

# Motivation Principles

Motivation can be defined as a set of internal drives, needs, and interests, which create a behavior towards a particular target behavior. Cognitive ability of the skater affects their response to efforts to change their behavior.

A skater's interaction with their daily environment at the rink, school, and home is often rooted in covert cognitive behaviors such as thinking, fantasizing, imagining, or planning. These activities are inaccessible to a coach's direct observation.

External behavior can give a trained observer some insight into the root causes of why an individual acts the way they do in their private and public life.

Many skaters who seem to be unmotivated to change their behavior are really responding to their desire to avoid potential discomfort. An example of "Discomfort Avoidance" is when a skater experiences a bad fall in a jump and afterwards begins to make excuses to not practice jumping in general or not work on that specific jump.

## Extinction

Extinction is a procedure in which a negative reinforcer, that maintaining the undesirable behavior, is removed. Upon removal of reinforcement, the behavior often weakens and finally disappears. However, the behavior in question may initially increase before decreasing.

Give an example of extinction where the reinforcement is removed and the behavior decreases.

Socially disruptive behavior in children and adults in an institutional setting may be treated with aversive therapy. For example, a time-out procedure of brief isolation used to stop persistent yelling or other out of control behavior.

Give a brief example of a Time-Out.

## Adverse procedures

A way to reduce the frequency of unwanted behavior is to use aversive procedures. These procedures can be used in three main arrangements:

1. **Escape procedures** - In an escape procedure, the individual can turn off negative reinforcement by performing an action.
2. **Avoidance training** - In an avoidance paradigm, the individual prevents the happening of a negative reinforcement by making his or her response. Both escape and avoidance arrangements lead to strengthening of the escape or strengthening of the avoidance behavior.
3. **Punishment** - Punishment is the presentation of an aversive event or the removal of a positive event following a response. The result is a decrease in the frequency of the response. Punishment has the effect of quickly reducing the frequency of behavior.

Punishment is very useful when it is important to gain quick control of your client's unruly or aggressive behavior. However, there are three negative consequences:

1. Punishment may only temporarily suppress behavior resulting in the behavior recurring when the punishment is removed. However, as you know, this can be overcome by adding a reinforcing behavior that is not compatible with the punished behavior. For example, a bad attitude might be punished and cooperative, polite behavior might be reinforced as soon as it occurs.
2. An individual can learn an avoidance response that is equally as undesirable

as the original behavior that was punished. For example, punishing stealing might result in the individual learning to be more effectively in avoiding being found out in an effort to avoid punishment.

3. Punishment can result in unwanted consequences. Among the possible side effects are a:
  - General withdrawal from social interaction
  - Fear responses
  - Aggressive behavior

Give an example of a punishment that could be used by a skating coach.

Write an example of how you might use “Motivation” as a coach with your skating students.