

Table 1: Example Possible Developmental Approach to Kernels (Embry & Biglan, 2008) for Achieving Population Level Impact

Prenatal/Post-Natal	Early Childhood	Elementary	Early Adolescence	Adolescence
<ul style="list-style-type: none"> • Delayed cord-clamping to reduce lead (Pb) burden (COM) • Omega-3 (1.5 EPA to DHA)/Folic Acid supplementation to improve developmental outcomes and reduce post-partum depression (COM) • Prize Bowl to treat ATOD (COM) • Wait for Timer to Reduce Tobacco Dependence, affecting child development (HM, COM) 	<ul style="list-style-type: none"> • “ME” self-modeling books (aka social stories) to promote literacy, numerosity, social competency & parenting skills (HM, COM) • Beat the Timer to reduce parent/adult-child problems (HM, COM) • Mystery motivator to improve compliance and positive behavior (HM, COM) • Good shopper to reduce problems in public places and abuse (HM, COM) 	<ul style="list-style-type: none"> • Beat the Timer to reduce problem behaviors (HM & SCH) • Mystery motivator to increase academic engagement, homework completion, and reduce problem behavior (HM & SCH) • Non-verbal cues to reduce bullying and aggression, increase engaged learning (SCH & COM) • Tootle/Peer-to-Peer Positive Notes to Increase prosocial behavior and reduce violence (SCH, COM & HM) • Peer-to-peer tutoring in same class to increase academic success (SCH, COM) 	<ul style="list-style-type: none"> • Goal Mapping to reduce school failure and ATOD use (HM & SCH, COM) • Values Letter (7th grade) to reduce failing grades (SCH) • Beat the TIMER (HM & SCH) • Mystery motivator to improve adult-youth relationships and increase family rules to reduce delinquency (HM & SCH) • Meaningful roles in school and community settings to reduce delinquency and increase academics (SCH & COM) • Positive Peer-to-Peer Notes for positive peer pressure (SCH & HM, COM) 	<ul style="list-style-type: none"> • Goal Mapping (HM, SCH & SCH) • Mystery motivator (HM, SCH & SCH) • Prize Bowl for ATOD/re-entry (HM & COM) • Omega-3 (HM) • Soft-team competition/public posting (SCH & COM) • Screen-time curfew (HM) • Meaningful roles in school and community settings to reduce delinquency and increase academics (SCH & COM) • Public displays of student work in high-schools to reduce vandalism and increase standardize achievement (SCH & Com)
<p>Legend: HM = home; SCH = school; CM = community settings</p>				