

Table 2: Model of Academic Competence and Motivation: Foundations and Definitions

Academic Facilitator	Theoretical/Conceptual Foundation	Definition
<b><u>Motivational Orientations</u></b>		
Academic motivation	-Need for Achievement Theory	A person's desire (as reflected in approach, persistence, and level of interest) regarding academic subjects when competence is judged against a standard of performance or excellence.
Intrinsic motivation	-Intrinsic Motivation, Self-Determination & Self-Worth Theory	When a person engages in an activity because they are interested in and enjoy the activity (e.g., they perform the activity for the sake of doing it—for the enjoyment, fun or pleasure) and not because the activity will produce a reward or result in the avoidance of a negative consequence.
Academic goal orientation	-Goal & Self-Worth Theory	A person's set of beliefs that reflect the reasons why they approach and engage in academic and learning tasks. A <i>performance</i> goal orientation is exemplified by a concern for personal ability, a normative social comparison with others, preoccupation with the perception of others, a desire for public recognition for performance, and a need to avoid looking incompetent. A <i>learning</i> goal orientation reflects a focus on task completion and understanding, learning, mastery, solving problems, and developing new skills.
Academic goal setting	-Goal Setting Theory	A person's ability to set, prioritize and monitor progress towards appropriate and realistic short-(proximal) and long-term (distal) academic goals that serve to direct attention, effort, energy, and persistence toward goal-relevant activities (and away from goal-irrelevant activities).
<b><u>Interests and Attitudes</u></b>		
Academic interests and attitudes	- Interest Theory	A person's relatively stable or enduring predisposition, positive affective orientation, and tendency to persevere when working on certain specific academic content or task domains.
Academic values	- Interest Theory	A person's desire, preference, or "wanting" for certain academic goals and outcomes.
<b><u>Self-Beliefs</u></b>		
Locus of control	-Self-efficacy & Attribution Theories	A person's belief about the perceived causes (internal vs. external) for their success or failure. An <i>internal</i> attribution orientation is present when a person perceives their success or failure as contingent on their own behavior and due to relatively unchanging personal characteristics. An <i>external</i> orientation is present when success or failure is perceived as being under the control of others, unpredictable, and the result of luck, chance, or fate.
Academic self-efficacy	-Control Theory	A person's confidence in their ability to organize, execute, and regulate performance in order to solve a problem or accomplish a task at a designated level of skill and ability. <i>Academic</i> self-efficacy refers to a person's conviction that they can successfully achieve at a designated level in a specific academic subject area.

Academic self-concept	-Self-Worth Theory	Self-concept is a person's general overall view of self, based on self-knowledge and evaluation of value or worth of ones own capabilities, across a multidimensional set of domain specific-perceptions. <i>Academic</i> self-concept is a person's perception of self-efficacy and satisfaction in academic subjects.
Academic ability conception	-Attribution Theory	A person's beliefs, self-evaluation, and self-awareness regarding their academic-related skills and abilities.
<b><u>Social/interpersonal abilities</u></b>		
<i>Behavioral</i>		
Prosocial behaviors		
Peer relationship behaviors	-Calderalla & Merrell (1997) literature review-based empirical taxonomy	Behaviors that increase the likelihood of successfully establishing and maintaining interpersonal relationships with peers. Example behaviors may include offering support or assistance, leadership, providing compliments, empathy, and cooperation.
Self-management behaviors	-Calderalla & Merrell (1997) literature review-based empirical taxonomy	Behaviors reflecting the regulation and control of ones own behavior consistent with external and internal rules. Example behaviors may include following rules, being organized, controlling temper, monitoring emotions, and responding appropriately to criticism.
Academic related behaviors	-Calderalla & Merrell (1997) literature review-based empirical taxonomy	Behaviors that increase the likelihood of success in academic learning. Example behaviors may include listening to a teacher, engaging in appropriate free time activities, completing tasks and assignments on time, good work habits, and working independently.
Compliance behaviors	-Calderalla & Merrell (1997) literature review-based empirical taxonomy	Behaving within rules and expectations. Example behaviors may include following rules and directions and sharing materials and toys.
Assertion behaviors	-Calderalla & Merrell (1997) literature review-based empirical taxonomy	Behaviors that reflect the ability to appropriately express personal thoughts, feelings, opinions, and rights. Example behaviors may include expressing feelings, starting conversations, joining activities already in progress, introducing oneself to others, defending oneself in arguments, and inviting others to join an activity.
Problem/maladaptive behavior		
Social ineptness behaviors	-Calderalla & Merrell (1997) literature review-based empirical taxonomy	A lack of positive peer relationship behaviors that results in loss of friendships. Examples may include interrupting others, difficulty initiating conversations, making rude comments, and inappropriate emotional responses to others.
Undersocialized aggressive conduct behaviors	-Calderalla & Merrell (1997) literature review-based empirical taxonomy	Other-directed antisocial behaviors reflecting a lack of respect or social concern for others feelings and/or property. Example behaviors may include bullying, inappropriate expression of feelings (tantrums), hitting, kicking, and destroying property.

Attention deficit behaviors	-Calderalla & Merrell (1997) literature review-based empirical taxonomy	Behaviors showing difficulty with focused conscious awareness to features in the immediate environment and acting quickly with little reflection. Example behaviors may include distractibility, inattentiveness, impulsivity, problems staying on task and completing assignments, and daydreaming.
Oppositional defiant behaviors	-Calderalla & Merrell (1997) literature review-based empirical taxonomy	Behaviors showing disobedience, negativity, and provocation. Example behaviors may include arguing, defying authority, taunting, annoying others, and refusal.
Withdrawn & unresponsive behaviors	-Calderalla & Merrell (1997) literature review-based empirical taxonomy	Behaviors showing decreased interaction and active participation in the immediate environment. Behaviors may include refusing to speak, shyness, unresponsiveness, preference for isolation, and lack of interest in activities, tasks, or others.
<i>Cognitive</i>		
Social goal setting	-Goal Theory	The setting of goals to achieve specific social goals (e.g., making friends) or to interact with others in certain ways (e.g., assisting someone with a task).
Social sensitivity	-Greenspan's Personal Competence Theory (Social Awareness Theory)	A person's ability to correctly interpret the meaning of a social object or event. Includes role-taking (ability to understand the viewpoint and feelings of others) and social inference (ability to correctly read social situations)
Social insight	-Greenspan's Personal Competence Theory (Social Awareness Theory)	A person's ability to understand the underlying processes of social events and to make evaluative judgments. Includes social comprehension (ability to understand social institutions and processes), psychological insight (ability to interpret and understand a person's personal characteristics and motivations), and moral judgment (ability to evaluate and make judgments about another person's social actions in relation to moral and ethical principles).
Social Communication	-Greenspan's Personal Competence Theory (Social Awareness Theory)	A person's ability to intervene successfully in social situations and influence the behaviors of others. Includes referential communication (ability of a person to relate his/her feelings, thoughts, and perceptions to others) and social problem-solving (ability to understand how to influence the behavior of others in order to attain a desired outcome).
<b><u>Self-regulation</u></b>		
Planning and activation strategies	Social Cognitive Theories of Self-Regulation, Volition & Motivation	The metacognitive processes involved in setting initial goals and activating prior domain-relevant knowledge and task relevant strategies.
Monitoring strategies	Social Cognitive Theories of Self-Regulation, Volition & Motivation	The metacognitive processes involved in self-awareness of personal cognition and the monitoring of various components of one's thinking during task performance.
Control and regulation strategies	Social Cognitive Theories of Self-Regulation, Volition & Motivation	The metacognitive processes involved in selecting and adapting cognitive strategies to reduce the relative discrepancy between immediate student goals and self-generated performance feedback.
Reaction and reflection strategies	Social Cognitive Theories of Self-Regulation, Volition & Motivation	The metacognitive processes involved in self-judging and making causal attributions to personal performance.

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