

Lions-Quest: Skills for Adolescence

Description:

Lions-Quest's Skills for Adolescence (SFA) is a comprehensive school-based program that brings together parents, educators, young people, and members of the community to support the development of life and citizenship skills in young adolescents within a caring and consistent environment. The program is specifically designed to address the developmental needs of young adolescents ages 10 to 14 years in public and private school settings. Funded by the CDC, NIDA, and Kellogg Foundation, SFA is based upon the rationale that identifies two major outcomes as critical for the promotion of social behaviors and reduction of health-compromising behaviors: (1) to develop positive social behaviors, such as self-discipline, responsibility, and good judgment; and (2) to develop positive commitments to their families, schools, peers, and communities, including a commitment to lead healthy, drug-free lives. Translated into 20 languages and in wide use in the United States, Canada, and 23 other countries, Skills for Adolescence has demonstrated its usefulness in diverse cultures and student populations.

Skills for Adolescence is comprised of five key components that provide schools with a structure for establishing a network aimed at addressing risk and protective factors related to reducing substance use, violence, and other health-compromising behaviors: (1) classroom curriculum (102, 45-minute skills-building sessions that are offered in 5 course formats: nine-week, one-semester, one-year, two-year, and three-year courses); (2) parent involvement (parents participate in SFA through shared homework assignments, four parent meetings, and school involvement); (3) positive school climate (staff, students, and parents establish a school climate committee to reinforce program goals and themes); (4) community involvement (staff, parents, and representatives from service organizations, business, and law enforcement take part in workshops, panel discussions, and projects); and (5) trainings (two- or three-day introductory workshop models and one-day follow-up models) offer an overview of program components and hands-on experience to SFA implementers, as well as ongoing professional development.

Characteristics:

<u>Risk Factors:</u>	<ul style="list-style-type: none">* Early & Persistent Antisocial Behavior* Favorable Attitudes Toward Substance Abuse* Lack of Commitment to School
<u>Protective Factors:</u>	<ul style="list-style-type: none">* Bonding* Healthy Beliefs & Clear Standards* Skills
<u>CSAP Strategies:</u>	<ul style="list-style-type: none">* Education* Information Dissemination
<u>IOM Type:</u>	<ul style="list-style-type: none">* Universal

Populations Found To Be Appropriate For This Practice:

Specific Ethnic Groups:	* African American * Asian / Pacific Islander * Caucasian * Hispanic / Latino
Specific Age Levels:	* Middle School / Junior High
Other Specified Characteristics:	

Rated Effective By:

Rated Effective By:	* National Institute on Drug Abuse * Substance Abuse and Mental Health Services Administration (SAMHSA)
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Evaluating This Practice:

While this best practice does not include a formal evaluation, it comes with evaluation tools that can be used when implementing this strategy. Skills for Adolescence includes evaluation tools with each unit. These multiple-choice, short answer, and essay tests are designed to: 1) serve as pre- and post-tests for each unit to determine how much class time to devote to specific content and evaluate mastery of skills and knowledge; 2) be used together for a major evaluation; 3) assess student progress to determine where more review is needed; 4) diagnose individual and group strengths and weaknesses regarding mastery of skills and knowledge; and 5) contribute to assessment of student achievement.

Evaluation tools designed to measure longitudinal program impact on attitudes and behaviors regarding illicit drug use were developed for the multi-year NIDA study on Skills for Adolescence. Contact Quest International for more information.

The following are suggestions of areas you may want to assess if you implement this best practice. For assistance on creating an evaluation plan, refer to [Step 7: Evaluation](#).

- Assess participants' lifetime and recent (last 30 days) beer, liquor, tobacco, and marijuana use.
- Assess participants' perceptions of the harm to their health from drinking beer.
- Assess participants' school attendance.
- Assess participants' rates of misconduct and truancy.

Research Conclusions:

One-year post-intervention data from a study indicated that lifetime and recent (last 30 days) marijuana use were significantly lower in SFA than control schools. Post-test experimental students, when compared to comparison students, significantly improved their knowledge about

the risks of alcohol and other drugs, had significantly higher perceptions of the harm to their health from drinking beer, significantly increased school attendance, had significantly lower levels of current beer, liquor, and tobacco use, and significantly reduced their intentions to use beer and liquor in the future (next 30 days). Two-year results from another study indicated that experimental students had half the rates of misconduct and truancy events than control students.

Cost:

See Budget

Special Considerations:

The following are areas to take into consideration before selecting this strategy to be implemented in your community:

- Prior to teaching core Lions-Quest life skills programs, teachers are required to attend an introductory training workshop.
- Prior to attending the workshop, Quest International recommends selecting a planning team to look at the program goals and objectives for fit with the school's population and curriculum, and holding a community meeting to explain the content and goals to the interested public to gain support.
- Lions Clubs International is making significant grants to various states and countries to train teachers and provide curriculum programming for schools. Please contact Quest International to see if your state is a recipient of this grant program.

Contact Information:

For training, technical assistance, and materials contact:

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