



Prifysgol Cymru
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Motivational Theory in Action - Practical Application (Interventions)

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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Overview

- Frameworks for application
 - Basic Psychological Need support / thwarting
 - TARGET Acronymn
- Interventions based on motivational theory
 - Physical Education, Exercise, Sport

What information to use?

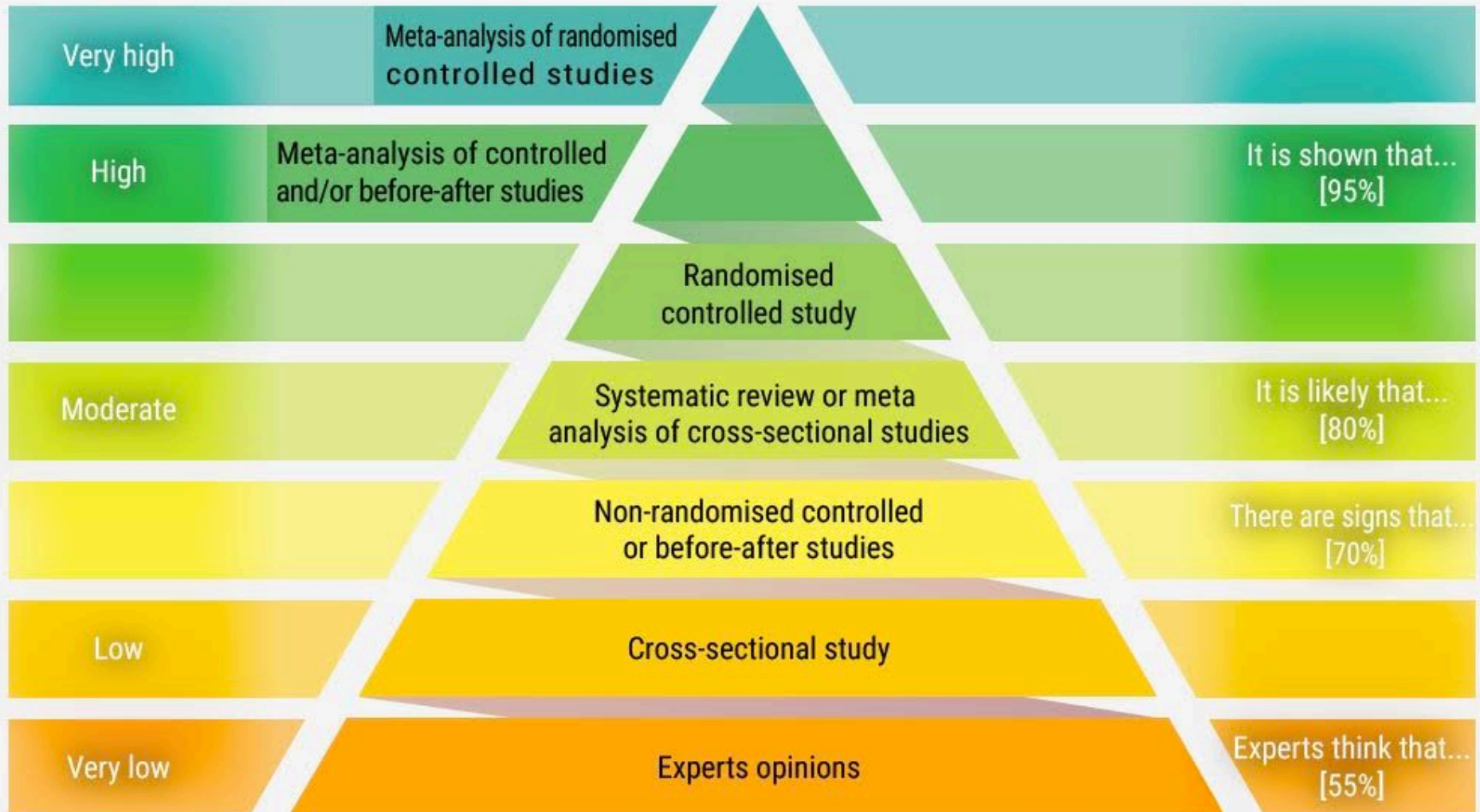
- Theory (e.g., SDT, AGT etc.)
- Evidence – what supporting evidence is there for the theoretical aspects?
- Creative application of theory and evidence.

Judging the Quality of Research Evidence

Pyramid of scientific evidence

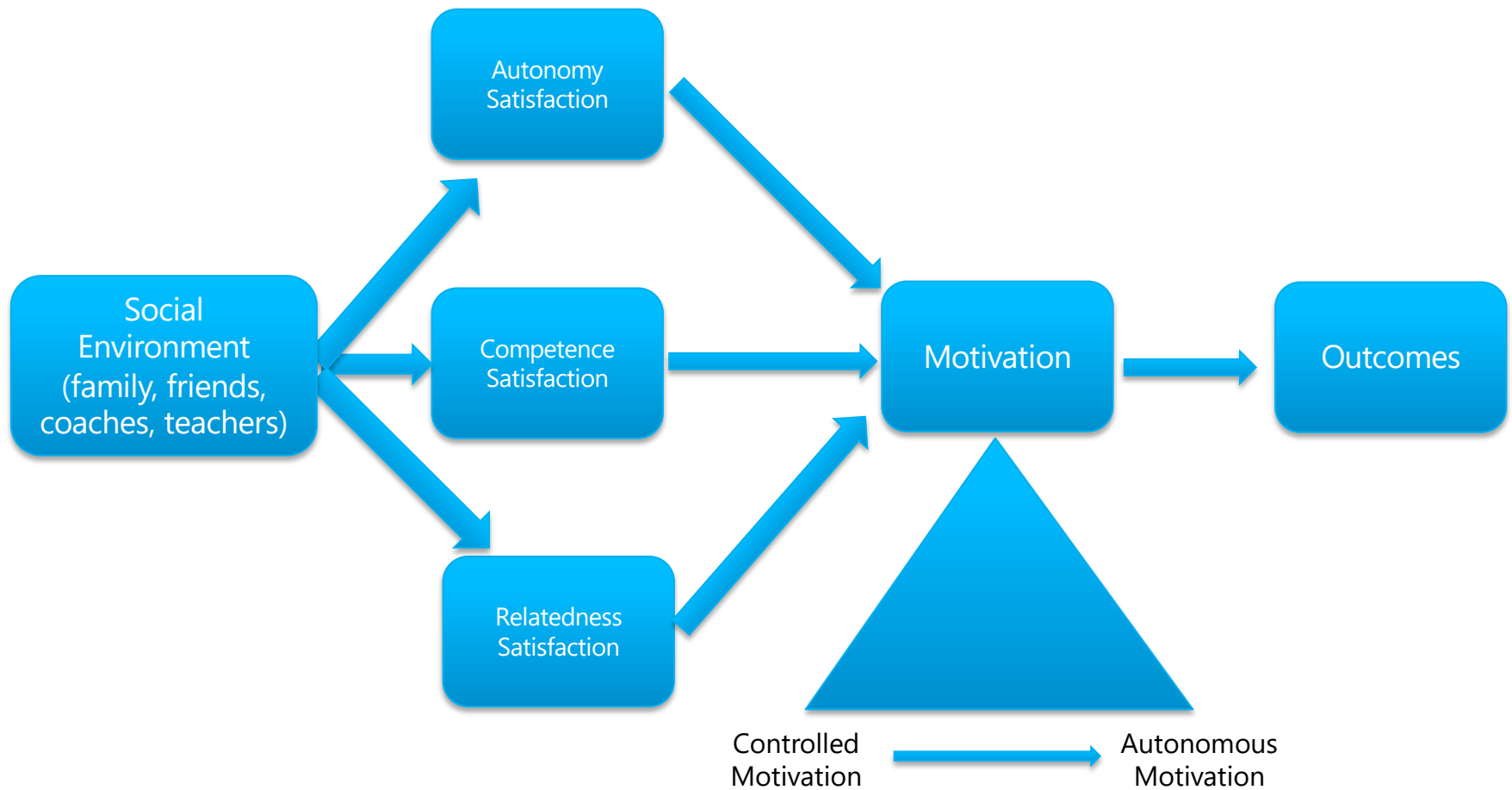
Appropriateness
for cause-effect

Conclusion and
[trustworthiness]



Interventions to Enhance Need Support

- Aim to enhance the need supportive behaviours of various key social agents across a range of contexts:
 - Autonomy Support
 - Competence Support
 - Relatedness Support



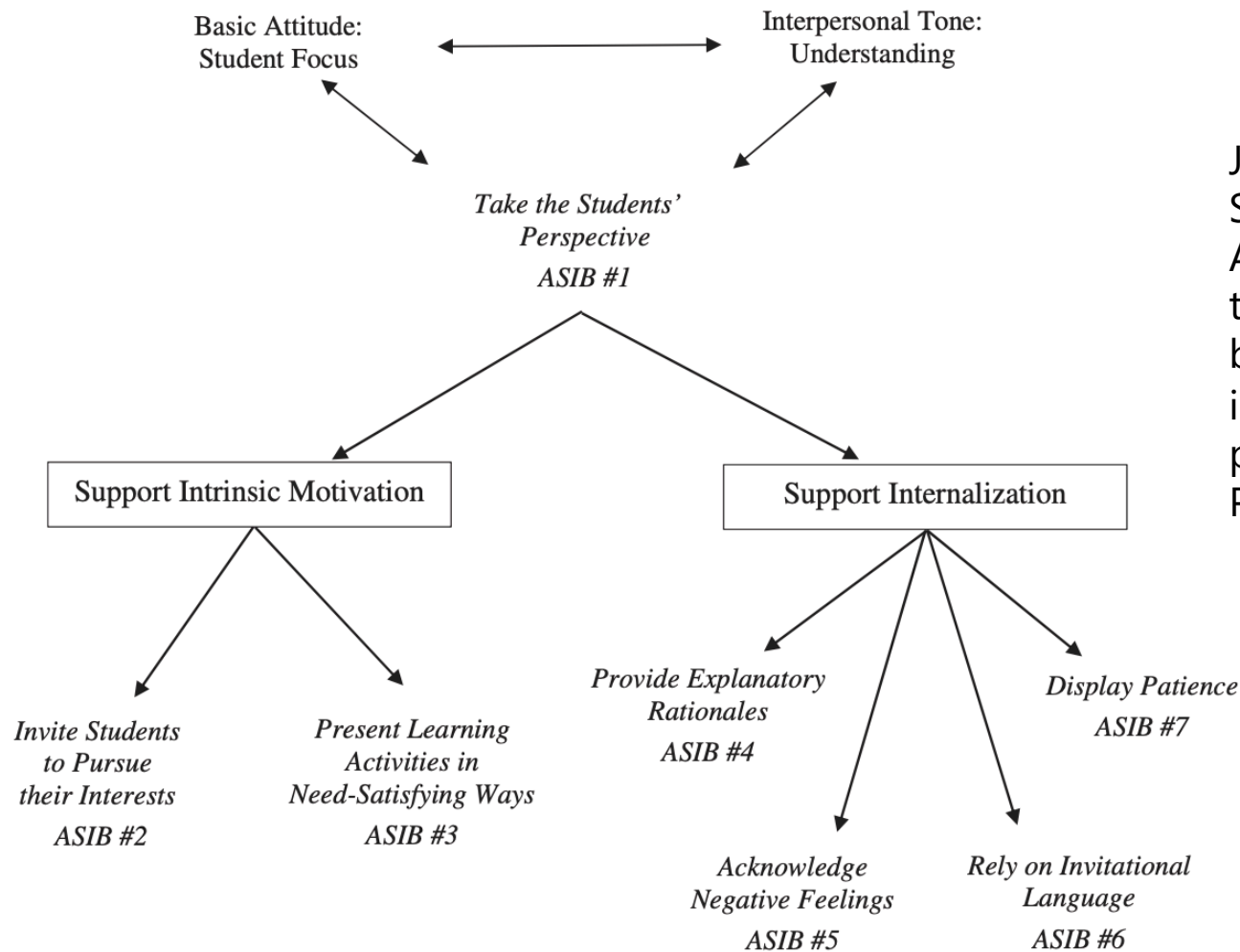
Silva, Marques & Teixeira (2014)

- Mechanism of action and intervention component techniques
 - autonomy support (relevance, respect, choice, avoidance of control),
 - structure (clarity of expectations, optimal challenge, feedback, skills training),
 - involvement (empathy, affection, attunement, dedication of resources, dependability).

Johnmarshal Reeve

- Autonomy Supportive Interventions in a range of contexts (e.g., education).
- <https://www.johnmarshallreeve.org/>

Reeve & Cheon (2021) – Autonomy Support



Johnmarshall Reeve & Sung Hyeon Cheon (2021) Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice, *Educational Psychologist*, 56:1, 54-77



TABLE 13.1. SDT's Three Critical Dimensions of Parenting

Parenting Dimension	Key Elements
Autonomy support	• Take the child's perspective. • Offer meaningful choices. • Encourage and support initiative and voice. • Minimize controlling language. • Provide meaningful rationales for required or requested behaviors.
Structure	• Organize the child's environment to support competence (scaffolding). • Focus on mastery rather than performance goals. • Provide guidelines and effectance-relevant information. • Provide rich feedback that is informational rather than evaluative or controlling. • Explain contingencies and sources of control. • Set limits in noncontrolling way.
Involvement	• Devote time. • Invest attention and resources. • Be caring and supportive. • Show warmth and concern.

Ryan & Deci (2017)
*Self-determination
theory: Basic
Psychological Needs in
Motivation,
Development, and
Wellness*

Chapter 13 – Parenting
& the Facilitation of
Autonomy & Well-Being

Gillison et al. (2018)

- Strategies for health behaviour change (e.g., physical activity) – meta analysis

Technique	Descriptor	Target Need
SDT1: Choice	Client is given choices and options	Autonomy
SDT2: Acknowledge participants perspective	Practitioner takes time to understand the Client's perspective and recognise their challenges	Autonomy
SDT3: Provide a rationale	Practitioner provides a rationale for undertaking an activity	Autonomy
SDT4: Intrinsic goal orientation	Practitioner uses language that emphasises the client's right to choose	Autonomy
SDT5: Use of non-controlling language	Practitioner encourages identification of intrinsic (self-concordant) goals	Autonomy
SDT6: Structure	Practitioner sets parameters within which choice and agency can take place and provides support to initiate action	Autonomy
SDT7: Emphasise responsibility	Practitioner encourages the client to take on responsibility in decision making and/or leadership	Autonomy
SDT8: Explore reasons	Practitioner explores client's reasons for changing behaviour	Autonomy
SDT9: Motivational interviewing	Author describes the intervention as based on, or delivered through motivational interviewing	Autonomy
SDT10: Task climate	Facilitation focuses on completing the process of the task, matched against one's own standards, rather than the outcomes of the task	Competence
SDT11: Provide optimal challenge	Practitioner matches/tailors the level of the task to an individual client	Competence
SDT12: Provide informational feedback	Practitioner provides feedback providing information of how a person achieved/did not achieve a desired outcome, rather than generic praise/criticism	Competence
SDT13: Provide information	Practitioner provides information to the client relevant to their needs and situation	Competence
SDT14: Barrier identification	Practitioner works with the client to identify barriers to behaviour change	Competence
SDT15: Provide support and encouragement	Practitioner provides general support and encouragement (i.e., social support from the practitioner him or herself)	Competence
SDT16: Involvement	Express a personal interest in the individual and take time to develop a rapport	Relatedness
SDT17: Encourage social support seeking	Practitioner encourages client to seek social support from others	Relatedness
SDT18: Group cooperation	Practitioner establishes interdependence within a group, or encourages cooperative peer-to-peer activities	Relatedness

Teixeira et al. (2020)

SELF-DETERMINATION THEORY AND BEHAVIOR CHANGE

1

A Classification of Motivation and Behavior Change Techniques Used in Self-Determination Theory-Based Interventions in Health Contexts

Pedro J. Teixeira¹, Marta M. Marques², Marlene N. Silva¹, Jennifer Brunet³, Joan Duda⁴, Leen Haerens⁵, Jennifer La Guardia⁶, Magnus Lindwall⁷, Chris Lonsdale⁸, David Markland⁹, Susan Michie¹⁰, Arlen C. Moller¹¹, Nikos Ntoumanis¹², Heather Patrick¹³, Johnmarshall Reeve⁸, Richard M. Ryan⁸, Simon J. Sebire¹⁴, Martyn Standage¹⁵, Maarten Vansteenkiste⁵, Netta Weinstein¹⁶, Karin Weman-Josefsson¹⁷, Geoffrey C. Williams¹⁸, Martin S. Hagger^{19,20}

Target Need	Technique	Definition
Autonomy	MBCT1. Elicit perspectives on condition or behavior	Encourage exploration and sharing of perspectives on current behavior (e.g., causes, perpetuating factors etc.).
	MBCT2. Prompt identification of sources of pressure for behavior change	Prompt identification of possible sources of external (or partially internalized) pressures and expectations, and explore how they may relate to client's desired goals and outcomes.
	MBCT 3. Use non-controlling, informational language	Use informational, non-judgmental language that conveys freedom of choice, collaboration, and possibility when communicating (avoiding constraining, pressuring, or guilt-inducing language). For example, use "might" or "could" instead of "should" and "must".
	MBCT 4. Explore life aspirations and values	Prompt identification and listing of important life aspirations, values, and/or long-term interests and explore how changes in behavior (or maintaining the status quo) could be linked to them.
	MBCT 5. Provide a meaningful rationale	Prompt client to identify rationale for behavior change and its maintenance that is tailored, explanatory, and personally meaningful or valuable.
	MBCT 6. Provide choice	Provide opportunities to make choices from a collaboratively-devised menu of behavioral options and autonomous goals. It includes the decision not to change, delay change, select focus/intensity of change, personally endorsed intrinsic goals and standards for success, including the timing or pace for certain outcomes.
	MBCT 7. Encourage the person to experiment and self-initiate the behavior	Prompt the person to experiment and self-initiate (new) target behavior that could be fun and enjoyable, is experienced as positive challenge, opportunity for learning or personal expression, and/or are associated with skill development, all of which provide experiential / immediate positive reinforcement".

Target Need	Technique	Definition
Relatedness	MBCT 8. Acknowledge and respect perspectives and feelings	Provide statements of empathy and acknowledgment of the person's perspective, conflicts/ambivalence, distress and negative affect (fear, confusion, etc.) and also expression of positive feelings when communicating with client (concerning the target behavior, treatment, or other related matters).
	MBCT 9. Encourage asking of questions	Prompt the client to pose questions regarding their goals/behavioral progress.
	MBCT 10. Show unconditional regard	Express positive support regardless of success or failure.
	MBCT 11. Demonstrate/show interest in the person	Provide statements of interest and curiosity about the person's thoughts and perceptions, personal history and background, social context, life events, etc. when communicating.
	MBCT 12. Use empathic listening	Demonstrate attentiveness to the client's responses (e.g., stay silent to allow the person to complete sentences), and provide reflective and summary statements when appropriate (directed at affect or content) when communicating. Prompt permission to provide new information, guidance or advice.
	MBCT 13. Providing opportunities for ongoing support	Offer the person an appropriate venue and means to contact you in the event of difficulties or questions during the behavior change process.
	MBCT 14. Prompt identification and seek available social support	Prompt identification of sources of support for behavior change (if relevant), acknowledge challenges in recruiting adequate support (autonomous vs controlled), and promote effective ways of seeking positive support.

Target Need	Technique	Definition
Competence	MBCT 15. Address obstacles for change	Prompt identification of likely barriers to behavior change, based on previous attempts, and explore how to overcome them (e.g., what may have worked in the past).
	MBCT 16. Clarify expectations	Prompt statements of client's own expectations in terms of behavior change (e.g., identify a clear goal or learning objective), both its experiential elements (process) as well as outcomes.
	MBCT 17. Assist in setting optimal challenge	Assist in identification of goals that are realistic, meaningful challenging, and achievable.
	MBCT 18. Offer constructive, clear, and relevant feedback	Provide relevant, tailored, non-evaluative feedback on goal/behavioral progress. This can include specific, process-focused feedback.
	MBCT 19. Help develop a clear and concrete plan of action	Develop and provide summary of action plan to work toward a behavioral goal.
	MBCT 20. Promote self-monitoring	Prompt monitoring of progress, skill level, or performance such as suggesting options for monitoring tools/means and metrics for success, including steps in the direction of behavior change.
	MBCT 21. Explore ways of dealing with pressure	Provide information to manage and limit effects of pressuring contingencies that would undermine competence such as extrinsic rewards, criticism, negative feedback.

AGT Sport Based Intervention

Harwood & Swain (2001) The Development and Activation of Achievement Goals Within Tennis: II. A Player, Parent, and Coach Intervention

5C's (Harwood, 2008)

- 5Cs:
 - commitment,
 - communication,
 - concentration,
 - control, and
 - confidence

PROGRESS Guidelines for 5 C's (Harwood & Anderson, 2015)

- *Promote the C in the same way that coaches would introduce and value a technical or tactical skill. Provide the rationale for the C and how important it is to football.*
- *Role-model the C through the appropriate model behavior as a coach. Bring the meaning of C to life by demonstrating or referring to excellent examples versus bad examples from football, or other sports.*
- *Ownership of their learning. Involve players in decisions within the session about how they can demonstrate a C; allow them options to work at their own pace and to benefit from favorite drills and practices that showcase their strengths.*
- *Grow the C by providing players with opportunities to practice the C, and then to train it in more open game situations when "pressure" can be added to test players.*
- *Reinforce the C by praising those players who respond by demonstrating the chosen C skill or behavior, and by making courageous decisions.*
- *Empower peer support by encouraging players to praise each other for positive efforts related to each C in order to build individual and collective confidence.*
- *Support the supporter by acknowledging those players when praise a fellow peer, thereby closing the loop on a supportive peer climate around each of the Cs.*
- *Self-review. Check-in with players on their levels of the C and empower them to keep working hard; use monitors to review collective efforts, and apply self-reflection and learning points at the end of the session.*

Sport

- Harwood, C.G., & Swain, A.B. (2002). The development and activation of 2 achievement goals in tennis: II. A player, parent and coach intervention. *The 3 Sport Psychologist*, 16, 111-137.
- 5C's - football

Health & Fitness Activities in Physical Education

- School Gym / School Fitness 3T (Blain & Bellamy, 2018)
 - Use of Game design principles to motivate and engage adolescents in health and exercise activities in secondary school PE.

Physical Activity

- Using self-determination theory to promote adolescent girls' physical activity: Exploring the theoretical fidelity of the Bristol Girls Dance Project (Sebire et al., 2016)
- Framework for the design and delivery of organized physical activity sessions for children and adolescents: rationale and description of the 'SAAFE' teaching principles (Lubans et al., 2017)

Lubans et al. (2017)

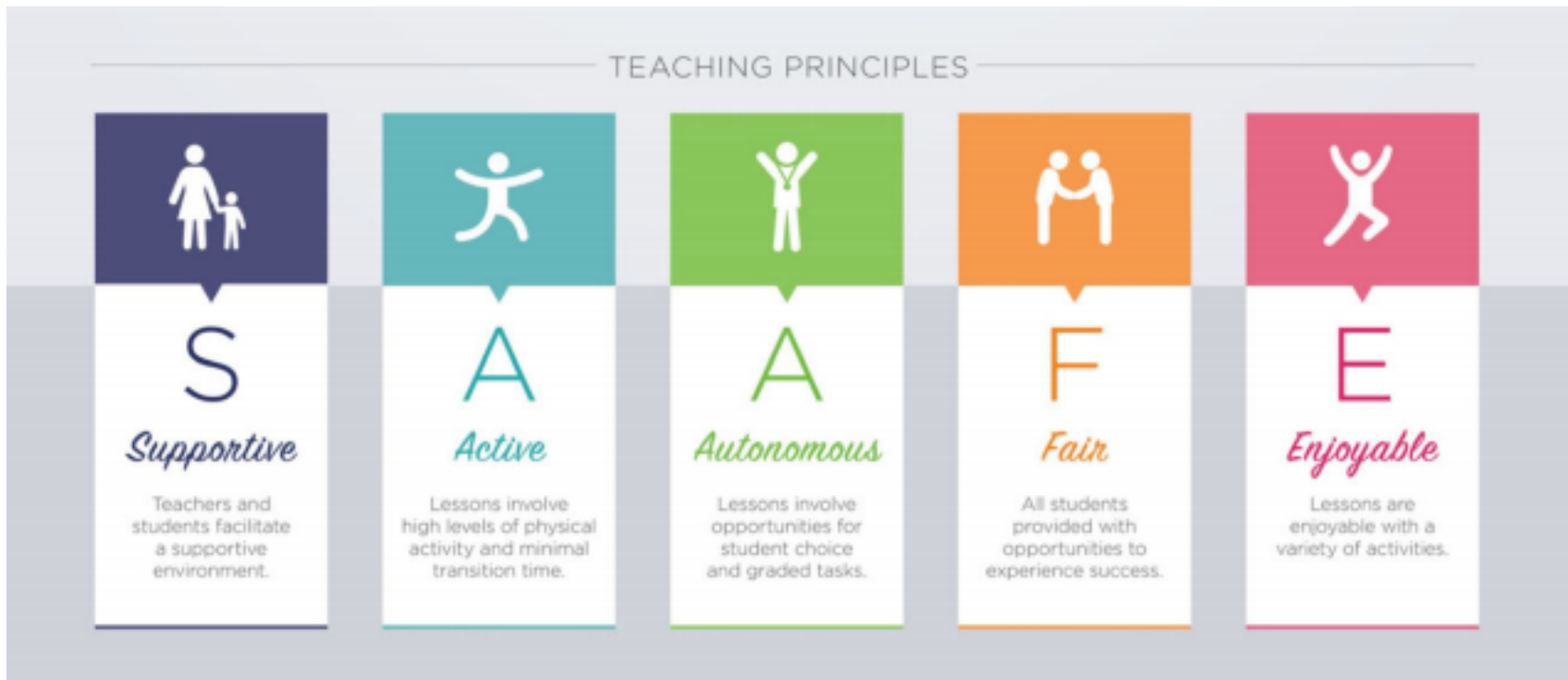


Table 1 SAAFE principles and recommended strategies

Principles	Example strategies
Supportive	• Provide individual skill specific feedback • Support feelings of autonomy, competence, and social connection • Provide praise on student effort and improvement • Acknowledge and reward good sportspersonship • Demonstrate empathy toward students who appear frustrated or challenged
Active	• Optimize session structure and activity selection (e.g., small-sided games, multiple games/grids and minimal lines) • Avoid elimination activities • Include an active warm-up • Integrate high-intensity 'bursts' of activity within typical games and lesson activities • Employ circuits and rotations • Complete student registration while students are active • Reduce transition time by setting up activities while students are active • Minimize teacher talk and instructions • Maximize equipment available (e.g., every student with a ball)
Autonomous	• Provide students with opportunities for choice • Include free play at the start of sessions • Involve students in creation and modification of activities and rules • Provide a meaningful rationale for the different activities • Minimize controlling language
Fair	• Ensure that students are evenly matched in activities • Modify activities to maximize students' opportunities for success • Encourage self-comparison rather than peer-comparison • De-emphasize competition (e.g. implement point system that rewards team values and not winning) • Regularly change teams/partners (if necessary) to ensure everyone experiences success
Enjoyable	• Design activities with which students can exhibit choice, feel competent, and also interact with others (e.g., group activities) • Start and conclude sessions with an enjoyable activity • Ensure that sessions involve a variety of tasks/activities • Do not use exercise as punishment • Use self-selected and motivational music while exercising

Lubans et al. (2017)

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Image References

USAG- Humphreys

Available: <https://www.flickr.com/photos/usaghumphreys/6206013520/in/photolist-asprB7-asmM8n-edBKHV-a6DN2Z-a6DRun-9VtAw1-asmPD4-a6Djrg-aspoyN-ebrqYH-asm29v-8YJEv-asmscr-fCWeuQ-ft4dZe-asmDJZ-btagp1-ffyY3B-a6G8ty-asmMca-dWEP1j-9VqLsa-4U26jT-ee94gu-LqJCG-ffP6oQ-asoyXb-ffz2E8-9Lg6Ln-kQqkWa-dZBMt9-on2mmw-bnhkry-8hV8q9-9vFCzp-bXMupE-Lqfg9-asmVBX-bXMWoa-nGeEva-paP1vJ-asmD9k-oVNq9W-aspksG-9LiTfU-84jdRK-bysoWB-9NnpbC-omWVHP-dmjdmE>

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