

## **Nine Principles of Effective Prevention Programs: “At a Glance”<sup>1</sup>**

1. Comprehensive: Strategies should include multiple components and affect multiple settings (levels of the ecological model) to address a wide range of risk and protective factors of the target problem.
2. Varied Teaching Methods: Strategies should include multiple teaching methods, including some type of active, skills-based component.
3. Sufficient Dosage: Participants need to be exposed to enough of the activity for it to have an effect. Research shows that 7-9 “doses” are needed to affect changes in attitudes and behaviors.
4. Theory Driven: Preventive strategies should have a scientific justification or logical rationale.
5. Positive Relationships: Programs should foster strong, stable, positive relationships between children/youth and adults, youth and youth, adults and adults.
6. Appropriately Timed: Program activities should happen at a time (developmentally) that can have maximal impact in a participant’s life.
7. Socio-Culturally Relevant: Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.
8. Outcome Evaluation: A systematic outcome evaluation is necessary to determine whether a program or strategy worked.
9. Well-Trained Staff: Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

---

<sup>1</sup> Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). “What works in prevention: Principles of Effective Prevention Programs.” *American Psychologist*, 58, 449-456.