



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

Self-Determination Theory

(Ryan & Deci, 2017)

Dylan Blain

Plan

- Introduction
- Meta-theory – organismic viewpoint
- 6 mini-theories:
 - Cognitive Evaluation Theory
 - Organismic Integration Theory
 - Causality Orientations Theory
 - Basic Psychological Needs Theory
 - Goal Contents Theory
 - Relationships Motivation Theory

Introduction



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Meta-Theory

- SDT is an organismic dialectical approach.
- Assumes people are active organisms, with evolved tendencies toward growing, mastering ambient challenges, and integrating new experiences into a coherent sense of self.
- Ongoing social nutriments and supports.
- Social context can either support or thwart the natural tendencies toward active engagement and psychological growth,

“the dialectic between the active organism and the social context that is the basis for SDT’s predictions about behavior, experience, and development.”

(selfdeterminationtheory.org)

SDT

- Cognitive Evaluation Theory
- Organismic Integration Theory
- Causality Orientations Theory
- Basic Psychological Needs Theory
- Goal Contents Theory
- Relationships Motivation Theory

Plan

- Intrinsic Motivation
 - Cognitive Evaluation Theory
- Extrinsic Motivation
 - Organismic Integration Theory
- Basic Psychological Needs Theory
 - Need support/thwarting
- Self Determination Theory Process Model

SDT

- **Cognitive Evaluation Theory**
- Organismic Integration Theory
- Causality Orientations Theory
- Basic Psychological Needs Theory
- Goal Contents Theory
- Relationships Motivation Theory

Intrinsic Motivation

- Participating in an activity for its inherent satisfaction (Ryan & Deci, 2000)
 - Interest
 - Spontaneous Enjoyment
 - Occurs in the absence of reward
 - Curiosity
 - Challenging?
 - Couched with innate Psychological Needs

Using Rewards

- Intrinsic Motivation & Extrinsic Rewards

- Pre-school children (Lepper *et al.*, 1973)
 - Free play with coloured pens
 - Randomly assigned to:
 - Expected reward condition
 - Unexpected reward condition
 - No reward condition
- By rewarding people for participating in an intrinsically interesting task, subsequent involvement in the task is reduced when the reward is no longer available (Biddle, Mutrie and Gorley, 2015)

Cognitive Evaluation Theory

- Deci (1975), Deci & Ryan (1980; 1985)
- How various external events (and later internal events; Ryan, 1982) enhance or diminish intrinsic motivation

Rewards, feedback,
evaluations, and
ways of
communicating



Intrinsic Motivation
(interest, enjoyment,
free persistence)

Cognitive Evaluation Theory

- Informational
 - Increase intrinsic motivation
- Controlling
 - Decrease intrinsic motivation

SDT

- Cognitive Evaluation Theory
- **Organismic Integration Theory**
- Causality Orientations Theory
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Extrinsic Motivation

Organismic Integration Theory (Deci & Ryan, 1985; Ryan & Deci, 2017)

Concerns the topic of Extrinsic Motivation

Extrinsic Motivation – targets external outcomes extrinsic to the be

Extrinsic Motivation



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Extrinsic Motivation

External
Regulation



Extrinsic Motivation

External
Regulation

Introjected
Regulation



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Extrinsic Motivation

External
Regulation

Introjected
Regulation

Identified
Regulation

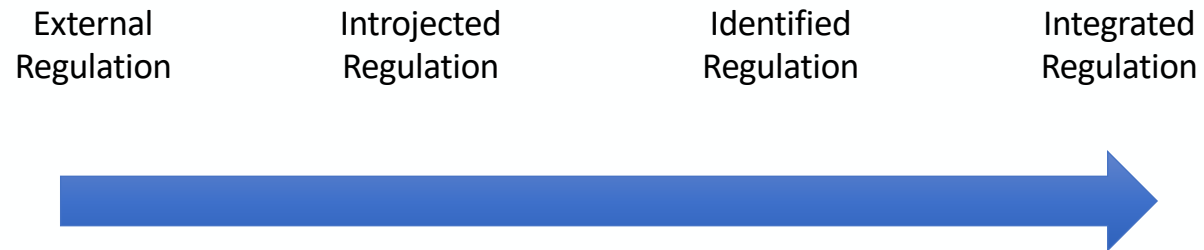


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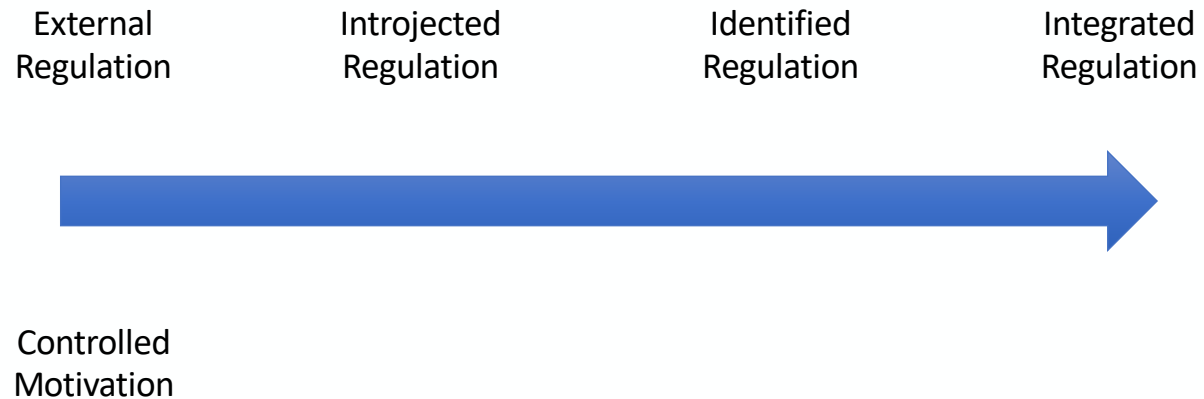
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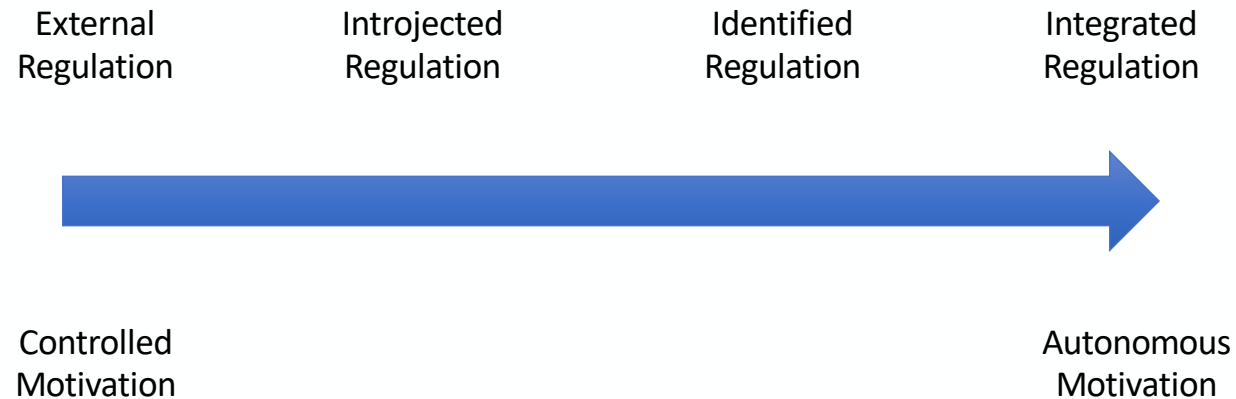
Extrinsic Motivation



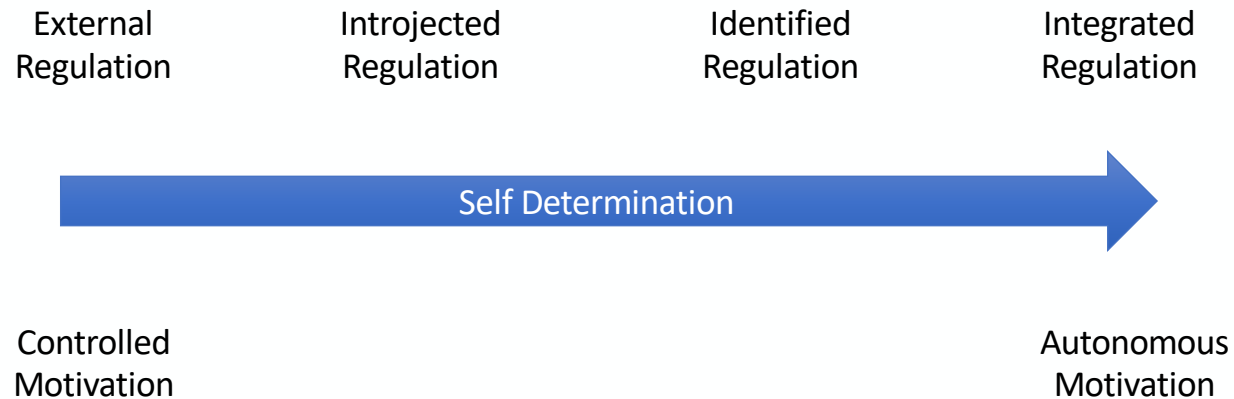
Extrinsic Motivation



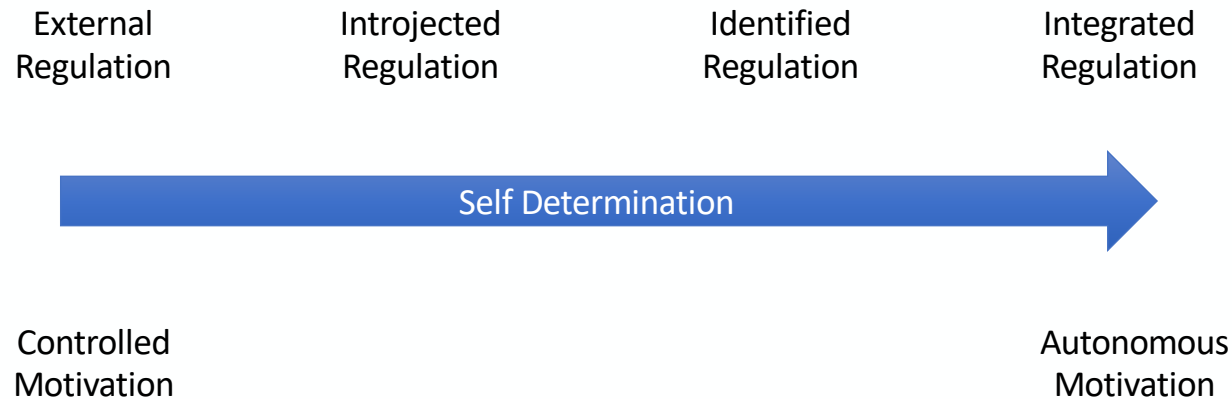
Extrinsic Motivation



Extrinsic Motivation



Extrinsic Motivation



Internalisation

Organismic Integration Theory (Deci
& Ryan, 1985; Ryan & Deci, 2000)

Extrinsic Motivation



SDT

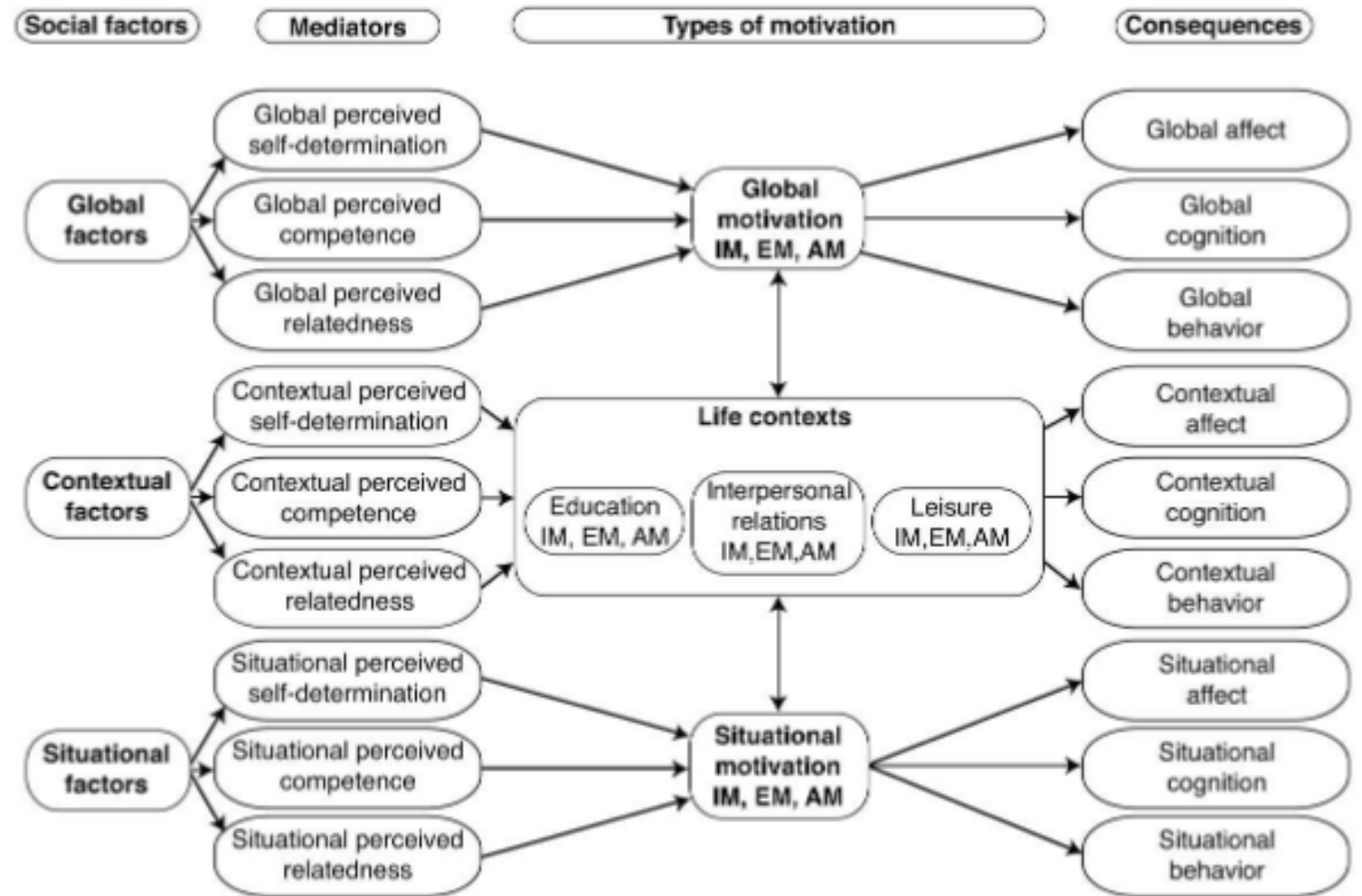
- Cognitive Evaluation Theory
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- **Causality Orientations Theory**
- Basic Psychological Needs Theory
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Causality Orientations Theory

- General sense of being autonomous, controlled, or amotivated across domains
- Individual differences at general level
- Vallerand (2007) HMIEM

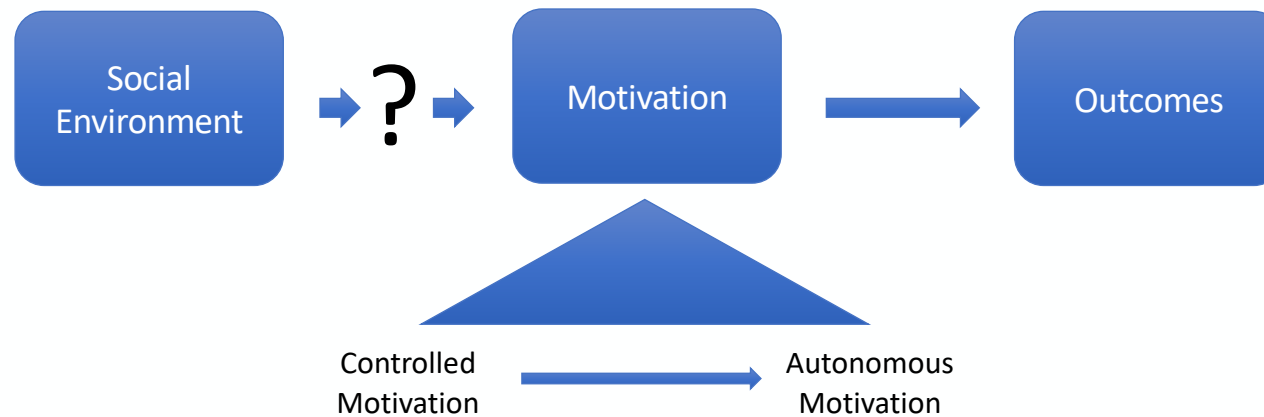
Hierarchical model of intrinsic and extrinsic motivation for sport and physical activity

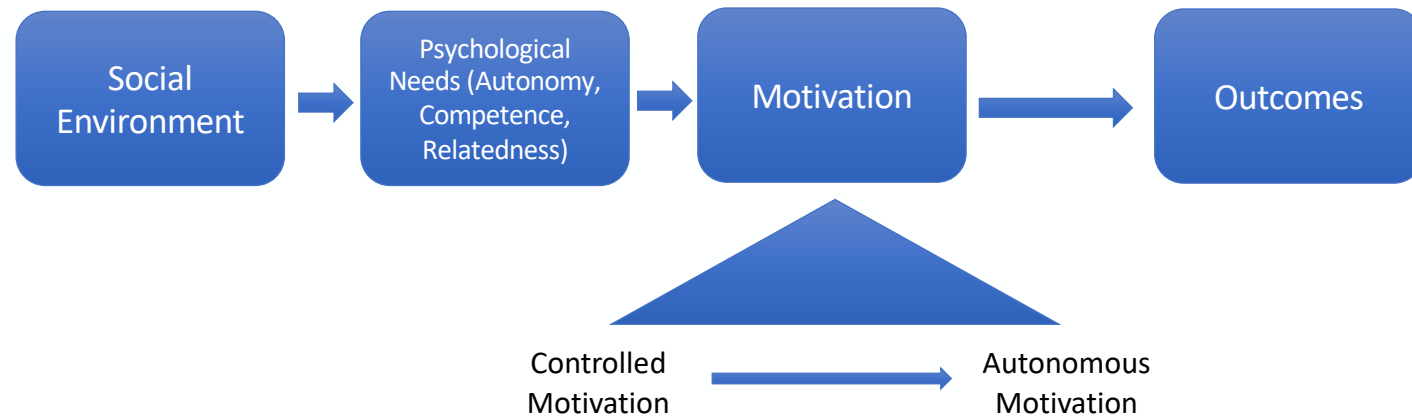
(Vallerand, 1997; 2007)



SDT

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Basic Psychological Needs Theory

- Autonomy
- Relatedness
- Competence

Autonomy

- The need to experience activities as self-endorsed and choicefully enacted

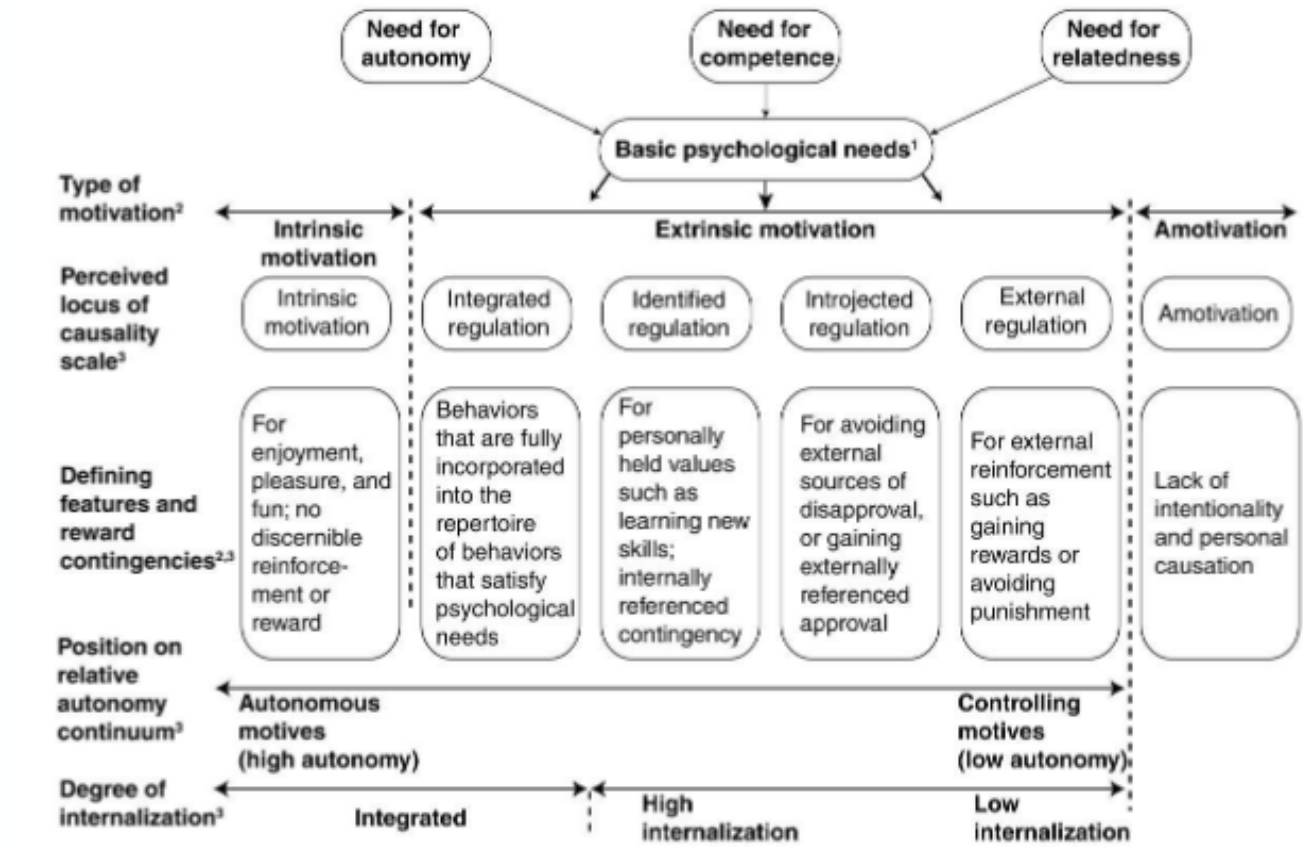
Relatedness

- The need to feel close, connected, and cared for with important others

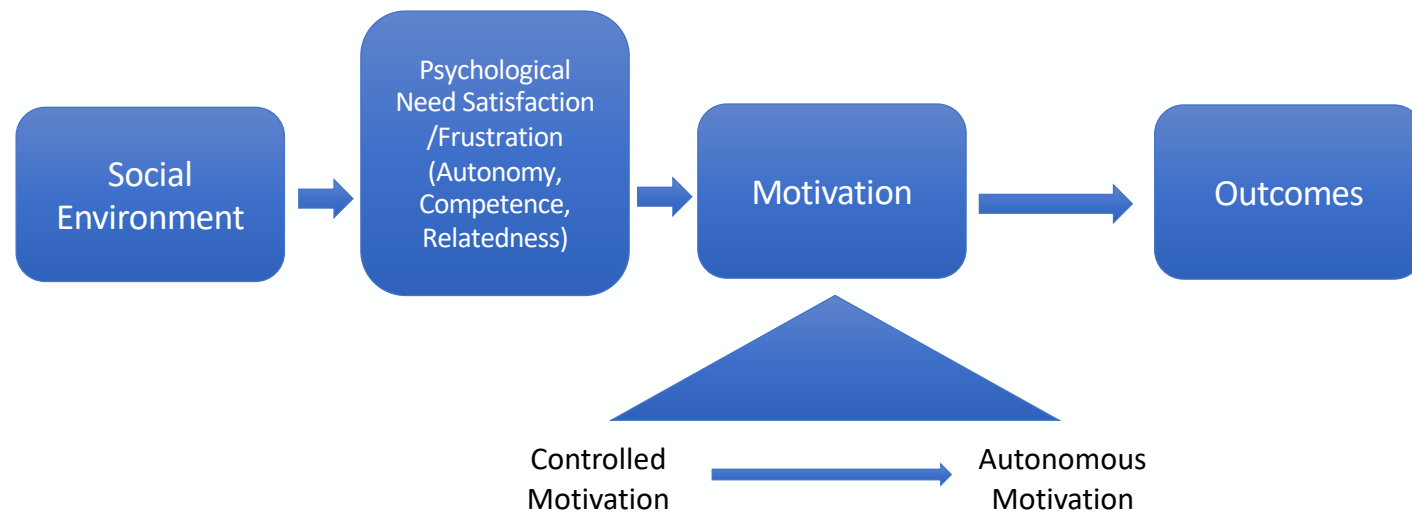
Competence

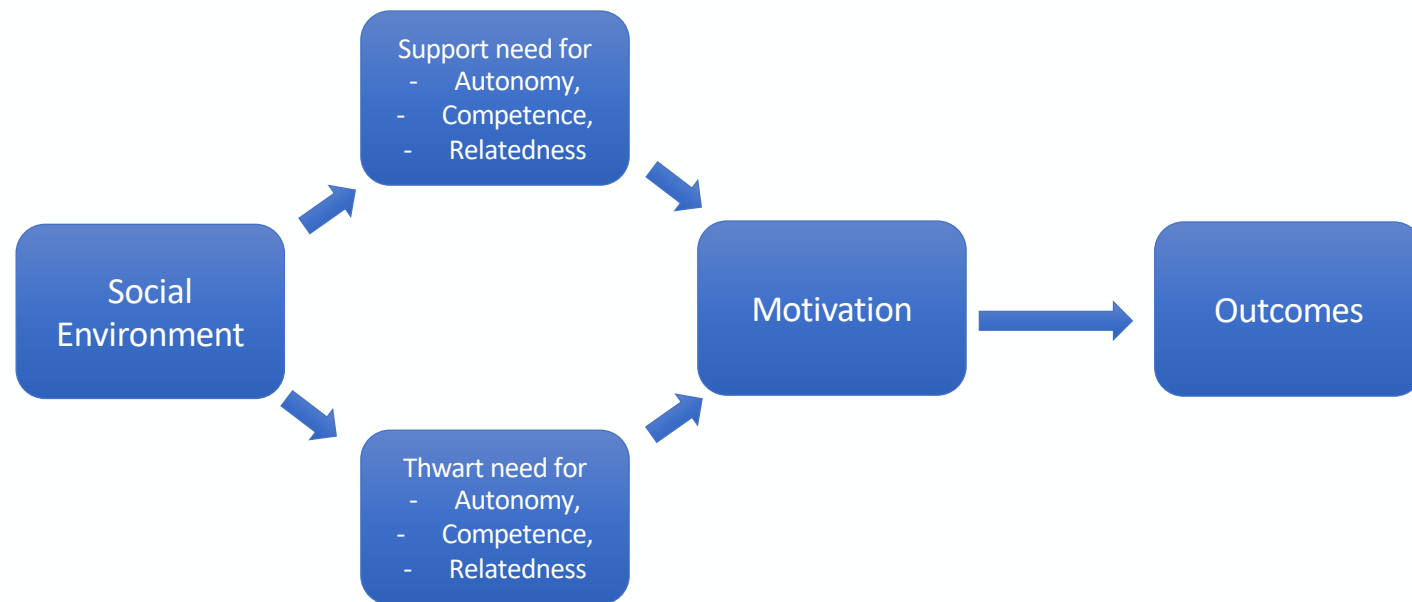
- The need to interact effectively within an environment
- How do we know if we are competent?
 - How to judge success?

Self-Determination Theory (Deci & Ryan)



(From Hagger & Chatzisarantis, 2007)





SDT

- Cognitive Evaluation Theory
- Organismic Integration Theory
- Causality Orientations Theory
- Basic Psychological Needs Theory
- **Goal Contents Theory**
- Relationships Motivation Theory

Goal Contents Theory

- Goal framing (Vansteenkiste et al., 2007)
- Intrinsic v Extrinsic Goals – impact on motivation and wellness

Task

- Provide examples of intrinsic and extrinsic goals relating to physical activity.
- What do you think the implications of having extrinsic or intrinsic goals are? Why?

SDT

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- **Relationships Motivation Theory**

Relationship Motivation Theory

- Relatedness – development and maintenance of close personal relationships (e.g., best friends, romantic partners)
- RMT is concerned with these & other relationships – and the importance of these for well-being as they provide satisfaction for the need for relatedness
- However, not only relatedness need satisfied, also autonomy & competence (to lesser extent)
- Best relationships are where partners supports basic psychological needs

(Standage and Emm-Collison, 2016)

SDT Critiques

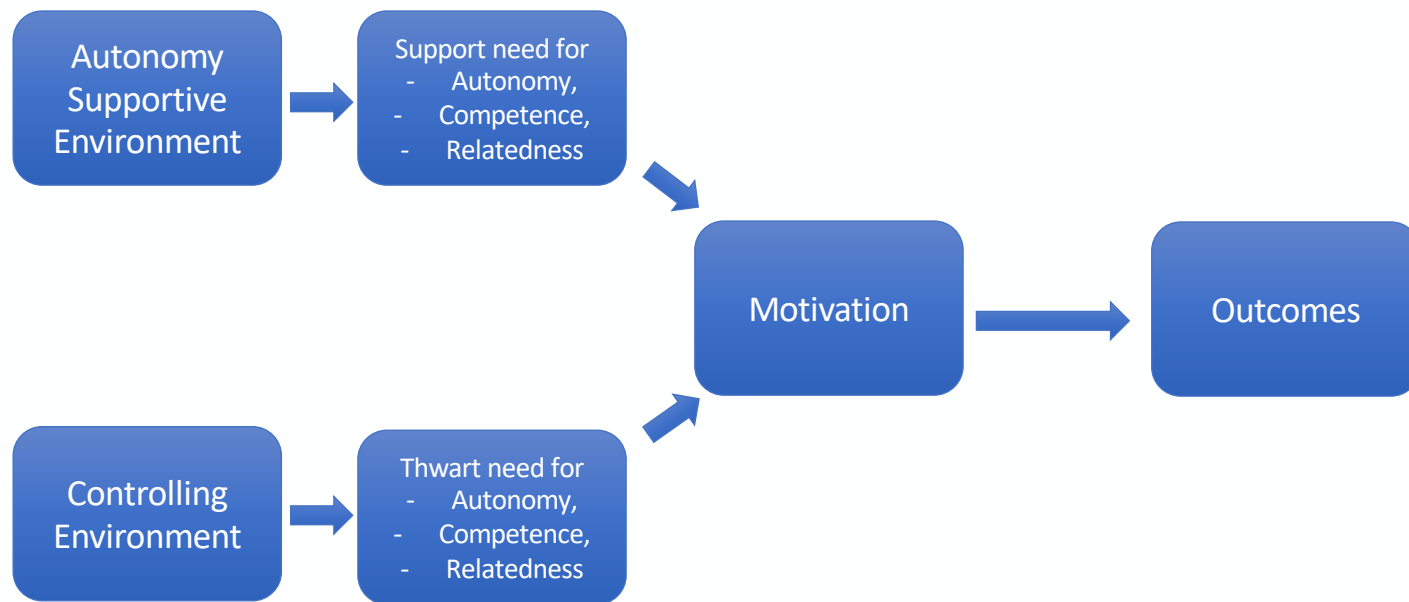
- Unfalsifiable?
- Just three needs?
 - meaning, self-esteem, security, novelty
- Empirical evidence: Autonomous motivation – Physical Activity in young people (Owen et al., 2014) meta analysis

Practical Application

The Social Environment

Texas A&M University-Commerce
Marketing Communications
Photography (2010)





Leader Behaviours

1. Selecting a player of the game
2. Only selecting athletes that attend training
3. Providing positive feedback after good performances
4. Using the iPad to film performance in a training/practice session
5. Using differentiated activities within training sessions
6. Fitness testing all athletes
7. Using a squad rotation system
8. Giving all players specific targets to improve on
9. Letting the participant decide what to do in practice



Social Environment

- Autonomy Support v Controlling
- Silva, Marques & Teixeira paper
- Gillison et al. (2018) paper
- Teixeira et al. (2020)

SDT based Interventions

- Physical Education (Ntoumanis, 2012)
- Exercise (Standage & Ryan, 2012)
- Sport (Ntoumanis, 2012)

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).

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



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.

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