

TABLE 2.1 Building Self-Efficacy to Disrupt Deficit Beliefs

SOURCE	DISRUPTIVE AND ASSET PRACTICES
Mastery Experiences	<p>Practices where young people experience success and can reflect on those successes when conceiving of their ability in future tasks.</p> <p>Educators intentionally create spaces so that young people have sustained and sustainable achievements and successes from which to reflect and build their positive beliefs about their own capacity and abilities to succeed.</p>
Physiological Experiences	<p>Practices where young people study, interpret, and can handle emotions such as anxiety, stress, arousal, and fatigue in carrying out tasks.</p> <p>Educators deliberately facilitate practices where young people can understand that their physiological states are not a final negative determinant of their success and that they still can be successful even when they are stressed.</p> <p>Educators help young people name and work through emotional stress.</p>
Verbal Persuasion	<p>Practices of discourse that speak life, possibility, and encouragement to young people about their capacity to succeed.</p> <p>Educators build relationships with students so that they build trust and believe them when they share with young people that young people can indeed succeed during challenging situations academically, emotionally, and socially.</p>
Vicarious Experiences	<p>Practices where young people see the success of other people whom they relate to in executing tasks.</p> <p>Educators provide opportunities for young people to see, witness, read about, and interact with identity relatable people who have succeeded and mastered experiences, expectations, and challenges that young people are approaching.</p>

Source: Bandura (1986).