

**Want To vs. Will Do:  
Understanding the  
difference between  
*Motivation* and  
*Regulation***



## Outcomes

By the end of this lesson, you will...

- Understand the difference between motivation and regulation
- Understand how external rewards can help students become more self-regulated
- Understand when and why to fade external rewards



# Essential Questions

- What are your current beliefs about intrinsic and extrinsic motivation?
- How do the tenets of SDT and PBS fit in your own behavior?
- How can you leverage the 8 ETLPs and the 3 psychological needs to help students self-regulate?
- ***Why, when, and how*** is it ***critical*** to fade extrinsic rewards for your students?



*I shouldn't  
have to teach them  
how to behave!*

*I shouldn't have to reward  
students for doing what they  
should already be doing!*

*Giving rewards is bribery!*

*Extrinsic  
rewards undermine  
intrinsic motivation!*







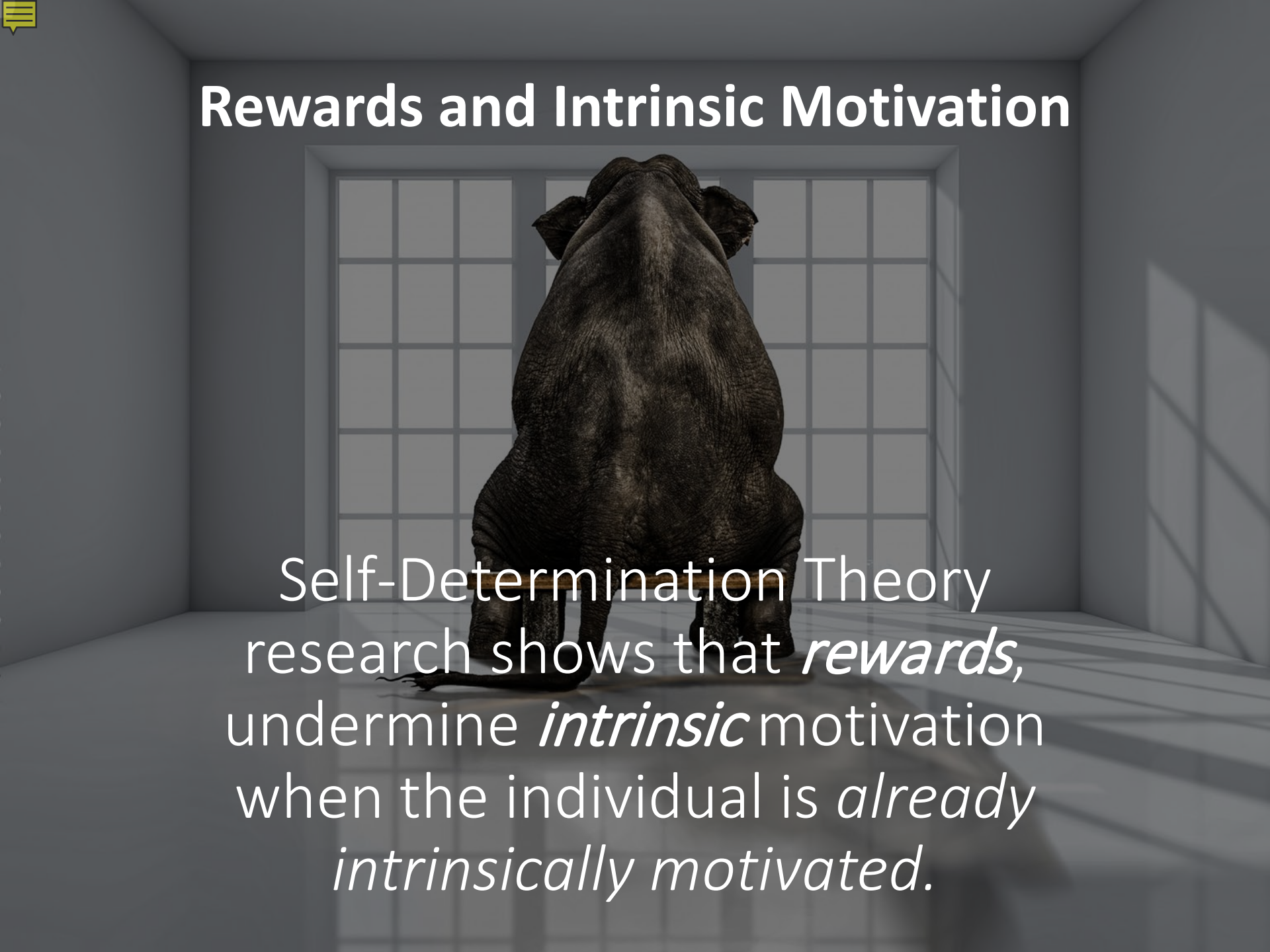
# Want To

Intrinsic vs Extrinsic Motivation





# Rewards and Intrinsic Motivation



Self-Determination Theory research shows that *rewards*, undermine *intrinsic* motivation when the individual is *already intrinsically motivated*.



GAME TIME BABY!



# Passion Tax





# Intrinsic Motivation

Activity or task is engaged in for the sheer pleasure or interest from within the activity itself. The outcome is *inseparable* from the activity itself.

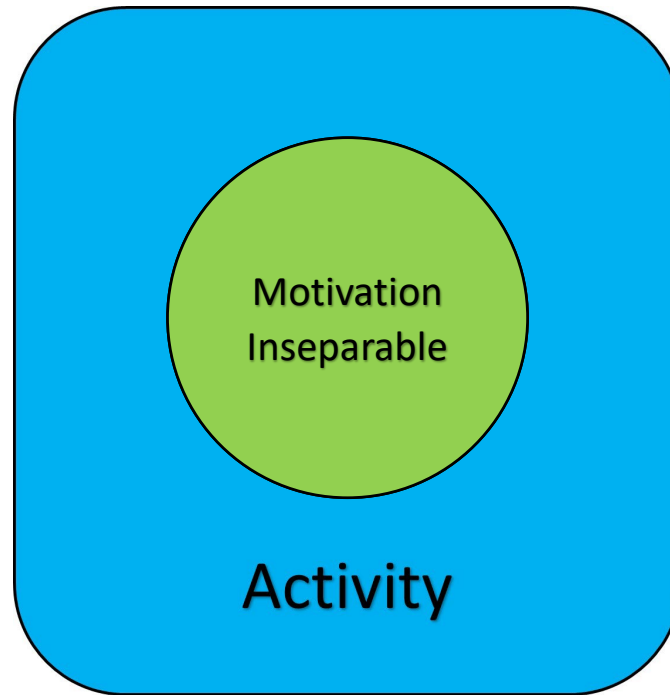




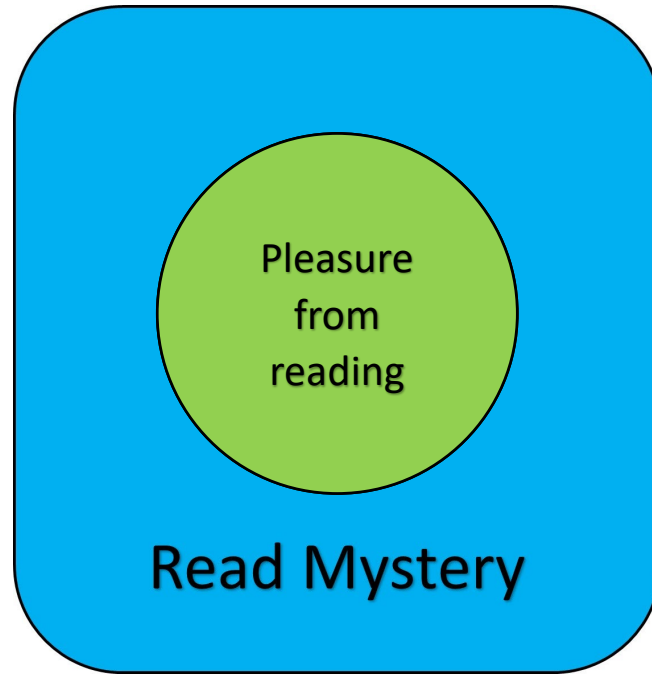
## Extrinsic Motivation

Activity or task is engaged in to achieve an outcome that is *separable* from the enjoyment or interest in the activity, itself.





Intrinsic Motivation



Intrinsic Motivation





**Amotivation**

**Extrinsic Motivation**

*Activity is done in order to attain a separable outcome*

**Intrinsic Motivation**

Outcome is inseparable from activity.





# Think, Pair, Share





**Amotivation**

**Extrinsic Motivation**

*Activity is done in order to attain a separable outcome*

**Intrinsic Motivation**

Outcome is inseparable from activity.





# Think, Pair, Share

- Amotivated
- Extrinsically motivated
- Intrinsically motivated







Will Do



“Indeed, much of what people do is not, strictly speaking, intrinsically motivated, especially after early childhood when the freedom to be intrinsically motivated is increasingly curtailed by social pressures to do activities that are not interesting and to assume a variety of new responsibilities.”

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Ryan & Deci 2000



“In nearly every setting people enter, certain behaviors and values are prescribed, behaviors that are not interesting and values that are not spontaneously adopted.”

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Ryan & Deci 2000

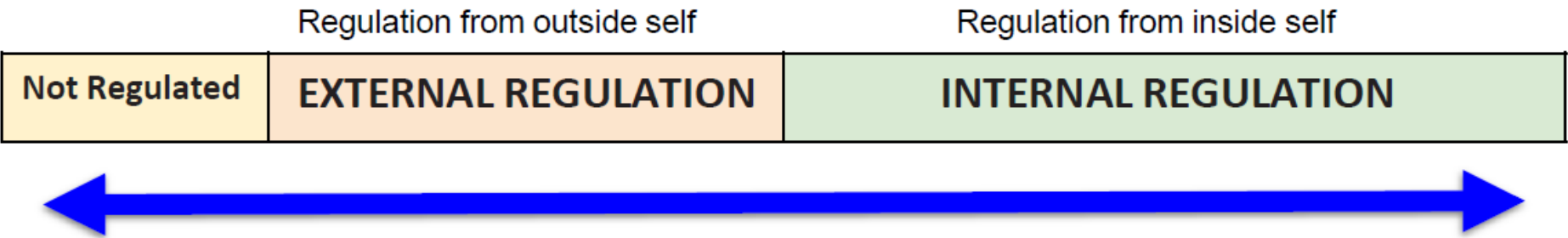


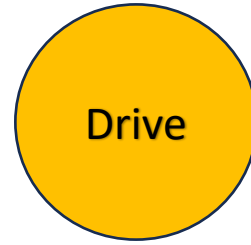












External Regulation



Earn  
Approval  
from  
Coach



Complete  
a 5K

External Regulation



<b>Amotivation</b>	<b>Extrinsic Motivation</b> <i>Activity is done in order to attain a separable outcome</i>		<b>Intrinsic Motivation</b> Outcome is inseparable from activity.
Not Regulated	<b>EXTERNAL REGULATION</b>	<b>INTERNAL REGULATION</b>	





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<b>Not Regulated</b>	<b>EXTERNAL REGULATION</b>		<b>INTERNAL REGULATION</b>		
Noncompliance	Compliance	Approval from self or others	Self-endorsement of goals	Integration with values	Inherent interest or pleasure in activity







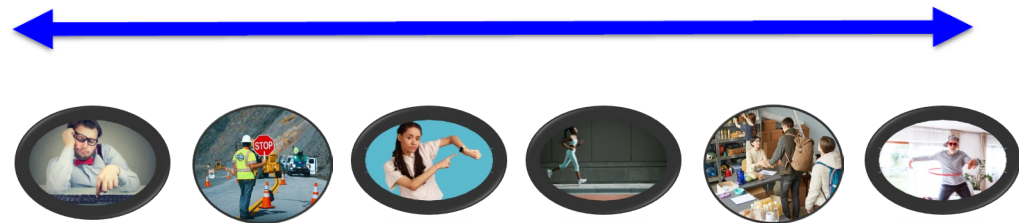
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# Think, Pair, Share

- Where on the continuum do you spend most of your day?
- Are there any activities that you move back and forth along the continuum?
- Are there activities that you enjoy, but you would probably not do if you were not paid?
- What percentage of your day do you spend doing something for the sheer pleasure of doing it?

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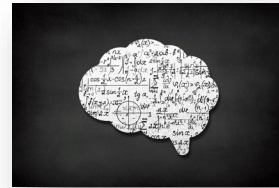
### **3-Basic Psychological Needs**

There are 3 inherent psychological needs that must be supported for an individual to become more intrinsically self-regulated.



## 3-Basic Psychological Needs

- Competence
- Relatedness
- Autonomy

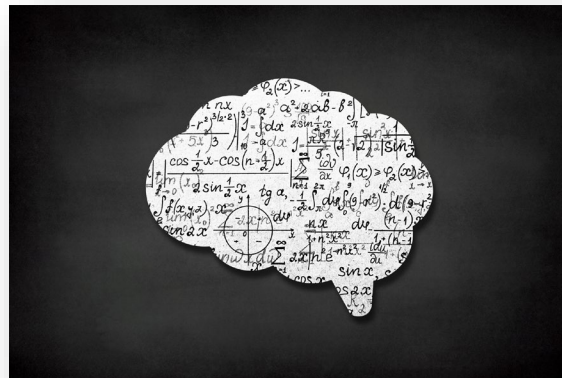




# Competence

Perceived ability to succeed at what is to be done; Self-Efficacy.

“People are more likely to adopt activities that relevant social groups value when they feel *efficacious* with respect to those activities.”

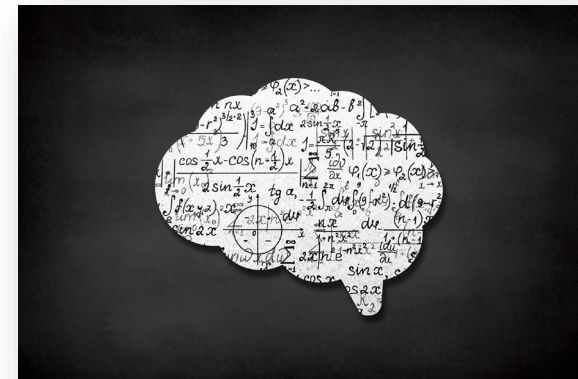


Ryan & Deci 2000



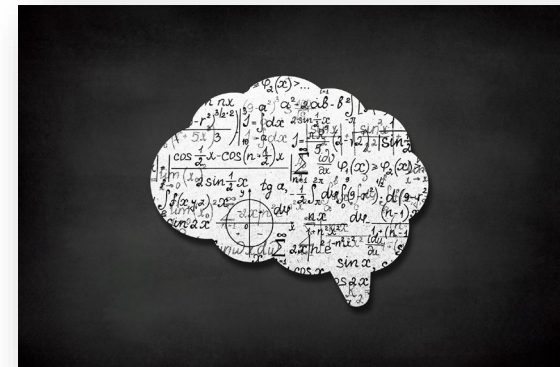
# How do you support Competence?

- Information
  - Positive Specific Feedback
  - Performance Feedback
  - Challenging, but high rates of success



# How is competence thwarted

- Evaluative Feedback
- Deadlines
- Insincere, General/Vague, or Sarcastic feedback
- Task difficulty beyond capacity for success





# Relatedness

Feeling connected with others; sense of *belonging*.

“Because extrinsically motivated behaviors are not typically interesting, the primary reason people initially perform such actions is because the behaviors are prompted, modeled, or valued by significant others to whom they feel (or want to feel) attached or related.”



Ryan & Deci 2000



# How is relatedness supported?

- Greeting students at the door
- Clubs
- Sports
- Student government
- Positive specific feedback
- Instructional responses to unexpected behavior





# How is relatedness thwarted?

- Poor teacher student relations
- Exclusionary discipline







# Autonomy

Being in control of one's life.

*Self-determination*  
*Volition*  
*Will*

*Internal Locus of Causality*



“When autonomous, behaviors are experienced as emanating from, and an expression of, one's *self*. In contrast, behaviors characterized within SDT as controlled are those in which a person feels externally or internally pressured or compelled to act.”



# How is autonomy supported

- Offer meaningful ***choice***
- Providing rationales for activities
- Make connections between activities and student's values





# How is autonomy thwarted

- Punishment
- Rewarding behavior that is ***already intrinsically motivated***
- Bribery
- Deadlines
- Eliminate opportunities for choice





Perception  
is  
everything!

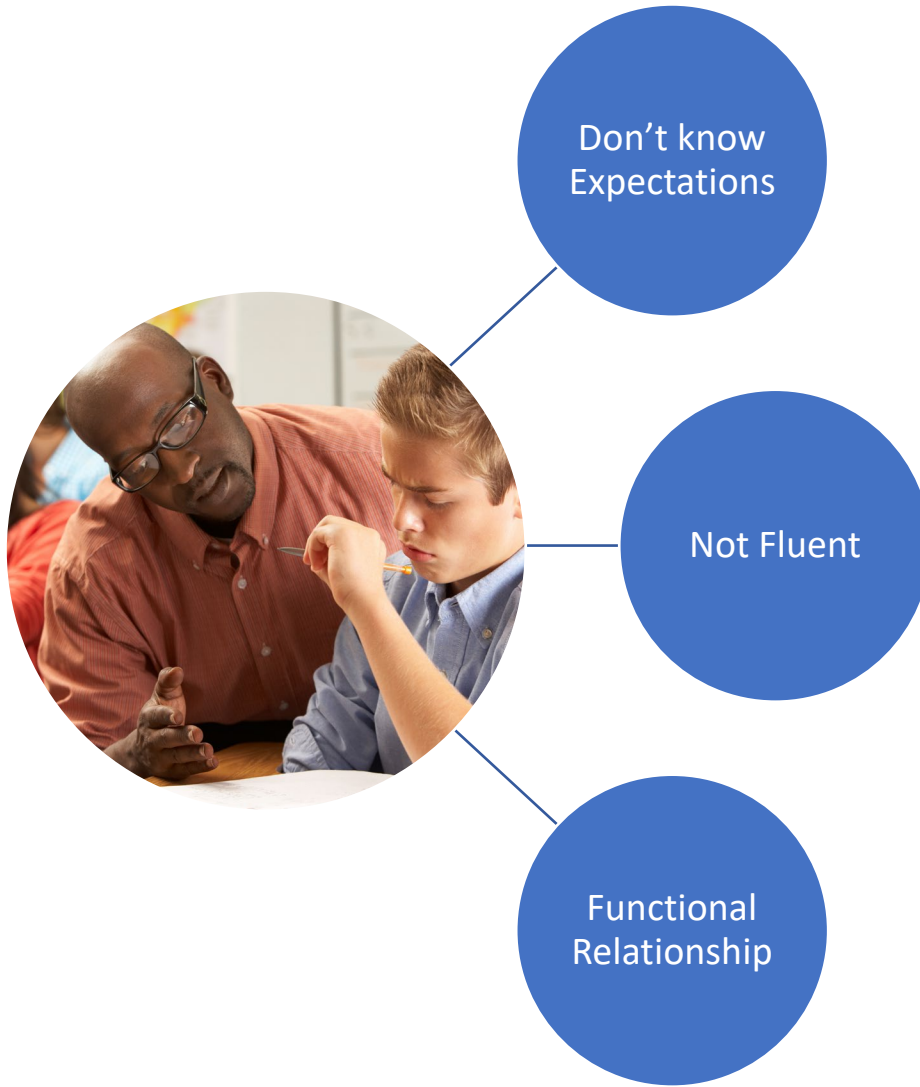
- Sincere
- Legitimate
- Avoid Sarcasm
- Unexpected







# Why Do Kids Engage in *Unexpected* Behavior?





# ABCs of Behavior

*Antecedent* signals the *Behavior* resulting in a *Consequence*





# ABCs of Behavior

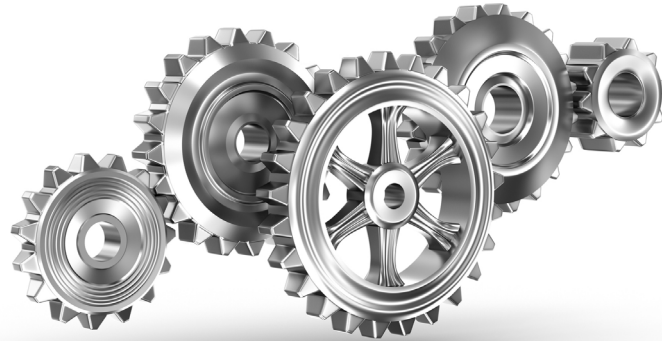
A *reward* is a consequence that *increases* future behavior;  
A *punishment* is a consequence that *decreases* future behavior.





# Function

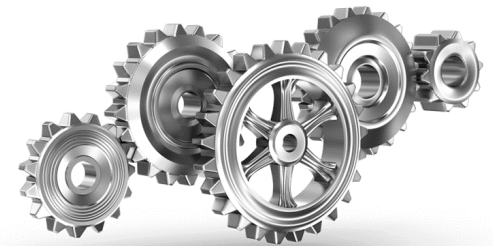
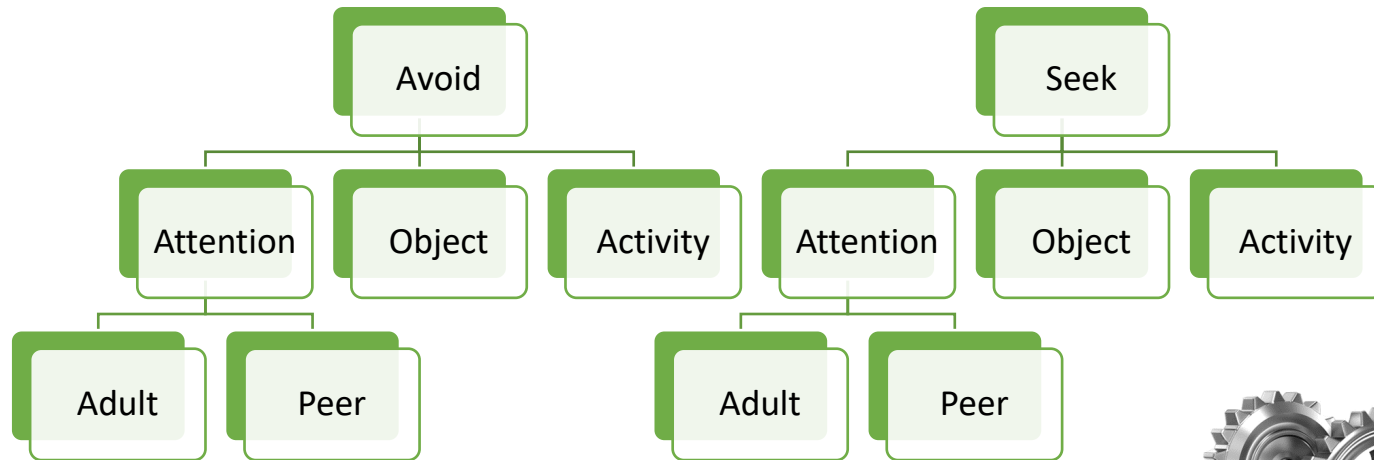
The outcome, purpose or *consequence* of the behavior; the effect of the behavior on the environment.







# Functions of Behavior





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# Effective Teaching and Learning Practices

- Expectations and Rules
- Procedures and Routines
- Acknowledging Expected Behavior
- Correcting Unexpected Behavior
- Active Supervision
- Opportunities to Respond
- Activity Sequencing and Choice
- Adjusting Task Difficulty





# Expectations & Rules

Classroom Teachers align positively stated rules or behaviors with the schoolwide expectations.

Expected behaviors are taught to students

Students have opportunities to practice expected behaviors






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## Expectations & Rules

Seek Adult Attention

Seek Peer Attention

Seek Object or Activity

Avoid Adult Attention



1 of 1







# Procedures & Routines

Classroom Teachers identify procedures for frequent classroom activities.

Procedures are taught to students.

Procedures are practiced until they become routine.






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## Procedures & Routines

Seek Adult Attention

Seek Peer Attention

Seek Object or Activity

Avoid Adult Attention



1 of 1





# Encouraging Expected Behaviors

Expected behaviors are consistently reinforced.

Reinforcement may include tangibles

Reinforcement *must* include *positive specific feedback*






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## Encouraging Expected Behavior

Seek Adult Attention

Seek Peer Attention

Seek Object or Activity

Avoid Adult Attention



1 of 1



# Discouraging Unexpected Behaviors

Contextually inappropriate, or unexpected, behaviors are *consistently* corrected using a continuum of *instructional, non-punitive* responses.








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## Discouraging Unexpected Behavior

Seek Adult Attention

Seek Peer Attention

Seek Object or Activity

Avoid Adult Attention



1 of 1





# Active Supervision


Teacher continuously scans the room, providing positive specific feedback to students who are following behavior expectations, and providing non-verbal and verbal redirects to students who are behaving unexpectedly



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## Active Supervision

Seek Adult Attention

Seek Peer Attention

Seek Object or Activity

Avoid Adult Attention



1 of 1



# Opportunities to Respond

Providing *all* students many and frequent opportunities to demonstrate their knowledge.






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## Opportunities to Respond (OTR)

Seek Adult Attention

Seek Peer Attention

Seek Object or Activity

Avoid Adult Attention



1 of 1



# Activity Sequencing & Choice

Sequencing activities in ways that start easy and become more difficult to build momentum or build in brain breaks.

Offer students choice (i.e., of next activity, between assignments, whether to work independently or with a partner, etc.)








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## Activity Sequencing & Choice

Seek Adult Attention

Seek Peer Attention

Seek Object or Activity

Avoid Adult Attention



1 of 1



# Modifying Task Difficulty

Differentiating instructional tasks so that they are at the student's instructional level.

Modifying time or length of assignments

Differentiating modality by which students gain information to give students access to the curriculum (i.e., listening stations, video, etc).

Differentiating modality of expression to give students alternative ways to demonstrate knowledge acquisition (i.e., give a speech, make a podcast, create a picture book, etc.)






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## Modifying Task Difficulty

Seek Adult Attention 0%

Seek Peer Attention 0%

Seek Object or Activity 0%

Avoid Adult Attention 0%



1 of 1





# Fading



- Variable reinforcement schedule





Put it all together







# Summary and Questions

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