

5TH INTERNATIONAL CONFERENCE ON  
**Self-Determination Theory**

2013  
**CONFERENCE GUIDE**

Rochester  
New York

Thursday June 27 -  
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## **Poster 76. The self-determined motivation at the physical education class and its relation with the adherence to the teenager exercise**

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The aim of this research is to examine the relation between controlled motivation, autonomous motivation and amotivation to physical education class and switching motivational stages to the exercise. 285 high school students participated ( $M_{age}= 16.4$  years;  $SD=1.34$ ; range= 15-21), 121 male and 164 female. An adaptation of the physical education from the Sport Motivation Scale and the Questionnaire from the Stages of Change in the Physical Activity were used. The reliability of each motivational stage was: autonomous  $\alpha=.94$ , controlled  $\alpha=.84$ , and amotivation  $\alpha=.60$ . Autonomous motivation showed lower values in pre-contemplation ( $M= 3.56$ ) and contemplation ( $M=4.05$ ) in comparison with preparation ( $p<.05$ ;  $M=4.95$ ) and maintenance ( $p<.001$ ;  $M=5.21$ ). In contrast, amotivation got higher values in pre-contemplation ( $p<.05$ ;  $M=4.05$ ) in comparison with preparation ( $M=2.91$ ), action ( $M=2.60$ ) and maintenance ( $M=2.86$ ). The results confirm the motivational differences are associated with the changing stages.

## **Poster 77. Engaging children in therapy: Employing Self-Determination Theory to support practitioners.**

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Allied health practitioners work with children with a range of developmental, behavioural and social challenges. There is growing evidence about what interventions are most appropriate to support these children in attaining the skills they need to participate in daily activities. The research literature is also replete with evidence which supports specific intervention protocols to achieve specific functional outcomes. Self-Determination Theory, however, provides a structure whereby practitioners can look at the process in which they engage when they deliver therapy in order to optimize children's motivation and engagement. This presentation highlights how current best practice guidelines such as being goal-directed, family centred and embedding interventions in ecologically meaningful contexts can be understood within the structure of SDT. As such this can provide practitioners with a way of viewing interventions in a way that will support children to become more independent in the different spheres of their daily lives.