

Metacognition Innovation: Transtheoretical Model of Change (TTM)

Summarized by Anton Tolman, Ph.D.

There are 5 key stages of change:

Precontemplation (PC1 and PC2) – no intention to change in the foreseeable future. The person may be unaware of their problems, or are referred by others for help, but they disagree. *To move forward:* the person needs to acknowledge or “own” the problem (take responsibility), increase their awareness of the negative aspects of the problem, and accurately evaluate self-regulation abilities; this may require consciousness raising.

Contemplation (CN) – People at this stage are thinking about working on the problem, but have not yet made a **commitment** to do so. They are evaluating options; they can remain in this stage for long periods of time. *To move forward:* the person must avoid chronic contemplation; they need to make a decision to take action (this may require looking at the pros and cons of making a decision and increasing their belief that they are capable of change).

Preparation (PR) – The person intends to take action in the immediate future; they begin making small behavior changes but not large significant changes yet. *To move forward:* The person needs to set goals and priorities. They need to select a plan of action and dedicate themselves to the plan. They may need to actively reward themselves for taking positive actions and work out some personal punishment for not achieving their goals.

Action (AC) – Person is actively modifying his/her own behavior or their environment to overcome their problem. This takes a lot of time and energy. The measure of action is if the person has actually completed or reached a significant step such as abstinence or consistency in the new behavior (e.g. exercise plan, studying) for a sustained period of time (e.g. six months or more). *To move forward:* person must make use of active change-oriented processes such as counterconditioning (replacing negative behaviors with healthy ones), stimulus control (changing the environment to reduce or eliminate cues for negative behaviors), and contingency management (rewarding self-change and punishing relapsing behavior). These skills help to disrupt habitual patterns of behavior. Also important is to identify situations or stimuli that might undermine success and act to *prevent* these triggers.

Maintenance (MN) – Person needs to work to maintain gains made and prevent relapse. For some problem behaviors, the maintenance stage may last the rest of their lives and requires ongoing vigilance. *To continue progress:* need to continue to make use of action oriented processes. Remaining free of problem behaviors or continued use of new behaviors for 6 months signals maintenance stage. Person must work to prevent relapse.

Recycling or relapse is a consistent issue; many (maybe most) people require multiple efforts before they move forward. A person may relapse back to an earlier stage or may even give up and move back to Precontemplation, although this may be avoidable with planning and awareness that this spiral cycle of change is normal and should not be interpreted as failure or lack of ability to change.

Note: The model also describes two underlying constructs that interact: self-efficacy beliefs in one’s capacity to change and decisional balance (pros and cons). The model also describes specific processes of change to help someone move from one stage to another.

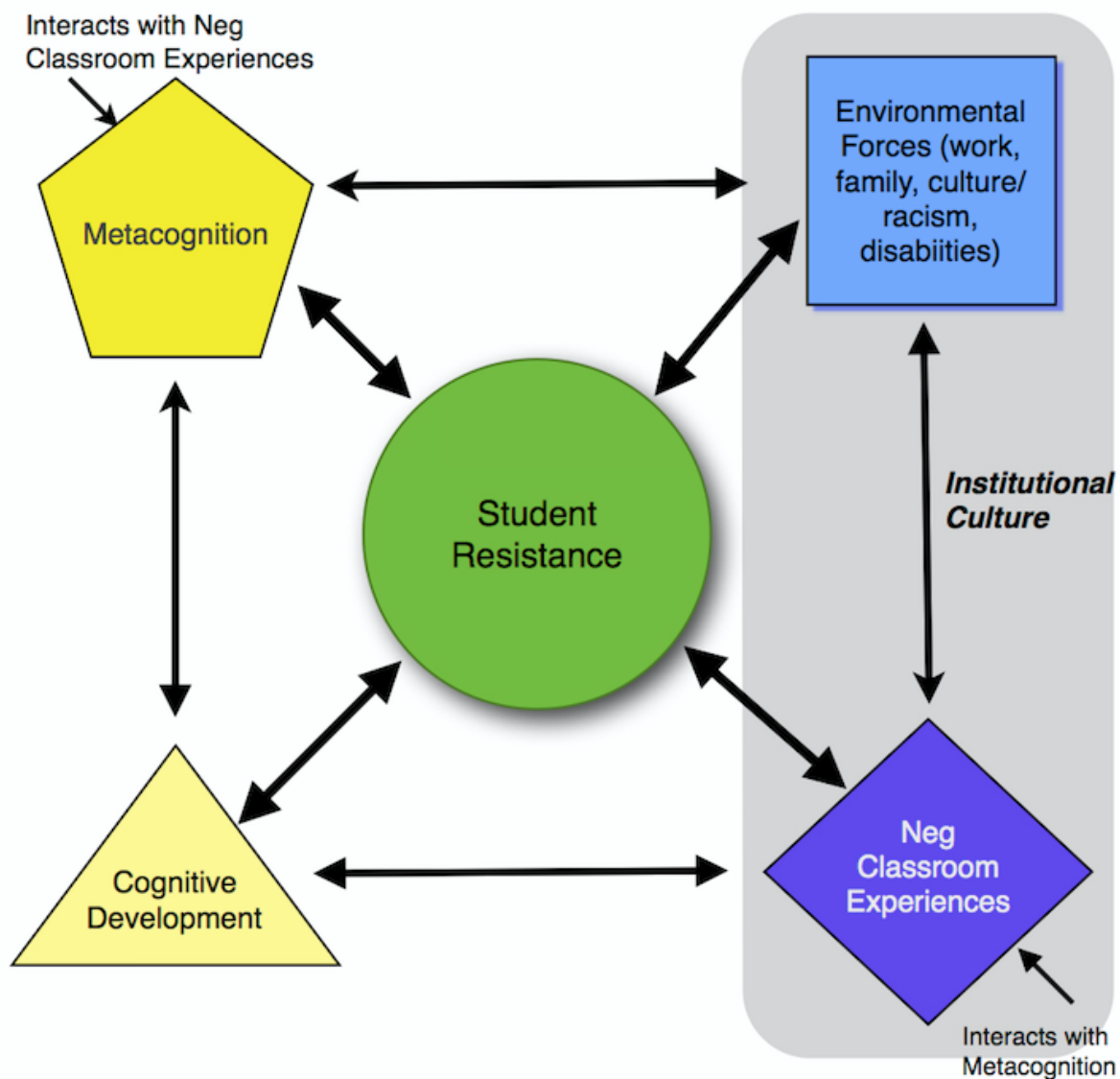
See Prochaska, J.O. & Prochaska, J.M. (1999). Why don’t continents move? Why don’t people change? *Journal of Psychotherapy Integration*, 9(1), 83 – 102.

From Tolman, A.O. & Kremling, J. (2016). *Why Students Resist Learning: A Practical Model for Understanding and Helping Students*. Sterling, VA: Stylus Publishing.

What is Student Resistance?

“Student resistance is an outcome, a motivational state in which students reject learning opportunities due to *systemic factors*. The presence of resistance *signals* to the instructor the need to assess the systemic variables that are contributing to this outcome in order to intervene effectively and enhance student learning.”

Integrated Model of Student Resistance



TTM Learning Survey

STUDY SECTION

Definitions

Studying is defined as any planned activity (e.g., reading a textbook, reviewing vocabulary) or learning strategy (applying material to personal experience, SQ4R [defined as survey, question, read, recite, relate, and review], creating practice questions or concept maps) performed to increase knowledge. Such activity should be performed *3 or more times per week* for at least **30** minutes per session to count as studying.

Please read ALL of the statements below before answering: With regard to studying regularly, please indicate which **ONE** of the following statements is **most** true of your situation by putting an X in the space next to the statement:

- S1. ___ I usually read assigned chapters before class, and I am making deliberate use of specific study or learning strategies when I study every week; I usually keep to my study schedule.
- S2. ___ I have been thinking that it is time that I start taking more responsibility for my own learning and studying; I'm not learning as effectively or performing as well as I think I should.
- S3. ___ Learning to study better is a good thing, but due to work, family or other things, I don't have time or energy to study regularly; some instructors demand too much of busy students.
- S4. ___ I have decided to find out about some new study strategies or skills that I can use this semester to improve my learning; I also have decided that I need to write out a specific study plan and am going to start following it soon.
- S5. ___ Six months ago or more, I decided to really get serious and improve my study skills and learning strategies; I picked several new skills to learn and have been using them since then; I also worked out a study schedule and have stuck to it for at least a semester.
- S6. ___ I believe it is the instructor's job to teach me, not my job to teach myself; setting up a study schedule and learning new study skills is not worth the time it takes.

TEAM SECTION

A **collaborative team** is defined as a group of at least 3 or more students who work together in class on assigned projects or activities. These groups may be the same across a semester or may vary depending on the day.

Please read ALL of the statements below before answering: With regard to participating in a collaborative team, please indicate which **ONE** of the following statements is **most** true of your situation by putting an X in the space next to the statement:

- T1. ___ I have been involved in collaborative teams in several courses or across more than one semester; they are great ways to learn *and* I look forward to the chance to participate.
- T2. ___ I think collaborative teams are a waste of time; I want to hear from the expert, not other students.
- T3. ___ I appreciate collaborative teams; I think I learn well in a team, and I work hard to be a good team player.
- T4. ___ I have been thinking that maybe I need to put more effort into learning and working on a collaborative team.
- T5. ___ I think the idea of collaborative teams is OK in theory, but they annoy me and are overused.
- T6. ___ I think collaborative teams can be useful; I am looking for ideas of how I can use them to learn better and to improve my team-working skills.