

Intrinsic Motivation and Motivational Interviewing

MI Helps Meet Psychological Needs

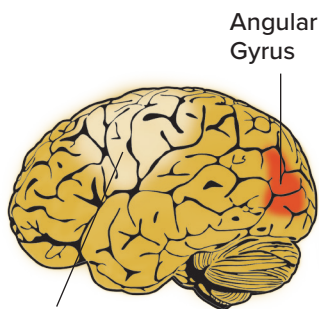
A meta-analysis by Deci, Koestner, & Ryan showed that tangible rewards have a substantial undermining effect on intrinsic motivation (Deci, Koestner, & Ryan, 1999; Deci, Koestner, & Ryan, 2001). They believe (Cognitive Evaluation Theory) that underlying intrinsic motivation are the psychological needs for competence and self-determination (Deci, Koestner, & Ryan, 2001). Motivational Interviewing (MI) conversations use affirmations, which tell students that they are competent by acknowledging their values, goals, abilities, skills, or effort. Similarly, reflecting their thoughts and feelings in a nonjudgmental manner is an indirect way of acknowledging their competence. MI acknowledges student's autonomy (self-determination) in decisions about their behavior, an important aspect of the Spirit of MI.

Johnmarshall Reeve in his book *Motivating Others: Nurturing Inner Motivational Resources* (1996) suggests how teachers can help increase intrinsic motivation of students.

These include:

- 1) Acknowledging students' points of view;
- 2) Encouraging students' choices and initiative;
- 3) Communicating rationale for behavioral limits or constraints placed on students;
- 4) Acknowledging negative emotions as valid reaction to teacher control;
- 5) Communication style that relies on non-controlling, positive feedback.

MI conversations with students accomplish these in the conversation approach and that helps to increase intrinsic motivation. Reflections acknowledge students' point of views and can acknowledge negative emotions in a nonjudgmental way. The evoking process encourages choices and initiative. EPE (elicit-provide-elicite), the strategy used for information-giving or feedback, provides teachers with a way to communicate rationales for behavior limits in a way that does not threaten autonomy and affirmations provide a way to give non-controlling positive feedback.



Angular Gyrus

Anterior Insular Cortex

Extrinsic and Intrinsic Motivation are Different

Neuroscience helps us realize that intrinsic motivation and extrinsic motivation are in fact different, since different parts of the brain become activated with each. Woogul Lee and Johnmarshall Reeve found that the anterior insular cortex (AIC), known to be related to a sense of agency, was activated during self-determined behavior and the angular gyrus, known to be related to the sense of loss of agency, was more activated during non-self-determined behavior (Lee & Reeve, 2012).

References & Bibliographic Resources

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