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| 1. Record Nr.           | UNINA9910786488303321   |
| Titolo                  | The art and science of motivation [[electronic resource] ] : a therapist's guide to working with children / / edited by Jenny Ziviani, Anne A. Poulsen and Monica Cuskelly ; foreword by Alan Hayes   |
| Pubbl/distr/stampa      | London ; ; Philadelphia, : Jessica Kingsley Publishers, 2012  |
| ISBN                    | 1-283-75456-8<br>0-85700-321-6  |
| Descrizione fisica      | 1 online resource (298 p.)  |
| Altri autori (Persone)  | ZivianiJenny<br>PoulsenAnne A<br>CuskellyMonica   |
| Disciplina              | 155.4/138<br>155.4138   |
| Soggetti                | Motivation (Psychology) in children<br>Autonomy (Psychology)<br>Behavior therapy for children<br>Therapist and patient  |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | Description based upon print version of record.   |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | The Art and Science of Motivation; Contributing Authors; Foreword; Preface; Acknowledgments; Chapter 1: Understanding Motivation in the Context of Engaging Children in Therapy; Overview; Introducing the SCOPE-IT model and themacrotheory of Self-Determination; The heart of the SCOPE-IT model: Motivation; Three basic psychological needs; Autonomy-"I have choices"; Relatedness-"I am connected to others"; Competence-"I can do things"; Causality orientations; Self-Determination Theory: The motivation continuum; Stage One: Amotivation; Stage Two: External regulation<br>Stage Three: Introjected regulationStage Four: Identified regulation; Stage Five: Integrated regulation; Stage Six: Intrinsic motivation; Summary; Chapter 2: Children's Understanding of Purpose: A Matter of Choice; Overview; Self-determined behavior; What constitutes autonomy?; Why is it important to promote autonomy?; What types of environments promote the development and use of autonomy-related |

self-determination skills?; Autonomy-supportive therapeutic environments; Challenges to providing an autonomy-supportive service Groups who may require particular consideration with respect to autonomy support Children whose parents adopt a controlling style; Children with a disability; Adolescents; Children from different cultural backgrounds; Challenges for autonomy-supportive therapeutic practice; Assessment; Areas where consequences are serious; Child goals that are unrealistic or at odds with those of the therapist; Working with families; Structure in therapy; Prior experience of autonomy-supportive environments; Does the use of reinforcement undermine motivation in therapy?; Summary

Chapter 3: Connecting: Nutriments from the Social Environment Overview; The therapeutic relationship; Spheres of connection; Identifying connections; Socio-environmental influences; Family; School; Neighborhoods and community organizations; Motivational climates; Virtual connections; Building partnerships; Early days in the relationship: Setting goals as a collaborative venture; The ongoing relationship; Working with other health care practitioners; Moving forward; Practitioner self-care; Summary; Chapter 4: Achieving Success: Facilitating Skill Acquisition and Enabling Participation; Overview

Why is competence important? Defining competence; Children's perceptions of their own competence; Self-theories; Enhancing self-perceptions of competence; Enhancing competence through skill acquisition; Stages of learning; Establishing effective practice routines with children; Mental practice; Teaching-learning strategies to support the development of competence; Summary; Chapter 5: Using Language to Motivate; Overview; How the therapist's language influences engagement; Getting started; Developing and strengthening the child-practitioner relationship through the use of language

Our language reveals more to others than we realize

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### Sommario/riassunto

This book provides a comprehensive understanding of methods for working with children with a range of difficulties. It presents a new model for working with these groups to enhance motivation and engagement and to achieve the best possible treatment outcomes. It will be an inspiring read for all those working therapeutically with children.

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