



Social and Classroom Behavior Intervention Programs to Prevent Dropping Out of School

What is the level of evidence?

This practice was identified by the Institute of Education Sciences as having a low effect for preventing dropout. It is labeled by NTACT as a Promising Practice, based on the description of the studies used to establish the evidence. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

What is the practice?

Social skill and behavioral intervention programs may teach students to identify, understand, and self-regulate their emotions and interactions with others. These programs also focus on communication skills, understanding short and long-term consequences of behavior, and encourage increased positive interactions, membership in the school community, and responsibility.

Where is the best place to find out how to do this practice?

The Dropout Prevention Practice Guide includes specific guidance and suggestions for potential roadblocks on page 26 of that document, accessed directly here:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf#page=32.

Additionally, a checklist for each of the recommendations in the Practice Guide begins on page 10 of the full document available here:

http://www.transitionta.org/system/files/resourcetrees/DO_Prev_Guide.pdf.

References used to establish this evidence base:

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

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