# Introduction to causal inference

#### **Session 11**

MATH 80667A: Experimental Design and Statistical Methods for Quantitative Research in Management HEC Montréal

#### Outline

## Directed acyclic graphs

## **Causal mediation**

## Directed acyclic graphs

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#### Types of data

#### Experimental

#### Observational

## You have control over which units get treatment

#### You don't have control over which units get treatment

### Causal diagrams

#### **Directed acyclic graphs (DAGs)**

**Directed:** Each node has an arrow that points to another node

**Acyclic**: You can't cycle back to a node (and arrows only have one direction)



#### Causal diagrams

#### Directed acyclic graphs (DAGs)

Graphical model of the process that generates the data

Maps your philosophical model

Fancy math ("*do*-calculus") tells you what to control for to isolate and identify causation



#### How to draw a DAG

## What is the causal effect of an additional year of education on earnings?

**Step 1: List variables** 

**Step 2: Simplify** 

**Step 3: Connect arrows** 

Step 4: Use logic and math to determine which nodes and arrows to measure

#### 1. List variables

#### Education (treatment) $\rightarrow$ Earnings (outcome)

	Location	Ability	D	emographics	
	Socioecono	mic statu	S	Year of birth	
Con	npulsory sch	IS	Job connections		

## 2. Simplify

#### Education (treatment) $\rightarrow$ Earnings (outcome)

	Location	Ability	De	emographics	
	Socioeonomic status			Year of birth	
<b>Compulsory schooling laws</b>				Job connections	
		unc			

#### Education causes earnings



Background, year of birth, location, job connections, and school requirements all cause education



Background, year of birth, and location all cause earnings too





#### Education causes job earnings

Location and background are probably related, but neither causes the other. Something unobservable (U1) does that.



#### Causal identification

#### A causal effect is *identified* if the association between treatment and outcome is propertly stripped and isolated

#### Paths and associations

#### Arrows in a DAG transmit associations

#### You can redirect and control those paths by "adjusting" or "conditioning"

#### Three types of associations



## Confounding



#### Paths



#### *d*-connection



#### Effect of money on elections

## What are the paths between **money** and **win margin**?



Money 
$$\rightarrow$$
 Margin  
Money  $\leftarrow$  Quality  $\rightarrow$  Margin

Quality is a *backdoor* 

## Closing doors



## Close the backdoor by adjusting for Z

## Closing doors

Find the part of campaign money that is explained by quality, remove it. This is the residual part of money.

Find the part of win margin that is explained by quality, remove it. This is the residual part of win margin.

Find the relationship between the residual part of money and residual part of win margin. This is the causal effect.



## Closing doors

Compare candidates as if they had the same quality

Remove differences that are predicted by quality

Hold quality constant



#### How to adjust

#### **Include term in regression**

 $\begin{aligned} \text{Win margin} = & \beta_0 + \beta_1 \text{Campaign money} + \\ & \beta_2 \text{Candidate quality} + \epsilon \end{aligned}$ 



#### d-separation



If we control for Z, X and Y are now "d-separated" and the association is isolated!

## Closing backdoors



#### All paths



#### All paths

Adjust for Location, Background and Year to isolate the Education  $\rightarrow$  Earnings causal effect



## How do you know if this is right?

#### You can test the implications of the model to see if they're right in your data

 $X \perp Y \mid Z$ 

#### X is independent of Y, given Z



#### S Testable implications

The model implies the following conditional independences:

- Education ⊥ Earnings I Background, Job connections, Location, Year
- Required schooling ⊥ Job connections I Education
- Required schooling ⊥ Year
- Required schooling ⊥ Earnings I Background, Job connections, Location, Year
- Required schooling ⊥ Earnings I Background, Education, Location, Year
- Required schooling ⊥ Background
- Required schooling ⊥ Location
- Job connections ⊥ Year I Education
- Job connections ⊥ Background | Education
- Job connections ⊥ Location I Education
- Year  $\perp$  Background
- Year ⊥ Location

#### Causation



#### Colliders



### Programming and social skills

#### Do programming skills reduce social skills?



You go to a tech company and conduct a survey. You find a negative relationship! Is it real?

### Programming and social skills

#### Do programming skills reduce social skills?



No! **Hired by a tech company** is a collider and we controlled for it.

This inadvertently connected the two.

#### Colliders can create fake causal effects

#### Colliders can hide real causal effects

Chicago Bulls 2009-10



#### Height is unrelated to basketball skill... among NBA players

#### Colliders and selection bias



### Life is inherently complex



Postulated DAG for the effect of smoking on fetal alcohol spectrum disorders (FASD)

#### Three types of associations



## **Causal mediation**

## Key references

- Imai, Keele and Tingley (2010), A General Approach to Causal Mediation Analysis, Psychological Methods.
- Pearl (2014), Interpretation and Identification of Causal Mediation, *Psychological Methods*.
- Baron and Kenny (1986), The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations, Journal of Personality and Social Psychology

Limitations:

- Bullock, Green, and Ha (2010), Yes, but what's the mechanism? (don't expect an easy answer)
- Uri Simonsohn (2022) Mediation Analysis is Counterintuitively Invalid

### Fundamental problem of causal inference

#### Observe outcome for a single treatment

With binary treatment  $X_i$ , I observed either  $Y_i | do(X_i = 1)$  or  $Y_i | do(X_i = 0)$  given intervention **do**.

#### Thus define causal effect as an **average** treatment

 $\mathsf{E}[Y_i \mid \operatorname{do}(X_i=1)] - \mathsf{E}[Y_i \mid \operatorname{do}(X_i=0)]$ 

Effect cannot be estimated directly in general, even with randomized experiments.

## Sequential ignorability assumption

#### Define

- treatment of individual *i* as *x<sub>i</sub>*,
- potential mediation given treatment x as  $M_i(x)$  and
- potential outcome for treatment x and mediator m as  $Y_i(x,m)$ .

Given pre-treatment covariates *w*, potential outcomes for mediation and treatment are conditionally independent of treatment assignment.

 $Y_i(x',m), M_i(x) \perp\!\!\!\perp X_i \mid W_i = w$ 

Given pre-treatment covariates and observed treatment, potential outcomes are independent of mediation.

#### Total effect

#### **Total effect**: overall impact of *x* (both through *M* and directly)

 $\mathsf{TE}(x,x^*) = \mathsf{E}[Y \mid \operatorname{do}(X=x)] - \mathsf{E}[Y \mid \operatorname{do}(X=x^*)]$ 

This can be generalized for continuous x to any pair of values  $(x_1, x_2)$ .

$$\begin{array}{c} \textbf{X} \rightarrow \textbf{M} \rightarrow \textbf{Y} \\ \textbf{plus} \\ \textbf{X} \rightarrow \textbf{Y} \end{array}$$



#### Average controlled direct effect

$$\mathsf{CDE}(m,x,x^*) = \mathsf{E}[Y \mid \operatorname{do}(X=x,m=m)] - \mathsf{E}[Y \mid \operatorname{do}(X=x^*,m=m)] = \mathsf{E}\{Y(x,m) - Y(x^*,m)\}$$

Expected population change in response when the experimental factor changes from x to  $x^*$  and the mediator is set to a fixed value m.

### Direct and indirect effects

#### **Natural direct effect:** $NDE(x, x^*) = E[Y\{x, M(x^*)\} - Y\{x^*, M(x^*)\}]$

• expected change in *Y* under treatment *x* if *M* is set to whatever value it would take under control *x*<sup>\*</sup>

#### **Natural indirect effect:** $NIE(x, x^*) = E[Y\{x^*, M(x)\} - Y\{x^*, M(x^*)\}]$

• expected change in *y* if we set *x* to its control value and change the mediator value which it would attain under *x* 

Counterfactual conditioning reflects a physical intervention, not mere (probabilistic) conditioning.

Total effect is  $TE(x, x^*) = NDE(x, x^*) - NIE(x^*, x)$