

Curriculum-Based Support Group (CBSG)

Public Health & Prevention: School-based

Literature review updated April 2018.

As part of WSIPP's research approach to identifying evidence-based programs and policies, WSIPP determines "what works" (and what does not work) to improve outcomes using an approach called meta-analysis. For detail on our methods, see our [Technical Documentation](#). At this time, WSIPP has not yet calculated benefits and costs for this topic.

Program Description: The Curriculum-Based Support Group (CBSG) program is a preventive intervention for youth between the ages of 4 and 17 identified as at-risk for future substance abuse, delinquency, and violence. The program is delivered in confidential small group sessions led by trained facilitators and is designed to help participants resist peer pressure, set and achieve goals, and make healthy choices. In the study included in this analysis, students in grades 2 through 5 participated in 12 weekly sessions. Each session lasted approximately one hour and group size was limited to 12 students.

Meta-Analysis of Program Effects

Outcomes measured	No. of effect sizes	Treatment N	Adjusted effect size and standard error			Unadjusted effect size (random effects model)	
			ES	SE	Age	ES	p-value
Alcohol use before end of middle school	1	147	0.000	0.170	9	0.000	1.000
Cannabis use before end of middle school	1	147	0.000	0.170	9	0.000	1.000
Smoking before end of middle school	1	147	0.000	0.170	9	0.000	1.000
Illicit drug use before end of middle school	1	147	0.000	0.170	9	0.000	1.000

Meta-analysis is a statistical method to combine the results from separate studies on a program, policy, or topic in order to estimate its effect on an outcome. WSIPP systematically evaluates all credible evaluations we can locate on each topic. The outcomes measured are the types of program impacts that were measured in the research literature (for example, crime or educational attainment). Treatment N represents the total number of individuals or units in the treatment group across the included studies.

An effect size (ES) is a standard metric that summarizes the degree to which a program or policy affects a measured outcome. If the effect size is positive, the outcome increases. If the effect size is negative, the outcome decreases.

Adjusted effect sizes are used to calculate the benefits from our benefit cost model. WSIPP may adjust effect sizes based on methodological characteristics of the study. For example, we may adjust effect sizes when a study has a weak research design or when the program developer is involved in the research. The magnitude of these adjustments varies depending on the topic area.

WSIPP may also adjust the second ES measurement. Research shows the magnitude of some effect sizes decrease over time. For those effect sizes, we estimate outcome-based adjustments which we apply between the first time ES is estimated and the second time ES is estimated. We also report the unadjusted effect size to show the effect sizes before any adjustments have been made. More details about these adjustments can be found in our [Technical Documentation](#).

Citations Used in the Meta-Analysis

Hedl, J.J. (2009). *Reducing interrelated risks for substance abuse, delinquency, and violence: Effects of the Rainbow Days' Curriculum-Based Support Group program*. Nonequivalent control group study—Study conducted in 2003; analysis conducted in 2007. Final report: January, 2008 (Rev. ed.). Retrieved from <http://rainbowdays.org/docs/CBSGProgramStudy2003.pdf>.

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Printed on 03-29-2024



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