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***The Effects of Cognitive-Behavioral Interventions
on Dropout for Youth with Disabilities***

Clemson, SC – As part of an effort to identify and synthesize research examining effective practices in dropout prevention for students with disabilities, the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), in partnership with the What Works in Transition Systematic Review Project at Colorado State University, has released a new report, entitled *The Effects of Cognitive-Behavioral Interventions on Dropout for Youth with Disabilities*.

This systematic review summarizes scientifically-based research studies produced in the past two decades from three distinct perspectives: (a) cognitive-behavioral interventions, (b) dropout or dropout-related outcomes, and (c) samples of secondary-aged youth with disabilities. It explores the relationship between cognitive-behavioral interventions/therapies and dropout outcomes and violent verbal or physical aggression for secondary-aged youth with disabilities. The findings strongly support the efficacy 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 instructions on how to locate implementation strategies for these interventions in secondary schools.

Dr. Loujeania Williams Bost, Project Director of the NDPC-SD, explains the information detailed in the report is designed for state education agencies, school administrators, policy makers, researchers, and others interested in knowing what interventions work in dropout prevention and how well the interventions work for specific students across disability categories. Dr. Bost states that the report is important “because students with disabilities, particularly those with emotional/behavioral disorders have exceptionally high dropout rates and evidence-based interventions are the most expedient route for schools to reduce the incidence of dropout for these children.”

To learn more or to download the document, visit NDPC-SD’s Web site: <http://www.dropoutprevention.org/NDPC-SD> or contact 866-745-5641. Development of this research synthesis report is made possible through Cooperative Agreements between the Office of Special Education Programs of the U.S. Department of Education, the National Dropout Prevention Center for Students with Disabilities at Clemson University (Grant Award No. H326Q030002), and the What Works in Transition Systematic Review Project at Colorado State University (Grant Award No. H324W010005).

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