



Planning Workbook

**A Guide for Implementing a
LifeSkills Training Program**

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How to Use This Workbook

Welcome

This workbook is a tool you can use to help your school and community plan to implement the Botvin *LifeSkills Training* (LST) program. It will help you meet these objectives:

1. Understand the meaning and value of using "evidence-based" prevention education programs.
2. Identify how the *LifeSkills Training* program meets the standards of evidence-based programs.
3. Conduct an assessment of your school and/or community's current needs and resources for preventing and reducing adolescent health risk behaviors.
4. Create a network of resources for developing strategies.
5. Develop a plan for implementing the *LifeSkills Training* program.
6. Write a budget and identify funding resources.

There is no specific timetable for conducting the activities in this workbook. In general you should plan on a three- to six-month timetable from when you begin the planning process to when you start implementing the program in your school or community.

After completing all the exercises in this workbook, your site will have produced a written plan that responds to the common components of all grant applications. This plan can be used to apply for funds to implement your LST project.

Help When You Need It

For questions about the LST program, teacher training, implementation, or to order curriculum materials, please contact:

National Health Promotion Associates, Inc.

711 Westchester Avenue
White Plains, NY 10604
1-800-293-4969

Email questions to: lstinfo@nhpamail.com

For general info: <http://www.lifeskillstraining.com/>

For questions about ordering curriculum materials please contact:

Princeton Health Press
1-800-293-4969

Planning Materials

You will need the following materials to successfully plan for your implementation of the *LifeSkills Training* program.

- The *LifeSkills Training* Teacher's Manuals and Student Guides (Levels 1-3)
- The *LifeSkills Training* Planning Workbook
- A copy of your state or local curriculum learning standards or frameworks (optional)
- Other materials as described in each planning task

The workbook includes exercises with worksheets. These exercises reflect some planning steps and activities that other schools and communities have found useful.

The worksheets are intended to provide general questions and activities to help you structure and guide your planning tasks. Every community is different with regard to its strengths and challenges. Please feel free to adapt or add to these exercises to respond to local issues.

Let's Begin...

The 6 Fundamentals of the *LifeSkills Training* Program

The effectiveness of the *LifeSkills Training* program is grounded in six simple principles. Applying these principles to your planning will increase the effectiveness of the program in reducing adolescent health risk behaviors.

1. **The *LifeSkills Training* program is evidence based.**

LST is the most comprehensive and rigorously tested prevention program in America today. A summary of the studies supporting the evaluation of the LST program can be found at <http://www.lifeskillstraining.com/evaluation.php>.

LifeSkills Training has been tested using a research method known as randomized control studies, which represent the highest level of scientific research. In the initial LST Middle School randomized control study, adolescent school populations were randomly assigned to either a control group or an experimental group. Both groups received pre-testing to establish baseline data about alcohol, tobacco, and other drug (ATOD) attitudes and behaviors. The control group was not given a prevention program and the experimental group was given the *LifeSkills Training* program. At the conclusion of the program, both groups were re-tested and the results between the groups were compared. Both groups were re-tested on an annual basis over three years to determine the long-term overall effectiveness of the program.

2. **LST is a skills-focused, cognitive behavioral approach that changes what kids think (cognition) and what they do (behavior).**

Prevention education research has established that effective programs change the way kids think about health risks and the health risk behaviors they engage in. More importantly, a program's effectiveness is increased when there are multiple opportunities to discuss and practice behavior changes within the context of the peer group. Implementation plans should provide for active skill practice in a variety of settings such as at school, home, and in the community.

3. **There are three cognitive behavioral competency domains:**

1. **Personal Self Management**
2. **General Social Skills**
3. **Social Resistance Skills**

We have learned that the reasons for kids engaging in health risk behaviors are complex. There is no one single reason. This is also true of who we are as human beings. We are often faced with a multitude of influences as we make personal choices.

Past prevention strategies were often focused on a single approach such as increasing self-esteem, or "just say no" scripts, or cultural approaches like banning types of advertising.

The *LST* program has been found to be effective in reducing a number of health risk behaviors such as alcohol, tobacco and other drug use, and violence. The *LST* program is a competency enhancement program that teaches skills that can be applied to a variety of health risk behaviors and prepares students to respond to health risk challenges in a variety of settings and environments.

The following table illustrates the focus for cognitive behavioral change in each of the competency domains. This is the work that is done in the classroom or similar setting.

Personal Self Management	General Social Skills	Social Resistance Skills
Self Image and behavior	Effective communication	Awareness of media and other pro-drug social influences
Goal Setting	Greetings and brief social exchanges	Development of anti-drug use norms
Self monitoring & reinforcement	Conversational skills	Prevention-related drug
Problem solving	Navigating social requests	

4. Booster sessions increase effectiveness.

It isn't hard to imagine what would happen to math skills if we taught arithmetic only in the second grade and never again. Skills must be repeated and reinforced for lasting learning to occur. This axiom also applies to prevention education. Reinforcement through booster sessions increases utilization and decreases decay of the cognitive behavioral skills. Full implementation of the booster sessions will result in the highest rates of prevention and reduction of health risk behaviors.

The LST program contains a series of sequential lessons, taught over three years. There are three guidelines for teaching the lessons:

- each lesson takes about 40 - 45 minutes
- the lessons must be taught in sequence and all of the points made
- the lessons must be taught at least one time per week

In planning to implement LST, it is important to think of a three-year timetable that provides for the teaching of all three levels of the program. The following table details the sequencing of the lessons and number of class sessions dedicated to each lesson.

Middle School LST Program http://www.lifeskillstraining.com/lst_middle.php

LST Curriculum Units	# of Class Sessions Level 1: 6th / 7th	# of Class Sessions Level 2: 7th / 8th	# of Class Sessions Level 3: 8th / 9th
Self Image / Goal Setting	1	0	0
Decision Making	2	1	1
Substance Use	4	0	0
Drug Abuse and Violence	0	1	0
Media Influences	1	1	0
Violence and the Media (optional)	1	0	0
Coping with Anxiety	2	2	1
Coping with Anger (optional)	1	1	1
Communication Skills	1	1	0
Social Skills	2	1	1
Conflict Resolution (optional)	1	1	1
Assertiveness	2	3	2
Total Class Periods	18	12	7

Elementary School LST Program http://www.lifeskillstraining.com/lst_elementary.php

Each level of the elementary program is a stand-alone curriculum. However, teaching levels 2 and 3 as booster sessions may enhance program outcomes. The following table details the sequencing of the lessons and number of class sessions dedicated to each lesson.

Basic Units	Level 1: 3 rd / 4 th	Level 2: 4 th / 5 th	Level 3: 5 th / 6 th
Self-Esteem	1	1	1
Decision-Making	1	1	1
Smoking	1	1	1
Advertising	1	1	1
Dealing with Stress	1	1	1
Communication	1	1	1
Social Skills	1	1	1
Assertiveness	1	1	1
Total Class Periods	8	8	8

5. Effective, skills-focused prevention programs require interactive teaching methods.

- **Facilitation**
- **Coaching**
- **Behavioral Rehearsal**
- **Feedback**

One of the interesting outcomes in prevention education research is the importance of not only *what* is taught but also *how* it is taught. The research is clear that interactive teaching strategies are most effective where cognitive behavioral change is the goal.

Many teachers already use these approaches in their classrooms. Whether a teacher is already experienced or brand new to these teaching skills, it is helpful to participate in teacher training workshops to learn how to apply these skills to prevention education. Consider the strengths and challenges of teaching resources and the training needs you have as you plan.

6. Less is more.

In a prevention education program, it is important to maintain a balance between giving information and teaching skills. It has been found, for example, that providing information only may increase substance use and other health risk behaviors by either glamorizing or normalizing the behavior. It is developmentally appropriate, however, to give adolescents information about the immediate effects of behaviors on health rather than focusing on the long-term effects. Information is most effective when we give the right amount at the right time in the right way.

. (Resource B: *LST Curriculum Content and Developmental Differences*)

The 7 Cs of LST Implementation

It is now time to begin actively planning for implementation of the *LifeSkills Training* Program. Planning is one of the most important factors in a successful implementation of the program.

The planning process presented here has seven steps. You will have the best results if you complete each step in sequence. Take your time and don't be afraid to go back to a previous step if you find that you need to reassess or get more information.

And remember: give NHPA a call at 1-800-293-4969 if you need help at any point along the way.

Step 1: Create a Planning Team

The first step in the planning process is to create a planning team. This team will take on the tasks of:

- ***Clarifying*** the health risk behaviors of your students
- ***Considering*** potential implementation strategies for the LST Program
- ***Collecting*** data necessary to evaluate each strategy
- ***Analyzing*** the consequences and outcomes of each strategy
- ***Choosing*** the implementation strategy that best meets local needs and the fidelity guidelines for implementing LST
- ***Checking in*** to evaluate whether the plan is responding to the problem statement (identified in Step #1: Clarify) and meeting the fidelity guidelines of the LST program

Who Should Be on the Planning Team?

Successful implementation begins with school and community support. Your first task is to decide whose support you need to implement this program. Include people who have a vested interest in prevention and whose support will be vital in building a successful implementation strategy. If your students have a specific cultural context for health risk behaviors it is important to include representation of that culture on your planning committee.

Complete **Worksheet A: The Planning Committee** (found in the Worksheet section) to determine who should be involved in designing a strategy for implementing LST in your school and community. Follow the example on the next page.

After you have identified potential members of the planning committee, the next step is to contact them, introduce the LST program, and schedule an initial meeting to continue the remaining steps of the planning process.

Helpful Hints:

(1) Committees that are too large or too small may affect the quantity and quality of work that can be accomplished. If your planning committee is getting too large, consider who is essential to the effort and identify supporting roles that others can take. If your committee is too small, expand the search by asking other members who they would recommend be included.

(2) Send the members the links to the LST Fact Sheet and LST web site address so that they can review the program before meeting.

Example

Worksheet A: The Planning Committee

WHO	CONTACT INFORMATION	KNOWLEDGE/EXPERTISE
Mike Jones, Principal, Oak Middle School	Oak Middle School 234 Oak Street Oakland, CA 12678 987-456-2345 mjones@abc123.com	Scheduling/Communication with board, parents, and faculty
Sue Smith, PTO President	222 West Main St. Oakland, CA 12678 Oakland, CA 987-456-9823 smith@abc123.com	PTO President and chair of site-based planning committee

Step 2: Clarify

Clarify the health risk behaviors your students demonstrate and the health protective knowledge, skills, and attitudes needed to prevent and/or reduce risk behavior.

Objectives

At the conclusion of this step, the planning team will have:

- **Identified** the health risk behaviors and health protective competencies for students
- **Documented** the scope of health risk behaviors based on available data
- **Examined** the components of the *LifeSkills Training* Program
- **Linked** LST program components with local needs

Materials

- One flip chart with easel or white board
- Markers
- Local Youth Risk Behavior Survey reports
- Other relevant school-based data (e.g., bullying or harassment incidents, disciplinary actions or suspensions for substance use or possession, pregnancy data, absenteeism and tardiness)
- Contents and lesson objectives for the *LifeSkills Training* program (Resource B)

The goal of the first meeting should be to:

1. Introduce the members to each other
2. Introduce the LST program to the members
3. Discuss the problems and needs you hope to address with the LST program

Here is a sample agenda and activity for this meeting:

Agenda Item	Time ¹
Welcome and Introductions: Who we are	5 min
Overview of the LST Program	15 min
Step 1: Clarify the Needs	20 min
Schedule & Task for the Next Step	10 min
Total Time	50 min

¹ Your agenda may take more or less time. Please adjust your agenda time and items to fit your needs.

Helpful Hint: Be sure to keep notes of the meetings so that you can recall the ideas that came up and the tasks that are agreed to. This responsibility can be rotated among the members, if you wish.

Facilitation

1. Set up three columns on the chart or board.

Risk Behaviors	Why	Documentation/Supports
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2. Ask members to brainstorm responses to the following questions:

"What are the health risk behaviors for our students?"

"Why do our students engage in these behaviors?"

"What data or other evidence do we have to support these observations?"

3. Record all responses and then ask members to translate them into problem statements. These are the reasons why you will implement a prevention education strategy.

Examples:

"The Youth Risk Behavior Survey for Grove Middle School reports a 20% increase in tobacco experimentation among 6th graders in the past two academic years."

"Grove Middle School teachers reported a 10 % increase this year in the number of lunch room interventions and referrals for bullying behavior."

"Grove City sponsors many community activities that center on alcohol."

4. Prepare a new chart with three columns.

Knowledge	Skills	Attitudes
------------------	---------------	------------------

5. Ask members to brainstorm responses to the following question:

"What knowledge, skills, and attitudes do our students need to acquire to prevent and/or reduce health risk behaviors?"

6. Record all responses.

7. Ask members to refer to Resource B: LST Curriculum Content and Developmental Differences

8. Facilitate a comparison between the knowledge, skills, and attitudes identified by the group and the contents and methods of the LST curriculum.

9. Establish agreement in the group to continue creating an LST implementation strategy.

Establish the next meeting date and close the meeting by asking members to:

"Consider all of the possibilities for how we could implement this program in our school or community organization."

These ideas will be used to generate implementation strategies in Steps 3 & 4: Consider and Collect.

Steps 3 & 4: Consider and Collect

Consider all of the possibilities for how we could implement this program in our school or community organization.

Collect the data necessary to evaluate each implementation strategy.

Objectives

At the conclusion of these steps, the planning team will have:

- **Listed** all of the possibilities for where the *LifeSkills Training* Program could be implemented in the curriculum or activity agenda of the school or community based organization.
- **Aligned** the LST curriculum with state and local learning standards and frameworks.
- **Identified** the staff and material resources necessary to implement the LST curriculum

Materials

- Worksheet B: Consider and Collect ²
- *LifeSkills Training* Teacher's Manuals (Levels 1 -3)
- State and local learning standards and frameworks (Resource C: LST Curriculum and Learning Standards Alignment)
- Flip chart and easel or white board
- Markers

Here is a sample agenda and activity for this meeting:

Agenda Item	Time ³
Check -in from last meeting	5 min
Steps 3 & 4: Consider and Collect	30 min
Schedule & task for the next step	10 min
Total Time	45 min

² Create and use as many copies of this worksheet as needed to list and evaluate each consideration.

³ Your agenda may take more or less time. Please adjust your agenda time and items to fit your needs.

Facilitation

1. Create a chart titled:

Consider

2. Ask team members to brainstorm all of the possible strategies for implementing LST in the curriculum or activities of the school or community based organization.

Helpful Hint: Brainstorming is a quick generation of all ideas without censure or discussion. It is meant to provoke free flowing, creative thought.

3. Record all of the ideas on the chart. See Example below:

Consider
Implement in PE
Social studies and language arts
During the morning enrichment
Summer day camp program

4. Have members record all of the responses on **Worksheet B: Consider and Collect**.
5. Have members brainstorm all of the data the team needs to collect in order to evaluate the viability of each consideration. Brainstorm data for each of the considerations. Remember the guidelines for brainstorming.

6. Record all needs for each consideration. Example:

Implement in PE
Will PE teachers be willing?
Is there enough time in PE?
Is the gym a good classroom setting?
Does it meet PE standards?

7. Have members record all of the data for each consideration on **Worksheet B: Consider and Collect**.
8. Ask members to divide up the task of researching and collecting the information that will be needed to evaluate each consideration for the next meeting.
9. Establish the next meeting date and adjourn this meeting.

Helpful Hint: Be sure to give members enough time to gather the information. This step may take 2 - 3 weeks to complete.

Step 5: Consequences

Analyzing the *consequences* and outcomes of each strategy.

Objectives

At the conclusion of this step, the planning team will have:

- **Applied** the data gathered in Step 4 to analyzing the consequences of each consideration.
- **Evaluated** the consequences of each strategy.
- **Identified** at least one strategy for implementing the *LifeSkills Training* program in the school or community based organization.

Here is a sample agenda and activity for this meeting:

Agenda Item	Time ⁴
Check -in from last meeting	5 min
Step 4: Reports on data for each consideration	15 min
Step 5: Analyze consequences for each consideration	20 min
Schedule and task for the next step	5 min
Total Time	45 min

Helpful Hint: There will be extensive discussion about the data for and consequences of each consideration. This step may take several meetings before each consideration is thoroughly explored. Be sure to ask whether each consideration meets the fidelity guidelines for implementing LST.

Materials

- Worksheet B: Consider and Collect
- Worksheet C: Consequences
- Resource D: LST Fidelity Guidelines
- Flip chart and easel or white board
- Markers

⁴ Your agenda may take more or less time. Please adjust your agenda time and items to fit your needs.

Facilitation

1. Create a three-column chart.

Consideration	Consequences	Meets Fidelity Needs
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2. Have members report out the data for each of the considerations and record on the worksheet. Record all data on the chart.
3. Taking each consideration in turn, have members brainstorm the Pro Consequences for each consideration. Record each and then brainstorm the Con Consequences for the consideration. Record all information on worksheets and chart (see example below).
4. Take each consideration in turn until all are analyzed.
5. Ask members to identify whether the consideration meets the guidelines for implementing LST with fidelity. Resource D: LST Fidelity Guidelines
6. Ask members to prepare for the next meeting by ranking their top three choices for implementing the LST Program.
7. Establish the next meeting date and adjourn this meeting.

Example of analysis for each consideration

Consideration	Consequences	Meets Fidelity Needs
Implement in PE	+ LST aligns with health standards + PE taught in 25 week blocks - No adequate classroom space - Large class sizes	Meets need to teach consecutive lessons

Step 6: Choose

Part A⁵: Select an Implementation Option

Choose the implementation strategy that best meets local needs and assures the implementation of the *LifeSkills Training* Program with fidelity.

Objectives

At the conclusion of this step, the planning team will have:

- **Ranked** the top three implementation strategies.
- **Discussed** the pros and cons of each strategy.
- **Analyzed** how each strategy meets the conditions of LST program fidelity.
- **Selected** the implementation strategy that best fits local needs and best meets the conditions of LST program fidelity.

Helpful Hint: Each choice will have both pro and con consequences. The objective in this step is to select the option that is best for your site, even though it may present some challenges to be accommodated or resolved.

Here is a sample agenda and activity for this meeting might look like this:

Agenda Item	Time⁶
Check in from last meeting	5 min
Step 5: Reports on top three rankings	10 min
Step 6: Discussion of the best choice	25 min
Schedule and Task for the Next Step	5 min
Total Time	45 min

Materials

- Flip chart and easel or white board
- Worksheet B: Consider and Collect
- Worksheet C: Consequences
- Worksheet D: Choose

⁵ This step has two parts. The objective of Part A is to select an implementation option. The objective of Part B is to develop tasks and activities for implementing the selected option.

⁶ Your agenda may take more or less time. Please adjust your agenda time and items to fit your needs.

Facilitation

1. Create a flip chart with four columns.

Name	Choice 1	Choice 2	Choice 3
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2. Ask each member to report out his or her top three choices for implementation in rank order.
3. Record the responses on the flip chart.

Example:

NAME	Choice #1	Choice #2	Choice #3
Ron	Implement across the curriculum	Implement in Health	Implement in Advisory period
Mary	Implement across the curriculum	Implement in Health	Implement in advisory period
Ted	Implement in Health	Implement in advisory period	Implement across the curriculum

4. Discuss the commonalties and differences in the frequency and distribution of the considerations.
5. By either vote or consensus, select one of the implementation options.

The choice statement should be as specific as possible. For example:

"Grove Middle School will implement the *LifeSkills Training Program*, with fidelity, to all students in grade 6 beginning in the first semester of the 2012 school year. The program will be taught twice a week for nine weeks in the Health and Science curriculum."

6. Ask members to prepare for the next meeting by considering a response for

"What steps do we have to take to implement this option?"

7. Establish the next meeting date and adjourn the meeting.

Part B: Implementing the Choice

Objective

At the conclusion of this step, the planning team will have:

- **Identified** and sequenced the tasks needed to implement the choice.
- **Assigned** responsibility for task completion to planning committee or other community members.
- **Created** a time line for completion of each task.
- **Identified** resource assets and needs.

A sample agenda and activity for this meeting might look like this:

Agenda Item	Time ⁷
Check in from last meeting	5 min
Step # 6 Part B: Implementation Tasks and Timelines	35 min
Next Steps	5 min
Total Time	45 min

Materials

- Worksheet E: Implementation Tasks and Time Lines
- Worksheet F: Curriculum Implementation Schedule
- Flip chart and easel or white board
- Markers

⁷ Your agenda may take more or less time. Please adjust your agenda time and agenda items to fit your needs.

Facilitation

1. Prepare the charts using your team's Choice statement and **Worksheet E: Implementation Tasks and Time Lines**.

Choice: "Grove Middle School will implement the *LifeSkills Training* Program, with fidelity, to all students in grade 6 beginning in the first semester of the 2012 school year. The program will be taught twice a week for nine weeks in the Health and Science curriculum."

2. Ask members to brainstorm all of the tasks needed to implement the plan. Record these in the Task column on Worksheet E.
3. Proceed to develop and list the specific time frames, team assignments, and resources needed for each task identified by the team.
4. Have each member record their specific task responsibility, time line, resources, and other staff whose assistance may be helpful on **Worksheet E: Implementation Tasks and Time Lines**.
5. Complete **Worksheet F: Curriculum Implementation Schedule** to identify when, where, and by whom the curriculum will be implemented.

Helpful Hint: Individual task worksheets may contain sub-tasks with associated sub-time lines. Members should use the worksheet in the way that will best help them accomplish the task. See the example on the next page.

4. Close the meeting and ask members to prepare to work on Step 7: Checking in by thinking of a response to the following question:

"How will we know that this plan is addressing the problem statement(s) we identified in Step 2: Clarify and the choice statement from Step 6: Choose?"

Example

Worksheet E: Implementation Tasks and Time Lines

Choice Statement:

Task	Start / End Date	Resources	Other Staff
Introduce LST to faculty with 45-minute LST presentation at May faculty meeting. <ul style="list-style-type: none"> • Get on May agenda • Assemble materials • Present at meeting 	May 16, 2012 April 1, 2012 April 15, 2012 May 16, 2012	LST handouts <ul style="list-style-type: none"> • Curriculum alignment • Level 1 Teacher's Manual and Student Guide 	Ron Jones for mtg. agenda

Example

Worksheet F: Curriculum Implementation Schedule

Subject	Teacher	# of Students	Lesson Date	Lessons	Time Taught
Health	Jones	22	10/01/12	Self Image	9:10 -9:55 a.m.
Health	Jones	22	10/08/12	Decision Making	1:15 - 1:50 p.m.

Step 7: Checking In

Checking in to evaluate whether the plan is responding to the problem statement identified in Step #2: Clarify and the implementation plan established in Step 6: Choose.

There are many types of evaluations. National Health Promotion Associates, Inc. recommends that evaluations be customized to the needs of each site and that a variety of tools and approaches be used. In general the types of evaluations are:

1. Outcome Evaluations, which use pre and post test survey questions.
2. Process Evaluations, which observe how the program is being implemented through classroom observation and teacher/student focus group interviews.
3. Classroom assessments and grading rubrics.
4. School health environment assessments, which are based on measuring changes in environmental factors like the incidence of bullying.

Objective

At the conclusion of this step, the planning team will have:

- **Identified** the program components to evaluate.
- **Explored** models for outcome and process evaluation.
- **Developed** an evaluation plan.

Materials

- Flip chart and markers or white board
- Worksheet G: The Evaluation Plan

Facilitation

1. Post the problem statements from Step 2: Clarify.

Step 2: Clarify

1. The Youth Risk Behavior Survey for Grove Middle School reports a 20% increase in tobacco experimentation among 6th graders in the past two academic years.
2. Grove Middle School teachers reported a 10% increase this year in the number of lunch room interventions and referrals for bullying behavior.
3. Grove City sponsors many community activities that center on alcohol.

2. Post the Choose Statement from Step 6 on a flip chart.

Step 6: Choose

Grove Middle School will implement the *LifeSkills Training* Program, with fidelity, to all students in grade 6 beginning in the first semester of the 2012 school year. The program will be taught twice a week for nine weeks in the Health curriculum.

3. Based on the problem and choice statements, ask members to identify what they would like to evaluate as a result of implementing the LST program.
4. Record all of these responses.

Example of Evaluation Responses

What We Want to Evaluate

Did we change students' substance use or violence attitudes?

Did our teachers like the program?

How well did we implement with fidelity?

Did our students like the program?

Did our implementation choice work?

5. Take each response in turn and ask members to brainstorm what specific methods or tools they could use to determine the outcome of each response.

Example of Tools and Methods

How Well Did We Implement with Fidelity?

Use a lesson checklist and observe teachers.

Ask teachers to keep notes about lesson activities.

Did staff stay on schedule?

How did our plan affect lunchroom bullying?

Compare pre- and post-lunchroom incident reports.

Interview student focus groups on lunchroom environment.

- 6. Ask members to record these items on **Worksheet G: The Evaluation Plan**.
- 7. Based on these steps the team will have developed an evaluation plan. Completion of the plan will require an analysis of what resources will have to be gathered or created and who will be primarily responsible for gathering, analyzing, and reporting the data for each component of the evaluation.⁸

Example

Worksheet G: The Evaluation Plan

What	How	Resources	Who	When
Did we implement LST with Fidelity?	Conduct four random lesson observations per instructor.	Lesson observation sheets	Alissa Miyagi, Project Coordinator, will get materials and complete observations.	Get observation sheets in June. Conduct 12 observations in each quarter.

⁸ NHPA has developed a number of process and outcome evaluation tools. Contact NHPA for copies of these tools.

Planning for Teacher Training

Teacher/Provider training should be the final part of your planning process. The steps leading up to this point will assure that you have the right people at training and that you will be able to implement with a staff that is well versed in the practices of the LST curriculum.

Objective

At the conclusion of this step, the planning team will have:

- **Identified** reasons to sponsor LST Teacher Training.
- **Named** the teachers/providers to be trained, including replacement and substitute teachers.
- **Developed** an orientation presentation for training participants.

Many sites have found that teacher participation in the LST Provider Training Workshop increases teacher and student satisfaction and increases implementation fidelity of the LST curriculum. These factors greatly enhance the effectiveness of the program.

In order to get the most from your participation in LST Teacher/Provider training your team should consider and develop responses to the following questions:

- **Who will be trained?**

Identify the teachers/providers and any other support staff (such as social workers, guidance counselors, community youth workers) who need to have detailed knowledge and skills to implement the program with students. Remember to consider training substitute and replacement teachers/providers.

- **Why are we conducting this training?**

Identify your reasons for providing training to your teachers/providers.

- **When and where will the training be conducted?**

Your training event should be scheduled close to when the LST curriculum will be delivered by teachers/providers. Facilities should be comfortable for the number of training participants. How much lead-time do you need to find space or orient staff about the program?

- **What pre-training orientation is needed by our teachers/providers?**

The training experience is most useful to teachers/providers when they are well acquainted with and informed about the program they will be attending. What do you need to give your staff to help them prepare, and how will you get these materials to them?

- **What will it cost and how is it contracted?**

The National Training Center at NHPA (1-800-293-4969) can help you determine your specific training needs and cost for teacher/provider training. Remember to schedule a training at least 8 weeks in advance.

- **How will we provide ongoing support for teachers after training?**

Can your school identify or create opportunities for teachers to meet and share ideas about the program? Who will provide ongoing mentoring and technical support for teachers if they need it?

Building the Budget

Your site may already have a budget for implementing LST, or you may be in the process of applying for funding. This worksheet will help develop a realistic budget for LST materials and provider training costs. Visit the LST website at www.lifeskillstraining.com or contact NHPA at 1-800-293-4969 for more information about curriculum and training costs.

Example

Worksheet H: The Budget

LST Materials	Level 1	Level 2	Level 3	Total
Teachers Manuals (# x cost)	\$	\$	\$	\$
Student Guides				
Relaxation audio CDs				
Smoking and Biofeedback DVDs				
Other materials				
Total	\$	\$	\$	\$
LST Provider Training				
LST Provider Training Fee per Training				
Trainer Travel & Per Diem				
Facility costs				
Equipment rentals				
Refreshments				
Substitute teacher costs				
Other training costs				
Total	\$	\$	\$	\$

Worksheets

Please feel free to make copies of the following *LifeSkills Training* Program Planning Worksheets.

Worksheet A: The Planning Committee

Worksheet B: Consider and Collect

Worksheet C: Consequences

Worksheet D: Choose

Worksheet E: Implementation Tasks and Time Lines

Worksheet F: Curriculum Implementation Schedule

Worksheet G: The Evaluation Plan

Worksheet H: The Budget

Worksheet A: The Planning Committee

Copy and attach additional sheets if necessary

WHO	CONTACT INFORMATION	KNOWLEDGE/EXPERTISE

Worksheet B: Consider and Collect

Use one worksheet for each consideration.

Consideration	Data to Collect

Worksheet C: Consequences

Use one worksheet for each consideration

Consideration	Consequences: Pros and Cons	Which Fidelity Guidelines Are Met

Worksheet D: Choose

NAME	Choice 1	Choice 2	Choice 3

Worksheet E: Implementation Tasks and Time Lines

Choice Statement:

Task	Start/End Date	Resources	Other Staff

Worksheet F: Curriculum Implementation Schedule

LST Curriculum Level:

Subject	Teacher	# of Students	Lesson Date	Lesson	Time Taught

Worksheet G: The Evaluation Plan

Use one worksheet for each evaluation component.

What	How	Resources	Who

Worksheet H: The Budget

LST Materials	Year 1	Year 2	Year 3	Total
Teacher's Manuals (# x cost)	\$	\$	\$	\$
Student Guides (# of students)				
Relaxation audiocassette CDs				
Smoking and Biofeedback DVDs				
Other materials				
Total	\$	\$	\$	\$
LST Provider Training				
LST Provider Training Fee per Training				
Trainer Travel & Per Diem				
Facility costs Equipment rentals Refreshments				
Substitute Teacher costs				
Other Training costs				
Total	\$	\$	\$	\$

Resources

Resource A: LST Fact Sheet

http://www.lifeskillstraining.com/resource_facts.php

Resource B: LST Curriculum Content and Developmental Differences

See next pages

Resource C: LST Curriculum and Learning Standards Alignment

<http://www.lifeskillstraining.com/universal.php>

Resource D: LST Fidelity Guidelines

See next pages or click the link for checklists

http://www.lifeskillstraining.com/fidelity_checklists.php

Resource E: Frequently Asked Questions

<http://www.lifeskillstraining.com/faq.php>

Resource F: Prevention Education and Funding Resources and Websites

http://www.lifeskillstraining.com/funding_resources.php

<http://www.lifeskillstraining.com/grants.php>

Resource B: The LST Curriculum and Developmental Differences

Developmental Needs or Traits					
6th grade Boys	6th grade Girls	7th grade Boys	7th grade Girls	8th grade Boys	8th grade Girls
Physical Linear thinker Scared Naïve Many still concrete-sequential thinkers In “twilight of their childhood”	Growing in awareness and concerns. May use emotional reasoning Confused, Naïve May conceal strengths to be “acceptable” Varied experience	Developing sexually, unsure what it means; wanting independence from parents but still needing nurturing; Looking to peers for support; may be impulse driven; concerned with growth & anatomy, body image.	Seeking and needing adult approval; concerned with their bodies, appearance, questioning; often clique-ish, sometimes hurtful to each other, black/white thinking. Under pressure to be thin, appealing; need to "fit in," with peers.	Self-confident (externally); Scared: what world to belong to: child/adult? Rebellious, searching: is it cool to be smart anymore? May be oppositional just to protect their image. Seeking relevance.	Drawn to what peers are doing (often not pleasing to adults); seeking adult approval; searching for ways to fit in / be unique; self-conscious: need safe way to be out there (clothes, etc) Child / adult ; unhappy, rebellious

Considerations for Teaching <i>LifeSkills Training</i>					
6th gr. Boys	6th gr. Girls	7th gr. Boys	7th gr. Girls	8th gr. Boys	8th gr. Girls
Provide a "prop" for talking; Channel the energy: kinesthetic activities; Clear roles & directions.	May benefit from discussing some topics without boys present.	Question reality of media images of men: impulsive, violent. Emphasize personal choices, goals, and acceptance of differences.	Emphasize maintaining and developing personal identity, interests, goals; stating needs and feelings directly.	Encourage feedback, feelings not postures. Challenge with topics, don't debate; make lessons a mutual quest for accurate information.	Assertiveness especially relevant. In discussions, reach out to girls if they seem quiet or passive.

Considerations for Teaching <i>LifeSkills Training</i>		
Both (ages 11-12)	Both (ages 12-13)	Both (ages 13-14)
Be careful with the use of competition in groups/games; Provide opportunities to share in writing or small groups to allow for honest response without peer reactions; Increase opportunities for input from students, focus on processes, personal goals, not on telling facts; move to dialogue-based class and small group activities. Practice and reinforce critical thinking skills.	Increase emphasis on Social Learning: Group tasks, modeling & practice; Develop higher-level questioning, analysis; emphasize skill process and application. Maintain ground rules re: mutual respect. Extend practice of anxiety/anger reduction, communication, social skills, assertiveness, and conflict resolution. Remember: size is not maturity; look beneath surface behaviors for underlying needs.	Most teaching is now dialogue-based, not teacher-centered. Establishing rapport, relevance and safety is essential; Be genuine, interested in their views, and model critical thinking toward all information: how do we know? What don't we know? Focus on skill application and practice both in and out of class. Challenge assumptions but don't get backed into a debate. Redirect questions and challenges to larger issues.

Skills taught in the <i>LifeSkills Training</i> program		
Level 1 Lesson/Skill	Level 2 Lesson/Skill	Level 3 Lesson/Skill
1. Self-Image: Analysis of Self-image, effects on behavior; self-improvement, goal-setting, reframing thoughts.	1. Drug Abuse: Analyzing data and observations, questioning assumptions, cause & effect reasoning.	1. Drug Abuse: Risk analysis, personal and general application of knowledge.
2. Making Decisions: Decision analysis: choices and their consequences; peer, parent, media and other influences.	2. Making Decisions: Individual, group and peer decision-analysis; resisting peer or group pressure.	2. Making Decisions: Application of decision-making process to age-relevant situations.
3-6. Smoking <i>Myths</i>, Smoking & Biofeedback, Alcohol, Marijuana: <i>Myths & Realities</i> Analyzing perceptions, weighing pros & cons, distinguishing fact from opinion, immediate & long-term effects, personal reasons.		
7. Advertising: Analyzing ads, recognizing and naming techniques, distinguishing fact from fiction, wants from needs.	3. Media Influences: Recognizing and responding to manipulative tactics, wants vs. needs, analyzing product claims.	3. Media Influences: Analyzing and resisting media influences, in general and specific to drug use.
8. Violence & the Media: Analyzing perceptions, image v. reality, resistance to media messages.		

<p>9. Coping With Anxiety: Recognizing feelings, physical effects, situations, choices; learning relaxation techniques.</p>	<p>4. Coping With Anxiety: Recognizing situations, applying healthy stress-reduction techniques.</p>	<p>4. Coping With Anxiety: Self-assessment, building and reinforcing repertoire of healthy stress-reduction techniques.</p>
<p>10. Coping With Anger: Recognizing feelings, physical effects, choices & consequences, anger-control techniques.</p>	<p>5. Coping With Anger: Recognizing anger, physical effects and consequences; identifying reasons and learning techniques to control.</p>	<p>5. Coping With Anger: Recognizing anger, causes and consequences; identifying reasons & techniques to control anger.</p>
<p>11. Communication: Verbal/non-verbal agreement, questioning, being specific, paraphrasing.</p>	<p>6. Communication: Verbal / non-verbal, sending / receiving, active listening, questioning, clarifying, paraphrasing.</p>	
<p>12. Social Skills A: Overcoming shyness, making social contacts, compliments, conversation,</p>	<p>7. Social Skills: Overcoming shyness, social contacts, conversation, open-ended questions</p>	<p>6. Social Skills: Greetings and brief social exchanges; superficial, informational and “deep” conversations.</p>
<p>13. Social Skills B: Personal relationships, planning activities.</p>	<p>8. Assertiveness: Identifying and practicing assertive responses, making requests, and expressing feelings.</p>	<p>7. Assertiveness: Verbal assertive skills: refusal, request, rights; Expressing feelings. Non-verbal assertive skills.</p>
<p>14. Assertiveness: Identifying situations, persuasive tactics, verbal and nonverbal assertive skills, resisting peer pressure.</p>	<p>9. Resolving Conflicts: Applying all LST skills to resolve conflicts.</p>	<p>8. Resolving Conflicts: Identifying conflict resolution styles, steps.</p>
<p>15. Resolving Conflicts: Analyzing choices, controlling anger, building consensus, problem solving, negotiation & compromise.</p>	<p>10. Resisting Peer Pressure: Analyzing interpersonal persuasive tactics & developing repertoire of responses, resistance / refusal skills.</p>	<p>9. Resisting Peer Pressure: Applying assertive skills in peer situations; identifying and responding to persuasive tactics.</p>

Resource D: Fidelity Guidelines

Fidelity is achieved by observing and practicing the following guidelines:

- **Teach the full scope and sequence of the LST Curriculum**
Teach all lessons in the order given, making all of the teaching points in each lesson. The effectiveness of the program is compromised when lessons are deleted or taught out of sequence.
- **Teach at least one time per week for consecutive weeks until all units are taught.**
The curriculum may be taught more than one time per week but must be taught at least one time per week in consecutive sessions.
- **Use interactive teaching strategies.**
Students acquire skills when interactive teaching skills (coaching, facilitation, behavioral rehearsal, and feedback) are used.
- **Teach the booster sessions.**
LST is a three-year program. Levels 2 and 3 are booster sessions. Research has established that booster sessions increase the effectiveness of the program.

The LST curriculum may not be combined with or integrated with any other prevention or core curriculum lesson. In general, extensions or additions should be carefully thought out and where questions arise, technical assistance from NHPA should be sought. A favorite activity or lesson may seem congruent with LST, but in actuality may compromise the effectiveness of the program or contradict its theory and design.