

## AUTONOMY-SUPPORTIVE TEACHING

	<i>Never, Not at All</i>		<i>Occasionally Sometimes yes, Sometimes no</i>				<i>Frequently, Always</i>
	1	2	3	4	5	6	7
<b>Takes the Students' Perspective</b>							
<ul style="list-style-type: none"> <li>• Invites, Asks for, Welcomes, and Incorporates Students' Input</li> <li>• Is Aware of Students' Needs, Wants, Goals, Priorities, Preferences, and Emotions</li> </ul>							
<b>Vitalizes Inner Motivational Resources</b> during Instruction							
<ul style="list-style-type: none"> <li>• Vitalizes and Supports Students' Autonomy, Competence, Relatedness</li> <li>• Provides Interesting Learning Activities</li> <li>• Frames Learning Activities with Students' Intrinsic Goals</li> </ul>							
<b>Provides Explanatory Rationales</b> for Requests, Rules, Procedures, and Uninteresting Activities							
<ul style="list-style-type: none"> <li>• Explains Why; Says, "Because...", "The reason is..."</li> <li>• Identifies the Value, Importance, Benefit, Use, Utility of a Request</li> </ul>							
<b>Uses Non-Pressuring, Informational Language</b>							
<ul style="list-style-type: none"> <li>• Flexible, Open-minded, Responsive Communication</li> <li>• Provides Choices, Options</li> <li>• Verbally and Nonverbally says, "You may...", "You might..."</li> </ul>							
<b>Acknowledges and Accepts Negative Affect</b>							
<ul style="list-style-type: none"> <li>• Acknowledges Students' Negative Affect ("Okay"; "Yes")</li> <li>• Accepts Complaints as Reasonable, as Valid</li> </ul>							
<b>Displays Patience</b>							
<ul style="list-style-type: none"> <li>• Calmly Waits for Signals of Students' Initiative, Input, Willingness</li> <li>• Allows Students to Work at their Own Pace, in their Own Way</li> </ul>							

## CONTROLLING TEACHING

	<i>Never, Not at All</i>		<i>Occasionally Sometimes yes, Sometimes no</i>				<i>Frequently, Always</i>
	1	2	3	4	5	6	7
<b>Takes Only the Teacher's Perspective</b>	1	2	3	4	5	6	7
<ul style="list-style-type: none"> <li>• Attends to and Prioritizes Only Teacher's Plans, Needs</li> <li>• Is Unaware of/Unresponsive to Students' Needs, Wants, Goals, Priorities, Preferences, and Emotions</li> </ul>							
<b>Introduces Extrinsic Motivators</b>	1	2	3	4	5	6	7
<ul style="list-style-type: none"> <li>• Offers Incentives; Gives Consequences for Desired &amp; Undesired Behaviors</li> <li>• Seeks Compliance: Utters Assignments, Directives, and Commands</li> </ul>							
<b>Neglects to Provide Explanatory Rationales</b> for Requests, Rules, Procedures, and Uninteresting Activities	1	2	3	4	5	6	7
<ul style="list-style-type: none"> <li>• Directives without Explanations</li> <li>• Requests ("do this; do that") without Explanations</li> </ul>							
<b>Uses Controlling, Pressuring Language</b>	1	2	3	4	5	6	7
<ul style="list-style-type: none"> <li>• Evaluative, Critical, Coercive, Inflexible; "No Nonsense"</li> <li>• Prescriptive ("You <i>should</i>, you <i>must</i>, you <i>have to</i>, you've <i>got to</i>...")</li> <li>• Verbally and nonverbally pressuring (raises voice, points, pushes hard, "hurry")</li> <li>• Communicates What Is Right &amp; Pushes Students to Reproduce It Quickly</li> </ul>							
<b>Counters and Tries to Change Negative Affect</b>	1	2	3	4	5	6	7
<ul style="list-style-type: none"> <li>• Counters and Argues Against Students' Negative Affect &amp; Complaining</li> <li>• Says Students' "Bad Attitude" Is Unacceptable</li> <li>• Tries to Change Negative Affect into Something more Acceptable to the Teacher</li> </ul>							
<b>Displays Impatience</b>	1	2	3	4	5	6	7
<ul style="list-style-type: none"> <li>• Rushes Students to Produce a Right Answer or a Desired Behavior</li> <li>• Intrudes into Students' Workspace (Grabs away learning materials; Says, "Here, let me do that for you.")</li> </ul>							