



A PILOT STUDY USING ACT WITH PROCRASTINATORS



STUDY 2

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INTRODUCTION

- To our knowledge, there are very few studies exploring ACT for procrastination.
 - Theoretical (Dionne & Duckworth, 2011)
 - Empirical (Gagnon et al., 2014; Glick et al., 2014)
- Only **one clinical pilot study** have been published (Scent & Boes, 2014), but there is no data available.

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RESEARCH QUESTIONS

- H1) ↓ Procrastination
- H2) ↑ Engagement
- H3) ↑ Psychological flexibility
- Acceptability/Satisfaction

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PARTICIPANTS

- Undergraduate students
 - Mean age= 28,7 years old (SD= 9,3 years)
 - 55% are psychology students.
 - 64% female
- 2 groups in the Winter of 2014.
- 21 participants in total → 16 participants finished the group → 11 filled out all three assessments.

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METHOD

- 2 « therapists »
- 3 online assessments
 - Pre treatment
 - After the treatment
 - 4 weeks after treatment

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INSTRUMENTS

- Academic Procrastination State Inventory (**APSI**; Schouwenburg, 1992) → 14 items (short version)
- Is procrastination a problem for you? (from 0 to 10) → 1 question
- Do you engage in your studies? (from 0 to 10) → 1 question
- Mindful Attention Awareness Scale (MAAS); Brown & Ryan, 2003) → 15 items
- Cognitive Fusion Questionnaire (CFQ) ; Gillanders et al., 2014) → 7 items.

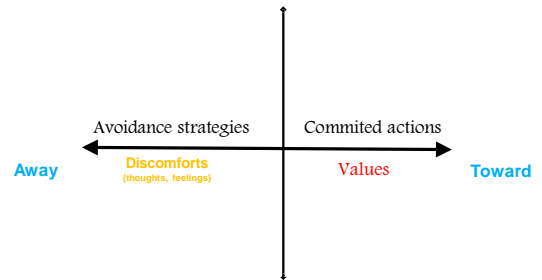
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CONTENT : BUILDING FIVE SKILLS

- 1. **Notice** procrastinating behaviors
- 2. **Choose a direction**
- 3. Defuse **from thoughts**
- 4. **Take action !**
- 5. **Accept discomfort**



SIMPLIFIED VERSION OF THE MATRIX



www.drkevinpolk.com

1. NOTICE PROCRASTINATING BEHAVIORS



DeWitte & Schouwenburg (2002)
<http://www.bubblews.com/news/2201808-internet-distractions>

2. CHOOSE A DIRECTION

- Where do you see yourself 10 years from now ?



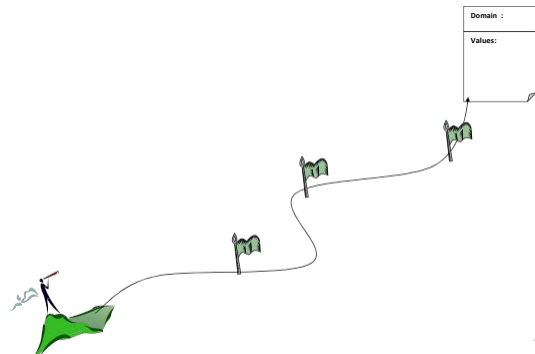
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2. CHOOSE A DIRECTION



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SET GOAL TOWARD VALUES



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SMART METHOD

- Specific
- Mesurable
- Attainable
- Realistic
- Timely

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3. DEFUSE FROM THOUGHTS

- Reason-giving
 - « I'm to tired »
 - « I don't feel like studying »
 - « I have plenty of time left »
 - « I'm too stressed »
 - « This is too difficult »

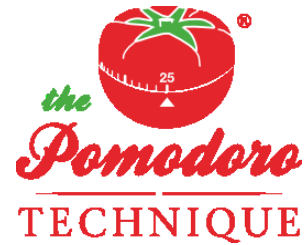
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3. FIVE DEFUSION TECHNIQUES

- Don't do what your mind tell you
- Kick your butts!
- I am having the thought that...
- Thank your mind for that thought
- Is this thought helpful ?

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4. COMMITED ACTION



pomodorotechnique.com

5. SIT WITH THE DISCOMFORT



5. SIT WITH THE DISCOMFORT



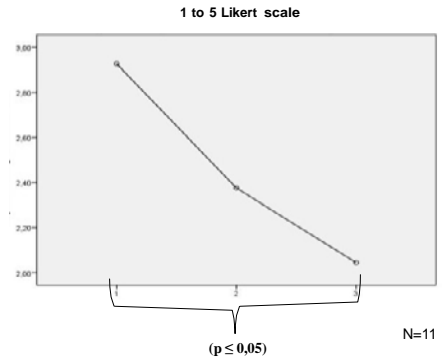
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MOVING FORWARD...



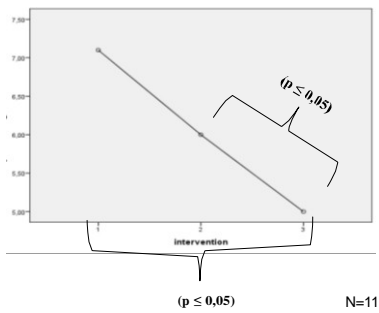
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H1: ↓ PROCRASTINATION (APSI)



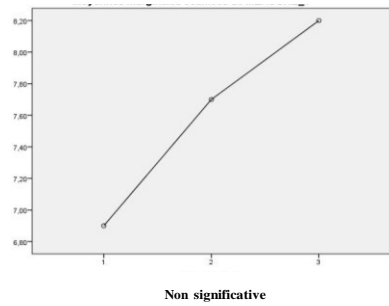
H1: ↓ PROCRASTINATION

Is procrastination a problem for you ? (from 0 to 10) → 1 question



H2: ↑ COMMITMENT

Do you engage in your studies ? (from 0 to 10) → 1 question

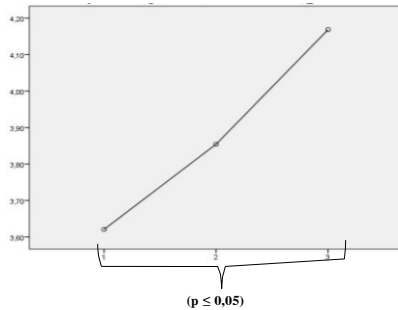


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H3: ↑ PSYCHOLOGICAL FLEXIBILITY

1 to 6 Likert Scale

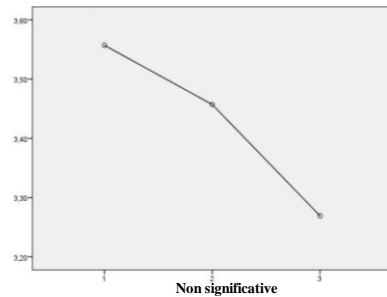
MAAS : mindfulness



H3: ↑ PSYCHOLOGICAL FLEXIBILITY

1 to 7 Likert Scale

CFQ : defusion



ACCEPTABILITY/SATISFACTION

- Are the methods learned **credible** ?
 - Agree (27%)
 - Strongly agree (73%)
- Are the methods learned **useful** ?
 - Agree (27%)
 - Strongly agree (36%)

N= 11

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ACCEPTABILITY/SATISFACTION

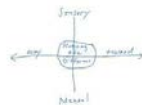
- I would recommend this intervention
 - Agree (45%)
 - Strongly agree (55%)
- This intervention helped me get moving toward my studies ?
 - Agree (55%)
 - Strongly agree (45%)

N= 11

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WHICH METHODS WERE MORE USEFUL ?

- The Matrix
 - Moderately (20%)
 - A lot (40%)
 - **Extremely (40%)**



N= 10

- The Pomodoro technique
 - Moderately (9%)
 - A lot (27%)
 - **Extremely (64%)**



N= 11

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DISCUSSION

- These preliminary results show that ACT can help students reduce their procrastination behaviors.
- The ACT intervention is acceptable and credible and well suited for students.

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LIMITATIONS

- Small N
- No control group
- Not a « chronic » sample

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FUTURE DIRECTIONS

- Control group
- Randomization
- Compare ACT to CBT

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CONCLUSION

- ACT is a promising approach to treat procrastination
- More research is needed...