

The National Academies of
SCIENCES • ENGINEERING • MEDICINE

FORUM ON PROMOTING CHILDREN'S COGNITIVE, AFFECTIVE, AND BEHAVIORAL HEALTH

IMPLEMENTING EVIDENCE-BASED PREVENTION BY COMMUNITIES
TO PROMOTE COGNITIVE, AFFECTIVE, AND BEHAVIORAL HEALTH IN
CHILDREN: A WORKSHOP

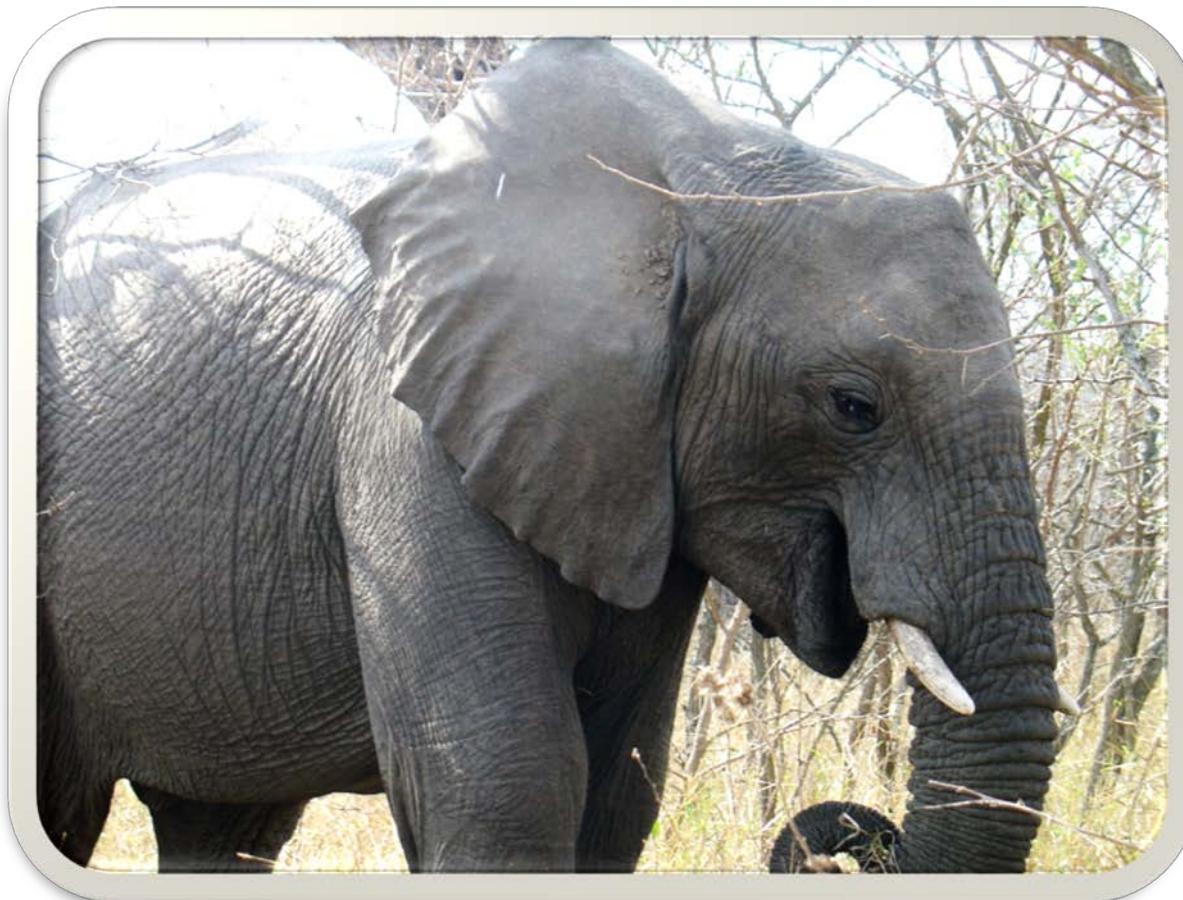
**Taking Advantage of Cutting Edge Methodologies to Meet
the Need for Efficient, Optimized Interventions**

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Being Scientific in a Messy World

- Grappling with the elephant in the room!



General Idea: TimeWise and HealthWise

- Comprehensive curriculum for 8th and 9th graders
 - Increase positive leisure time use and experiences
 - Increase self-awareness
 - Increase positive communication with others
 - Establish and maintain healthy relationships
 - Learn skills
 - Increase knowledge



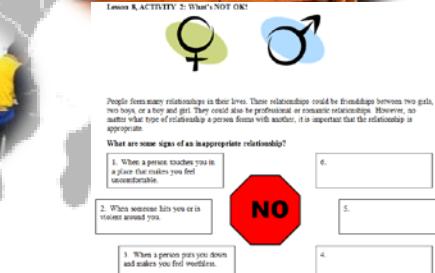
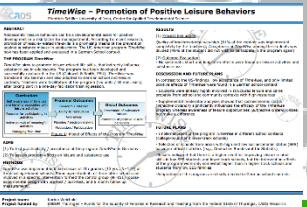
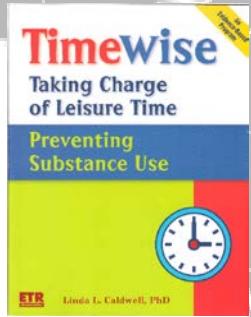
- Reduce substance use
- Reduce risky sexual behavior
- Positive youth development
- Reduce violence

Some Major TimeWise Milestones

- TimeWise: Taking Charge of Leisure Time (1999-2002)
 - Rural US
- TimeWise Harrisburg PA (2007-09; NHLBI)
 - Urban, minority US

Some Major HealthWise Milestones

- Pilot during 2001-02
 - Goal: Does HW make sense and can we improve?
- HealthWise 1 between 2003-09
 - Goal: Is HW effective?
- HealthWise 2, 2011-15
 - Goal: What factors influence implementation quality?
- HealthWise Zambia

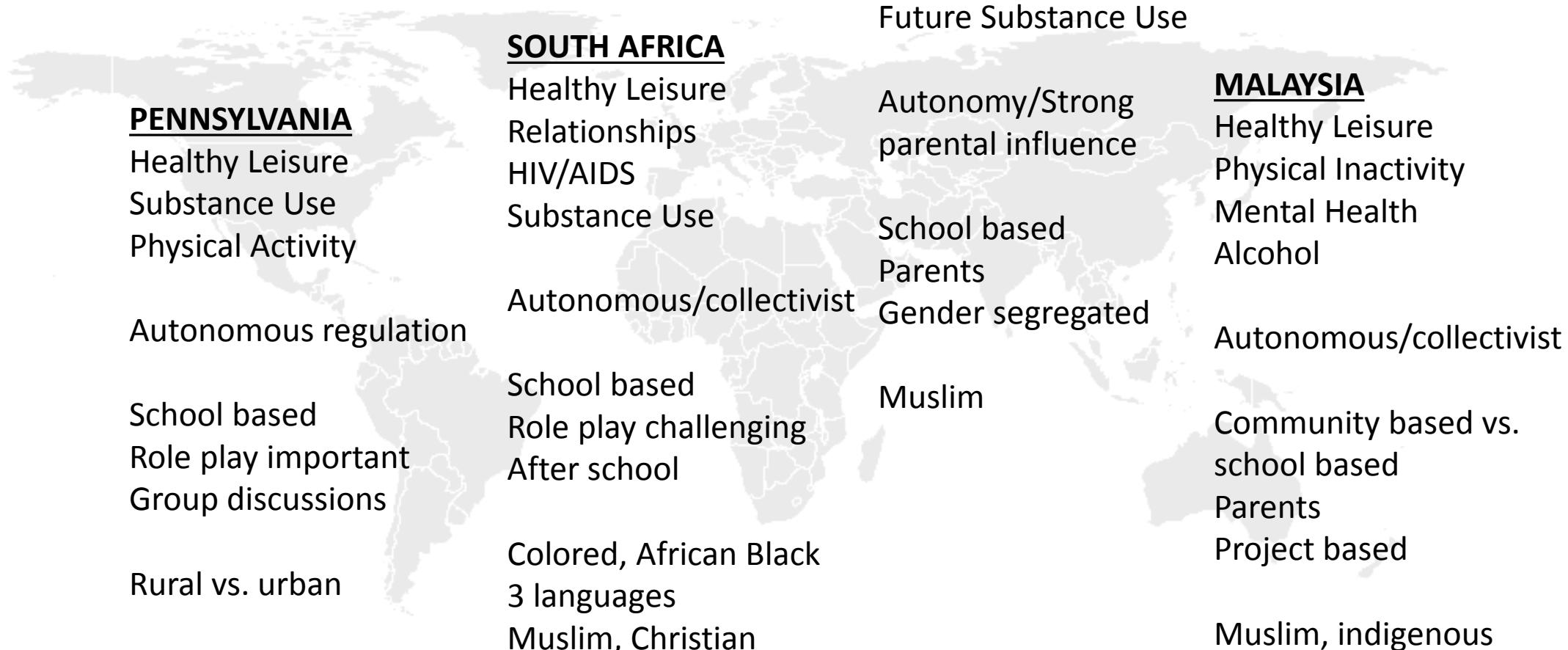


healthwise
SOUTH AFRICA

life skills to promote healthy living



Universal Concepts and Needs “v.s.” Local Needs, Focus and Process



PENNSYLVANIA		IRAN	MALAYSIA
Healthy Leisure Substance Use Physical Activity		Healthy Leisure Future Substance Use	Healthy Leisure Physical Inactivity Mental Health Alcohol
Autonomous regulation		Autonomy/Strong parental influence	Autonomous/collectivist
School based Role play important Group discussions		School based Parents Gender segregated	Community based vs. school based Parents Project based
Rural vs. urban		Muslim	Muslim, indigenous
	SOUTH AFRICA		
	Healthy Leisure Relationships HIV/AIDS Substance Use		
	Autonomous/collectivist		
	School based Role play challenging After school		
	Colored, African Black 3 languages		
	Muslim, Christian		

Considerations

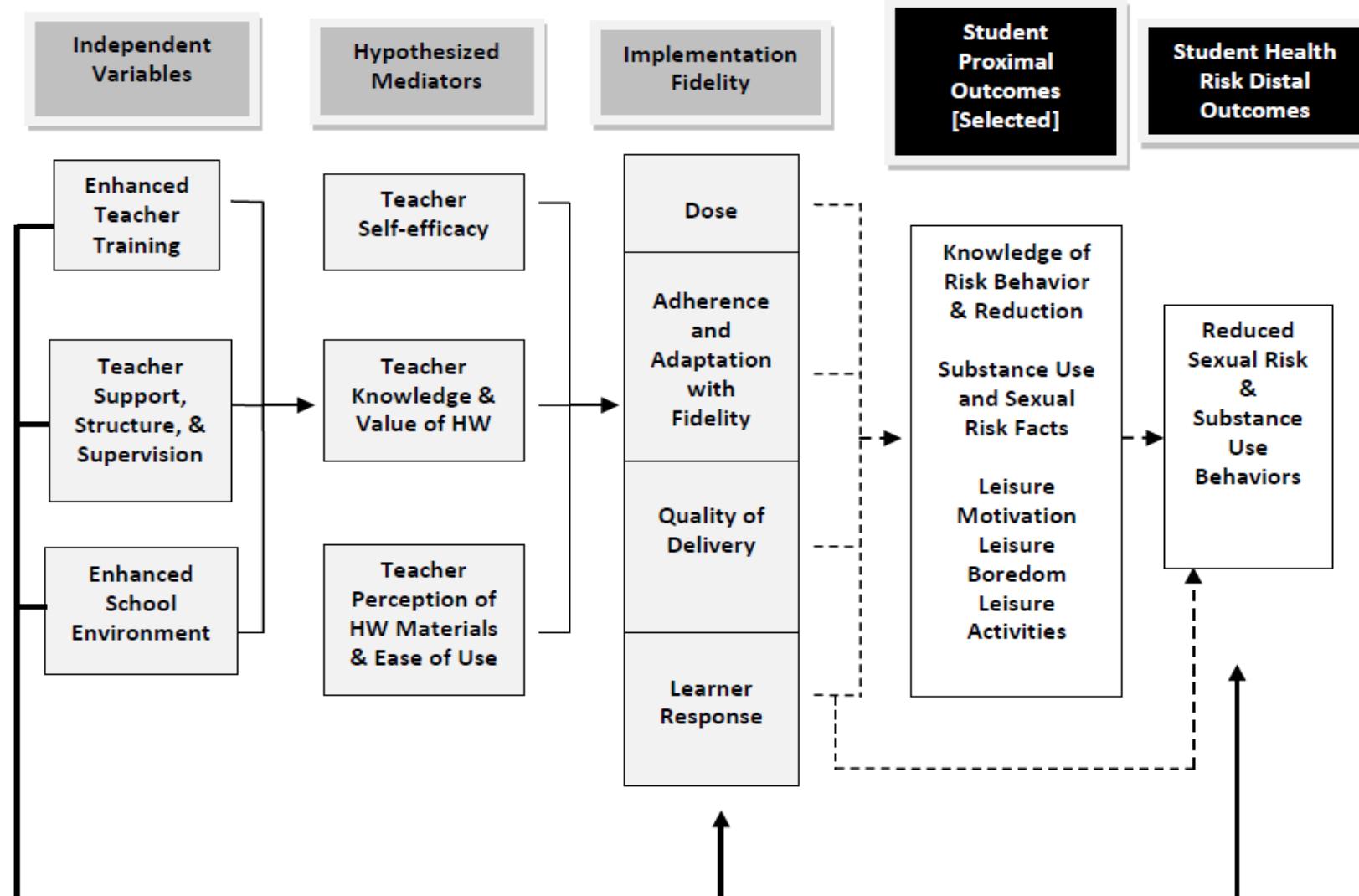
- Can we work together?
- Champion?
- How are the fundamental issues different?
- Will the theoretical bases hold?
 - Language, concepts
- For whom and under what conditions?
- Pilot (measurement, process, content)
- If things look promising, how to build in sustainability?
- Implementation fidelity vs. adaptation
- Adaptation

URGENT

Just now

Youth Development

PATIENCE



Note. Interactions and control variables not shown in the model. Primary outcomes are represented by solid heavy line, secondary by lighter solid lines. Dashed lines represent relations that will be tested.

Table D.1 Experimental Design

Experimental group	Independent variables				No. of schools
	Enhanced Training	Support	Enhanced Environment		
1	Yes	Yes	Yes	Yes	7
2	Yes	Yes	No	No	7
3	Yes	No	Yes	No	7
4	Yes	No	No	No	7
5	No	Yes	Yes	No	7
6	No	Yes	No	No	7
7	No	No	Yes	No	7
8	No	No	No	No	7
		Total Schools:			56