

Impact of a Computer-Based, Social-Emotional Learning Intervention on School Outcomes Among Rural Early Adolescents

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ABSTRACT

This randomized controlled trial examined the impact on rural early adolescents of Ripple Effects computerized, social-emotional learning intervention. The intervention was self-regulated completion of 42 multimedia tutorials. Adults monitored compliance, but mediated no content. All students exercised the option to privately address personal issues. The post-intervention treatment group grade point average was nearly a full grade higher than the control group, $p < .05$. Treatment group discipline referral rates were 20% lower, not a significant difference. There were no significant differences for absenteeism, tardies, attitudes about marijuana or alcohol, or locus of control. Evidence supports the conclusion that Ripple Effects is promising as a capacity-building intervention to support academic improvement among rural elementary school students.

KEY WORDS: rural; software; social-emotional learning; academics; early adolescence; mental health;