**Chapter 6: Attribution Processes**

1. Draw the diagrams for the Trope’s and Quattrone’s stage models of attribution process and describe their differences and similarities (See pages 166-167)
2. According to Bem’s self-perception theory, propose a reward model for kids in a school that would be most beneficial for encouraging intrinsic (vs. extrinsic) motivations to behave appropriately and get high grades
3. Schachter’s work proposes the idea that attributions for arousal are somewhat malleable, and that emotional reactions to threat have the potention to be reduced by reattributing the threat to a neutral or less threatening source. Was this misattribution predictions shown to be empirically supported? Provide reasons as to why or why not and describe what is necessary for misattribution effects to occur.
4. List and describe the three dimensions that underlie causal attributions for successes and failures, according to Weiner’s attributional model of motivated behavior (See page 164)
5. Using Kelley’s ANOVA model analysis, provide an example of a case in which a behavior would result in an entity attribution. Indicate the distinctiveness, consistency, and consensus elements of your example that result in this entity attribution. You may use as templates some of the example behaviors used in the book (e.g., Ralph tripping over Joan’s feet; A young man being ignored while his date flirts with other men). See pages 158 – 160)
6. List and explain two of the most widely studied attributional biases (see pages 169 – 175)