about whether students are likely to feel related, competent, and autonomous in a given context. When present, these appraisals can be seen as personal resources that foster students' motivation, such that engagement is a natural response. If one or more needs is threatened, however, appraisals of incompetence, external pressure, or lack of connectedness can become motivational liabilities that can undermine engagement or trigger disaffection. In this way, it is students' SSPs, and the extent to which contexts support or hinder them, that SDT considers to be personal and interpersonal motivational resources that can explain students' patterns of engagement and disaffection.

The Self-system Model of Motivational Development (SSMMD; Connell & Wellborn, 1991, see Figure 2.3) details the process of supporting SSPs and engagement over time: *Contexts* can support or undermine *self*-systems, which then enable or discourage engagement. Engagement in academic tasks, in turn, is the *action* that causes learning *outcomes*. Finally, both engagement and outcomes can feed back to students and their contextual partners, thus shaping future engagement. Together, the components of this model house the personal and interpersonal resources that can explain how engagement trajectories develop over time and why students' trajectories of engagement might differ from each other.

Figure 2.4. Self-system Model of Development (Connell & Wellborn, 1991).