



## **The Development of Children's Expectancies and Values and Interventions to Improve Them**

**Allan Wigfield**

*University of Maryland, USA*

In the first part of my talk I will give an overview of the research on the development of children's motivational beliefs and values across the kindergarten through 12<sup>th</sup> grade school years, focusing primarily on work coming out of the expectancy-value theoretical model developed by Eccles, Wigfield, and colleagues. Work looking at overall or normative change in these important beliefs and values shows an overall decline in children's competence beliefs, valuing of school achievement, interest, and intrinsic motivation. However, recent work shows that there are different patterns of change in these constructs among different groups of children, thus providing a more nuanced understanding of motivation's development.

I then turn to an overview of intervention work designed to foster children's motivation in school. I will focus on our work with Concept Oriented Reading Instruction, a classroom-based reading comprehension instruction program designed to foster children's reading motivation and comprehension. I also will discuss recent work on briefer social psychologically based interventions that are having positive impacts on different aged students' motivation in a variety of different school subject areas.