



National Dropout Prevention Center for Students with Disabilities

Focus Area: *Behavior*

Attributes:

1. Students with challenging behaviors need pro-active comprehensive and consistent systems of support.
2. Exposure to exclusionary discipline has been shown not to improve school outcomes, but in fact to be associated with higher rates of school dropout. Punishing problem behaviors (without a proactive support system) is associated with increases in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out.
3. The school environment must support appropriate social behavior. Behavior is functionally related to the instructional environment.

Goal:

Strategy:

Some Effective Strategies

1. Emphasize the use of preventative (be proactive), teaching (model and practice), and reinforcement-based (acknowledge and/or reward) strategies to achieve effective, efficient, and durable behavior and overall lifestyle outcomes.
2. Teach replacement behaviors! Provide acknowledgement/reinforcement and positive feedback to increase the likelihood that prosocial behavior (i.e., new/appropriate behaviors) will occur in the future. Students learn appropriate behavior in the same manner they learn to read, through instruction, practice, feedback, and encouragement.
3. Analyze problems (i.e., problem behavior, problem areas, problem periods, problem times, problematic policies and procedures) that do not promote and reinforce prosocial behavior, so that interventions may be matched to areas of need. Implement interventions with fidelity and integrity, monitor and evaluate.



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Specific Action	Progress	Barriers
1.	1.	1.
2.	2.	2.
3.	3.	3.