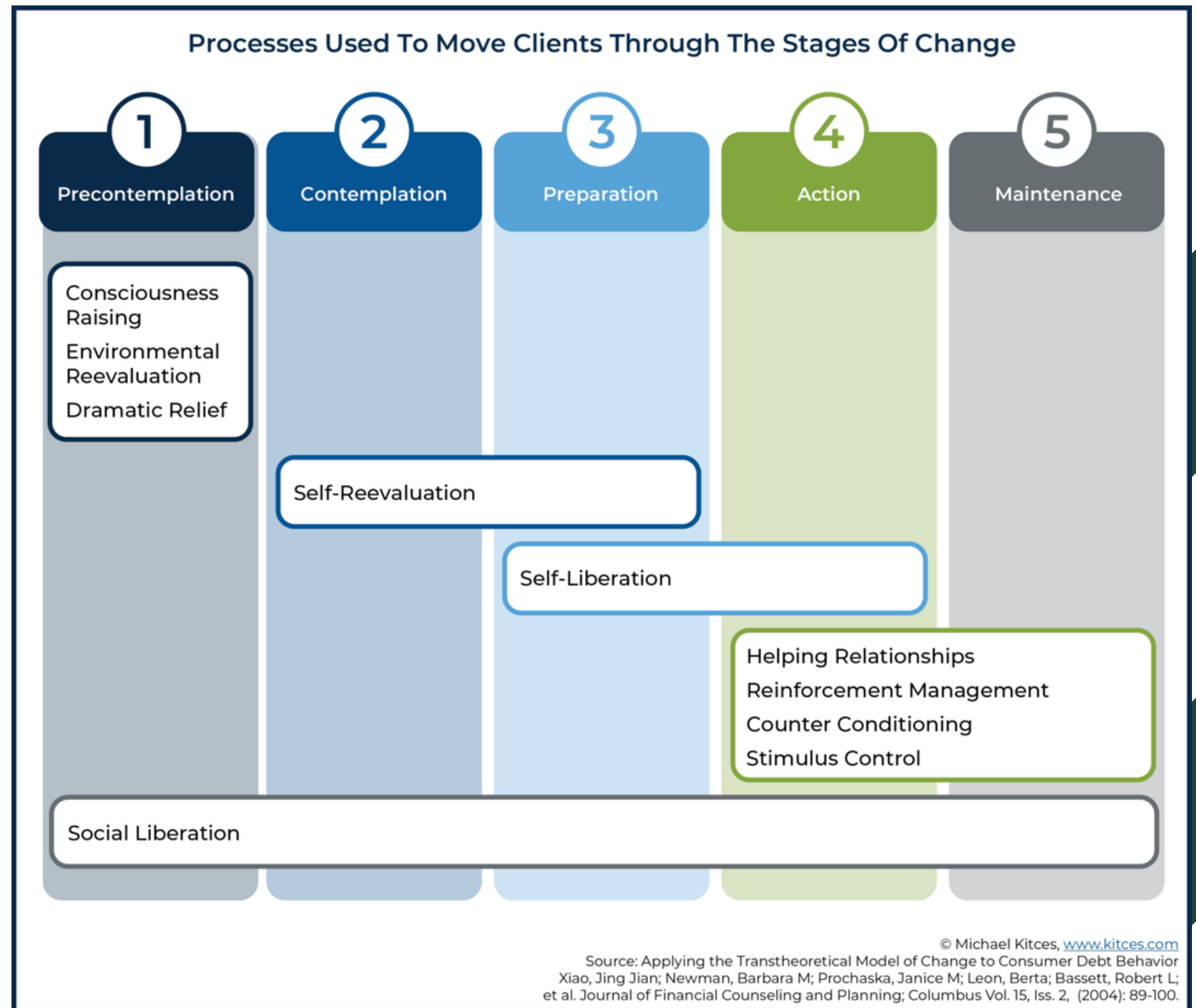
OVERVIEW

- Behavior Change is Cyclical
- Series of stages
- Based on Decision-making of the individual
- Model of Intentional Change
- Behavior change is not quick



THE CORE CONSTRUCTS/PROCESSES OF CHANGE

- A deeper understanding of how shifts in behavior occur
- Driver of behavior change through the next stage



PROCESSES OF CHANGE (CONT.)

Process of Change	Definition	Example
Consciousness Raising (Precontemplation)	Efforts by the individual to look for information to better understand the problematic behavior	I read articles on how to take better notes because I want to know more about this topic
Environmental Reevaluation (Precontemplation)	Impact of the (negative or positive) behavior on the individual's social and physical environment	I feel I could be a better example for others If I study regularly
Dramatic Relief (Precontemplation)	Increasing negative or positive emotions (e.g. fear or Inspiration) to motivate taking action	I worry about the consequences to my success as a college student If I don't figure out how to better manage my time

PROCESSES OF CHANGE (CONT.)

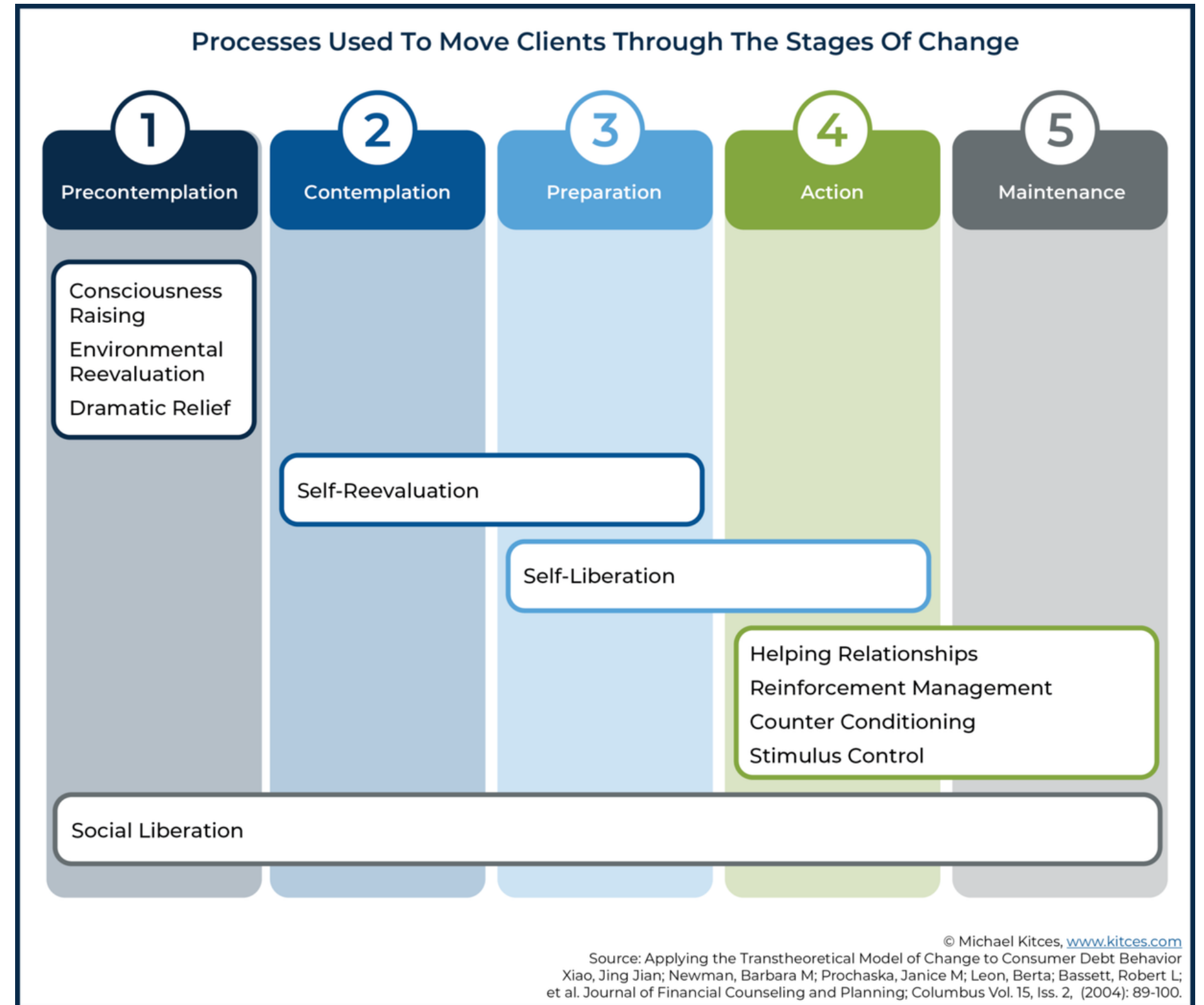
Process of Change	Definition	Example
Self-Reevaluation (Contemplation & Preparation)	Cognitive or emotional appraisal of the impact of the behavior on the individual	I have more confidence In myself when I don't cram for an exam
Self-Liberation (Preparation & Action)	Making a commitment to change and believe in this commitment	I believe I can have healthy study habits

PROCESSES OF CHANGE (CONT.)

Process of Change	Definition	Example
Helping Relationships (Action & Maintenance)	Using the support of caring others (family, friends, doctors) to modify the behavior	My friends encourage me to go to the library with them to study
Reinforcement Management (Action & Maintenance)	Use of reinforcement and reward to reinforce the healthy behavior	I go to the movies with a friend as a reward after making an effort to stick to my study schedule for the week
Counterconditioning (Action & Maintenance)	Substitution of a healthier behavior in place of a less healthy behavior	Instead of staying In bed and trying to study, I go to the union or library where I know I can focus
Stimulus Control (Action & Maintenance)	Modification of the environment to encourage the healthy behavior	I use a planner to schedule my days, Including study time and free time

PROCESSES OF CHANGE (CONT.)

Process of Change	Social Liberation
Definition	Recognition that actual social norms encourage individuals to move toward better behavior
Example	I am aware that most students work hard and spend time learning good study habits to be successful



PRECONTEMPLATION

- People DO NOT intend to take action
- Measured as the next 6 months
- Unmotivated
- Might not understand or know the consequences
- Might have tried and failed to change their behavior
- “I don’t have a problem”

CONTEMPLATION

- People DO intend to take action
- Measured as the next 6 months
- Weighing the pros and cons of changing
- Aware the problem exists, but not fully committed to behavior change yet
- “I’m thinking about it”

PREPARATION

- Intends to take action within the next 30 days
- Convinced they need to make a change
- Research and information gathering stage
- Often skipped, resulting in a failed attempt
- The pros outweigh the cons
- “I’m ready”

ACTION

- Change within the past 6 months
- Significant behavior changes
- Observable change
- “I’m taking action”

MAINTENANCE

- Over 6 months of consistent behavior change
- More confidence
- Successfully avoid temptations
- “I’m doing it!”

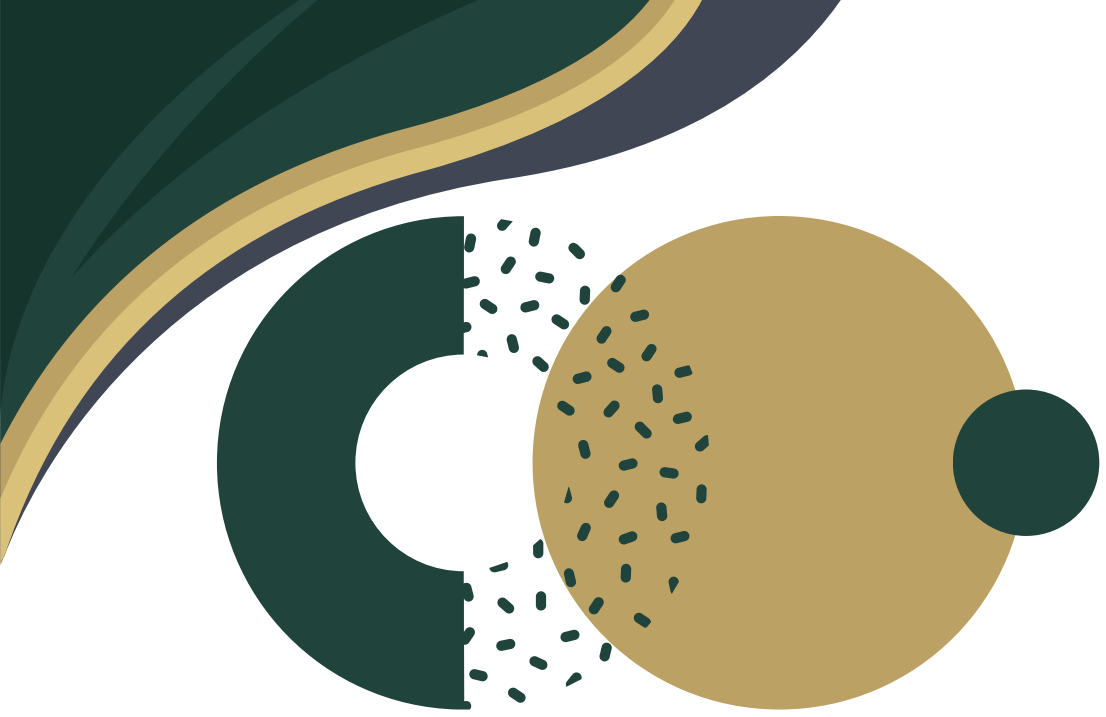
TERMINATION (OR RELAPSE)

- Less researched stage
- Debate on whether this stage should exist, or if it's real
- Marked by individuals having no desire to return to unhealthy or negative behaviors
- No temptation to relapse, and 100% confidence
- Behavior is automatic

STRENGTHS & WEAKNESSES

- Tailored and effective intervention based on stage
- Assessment of an individual's current stage is easy
- Accounts for relapse in the decision-making process

- Usually ignores social context (income, course load, etc)
- How long a person can stay on a stage is not clear
- The assumption that individuals make rational and logical plans
- Does not work well for children and adolescents



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**TAILORED TO INDIVIDUAL
NEEDS**



**FRAMEWORK FOR CHANGES IN
STUDENT BEHAVIORS**



**ACCOUNTS FOR “RELAPSE”
WITHIN THE FRAMEWORK**

**LET'S
PLAY A
GAME!**

WHAT STAGE IS THIS?

1

I know I can't keep studying from my room because I don't focus and get enough done. I'm thinking about what I could change to be more productive. Maybe a coaching session will help me learn more.

2

I have managed to go to the library every time I need to study for the past six months. It really helps me focus, and I have been able to avoid the temptation of studying from my room because I am getting better grades.

3

I have learned that going to the library helps me focus and stay on track, which is why I am studying there and not in my room. Sometimes, I still want to stay in my room, but I have friends who hold me accountable and go to the library with me.

RESULTS

1

Contemplation

2

Maintenance

3

Action

INTEGRATED BEHAVIORAL MODEL

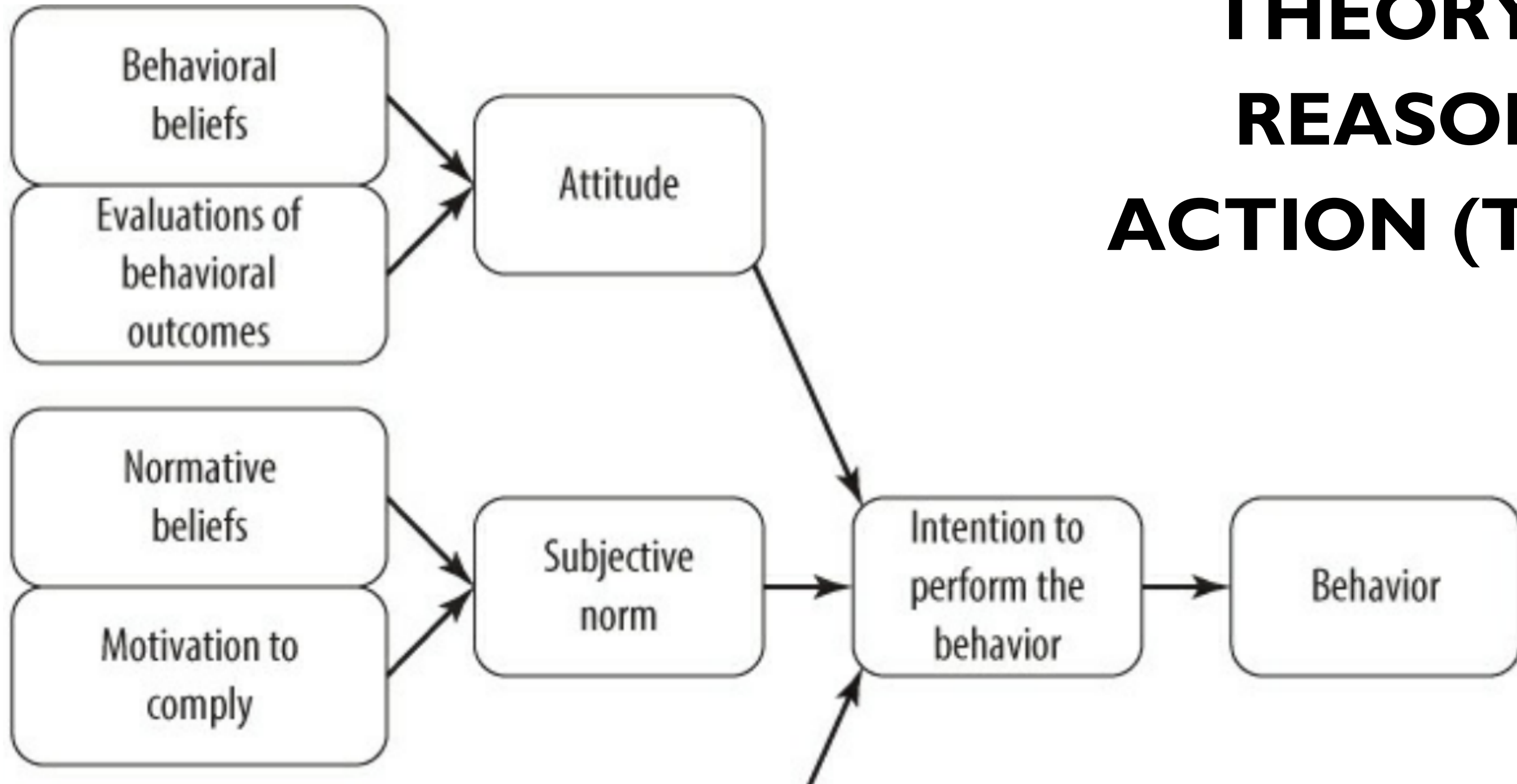
IBM OVERVIEW

TRA VS TPB

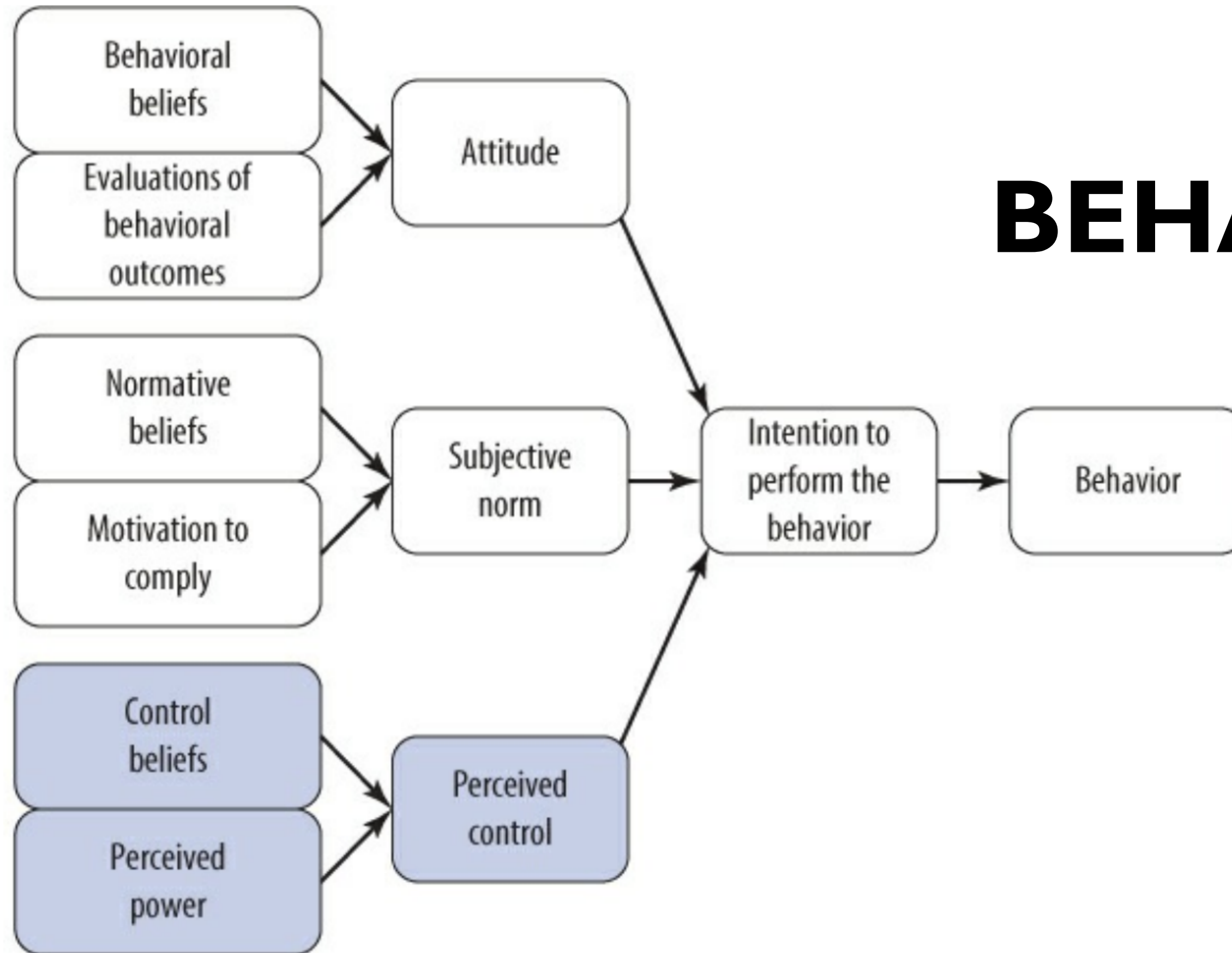
Foundational Constructs

Other factors

THEORY OF REASONED ACTION (TRA)



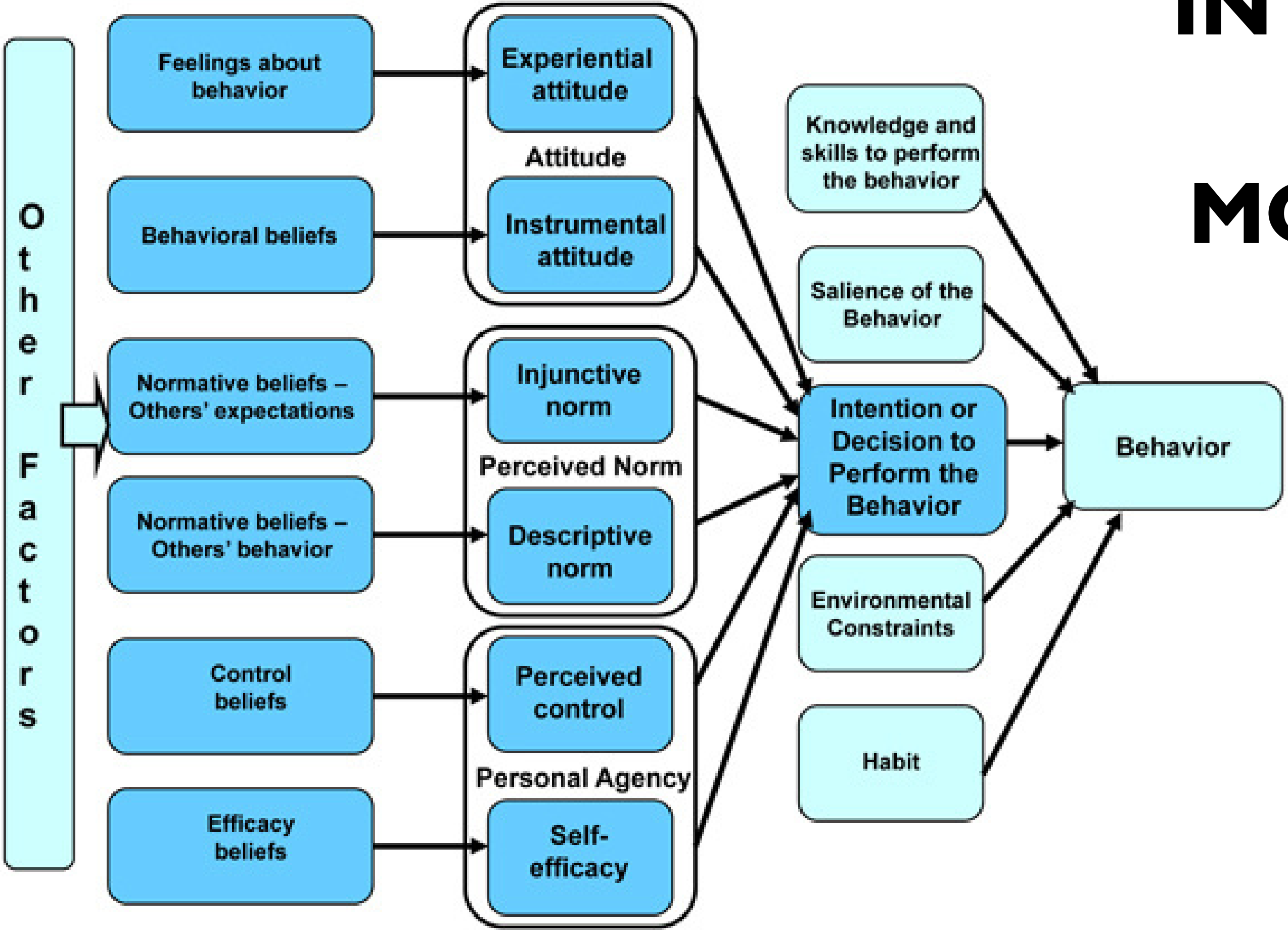
THEORY OF PLANNED BEHAVIOR (TPB)

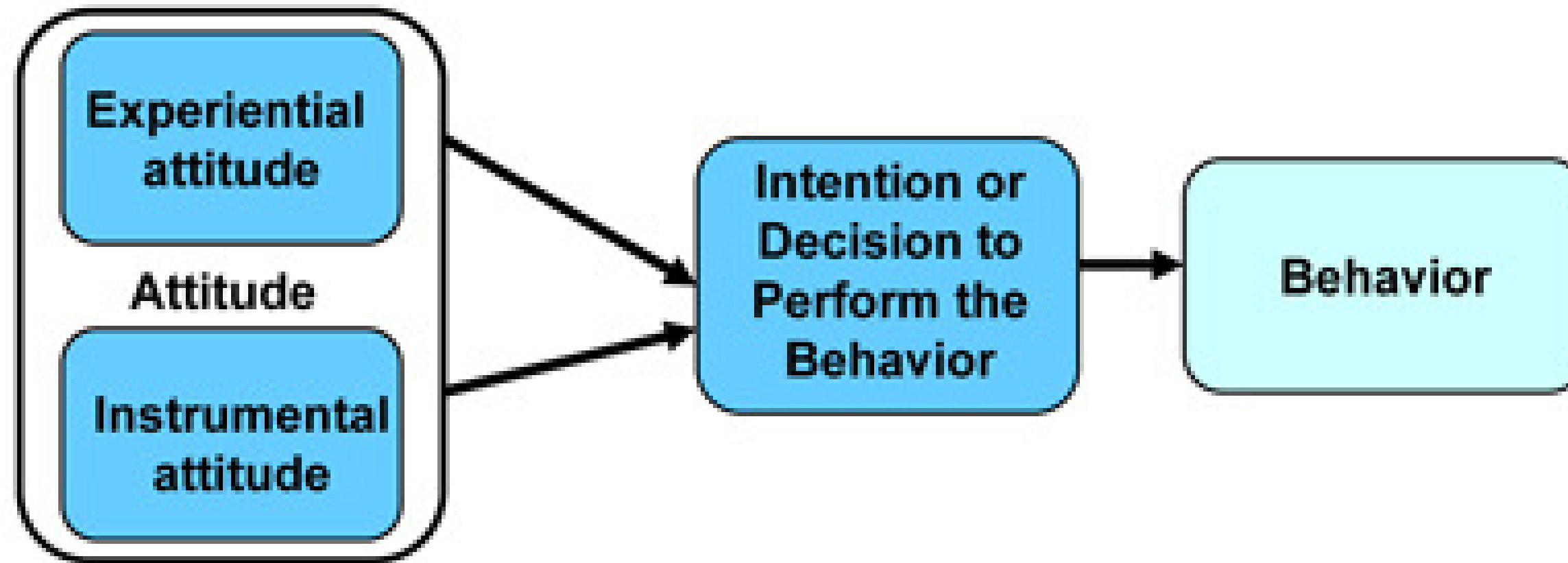


IBM

- An indication of an individual's readiness or decision to perform the behavior
- The most important predictor a desired behavior will actually occur
- A function of attitudes toward a behavior, a perceived norm, and personal agency toward that behavior

INTEGRATED BEHAVIOR MODEL (IBM)



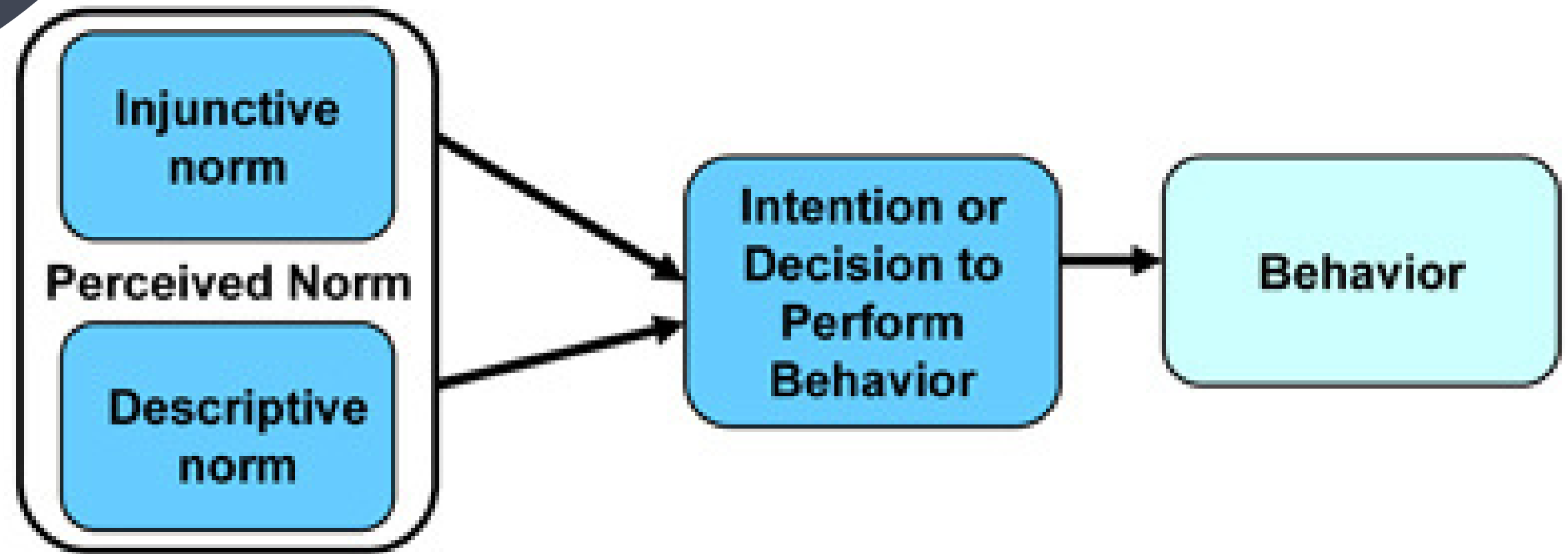


EXPERIENTIAL ATTITUDE

**THE INDIVIDUAL'S EMOTIONAL
RESPONSE TO THE IDEA OF
PERFORMING THE
BEHAVIOR**

INSTRUMENTAL ATTITUDE

**ARE DETERMINED BY
BELIEFS ABOUT OUTCOMES
OF BEHAVIOR**



INJUNCTIVE NORM

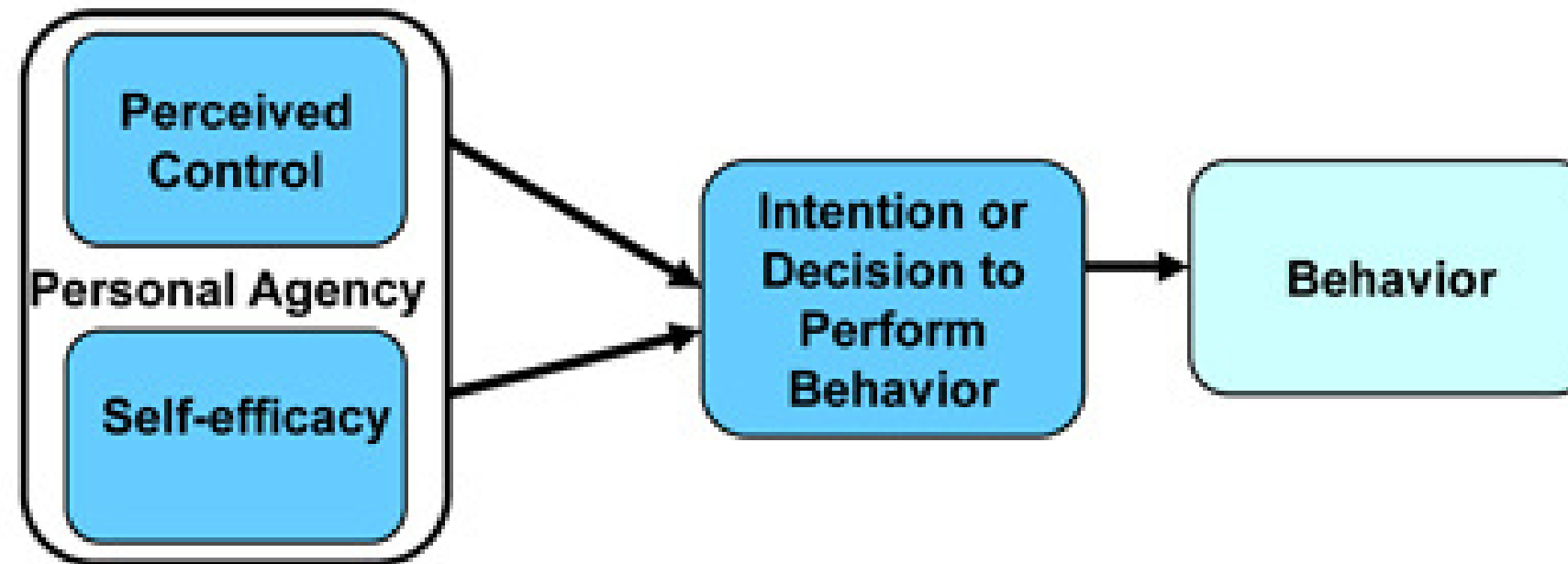
REFERS TO NORMATIVE BELIEFS ABOUT WHAT OTHERS THINK ONE SHOULD DO AND MOTIVATION TO COMPLY

DESCRIPTIVE NORM

REFERS TO PERCEPTIONS ABOUT WHAT OTHERS IN ONE'S SOCIAL OR PERSONAL NETWORKS ARE DOING.

PERCEIVED CONTROL

AN INDIVIDUAL'S PERCEPTION OF THE DEGREE TO WHICH VARIOUS ENVIRONMENTAL FACTORS MAKE IT EASY OR DIFFICULT TO PERFORM A BEHAVIOR)



SELF-EFFICACY

AN INDIVIDUAL'S BELIEF IN HIS/HER EFFECTIVENESS IN PERFORMING SPECIFIC TASKS AS WELL AS BY THEIR ACTUAL SKILL



The Integrated Behavioral Model has identified additional factors that greatly affect the completion of the behavior:

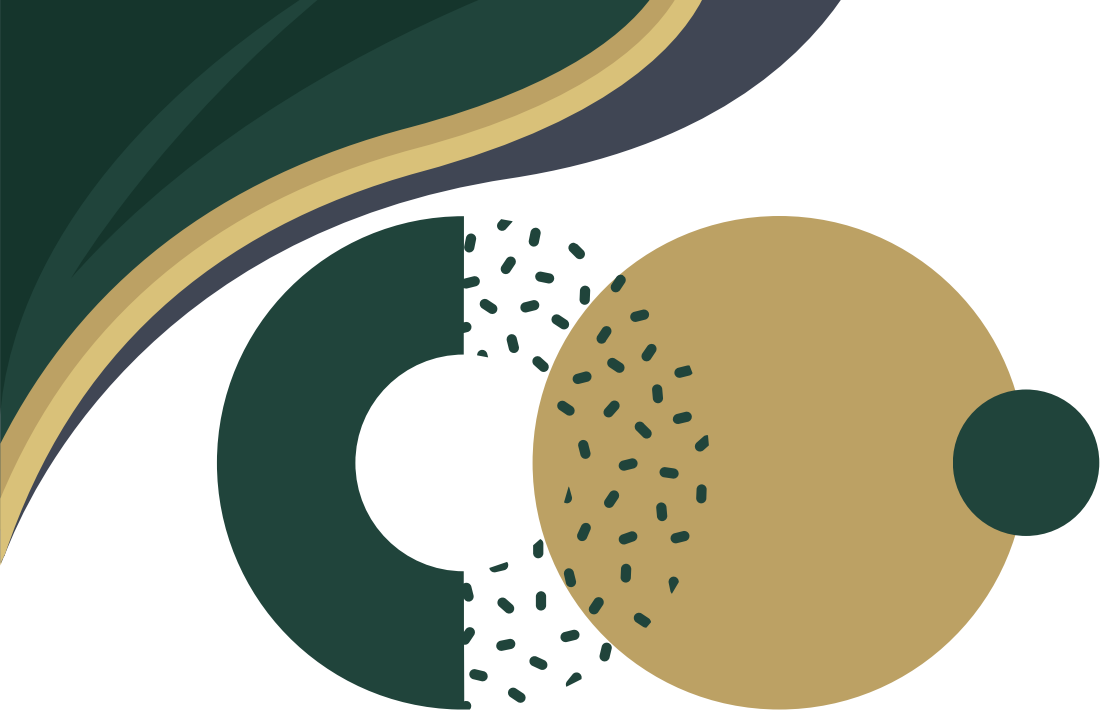
1. Knowledge and skills to perform
2. Salience
3. Environmental constraints
4. Habit

**OTHER
FACTORS**

STRENGTHS & WEAKNESSES

- Has been used successfully to explain a wide range of behaviors.
- Can be used in many different fields
- Not mutually exclusive
- Assessment of an individual's current stage is easy
- Accounts for relapse in the decision-making process

- Difficult to complete in one session
- How long a person can stay on a stage is not clear
- The assumption that individuals make rational and logical plans



IBM Within Coaching

**PREDICT STUDENTS
BEHAVIORS**

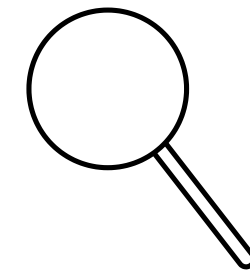


**FRAMEWORK FOR CHANGES IN
STUDENT BEHAVIORS**



**APPLICATION OF PROGRAMMING
BASED ON STUDENT RESPONSES**

Any Question?



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