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Self-Efficacy: Supplemental Handout

The Development of Self-Efficacy[1]

Period (approx. ages)	Relevant Characteristics of Development *	Examples of Students Exhibiting High Self-efficacy
Early-mid Childhood (ages 2-6)	• Beginning to build the capacity for self-control and looking ahead • Developing an understanding of expectations and adjusting behaviors accordingly	*Continuing to find ways to pursue a curiosity or master a task in spite of setbacks* "I couldn't remember what came after the letter N! I bet if I start over, I can remember."
Mid-Late Childhood (ages 6-11)	• Developing ability to self-evaluate based on competence and perspective of others • Self-awareness of one's limitations, but learning one's ability to control oneself and the environment	*Observing peer models to build a stronger sense of one's own ability to accomplish a goal* "Ms. Smith helped Ana sound out the word and the next time, she could read it on her own! I wonder if I can try that, too."
Early Adolescence (ages 12-14)	• Developing an understanding of the self and one's abilities to influence outcomes • Reworking understanding of autonomy and initiative • Metacognitive abilities become more developed and help one assess their own capabilities more accurately	*Believing that one can adapt their behavior in pursuit of a goal* "I don't think I studied enough for that last geometry quiz. I'm sure if I make more time to review the lesson, I can get a better grade on the next quiz."
Late Adolescence (ages 14-18)	• Developing an understanding of what's important to the self and one's influence in planning for future goals	*High academic achievement and rigorous goal setting* "I really want to go to college with my peers. If I plan out my applications this summer, I should be able to have everything ready to apply in the fall and make sure I get things in on time."

*The characteristics listed under these periods continue to manifest and develop in different ways throughout different periods in childhood and adolescence.

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Self-Efficacy: Strategies

Overview: We can support students' development of high self-efficacy by enacting a variety of strategies in the classroom. This list of strategies is a supplement to the self-efficacy PowerPoint presentation. Toolkits are available here.

Strategies to try in the classroom[2] (more details on these strategies available in the Self-Efficacy PowerPoint presentation)

- Develop learning progressions with your students' progression—a roadmap towards the mastery of a skill or task—that clearly represents expectations at different stages of achievement. This can help students track their progress towards the mastery of a skill or content-area.
- Use peer models for learners to observe others who are working through or have mastered a similar challenge and are modeling an effective strategy.
- Provide specific feedback that reflects what is driving the student's performance (e.g, strategy, effort, etc.).
- Guide students through imagining themselves as confident and successful in a specific (and perhaps, stressful) situation.
- Have students practice building awareness about their feelings and sensations through exercises such as mindfulness.
- Encourage students to reframe their stress into a mindset of excitement and anticipation.

Additional generalized strategies[3]. How can the following generalized strategies to help you foster your students' high self-efficacy?[2]

- Make successful events more likely and more frequent by setting small, attainable goals and sub-goals for learning. This allows students to regularly and gradually experience success in the subject matter.
- Continuously support students' coping strategies, which can involve providing ongoing support to help them navigate setbacks, work through different problems, and try new and different strategies.
- Teach specific learning strategies and help students practice using these strategies. This involves identifying a few critical strategies that the student can practice and master, and then helping the student learn when and why to use the strategy effectively and on their own.
- Reinforce students' effort, persistence, and effective use of learning strategies to motivate students to use these strategies in the future.

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- Leverage student choice and interest to boost student motivation and engagement. For example, allow students to choose books, break times, and extra credit work that are meaningful to the them and acceptable to the teacher.
- Encourage students to try new academic activities at appropriate instructional and independent levels. This can provide students with opportunities to learn that moderate effort can produce success, even in areas they didn't realize.
- Remind students of recent, similar successes in related subject areas or tasks. This can help students acknowledge their previous successes, building upon their mastery experience.
- Give frequent, focused, task-specific feedback to help students learn what they are doing correctly and how they can improve, thus helping them create a framework or blueprint for success.
- Create opportunities for self-efficacy beliefs to generalize across situations, allowing one set of experiences to influence the next

[1] Adapted from: Cole, M. & Cole, S. (1996). *The development of children.* New York: Scientific American.

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[2] Margolis, H., & McCabe, P. P. (2006). Improving self-efficacy and motivation what to do, what to say. Intervention in school and clinic, 41(4), 218-227.

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