

# I2A Institute

Using the Paul–Elder Framework to  
compete for National Scholarships

Lashawn Ford

# The Paul–Elder Model in the Classroom

- ▶ Introduced to the model
  - Behavioral Modification class
    - Choose behavior to modify
    - Decision Making
    - Used the Elements of Thought for our presentations

# UNDERGRADUATE RESEARCH SYMPOSIUM



## Heads or Tails: Behavior Modification of Decision-Making Process Lashawn Ford, Stephanie Dooper, Abbie Kramer University of Louisville Psychology Department

### Purpose

- To evaluate our decisions and be consistent in our decision-making process
- To modify the way we approach our decisions
- To find a decision-making model that is the most efficient and provides the most consistent results

### Question at Issue

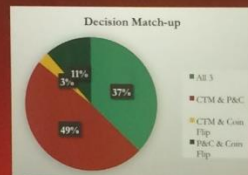
We struggled with general indecisiveness and did not have adequate methods for applying decision-making processes.

### Concepts

- Models
- Pros & Cons
- Critical Thinking
- Random
- Alternative Behavior
- Other Considerations
- Duration
- Order
- Reinforcers & Punishers
- Candy Crush, Movies, Coffee, & Grades
- SHOW ME THE MONEY!!
- Avoidance & Escape Conditioning

### Results

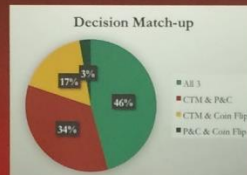
#### Lashawn



#### Lashawn

Efficiency:  
Baseline: 0:36  
Critical Thinking Model: 4:54  
Pros & Cons: 2:54

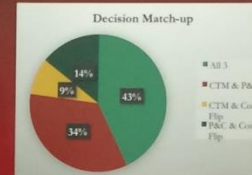
#### Stephanie



#### Stephanie

Efficiency:  
Baseline: days  
Critical Thinking Model: 5:05  
Pros & Cons: 3:10

#### Abbie



#### Abbie

Efficiency:  
Baseline: 13:30  
Critical Thinking Model: 6:02  
Pros & Cons: 3:34

Following Through  
Baseline: 40%  
Critical Thinking Model: 90.6%  
Pros & Cons: 87.5%  
Preliminary Decision: 78.1%

Following Through  
Baseline: 40%  
Critical Thinking Model: 80.7%  
Pros & Cons: 84.6%  
Preliminary Decision: 80.7%

Following Through  
Baseline: 50%  
Critical Thinking Model: 47.8%  
Pros & Cons: 60.9%  
Preliminary Decision: 57.7%

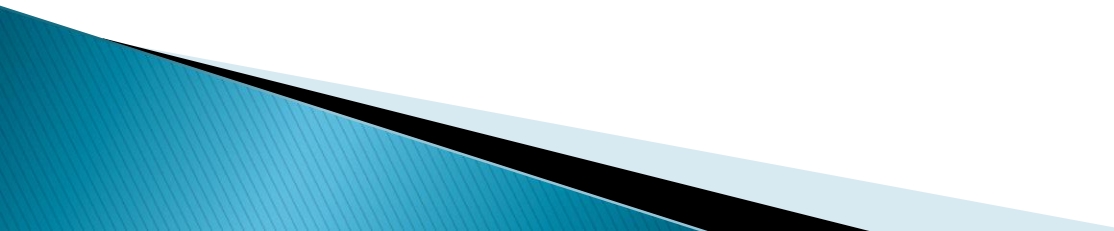
### Interpretation and Inference

- Confounds
  - Lack of the decision's importance
  - Extenuating circumstances
- Interpreting the Models
  - Critical Thinking Model
  - Pros & Cons
  - Coin Flip
- Order of Models
- Objective Components
  - Time
  - Following Through
- Subjective Components
  - Importance
  - Interpretation of Model
- Application of Annotated Bibliography
  - Framing
  - Preliminary & Post Decisions

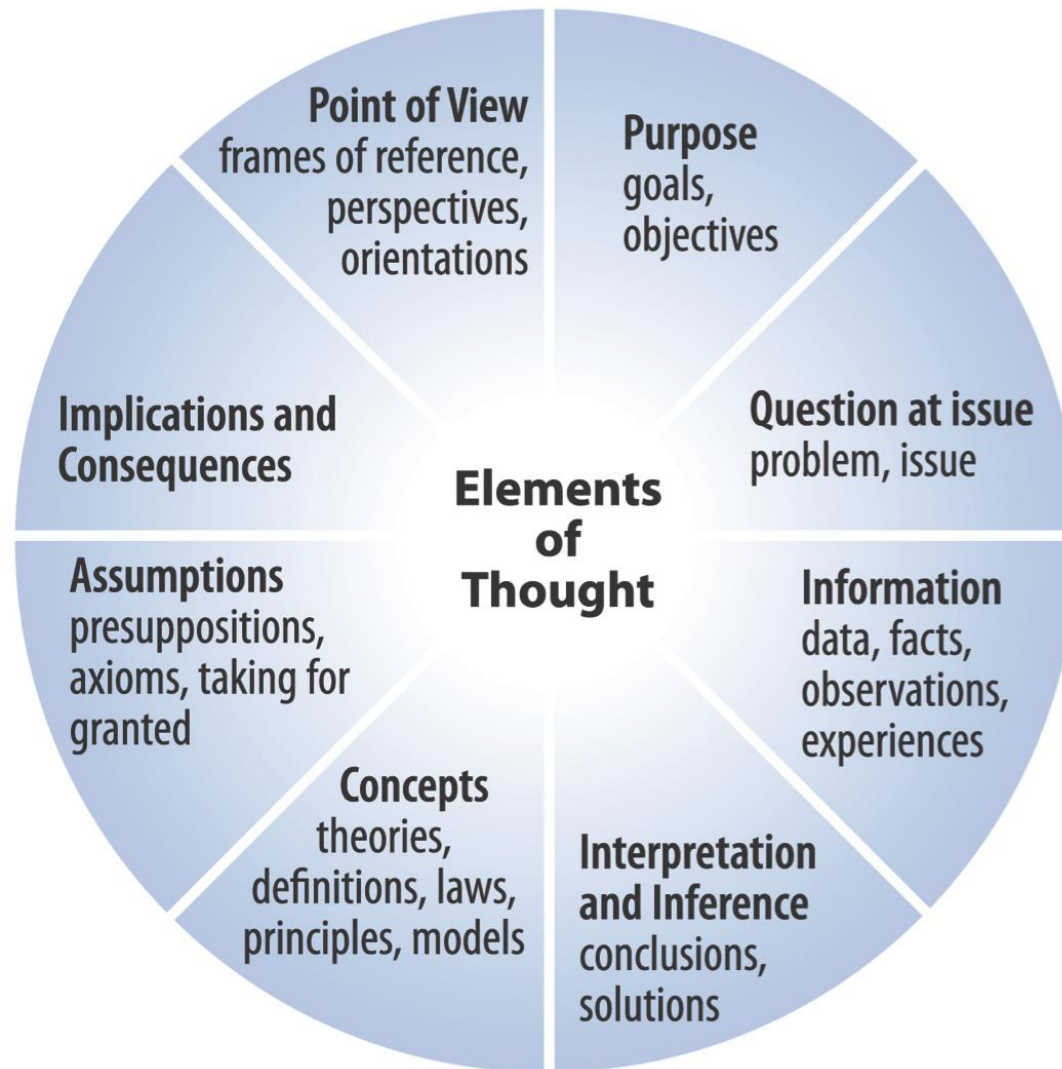
### Implications and Consequences

Greater follow through  
Efficiency improved  
Preferable model  
Insight into personal decision-making process


# Practical Application of the Paul-Elder Framework

- ▶ Harry S. Truman and U.S Student Fulbright Award
  - ▶ Essay Application Process
  - ▶ Focus on my Fulbright process
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# Critical Thinking Process–Fulbright

- ▶ Question at issue– How to Reduce the Juvenile Incarceration and Delinquency Rates in the United States
  - ▶ Purpose– Find alternative solutions for juvenile incarceration and delinquency in the United States
  - ▶ Concepts– Prevention vs. Rehabilitation
  - ▶ Assumption– The policies/programs in England work, that is, no significant confounding factors.
    - Anticipated interview questions
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# Critical Thinking Process–Fulbright

- ▶ Information– Research/literature review significantly lower juvenile delinquency and incarceration rates and they have Youth Offending Teams
  - ▶ Point of View– anyone; the scholarship committee
  - ▶ Inference and Interpretation– England is the best place of study for my project
  - ▶ Implication & Consequences– Gain a better understanding of alternative solutions and have hands on experience in applying these solutions.
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# Competitive Advantage





