

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 adaptions
 - 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.)