

**SELF-EFFICACY  
EVIDENCE-BASED PRACTICE MATRIX**

<b><i>Research Finding</i></b>	<b><i>Implications for Practice</i></b>	<b><i>Our Suggested Strategies</i></b>
<b>Motivation, persistence, engagement and goal attainment are influenced both by individual characteristics, such as self-efficacy, and environmental factors</b>	Make learning environments (classrooms, programs, individual tutoring) support individual growth in self-efficacy, self-regulation, and other positive individual characteristics	
<b>Self-efficacy related to literacy is related to positive outcomes in literacy, while general self-esteem doesn't seem related to particular outcomes.</b>	Seek ways to enhance individual learners' self-efficacy in literacy, rather than trying to increase their general self-esteem.	
<b>Self-efficacy can be "adaptive" or malleable.</b>	Help students see that they can change the way they think of their own ability to be successful at a task.	
<b>An incremental view of literacy may make it easier to influence one's sense of self-efficacy.</b>	Helping students believe that intelligence is incremental, coupled with belief that success is controllable, may increase self-efficacy.	
<b>Self-efficacy changes over time: it can decrease with age or with inactive lifestyles, and stronger self-efficacy in mid-life predicts "cognitive and intellectual performance over the lifespan".</b>	Help students set reasonable goals, set tasks in the "zone of proximal development", ones that are challenging but achievable while giving scaffolding, give students accurate feedback about skills and progress towards those goals, and help them attribute success as controllable and internal	
<b>How a student attributes success or failure—negative or positive</b>	Understand students' attribution beliefs, and help them see that success can be	

<p><b>internal or external, controllable or uncontrollable, stable or unstable—influences their sense of self-efficacy.</b></p>	<p>attributed to positive internal factors, factors that can be controlled and changed through effort.</p>	
<p><b>Intrinsic motivation, coupled with a belief that they are autonomous or in control of their behavior, is associated with some positive academic outcomes.</b></p>	<p>Help students move from situational interest to personal interest in a task; give students choices (a moderate number of options) about the tasks in which they engage; provide a rationale for engaging in a particular task.</p>	