

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

**Panel 3: Programs Versus Principles:
What Does the Evidence Tell Us?**

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Definitions

- **Program:** A planned, coordinated, and prescribed group of activities and processes designed to achieve a specific purpose (CrimeSolutions.gov)
- **Practice:** A general set of programs, strategies, or procedures that share similar characteristics with regard to the issues they address and how they address them (CrimeSolutions.gov)
- **Principles** (aka components, kernels, active ingredient):
A kernel is a behavior–influence procedure shown through experimental analysis to affect a specific behavior and that is indivisible in the sense that removing any of its components would render it inert (Embry and Biglan, 2008)

Within Programs vs Across Programs (practices)

PRACTICE Z	COMPONENT 1	COMPONENT 2	COMPONENT 3	REVIEW OUTCOME
Program A	X	X	X	Program A Effectiveness
Program B	X			Program B Effectiveness
Program C		X		Program C Effectiveness
Program D			X	Program D Effectiveness
Program E	X	X		Program E Effectiveness
Review Outcome	Component 1 Effectiveness	Component 2 Effectiveness	Component 3 Effectiveness	Practice Z Effectiveness

Strengths and Weakness of Practice Approach

- **Strengths**

- Integrates similar programs, multiple versions, and adaptations
- Analyzes effect of moderators (i.e., active ingredients, kernels, etc)
- Summarizes evidence into a single statistic (effect size)
- Estimates magnitude
- Increases power and precision

- **Weaknesses**

- Compares apples to oranges (heterogeneity)
- Subject to selection bias
- Requires “uncommon” statistical expertise
- Difficulties of interpretation
- Requires point estimates (no growth curve models, etc.)