

Developing and Validating a Scale for Recognizing Basic Psychological Needs in a Video Vignette

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Abstract

The purpose of the present study was to develop and validate an initial measurement for the recognition of the basic psychological needs of an adolescent with physical and mild cognitive disability. People who are already active or they are about to engage in general and special education participated in the study. Content validity, internal consistency, structural validity and convergent validity were tested. This scale serves to explain in a proximal causation the setting of intrinsic instructional goals in a structural equation model that combines the life goals and the state empathy of the participants. The research was based on a purposive large and diverse sample of teachers, health practitioners and senior university students. According to the cross-sectional research design, the participants watched a short video vignette. The findings showed that the recognition of the basic psychological needs was involved in a series of significant full and partial mediations among intrinsic life goals, state empathy, and age of participants on the one hand and intrinsic instructional goals on the other. However, a statistically significant path was also recorded between the recognition of the basic psychological needs and the goals for high scores, which are considered external instructional goals. The results highlight the proximal role of recognizing the basic psychological needs when setting instructional goals.

Keywords: Self-Determination Theory; Instructional Goals; State empathy; Cerebral Palsy; Cognitive Disability