

Impact of a Computerized Social-Emotional Learning Intervention On African American and Latino Students When Implemented In Lieu Of Academic Instruction: A Randomized Controlled Trial

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ABSTRACT

This randomized controlled trial (N=31) examined the impact on low achieving students of Ripple Effects' self-regulated, computerized, social-emotional learning intervention, when the training was in lieu of academic instruction, three times per week over seven weeks. Baseline adjusted ANOVAs indicated treatment group students' GPA gains were significantly greater than the control group's, moving from 1.1 to 2.4. Treatment students had significantly fewer tardies. Fifty-seven percent fewer discipline referrals were substantively, not statistically significant. Impacts on attitudes about marijuana, alcohol, and locus of control were not significant. At one-year follow up, twice as many students in the treatment group were still enrolled in school, $p < .05$. Although this study's generalizability is limited by the small sample size, the findings suggest that this non-academic, computerized social-emotional training can be an effective way to boost academic achievement among low performing students with multiple risk factors.

KEY WORDS: at-risk youth; achievement gap; disproportionality; social-emotional learning; educational technology