

Classification of Motivational and Behavior Change Techniques

Label	Definition	Function
Autonomy-Support Techniques		
MBCT1. Elicit perspectives on condition or behavior	Encourage exploration and sharing of perspectives on current behavior (e.g., causes, perpetuating factors etc.).	Allows exploration of behavior in more depth (self-knowledge), which can inform the program and personal choices.
MBCT2. Prompt identification of sources of pressure for behavior change	Prompt identification of possible sources of external (or partially internalized) pressures and expectations, and explore how they may relate to client's desired goals and outcomes.	Explores locus of causality and potential sources of external/introjected regulation and its consequences.
MBCT 3. Use noncontrolling, informational language	Use informational, non-judgmental language that conveys freedom of choice, collaboration, and possibility when communicating (avoiding constraining, pressuring, or guilt-inducing language). For example, use "might" or "could" instead of "should" and "must".	Avoids being a source of pressure or creating internal pressure, countering external locus of causality for actions.
MBCT 4. Explore life aspirations and values	Prompt identification and listing of important life aspirations, values, and/or long-term interests and explore how changes in behavior (or maintaining the status quo) could be linked to them.	Explores integrity and internal coherence between aspirations, values, and goals/behaviors, which can sustain autonomous regulation.
MBCT 5. Provide a meaningful rationale	Prompt client to identify rationale for behavior change and its maintenance that is tailored, explanatory, and personally meaningful or valuable.	Highlights and reinforces motives/reasons that could form the basis of autonomous motivation.
MBCT 6. Provide Choice	Provide opportunities to make choices from a collaboratively-devised menu of behavioral options and autonomous goals. It includes the decision not to change, delay change, select focus/intensity of change, personally endorsed intrinsic goals and standards for success, including the timing or pace for certain outcomes.	Promotes personal input and ownership over behavior change and responsibility through choice.
MBCT 7. Encourage the person to experiment and selfinitiate the behavior	Prompt the person to experiment and selfinitiate (new) target behavior that could be fun and enjoyable, is experienced as positive challenge, opportunity for learning or personal expression, and/or are associated with skill development, all of which provide experiential / immediate positive reinforcement".	Supports autonomous action via intrinsic motivation.
Relatedness-support techniques		
MBCT 8. Acknowledge and respect perspectives and feelings	Provide statements of empathy and acknowledgment of the person's perspective, conflicts/ambivalence, distress and negative affect (fear, confusion, etc.) and also expression of positive feelings when communicating with client (concerning the target	Indicates attention and respect for the person's attitudes, thoughts perceptions, and feelings, which creates an accepting and warm social environment.

	behavior, treatment, or other related matters).	
MBCT 9. Encourage asking of questions	Prompt the client to pose questions regarding their goals/behavioral progress.	Creates an open and collaborative relation that promotes trust.
MBCT 10. Show unconditional regard	Express positive support regardless of success or failure.	Demonstrates unconditional respect, care and support and promotes warm social environment.
MBCT 11. Demonstrate/show interest in the person	Provide statements of interest and curiosity about the person's thoughts and perceptions, personal history and background, social context, life events, etc. when communicating.	Displays involvement, indicates to the person that their experiences and input are valued.
MBCT 12. Use empathic listening	Demonstrate attentiveness to the client's responses (e.g., stay silent to allow the person to complete sentences), and provide reflective and summary statements when appropriate (directed at affect or content) when communicating. Prompt permission to provide new information, guidance or advice.	Creates open, collaborative relation; promotes trust; Displays respect for the person.
MBCT 13. Providing opportunities for ongoing support	Offer the person an appropriate venue and means to contact you in the event of difficulties or questions during the behavior change process.	Shows care and personal involvement.
MBCT 14. Prompt identification and seek available social support	Prompt identification of sources of support for behavior change (if relevant), acknowledge challenges in recruiting adequate support (autonomous vs controlled), and promote effective ways of seeking positive support.	Includes strategies that will help in feeling confident to overcome potential challenges and meet behavioral goal (e.g., information about available programs, active involvement of others such as family members).
Competence-support techniques		
MBCT 15. Address obstacles for change	Prompt identification of likely barriers to behavior change, based on previous attempts, and explore how to overcome them (e.g., what may have worked in the past).	Increases confidence and reinforces existing skills.
MBCT 16. Clarify expectations	Prompt statements of client's own expectations in terms of behavior change (e.g., identify a clear goal or learning objective), both its experiential elements (process) as well as outcomes.	Provides structure and minimizes future failure (and perceived incompetence).
MBCT 17. Assist in setting optimal challenge	Assist in identification of goals that are realistic, meaningful challenging, and achievable.	Provides structure and minimizes future failure (and perceived incompetence)
MBCT 18. Offer constructive, clear, and relevant feedback	Provide relevant, tailored, non-evaluative feedback on goal/behavioral progress. This can include specific, process-focused feedback.	Provides encouragement and information to guide future behavior.
MBCT 19. Help develop a clear and concrete plan of action	Develop and provide summary of action plan to work toward a behavioral goal.	Provides structure, increases confidence, and minimizes

		future failure (and perceived incompetence).
MBCT 20. Promote self-monitoring	Prompt monitoring of progress, skill level, or performance such as suggesting options for monitoring tools/means and metrics for success, including steps in the direction of behavior change.	Provides structuring information that reinforces success and self-awareness.
MBCT 21. Explore ways of dealing with pressure	Provide information to manage and limit effects of pressuring contingencies that would undermine competence such as extrinsic rewards, criticism, negative feedback.	Increase confidence to deal with sources of controlling pressure from others and themselves.