

PRACTICE NOTES

B. General Guidelines for Prevention

From *Addressing Barriers to Learning*

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Various efforts have been made to outline guidelines for both primary and secondary (indicated) prevention. A general synthesis might include:

- C Systemic changes designed to both minimize threats to and enhance feelings of competence, connectedness, and self-determination (e.g., emphasizing a caring and supportive climate in class and school-wide, personalizing instruction). Such changes seem easier to accomplish when smaller groupings of students are created by establishing smaller schools within larger ones and small cooperative groups in classrooms.
- C Ensure a program is integrated into a comprehensive, multifaceted continuum of interventions.
- C Build school, family, and community capacity for participation.
- C Begin in the primary grades and maintain the whole continuum through high school.
- C Adopt strategies to match the diversity of the consumers and interveners (e.g., age, socioeconomic status, ethnicity, gender, disabilities, motivation).
- C Develop social, emotional, and cognitive assets and compensatory strategies for coping with deficit areas.
- C Enhance efforts to clarify and communicate norms about appropriate and inappropriate behavior (e.g., clarity about rules, appropriate rule enforcement, positive “reinforcement” of appropriate behavior; campaigns against inappropriate behavior).