DEVELOPMENT AND ACQUISITION OF SELF-DETERMINED BEHAVIOUR
Developmental progression of nine antecedent abilities of self-determined behaviour

	Early childhood (2-5 years)	Early elementary (6-8 years)	Late elementary (9-11) years	Secondary (12-18 years)
Self-Awareness and Self-Knowledge	• have sense of self as being separate from caregivers • can understand their own feeling states and recognize them in a pictured person • understand that people have characteristic features (dispositional states) • tend not to self-reflect on their own thinking	• accurately label the feelings of happy, sad, afraid, and angry • understand how different dispositional states might be expressed in different situations • selected approaches to tasks reflect accurate understand of personal competencies	• actively seek information about task performance in order to fine-tune approach	
Self-Evaluation and Attributions of Efficacy	• self-descriptions overestimate the quality of their performance relative to others • can accurately judge the quality of their work compared to models or templates • attribute success or failure to effort rather than ability or luck	• self-estimates of ability become stable and global across tasks • begin to understand that task abilities can be compared among children • understand ability as a place on a peer continuum of task performance • believe that practice can improve their performance on games of chance	• more adept at comparing performance to a peer group and less likely to inflate achievement • use self-evaluations as the basis for appropriate decisions to request help • distinguish between luck and effort, and understand games of chance cannot be improved with effort or ability	• emotional turbulence accompanies negative self evaluations • vulnerable to negative overgeneralization of global negative self-attribution
Choice Making and Decision Making	• routinely express preferences, verbally or non-verbally • language comes to replace nonverbal gestures as the primary mode of expressing preferences • choices tend to reflect instantaneous whims	• can decide what kind of instructional support is required	• understand what is required to state a preference regarding medical treatment • capable of identifying the risks and benefits of psychotherapy	• can systematically evaluate solutions, their consequences, and creditability of information underlying medical decisions • capable of providing informed consent for treatment
Meta-representation	• can identify others' emotional states of happiness and sadness • assume naively that someone else will see what they see, think what they think, and respond just as they would • have a simple understanding of intention, memories, feelings, and images • can think of solutions to social problems similar to those of older children, although fewer in number and less detailed	• realize that other people see, hear, and think differently than themselves • can take above into account in planning ways to interact with others • can use language-based rules to mediate problem solving • able to describe 50% more solutions to social problems than younger children	• anticipate how others are likely to respond • monitor problem solving and systematically modify their approach in the face of evidence that isn't working	• can accurately predict a person's differing thoughts and affect, and decipher purposes for another's behaviour
Goal Setting and Attainment	• play reflects children's preconceptions about their future lives	• set goals that set them up to learn information • with teacher praise for incremental increases, can gradually increase a personal work goal	• can set goals to increase skills and abilities - they take risks, set moderately difficult goals, and cope with failure • differentiate between goals for ability, effort, and performance	