

Check List of Motivationally Hygienic Teacher Behaviors

Based on Self-Determination Theory

Do

Do Not

- Relatedness Supports**
- Show unconditional positive regard
 - Ask about students progress, welfare, and/or feelings
 - Express affection
 - Promote cooperation
 - Share your enthusiasm
 - Show understanding of the students' point of view
 - Group students with similar interests

- Competence Supports**
- Provide optimal challenge
 - Provide specific feedback
 - Praise improvement or effort
 - Provide feedback aimed at improvement or effort
 - Praise specific action
 - Use praise fairly
 - Set goals based on self-referenced standards
 - Display hope, encouragement, and optimism
 - Demonstrate examples
 - Provide feedback in private
 - Clarify expectations
 - Display explicit guidance
 - Ask questions to expand understanding
 - Facilitate self-monitoring of progress and effort
 - Facilitate active learning
 - Offer appropriate hints
 - Use pupils as positive role models

- Autonomy Supports**
- Allow for student input or choice
 - Teach in students' preferred ways
 - Provide rationales when making demands
 - Allow student own-paced progress
 - Rely on invitational language
 - Ask students about their experience of lessons
 - Teach students to set intrinsic life goals for learning
 - Provide a variety of activities
 - Provoke curiosity
 - Discuss class values
 - Provide extra resources for independent learning

- Relatedness Thwarts**
- Apply fair punishments
 - Provide conditional positive regard
 - Be sarcastic
 - Provide rewards unfairly
 - Yell or use a harsh tone
 - Provide punishments unfairly
 - Use abusive language (content)
 - Ignore students

Note: This “Do Not” column consists of behaviors that have negative effects on the well-being of students. This is not to forbid them from ever being used, but use them only when the negative motivational consequences are worth whatever benefit is expected.

- Competence Thwarts**
- Group students on the basis of ability
 - Set goals where students compete against each other
 - Praise winning via peer competition
 - Use vague criticism
 - Offer undifferentiated challenge
 - Chaotic or absent leadership
 - Criticize losing via peer competition
 - Criticize a fixed quality
 - Publicly present critical feedback

For more complete explanations of each behavior look up the original academic paper (identified below) or get An Attitutor Guide to Education Hygiene at <https://www.HolisticEquity.org/classroom-climate.html>

- Autonomy Thwarts**
- Exhibit solutions or answers too soon
 - Use praise as a contingent reward
 - Set pressuring deadlines
 - Set up activities that exclude some students
 - Use pressuring language

Source: Ahmadi, Noetel, et.al. (2022, February 4). A Classification System for Teachers' Motivational Behaviors Recommended in Self-Determination Theory Interventions. <https://doi.org/10.31234/osf.io/4vrym>