



AUTONOMY- SUPPORTIVE TEACHING

2026





CONTEXT



INFORMATION



AUTONOMY-
SUPPORTIVE
TEACHING



IMPLEMENTA-
TION



CONTEXT

ABOUT ME

Couldn't teach my daughter

Perfection on cello over our relationship

What about my students?



INFORMATION

SELF-DETERMINATION THEORY (SDT)

Basic psychological
needs theory

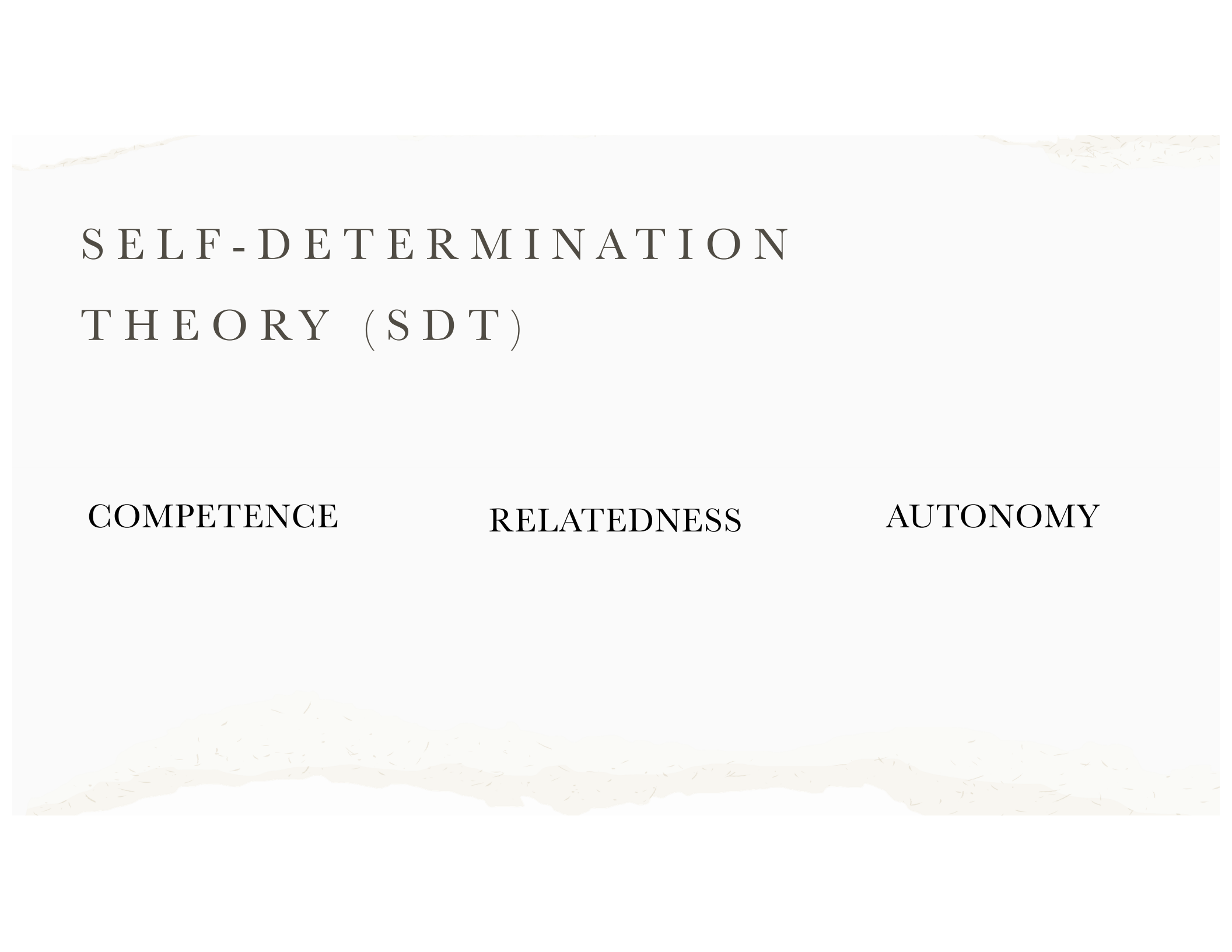
Self-determination;
Intrinsic motivation.

Dr. Richard Ryan
Dr. Edward Deci

Developers.
Replicated across many studies.

Dr. Johnmarshall Reeve
Dr. Paul Evans
Dr. Gary McPherson

Australian educational psychologists
and music education researchers.

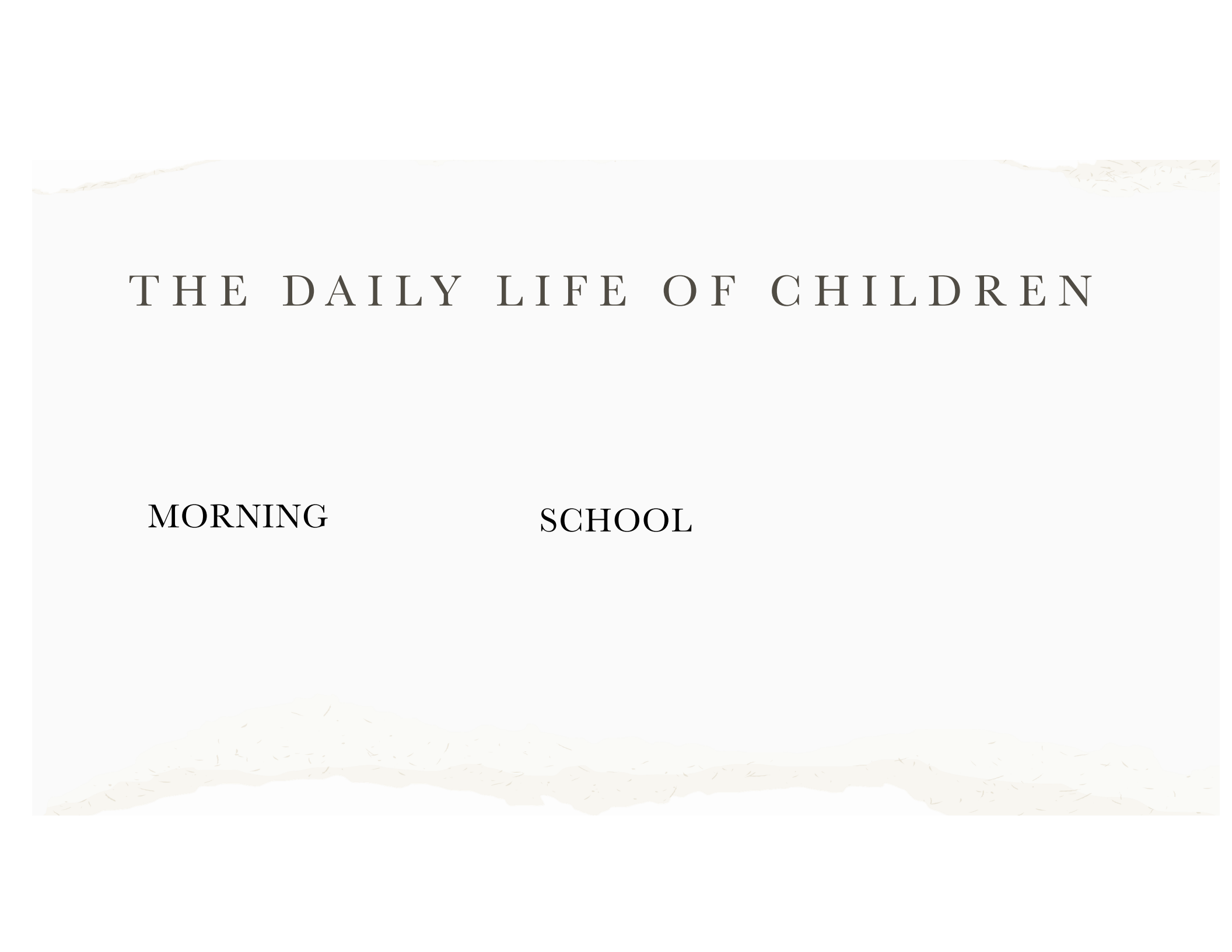


SELF-DETERMINATION THEORY (SDT)

COMPETENCE

RELATEDNESS

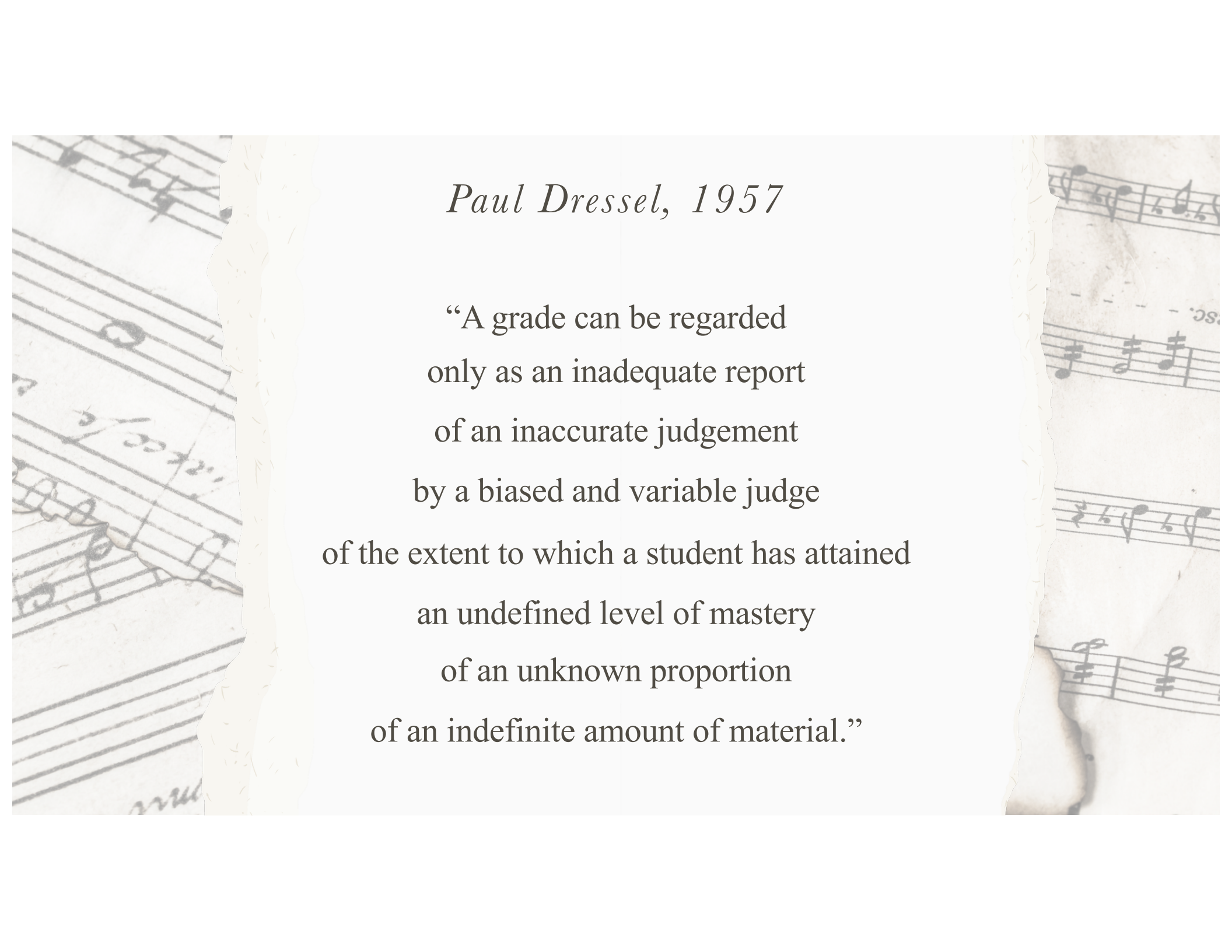
AUTONOMY



THE DAILY LIFE OF CHILDREN

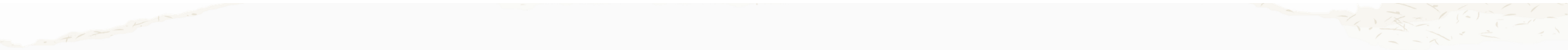
MORNING

SCHOOL



Paul Dressel, 1957

“A grade can be regarded
only as an inadequate report
of an inaccurate judgement
by a biased and variable judge
of the extent to which a student has attained
an undefined level of mastery
of an unknown proportion
of an indefinite amount of material.”



THE DAILY LIFE OF CHILDREN

MORNING

SCHOOL

EVENING





INTRINSIC MOTIVATION

VS.

EXTRINSIC MOTIVATION

EXTRINSIC MOTIVATION

REWARDS

Kohn, *Punished by Rewards*

A BRAIN TUMOUR
changed her life ...but
she's unbreakable!look
what she did ❤️❤️❤️



javeno7 ✓ 2023-7-9

Keira got out the car...walked to the door..opened [more](#)



2.5M



53.2K



86.7K



48K



JAVENO MCLEAN
@JAVENO7

EXTRINSIC MOTIVATION

REWARDS

Kohn, *Punished by Rewards*

PRAISE

Dweck, *Caution - Praise Can Be Dangerous*

WHO IS MAKING THE GOALS?



SELF-DETERMINATION THEORY (SDT)

COMPETENCE

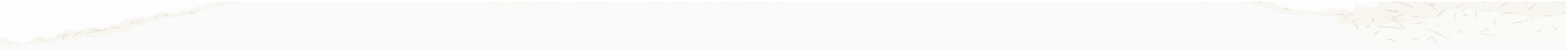
RELATEDNESS

AUTONOMY

INTERNALIZATION



AUTONOMY-
SUPPORTIVE
TEACHING



B O O K

Supporting Students' Motivation:
Strategies for Success

Johnmarshall Reeve, Richard M. Ryan, Sung Hyeon
Cheon, Lennia Matos and Haya Kaplan





AUTONOMY-SUPPORTIVE TEACHING

TAKE THE STUDENTS'
PERSPECTIVE

SUPPORT INTRINSIC
MOTIVATION

SUPPORT
INTERNALIZATION

AUTONOMY-SUPPORTIVE TEACHING

TAKE THE STUDENTS'
PERSPECTIVE

Student-focused

Tone of understanding

SUPPORT INTRINSIC
MOTIVATION

Language of invitation

Activities address SDT elements:
competence, relatedness, autonomy

SUPPORT
INTERNALIZATION

Explain why

Acknowledge negative feelings

Invitational language

Patience



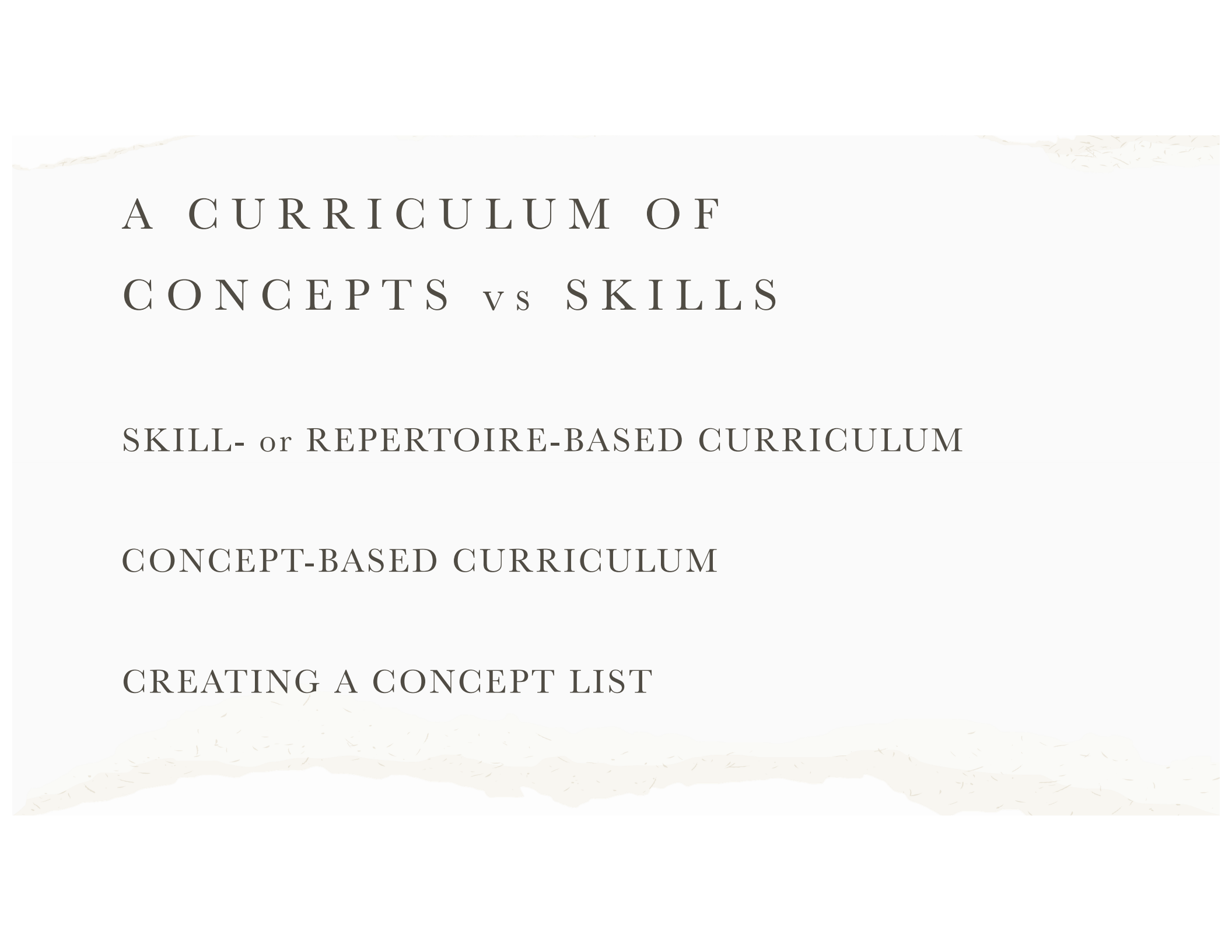
IMPLEMENTATION

IMPLEMENTATION

COMPETENCE:
TRAINING, +1 TASKS

RELATEDNESS:
LESSONS, GROUP, RECITALS, PRACTICE

AUTONOMY:
AUTONOMY-SUPPORTIVE TEACHING



A CURRICULUM OF CONCEPTS vs SKILLS

SKILL- or REPERTOIRE-BASED CURRICULUM

CONCEPT-BASED CURRICULUM

CREATING A CONCEPT LIST

CONCEPT LIST

by Andrea Yun

LEFT ARM

Soft thumb
Curved fingers
Hide thumb
Tunnel fingers
C-shaped thumb
Armpit air
EWP straight
Walking fingers
Arm/thumb balance
Arm takes you there
90 - 10 - Go
Pull fingers into ground/chest,
not thumb
Wristwatch faces ceiling up
high (inside corners)
Fingers before bow
Old finger, old string, old bow
New finger, new string, new bow
Neighbor finger relaxed
Thumb bump on A string
Thumb over two strings
Lift, Drop, Release
Hypotenuse rule

Ear Training

- * Tune from bottom
- * Tune 3rds low

RIGHT ARM

Soft thumb
Soft arm
Bow hold (see mouse house below)
Structured fingers
C-shaped thumb
Drop from manubrium
Tug, Drop, Go
Release arm on upbows (nest)
HSCP! (Hang, Speed, Contact Point)
1/16 rule
Prepare arm for string change
Bow angle (X or T bow)
Move from shoulder, elbow, wrist,
fingers
Bow in charge

Mouse house: high ceilings, windows, walls to floor, tall walls, soft doorbell

Cello Care

- * Treat cello like baby
- * Don't walk over the cello
- * Leave cello in car if you would leave a baby in the car.

BODY

Feet under knees
Floaty head
Open T
Shoulders: up-back-drop
W muscles
Breathe
Use the ground
80% bow, 20% fingers
Everything in circles
Body moves with bow
Body moves against bow

Cello essentials

- * Quality rosin (e.g. Hill, Bernadel)
- * Strap or rock stop
- * Cloth
- * Metronome & Tuner
- * Music, Folder, Pencil
- * Recordings

Shifting

- * Practice the shift, not the notes.
- * Make the note before shift beautiful.
- * Tune the shift, not the note
- * Middle note = old finger in the new position

IMPLEMENTATION

Identify extrinsic rewards

Identify manipulative praise

Teach with curiosity

Remove rewards

Remove manipulative praise

Assign +1 tasks

Student-defined goals

Try a praise-less lesson (not devoid of encouragement!)

Teach to concepts

The background of the slide features a light beige, textured surface that resembles torn paper. On the left and right sides, there are vertical strips of aged, yellowed paper with black musical notation, including staves and notes, which appear to be layered over the main background.

CONTACT

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