**Summary of Selected Social-Psychological Interventions to Improve Student Achievement**

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| **Study** | **Student Sample** | **Theoretical Approach** | **Summary of Randomized Treatment and Control Groups** | **Summary of Results** | **Effect on Achievement** |
| Attributions and implicit theories of intelligence |
| Wilson and Linville (1982, 1985) | First-year college students struggling academically | Leading students to attribute academic setbacks to unstable factors rather than stable factors can motivate students to work harder and not give up after setbacks in school.  | In one laboratory session, ostensibly as a part of a survey, students watched videos of upper-year students describing how their grades in college were low at first but improved over time. In a control group, students saw videos of the same upper-year students talking about their social and academic interests.  | One week later, students in the treatment condition performed better on a GRE exam. A year later, these students had earned higher college GPAs and were 80% less likely to have dropped out of college. The treatment effect on GPA appeared to gain strength over time. | .27 grade points one year later |
| Implicit theories of intelligence and stereotype threat |
| J. Aronson, Fried, and Good (2002) | Black and White college students | Teaching students that people’s core intelligence is malleable will buffer students from the threat of being targeted by negative stereotypes in school.  | In a laboratory session, ostensibly as a part of a “pen pal” program to support younger students, students wrote letters to middle school students endorsing the belief that intelligence is malleable. In a control group, students wrote “pen pal” letters advocating a theory of multiple intelligences. A second control group did not write letters. | At the end of the academic year, both Black and White students’ GPAs rose significantly in the treatment condition as compared to both control groups. Black students (but not White students) reported increased engagement and identification with school.  | .23 grade points at the end of the next term. |

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| Stereotype Threat |
| Miyake et al, (2010) | Men and women in a college physics class | Affirming important values can buffer people from the effects of stereotype threat | In one or several 15- to- 20- minute classroom sessions beginning at the beginning of the school year, students wrote about values that were personally important to them as an in-class writing exercise. In a control group, students wrote about values that were not important to them but might matter to someone else. | At the end of the 15 week course, the value-affirmation intervention eliminated a substantial gender gap in physics grades and on scores on a nationally normed physics test that was present in the control condition. The effect was strongest for women who endorsed gender stereotypes. | .33 grade points among women at the end of the termb |
| Walton and Cohen (2007, 2011) | First-year Black and White college students | Leading students to attribute worries about belonging to the difficulty of the transition to college rather than in students’ personal or racial identity can buttress ethnic minority students’ sense of social belonging in school and increase motivation and performance. | In a 1-hour laboratory session, students read the results of a survey indicating that many students feel they do not belong in college at first but that such worries dissipate with time. Students then wrote an essay and gave a speech ostensibly for the next year’s freshmen about how their worries about belonging had changed over time in college. In control groups, students were exposed to information irrelevant to issues of belonging.  | Relative to students in multiple control groups, Black students in the social-belonging treatment condition earned higher GPAs from sophomore through senior year, reducing the racial achievement gap by 52%, were more likely to be in the top 25% of their college class, and 3 years posttreatment reported being happier and healthier. | .24 grade points among Black students from sophomore through senior year of college |
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| Possible selves |
| Oyserman, Bybee, and Terry (2006) | Low-income Black and Hispanic or Latino 8th-grade students | Leading ethnic minority students to see that their academic future selves are close (and not far), consistent (not inconsistent) with their racial identity, and attainable even when facing challenges will increase students’ motivation. | In 10 workshop sessions, students wrote about how their future selves might be more academically successful, and completed exercises to make those future selves seem more attainable, to make challenges seem normal and expected, and to make academic success not seem like “acting White.” A control group took standard elective classes. | Two years later, students in the treatment group had higher GPAs, fewer absences, fewer nominations for disruptive behavior, and fewer depressive symptoms and were 60% less likely to repeat 8th grade. | .28 grade points two years later. |
| Expectancy-value theory |
| Hulleman and Harackiewicz (2009) | Middle-income, ethnically diverse 9th grade students | Making science classes personally relevant will increase interest in science, engagement with the learning process, and improved performance especially among students who do not expect to succeed in science. | Every 3 or 4 weeks starting at the beginning of the semester, students wrote a brief essay describing how the material studied in their high school science class that week could be applied in their lives. Control students summarized the week’s science class topic. | At the end of the semester treated students who expected to perform poorly in science had earned higher science grades; no effects were found among students with high expectations for success in science. | .80 grade points among students with low expectations for success in science at the end of the semester. |

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