

TOWARD A BETTER UNDERSTANDING OF INTRINSIC MOTIVATION AMONG
ADOLESCENT MALES ON OUTDOOR TRIPS WITHIN A
RESIDENTIAL TREATMENT PROGRAM

by

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ABSTRACT

Intrinsic motivation is important for adolescents enrolled in residential treatment programs. According to Self-Determination Theory intrinsic motivation can be increased in environments that facilitate autonomy, competence, and relatedness. Residential treatment programs are frequently successful in facilitating competence and relatedness, but their rigid structure often makes them ill-equipped to facilitate autonomy. Constraints on autonomy within residential treatment settings are likely due to involuntary enrollment and reliance on extrinsic rewards to elicit desired behavioral change, both of which may inhibit intrinsic motivation. Understanding the constraints on intrinsic motivation is a necessary precursor to programming toward intrinsic motivation and long-term therapeutic success.

Drawing on the premises of Self-Determination Theory, the purpose of this study was to better understand the dynamics of intrinsic motivation among adolescent males on outdoor trips within the context of a residential treatment program. Employing a qualitative case study, data collection consisted of interviews with 16 students and 6 staff members, as well as extensive observation and field notes. Data analysis was conducted using a constant comparison method. Research findings recognized five major thematically connected categories: (a) *autonomy*, (b) *relatedness*, (c) *competence*, (d) *challenge*, and (e) *natural/outdoor environment*, as well as three minor categories: (f) *external consequences*, (g) *exercise*, and (h) *personal development/therapy*. A discussion

of the major and minor categories and corresponding subcategories is provided, as well as guidance for future research and recommendations for practitioners.

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CHAPTER I

INTRODUCTION

Background and Need for the Study

Motivation is important for adolescents' successful navigation through life's many challenges. Motivated youth are more engaged in their environment allowing them to learn through their experiences (Kolb, 1994), whereas unmotivated youth are often beset by problems such as inactivity and obesity (Vincent, Pangrazi, Raustorp, Tomson, & Cuddihy, 2003), academic failure (Henker, Whalen, & Hinshaw, 1980), and unsuccessful therapeutic treatment (Adelman, Kaser-Boyd, & Taylor, 1984). More importantly, intrinsic motivation is a valuable component of human development and refers to "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (Ryan & Deci, 2000, p.56).

Intrinsically motivated people are more self-determined in life and are largely self-reliant when pursuing their life goals, resulting in healthier development and functioning (Deci & Ryan, 2002). People who experience intrinsic motivation have a higher sense of self-worth (Ryan & Grolnick, 1986), a greater sense of well-being (Deci & Ryan, 2002), more curiosity (Berlyne, 1971), and display greater creativity and enhanced performance (Deci & Ryan, 1991). These positive outcomes related to intrinsic motivation are extremely valuable for adolescents' current and future lives. Studies have

also shown that intrinsic motivation is inversely related to depression (Boggiano & Barrett, 1992) and anxiety (Gottfried, 1990), both of which afflict a number of adolescents in therapeutic programs. Furthermore, greater intrinsic motivation can lead to stronger beliefs about competence and self-esteem (Deci, Schwartz, Sheinman, & Ryan, 1981) and more internalized aspirations for adolescents' futures, such as personal growth, building relationships, and community involvement (Williams, Cox, Hedberg, & Deci, 2000). Adolescents who are intrinsically motivated may take more advantage of their therapeutic treatment as well as experiencing positive outcomes that are attributed to intrinsic motivation. On the other hand, adolescents who are merely extrinsically motivated may not value, learn from, or maintain their therapeutic growth, potentially making the treatment process less significant and more costly. Considering the benefits of intrinsic motivation, it seems logical that programs aimed at helping adolescents should attempt to foster intrinsic motivation. But how can programs create an environment that promotes intrinsic motivation?

Motivation theory sheds light on the dynamics of intrinsic motivation. Self-Determination Theory (SDT) explains why people are intrinsically motivated, or self-determined, in their pursuits in life (Deci & Ryan, 2002). SDT focuses on three basic innate, universal, and essential needs a person must fill in order to be psychologically healthy, intrinsically motivated, and self-determined: autonomy, competence, and relatedness. Environments that facilitate fulfillment of these three needs increase intrinsic motivation and self-determination.

Autonomy is important because people need to feel that they are independently choosing their life's path rather than being coerced along it (deCharms, 1968). A person's

social environment can either foster or impede autonomy. Autonomy-supporting environments, such as those offering choice, increase intrinsic motivation (Deci & Ryan, 2002; Reeve, Bolt, & Cai, 1991) leading to advancement in self-actualization, self-worth, human development, and well being (Deci & Ryan, 2002).

Research has also shown positive increases in intrinsic motivation within settings that promote competence (Danner & Lonky, 1981; Shapira, 1976; Shen, McCaughty, & Martin, 2008) and relatedness (Deci & Ryan, 2002; Frodi, Bridges, & Grolnick, 1985). Although complete intrinsic motivation may be difficult to achieve through intentional programming, an individual's motivation can shift from externally to internally and personally induced motivation (Deci & Ryan, 2002), indicating that programming can alter behavioral motives.

Self-Determination Theory highlights the idea that people's motivation can transform from extrinsic to intrinsic, allowing people to find some intrinsic reasons behind their behaviors without being fully intrinsically motivated (Deci & Ryan, 2002). This is an important insight for those designing and implementing programs. Practitioners who understand SDT can critically consider their program's capability to provide autonomy, competence, and relatedness, the three necessary ingredients for facilitating intrinsic motivation.

Outdoor trips within the context of residential treatment programs frequently offer programming that provides both competence and relatedness, but not autonomy. Competence is present through teaching a variety of outdoor skills, such as fire making, cooking skills, self-care/personal hygiene, ecology, geology, environmental awareness, Leave-No-Trace, primitive survival skills, outdoor leadership, and more. Beyond

outdoor skills, programs teach therapeutic skills, such as coping mechanisms and self-reflective techniques. In addition, outdoor trips facilitate relatedness by providing a caring environment (Russell & Hendee, 2000). This is accomplished with small staff-to-client ratios to create close rapport, the encouragement and development of one-on-one relationships, group bonding, and providing a healthy and emotionally safe environment. Although these programs meet two of the three needs identified by SDT, the need to experience autonomy frequently goes unmet.

Many residential treatment programs serving adolescents adhere to two major tenets that constrain or inhibit intrinsic motivation: mandatory enrollment and the use of extrinsic rewards and punishments. According to SDT, these two constraints can negatively affect an adolescent's autonomy, a crucial element of intrinsic motivation (Deci & Ryan, 2002). Adolescents are placed involuntarily into treatment by their parents or guardians, or by judicial authorities (Davis-Berman & Berman, 1994a; Russell & Hendee, 2000). Adolescents have no choice or say when it comes to their initial enrollment. This mandatory condition jeopardizes autonomy and intrinsic motivation.

Specific strategies have been implemented to combat the controlling nature of many residential treatment programs and increase intrinsic motivation. For example, offering choice has been shown to promote autonomy and, in turn, intrinsic motivation (Deci & Ryan, 2002; Zuckerman, Porac, Lathin, Smith, & Deci, 1978). Unfortunately, the choices that can be offered within the context of these programs may be limited in their effectiveness. Due to program safety guidelines and therapeutic requirements, program participants often live within a strict structure preventing open or free choice. Such programs may only be able to offer optioned choices (e.g., choose among three

activities) rather than open choices. Studies have shown that this does not necessarily promote autonomy (Mick, Broniarczyk, & Haidt, 2004; Moller, Deci, & Ryan, 2006).

A second major element of residential treatment programs for adolescents that may reduce intrinsic motivation is the use of behavioral conditioning. Such programs often rely on external rewards and negative consequences in order to influence client behavior (Russell & Hendee, 2000). Although the outdoor component of these programs enforces many rewards and punishments on its own (e.g., in the event of a rainstorm, clients who put on a rain coat stay dry, while those who do not become wet), the program staff and therapists can also reinforce extrinsic motivation (e.g., a staff member may not let a client eat hot food unless he or she can make a fire, even if other clients already have a fire going). This use of behavioral conditioning is a powerful approach to changing human behavior (Crain, 2005). Unfortunately, research has also revealed negative effects of extrinsic rewards and punishment on intrinsic motivation (Cameron, Banko, & Pierce, 2001; Deci, Koester, & Ryan, 1999; Garbarino, 1975; Lepper & Greene, 1975; Patall et al., 2008). While the use of extrinsic rewards may be helpful in driving motivation initially (O'Leary & Drabman, 1971), the negative long-term effect of extrinsic motivators on intrinsic motivation within the therapeutic setting is a concern.

As discussed previously, the inherent structure of residential treatment programs characterized by involuntary enrollment and extrinsic motivators may have adverse effects on autonomy and intrinsic motivation. However, such programs often have to rely on these constraints in order to promote positive short-term changes in their clients' personal, social, and emotional growth (Russell, Hendee, & Phillips-Miller, 2000). These constraints may also restrict the positive outcomes found within the larger field of non-

therapeutic outdoor education and programming. Within outdoor education, for example, research has revealed a number of valuable outcomes such as improving communication, leadership skills, and small group behavior (Sibthorp, Paisley, & Gookin, 2007), as well as enhanced self-esteem and confidence, assertiveness, locus of control, cooperation, trust, and problem solving (Hattie, Marsh, Neill, & Richards, 1997). However, adolescents involved with nontherapeutic outdoor programs commonly enroll and participate voluntarily. These adolescents generally are excited about participating in activities such as rock climbing and white-water rafting. On the other hand, when adolescents are forced to do these activities in a therapeutic setting, their interest is often muted. Based on SDT, mainstream adolescents may simply be more intrinsically motivated to participate in adventure activities because they have chosen them.

While outdoor-oriented therapeutic programs have displayed valuable outcomes (see Russell & Hendee, 2000), findings in the broader field of outdoor education, such as The National Outdoor Leadership School, place further significance on outdoor programming (Hattie et al., 1997; Propst & Koessler, 1998; Sibthorp, Paisley, & Gookin, 2007). Implementing an outdoor therapy program that supports intrinsic motivation may provide a more valuable experience for adolescents by not only promoting the positive outcomes associated with intrinsic motivation, but also by fostering the benefits found within outdoor education. Although the constraints of involuntary enrollment and extrinsic motivation can inhibit intrinsic motivation, some adolescents in outdoor therapy programs appear to experience intrinsic motivation while engaged in outdoor activities. For one reason or another, these adolescents are able to find intrinsic value or interest when it comes to their treatment process. This is important, because the inference can be

made that lasting change is built on intrinsic motivation, and therefore therapeutic professionals should ultimately strive to shift adolescents' external motives toward more internal ones to ensure future success. Even though adolescents who display such intrinsic motivation support the proposition that intrinsic motivation can exist within a controlling structure, the literature has difficulty explaining the dynamics of intrinsic motivation within outdoor-oriented therapeutic programs. Therefore, a deeper understanding of intrinsic motivation within this specific context is required to appreciate the potential for intentional programming to enhance intrinsic motivation.

The absence of research focusing on intrinsic motivation within adolescent outdoor-oriented therapeutic settings reveals an important knowledge gap that must be closed to advance intentional programming designed to foster intrinsic motivation. This study was designed to close that gap by gaining a better understanding of adolescents' intrinsic motivation on outdoor trips within the context of a residential treatment program. Although the existing literature provides insight on human motivation, little is known about the dynamics of outdoor-oriented therapeutic programs, their specific populations, and their particular program structures. A comprehensive case study was the best tool for providing the foundational knowledge upon which to build a more complete view of these processes.

Problem Statement

The literature suggests that intrinsic motivation is instrumental to an adolescent's successful growth and development. In the context of residential treatment programs, however, adolescents are typically enrolled against their will, and their intrinsic

motivation is frequently compromised. Indeed, extrinsic motivation is often the norm for getting adolescents to do what they otherwise would not choose to do. While this approach might be effective in reaching short-term treatment goals, it does not necessarily lead to positive lifelong development. The inference can be made that lasting transformations are built on intrinsic motivation. Consequently, the problem for professionals working in this area is to better understand the dynamics of intrinsic motivation within outdoor-oriented therapeutic settings in service of their clients' lifelong growth and development.

Statement of Purpose

Drawing on the premises of Self-Determination Theory, the purpose of this study was to better understand the dynamics of intrinsic motivation among adolescent males on outdoor trips within the context of a residential treatment program.

CHAPTER II

LITERATURE REVIEW

Drawing on the premises of Self-Determination Theory (SDT), the purpose of this study was to better understand the dynamics of intrinsic motivation among adolescent males on outdoor trips within the context of a residential treatment program. Such programs vary for a number of reasons; however, their basic structures often contain elements that can inhibit intrinsic motivation, a valuable component necessary for positive human growth and development (Deci & Ryan, 2002). Two common aspects of these programs present inherent constraints on intrinsic motivation: mandatory enrollment and the use of extrinsic motivators to elicit behavioral change. These two elements found within a number of wilderness and residential therapeutic treatment centers may work against adolescents' long-term therapeutic success. This chapter provides a literature review covering the elements of intrinsic motivation, SDT, and outdoor-oriented therapeutic programming. However, before investigating motivation, a review of modern day adolescent development, trends, and common practices are covered. Reviewing the previous research and history of these topics presents a deeper understanding of them as well as providing evidence supporting the need for the present study.

Adolescents

Adolescent growth and development is complex and difficult to accurately assess. However, developmental theories and previous research give some understanding of this transitional period in life. A look into the modern adolescent life, along with a review of common theories, current statistics, and youth development programs will shed some light on the population investigated in this study.

One of the first adolescent psychologists, Granville Stanley Hall (1904), recognized a number of dimensions regarding adolescent development, including intellectual development, crime and antisocial behavior, physical and motor development, and sexual development. Similar to modern day beliefs, Hall described this time period as an extraordinarily turbulent and stressful period of life. This may be explained through multiple theories explaining the adolescent time period.

Sigmund Freud's (1923) Psychoanalytic Theory is one of the first theories to describe a child's development. Freud describes five psychosexual stages that a child goes through to develop into an adult. Three clashing personalities (id, ego, and superego) are developed in early childhood; however, during preadolescence, a child begins to find equilibrium between these personalities. This balance is destabilized during adolescence as sexual needs and fantasies are triggered leading to a phase that involves stress, turmoil, and emotional confusion. Anna Freud (1972) expanded her father's theory and described this difficult period of a child's development as an important component that establishes individual autonomy. The adolescent phase is where children begin to structure their own personality and identity separate from their parents or guardians. Additional developmental theories expand upon this understanding.

Erik Erikson's (1950) Psychosocial Theory also broke a child's development into different stages. A human must go through each stage and tackle certain bipolar challenges in order to experience healthy development. One of the eight stages specifically focuses on the adolescent time period. The fifth stage is known as Identity vs. Role Confusion (Diffusion). Here, the adolescent is challenged to find one's own personal identity through previous and current experiences. This is a crucial stage in human development; positive identity formation has beneficial implications further in life including self certainty, psychological confidence, social and self-assurance, and sense of well being (Erikson, 1968). This is obviously a difficult period of time as teens try to figure out who they are, what they are doing with their lives, and where they are heading. This is also a period of time where individuals are more concerned about how they appear to others. Beyond the stress of developing one's own identity, youth are surrounded by the social pressures to fit in with a group, peer pressure, and societal success, not to mention that adolescents are struggling with physical appearance as their body is changing during puberty (Hamilton & Hamilton, 2004).

Another important theory related to adolescents is Jean Piaget's (1967) Theory of Cognitive Development. This theory breaks up cognitive development primarily through the childhood years, into four stages. When children reach adolescence, they are in the Formal Operational Stage. Kids in this stage begin to think abstractly rather than concretely, and begin to think independently as an intuitive scientist. Now, multiple outcomes to a given situation or problem can be established through hypothetical thinking. This may explain why adolescents begin to think for themselves, establish their own goals, values, beliefs, identity, future aspirations, and more.

In addition, Piaget (1967) believed that humans construct their own knowledge based upon their personal experiences throughout life. Previous experiences influence and shape a person's life; through this constructive development every person's understanding of their world is uniquely diverse. Therefore, learning through personal experiences is a crucial element of human development. Piaget also believed that peer-to-peer interactions provide optimal learning and developmental opportunities, and that teaching from adults may often get in the way. These peer interactions allow adolescents to understand group functioning, and move away from egocentric ideals. Children need to have "life experiences" and learn for themselves, rather than simply being told or explained life lessons. Additional theories stem from the concept of personal experience.

Bandura's (1977) Social Learning Theory explains how people learn through personal experience, or, more specifically, through personal observation and modeling. Children respond to their environment based on witnessing other people's actions; in turn, these observational experiences influence adolescents' future behaviors. For example, if a person is rewarded with fame, riches, and success for exhibiting a behavior, the child observing the model will likely participate in a similar activity. This is a key theory associated with adolescent development when it relates to drugs and alcohol, violence, sexual activity, suicide, and other antisocial activities. Many of these negative issues are the end result of adolescent "role models" in movies and television, music, video games, company advertisements, parents, siblings, peers, and more. For example, adolescents are more likely to engage in sex at an earlier age when they watch more television with sexual content; adolescents' sexual behavior has been shown to increase when influenced by these mediums (Collins et al., 2004). This theory explains the

powerful influence of the media, social peer pressure, parental influence, and more.

Although a number of additional theories can further explain adolescent development, the popular theories previously explained provide insight toward the adolescent stage of life.

Numerous statistics illuminate the potential negative behavior to which adolescents are exposed. The Students against Destructive Decisions (2007) website provides a recent review of negative adolescent activities. First, the use of drugs and alcohol is alarming. In 2005, 75% of adolescents reported having consumed alcohol (more than a few sips) by the time they graduated high school, and 41% consumed alcohol before eighth grade. In 2005, 50 % of high school students indicated having tried an illicit drug by the time they graduated, and 10% were illicit drug users. Larson and Verma (1999) found that risky sexual behavior, delinquency, the use of dangerous drugs, and crime are more prevalent among youth who use illicit drugs and alcohol. The Students against Destructive Decisions also showed that 46% of high school students reported already engaging in sexual intercourse, while 31% of girls were pregnant at least once, with 80% of those pregnancies being unintentional. Teen violence continues to be a concern with 18.5% of high school students having carried a weapon to school one or more days a month in 2005. Plus, 23% of teens reported being involved in a serious fight in the last year. Additional statistics highlight disturbing trends toward problem behaviors including: suicide, depression, reduced physical activity, obesity, eating disorders, gang violence, criminal behavior, tobacco use, and more. Although there are positive trends regarding some of these statistics (lower rates in school violence, pregnancy, smoking, and increased volunteering (Child Trends, 2002), many trends remain as major concerns

when it comes to positive adolescent development. Previous research provides insight on the positive and negative aspects of adolescent development.

Research has illustrated several factors that can assist in an adolescent's positive development. First, physical activity through recreation and leisure has been linked to numerous positive benefits, ranging from physical well-being and controlling obesity to developing friends and reducing loneliness, along with psychological benefits such as stress management (McLean, Hurd, & Rogers, 2008). Given the many benefits of physical activity (e.g., decreased heart disease, diabetes and high blood pressure, and colon cancer) (Society for Adolescent Medicine, 1995), it is logical to hope for youths to become physically active in their adolescent years, and then to remain active in their adult years. This is a concern in today's society where so many students' days are consumed by the Internet, television, telephone, playing video games, or other activities that do not involve physical activity. The importance of physical exercise is a key component to youth development programs that involve recreation and/or outdoor adventure programming (McLean et al., 2008). Finally, physical activity has not only been shown to increase teens' self-esteem (Gruber, 1986), but adolescents with high self-esteem are often involved in team sports, outdoor recreation, or other physical activities (McLean et al., 2008).

Another element of positive youth development is the importance of caring relationships, such as within a family or a similar environment. Research has shown that parental monitoring is strongly related to preventing antisocial behavior and protection from serious drug use (Barnes, Hoffman, Welte, Farrell, & Dintcheff, 2006). In addition to parental monitoring, family involvement has shown to be effective at decreasing

delinquency (Elliot, Huizinga, & Morse, 1989). More specifically, a teen's frequency of delinquency is lower when he or she feels well respected, has warm relationships with others, and has a sense of belonging (Goff & Goddard, 1999). Today's American children spend one-third of the amount of time with their families compared to 30 years ago. This is an unfortunate statistic considering what is known about the value of family involvement in teenage development. Beyond the family unit, adolescents can find developmental support through caring adult companions, advisors, role models, and mentors (Grossman & Tierney, 1998). Long-term mentor relationships can support teens' development by providing empathy, acceptance, and guidance to help regulate emotions and threats to self-esteem (Rhodes, 2002). Furthermore, these relationships that are external to the immediate family can also improve teens' relationships with their parents.

A review of adolescent development would be incomplete without analyzing youth development programming. Countless programs focusing on youth development highlight environments that foster healthy growth for this difficult stage of life. Many different models emphasize the "Five C's" of human qualities: competence, character, connections, confidence, and contribution (compassion) (Hamilton et al., 2004). In addition, many programs focus on personal and social assets within the broader developmental categories of physical, intellectual, psychological, emotional, and social. These developmental goals illustrate the important components that professionals believe are crucial for adolescents' healthy development. The Committee on Community-Level Programs for Youth (National Research Council and Institute of Medicine, 2002) provides a list of settings that are commonly used to promote healthy youth development

which include physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering, opportunities for skill building, integration of family, and school and community efforts. Although each youth program may have specific elements that are different from other programs, the common goal for most youth programs often seeks analogous efforts.

In order to promote positive development among youth, many believe that the youth themselves must be involved in their own programming (Hamilton et al., 2004). Urie Bronfenbrenner's (1979) ecological perspective describes development as growing one's competence. This is done through active engagement in a person's own environment realized through personal choices. Programs that prescribe development may unknowingly prevent teens from shaping their own growing environment. Although many programs follow this advice in certain situations, much programming requires more guidance and direction while offering some element of choice. For example, when students were given the opportunity to develop the day's activities for a camp, they struggled with teamwork and motivation. The adults needed to assist with direction and structure as well as promoting student motivation (Larson, Hansen, & Walker, 2005). However, this experience provided the students with an excellent learning opportunity that might not have taken place if they were not able to be a part of their own programming.

In conclusion, the adolescent time period involves a number of physical, psychological, emotional, social, and intellectual changes that stimulate growth. Any program that works with adolescents needs to recognize, and be ready to deal with, all of

these concerns. Due to the complex and diverse elements involved in an adolescent's life, these programs require careful and intentional programming techniques. More importantly, teens involved in residential therapy programs struggle with many of these issues at significant levels. They often lack one or more key elements, such as family involvement, caring relationships, and involvement in physical activity, which are associated with positive development. With these essential elements missing from their lives, many teens turn to delinquent behavior including drugs and alcohol, sexual behavior, violence, and more. Youth development programs are typically intentionally designed to follow certain accepted practices that have been shown to promote positive human growth. However, adolescents' internal growth realized through these programs may require intrinsic motivation. Many of the program elements already discussed involve key components of intrinsic motivation; however, a detailed investigation of this motivation will provide more insight into potential avenues when it comes to providing for healthy adolescent development.

Importance of Intrinsic Motivation

As indicated previously, motivation is important for adolescents' successful navigation through life. Motivated youth are more engaged in their environment allowing them to learn through their experiences (Kolb, 1994), whereas unmotivated adolescents are often associated with problems such as inactivity and obesity (Vincent, Pangrazi, Raustorp, Tomson, & Cuddihy, 2003), academic failure (Henker, Whalen, & Hinshaw, 1980), and unsuccessful therapeutic treatment (Adelman, Kaser-Boyd, & Taylor, 1984). More importantly, intrinsic motivation is a valuable component of human

development and refers to “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (Ryan & Deci, 2000, p.56). People who are intrinsically motivated are more self-determined in life and rely on nothing or no one else to prompt them to pursue their goals in life, resulting in healthier functioning and development and a higher sense of well being (Deci & Ryan, 2002).

There are many positive benefits related to intrinsic motivation. People who experience intrinsic motivation rather than extrinsic motivation find more satisfaction and pleasure within given activities (Berlyne, 1971), more positive emotionality (Ryan, 1982), a higher self-worth (Ryan & Grolnick, 1986), higher well being (Deci & Ryan, 2002), more curiosity (Berlyne, 1971), more persistence (Wankel, 1993), and greater creativity and performance (Deci & Ryan, 1991). In addition, intrinsic motivation is inversely related to depression (Boggiano & Barrett, 1992) and anxiety (Gottfried, 1990), both of which are struggles for many adolescents in therapeutic programs. These positive outcomes related to intrinsic motivation are undeniably valuable for adolescents’ current and future lives. Although there is little specific research regarding intrinsic motivation within adolescent therapy, a variety of similar contexts provide further support for the importance of intrinsic motivation.

Intrinsic motivation has been studied extensively in exercise, education, and a variety of therapeutic settings (Deci & Ryan, 2002; Hagger & Chatzisarantis, 2007). These contexts are similar to adolescent outdoor therapy programs (Russell & Hendee, 2000). When it comes to exercise, research has found intrinsic motivation to be associated with higher self-esteem (Maltby & Day, 2001), reduced somatic symptoms [anxiety, social dysfunction, and depression](Maltby & Day, 2001), more positive

attitudes towards exercise, greater physical fitness, and higher intentions to continue exercising (Wilson, Rodgers, Blanchard, & Gessell, 2003). The increase of physical activity is an important point of interest as it has been linked to offsetting disease (Blair & Connelly, 1996), anxiety (Maltby & Day, 2001), and depression (Craft & Landers, 1998), as well as improving self-esteem, vitality, and quality of life (Ryan & Deci, 2001). These multiple benefits reveal the value of intrinsic motivation for clients involved in programs that include constant physical activity such as outdoor therapy programs.

Intrinsic motivation contributes to a positive learning environment, which is a central component of outdoor therapy. Research within education has found intrinsic motivation associated with more pleasure and enjoyment (Berlyne, 1971), higher academic achievement (Miserandino, 1996), increased conceptual learning (Gottfried, 1985), elevated perceived competence (Ryan & Grolnick, 1986), stronger perceptions of control (Boggiano & Barnett, 1985), and more creativity (Amabile, 1985). In addition, children who are intrinsically motivated are more involved in their own education (Martin, Huber, & Maxson, 1993; VanReuson & Bos, 1990), and are more motivated to learn (Deci & Ryan, 1985). If intrinsic motivation facilitated even a portion of these positive outcomes for clients in outdoor therapy, adolescents would not only find their program to be more enjoyable, but they could also experience a more positive and favorable treatment process.

Outside of adolescent outdoor therapy programs, the importance of intrinsic motivation has been studied among other therapeutic clients. Intrinsic motivation has been shown to increase clients' attendance, involvement in therapy, and treatment success (Ryan, Plant, & O'Malley, 1995). It has also been associated with the reduction

of unhealthy substance abuse such as smoking (Williams, Cox, Kouides, & Deci, 2000), and has been linked to more adherence in taking medication (Williams, Rodin, Ryan, Grolnick, & Deci, 1998). These studies reveal the importance of intrinsic motivation when it comes to therapeutic success. In addition, intrinsic motives positively predicted a maintained reduction of BMI (body mass index) and continued exercise 2 years following a weight loss program (Williams, Grow, Freedman, Ryan, & Deci, 1996). These findings suggest that intrinsic motivation may be important to maintaining involvement in healthy lifestyles after leaving a structured program, a chief concern for involuntary therapeutic programs for adolescents.

The value of intrinsic motivation has been shown in a variety of settings that are similar to those experienced in adolescent outdoor therapy programs. The positive outcomes associated with intrinsic motivation are undeniably beneficial for any adolescent in or out of therapy. Intrinsic motivation may not only be extremely helpful, but also crucial when it comes to successful treatment of adolescents enrolled in wilderness and residential therapy. Understanding the benefits of intrinsic motivation, programs working with adolescents ought to intentionally program toward the growth and development of intrinsic motivation. Previous research and existing theory provide insight toward creating environments that support intrinsic motivation.

The Contributions of Self-Determination Theory

Motivation theories provide insight into the dynamics of intrinsic motivation. Self-Determination Theory (Deci & Ryan, 2002), in particular, aims to explain why people are intrinsically motivated or self-determined in their life pursuits. Self-

determined individuals are highly motivated to engage in events for intrinsic reasons rather than for external rewards or punishments. SDT explains three basic, innate, universal, and essential needs a person must fill in order to be psychologically healthy, intrinsically motivated, and self-determined: autonomy, competence, and relatedness. An individual's social environment can both meet these needs and increase intrinsic motivation, or it can restrict these needs and diminish intrinsic motivation.

In order for a human being to be self-determined and intrinsically motivated, one must have a sense of autonomy; that is, a people must see themselves as being the perceived origin or source of their behavior (Deci & Ryan, 1985). This idea came from deCharms' (1968) concept of locus of causality. Humans need to feel they are independently choosing their path in life rather than being coerced along it. Providing a person with choices is one avenue for providing an autonomy-supportive environment. People who have choice to pursue their own bearing in life are self determined and intrinsically motivated, whereas people who are controlled in their life's direction are not (Deci & Ryan, 2002; Zuckerman, Porac, Lathin, Smith, & Deci, 1978). Choice can be so powerful that even trivial choices can play an important role when it comes to increasing intrinsic motivation and feeling more autonomous (Ciani, Summers, Easter, & Sheldon, 2008).

Educators and parents play an important role when it comes to a child's perception of autonomy. Students with teachers who provide autonomy-supportive classrooms experience more curiosity and a desire for challenge (Flink, Boggiano, & Barrett, 1990), develop stronger beliefs about competence and foster higher self-esteem (Deci, Schwartz, Sheinman, & Ryan, 1981), and have more intrinsic motivation (Reeve,

Bolt, & Cai, 1991) than their counterparts. Environments that do not support autonomy not only decrease students' intrinsic motivation and learning, they also contribute to students' poorer attitudes about school (Enzle & Anderson, 1993). Beyond education, autonomy-supportive parenting styles increase intrinsic motivation (Gronlneck & Ryan, 1989), provide easier adjustments to transitions (Gronlneck, Kurowski, Dunlap, & Hevey, 2000), and improve school success (Guay, Ratelle, & Chanal, 2008). More specifically, adolescents who have higher perceived autonomy have more intrinsic aspirations for their own future, such as personal growth, building relationships, and community involvement (Williams, Cox, Hedberg, & Deci, 2000). These findings reveal the power and influence that educators and programs can have on one's autonomy and, ultimately, intrinsic motivation.

In addition to autonomy, both competence and relatedness are necessary for increasing intrinsic motivation (Deci & Ryan, 2002). First, competence is defined as “feeling effective in one's ongoing interactions with the social environment and experiencing opportunities to exercise and express one's capacities” (p.7). A good deal of research has pointed to the impact of competence on intrinsic motivation (Deci & Ryan, 2002; Hagger & Chatzisarantis, 2007; Shapira, 1976). Second, relatedness is “feeling connected to others, to caring for and being cared for by those others, to having a sense of belongingness both with other individuals and with one's community” (Deci, & Ryan, 2002, p.7). Not only has relatedness been associated with intrinsic motivation (Deci & Ryan, 2002; Frodi, Bridges, & Gronlneck, 1985), but specifically, adolescents who have satisfaction with all three needs of autonomy, competence, and relatedness have been associated with a higher sense of well being (Veronneau, Koestner, & Abela,

2005). Again, research on autonomy, competence, and relatedness reveals the powerful influence that educators and programs can have on their charges intrinsic motivation. However, a thorough understanding of the varying levels of intrinsic and extrinsic motivation is required to intentionally foster intrinsic motivation.

A comprehensive identification of the varying levels of motivation can be explained through Organismic Integration Theory (OIT) (Deci & Ryan, 2002). This theory explains these different types of motivation on a continuum (Figure 1) between amotivation (not partaking in an activity or only passively participating with no conscious intention to be doing the activity) and intrinsic motivation, “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (Ryan, & Deci, 2000, p.56). Although much behavior is extrinsically driven, it can be regulated and internalized at various levels of autonomy and personal causation. Autonomous forms of extrinsic motivation can be beneficial without being completely intrinsic because, even though the motivation may still be extrinsic, people internally have ownership and choose the behavior for personal reasons (Grolnick & Ryan, 1987). Extrinsic motivation has four types of regulation: external, introjected, identified, and integrated. As people move away from external regulation towards integrated regulation, they become more intrinsically motivated due to their autonomy and internal causality, along with personal values, beliefs, and goals. OIT highlights the idea that people’s motivation for a particular behavior can transform from extrinsic to intrinsic motivation, allowing them to find some intrinsic reasons behind their behaviors without being fully intrinsically motivated (Deci & Ryan, 2002). This is an important revelation for therapy programs because professionals who initially rely on the use of extrinsic motivation to change

<u>Amotivation</u>	<u>Extrinsic Motivation</u>				<u>Intrinsic Motivation</u>
Non Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Impersonal Causality	External Causality	Somewhat External Causality	Somewhat Internal Causality	Internal Causality	Internal Causality

Figure 1.

Representing the Self-Determination Continuum (Deci & Ryan, 2002, p.16)

behavior might be able to shift due to their autonomy and internal causality, along with personal values, beliefs, and goals. OIT highlights the idea that people's motivation for a particular behavior can transform from extrinsic to intrinsic motivation, allowing them to find some intrinsic reasons behind their behaviors without being fully intrinsically motivated (Deci & Ryan, 2002). This is an important revelation for therapy programs because professionals who initially rely on the use of extrinsic motivation to change behavior might be able to shift their clients' motivation toward more internal motives, potentially resulting in more lasting therapeutic growth.

SDT offers an enhanced understanding of the elements that promote intrinsic motivation. With background knowledge of SDT, therapeutic professionals can critically consider their own program's ability to provide the autonomy, competence, and relatedness that are necessary for facilitating intrinsic motivation.

Intrinsic Motivation Within Outdoor-Oriented Therapeutic Programs

Outdoor therapeutic programs frequently and successfully contain programming that provides both competence and relatedness, but not autonomy. As previously mentioned, competence is provided through teaching a variety of outdoor skills (Russell & Hendee, 2000) including fire making, cooking skills, self-care skills/hygiene, environmental ethics, Leave-No-Trace, primitive survival skills, outdoor leadership, and more. Beyond outdoor skills, programs often teach therapeutic skills, such as coping mechanisms, self-reflection, thinking errors, and more. However, it has also been found that competence increases intrinsic motivation only when accompanied by autonomy, or internal control (Ryan, 1982), placing further significance on the need for autonomy. Second, unlike boot camps, outdoor therapy programs facilitate a caring environment that emphasizes relatedness (Russell & Hendee, 2000). This is done with small staff-to-client ratios in order to create close rapport, encourage and develop one-on-one relationships, group bonding, and provide a healthy and emotionally safe environment. Although these programs supply two of the three needs exposed by SDT, the programs' structural constraints likely inhibit filling the need for autonomy.

Many outdoor therapy programs for adolescents are characterized by two elements that may constrain or inhibit intrinsic motivation: mandatory enrollment and the use of extrinsic rewards and punishments. These two constraints may negatively affect a client's autonomy, which, according to SDT (Deci & Ryan, 2002), is necessary for intrinsic motivation. Many outdoor therapy adolescents are involuntarily placed into treatment by their parents or guardians, or by judicial authorities (Davis-Berman & Berman, 1994; Russell & Hendee, 2000). This involuntary involvement and participation

can have unfavorable consequences for autonomy, and ultimately intrinsic motivation, because clients have no choice or ownership when it comes to their initial stay in these programs.

As previously discussed, offering choices can support autonomy; however, many adolescent outdoor therapy programs typically do not offer clients many choices. Rotter (1954) speaks to this issue, arguing that when institutions direct children's behavior through schedules, rules, and strict decisions or customs, they provide the children with "no exercise in making choices and consequently no opportunity to learn how to make good and bad choices" (p. 402). It can be argued that outdoor therapy programs provide an environment where clients are constantly making choices; however, clients are often restricted from meaningful free choice due to the fact that they are isolated in a therapy program. Due to the physical and emotional safety requirements of these programs, many rules and policies are established. Even though it may seem like clients have a number of choices, from their perspective they may have little choice. For example, choosing to build a shelter before it rains may not be a choice in clients' eyes, whereas the inability to listen to music, talk about anything they want, or do drugs may be perceived as total restriction of personal choice. Therefore, actually providing choices that promote clients' autonomy in outdoor therapy programs is often difficult.

Research has shown that autonomy and choice are closely related, so tailoring programs to provide choice in an autonomy-supportive environment is important for success. However, the choice that is offered within therapy programs may not be effective, partially because the clients still feel involuntarily forced to participate and choose from insignificant options. Due to program safety and the clients' therapeutic

needs, these adolescents live within a strict structure that prevents open or free choice. Therefore, these programs may only be able to offer optioned, rather than open choices, which do not promote autonomy (Mick, Broniarczyk, & Haidt, 2004; Moller, Deci, & Ryan, 2006). Choice and competency advance self-determination when activities reflect personal values, goals, and interests (Deci & Ryan, 2002). Optioned choices offered within a therapeutic program may not represent clients' personal values and interests, thereby thwarting intrinsic motivation. However, two options that potentially provide autonomy in controlling environments include: offering choice during relevant activities, even if they seem to be insignificant, rather than giving daily choices during insignificant times (Patall, Cooper, & Robinson, 2008) and offering choices that provide opportunities for self-direction and acknowledgment of feelings (Deci & Ryan, 1985). Although these suggestions offer possible approaches to promoting autonomy, the inability to present open choice is yet another structural limitation of outdoor therapy programs and highlights the complication of forced enrollment and participation on clients' intrinsic motivation.

Another major constraint within adolescent therapy programs that may reduce intrinsic motivation is reliance on behaviorism. Outdoor therapy programs commonly rely on natural consequences in order to direct and challenge clients' behavior (Crisp, 1998). Adolescents are sent to these programs due to a number of behavioral, emotional, learning, and dependency issues (Russell & Farnum, 2004), and are often unmotivated to change their behavior and work on therapy; therefore, the use of a secluded outdoor environment and natural consequences assists in changing client behavior. Although the natural environment rather than the staff provides the consequences, this structure is

similar to a behaviorist approach because the clients' actions are often based on external rewards and punishments (Crain, 2005). Program structures, staff, and therapists periodically use extrinsic incentives to control negative behavior, increase motivation, or congratulate positive change with incentives (e.g., more privileges with higher phase advancement, special food, social phone calls, music privileges). This use of extrinsic incentives is not only effective, but is often necessary to manage the varying behaviors among a program's diverse clients. Unfortunately, the benefits gained by using extrinsic consequences can be unfavorable when it comes to the development of intrinsic motivation.

Many studies have shown adverse effects when providing extrinsic rewards and/or punishments. The use of rewards can undermine one's perceptions of control (Deci, & Ryan, 1985), autonomy, and intrinsic motivation (Garbarino, 1975). Rewards often tell a person that they are not choosing to do an activity due to their own autonomy, and instead are being coerced or persuaded to behave in a certain way (Deci & Ryan, 2002). Even when a person initially is intrinsically motivated, rewards can make that person feel as though he or she is controlled or manipulated. In addition, rewards have negative effects when they are not linked to performance, when they are tangible, and when they are expected or offered beforehand (Cameron, Banko, & Pierce, 2001). Furthermore, the use of rewards creates a competitive atmosphere (Bomia et al., 1997) where children work against each other instead of being engaged in a collaborative environment. Finally, children who have prior knowledge of a reward show less subsequent intrinsic interest than those who did not have prior knowledge (Lepper & Greene, 1975; Lepper, Greene & Nisbett, 1973). These findings illustrate negative

outcomes created by extrinsic rewards, illuminating the concerns of similar structures within outdoor therapy programs.

Along this same vein, another outdoor therapy program limitation concerns surveillance. Research has shown that children who know they are being watched have less subsequent interest in an activity compared to those who are not being watched (Lepper & Greene, 1975). This is relevant to therapeutic programs because clients also understand that they are being watched and evaluated by the staff. The staff consistently provides observational information to the therapists (Russell & Hendee, 2000) who then provide external consequences. This may encourage some clients to perform in front of the staff in order to feign therapeutic success and growth. Once these clients leave the supervised environment, the extrinsically driven behavior may not be sustained. Such extrinsic motivation illustrates yet another aspect of therapeutic programming that may thwart intrinsic motivation.

Although the literature supports the proposition that extrinsic motivation can inhibit intrinsic motivation, the use of external rewards in certain circumstances can be useful. For example, the use of extrinsic motivators can be helpful when people initially have very low levels of intrinsic interest in an activity or when an activity is initially unattractive because they have yet to gain a certain level of competency (Fargo, Behrns, & Nolen, 1970; O'Leary & Drabman, 1971). In addition, it is often suggested that extrinsic rewards are most effective when they are informative by indicating success and increasing clients' perception of improved competence (Lepper, Keavney & Drake, 1996). Many of the adolescents in outdoor therapy have not previously been intrinsically motivated in the activities within their new living environment. Using extrinsic rewards

during early stages of these programs can potentially spark some sort of intrinsic interest, including a feeling of successful competence in the activity. For example, busting fires with a bow-drill is not an activity many clients are intrinsically interested in before entering a program. However, through the initial use of the rewards of eating hot food and eventually gaining personal competence, many adolescents develop an intrinsic interest and eventually enjoy busting fires for the activity itself. According to SDT, a person can move from extrinsic motives to more intrinsic interests, values, and beliefs (Deci & Ryan, 2002). So, even though clients are often resistant to new behaviors and activities, after continual engagement in these activities, they may over time become more interested in the activity for intrinsic rather than extrinsic reasons.

Even if extrinsic motivation may eventually shift to intrinsic motivation in certain situations, it is important for programs that use extrinsic motivation to consciously shift clients' motivation towards more an intrinsic orientation. If clients are solely invested in their therapy (such as sobriety or prosocial behavior) because of extrinsic incentives, they may well discontinue the positive behavior after leaving the program if the new environment provides rewards for alternative behavior (e.g., not remaining sober due to the rewards of popularity or acceptance into a group). While the use of extrinsic motivators might be effective in reaching short-term treatment goals, they do not generally lead to reaching long-term goals. Instead, the inference can be made that lasting change is built on intrinsic motivation, and therefore that therapeutic professionals should ultimately strive to shift their clients' external motives toward more intrinsic ones in order to foster future success. The inherent structure of therapy programs may thus not only inhibit the benefits that come with intrinsic motivation, they may also restrict the

positive outcomes found within the larger field of nontherapeutic outdoor education. Research within the broader field of outdoor education has revealed a number of valuable outcomes such as improving communication, leadership skills, and small group behavior (Sibthorp, Paisley, & Gookin, 2007), as well as enhancing self-esteem and confidence, assertiveness, locus of control, cooperation, trust, and problem solving (Hattie, Marsh, Neill, & Richards, 1997). However, adolescents involved with nontherapeutic outdoor programs commonly enroll and participate voluntarily. These adolescents generally are excited about participating in activities such as rock climbing and white-water rafting. When clients in therapeutic treatment programs, on the other hand, are forced to engage in these activities, their intrinsic interest is often absent. Although outdoor therapy programs have been shown to produce valuable outcomes (for a review, see Russell & Hendee, 2000), additional findings in the broader field of outdoor education (e.g., The National Outdoor Leadership School) place further significance on the benefits of outdoor programming (Hattie et al., 1997; Propst & Koessler, 1998; Sibthorp et al., 2007). Implementing an outdoor therapy program that supports intrinsic motivation may provide a more valuable experience for clients by not only promoting the positive outcomes associated with intrinsic motivation, but also by fostering the benefits found within outdoor education. Given the typical constraints present within outdoor therapy programs, the research questions of interest concern the potential for fostering intrinsic motivation within a constrained setting. Such research could provide valuable information upon which to base programs dedicated to developing intrinsic motivation.

Conclusion

Research has shown that the inherent structure of outdoor therapy programs may have adverse effects on autonomy and ultimately intrinsic motivation. These programs rely heavily on the use of extrinsic motivators and mandatory enrollment in order to promote positive changes in their clients' personal, social, and emotional growth (Russell, Hendee, & Phillips-Miller, 2000). This structure is legitimized as a way of initially motivating clients as well as providing and maintaining a productive and safe environment. Regardless, even within these controlling environments, many clients still exhibit intrinsic motivation. For reasons not fully understood, they are able to find intrinsic value or interest when it comes to their treatment process. Successful clients who display intrinsic motivation offer hope that intrinsic motivation may still exist within a controlling structure. But how do therapy programs tap into and cultivate their clients' intrinsic motivation? While the present study did not question the structure of involuntary enrollment and the use of extrinsic rewards, it aimed to better understand the constraints on intrinsic motivation and investigate the dynamics that allow for intrinsic motivation within these programs to occur at all.

CHAPTER III

METHODOLOGY

The purpose of this case study was to better understand the dynamics of intrinsic motivation among adolescent males on outdoor trips within the context of a residential treatment program. A review of literature was conducted to inform this study. The focus of the review was to make an in-depth inquiry into intrinsic motivation within a setting involving involuntary participation and extrinsic motivators. This chapter describes the study's research methodology, including (a) the rationale for the qualitative design, (b) the rationale for the case study, (c) a description of the research sample, (d) a description of the participants, (e) the methods of data collection, (f) analysis and synthesis of data, (g) issues of trustworthiness, and (h) limitations of the study. The chapter concludes with a brief summary.

Rationale for Qualitative Design

Qualitative research methods were employed in order to address the research questions. This type of inquiry aims to understand created meanings among a purposefully small sample (Creswell, 1998). Characteristics of this inductive approach include the researcher working in the field employing him or herself as the data collection instrument and having a flexible design. Understanding the participants' perspectives

through their lived experiences is the intention for qualitative methodology. This approach is especially useful when pursuing a topic about which little is known. Research within adolescent outdoor therapy programs has revealed positive outcomes (Caulkins, White & Russell, 2006; Russell & Phillips-Miller, 2002). However, minimal research has been conducted to evaluate adolescents' intrinsic motivation within the therapy structure. This study delved into unique and extremely personal experiences and emotions within a distinctive setting; therefore, the most appropriate research tool for this exploratory work was deemed to be qualitative in nature.

Choosing whether to use a qualitative or quantitative design depends on the research questions (Henderson, 2006; Marshall & Rossman, 2006; Patton, 2002). Qualitative research aims to provide more description to the researcher rather than answering questions of cause and effect or looking at the relationship between variables. A qualitative investigation can provide a broader understanding rather than simply assessing the facts (Henderson, 2006). In addition, Creswell (1998) suggests that qualitative research should be conducted when a topic needs to be more deeply explored. Qualitative inquiry also lends itself to the exploration of intrinsic motivation from an emic point of view, that is, from the view of the adolescents themselves (Creswell, 1998).

In order to determine whether qualitative research is appropriate, Creswell (1998) recommends the following considerations: (a) the study involves individuals in their natural setting; (b) the researcher should be able to spend sufficient time and resources dedicated to collecting data. These considerations lent themselves to this study's parameters as a large contrast existed between the outdoor trips and residential environment. Therefore, investigating the informants in their unique outdoor setting was

crucial for this study. Secondly, at the time this study was conducted, the researcher was a staff member for the outdoor program addressed in the study. Rather than experiencing just bits and pieces of the informants' experiences, extended exposure provided valuable insight beneficial to the data collection process. As a staff member of the Adventure Institute (pseudonym for the institution in this case study), the researcher had the access needed to observe and interview the informants in their natural setting (Merriam, 1998).

Qualitative inquiry has been a useful approach in evaluating intrinsic motivation and self-determination among a variety of populations. Trainor (2005) implemented a qualitative design that used a triangulation of observations for reviewing documentations, focus groups, and conducted individual interviews in order to study intrinsic motivation among adolescent males. Additional studies have used qualitative methods to investigate intrinsic motivation and self-determination (Karvonen, Test, Wood, Browder & Algozzine, 2004; Trainor, 2007). These studies used interviews as well as observation to gain a deeper understanding of the informants' motivation.

Rationale for Case Study Methodology

Within the framework of a qualitative approach, this study was best suited for a case study. As a research method, case studies involve in-depth investigation of a single unit or event (Yin, 2003). Implementing longitudinal examination, case studies follow a rigid protocol for systematic data collection, analyzing information, and discussing findings within a single individual, incident or in this case, group. Kenny and Grotelueschen (as cited in Merriam, 1998) state that case studies are valuable when the "future of a program is contingent upon evaluation," and to "develop better

understanding of the dynamics of a program” (p.39). Case studies have been useful tools for previous research in outdoor therapy programs (Caulkins et al., 2006) as well as in the broader field of outdoor education (Davidson, 2001; Paisley, Furman, Sibthorp, & Gookin, 2008). Although case studies can vary depending on their purpose, this case study aimed to provide an improved understanding of the dynamics of intrinsic motivation within the context of outdoor trips within a residential treatment program for adolescent males.

A case study design generally has three characteristics (Yin, 2003). First, case studies are exploratory and aim to answer questions of “how,” “why,” and certain types of “what;” then they work with those questions that “deal with operational links needing to be traced over time” (p.6). Case studies “help us to understand processes of events...and to discover context characteristics that will shed light on an issue” (Sanders, as cited in Merriam, 1998, p.33). Second, case studies are appropriate when the investigator has little control over behavioral events (Yin, 2003), such as found within the unpredictable environment of adolescent therapy programs. Third, case studies are used when research questions address contemporary events. This includes research that relies on a variety of current evidence such as interviews and observations. The use of interviews allows the study to uncover the perspectives of the participants or “insiders’ perspective” (Patton, 1990, p. 278).

This type of inquiry is valuable and necessary when the researcher “cannot observe behavior, feelings, or how people interpret the world around them” (Merriam, 1998). Beyond the previously described characteristics, Yin (1994) states that case studies are useful when it is impossible to separate the phenomenon’s variables from the

context. Intrinsic motivation presents itself uniquely in each individual and is often identified completely differently in therapeutic settings than in nontherapeutic settings; therefore, examining this motivation within a therapeutic context is crucial. Furthermore, the unknown dynamics within adolescents' intrinsic motivation lend themselves to case studies; this type of inquiry may uncover new correlations and variables, allowing for the rethinking of the phenomenon being studied (Merriam, 1998).

The present research fit well with Merriam (1998) and Yin's (1994) reasoning because of both the research questions and the unique context of the study. This research involved a single case study. The rationale for it was guided by the work of Yin (2003), who described multiple rationales for employing this type of design. First, a single case can be used to, "determine whether a theory's propositions are correct or whether some alternative set of explanations might be more relevant" (p.40). Although this study was not intended to test a theory, it investigated the possibility that there may be additional elements that intrinsically motivate participants beyond current thought on specific and necessary needs within SDT. A second rationale for using a single case study was because the study was representative of a typical case, the Adventure Institute (pseudonym for the company used for this study) being similar to many outdoor therapy programs. While the program examined in this study did not encompass all of the variability within outdoor therapy programs, the adolescents within the program, as well as the program structure, were similar to other programs in the field of outdoor therapy. Even though results of this study could not be generalized to other outdoor therapy programs, the findings could be utilized to inform programs about the experiences of adolescents in programs with similar structures. Additionally, the results may provide

information that can be useful in programming and day-to-day structural changes. A final rationale for using a single case study was that the researcher had the opportunity to “observe and analyze a phenomenon previously inaccessible” (p.42). The relationship that already existed between the informants and researcher allowed for a level of exploration not otherwise easily accessible. Furthermore, Adler et al. (1994) explain that when a researcher is already part of a group, he or she is less of a distraction to the informants. The previously established relationship with the study’s informants provided the acceptance and trust needed to acquire the necessary and valuable information generated through interviews.

The Research Sample

A single case design utilizing the outdoor component of a residential treatment program as the case was employed. The program used for this case was an adolescent outdoor-oriented residential treatment program located in the Western Rockies called the Adventure Institute (pseudonym) and was selected for two reasons. First, Patton (1990) explains that a site should be “specifically selected because it is not in any major way atypical, extreme, deviant, or intensely unusual” (p. 173). The Adventure Institute represented a typical therapy program regarding the two components of concern (mandatory enrollment and extrinsic motivators). Second, the program was chosen because of the researcher’s established relationship with the program. The necessary access, rapport, trust, and developed relationships with the clients already existed, providing quality interviews and more natural, unobtrusive observations.

In order to understand the Adventure Institute's therapeutic and outdoor programming structure, a detailed review is provided. The Adventure Institute was a hybrid program containing elements of both wilderness therapy programs and residential treatment centers. During a typical week, students lived at a residential home with no more than 16 boys and were involved in academic classes (held within classrooms at the home), individual and group therapy sessions, fitness and recreation, service learning, and other programming activities. Each day was highly structured with a specific time schedule; most notable though is the fact that the students did not have much free time compared to a typical adolescent living at home. As in many residential treatment centers, students had to be within eyesight of the staff at all times and had no access to the typical amenities to which teens are normally exposed (e.g., television, Internet [other than school research], and video games). The residential home was located in an urban setting within a highly populated city. This setting was similar to many residential treatment centers, providing a lighter academic class load along with daily therapeutic sessions. The residential component of the Adventure Institute was integrated with an outdoor program that took place every weekend.

The Adventure Institute had an outdoor program that involved a variety of outdoor/adventure trips every weekend throughout the year. The academic classes took place Monday through Thursday allowing the outdoor program to run trips from Friday morning to Sunday night. These 3-day weekend trips involved a variety of activities including rock climbing, rafting, kayaking, canyoneering, backpacking, mountain climbing, winter camping, caving, and more. During the winter months the program primarily consisted of day trips to a local ski resort. In addition, multiple weeklong

outdoor expedition trips took place throughout the year, including a trip during winter break. Beyond the ski weekends, the outdoor trips consisted of elements often found within both wilderness therapy programs and typical nontherapeutic outdoor/adventure programs such as Outward Bound or NOLS. First, wilderness therapy programs involve a highly supervised structure. Similar to residential programs, students always had to be within listening and seeing distance of a staff. The Adventure Institute followed that model, even during the adventure activities. Second, wilderness therapy programs incorporate a large amount of therapy into their outdoor program structure. Although most wilderness therapy programs do not have a therapist in the field 7 days a week, a therapist periodically (typically once a week) enters the field in order to meet with the students. Beyond that, the staff are trained to facilitate a program that incorporates the students' therapy into the outdoor structure. The Adventure Institute followed this similar structure; the therapists met with the students during the week, and the outdoor staff were trained by the therapists to facilitate the program's therapeutic goals during the outdoor/adventure trips. Third, and one of the components most similar to wilderness therapy programs, the students at the Adventure Institute had absolutely no choice but to participate in the trips. This dynamic is much different from most outdoor/adventure programs where the students are not necessarily forced to attend. Fourth, the Adventure Institute, just like many wilderness therapy programs, contained a number of rules, expectations, boundaries, phase levels, punishments, and rewards that were designed to not only provide structure but also to motivate students to progress and succeed through the program. On the outdoor trips, students were required to follow their phase expectations, boundaries, rules and more. This behavioral structure was implemented in

the outdoor trips in order to align with the residential side of the program. Finally, since a majority of the students enrolled at the Adventure Institute previously came from wilderness therapy programs, the outdoor trips incorporated many of the elements and structures found within those programs. The purpose was to provide a similar environment so that students could continue to develop their skills and feel comfortable and confident with a familiar environment. Much of the structure of the outdoor trips paralleled wilderness therapy including the use of busting fires, line sleeping, behavioral management, supervision structure and more. Even though the Adventure Institute had elements similar to wilderness therapy programs, it also contained elements similar to outdoor adventure programs.

The Adventure Institute ran several different types of outdoor trips comparable to nontherapeutic outdoor/adventure programs much like NOLS or Outward Bound. First, unlike wilderness therapy programs, the Adventure Institute involved various adventure activities often incorporated in outdoor/adventure programs. Rather than simply backpacking or hiking, the Adventure Institute integrated numerous activities throughout the year (rock climbing, kayaking, rafting, canyoneering, skiing, etc.). An additional similarity was the fact that the students were taught all the necessary skills required to participate on these trips. To elaborate, rather than simply going rock climbing or kayaking and only learning basic skills, the students learned everything they needed to know to do perform these activities on their own. The climbing trips taught students how to belay and rappel on their own, build anchors, and more skills; the kayaking trips not only taught students how to paddle their own boats and how to navigate rapids, but they also learned river rescue techniques and other necessary skills. This approach was

similar to outdoor programs where actual skills were taught rather than simply taking students rafting or climbing for the day and having the instructors/guides do all the belaying or guiding the rafts. Furthermore, as the students began to build competencies in these activities, they were given more leadership roles. Much like an extended NOLS trip, the students who had built the appropriate skills over time were eventually leading components of the trips, gaining experience and building upon their leadership skills. A final element that aligns the outdoor trips to an outdoor/adventure model was the fact that the trips were focused on the outdoor activities rather than the therapy. Although the therapeutic side of the program was never left behind, the focus of the trips was not constrained around therapy. Instead, the students were able to enter the outdoor environment and not be bombarded with therapy sessions. This provided a 3-day escape for the students who normally became overwhelmed with their therapy during the week. The trips truly focused on the outdoor activities, often pushing the students physically and emotionally. Although the students' therapy was not the focal point during the actual trips (much like it is in wilderness therapy programs), students would often incorporate their struggles and successes on the trips during their weekly therapy sessions.

As shown, there were some similarities between the outdoor trips and those offered through other outdoor/adventure programs. However, it is important to clarify that the Adventure Institute encompassed the two main components investigated in this study: mandatory enrollment and the use of extrinsic motivators. As previously described, programs like NOLS and Outward Bound often do not receive students who are forced to be there, and they do not have a strict phase system or use rewards and punishments to stimulate student motivation as many of them participate intrinsically.

Truly understanding the structure of the Adventure Institute's outdoor trips was imperative when it came to understanding the program used for this case study.

Although the Adventure Institute contained two diverse program elements, residential and outdoor trips, this study focused on the outdoor trips offered within the overall program.

Understanding the specific students enrolled in the Adventure Institute provides a better understanding of the sample used in this study. As previously described, the Adventure Institute was a residential treatment program for adolescent males ages 14 to 17 years old. Although each student was dealing with a specific set of personal and family issues, many of the students had similar challenges they were addressing through their therapy. First, a number of the students had been adopted into their families and were working with the difficulties associated with attachment, trust, and acceptance. Second, many students had learning disabilities including Aspergers Disease, ADD, ADHD, and other disabilities. Third, many of the students had a history of substance abuse including alcohol, marijuana, chemical inhalants, as well as other harder drugs. Fourth, many of the students were struggling with anxiety and depression. Finally, many of the students were working on social skills. They struggled with building and keeping relationships, recognizing social cues, feeling comfortable around other people including body-image, working with and trusting others, and other social norms. The students at the Adventure Institute were working through a variety of issues within their weekly therapy sessions that extend beyond the struggles and issues that exist within adolescent development.

The case defined in this study was a single group within the Adventure Institute. Students (clients at the Adventure Institute were called students) were interviewed and observed, with the collection of their experiences informing the study as a single case. While each adolescent was exposed to different therapists and staff, every student experienced the same program structure, programming activities, expectations, rules and boundaries, and extrinsic motivators. The Adventure Institute was considered one bounded system, social unit, or integrated system, which was necessary for a case study design (Merriam, 1998).

The informants chosen for this study (students and staff) were purposefully selected, an appropriate protocol for acquiring a qualitative sample (Patton, 2002). This study aimed to achieve maximum variation sampling, which involved finding informants who represented the “widest possible range of the characteristics of interest” (Merriam, 1998, p. 63). Rather than only involving those adolescents who were highly motivated, students of all motivation levels were interviewed and observed. In order to choose the appropriate informants for this sample, a criterion-based selection including a list of essential attributes was used. This study aimed to understand students’ perspectives within outdoor trips when it related to their intrinsic motivation. More importantly, this study intended to look specifically at students who had been in outdoor-oriented therapy for an extended period of time. This allowed students to reflect upon certain aspects of the program from which they may have experienced a change from extrinsically- to intrinsically-oriented involvement.

To begin the study, the following criteria were used to guide selection of participants:

- 1) The program used for this study was a long-term (8 to 12-months) residential/ outdoor-oriented therapy program involving adolescents who came previously from short-term (8 to 12 weeks) wilderness programs (often called wilderness therapy) as well as some adolescents who came directly from their homes. In order to draw upon adolescents' intrinsic motivation during their previous outdoor programs, only students who attended another outdoor therapy program immediately prior to enrollment at the Adventure Institute were selected.
- 2) Students had to be in the current program for at least 2 months prior to the first interview. Many students experience a "honeymoon" phase during the first few weeks in these programs, especially those coming directly from other outdoor therapy programs. This time period most likely would not reflect a student's true experience. Therefore, this criterion would allow for more authentic information regarding a student's experience.
- 3) Students who were aware of their early withdrawal status from the program were not included. Occasionally, parents pull their children from the program for a variety of reasons, mostly due to family matters, before they have graduated. Once students know they are leaving without having to graduate, they become distracted and would most likely not represent a typical informant. However, students who knew they were leaving due to graduation and successful completion of the program would prove to be valuable informants for this study.

Staff members were also selected using the following criteria:

A maximum variation sample was pursued. The staff interviews included both outdoor staff (those hired specifically to run outdoor trips) and residential staff

(those hired specifically to work with the boys when they are at the residential home throughout the week) who participated in an outdoor trip with the students. In order to provide a range of perspectives, staff from both employment contexts were selected to provide information about the boys' motivation. The outdoor staff worked with the boys in the outdoor setting all year long and recognized student motivation throughout their 8 to 12-month stay. In addition, the residential staff who were interviewed participated in at least one outdoor trip. This allowed for staff to compare and contrast the students' motivation on the outdoor trips with their motivation during the week in the residential setting.

Choosing a specific qualitative sample size is necessary but can be problematic (Merriam, 1998). Rather than selecting a number of people for the sample, Lincoln and Guba (1985) suggest sampling until redundancy occurs, also known as a point of saturation. However, as suggested by Merriam (1998) and Patton (2002), a provisional number was established: at least 14 students. During the interview process, a constant attempt was made to recognize when additional informants no longer provided new information. Through constant field notes and careful investigation, saturation was recognized well before the final interview. Even though additional themes did not emerge from supplementary interviews, additional interviews were conducted to assure that redundancy was occurring.

Participants

A purposeful sampling procedure was used in order to provide for maximum variation sampling. First, students were specifically chosen to participate in the

semistructured interviews. Fortunately, the majority of the students' parents provided consent for this study and all of the students were willing to participate themselves. This provided the ability to choose among a wider group of students. Those who were chosen spanned a range of motivation levels when it came to the outdoor program.

Second, many students at the Adventure Institute come from the same wilderness program, and occasionally certain students come from identical groups. Each wilderness program has its own style of increasing student motivation and using various extrinsic consequences to elicit behavior changes. Therefore, the students chosen for this study came from a variety of wilderness programs in order to avoid interviewing students who all had similar experiences, potentially leading toward related motivation shaped by their previous therapeutic program.

Third, the age of the students was considered when choosing the sample. Adolescent programs often provide services for a wide range of ages. In order to understand the program as a whole, all age groups needed to be represented. The institution used for this study enrolls boys ranging from ages 14 to 17. Although they may only be a few years apart, the maturity and life experiences of a 17-year-old are often quite different from that of a 14-year-old. This was considered to provide more diverse results for this study.

Lastly, the students interviewed represented a range of phases within the program. The Adventure Institute, along with a majority of similar programs, used a series of creatively named phases or levels through which the students advance towards graduation. The Adventure Institute had a total of six phases. When students arrived they started on the first phase, and as they progressed through the program they moved up in

phases. These phases not only let the students know where they stood in their success with the program, but the students also gained more freedom, trustworthiness, and additional privileges with each phase advancement. No students were interviewed from the first phase because this phase is designed to simply introduce the students to the program. Students automatically advance to the second phase within 2 weeks of their stay, regardless of their achievement in the program. Students were specifically chosen to represent the program's range of phases in order to gain perspectives from the most diverse group of students. The specifics of each of these considerations are mentioned below.

Sixteen students were interviewed for this study; 14 students ranged from age 14 to 17 years old (Table 1). The two additional participants were 18 years old and were no longer students in the program. They were recent graduates who successfully completed the program within the last year and were participating in the program as peer staff. Although these students did not fit the original criteria for student interviews, their experience with the program and their insight about motivation, not only within themselves but what they witnessed in their peers, was invaluable for the purpose of this study.

All the students interviewed participated in some type of therapy program before being enrolled in the Adventure Institute. A majority of the students' prior therapy experience was with wilderness therapy programs located in a wide range of states across the nation (California, Oregon, Utah, Georgia, West Virginia, New Hampshire, and North Carolina). Two of the students attended therapeutic programs that were residential treatment centers before coming to the Adventure Institute. Again, these

Table 1.

Participant Demographics

Student Pseudonym	Age	Previous Program Location	Type of Previous Program	Phase 1-6
Mark	14	Georgia	Wilderness	3
Joey	17	North Carolina	Wilderness	5
Gary	17	Utah	Wilderness	2
Adam	17	Utah	Residential	2
Matthew	16	Utah	Wilderness	4
Ken	16	Oregon	Residential	4
Stan	15	Georgia	Wilderness	6
Kevin	17	North Carolina	Wilderness	4
Casey	15	Utah	Wilderness	3
Ron	15	Oregon	Wilderness	3
Jared	18	Utah	Wilderness	Graduated
Alan	15	West Virginia	Wilderness	3
David	17	New Hampshire	Wilderness	3
Jeff	15	Georgia	Wilderness	5
Harry	17	Oregon	Wilderness	6
Josh	18	Utah	Wilderness	Graduated

students did not fit the original criteria, but their involvement in the study was determined to be valuable for understanding student motivation for a variety of reasons. Most importantly, these 2 students did not have previous experience living in the wilderness environment, and therefore did not have the prior success experienced in a wilderness program by the other students. Both students were very resistant to the outdoor trips during their first few months in the program. Eventually these 2 students began to develop an interest in the outdoor program. Understanding this transition was a positive contribution to this study.

Six staff (Table 2) were interviewed for this study consisting of 2 residential staff and 4 staff who worked specifically for the outdoor program. In order to gain perspective through a wider lens, these staff were specifically chosen. To further diversify the view point of the staff, these informants were specifically selected based on their previous experience working with adolescent therapy programs. One of the residential staff had worked with similar programs before employment with the Adventure Institute. Her profound experience provided further insight for this case study. Among the outdoor staff interviewed, 2 informants previously worked for wilderness therapy programs. Again, their experience provided a different perspective when compared to the 2 staff who had only worked with the Adventure Institute. The intentional selection of these staff aimed at providing maximum variation sampling beyond the student informants.

Table 2.

Staff Demographics

Staff Pseudonym	Years at the Adventure Institute	Worked for previous therapeutic program?	Employed for which part of the program
Laura	3	Yes, wilderness therapy	Outdoor Program
Bryan	2	No	Residential
Ben	1	No	Outdoor Program
Joe	1	Yes, wilderness therapy	Outdoor Program
Tim	1	No	Outdoor Program
Rachel	3	Yes, residential program	Residential

Data Collection

In order to conduct this research, legal considerations were addressed. First, Institutional Review Board approval was acquired, assuring that this research complied with current research protocols regarding legal consent and confidentiality. Due to the age of the informants, students' parents were required to provide consent in order for their sons to contribute to the study. In addition, each student was required to sign a form providing their own consent to participate. Students and parents were clearly informed that their participation was voluntary and withdrawal from the study could take place at any time. Students were reminded of this at the beginning of each interview as well as being informed that their willingness to participate would have no influence on their phases or relationships with individuals involved in the study. The above considerations were also provided for the staff who voluntarily participated in this study. In order to provide confidentiality, students and staff chose a pseudonym at the beginning of the interview. All the data gathered were stored in a secure location throughout the entire study.

The primary form of data collection in this study involved interviews among the students and staff. In order to conduct the interviews successfully, several conditions were met: adequate time, attention to communication and emotions, flexibility, and guidance from ongoing interaction with the participants. As suggested by Merriam (1998), the interviews included useful question types (hypothetical, devil's advocate, ideal position, interpretive) as well as avoiding inappropriate questions (double-ended, leading, yes-or-no questions). More importantly, the interviews were designed to probe for deeper information when informants were discussing motivation.

Prior to conducting the interviews, three pilot interviews with students were conducted in order to prepare and provide beneficial feedback for future interviews. An initial interview protocol was used for these interviews. Analyzing the success of the preliminary interviews provided insight on the interview protocol and its ability to accurately answer the research questions. The original questions were modified in order to provide a more valuable and relevant interview protocol for the study.

Semistructured interviews were carried out in this study. The modified interview protocol provided initial direction for each interview. Two interview protocols were provided for the two separate types of interviews. One protocol (Appendix A) directed the interviews conducted with the students, and the second protocol (Appendix B) pertained to those interviews with staff. Although the interviews were focused on exploring the students' intrinsic motivation within the outdoor program, they also included flexible, exploratory, open-ended questions. Certain questions were posed to all the informants to direct the interviews while trying to capture each person's unique perspective.

In order to preserve the interviews, every interview was digitally recorded. This was the most appropriate way to ensure that all the information shared during the interviews could be analyzed verbatim (Merriam, 1998). Furthermore, since the student interviews were conducted in a comfortable outdoor setting, the use of note taking could have been awkward and ineffective. Although voice recording may have been distracting at the beginning, most respondents eventually ignored the recorder.

The interviews took place in an assortment of settings. As mentioned previously, the students were interviewed in a natural setting during a number of the outdoor trips.

Although interviews could have been conducted back at the residential facility, it was important to conduct the interviews during a trip while the students were in the situation under investigation. Students' perception of an outdoor trip, once back at the house, could vary from what they expressed in the moment on a trip. In order to be consistent, students were asked to do interviews during the same part of the day, between 6 and 8 pm, which was the time for dinner preparation, eating, and cleaning up. This was intentional, as this was typically the only part of the day that was not taken up with programmed activities. However, some of the interviews took place during lunch, a similarly structured time frame. All student interviews not only took place during an outdoor trip, they also took place in the natural environment (e.g., by a river) and separated from the rest of the group. The informants were isolated from the rest of the group in order to prevent potential distractions. In contrast to the student interviews, the (recorded) staff interviews took place in several different settings (e.g., wilderness setting, offices, driving in vehicles, floating on a raft) and were face-to-face conversations. Most interviews (both student and staff) lasted between 25 and 35 minutes. Only one interview was under 25 minutes, and a few interviews surpassed 35 minutes including two interviews both exceeding 1 hour.

The student interviews followed a predetermined structure. Each day, during the designated interview timeslot, students were asked to participate in a 20- to 30-minute conversation/interview. Although informants knew they would eventually be interviewed, the actual time or day was not given to the student until right before the interview. At the beginning of the interview the student was informed about the purpose of the interview, mentioning that everything discussed within the interview would not

affect their phase, and the information would not be shared with the therapists, other staff, students, or their parents. It was also mentioned that the interview would be digitally recorded, and that confidentiality would be maintained by removing any identifiers, and using a pseudonym rather than the student's name. The researcher initiated the interviews by asking participants to provide general demographic information (e.g., if they went to a wilderness or residential program before the Adventure Institute, where it was located, their age, and their current phase). Next, students were asked to respond to a series of open-ended questions, which initially followed the protocol (Appendix A), but eventually led to probing questions aimed at answering the study's research questions.

Beyond the interviews, this case study also relied on participant observations of the students. The researcher and staff members naturally participated in the students' environment, rather than simply observing the students. The researcher and staff members were involved in every aspect of the student's program and viewed student behaviors throughout each component of the day. From the students' perspective, the researcher and the staff were simply doing their jobs. Observations allowed for the adolescents' behaviors to be seen from the staff's perspective while being immersed in the student's setting. Moreover, the use of observation assisted in understanding issues that were not brought up in an interview due to a student's reluctance to share.

Observations were also beneficial because they represented "a firsthand encounter with the phenomenon of interest rather than a secondhand account of the world obtained in an interview" (Merriam, 1998, p. 94). Staff observations were also a valuable component in this study. Often times the student's actual behavior did not match the verbal description

given by them. Observing the students provided additional insight into their motivation as well as verifying students' honesty and accuracy in their interviews.

One potential limitation to observations is that people often act differently when they know they are being watched (Patton, 2002). However, due to the researcher's employment with the program and the stated structure of the program, this concern was less of an issue. Students already knew they were constantly being observed by the rest of the staff and the researcher in order to provide feedback to the therapists. The students were observed by the staff and the researcher through complete participant observation (Merriam, 1998), which means that the students did not know they were being observed specifically for the study. Within this process, the observers for this study were immersed in the students' living environment. Although they did not encounter the exact same situations as the students, nor did they share a similar perspective, they were a key part when it came to observing students' experiences. These observations provided valuable information through daily field note taking as well as the interviews conducted with the staff.

Throughout the data collection, field notes were taken which included hunches, thoughts concerning new hypotheses, new ideas for future interviews, and reflections on interviews and observations (a technique suggested by Henderson (2006)). Notes were based on observations and questions addressed in Appendix C and additional observations that materialized throughout the day. The researcher wrote a daily reflexive journal which provided triangulation, and brought personal biases, feelings, and experiences to the surface.

Methods for Data Analysis and Synthesis

In order to investigate the emerging thematically connected categories from the data a constant comparison method was implemented (Glaser & Strauss, 1967). This process involved “clarifying the logic, taking out non-relevant properties, and integrating elaborating details of properties into major categories” (p.110). To construct different categories and subcategories that explained the phenomena in question, constant comparison analysis was used in multiple steps both during and following the data collection process (Glaser & Strauss, 1967; Merriam, 1998). The first step involved the initial data collection (Glaser, 1978). After conducting four interviews, key issues were identified by the researcher, such as recurrent events and similarities that could be placed into categories. After establishing some initial categories, data gathering continued. Throughout the interview process and data gathering, the researcher was searching for those “units” of information provided by informants that matched both the initial categories and those that were unrelated. This made it possible to continuously compare the data between informants and modify future interviews toward new directions relevant to the study. This process took place until the data reached saturation (Henderson, 2006; Merriam, 1998). In this study, many of the major themes and categories reached saturation after approximately one half of the interviews; however, additional subcategories continued to emerge along with more focus on specific categories with additional informants. After interviewing 12 students, it appeared that additional categories and subcategories were not emerging. However, a total of 16 interviews were conducted in order to verify sufficient saturation. Ultimately, after reviewing all the data,

the researcher reassessed the findings in order to look for relationships and establish overall categories (Glaser, 1978).

After the digitally recorded interviews were transcribed verbatim, the student and staff interviews were thoroughly examined “line by line” in order to initially code the units of information (Henderson, 2006, p.168). A unit of information involved a conceptual thought that related to students’ motivation. While some units consisted of a single sentence, other units could be found within an entire paragraph. Two examples can further describe this coding process. First, a student telling a story about his favorite trip might, in the middle of his story, say “and we learned a lot of ways to paddle the kayak.” This section of the sentence would be coded as “learn skills,” which ultimately would fall under the larger category of “competence.” Second, a student may have taken an entire paragraph explaining how he loved free time and thoroughly discussed his enjoyment of the free time and describe what he did during that time. This paragraph would still only be considered one unit of information if the entire paragraph was only discussing one topic. Cautious consideration was taken to recognize the depth of each unit; a detailed four minute story discussing one topic appeared to have more weight than a sentence that quickly mentioned a topic. This study used a three-step coding process. Informants’ interviews were first open-coded “grouping similar words, ideas, or objects into common headings” (Henderson, 2006, p.168). During this step the researcher simply coded every unit with numerous open codes. At this point, there was no attempt to find links or relationships between units. The next step involved axial-coding which was used to link relationships among categories. For example, during open coding the data were fractured and completely separated, whereas axial coding began to make sense of all the

open codes by grouping the open codes into common categories. Finally, selective coding, which took place after all the data had been collected and coded, began to refine the study's findings. This final coding step allowed themes and categories to emerge, in order to reflect upon the research questions and the phenomena being studied. Coding allowed the researcher to construct categories and subcategories, which were appropriately developed to provide valuable qualitative findings (a more detailed explanation of the coding process is described in Appendix D). This data analysis process incorporated the use of Qualrus (2007), a qualitative data analysis program. This computer software provided a systematic approach in the coding and categorizing procedure.

The categories and subcategories that emerged fit five guidelines (Merriam, 1998). To begin, data were specifically reviewed to intentionally look for those units of information that would answer the research questions. Next, each unit of information regarding intrinsic motivation had to fit within a category in order for the category to be exhaustive. When a new unit did not fit into a previous category, a new category was introduced. Then, categories were made mutually exclusive, assuring that certain units could not fit among multiple categories. Next, categories and subcategories were appropriately named in order to capture the meaning of each category providing for sensitivity. Lastly, the fifth and most difficult criterion involved conceptual congruency, meaning, "the same level of abstraction should characterize all categories at the same level" (Merriam, p.184). These criteria were extremely important in uncovering meaningful case study findings.

Although categories were constantly compared between different data sources (student interviews, staff interviews, observation, field notes, etc.), the categories and subcategories were retained within each data source. This allowed the researcher to analyze the different perspectives between the staff's (etic) observations and the students' (emic) personal perspectives regarding intrinsic motivation.

Trustworthiness

Providing trustworthy qualitative research is much different than quantitative studies. Well-known concepts such as reliability and validity can be measured with statistics presenting responsible data when employing quantitative methods (Henderson & Bialeschki, 2006). On the other hand, qualitative research requires diverse, non-statistical methods to provide reliable information. Henderson and Bialeschki (1995) refer to reliability as dependability when it comes to qualitative inquiry and use the words accuracy, authenticity, genuineness, and soundness to describe validity. In order to provide an ethical and trustworthy qualitative case study, both validity and reliability were addressed in this study (Henderson, 2006; Merriam, 1998).

Construct validity ensures appropriate measures for that which is being studied (Yin, 2003). This is accomplished through numerous methods starting with the triangulation of multiple data sources. As previously discussed, this study drew from interviews with students and staff, and participant observation and field notes. In addition, during the interviews, students were asked to reflect upon their peers' motivation, providing further triangulation.

A second approach to providing construct validity includes a proper chain of evidence, such as an audit trail (Henderson, 2006). Qualitative inquiry is dependable when research documents “exactly how data was collected and how conclusions were drawn” (p.117). Useful field notes are detailed, nonjudgmental, objective, and include concrete description (Marshall et al., 2006). Throughout this study, field notes were taken which followed this advice.

A final way to provide construct validity is through member checks (Creswell, 1998; Henderson, 2006; Merriam, 1998; Yin, 2003). This involves taking the study’s findings back to the informants to see if they agree with the study’s results, allowing for more verification as informants can confirm if the research findings are indeed representative of themselves. This study addressed member checking through six interviews. Four students and two staff members who were previously interviewed for this study were individually interviewed again for member checking. These interviews were conducted after completing the analysis. The major categories and subcategories were presented to the students and staff. The students commented on each category and discussed how well they represented their personal motivation as well as their peers’ motivation. Then, students were asked if they recognized any missing explanations for their motivations beyond the categories discussed. This same process was conducted with the staff with regard to their observations of students’ motivation.

Internal validity or credibility seeks to assure that the research findings match that which is found in reality (Yin, 2003). One way to address internal validity is through proper data analysis. This study employed the constant comparison method previously discussed, which is a popular and useful approach for analyzing case studies in outdoor

programming (Davidson, 2001; Henderson, 2006; Paisley, Furman, Sibthorp, & Gookin, 2008). Additionally, this study attended to credibility through triangulation and member checking (Merriam, 1998), both previously mentioned. Furthermore, long-term observation increases validity and was addressed in this study by interviewing those students who had experienced the process of outdoor therapy for an extended period of time. The staff and researcher's observations, as well as the interviews were taken over a period of several months on multiple trips, which provided long-term observation.

Peer examination regarding the researcher can also speak to internal validity. The first interviews were reviewed and coded in order to produce initial coding, categorization, and themes. Colleagues were involved in the coding process in order to verify that my bias was not inappropriately influencing coding units of information, a process suggested by Henderson (2006). A final attempt at providing internal validity is clarifying any bias at the beginning of the study, which is addressed below.

Two additional concerns related to trustworthiness involve transferability (external validity) and dependability (reliability). External validity determines whether the findings apply to other situations (Yin, 2003). Due to the qualitative approach and the specific case involved in this study, its findings cannot be generalized. However, a rich, thick description allows the reader, rather than the researcher, to generalize to outside situations (Merriam, 1998). Without these thorough descriptions, it would be difficult for the reader to understand the elements within the case under investigation. To the extent that the results of this study could be generalized to other outdoor-oriented therapy programs, the institution used in this study represents a typical program, which is necessary when investigating case studies that can represent a specific case within a

larger group of similar programs (Merriam, 1998). Next, reliability, or the ability to replicate a study, is addressed in case studies through: 1) following case study protocol, 2) providing detailed documentation and thick description of the case (Merriam, 1998; Yin, 2003), 3) understanding the investigator's biases (mentioned below), 4) explaining the theory behind the study, and 5) the use of triangulation (Merriam, 1998). All of these assurances were addressed in this research.

A final approach that this study included to advance trustworthiness was the use of direct quotes in the study's write-up (Creswell, 1998; Henderson, 2006, 1995). This strategy provided more transferability and presented in-depth description from an emic perspective. Rather than paraphrasing or rewording participants' thoughts through the eyes of the researcher, readers can thus have a first-hand account of the participants' experiences. The inclusion of this technique provides verification that the researcher was not simply changing the informants' thoughts in an attempt to skew findings and becomes another validation of the trustworthiness of the data.

Limitations

This study contains certain limiting conditions, some of which were related to the common critiques of qualitative research methodology and some of which were relative to this specific study. Careful thought prior to the study was given to these limitations and to ways of minimizing them.

Limitations exist in the use of a qualitative design. First, as previously mentioned, there is no way to generalize the findings that emerge from this research. This case study investigated a specific group of students within a narrow context and

setting. The students' individual experiences may not have been representative of the wider spectrum of students within the Adventure Institute. In addition, although the Adventure Institute's program has similar elements regarding other therapeutic centers, its specific structure is unique. Although this study could not generalize to a larger population, similar programs that match the structure and the specific population investigated in this study gain insight toward their program.

An additional limitation associated with this study's design concerns the students' ability to adequately provide insight toward their motivation. In order to properly inform this research, the students needed to be able to self-reflect upon their previous trips and their associated motivations. One of the interviews, for example, involved a student with a learning disability. This student, who had a difficult time processing information, struggled when attempting to describe and explain his motivation. The design of this study required gathering information from the internal perspective of the informants. The assumption that students could accurately discuss their motivation was required in order to answer the research questions. This limitation did not appear to be an issue as students' motivation was verified through triangulation; however, it still calls for discussion.

Limitations exist within the specific elements found within this study. First, students may have been concerned that what they said in the interviews could be used against them. Although this cannot be completely avoided, benefiting from previous trust and rapport, the researcher assured the students that the interview content was completely confidential. To assure anonymity, students were given pseudonyms in order to protect identities. In addition, students were reminded that they could refrain from the interview

process at any time. Second, this study used a convenience sample involving a program in which the researcher was employed. Although this program does represent similar programs within the field of outdoor-oriented therapy, the investigation of additional programs would have provided a wider understanding of students' intrinsic motivation in this field of therapy. Third, the number of uncontrollable variables (e.g., time of day, mood of student during the interview, hunger, emotions) found within outdoor therapy trips may have affected the validity of the information gathered during the student interviews.

Another concern involves the authoritative role (Marshall et al., 2006) the interviewer has over the interviewees. The student-staff relationship in this case involved an authoritative association previously established, which may have altered students' responses, providing less than authentic information. During the interview the students, knowing that my authoritative position had the ability to influence their phase advancement, could have provided information that reflected good behavior and maturity on their behalf, making them worthy of advancing to a higher phase. Again, the researcher attempted to dilute this authority by explaining the nature of the interview as being separate from the researcher's role as a program staff.

An additional dynamic that may have affected the interview is that the researcher typically plays the role of a counselor or assistant to each student, impacting the student's therapy, and thus, his behavior. The interviews could have potentially traveled from an information-gathering session to a student asking for advice, a typical response with the staff-student relationship. Creswell (1998) warns interviewers against giving advice during interviews in order to stick to the questions and preset protocols. Again, this

concern was addressed with informants, reminding them that the purpose of the interview was separate from the researcher's typical role as a staff member. At the same time, the previously established relationship provided quality interviews based on the trust and rapport formerly developed. Furthermore, as a current staff member with normal involvement in the students' outdoor experiences, the researcher was able to conduct interviews and take observations that were nonintrusive, a difficult task for a stranger or outside researcher to the program.

Limitations also existed within the researcher's ability to conduct this research. An initial limitation involved the researcher's inexperience. Although the researcher had some previous experience conducting and analyzing qualitative interviews, the lack of experience as a limitation was recognized at the onset of this study. In order to reduce some of this limitation, advice from experienced researchers and mentors was provided throughout the process of the study.

Personal bias presented an additional limitation. The researcher's positionality had certain implications regarding this study. Due to the qualitative nature of this case study, the data collected were gathered and interpreted from the lens of a single researcher. First, the researcher was an outdoor enthusiast who recognized outdoor activities as naturally fun and exciting. This could have skewed the view of the students' motivation toward outdoor activities. Throughout the study the researcher needed to recognize that many students may not share similar enthusiasm for outdoor recreation. Second, the researcher could have had many biases associated with his personal adolescent life as a male. These personal experiences could have distorted the questions and interpretations of the student interviews. Having never been a student in outdoor-

oriented therapy, the researcher needed to recognize that personal experiences could not be compared to the students' behaviors and motivations being studied. As an outsider to the study's informants, the researcher's only perspective of the students involved a collection of observations over years of working with the program. Rather than looking at each student as an individual with a unique set of motivations, the researcher's biases may have included generalizations about adolescent motivation.

In addition, before working for the Adventure Institute, the researcher worked in the broader field of outdoor/adventure education with adolescent students who appeared to be highly motivated to do the same activities as offered through the Adventure Institute. This extensive experience could have influenced the interpretation of the study's results even though the students in this research were involved in the activities for completely different reasons. For example, the researcher's observations may have compared student motivation in regard to previous motivations observed within nontherapeutic settings when in reality, the student motivation may be visualized completely different among students involved in a mandatory program.

Finally, the researcher had his personality and individual way of expressing emotions, excitement, and boredom. Therefore, the researcher needed to be open to the fact that each informant had a different way to express their motivation. It was necessary for the researcher to recognize that a student may have been intrinsically motivated even though his affect did not reflect the same emotion that the researcher typically saw personally. Overall, the researcher's positionality was considered throughout the study in order to prevent personal biases from having an effect on the research findings. The use

of a reflexive journal helped alleviate this concern by addressing and recognizing potential biases throughout the study rather than trying to ignore them.

Summary

This chapter provided a detailed description of the study's research methodology. A systematic approach was described to verify that appropriate methods for qualitative research were undertaken. The chapter described the study's research methodology and included discussions of (a) the rationale for the qualitative design, (b) the rationale for the case study design, (c) a description of the research sample, (d) description of the participants, (e) methods of data collection, (f) analysis and synthesis of data, (g) issues of trustworthiness, and (h) limitations of the study.

CHAPTER IV

FINDINGS

Drawing on the premises of Self-Determination Theory (SDT), the purpose of this case study was to better understand the dynamics of intrinsic motivation within the context of an outdoor-oriented therapy program for adolescent males. Through qualitative data analysis, this study recognized a number of thematically connected categories and subcategories. A total of five major categories and three minor categories emerged. The five major categories were associated with SDT while the three minor categories appeared to be unrelated. The five major categories were: (a) *autonomy*; (b) *relatedness*; (c) *competence*; (d) *challenge*; and (e) *natural/outdoor environment*. The three minor categories were (f) *external consequences*; (g) *exercise*; and (h) *personal development/therapy*. This chapter presents each category and its internal subcategories. Each category is illustrated with multiple verbatim comments from the study's participants. It is important to point out that although many of the direct quotes intuitively represent the themes being presented, the combination of the interviews and the extensive observations of the students' behaviors provides a deeper understanding of the students' motivations. Additional clarification provides insight beyond the students' exact words. Prior to reporting these findings, however, the possibility of a transition that allowed students to experience intrinsic motivation within this program is discussed.

Transition

This study aimed to better understand the dynamics of intrinsic motivation within the context of outdoor trips for adolescent males involved in residential treatment. In order to investigate this component within therapy programs it was assumed that students experienced intrinsic motivation. Before presenting the thematically connected categories, this basic assumption was addressed. A major component that emerged from many of the student interviews was the idea that they and their peers had gone through a transition where they went from hating the outdoor trips to eventually enjoying them. This consistent theme was not considered a category because it was not an element of motivation; rather it was a byproduct or a result of motivation. However, this was an important finding for many reasons. First, it affirmed that students did make a transition from going on a trip because they were forced to go, to eventually wanting to go of their own accord. Having this theme emerge from many of the informants provided some verification that many of the students who were interviewed did eventually experience intrinsic motivation when going on trips. That students underwent a transition from disliking the outdoor trips to eventually enjoying and actually looking forward to the trips was reflected in many of the student interviews. Students addressed this in a variety of settings. Not only did they mention the actual trips themselves, but some students also spoke about their overall experience within their wilderness programs and their overall experience at the Adventure Institute. Mark mentioned this when it came to the specific activity of hiking: “I’m usually like, dang it, I hate walking, it sucks. But then I look around and I’m just like, hmm, this is pretty cool, new things to see, new things happening, new games to play.” He continued to explain this in the broader context of

things that he did not enjoy: “That’s the way with everything, once I find a reason that’s un-fun and switch that reason, then they become fun. I switched the reason for snow shoeing and now I really like snow shoeing.” David addressed this when reflecting upon his experience with his wilderness therapy program:

When I first got there I was such an angry person. I was so angry. I was like yelling at everyone there, and threatening to be put in a mental hospital, like it’s the end of the world. I did not want to be there, I did not expect to be there, it was horrible. And I thought it was going to be the worst thing in my life...by the time I left, I did not want to. I was like, this is funny, because I started hating it, and then it became the best place I have ever been in my life.

This transition was apparent for Adam when discussing his feeling toward going on the trips:

The first few trips, I was pretty oppositional to the whole thing. I refused to, not refused, but was very hesitant and resistant to do a lot of the activities and stuff. But as time went on I became more open to it and started doing all of the activities even if I did not enjoy all of them. And then it became, with the snowboarding at least, I started to actually enjoy that and have fun with it, and yeah, it just became something I enjoyed, and I want to go back and do it in the future. And this is similar with the outdoors trips; at first I strongly disliked them. The first trip I was on was a yurt trip, I really did not like that because you had all the walking, but like after the fact it was fun.

Students also mentioned this transition when speaking about their peers’ behaviors.

Casey described a story about a friend who made this transition through rock climbing: “I remember like a week ago you’re like sitting there yelling at staff because you did not want to climb, and now you’re doing like doing better than me and I have been climbing for months.” Casey also described this transition within himself on a particular river trip:

I was like, I don’t want to go on it. I wish we could go rock climbing just because I’ve been getting into that, so I came in with a bad mind. When we started going down the river I started having fun, which happens a lot of the time. It’s like I get really hesitant like, I don’t want to go on the trip, but once I get there I automatically have fun. Like, I can’t not have fun.

Some students briefly mentioned initial unfavorable perceptions toward the trips through their own thoughts as well as their peers. Stan described this general transition during all the trips: “Going into them, I have a negative mindset, but once we’re actually on the trip, I enjoy it a lot.” He further described that although he wouldn’t choose to go on trips he did enjoy them: “They’re not like the funnest, not my ideal thing I would do at home for fun, but they’re still fun when you’re on them.” This transition also came out in the staff interviews. Rachel described this: “I think there is an overall view that trips suck, and once they get on them they actually end up enjoying themselves more than they had anticipated.” She continued to explain: “I heard quite a few comments of a lot of students who did not want to come on this trip, but now that we are out here it seems like they actually think it’s really cool.”

Why this transition occurs was essentially what this study aimed to understand. Students who specifically addressed this transition were asked to think about why, or what may have caused this transition. Through observation, many of the students who did not mention this shift did seem to have this transition take place as well. In addition, there were a few students interviewed who came to the program initially with positive views of the outdoor trips. These few students really looked forward to the trips and showed intrinsic motivation at the beginning of their stay at the Adventure Institute. The transition did not emerge with these students unless they were speaking about other components of the program or if they were referring to their peers. Regardless, the students’ reasons for intrinsic motivation may have evolved through a transition, which may be explained through the categories discussed below.

Categories and Subcategories

The first five categories discussed (called Major Categories) involved the themes that profoundly emerged across a majority of the students interviewed. From the larger perspective of the program as a whole, these categories appeared to be the most significant elements of student motivation within the outdoor trips. The additional three thematically connected categories (called minor categories) surfaced from a smaller number of students compared to the five major categories. These categories may have been just as significant as the major categories depending on the student; however, due to the reduced number of students discussing these categories, they may have represented elements of motivation for a lesser number of students. On the other hand, the major categories appeared to play a role program-wide in the larger population of students. A detailed examination of these categories follows, presenting the major categories and their subcategories first, followed by the minor categories and their subcategories. Within the major and minor groupings, the categories and subcategories were not in any specific order of importance or strength. Table 3 presents a list of the categories and subcategories.

Major Categories

Autonomy

One of the five major categories emerging from the majority of students was the concept of autonomy. Not only did this theme come up for most students, but it was mentioned multiple times by a number of students, and continued to emerge throughout the interviews and stories told by students. Three subcategories collectively represented

Table 3

Categories and Subcategories

Categories	Subcategories
<u>Major Categories</u>	
Autonomy	Choice/Freedom Personal Interests Escape from Therapy
Relatedness	Friends Staff Support
Competence	Control/Independence Skills Leadership Perceived Competence
Challenge	Challenging Activity Accomplishment
Natural/Outdoor Environment	Stimulus Arousal Action/Adventure Nature Natural Consequences
<u>Minor Categories</u>	
External Consequences	
Exercise	
Personal Development/Therapy	Presently Learning Transfer

this “autonomy” category: (1) *choice/freedom*; (2) *personal interests*; and (3) *escape from therapy*.

Choice/Freedom

As previously mentioned, the inherent structure found within many adolescent therapy programs oftentimes thwarts autonomy and choice. The Adventure Institute was no different. With involuntary enrollment and mandatory outdoor trips for all students, the outdoor program often felt controlling for many students. However, within these required outdoor outings, the element of choice and freedom emerged among a majority of students. When students were asked about their favorite trips or their most enjoyable aspects of a trip, the element of choice and freedom frequently arose within a variety of settings and contexts. Ron pointed out his favorite day on the river: “We were able to choose our partners.” During the summer, the Adventure Institute offered a number of mandatory trips, including a few trips where the students could choose between four to five different activities. Josh pointed out choice when it came to these trips: “If it wasn’t a choice trip and people were here, who, you know, did not have the choice, they probably wouldn’t be as motivated.” Adam referred to these trips as well: “I think choice is really important because if a student has to go on a trip he really dislikes and it’s a week long, he’s probably going to be miserable.” He continued by reflecting about his own motivation: “Now I enjoy the trips, I think partially because they are choice trips and we get to choose which activity we want to do.” Casey pointed out his favorite part of a particular trip: “My favorite part was at the end of the trip when we could either play Camou (a group hide-and-seek type game) or rappel off the huge cliff.” Kevin pointed

out choice when it came to climbing: “When you are climbing that rock you are able to choose your own path, you can make it harder or easier, it’s nobody else but you.” Joey mentioned this during the different style of meals cooked on the trips: “Cooking meals out here is a lot nicer; you get to have some say in like how you cook your food.” The diverse structure of dinner meals came up within a number of categories. During the weekdays, a single staff member and one or two students would volunteer to prepare one large meal. Once the meal was prepared, the entire group went through a buffet line to get food and the group ate at one large table. Meals on the trips involved small groups of four where the students prepared and cooked their own food, ate, and cleaned the dishes in their small group. Understanding these meals will be important to understand students’ future comments.

Beyond choice, the concept of freedom was expressed. One of the biggest motivators the staff mentioned involved the free time provided on the trips. Laura explained: “The boys have the most fun during their free time when they can do anything they want.” Joe, another staff member, described this freedom through pirate-battles (this activity created by the students is when they can attack each other’s boats in the flat-water sections of the river and try to flip boats over, acting out epic battle scenes without physically grabbing any students): “They have the most fun when they’re doing their pirate battles. Though they have to stay within the lines of structure, they can jump on each other’s boats, flip each other over and just have that room for freedom.” More importantly, the students themselves expressed this component of freedom when it came to their enjoyment of the trips. Harry described his favorite parts of a weeklong trip not

being the rapids or the structured activities, but instead, the free time when they could do whatever they wanted:

My favorite part of the trip wasn't even the rapids; it was more like the fun that we had off the water. Like we dug a huge hole in the middle of a rainstorm, we did a nine scene skit off a jump rock, or we made a little like fake stunt where a staff got Punk'd by Ashton Kutcher (a popular show on MTV).

The researcher's observations reinforced this event. In the middle of the students' free time, a heavy rainstorm began, and although some students found shelter, many students continued to play in the rain. The staff members joked about how different their motivation to stay in the rain would have been if they were doing a mandatory, structured activity. Gary expressed one of his favorite parts of the trips: "Like free time, like last night's soccer game was really fun, in the dark and stuff, like playing games and stuff and having free time like chilling and talking with people." Finally, Alan described his interest in kayaking because of the freedom encountered on the water (the river trips had a lead gear raft and a tail gear raft, and as long as the students stay between the two boats (several hundred yards) they can do whatever they want): "You can take breaks, you can talk to people, you can connect and have fun, you can do pirate battles, like there's no real limit to like what you can do on these trips."

Personal Interests

Another major piece of autonomy, yet separate from choice and freedom, involved personal interests. Various students mentioned the importance of doing activities that they or their peers were interested in when it came to motivation and enjoyment during the outdoor trips. This concept mainly appeared when students were asked what they would do if they were staff and they were trying to motivate the students.

Alan explained: “One, sit down and talk to them. Find out what their interests are. Two, see how I can incorporate their interests into what we are doing.” Josh described how he would design a trip: “I would make sure that I set up a great rip that’s tailored specifically to that group. Not just pick something and hope it works out, hope that it fits.” Matthew described how he would design a trip if he were a staff member: “Doing what the students want to do to some extent. Not like completely letting them run things but take suggestions from them of what they would like to do.” Although students were forced to go on many trips, offering trips that were more interesting often led to more motivation in the students.

From the researcher’s observations, certain students who disliked the trips found some autonomy when there was something of interest to them. For example, students who loved to bust fires (bow drill fire making) but did not like to rock climb had more interest, fun and motivation in the overall trip. It was frontloaded so that they would have the opportunity to bust fires on the trip. The diversity of trips and the various activities offered on the trips was mentioned when it came to personal interests. Students mentioned that if a person did not like one trip, they could wait for another trip, which they might enjoy more. Furthermore, the staff stressed the importance of offering a variety of experiences, and through these diverse experiences each student often found something in which they had interest. Rachel (staff) discussed the importance of offering a variety of activities because eventually each student grabbed on to something of interest: “I think kids all gravitate towards different areas, you know. And whatever areas grab them the most are what they kind of grab on to.” After explaining the

importance of providing a variety of experiences, she continued to describe why she believed this was important:

I think everybody kind of has a deep-down desire to figure out who they are and what their kind of, what their personal purpose is in life. And the more experiences they're exposed to, you know, some things they're like, I'm not able to do this at all, and some things they're like, wow, I feel like I was born to do this. And then, pick up little pieces here and there, and little by little, they feel like, more themselves, more of a person, more of a member of society... The more experiences you have, the easier it is to kind of define yourself, and figure out who you are. And I think the more sure the boys are of who they are, the more motivated they are at the Adventure Institute.

Beyond the outdoor trips, the use of diversity was also found to be effective in the residential component of the Adventure Institute. Another staff member, Bryan, described this with the students' service projects. He explained that certain students really liked some service projects more than others. Some students really enjoyed walking dogs at the humane society, a few students liked cleaning seniors' yards, while other students enjoyed volunteering for the food bank. He explained that even though all the students were required to go to all these service projects, each student eventually found something he enjoyed about serving the community. Without offering diverse options, he explained, only a few students would have been motivated to do community service.

Escape From Therapy

A final subcategory within autonomy involved an escape from therapy. This was similar to freedom or free time mentioned earlier; however, the theme that surfaced here involved students speaking directly about a break or an escape from therapy. Jared described this within a simple activity of riding in the cars. When asked why he liked the car rides, he responded: "Cause it's not therapy time. It's like we're riding in a car, the

driver's concentrating on the road so he's not going to bug me about this therapy stuff."

Josh explained his enjoyment of the trips as it related to this concept:

I've never been on a river going through rapids before, and just doing that, especially getting out of the house, and just that dramatic change of environment, it was a welcome relief from like the day-to-day usual therapy stuff... You know, the trips are about being outside. It about learning these new skills, getting out of your comfort zone, learning how to be a great skier, be a great rock climber, be a great kayaker, and not so much focus on, my mom hates me, or my parents' issues. And I think that's the refreshing break that makes it so special.

Jeff had a similar attitude towards the trips:

The trips are a lot of fun. It's something that feels more relaxed, and a lot of fun. At home we have all this structure, and we do all this therapeutic stuff, and we have school. I don't know it just feels really good to be able to goof off for a little while.

Many of the students mentioned being in the moment during trips rather than thinking about their past, future, and all the contemplation involved in their therapy. Stan explained a reason why he liked the trips: "I guess because it takes my mind off things and it gets the blood flowing, and I'm focused on what I'm doing, as opposed to what's happening next, or what's going to happen, or what happened in the past." The staff also mentioned this theme, more specifically through Joe's comment:

In a lot of ways, the trips are a time for them to let loose, have fun, be a kid. It's playtime. A lot of it's because there's no structure. Not to say there's no structure, but it's such a dramatic change... They get to jump on each other's boats, and try to flip each other over, and have four people on a boat, and try to take over that boat over there. They're pirates, not therapy kids.

The three subcategories of autonomy may have some similarities, which place them in the same overall category, but, choice/freedom, personal interests, and break from therapy all have separate elements making them unique.

Relatedness

A second major category that surfaced from the majority of students was relatedness. Again, not only did this theme come up for most students, but it was repeated by many students through the interviews and stories told by them. Three subcategories that represented this “relatedness” category are: (1) *friends/peers*; (2) *staff*; and (3) *individuality*.

Friend/Peers

A consistent theme among a majority of the students involved was friendships and relationships among the students’ peers in their previous wilderness programs and at the Adventure Institute. More specifically, students talked about their strong bonds and powerful friendships they created in their wilderness program. As Jared was speaking about his wilderness experience, he said: “A big part of it was the personal connection. And to watch other people grow and achieve. That motivated me.” He went on to say: “I’d definitely have to say the people I connected with was awesome. But specifically just the connection with the people I had there.” Joey’s similar experience in his wilderness program gave him: “...a lot of powerful relationships that I’ve never had. I’ve never had like, really deep relationships with other people.” Ron described his friends at his wilderness program: “The kids there were just awesome. They’re really good friends of mine. We just had a lot of fun.” Casey described the strong friendships he made in his wilderness program:

I have a picture of like my whole group and I look at it every day and it puts a smile on my face because it’s like, god, I was with those people like for ten weeks of my life and I hated them, and I loved them, and I yelled at them, and I hit them, and I pushed them, and hugged them, and we went through so much stuff. You

think about it all the time and wonder, wow I wonder how this person's doing, and this person's doing.

Many of the students mentioned the relationship component to be one of their

favorite parts of the outdoor trips. Josh described his enjoyment for the intimate structure setup for the dinner meals on the trips:

I just immediately started to get to know the other guys on a different level. We did short version of life stories... they stopped being just one of a number you know, one of 16 guys. I got to know them as this guy, or this guy, or this guy. On that personal, I know your life story now. And besides that, just getting to know them and have fun with them and hang out was really cool.

David described another reason why he liked the trips:

It's kind of cool because everyone gets to chill around and stuff, and you get to talk so that's cool...I like chilling out, you know, just relaxing, talking to people. I learn a lot from people here, and it's just, it's fun. I like it when we will play like a game, a soccer game, or football, because everyone has so much fun, not too competitive.

This comment by Matthew further illustrated the importance of relatedness: "It was fun, I just like hanging out with everyone...if you're in a mad mood and you're trying to be real serious and someone makes a stupid joke, you can't not laugh at it." In addition to the students discussing this, the staff also recognized this component through observation.

Bryan described why he thought students were motivated by this social component:

I think relationships are huge. I think that we're naturally motivated to want to feel connected with others, want to feel similar to others, want to feel like others want us around, and so I think it's a huge role as far as motivation is concerned.

Staff

Beyond relationships among their peers, the relationships created with the staff stood out as a separate subcategory among many students. Jared said: "You have staff that have been there with you for however long you have been there, for the whole

season, who are always going to be there for you.” Josh, one of the peer staff who graduated from the Adventure Institute, explained one of his biggest influences in his experience of the outdoor trips at the Adventure Institute: “I would have to say the staff members. Because that’s what, that’s what made it for me.” He continued to explain: “...the quality of the staff members that I’ve found here, who you get to know on an intimate level, and it’s, at the same time they are stoked and very passionate about what they are doing.” Joey described his important relationships with his staff:

I had some really good staff. And they would sit down for an hour and talk with me about whatever, and we would have like important conversations, and talk about future you know, future coping mechanisms, or anything like that. Like, meditation, or like anything. The staff helped me a lot.

Trust emerged among some students, and specifically, the trust between staff and students. Jared, another peer staff, described his previous experience at the Adventure Institute:

A lot of the staff helped me. I began to trust other people, so it wasn't a big deal if someone was here one day and not another, because I did not think they were going to attack me. I did not think that by relying on them I was a loser... More staff helped me than students... you know, if I had something legitimate to talk about, I'd go to them first, they were, I guess my mentor.

Casey described his relationship with staff and how he established trust with them. He had a mutual respect with staff and described how important that was for him as well as others: “It’s cool because a lot of kids that come here don’t have trust with anyone, and like you keep building more and more trust with staff and students, and like therapist and stuff.”

Another component of relatedness that needs to be mentioned involved the positive energy that students received from both their peers and the staff. Jared talked about a beach soccer game during a river trip. Soccer, a game often played during free

time, normally only attracts a handful of students. However, this particular game eventually rallied all the students and staff to play. Even one student who was swimming and did not want to play joined the game by being the ball retriever when it was kicked into the river. Jared talked about how the positive energy created a fun game where everybody was excited and having fun: “The staff was so excited and into it and I was ready to go and other people got other people going.” Josh talked about the time when he was first taught how to ski, an activity in which he first struggled but eventually claimed to be his favorite sport:

The number one thing about it, if I had to pick one thing, it would be about the people who were teaching me, their passion for it. When they're excited to do it and they're just so passionate, they love it, it was contagious for me. Like, I did not have a lot, being at the Adventure Institute that I could just have a woo-hoo about, just be really excited, and to have the staff come in on the weekends and take us out skiing, that was awesome.

More specifically, Josh talked about one staff’s passion for skiing:

It was his first week and I never met the guy before, and all he could talk about is skiing. And just his passion for skiing, and like I've never skied before, I never even saw snow before that point, but it was contagious. Like that's all I started thinking about, I couldn't sleep, I couldn't eat. I just wanted to try it.

Joey talked about two experiences where he believed his positive energy had an influence on those around him. First he explained how he motivated other students when they were not excited to do something. During free time at a river camp, he and a few other students wanted to go on a hike up a side canyon, but not enough students wanted to go, so he took it upon himself to get other students excited. “I try to use my energy to motivate them by being super excited, like, hey we’re going on a hike and pumping them up.” Eventually all but three students volunteered to go on the hike. Second, he described how his group’s positive energy affected random strangers in a heavily populated desert

hiking canyon: “We were just totally having fun, we were an influence on the other people around us. Like we stepped up their fun game.”

Support

A final subcategory found among students which was associated to relatedness was the concept of supporting other students, or being in a role where they could create a better place for their peers. Many students expressed that their motivation was often related to helping their peers. Jared described how happy and how important it was to be a leader and be part of the planning of an activity:

Here's one thing I really liked. So we went to a fair once. It was opposed to climbing, opposed to doing everything else so I proposed that we should go to a street fair. And there was tons of food, there were tons of people, and yeah, the staff took my idea into consideration. They asked me about it, and we worked it out, and we did it. So I was a part of this whole planning. I was a part of all the students walking around and smiling, and enjoying themselves. Being a part of the decision making process is huge.

Adam spoke about his desire and motivation to help other students: “I feel accomplished helping my friends, I feel successful when I can help other people be successful with what they’re trying to accomplish.” Matthew also described helping his peers: “We did a lot of busting and stuff and that was kind of cool teaching the newer students, newer to the outdoors, and teaching them the skills they needed.”

The staff team also described this as being an important role in the students’ motivation. Bryan explained: “Sometimes they learn skills so well they teach them to other students, they get a big kick out of that, they have a great time on the trip, and afterwards when you are talking to them about it.” Rachel described her observations from watching the students around their parents when they visited the program:

And then their parents come out, and they get to teach their parents how to put on a harness and how to belay and rappel. You know, they're even more psyched, because they get to show their parents all these things that they're learning, and their parents are lost, but their kids are pros at it, and they get to show their parents. I think it's really cool.

In review, the three subcategories of relatedness all communicate some type of social connection, whether it is with a friend/peer or a staff member in the program. Moreover, the concept of helping others was another important theme in the residential setting beyond the outdoor trips.

Competence

The third major category that emerged from most of the students was competence. As with the previous two major categories, this theme emerged with a large portion of students, and it was continually mentioned throughout the interviews. Four subcategories represent competence: (1) *control/independence*; (2) *skills*; (3) *leadership*; and (4) *perceived competence*.

Control/Independence

A major component mentioned by students was their ability to feel comfortable and have control of the activities in which they engaged. Ron explained this when talking about busting fires: "It was fun because I became so used to it I could master it in a way. I could use my bare hands and not get burned, because I was so used to handling it." David had a similar comment about busting fires: "Yeah, I was just so motivated just to get that feeling, and know that I could do that." Discussing his excitement found on a 50-mile backpacking trip, Matthew said: "Like, I traveled under my own power. I did not

use any vehicles or anything. Just being able to do it on my own power was awesome.”

Jared explained one of his favorite memories about his wilderness therapy experience:

Well I have to say actually busting, once I got it. And I'd do a fire after a longer hike through the nine-mile canyon, and I did it. It was the same feeling of completing something, and just being grateful, and totally stoked that I did this on my own. So I guess the independence, the learning.

Alan explained the concept of control when skiing: “Yeah, skiing is awesome. It’s just one of those things, it’s like you're on the mountain, you're going down, and you're controlling yourself, and like you have to watch out for your own obstacle, it’s not like someone can watch them for you.” David further emphasized his desire to have control of his daily activities:

For me, my motivation comes from wanting to do stuff for myself. So in bow drilling, my motivation was knowing that I could do that. I wanted to become knowledgeable with knots so I can build shelters and hang bear bags, and learn how to do all these things, because I just wanted to be resourceful. I really like to know all of this; I really like to learn things. And I really like to know that I can use those things and actually do them... So I kind of just want to know that I can do stuff. I try so hard now. I'll lose nights of sleep over it sometimes. I'll keep on doing it until I get it. I so want to get that down, you know.

Harry described his excitement of eventually doing a wilderness skill independently:

“But my motivation basically just came from the fact that like it started off like, I can't do this, I can't do this, until saying wow, I just did this and I did it all on my own basically. I did it by myself and I did not have staff next to me.” Adam described the control he began to feel when he gained competence not only at kayaking, but in his overall confidence:

Like I've gotten better at controlling the ducky and stuff. So it's just been very enjoyable, and this time not just like following other people's lead, like I'm taking my own initiative. I'm saying what has to get done, and asking people to do it instead of always being the puppet who is always doing things everybody tells me to do.

All of these examples relate to the element of control. In a program where control was stripped from students once they walk through the door, it was no doubt that this would

be an important concept. Furthermore, these types of programs may have been the first time when these adolescents really learned to control and be accountable for their actions. These experiences may have been the first time many of the boys cooked for themselves and completely took care of themselves without all the amenities found in their homes and without the assistance of their parents or guardians.

In addition to the students' discussion of the concept of control, the staff mentioned this element when it came to the students' motivation on the outdoor trips. Joe said: "It's pretty powerful when they are able to take care of themselves as a unit, they find their way. And just giving them that freedom to take care of it on their own, without me intervening, is definitely very helpful to them."

Skills

Another significant theme within competence referred to the skills that the students learned on the outdoor trips. Many students mentioned how learning skills helped motivate them not only in the moment but also when it came to future trips. David explained this when referring to all the lessons he learned about running rivers. When asked why he liked kayaking more than in the past his reply was simply three words: "knowledge and experience." The staff took the students through a progression of skills including river hydrology, paddling techniques, safety, and river rescue. David explained how learning more about running a river made the experience more exciting:

Before I did not know anything about rivers I thought you could just go over rocks, and go down swimming and you'd be fine. And I guess, the more I learn about the river, and how it works, the more I kind of get a rush from it because I know that I can't go into this hole. I know I can't go over that rock without getting stuck. And it gives me a rush to say like, that I can go downstream while being safe. It just gives me a different perspective, because before I just thought it was kind of easy and stupid. [laughs] And now I'm starting to realize that it's more of a challenge, and it's fun, you know?

Many of the activities for the students were difficult and scary when students first tried them. As students learned the necessary skills and practiced them, they became more

confident. Jeff described this when canyoneering:

It's still scary for me to do, but it's definitely a lot easier than it was my first time cause I've done it a bunch of times. I feel like I know how to get to the bottom. I need to use those tricks and methods that learned and used in the past. That has helped me get to the bottom and now I can enjoy it.

Many of the students mentioned learning things or gaining skills in just a few words, or they mentioned a laundry list of why they enjoyed a day in the outdoors. Mark mentioned this sporadically throughout his interview including: “and the things you learn,” “and be more knowledgeable when you finish,” “each time you go on a trip you get to learn new skills,” and “because I could see how I was developing those skills.” He went into further depth about kayaking in particular:

Well, on this trip we're like rowing, steering, tipping, flipping your boats, and those types of skills I've never really thought of learning until this trip. But like I'm pretty sure now like when I get home I'm probably going to love to go, and if my friend has a kayak or something just going out. For the repelling things, just learning how to use an ATC, learn like how to do a fireman belay, and my favorite so far is the dry flipping (a difficult skill involving flipping a boat without falling into the water), so that's pretty fun.

This was an important quote regarding intrinsic motivation, because he mentioned he would actually do this at home, a setting where he would not be forced to participate and he would have the ability to choose his activities. When speaking with Matthew, teaching skills came up when he was asked to come up with ways to motivate students if he were a staff member. His first response was: “I think teaching, teaching stuff, could definitely be one.”

Although a number of students mentioned the importance of learning skills and their relationship to motivation, a few students did not have parallel feelings. One outlier, Gary, agreed that although learning things was important for other students, it was not valuable for him: “Yes, I think teaching safety and techniques and stuff is more helpful for other people, but not me.”

Leadership

An additional subcategory within competence was leadership. This referred to students who expressed their excitement and enjoyment of being a leader. Some students discussed the feeling of being an authority figure because they felt superior at something, such as busting fires or being the best climber. This motivational component discussed by students and staff related to competence. Students were recognized for, and realized they were excelling at a particular skill or set of skills, not only technical outdoor skills, but emotional, logistical, and leadership skills. David explained:

I had a position in the group where I was really, I had a strong leadership role. And it was really cool because us students ran the day. And there were two main guys that were the higher phase students, and I was one of them. So I pretty much, I ran the majority of the day, like a staff would. And for me, it felt great, because I really enjoyed that. I really enjoy that position. And that's one thing that made me change a lot, is taking the leadership role, emotionally and logistically.

Jared, a peer staff, spoke about this when reflecting upon his experience as a student:

Putting the students in charge of their day, their 15 miles down the river, is extremely motivating. Because when I was a student and I heard that, that tells me, I trust you, and I think you have the ability to lead yourself, and I'm going to step back, and let you take this on yourself. And then I wasn't afraid to really step up and be a leader.

An important aspect of leadership and authority within these types of programs came with students who progressed to higher phases, as the higher phases required more responsibility and leadership. Casey explained this dynamic:

On the lowest phase you start out with like nothing. You can't hardly do anything, you can hardly talk to anyone on the first phase; and it's like you get to the highest phase and you can carry around knives and eat staff food, you can talk with staff, you can pick where you want to go on hikes. Like you can call back and say hey we need this and this, and this. You can do so many things and it's like when I first came to the program, those kids on the higher phases had that, and I wanted it, and now I have it, and now the new kids want that, so they're trying hard to get it.

The concept of leadership and authority was highly observed through surveillance. Students who were designated leaders of the day or navigators of the day took their roles very seriously. In addition, when students had the ability to row one of the gear rafts, which was rarely allowed, they appeared to have a higher sense of responsibility because they were in charge of all the other students' gear and food. And since it was uncommon for students to be able to row the rafts due to the great responsibility, they knew they really had to focus and take this task seriously in order to succeed and prevent the privilege taken away in the future.

Perceived Competence

The final subcategory of competence deals with the students' perceived competence. This theme often emerged when students were talking about what prevented them from participating in an activity. For example, Alan explained why he did not want to climb in the beginning: "I did not want to suck at it. Cause if I suck at it then people are like, oh wow, that kid can't rock climb, yet they're topping out on every climb they do." This fear of failure seemed to restrain students from participating in certain activities and go on outdoor trips. However, students explained that their fear or low perceived competence was conquered over time after they realized they would be able to succeed. Much of this was provided by the staff's ability to provide successful challenges and split the group into varying ability levels. Alan described this within the activity of skiing and snowboarding. The students were split into multiple groups of similar abilities, preventing students from being in groups that were too advanced or too boring for their skill level. Alan stated: "So you can enjoy it and not have to really worry

about, oh, that person is so advanced that they're going faster than you are or this person still needs work and he's a half mile behind you." He explained why he thought everyone enjoyed the skiing and snowboarding by saying: "I would say that they (staff) don't try to get you in a group with people that are not outside your skill level. It's like they try to get you in the skill levels together."

Another important aspect of perceived competence involved the students' vicarious experiences. Students who felt that they would not be able to do an activity or perform a task became more motivated when they saw their peers succeed. Ron explained his drive toward busting his first fire. After failing for multiple days on end, he explained that he kept pushing himself when he was: "...seeing other people do it, and then I really wanted to get it, and I was annoyed that I couldn't do it so I just kept trying." Matthew felt the same way when it came to busting fires: "I mean, I saw all the other kids getting embers and it looked like it could be a possibility." When scouting a rapid, Casey described how his fear and anxiety for kayaking one of the biggest rapids began to diminish after seeing other people run the rapid:

I think that definitely lightened the mood a lot just because like, especially if you're scared about hitting rapids and people are going through them and like waving while they're going through them and screaming at you and like where people are pulled off to the side and you're going through and people are cheering you on and stuff.

Outside of specific activities on the outdoor trips, many students referred to this theme when talking about their therapeutic progress. Jared talked about how he was not motivated to make any progress during his first few months at the Adventure Institute, but that he eventually became motivated when he saw his friends achieving success: "To watch other people grow and achieve, yeah, that motivated me." Casey mentioned a

similar drive for his therapeutic progress in the program. When asked what motivated him to advance his phase, his response was:

Well, the people who come after me like two or three weeks, it's like wow, they are on the second highest phase and I'm still on the second lowest phase, like maybe I should start doing work. So, I like put a bunch of effort into therapy and getting my signatures to move up a phase.” (Signatures are required for phase advancement indicating the completion of specific therapeutic assignments.)

The concept of perceived competence may have initially prevented students from participating for fear of not being able to succeed. However, through witnessing successful vicarious experiences and finding success through properly structured activities, this constraint on motivation eventually became less of an inhibitor on the students' motivation. In turn, it provided students with the drive and motivation to participate in outdoor activities as well as their overall therapy.

Challenge

The category of *challenge* emerged as an important component to students' motivations. It could be argued that this category belongs within the larger concept of competence due to the idea that students are testing their competencies. Although this element of motivation that emerged from several students was, at times, related to competency, it was often unassociated with a skill or ability. As an additional subcategory within a larger encompassing category, the significance and importance of *challenge* continuously mentioned by a majority of the students might be lost or glossed over. Having *challenge* stand as its own category provides the reader with a better understanding of its value when it comes to these boys' motivation. Two subcategories

make up this concept: (1) the *challenging activity* itself (both associated with and without competencies); and (2) the *accomplishment* of those challenges.

Challenging Activity

Motivation described by the students was often related to activities where they were challenging and improving their skills or where they knew they were enhancing their own abilities. This challenge associated with competency was illustrated by Adam as he described why he enjoyed a river trip with rapids more than a flat-water trip experienced earlier that summer: “Also, it’s been more challenging than just flat-water, so it’s given me more opportunities to learn how to do control my boat, be a more efficient paddler - you know.” Casey explained how he challenged himself when he could already climb a specific climbing route: “I’ll try to use different ways to go up it, like make it more of a challenge, like going up with my feet and only one hand. I like to keep challenging myself in many different ways.” Challenge was discussed by many students where it was not directly related to competence. Jared, a peer staff and previous student himself, was asked: “When are the students the most motivated?” His response was: “When they are pushing themselves, individually, not as a group.” David described his favorite part of a particular river trip:

Probably going down the challenging rapids. I am starting to realize that it’s more of a challenge, and it’s kind of fun, you know. But I think the favorite part is when we had waves that you actually have to try and avoid, because then it’s like more of a rush because then you have to get there, or else you’re going to be going toward a rock, and that’s kind of fun you know.

Similarly, Josh described his enjoyment for rock climbing: “But it’s a challenge in the sense that I can’t just do it easy. I have to push myself, get out of my comfort zone, and it

takes some work and effort to get there.” He continued to talk about challenge when it came to his experience skiing: “I loved it immediately. It was challenging, a healthy challenge where I could push myself, and I could get good and get out of my comfort zone going down a mountain fast. There's nothing much better than that.”

The theme of challenge was often discussed even when a task could not be fully accomplished. Alan described this: “Rock climbing is a lot of fun for me now. I think that any challenge is a challenge. Like, you might as well start it and if you can't complete it, then you know what, at least you started it.” Although other students shared Alan's feeling that challenges do not necessarily need to be fully achieved, more often than not, the combination of challenge and success was highly discussed among students.

Accomplishment

The association between challenge and success was a concept discussed in many participants' interviews. David described this element in his experience trying to bust a fire, a challenge for most of the students:

Umm, busting you know, I tried so hard for a couple weeks. Then I tried kind of mediocre for a few weeks. And you know, I couldn't get them, but I was like, whatever, no one's getting it. And then there was one point, where I remember I kept on trying for days, like sweat would be pouring off me, and I snapped a couple bows [laughs]. It was so intense. And then finally, after trying so hard, I started to bust fires every single day.

John further emphasized this relationship between challenge and accomplishment with his story about busting fires: “It seemed like it was something only super strong people could do. I never really thought of it as something that I could accomplish. So getting there and actually being able to get smoke; that actually gave me motivation to keep on going.” Lastly, Alan described how he surprised himself with his ability to bust a fire: “I

did end up busting two embers one day. One right handed, one left handed, which was pretty amazing for me. I never knew I could do it.”

The activity of rock climbing was also often discussed regarding the connection between challenge and accomplishment. David explained:

I love rock climbing. It's fun because it's just one of those sports that for me it's challenging. But it's attainable. It's a challenge for me, but at the same time, it's something I that I know I can do. And it's just one of those rewarding tasks, it's a challenge and you can do it, and then as you go up and see how much you've done. It's a really cool feeling.

Matthew shared this enthusiasm: “That internal felling of like, topping out a climb or just like thinking it's just cool to push myself, instead of having things handed to you.”

Beyond busting fires and rock climbing, additional students described similar experiences linking challenge and achievement. Adam described his favorite part of an overnight winter snow shoeing trip where he and a few other students were trying to push a heavy gear sled up a steep hill: “Trying to get the sled up that huge hill was great.” The observed smiles and pride that he and his peers had when they finally completed the difficult, 10-minute task highlighted their success. Kevin, a student who often expressed his dislike toward outdoor trips, did have this positive comment regarding the trips: “So I guess for me personally, I guess it's more like just overcoming the challenge thing that's good for me. Aside from that I really don't get much out of them.” Dustin talked about his feeling when he finally gathered the courage to jump off a cliff into the river: “You know, it took me awhile to jump off it, but when I did, I remember feeling really good about it afterwards.”

In addition to the students' interviews, the challenge/accomplishment element of motivation was an important aspect found in the staff interviews. Rachel described one

of the students who presented himself as hating outdoor trips. During the very last day of a weeklong river trip, he successfully learned how to roll a hard shell kayak, allowing him to use the kayak through the last three rapids on the trip:

And when he went through those rapids, coming out of those rapids he was grinning from ear to ear. And just practicing doing a kayak roll before doing the rapids, having that success and then everybody cheer for him, when he had that success, that was priceless, and by far I think the most elated I've seen him on the trip.

Rachel also reflected upon a student who would not jump off a rock into the river while the other students jumped and climbed all over the rock for over an hour. Eventually, the student walked near the edge, hesitated for a minute and jumped: "I was like, there's no way this kid is jumping off that rock. And he jumped off of it into the water, and when he came out of the water, he had a huge grin on his face. Like, he totally just conquered this huge fear. It was pretty awesome." Laura shared these feelings when it came to busting fires. More importantly, she explained that the accomplishment was more significant when there was more of a challenge:

Busting fires is huge. It's a huge step for certain kids. For some kids it isn't actually a huge step at all, like they are just naturally inclined. They can bust like right off the bat. But the kids who struggle with it, when they finally do get to do it, it's like a huge thing.

Natural/Outdoor Environment

The title of this category may not accurately describe all the diverse components and subcategories within it. Overall, the themes represented by this category primarily require the natural/outdoor environment for their creation. The students' descriptions of these themes were directly related to the activities and the natural environment

experienced during their outdoor trips. These subcategories in no particular order include: (1) *stimulus arousal*; (2) *action/adventure*; (3) *nature*; and (4) *natural consequences*.

Stimulus Arousal

This subcategory describes the internal physiological feelings of arousal that students experience through a variety of the outdoor activities offered on the trips. Many students spoke about the excitement and the thrill they got through a rush, or some type of physiological sensation. Again, these themes fall within the *natural/outdoor environment* category because these feelings were created through participating in activities that happened in the outdoor environment, and would be difficult to reproduce in a building or residential environment. Multiple students specifically used the word “adrenaline” when referring to certain activities including Matthew: “And then it’s also just like, kind of the adrenaline thing, I really find that enjoyable.” This also surfaced for him when he was snowboarding: “While I’m snowboarding, just like enjoying myself as I’m going down the hill. Like, the adrenaline rush is definitely a big part of it. It’s definitely something I really enjoy.” Stan mentioned this in regard to river trips: “I love being on the river and going through the rapids, and the adrenaline rush it gives you.” David also expressed similar feelings about the river: “...and it gave me like a rush to go downstream.” Finally, Ken had these feeling when canyoneering: “For me it’s a rush just being able to get out there and go through slot canyons.”

Likewise, an arousal feeling was mentioned when referring to jumping off a rock into the river. More importantly, this pursuit provided a different experience compared to the similar activity of jumping into a swimming pool. When speaking to a student who

competed on a high school diving team before coming to the Adventure Institute, he was asked how he liked jumping off the rock into the river earlier that day. He explained that he had more of a rush simply jumping feet first into the river than he ever did doing flips and tricks off of a high diving board into a pool. He continued to explain that jumping into the river was more of a rush because he did not know what was under the water and that it was not a controlled environment. Even though the staff had checked the river depth and other students had already jumped off the rock and nobody touched the bottom of the river, he still had a feeling of uncertainty because he could not see through the muddy water. He explained that swimming pools feel so controlled because the water is clear and there is a lifeguard and a coach, and although it's more challenging doing flips, it is not as much of a rush. Stan reiterated this feeling: "...and jumping off the rock, I've always loved jumping off of things into water. It just like, the feeling you get is really cool."

This rush also materialized as a replacement for drugs, which was not surprising since many students in these programs had a history of drug use and many were working toward a future, sober life. Although surfing was not an activity offered at the Adventure Institute, Ron described his connection with surfing and the water, an activity which takes place in the natural/outdoor environment: "I don't think about using drugs when I'm surfing, when I'm like on the water, just watching waves. It's like, that's my high. I don't need anything else." Jared recalled one of his favorite memories that took place after climbing all day: "Like, my arms hurt, I'm tired, but this is awesome. This is a good feeling. I want to feel this way forever. That would be a memory I would cherish." The researcher followed this comment by asking him to discuss more about that "feeling,"

and why he liked it so much. His response was: “Well, it was almost the same feeling that drugs gave me.” Josh mentioned this when he recalled a catchphrase he used when describing skiing: “I remember back when I was at the Adventure Institute. Probably like, two weeks into the ski season, that’s when I just started skiing. My catchphrase was ‘This is better than drugs’.”

Action/Adventure

The element of action and exploration was expressed by a number of students. The subcategory needs little explanation regarding its association with *natural/outdoor environment*. Many students recall their favorite experiences in terms of this theme, which all took place in the natural environment, such as climbing rock, hiking and rappelling down a canyon, and of course their experiences on the river. Again, the adventurous component within these outdoor trips would have been difficult to reproduce in a nonnatural environment. Additional factors within this subcategory also include students talking about activities that were action packed with a lot happening, as well as activities where there was a sense of risk or uncertainty. Matthew felt this way about kayaking: “The rapids are definitely fun. They’re always action packed.”

Canyoneering, which involved rappelling down and exploring extremely narrow and deep canyons provided an adventure for multiple reasons. For Kevin, this sense of adventure was produced by the perceived risk of canyoneering: “That’s one thing I really enjoy, like whenever you’re completely strapped into everything (referring to harnesses and ropes), where there’s like a possibility of you getting hurt, like pretty bad if you do something stupid.” Casey explained his enjoyment of rappelling while mentioning risk

by using the word *sketchy*: “We did this huge rappel and like your feet weren't even on the wall, you were just like hanging there and it was like really sketchy, but it was really fun.” Beyond associating risk with adventure, students also mentioned how exploration increased their sense of adventure. Harry described how his experience canyoneering was exploratory:

It's not just the rappelling, it's the slot canyoneering as well. Just like squeezing through places that you don't think are possible, but you're just going down basically to the unknown. Like you don't know what's down there, it could just be a big pool of water, or it could be just more sand and dust. The fact that people are at the bottom just saying 'wow' this is really cool, you hear “look at this”, it's awesome because you hear that and you just want to go down and see what's down there... it was always fun to see what was down there and behind the next corner or over the next ledge.

Whether it was canyoneering or another activity, not only did participants talk about exploration and risk being motivators and exciting reasons to go on a trip, they also became more excited than usual when telling these stories. Casey explained how excited he was when he told his family about a trip he went on:

I told them it was awesome, and they're like ‘that sounds scary’, and I am like, but oh it was so much fun and there was a three-foot rattlesnake two feet from me when I was grabbing a backpack and it could have bit me and it was awesome. I don't know, just that kind of stuff makes the trips like worthwhile, just like seeing stuff you definitely wouldn't see in the city.

During the interview with Josh, one day prior to hitting a number of rapids, he described his and his peers' excitement about the prospect of paddling the rapids. Having never seen or experienced rapids in a kayak, his response was: “The rapids, that's gonna be like, the end all, be all of human existence.” After running the rapids, Casey explained his adventure: “Hitting the rapids was really cool. Especially because you go up and you see that huge drop and then you just go down and up in like two seconds and then you're like in the air, out of your ducky and you like pull yourself into it.” Similarly, the component

of adventure and risk emerged as Joey talked about the excitement and anticipation he had with his peers while scouting a rapid: “Cause you're looking at it, like, hey, that's a big wave. And everybody is like, oh my god, are we going to die?”

Staff observations recognized the theme of *adventure* to be a powerful motivator. The students were always more excited to do a new hike, climb new routes, run a new river, or go down a new canyon, rather than something they had already done. However, this was not the case when they were going back to a place where they knew there would be a lot of action and stimulation. This was also observed with specific ski runs that provided more action, as well as specific river sections that had good sections of rapids. When returning to these places, the students were eager because they knew the rapids were going to be big, fun, and exhilarating. This was apparent with 2 particular students who often complained about the outdoor trips and tried to manipulate ways to avoid going on them. On one particular river trip, 1 student was even willing to lose his phase privileges in order to ride in the vehicle with the staff driving shuttle rather than running the river. The researcher's field notes explain: “He was claiming that he wouldn't go, and he did not want to go, but he ended up going anyway. In fact, halfway through the rapids, he specifically told me he was glad he went, and that he enjoyed it.” That same trip had another student (not interviewed) who frequently criticized the trips and was not happy to be going on the river. Although most of the students managed to stay upright through all the rapids, this student flipped his kayak. The field notes described this event:

We had a couple students who fell out, and flipped out of their boats. Peter (pseudonym) flipped, and at the end of the run he came up to me and told me that his favorite part of the whole trip was when he flipped, which I wouldn't expect from that student.

Nature

The final subcategory of *Natural/Outdoor Environment* involved the basic setting of nature. This theme did not include the activities on the outdoor trips; rather it simply referred to the native, peaceful atmosphere that the natural world provided. David described this well when explaining why he liked going on the trips:

I like the breeze, you know the wind, the weather, the sun, the moon, you know, clouds, the plants and different drains, and just views. Like the environment of it, kind of gets me... It puts me in a place unlike anywhere else. It's nature, and it feels natural, everything, I mean you can feel stuff. You can smell plants and trees, and you're in the world that it feels like you should be in. It feels right to me.

Beyond David, many students briefly mentioned this piece when describing their favorite aspects of the trips. Alan simply stated: "And like you're in a beautiful spot, like, it's not like you're there every day." Josh explained: "I would rather be outside than, than, you know, in my mom's basement watching a movie any day of the week." Jeff described that he preferred the trips in the desert because: "I really find deserts beautiful so I really, I really like the environment." It is obvious that these experiences could not be found in the city or at the students' residential location. Matthew pointed this out as well:

I think one of the biggest things is just like the scenery. There are views out in nature that you can't really get living in the city, and fresh air. Just like none of that everyday noise and light pollution. It's just more natural I guess... You can't really beat waking up in the morning, and it's cold out, and the sun's rising.

Jeff added to this by saying: "One of the coolest things, I think, is to you know look up at all the stars in the middle of the night, which you can't do in a city."

Natural Consequences

A final subtheme that falls under the umbrella of the natural/outdoor environment was the concept of *natural consequences*. Some students and staff reflected upon the

power of natural consequences when it came to student motivation. This could also fall under the category of *external consequences*. However, due to the outdoor setting, there is a natural, external reward or punishment involved, justifying this subcategory within *nature* since these consequences require the natural environment in order to take place.

Jared explained that he and his peers took things more seriously in the wilderness because:

Well first and foremost, we're out here. If something happens, if people get hurt, it's real, you know? And this guy over here is wearing a makeshift sling (referring to a student who injured his shoulder earlier). So that's an example of how real the situation we're in. We have to be real. It's not like we're lining up to get in vehicles (a common occurrence back in the city whenever the students go off-campus), it's just, you know, we're out here.

David described the simple need to wash hands in the field and how the natural consequences motivated students to be hygienic:

It's motivating for health you know, like washing your hands. When people know what it's like to get the funk they aren't going to refuse to wash their hands for a slight protest and get a gastrointestinal problem, then they're pretty much screwed. The natural consequences are what really grabs the attention of people.

Mark described his change of behavior when he was sent to his wilderness program: "I used to be really pissy and if I did not get my way, I would destroy things, and stuff like that; but then in the wilderness you really can't do that." The natural consequences motivated students, especially on expedition-based river and backpacking trips involving multiple days of travel. The field notes and observations recognized multiple events where students worked hard to travel extra miles on the river in order to have less miles to paddle the following day, or to be able to sleep in the following morning. In fact, one day the boys all voted to travel as many miles as possible in order to try to have a layover day where they would have free time and possibly go on a hike through a side-canyon.

Since the group needed to travel an average of 14 miles per day in order to be at the takeout on time, this presented a natural consequence. In this example, drive and motivation pushed them to travel 28 miles in one day on completely flat water. This was an impressive accomplishment as they paddled into the dark to reach their goal - even the staff was tired at the end of the day. A similar event happened when a group of students not only climbed the highest peak in the state, but in that same day voted to continue to hike through dinner, and eventually backpacked a total of 26 miles over a 16-hour period. This hike, equivalent to a marathon, most likely would not have taken place without the influence of the natural consequences.

A final observation that further emphasized the power of natural consequences involved mosquitoes. On one particular trip, the unanticipated mosquitoes were extremely thick and relentless, and due to the sleeping arrangements within the program structure (the students had to line-sleep, head-to-toe under tarp-like shelters), there were no enclosed shelters or tents to escape the bugs. The first night, the staff repeatedly told the students to put on long-sleeved shirts or jackets to avoid being bit. Most of the boys did not listen, and woke up in the morning covered in bites. This natural consequence truly motivated the boys because that evening every student was covered head-to-toe in rain pants and raincoats with hoods to avert the mosquitoes. Plus, students were inventing ways they could sleep without exposing themselves to the mosquitoes, including using a tarp as a sleeping bag, and laundry hampers (used for air drying dishes) as head nets. Most astonishing was the fact that they not only voted to, but actually woke up at 5:30 am in order to pack up and get on the river (a mosquito free environment).

Waking up the students before 8 am was usually a daunting task; the student motivation caused by the annoying bugs was truly amazing.

The natural/outdoor environment provided a setting unlike that which is found in the city. According to the students, the types of activities and adventures that took place in the wilderness provided them with *stimulus arousal*, *action/ adventure*, and a place to simply be in *nature*. In addition, the natural environment helped students' motivation through *natural consequences*. As mentioned earlier, the natural consequences discussed are closely related to *external consequences*, which is presented as a minor category.

Minor Categories

The minor categories emerged from a smaller number of students, as compared to the five major categories. Again, these categories may have been just as significant as the major categories depending on the student, though they were only recognized through a smaller number of students. Yet, the distinction of major and minor categories was done with caution. It is important to point out that these themes may not have been mentioned as much due to a wide range of reasons. First, these themes may not have emerged from as many students because they were not often recognized to be motivators. The concept of motivation was no hidden secret to the students. The simple use of the word was tossed around when students were unwilling or unhappy to participate in activities, chores, or certain expectations. For example, students heard the staff talk about presenting a variety of choices in order to motivate the group, so this was not a surprise to the boys. Furthermore, one of the minor categories is *exercise*, which was rarely associated with motivation since students were forced to do exercise during their daily

schedule. For example, at the house, the staff supervised the boys every morning as they exercised instead of participating with them, a much different dynamic when compared to floating down a river along with the staff. Students heard staff talk about exercise as a punishment or an intervention to “get rid” of energy, or “they’re being too rowdy, they need to do some exercise.” The perception of exercise may not intuitively have been considered a motivating component within many of the boys’ lives. Especially when it often replaced other activities in which the students participated before attending the Adventure Institute, such as watching TV, playing video games, hanging out with friends, doing drugs or using alcohol.

Second, the minor categories may not have been as developed in the minds of the students as the five major categories. An example of this falls within the category *personal development/therapy*. Unlike *relatedness*, *competence*, and *choice*, three concepts people are exposed to at a very young age, *personal development* and *therapy* can be new concepts for many students, which were forced upon the boys in their new and unfamiliar therapeutic environment. Not only were these concepts novel to many of the students, many students often felt resistant to the idea that they needed to “change” or “develop.” This could have had implications when it came to a student voluntarily describing what intrinsically motivated him to participate in outdoor trips and have fun. Therapy was often considered work in the students’ eyes, and not often associated with having an exciting day on the river.

Third, the researcher’s personal bias involving the influence of Self-Determination Theory on intrinsic motivation could have played a role during the interview process. Although a semistructured protocol assisted in the interview format,

certain probing questions could have focused on those major themes while disregarding the minor themes. A thorough review of the transcribed interviews did not alert the researcher to this concern; however, it could have played a role and is worth mentioning. After careful consideration of these concerns, the delineation between major and minor categories appeared to provide a more accurate description of the thematically connected categories emerging from this study's participants. The next section, describing minor themes, provides the reader a more descriptive understanding of the importance of each theme from the perspective of the students in this study. A thorough description of each minor category follows.

External Consequences

An additional theme related to the students' motivation involves both rewards and punishments. Although this study aimed to understand intrinsic motivation, extrinsic consequences and behaviorism can drive extrinsic motivation, and this theme, presented by the students during interviews, cannot be ignored. The use of extrinsic motivation was highly utilized by the staff and, as previously mentioned, the structure of the overall program. This theme was not mentioned by a large portion of students; however, it is part of the students' daily structure. The lack of informants discussing this category may be due to the fact that the interviews addressed intrinsic motivation, students' enjoyment of the trip, and did not question or probe this extrinsic element of motivation. Having said that, it is interesting to note that some students still ended up talking about this extrinsic type of motivation.

A common external consequence discussed involved the students' phases. A student's phase determined numerous privileges, such as more freedom to roam around the house, fly home for visits, wearing personal clothes rather than a uniform, and more. In addition, the students knew that their behavior and performance during the outdoor trips carried a lot of weight when it came to phase advancement. It would be naïve to think that this component would not have an effect on a student's motivation during a trip. Harry illustrated this concept: "Well, like if I cooperate with the staff and do what they want me to do and it looks like I'm trying hard, I'll get a good report and I'll move up the phases faster." The importance of not dropping to a lower phase was important to Stan's motivation on the trips as well: "And also, keeping my phase is a big part of my motivation. Because I don't want to get dropped before I leave."

An interesting component about this theme was that many of the students never mentioned these rewards and punishments until they were asked how they would motivate students if they were staff. So even though they may not have seen this as a motivator when they discussed their favorite memories or their favorite parts of the trips, they did recognize that it was indeed a powerful motivator. When asked how he would motivate students if he were a staff member, Ron's answer was: "I would give like more privileges in the phases. So if they're not that motivated, they're going to hopefully be motivated for something like that." Gary answered this same question:

I might have higher phases have more home visits and more time out of the house. I feel like the privileges you earn, like the things you get once you move up the phases, they get more and more lenient, I mean you get more privileges. I think it's more fun in the higher phases; you get to do a lot more things, so it's just motivating to know like what's on a higher phase, like you get more privileges and stuff.

Another concept emerging from this theme was that rewards are better than punishments. Many of the students added a clarification that they did not like the idea of punishment but that it was fairly effective. Jeff explained:

I mean it's sad, but like taking away P food (bags of personal food that each student gets after arriving to camp), or waking in the morning. I think the biggest one is sleeping. If you take one hour of sleep away everyone's pissed off, but they are going to work hard the next day to get that hour back.

David shared similar thoughts: “Unfortunately a main motivating factor is when you take stuff away.” Adam expressed his hatred of punishment, yet explained its effectiveness:

I hate doing this, and I hate getting it, but motivating through threatening, kind of. I think threatening is a great motivator, I just think it could be very motivating to students. Okay, like if you guys don't get out of the river by a certain time today, or tomorrow morning, you guys are going to lose your Friday night movie for two weeks, or a week or something like that.

Contrary to the use of punishments, the use of rewards was effective, David said:

Like if you do this morning, then we can get like a dessert or I think a lot of times that's what it takes. You know, make sure you pump up the boats before you get food, and stuff like that. Like in wilderness we had to set up camp or break it down before we ate. And I think that people need those kinds of motivations for a lot of things.

Josh explained a memory where a reward helped the group's motivation: “If you guys can take care of this by this time you can watch game seven of the Stanley Cup. Immediately when you said that, everyone started getting excited, like, oh man this is going to be awesome.” Rachel (staff) made a distinction when it came to consequences. She described how they were useful and necessary with newer students, but as the students advanced through the program they became less effective and more importantly, the students became more motivated for internal reasons:

Positive and negative consequences are like the baseline for treatment centers, the easiest thing to resort to at the time. The behavioral model is like a starting point. It's not an ending point. It's like we're starting with the most basic thing. This kid

is coming from home, where he has done X, Y, and Z, he's failed out of school, he's been using drugs, and being defiant. He's had trouble with the law, whatever it is. You're not going to start with just having them be internally motivated. So you have to find a starting point. So I think you use that as your springboard. You use those positive/negative consequence as your springboard, and then you create exposure, and experience. You get them looking at different areas that they haven't been looking at within themselves, within the way that they react with others, within the community, and then it starts to form. You have to have a starting place.

Overall, rewards appeared to be a stronger theme among the students interviewed.

Students mentioned an array of rewards that helped motivate them in the past, as well as what they believed would motivated the group more, including: graduating from the program, phase advancement, home visits, the Friday night movie (typically the only time the students were able to watch TV), music privileges (especially in the vehicles), food, dessert, candy, sleep, and free time.

Exercise

Exercise did not present as a strong theme as it was not mentioned by a majority of the students, but it did emerge as a motivating element for certain students. Here, the students discussed their enjoyment or motivation to go on outdoor trips based strictly on the concept of exercise such as getting in shape, getting stronger, or just simply being physically active. Alan reflected upon his past life back at home and related it to outdoor activities:

The exercise for me, back at home, like I used to walk all the time, so I would like always get in my daily amount of exercise and stuff. But like exercising can be fun. Like climbing up on a bunch of rocks, people wouldn't think it would be exercise, but when you really get up there and are out of breath you're kind of like, holy crap, nice.

Harry discussed a trip where he simply sat and refused to climb for the first 2 days.

Eventually he became motivated to join the group and started to climb. He explained why he decided to participate: "I felt that exercise by climbing or going on a hike would help me start to feel better; and also just because I was sick and tired of sitting down, and I wanted to do something." Casey expressed the exercise element presented by outdoor activities: "I also get a workout by climbing or rafting or whatever." He continued to explain how climbing provided exercise for students who would rather not be doing outdoor activities:

Like kids that are athletic but like hate the outdoors, or would rather go lift weights than go rock climbing and they're arms are like shot from climbing five climbs, and they're like oh I'm so tired. I'm like, really? I thought you wanted to go lift weights, and they're like, "you're funny."

Being physically active is highly motivating for many students, even those who claimed that they did not like the activities. Stan discussed this: "Physical activities keep me in the moment, and always having something to do keeps me in the moment, which is something that I am working on." Matthew simply stated: "One thing is that physical activity is really enjoyable for me." One of the staff members, Ben, was surprised to see so much physical activity during free time on a river trip:

The students are always active during free time. They're never, in their free time going, 'I'm going to sit here and rest.' It's never that, and that's what I expected. That's what I figured it would be. Instead they are all doing something active, soccer, swimming, like burying people in the sand.

His amazement brought up a good point because often times staff were challenged to get students to be active. Trying to rally students to play basketball or football at the house was often difficult, only a few students would actually play while many sat in lawn chairs

reading or listening to music. Yet, in their free time after paddling 15 miles all day they continued to be physically active.

A final example of the physical exercise experienced by the students was expressed through Kevin's explanation of how the workouts done through the outdoor activities helped him become healthier and more physically fit over time:

When I first got here I was 6'1" weighing in at 125 pounds, and now I'm like 6'1" and 3/4 and I'm like 168 pounds, big change. And, like I've gained a lot of muscle, still skinny, but a lot more toned, stuff like that. Like I just look a lot better. I had these body image issues, where I'd like try and see how long I could go without eating and stuff. And the only time I would ever eat like at that point was when I would go outside because I knew I needed the energy.

Personal Development/Therapy

The final category presented includes motivations that were driven by the desire to positively develop, change, or work toward therapeutic goals. Two subcategories make up this category: (1) *presently* (the therapeutic value in the moment of the trip); (2) *learning transfer* (things that would help students in the future).

Presently

This subtheme entails the present benefits that students received by being involved in the outdoor trips. More specifically, some students expressed that their motivation often came from knowing they were getting some benefit from the outdoor trips which either helped them therapeutically or helped them live a more emotionally stable life. Casey talked about how happy he was that he had been exposed to beneficial therapy through the overall program, as well as the outdoor trips:

The Adventure Institute has done like so much like therapeutically. But the weird thing is I've learned just as much stuff on like weekend trips like therapy wise like a staff will be like you don't need to talk like that, you can do this instead...I learned just as much therapy stuff like on weekend trips as I do when I'm sitting in my therapy session. Which I never thought would happen and like I learned that I do therapy here on the weekend trips.

Alan described how he was able to reflect upon the events that took place during the outdoor trips and related it to his therapy:

The tough hikes and trips like, it really gave you a way to reflect back on your therapy and kind of show like, if you really looked into it like I did, there's the ups, there's the downs, there's the really difficult parts, but you do eventually pull through and there's really something good on the other side, like the campsite.

Joey explained his relationship with the outdoor staff being helpful to his therapy: "I would have important conversations with the staff and talk about the future, you know, future coping mechanisms, or anything like that. Like, meditation, or like anything. It was just like the staff helped me a lot." Many of the students were often experiencing a lot of stress at the Adventure Institute. They described that they were forced to live with 15 other boys. They had to work with multiple therapists, a psychiatrist, schoolteachers, and an array of staff. On top of that, they were often dealing with heavy topics in their therapy, working with family and personal issues. Not only did the staff discuss that the outdoor trips seemed to provide a stress relief for the students, some of the students referred to this idea as well. Kevin described the outdoor activities to be "a big stress reliever." Harry went into more detail:

These outdoor trips basically are just like, they're ways to get out stress in other ways like we do multiple things of exercising, rock climbing, rafting and then we get to see things, that are like once in a lifetime chance, things, like the canyons that we do, the repelling that some kids do...being angry and exercising both go together, and to get anger out. I need to do stuff, like, so the weekends do that.

Another aspect of students' current therapy involved their ability to reflect upon what they were learning, who they wanted to be, and how they could get there. Without adequate time and opportunity to think about these changes it was difficult for a student to progress. Student interviews discussed the process of reflection being a critical piece of the outdoor trips and their inherent structure. Matthew described his memory of a fun trip involving this idea: "I remember that trip being really cool, because we did the rappelling and it just was really cool being in that canyon, and we had a lot of like reflection time." He continued to describe why he liked P-time (personal time or solo time, when the students are separate and on silence for a period of time): "I don't know, I just like the reflection. It's really cool... And just like, being in your own head, just like, I don't know. The P time, what's really cool is you can get away from other people, and just like, sit there and think." David described the ability to be free from distractions and simply "think" during the car drives at the end of the trips as they drove back to the house: "And you get to like, go into your head for a while, which is something I like to do, and think about things. And then, it's just like you don't have any distractions, because everyone's just tired." Alan mentioned this element by simply saying: "I really like the personal time just 'cause you get to reflect and like you're in a beautiful spot."

Again, as previously mentioned, this element of motivation in the outdoor trips potentially plays more of a role than what emerged in the interviews. Students often felt resistant to therapy since they were forced into it, which may explain why a larger number of students did not mention this theme.

Learning Transfer

This subcategory provides interesting insight into the students' motivation. The idea behind *learning transfer* combined the experiences that allow students to enter future events with a broader knowledge of what they are capable of achieving, and how to live a healthier more desirable lifestyle for themselves and their parents. This deals with personal development and therapy because according to the students, their experiences and memories will assist them in future successes with their life goals. The interesting idea, though, is the fact that this did not become a motivator until they had seen its value. Many newer students were unaware of how their experiences would benefit them in their development or therapy until later on in their experiences within the outdoor trips. However, once they did get to that point, this became a feature in students' motivation to participate in the outdoor trips. Matthew described how he extended his graduation date in order to go on another trip, a plan he never would have considered when he first entered the program:

I could have left like, this past week, but I wanted to stay for this trip. I mean, I really enjoy the trips, and I think definitely what the Adventure Institute's providing is like a once in a lifetime experience, and I definitely don't want to miss out on any of it.

This transfer of experiences was also explained through Jared's experience as a student. He described how a staff member taught him to work toward small goals. Rather than have the goal to reach the summit, he could set smaller goals to make it to a tree or a rock. Jared explained how this powerful experience transferred to his future life: "The trips are about a full experience, a lifetime experience. And I was able to take that with me forever. Every race, every, every run, everything. That's what I remember about that day trying to climb that mountain." He continued explaining how those experiences led

him toward a new, sober life, and without that exposure he would not be where was at the time of the interview: “I did not believe that I would ever graduate or that I would be applying to college, I'd be hiking 500 miles, I'd be doing all this stuff because I never knew about it.”

Many students talked about their memories of trips, their successes, how they worked so hard toward something, and eventually accomplished so many challenges. The interviews consisted of students recalling those moments and memories that they would keep forever. For example Adam said: “I've come across a lot of memories I'm going have in my memory bank for a long time to come.” It is those memories that will hopefully one day provide additional learning transfer, so long as students reflect upon them and learn from their past experiences. Through the use of experiential education, the staff and therapists provided facilitated reflection for students to learn from the trips experiences, and learned a skill to reflect on previous life events. Although this future learning transfer may not have motivated students in the present, powerful experiences and memories from their trips made them more excited for future ones. Casey often brought up a powerful memory during conversations with his friends, and in the interview:

I climbed this 400-foot climb with one of the administrators attached to me who has never been climbing before in her life. Like it was awesome, and my friends and family are like “that sounds scary,” and I am like “oh but it was so much fun.”

CHAPTER V

DISCUSSION

The purpose of this case study was to better understand the dynamics of intrinsic motivation among adolescent males on outdoor trips within the context of a residential treatment program. Qualitative data analysis recognized a number of thematically connected categories and subcategories. This chapter discusses the major findings and conclusions drawn from this research as well as implications for future research and recommendations for practitioners.

Major Findings

Before this investigation, many staff members recognized more motivation among students during certain outdoor trips than others. However, the multitude of factors that may have caused this change in motivation level made it difficult to understand which factor, or combination of factors, was affecting the increased motivation. Heightened motivation levels could have been attributed to the students' ability to choose a particular trip, or possibly because a trip involved smaller group sizes, which allowed for more individual or one-on-one attention. Perhaps heightened motivation could be attributed to the increased interest and energy levels of the staff, or because a trip mixed together groups of students who were traditionally separated. Some trips may have been longer,

or included more free time, either of which could have contributed to elevated motivation levels. Any combination of factors could have influenced a student and affected his motivation.

In order to address this motivational question, a qualitative approach was utilized to gain the perspective of student motivation directly from the participants themselves. Through the qualitative process, several interrelated themes emerged from face-to-face interviews. A total of eight categories were identified consisting of five major categories and three minor categories. The major categories appeared to influence the majority of the students' motivation levels more than their minor category counterparts. The major categories included (a) *autonomy*, (b) *relatedness*, (c) *competence*, (d) *challenge*, and (e) *natural/outdoor environment*. The minor categories included (f) *external consequences*, (g) *exercise*, and (h) *personal development/therapy*.

The three major components of Self-Determination Theory (SDT) all appeared to play a significant role in students' motivation. According to SDT (Deci & Ryan, 2002), autonomy, competence, and relatedness encompass the three basic, innate, universal, and essential needs a person must fulfill in order to be psychologically healthy, intrinsically motivated, and self-determined. All three of these components emerged as major themes in the participant interviews. Indeed, a majority of the categories that surfaced in the study reflected elements found within SDT. A discussion of each category follows.

Autonomy

Autonomy was recognized as a major component of the students' motivation. This was not surprising considering the mandatory or involuntary enrollment of the

Adventure Institute. Students who were forced to attend the program may have immediately lost a sense of autonomy when they first walked into the institute's doors. In addition, the students were required to participate in the program's various activities including numerous 3-day and 8-day outdoor trips. However, even within mandatory participation, the students did find enough autonomy within the outdoor trip structures that it surfaced as a major component of their motivation on the trips.

One way students achieved autonomy was through *perceived choice*. An open, free, or complete choice would be the ability to choose to not do anything at all. The choices presented in this program offered diverse options, but ultimately the student had to choose something. For example, students were often presented with choice trips that allowed them to pick among three or four different trips: rock climbing, rafting, canyoneering, or backpacking. This became a perceived choice because the student was still required to partake in an outdoor trip. Perceived choice was implemented on a daily basis, such as offering two choices, an hour of solo reflection or going on a hike. Another perceived choice occurred at mealtime: Students were presented a choice between two meals, yet the night after the initial choice the meal not chosen was served. Most importantly for this study, perceived rather than true and free choices did emerge from the interviews, thus confirming their value. Perceived choice was very important to the students in this program, supporting previous research that demonstrated that selected choices rather than open choices, promotes autonomy (Mick, Broniarczyk, & Haidt, 2004; Moller, Deci, & Ryan, 2006).

Similar to perceived choice, the element of freedom and free time within these structured programs may not have reflected what most people would consider true

freedom. Since students were forced to be in the program and could not leave by their own will, their freedom and free time may not have been considered truly free. However, like choice, the fact that free time emerged as an important component of student motivation was critical. Students expressed the value of freedom during activities included in the outdoor program both big and small. These moments of freedom were described by the students when discussing activities such as a simple car drive or a longer day paddling down a river. This additional component of autonomy was extremely valuable when it came to the students' intrinsic enjoyment of the trips, and was often mentioned as an integrated feature of choice on the outdoor trips unlike the structure presented at their residential home.

Many other facets described by the students influenced autonomy as well. Students regularly spoke about choice as it related to decisions they were able to make during the outdoor activities, which differed from the options given by staff. Many choices or options were found within the natural environment such as choosing one of multiple ways to climb a route, different lines going down a river, or any number of paths on a hike through a canyon. While these minimal choices may not seem important when it comes to motivation, in a therapeutic program where students lose a large amount of autonomy, these small decisions do make a difference. This finding corroborates previous studies' findings that demonstrate that trivial choices can play an important role when it comes to increasing intrinsic motivation and feeling more autonomous (Ciani et al., 2008).

Another element that influenced autonomy was when several different outdoor trips were offered providing opportunities for students to find some personal interest in

the outdoor activities. Many students mentioned having favorite activities and trips based on whether they participated in that activity, such as rafting or rock climbing. Some students found a love for the river, while others enjoyed the desert. Having some personal interests within an outdoor trip allowed students to be more open and more willing to enjoy (and be motivated for) other trips in the future with related activities, especially as they built skills and competency towards specific activities. Capturing more students' interests increased autonomy because students were involved in something they cared about, which, according to Deci and Ryan (2002), advances intrinsic motivation. Attending to students' interests provided an environment where they did not feel forced to participate, and therefore contributed to their sense of autonomy.

Finally, the outdoor trips provided many of the students with an important and much needed break from their busy, structured days at their residence, which included their therapy. Since working on therapy was a mandatory component of this and many similar programs, it may have been another inhibitor to autonomy. Allowing students to partake in an outdoor program provided a hidden component in their therapy, one that could be equally powerful, yet subtle in making them feel as though they were getting a retreat from doing therapy 7 days a week.

The element of choice can be related to the previous literature on adolescent development. Erik Erikson's (1967) fifth stage deals with a teen's identity. Prior to this stage in life, a child may be more open to activities and components of one's life that are chosen for him. However, as a child develops into adulthood, the importance of choice may be more valued as one is fighting to be an independent, individual thinker. The simple ability to make personal choices may be a powerful way to influence one's

identity. This internal psychological drive may be an additional element influencing the importance of choice beyond the fact that the students are forced to be on the outdoor trips. This can also be related to Piaget's (1967) Theory of Cognitive Development. As a child enters adolescence, he or she begins to think less concretely while thinking more abstractly. Prior to this age a child may cooperate with an adult directing one's activities or behaviors. However, as an independent thinker, an adolescent may begin to question other's direction and authority as he or she begins to drive his or her own thinking. Therefore, one's own choice or individual direction may become more important at this age. Bronfenbrenner's (1979) ecological perspective describes development as growing one's competence through active engagement in a person's own environment from personal choices. This need to direct one's own development may explain the importance of choice among teens found in this study. Although SDT explains the importance of choice for intrinsic motivation, these additional theories of development further the importance of choice specifically among adolescents.

The findings from this study support the idea that autonomy can be found in almost every therapeutic program, within even the most rigorous structures, and perceived choice and the smallest of freedoms provided by specific outdoor activities and programming is critical in creating intrinsic motivation.

Relatedness

A second category recognized in this study was relatedness. A strong association exists between students' motivation on outdoor trips and their relationships with peers and staff. It was not surprising that this theme played a significant role for every student

interviewed. SDT describes relatedness as an important component of intrinsic motivation, as was seen in this study. Through observations, it was clear that the bond between students was extremely important. The power of these relationships was often utilized for motivation when nothing else worked. Having a student's friend approach him and encourage him to participate in an activity, or getting into a vehicle to drive to a location, or helping to calm down after a conflict was often the most influential option for staff. When a student was being defiant or unwilling to join the group, often one particular staff member had better rapport and a stronger relationship with the student, which allowed the staff member to help the student through his struggles. In general, the use of any of the other motivators described in this study did not compare to the influence of relationships.

The distinction between this study's findings and previous research on SDT turns on the importance of relatedness. Deci and Ryan (2002) refer to relatedness as being more distal to autonomy and competence. In this study however, relatedness was found to be a primary component in the students' motivation. The powerful relationships among peers and staff, built within outdoor programming, result in strong connections that may not be found at home, especially for adolescents. The intimate environment that cannot be avoided on outdoor trips (this includes the powerful and intense experiences the students share) may be responsible for these connections. These trips force students to face challenging obstacles and stressful situations with their peers (Meier, Morash & Welton, 1987; Priest & Gass, 2005). Social interactions are an essential part of outdoor programming (Hastie, 1995; Priest & Gass, 2005). Group dynamics and group size help to shape the experiences throughout outdoor trips. These social environments were

developed by the participants and staff and were unique to the individuals of the group. It was no wonder that many of the students discussed leaving these trips with strong bonds. The ability to create strong ties during outdoor trips may not be surprising to anyone who has worked for an outdoor program. Any outdoor instructor can testify to the deep connections and relationships developed between the students by the end of an extended trip. Perhaps the relatedness component of SDT is more significant within outdoor programming than Deci and Ryan have seen in other contexts and other age groups.

Literature within Outdoor/Adventure programming highlights the importance of relationships in this setting as well as discussing the intense social connections that take place through outdoor adventure (Martin, Cashel, Wagstaff, & Breunig, 2006; Priest et al., 2005). These features have been integral to these activities for decades. Walsh and Golins (1976), in reference to the Outward Bound Process, described three unique properties of these groups, referred as “ten-groups,” that often fall between 7 and 15 people. First, these social environments are large enough to accommodate to a variety of individual behaviors types; yet they are not too large in that students do not have the option to form subgroups or cliques within the group. This is a significant element of these groups when it comes to adolescent social groups because many high schools and teens social environments often do involve cliques. An adolescent who is trying to join a group or be part of a group may fall into negative behaviors due to one’s strong desire to be accepted as a member. Peer pressures involved with a desire to be accepted can lead to negative or deviant behavior. However, in these outdoor groups like Outward Bound or the Adventure Institute, students can be part of a group without trying to please the group

or be accepted. One's acceptance is found by simply being on the outdoor trip. In addition, if a small subgroup did begin to develop, the Adventure Institute's staff would be able to recognize its formation and prevent its development by intentionally mixing the group members. Multiple student interviews discussed the staff's diligent prevention of allowing certain students to form cliques.

Second, outdoor groups are often large enough to have conflict but when this conflict occurs, it can be resolved and managed efficiently (Walsh & Golins, 1976). In a larger high-school setting, conflicts among students can last for weeks, months or even years. However, the small intimate setting found within outdoor programming not only sees its fair share of conflict, but most conflicts are resolved in a timely manner. Students who are forced into close quarters quickly recognize that they cannot simply walk away from the conflict or the individual. They must face their conflict and deal with their frustrations with the other participants. The environment within the Adventure Institute created an opportunity for adolescents to experience and learn how to resolve conflicts among peers and staff. Conflicts, struggles, and frustrations are normal for group development; a stage often referred as "storming" (Tuckman & Jensen, 1977). Most groups go through this difficult stage before truly effectively working together. Personal and group conflict helps group members workout frustrations and address personal needs providing a more effective working environment when it comes to difficult tasks that require teamwork. In addition, the low staff to student ratio found within many outdoor programs, including the Adventure Institute, allowed staff the ability to assist students in conflict resolution. Staff often encouraged and facilitated these interactions, which may

not exist in other settings where adolescents do not have assistance or support from an outside facilitator/mentor (high school setting).

The third unique property that exists within groups involved with outdoor/adventure trips deals with a common group objective or goal (Walsh & Golins, 1976). These groups typically have a collective objective for their adventure such as floating the 80 miles of the river, or backpacking the 40-mile trail, or climbing the mountain. This joint objective aligns the group members around one common goal even though each individual has personal needs. Not only are there large group goals (climbing a mountain) but each day there are smaller goals that have strong value and importance to a student such as cooking a meal, or choosing a place to sleep for the night (setting up camp). This environment creates a bond between group members allowing for stronger relationships to develop in the small intimate setting found within outdoor trips. The three properties of outdoor groups listed by Walsh and Golins can further emphasize the importance of relatedness found in this study. The unique setting and social environment found within outdoor trips is much different from the social context found in many of the student's lives back at home. Beyond literature in outdoor programming, the concept of relatedness is also a physiological component of human beings.

Theories describing human psychology and behavior can further explain the significant findings of relatedness in this study. As previously discussed, Erikson's (1967) fifth stage regarding adolescents deals with identity. In this process teens are trying to decide who they are, what group they want to be a part of, and how they want to be associated or viewed in the eyes of their parents, family, and peers. The adolescent stage in life describes that teens are more concerned about how they are perceived and

seek to be accepted. Building and keeping relationships beyond one's family can be more important because a teen is entering adulthood both in society and psychologically. Therefore, relationships can be extremely valuable and important. An additional psychological theory pertaining to relatedness deals with attachment (Ainsworth, 1979). This concept, central to SDT, is based on the idea that "normal infants are born with the capacity and desire to detect, seek out, initiate, and take pleasure from interactions with social partners and to protect and defend against separation" (Deci et al., 2002, p. 301). Although this theory primarily discusses the importance of relationship attachment as an infant, the importance for a human to "belong" is part of human development and lasts across a person's lifespan (Weiner, 1991). This internal drive to form and maintain relationships with others further explains this study's importance of relatedness regarding students' motivation.

The magnitude of the relatedness component found in this study supports youth programs emphasis on relationships and caring environments. As previously explained, adolescents find developmental support through caring adult companions, advisors, role models, and mentors (Grossman, & Tierney, 1998). The students in this study frequently discussed the importance and value of their relationships with the staff who work for the program. The relationships with these role models and mentors were described as providing valuable life lessons as well as simply being someone who cares for the students. In addition, the outdoor trips and extended exposure in which the staff had with the students provide long-term mentor relationships, which research has shown to support teens' development by providing empathy, acceptance, and guidance to help regulate emotions and threats to self-esteem (Rhodes, 2002). In addition, the trained staff

provided a caring environment not only between the staff and student interactions but between the students as well. These environments, where teens feel well respected, have warm relationships with others, and have a sense of belonging, can be highly beneficial for adolescent growth (Goff et al., 1999). The Adventure Institute intentionally provided an environment that was designed to foster a caring and socially connected environment. This concept, central to youth development programs, relates to one of the previously mentioned “Five C’s,” connections with other people (Hamilton et al., 2004). In addition, many programs focus on personal and social assets including two of The Committee on Community-Level Programs for Youth’s (National Research Council and Institute of Medicine, 2002) previously mentioned settings that are commonly used to promote healthy youth development including supportive relationships and opportunities to belong.

The results from this study’s interviews expressed the importance and value of relationships during the outdoor trips. This major category supports the significance of the relatedness component of SDT. In addition, human development and psychology support the importance of relatedness regarding the students’ motivation. This provides important information detailing the importance of providing a caring environment where adolescents can create and maintain relationships with peers and adult mentors, a common component of most programs focused on youth development.

Competence

The influence of competence on intrinsic motivation clearly surfaced in this study. This major aspect of SDT was a common theme among the majority of the students

interviewed. The subcategories within competence provide a deeper understanding of how significant this element of motivation can be, especially within outdoor programming. Much like the obstruction of autonomy, therapeutic programs immediately thwart the students' perception of control, which is associated with competence, once they enter the program. These students have to follow numerous rules and schedules, and for a variety of other reasons can easily lose their sense of control over their lives. Furthermore, their perceptions of the program may lead them to think that their therapist, parents, or staff have all these rules and expectations because the students can not manage their difficulties and struggles on their own. They may think, "Since I can't control my desire to have drugs I have to be in this program that keeps me away from them." They may feel that they have therapy sessions because they can not manage their own lives, their own emotions, or their family conflicts. Students often talk about therapy as an intervention, only for people who need help. A classic line said by many of the students was, "I'm a therapy kid."

Having said all this, it makes sense that the desire and motivation to control one's life is a powerful component within these programs. The activity of busting fires was repeatedly mentioned when discussing control. In wilderness programs, students have little control over their world so the ability to bust a fire can give students a sense of control as they gain this power to directly manipulate the environment. This concept of competence is integrated into a human's life as an infant. Humans have a natural desire and drive to affect their world, often known as effectance motivation (White, 1959). The psychological need to manipulate interactions in one's environment is directly related to intrinsic motivation (Deci & Ryan, 2002). Observations and interviews revealed higher

levels of motivation once students became more competent in the activities in which they participated. Prior to having any skills or competence, the students were often unwilling to partake in the activities.

A second subcategory of competence that motivated the students involved learning new skills. One reason for this may be that students were required to rely on themselves and, in turn, the skills became necessary for their survival. This theme was often related to learning technical skills such as building shelters and cooking, as well as nontechnical skills including social skills and conflict management. Students were forced into an environment where they needed to fend for themselves. Their parents were not around to provide shelter or food so students needed these skills in order to survive. They also learned quickly that they needed to acquire social skills, because in the small group setting their peers were assets, and when they experienced conflict students could not simply escape the situation and go home. Acquiring these skills became more relevant and necessary for survival.

This same concept may be associated with the skills related to adventure activities such as kayaking and rock climbing. Even though these skills may not seem to be a part of survival, within the structure of the Adventure Institution they actually may be connected. Students were required to participate in the activities; inevitably they would climb a rock and paddle down a river. Due to the fact that students saw the risk involved in these sports, they may have seen these skills as necessary for their survival. Learning how to avoid the rocks and holes on the river or how to correctly tie into a rope became a practical and vital skill to obtain in order to make it through the recreation segment of the overall program.

In addition to feelings of control and skill mastery, leadership was also recognized as an important element of motivation within the students' responses. Explained through SDT, leadership provides a person with the knowledge that they are competent enough in their abilities so that they can lead others. However, beyond SDT, leadership fostered in this program may also be associated with the structure. When a student entered the Adventure Institute he started in the lowest phase, and those students who were about to graduate were in the highest phase. Students who were in the highest phases were expected to lead the group, not because they were the most vocal or capable; rather, they were placed into this role and could not graduate without learning this skill and taking on this responsibility. Lower phase students see these students as role models, boys who have similar life issues forcing them into treatment, and after hard work over an extended period of time they were able to advance through the program and graduate. Not only was leadership something to aspire to, it was also an expectation. Furthermore, students knew they were achieving in the program and successfully working on their therapy when their therapist and staff gave the student some responsibility. This premise of leadership emerged through many interviews as a strong motivator, and while many outdoor environments encourage leadership, this particular theme may have surfaced more due to the structure of the program overall than the outdoor programming specifically.

The influence of leadership on motivation may also be due to its association with the last subcategory of competence, *perceived competence*, which was linked to student motivation on outdoor trips. Beginning students have many fears and concerns that they cannot climb a rock, paddle down the river, ski the mountain, or more importantly, sleep

or go to the bathroom in the woods. Their low perceived competence prevented them from wanting to go on trips. Once students realized they could accomplish these tasks, their motivation to participate increased. A classic example involved a student who had a physical handicap and could only climb using one hand. He refused to climb for weeks saying that it was not possible. The staff set up an easy slab climb that primarily required using feet rather than handholds. After making it to the top, the student realized that he did have the ability to climb and after that experience he was eager to climb on the future trips.

The interviews revealed a major component of perceived competence involving Social Learning Theory (Bandura, 1977). As described earlier, humans learn through observing other people's behaviors. Students discussed the importance of seeing their peers' abilities to do certain skills. Students, in turn, described how these observations affected their motivation and perceived competence to do the specific skills they had examined. More specifically, these observations are known as vicarious experiences, as described by Bandura's (1997) Theory of Self-Efficacy as "the beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). Self-efficacy drives a human's motivation when he or she partakes in a behavior. People have more motivation when they believe they are going to succeed. Bandura explains four sources to increase self-efficacy, one of them being vicarious experiences. Often, people join in situations where they do not have previous experiences to evaluate their abilities. In these situations people can evaluate the effectiveness of models. The most valuable models are those that most resemble the observer. If people watch someone of the same ability accomplish a task, they will have stronger beliefs in their own ability. However, if the model

is a different gender, age, education level, or skill level, the viewer will not gain efficacious beliefs. This theme came out of student interviews pertaining not only to outdoor activities but therapy as well. When students saw other peers succeed or have the ability to accomplish a climb or get to a higher phase, they experienced more personal motivation to accomplish that same goal. To go back to leadership, when students see another student who started the program a short time before they did become the leader of the house, they may feel that they too are capable of that leadership. Typical high school or middle school students may not see themselves in the same light as the student body president, the football quarterback, or the lead vocalist and therefore may not have as much drive to be a leader. But at the Adventure Institute, students saw boys who were similar, and may have struggled with comparable issues in their lives, and students can therefore relate to others and their ability to be a leader. Constant exposure to vicarious experiences undoubtedly had an effect on student motivation.

Challenge

Challenge was an important element when it came to students' motivation on the outdoor trips. While this was seen as a significant contributor for certain students, its influence on the majority of the students was unexpected. Although a handful of students often tried to be challenged by asking for a harder climb or a harder ski run, it appeared from the researcher's perception that many of the students often took the easy way out by only doing easy ski runs or easier climbing routes. However, some of the staff did not share similar sentiments, as this theme became apparent from their staff interviews. The researcher's perceptions of challenge biased personal observations. Students may be challenged by a variety of elements not recognized by staff, and every student was

challenged differently depending on the activity. For example, one of the best snowboarders in the program had the most difficult time rappelling because of his fear of heights. While he may not be challenged by the difficulty provided by the ski resort terrain, he found challenge doing another activity. In addition, the researcher often felt that students did not want a challenge when a student refused to participate or gave up easily. However, even students who did not appear to be pushing themselves discussed the importance of challenge in their interviews. Despite the researcher's preconceived/initial bias, the desire to be challenged emerged as a powerful motivation during the outdoor trips.

More importantly, the relationship between challenge and accomplishment was an important element of motivation. Successfully accomplishing a challenge appeared to be a valuable experience leading toward more motivation. Related to perceived competence, motivation among the students increased when they realized that they could successfully complete a difficult task. Students were excited to talk about these moments and express happy memories of what they faced and overcame. This aligns with the similar concept of Flow (Csikszentmihalyi, 1990). Csikszentmihalyi suggests that optimal experiences are achieved when a person is challenged and his or her skills meet the challenge. If a person is challenged too much they will experience anxiety, and if they are not challenged enough they will become bored. More notably, challenges that present Flow-like experiences tend to foster intrinsic motivation. Many of the challenges described by the students reflected these types of experiences, where the students had to work hard toward an achievable goal.

Overall, this study found the three main elements of SDT to be associated with the students' motivation. Significantly, autonomy, competence and relatedness appeared to be themes that influenced the majority of students' motivation, making a compelling case that these factors were effective with the Adventure Institute's outdoor trips. However, additional modes of motivation played a significant role in the students' motivation. While some of these components can be explained through SDT, others appear to be more disconnected. These additional categories include the major category of *natural/outdoor environment*, and the minor categories of external consequences, exercise, and personal development/therapy.

Natural/Outdoor Environment

The natural environment provides a setting in which exceptional learning can occur (Walsh, & Golins, 1976). One of the most powerful components of outdoor education is that adolescents are often excited to engage in activities outside and in nature. The idea of whitewater rafting and rock climbing is exciting for many children and youth. However, due to the fact that students at the Adventure Institute were forced to be in this environment, this benefit to outdoor education was often immediately thwarted. While many students initially resisted this environment, over time, most students eventually began to enjoy the wilderness as they learned how to control themselves in this new, foreign setting. In addition, the activities offered eventually became something that most of the boys intrinsically enjoyed. This is exhibited through both the staff's observations and the student interviews.

The natural environment provided a setting where students expressed an assortment of physiological and psychological needs. First, the outdoor activities provided the students in the study with a physiological rush. These activities often presented an element of risk and uncertainty, which may be responsible for this rush. Numerous students expressed these feelings of adrenaline and excitement. This feeling acquired through these activities may be filling a need that these students found through previous experiences, including the use of drugs and alcohol. The excitement of the outdoor activities may be a motivator for students who are seeking a rush, and most importantly provided a healthy alternative to drugs and alcohol.

A second adolescent need these trips fulfill is a yearning for action and adventure. In today's world, teens are faced with abundant activities and opportunities to fill this void including drugs and alcohol, sex, and gambling. Even video games and movies continue to provide more action as technology, special effects, and societal norms on censorship are slowly eliminated. The motivation discussed in this study's interviews exposed this theme. Students were excited to be involved in the trips that provided both action and adventure. Many of the students described river rapids as providing both of these elements. Again, this excitement or fun may have filled a void they may not be getting from their life in the residential setting. Buchanan (1993) found that many adolescents participate in drug use to have "fun," or more specifically to have more fun than regular life. Students with previous substance abuse may begin to recognize the activities provided in the outdoor environment as another way to have this fun that they would otherwise get from drug use. After initially refusing to engage in these outdoor

activities, students may have eventually recognized that these activities are another way to have fun.

The final two motivators found within the broader category of *natural/outdoor environment* include the basic component of being in *nature*, and *natural consequences*. The simple fact of being in nature fulfills a human need desired by the students. This affiliation with nature, known as “biophilia” (Wilson, 1984), may explain this human desire when it came to the students’ motivation to participate in outdoor trips. Wilson (1984) described this as an “innate tendency to focus on life and lifelike processes.” (p. 1). Many students described their enjoyment of being out of the city and in an environment where they could smell the earth, breath clean air, and enjoy the outdoor scenery. This connection to nature was an important motivator for the students as it reduced the stress they experienced daily and promoted physical and psychological well-being (Ulrich, 1993).

Beyond the adventure activities, intentionally designed curriculum, and interventions planned during outdoor trips, the nature component that is provided inherently through outdoor trips appeared to be an element of motivation. It made sense that the natural consequences provided through outdoor programming motivated students considering outdoor therapy programs have used these powerful interventions to inhibit behavioral changes for many years (Russell et al., 2000). Several students spoke about this subcategory. Being defiant and unwilling to follow a prompt for some arbitrary (perceived by the student) reason or rule created a much different dynamic than that which found in the natural world. Students’ behavior was often motivated by the natural rewards or punishments presented on the trips. Much like external consequences, the

initial use of these consequences provided by nature may be a springboard for future intrinsic motivation. For example, through his wilderness therapy program, David became more intrinsically motivated to master knots and build shelters because he did not want to get wet sleeping in the rain. Ultimately, building shelters became an enjoyable component of the trips for him, which included teaching other students how to build them as well. Though competence is a major component of this motivation, the initial importance and value of learning these skills was enforced through natural consequences. In addition to natural consequences, external consequences unrelated to nature appeared a component to student motivation on the outdoor trips.

External Consequences

External consequences were decidedly implemented in the structure of the Adventure Institute. For that very reason, it was interesting that this theme was only moderately mentioned in the interviews. This is a minor category found in this study and was not necessarily associated with intrinsic motivation, yet the power of rewards was rarely brought up when students talked about their favorite parts of the trip. However, from the staffs' observations, the students were extremely motivated by personal food, dessert, and other food related consequences, both negative and positive. For example, toward the end of a long day of paddling, one of the staff offered a piece of candy for the first kayak to make it to the beach, about a mile away. After complaining about being tired for the past hour, 6 boys paddled as hard as they could, racing to the beach. While there were other rewards associated with the challenge, the simple offering of a piece of candy motivated these already exhausted students.

The lack of importance to the students regarding external consequences brought forth an important finding in this study. Though external consequences may have provided initial motivation in the moment, long term motivation existed beyond this use of behaviorism. The students recognized this distinction, as well as talked about its use in a negative light. It was also interesting that many of the boys who did mention external consequences discussed how it worked for the group but not necessarily for them individually. The staff shared the belief that the use of external consequences is not a long-term motivator. However, its use was an initial starting point that led to more lasting intrinsic motivations.

While there may be evidence that extrinsic consequences can hinder intrinsic motivation (Garbarino, 1975), SDT (Deci et al., 2002) recognizes that extrinsic motivation can be a predecessor to intrinsic motivation. As previously explained, the Organismic Integration Theory (OIT) (Deci & Ryan, 2002) explains that much behavior is extrinsically driven, and it can be regulated and internalized at various levels of autonomy and personal causation. Autonomous forms of extrinsic motivation can be beneficial without being completely intrinsic because, even though the motivation may still be extrinsic, people internally have ownership and choose the behavior for personal reasons (Grolnick & Ryan, 1987). Therefore, people who are completely extrinsically motivated can slowly move toward more intrinsic reasons to participate in a certain activity as they experience more internal causality, along with recognizing personal values, beliefs, and goals. SDT and more specifically, OIT, highlights the importance and positive use of extrinsic motivation. Students involved in this study often described that they needed to be forced to do something in order to find enjoyment in the outdoor

trips. Many of the students explained that they originally hated the trips and would not have engaged in the activities if they were not forced to participate, yet further exposure to these activities eventually provided positive and intrinsic reasons for participation and often led to intrinsic motivation. One clear example involves busting fires. Many of the students hated busting fires, yet they participated because they had no option.

Over time, many of the students began to enjoy the pastime so much that they requested the activity for rewards and multiple students choose the activity during free time. Although the use of extrinsic rewards or punishments may have hindered and eliminated intrinsic motivation in the moment, the long-term benefits may have led to intrinsic motivation as students began to find internal value toward the activity.

Exercise and Personal Development/Therapy

Both exercise and personal development/therapy call for the same discussion. Exercise and personal development can often be perceived as a negative or undesirable chore among treatment students. In both cases, only a handful of students discussed these themes as a motivator for the outdoor program. As previously discussed, exercise was often considered work, especially during the students' 7 am "workout" that took place Monday thru Thursday. This may be a reason why students had a hard time viewing exercise as fun or intrinsically motivating. Even so, some of the students did find personal benefits with exercise and mentioned it as a motivator within the outdoor trips. The benefits of physical activity may have played a role in students' enjoyment of the exercise they received on the outdoor trips. Students may have recognized benefits such as a higher self-esteem, physical well-being, and controlling obesity to developing

friends, reducing loneliness, along with psychological benefits such as stress management, all of which have been associated with physical exercise (Gruber, 1986; McLean, Hurd, & Rogers, 2008). In addition, many students at the Adventure Institute struggled with body-image associated with being overweight as well as overall appearance. One student in particular described his “toothpick arms” prior to the Adventure Institute. He expressed how proud he was that he gained weight and actually had muscles on his arms, which not only made him stronger but gave him a better perception of his image. The physical activity that this student and other students experienced may have had a significant effect on their self-esteem because most of the students were not involved in team sports, outdoor recreation, or other physical activities prior to being at the Adventure Institute. This was all associated with positive self-esteem (McLean et al., 2008). This finding further emphasizes the importance of physical exercise as a common component to youth development programs (McLean et al., 2008).

Similar to exercise, therapy, and personal development was often considered work and involuntary in a program such as the Adventure Institute. It was no surprise that the students did not find this mandatory component of their program to be intuitive or enjoyable. Furthermore, many of the students did not see a connection between their therapy and the outdoor program. The outdoor trips were structured in a way to allow the students to participate in the weekend activities relatively free from therapy. Jared explained, “These trips are run like a NOLS trip, you guys teach us all these outdoor things and we get to have fun. We don’t have to do all the therapy stuff.” While they still followed expectations and interventions, the trips focused on outdoor adventures and

teaching outdoor skills, whereas the days at the house were filled with academics and individual and group therapy sessions. Only through extensive exposure did the students recognize development and therapeutic growth taking place on the outdoor trips. And even for those who did, they may not recognize it to be a motivating factor. Even if you interviewed these students when they were adults, many still might not see this element as a motivator. They may admit that they developed as an individual and that the trips assisted with their therapy, but may not agree that the development actually was a motivator. Perhaps this was the only motivation for a student who has recognized that he intrinsically wanted to change and develop, in turn made it a personal interest and value. Regardless, it was important to identify this category as a secondary source of motivation on the outdoor trips because some students have been able to distinguish and articulate this as a motivator. A final therapeutic motivator associated with the outdoor trips involved the trip's cathartic benefits. The immediate cathartic rewards, such as the relief from stress or reduction in anxiety, were noticed as a motivator for many students. Interviews revealed the importance for the students to get away from the daily stresses in these boys' lives and be able to relieve anxiety and stress through the activities in the natural environment they lived in during the trips.

Staff Observations

The staff interviews generally complemented the findings from the student interviews. Through observation, the staff recognized and supported the majority of the categories; however, some of the categories appeared to be more consistent with the staff interviews. These slight variations in categories acknowledged by the staff are worth

noting. First, the staff and the researcher pointed out varying levels of motivation between students. Some students appeared to have a higher level of motivation while other students lacked any motivation at all. However, during the student interviews, every student expressed having high levels of motivation during certain components of the trips, even the students who were observed to have no motivation. This is an interesting finding because it points out that the staff may have only recognized certain types of motivation in certain students, while motivation within other students may have been more difficult to distinguish.

A second consistent observation involved the motivation before the trips took place. All the staff members mentioned that students often complained about, and did not look forward to the outdoor trips, but once they were on the trips, the students enjoyed their experiences. Furthermore, the staff explained that some of the students who had fun during the trips would often deny having any fun after the trip was over. For example, 1 student always discussed how he did not enjoy trips and how the trips were “not his thing,” especially during group debriefs immediately following the trip. However, the staff often observed the student enjoying the trips and having motivation to learn new skills. In addition, during his interview, the student spoke highly of the trips and had many stories explaining his favorite moments. It appeared that this student did in fact enjoy the trips; however, for one reason or another, he did not want his peers to think that he enjoyed the outing. Interesting enough, before the study was complete, this student graduated from the program and 2 months following his departure a letter from his mother spoke about his passion for rock climbing. Based on his verbal feedback regarding these trips, no one would have ever thought that he would voluntarily choose to

climb back at home. It is interesting to recognize that some students did not want to appear as if they liked the outdoor trips when in reality most of the student interviews revealed that they were indeed fond of them.

The staff interviews recognized certain categories more than others. First, the staff consistently discussed the importance of choice/autonomy as a strong motivator. As previously mentioned, the Adventure Institute provided certain trips that involved choice. For these trips, students were required to participate in a trip but they were able to choose from a list of outdoor activities. The staff pointed out that the students' motivation was much higher during these particular trips. Although the students themselves discussed the importance of choice, most of the students did not specifically discuss the choice trips. Second, the choice trips were designed to teach more hard skills within the specific activity. Staff also discussed the power of teaching skills when it came to student motivation. Students were more engaged by asking questions and mindfully participating during the trips that taught more in-depth skills. Third, the staff interviewed discussed the influence of relatedness when it came to student motivation. The staff all mentioned that students who were in groups or were partnered up with their closer friends appeared to have more enjoyment. Fourth, staff explained that opportunities for leadership were one of the major motivators for most students. When they provided students with the ability to lead an activity or a portion of the day, the staff saw students engage with higher levels of motivation. Offering these leadership experiences appeared to be a consistent valuable motivator during outdoor trips. While autonomy, competence and relatedness all appeared to be important motivators among both students and staff, the element of leadership stood out more among the staff interviews than among the student

interviews. Perhaps the staff recognized certain experiences as leadership opportunities while students may have perceived them as a change to build or demonstrate competence. Regardless, allowing students to have more ownership and responsibility led to higher levels of motivation. While certain categories stood out to the staff, others did not consistently emerge from the staff interviews. The natural/outdoor environment category was not discussed by many staff. In fact, many of the staff discussed that the students complained about being on the trips because they had to sleep in the dirt without the comforts of home. This was surprising considering this category was a major theme among students compared to the staff interviews. It was interesting to hear that although the students may have often complained about sleeping under the stars, most of the students discussed their enjoyment of spending time in nature. Since many of the students at the Adventure Institute came from wilderness programs, they may have verbally discussed their hatred toward being in the wilderness while also having some nostalgia, a recognized motivator found within outdoor adventure programs (Sugerman, 2003). Two other categories that were not discussed by the staff included exercise and personal development/ therapy. While these were both minor categories and only a few students spoke about them, it is interesting that the staff did not mention them to be motivators. Similar to the students, the staff may not have thought exercise was a motivator since exercise was not presented by the staff as being something enjoyable. Staff often discussed exercise as something that had to take place for training or to get rid of energy. The staff and the researcher did not recognize rock climbing or rafting as exercise while some of the students used these activities as a way to build muscles and get in shape. In addition, the staff did not see personal development/therapy as a motivator for students.

Although the staff did know the boys were learning and developing through their outdoor experiences, no staff members saw this component as a means to motivate a student in an outdoor trip. Often times, the students complained about group reflection circles, the purpose of which was to allow students to learn and grow from their experiences.

Although this was a valuable and essential component of the program, the staff did not associate this with student motivation. It was important for the staff to recognize that certain students may have found motivation in areas that were not easily observed. The difference between staff and student interviews reveals that although students may have had some similar motivations for participating, every student had unique reasons that motivated him, reiterating that personal motivation was diverse and unique to each individual.

Nontherapeutic Outdoor Programming

While the findings from this study may be significant regarding therapy programs, the results may not be as noteworthy when it comes to nontherapeutic programs. Understanding motivation for therapy students is an important concern considering that many students can exhibit low levels of motivation during the onset of their enrollment. However, as previously mentioned, many students who attend nontherapeutic outdoor programs often do not experience this diminished motivation at the beginning or even during their outdoor trips. In fact, most participants voluntarily sign up for their expeditions and are eager to engage in the trip activities. In addition, many outdoor programs such as Outward Bound or NOLS intentionally provide similar elements to the thematically connected categories found in this study. Because of this, the study's results

may not be as compelling when related to these outdoor programs since these techniques have been used in outdoor/adventure programs for years, whereas, many outdoor therapy programs do not follow this model due to structural constraints and diverse programming methods and approaches.

Previous literature looks at the motives that drive humans to participate in leisure and recreation activities including the outdoors. Studying recreation participants' motivations have been measured using the Recreation Experience Preference (REP) scale (Manfredo, Driver, & Tarrant, 1996). This scale places motivations for recreation into 19 categories. Many of these 19 categories in the REP are related to the 8 categories found in this study. For example, the scale has categories labeled as autonomy, escape, learning, similar and new people, enjoy nature, risk taking, and achievement. These categories match the major categories found in this study. In addition, two of the minor categories (exercise, and personal development/ therapy) found in the study are components of the scale referred to as physical fitness and introspection. In fact, all the categories that emerged from this study can be located within this scale except for external consequences. This comes as no surprise since the participants in most of the studies using this scale voluntarily participate and are not surrounded by external rewards and punishments. Beyond the REP scale, Sugerman (2003) found that people are motivated to participate in outdoor adventure programs for various reasons including being in nature, physical fitness, learning, escape, introspection, meeting new people, and spending time with others. Even though Sugerman's study involved an older age group, the elements found in his research are similar to those categories found in this study.

Additional investigation into nontherapeutic programs provides more insight into participant motivation within these programs.

The use of autonomy is a central component of many outdoor programs. Beyond outdoor programming, the broader scope of recreation has been described as “recreation should be conceptualized as a psychophysiological experience that is self-rewarding, occurs during nonobligated free time, and is the result of free choice” (Manfredo, Driver, & Tarrant, 1996, p.189). More specifically within outdoor programming, most students have the option to not only choose to go on a trip, but also often have the ability to choose what type of trip (i.e., a day trip vs. a 3-week trip; rafting vs. climbing; what part of the country; which company; what time of year). Not only do participants have the ability to choose the trip, they also have a wide range of autonomy on the trips themselves. During the trip, the students choose tent mates, cooking groups, participation in activities, route decisions, and food choice just to name a few. Drury, Bonney, Berman, and Wagstaff (2005) describe the importance of choice when it comes the challenging adventures provided through outdoor programming “Lacking an element of choice, participants rightfully feel they are following someone else’s agenda” (p.23). While this ownership and control is common among outdoor programs, most of the previously described choices do not exist within therapy programs.

Competence is another common element of outdoor programs. One of the major components found within these outdoor programs is that students are taught a number of outdoor skills. Common skills include learning how to cook and camp, Leave No Trace (LNT), navigation skills with map and compass reading, traveling and route selection, managing risk, and a wide variety of skills incorporated with specific outdoor activities

such as rafting, backpacking, and mountain climbing (Drury et al., 2005). Although some programs stress the importance of learning technical skills more than others, it is standard that participants learn various techniques and improve their competence in the outdoor environment. Most therapy programs focus on teaching outdoor living and survival skills to their participants rather than advanced technical skills within a given activity. Even programs that do incorporate activities such as rock climbing or rafting frequently teach the basic skills needed to paddle a boat or belay a climber rather than teaching students how to navigate a rapid or build a climbing anchor. The results from this study showed that more in depth instruction engaged students to be motivated. Generally, a student who signs up for a NOLS Rock Camp is already motivated to learn various knots, anchors systems, and other skills incorporated with climbing; that is what the school and its tuition guarantee. However, it is important to recognize that a student who learned how to climb less than 2 months ago, and more importantly a student who refused to climb 2 months ago, was motivated to learn advanced technical skills evidenced through various student interviews. Though the element of competence is a familiar component of outdoor programs, technical skills is not often emphasized during outdoor trips within therapy programs. This study recognizes the significance of competence within these settings.

Relatedness is a key component of outdoor programming (Drury et al., 2005; Martin, 2006; Priest et al., 2005). Similar to the Adventure Institute, outdoor trips often involve small group sizes incorporating an intimate environment that promotes relationships. Exhibition behavior is a term associated with relatedness. Outdoor leaders strive to create an environment where participants treat each other with dignity and

respect. In addition, participants are encouraged to work as a team, take care of each other, and support everyone in order to accomplish the group goals. Ultimately, the common culture developed on outdoor trips promotes a social atmosphere where students and instructors can experience relatedness. Furthermore, a common goal for outdoor programs is to work toward group development. Specific activities are intentionally provided in order to support the group's growth. The constant interaction throughout the day and night create powerful experiences that can enhance the bonding relationships that take place on outdoor trips, growth that may normally take substantial time outside of outdoor trips. Much like this study, the component of relatedness can be a motivator for students when choosing to enroll for a trip.

Other additional categories found in this study have been traditionally used in outdoor/adventure programming. First, challenge is commonly used for adventure programming (Martin et al., 2006; Priest et al., 2005). The adventure activities (rock climbing, canyoneering, rafting, kayaking, etc.) implemented at the Adventure Institute are fairly typical for outdoor/adventure programs. These activities are intentionally used for a variety of reasons including the element of challenge. Students often choose to go on a trip based on the activity because they find interest in a specific activity. Second, without explanation it is obvious that outdoor/adventure programs facilitate their experiences in a natural/outdoor environment. When it comes to motivation, students involved in outdoor programming are often interested in spending time in the natural environment. Since students often voluntarily enroll in these programs, participants are often eager to spend time in the woods, thus making it a motivator.

The three categories of exercise, external consequences, and personal development/therapy may not appear to motivate participants within outdoor/adventure programs. Although these categories may motivate a parent to enroll their child, the actual child may not be initially motivated through these elements. First, although exercise may be motivating for some participants, many students may be initially choosing to participate in a trip for any type of reasons including those mentioned above. Second, unlike therapy programs, nontherapy programs typically do not use external consequences within their program. Although natural consequences always exist in the outdoor environment, the use of behaviorism to spark motivation is not applied in nontherapy programs. Finally, while programs often seek to improve participants personal development (Marsh et al., 2006; Priest et al., 2005), this category may not be a motivator for the student/participant. Similar to this study, students may have to recognize personal growth before their motivation is driven through their perceived growth. Although outdoor/adventure programming involve these three elements, exercise, external consequences, and personal development/therapy, they may not motivate students to participate in outdoor trips. Instead, the above components may play a stronger role when it comes to initial motivation to participate.

Conclusion

Overall, SDT appeared to explain the motivation found within the participants of this study. A majority of the categories recognized in this study were related to SDT, including three categories that were analogous to the three major components of the theory: autonomy, competence, and relatedness. This study involved a specific setting

within a specific population of students. A theory that explains every possible motivation within endless settings and situations would be nearly impossible. Although the categories of natural/outdoor environment, exercise and personal development may not have been related to SDT, these categories pertained to the specific setting in which this study took place. In addition, two of these categories (exercise and natural/outdoor environment) simply took place without manipulation. Any outdoor program will provide these elements whether the participants are backpacking, hiking, rock climbing, or rafting. More importantly, the categories that did fall into SDT can be manipulated in order to foster motivation. Understanding these categories provides practitioners with the ability to change a program's structure. A backpacking trip can easily incorporate or disregard autonomy, competence, or relatedness. Understanding the importance of these elements as well as the other categories found within this study can cultivate student motivation. A further discussion and suggestions for practitioners are provided later.

Implications for Future Research

Based on the findings of this qualitative study, this section offers the following recommendations for future research.

The first recommendation involves further investigation into SDT and its relationship to outdoor-oriented therapy programs. The findings of this study recognized some variation from the current understanding of the theory. As previously mentioned, Deci and Ryan (2002) consider the component of relatedness to be the least significant of the three elements related to intrinsic motivation. In this study, however, the influence of relatedness on the students' motivation appeared to have equivalent if not more weight

than both autonomy and competence. The involuntary setting may have provided an atmosphere where students immediately related and bonded with each other over their mutual circumstance of being unwillingly enrolled in the program. That immediate connection may have generated the strong social component found in this study. Perhaps the outdoor expedition experience also contributed to the power of relatedness in this study. Future research may benefit from taking a closer look at relatedness in both outdoor programming and institutions that demand mandatory involvement. These programs may provide a setting that interacts differently with the dynamics of SDT.

A second recommendation involving SDT concerns the investigation of voluntary programs. The current study investigated participants within an institution that demands involuntarily enrollment. This structural dynamic could have a much different effect on student motivation. The themes that emerged within the eight categories and their relationships with SDT may or may not be found within the broader setting of outdoor programming. A study conducted by Sibthorp, Paisley, Gookin and Furman (2008) provided evidence that “developmental outcomes are related to participants’ perceptions of autonomy, and autonomous student expeditions provide students with authentic and meaningful opportunities to experience autonomy during adventure education programs” (p.136). While this study addressed the importance of autonomy within outdoor programming, a deeper understanding of the influence of all three elements (autonomy, competence, relatedness) of SDT on clients of outdoor programs who voluntarily enroll would provide value to this much larger field.

A third recommendation is that future research may benefit from evaluating a broader range of therapeutic programs. While qualitative research may not be able to

generalize its findings, a study involving a wider perspective of programs could be valuable. This study involved a program that works with boys ranging from age 14 to 17. This population may represent a demographic often found within similar programs; however, many therapeutic programs involve younger and older males as well as females. Programs that work with coed groups or female-only groups may discover very different findings compared to those themes recognized in this study. In addition, many similarly structured wilderness programs involve clients representing more diversity when it comes to race as well as socio-economic status (SES). The typical student at the Adventure Institute was a White male living with middle to high SES. Many other institutions offer outdoor therapy experiences to a more diverse population. Clients from different races may experience diverse motivations compared to those found within this study. The same can be said about students within and lower SES. Replicating this study within a wider population, including a broader range of age, gender, race, and SES may result in diverse findings.

Additional recommendations for future research involved this study's methodology. In order to utilize useful qualitative research, this study followed a series of steps providing valid, reliable, ethical, and trustworthy findings including: maximum variation sampling, triangulation, adequate engagement in data collection, audit trails, systematic analysis, peer reviews, member checking, and thick description. Although this study may have followed these respected methods of qualitative research, it faced criticism that the findings were an interpretation of the researcher and, as previously mentioned, they could not be generalized (Yin, 2003). However, the value and the necessity of qualitative inquiry cannot be matched when the research questions deem it

necessary. The following recommendations for future qualitative research came from the experience in conducting this study.

First, the researcher's relationship and rapport with the informants, developed prior to this study, allowed for valuable, in-depth interviews. The difference between the interviews conducted with newer students with whom the researcher had little previous exposure and students with whom the researcher had spent more time was discernable. The students who had been on multiple trips not only appeared to be more comfortable with the interview process, but also provided deeper, more intimate descriptions regarding their motivation. This countered the initial concern that the researcher's position of authority could affect students' honesty. Moreover, the researcher's lengthy exposure to the students provided a more profound ability to triangulate the students' comments. Some interviews involved those with whom the researcher had worked over a year's time. When these students spoke or referred to a previous experience in the program, being able to clarify if what they said truly matched personal observations was an asset. Furthermore, the extended time spent with certain students offered the ability to see them progress toward intrinsic motivation in the outdoor program. A final benefit to the established rapport was the fact that the researcher had no trouble getting students to volunteer for an interview. Contrary to what the researcher expected, students practically volunteered themselves for interviews. This could have been because they wanted to add their input or to be part of what everyone else was doing. Regardless, the researcher believed previous time spent with the boys allowed for an easier capacity to conduct the interviews. If possible, having the ability to attain this exposure may allow future

researchers to conduct research with more accurate interpretations of qualitative interviews.

The use of technology assisted in the data gathering and analysis process. First, interviews were digitally recorded, allowing them to be preserved for accurate transcription of the students' verbatim comments. A digital recorder provided easier storage of interviews rather than tapes, especially valuable in the outdoor environment. In addition, the use of the recorder provided the ability to take more field notes. Having the option to talk into the recorder allowed the researcher to add more personal thoughts and observations than written notes. Writing field notes in the outdoor environment would have been more tedious and time consuming, potentially leading to rushed notes and overall less content upon which to reflect. In addition, the digital recording allowed for an easier transcribing process, with clearer organization and retrieval. When possible, the use of a digital recorder is strongly recommended. Finally, careful consideration should be taken regarding the time and location of the interviews. This study conducted interviews with the participants in a natural environment during an outdoor trip. While many of the interviews were conducted without problems, the time and place of certain interviews could have been improved. For example, the unanticipated infestation of mosquitoes created a difficult setting for those interviews. Multiple interviews were rescheduled due to this distraction. Fortunately, the interviews could take place on a different day; however, this could be a major concern for studies that do not have the luxury to postpone interviews. Other environmental concerns needed to be considered when conducting qualitative interviews; loud background noise (e.g., a river or thunder) made the recordings difficult to hear, and rainy weather prevented the isolation from the

rest of the group (everyone in one shelter). Also, the majority of interviews occurred right before dinner or during free time. As one student realized that his group's food was prepared and other group members were already eating, he became impatient and quickly rushed through questions in order to complete the interview. This was a valuable lesson that can be managed for future interviews, but it pointed out the importance of appropriate interviews time and place. Future research should consider the interview's time and location, especially in an outdoor setting with so many variables to distract the interviewee from giving accurate information.

Recommendations for Practitioners

The findings of this study recognized eight thematically connected categories. These categories provided insight toward programming elements that may have had an influence on students' intrinsic motivation. This section aims to provide the Adventure Institute with some practical suggestions to develop a better program structure and potentially improve its programming. These suggestions were drawn from the numerous themes that emerged from the student and staff interviews, and personal observations and field notes. As previously discussed, these results cannot be generalized; however, through the detailed description of the institution under investigation, the reader can determine whether that which was found in this study pertains to a similar program. Other practitioners may consider the findings helpful among their programs. It is up to the practitioner to decide if these suggestions pertain to his or her program, and if they could be implemented to achieve similar success.

Before discussing suggestions for the Adventure Institute and other programs, it should be recognized that these recommendations pertain to therapy programs that run outdoor trips. Many of these proposals are similar to the common programming techniques found within nontherapeutic programs such as NOLS or Outward Bound. For these programs, some of these suggestions may not appear to be novel or diverse from their current practices. However, these recommendations pertain to therapy institutions which often do not follow an outdoor/adventure model used by nontherapy programs. For a variety of reasons, therapy programs do not follow the typical program structures and curriculums found in outdoor education and instructing institutions like NOLS. This study used a program that follows many similar elements found within adventure/outdoor programs while still maintaining the strict structure of a therapy program. This section attempts to explain certain elements that can effectively foster motivation within the specific structure of a therapy program. While certain suggestions may parallel general outdoor programming, these possibilities are novel and unique for trips offered within therapy programs.

Several themes manifested through the study relating to SDT, and therefore many suggestions are provided. First, the element of relatedness appeared to be an important and foremost element in the motivation of these students. Because of this, programming may benefit from intentionally fostering this component in order to increase motivation within outdoor trips. Consistent components that appeared to provide relatedness in the interviews included the experience of small groups during dinner. Previous to this study, the Adventure Institute provided group-based meals where one staff would cook a large meal for the entire group using a large industrial-size camp stove. Once the program

incorporated backpacking stoves and required students to cook meals in small groups, the staff recognized more social bonding. Beyond relatedness, this structural change allowed students to enhance their skills (competence) with cooking in the backcountry. It also provided autonomy when students chose what they wanted in their meals (e.g., vegetables, spices, meat or chicken, amount of cheese). This study highlighted the importance of these meals as it corresponded to the relationship with SDT. Another relatedness element shown in these trips involved the two-person inflatable kayaks. Multiple students discussed this activity as beneficial to their relationships, and many boys explained how it forced them to get to know their partner better, and work on teamwork, trust, reliance, and additional social skills. Because of the importance of relatedness found in this study, similar components within outdoor programming should be implemented to create stronger social ties between peers and between staff and students.

Programs that are not voluntary may benefit by providing the element of autonomy whenever possible. It was clear that students who recently entered the Adventure Institute had less intrinsic motivation than those who had been enrolled for a longer period of time. In fact, during the outdoor trips, the unwillingness and frustration among the students who just entered the program were witnessed heavily. This may correspond with the fact that they were forced to be involved. Providing autonomy, even if it involved a required choice, appeared to be a motivator in this study. Offering trips that provided choice emerged as a motivator for a majority of the students. In addition, allowing free time and attending to students' personal interests played key roles when it came to the boys' enjoyment and motivation on the trips. While free time was easily

understood, programming for students' interests was fostered in multiple ways. One was allowing the students to propose activities, or to vote on an option, which seemed to cultivate students' interest. Another way was offering diverse trips, which allowed students to choose an activity to enjoy. Whether a student preferred the water, hiking, the snow, or getting to the top of a rock, students were exposed to something which they could enjoy and develop as a personal interest.

An additional element to consider is the separation between the outdoor program and therapy. While the outdoor program of the Adventure Institute and similar programs provided a vital component to students' therapy, allowing the students to feel they were not working on therapy was valuable. Even though students were still involved in the therapeutic process during the trips, they perceived a separation between therapy and the outdoor program. The opportunity to avoid the daily therapy sessions seemed to provide this escape. For example, if therapists participated on an outdoor trip, rather than run therapy sessions, they interacted in a fun way with the students. Therefore, tying all four themes together, programs may foster autonomy by implementing components of choice, free time, personal interest, and a break from therapy.

The component of competence within a program is another consideration for practitioners. This important theme is associated with student motivation, and involved allowing students to have feelings or perceptions of control, teaching and improving skills, and providing opportunities for leadership. Programs could provide students with the ability to obtain some control in their outdoor program, especially those that strip that control from their students due to mandatory participation. This appeared to take place through busting fires, cooking meals, and controlling a kayak down a river. Much of this

control is fostered through teaching skills, another central element of these students' motivation. Teaching students skills that were practical for their survival in the wilderness, as well as in their adventure activities, emerged as a strong theme in this study. Allowing students the opportunity to lead the group was highly motivating. When the time is right, every student should be provided with this element, recognizing that they have the ability and the skills to lead the group, furthering their competence. Finally, emerging from this study was the provision of attainable challenges, which proved to be an important motivator. Although challenge itself may be enough of a motivator for some students, a larger segment realized that challenges that eventually led to success were more important to their motivation. Pushing students above their ability to the point where they may not ultimately achieve success may not lead to the positive results expressed in this study's interviews. Overall, programs should foster competence through promoting control, teaching and improving skills, providing opportunities for leadership, and providing attainable challenges.

Practitioners of outdoor-oriented therapy programs should continue to use outdoor/adventure activities in the natural environment. This study recognized three major components that are worth mentioning. Outdoor programs can get the most out of students' motivation by providing activities that foster action, adventure, and stimulus arousal. Simply taking students into the woods may not provide these motivators. Outdoor trips that cultivate an adventure or exploratory experience appeared to motivate students, and therefore, programs can intentionally use certain activities to nurture this theme. Two activities that consistently stood out in the interviews included canyoneering and river trips. Both of these activities provided an adventure through unfamiliar and

unpredictable terrain as well as offering an action-packed experience. Many students spoke about their excitement for activities and trips that had a lot of action. For example, similar river trips had very parallel elements outside of the actual river current.

Compared to the river sections that only provided flat-water, the whitewater sections containing rapids appeared to create higher levels of motivation and enjoyment; this was manifested in both the students' interviews and the observations by staff and peers.

The students in this study described activities that provided a physiological rush as a motivator. Trips that allowed students to obtain this feeling, often referred to as adrenaline, can be fulfilled through specifically designed outdoor activities. As previously mentioned, many of the students enrolled in the Adventure Institute have a history of drug and alcohol abuse as well as other deviant behavior. Action-packed and adventurous activities may fill this void as a healthier, more acceptable alternative. Although practitioners can use the outdoor environment for certain aspects of motivation revealed in this study, the simple act of taking students into the wilderness may not provide this motivator. They should also consider offering trips that incorporate activities that promote action, adventure, and stimulus arousal. Most importantly, therapeutic programs that do not use the element of outdoor programming may want to consider this type of intentional programming exhibited through this study can provide a plethora of beneficial components.

Suggestions are provided for the minor categories of external consequences, exercise, and personal development/therapy. First, although external consequences may intuitively thwart intrinsic motivation, according to the interviews the use of external consequences may be a precursor to intrinsic motivation. While the initial use of rewards

and punishment may be required to kick start motivation, it is important to recognize that these elements of extrinsic motivation eventually need to be supplemented by other motivators in order to foster long-term intrinsic motivation. Regardless, completely removing these consequences can potentially restrict certain students from ever finding enjoyment in mandatory outdoor trips. Therefore, practitioners should eventually replace positive and negative consequences with unrelated motivators as students begin to enjoy outdoor trips. If the students in this study were never initially forced to participate in these outdoor trips, many of them might have never gained all the positive experiences, such as their advancement in personal development and therapy.

The component of exercise may not need to be addressed, as most outdoor trips provide some sort of exercise. However, it is important to understand that students may not see exercise as something fun because of the way it is traditionally presented. Staff may want to consider how they present exercise and try to address it as a positive rather than the opposite. The optimistic encouragement of the staff may have the ability to positively influence students to seek exercise, which according to one student appeared to be a motivator during outdoor trips. Therefore, staff should approach exercise as a positive and enjoyable experience.

The final suggestion, revealed in student interviews, regards the importance of gaining personal development and working on their therapy, which improved their motivation on the outdoor trips. This theme supports the use of Experiential Education (EE), which is often used in therapy and outdoor programs. Through the use of facilitated reflection, students can recognize learning and development that may not be consciously identified without this process (Luckner & Nadler, 1997). The motivation

found through personal development and therapy may not occur for many students and more specifically with newer students to a program; however, eventually this motivator can provide certain students more incentive to participate in outdoor trips. Using EE can allow students to realize they are learning more about themselves, and in turn develop personally and pursue therapeutic goals. Students discussed this growth through contexts including stress relief, learning how to deal with conflict, working toward a more productive, sober life. Due to the relevance of this theme found in this study, practitioners who already use EE should continue to provide this intentional element in their outdoor trips. In addition, programs that do not currently employ this educational tool may want to consider the significance of EE not only on the potential learning that can flourish, but the influence it may have on students' motivation.

Conclusion

This study intimately investigated the journeys of 16 boys' lives. Although the researcher attempted to interpret their stories and experiences in order to make a larger, all-encompassing meaning of their collective motivations, each student's motivation was specifically and independently unique. It was the willingness of these students to provide their stories and memories that allowed this study to take place. The findings from this study can promote future research that informs and advances intentional programming, and foster intrinsic motivation and more profound learning experiences. Understanding the elements that lead to intrinsic motivation can transform an unenthusiastic student into an enthusiastic student with long-term success.

APPENDIX A

STUDENT INTERVIEW PROTOCOL

Student, Semistructured Interview Guide-

Name _____ Phase _____

Pseudonym _____ Time _____

Interview Location _____ Date _____

Previous Wilderness Program _____ Age _____

Remind students of key information: Confidentiality, Interview has NO effect on phases, No information goes to therapists. You can remove yourself from the interview anytime.

1. What is your favorite thing to do at the Adventure Institute? Why is it your favorite?
2. What is your least favorite thing to do at the Adventure Institute? Why is it your least favorite?
3. Tell me about your favorite outdoor trip at the Adventure Institute? Why was it your favorite?
4. Tell me about your worst outdoor trip at the Adventure Institute? Why was it your worst trip?
5. Were there any outdoor activities at the Adventure Institute or at your previous wilderness program that you originally did not like to do that now you really like? Why do you like them now?

APPENDIX B

STAFF INTERVIEW PROTOCOL

Staff, Semistructured Interview Guide-

Pseudonym _____ Time _____

Location _____ Date _____

Remind of key information: Confidentiality, You can remove yourself from the interview at anytime.

1. Tell me about the boys' motivation regarding outdoor trips at the Adventure Institute?
2. What are some of the things you see the boys really enjoying? Why do they enjoy them?
3. What things do they not enjoy doing? Why do they participate in them, if they do?
4. Can you tell me about a student who initially disliked an activity or an aspect of the program and then, over time, began to enjoy it? What do you think caused that switch?

APPENDIX C

STUDENT OBSERVATIONS FIELD NOTES FORM

Student Observations Field Notes

Date _____

Description of day's events _____

Student's Motivation Level in words _____

What caused higher or lower levels of motivation? _____

In your opinion, did the student exhibit extrinsic or intrinsic motivation? Explain _____

Other comments _____

APPENDIX D

EXPLANATION OF CODING PROCESS

The coding process used for this qualitative study involved a three-step process. First, units of information were recognized in the transcribed interviews. Units of information consisted of any topic a student discussed that related to his motivation. A student explaining a favorite part of a trip might have mentioned five different motives within just a few sentences while another story may only reflect one motive in eight sentences. Each topic pertaining to motivation was initially open-coded. This first step labeled each open-code or motive with a basic name that best described the motivation. At this point, relationships among codes were not investigated. Every interview was thoroughly scanned looking for any potential topic related to student motivation. Hundreds of units were initially labeled and placed into over 50 different open-codes. In addition to coding each unit of information, cautious consideration was taken to recognize the depth of each unit; a detailed 4-minute story discussing one motivation appeared to have more weight than a sentence that quickly mentioned a motivation. It was up to the researcher to determine how valuable each unit of information was when it came to the student's motivations.

The second step involved axial-coding, in this step each open code was placed into categories based on linking the relationships among the codes. Clumping the open-codes into similar categories allowed each unit of information to be associated with similar motives regarding student motivation. Finally, selective-coding provided the researcher with the ability to recognize the thematically connected categories for this study. Axial-codes were thoroughly investigated in order to recognize the categories that most represented the students' motivations. This third step ultimately recognized the five major and three minor categories discussed in this study. Following this three-step

process provided an investigation that is highly recognized and valid among qualitative researcher (Henderson, 2006).

In order to further verify the emerged categories, the researcher conducted member checking through six interviews. Four students and two staff members who were previously interviewed for this study were individually interviewed a second time regarding member checking. These interviews were conducted after completing the analysis. The major categories and subcategories were presented to the students who then commented on each category and discussed how well each category represented their personal motivation as well as their peers' motivation. Then, students were asked if they recognized any missing explanations for their motivations beyond the categories discussed. The staff went through this process as well regarding their observations of student motivation. The students and staff all agreed with the eight categories and did not provide additional motives relating to motivation on outdoor trips.

The three-step process involving open-coding, axial-coding and selective-coding is provided in the following graph. The right column shows the initial open-codes. These open-codes were placed into the axial-codes shown in the middle column which represent this study's subcategories. Eventually the axial-codes were clumped into the selective-codes located in the left column, which represented the major and minor categories.

Selective-Coding	Axial-Coding	Open-Coding
Autonomy	Personal Interests Escape from Therapy Choice/Freedom	Diversity Interests Escape Relax Other than Therapy Choice Freedom Free time
Relatedness	Friends Staff Support	Student Relationships Trust Social Trust Positive Attitude Staff Relationships Individual Staff Attention Staff Student Equity Important Staff Excited Help Others Support
Competence	Control/Independence Skills Leadership Perceived Competence	Control Independence Survival Real Life Cooking Technical Skills Social Skills Survival Skills Certified Leadership Leader of the Day Student Teaching Authority Fear of Failure Vicarious Experiences Correct Challenge Validation
Challenge	Challenge Accomplishment	Risk Challenge Push Yourself Success Goals Accomplishment

Natural/Outdoor Environment	Stimulus Arousal Action/Adventure Nature	Like Drugs Excitement Adrenaline/Rush Feeling Adventure Exploration Unknown Action Packed Constant Activity Something New Natural World Being Outside Natural Consequences
External Consequences		Rewards Punishments Free time Reward Social Reward Food Reward
Exercise		In-Shape Strength Image Workout
Personal Development/ Therapy	Presently Learning Transfer	In-The-Moment Catharsis Stress Relief Therapy Memories Replace Drugs Experiences Reflection

APPENDIX E

STUDENT ASSENT FORM

Assent to Participate in a Study

PURPOSE OF STUDY

The purpose of the study is to find out what motivates students who are enrolled in wilderness and residential therapy. This study aims to see what motivates students from their perspectives. A better understanding of students' motivation will help improve programming aimed at improving student motivation and programming.

STUDY PROCEDURE

You will be asked to partake in a series (1 to 3) of 30 to 60 minute one-on-one interviews discussing your motivation within the outdoor program and the overall program at the Adventure Institute (name changed) and your previous wilderness program (if you went to one). Interviews will be tape-recorded and will take place during outdoor trips or at the house during open and available times (free time, chores, etc.). You will not miss any programmed activities, therapy, group, academics, etc.

RISKS

The risks of this study are minimal. You may feel upset thinking about or talking about *personal information related to motivation*. These risks are similar to those experienced when discussing personal information with others. If you feel upset from this experience, you can withdraw from the study at any time.

BENEFITS

There are no direct benefits for taking part in this study. However, we hope the information we get from this study may help develop a better program at the Adventure Institute.

CONFIDENTIALITY

Your interviews will be kept confidential. Interviews will be tape-recorded and the transcripts as well as the tape recordings will be stored in a locked office for approximately four months time. Only Tom Zimmer will have access to this information. After this study is complete, the recorded interviews and the transcripts will be properly destroyed in order to provide confidentiality. At all times, your name, identity and personal information will be kept confidential.

PERSON TO CONTACT

If you have questions, complaints or concerns about this study, you can talk to Tom during the weekends or trips or ask to speak to him when he is not around and a staff can call him. If you feel you have been harmed as a result of participation, please talk (name and phone number removed), the program administrator for the Adventure Institute (name changed).

VOLUNTARY PARTICIPATION

If you do not want to be in this study, you do not have to be in it. Remember, being in this study is up to you and no one will be upset if you do not want to participate. You can change your mind later if you want to stop. Please talk this over with your parents before you decide whether or not to participate. We will also ask your parents to give their permission for you to take part in this study. But even if your parents say "yes" you can still decide not to do this.

Consent

Signing my name here means that I agree to be in this study. My parents and I will be given a copy of this form after I have signed it.

Printed Name of Child

Signature of Child

Date

Printed Name of Witness

Signature of Witness

Date

APPENDIX F

PARENT PERMISSION FORM

Parental Permission Document

BACKGROUND

Your child is being asked to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following required information. Ask us if you find anything that is not clear or if you would like more information.

PURPOSE OF STUDY

The purpose of the study is to find out what motivates students who are enrolled in wilderness and residential therapy. A variety of previous research and motivational theories provide information regarding human motivation; however, this study aims to see what motivates the students within these specific programs from their personal perspectives. A better understanding of students' motivation will help improve programming aimed at fostering student motivation, and in turn improving the overall treatment process.

STUDY PROCEDURE

Your child will be asked to partake in a series (1 to 3) of 30 to 60 minute one-on-one interviews discussing their motivation within the outdoor program and the overall program at the Adventure Institute (name changed) and their previous wilderness program (if applicable). Interviews will take place during outdoor trips or at the residential home during open and available times (free time, chores, etc.). Interviews will be tape-recorded and stored in a secured and locked location. Only Tom Zimmer (the researcher conducting the interviews) will have access to the interviews and the students' information. The tape recordings and information will be securely stored for a period of approximately 4 months while completing the research. Following the completion of this study, the recordings and transcripts will be properly destroyed. Students will not miss any programmed activities, therapy, group, academics, etc. Students will not participate in any additional or different programming for this study. In addition, the students' parent/s, the staff, therapists, and teachers will be interviewed as well gaining additional perspectives on students' motivation.

RISKS

The risks of this study are minimal. Your child may feel upset thinking about or talking about personal information related to motivation. These risks are similar to those experienced when discussing personal information with others. If your child feels upset from this experience, you or your child can withdraw from the study at any time.

BENEFITS

There are no direct benefits for taking part in this study. However, we hope the information we get from this study may help develop a greater understanding of motivation among students in residential therapy in the future. This new understanding can provide valuable insight at providing enhanced programming and overall therapy.

CONFIDENTIALITY

Your child's interviews and observations will be kept confidential. Data and records will be stored in a locked work space. Only the researcher will have access to this information. In addition, your child's name will be kept confidential. In publications, your child's name will not be used. There are some cases in which a researcher is obligated to report issues, such as serious threats to personal or public health or safety.

PERSON TO CONTACT

If you have questions, complaints or concerns about this study, you can contact Tom Zimmer by calling either the Salt Lake or Draper house and leaving a message. You can also email Tom at (email removed). If you feel your child has been harmed as a result of participation, please call (name and phone number removed) at either house who can be reached M-F, 9-5.

Institutional Review Board: Contact the Institutional Review Board (IRB) if you have questions regarding your child's rights as a research participant. Also, contact the IRB if you have questions, complaints or concerns which you do not feel you can discuss with the investigator. The University of Utah IRB may be reached by phone at (801) 581-3655 or by e-mail at irb@hsc.utah.edu.

Research Participant Advocate: You may also contact the Research Participant Advocate (RPA) by phone at (phone number removed) or by email at (email removed).

VOLUNTARY PARTICIPATION

It is up to you to decide whether to allow your child to take part in this study. Refusal to allow your child to participate or the decision to withdraw your child from this research will involve no penalty or loss of benefits to which your child is otherwise entitled. This will not affect your or your child's relationship with the investigator or any aspect of the Adventure Institute (name changed).

COSTS AND COMPENSATION TO PARTICIPANTS

There are no costs or compensation for this study.

CONSENT

By signing this consent form, I confirm I have read the information in this parental permission form and have had the opportunity to ask questions. I will be given a signed copy of this parental permission form. I voluntarily agree to allow my child to take part in this study.

Child's Name

Parent/Guardian's Name

Parent/Guardian's Signature

Date

Relationship to Child

Name of Researcher or Staff

Signature of Researcher or Staff

Date

APPENDIX G

STAFF CONSENT FORM

Consent Document

BACKGROUND

You are being asked to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Tom Zimmer will be conducting this study, please ask any questions if there is anything that is not clear or if you would like more information. Take time to decide whether you want to volunteer to take part in this study. The purpose of the study is to find out what motivates students who are enrolled in wilderness and residential therapy. This study aims to see what motivates students from their perspectives. A better understanding of students' motivation will help improve programming aimed at improving student motivation and programming.

STUDY PROCEDURE

You will be asked to partake in a 30 to 60 minute one-on-one interview discussing student motivation within the outdoor program and the overall program at the Adventure Institute (name changed). Interviews will take place during a time that is convenient for you.

RISKS

The risks of this study are minimal. You may feel upset thinking about or talking about personal information related to student motivation. These risks are similar to those experienced when discussing personal information with others. If you feel upset from this experience, you can withdraw from the student at any time.

BENEFITS

There are no direct benefits for taking part in this study. However, we hope the information we get from this study may help develop a better program at the Adventure Institute and in turn provide a better work environment.

CONFIDENTIALITY

Your interviews will be kept confidential. Interviews will be tape-recorded and the transcripts as well as the tape recordings will be stored in a locked office for approximately four months time. Only Tom Zimmer will have access to this information. After this study is complete, the recorded interviews and the transcripts will be properly destroyed in order to provide confidentiality. At all times, your name, identity and personal information will be kept confidential.

However, if you disclose actual or suspected abuse, neglect, or exploitation of a child, or disabled or elderly adult, the researcher or any member of the study staff must, and will, report this to Child Protective Services (CPS), Adult Protective Services (APS) or the nearest law *enforcement agency*. In addition, there are some cases in which a researcher is obligated to report issues, such as serious threats to public health or safety.

PERSON TO CONTACT

If you have questions, complaints or concerns about this study, you can talk to Tom during the weekends or trips or call him at (number removed). If you feel you have been harmed as a result of participation, please talk (name and phone number removed), the program administrator for the Adventure Institute (name changed).

Institutional Review Board: Contact the Institutional Review Board (IRB) if you have questions regarding your rights as a research participant. Also, contact the IRB if you have questions, complaints or concerns which you do not feel you can discuss with the investigator. The University of Utah IRB may be reached by phone at (801) 581-3655 or by e-mail at irb@hsc.utah.edu.

Research Participant Advocate: You may also contact the Research Participant Advocate (RPA) by phone at (number removed) or by email at (email removed).

VOLUNTARY PARTICIPATION

It is up to you to decide whether to take part in this study. Refusal to participate or the decision to withdraw from this research will involve no penalty or loss of benefits to which you are otherwise entitled. This decision will not affect your relationship with Tom Zimmer or any aspect of the Adventure Institute (name changed).

COSTS AND COMPENSATION TO PARTICIPANTS

There are no costs or compensation for this study.

CONSENT

By signing this consent form, I confirm I have read the information in this consent form and have had the opportunity to ask questions. I will be given a signed copy of this consent form. I voluntarily agree to take part in this study.

Printed Name of Participant

Signature of Participant

Date

Printed Name of Researcher or Staff

Signature of Researcher or Staff

Date

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