

8th International Self-Determination Theory Conference

Final Program Details

Tuesday, May 30, 2023

3:00 – 6:00 PM	Early Registration Open Get to Know Orlando	Registration desk First floor Peninsula wing
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Wednesday, May 31, 2023

8:00 AM – 5:00 PM	Registration Open Registration and check-in available throughout conference	Registration desk/kiosk First floor Peninsula wing
8:30 – 9:00 AM	Opening of SDT Conference <ul style="list-style-type: none"> Welcome Address by Shannon Hoefen Opening Remarks & Introduction by Maarten Vansteenkiste 	Mainstage (Peninsula 1-4)
9:00 – 10:45 AM	Plenary Keynote by Richard Ryan	Mainstage (Peninsula 1-4)
10:45 – 11:15 AM	Coffee Break	
11:15 AM – 12:30 PM	Individual Talks 1	
Theory & Methods 1A Intrinsic Motivation	<p>Tracy Dubin Self-determination theory's intrinsic motivation inventory scale measuring COVID-19's effect upon motivation</p> <p>Elisa Cavicchiolo & Fabio Alivernini Trajectories of intrinsic and extrinsic motivations in low-income students during adolescence</p> <p>Tanya Chichekian The extended benefits of perceiving knowledge transfer and contribution to community while participating in extracurricular activities</p> <p>Hallgeir Halvari Will they stay or will they go? Motivational profiles, retirement-related correlates, and retirement intentions among 58-72-year-old workers</p>	Biscayne
SDT & Well-being 1B Conditions Facilitating Well-being	<p>Maria Di Stasio Student diversity clubs in high schools promote self-determination, autonomy, and belongingness</p> <p>Betsy Ng Promoting social and emotional learning in schools through self-determination theory</p> <p>Rebecca Champ Seeking connection, autonomy and emotional feedback: A self-determination theory of self-regulation in attention deficit hyperactivity disorder</p> <p>Kimberley Bartholomew A realist evaluation of Noise Solution: Moving beyond does it work to understand how, why, for whom, and under what conditions a digital music-making intervention improves the well-being of young people</p>	Canaveral

<p>Special Topics</p> <p>1C</p> <p>Self-control, Regulation & Rehabilitation</p>	<p>Kaitlyn M. Werner Harnessing the power of motivation to promote lasting behaviour change</p> <p>Jihong Zhang Exploring college students' internalization dynamics during COVID-19: A network analysis</p> <p>Vera Monteiro Assessing academic self-regulation in Portuguese students</p> <p>Claudia Odgers Changing lives: Social support and basic psychological needs in the motivation to desist from crime</p>	<p>Longboat</p>
<p>Education</p> <p>1D</p> <p>Teaching Style</p>	<p>Erika Patall The state of U.S. teachers' practice of engaging students in the classroom in 2022</p> <p>Barbara Otto Accordance of student and teacher reports on instructional design of middle school math classes and its association with students' motivation</p> <p>Dora Herrera Professors' teaching styles, students' hopes/fears and engagement: a qualitative study in a Peruvian music school</p> <p>Julia Eckoldt Conditions under which teachers are able to engage in open instruction environments</p>	<p>Peninsula 1-4</p>
<p>Health & Activity</p> <p>1E</p> <p>Health Supports and Demands</p>	<p>Emily Oliver Organismic health systems: the interplay between individual and system-level autonomy in healthcare policy and practice</p> <p>Magdalena Poraj-Weder Motivational shifts in dietary process change: Results from longitudinal study</p> <p>Jamie Besel Holographic Memory Resolution®, psychological ill-being, and basic psychological needs</p> <p>Noud Frielink The prospective associations between autonomy support, basic psychological needs, motivation, and well-being amongst people with mild to borderline intellectual disabilities: A two-wave study</p>	<p>Peninsula 5-7</p>
<p>Work & Organizations</p> <p>1F</p> <p>Motivators at Work</p>	<p>Toni Babarovic One-year stability and change of autonomous career motivation in mid-adolescence</p> <p>Mai Yasue Fostering deep and enduring change in community-based conservation and EDI programming</p> <p>Iva Sverko The unique role of autonomous career motivation in predicting middle adolescents' career behavior</p> <p>Maximiliane Wilkesmann What motivates high performers to give their best in the context of competitions? A comparison between chefs in fine dining restaurants and professors at universities of excellence</p>	<p>Merritt</p>
<p>12:30 – 2:15 PM</p>	<p>Lunch and Poster Session 1 See Poster Session Document for Session Participants</p>	<p>Atrium</p>
<p>2:15 – 3:45 PM</p>	<p>Symposia 1</p>	
<p>Theory & Methods</p> <p>1A</p> <p>Cutting-Edge Quantitative Methods Applied to</p>	<p>David Litalien Autonomous motivation from high school to college: A longitudinal person-centered approach</p> <p>William Gilbert Implications and considerations in using latent profile and transition analyses in longitudinal research within self-determination theory</p> <p>Julien Bureau The many advantages (and few caveats) of estimating the self-determination continuum using Bifactor S-1 modeling</p>	<p>Peninsula 1-4</p>

Motivational Psychology in Education	Julien Chanal (Chair) Statistical modeling of academic motivation and its impact on the links between motivation and its antecedents and consequences	
SDT & Well-being 1B Autonomy as a Resilience Factor: Evidence from Communities, and Populations Having Experienced Aversive Events	Julie Laurin Difficult infant temperament and intimate partner violence during the transition to parenthood: Dyadic associations with stress and autonomy thwarting Nathalie Houlfort Autonomy at work and at home as critical resources to resolve and minimize impact of work-family conflicts Richard Koestner The importance of collective needs for autonomy (and relatedness and competence) during the COVID-19 Pandemic: Evidence from longitudinal studies in Canadian black communities Frederick Philippe (Chair) Making the past one's own: Integrative emotion regulation is central to processing past aversive experiences and united self-functioning	Peninsula 5-7
Special Topics 1C Morality & Virtues Development	Alexios Arvanitis Understanding moral agency through the lens of self-determination theory Matt Stichter Integrating virtue and moral motivation Tobias Krettenauer (Co-Chair) & Paul Lefebvre Autonomous moral identity motivation: Relationships with age, decision-making and emotions Randall Curren (Co-Chair) Well-being, needs, and justice in self-determination theory and philosophy	Longboat
Education 1D Towards a Refined View on (De)motivating Teaching: A circumplex Approach Across Countries	Aleksandra Huić (De)motivating teaching styles: The Circumplex Model in the Croatian context Paul Evans Teachers' motivating styles: A deeper understanding of the 'structure' construct and its implications for student cognitive load Sabine Sypré Do teachers motivate gifted learners in a different way? The role of effectiveness, entity, and giftedness beliefs Angelica Moè (presented by Idit Katz) What favors the adoption of a motivating teaching style? Looking beyond need satisfaction	Biscayne
Health and Activity 1E Basic Psychological Needs in Health Professions Education	Rashmi Kusurkar (Chair) A review of the effect of assessments on motivation in Health Professions Education students, and its context and mechanisms Cesar Orsini Role, relevance, and strategies to promote a needs-supportive learning environment in dental education Anouk Wouters The importance of relatedness for ethnic minority students in medical education Jessica Wells The impact of self-leadership practices on burnout symptoms in first-year physician residents	Canaveral
3:45 – 3:50 PM	Transition Time	
3:50 – 4:50 PM	Rapid Talks 1 & Workshops 1	

Rapid Talks		
SDT & Well-being	Laura Moradbakhti Basic psychological needs as a measure of digital well-being across cultures	Longboat
1A	Fangzhou You The application of a wellbeing-supportive design toolkit for a cross-cultural research	
Basic Needs & Well-being Across Cultures	Paifang Zhang Types and hierarchy of needs	
	Necati Aydin Promoting employees' psychological health: Motivational power of financial compensation programs compared with need-supportive behaviors of managers	
	Wei Zhang Are you happy? A qualitative research of Chinese vocational college students' well-being	
Special Topics	Krystyna Adamska Emotional inner peace as a result of authorship, susceptibility to control and interest-taking	Merritt
1B	Charles-Étienne Lavoie Using episodes of work-family conflict to examine how coping and emotion regulation interact	
Emotion Regulation & Identity Development	Catherine Cimon-Paquet Parenting with passion: A look at determinants and outcomes	
	Charlotte Schrooyen The role of parental identity in parents' well-being and early parenting during the transition to parenthood	
Workshops & Interest Groups		
1A	Workshop on autonomy-supportive teaching and mentoring Johnmarshall Reeve, Prof., Australian Catholic University Haya Kaplan, Prof., Kaye Academic College of Education	Peninsula 1-4
1B	A deep dive into the dynamic nature of (de)motivating leadership: The leadership compass as a refreshing tool for practice Nathalie Aelterman, PhD, Co-founder of Impetus Academy	Peninsula 5-7
1C	Supporting psychological needs and motivation through story-based learning Austin Welch & Richard Flemming, Co-founders of Sage Media	Biscayne
1D *Interest Group Panel	SDT and health policy Emily Oliver, Prof. Population Health Sciences Institute, Newcastle University Arlen Moller, Prof., Dept. of Psychology, Illinois Institute of Technology	Canaveral
4:50 – 5:00 PM	Transition Time	
5:00 – 6:00 PM	Keynotes 1	
1A	Mireille Joussemet Why and how to support autonomy when it's difficult to do so (and matters the most)	Mainstage (Peninsula 1-4)
	Josh Howard What we've learnt from meta-analysis of SDT regulation types and how we can build a perpetually updating meta-analysis of our entire field	
1B	Rafael Calvo Psychological needs and values: Tensions in design engineering	Mainstage 2 (Peninsula 5-7)
	Leen Haerens Challenging the beliefs driving a controlling style in coaching and education: What the research reveals	
6:00 – 7:00 PM	Welcome Reception	Atrium

	<p>Dinner on your own Bus shuttles, complimentary of our Sponsors, will be running from 6:00-10:30 PM to/from Renaissance hotel/The Pointe Orlando every 10-15 minutes.</p>	Shuttle location: North hotel entrance by parking lot
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Thursday, June 1, 2023

8:00 – 8:30 AM	Special Event: Book Signing by SDT Co-founders	The Lounge (center of conf space)
8:30 – 9:45 AM	Individual Talks 2	
Theory & Methods 2A Goal-Content Theory	<p>William Ryan The double-edged sword of extrinsic goal attainment: Attaining extrinsic goals is associated with increased need satisfaction and frustration</p> <p>Dorota Jasielska Aspire to rest? The relationship between aspirations, psychological well-being and leisure time activity</p> <p>Mathieu Busque-Carrier Association between work values and basic psychological need satisfaction and frustration at work using a person-centered approach</p> <p>Vanessa Kurdi What's hidden in the subscales: value subcategories predicting adolescents' well-being, ill-being, and risk-taking behaviors</p>	Peninsula 1-4
Special Topics 2B Mindfulness	<p>James Donald Daily employee mindfulness and self-determined responses to stressful work situations: Evidence from two experience sampling studies</p> <p>Paula Daoust Using Mindfulness to enhance self-determination in a call center</p> <p>Polina Beloborodova Mindfulness and satisfaction of basic psychological needs</p> <p>Deborah Rosen The unexpected predictive role of dispositional mindfulness on BMI in nurses</p>	Peninsula 5-7
Development & Parenting 2C Practicing Parental Need Support	<p>Patrick Ney 5 Stories of real parents who applied SDT with their children</p> <p>Madeline Levitt Understanding parental control and structure in anxious and non-anxious children: An observational study</p> <p>Gintas Silinskas Reciprocal and combined effects of parents' and teachers' support on children's task persistence and performance</p> <p>Gina Riley Homeschooling and unschooling: A direct application of self-determination and cognitive evaluation theory</p>	Longboat
Education 2D Supporting Student Motivation	<p>Jessica Maier Mixed-methods approach to assess pedagogical teaching quality after a video-based online coaching</p> <p>Abraham Flanigan Addressing digital distraction in college classrooms: Policies, enforcement, and students' basic psychological needs</p> <p>Mark Gutkowski Mastery learning system: An innovation in self-determined learning</p> <p>Daniel Guberman Meeting students basic psychological needs through ungrading</p>	Canaveral

Health and Activity 2E Supporting Athletes' Motivation & Long-term Commitment to Sport	Masato Kawabata University students' motivational profile in sports: Variable- and person-centered approaches to sport motivation regulations Tom De Clerck The role of the leaders' and coaches' (de)motivating style in members' dropout intentions: A multi-informant and multi-level perspective Linus Jonsson Changes in amotivation was the only credible predictor of dropout in a sample of Swedish youth soccer players during the COVID-19 Pandemic Tsz Lun (Alan) Chu Intersectionality of sex, race/ethnicity, and sport level differentiates coach-created motivational climates and psychological needs	Merritt
Work & Organizations 2F Fostering Well-being in the Workplace	Ozge Kantas An employee wellbeing model from SDT perspective: Precious and rare as a diamond Mark Lee Well-being and the evolving place of work: The increased Importance of manager autonomy support and self-determined motivation in a COVID normal working world Wenceslao Unanue Dispositional gratitude prospectively predicts workplace well-being through the mediation of basic psychological need satisfaction: Evidence from three longitudinal studies in Chile Christopher Niemiec A multi-level intervention to optimize motivation and promote wellness among employees	Biscayne
9:45 – 10:05 AM	Coffee Break	
10:05 – 11:05 AM	Keynotes 2	
2A	Scott Rigby Deconstructing the experience of growth: Autonomy, competence, and the hero's journey Idit Katz When choice motivates and when it does not: Research on choice, autonomy, and well-being	Mainstage (Peninsula 1-4)
2B	Emma Bradshaw Aspiring, acquiring, and retiring: What we know and where we could go with goal content theory research Avi Assor The tripartite structure of the meta-need for autonomy: Freedom, inner compass, and true-volition	Mainstage 2 (Peninsula 5-7)
11:05 – 11:15AM	Break	
11:15 – 12:45 PM	Symposia 2	
Special Topics 2A Motivational Challenges During the COVID-19 Pandemic: Refreshing	Maarten Vansteenkiste (Chair) Richard Koestner (Discussant) Frédéric Guay COVID-19 illegal social gatherings: Predicting rule compliance from autonomous and controlled forms of motivation Joachim Waterschoot 'Danced with viruses': The associations between the epidemiology of the COVID-19 crisis, people's risk perception and their motivation for health-safe behaviors Nicole Legate A global experiment on motivating social distancing during the COVID-19 Pandemic Pascaline Van Oost	Peninsula 1-4

Insights from Global Studies	Understanding the motivational mechanisms underlying the effect of conspiracism and government trust on COVID-19 vaccination intentions	
Development & Parenting 2B New Developments in SDT-Based Research on Parenting: Predictors, Concomitants, and Interventions	<p>Nele Flamant Are all parent-adolescent negotiations equally favourable? The role of adolescents' communication style, social domain, and mothers' authoritarianism and family history</p> <p>Catherine Ratelle (Co-Chair) Where does need supportive parenting come from? The role of parents' psychological need satisfaction and frustration</p> <p>Wendy Grolnick (Co-Chair) Effectiveness of a brief preventive intervention based in SDT: The parent check-in</p> <p>Jean-Michel Robichaud Logical consequences in rule-breaking settings: An effective alternative to mild punishments?</p>	Canaveral
Education 2C Using SDT Research to Improve Education for Kids, Kindergarten through High School	<p>Eileen "Lee" Dieck Leadership development in high-school students</p> <p>Tim Leet OIT replacing Aristotle in prosocial character development</p> <p>David Streight (Chair) A coast-to-coast overview of SDT educational practices in the United States</p> <p>Dan Drmacich Public school application of SDT</p>	Biscayne
Work & Organizations 2D A Playbook for Effective Application of SDT to Product Design	<p>Troy Skinner (Chair) Building a competence ramp when consulting to better support autonomous design</p> <p>Esther Sampaio Santos & Jonathan Frye Starting with outcomes (engagement, revenue), finishing with components of motivation. Linear equation models, correlations, looking at proven formulas for product engagement</p> <p>Dayne McClurg Writing upside down (conclusions before data); having a point of view, and communicating it concretely with examples and best practices</p>	Peninsula 5-7
12:45 – 2:30 PM	Lunch and Poster Session 2 See Poster Session Document for Session Participants	Atrium
2:30 – 3:45 PM	Individual Talks 3	

<p>Theory & Methods</p> <p>3A</p> <p>Experiments in BPNT</p>	<p>Konstantinos Papachristopoulos "What are my doing for (their) living:" Basic needs satisfaction, benevolence and creativity in different work contexts</p> <p>Natasha Bowen Countering threats to a sense of competence among African American middle school students</p> <p>Kiki Koutmeridou Charitable pressure: Social proof can reduce charitable giving by thwarting autonomy</p> <p>Nobuo R. Sayanagi Basic psychological needs and outcomes of an SDT-based training program: Comparison of rural farmers in Palestine and Malawi</p>	<p>Biscayne</p>
<p>SDT & Well-being</p> <p>3B</p> <p>Cross-cultural Perspectives on Needs & Need Support</p>	<p>Elene Coete and and Barbara Toizer "Motivated to lead": How self-determination theory can inform impactful community-led development interventions</p> <p>Jesus Unanue Basic psychological needs satisfaction and frustration prospectively mediates the link between dispositional gratitude and life satisfaction: Longitudinal evidence from a representative sample in Chile</p> <p>J�r�mie Verner-Filion The effects of self-determined motivation for extracurricular activities motivation in high-school students across cultures</p>	<p>Canaveral</p>
<p>Special Topics</p> <p>3C</p> <p>SDT & Technology</p>	<p>Arlen C. Moller Developing automated methods for classify SDT-related communication patterns: Exploring governments' Covid-related autonomy supportive vs. controlling communication styles and constituent reactions on Twitter</p> <p>Jonathan Frye How social identity autonomy fosters long-term engagement: Case studies in video games</p> <p>James Szalma Facilitating motivation in a technological world: Applying Self-Determination Theory to human-technology interaction</p>	<p>Peninsula 5-7</p>
<p>Education</p> <p>3D</p> <p>Motivational Predictors of Language Learning</p>	<p>Anna-Liisa Jogi (presented by Marilyn Meristo) University L3/L4 learners' language learning beliefs and motivation</p> <p>W.L. Quint Oga-Baldwin Feeling able, being understood: The need for competence in learning a new language</p> <p>Abigail Parrish Motivation, multilingualism and the modern languages classroom: an SDT perspective</p> <p>Abdullah Alamer The dynamic effects between autonomous motivation and achievement; New perspective</p>	<p>Longboat</p>
<p>Education</p> <p>3E</p> <p>Supporting Teacher Motivation</p>	<p>Kelly Summers Motivating teachers for school improvement planning: A four-field analysis of leadership and motivational styles between two countries and two school-contexts</p> <p>Cesar Orsini What motivates clinical educators to teach? A systematic review and framework synthesis based on self-determination theory</p> <p>Matteo Carmignola How am I to develop the sense of freedom in spite of the restraint? A person-centered analysis of teachers' motivational regulatory styles for school-turnaround projects</p> <p>Haya Kaplan A learning community of beginning teachers: A systemic intervention based on self-determination theory to promote need satisfaction and autonomous motivation for teaching and mentoring</p>	<p>Merritt</p>
<p>Work & Organizations</p>	<p>Vivien W. Forner Interpersonal need support from leaders in the work domain: An intervention study</p> <p>Jacques Forest</p>	<p>Peninsula 1-4</p>

3F SDT & Leadership	A real-life test of a motivational model of compensation based on self-determination theory: The relative motivational power of need-support, pay instrumentality as well as informative and controlling aspects of rewards Yaniv Kanat-Maymon Reversing the lens: How employees' self-determined motivations invite leadership behaviors Uwe Wilkesmann Effects of leadership behavior and basic needs satisfaction on the work motivation of scientific staff at German professorships	
3:45 – 4:30 PM	Special Event: Ice Cream Social & Meet & Greet SDT Experts	Atrium
4:30 – 5:30 PM	Keynotes 3	
3A	Bart Soenens What do we mean in SDT when we say that people are pro-active and resilient by nature (Part I)? Maarten Vansteenkiste What do we mean in SDT when we say that people are pro-active and resilient by nature (Part II)?	Mainstage (Peninsula 1-4)
3B	Lisa Legault Self-determination and public messaging: Brief autonomy supportive communications are effective across life domains Netta Weinstein Listening, understanding, and autonomy during life's important conversations	Mainstage 2 (Peninsula 5-7)
5:30 – 6:30 PM	Rapid Talks 2 & Workshops 2	
Rapid Talks		
Education 2A Supporting Student Motivation	Stefanie De Jonge Test anxiety fluctuations during secondary school assessments: The role of basic psychological needs over and above the number of tests Adeeba Ahmad Foreign language policy and its impact on Pakistani students' motivation: exploring Mandarin initiative through self-determination theory lens Shaylin Williams Constructing knowledge on student motivations and aspirations in engineering education programs Yuanyuan Zhu Different learning environments, different autonomous motivation: Investigating basic psychological needs in three bachelor's programmes	Longboat
Health and Activity 2B Sports	Elisa Lefever Controlling coaching and psychological athlete harassment and abuse: towards a cross-fertilization between both fields of research Thais Benoit Meta-analysis of the sport motivation scale George Kominis Using Sport to motivate Pay-It-Forward co-production sequences: The role of SDT in building a theory of allochronic co-production	Merritt
Workshops & Interest Groups		
2A	Training SDT: Activities and tools to teach SDT concepts Matthew Richter, President, The Thiagi Group	Biscayne

2B	Democratic and personalized curriculum development: Meaningfully involving students Dan Drmacich, Coordinator, Rochester Coalition for Public Education & Retired Principal of Rochester School Without Walls	Peninsula 1-4
2C	Applying SDT to Healthcare: Scaling Solutions to Broaden Benefit Scott Rigby, CEO, Immersyve Paul Adachi, SVP, Immersyve	Peninsula 5-7
2E	Relational Onboarding - Accelerating the Impact of Cross-Functional Teams Amit Raikar, Executive Coach, Accenture	Canaveral
	Dinner on your own Bus shuttles, complimentary of our Sponsors, will be running from 6:00-11:00 PM to/from Renaissance hotel/ ICON Park every 15-20 minutes.	Shuttle location: North hotel entrance by parking lot

Friday, June 2, 2023

8:00 – 8:30 AM	Special Event: Coffee Discussion with SDT Editors	Atrium
8:30 – 9:45 AM	Individual Talks 4	
Theory & Methods 4A Relational Motivation Theory	Michael Maniaci Using social media to satisfy social needs: Social interaction, perceived responsiveness, and relatedness need satisfaction on social media Emily Bonem Measuring relatedness in the classroom: Differential effects of instructor and peer relatedness on academic outcomes in higher education Marianna Bottiglieri Simulating connection: A critical scoping review of relatedness manipulations in experimental paradigms Gavin Slemp Basic psychological need supports and their relations with motivation, well-being, and performance: A meta-analysis	Peninsula 1-4
Special Topics 4B New Directions	John Meyer Mindset- versus reason-based measurement of the self-determination theory motivation types Stefano Di Domenico Motivational finance Daniel Laitsch Self determination theory and theories of public policy Youngmee Kim Effects of caregiving motives and stress regulation on sleep health of family caregivers of adult patients with cancer	Peninsula 5-7
Development & Parenting 4C Supporting Growth in Preschoolers and Their	Katie Fitton Davies Closing the physical and cognitive attainment gap: A home-based, gamified intervention for 4-5-year-old children Reut Nachoum Childbearing motivations and its implications on parental adjustment, parenting practices and child functioning: A 5-year longitudinal research Rita Melia Basic psychological needs supporting wellbeing and involvement in preschool Tamarha Pierce Mothers and close others' support of father involvement through need satisfaction	Biscayne

Socialization Figures		
Education 4D Interventions in Education	<p>Simon Beaudry Results from an SDT experiment in designing syllabus language</p> <p>Wonki Lee Does sequence matter? IMPACT of redesigning sequential calculus course on students' learning outcomes</p> <p>Yurou Wang A meta-analysis of self-determination-theory-based interventions in the education context</p> <p>Thomas K.F. Chiu Digital and hybrid needs support in blended learning for student engagement</p>	Canaveral
Health and Activity 4E Becoming & Staying Physically Active	<p>Chris Bell The relationship between social media, exercise motivation and exercise behaviour in physically active men</p> <p>Alison Murray Motivating children to acquire motor competence through resistance -based movement experiences</p> <p>Candace Brown Motivations of older Veterans and dependents in a physical activity program</p> <p>Marcelo Callegari Zanetti Internalization and integration processes of the physical exercise's behavior by recreational resistance training practitioners in a social and sports club inside Brazil</p>	Longboat
Work & Organizations 4F Workplace Engagement & Well-being	<p>Sandeep Dayal SDT in cognitive branding</p> <p>Jose Espinoza Initial tests of a "new" candidate need: The contribution of purpose to well-being, work attitudes, and motivation beyond the three basic psychological needs</p> <p>Marylène Gagné Which is most important to work motivation? Pay or work design?</p> <p>Jacques Forest & Florence Jauvin Putting your heart into action: A research proposal of the influence of leadership on psychological and physiological health of employees and elite athletes.</p>	Merritt
9:45 – 10:00 AM	Coffee Break	
10:00 – 11:00 AM	Keynotes 4	
4A	<p>Johnmarshall Reeve What happens when your child has a highly autonomy-supportive teacher?</p> <p>Jolene Van der Kaap-Deeder What about positive emotions within self-determination theory? Highlighting the role of positive emotions in flourishing and introducing the concept of emotion crafting</p>	Mainstage (Peninsula 1-4)
4B	<p>Nikos Ntoumanis Antecedents of need supportive and need thwarting interpersonal styles: A systematic review and meta-analysis</p> <p>Frank Martela Psychological needs at the core of national well-being: The why, how, and what of doing SDT research on national and political level</p>	Mainstage 2 (Peninsula 5-7)
11:00 – 11:15AM	Break	
11:15 – 12:45 PM	Symposia 3	
Theory & Methods	Anne Holding	Biscayne

<p>3A Advances in Goal Pursuit Research: Autonomy Experiences Across the Lifecycle of Goals</p>	<p>The role of motivation in the lifecycle of personal goals Moti Benita (Chair) Emotion regulation during goal pursuit: The critical role of integrative emotion regulation Marina Milyavskaya Internalizing new goals: Predictors and correlates of motivational trajectories over time Amanda Moore Integrating personality theories and self-determination theory: The role of personality in autonomous goal pursuit and volitional personality change</p>	
<p>Theory & Methods 3B Innovative Methodologies in SDT Research: New Perspectives for Working with Qualitative Data</p>	<p>Martin Lynch (Chair) Next steps in the development of SDT: The importance and challenges of using qualitative methods Nicolas Palumbo Assessing positive resources for coping during the age of COVID-19: The development of an SDT coding system Zhaopu Xu The language styles of organismic integration and basic psychological needs: A natural language processing (NLP) application in SDT research Nelli Hankonen How could the self-determination theory be used in public policy? A qualitative study of public servants' views during a behavioral and systems insight training</p>	Longboat
<p>Education 3C Creating a Motivation School: Translating SDT into Practice</p>	<p>Woon Chia Liu (Chair) Factors influencing teachers' motivating style in the classroom Chee Keng John Wang Effects of autonomy-supportive intervention programme on students' engagement Betsy Ng A qualitative study on teachers' perceptions of autonomy support in the classroom Ying Hwa Kee A latent profile analysis of student engagement and disengagement in the classroom</p>	Peninsula 1-4
<p>Health and Activity 3D Towards a Culture of Eudaimonia in Medical Education and Practice</p>	<p>Oksana Babenko Cultivating physician self-compassion, lifelong learning, and well-being Greg Malin How teacher autonomy-support impacts medical learner resilience, well-being, and empathy Adam Neufeld (Chair) Medical student stress, coping, impostorism, and mindfulness: Shifting the focus of wellness curricula to basic psychological needs Gregory Guldner The role of autonomy-supportive leadership in resident physician well-being</p>	Canaveral

<p>Work & Organizations</p> <p>3E Behavioral Scientists in the Wild: Empowering Industry to Follow Science and Serve the Masses</p>	<p>Jennifer La Guardia (Co-Chair) Innovating member experience: Cultivating motivation through human- and technology-led interventions</p> <p>Heather Patrick (Co-Chair) Opportunities to positively influence the way industry operates by bringing science into practice</p> <p>Sandra Diaz-Castillo Multidimensional health as a component of vitality measurement: Findings from a national U.S. survey</p> <p>Martyn Standage (Discussant)</p>	<p>Peninsula 5-7</p>
<p>12:45 – 2:30 PM</p>	<p>Lunch and Poster Session 3 See Poster Session Document for Session Participants</p>	<p>Atrium</p>
<p>2:30 – 3:45 PM</p>	<p>Individual Talks 5</p>	
<p>Theory & Methods</p> <p>5A Development and Validation Questionnaires</p>	<p>Karin Weman (Presented by Andreas Stenling) Psychometric testing and international validation of Behavioral Regulations in Exercise</p> <p>Steven Bourgeois Validation of the new virtuous motivation scale</p> <p>Andrea Fischbach Causality orientation in emotional labor</p> <p>Paulina Velez Cross-cultural validation of the basic psychological needs satisfaction scale with youth in Colombia</p>	<p>Peninsula 1-4</p>
<p>SDT & Well-being</p> <p>5B Basic Needs & Proactivity</p>	<p>Miika Kujanpää Optimizing motivation, occupational health, and work performance through proactive recovery strategies: A dual-pathway model</p> <p>Rinat Cohen Happy to learn: the role of optimism in developing autonomous motivation and engagement in learning. An intervention program</p> <p>Michael Szulawski Does satisfaction of the basic psychological needs help you spend your free time effectively: A longitudinal, intervention study?</p> <p>Aigi Heero (Meryl Meristo) What does history reveal to us? Basic psychological needs of a 17th century teacher of music</p>	<p>Peninsula 5-7</p>
<p>Special Topics</p> <p>5C Reflections on SDT: Strengths & Room for Improvement</p>	<p>Tessa van der Willigen Phenomenological and ontological autonomy: Integrating self-determination, self-control, and authenticity</p> <p>Rigaud Joseph A critical appraisal of the self-determination theory</p> <p>Tadashi Hirai Adaptation vs internalisation: An empirical analysis in BRICs</p>	<p>Longboat</p>

<p>Education</p> <p>5D</p> <p>Supporting Needs of Students with Disabilities</p>	<p>Dalia Shkedy Visual communication analysis: Applying SDT elicits accelerated communication, boosting self-esteem, and decreasing anxiety for autistic people and those with other special needs</p> <p>Jenny Bisha Using goal-setting conferences to develop self-determination among students with disabilities</p> <p>Pascale Dubois Fostering the goal pursuit of university students with disabilities</p> <p>Wendy Cavendish Translating self-determination theory to classroom practice to support students with disabilities</p>	<p>Biscayne</p>
<p>Education</p> <p>5E</p> <p>SDT in Higher Education</p>	<p>Giang-Nguyen Nguyen Graduate students' psychological needs in an online doctoral program</p> <p>Pilar Forero Taylor Raising the bar: Hispanic/Latin* high-school students' experiences in an early college program</p> <p>Anne Edwards Black women in higher education: A qualitative study on their motivation to persist</p> <p>Lara Mossman Facilitating wellbeing in higher education: A multi-layered approach to facilitating wellbeing education through learning design and educational practice</p>	<p>Canaveral</p>
<p>Health and Activity</p> <p>5F</p> <p>SDT in Physical Education</p>	<p>Kathrin Kohake The need for competence in children's sports</p> <p>Wiebke Langer QualiTePE –What role do need supportive behaviors play in a cross cultural consensus study on quality in PE teaching in Europe?</p> <p>Katrien De Cocker Understanding teachers' (de)motivating styles and subareas: the role of motivation to teach, teachers' mindset and teacher self-efficacy</p> <p>Inghar Mehus Learning or taking a break in physical education: Impact on need satisfaction, need frustration and academic performance</p>	<p>Merritt</p>
<p>3:45 – 4:00 PM</p>	<p>Coffee Break</p>	
<p>4:00 – 5:00 PM</p>	<p>Keynotes 5</p>	
<p>5A</p>	<p>Marylène Gagne How and why does algorithmic management influence gig-worker motivation?</p> <p>Guy Roth Learning to fail but not failing to learn: Emotion regulation and learning from academic failures</p>	<p>Mainstage (Peninsula 1-4)</p>
<p>5B</p>	<p>Ken Sheldon Freely determined: A SDT perspective</p> <p>Sebastiano Costa A review of the SDT's studies about the antecedents of parental psychological control</p>	<p>Mainstage 2 (Peninsula 5-7)</p>
<p>5:00 – 6:00 PM</p>	<p>Rapid Talks 3</p>	

<p>Theory & Methods</p> <p>3A</p> <p>Autonomy-Support: Refreshing Insights</p>	<p>Elin Edén Motivating job characteristics: The role of work design in fulfilling basic psychological needs in production</p> <p>Berdien Vrijders Does what you say and how you say it matter? The role of controlling prosody</p> <p>Branko Vermote General and identity-specific parental autonomy support as nutrients for late adolescents' identity development</p> <p>Joyce Kors Autonomy-supportive decision-making in maternity care during prenatal consultations: A qualitative interaction analysis</p> <p>Helen Andrews Exploring the definition and measurement of general personal self-determination: A scoping review</p>	<p>Biscayne</p>
<p>Special Topics</p> <p>3B</p> <p>Underexplored topics in SDT</p>	<p>Paige Palmer Understanding the relationship between autonomous functioning and racial attitudes: The roles of empathy, humility, and perspective-taking</p> <p>Jenna Spitzer Adolescents' emotional responses to needs-(mis)aligned communication about climate change</p> <p>Pei-Jung Wang Relationship between mastery motivation, temperament, and executive function in young children with and without global developmental delay</p> <p>Asma Rashid The role of childhood trauma in young adults' emotion regulation, psychological needs, and psychological functioning</p> <p>Rachel Lerner Motivation in children with ADHD: Relations with parenting style and academic performance</p>	<p>Canaveral</p>
<p>Education</p> <p>3C</p> <p>(De)motivating teaching style</p>	<p>Xiarong Zhang Teacher autonomy support and structure: equals, opposites, or mutually supportive?</p> <p>Saskia Carin Margot Oosterbaan-Lodder What keeps the flame burning? A qualitative study on tutor motivation to guide students in an Interprofessional Training Unit</p> <p>Sara Germani The effect of peer acceptance, peer friendship, and support for autonomy on students' need for relatedness with classmates</p> <p>Adam Gavarkovs Supporting medical students' autonomous motivation when learning online: A randomized controlled trial of life goal framing</p> <p>Nele Van Doren How do profiles of teachers' autonomy-supportive, structuring, and controlling style relate to student motivation?</p>	<p>Peninsula 1-4</p>
<p>Work & Organizations</p> <p>3D</p> <p>Leadership and SDT</p>	<p>Tia Moin Support or challenge? Autonomy support in the coaching relationship</p> <p>Florence Jauvin Promoting employees' psychological health: Motivational power of financial compensation programs compared with need-supportive behaviors of managers</p> <p>Caroline Galipeau Sustainable workforce, or optimal human functioning? Why not both: Envisioning an SDT-based sustainable HR management framework</p> <p>Lisa Sansom Positive feedback as autonomy-supportive behaviour</p> <p>Matthias F.C. Hudecek Whom can I serve most? Linking servant leadership with psychological capital improves autonomous motivation</p>	<p>Peninsula 5-7</p>

7:00 PM – 12:00 AM	Special Event: Dinner Reception and Party	
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Saturday, June 3, 2023

9:00 – 10:30 AM	Symposia 4	
Theory & Methods 4A Conducting Psychological Need- & Autonomy-Supportive Experimental Studies: Challenges & Solutions	<p>Sami Yli-Piipari (Chair & Discussant) Mika Manninen Conducting self-determination theory -centered interventions: Lessons learned</p> <p>Arne Bouten Common challenges, and practical solutions for need-supportive teacher training: insights from a tailored online intervention</p> <p>YongJu Hwang Measuring need- and autonomy-supportive instruction</p>	Canaveral
Special Topics 4B Contingent Self-worth: Towards an In-depth Investigation of Its Consequences and Roots	<p>Maarten Vansteenkiste (Chair & Discussant) Nicola Schutte The connection between parental conditional regard and self-worth: Self-determination and broaden and build processes</p> <p>Sofie Morbée What happens when coaches let their self-worth depend upon athletes' performances: An examination of the predictors and outcomes of athlete-invested contingent self-worth</p> <p>Teresa Steffgen Parents' shame coping explains the link between their child-invested contingent self-esteem and conditional regard</p> <p>Liat Rabinovitz-Magen Prenatal maternal contingent self-worth as a predictor of maternal conditional regard, and child's helpless coping in kindergarten and second grade</p>	Peninsula 1-4
Education 4C The Function of Students' Classroom Engagement: A SDT Analysis	<p>Hyungshim Jang (Chair) Explaining achievement: Comparing the explanatory power of the reconceptualized vs. traditional models of engagement</p> <p>Lennia Matos An autonomy-supportive teaching intervention promotes need satisfaction in a low-SES school setting: Support from above and support from below</p> <p>Hye-Ryen Jang Directional ordering of autonomy support, motivation, engagement, and achievement over one year: New quadripartite model using within- and between-person perspectives</p> <p>Rafael Gargurevich The three functions of student engagement: A meta-analysis</p> <p>Johnmarshall Reeve (Discussant)</p>	Peninsula 5-7

<p>Work & Organizations</p> <p>4D</p> <p>Motivational implications of remote work</p>	<p>Marte Bentzen Remote work for all: Insights on opportunities and challenges from a representative sample of Norwegian employees</p> <p>Susanne Tafvelin Development and validation of a remote work scale: A self-determination theory perspective</p> <p>Anja H. Olafsen (Chair) Satisfied or frustrated? Examining the longitudinal implications of remote work in relation to employees' basic psychological needs, work motivation, and work-related well-being</p> <p>Andres Stenling Leadership behaviors in remote and hybrid work settings: Longitudinal implications for employee work motivation and performance</p>	<p>Biscayne</p>
<p>10:30 – 10:45 AM</p>	<p>Coffee Break</p>	
<p>10:45 AM – 12:00 PM</p>	<p>Individual Talks 6</p>	
<p>Theory & Methods</p> <p>6A</p> <p>Dynamics of Need Satisfaction & Need Frustration</p>	<p>Paul Story What role do managers play in addressing needs at work? Investigating the usefulness of need frustration at work above and beyond need satisfaction</p> <p>Wim Beyers Bifactor modeling of the basic psychological needs: Why, what & how?</p> <p>Tiphaine Huyghebaert-Zouaghi Exploring the "dim light" colors of motivational processes at work: The unique roles of need-indifferent behaviors and need unfulfillment</p> <p>Jennifer Moss Introducing the dormant need state: Upgrading SDT to a three-process model</p>	<p>Peninsula 1-4</p>
<p>Special Topics</p> <p>6B</p> <p>SDT & Vulnerabilities</p>	<p>Thuy-vy Nguyen Integrating the theory of planned behaviour and self-determination theory to understand norms and challenges of solitude in everyday life</p> <p>Laura Thomas Always ruminating on the dark side of life; Personality and rumination content, duration, and style</p> <p>Devin Mills Weakening the link between craving and addiction: The role of passionate engagement</p> <p>Behzad Behzadnia How does a self-support approach satisfy basic psychological needs</p>	<p>Biscayne</p>
<p>Education</p> <p>6C</p> <p>Student Motivation & Career Decision Making</p>	<p>Rosemarie Morris 8th grade students' career decision-making readiness and SDT</p> <p>Mark Malisa From conformity to self-determination: Examining female graduate students' pursuit of international education</p> <p>Meredith Rocchi The role of self-determination in acquiring data literacy skills</p> <p>Miriam S Kalk SDT + equity-centered design: Supporting learner engagement in community colleges</p>	<p>Canaveral</p>

<p>Education</p> <p>6D</p> <p>Designing Motivational Environments for Systems & Language Learning</p>	<p>John Carlo S. Tulinao Developing self-determination through a STEM project-based learning with integrated elements of systems thinking after-school program model</p> <p>Fakieh Alrabai The influence of autonomy-supportive teaching on EFL students' classroom autonomy: SDT perspective</p> <p>Merilyn Meristo Motivation to learn a foreign language during the soviet period: The case of specialized foreign language schools in Estonia</p> <p>Aldo Rodriguez Using SDT to design books to teach foreign language in Uruguay</p>	<p>Longboat</p>
<p>Work & Organizations</p> <p>6E</p> <p>The Relevance of SDT at Work</p>	<p>Anne Halvari A prospective study of knowledge sharing at work based on self-determination theory</p> <p>April Luehmann SDT in an academic mobility exchange: Photovoice as a window</p> <p>Hester Nienaber Is learning and development the only relevant key to human flourishing?</p> <p>Seyyed Babak Alavi A theoretical framework for understanding feedback-seeking behaviors from a self-determination perspective</p>	<p>Peninsula 5-7</p>
<p>12:00 – 12:05 AM</p>	<p>Transition Time</p>	
<p>12:05 – 1:05 PM</p>	<p>Rapid Talks 4</p>	
<p>Theory & Methods</p> <p>4A</p> <p>Defining & Advancing BPNT</p>	<p>Nick Ballou Unlocking the predictive power of need frustration in video games</p> <p>Brett Murphy The BPNSFS probably does not validly measure need frustration</p> <p>Klara C. Grünwald Measuring basic needs in Germany: Validation study of the German version of the work-related basic need satisfaction scale (W-BNS)</p> <p>Chiao-Lin Nien A replication study of measuring psychological need satisfaction and thwart in sport: A sample of Taiwanese basketball players</p> <p>Daphne van den Bogaard How to foster pro-activity? Testing the effectiveness of an on-line need crafting intervention among college students</p>	<p>Biscayne</p>
<p>SDT & Well-being</p> <p>4B</p> <p>Forwarding the Field of Well-being</p>	<p>Rostyslaw Robak Self-awareness and personal growth of counselor trainees in experiential training groups: An application of self-determination theory's motivational framework</p> <p>Sevil Momeni Shabani Self-determination and subjective well-being: A scoping review</p> <p>Xin Rong Self-efficacy as a mediator of the relationship between basic psychological needs and life satisfaction in Chinese university freshmen</p> <p>Jason Payne Reconciling two eudaemonic perspectives on wellbeing</p>	<p>Canaveral</p>

Special Topics 4C Motivational Differences Across Life Domains	Poonam Doshi Authenticity, need satisfaction and motivation: Directions for counselor trainees and counselor educators Simao Elias Luis Examining motivation in distance education using self-determination theory: A mixed-methods study of undergraduate students in Mozambican universities Adina Dudau Public service and prosocial motivation - crowded out or crowded in? The role of SDT in reconciling two divergent themes in public service motivation Bryan Armstead Examining motivational profiles of the pediatric obesity treatment patients	Peninsula 1-4
Development & Parenting 4D Parenting: Observational, Experimental & Longitudinal Methods	Gulsen Guldeste The role of maternal warmth in cultural variations in the relations between maternal guilt-induction and young adults' psychological needs Wilbert Law High quality listening and dyadic well-being: the role of basic need satisfaction Deniz Çetin A longitudinal examination of mothers' observed reminiscing style and children's emotion regulation	Peninsula 5-7
1:05– 1:50 PM	Lunch	Atrium
1:50 – 2:50 PM	Keynotes 6	
6A	Robert Vallerand The role of passion in psychological resilience Susan Fowler Fulfilling the promise of SDT: A journey from theory to practical application	Mainstage (Peninsula 1-4)
6B	Kirk Warren Brown Mindfulness: An inner resource to support basic psychological need satisfaction Geneviève Mageau Autonomy support across domains of socialization	Mainstage 2 (Peninsula 5-7)
2:50 – 2:55 PM	Transition Time	
2:55 – 4:10 PM	Individual Talks 7	
SDT & Well-being 7A Need Frustration & Pathology	Shi Yu Basic psychological needs as an explanation of body image and eating pathways to adolescent adjustment: A prospective study testing an integrated self-determination theory model Ib Ravn Stress, traumatization and psychopathology seen in terms of need thwarting and introjected internalization: A SDT perspective on the foundations of psychiatry Lara LaCaille A 3-year longitudinal examination of weight change in young adults: The role of need frustration James Conigrave People might use alcohol to compensate for basic psychological need frustration	Peninsula 1-4

<p>Special Topics</p> <p>7B</p> <p>Social Issues & Policy</p>	<p>Jiro Aikawa Utilization of SDT for innovative agriculture extension service in developing countries</p> <p>Rachel Kirzner Self-determination theory and social work values</p> <p>Simon Glenister Evaluating a programme called 'Noise Solution': Exploring digital music mentoring, where BPN are supported via a cloud-based platform, that also evaluates well-being change</p>	<p>Peninsula 5-7</p>
<p>Education</p> <p>7C</p> <p>Blended Learning</p>	<p>Karen Chung-chien Chang Examining students' self-regulatory behaviors in a translation SPOC</p> <p>Lakshmy Mohandas Student motivation in HyFlex learning environments</p> <p>Jody Langdon Coach learning: The influence of basic need satisfaction and motivation on engagement in training sessions</p> <p>Anna Brady Motivation and metacognition: What drives learning strategies in undergraduate kinesiology students?</p>	<p>Biscayne</p>
<p>Education</p> <p>7D</p> <p>Needs and Need Support in Higher Education</p>	<p>Choon Yip Siteo Study the fulfillment of basic psychological needs on student teachers' affective outcomes</p> <p>Krysta Banke SDT-informed writing supports in an honors thesis program</p> <p>Pierpaolo Limone The learning climate in an Italian blended university class: Possible future research perspectives</p> <p>Oluwatosin Ogunnika Predicting motivation to transfer in first year composition: A self-determination theory perspective</p>	<p>Canaveral</p>
<p>4:10 – 4:15 PM</p>	<p>Transition Time</p>	
<p>4:15 – 5:15 PM</p>	<p>Q&A with Richard Ryan and Closing Ceremony</p>	<p>Peninsula 1-4</p>