This report explores the link between the dual problems of substance abuse and dropping out of school with the intention of providing guidance to help address both problems.

While questions exist about the nature of the causality in the relationship between substance use and dropping out of school, substance use and academic performance are strongly correlated. There is evidence that substance use and academic failure mutually affect each other. Particularly, adolescents who stop using substances after treatment then show improved academic performance.

Of factors contributing to academic failure, substance abuse is one of the easiest behaviors to diagnose. It is also a behavior that responds relatively well to intervention and treatment.

This report describes the prevalence of substance abuse and dropping out of high school. Next it reviews literature studying both issues. Models linking the two problems are discussed. Finally there are recommendations for educators, parents, and policy makers to address these problems.

Schools are encouraged to be on the watch for early signs of substance use among students to find early opportunities to intervene to promote academic engagement and
abstinence from substance use. Presenting this process as an ongoing support structure rather than as a punitive or disciplinary measure will help build support from all parties.

**Category:** (Prevention, Preparedness, Response, Recovery, Promotional Item) Prevention, Response

**Topic:** (Bullying, Substance Abuse, Threat Assessment, etc) Substance Abuse, School Engagement

**Audience:** (Administrators, Counselors/Psychologists/Social Workers, Emergency Responders, Health Professionals/Nurses, Law Enforcement/SROs/Security, Parents, Teachers, Other School Personnel) all

**Intended Age Group:** (pre-K, elementary, middle, high, higher education) high school

**Cost:** 0

**Additional Comments:**