How to be Autonomy – Supportive?

1. **Nurture inner motivational resources**

   ❋ Find ways to coordinate the instructional activities with students' preference, interests, sense of enjoyment, sense of challenge, competencies, and choice-making

   ❋ Avoid external regulators such as incentives, rewards, directives, deadlines, assignments, and compliance requests

2. **Rely on informational, non-controlling language**

   ❋ Addresses motivational problems of listlessness, poor performance, or inappropriate behaviors

   ❋ Treat students poor performances as problems to be solved

   ❋ Non-informational

      o E.g. "Please improve your comprehension skills."

      o E.g. "Hit the shuttle further."

   ❋ Informational (information-rich, competence-affirming utterances to identify and explain why students are doing well or making progress)

      o E.g. "You can improve your comprehension skills by highlighting the key words and topic sentences to have a better understanding of the text."

      o E.g. "Turn your shoulder more to hit further."

   ❋ Controlling

      o E.g. "Keep quiet!"/ "Stop talking."/ "Pay attention."

      o E.g. "Do your work! If you don't finish in time, you have to stay back after school to do it."

      o E.g. "Why are you not doing your work?"

   ❋ Non-controlling

      o E.g. "Do you have something to share with the class?" (in address to students talking)

      o E.g. "Do you have any problems with your work?" (in address to students not doing their work)

3. **Communicate value and provide rationale**

   ❋ When doing tasks that students do not enjoy or value, explain the importance of the task

4. **Acknowledge and accept students' expressions of negative affect**

   ❋ Show that you understand from their perspective

   ❋ Addresses motivational problems

Reference:

Reeve, J. (2006). Teachers as facilitators: What autonomy- supportive teachers do and why their students benefit. *The Elementary School Journal, 106*(3), 225-236.

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