



American Institutes for Research
**CENTER FOR INTEGRATING EDUCATION
AND PREVENTION RESEARCH IN SCHOOLS**

**Mental Health Promotion and Prevention:
Evidence and Effectiveness**



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Science, Health, and Development:
Achievements and Challenges in 100 Years of
PAHO

Progress in Limited Cultural Contexts

Over the last four decades much has been learned about early risk factors. This knowledge has led to major advances in prevention science.





Aggressive, disruptive behavior and poor achievement at least as early as first grade raise the risk of later poor achievement, aggression, violence, depression, drug abuse, and school dropout.







- Poor achievement is strongly related to depressive symptoms as early as fall of first grade
- Depressive symptoms are a risk factor for later major depressive disorder

Post-natal, preschool, and later ineffective parenting, particularly around discipline, place children at increased and continuing high risk.







First grade classrooms with high levels of aggressive, disruptive behavior dramatically enhance this risk.









Associating with badly behaving peers, often resulting from assigning children to homogeneous classrooms (tracking), increases these risk factors.









Family divorce, without
adequate planning for child
rearing, raises risk of
aggression, depression, and
poor achievement.









Both family poverty and school/community poverty are separate, important risk factors for school failure, and mental and behavioral disorders later.







All the above are strongly related to academic failure, and academic failure is a major risk factor itself, and is reciprocally related to aggression, depression, drug abuse and school failure and dropout.









□ Education and prevention must therefore come together in the school.

□ Rather than competing for time during the school day, teaching and prevention must become one thing.

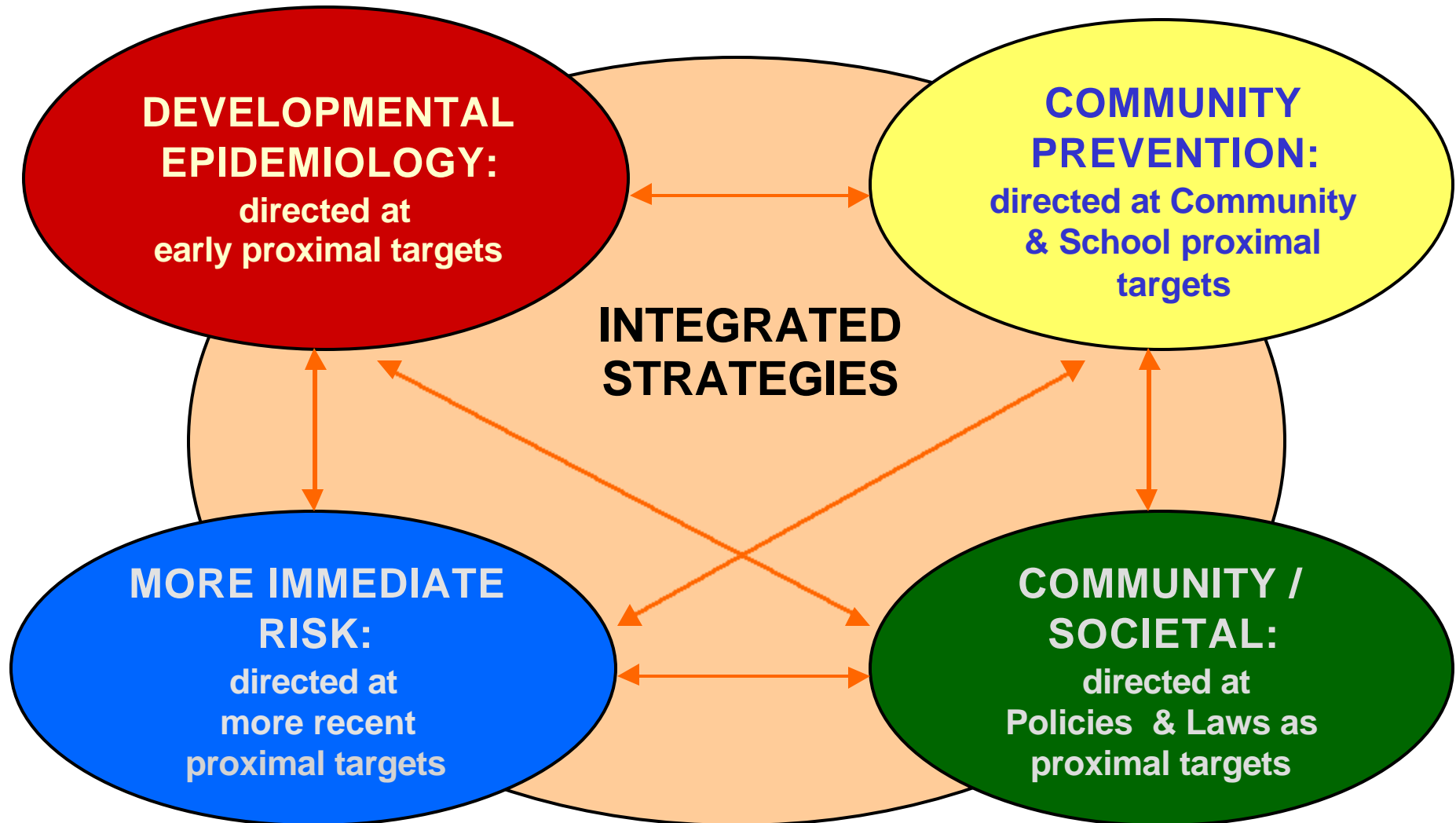




Except for individual and school/community poverty, prevention programs have been developed and rigorously tested for effectiveness that address these and other related problem areas.



INTEGRATING PREVENTION SCIENCE STRATEGIES



Prevention for Three Levels of Risk

Universal – for all children

Selective – for those that need more

Indicated – for those that need
still more

Treatment – for those that need
remedial care, pediatric, mental,
educational, social services

Core Results of Universal Interventions

- Improving family parenting and parent-classroom partnerships around homework and behavior and
- Improving classroom behavior management as early as first grade (particularly among males), improve later achievement, aggression, conduct disorders, and drug abuse
- Improving academic achievement as early as first grade improves depressive symptoms, particularly among girls, a risk factor for major depressive disorder

- Great progress has been made in evidence based prevention programs in limited cultural, social classes, and genders, mainly in the U.S.
- We must determine what variation occurs in risk factors across cultures, social classes, and genders.
- We must determine what adaptations are needed in interventions in different cultures, social classes, and genders.