

## **ABSTRACT**

The relationship between cognitive-behavioral interventions/therapies (the intervention) and dropout outcomes and violent verbal or physical aggression (the outcomes) for secondary aged youth with disabilities was explored in this systematic review. A total of 16 studies intervening with 791 youth with behavioral disorders, attention deficit/hyperactivity disorders, and learning disabilities were reviewed. The findings of this review strongly support the efficacy of the use of cognitive-behavioral interventions across educational environments, disability types, ages, and gender in the reduction of dropout and correlates of dropout. A series of more detailed implications for practice are suggested as well as directions to the reader to locate more detailed descriptions of how these interventions might be implemented in their secondary educational environments.