

Home Share Providers and the Influence of Motivation on Training

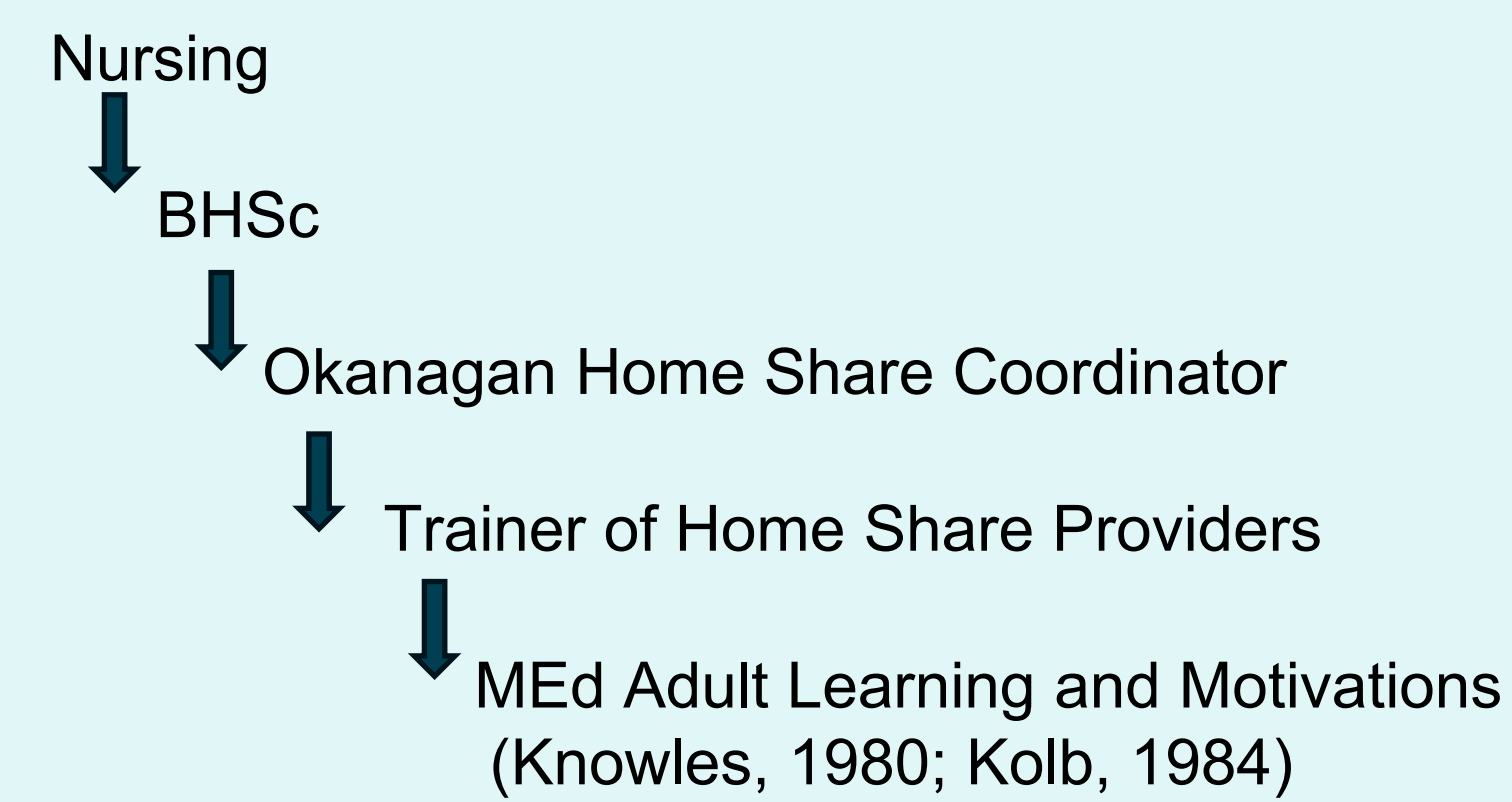
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Abstract

- Home Share Providers (HSPs) support adults with intellectual disabilities (ID) in Home Sharing arrangements
- HSP training improves the quality and stability of Home Shares
- HSP training is enhanced with adult learning strategies
- HSP training engagement shaped by extrinsic and intrinsic motivations
- Well-designed training leads to improved HSP competence and quality of life for adults with ID

Introduction

My Journey



Significance of the Topic

- HSPs need knowledge and skills to provide safe, holistic support for adults with ID (Hastings & Brown, 2002)
- Adult learning principles increase training effectiveness and improve outcomes for supported people (Conesa et al., 2023)
- Extrinsic and intrinsic motivations influence participation in training (Knowles, 1980)

Thesis Statement

Understanding how extrinsic and intrinsic motivation influences HSPs' engagement in training within an adult learning framework can guide the development of more effective adult learning experiences.

Research Question

How do the intrinsic and extrinsic motivations of Okanagan HSPs, as adult learners, influence their engagement and experience during training?

Literature Review

**When we are motivated,
we cause things to happen
(De Charms, 1983)**

Adult Learning Principles for Training

- Self-directed (Knowles, 1980)
- Relevant, practical, and applicable (Knowles, 1980)
- Builds on prior knowledge and experience (Knowles, 1980)
- Addresses identified learning needs (Orpen, 1999)
- Training adequately resourced (Orpen, 1999)
- Self-set goals and standards (Bandura & Cervone, 1986)

Extrinsic Motivation for Adult Learners

- External incentives encourage participation in training (Ryan & Deci, 2000)
- Knowledge and skill acquisition (Eccles & Wigfield, 2002)
- Social connection and sense of belonging support engagement (Ryan & Deci, 2000)
- Culture of recognition and ethical feedback (Yeh & Huang, 2025)

Intrinsic Motivation for Adult Learners

- Aligned with personal goals (Knowles, 1980)
- Promotes personal growth (Knowles, 1980)
- Reflective activities and experiential learning enhance motivation (Gibbs & Priest, 2010)
- Caring, dignity, compassion, and relationships motivate caregivers (Coogle et al., 2002)
- Connect service values to practice (McVilly, 1997)
- Sense of service and personal satisfaction (Yeh & Huang, 2025)
- Increases with positive feedback (Rackauskiene et al., 2013)

Recommendations

Enhancing Extrinsic Motivation for HSPs

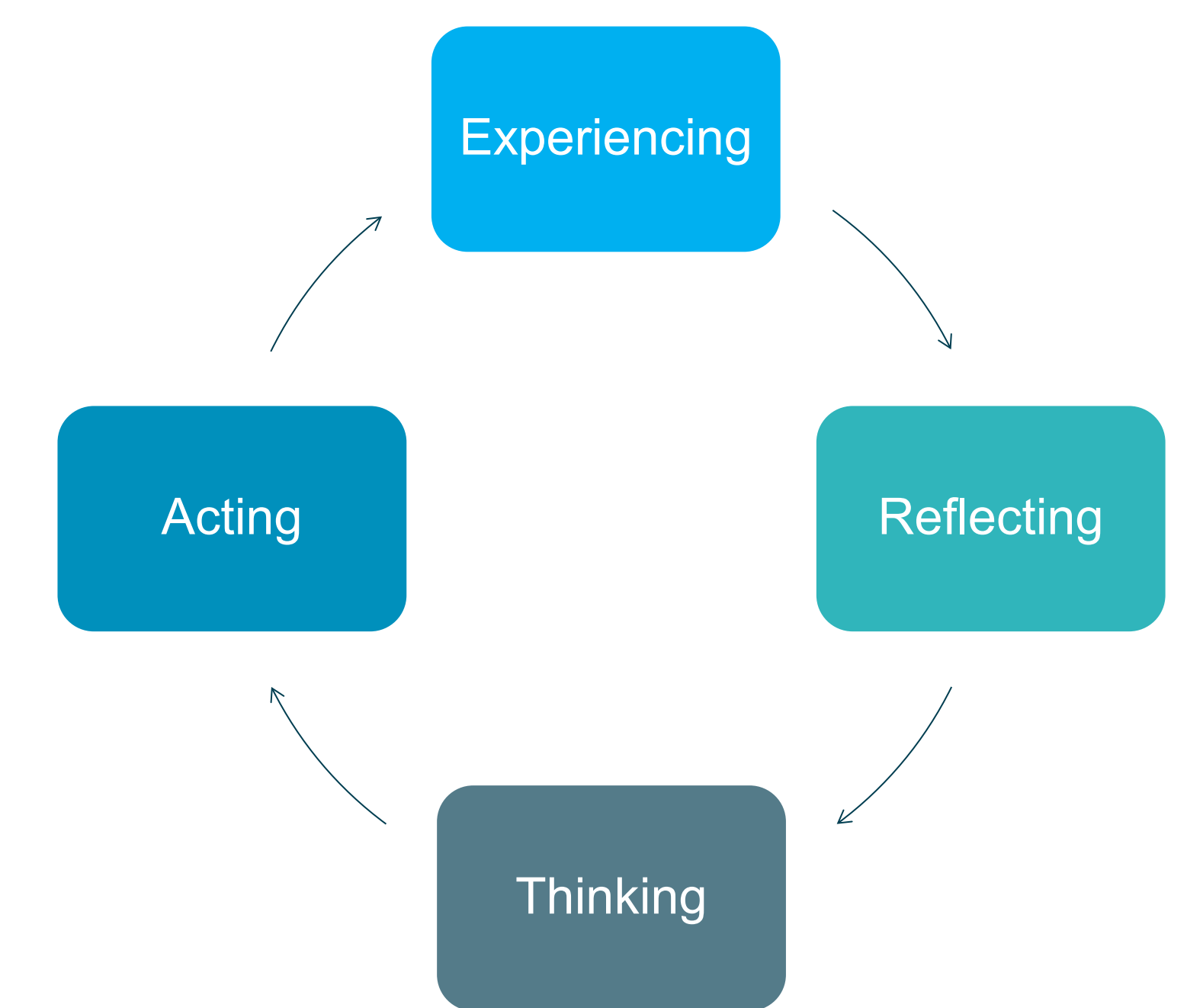
- Provide online, collaborative training sessions that encourage discussion, peer learning, and sharing of caregiving experiences
- Connect HSPs with **Home Sharing Support Society of BC** that offers online training, consultations, networking, and in-person conferences that nurture relatedness, belonging and connection

Enhancing Intrinsic Motivation for HSPs

- Deliver in-person workshops using **Kolb's Experiential Learning Theory** (Kolb, 1984)
Emphasize concrete experience, reflection, conceptualization, and active application
- Design learning that reinforces personal growth and declares caregiving values

Conclusion

- Aligning HSP training with adult learning principles and motivational factors enhances training engagement and learning
- Equipping HSPs with knowledge and skills to provide safe, holistic, person-centered supports strengthens outcomes for adults with ID living in Home Shares.



Kolb's Experiential Learning Theory
(adapted from Kolb & Kolb, 2023)

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