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Using Self-Management Procedures to Decrease Social Media Usage in Adults

Olivia Joy Solari

Missouri State University, Solari91@live.missouristate.edu

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**USING SELF-MANAGEMENT PROCEDURES TO DECREASE SOCIAL MEDIA
USAGE IN ADULTS**

A Master's Thesis

Presented to

The Graduate College of
Missouri State University

In Partial Fulfillment

Of the Requirements for the Degree

Master of Science, Applied Behavior Analysis

By

Olivia Solari

December 2021

USING SELF-MANAGEMENT PROCEDURES TO DECREASE SOCIAL MEDIA USAGE IN ADULTS

Psychology

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Olivia Solari

ABSTRACT

Social media is a widely used tool and the effects it has on well-being and productivity levels are well known. Due to widespread concern about the negative effects (e.g., addiction, reduced productivity, unhappiness) of social media there is increased interest in methods for reducing this behavior. Self-management techniques have shown great utility for managing behavior. The current study used a changing-criterion design with an embedded reversal to determine the effectiveness of a self-management treatment package on decreasing participant social media usage. The treatment package consisted of feedback, self-monitoring, goal setting, and a token economy. Results of the current study show that using self-management techniques may be an effective way to decrease social media use. All three participants showed decreased social media usage throughout the intervention and maintained that level of use two-weeks after treatment had ended.

Keywords: self-management, social media, token economy, feedback, goal setting, self-monitoring

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Approved:

Michael Clayton, Ph.D., Thesis Committee Chair

Amber Abernathy, Ph.D., Committee Member

Jordan Belisle, Ph.D., Committee Member

Julie Masterson, Ph.D., Dean of the Graduate College

In the interest of academic freedom and the principle of free speech, approval of this thesis indicates the format is acceptable and meets the academic criteria for the discipline as determined by the faculty that constitute the thesis committee. The content and views expressed in this thesis are those of the student-scholar and are not endorsed by Missouri State University, its Graduate College, or its employees.

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INTRODUCTION

Living in the 21st century, most Americans have access to social media. In 2020, 80% of the United States population had a social networking profile and there are approximately 223 million social media users in the U.S. (Tankovska, 2021). As internet and social media usage have increased, there has been a corresponding rise in the number of applications and services for users. There are more than 195 social media platforms, and it is not uncommon to have accounts on at least three platforms (Kumar, 2020). Social media has enabled more connection with families and friends, allows for an easy transfer of information, and makes it simple for businesses to promote their brand.

The way social media has impacted how humans interact and live (e.g., advertising, networking, self-expression) has led to many studies of its effects. Kross et al. (2020) completed a review of the implications of social media on people's emotional lives. These authors found that social media is utilized for different reasons and these reasons influence how it impacts users' well-being. Studies of how social media impacts well-being have produced inconsistent results, with some positive and negative findings (Kross et al., 2020). In general, whether social media has an effect on well-being depends on a few factors: who is using it, how are they using it, and why are they using it. Schemer et al. (2020) completed a study on the impact of internet and social media usage on well-being by conducting a longitudinal analysis of adolescents across nine years. These researchers used both depressive symptoms and life satisfaction to determine subjective well-being in their participants. Their results showed that frequency of Internet use in general and social media usage in particular is not substantially related to subjective well-being (Schemer et al., 2020).

Recently, The *Wall Street Journal* published an article detailing what Facebook knew and when they knew it regarding the detrimental effects of social media. The article asserts that research done by Facebook shows significant teen mental-health issues as a result of social media use that the company downplays in public (Seetharaman et al., 2021). Facebook's Vice President and Head of Research defended company's reputation and business practice by writing that their research shows that teen girls found that Instagram made them feel better on eleven out of twelve well-being issues that they struggled with (Raychoudhury, 2021). The article goes on to say that their research also found that there were positive and negative experiences reported by teens using social media and that Facebook does internal research to improve the social media experience for teens (Raychoudhury, 2021).

There are many benefits to social media usage. Social media makes it easy to connect with friends, increase social supports, and allows for self-expression (Thorisdottir et al., 2020). With respect to social supports, Belfort (2020) found that social media groups and online supports provide valuable resources for marginalized youth (Belfort, 2020). They also found that these groups provide information, education, and social support as well as promote advocacy (Belfort, 2020). Pelletier et al. (2021) found that Facebook was a very popular social media outlet among its users which creates avenues for people to interact with one another, brands, media outlets, and other entities (Pelletier et al., 2021). Regarding self-expression, Bailey et al. (2020) analyzed data from 10,560 Facebook users. In this study, the results show a correlation between authentic self-expression on social media and greater life satisfaction (Bailey et al., 2020).

In addition to the benefits there are also some well-known costs to social media use. For one, with so many kinds of social media platforms as well as the Internet being easily accessible, there is potential to spend countless hours on social media and become addicted (Hou et al.,

2019). In a study done on the impact of social media addiction, researchers state that about 12% of users are affected by social media addiction which has been found to be associated with emotional, relational, health, and performance problems (Hou et al., 2019). The potential for social media addiction is even more prevalent now that we have been living through the coronavirus pandemic. A recent public survey found that between 46% and 51% of US adults were using social media more since the start of the corona virus pandemic (Samet, 2020). Other negative effects of social media use include reduced productivity, unhealthy social relationships, and reduced life-satisfaction (Sun & Zhang, 2020). In a study done on how workplace social media usage affects employee productivity, researchers gave structured questionnaires to 278 government department management staff and their employees and found that workplace social media usage was correlated with reduced productivity (Wushe & Shenje, 2019). A study by Thorisdottir et al. (2020), found that increased social media usage was significantly associated with increased symptoms of depression and anxiety over time. Social media, like the rest of the Internet, can provide easy access to inappropriate content such as violence or pornography. Nearly two-thirds of teenagers who use social media said they ‘often’ or ‘sometimes’ come across racist, sexist, homophobic, or religious-based hate content in social media (Allen, 2019). Hate crimes and shootings may also be influenced by social media. Social displacement is an additional concern with excess screen time (Allen, 2019). Social displacement is the phenomenon in which social media usage is taking away from face-to-face contact (Allen, 2019). Human interaction plays such a vital role in our development as individuals, and it continues to be valuable to our emotional well-being as we age. Due to these noted negative aspects of social media usage, people may develop a desire to decrease or even eliminate this habit.

Reducing undesirable behavior such as smoking, excessive sedentary behavior, or

unhealthy eating habits, can be done in a lot of ways. One of the more commonly observed ways would be to implement punishment procedures. Punishment is generally defined as an environmental change contingent on behavior that produces a decrease in responding over time (Lerman & Vorndran, 2002). Lerman and Vorndran (2002) examined the research over the past four decades and found that punishment is effective in decreasing problem behavior in clinical settings and may be an essential treatment component (Lerman & Vorndran, 2002).

Reinforcement procedures can be used as well to reduce unwanted behavior. Differential reinforcement (DR) is an intervention that reinforces one topography of behavior while putting all other responses on extinction and there are five types of DR to consider (i.e., DR of other behavior, alternative behavior, incompatible behavior, lower rates of behavior, and higher rates of behavior). In a study done by Kodak et al. (2003), the use of differential negative reinforcement of other behavior was successful in decreasing problem behaviors and increasing compliance for two children with disabilities (Kodak et al., 2003).

Another form of reinforcement would be to implement a token economy. This technique introduces tokens which function as conditioned reinforcers and are earned in response to the target behavior for the participant. A token economy was utilized in a normal classroom for one year and the results showed that this system increased assignment completion and decreased variability of performance (McLaughlin & Malaby, 1973). In a second study, special education students answered more reading assignment questions accurately when a token economy was in place than when it was absent (Knapczyk & Livingston, 1973). Token economies have shown a lot of utility in the classroom, but adults have benefited from this reinforcement technique as well. A token economy was introduced to a 26-year-old male with moderate intellectual disabilities to decrease his inappropriate social interactions and each of these behaviors were

reduced (Leblanc et al., 2000). In another study, a token economy was implemented for 16 psychiatric inpatients which resulted in substantial improvements for most target behaviors, individual functioning, and general ward behavior, as well as more socialization during activities that were off the ward (Nelson & Cone, 1979). Goal setting can also be a useful tool for altering behaviors. In a study done by Wack et al. (2014), goal setting was used to increase weekly running distance for 5 adults and the results showed that when the participants set weekly short-term goals, all their running distances increased. Goal setting has also been successful with reducing unwanted behaviors such as fat consumption and money spent at the grocery store. One hundred and twenty-six households were involved in a study which included goal setting procedures and results showed that these procedures were effective due to a 6% reduction of total fat consumption and 19%-monetary savings (Winett et al., 1988).

Self-management procedures have also shown utility for reducing problem behaviors. Koegel et al. (1995) defined self-management as teaching people to determine their own target behavior and record whether it occurred (Koegel et al., 1995). Koegel et al. also created steps that can be used to teach self-management including (1) operationally define the target behavior, (2) identify functional reinforcers, (3) create or choose a self-management technique, (4) teach the subject how to use the self-management technique, and (5) teach self-management independence (Koegel et al., 1995). In a second article, Baumeister et al. (2018) offer an additional definition of self-management. These authors state that self-regulation, or self-management, is when a person changes their thoughts, feelings, and actions, including impulsive urges and task performance (Baumeister et al., 2018). These authors equate strength being a results of exercise, to improved self-control being a result of frequent exertions and therefore, self-control performance in other domains is improved through regular exercise of self-control in

one domain (Baumeister et al., 2018). This article discusses the strength model of self-regulation which focuses on energy expenditure in self-regulation as well as the evidence that supports the hypothesis that low glucose causes poor self-regulation (Baumeister et al., 2018).

Warner et al. (2019) completed a systematic review of 31 studies using self-management with adults with chronic conditions. It was found that these programs actively engaged participants as well as provided them with patient-oriented self-management strategies (Warner et al., 2019). In another systematic review and meta-analysis of randomized controlled trials, Wang et al. (2019) examined whether the quality of life in adults with epilepsy would improve if self-management techniques were implemented. Eleven trials involving 1,217 participants were identified in this review and results showed that self-management interventions could improve quality of life, reduce depression, increase self-efficacy and self-management, and improve medical adherence for adults with epilepsy (Wang et al., 2019). The authors determined that improved quality of life in adults with epilepsy may be achieved through the use of self-management (Wang et al., 2019).

B. F. Skinner was an avid self-manager (Skinner 1981, 2000, 2008; Skinner & Vaughan 1985). A colleague reported that Skinner's happiness, productivity, and creativeness was due to his self-management skills (Epstein, 1997). Skinner not only applied self-management to his daily life, he also wrote about the importance of this concept. *Walden Two*, *Science and Human Behavior*, *How to Discover What You Have to Say*, and *Enjoy Old Age* are all examples of Skinner's writings in which he includes information regarding his theories and thoughts on self-management. Behavior is managed when the variables for which that behavior is a function are deliberately altered by that person; meaning that person acts in a way in order to change their previous behavior (Epstein, 1997).

Wilson et al. (2018) completed a study that used an online pain self-management program to reduce pain in adults on medication-assisted behavioral treatment for opioid use disorders. Acceptability and treatment effects were explored, and it was found that the participants who used the online program had significantly lower pain severity, opioid misuse measures, and depressive symptoms after eight weeks (Wilson et al., 2018). Results of this study indicate that the online pain self-management program may be useful for managing physical and emotional symptoms of individuals with co-occurring pain and opioid use disorders (Wilson et al., 2018). Godat and Brigham (1999) analyzed the effectiveness of an eight-week self-management training program for 33 employees of a mid-sized organization. The employees identified, monitored, implemented an intervention, and planned for maintenance on a work-related target issue (Godat & Brigham, 1999). Thirty one out of the thirty-three employees reported successful self-management programs (Godat & Brigham, 1999). These studies have shown that self-management can improve health behavior, may be effective in improving quality of life and managing pain and may improve performance at work.

Self-management techniques have not only been used to increase or improve target behaviors, these techniques have also been used to decrease negative behaviors. Latifah (2019) conducted a study in which self-management techniques were used to reduce seven middle schoolers' truant behavior and the results showed that the study was successful. Results from a meta-analysis showed that self-management has the potential to decrease sedentary behavior in adults (Compernelle et al., 2019). In this example, self-management is simultaneously decreasing an unwanted behavior (being sedentary) and increasing a wanted behavior (being active). Since self-management has proven to be successful in these specific settings, further research would be beneficial to study its effectiveness within other settings.

In a study done by Delgado et al. (2018), whether teens were willing to decrease cellphone usage while driving and determining how to limit this behavior were examined. Participants were 16 and 17-year-old teen drivers who owned smartphones and admitted to texting while driving. Participants filled out a survey and the results of this study showed that gain-framed financial incentives were rated as likely to be very effective for reducing texting while driving. Gain-framed financial incentives reward participants after their goals are achieved. Using social media is reinforcing in itself, but if alternate reinforcers are introduced in exchange for decreased social media usage, participant social media usage may decrease.

The current study implemented self-monitoring, goal setting, and a token system to reduce social media use in three adult participants. Participants monitored their social media use and earned rewards for meeting daily social media use goals.

METHODS

Participants and Settings

This study was approved by the Institutional Review Board (IRB) on 3/30/2021 and received Approval #IRB-FY2021-461 (See Appendix A). Three participants were recruited from personal contacts and volunteered to participate in this study. Participant P was a 25-year-old male, Participant D was a 58-year-old male, and Participant M was a 56-year-old female. All three participants had taken some college courses and participant M had an associate degree. Each participant indicated beforehand that they would like to reduce their social media usage.

The program took place in various locations in the participants' natural environments (e.g., residence, work, and community settings). Data collection occurred seven days per week, 24 hours per day.

Data Collection and Response Definitions

Throughout baseline and intervention phases, mobile social media use was recorded using the Screen Time™ application on the participants' Apple iPhone™. Data was taken daily and weekly and entered into a Microsoft Excel™ spreadsheet. Social-media use was defined as the duration that the participant spent engaging with applications categorized as “social networking” (i.e., Facebook™, Instagram™) and “creativity” (i.e., TikTok™) by the Screen Time™ application.

Research Design

A changing-criterion design with an embedded reversal was used to study the effects of

the intervention on mobile social-media use. Each phase of the changing-criterion design lasted until stability was shown and the participants progressed to a new phase only when the duration of mobile social-media use was below the established criterion for that phase. Following baseline, the initial criterion was determined by using the mean of the participant's baseline. Thereafter, the weekly criterion was based on the lowest data point in the previous phase. When the lowest point was determined to be an outlier (i.e., either very large or very small), the mean of the previous phase was used. For example, during phase one the lowest point for participant D was 10 so the mean of the previous phase (44) was used instead. This happened with participant D (phases two and three) and participant M (phase three).

Procedure

Gift cards for each participant's favorite local business were agreed upon before the study began and were used during the treatment phase of the study.

Baseline. During baseline, the participants collected data on their use of mobile social media via the Screen Time™ application. Here and throughout the treatment evaluation, a screenshot of the Screen Time™ application was taken at the time of data recording to be used in the treatment integrity checks. The baseline phase lasted for ten days for all three participants.

Treatment. During treatment, a token economy was introduced where points (highlighted dates in a personal planner) were earned contingently for using less mobile social media than the amount of time permissible according to the treatment criterion in place. Points were delivered at the time of data recording (usually before going to sleep each night) and could be exchanged for \$1.00 added to a gift card of the participant's choice. Once earned, the points were exchanged or banked at the participant's discretion. If social media use was recorded at

higher levels than the set criterion for that phase, a point was not awarded for that day.

Participant P's first criterion was established as the average of baseline and P's social media use increased to an average of 159 minutes per day. The lowest data point (119) of this phase was used to determine the criterion in the next phase. Each succeeding phase was determined in this manner. Phase six was P's reversal phase and the mastery criterion for this reversal was the mean of their phase four and five mastery criterions.

Participant D's first criterion was established as the average of baseline and D's social media use decreased to an average of 44 minutes per day. The average of this phase was used to determine the criterion in the next phase. Phase three also used the average of phase two to determine the criterion in the third phase. The lowest data point of the previous phase was used to determine the criterion in each succeeding phase except for phases two and three. When the lowest point of the previous phase did not make sense, the mean of the previous phase was used. This occurred during phases two and three for participant D. Participant D had two reversals which occurred during phases four and seven. The mastery criterion for these reversals was the same as that in phases two and three.

Participants M's first criterion was established as the average of baseline and M's social media use decreased to an average of 76 minutes per day. The lowest data point (43) of this phase was used to determine the criterion in the next phase. For each succeeding phase, the lowest data point of the previous phase was used to determine the criterion except for phase three. When the lowest point of the previous phase did not make sense, the mean of the previous phase was used. This occurred during phase three for participant M. Phase eight was M's reversal phase with the mastery criterion set as the mean of phase six and seven criterions.

Treatment-Integrity Checks. At the end of each week (Saturday), the experimenter

compared application screenshots collected during the week to recorded data to ensure (1) accuracy of data recording and (2) that the correct number of tokens were delivered during treatment conditions. The participant also collected data on the integrity of token exchanges to help ensure that the participant did not get the backup without first exchanging sufficient tokens. Participants completed this task by making a note in their personal planner, phone calendar, etc. after each day that they received a token.

At the end of the study, each participant completed a social validity survey. This survey consisted of seven statements (See Appendix B) with five options for the participants to choose from as their response (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). The statements ranged from “decreasing my social media usage is important to me” to “the self-management procedures used in this study were helpful for my daily life.”

RESULTS

The treatment effects for all three participants are shown in Figures 1, 2 and 3. The ordinate in each figure was the number of minutes of social media use and the abscissa represents days during the study. Each phase is labeled with the criterion for that phase and the horizontal lines represent the mean for that phase. The last phase for all participants was the follow-up observation that took place two weeks after the end of data collection. Figure 4 shows the results from the social validity survey given to all three participants. The solid circles represent individual scores, and the horizontal lines are the overall means for each variable. The data show that the participants found the procedures to be easy to follow, effective, and they were satisfied with the experience.

Participant P (Figure 1) averaged 94 minutes per day of social media during baseline. By the third treatment phase, P was using an average of 84 minutes of social media each day. During this phase, the behavior started to more closely follow the criterion. A mini reversal was conducted during Phase 6 and social media use rose slightly during this phase. After the seventh treatment phase, a two-week follow-up phase was conducted to assess where the behavior was post-treatment. During this follow-up, P's social media use increased slightly and stabilized around 52 minutes of social media use per day. Over the course of the study, Participant P earned a total of \$28 towards a gift card of their choice.

Participant D (Figure 2) averaged 54 minutes per day of social media during baseline. By the second treatment phase, D was using an average of 14 minutes of social media each day. During this phase, the behavior started to more closely follow the criterion. A mini reversal was conducted during phases four and seven. After the eighth treatment phase, a two-week follow-up

phase was conducted to assess where the behavior was post-treatment. During this follow-up, D's social media use had increased slightly and stabilized around 38 minutes of social media use per day. Over the course of the study, Participant D earned a total of \$35 towards a gift card of their choice.

Participant M (Figure 3) averaged 123 minutes per day of social media during baseline. By the third treatment phase, M was using an average of 119 minutes of social media each day. During this phase, the behavior started to more closely follow the criterion. A mini reversal was conducted during phase eight. After the tenth treatment phase, a two-week follow-up phase was conducted to assess where the behavior was post-treatment. During this follow-up, M's social media use had increased slightly and stabilized around 60 minutes of social media use per day. Over the course of the study, Participant M earned a total of \$39 towards a gift card of their choice.

DISCUSSION

The self-management treatment package consisting of feedback, goal setting, and a token economy was effective for reducing the social media usage of all three participants. The observation that self-management techniques caused an overall decrease in participant social media usage is consistent with the findings of Latifah (2019) and Compernelle et al. (2019). The Latifah (2019) study implemented group activities which contained self-management techniques with three stages being self-monitoring, stimulus control, and self-reward. The results from this study found that self-management techniques were successful at reducing truant behavior in a middle school environment. The meta-analysis completed by Compernelle et al. (2019) which analyzed whether self-management could be used to decrease sedentary behavior in adults also concluded that self-management techniques can be effective. Although the target behaviors in these studies are different, the results from each of them showed that self-management could be used to decrease negative behaviors. Review of the literature found no other studies that implemented feedback, goal setting, and a token economy in a self-management package.

Feedback can be defined as giving information about performance. The two functions of feedback seen in this study are instructional and motivational. The instructional function was to teach new behavior which in this case, the new behavior taught was spending less time on social media. The motivational function was the reinforcement used (i.e., money added on to preferred gift cards). Feedback is an important aspect for reaching any kind of goal because it provides valuable information on the progress made towards obtaining that goal. In fact, feedback is one of the five principles included in the goal setting theory by Locke and Latham (1990). The other four principles of goal setting include clarity, challenge, commitment, and task-complexity (Lock

& Latham, 1990). In applying these four principles to this study, clarity was included because each participant understood that their goal was to decrease their social media usage. Challenge can be equated to the set criteria for each phase because the participants were challenged to meet those criteria every day. Commitment was carried out by all three participants because each of them remained in the experiment for its entirety. Finally, task-complexity was included in this study through the phases. The end goal of reducing social media usage was broken down into phases. In this way, social media reduction was accomplished slowly. It may have been less likely that participants would have been able to reduce their social media usage to the magnitude they were able to if the goal was simply presented to them rather than spread out over a period in phases. Each phase acted as another step towards reaching the final goal.

As stated in the introduction, token economies introduce tokens which function as conditioned reinforcers and are earned in response to the target behavior for the participant. The token economy included in this study was points being awarded in exchange for gift card money. The tokens were the points, and the target behavior was reduced social media usage. Results of the current study align with the results from the four studies noted in the introduction regarding token economies. These results all support the effectiveness of implementing token economies in different settings. The token economy seemed to be the most effective component of this study's treatment package. The appeal of earning money towards a preferred gift card seemed to be very motivating for the participants.

The social implications for being able to reduce social media usage include possibilities of increased productivity, healthier social relationships, and increased life-satisfaction (Sun & Zhang, 2020); decreased symptoms of depression and anxiety over time (Thorisdottir et al., 2020) and decreased hate crimes and shootings (Allen, 2019). Social displacement may also be

less of a concern with decreased screen time. One of the possibilities for measuring whether decreased usage could produce these results would be if a phone company put a restriction on social media use for a culture. The phone company could send out pre and post surveys to determine which of these factors less social media usage contributed to and in what way.

On the social validity survey, participants either chose “agree” or “strongly agree” that the self-management procedures used in this study helped them decrease their social media usage, that these procedures are helpful in their daily lives and that decreasing social media usage is important to them. These results suggest that all three participants believed that their participation was worthwhile, and they were satisfied with the outcome.

There were several limitations in the current study. First, all three participants had a baseline phase of ten days, but it would have been better if the participants each had a different baseline phase length. This would have allowed for the experimenter to determine if the application of treatment is truly influencing the change in behavior. By having differing baseline lengths, the experimenter would have also been able to determine whether the timing of introducing the treatment is an important factor. Second, it may have been beneficial for the participants to have established an end goal for how much time they would like to be spending on social media once the experiment ended. The overall end goal for this experiment was very vague just being to lower social media usage. If the participants had selected a set amount of time and they ended up reaching that specific goal, the treatment effects may have had a more valuable, lasting effect on participants. For example, if participant P had said at the beginning of this experiment that they wanted to decrease their social media usage to 60 minutes or less per day, they may have felt a higher sense of accomplishment that they attained that specific goal during the last phase of the experiment as well as during their two-week follow up phase. It may

have then been more likely that these self-management techniques would generalize over time for participant P. This coincides with the challenge principle included in the goal setting theory by Locke and Latham. Having a specific end goal may have strengthened this aspect of goal setting. Lastly, as with other single subject research designs, this experiment is weak when it comes to external validity. The participants in this study were all three Caucasian adults so it would be interesting to replicate this study for a different population to observe whether the results differ or end up being similar.

Further research would be beneficial to add to the understanding of self-management and token economies. The participants in this study were neurotypical adults. Future research could study the effects of self-management techniques and token economies on atypical individuals and children. Determining the effectiveness of this treatment package on other behaviors whether they are positive or negative and being increased or decreased may also add to knowledge of the utility of self-management techniques and token economies. In conclusion, these results indicate that when used concurrently, self-management techniques and token economies may be able to effectively reduce unwanted behaviors.

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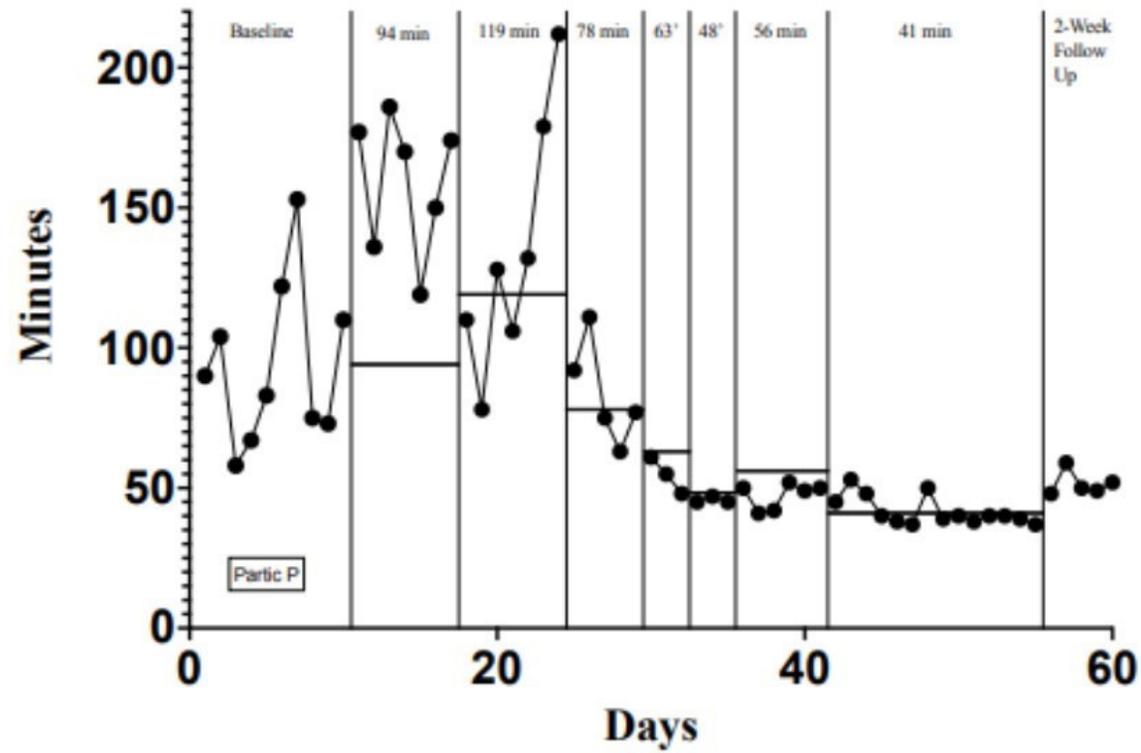


Figure 1. Results of the Self-Management Treatment Package on Participant P's Social Media Usage

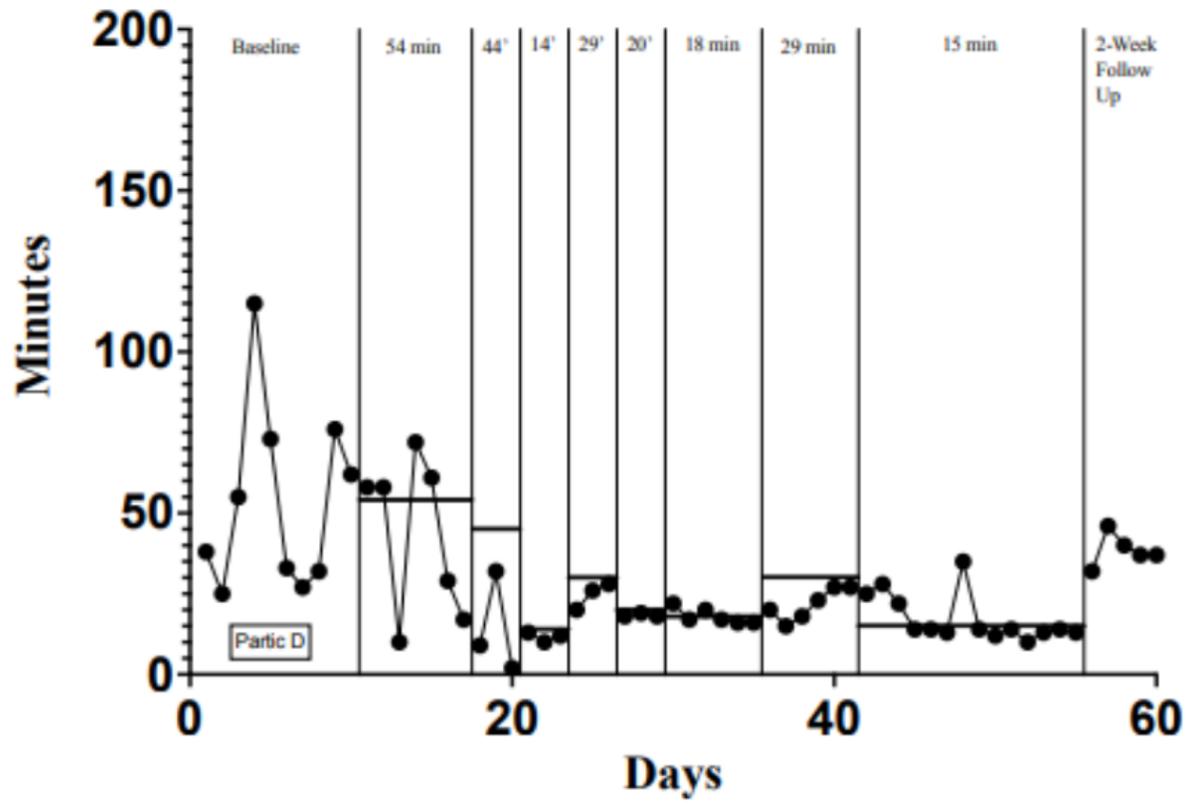


Figure 2. Results of the Self-Management Treatment Package on Participant D's Social Media Usage

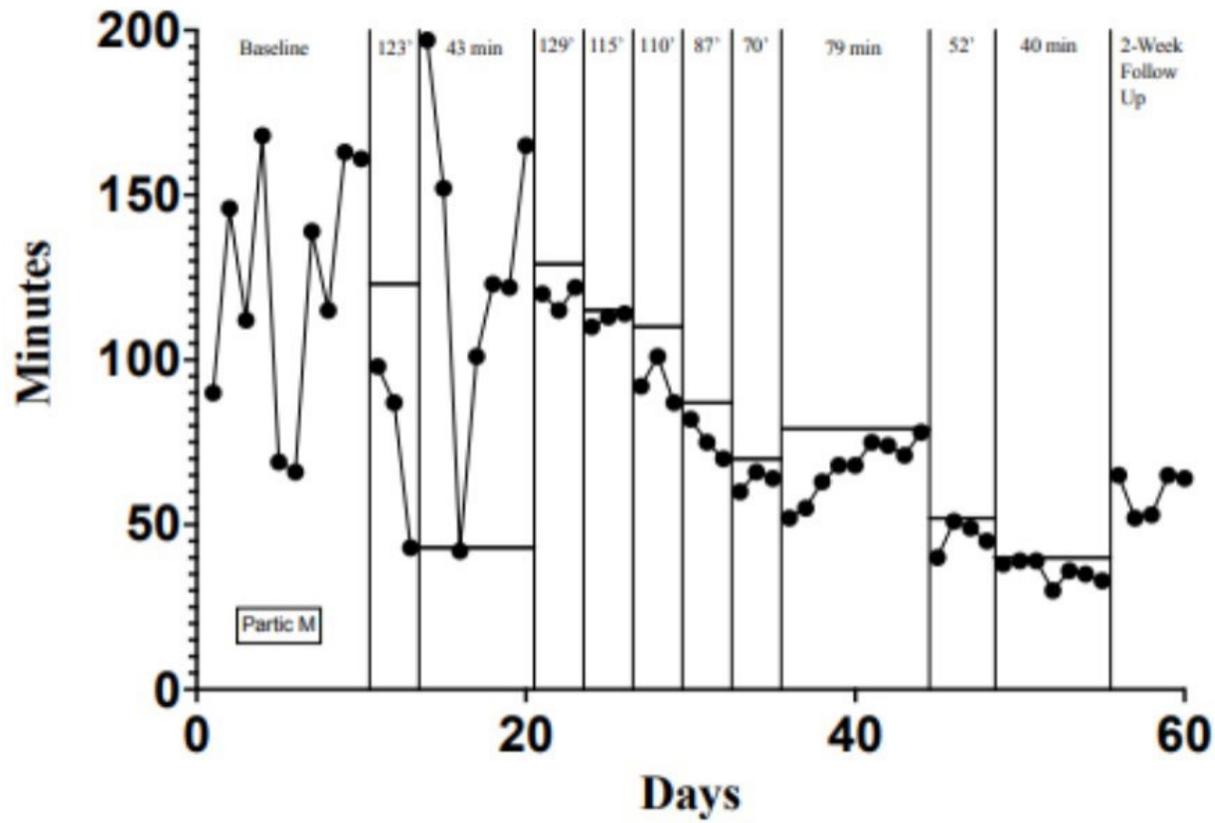


Figure 3. Results of the Self-Management Treatment Package on Participant M's Social Media Usage

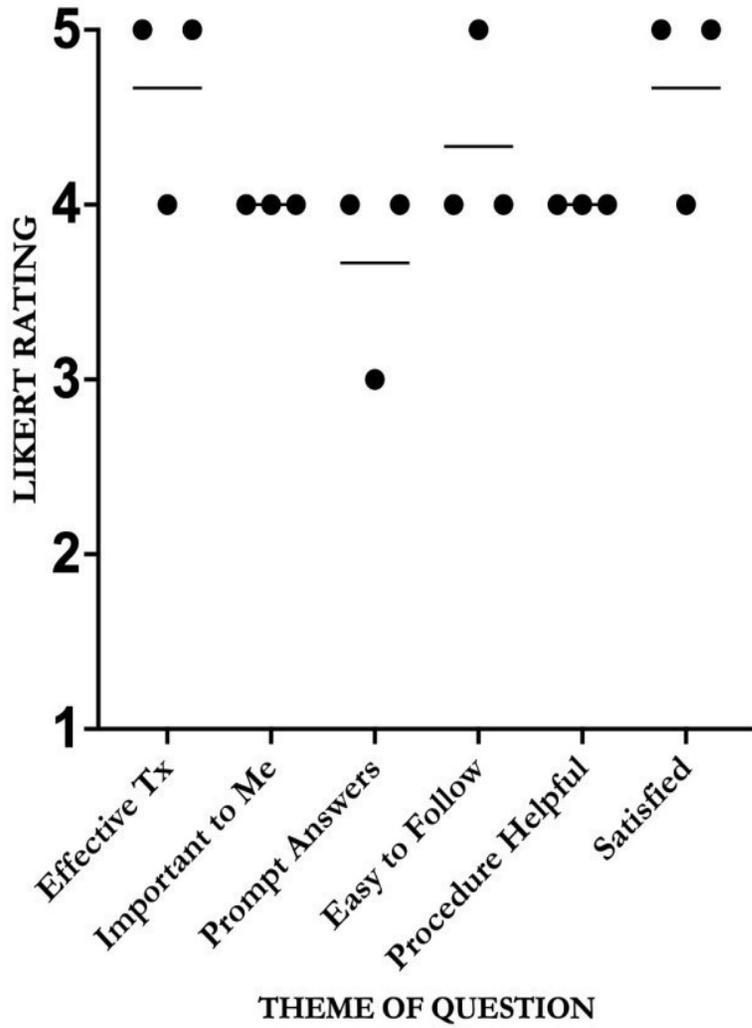


Figure 4. Participant Ratings of the Self-Management Program

APPENDICES

Appendix A: Human Subjects IRB Approval

Date: 3-30-2021

IRB #: IRB-FY2021-461

Title: Using Self-Management Procedures to Decrease Social Media Usage in Adults

Creation Date: 2-8-2021

End Date:

Status: **Approved**

Principal Investigator: Michael Clayton

Review Board: MSU

Sponsor:

Study History

Submission Type	Initial	Review Type	Expedited	Decision	Approved
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Key Study Contacts

Member	Michael Clayton	Role	Principal Investigator	Contact	MClayton@MissouriState.edu
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Member	Olivia Solari	Role	Primary Contact	Contact	bs44@live.missouristate.edu
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Appendix B: Social Validity Survey

Social validity survey:

1. I believe that the self-management procedures used in this study helped me decrease my social media usage.
2. Decreasing my social media usage is important to me.
3. Questions regarding the research were answered in a prompt manner and to my satisfaction.
4. I found that the self-management procedures used were easy to follow.
5. The self-management procedures used in this study were helpful for my daily life.
6. Overall, I approve of the self-management procedures used in this study.