



Practice Recommendations for Academic-Educational Interventions

Academic-educational interventions focus on improving school performance, school engagement, and academically-oriented behavior, which may yield collateral benefits on other outcomes by promotion of positive youth development.

Examples of Academic-Educational Interventions

- Tutoring and enrichment intervention
- Schools-within-schools and other alternative school structures
- Remedial or developmental instruction
- Individualized academic instruction
- After-school academic intervention
- Training in self-regulated learning strategies
- Reciprocal peer tutoring

Our recommendations are specific to the outcomes that your program is targeting. Below, we present our recommendations for **reducing externalizing behaviors, improving social competence, and improving self-regulation.**

Is your program focused on reducing externalizing behaviors?

Externalizing behaviors are maladaptive behaviors directed toward others or one's environment. Examples include fighting, threatening others, bullying, disruptiveness, breaking rules at school or at home, and temper tantrums.



Emphasize school structure

Academic-educational interventions **focused on school structure** showed greater reductions in externalizing behavior than those focused on tutoring and academic supports or career and vocational topics.



Focus on classroom behavior

Academic-educational interventions with content focused on **appropriate classroom behavior** showed greater reductions in participants' externalizing behavior than those that did not have these elements.

Is your program focused on improving social competence?

Social competence refers to the social skills and social adjustment necessary to successfully navigate interpersonal relationships and one's social environment. Examples include cooperation, assertive communication, helping others, social awareness, peer acceptance, adaptability, and a sense of belonging.



Increase program length

Academic-educational interventions whose **length was greater than 30 weeks** showed greater improvement in social competence than those of shorter duration.

Is your program focused on improving self-regulation?

Self-regulation is an individual's ability to manage one's emotions and behavior in accordance with the needs of the situation. Examples include the ability to calm oneself when upset, to pay attention and persist on a task, control impulses, "switch gears" in response to changing demands, and engage in planning prioritizing, and juggling multiple tasks toward a goal.



Deliver program in dedicated school setting

Academic-educational interventions that were **based in a school resource room** showed greater improvements in self-regulation than those held in students' regular classrooms.



Focus directly on student behavior

Academic-educational interventions with content focused directly on **student behavior** showed greater improvements in participants' self-regulation than those that did not.

Evidence for Program Improvement was established by The Assistant Secretary for Planning and Evaluation (ASPE) to develop evidence-based practice guidelines for youth programs using a core components approach. Our goal is to better understand the characteristics of effective programs for youth and share guidelines about how to make those programs more effective with those who design, support, and implement them.

Visit our website (<https://youth.gov/epi>) to learn more about the core components approach and to view our practice recommendations.

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