High school-to-university transitions are often fraught with challenge and adversity that can undermine motivation and achievement. Such challenges are exacerbated for competitive student athletes who commonly experience additional stressors while pursuing success in academic and sport domains. These individuals face demanding practice schedules, missed classes, injuries, financial burdens, and many other factors that contribute to lowered motivation and academic performance (Gould & Whitley, 2009; Scott et al., 2008). For this presentation, I will discuss the efficacy of a motivation (attribution-based) treatment on course performance and persistence for competitive student athletes who exhibit academic risk factors. I will also discuss a moderated-mediation analytic design whereby treatment effects on academic performance were mediated by cognitive and affective process variables consistent with attribution theory (Weiner, 2017).