Self-Regulation and Self-Control Intervention

education northwest
CREATING STRONG
SCHOOLS & COMMUNITIES

Lemberger, M. E., & Clemens, E. V. (2012). Connectedness and self-regulation as constructs of the Student Success Skills program in inner-city African American elementary school students. Journal of Counseling & Development, 90(4), 450–458.

The authors evaluated a small-group counseling intervention, Student Success Skills, provided to 53 fourth- and fifth-grade African-American students in an inner-city environment. Compared with the control group, students who received the treatment reported significant changes in metacognitive skill, feelings of connectedness to school, and executive function.

Students **picture a safe place** where they feel protected and in control … a caring, supportive, and encouraging place. Before a task, students spend a few minutes **breathing deeply and imagining their safe space.**

Academic Tenacity
What's All the Buzz?

Emerging Research

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Mindset and Goals Interventions

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78*(1), 246–263.

This article presents two studies about the math achievement of middle school students. In the first study, seventh-graders who believed that intelligence is malleable (incremental theory) showed improvement in grades compared to students who believed intelligence is fixed (entity theory). In the second study, seventh-graders who were given an intervention teaching an incremental theory were more motivated and had improved grades compared to the control group of students.

Seventh-grade students complete a *visualization* exercise that allows them to see how new neuronal connections grow when they complete hard math.

Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science, 26*(6), 784–793.

In this study online growth-mindset and sense-of-purpose interventions were given to 1,594 students in 13 geographically diverse high schools. Both interventions were intended to help students persist when they experienced academic difficulty. The interventions were most beneficial for low-performing students. Among students at risk of dropping out of high school (a third of the sample), each intervention raised students' semester grade point averages (GPA) in core academic courses and increased the rate of satisfactory performance in core courses by 6.4 percentage points.

Students *read an article describing the brain's ability to restructure itself* through effort. The article focuses on the implications for students' potential to become more intelligent through study and practice. This message is reinforced through several *writing exercises.* In the first, students summarize the scientific findings in their own words. In the second, they read about a hypothetical student who is becoming discouraged and starting to think of himself as "not smart enough" to do well in school. Students are asked to advise this target student based on what they have read.

Brigman, G., & Webb, L. (2007). Student success skills: Impacting achievement through large and small group work. *Group Dynamics: Theory, Research, and Practice, 11*(4), 283–292.

Student Success Skills (SSS) is a structured group intervention designed to help students become more academically successful by improving specific cognitive, social, and self-management skills. Results from studies of the SSS program in grades 4–9 found significant increases in math and reading on standardized achievement tests. See also Villares, E., et al. (2011). Student success skills: An evidence-based school counseling program grounded in humanistic theory. *The Journal of Humanistic Counseling, 50*(1), 42–55.

Each week, students *select a personal goal and write a plan to help them reach it.* Then they share their goal and plan with a partner. The following week they give their partner an update on their progress and brainstorm adjustments they could make to their plan.

Values, Identity, and Social Belonging Interventions

Oyserman, D., Bybee, D., & Terry, K. (2006). Possible selves and academic outcomes: How and when possible selves impel action. Journal of Personality and Social Psychology, 91(1), 188–204.

An intervention designed to help low-income and minority eighth-graders imagine "possible selves" increased their success in moving toward APS goals: academic initiative, standardized test scores, and improved grades. Depression, absences, and in-school misbehavior also declined. The effects were still present during a two-year follow-up.

Students take part in a 10-session workshop in which they are asked to *imagine a future "possible self," list the obstacles* they might encounter to realizing that self, and *strategies* they can use to overcome the obstacles.

Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., & Brzustoski, P. (2009). Recursive processes in self-affirmation: Intervening to close the minority achievement gap. Science, 324(5925), 400–403.

This study looked at an intervention designed to reduce the psychological threat of negative stereotypes in school for African American middle school students. The intervention, a series of brief but structured writing assignments focusing students on a self-affirming value, reduced the racial achievement gap. Experimental results showed that over a two-year period the GPA of the target students raised by 0.24 grade points. Results for low-achieving African American students were even more positive—their GPA improved, on average, 0.41 points, and their rate of remediation or grade repetition decreased. Additionally, treated students' self-perceptions showed long-term benefits. Findings suggest that small, early interventions can have long-term effects. The authors also conducted a two year follow-up to the original study: Cohen et al. (2006). Reducing the racial achievement gap: a social-psychological intervention. *Science, 313*, 1307–1310.

Students create a list of *personal values* that are important to them. They choose the value that is most important and spend 15 minutes *writing about why this value is important to them.*

Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. Science, 331(6023), 1447–1451.

This article presents the results of an experiment to increase a sense of social belonging and lessen the psychological perceptions of threat on campus for first-year college students by framing social adversity as common and transient. Over the three-year observation period, the intervention raised African American students' GPA relative to control groups and halved the minority achievement gap. Additionally, the intervention improved African American students' self-reported health and well-being and reduced their reported number of doctor visits for three years after the intervention. The results suggest that improving students' sense of social belonging can have broad consequences that lessen inequalities in achievement and health.

First-year college students are *reassured by older students* that, regardless of ethnicity, it is normal to worry about belonging in the beginning, but that over time they will feel at home. *Students then write essays* reflecting on what they heard and how it relates to their own experiences. They are told that their essays will be shared with incoming freshman the following year.