

## Strategies and Possible Applications

Strategy	Description	Possible Applications
<b>Road map</b>	Provides a “mastery experience” for students to build their own self-efficacy through scaffolding; Builds confidence in achieving each step on the way to the goal. <sup>1</sup>	<ul style="list-style-type: none"> <li>• Create a timeline of activities that includes college entrance testing, FAFSA completion, searching out institutions and options, essay writing, and application submission</li> <li>• Break down each activity into manageable steps</li> </ul>
<b>Modeling</b>	Parents, teachers, and peers demonstrate how to navigate challenges and help adolescents believe they can do the same. <sup>2,3</sup>	<ul style="list-style-type: none"> <li>• Invite graduates to return and discuss their successful experiences in the postsecondary transition</li> <li>• Create/share stories about similar students who have successfully completed postsecondary steps</li> </ul>
<b>Verbal persuasion</b>	Significant others provide convincing verbal persuasion that can improve student self-efficacy. <sup>4</sup>	<ul style="list-style-type: none"> <li>• Go beyond telling students you think they can do it, and give them examples of why you think they have the skills to do it</li> <li>• Get parents involved to provide encouragement</li> </ul>
<b>Role playing</b>	Students imagine success through role playing <sup>5</sup>	<ul style="list-style-type: none"> <li>• Students write a story about their future selves going to college or training for a career</li> </ul>
<b>Goal setting</b>	As proximal goals are met, students gain confidence in their abilities. Goals should be attainable, timely, and specific. <sup>6</sup>	<ul style="list-style-type: none"> <li>• Students can set a goal for completing the FAFSA, researching postsecondary options, or completing applications</li> <li>• Students can set goals for their current course assignments or course milestones</li> <li>• As goals are achieved, students can set a new goal</li> </ul>

<sup>1</sup> Schunk, DH (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist*, 25(1), 71–86.

<sup>2</sup> Brown SD, Lent RW (2006). Preparing adolescent to make career decisions: a social cognitive perspective. In: Pajares F, Urdan T, editors. *Adolescence and Education: Vol.5. Self-Efficacy Beliefs of Adolescents*. Greenwich, UK: Information Age; pp. 201–233.

<sup>3</sup> Schunk, DH (2003). Self-efficacy for reading and writing: Influence of modelling, goalsetting, and self-evaluation. *Reading and Writing Quarterly*, 19, 159-72.

<sup>4</sup> Fan W, Williams CM (2010). The effects of parental involvement on students’ academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology*, 30(1), 53–74.

<sup>5</sup> Jerusalem M, Hessling JK (2009). Mental health promotion in schools by strengthening self-efficacy. *Health Education*, 109(4):329–341.

<sup>6</sup> Student goal setting: an evidence-based practice (2018). Midwest Comprehensive Center at American Institutes for Research. <https://midwest-cc.org/sites/default/files/2018-06/MWCC-Student-Goal-Setting-Evidence-Based-Practice-Resource-508.pdf>.