Table 3 in: J. Reeve, S.H. Cheon / Psychology of Sport and Exercise 22 (2016) 178-189

Illustrative scripts for each of the six recommended instructional behaviors to help PE teachers learn the "how to" of autonomy-supportive teaching.

Autonomy-supportive instructional behavior	Sample instructional script
1. Take the students' perspective	Conduct various formative assessments, such as starting a class (or activity) by soliciting students' input into the forthcoming lesson and then integrating those suggestions into the lesson plan, and also by ending a class by asking students to complete an anonymous "Any suggestions?" comment card.
2. Offer activities to vitalize the psychological needs	For autonomy, give students some say in what they will do and how they will do it, asking "What would you like to do?" For competence, offer students a "Can you do this?" optimal challenge to strive for, such as a difficult goal, a model to emulate, or a standard of excellence to pursue. For relatedness, offer students an opportunity to engage in peer-to-peer interaction, such as a cooperative learning activity.
3. Provide explanatory rationales	Introduce engagement requests, procedures, rules, and limits as follows: (1) Request, (2) Rationale, such as "Let's work today to change our disrespectful language into more respectful language, because we want a classroom that is welcoming, safe, and supportive for everyone."
4. Communicate using informational language	When a student misbehaves or performs poorly, ask if he or she agrees with your perception (e.g., "It seem that you are having trouble with this activity; am I right about that?"), ask him or her to diagnose the cause of the misbehavior or poor performance (e.g., "Do you know why that might be?"), and ask if he or she would like your help in generating new-and-improved prosocial or performance-enhancing coping behaviors.
5. Acknowledge and accept expressions of negative affect	Acknowledge the negative affect: "I see that everyone looks bored and unenthusiastic about today's stretching exercises." Accept the negative affect as valid: "Yes, we have practiced this same routine many times before, haven't we?" Welcome suggestions to eliminate the cause of the negative affect: "Okay, so what might we do differently; any suggestions?"
6. Display patience	Watch, listen, be responsive to students' initiatives, communicate your willingness to help, and do so after being asked, signaled, or invited. Avoid rushing in to intervene or fix the problem, as in "Here, do it this way – like I showed you."