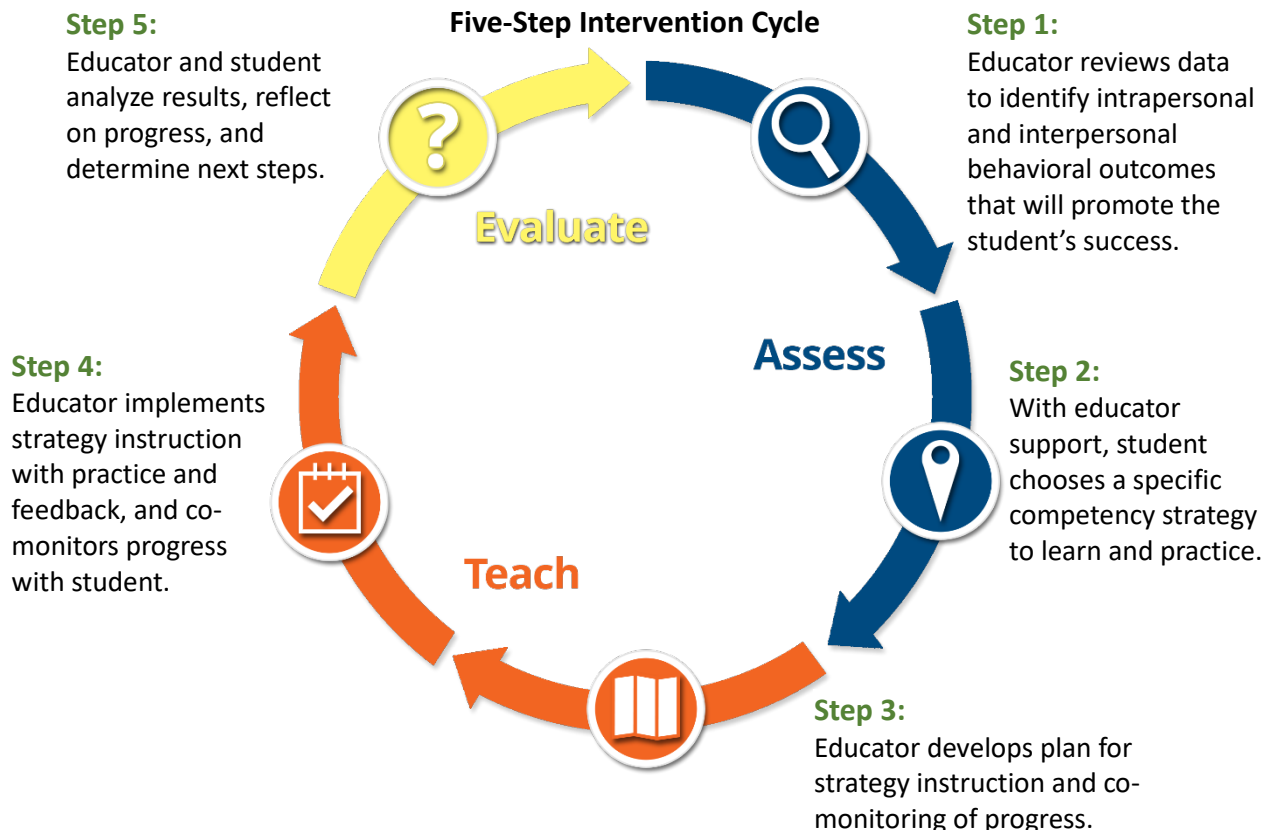


Five-Step Intervention Cycle: Self-Efficacy Vignette

The College & Career Competency Framework provides K–12 curricula for developing assertiveness, conflict management, self-efficacy, and self-regulation. These curricula, developed by Drs. Gaumer Erickson and Noonan, at the University of Kansas, support educators and families in developing resilient learners who collaborate to expand skills, express their wants and needs respectfully, and apply strategies to self-regulate and persevere. Instructional activities and facilitated practice develop students’ skills. Educators are supported through professional learning and coaching from recognized trainers to structure tiered supports matched to the needs of each student.

In addition to the K–12 curricula designed for all students, individualized support and specialized instruction are provided to students who need additional guidance to build fluency and independence in intrapersonal and interpersonal competencies. The following five-step intervention cycle can be applied when teaching a student to apply specific strategies that lead toward a desired outcome. Throughout this guidance, a vignette is included to illustrate how to structure and implement individualized interventions for self-efficacy. Review the [Self-Efficacy Infographic](#) for the research base and associated student outcomes. For each step, students should provide input and be empowered to whatever extent is possible. Additionally, while we illustrate connections to the Individualized Education Program (IEP), the steps apply to planning interventions for any student.



Step 1: Educator reviews data to identify intrapersonal and interpersonal behavioral outcomes that will promote the student's success.

Every person has a wide range of intra- and interpersonal skills that they are working to refine. With this first step, we review data from various sources (e.g., our own observations, student self-assessment, and family input) to identify a desired behavioral outcome that will help the student better engage in learning.

Some examples of desired self-efficacy behavioral outcomes include:

- [Name] attempts difficult learning multiple times before asking for help.
- [Name] stays focused on a task (requiring 10 minutes) until it is completed.
- [Name] analyzes their mistakes and adjusts the next attempt.
- [Name] self-calms when frustrated.
- [Name] focuses on their effort and describes how effort led to or hindered learning.

While educator observation alone can identify a desired student outcome, additional data from students and families can help to increase buy-in and target areas for growth. Common data sources include student input, family input, educator observation, and school behavior data. We'll discuss each of these data sources.

Student Input. The College & Career Competency Framework curricula incorporate student reflection measures (K–12) and knowledge assessments (intermediate and secondary levels) for all four foundational competencies (i.e., assertiveness, conflict management, self-efficacy, and self-regulation). These assessments illustrate student input for easy-to-interpret results which can be discussed with students. Assessment technical guides at www.cccstudent.org outline each student assessment and provide instructions for administering and interpreting the results. Download and reference the [Self-Efficacy Assessment Technical Guide](#).

Family Input. The [Skills That Matter: Family Reflection](#) asks parents to reflect on their child's demonstration of intra- and interpersonal behaviors. Self-efficacy items include:

1. When learning something gets really hard, my child keeps trying.
2. My child can name hard things they have learned.
3. When my child makes a mistake, they learn from it and try again.
4. When people tell my child what they did wrong, my child listens and uses the information to get better.
5. When my child starts to get frustrated, they calm themselves.

This reflection can be completed online (see www.cccstudent.org for assessment details) with results that are easily interpreted and can be discussed with the family and student.

Educator Observation. Educators structure their assessment of the student through competency-specific performance-based observations. Data from performance-based observations provide both a baseline and a mechanism for measuring growth over time. Protocols for performance-based observations are included in the College & Career Competency Framework curricula, and data can be entered and illustrated online (see www.cccstudent.org).

School Behavior Data. Behavioral data also support prioritization of intra- and interpersonal skills. Such data may include office disciplinary referrals, attendance, on-time homework completion, behavioral universal screening, and engagement in learning.

Let's walk through an example for our student, Lucas. Lucas is quiet, rarely asks for help, but often puts his head on his desk instead of completing classwork. When approached, he sometimes runs out of the classroom or yells at the teacher to leave him alone (he has left the classroom four times in the past two weeks, and the teacher reports that he yelled at her on three occasions).

Lucas's class is learning self-efficacy, and his self-reflection questionnaire showed that he answered *Not Like Me* to the following items:

- When I start to get upset, I know how to calm myself.
- When learning something gets really hard, I know how to make myself keep trying to learn.

Lucas's mother completed the [Skills That Matter: Family Reflection](#) and rated self-efficacy indicators as Lucas's lowest areas. Specific items rated as *Not Like My Child* included:

- When my child makes a mistake, they learn from it and try again.
- When learning something gets really hard, my child keeps trying.
- When my child starts to get frustrated, they calm themselves.

Student records show that Lucas's attendance is good but that office disciplinary referrals were written each time he left the classroom without permission. His teachers report that Lucas engages well with other students but frequently turns in assignments that are only partially completed. He appears to be struggling with the content, but he never asks for help. Teachers and paraprofessionals say that they offer assistance and sometimes he'll accept, but they are hesitant to approach him because of his escaping behaviors.

Lucas's teacher rated his proficiency in self-efficacious behaviors on the *Self-Efficacy Performance-Based Observation*. Indicators for which Lucas's behavior was rated at the *Beginning* stage (not yet able to demonstrate without scaffolding) included:

- Continues to work on a challenging task by trying different ways to solve a problem (Strategy 2, **try again**).
- Utilizes mindful practices to self-calm and focus (Strategy 3, **calm myself**).

After reviewing the data, Lucas's teacher identifies the desired behavioral outcome: *When having difficulty completing an assignment, Lucas takes steps to help himself learn (e.g., calming himself, asking for help, trying different ways to solve the problem).*

To summarize, Step 1 focuses on reviewing data to identify behavioral outcomes that will promote the student's success. Data from educator observations and other available sources are reviewed to determine the desired student behavioral outcome. If the intervention is part of a student's IEP, a synopsis of the data is added to the Present Level of Academic Achievement and Functional Performance (PLAAPF) section.

Step 1 Task List:

- Gather and review intra- and interpersonal data.

- Identify the desired student behavioral outcome.

Step 2: With educator support, student chooses a specific competency strategy to learn and practice.

In Step 2, educators consider the data gathered in Step 1, prioritize one competency which is likely to lead toward the desired behavioral outcome, and review the ten strategies for that competency (i.e., [assertiveness](#), [conflict management](#), [self-efficacy](#), [self-regulation](#)). While the competency is chosen by the educator, to best impact the desired behavior, the competency strategy should be selected by the student, with support if needed.

The educator and student discuss the student’s strengths and the desired behavioral outcome from Step 1. Then they discuss the strategies for the targeted competency, and the student identifies one strategy for focus (e.g., ***focus on my effort***, ***try again***, ***calm myself***). While several competency strategies may emerge as important, the student should begin with focusing on one strategy. With educator support, the student then creates an I-statement, articulating the strategy they will learn and the situation in which they will apply the learning.

Some examples of student I-statements for building self-efficacy include:

- When learning gets hard in math, I will ***try again*** with different ways to solve a problem.
- I will ***focus on my effort*** by setting a timer and working on a task until the timer goes off.
- I will ***learn from my mistakes*** by explaining parts of the math problem that I did well and parts that I will do differently next time.
- When switching classes and starting to feel overwhelmed, I will ***calm myself***.
- When I want to get better at reading, I will ***exercise my brain*** by practicing my sight words.

Lucas’s self-reflection, the parent’s assessment, and behavior data show a priority for the intrapersonal competency self-efficacy. In a private discussion with Lucas when he is calm, he explains that he feels frustrated and stupid. He feels angry when he doesn’t know how to do an assignment. He thinks leaving the classroom is the best option. Lucas just shrugs his shoulders when it’s suggested to him to ask for help. Lucas’s family is most concerned about him leaving the classroom without permission.

The teacher and Lucas discuss his strengths, including being kind to other students and listening when the teacher is talking. The teacher then shares the desired behavioral outcome: *When having difficulty completing an assignment, Lucas takes steps to help himself learn*. They review the [Self-Efficacy Strategies](#), and Lucas determines one to focus on. With support from his teacher, Lucas writes a Self-Efficacy Strategy I-statement:

I will try to recognize when I feel frustrated and ***calm myself*** [Self-Efficacy Strategy 3].

Interventions do not replace classroom instruction—interventions are additional instruction and support specially designed to meet a student’s needs. Class-wide instruction should continue to guide all students in learning and practicing intra- and interpersonal strategies. Additionally, when classroom issues emerge, class-wide reteaching and guided practice (sometimes referred to as class-wide interventions) will support all students. For example, if you hear students using

negative self-talk, focusing on reteaching the Self-Efficacy Strategy *say, “I haven’t learned _____ yet”* will benefit all students. Learning about growth versus fixed mindsets and ways to reframe negative self-talk increases students’ confidence in themselves. A class-wide We-statement might be *When learning gets hard, we will say, “I haven’t learned it yet.”*

As mentioned earlier, Lucas’s class is learning Self-Efficacy Strategies. Lucas’s teacher plans to continue to guide students in all strategies, but she wants to particularly focus class-wide on the strategy *learn from my mistakes*. She posts the We-statement on the board: *We will learn from our mistakes because mistakes show us how we can improve*. Each day, she plans to highlight mistakes that show learning and to work with the class to correct mistakes. She thinks this strategy will help students feel more confident in the learning process and, in combination with Lucas’s intervention, will reduce Lucas’s anxiety and avoidance behaviors.

Step 2 Task List:

- Facilitate student reflection on their strengths and challenges.
- Support the student to identify one competency strategy for focus.
- Guide the student to determine how the competency and strategy apply to them personally by determining the situation in which they will use the strategy.

Step 3: Educator develops plan for strategy instruction and co-monitoring of progress.

In Step 3, educators think through how they will teach the student the competency strategy. Like any content, students learn strategies through a process of initial instruction, guided collaborative learning, and independent practice with feedback. This step also includes creating ways to co-monitor student progress, such as student logs and daily check-ins. When planning to teach a competency strategy, educators need to consider skill acquisition, skill performance, skill fluency, and the environmental contexts that promote the skill. We’ll discuss each of these elements.

Skill Acquisition. First the student must learn the strategy—what it looks like, how to do it, when to use it. *If we look at Lucas’s I-statement about self-calming when frustrated, we’ll need to create a process in which Lucas learns self-calming options, such as taking deep breaths, playing with a fidget, taking a short walk, and envisioning success. He also needs to notice when he is feeling frustrated, such as clenching his fists, feeling hot, and scowling.* The [Self-Efficacy Lessons](#) include numerous instructional activities that teach students the strategy *calm myself* (see the [Self-Efficacy Activity Crosswalk](#)). Similar instruction guides are available for assertiveness, conflict management, and self-regulation.

Skill Performance. The student will need guided practice of the strategy with skill demonstration. At this practice phase, the student requires modeling and prompting. *For example, Lucas could be prompted each day to select and try a calming technique. He can determine the calming techniques he thinks will be most effective for him. Even as he becomes more independent, this guided practice can help him hone the skill.*

Skill Fluency. A skill isn’t a competency until we can apply the strategy when we need it. *For Lucas, once he knows techniques to help him **calm himself** and can apply these techniques*

when prompted, he is ready to start applying the techniques when he is frustrated. This is easier said than done. Think of it this way—we know what healthy eating looks like, but we still often make choices that don't fit our own definition of healthy eating. All behavior changes are challenging, and perfection isn't the standard that we should hold ourselves to. Incorporating student [self-monitoring](#) will increase the student's ownership and build the student's ability to apply other strategies in the future.

To build Lucas's skill fluency, we can help him set up a daily log where he reflects on his feelings, the self-calming techniques he used, and the effectiveness of the techniques (see the [Strategy Log Template](#)). Adults can provide prompts or practice calming techniques with him. Lucas might anticipate when he is likely to get frustrated and thus proactively determine the calming technique he will use at specific times (e.g., prior to beginning a test). Lucas's teachers can note when they see him using these calming techniques and when they prompt him. Structures like Check-In/Check-Out, with morning and afternoon touch points, support the daily reflection that leads to behavioral change.

Skill fluency should also be monitored through performance-based observation and other performance metrics. For Lucas, these metrics might include teacher observation, assignment or test completion, a reduction in disciplinary referrals, and fewer teacher prompts. Lucas's teacher can reflect on Lucas's strategy use at the end of each week by determining Lucas's level of independence on the performance-based observation rubric for the indicator *Utilizes mindful practices to self-calm and focus (Strategy 3, calm myself)*.

Environmental Contexts. The environment can promote strategy performance and fluency, or it can hinder independence. We'll talk more about fidelity of implementation in the next section, but at the planning stage, we need to make sure that the educators are on board and that the environment is conducive to the planned intervention.

For example, as Lucas explores calming techniques, he may determine that taking a short walk is beneficial. This might be acceptable in some classrooms, allowing him to provide a signal that he is going to walk down the hallway for a drink. In other environments, this behavior may be seen as grounds for an office disciplinary referral.

Part of skill development is helping Lucas learn the techniques that are appropriate in each environment. Educators can support individual students in applying the techniques and may even find that guiding all students in calming techniques benefits the class environment.

To help notice the incremental learning and application, consider outlining benchmarks of progress. For Lucas's self-calming I-statement, benchmarks might include:

- Lucas names three or more self-calming techniques.
- Lucas performs the following self-calming techniques when prompted: taking deep breaths, playing with a fidget, taking a short walk, and envisioning success.
- Lucas selects self-calming techniques that are appropriate for the environment.
- With prompting, Lucas applies self-calming techniques when exhibiting signs of frustration.
- With prompting, Lucas self-monitors his use of self-calming techniques.
- Lucas increases his independence in self-calming, resulting in fewer teacher prompts.

- Lucas increases his independence in self-calming, resulting in increased work completion and time on task.
- Lucas progresses in self-calming proficiency as measured by
 - self-monitoring completed by Lucas daily and discussed with interventionist (daily check-ins until he reaches the skill fluency stage and then weekly check-ins) and
 - performance-based observations conducted by the classroom teacher every week until Lucas reaches the skill fluency stage.

Step 3 Task List:

- Plan the instructional process, including skill acquisition, skill performance, skill fluency, and environmental contexts.
- With the student, plan how the student will log strategy use and debrief with an adult.
- Outline how incremental progress will be monitored.

Step 4: Educator implements strategy instruction with practice and feedback, and co-monitors progress with student.

In Step 4, educators focus on providing quality competency instruction on the strategy. Over time, they facilitate student understanding of the competency strategy, guide practice, prompt strategy use in authentic environments, and provide feedback. Throughout the instructional process, educators co-monitor progress with the student and facilitate reflection while reteaching as necessary. In short, in Step 4, you take the actions that you planned in Step 3.

For Lucas, aspects of his strategy use are monitored daily and weekly. Daily within the skill acquisition and skill performance stages, Lucas meets with the teacher or interventionist at the beginning of his day to practice one calming technique together. They then meet at the end of the day to review his strategy log and discuss challenges. This check-in is completed alongside skill development instruction.

Weekly, Lucas's teacher reflects on Lucas's strategy use by determining Lucas's level of independence on the performance-based observation rubric for the indicator *Utilizes mindful practices to self-calm and focus (Strategy 3, calm myself)*. Together, Lucas and his teacher determine completion of each benchmark, reflect on progress, discuss adjustments, and reteach when needed.

- Lucas names three or more self-calming techniques.
- Lucas performs the following self-calming techniques when prompted: taking deep breaths, playing with a fidget, taking a short walk, and envisioning success.
- Lucas selects self-calming techniques that are appropriate for the environment.
- With prompting, Lucas applies self-calming techniques when exhibiting signs of frustration.
- With prompting, Lucas self-monitors his use of self-calming techniques.
- Lucas increases his independence in self-calming, resulting in fewer teacher prompts.
- Lucas increases his independence in self-calming, resulting in increased work completion and time on task.

As needed, the teacher may adjust the environment or classroom rituals to support the student's strategy development. For example, the teacher might guide all students in one self-calming technique at the beginning of class. Or the teacher might create flexible seating which allows students to move away from distractions. *Lucas and his teacher agree that Lucas will lay a red card on his desk, indicating that he is walking to the drinking fountain and back. This allows Lucas to use movement to **calm himself**.*

Step 4 Task List:

- Provide instruction that facilitates student understanding of the strategy.
- Guide practice in the strategy over time in authentic environments.
- Provide feedback to the student throughout their practice of the strategy.
- Co-monitor progress with the student and facilitate reflection.
- Reteach as necessary.

Step 5: Educator and student analyze results, reflect on progress, and determine next steps.

In the final step, the student has learned and practiced the strategy and can demonstrate it in the context outlined in the student's I-statement. It is time to celebrate progress. Educators support the student in articulating what they have learned and how the strategy has helped them. The teacher and student review data together that demonstrate this progress.

*Lucas reflects on his I-statement, **I will try to recognize when I feel frustrated and calm myself [Self-Efficacy Strategy 3]**. He describes how he is able to **calm himself** nearly all the time now. Lucas explains techniques that work well for him, including taking deep breaths, saying to himself mistakes are part of learning, and when that isn't enough, walking to the drinking fountain and back.*

Next, the teacher and student identify supports to help the student sustain use of the strategy with ongoing reflection. They may also consider generalizing the strategy by applying it to additional environments. *For example, Lucas will reflect on his calming techniques weekly instead of daily. The teacher will continue to provide prompts if Lucas appears to be getting anxious. Lucas will also practice calming techniques when completing his homework, and his mother will prompt him when she notices that he is getting frustrated.*

Finally, the teacher and, ideally, the student's family support the student in determining whether another strategy would help the student make further progress in the desired behavior outcome.

*Lucas and his teacher discuss the desired behavior outcome, **When having difficulty completing an assignment, Lucas takes steps to help himself learn**. Lucas reflects on how **calming himself** has helped him learn, but now he wants to focus on asking for help and **accepting feedback** from the teacher.*

The cycle is ready to repeat, building upon and maintaining the newly learned strategy.

Step 5 Task List:

- Celebrate the student's growth.

- Identify supports to help the student sustain use of the strategy with ongoing reflection. Generalize the strategy to additional environments.
- If beneficial, support the student to determine an additional competency strategy for focus.

Additional strategies for self-efficacy can be incorporated into subsequent cycles, or strategies for additional competencies can be incorporated. See www.cccframework.org/individualized-supports for vignettes on assertiveness, conflict management, and self-regulation.

Recommended citation: Noonan, P. M., & Gaumer Erickson, A. S. (2024). Five-step intervention cycle: Self-efficacy vignette. In *Teaching self-efficacy* (Chapter 12). College & Career Competency Framework. <https://www.cccframework.org/competency-lessons-and-student-workbooks/>