

Efficacy Trial of *I Control*: An Intensive Intervention to Improve Self-Regulation for Middle School Students with Emotional & Behavioral Problems

This study is designed to test the efficacy of *I Control*, a theoretically based self-regulation curriculum, developed and piloted through an Institute of Education Sciences Goal 2 development and innovation grant. Across three implementation years, the project will recruit a total of 92 middle schools that are diverse in geographic location, degree of urbanicity, and size, across multiple districts in Florida and Ohio. One grade 6-8 classroom serving students with emotional and behavioral disorders (EBD) per school will be randomly assigned to a treatment or comparison condition. The project will evaluate whether the *I Control* curriculum yields more positive proximal and distal outcomes for students in the treatment condition versus services as usual.

I Control is a fully developed and piloted intensive curriculum to improve self-regulatory skill deficits of middle school students with EBD. The 46 lessons and associated activities provide explicit instruction in setting goals, regulating emotions, and solving social problems. *I Control* also has an adjunct computerized training regimen (Brain Training Lab) designed to provide direct practice on cognitive tasks (executive function, [EF]), student self-monitoring, and teacher progress monitoring. In addition to initial professional development sessions, teachers are provided support via web-based resources (e.g., lesson-specific content acquisition podcasts) and ongoing implementation assistance. The Goal 2 pilot data showed promising evidence that *I Control* improves key social-behavioral outcomes.