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The Effects of Praise and Motivational Interviewing on Fostering Intrinsic Motivation in Youth

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ABSTRACT

Techniques for fostering intrinsic motivation in children have been investigated. However, far less research has been done on adolescents. Motivational Interviewing (MI) is one tool that has been explored for fostering intrinsic motivation in adolescents. . In this thesis, I draw on reflections from my clinical social work internship to demonstrate how MI may serve as a beneficial tool for fostering positive behavior and belief changes related to adolescents' typical daily challenges. Specifically, I use case studies to explore the impact of MI on adolescents' 1) self-esteem, 2) resiliency in the face of hardship 3) academic performance and 4) relationships.

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INTRODUCTION

Ask any accomplished professional, educator, parent or self-help book and they will all agree that intrinsic motivation is a crucial ingredient for children's success in school. Intrinsic motivation is a construct that is embodied by achievers and sought after by those looking to create change. However, its definition is ambiguous, its achievement indistinct and its presentation unclear. Part of intrinsic motivation's elusive nature is due to the many different definitions and names it is given in today's research literature. Some researchers, like Carol Dweck (2006), have dropped the name and called intrinsic motivation the mastery-oriented pattern of motivation. Dweck's mastery orientation is similar to intrinsic motivation in that individuals who have it are focused not on the external rewards for their behavior, but on increasing their competence and desire to learn new skills.

For the sake of this thesis, I will define intrinsic motivation using the description of two major researchers in the field of motivation Deci and Ryans (2000). Deci and Ryan define Intrinsic Motivation as "The doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (Deci & Ryans, 2000, p. 56). Deci and Ryan's definition highlights that intrinsically motivated individuals pursue endeavors out of their personal inherent desire rather than for the external rewards or positive judgments of others. Present day research suggests that performing actions out of intrinsic motivation is correlated with beneficial impacts on youths' beliefs about their self esteem, resiliency in the face of failure and agency over making positive changes in their lives (Dev, 1997; Dweck, 2006).

Due to the tremendous benefits of intrinsic motivation, the purpose of this thesis is to explore the techniques that adults can use to foster intrinsic motivation in youth. First, I will discuss the various viewpoints on fostering intrinsic motivation in elementary aged children, specifically focusing on the differential impacts of praise. Then, I will bring research illuminating how the use of one specific therapeutic tool called Motivational Interviewing (MI) benefits adolescents' development of intrinsic motivation and subsequent desire for positive growth and behavior changes. Although there is ample research indicating that MI significantly improves harmful behaviors such as adolescents' substance (Jensen et al., 2011), there is a major gap in research related to MI's impact on more typical struggles such as behavior or belief changes in school or relationships. Due to this gap in research, I will use the observational portion of my thesis to explore the impact of motivational interviewing on fostering positive behavior changes related to more typical issues that they face on a daily basis. Specifically, I will explore how Motivational Interviewing can help adolescents with developing the intrinsic motivation to make positive changes in their beliefs and behaviors related to their 1) self-esteem, 2) resiliency in the face of hardship, 3) academic performance, 4) and relationships. More broadly, the observational section of my thesis will explore the impact of Motivational Interviewing on adolescents' intrinsic motivation or intrinsic desire for positive growth. Before exploring the techniques beneficial to instilling intrinsic motivation in youth, it is critical to start at the beginning and uncover the origins of the concept of intrinsic motivation.

LITERATURE REVIEW

Defining Intrinsic Motivation and the Mastery Oriented Pattern

The construct of intrinsic motivation was first developed in studies done on animals such as rats and monkeys, where it was found that animals engage in exploratory or spirited behaviors even in the absence of reward or reinforcement (White, 1959). Since its acknowledgment, research has studied intrinsic motivation and marked it with many different working and operational definitions. Two major researchers in the field of motivation are Edward Deci and Richard Ryans (2000). Deci and Ryans developed Self Determination Theory that seeks to understand the degree to which individuals are self-determined and self-motivated. Recently, these theorists developed a review exploring intrinsic and extrinsic motivation. In their review, the authors define extrinsic motivation as, "a construct that pertains whenever an activity is done in order to attain some separable outcome" (Ryan & Deci, 2000, p.60). Conversely, they define intrinsic motivation as, "The doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (Deci & Ryans, 2000, p. 56). Deci and Ryan's definition of intrinsic motivation clearly contrasts its role in comparison to that of extrinsic motivation. The author's definition highlights that the focus of the intrinsically motivated individual is not on other's judgment or external outcomes but rather on their personal aspirations and desires. Because of its clarity and clear distinction from extrinsic motivation, Deci and Ryan's definition of intrinsic motivation will be used throughout this paper to explore its manifestation in youth.

More recently, researchers have begun modifying the construct and calling it by different names. Specifically in her book titled *Mindset: The new psychology of success*, Carol Dweck

(2006) identifies the mastery-oriented pattern of motivation. Dweck explains that the mastery-oriented pattern of motivation is characterized by the belief that success is the result of effort and use of the appropriate strategies. Her mastery orientation is similar to intrinsic motivation in that individuals who have it are focused on increasing their competence and desire to learn new skills. Additionally, like the effects of intrinsic motivation, Dweck's mastery goal orientation leads to positive self-cognition, positive affect, challenge seeking behaviors and enhanced performance (Dweck, 2006). In contrast, Dweck defines the performance goal orientation, which is synonymous with extrinsic motivation. Students with Dweck's performance goal orientation are focused on achieving positive judgments of their performance. Additionally, Dweck suggests that the performance goal orientation leads to negative self-cognition, negative affect, challenge avoidance after failure, and impaired performance.

The definitions of intrinsic motivation and the mastery goal orientation play an important role in children's development. The following section will provide research exploring the impact of these constructs. Specifically, it will illuminate how intrinsic motivation or the mastery goal orientation foster qualities such as academic success, heightened self-efficacy and task enjoyment.

The Importance of Intrinsic Motivation or the Mastery Goal Orientation

Numerous studies have demonstrated the impact that intrinsic motivation has on academic achievement. Vansteenkiste et al. (2004) explored the impact of intrinsic motivation on students' self-reports of superficial processing and deep processing, their test performance and, persistence with future learning. The researchers studied 200 college-aged students and provided them with a reading piece on recycling. To induce intrinsic and extrinsic motivation, the authors split the students into two groups and provided them with different instructions that framed their

learning in terms of its instrumentality in achieving either intrinsic or extrinsic goals. In the extrinsic motivation group students were told that reading the text could teach them how to save money by reusing materials. In the intrinsic motivation group, students were told that reading the text could help them know how to teach their future toddlers that they can do something to help the environment. After reading the information, students were given questionnaires evaluating whether they engaged with the material superficially or deeply. Additionally, they were examined on comprehension of the material. Finally, they were asked about their acceptance of an offer to either read additional material on recycling set aside for them in the library or join a group trip to a recycling plant. Results showed that students in the intrinsic motivation group were significantly more likely to engage in future learning opportunities, perform better on comprehension tests and utilize deep level engagement with the material (Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004). The findings demonstrate the positive role that intrinsic motivation plays in students' academic success. Intrinsically motivated students were more likely to perform better, engage in deeper learning processes and take advantage of future learning opportunities.

It is important to note that there are diverging opinions regarding the role of academic achievement and its ability to demonstrate the presence of intrinsic motivation. Significantly more research has been dedicated to identifying the forms of academic achievement that indicate the presence of intrinsic motivation. In his literature review related to summarizing the sources of academic achievement, Poonam Dev (1997) defines intrinsic motivation within the framework of existing research. His definition is a summation of past and present findings, and lays out the six factors that have been measured to demonstrate the presence of intrinsic motivation. Dev highlights that intrinsic motivation has been measured by (a) the ability of the learner to persist

with the task (b) the amount of time spent by the student on tackling the task (c) the innate curiosity to learn (d) the feeling of efficacy related to an activity (e) the desire to select an activity and (f) a combination of all these variables (Dev, 1997).

With her research Dweck (2000) suggests that the mastery goal orientation plays an important role in fostering Dev Poonam's qualities in children such as enjoyment, love for problem solving and engagement with scholastic activities. Additionally, her findings illustrate the role that the mastery goal orientation plays in fostering self-efficacy which is a term coined by Albert Bandura (1977) corresponding to a child's self-evaluations. Self-Efficacy has been hypothesized to affect children's choice of activities, effort expenditure, and perseverance. In her work, Dweck (2000) includes a study examining the tremendous impact that the presence of the mastery orientation has on students. She compares the performance of mastery-oriented students and performance oriented students. In her study, children were identified as possessing either performance or mastery patterns based upon an entrance assessment interview and then split into two groups. All groups were given a series of tasks. The later tasks were harder and more conducive to failure. Dweck tracked students' problem solving skills, their expressed thoughts and feelings while they worked on the tasks. Although both groups of students dealt with the workable problems in the same way, when met with the difficult failure inducing tasks, they responded very differently (Dweck, 2000).

Dweck found that when met with the failure problems, more than a third of the performance-oriented students denigrated their intelligence whereas none of the mastery-oriented students did so. Even more, when these students were asked to remember the amount of problems they successfully answered, the performance students underestimated their amount of successes and overestimated their amount of failures. The mastery-oriented students, on the other

hand, remembered their successes and failures accurately. With regard to affect, two thirds of the students in the performance group became suddenly bored with the problems even though they were happily working on them only moments before. Many students began to display an anxious or depressed mood. In terms of problem solving, a significant amount of students in the performance group no longer applied themselves to the problems and displayed behaviors to distract attention from their failures. One performance-oriented student began sabotaging every task by picking the same wrong answer. In the mastery-oriented group, when met with failure, almost all of the students began to issue themselves optimistic predictions of future success and instructions to aid their performance. With regards to problem solving, more than 80% of the mastery-oriented students maintained or improved the quality of their strategies during the failure inducing problems (Dweck, 2000).

In sum, Dweck's study sheds light on both the beneficial impact that the mastery oriented pattern has on youth and the deleterious effects of the performance orientation. Her findings demonstrate that intrinsically motivated youth show increased problem solving abilities and resiliency in the face of failure. Even more, they display an excitement and love for problem solving and learning.

Seeing the powerful impact that intrinsic motivation or the mastery goal orientation has on affect, problem solving abilities, academic achievement, and heightened self-efficacy, raises an important question regarding its means of attainment. How can we foster an intrinsically motivated mindset in today's youth? What vehicles can we use to ensure that every child and student is girded with this powerful outlook? The following section will provide literature evaluating such questions and illuminate the support of one specific approach for children.

Effects of praise on intrinsic motivation and its related qualities

There are many different viewpoints regarding the effects of praise on child and adolescent development of intrinsic motivation or the mastery orientation. Some researchers or parenting book authors argue that praise has detrimental long-term effects on children while others claim that all forms of praise are crucial for children's moral development. However, a large camp of researchers and authors present findings demonstrating not only the existence of differential forms of praise, but also illustrating how these differential forms can lead to different, and in some cases beneficial, outcomes. The following section will explore various opinions regarding the use of praise with youth and its ability to harvest the beneficial qualities related to intrinsic motivation.

Today's parenting literature is vast and polarized regarding praise use. For example, in her controversial book *Battle Hymn of the Tiger Mother*, Amy Chua (2011), an American academic from a Chinese background, described her attempt to bring up her two daughters using the approach she described as 'Chinese parenting.' In this account, Chua makes some extreme claims, expressing that all forms of praise are harmful and that criticism or punishment are effective forms of motivation. Her advice to parents it to avoid all forms of praise and demand excellence from children. However, in her book Chua asserts the belief that for all individuals, children included, "Nothing is fun until you're good at it" (Chua, 2011, p. 29). Chua's claim highlights the fact that her writings and advice are not geared to harvesting a sense of enjoyment for the process of learning in children.

On the opposite side of the spectrum are parenting books like *The Claims of Parenting: Reasons, Responsibility and Society* by Ramaekers and Suissa (2011) which support the use of all forms of praise. The authors make the argument that praise and criticism alike are tools of

moral language, meaning they are tools that teach children the morality of right and wrong. Ramaekers and Suissa maintain that praise use shares with children adult moral thought. They support the use of terms like "good" "bad" "nice" or "mean" because these terms foster a sense of objective morality among children. They claim that children are part of a social life and using tools such as praise shows children what a social life consists of. It is the role of parents to treat children as moral agents in the making (Ramaekers and Suissa, 2011). Although Ramaekers and Suissas' claims are intriguing, like Chua, the authors neglect to discuss how their approach impacts the main focus of this paper, intrinsic motivation. The researchers ignore how their assertions impact crucial components of children's success such as love of learning, elevated self efficacy, and resiliency in the face of failure.

An author who focuses on fostering children's intrinsic motivation, is Alfie Kohn (1993). In his book *Punished by Rewards*, Alfie Kohn argues that rewards and praise have detrimental long-term effects on children. Kohn makes no strong distinction between the harmful effects of rewards and praise, and places them both under a damaging umbrella of extrinsic motivation. He maintains that external motivators are harmful for multiple reasons. First, he argues that rewards are really another form of punishment, and praise another form of criticism. They are both attempts at manipulation and control on the part of the distributer. The repercussion of this is a triggering of conditional acceptance where children develop a source of value contingent upon meeting the expectations of a powerful other. Second, rewards and praise rupture relationships. Kohn maintains that extrinsic motivators foster competitive environments and deter children from collaboration and subsequent greater learning. Third, they discourage risk-taking in that they encourage children to focus on the defined aspects of the task instead of exploring creative alternatives. Finally and most significantly, Kohn argues that extrinsic motivators devalue human

activity and stifle intrinsic motivation. He maintains that praise is not encouraging feedback, but instead is a judgment. The devaluing nature of extrinsic motivators and their status as judgments is harmful because they deprive children of the ability to not only sustain their performance, but to also enjoy their activity. While a child at the receiving end of positive judgment may appear to be thriving, he is no different than one receiving negative judgment. Failure is an inevitable repercussion of successive task performance so at some point along his undertakings, the child fueled by praise will reach the limits of his ability, and experience setback. When he reaches this point, the child's interest and achievement in the activity will wither just as the child who received the initial negative judgment (Kohn, 1993).

Kohn (1993) provides a breadth of research demonstrating that extrinsic motivators lead to a decline in intrinsic motivation, and result in the reverse effect of weakened performance and achievement. In one study, fifth and sixth graders in Israel were asked to perform a task requiring creativity. Those children who were given praise for their activity went on to do lower quality work than those who were given neutral feedback. Even more, children given praise went on to demonstrate lower quality work than they had previously provided. Kohn also references a well-known study done by Lepper, Greene and Nisbett (1973) demonstrating that children's performance in a once intrinsically motivated activity, declined upon the presentation of extrinsic motivators. An initial baseline observation was done to establish the subjects' intrinsic motivation for a drawing task. Their interest was determined by the amount of time they dedicated to drawing during a one-hour period for three consecutive class days. Subsequent to this observation, the children were blocked based on their initial interest in the task, and randomly assigned to a reward or no reward group. The findings of this study demonstrated that upon introduction of external rewards, the performance of the children who showed strong

voluntary and intrinsic motivation for the drawing activity significantly declined not only in the experimental design but in the classroom as well. However, children expecting no reward for the task maintained significantly greater rates of performance for the task (Kohn, 1993; Lepper, Greene, & Nisbett, 1973).

After staking his argument and supporting it with research, Kohn suggests alternative methods for fueling intrinsic motivation and strengthening performance. He argues that the ideal classroom would significantly limit the grading process. Kohn maintains that such an endeavor alters student's priorities so that helping them improve becomes more important than evaluating them, learning takes precedence over sorting. Additionally, teachers should do away with grading effort. According to Kohn, attaching extrinsic awards to effort could backfire when children are graded highly for effort but neglect to succeed. Such a scenario sends the message that despite his effort, a child was too dumb to achieve. Ultimately, Kohn suggests that the best way to fuel intrinsic motivation is to stir students' curiosity and generate a natural desire learn (Kohn, 1993).

Despite their legitimacy, Kohn's claims and collection of research do not comprehensively investigate a critical element: the effects of different forms of praise. While Kohn's book makes clear that certain forms of praise can have detrimental effects, he hardly touches upon a whole other body of research demonstrating that praise comes in many forms, and that minor differences in its delivery can lead to vastly different outcomes. The following will describe the research and theories of those who diverge from Kohn's approach, and who not only differentiate between rewards and praise but also support a differential approach to the effects of praise itself.

One researcher who challenged Kohn's assertions regarding praise was Dale Schunk (1983). In his exploration of the effects of praise on achievement, Schunk illustrated how, counter to Kohn's assertions, different forms of praise do not all lead to detrimental outcomes. Schunk differentiated between ability and effort praise, hypothesizing that praising children for their ability as opposed to effort would lead to higher rates of achievement and heightened self-efficacy. Forty-four children were randomly assigned into four groups: an ability feedback group, an effort feedback group, an ability and effort feedback group, and no feedback group. Children in each group were asked to engage in two tests consisting of subtraction problem solving. After the first test, children either received ability praise such as, "you're good at this," effort praise such as, "you worked hard on this," a combination of the two, or no praise at all. After receiving feedback, children were given a second test to determine if the provided feedback would impact their achievement and self-efficacy (Schunk, 1983).

The results of Schunk's study found that those given ability feedback showed higher correlation with skill acquisition and increased self-efficacy. Those groups who received effort feedback demonstrated no difference in their skill acquisition or self-efficacy. With regard to his findings, Schunk postulated that the process of skill assessment leads children to develop a sense of efficacy, which is boosted by attributional support. Heightened efficacy lends itself to increased motivation and subsequent increased skill acquisition. However, Schunk's findings demonstrated that there was no correlation between post-test persistence and ability feedback. Additionally, there was an inverse relationship between post-test persistence and self-efficacy. Such findings allude to the fact that ability feedback may not be entirely beneficial and that, specifically in the wake of failure, may have harmful long-term effects. Despite these

shortcomings, the study strongly supports (contrary to Kohn's beliefs) the existence of differential effects for different forms of praise (Schunk, 1983).

While the results of the above study clearly indicate the existence of differential effects of various praise forms, it does not truly contradict Kohn's assertions regarding the negative long-term effects of praise. Kohn would argue that despite the increased achievement, the differential forms of praise in Schunk's study did nothing for the long-lasting influence of intrinsic motivation.

With her research on praise, Carol Dweck adds a new dimension to the discussion. Like Schunk, she distinguishes between ability and effort praise. However, Dweck's research addresses some major flaws in Schunk's study by providing results of children's achievement not only after experiences of success, but also after experiences of failure. Additionally, Dweck's research challenges Bandura's conceptions of motivation in that it does not singularly define motivation in terms of its ability to externally alter performance and self-efficacy, but rather generates distinctions between the different forms of motivation; mastery oriented and performance oriented motivation. Dweck's unique investigation of different forms of motivation broadens the argument of those in support of praise's beneficial nature. Dweck departs from the predominant focus of praise's effect on external factors, such as academic achievement, and instead turns to its internal impact on task enjoyment and displays of long-term persistence (Dweck, 1998).

In one of her studies, Dweck distinguished between two forms of praise. One form she called *person praise,* focuses on stable global aspects of children's success and links children's achievement to their natural abilities. Examples of this form of praise are, "You are really smart" or "You are a good kid." Contrastingly, *process praise* links children's success to their

engagement in the task. This form of praise focuses on children's levels of effort and enjoyment. Statements of process praise are, "You must have tried really hard" or "You must really enjoy it." Dweck hypothesized that ability praise or person praise, would result in a greater use of performance motivation whereas effort praise or process praise, would result in a greater use of mastery motivation. Additionally, Dweck hypothesized that after failure, subjects receiving person praise would be more likely to attribute their failure to lack of ability whereas subjects receiving process praise would be more likely to attribute their failure to lack of effort. The implications of Dweck's hypotheses are extremely significant to the Kohn-Bandura dispute in that their substantiation would mean that praise can have long lasting effects and benefit internal experience (Dweck, 1998).

To test her hypotheses, Dweck arranged children into three groups who received either ability feedback, effort feedback, or were placed in a no praise control group. Children in each group received a total of two tests, the second being harder and more conducive to failure. Children received their predetermined feedback after their success on and completion of the first test. To determine children's motivational orientation, they were asked upon completion of the first test to choose a set of problems that they would like to be asked on the second test. The problems had different titles ranging from, "problems that are pretty hard so I can show I'm smart," to "problems that I will learn a lot from even if they don't show I'm smart." In reality, their choice of problems had no impact upon the content of their second test. To determine their attributions after an experience of failure, children were provided with a probe asking them to rate the reasons for their poor performance on the second test. Lastly, to reestablish the relationship between different forms of motivational orientation and their effect on internal experience, children were asked to respond to a series of questions that probed their desire to

persist on the problems, their enjoyment of the problems, and their perceptions of the quality of their performance. Children rated their task persistence, task enjoyment, and performance quality on a scale from 1 (not at all) to 6 (very much) (Dweck, 1998).

The results of Dweck's experiment indicated that 92% of children who were given effort praise chose mastery-oriented problems. Additionally, a significantly greater amount of ability praise and outcome feedback subjects chose performance-oriented problems. The study found that significantly greater percentages of children given effort praise as opposed to ability praise or outcome feedback attributed their failures to lack of effort, as opposed to lack of ability. Last, the results concluded that children praised for ability or children in the outcome feedback group were significantly less likely to enjoy and persist on the problems than those praised for effort.

Dweck postulated the reason behind her findings was due the effect that person versus process praise has on children's theory of intelligence. She stated that person praise leads children to manifest an *entity theory of intelligence,* or the belief that intelligence is a static and a fixed entity that cannot be changed. Contrastingly, process praise leads children to believe the *incremental theory of intelligence* or the belief that their intelligence is malleable and is developed through effort. The more children possess and prefer entity versus incremental theory of intelligence, the more they focused on demonstrating rather than developing their abilities. Possessing the entity theory of intelligence leads children to avoid challenges or failure, hinders their learning process and ultimately causes decrements to their success.

Dweck's findings have major implications for the Kohn-Bandura dispute. Not only do they illustrate that effort over ability praise benefits internal experience and intrinsic motivation but they also illustrate that effort praise does so more than no praise at all. As stated above, Kohn was a strong advocate for removing all feedback that could be valued as a judgment,

because its use causes children to perform activities out of contingency as opposed to intrinsic enjoyment. He primarily supported these claims by demonstrating that persistence in those activates dwindled once attached to valued feedback. However, Dweck's findings demonstrate that certain forms of judgment can be beneficial to children's intrinsic enjoyment of a task. The children in Dweck's study who received encouragement regarding their effort reported greater task enjoyment and persistence than those receiving no judgment at all. Overall, Dweck's findings truly open a new door for those supporting the use of praise to enhance performance and intrinsic motivation (Dweck, 1998).

Dweck's research has far reaching implications not only for schoolteachers but caregivers as well. Specifically, with their research, Pomerantz and Kempner (2013) explore how parents' use of person versus process praise significantly impacts the relationship their children have with learning. Pomerantz studied 120 children and their mothers in two waves across six months. During the first wave, the researchers conducted 10 daily interviews with mothers evaluating their levels of person versus process praise use after their children's success in school. During both waves, the researches provided the children with surveys determining children's entity theory of intelligence and preference for challenge in school. The study found that person praise was significantly correlated with children's diminished preference for seeking challenges. Additionally, it found that children praised for their ability maintained an entity theory of intelligence greater than their earlier functioning in this dimension (Pomerantz & Kempner, 2013).

Pomerantz and Kempners' findings beg the question of how parents can effectively motivate and deliver praise to their children so that they can develop a love for learning and an internal desire to expand their knowledge. In her book *Positive parenting: Raising children with*

self-esteem, Elizabeth Hartley-Brewer (2012) provides tools for parents that are in line with the notion that praise use is multifaceted and that it's proper use is beneficial to children. Like Alfie Kohn, Hartley-Brewer maintains that praising children too frequently can diminish the value of their tasks and make them become dependent on the approval of an external praise source. However, the author strongly maintains the value of praise. She writes that praise is still undoubtedly important to a child's sense of self worth but that it's appropriate delivery is crucial. Hartely-Brewer's advice to parents is to appreciate rather than approve, describe and praise children's deeds rather than the person, and praise the process, in other words the effort and improvement, rather than the product (Hartley-Brewer, 2012). Hartley-Brewer's recognition of differential forms of praise and her focus on the process and not the product rings strongly of Carol Dweck's research.

After reviewing the above research and its practical implications in the home, it is my opinion that praise use is an incredibly powerful tool when used correctly. The fact that Amy Chua, discourages praise use but disregards the need for harvesting excitement and love within the learning process, strongly expresses the notion that the complete absence of praise use can prevent children from developing a love for learning. Similarly, Ramaekers and Suissa tout all forms of praise use for the sake of children's moral development, however, they too neglect to mention the role that certain forms of praise play in harming children's intrinsic motivation. Authors like Dweck and Pomorontz, who demonstrate praise as a tool with differential impacts, use research to acknowledge the impact that praise use has on qualities related to children's intrinsic motivation. Due to the abundant research indicating the beneficial outcomes of praising for effort, I feel this tool should be widely recognized as playing a crucial role in the development of the qualities such as love of learning, resiliency in the face of failure and

heightened self-efficacy. In addition to the home, I feel this is a tool that could have incredibly powerful implications in the classroom. The following section will explore the impacts that different approaches to praise have on classroom style.

Practical Implications of Praise Use in the Classroom

Because the present paper is evaluating the best practices to harvest youth's development of intrinsic motivation and love of learning, the following section will review how the disparate opinions regarding the sources for intrinsic motivation and the effects of praise have influenced today's pedagogic practices. The debate surrounding the effects of praise has strong implications for educational practices. Entire curricula were generated around each line of thought. First, this section will investigate the educational exercises at each extreme, surveying the environment of the more traditional behaviorist style classroom as compared to the progressive one. Bandura's, and more directly the behaviorist's, conceptions regarding the effects of praise have fueled the more traditional classroom, while Kohn's line of thought has played a crucial role in the formulation of progressive education. Last this section will evaluate the success of a school whose blended approach is partially based upon research done by Carol Dweck.

In their article discussing the practices of the behaviorist style classroom, Franklin and Biber (1974) enumerate the pedagogic implications for Bandura and Schunk's camp and their support for the use of extrinsic motivation to fuel achievement. Franklin and Biber enumerate the behaviorist line of thought, citing that the goal of a behaviorist classroom is to spur achievement through attaining measurable changes in observable behavior. Underlying the educational practices of the behavioral classroom is the concept that desired behaviors such as achievement must be reinforced to persist (Franklin & Biber, 1974).

Using the above methodology, the behaviorist classroom practices many of the following techniques. When arranging class activities, teachers attempt to establish rules and procedures early, state their expectations clearly, focus on positive expectations, practice "positive" behavior, model appropriate behavior, and establish consequences such as reinforcers. With regard to delivering reinforcement, the behaviorist teacher believes it is important to focus on positive behavior, because attending to inappropriate behavior can be reinforcing. Additionally, teachers attempt to anticipate the occurrence of positive and inappropriate behavior, hold students accountable for their behavior and provide specific feedback regarding their behavior and expectations. While these practices are not fully reflective of a traditional style classroom, and are slightly more extreme than Bandura or Schunk proposed, they demonstrate how a strong value on extrinsic motivation plays out in the classroom (Huitt, 1996).

Alternatively, in her article outlining classroom goals, structures, and student motivation, Carol Ames (1992) describes how a view against extrinsic motivators plays out in a progressive style classroom. Ames subscribes to Kohn's line of thought when she describes the reasoning behind commonly used progressive techniques. Interestingly, Ames uses Dweck's term "mastery-goal orientation", in her support of Kohn's line of thought. She explains that the goal of a classroom is to spur intrinsic motivation through fueling interest in the process of learning as opposed to the product of learning. However, she diverges from Dweck's theories with regard to her suggested methods for fueling mastery-goal motivation.

Ames discusses four major structures in the classroom that, upon modification, lead to a mastery-goal orientation. She differentiates between the modification of tasks and learning activities, the use of rewards and evaluative techniques, and the distribution of authority or responsibility. She explains that the best types of tasks are those that offer personal challenge,

give students a sense of control over either the process or product, and tap students' interest over time. Additionally, tasks should attempt to focus on the meaningful aspects of learning activities, and help students establish self-referenced goals. With regard to evaluative practices, Ames discourages any form of social comparison and maintains that grades should be avoided, as they prevent children from focusing on learning and encourage the conception that unevaluated material is not worth learning. Those evaluations that must take place, should be done in private and focus on individual improvement. Additionally, children's mistakes should be openly recognized as a significant part of the learning process. Finally, authority figures or teachers should attempt to harvest autonomy in the classroom and resist controlling types of behaviors. Teachers should focus on helping students participate in the decision-making process, and provide them with choices to do so. Overall, Ames's pedagogic suggestions provide an illuminating overview of how Kohn's approach to the source of intrinsic motivation plays out in a progressive style classroom (Ames, 1992).

The progressive and behaviorist approach to learning are at two opposite extremes of classroom management, however more recently, certain schools have begun to adopt a more blended approach. In his book titled *The Talent Code*, Daniel Coyle (2010) describes a rising school system called KIPP, which is partially based upon research by Carol Dweck. Coyle's work examines talent hotbeds and explores the conditions under which skill flourishes. In his book, the author asserts that talent is largely not born but bread through the right kind of effort, practice and mentorship. Coyle uses the KIPP school system to support the notion that schools with a strong focus on effort and character lead to children's academic success. KIPP is a school system that serves students from low-income communities. The foundation of KIPPs ideology is partially based upon Carol Dwecks research. Although KIPP uses certain behavioral practices

that are not in line with Dweck's approach, they are reminiscent of her work in that KIPP very strongly focus on praising children's character and not the product of their work. The main character traits that KIPP administration focus on are zest, grit, optimism, self-control, gratitude, social intelligence, and curiosity. The outcomes of their unique practices are promising. In a recent report done in 2015 it was found that 45 percent of KIPP students earned a college degree after finishing eighth grade at a KIPP middle school ten or more years ago. This is above the national average for all students (34 percent), and five times the rate of the average student from a low-income community (9 percent) (Coyle, 2010). While these findings only measure KIPP students' academic success and do not relay KIPP students' enjoyment of learning or resiliency in the face of failure, they suggest that the KIPP system is making strides in the right direction. Not all of the KIPP practices follow Dweck's approach, however, they used her research to create their schools' ideology and their success is well documented. It is impossible to claim the superiority of one pedagogic practice and KIPP's practices are far from flawless. However, KIPP's promising outcome data demonstrates that reinforcing character and effort above all else is a technique that should be strongly considered and researched in the world of education.

How praise impacts different age groups differently

Despite the fact that numerous studies support the use of praising effort to promote intrinsic motivation and the desire to learn among children, its effectiveness is considerably less apparent among adolescents and young adults. In fact, the few articles that do observe the effects of effort praise on older age children lend very inconclusive results. For example, Koestner, Zuckerman, and Koestner (1987) conducted one of the first experiments observing the effects of process or effort praise on college age students' levels of intrinsic motivation. They found mixed

results. Upon receiving ability praise, effort praise and no praise after engaging in a game like task, the researchers found that ability praise increased students' intrinsic motivation. When the same types of praise were given under test like conditions, effort praise was responsible for increasing intrinsic motivation. When looking at the role of gender in these studies, women were found to display more intrinsic motivation in the no praise condition than in any other condition. Overall, Koestner, Zuckerman, and Koestners' (1987) findings were mixed and did not underscore the supiriority of any one praise form (Koestner, Zuckerman, & Koestner, 1987). More recently, Haimovitz Henderlong and Corpus (2011) evaluated similar conditions among college-aged students and were left with fairly inconclusive results as well. When placed into effort, ability and no praise conditions, the students' responses were varied. Using a similar research design to that of the previous study, the researchers evaluated 111 students. The authors found that although, there was a significant correlation between effort praise and increased intrinsic motivation among seniors, this was not the case for the rest of the students. Among freshmen, sophomores and juniors, there was no significant change among their levels of task enjoyment or problem solving skills after they were praised for effort. Additionally, although ability praise reduced sophomores and juniors' intrinsic motivation it had no significant impact on seniors or freshmen (Haimovitz & Henderlong Corpus, 2011). Overall, the data regarding the effects of person versus process praise on college and older age youth is sparse and inconclusive. What are the reasons for these insufficient findings? Are older age children immune to praise? Even more, do these findings demonstrate that process praise has no long-term effects on youth?

In their literature review on praise, Henderlong and Lepper (2002) identify numerous articles illuminating the possible reason for the differential impact of praise on older and younger aged children. They present research illuminating that children begin differentiating between

effort and ability praise when they reach the 3rd grade. Before this point, most children believe that effort and ability work in conjunction to produce achievement, however upon reaching adolescence, individuals begin to believe that effort and ability have a compensatory relationship and that higher ability is a sign of maximum capacity. Henderlong and Lepper cited another study, which found that while young children derive self worth from both effort and ability, older children derive self worth almost exclusively from ability. Even more, they found that older children or adolescents interpret praise for effort, especially on easy tasks, negatively because they view high expenditure of effort as an indication of diminished ability (Nicholls & Miller, 1984). The authors substantiated these articles with a study finding that adolescents and adults judged non-praised students as having higher ability than praised students. However, upon showing the same scenario to 5th grade children, researchers found that the 5th grade children judged the praised students as having greater ability (Henderlong & Lepper, 2002). Henderlong and Leppers' literature review sheds light on adolescents' lack of responsiveness to praise. The authors' review suggests that upon graduating childhood, teenagers and adults begin viewing natural ability as the soul contributor to their self worth and exertion of effort, a decrement to their self-evaluation. With such a belief system in place, effort praise is not only ineffective but possibly harmful to adolescents and adults' self esteem. Henderlong and Leppers' research is extremely helpful in understanding the disparate reactions between older and younger age children's reactions to praise, however, it does not provide any explanations regarding why children begin devaluing effort as they progress into adolescence.

One possibility is that this shift in younger aged children's beliefs around effort praise is largely the result of our present society's view of achievement and success. Today's adolescents and adults have been bread to view effort praise as demeaning because most children are raised

to believe that the product of their work is the only part that matters. Children are frequently reinforced for getting an A or effortlessly executing a dance routine, but paid considerably less recognition for the painstaking hours it takes them to achieve these accomplishments. In fact, more often than not, the less effort children put forth the more accolades they receive. Phrases like, "you're a natural" or "you make it look easy," are casually tossed around but are sending the message that effort and determination are undesirable attributes. Raised on the logic of such a climate, why would any adolescent or young adult feel motivated by effort praise? To the person raised on the belief that struggle or hard work is an indication of insufficient aptitude or deficiency, praise for effort can have no other meaning than personal inadequacy.

In her book entitled *Daring Greatly*, Brene Brown (2012) describes the factors in today's society that contribute to children's attachment of self worth to success. Brown is a world-renowned research professor on topics like shame, courage and vulnerability. Through her years of research, the author identified that today we live in an environment she coined as, the s*carcity culture*. Brown describes that over the last century, our society has become driven by the belief that we are never enough. Many of us live with unspoken feelings of shame regarding our self worth, sending ourselves messages that we are never "good enough," "smart enough," "thin enough," or "successful enough." To qualm these fears people chase after remedies like success, achievement and external recognition or approval. Brown explains that our culture of scarcity is strongly driven by the recent explosion of the media, advertising or the film industry sending its viewers the message that an ordinary life is a meaningless life and instilling a deep rooted shame based fear of being average (Brown, 2012).

Specifically regarding today's youth, Brown (2012) writes the following:

"Kids grow up on a steady diet of reality television, celebrity culture and unsupervised social media, absorb [its] messaging and develop a completely skewed sense of the world. *I am only as good as the number of likes I get on Facebook and Instagram"* (p. 23).

Brown's findings shed light upon the differential beliefs that children and adolescents maintain regarding the relationship between natural ability and effort. Today, the standard American teenager is spending an average of 9 hours per day using media (Social Media Social Life Report, 2012). The majority of an adolescent's waking hours are spent immersed in a world where success, fame and social recognition are deemed with the utmost esteem and value. Given this fact, it is no surprise that emerging adolescents begin casting off their appreciation for effort and believing that their sense of self worth is derived exclusively from their accomplishments and the approval of others.

The research in this section robustly points to the differential impacts of praise across age. The findings surrounding the affects of effort praise on older aged children is sparse and inconclusive. Even more Henderlong and Lepper (2002) demonstrate that effort praise becomes increasingly devalued as children mature. With this knowledge, what are effective methods for fostering intrinsic motivation in older aged youth? Is the development of intrinsic motivation or the mastery goal orientation mindsets exclusive to elementary aged youth? Is adolescence too late to intervene? I would suggest that this is not the case. The following section illuminates a burgeoning therapeutic tool that I believe has similar properties to effort praise and is an effective tool for fostering intrinsic motivation among older age youth.

Effects of motivational interviewing on intrinsic motivation

Because there is so much research pointing to the unhelpful or even harmful affects of praise on older aged children, I propose the use of Motivational Interviewing (MI) as an effective

intervention to promote adolescents' achievement in school, enhance their enjoyment of learning and heighten their self efficacy. Motivational Interviewing is a technique partially developed by William Miller, which he describes as, "A method that works on facilitating and engaging intrinsic motivation within the client in order to change behavior" (Miller & Rollnick, 2004). Motivational Interviewing is a guided approach to fostering the cluster of qualities related to intrinsic motivation. MI shares some similarities with Rogerian client centered humanistic approach to therapy. This approach takes the attention away from the therapist's assumptions about the client's needs and instead utilizes the client's own motivations, values, strengths and resources. In his research, Miller found that when therapists respond using an empathic and reflective manner as opposed to an authoritative one, clients' resistance to change dramatically decreases. However, unlike Roger's humanistic approach, MI is directive and goal oriented in that it selectively reinforces certain portions of clients' speech that is focused on change. The model of Motivational Interviewing identifies that *change talk* which is talk related to desire, ability, need and reasons for change, leads to commitment to change which ultimately results in behavior change. Desire change talk is an expression of wishing or wanting. Ability change talk is an expression of " I can" or "I am going to." Reason change talk is the client's expression of the benefits of change. Finally, need change talk is an expression of, "I want to" or "I have to." There are four techniques used in MI to elicit change talk; open ended questions, reflective listening, affirmations, and summaries. Reflective listening is a technique that provides clients with reasonable guesses about their disclosure and attunes to their needs. Summaries are similar to reflections, however, they are longer and are used to make connections or move towards a new topic. Open-ended questions provide richer discussion and steer the conversation away from

interrogative yes or no questions. Finally, affirmations are statements used to highlight clients' strengths, accomplishments, or positive behaviors (Miller & Rollnick, 2004).

As of yet, the majority of research exploring the effects of MI among adolescents has focused on its impact on teenage substance use. For example in their review, Jensen et al. (2011) found 21 different studies, representing 5,471 participants, demonstrating that motivational interviewing is an effective tool for substance use and behavior change among adolescents. These studies showed significant results regarding the effect of MI to reduce tobacco, alcohol, marijuana, and illicit drug use. Further illuminating the effectiveness of MI was Jensen et al.'s findings that 62% of these studies consisted of a single session and 79% of interventionists had not received graduate level training. Additionally, a portion of the studies conducted follow-up analyses between 1 and 24 months. Jensen et al. found that the effect size was still significant regardless the length of the follow-up period (Jensen et al., 2011). Jensen et al.'s findings are meaningful for this paper because they illuminate that across a wide array of studies, Motivational Interviewing is an effective tool for reducing substance use among adolescents.

Recent research has observed that MI is effective with more than reducing adolescent substance use. For example Jellinek et al. (2009) stated that among adolescents in their day treatment program, MI appeared anecdotally to improve adherence to medication and other therapeutic treatments. Jellinek et al. maintain that MI is an effective tool for behavior change because it improves therapeutic alliance through three major processes. First, MI enhances empathy that is accurate to the patient's internal experience. Second it enhances the patient's conviction that he or she can make a change. Last, MI improves the patients positive expectations regarding their behavior change (Jellinek, Henderson, Dilallo, & Weiss, 2009).

More than improving problem behaviors, MI was shown to improve adolescent's psychological well-being as well. In their article, Channon et al. (2007) explored the impact of MI on adolescents with diabetes. Often diabetes impacts patients' psychological wellbeing and causes them to struggle with controlling their blood sugar levels. Through surveys and medical measures Channon et al. discovered that not only did MI improve adolescent diabetics' blood sugar management, it also improved their reported levels of life satisfaction, self-efficacy, hopeful beliefs and overall wellbeing (Channon et al., 2007). Channon's findings demonstrate that MI spurs adolescents to change harmful behaviors, and also enhances their psychological framework. Furthermore, the fact that MI heightened patients' self-efficacy and hopeful beliefs indicates that it may be a powerful tool for positive behavior change in youth.

Present research demonstrates the beneficial impact that MI has on reducing problem behaviors such as substance abuse and non-adherence to medication. However, other than Channon's study, very little attention has been paid to MI's impact on changing problem behaviors related to adolescents' more typical daily struggles. There is no research illuminating the impact that MI has on enhancing students' beliefs and subsequent behavior regarding their relationships, school performance, self esteem or resiliency in the face of hardship. Despite this, current research is very optimistic about the treatment's ability to promote success in youth. In a very recent review of MI's impact on adolescents Sylvia Naar-King stated that motivational interviewing guides adolescent patients toward reaching their maximum human potential (Naar-King, 2011). Naar-King's assertion illuminates MI's tremendous potential for fostering the qualities related to intrinsic motivation in adolescents.

It is possible that motivational interviewing promotes growth and change in adolescents for similar reasons that praising effort does in children. Both techniques are directive yet client

centered. Where praising children's efforts fosters children's internal efforts to promote positive growth, motivational interviewing cultivates the client's internal ability to promote growth. Both remove the focus from the opinion of an external other and instead empower and support the efforts of the client. However, both techniques are directive in the sense that they do not fully leave the client to their own devices. They utilize specific practices to foster the adolescent or child's intrinsic motivation and willingness to grow. Due to the present-day enthusiasm for MI's ability to promote positive outcomes among youth, coupled with MI's existent gaps in research, I will use the observational portion of this thesis to explore the tool's impact on the more typical problems adolescents face such as dealing with their self esteem, resiliency in the face of hardship, and their beliefs regarding their agency to make positive changes in their lives in school or relationships.

REFLECTIONS ON CLINICAL WORK

Although there is a lot of research indicating that MI significantly improves adolescents' substance abuse, there is a major gap in research related to behavior and belief changes surrounding their more typical struggles. Researchers have indicated that MI shows major promise in intrinsically motivating adolescents to make major behavior changes aside from substance use, yet little has been studied to explore this issue further. The purpose of this section is to observe MI's impact on intrinsically motivating adolescent's behaviors in areas that impact their daily living and more broadly on their desire for growth. Specifically, to observe how Motivational Interviewing provides adolescents with the intrinsic motivation to make positive changes in their beliefs and behaviors related to their 1) self-esteem, 2) resiliency in the face of hardship 3) academic performance 4) and relationships. More broadly, the observational section of my thesis will explore the impact of Motivational Interviewing on adolescents' intrinsic motivation or intrinsic desire for positive growth. I will use the remainder of my paper to document my own reflections and impressions of these phenomena in my present field placement.

I presently work in an intervention program that serves high schools in the major metropolitan area. The program was generated with the aim of trying to address poverty through impacting adolescents' graduation rates from high school , college preparedness and eventual employment success. I work in one school where I provide individual mentorship to a select group of students and also conduct group therapy for first year students in the program. In my mentoring sessions, I use motivational interviewing techniques like reflections, open-ended questions, summaries and affirmations to help students discuss areas in their life where they would like to see change and progress. I use motivational interviewing in my group work as well.

The MI techniques are used to engage the group, initiate perspective taking, build momentum for change and stir the group members into action. Some of the topics covered are developing self awareness of interests, developing self awareness of personal values, or learning how to decrease negative self-talk. For my thesis project, I am interested in relating my fieldwork to the issues of intrinsic motivation and mastery. I will utilize my own reflections and recordings from my clinical sessions to further understand the role that motivational interviewing plays in fostering the outcomes of intrinsic motivation, as they relate to adolescents' more typical daily struggles. Specifically, I will describe the cases of three different students and illustrate how I believe MI has impacted their beliefs and behaviors and more broadly their intrinsic desire for growth. I will use these recordings to observe students' beliefs and subsequent behavior changes surrounding three areas of their life 1) their self-esteem 2) their resiliency in the face of hardship and 3) their agency to make positive changes in their lives in school or relationship. Finally, I will share my personal reflections of how motivational interviewing has impacted each student, illuminating the qualities where I observed the most growth among students and the qualities where I observed the least. Additionally, for confidentiality purposes, I have changed all the students' names in this thesis.

Case 1: Nathan

The first case I present involves a senior in high school named Nathan. Nathan is Hispanic, 17 years old, and comes from an underprivileged neighborhood. He presently lives in an apartment with his mother and is an only child. My student does not know his father. His mother cared for him for the first 4 years of her life. When Nathan turned 4, his mother moved him into his grandmother's apartment and slowly exited his life. From that point on, Nathan was primarily cared for by his grandmother. He described their relationship as the mother-son

relationship he never had. Nathan reported that from a young age, his mother was on drugs, and completely absent from his life. However, when he hit puberty she stopped taking drugs but continued to remain absent from his upbringing. Nathan's grandmother was responsible for taking him to all of his appointments and for attending to his clothing and meals. When Nathan turned 12, his grandmother was diagnosed with liver cancer due to an unclean blood infusion she received during an earlier part of her life. My student reported that his grandmother became incredibly ill for the two subsequent years following her diagnosis. Nathan became the primary caretaker for his grandmother. She would wake him up in the middle of the night when she couldn't sleep and he cleaned up after her when she threw up. Nathan described this time as incredibly emotional and traumatizing. He was plagued by incessant worry about her deteriorating condition. Nathan's great aunt, who lives in the building, took him out on the weekends so that he could get his mind off of his grandmother's sickness. Nathan explained that whenever he attempted to leave the apartment, his grandmother would cry and beg him to stay to care for her. After two years of caring for his grandmother, she passed away. This time in Nathan's life has strongly affects his daily functioning and is something he thinks about frequently. Since that time, Nathan's mother moved into his grandmother's room and his great aunt has assumed responsibility for his care. Nathan's mother continues to remain absent from his upbringing. Nathan describes their relationship as tense and conflict ridden. She is the primary source of struggle in his home life and is a major source of anger and upset. She frequently calls him throughout the day and they get into arguments over the phone.

With regards to his school experience, Nathan is doing poorly in his classes. He is very respectful towards his teachers, however, he is an unfocused student and frequently disrupts the class. Nathan explained that he started his time at high school fooling around, however recently

he has wanted to imrpove his grades. He has begun doing a portion of his homework and his goal is to attain 80s and above until graduation. Socially, Nathan has many friends. He is loved by most of his peers and the majority of his friendships are female. Nathan is usually attended by multiple peers when walking through the school halls.

Three significant challenging beliefs and behaviors that Nathan and I address in our sessions are coping with the depressive thoughts stemming from the loss of his grandmother, improving his grades, and learning to effectively deal with the anger and conflict he experiences with his mother. In my work with Nathan, I have attempted to address each of these issues using Motivational Interviewing techniques such as open ended questions, summaries, reflections and affirmations. I believe these tools have had a significant impact on Nathan's intrinsic motivation to make belief and behavior changes surrounding his desire to work on his relationship with his mother, his self self-esteem, and his resiliency in the face of hardship.

In the beginning phase of our sessions, it became apparent that Nathan's challenging relationship with his mother was an incredibly pervasive issue in his life. In our second session together, Nathan explained that whenever he arrived home at night he ended up in some sort of argument with his mother. When I inquired about the content of their arguments, Nathan informed me that they always argued about little issues. For example, Nathan described that his mother frequently asks him questions that she already knows the answers to. She asks him what he wants for dinner despite the fact that she only knows how to make three meals. Upon further investigation, I learned that Nathan's deeper frustration with his mother is that she criticized him when he was little. During our conversation together Nathan informed me that he felt he had no ability to control the situation with his mother. He wanted to have a positive relationship with her, however, he felt that such a relationship could only come to fruition if his mother attended

years of therapy. Nathan also communicated a strong desire to have one positive interaction with his mother that did not culminate in an argument. However, he made many statements expressing his sense of powerlessness over the situation. See **Appendix A** which illustrates how my use of certain MI tools, helped foster Nathan's intrinsic desire to work on his relationship with his mother and feel a sense of agency over his ability to make those behavior changes. In this conversation, I use reflections to highlight Nathan's ambivalence toward working on his relationship with his mother. Nathan began our conversation denying any role in their arguments, however, over the course of our time together Nathan reported a situation where he initiated an argument with his mother. When he described that situation I did not openly inform Nathan that he contradicted himself. Instead, I simply reflected my student's earlier denial of agency over the situation and juxtaposed it with Nathan's later example of an argument he instigated. Providing Nathan with this reflection guided him towards reaching the conclusion that he indeed does play a role in the conflict with his mother. I believe that guiding Nathan towards reaching this conclusion on his own made him incredibly more intrinsically motivated to change his circumstances. After recognizing the personal elements he contributed to their arguments, Nathan was very open to discussing the role he needed to play in repairing their relationship. This interaction was one example of how MI's simple reflection tool fosters an individual's desire to make positive behavior changes in their relationships and belief in their ability to do so.

In addition to providing Nathan the motivation to make positive behavior changes in his relationship with this mother, I feel that motivational interviewing benefited Nathan's beliefs about his self-esteem. During one of our sessions Nathan described the he feels he has two sides to himself. He has the part that is Nathan and then the part that gets incredibly angry and enraged when someone disrespects him or accuses him of something. Nathan named this other half, Kiko.

Nathan and I discussed Kiko at length and he reported that Kiko is a source of shame for him. See **Appendix B** where I used motivational interviewing strategies to develop a strong positive identity for Nathan to turn to when he feels ashamed of his anger and rage. In this scenario, I mostly used reflections to help Nathan discover and voice all of his strengths and values. I feel this exercise benefited Nathan's self-esteem because it helped him remind himself of the many traits that make him valuable. Motivational interviewing was valuable here in that I didn't add my own judgment and tell Nathan why I thought he was valuable. Rather, I used MI as a tool for helping him discover these traits for himself so that he could do it again in the future. Here, MI's guided approach intrinsically motivated Nathan to make changes in his negative self evaluations.

Finally, I believe that motivational interviewing has helped Nathan with resiliency. One day Nathan arrived at our session incredibly distressed. He informed me that his mother had done something incredibly irresponsible with her money and they were almost evicted from their apartment. For the last few months she was secretly using their rent money to buy herself unnecessary clothes and other amenities. Over the weekend, she admitted to Nathan and his aunt that she was not paying the bills. Although Nathan's aunt took care of the situation by paying the rent, Nathan was extremely distressed about the prospect of losing his home due to his mother's reckless choices. When Nathan relayed this story to me, his tone and emotions went through a range of anger and ended with desolation. He reported that despite the fact that he seems happy and outgoing to his peers, he spends most of his day thinking about how miserable his life is and he has trouble focusing and falling asleep because of these thoughts. See **Appendix C** depicting how I made use of multiple MI tools to open Nathan up to an alternative story that he could have about his life. Initially, I used extremely open ended questions to provide Nathan with the platform to imagine his present life in contrast to the dismal life he may have had if different

events occurred earlier on his life. I used a summary to highlight for Nathan the incredible good that was present in his life. Using these tools allowed Nathan to recognize the good in his life of his own volition. I did not tell Nathan the areas in his life he needed to feel grateful for, rather, he uncovered this for himself. I believe this process was helpful for Nathan because it provided him with the intrinsic motivation to make positive changes with his depressive beliefs. Additionally, I feel our conversation fostered Nathan's desire to make positive changes in his coping behaviors because at the end of our session Nathan reported that he could use this tool in the future to help him cope with the depressive thoughts he deals with throughout the day.

Based upon my observations, I feel that motivational interviewing was an incredibly beneficial tool during my sessions with Nathan. MI helped me guide Nathan towards uncovering his beliefs regarding his self-esteem, his agency over his relationship with his mother, and tools for resiliency. Although Nathan's emotional battles are far from resolved, I feel that MI helped Nathan arrive at conclusions and engage in self-reflection that put him on a path of growth. Most importantly, I feel the therapeutic technique removed the focus from what others or I wanted Nathan to change, and instead placed the focus on the changes he felt capable and intrinsically motivated to work on.

Case 2: Tanya

The next case I will discuss involves a sophomore student named Tanya. Tanya is of Hispanic decent, 16 years old and lives with her two grandparents. Tanya's biological mother left her in the care of her father and grandparents when she was a baby. Tanya last saw her mother when she was 11 years old. Her mother is a stripper and Tanya reported that the only way they generally interact now is through Instagram. My student's father lives in a different state with his new wife and two children. Tanya frequently visits them. She is very close with her father,

stepmother and two half brothers, however, she prefers living with her grandparents. Tanya has an incredibly strong bond with her grandparents whom she refers to as her mother and father. Her grandparents are giving and fully support her financially. My student has a paternal aunt who she is incredibly close to as well. Her aunt is very wealthy, and Tanya has expressed on multiple occasions that she is jealous of her aunt's lifestyle. Tanya wishes she could have money like her aunt so that she could buy makeup and become a makeup artist. Becoming a makeup artist is her professional aspiration.

Academically, Tanya's school performance is average. She feels incredibly bored by school and feels her teachers are too strict. Tanya's attendance fluctuates and she reported missing school mostly to babysit for her aunt's son. Tanya does her school work but feels burdened by the process.

Socially, Tanya is slightly reserved but has a few close friends who she interacts with on a daily basis. Friends are very important to her, however, Tanya has expressed difficulty getting close with her peers because she does not like to open herself up to new people. Tanya is not currently dating anyone but still frequently talks about her ex boyfriend who she dated for two years. They broke up because he pressured her to have sex but she wanted to remain a virgin. Tanya still wishes she could be in a relationship but feels that no one measures up to her ex boyfriend.

Tanya's greatest presenting problems are her fear of getting close to people and battling her feelings of low self esteem. Tanya's fear of getting close to people impacts her on a daily basis. Every time we speak, she expresses a strong desire to have more friends. She feels happiest when she is with people with whom she can laugh and have fun. However, Tanya's friend count is dwindling because several of her close friends have either moved away or made

different friends. As a result, Tanya frequently laments over the fact that she is bored with her life and has told me that her lack of friendships causes her stress. With regards to her low self-esteem, Tanya is incredibly concerned with her appearance and receiving judgment from her peers. She has expressed great anxiety regarding feeling judged and stared at when walking through the halls of school. Tanya's negative self-evaluations also affect her schoolwork. She reported that when she feels badly about herself, she feels completely unmotivated to do well in school. In my work with Tanya, I have mostly used motivational interviewing to work on Tanya's self esteem.

In the middle phase of our sessions, Tanya and I began directly addressing the negative self-evaluations. In one specific session, Tanya expressed that she has good days and bad days in school. We developed a list of what each of these days looks like and Tanya reported that on her bad days she doesn't feel confident, feels like everyone is looking at her, feels lonely, makes fun of people, shuts herself off from her friends, has a harder time falling asleep, wakes up later and has difficulty focusing in class. On good days, Tanya stated that she wakes up early, does her hair and makeup, tries harder to focus in school, makes sure to do her homework, doesn't care what people think about her, talks to new people in the halls and reaches out to close friends. See **Appendix D**, where I use motivational interviewing strategies to help foster Tanya's intrinsic motivation to work on the negative beliefs affecting her self-esteem. In our conversation, I used MI's open ended question and reflection tools to help Tanya uncover the real source of her good days and her bad days which were the thoughts she told herself in the morning when she looked in the mirror. Tanya came to the realization that her good days and bad days were determined by her internal dialogue. I believe that open-ended questions were incredibly helpful in this

scenario because they allowed Tanya to reach her own conclusions and take ownership over the idea that her thoughts played a major role in her daily experience.

Despite this awareness, Tanya still felt helpless to control the way she felt about herself in the morning. Because of this, I later did a values exercise with Tanya. See **Appendix E** where I use motivational interviewing throughout our values exercise to help Tanya develop an alternative dialogue that she can use for her negative self-evaluations. In this scenario, I used reflections to highlight the self-attributes Tanya felt proud of in a way that bolstered her feelings of self worth. Additionally, I used MI's summary tool to provide Tanya with a long description of her values and identity. I think this was incredibly therapeutic because I did not give Tanya my personal evaluations or judgment of her character, but simply summarized the conclusions she reached through her own self-reflection. The summaries and reflections in this interaction were incredibly helpful in that they gave Tanya both direction and space to develop her positive self-evaluations on her own accord and gain greater confidence that she could use these positive thoughts to help her again in the future.

I still see Tanya on a weekly basis. Although self-esteem continues to remain her greatest presenting problem, I feel motivational interviewing has helped Tanya make progress in this area in many ways. First, it made her aware of the fact that her negative self-evaluations were a source of some of the pain she experiences in her daily life. Second, it gave her awareness of some of the thoughts that lead her to have days that she feels poorly about herself. Finally, MI provided Tanya with the direction and space to develop tools to benefit her self-esteem so that she would be more motivated to use these tools in the future. Overall, I feel Motivational Interviewing's guided approach provided Tanya with the intrinsic motivation to make positive changes to her beliefs contributing to her low self-esteem.

Case 3: Andrea

Andrea is an only child and a senior in high school. She lives at home with her mother. Her father exited her life when she was very young and she does not know and is disinterested in his present whereabouts. Andrea's relationship with her mother is tense. According to my student, her mother was very absent from her upbringing, however, she is very controlling over Andrea's attempts to become independent. Throughout the course of her childhood, Andrea's mother sent her away to either her grandmother or aunt whenever they got into an argument. This was incredibly traumatic for my student especially when she was younger because she felt very uncomfortable moving around so frequently. Additionally, Andrea's grandmother is a hoarder and she felt very stifled while living with her aunt. Although Andrea is currently living with her mother, they rarely interact. Andrea's mother does very little to contribute to her upbringing such as buying her food and clothes or taking her to her doctor's appointments. Last summer, Andrea acquired a cashier job so that she could begin paying for her own food and clothes. Andrea wanted a job for a long time so that she could begin financially taking care of her own basic necessities, however, her mother was incredibly resistant to signing Andrea's work papers. Andrea's relationship with her mother causes her incredible amounts of stress. She wants to be close with her mother but feels she cannot trust her.

In addition to the conflict Andrea experiences at home, she has also been through multiple traumas. Last summer she was swimming in the ocean when a current dragged her under and she almost drowned. Her lungs collapsed and her heart stopped for a significant period of time. After the incident, she was in a coma for two days. Although the doctors thought she would suffer significant brain damage, she awoke without any noticeable cognitive changes. Andrea reported that when she woke from her coma, her mother seemed unaffected by her

recovery. This was extremely upsetting to my student and made her feel as though her mother did not love her. The trauma of this experience was exacerbated when her best friend was killed in a car accident during her stay in the hospital.

With regards to school and her future goals, Andrea is incredibly motivated. She gets average grades in school but tries very hard and has many aspirations for herself after she graduates. Upon graduation, Andrea wants to move in with her aunt and attend community college. Her ultimate dream is to work in business.

Socially, Andrea has many friends. She has five very close friends with whom she spends most of her time. She feels incredible loyalty towards her friends and spends a lot of her free time going out with them. Andrea recently acquired a boyfriend who she feels is similar to her because he too is motivated and has aspirations for his life. Although they only met a few months ago, she is considering moving in with him after they graduate.

Two major obstacles that Andrea and I are presently working on are her defensiveness and trust issues. Due to the losses she has incurred and her mother's inconsistent attachment, Andrea has a very challenging time trusting the people in her life. On multiple occasions she reported that she has issues with defensiveness because the minute she thinks someone is going to abandon or take advantage of her, she pushes them away. Andrea came in one day and expressed that she felt she could never fully trust her new boyfriend. Initially, she felt this would not affect their relationship. See **Appendix F** where I used motivational interviewing with Andrea to help her discover the consequences of her belief that people cannot be trusted. Through open-ended questions and reflections, Andrea was able to discover the harmful messages she both receives and sends when she does not fully trust people. I feel MI's guided approach made Andrea receptive to the content of our session because she reached the

conclusions through self-reflection. As a result, she became very open to changing the problem and working on her trust issues. Overall, I feel MI's guided approach gave Andrea the intrinsic motivation to make changes to her beliefs surrounding her trust issues. Although I have not seen any behavior changes in Andrea's relationships, I feel our conversation put Andrea on a path of growth in this area.

DISCUSSION

I found that Motivational Interviewing had tremendous benefit for all three of my students. Because MI is non-directive, I believe this makes it an incredibly useful technique for fostering intrinsic motivation in adolescents. Most importantly, I feel the therapeutic technique removed the focus from what others or I wanted the students to change, and instead placed the focus on the changes they felt capable and intrinsically motivated to work on. The tool allowed Andrea, Tanya and Nathan to uncover the areas in their lives that needed change. For Andrea this was in her inability to trust and for Tanya it was with her negative self-evaluations. For Nathan, it was in his conflict-ridden relationship with his mother and the depressive thoughts that plagued him throughout the day. I feel that uncovering these areas of their own volition made all three students significantly more intrinsically motivated to make changes. As a result, I observed that my students were able to make behavior and belief changes in their self-esteem, resiliency in the face of hardship and their agency to make positive changes in their relationships. Due to my positive observations, I feel that research should take steps to experimentally investigate the impacts of MI on adolescents' behavior and belief changes in their more typical daily struggles.

Despite the tremendous benefit I observed, I did not feel Motivational Interviewing effectively motivated my students to make any behavior or belief changes in any academic areas. I attempted to use the tool with many of my students to intrinsically motivate them to make gains in their academic performance, however, usually the mention of these topics shut them down. Despite the lack of success I observed in this area, I believe that MI may still remain an effective tool if used in a different setting and with greater length of exposure. I feel that if motivational interviewing techniques were used in the classroom it could foster student's intrinsic motivation

to engage with their learning and subsequently enjoy the learning process. I see tremendous room for research in this area as well.

Overall my thesis suggests that the use of certain forms of praise is beneficial for fostering intrinsic motivation in youth and that therapeutic tools such as Motivational Interviewing are conducive in adolescents. The significance of this thesis is to further our understanding of the practices that adults can implement to best assist our youth in attaining not merely success, but intrinsic motivation to make positive changes in their lives whether it be in school, relationships or their positive beliefs about themselves. It is my hope that this thesis will better our understanding of the ways in which adults can foster children's and adolescents' enjoyment for and appreciation of personal growth and learning.

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APPENDICES

Appendix A

Me: A few weeks ago you told me that you argue a lot and that you get into fights with your mother. You also said that she used to criticize you a lot.

NV: Ya we fight all the time. It's like everything we say is a fight. Everything turns into an argument. She gets me so mad. Especially when she asks me questions that she already knows the answer to.

Me: Can you tell me what kind of words you both use or what types of things you say when you're arguing? Like when you say things blew up, how does that sound?

NV: Well she says things like "don't talk to me like that" or "don't take that tone with me"

Me: Okay. And you're saying these types of arguments happen all the time

NV: Yes we argue in every conversation we have.

Me: You have never had a single conversation that ended well with your mother.

NV: Except maybe when I was four years old before we moved in with my grandmother. Then we didn't argue.

Me: How does all that arguing make you feel?

NV: I don't like it.

Me: How do you wish things would change?

NV: I wish we didn't argue all the time. I wish we could just be like you know normal.

Me: Well how do you think things need to change for the arguing to lessen?

NV: My mom needs to stop making me so angry and trying to get me upset. She needs to go to counseling or something.

Me: So you don't think there is anything that you could do prevent the arguing from happening?

NV: No. I mean it's mostly her. I mean I could stop the arguing by leaving the room. I do that and then I go into my room and turn the music on and I know that annoys her.

Me: Other than leaving the room or ignoring her, there is nothing you can do to prevent the argument from happening?

NV: I mean I have tried. Don't think I haven't tried.

Me: What have you tried?

NV: Well I say things like "stop it" or "shut up" or "be quiet" or "calm down"

Me: Okay and what happens when you say those things?

NV: She doesn't listen. She just keeps on going.

Me: Well can you tell me how you would feel if I said, "calm down" or "be quiet," when you are really upset?

NV: Hmmm. Well okay. Wait. Ummmmmm. Well ya that would actually get me angry.

Me: So saying things like "calm down" and "shut up" Would get you angry.

NV: Okay. Okay I actually never thought about that…..

So ya saying things like that to my mom might get her angrier. But well, like what do you think I should say?

Me: Okay well lets pretend I am your mother and an argument is beginning and I say something like "NV don't use that kind of tone with me." What could you say next that might calm down the situation instead of get your mother more upset?

NV: Hmmm. I don't know. I really don't know.

Me: Well think about yourself. What are things that people say that calm you down?

NV: Ummm. Nothing. Once I get angry there is no calming me down. Once I get upset or agitated there is nothing anyone can do. The only thing that works to calm me down is if I leave the room and listen to my music.

Me: Well if you were angry and someone said "sorry" How would that make you feel?

NV: Well If I said sorry to my mom the conversation would just be over and I would leave and nothing would happen after that.

Me: So you're saying that during a conversation there is nothing you could say that could calm her down once the argument begins.

NV: Right. Nothing.

Me: So on the one hand you're saying that there is nothing you could do to stop the arguments with your mother but on the other, you still want the arguments to end and you would like to have a good relationship with her.

NV: Ya I would really like that. I mean I think it would take like years and years of therapy for us to get over this. She needs therapy.

Me: Do you think you are capable of having one single conversation for a few minutes with your mother that does not end in an argument?

NV: Yes.

Me: How would you feel about getting through a full conversation with your mother without arguing?

NV: Um I would feel happy. I would feel like happy that I was able to do it and then I wouldn't be angry.

Me: Okay so how would you feel about planning out that conversation together?

NV: I like that idea.

Me: Lets talk about the place and time. Where do you think is the best place and time for it to happen?

NV: I guess the best place would be the living room and best time would be at night when she comes home.

Me: Okay and what would you like the conversation to be about?

NV: I don't know. Hmmm. I honestly don't know. We don't talk really.

Me: Well what do you talk about to people you are close to? Like your great aunt?

NV: That's different. I mean I talk to them about everything like school and college prep and graduation and senior pictures. But that's different because I can't talk to my mom about those things man.

Me: Why not?

NV: Well she doesn't get it. She doesn't get all the school stuff. Any of it. She didn't even graduate high school. I know what would happen if I start talking to her about like the SATs. She wouldn't even know what they were.

Me: Okay so lets say you told her about the SAT's and she didn't know what they were then what would happen?

NV: Well then I would get angry.

Me: And what would you say?

NV: Well I would probably get upset that she didn't know what they were and say that she should know what they are. And then we would get into a fight.

Me: So when your mom asks you about things you think she should know this gets you upset and then you would start a fight.

NV: Ya I would get angry and we would start fighting

Me: So on the one hand you told me that you feel like you have no control over the arguing and your mother is the one who always starts it, but in this case you would be the one getting angry first and starting the argument.

NV: Yes. Well. Hmmm. Okay so ya I guess that sometimes I am hard on my mom. I mean she never graduated high school you know? She probably doesn't know this stuff. Ya sometimes I judge her.

Me: When you have that thought how does it make you feel?

NV: Well it makes me feel sad for her. I feel bad for her.

Me: And do you feel angry at all?

NV: No I just feel bad.

Me: Lets play out this SAT conversation with both types of thoughts you could have.

NV: okay.

Me: I am your mom and I ask you what SAT's are and you think " my mom should know about that why is she asking me?" How angry would that make you feel on a scale of 1-10.

NV: It would make me angry at a 10.

Me: Okay now I am your mom and say the same thing but you think, "she is just asking this because she didn't graduate high school and doesn't understand"

NV: That would make me angry at like a 5.

Me: Do you feel like you could use this thought to calm you down in the situation?

NV: Well I don't know. Because it is kind of like automatic I don't know if I would have time to think that before I got angry.

Me: So you think if the conversation we are planning has anything to do with school you will just get angry no matter what.

NV: Well no. Actually the other day…

Me: What are you smiling about?

NV: Well the other day I showed my mom my graduation pictures and she started to cry.

Me: You are smiling a lot while you say that. You seem really happy recalling that memory. Can you tell me why?

NV: Well she started talking about my grandmother and how my grandmother would have been so proud of me.

Me: What is the reason that your mother crying made you so happy?

NV: Well when she cried I felt like she cared about me you know. It felt really good.

Me: So when your mother cried it made you feel like she really cares about you

NV: Ya.

Me: How do you think she would feel to hear you say that?

NV: I think she would feel happy. I think it might make her cry again. That puppy. She cries at anything.

Me: Do you think that is something you could have a conversation with her about that wouldn't end in an argument.

NV: Ya I do.

Me: Is it something you want to do?

NV: Yes I do. Tonight. I am going to do it tonight!

Appendix B

NV: Kiko came out in school last week. It happened when Ms. T told me that I was a chatterbox when I wasn't even talking in class. I got so mad and I could feel Kiko coming out. After that, I

blacked out and I don't know what I did next but someone said I threw a desk. I haven't blacked out in a long time. Usually Kiko only comes out with my mom. Not at school.

Me: So you have this other side of you that you don't usually let others see in school. And it's your angry side. You feel like it's a part of you.

NV: Ya and I don't share it with people because I don't want them to know what I am feeling or anything. I just feel like my life is crap right now. And I keep feeling like something is wrong with me.

Me: I want you to tell me who you are NV

NV: well a lot people in school like me because I make them smile.

Me: Okay you are someone who makes people happy.

NV: Ya I am. And I am also blunt. I say what's on my mind. Some people don't like it but I don't want to lie to people and I don't mean to do it to make them upset.

Me: You're honest and real with people.

NV: Ya exactly. Also I am generous. Like yesterday I gave a homeless woman four dollars and it was like I gave her a million dollars. You should have seen the smile on her face. Or like a few days before that I saw this man on the street that dropped his groceries and I ran and helped him pick it up.

Me: You look really proud when you say that.

NV: I guess I am.

Me: Okay so far you have told me that NV is a generous person, someone who is honest and someone that people like because he gives them happy moments.

NV: Ya I am that person but like yesterday my teacher emailed my aunt to tell her that I talk too much during class and then my aunt got upset at me for doing that.

Me: So on the one hand you feel like you are a lot of positive things and have a lot of wonderful qualities but on the other, you have doubts because of what people say about you or what you're teacher emailed your aunt.

NV: Ya. Because like I know I do a lot of good things but then other people say things about me or I get angry and then I don't feel so good about that.

Me: So other people's opinions or your own thoughts make you question whether you're the good person you think you are.

NV: Exactly

Me: Well what do you have more power over, other people's opinions of you and random thoughts that pop into your head, orrr your own opinion of yourself.

NV: I have more power of my own opinion of myself.

Me: If you have power over your opinion of yourself what can you do with that opinion?

NV: I can tell myself or like remind myself of all that stuff. Like that I am good and stuff you know?

Me: Exactly

Appendix C
NV: Sometimes I just don't know what to do when I am thinking about how bad my whole life is. Like I cannot control it. I just keep thinking and thinking about my mom and grandmother and stuff you know.

Me: Hmmm. So you spend a lot of the school day thinking about the fact that you have a crappy mom that is totally irresponsible and wishing that your grandmother was still in this world to love you. And that life especially your life at home, is pretty horrible for you.

NV: Exactly. I just think about that a lot you know?

Me: Definitely and I am sure that causes you a lot of pain.

NV: Ya it does.

Me: NV what would your life would be like today if your mother never decided to bring you to your grandmother's apartment?

NV: Oh man I would be on the streets probably or going from crack house to crack house with my mom. I probably wouldn't be in school. I probably would have dropped out of school in like middle school. I probably would be on drugs too you know.

Me: That sounds really grim. What is your life actually like now?

NV: Ya and it just makes me feel so happy you know that I like am in school and I made it to graduation. If it were not for my grandmother I never would have been here because she always encouraged me you know?

Me: I want to repeat to you the two stories you just painted for me. In story one NV is practically homeless living as a crack head with a mother who is really irresponsible and as a person with very little love in his life and almost no education. In story two, NV is a person who has made it to graduation, who has a lot of friends and was loved by an incredible woman for the majority of his upbringing. He also continues to be loved by that women's sister, your aunt.

NV: Hmmm. Ya I mean when you put it that way my life is pretty good. I have a lot to be grateful for.

Me: You feel you have a lot to be grateful for. Before you were telling me how happy and grateful you were to be in school and that you made it to graduation. How would those thoughts make you feel when you're thinking about how shitty your life is?

NV: Thinking about those things makes me feel good. So I just need to think more about how good my life is and focus on the positive.

Me: You don't neeeeed to do anything at all. It's about what you want to do. What do you want to do about the fact that you have thoughts that depress you?

NV: I want to get rid of them. I want to stop feeling sad and angry.

Me: So I'm not telling you that you neeeed to start being grateful. I am telling you that you can use gratitude and positive thoughts to replace your negative ones.

NV: Well that makes sense

Me: Let's use the tool right now. What are you grateful for today?

NV: I am grateful that I am about to gradate. So many students didn't make it and I am graduating.

Me: Okay what else?

NV: I am not living on the streets and I get to stay in our apartment

Me: Yep your aunt was able to pay to make sure you guys didn't get evicted. What else?

NV: mmmmmm

Me: Do you speak Spanish?

NV: I can understand it and use some words.

Me: A lot of people would kill to know Spanish. It really helps with getting jobs.

NV: I can also speak one sentence in French and a word in German. So I know English, Spanish and some French and German…. Okay I guess I can be grateful that I am American also. And also that I can walk on two feet because my leg was busted at the beginning of the year and that was the worst. I hated not being able to walk. So I am grateful I can walk.

Appendix D

Me: If you could have the good list happen every single day, how would that make you feel?
TG: I would want that because then I would get to feel good every day.
Me: What is holding you back from having the good list happen every day?
TG: Well like when I don't make myself look good in the morning then the bad list happens.
Me: So making yourself pretty in the morning is the number one way or key for you to have a good day.
TG: Ya pretty much.
Me: That's interesting. You're telling me that you could make your days good every day if you made yourself look pretty enough but you told me earlier that on some mornings, no matter how hard you try, you cant make yourself look good enough to have a good day.
TG: Ya because some days I just feel gross. No matter what I put on, I don't like how I look.
Me: Well what do you think makes you feel that way? What makes you feel not pretty on some days but really pretty on other days?
TG: I don't know? Maybe it's just that I think I look good.
Me: You're telling me on days that you look good it's because you THINK you look good.
TG: Ya.
Me: You're also telling me that on days you look gross its because you THINK or DECIDE to feel or look that way.
TG: Okay ya that's true too. I think things like I am not pretty or I look gross or today is going to be gross.
Me: So TG the only thing that really gets in your way of having a good day, or the only thing that makes you have a bad day is the fact that you tell yourself its going to be a pretty or gross day.

Appendix E
Me: What thoughts do you tell yourself on a good day?
TG: That my hair looks nice or I look damn goooooooood.
Me: well when you wake up on a bad day and start having thoughts that you look gross, what would happen if you decide to start thinking the thoughts that make you have a good day. Like, "Damn I look goooooooood"
TG: I can't just do that
Me: What would get in your way?
TG: Well lets say I didn't look good. Or I would feel like I was lying to myself or something. Because some days I don't really like myself.
Me: Tell me what you don't like about yourself.
TG: Well sometimes I am cold hearted. People say I am cold hearted.
Me: What makes you think you're cold hearted?
TG: Well like sometimes I get so awkward when people tell me things about their lives that are bad and I don't know what to say. Like K was crying the other day about her parents and I felt so uncomfortable. I just put my hand on her shoulder but I got really quiet and awkward
Me: So you believe you're cold hearted sometimes because you have a hard time feeling bad for your friends when they get upset.
TG: I mean I don't really think I am cold hearted all the time just sometimes.
Me: Got it. I have an idea. Let's make a list of all the things you love about yourself and that you think make you a good person.
TG: Okay well I am funny and I have a good sense of humor.

Me: Great. What else.

TG: Um I think I am pretty sometimes.

Me: Okay. And how do you treat your friends and family?

TG: Well I am really good at making people laugh and I also spend a lot of time talking to my friends it's like my favorite thing to do. I am mean to my mom sometimes but she knows I love her.

Me: So you make time to love and connect with your friends and you feel like your show your mom that you love her a lot even though sometimes you slip up.

TG: Ya I do a lot of good things around the house. Like I am responsible and I clean up when she asks me to.

Me: okay so right now I have list that says TG is a person who puts a ton of time into her friends, is really good at making them laugh. She shows a lot of love towards her family members and is really responsible around the house. She is also really funny and knows how to make the people around her laugh.

TG: Oh ya and I am super loyal. Like you could tell me anything and I wouldn't tell a soul.

Me: Got it. You are also someone that your friends can trust. Now we have a pretty hefty list of the qualities that make TG a good person. I want to also make a list of TG's values.

TG: What do you mean?

Me: I have a paper here with a bunch of values on it like love, honesty, happiness, adventure. I want you to circle the ones that are most important to you and then we will put them on a list of most important to least important.

TG: Okay I can do that.

Me: Okay tell me what to write down on you list.

TG: I want love, loyalty, respect, friendship humor, fun, adventure, freedom, wealth, responsibility and beauty. Ya that looks good.

Me: So now I have a full picture of TG (I show TG's list of values and the list of her identity side by side) When I look at these lists, I see someone who has a lot of love for those around her and who thinks love is the most important thing to her. I see someone who loves spending time with people and is really good at making them enjoy their time with her. I also see someone who is adventurous and loves a good time but knows that being responsible is important as well. I also see someone who likes to make sure she looks good. What do you see?

TG: Ya that is totally me! You totally got it right.

Me: Hold on. I didn't come up with this list TG. All I did was write it down. You were the one who told me all of these things about yourself.

TG: That's true.

Me: How are you feeling about yourself right now?

TG: Pretty great actually. I forget these things sometimes you know?

Me: What would happen if you reminded yourself of this when you were having a bad day?

TG: I feel like it could help. I mean right now it doesn't feel like I am lying to myself. I really know that's who I am.

Appendix F

AD: I feel so great about J. He is driven and motivated like me. He has dreams for his life and we get along so well.

Me: You feel like you are great for each other because you are so similar.

AD: Ya and I was even talking about maybe moving in with him you know? I mean I am definitely moving out of the house when I graduate. No question. But like I wouldn't do it right away. I would definitely wait until I am almost finished with college.

Me: That's far from now. You feel so strongly about the relationship that you know you will be together in 3 or 4 years.

AD: Well like kind of. I mean I feel soooo close to him. Like I could tell him anything you know. But I don't know if I could ever fully commit to him or marry him or anything.

Me: What is making you feel like you could never commit?

AD: Well I don't think I could ever trust him.

Me: What has happened that you feel like you could never trust him?

AD: Nothing. But you know I don't trust people. I could never 100% trust anyone because I know that people turn on people. Like it's happened to me so many times before so now I don't ever trust anyone.

Me: So because people have hurt you in the past, you feel like you could never trust anyone.

AD: Yep. Too many times. Just too many times.

Me: What are the kinds of things you could imagine J doing that would break your trust?

AD: Well I wouldn't be surprised if he cheated on me. Like I would never trust him if he moved to a different state or anything.

Me: What are your thoughts on cheating? Is it something you could ever see yourself doing?

AD: Ya I could see that happening. I mean I would never do it first but if he did it first then I would do it to get over him. It would help me get past the fact that he hurt me.

Me: So if he breaks your trust, to get over it you would break his trust.

AD: Ya to get over it. Otherwise he would have hurt my pride.

Me: Is there something that he is doing now that makes you think he might cheat on you?

AD: Nooooo. I mean he is always telling me how I'm the only girl for him blah blah blah the whole essay you know. But I have seen it happen too many times that guys say those kinds of things and then they cheat.

Me: So no matter what he tells you, or does for you, you would never trust him.

AD: Exactly.

Me: How would you feel if no matter what you said to J he never trusted you're commitment to him?

AD: That does happen! He always says things like "oh you're going to go off with some other guy" and I try telling him that's not true. I try all the time but he doesn't believe me.

Me: How does that make you feel?

AD: I don't like it at all. It bothers me. I feel like he doesn't trust me.

Me: What does it mean about you if J doesn't trust you?

AD: It's like he is accusing me of not being trustworthy. It makes me feel bad. Like my word means nothing.

Me: So by not trusting you, the message he is sending is that you're not trustworthy. What does not being trustworthy mean about you as a person? When you think of someone that is not trustworthy what comes to mind?

AD: A bad person. Someone who is cruel and doesn't care about other people feelings and is selfish.

Me: Okay so by not trusting you and always believing you might cheat on him, J is sending you the message that you're not trustworthy which is a pretty strong accusation since you feel that untrustworthy people are selfish and cruel.

AD: Ya. I think that is why it gets me so angry actually.

Me: So knowing all of that. What do you think it means to J when you don't trust him?

AD: okay okay I see where you are going with this.

Me: Where am I going?

AD: By always thinking he might cheat on me I am saying some nasty things to him. I just have to think about that for a little while its making my head bust…. Okay but I think he should be the one to trust me first before I can trust him.

Me: It feels hard to make yourself totally vulnerable and trust him fully until he does the same thing for you.

AD: Ya it does

Me: So what are you going to do about this if he doesn't trust you first?

AD: I mean I know I might have to do it then because I reallllllly like him. Like really.

Me: What would you say to him to show him that you fully trust him.

AD: Hmmmm. I would say like I trust you. I don't think you will go with other girls ummmm… it feels really hard to say….. okay like I know you really love me and I trust you.