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※回答をする際の注意事項（よく読んでください）

- ・ 使用経験があるものは、経験「あり」に○を付け、それを初めて使った年齢と、これまでの使用回数、最後に使った年齢をお答えください。
- ・ 使用経験がないものは、経験「なし」に○を付けて、そこから右側は空欄で結構です。
- ・ 「最後に使った年齢」ですが、途中で何年間もブランクがあっても、一番最後に使った年齢を記入してください。また、今日現在も使っている場合は、現在の年齢を記入してください。

名称	使用経験	初めて使った年齢	これまでの使用回数	最後に使った年齢
タバコ	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
酒	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
有機溶剤（シンナー）	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
ガス（ライターガス）	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
大麻	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
覚せい剤（あぶり）	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
覚せい剤（注射）	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
コカイン	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
ヘロイン	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
乱用目的での向精神薬 (睡眠薬・抗不安薬・リタリン)	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
乱用目的での鎮咳剤 (ブロンなど)	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
乱用目的での鎮痛剤	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
その他 ()	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)
その他 ()	あり・なし	(歳)	1回だけ・数回・数えられないくらい	(歳)

お疲れ様でした！アンケートはこれで終わりです。

最後まで御協力いただきまして、本当にありがとうございました！

外国の青少年暴力予防プログラムに関する文献研究

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レポート名	Mendel, R.A. (2001). Less Hype, More Help: Reducing Juvenile Crime, What Works - and What Doesn't. Washington DC: American Youth Policy Forum.
アドレス	(http://www.aypf.org/mendel/facts.htm) Background fact sheets (http://www.aypf.org/mendel/MendelRep.pdf) レポート本体
機関	American Youth Policy Forum
特徴	少年非行を対象。NPOが、民間リサーチャーに資金を出してまとめさせたもの。
基準	The goal of the American Youth Forum is to enable policymakers, national and state governments, and organizations to develop, enact, and implement policies regarding the nation's youth. The book describes programs dealing with reducing juvenile crime, asking what works and what does not work, what is commonplace in policy for reducing juvenile crime, and what changes need to be made to make sure the program is delivered with the best practice. Many programs are described based on a review of the scientific literature; however, no specific criteria for the inclusion of programs is provided.
Violenceに有効とされるプログラム (Background fact sheetsから読取り)	Detention Diversion Advocacy Capital Offender Program Social Development Program
Aggression に有効とされるプログラム	Good Behavior Game

レポート名	Greenberg, M.T., Domitrovich, C., & Bumbarger, B. (1999). Preventing Mental Disorders in School-Aged Children: A Review of the Effectiveness of Prevention Programs. State College, PA: Prevention Research Center for the Promotion of Human Development, College of Health and Human Development, Pennsylvania State University. (http://www.prevention.psu.edu/pubs/docs/CMHS.pdf)
アドレス 機関	Center for Mental Health Services, U.S. Department of Health and Human Services
特徴	児童精神衛生が主眼。Pennsylvania State UniversityのCollege of Health and Human DevelopmentのPrevention Research Center for the Promotion of Human Developmentが受託。Universal preventive interventionと、個別のプログラムに分け、後者をExternalizing behaviorとInternalizing Behaviorに分けている。
基準	With help from the Center for Mental Health Services, the Prevention Research Center for the Promotion of Human Development at Pennsylvania State University reviewed different intervention programs dealing with the reduction of risks or effects of psychopathology in school aged children. Studies were excluded in which children were given diagnostic interviews and met criteria for DSM-III R or DSM-IV disorders. The age focus was restricted to children from ages 5 to 18. Programs that met the review requirements had to be evaluated using an adequate comparison group with either randomized or quasi-experimental design with an adequate control group. Studies had to have pre and posttest data and preferably follow-up data. They also had to have a written implementation manual. Universal, selective and indicated prevention programs were identified that produced improvements in specific psychological symptomatology or factors directly associated with increased risk for child mental disorders.
Externalizing Behaviorに有効とされるプログラム(本文から)	Anger Coping Program Brainpower Program Peer Coping Skills Training Social Relations Program Big Brother/Big Sister Adolescent Transitions Program Montreal Prevention Experiment First Steps Earls court Social Skills Group Program Fast Track

<p>Violenceに有効とされるプログラム (Appendix A. Effective Programsから読取り) Aggression に有効とされるプログラム (Appendix A. Effective Programsから読取り)</p>	<p>RESPONDING IN PEACEFUL AND POSITIVE WAYS (RIPP) SECOND STEP: A VIOLENCE PREVENTION CURRICULUM ANGER COPING PROGRAM ATTRIBUTIONAL INTERVENTION (BRAINPOWER PROGRAM) EARLS COURT SOCIAL SKILLS GROUP PROGRAM FIRST STEP TO SUCCESS GOOD BEHAVIOR GAME IMPROVING SOCIAL AWARENESS-SOCIAL PROBLEM SOLVING (ISA-SPS) INTERPERSONAL COGNITIVE PROBLEM SOLVING (ICPS) INTERVENTION CAMPAIGN AGAINST BULLY-VICTIM PROBLEMS LINKING THE INTERESTS OF FAMILIES AND TEACHERS (LIFT) MONTREAL LONGITUDINAL EXPERIMENTAL STUDY PEER COPING-SKILLS TRAINING PROMOTING ALTERNATIVE THINKING STRATEGIES (PATHS) SEATTLE SOCIAL DEVELOPMENT PROJECT SECOND STEP: A VIOLENCE PREVENTION CURRICULUM SOCIAL RELATIONS PROGRAM ANGER COPING PROGRAM ATTRIBUTIONAL INTERVENTION (BRAINPOWER PROGRAM) CHILDREN OF DIVORCE PARENTING PROGRAM COUNSELORS CARE (C-CARE) and COPING AND SUPPORT TRAINING (CAST) MONTREAL LONGITUDINAL EXPERIMENTAL STUDY SECOND STEP: A VIOLENCE PREVENTION CURRICULUM SOCIAL RELATIONS PROGRAM STRESS INOCULATION TRAINING I</p>
<p>Angerに有効とされるプログラム (Appendix A. Effective Programsから読取り)</p>	

Appendix A. Effective Programsに掲げられたプログラム

ADOLESCENT TRANSITIONS PROGRAM (ATP)
ANGER COPING PROGRAM
ATTRIBUTIONAL INTERVENTION (BRAINPOWER PROGRAM)
BIG BROTHERS / BIG SISTERS
CHILD DEVELOPMENT PROJECT
CHILDREN OF DIVORCE INTERVENTION PROGRAM (CODIP)
CHILDREN OF DIVORCE PARENTING PROGRAM
COPING WITH STRESS COURSE
COUNSELORS CARE (C-CARE) and COPING AND SUPPORT TRAINING (CAST)
EARLSCOURT SOCIAL SKILLS GROUP PROGRAM
FAMILY BEREAVEMENT PROGRAM
FAST TRACK
FIRST STEP TO SUCCESS
GOOD BEHAVIOR GAME
IMPROVING SOCIAL AWARENESS-SOCIAL PROBLEM SOLVING (ISA-SPS)
INTERPERSONAL COGNITIVE PROBLEM SOLVING (ICPS)
INTERVENTION CAMPAIGN AGAINST BULLY-VICTIM PROBLEMS
LINKING THE INTERESTS OF FAMILIES AND TEACHERS (LIFT)
MONTREAL LONGITUDINAL EXPERIMENTAL STUDY
PEER COPING-SKILLS TRAINING
PENN PREVENTION PROGRAM
POSITIVE YOUTH DEVELOPMENT PROGRAM
PROMOTING ALTERNATIVE THINKING STRATEGIES (PATHS)
PRIMARY MENTAL HEALTH PROJECT
QUEENSLAND EARLY INTERVENTION AND PREVENTION OF ANXIETY PROJECT (QEIPAP)
RESPONDING IN PEACEFUL AND POSITIVE WAYS (RIPP)
SCHOOL TRANSITIONAL ENVIRONMENT PROJECT (STEP)
SEATTLE SOCIAL DEVELOPMENT PROJECT
SECOND STEP: A VIOLENCE PREVENTION CURRICULUM
SOCIAL RELATIONS PROGRAM
STRESS INOCULATION TRAINING I
STRESS INOCULATION TRAINING II
SUICIDE PREVENTION PROGRAM I (Klingman & Hochdorf, 1993)
SUICIDE PREVENTION PROGRAM II (Orbach & Bar-Joseph, 1993)

レポート名	Safe, Disciplined, and Drug-Free Schools Expert Panel, U.S. Department of Education. (2002) Exemplary and Promising Safe, Disciplined, and Drug-Free Schools Programs 2001 (http://www.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf)
アドレス	
機関	Safe and Drug-Free Schools Program Office of Elementary and Secondary Education Office of Educational Research and Improvement Department of Education
特徴	学校における薬物、暴力、社会的コンピテンシ向上プログラムを主眼。モデルプログラムを公募して、専門家委員会を設置して選別。
基準	Relevant outcomes are related to making schools safe, disciplined, and drug-free; reducing substance use, violence, and other conduct problems and positive changes in scientifically established risk and protective factors. Program criteria is carefully and thoroughly described on the website, and includes (1) evidence of efficacy/effectiveness based on a methodologically sound evaluation that adequately controls for threats to internal validity, including attrition; (2) the program's goals with respect to changing behavior and/or risk and protective factors are clear and appropriate for the intended population and setting; (3) the rationale underlying the program is clearly stated, and the program's content and processes are aligned with its goals; (4) the program's content takes into consideration the characteristics of the intended population and setting; (5) the program implementation process effectively engages the intended population; (6) the application describes how the
Violenceに有効とされるプログラム (p13のExemplary Programの表から読取り)	CASASTART Life Skills Training Second Step: A Violence Prevention Curriculum The Strengthening Families Program: For Parents and Youth 10-4

p13のExemplary Programの表に掲げられたプログラム

Athletes Training and Learning to Avoid Steroids (ATLAS)

CASASTART

Life Skills Training

OSLC Treatment Foster Care

Project ALERT

Project Northland

Project T.N.T.: Towards No Tobacco Use

Second Step: A Violence Prevention Curriculum

The Strengthening Families Program: For Parents and Youth 10-14

レポート名	Posey, R., Wong, S., Catalano, R., Hawkins, D., Dusenbury, L., & Chappell, P. (2000). Communities That Care Prevention Strategies: A Research Guide to What Works. Seattle, WA: Developmental Research and Programs, Inc.
アドレス	(www.channing-bete.com/positiveyouth/pages/CTC/CTC_guide.html)から注文
機関	Channing Bete Company
特徴	地域の非行を減らす総合的プログラムの一環としての、プログラムのレビュー。
基準	Communities That Care focus on preventing adolescent substance abuse, delinquency, teen pregnancy, school dropout, and violence as well as promoting the positive development of youth and children. Programs focus on the family, school, and community. The criteria include: (1) programs address research based risk factors for substance abuse, delinquency, teen pregnancy, school dropout and violence; (2) increase protective factors; (3) intervene at developmentally appropriate age; and (4) show significant effects on risk and protective factors in controlled studies or community trials.
Violenceに有効とされるプログラム	未入手のため不明

レポート名	Mihalic, S., & Aultman-Bettridge, T. (2002). A Guide to Effective School-Based Prevention Programs. In W.L. Tulk (Ed.), Policing and School Crime. Englewood Cliffs, NJ: Prentice Hall Publishers.
アドレス	なし
機関	なし
特徴	未入手のため不明
基準	Programs are all school-based, modest, and promising programs utilize Blueprints criteria and outcomes. Favorable programs broaden the outcomes to include factors relevant for school safety and success, such as school disciplinary problems, suspensions, truancy, dropout, and academic achievement. These programs may also have weaker research designs than the standard held for Blueprints, however, there is "reasonable" scientific evidence that behavioral effects are due to the intervention and not other factors. These programs all have experimental or matched control
Violenceに有効とされるプログラム	未入手のため不明

レポート名	National Institute on Drug Abuse. (1997). Preventing Drug Use Among Children and Adolescents: A Research-Based Guide (NCADI # PHD734). Washington, DC: National Clearinghouse for Alcohol and Drug Information (NCADI).
アドレス	(http://www.drugabuse.gov/pdf/prevention/RedBook.pdf)
機関	National Institute of Drug Abuse
特徴	薬物濫用が主眼。第二版となっている。
基準	The focus is on drug prevention and reduction. Although prevention principles are mentioned in the report, there are no specific criteria for program inclusion.
Violence(に有効とされるプログラム (本文中から抽出))	Caring School Program
Aggression(に有効とされるプログラム (本文中から抽出))	Classroom-Centered School-Family Partnership Intervention Classroom-Centered School-Family Partnership Intervention Coping Power Strengthening Families Program (SFP) Promoting Alternative Thinking Strategies (PATHS) Reconnecting Youth Program Coping Power Reconnecting Youth Program
Anger(に有効とされるプログラム (本文中から抽出))	Reconnecting Youth Program

Universal Programs	Elementary School	Caring School Community Program Classroom-Centered (CC) and Family-School Partnership (FSP) Intervention
	Middle School	Promoting Alternative Thinking Strategies (PATHS) Skills, Opportunity, And Recognition (SOAR) Guiding Good Choices Life Skills Training (LST) Program Lions-Quest Skills for Adolescence (SFA) Project ALERT Project STAR The Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14)
	High School	Life Skills Training: Booster Program Lions-Quest Skills for Adolescence Project ALERT Plus The Strengthening Families Program: For Parents and Youth 10-14 Focus on Families (FOF) The Strengthening Families Program (SFP) Coping Power Adolescents Training and Learning to Avoid Steroids (ATLAS) Project Towards No Drug Abuse (Project TND) Reconnecting Youth Program (RY) Early Risers "Skills for Success" Risk Prevention Program Fast Track Prevention Trial for Conduct Problems Adolescent Transitions Program (ATP)
Selective Programs	Elementary School	
	Middle School	
	High School	
Indicated Programs	High School	
Tiered Programs	Elementary School	
	Middle School	

レポート名	Sherman et al. (1997). Preventing Crime: What Works, What Doesn't, What's Promising (NCJ 165366). Washington, DC: U.S. Department of Justice, Office of Justice Programs.
アドレス	(www.ncjrs.org/works)
機関	National Institute of Justice, Department of Justice
特徴 基準	犯罪・非行プログラムを主眼。 The main focus of the Sherman report is crime prevention. The methodological rigor of each program was rated on a scale of 1 to 5. In order to obtain a score of "3," programs had to employ some kind of control or comparison group. If the comparison was to more than a small number of matched or almost randomized cases, the study was given a score of "4." If the comparison was to a large number of comparable units selected randomly, the study was scored as a "5." Programs were assessed as "working" if they had two or more evaluations with 3 or higher and statistical significance tests showed the program effective. Programs were assessed as "promising" if they had at least one evaluation with a score of 3 or higher showing effectiveness. For this report, all "working" and "promising" programs were classified as "Effective."

Violenceに有効とされるプログラム

Aggression に有効とされるプログラム

レポート名	U.S. Department of Health and Human Services (2001). Youth Violence. A Report of the Surgeon General. Rockville, MD: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Injury Prevention and Control; Substance Abuse and Mental Health Services Administration, Center for Mental Health Services; and National Institutes of Health, National Institute of Mental Health.
アドレス	(www.surgeongeneral.gov/library/youthviolence)
機関	U.S. Department of Health and Human Services
特徴	Violenceを主眼。
基準	The primary focus of the report by the Surgeon General is violence prevention and intervention. The criteria the Surgeon General set were appropriately rigorous methods of inquiry and sufficient data to support the conclusions. Model programs have rigorous experimental design (experimental or quasi-experimental), significant effects on violence or serious delinquency (Level 1) or any risk factor for violence with a large effect size of .30 or greater (Level 2), replication with demonstrated effects, and sustainability of effect. Promising programs meet the first two criteria (although risk factors of .10 or greater are acceptable), but programs may have either replication or sustainability of effects (both not necessary).
Violence Preventionに有効とされるModelプログラム	Functional Family Therapy (FFT) Multidimensional Treatment Foster Care Multisystemic Therapy (MST) Prenatal and Infancy Home Visitation by Nurses Seattle Social Development Project Intensive Protective Supervision Project Montreal Longitudinal Study/Preventive Treatment Program Perry Preschool Program School Transitional Environmental Program (STEP) Striving Together to Achieve Rewarding Tomorrows (CASASTART, formerly Children At Risk [CAR]) Syracuse Family Development Research Program Life Skills Training (LST) The Midwestern Prevention Project Bullying Prevention Program Families and Schools Together (FAST Track) Good Behavior Game I Can Problem Solve The Incredible Years Series Iowa Strengthening Families Program Linking the Interests of Families and Teachers (LIFT) Parent-Child Development Center Programs Parent-Child Interaction Training Preparing for the Drug-Free Years Preventive Intervention Promoting Alternative Thinking Strategies (PATHS) The Quantum Opportunities Program Yale Child Welfare Project
Violence Preventionに有効とされるPromisingプログラム	
Risk reductionに有効とされるModelプログラム	
Risk reductionに有効とされるPromisingプログラム	

レポート名	Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs
アドレス	(http://www.casel.org/downloads/Safe%20and%20Sound/1A_Safe_&_Sound.pdf)
機関	The Collaborative for Academic, Social, and Emotional Learning
特徴	学校におけるSocial and Emotional Learning(SEL)のためのプログラムを主眼。プログラムを評定してリスト化し、ユーザー側にプログラムを選ばせるかたちとなっている。
基準	<p>Programs included in the CASEL review satisfy four main criteria:</p> <ul style="list-style-type: none"> · School-based and has sequenced lessons intended for a general student population. · At least eight lessons in one of the program years. · There are either lessons for at least two consecutive grades or grade spans, or a structure that promotes lesson reinforcement beyond the first program year. · Nationally available, and the distributors provided CASEL with curriculum materials for review. <p>Further, programs which meet the following three criteria are selected as Select SEL programs:</p> <ul style="list-style-type: none"> · Outstanding SEL instruction: The program provides outstanding coverage of five essential SEL skill areas (self-awareness; social awareness; self-management; relationship skills and; responsible decision-making). · Evidence of effectiveness: At least one rigorous, well-designed evaluation study provides evidence of the program's effectiveness; or the program received the highest designation in one or more of six federal reviews summarized on the CD-ROM. · Outstanding professional development: The program provides professional development and support.
Select SELプログラム中、Violenceに有効とされるプログラム	<p>Peace Works</p> <p>Productive Conflict Resolution Program: A Whole School Approach</p> <p>Reach out to Schools: Social Competency Program (Open Circle Curriculum)</p> <p>Second Step</p> <p>Skills, Opportunities, and Recognition (SOAR)</p> <p>Social Decision Making and Problem Solving Program</p> <p>Teenage Health Teaching Modules</p>

レポート名	Safe Schools, Safe Students
アドレス	(www.drugstrategies.org/pubs.html)\Very Poor
機関	Drug Strategies
基準	Nationally available 88 school-based violence prevention programs designated as Very Good, Good, Satisfactory, Poor,
Violenceに有効とされるプログラム	未入手のため不明

タイトル	Campbell Collaboration
アドレス	(http://www.campbellcollaboration.org/)
機関	Campbell Collaboration
開始年	2000
助成	The Swedish Council for Social Research (FAS) and Sweden's National Board of Health and Welfare UK Home Office Jerry Lee Foundation Smith Richardson Foundation Robert Wood Johnson Foundation Rockefeller Foundation
特徴	国際的協働。モデルプログラムを選ぶことではなく、系統的レビューの結果そのものを選択することを目的とする。
基準	モデルプログラムを選択することを目的とするわけではないので、モデルプログラムを選択する基準はない。系統的レビューの対象とする研究についても、
Violenceについて有効なプログラム	現在のところなし

タイトル	Effective Violence Prevention Programs
アドレス	(http://www.hamfish.org/programs/)
機関	Hamilton Fish Institute
開始年	?
助成	不明。
特徴	学校暴力に特化。EffectiveプログラムとNoteworthyプログラムに分けて、プログラム名だけが列挙されており、それを選んだ基準などは明確に記述されていない(同サイト内のレポート, "Effective Violence Prevention Programs" (http://hamfish.org/resources/record/11/)が掲げるプログラムがEffectiveプログラムと一致。
基準	不明。上記レポートには、The programs listed have each been formally evaluated with school-aged children in school settings using a comparison group design. Once the evidence for each program's effectiveness was summarized, these mean estimates were rank ordered, and the most effective programs from each meta-analysis (the top 50 percent based on effectiveness) were selected for inclusion in this document. とある。
Effectiveプログラムに分類されたプログラム	<p>Anger Coping Program</p> <p>BrainPower Program</p> <p>First Step to Success</p> <p>Good Behavior Game</p> <p>I Can Problem Solve: An Interpersonal Cognitive Problem-Solving (ICPS) Intervention</p> <p>Kid Power Program</p> <p>Metropolitan Area Child Study</p> <p>Peer Mediation Program</p> <p>Positive Adolescent Choices Training (PACT)</p> <p>Teaching Students to be Peacemakers</p> <p>Think First: Anger and Aggression Management for Secondary Level Students</p> <p>Violence Prevention Curriculum for Adolescents</p> <p>Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence</p> <p>BASIS</p> <p>Classroom Organization and Management Program (COMP)</p> <p>Conflict Resolution in the Middle School</p> <p>Consistency Management & Cooperative Discipline</p> <p>Effective Behavioral Support</p> <p>Growing Up Black and Proud</p> <p>Resolving Conflict Creatively Program (RCCP)</p> <p>Second Step: A Violence Prevention Curriculum</p> <p>Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills</p> <p>Students Resolving Conflict: Peer Mediation in Schools</p>
Noteworthyプログラムに分類されたプログラム	

タイトル	What Works: A Tool for Improving Services to Children and Youth
アドレス	(http://www.childtrends.org/whatworks_intro.asp)
機関	Child Trends in partnership (with the John S. and James L. Knight Foundation)
開始年	?
助成	非常に多くの官民機関
特徴	児童と若者のためのプログラムを、School ReadinessとYouth Developmentに分けて提供。後者に、Emotional and Mental Healthという項目があり、そこでレビューされているプログラムの一つが、anger controlとaggressive tendenciesを従属変数とする。プログラムごとではなく、内容ごとの分類となっている(強引な一般化となっており使いにくい)。
基準	We limit our examples to programs that have been rigorously evaluated or for which longitudinal data (with adequate consideration of background characteristics) are available. In the left-hand column, we have noted the level at which communities may want to intervene, starting with the child (e.g., child health) and working outward to community-level factors. In the "What Works" column are activities or components of interventions that proven experimentally to significantly impact youth outcomes, according to the literature. The "What Doesn't Work" column contains interventions or activities that have been tried and proven ineffective. The "Mixed Reviews" column contains elements that have been shown to be effective in some but not all studies. Or, they have been found to be effective for some groups of children but not all. Finally, the "Best Bets" column describes investments that are important from a theoretical standpoint but have not been thoroughly tested.
anger control problems and aggressive tendenciesについてWhat Worksに分類されたプログラム	Reconnecting Youth

タイトル	Promising Practices Network
アドレス	(http://www.promisingpractices.net/programlist.asp)
機関	The Promising Practices Network (PPN) on Children, Families and Communities
開始年	1998
助成	<p>Colorado Foundation for Families and Children</p> <p>Annie E. Casey Foundation</p> <p>Colorado Trust</p> <p>David and Lucile Packard Foundation</p> <p>Family and Community Trust</p> <p>Family Connection Partnership</p> <p>Foundation Consortium for California's Children & Youth</p> <p>I Am Your Child Foundation</p> <p>RAND Corporation</p> <p>Spencer Foundation</p>
特徴	4つの州レベルの団体とRand Corporationが設立。RANDの研究者がすべてのプログラムをチェックして掲載。児童と家庭にかかわるさまざまなアウトカムに関するプログラムを対象。政策決定者、実務家等の、意思決定権を持つ人々を対象。常に更新されている。掲載された一つのプログラムの詳細な解説が付されている。
基準	<p>Proven programとPromising programがあり、前者は、</p> <ul style="list-style-type: none"> • Program must directly impact one of the benchmarks used on the site. • At least one outcome is changed by 20% , 0.25 standard deviations, or more. • At least one outcome with a substantial effect size is statistically significant at the 5% level. • Study design uses convincing comparison group to identify program impacts, including random-control trial (control-experimental design) or some quasi-experimental designs. • Sample size of evaluation exceeds 30 in both treatment and comparison group. • Must be publicly available. <p>のすべてを満たすこと、後者は、</p> <ul style="list-style-type: none"> • Program may impact an intermediary outcome for which there is evidence that it is associated with one of the PPN benchmarks. • Change in outcome is more than 1%. • Outcome change is significant at the 10% level. • Study has a comparison group, but it may exhibit some weaknesses, e.g., the groups lack comparability on pre-existing variables or the analysis does not employ appropriate statistical controls. • Sample size of evaluation has more than 10 in both treatment and comparison groups. • Must be publicly available. <p>のすべてを満たすこと</p>
ViolenceについてPromisingプログラム(検索による)	<p>CASASTART</p> <p>Child-Parent Centers</p> <p>Multisystemic Therapy (MST)</p> <p>Nurse Family Partnership</p> <p>Perry Preschool Project</p> <p>Seattle Social Development Project</p> <p>Gang Resistance Education and Training (G.R.E.A.T.)</p> <p>Resolving Conflict Creatively Program (RCCP)</p> <p>Second Step Violence Prevention</p> <p>Syracuse Family Development Research Program</p>
ViolenceについてPromisingプログラム(検索による)	

タイトル	What Works Clearinghouse
アドレス	(http://www.w-w-c.org/)
機関	U. S. Department of Education
開始年	2002
助成	政府直営
特徴	Technical Advisory Groupを選定し、 いくつかの評価基準を策定中。うち、個々の研究を評定するStudy Design and Implementation Assessment Device (Study DIAD), Version 0.3では、構成概念妥当性、内的妥当性、外的妥当性、統計的結論妥当性の4つの側面から評価。
基準	
Violenceについて有効なプログラム	未公表。

タイトル	Guide to Community Preventive Services
アドレス	(http://www.thecommunityguide.org/)
機関	Task Force on Community Preventive Services
開始年	1996
助成	Community Guide Branch, Centers for Disease Control and Prevention (CDC)
特徴	Alcohol, Cancer, Mental Health, Diabetes, Substance Abuse, Motor Vehicle, Nutrition, Oral Health, Physical Activity, Pregnancy, Tobacco, Sexual Behavior, Social Environment, Vaccines, Violenceの各ジャンルにおいてレビューを行う。必要に応じて、計量的統合を行う。
基準	The body of evidence of effectiveness is characterized as strong, sufficient, or insufficient based on the number of available studies, the strength of their design and execution, and the size and consistency of reported effects. Several principles guided the designation of bodies of evidence of effectiveness as strong, sufficient, or insufficient evidence. Strong or sufficient evidence can be based either on a small number of studies with better execution and more suitable design or a larger number of studies with less suitable design or weaker execution. For all designations of strong or sufficient evidence, study results must generally be consistent in direction and size. A single study could represent sufficient or strong evidence, but all other characteristics being comparable, a larger number of studies constitutes a stronger body of evidence. In general, larger effect sizes (e.g., absolute or relative risks) are considered to represent stronger evidence of effectiveness than smaller effects. The Task Force makes judgments on the magnitude of effects on a case-by-case basis.

下記中、Violenceについて言及のあったプログラム Early childhood home visitation programs

下記中、Aggressionについて言及のあったプログラム

下記中、Angerについて言及のあったプログラム

Exemplaryプログラムの一覧