# Highlighting Dropout Prevention Practices within the Taxonomy for Transition Programming

<table>
<thead>
<tr>
<th>General Practices Related to Dropout Prevention</th>
<th>Specific Examples Related to General Practices</th>
<th>Area(s) of Taxonomy</th>
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</thead>
</table>
| Comprehensive diagnostic systems                | • Identify student-level and school wide dropout problems  
• Consider the unique student identities  
• Use data to identify individual students who have higher risks for dropout  
• Collect accurate data on withdrawals | Student Focused Planning  
Program Structure |
| Early warning systems                            | • History of retentions  
• Attendance  
• Behavior problems  
• Monitor students sense of belonging and engagement | Student Focused Planning  
Program Structure |
| Provide personalized instruction and learning    | • Small learning communities  
• Team teaching  
• Extended learning time  
• Career academies  
• Career technical education  
• Extracurricular activities | Student Development  
Student Focused Planning  
Program Structure |
| Provide rigorous and relevant instruction        | • Keep students engaged in learning  
• Provide skills needed after graduation  
• Integrate content with career skills  
• Help students experience success  
• Provide opportunities for students to apply their learning in relevant, real world situations to connect to their future | Student Development  
Program Structure |
| Provide academic support                         | • Individual support/tutoring  
• Small group instruction for note-taking and study skills  
• Extra learning time  
• Intensive in school and out of school programs  
• Assist to improve proficiency in core academic areas to enable entrance into postsecondary placements | Student Development  
Program Structure |
| Instruction on behavior and social skills        | • Academic and behavior mentors  
• Positive rewards and recognition  
• Problem-solving and relationship building strategies  
• Conflict resolution strategies and cognitive behavioral approaches | Student Development |
| Supportive school climate                        | • Fair treatment  
• Caring adult advocates | Program Structure |
<table>
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<tr>
<th>Stakeholder</th>
<th>Focus Areas</th>
<th>Notes</th>
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</thead>
</table>
| Students    | Cultural sensitivity  
- Help students to identify helpful persons and relevant coursework  
- Provide access to caring adult advocates  
- Career awareness and exploration  
- Generic or occupationally specific coursework  
- Paid employment  
- Create systems that promote activities and services to facilitate accomplishment of postsecondary goals (career awareness, work experiences) | Student Development  
- Interagency Collaboration  
- Program Structure |
| Students    | Vocational skills  
- Career awareness and exploration  
- Generic or occupationally specific coursework  
- Paid employment  
- Create systems that promote activities and services to facilitate accomplishment of postsecondary goals (career awareness, work experiences) | |
| Students    | Encourage family involvement/community supports  
- Develop a case management approach for students and families  
- Create structured partnerships between school and employers | Family Involvement  
- Interagency Collaboration  
- Program Structure |
| Students    | Teach self-determination and self-advocacy skills including student/person-centered planning  
- Implement or instruct explicit self-determination and self-advocacy skills using research based curricula  
- Make certain that school personnel can utilize appropriate assessment instruments and techniques to determine student preferences, interests, and abilities  
- Develop process and training to assist youth with disabilities to participate in their IEPs  
- Create systems that promote activities and services to facilitate accomplishment of postsecondary goals | Student focused planning  
- Program Structure |
| Students    | Eliminate practices that push students out of school  
- Create incentives for schools to increase attendance  
- Teach, model, and reward positive behavior  
- Revise discipline codes to ensure the fair, equitable and appropriate use of suspension and expulsion  
- Ensure that students have meaningful consequences for misbehavior, redress the harm of misbehavior and learn appropriate behaviors | Program Structure |
| Students    | Help students to address problems that interfere with learning  
- Assist students in obtaining social, health, and other personal resources they will need to overcome obstacles to their learning and meet their emergent basic needs  
- Personalize programs as needed to address individual student needs and improve post-school outcomes | Student Development  
- Family Involvement  
- Interagency Collaboration  
- Program Structure |