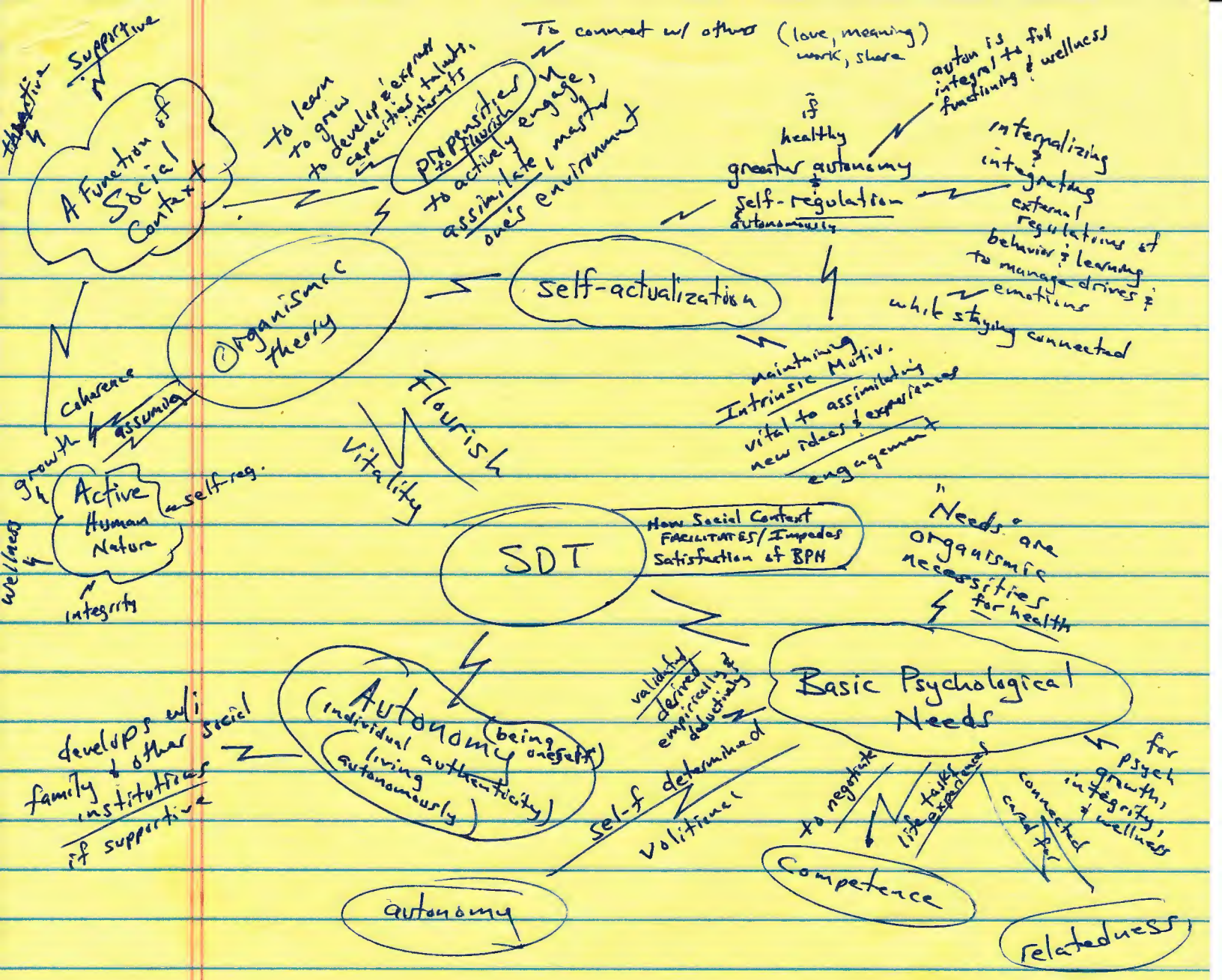
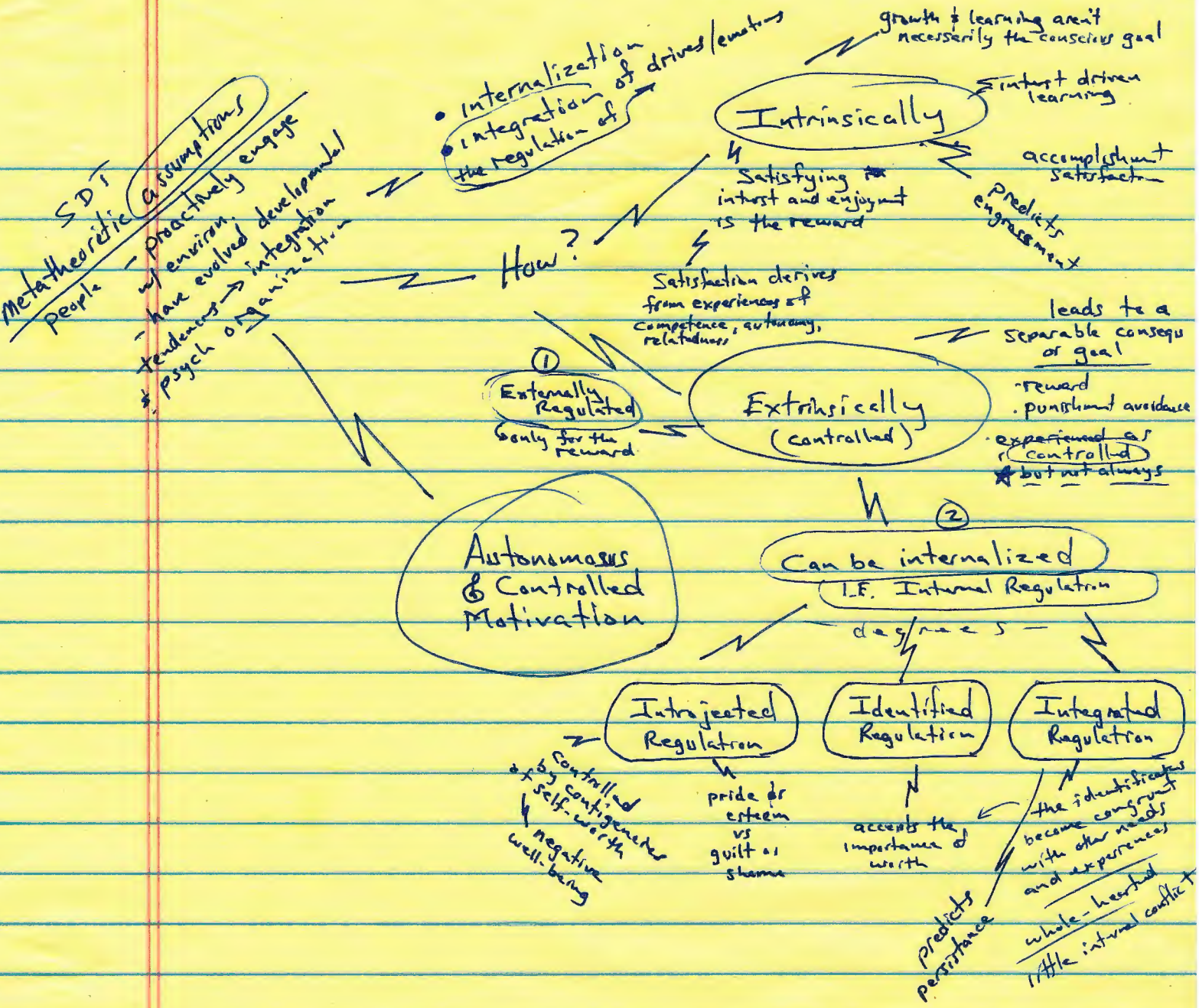

A function of Social Context
supportive
To connect w/ others (love, meaning, work, share
to learn
to grow
to develop & extend talents, capacities, interests
propensities to flourish
to actively engage, assimilate, master one's environment
if healthy
greater autonomy & self-regulation & autonomously
autom is integral to full functioning & wellness
internalizing & integrating external regulations of behavior & learning to manage drives & emotions while staying connected
self-actualization
Organismic theory
maintaining Intrinsic Motiv.
vital to assimilating new ideas & experiences
engagement
coherence
assumes
growth
Active Human Nature
self-reg.
well-being
integrity
Flourish
Vitality
SDT
How Social Context FACILITATES/Impedes Satisfaction of BPN
Needs are organismic necessities for health
Basic Psychological Needs
validating
derived empirically & deductively
develops w/ social
family & other institutions
if supportive
Autonomy
(being one's self)
(individual authenticity)
(living autonomously)
self-determined
volitional
to negotiate
life tasks
expanded
connected
care for
for psych growth, integrity, & wellness
autonomy
Competence
relatedness


SDT
Metatheoretic assumptions
People
- proactively engage w/ environ.
- have evolved developmental tendencies → integration & psych organization
• internalization
• integration of drives/emotions
How?
growth & learning aren't necessarily the conscious goal
Intrinsically
interest driven learning
accomplishment satisfaction
Satisfying for interest and enjoyment is the reward
Predicts engagement
Satisfaction derives from experiences of competence, autonomy, relatedness
leads to a separable consequence goal
- reward
- punishment avoidance
Extrinsically (controlled)
experienced as controlled
but not always
1
Externally Regulated
only for the reward
2
Can be internalized
I.E. Internal Regulation
degrees
Autonomous & Controlled Motivation
Introjected Regulation
Identified Regulation
Integrated Regulation
Controlled by contingencies of self-worth
negative well-being
pride & esteem vs guilt & shame
accepts the importance of worth
the identifications become congruent with other needs and experiences
predicts persistance
whole-hearted
little internal conflict

Capacity for Investment/Engagement

Feelings of Capability

Reason for Investment/Engagement

3 Categories of Motivation re. child academic functioning

Wigfield, 2015

task value

time

effective learning strategies

mastery vs performance

control

competence

efficacy

expectancy value

autonomous reasons (vs. controlled; avoiding shame)

Parent/Child Relatedness

Attachment Theory

SDTs Relatedness

1. innate need to attach to one; monotropy
2. important (5 years); useless otherwise; long-term consequences; delinquency; intelligence; reduced internalized aggression; increased aggression; depression; affective values apathy
3. fulfilled when children have a sense of security w/ significant others; and worthy of their affection

not just primary caregivers but proximal environment

an innate psychological nutrient

4. short-term separation leads to distress - Protest; Despair; Detachment
5. attachment leads to development of an Internal Working Model

Energizing Function

engagement

quality of attachment to primary care giver

a safe haven

to which they can return for comfort in the face of challenge

A Cognitive Framework for understanding self, world, others

worthy of love

Competent

Social interactions are guided by memories & expectations developed w/ the model

as trustable

parental dedication (resources (time, interest, warmth))

a secure base

from which to explore/investigate

leads to enhanced competence; engagement; more cognitively competent;

if not secure

anxiety over the possibility of losing their parents' attention, intrusive w/ explore?

risk for lack of exploration? - avoidant?

tend to displace anxiety

Relatedness Need Satisfaction Facilitated by PARENT INVOLVEMENT

a validating function

central figures care

I am worthy, thus capable

leads to investment and engagement

facilitates internalization

Cheung (2015)

enhanced worthiness via internalization re motivation

energizing function

engagement

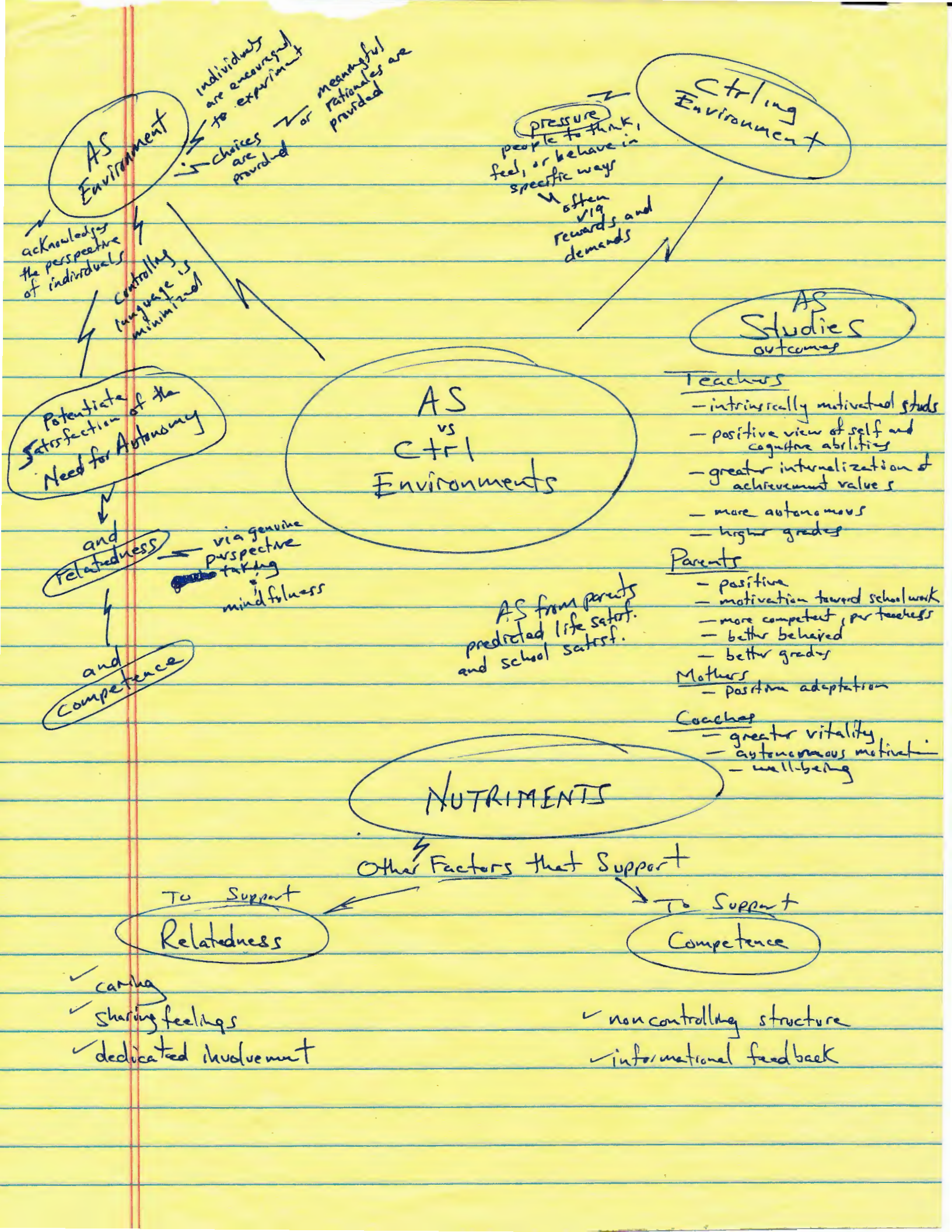
capability Competence

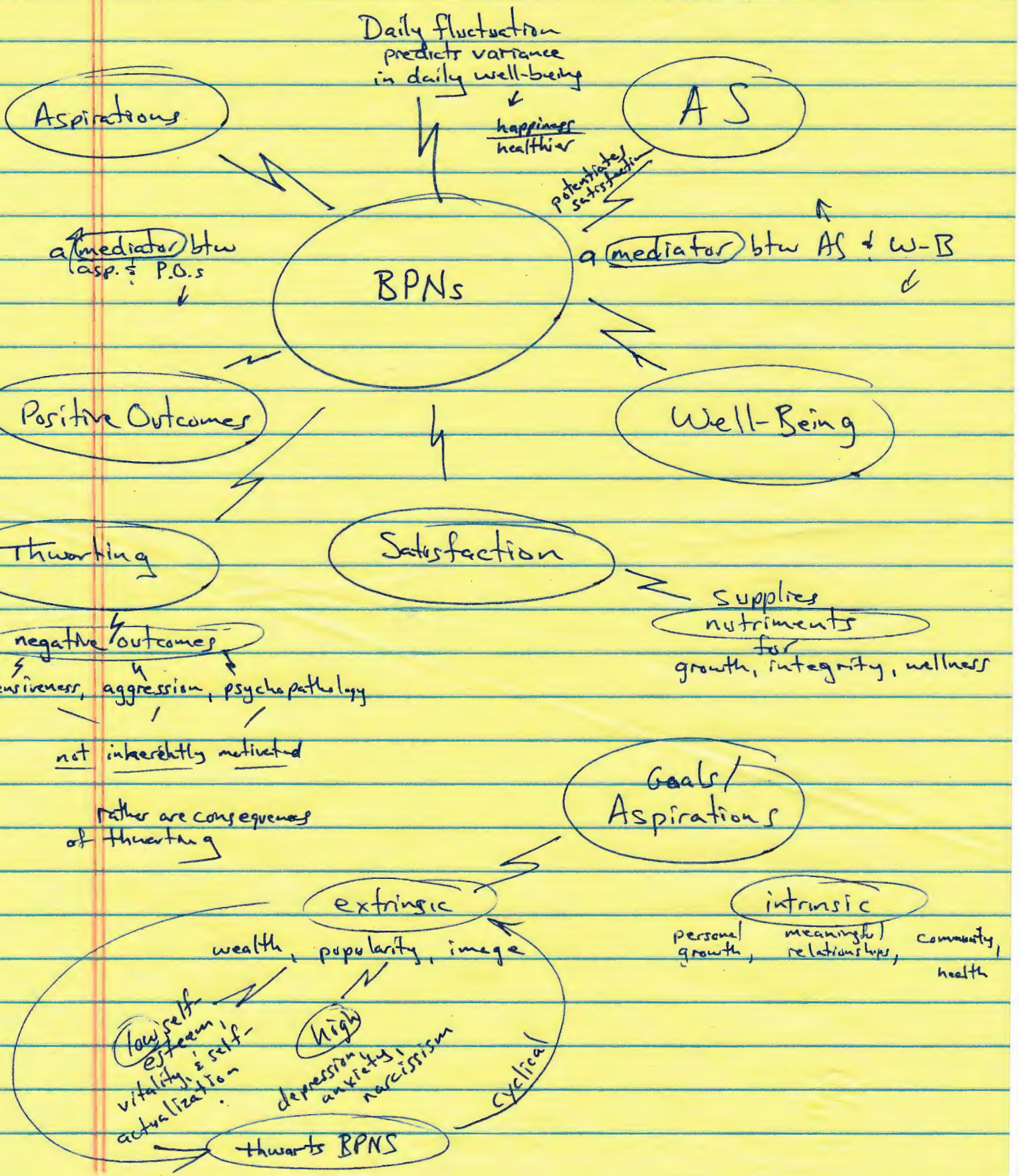
feeling of self-control

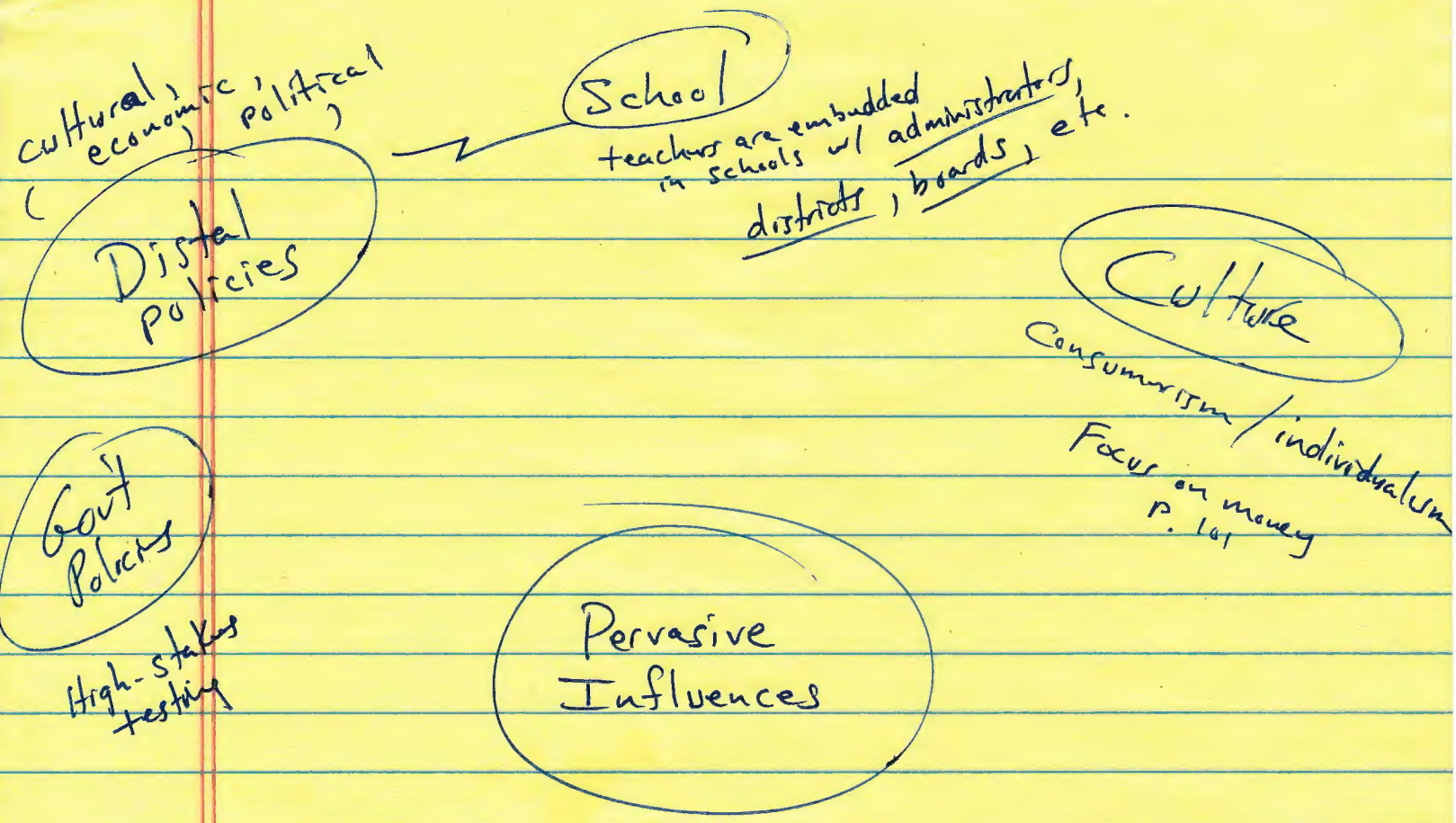
heightened investment & achievement

THREE THEMES

1. Relatedness Matters
2. There are Contextual Variations - Quality matters
3. Rel. isn't all that matters; AS/Structure


AS Environment
individuals are encouraged to experiment
or meaningful rationales are provided
choices are provided
acknowledge the perspective of individuals
controlling language is minimized
Ctrling Environment
pressure people to think, feel, or behave in specific ways
often via rewards and demands
AS vs Ctrl Environments
AS Studies outcomes
Teachers
- intrinsically motivated students
- positive view of self and cognitive abilities
- greater internalization of achievement values
- more autonomous
- higher grades
Parents
- positive
- motivation toward schoolwork
- more competent per teachers
- better behaved
- better grades
Mothers
- positive adaptation
Coaches
- greater vitality
- autonomous motivation
- well-being
Potentiate Satisfaction of the Need for Autonomy
and Relatedness
via genuine perspective taking
mindfulness
and Competence
AS from parents predicted life satisf. and school satisf.
NUTRIMENTS
Other Factors that Support
To Support
Relatedness
caring
sharing feelings
dedicated involvement
To Support
Competence
noncontrolling structure
informational feedback


Daily fluctuation predicts variance in daily well-being
happiness healthier
Aspirations
AS
potentiated satisfaction
a mediator btw asp. & P.O.s
BPNs
a mediator btw AS & W-B
Positive Outcomes
Well-Being
Thwarting
Satisfaction
supplies nutriments for growth, integrity, wellness
negative outcomes
defensiveness, aggression, psychopathology
not inherently motivated
rather are consequences of thwarting
Goals/ Aspirations
extrinsic
intrinsic
personal growth, meaningful relationships, community, health
wealth, popularity, image
low self-esteem, vitality, & self-actualization
high depression, anxiety, narcissism
cyclical
thwarts BPNS


cultural, economic, political
School
teachers are embedded in schools w/ administrators, districts, boards, etc.
Digital Policies
Culture
Consumerism / individualism
Focus on money
p. 161
Govt Policies
High-stakes testing
Pervasive Influences

Steinberg, 1990

Soenens & Vansteenkiste (2010) (Schaefer, 1965), 2005

Topic History of Psych Ctrol

- Parental Psych control definition (Barber, 1996, 2002, 1994)

★ - A brief history of psych control

1960's - Psych control Schaefer 1965

disappeared - typological approaches to parenting behavior Baumrind, 1971 Maccoby & Martin '83

1990s - Psych control ↳ responsiveness vs demandingness

↳ Steinberg 1990, Barber 1996, 94, 2002 → psychological experiences - feeling, aspirational, identity

↳ tactics: guilt, etc → psychological experiences

- Psych control vs behavioral control Barber '96; Steinb '90

internalizing problems see Soenens p. 76 externalizing

definition: regulate & structure child's beh.

via rules & monitoring

↳ Dishion & McMahon, '98; Stattin '2000

- Focused almost exclusively on adolescents

Topic SDT motivation personality

- SDT p. 76

- volitional manner

- internalization is central to personality dev & adustmt

↳ defined: process children progressively integrate societal values and proscriptions

Topic parenting styles

- Autonomous & Controlled regulation = well-internalize intrinsic: interesting, enjoyable extrin: meaningful & Congruent w/ values & goals

- Ctrl motivation = pressure and obligation — outside or inside

↳ External regulation → rewards contingencies deadlines → obtain self-worth self-aggrandizement

↳ Introjection → avoid shame, guilt, self-criticism

Topic Regulation

★ - Autonomous Reg. is hypoth foster optimal beh. dev. & well-being

- Ctrl Reg forestall psychosocial adjustment vulnerability to maladjustment & psychopathology D&R 2000 Grolnick '89; Ryan Connell 89

Topic Socialization Ctrling Soc vs Auto-Supp. Soc & structure

- The Social Environ. — fosters / detracts p. 78

= Structure: comm. of clear & consistent guidelines & expectations vs chaotic parenting environ.

(BPNs. p. 79)

Soenens & Vansteenkiste (2010) (cont.)

- Internal Ctrl vs. External Ctrl
  - ↳ psych
    - activates ↳ introjection mode (avoid guilty) ← pressure from w/i
  - ↳ behavioral
    - ↳ ext. regulation mode (compelled behavior) ← fosters (punishment) (rewards)
- How AS is defined
  - psych ctrl ⟷ AS (Psych Ctrl may also entail pressure to behave w guilt — see pg. 84 for descriptive words) → promote relational functioning
  - or dependence ⟷ Indep.
- How Control is defined

two meanings (1) to regulate ≠ structure behavior — no one-to-one relations btw. Psy Ctrl & emotion outcome, Beh. Ctrl & behave outcome

(2) to control/pressure, coerce feelings, think, behave

e.g. laxness/permissiveness vs appropriate rule-setting

e.g. coercive & harsh rule setting

structure vs pressure & coercion "

psych ctrl & behavior ctrl are orthogonal if

↳ ~~to~~ structure & regulate but not to pressure/coerce behavior w/ threats

structure vs laissez-faire "

BPNs

- Autonomy

Mother Ctl ± Frust A, R
⇒ ~~Sat~~ Satis R ?

Inguglia (2018) (cont.)

BPNS → pos. dev. of the Self Ryan, 2016

Assoc btw satisfaction vs. and frustration; likely function separately

GAP – p. 699 – unique role of each para
– separate ratings for moms/dads

MAS ± BPNS-A-R
⇒ BPNF-A-R
FAS ± BPNS-A
⇒ BPNF-A
FAS ± BNSF-R

Chen (2015) BPNSF

① need strength and desire did not moderate results

– Satisf.-A-C-R → predicted well-being

– Frust-A-C-R → Prepdicted ill-being

– ~~Rescale~~ BPNT – defined & explained

– "Need" defined → what is essential or necessary for well-being and healthy functioning

– Defines relatedness satisfaction → intimacy and genuine connection Ryan 1995
frustration → exclusion and loneliness

– Defines competence Satisfaction → feeling effective and capable Deci '75 Ryan '95
frustration → failure, doubts about efficacy

– Defines autonomy satisf. → experience of S-D, full willingness, volition
Frust → feeling controlled thru externally enforced or self-imposed pressures D&R, 1985

– Link btw BPNS → well-being

– BPNs are universal Chen, 2015; D&R 2000; R&D 2000; Vansteenkist, 2010

– well-being → BPNS universal China, Belgium
→ Frust → ill-being (strong correlation) → depression