

# Autonomy support across domains of socialization

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Autonomy support is a key ingredient of high-quality parenting and other hierarchical relationships. Yet, how authority figures can support children's autonomy—that is, their sense of volition—in various daily situations remains unclear: the operationalization of autonomy support often varies across studies. In an effort to further our understanding of autonomy-supportive (AS) behaviors, I will highlight their common features (i.e., empathic, informational, and supportive of active participation) and their variability. Importantly, I will propose that AS behaviors may have varied across studies because volition is derived from two different processes (i.e., intrinsic motivation and internalization) and that different AS behaviors may be needed to effectively support the volitional functioning that originates from each of these processes.

Guided by Grusec and Davidov (2010)'s Domains-of-socialization framework, I will further argue that intrinsic motivation and internalization are likely to operate differently across domains of socialization (i.e., reciprocity, guided learning, discipline, protection, and group participation), which could account for the variability of AS behaviors. I will then present the different parenting behaviors that have been linked to autonomy-related outcomes (e.g., autonomous motivation) in each of these domains (Mageau & Joussemet, 2023), including those of the How-to Parenting Program (Joussemet et al., 2014, 2018; Mageau et al., 2022, 2022).

Finally, I will present a new coding scheme (Labelle et al., in revision), designed to test some of the hypotheses derived from this domain-specific approach to socialization and autonomy support. In this coding scheme, we more clearly differentiate behaviors that are uniquely autonomy-supportive or uniquely structuring from those that may be both, depending on the domain of socialization. Our first set of findings reveals that these different sets of behaviors have unique correlates in the guided

learning domain, which suggests that investigating them separately could be a fruitful research avenue to clarify how parents can support their children's volitional functioning across daily socialization challenges.