Prevention that works for children and youth: An introduction.
By Weissberg, Roger P.; Kumpfer, Karol L.; Seligman, Martin E. P.
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 425-432

The widespread implementation of effective prevention programs for children and youth is a sound investment in society's future. The most beneficial preventive interventions for young people involve coordinated, systemic efforts to enhance their social-emotional competence and health. The articles in this special issue propose standards for empirically supported programming worthy of dissemination and steps to integrate prevention science with practice. They highlight key research findings and common principles for effective programming across family, school, community, health care, and policy interventions and discuss their implications for practice. Recent advances in prevention research and growing support for evidence-based practice are encouraging developments that will increase the number of children and youth who succeed and contribute in school and life. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

The integration of research and practice in the prevention of youth problem behaviors.
By Biglan, Anthony; Mrazek, Patricia J.; Carnine, Douglas; Flay, Brian R.
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 433-440

The prevention of youth problem behaviors is increasingly guided by science. Sound epidemiological research is coming to guide preventive efforts. Valid methods of monitoring the incidence and prevalence of youth problems increasingly shape preventive practice. The identification of empirically supported prevention interventions is becoming more sophisticated, and numerous scientific organizations have begun to engage in dissemination activities. These trends will be accelerated by increased media advocacy for the use of scientific methods and findings, the development of a registry of preventive trials, achievement of consensus about the standards for identifying disseminable interventions, and increased research on the factors that influence the effective implementation of science-based practices. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Community interventions and effective prevention.
By Wandersman, Abraham; Florin, Paul
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 441-448

The prevalence of pregnancy, substance abuse, violence, and delinquency among young people is unacceptably high. Interventions for preventing problems in large numbers of youth require more than individual psychological interventions. Successful interventions include the involvement of prevention practitioners and community residents in community-level interventions. The potential of community-level interventions is illustrated by a number of successful studies. However, more inclusive reviews and multisite comparisons show that although there have been successes, many interventions did not demonstrate results. The road to greater success includes prevention science and newer community-centered models of accountability and technical assistance systems for prevention. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

What works in prevention: Principles of effective prevention programs.
By Nation, Maury; Crusto, Cindy; Wandersman, Abraham; Kumpfer, Karol L.; Seybolt, Diana; Morrissey-Kane, Erin; Davino, Katrina
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 449-456

The high prevalence of drug abuse, delinquency, youth violence, and other youth problems creates a need to identify, and disseminate effective prevention strategies. General principles gleaned from effective interventions may help prevention practitioners select, modify, or create more effective programs. Using a
review-of-reviews approach across 4 areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence), the authors identified 9 characteristics that were consistently associated with effective prevention programs: Programs were comprehensive, included varied teaching methods, provided sufficient dosage, were theory driven, provided opportunities for positive relationships, were appropriately timed, were socioculturally relevant, included outcome evaluation, and involved well-trained staff. This synthesis can inform the planning and implementation of problem-specific prevention interventions, provide a rationale for multiproblem prevention programs, and serve as a basis for further research. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Family-strengthening approaches for the prevention of youth problem behaviors.
By Kumpfer, Karol L.; Alvarado, Rose

Effective parenting is the most powerful way to reduce adolescent problem behaviors. Dissemination of research-based family interventions has been slow, with most practitioners still implementing ineffective programs. This article reviews 2 federal studies that involved national searches for effective family interventions targeting prebirth to adolescence: Preventing Substance Abuse Among Children and Adolescents: Family-Centered Approaches (Center for Substance Abuse Prevention, 1998) and Strengthening America’s Families (R. Alvarado, K. L. Kumpfer, K. Kendall, S. Beesley, & C. Lee-Cavaness, 2000). Results identified 3 effective prevention approaches, 13 principles of effectiveness, and 35 programs. Recommendations include increased dissemination research on training and technical assistance systems, adoption with fidelity and quality, and gender-, age-, and culturally sensitive adaptations. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning.
By Greenberg, Mark T.; Weissberg, Roger P.; O'Brien, Mary Utne; Zins, Joseph E.; Fredericks, Linda; Resnik, Hank; Elias, Maurice J.
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 466-474

A comprehensive mission for schools is to educate students to be knowledgeable, responsible, socially skilled, healthy, caring, and contributing citizens. This mission is supported by the growing number of school-based prevention and youth development programs. Yet, the current impact of these programs is limited because of insufficient coordination with other components of school operations and inattention to implementation and evaluation factors necessary for strong program impact and sustainability. Widespread implementation of beneficial prevention programming requires further development of research-based, comprehensive school reform models that improve social, health, and academic outcomes; educational policies that demand accountability for fostering children's full development; professional development that prepares and supports educators to implement programs effectively; and systematic monitoring and evaluation to guide school improvement. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Prevention opportunities in health care settings.
By Johnson, Suzanne Bennett; Millstein, Susan G.
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 475-481

Psychologists have an opportunity to offer their expertise at a time when health care settings are beginning to recognize the importance of behaviorally based interventions for improving health and health care. The authors review the changing patterns of health and illness that have led to an increased interest in the role of patient and provider behavior and discuss the many advantages of using health care settings as prevention sites. Examples of successful behaviorally based prevention programs are presented, along with the evidence supporting the cost-effectiveness of such programs. Challenges presented by working in health care settings are described. Throughout, the authors emphasize the multiple opportunities for psychologists' involvement across a wide variety of health care delivery sites. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Research, policy, and the federal role in prevention initiatives for children.
By Ripple, Carol H.; Zigler, Edward
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 482-490

With the ability and the funds to implement programs on a national level, federal policy, is a potentially potent tool in primary prevention. Despite the U.S. government's history of ambivalence toward intervening in child rearing and limited national support for primary prevention, several initiatives have been implemented for children and families with some measure of success. The successes, however, are mitigated by limitations of the initiatives themselves and by the inconclusive nature of much of the evaluation data. This review of 5 federal policy-based initiatives for children and families provides the backdrop for discussing aspects of federal prevention program design, implementation, policy, and research. (PsycINFO Database Record (c) 2005 APA, all rights reserved)
By Burghardt, Gordon M.
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 491

Obituary for experimental psychologist and mentor William Samuel Verplanck, Jr. (1916-2002). (PsycINFO Database Record (c) 2005 APA, all rights reserved)

By Montuori, Alfonso
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 492

Obituary for Frank Xavier Barron (1922-2002). Barron was a pioneer in the psychology of creativity and in the study of human personality. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

By Simpson, D. Dwayne; Joe, George W.
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 493

Obituary for Robert Glenn Demaree (1920-2002). Demaree’s career endeavors included human factors research, training, performance measurement, criterion prediction, and multivariate analytic applications. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

By Lamal, P. A.
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 493

Obituary for George Windholz (1931-2002). Windholz was an educator and one of the foremost authorities on the work of Ivan Pavlov. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Psychologists' belief in visual emission.
By Bahr, G. S.
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 494

Comments on the article by G. A. Winer et al (see record 2002-13736-001), which reviewed research about a profound misconception that is present among college students, namely, the belief that the process of vision includes emanations from the eyes. The present author suggests that the visual emission phenomenon (VEP) studied by Winer et al might not be as widespread and disconcerting as portrayed in their article. Two issues dealing with possible ambiguities in the visual emission paradigm are discussed that may relieve the threat of an increasingly ignorant college graduate population revealed by a belief in visual emissions: (1) Logic inconsistency in the visual representation of visual emission; and (2) Cognitive-linguistic confound. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

The phenomenological truth of visual emissions.
By Robbins, Brent Dean
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 494-495

Comments on the article by G. A. Winer et al (see record 2002-13736-001), which reviewed research about a profound misconception that is present among college students, namely, the belief that the process of vision includes emanations from the eyes. According to the present author, the article by Winer et al is an exemplary exercise in Popperian falsification (K. Popper, 1959). On the other hand, it is also exemplary of the limits of scientific falsification. Falsification is not so helpful for arriving at the truth when, all along, one is asking the wrong question. Winer et al failed to consider the possibility that, understood from a different angle, the supposed error of adults' belief in visual emissions is not a misconception after all. The salience of a first-person versus a third-person perspective is used to elucidate the present author's arguments. When students learn how the third-person perspective matters and makes a difference in their lives from a first-person perspective, then and only then will they care to learn it. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Do adults believe in visual emissions?
By Winer, Gerald A.; Cottrell, Jane E.; Gregg, Virginia; Fournier, Jody S.; Bica, Lori A.
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 495-496

G. A. Winer et al reply to comments by G. S. Bahr (see record 2003-05959-016) and by B. D. Robbins (see record 2003-05959-017) in reference to the original article by Winer et al (see record 2002-13736-001).
Bahr and Robbins both questioned the claims that adults believe in emissions from the eye during the act of vision. While Bahr and Robbins’s skepticism is not completely without merit, several specific points are discussed here that support the original arguments made by Winer et al. A few of these points are as follows: (1) Consistent findings of extramission responses when purely verbal questions are asked; (2) Unpublished studies have failed to replicate the difference between computer, verbal, and drawing tasks; and, (3) When Ss received one multichoice computer item and similar purely verbal question asking about visual input and output, half of the Ss being instructed to refer to their own experience while the other half was instructed to respond as if they were an expert in vision: there were in fact no differences between the groups! (PsycINFO Database Record (c) 2005 APA, all rights reserved)

**American Psychologist: On the cover.**
By Fowler, Sandra Mumford

Based on an interview with the artist, this article presents a brief interpretation of this issue’s cover art, a mural by Salvador Bidaure. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

**American Psychologist: Announcements.**
By No authorship indicated
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 498

Lists announcements of interest to readers of American Psychologist. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

**American Psychologist: Calendar.**
By No authorship indicated

Provides a calendar of national and international meetings of interest to readers of American Psychologist. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

**American Psychologist: Instructions to authors.**
By No authorship indicated
American Psychologist. 2003 Jun-Jul Vol 58(6-7) 502

Current guidelines for manuscript preparation for American Psychologist. (PsycINFO Database Record (c) 2005 APA, all rights reserved)