**Definitions of the Principles of Effective Programs**

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| **Principle** | **Definition** |
| Comprehensive | Multicomponent interventions that address critical domains (e.g., family, peers, community) that influence the development and perpetuation of the behaviors to be prevented |
| Varied teaching methods | Programs involve diverse teaching methods that focus on increasing awareness and understanding of the problem behaviors and on acquiring or enhancing skills |
| Sufficient dosage | Programs provide enough intervention to produce the desired effects and provide follow-up as necessary to maintain effects |
| Theory driven | Programs have a theoretical justification, are based on accurate information, and are supported by empirical research |
| Positive relationships | Programs provide exposure to adults and peers in a way that promotes strong relationships and supports positive outcomes |
| Appropriately timed | Programs are initiated early enough to have an impact on the development of the problem behavior and are sensitive to the developmental needs of participants |
| Socioculturally relevant | Programs are tailored to the community and cultural norms of the participants and make efforts to include the target group in program planning and implementation |
| Outcome evaluation | Programs have clear goals and objectives and make an effort to systematically document their results relative to the goals |
| Well-trained staff | Program staff support the program and are provided with training regarding the implementation of the intervention |

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. *The American Psychologist*, *58*(6-7), 449–456. doi:10.1037/0003-066x.58.6-7.449