

I'LL DO IT LATER... OVERCOMING PROCRASTINATION IN COLLEGE STUDENTS WITH ACT

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CONFLICT OF INTEREST

❖ Éditions Payot et Rivages

❖ Passez à l'ACT dans vos études

WHAT IS PROCRASTINATION?

- The voluntary delay of important activity, despite expecting potential negative consequences that outweigh the positive consequences of the delay.



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Klingsieck (2013) ; Steel (2007)

PROCRASTINATION OR STRATEGIC DELAY?

	Procrastination	Strategic delay
An overt or covert act is delayed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The start or completion of this act is intended	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The act is necessary or of personal importance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The delay is voluntary and not imposed on oneself by external matters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The delay is unnecessary or irrational	<input checked="" type="checkbox"/>	
The delay is achieved despite being aware of its potential negative consequences	<input checked="" type="checkbox"/>	
The delay is accompanied by subjective discomfort or other negative consequences	<input checked="" type="checkbox"/>	

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Klingsieck (2013)

CONSEQUENCES OF PROCRASTINATION

- Procrastination is linked to many problems:
 - Lower grades (Kim & Seo, 2015)
 - Anxiety (Blunt & Pychyl, 2000)
 - Psychological health problems (Ferrari & Diaz-Morales, 2014)



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A FREQUENT PROBLEM

- **80% to 95%** of university students engage in procrastinatory behaviors.
- **50%** of university students consider their tendency to postpone academic tasks to be problematic.
- For **20%** of the population (or students), this problem is chronic.

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WHY ? VARIOUS EXPLANATION

- Task characteristics
- Defense mechanism
 - protects the ego, self-handicapping
- Personality traits
 - neurotism, low conscientiousness, perfectionism
- Cognitive distorsion
- Failure in self-regulation
- A learned behavior
- An experiential avoidance strategy*

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Dionne, Raymond, Armand, 2018; Klingsieck, 2013)

A TENACIOUS HABIT

- Procrastination allows:
 - Relief from unpleasant activity (e.g., stress or boredom related to a task).
 - Access a fun activity (e.g., Facebook, emails, TV).
- Short term > Long term.



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AVOIDING DISCOMFORT?



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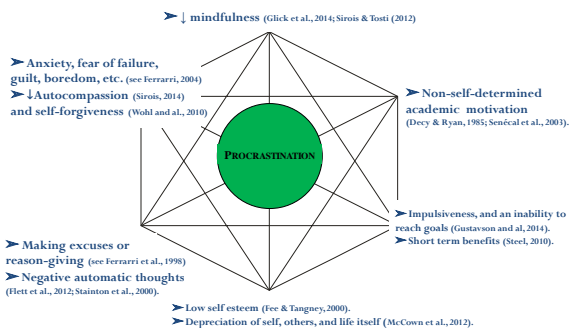
Ciarrochi & Mercer (2006)

AN ACT MODEL OF PROCRASTINATION

1. Tendency to avoid uncomfortable emotions or states (e.g., stress, performance anxiety, boredom) associated with a school task
2. Unclear academic values
3. Difficulty in establishing short- and long-term goals linked to values
4. Negative thoughts and excuses for not getting to work done
5. Difficulty concentrating on the present moment
6. Defining itself as procrastinator (and lazy)

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ACT AND PROCRASTINATION

- Past studies have found support for the use of ACT processes in the prediction of academic procrastination:
 - Committed action (Gagnon, Dionne, & Pychyl, 2016).
 - Psychological inflexibility (Glick et al., 2014).

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ACT AND PROCRASTINATION

- ACT-based interventions in the treatment of academic procrastination have shown promising results:
 - In reducing procrastination (Dionne et al., 2016; Scent & Boes, 2014; Wang et al., 2015).
 - In increasing mindfulness (Dionne et al., 2016).
 - In increasing psychological flexibility (Scent & Boes, 2014).

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ACT AND PROCRASTINATION

- Compared to a CBT intervention, an ACT intervention produced a greater reduction of procrastination at three months follow-up (Wang et al., 2015).
- ACT intervention was found to be as effective as a Time management program (Glick & Orsillo, 2015).

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BUILDING SKILLS TO ENGAGE FULLY IN STUDIES



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1. NOTICING PROCRASTINATING BEHAVIORS



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

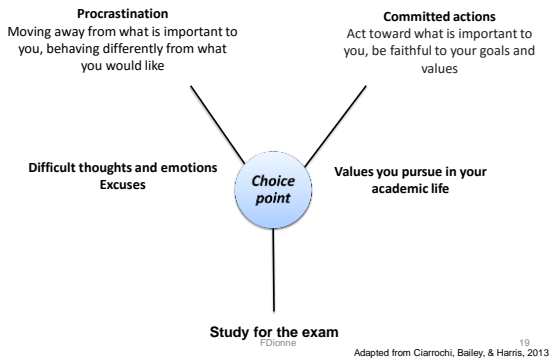
IN GROUP OF 2-3

- List as many procrastination (overt) behaviors as possible :
 - _____
 - _____
 - _____
 - _____
 - ...

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THE CHOICE POINT



2. CHOOSE A DIRECTION



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2. CLARIFYING VALUES

- Where do you see yourself 5 years from now ?



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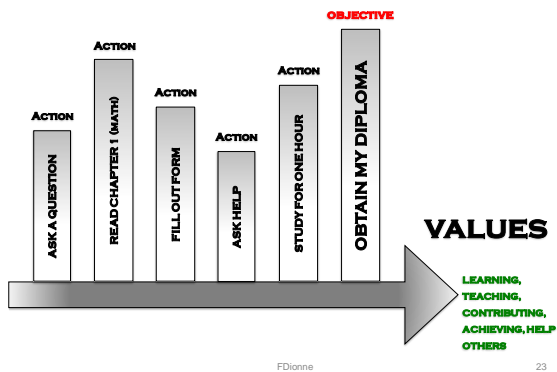
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2. CLARIFYING VALUES

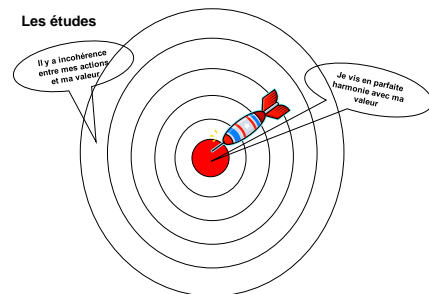
- Write about what's important for you in studies
– I study _____, because



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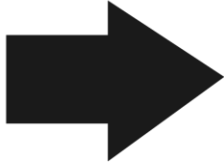
Les études



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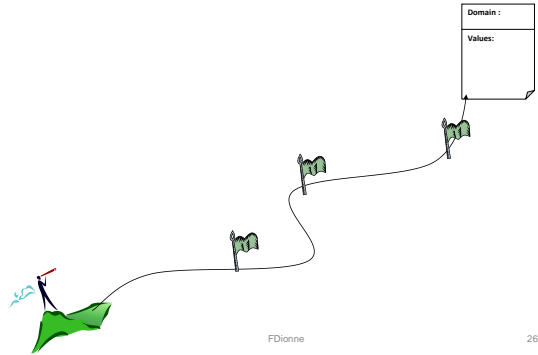
3. COMMIT TO ACTION



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SET GOALS TOWARD VALUES



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SMART METHOD

- Specific
- Mesurable
- Attainable
- Realistic
- Timely

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TIME MANAGEMENT

- List all tasks

TASK	PRIORITY (1, 2 ou 3)
<i>Prepare for oral presentation</i>	<i>P2</i>
<i>Read chapter 4 (geography)</i>	<i>P1</i>
<i>Return books to the libraby</i>	<i>P1</i>
<i>Write email to Emily</i>	<i>P3</i>

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PLANNING

- 1. Choose a task

— _____

- 2. When, where and with whom ?

— _____

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DIVIDE INTO SMALLER PARTS

- 3.

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REMOVE DISTRACTIONS

- What distraction will occur

- What will you do to remove distractions?

— _____

— _____

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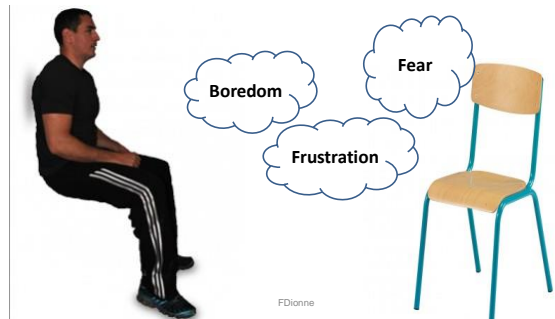
4. BUILDING WILLINGNESS

- What's going on in your body (sensations, emotions) just before you start a task?



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SITTING WITH THE DISCOMFORT



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CAN WE AVOID PAINFUL EMOTIONS?

- Do not think of....



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CHINESE FINGERTRAP



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POMODOO AS AN EXPOSURE TECHNIQUE



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pomodorotechnique.com

COMMITTED ACTION PLAN

I am willing to feel This week...

_____ (vos inconforts : anxiety, boredom...)

In order to

_____ (task planned).

And get closer to :

_____ (values)

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5. DEFUSING FROM THOUGHTS

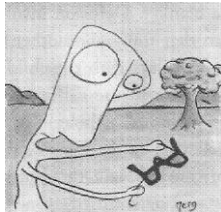
IN GROUP OF 2-3

Fusion



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Defusion

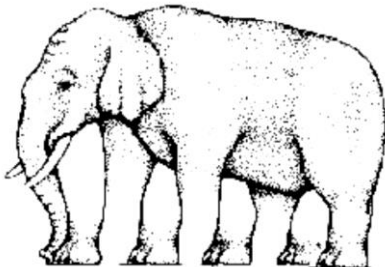


Tiré de Ciarrochi et Bailey, 2008

- List as many excuses as possible :

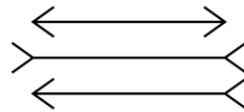
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http://fr.wikipedia.org/wiki/illusion_d'optique

DISTORSIONS IN PROCRASTINATION

- 1. Overestimate time left to complete task
- 2. Underestimate time to do the task
- 3. Overestimate upcoming motivation
- 4. Believing we need to be « in the mood »
- 5. Believing that if we are not « in the mood », it won't be productive

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Ferrari et al., (1995) 43

MAKING EXCUSES

- 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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5 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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6. PRESENT-MOMENT AWARENESS

- Lost in studies?
- Mindfulness
 - Raisin exercise
 - Breathing exercises



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7. MOVING FORWARD...



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Theoretical articles:

Dionne, F., & Duckworth, K. (2011, July). *Acceptance and commitment therapy in the treatment of academic procrastination: a perfect fit*. Poster session presented at the ACBS world conference IX, Parma, Italy.

Scent, C. L., & Boes, S. R. (2014). *Acceptance and commitment training: a brief intervention to reduce procrastination among college students*. *Journal of College Student Psychotherapy*, 28(2), 144–156.

Empirical articles:

Dionne, F., Gagnon, J., Carbonneau, N., Halls, L., Grégoire, S., & Balbinotti, M. (2016). *Using Acceptance and Mindfulness to Reduce Procrastination Among University Students: Results from a Pilot Study*. *Revista Práxis*, 1, 8–20.

Gagnon, J., Dionne, F., Raymond, G., & Grégoire, S. (soumis). *Pilot Study of a Web-based Acceptance and Commitment Therapy Intervention for University Students to Reduce Academic Procrastination*. *Journal of American College Health*.

Gagnon, J., Dionne, F., & Pychyl, T. A. (2016). *Committed action: An initial study on its association to procrastination in academic settings*. *Journal of Contextual Behavioral Science*, 5(2), 97–102.

Glick, D. M., Millstein, D. J., & Orsillo, S. M. (2014). *A preliminary investigation of the role of psychological flexibility in academic procrastination*. *Journal of Contextual Behavioral Science*, 3, 81–88. <http://dx.doi.org/10.1016/j.jcbs.2014.04.002>

Glick, D. M., & Orsillo, S. M. (2015). *An investigation of the efficacy of acceptance-based behavioral therapy for academic procrastination*. *Journal of Experimental Psychology: General*, 144(2), 400.

Wang, S., Zhou, Y., Yu, S., Ran, L. W., Liu, X. P., & Chen, Y. F. (2017). *Acceptance and commitment therapy and cognitive-behavioral therapy as treatments for academic procrastination: A randomized controlled group session*. *Research on Social Work Practice*, 27(1), 48–58.

Podcast:

<http://procrastinate.libsyn.com/webpage?search=Dionne&Submit=Search>

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