Mapping Interventions to Different Levels of Risk

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The chart below provides definitions of each and examples of types of promotion/prevention interventions used at various stages of the lifespan for populations at different levels of risk.[i]

	Promotion	Universal – Indirect Prevention	Universal – Direct Prevention	Selective Prevention	Indicated Prevention
Definition	Interventions target the general public and/or whole population and aim to enhance individuals' ability to achieve developmentally appropriate competencies and a positive sense of self esteem, mastery, and well-being.	Interventions target the general public and/or the whole population that has not been identified on the basis of individual risk, by changing the social context that influences knowledge, attitudes and behavior.	Interventions target the general public and/or the whole population that has not been identified on the basis of individual risk. Interventions are directed to everyone in that group.	Interventions target individuals or a population sub-group whose risk of developing mental or substance abuse disorders is significantly higher than average (prior to the diagnosis of a disorder).	Interventions target individuals at high risk who have minimal but detectable signs or symptoms of mental illness or substance abuse problems (prior to the diagnosis of a disorder).
Infancy and Early Childhood *(Examples)*	Public education on the importance of developmental milestones	Community policies that promote access to early childhood education	Education for Head Start teachers on strategies to enhance protective factors (within the child, family or environment) that impact young children's development	Prevention education for new immigrant families with young children who live in poverty	Parenting skills training for parents that are depressed or in substance abuse treatment
Middle Childhood *(Examples)*	Promoting positive school climate for youth-serving agencies in the community	Implementation and enforcement of alcohol and other drug abuse prevention policies in schools

Implementation and enforcement of anti-bullying policies in schools | Social and decision-making skills training for 6th grade youth

A program aimed at preventing anxiety and/or depression by teaching middle school students to think flexibly and accurately about their challenges and problems | Group counseling and social/emotional skills training for youth in low-income housing developments

A clinician-facilitated group discussion to provide education and support to families with parental depression | 1:1 mentoring for middle school youth in low-income homes with parental substance abuse or parental mental illness |

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Adolescence (Examples)	Promoting emotional self-regulation and positive school and community engagement among adolescents	Implementation and enforcement of youth (tobacco and alcohol) access laws coupled with media campaign to increase awareness of enforcement activities	Education for physicians on prescription drug misuse and preventative prescribing practices Sessions that allow families to engage in structured family activities, conduct family meetings, learn communication skills, practice effective discipline, reinforce positive behaviors in each other, and plan family activities together	Alternative activities and opportunities for positive social interaction among LGBT and non-LGBT youth Clinician facilitated group focusing on support, goal setting and monitoring, self-esteem, decision-making skills, better management of anger and depression for adolescents screened for being at high risk	Screening, brief intervention, and referral for court- referred youth arrested for non- violent offenses A school-based prevention program for students ages 14–19 years to teach skills on how to identify early signs of emotional distress targeting youth who demonstrate poor school achievement and high potential for school dropout
Young Adulthood (Examples)	Promoting emotional self-regulation and positive community engagement among young adults	Implementation and enforcement of policies to reduce underage student access to alcohol Mandatory participation in a training program that focuses on building problem solving skills, emotion-focused coping, cognitive and behavioral skills training for Freshmen college students	Training for campus residence directors on mental health and AOD-related issues and policies	Developing employee assistance programs for young adults at high risk of binge drinking High school or dormitory-based programs for at-risk youth designed to deliver empathy and support, provide a safe context for sharing personal information, and reinforce positive coping skills and help-seeking behaviors	Information and referral for young adults who violate campus/ community policies/ laws on alcohol and drugs Brief prevention programs for university students at risk for depression
Adulthood (Examples)	Community awareness campaigns regarding low-risk alcohol use during the holiday season	Alcohol serving policies at sporting and community events that include the general public	Education and training for human resources professionals on depression and/or alcohol and other drug misuse in the workplace	Peer support groups for adults with a history of family mental illness and/or substance abuse	Brief motivational interviewing for pregnant women at risk for alcohol use or at risk for depression

			Workplace preventive interventions designed to teach employees 18 years and older how to deal with stressors at work and at home		Programs intended to prevent and reduce negative effects on mental health associated with unemployment and job-seeking stress
Older Adulthood *(Examples)*	Awareness education on healthy aging, coping, and alcohol and other drug use	Policies regulating the misuse of alcohol and other drugs in senior living facilities	Training for home health aides on older adult misuse of alcohol and prescription medication

Training of staff at senior living facilities and of home health aides to recognize the risk factors associated with anxiety and depression in the elderly | Positive social interaction and alternative activities for isolated older adults living in the community | Screening, consultation, and referral for families of older adults admitted to emergency rooms with potential alcohol-related injuries |

[i] National Research Council and Institute of Medicine. (2009). Defining the Scope of Prevention. In Mary Ellen O'Connell, Thomas Boat, and Kenneth E. Warner (Ed.), *Preventing Mental, Emotional, and Behavioral Disorders among Young People: Progress and Possibilities* (p. 66). Washington, DC: The National Academies Press.

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