



LIFESKILLS TRAINING QUESTIONNAIRE TRANSITIONS VERSION INSTRUCTION GUIDE

The LSTQ-T is a survey instrument that is used to examine changes in knowledge, attitudes, and skills among students participating in the Transitions version of the *LifeSkills Training* (LST) program.

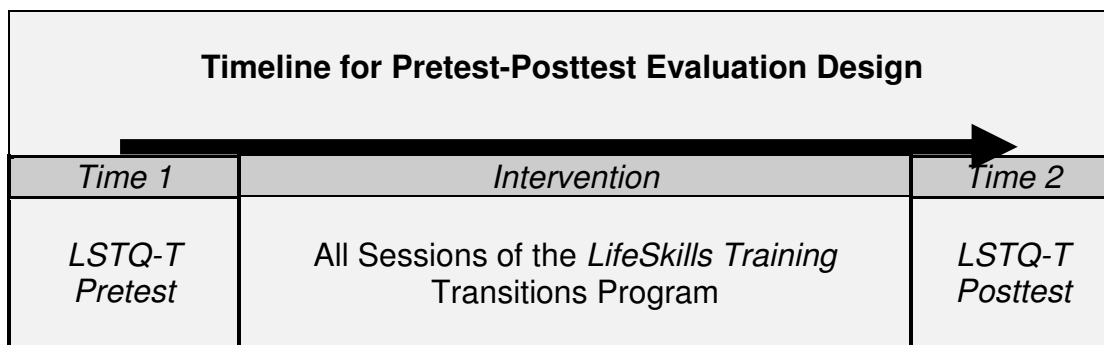
This guide provides an overview of the LSTQ-T and instructions on how to administer the survey as part of a “pre-post” evaluation design. These instructions should be followed closely if you are using NHPA’s Evaluation Service. We provide additional information for those who want to score the LSTQ-T themselves.

Contents of <i>LifeSkills Training</i> Questionnaire, Transitions Version		
Tear-Off Sheet	The person responsible for data collection writes in each student’s name and ID number on this page prior to distributing surveys. As surveys are given out to students, this “tear-off sheet” is removed and discarded so that the student’s name is not on the completed survey; only their student ID number remains.	
Cover Page	The person responsible for data collection writes in student ID number, school code number, and data collection point on this page prior to distributing surveys.	
Section A	Demographic Variables	9 items
	This section assesses the student’s birthday, gender, family structure, race and related variables.	
Section B	LST Knowledge Test	18 items
	This section contains true/false items that assess knowledge of various LST curriculum content areas; a knowledge summary score is produced.	
Section C	Anti-Drug Attitudes	16 items
	This section assesses attitudes regarding alcohol, tobacco, and other drug use.	
Section D	Life Skills Assessment	12 items
	Total number of items	55 items

Pre-Post Evaluation Design

A pretest-posttest (i.e., “pre-post”) evaluation design is when participants in a program such as LST complete the same survey both before and after the program is implemented in order to look at the effect of the program on relevant outcomes. The *LifeSkills Training* Questionnaire – Transitions version (LSTQ-T) is a tool designed by National Health Promotion Associates (NHPA) that is used to examine pre-post changes in students’ knowledge, attitudes, and skills as a result of participating in the LST Transitions program.

The LSTQ-T MUST be administered both before the LST intervention and after the intervention to examine changes over time.



Administering the LSTQ

There are several steps that you should follow when administering the LSTQ and you should be as consistent as possible in executing these steps. Consistency in data collection methods will help to ensure that the data is of the best possible quality.

1. Create A Unique Identification Number for Each Student

In order to properly evaluate the effectiveness of the LST program, each student’s pretest questionnaire must be matched to his or her posttest questionnaire. This matching enables you to track how individuals change over time. In order to maintain confidentiality, students’ names are not used on the questionnaire; instead, you assign a unique ID number for each student prior to data collection.

We suggest that you use the following procedures before the LST program is implemented and before any data are collected.

First, create a list of all students that will be participating in the LST program and assign a unique ID number for each student. You could simply number the student names starting at 1 and going down the list. Alternatively, if LST is being administered in more than one classroom or school or by more than one teacher,

you may want to come up with a system where the digits in the ID number represent the school, classroom, or teacher as well as the student.

Second, once each student has a unique ID, set aside two copies of the LSTQ-T for each student, one for the pretest assessment and one for the posttest assessment. Write each student's name and corresponding ID number on the Tear-Off Sheet of the pretest and posttest questionnaire.

Third, write the student ID number (and School Code, if appropriate) on the LSTQ-T Cover Page (the page after the tear-off sheet) so that the completed pretest and posttest questionnaires can be matched after they are completed.

Fourth, circle or check off 'Pretest' on the Cover Page of one of the copies of the LSTQ, and 'Posttest' on the other copy. Then separate the questionnaires into a "Pretest" pile and a "Posttest" pile for use during each of the two assessments.

Once you have finished these steps, the final list containing the student names and ID codes should be secured in a locked cabinet to ensure confidentiality of students' responses. Finally, when the LSTQ is administered at the pretest and posttest assessments, the Tear-Off Sheet with the student's name and Student ID number should be torn off and discarded as the questionnaire is handed out. This way, the only place where the student ID number is directly linked to the student's name will be on the list that has been stored in a locked file cabinet.

2. Collect the Data

We strongly recommend that someone **aside from** the classroom teacher administers and collects the questionnaire data, if at all possible. This will increase the chances that students will answer the questions honestly. In addition, we recommend that the pretest survey be administered a few days before starting the LST program, and the posttest be administered a few days after completing the program. The surveys should not be administered in such a way that it takes time away from implementing the program itself. The person responsible for data collection (again, preferably someone other than the classroom teacher) should follow these guidelines when administering the LSTQ:

1. Remind students to sit quietly and not begin marking the questionnaire until they are told to begin.
2. Distribute pencils and questionnaires (remove and discard the "Tear Off Sheet").
3. Read instructions (see below) before students begin.
4. When students are finished, collect the completed surveys and put them in a large envelope so that no one can see the responses.

We recommend that the data collector(s) read the following statement, after modifying it as needed so that it is accurate for your situation.

“Hello, my name is ___ and I’m here from ___. We would like you to answer some questions about substance use. We are interested in how students your age act, think, and feel about this topic. We hope that you will find it interesting to answer these questions.” (At posttest assessment, say, “We know that most of you have completed the survey before. However, we are now interested in what your answers are to the questions AT THIS TIME.”)

“This survey is NOT a test. There are NO right or wrong answers. Just give the most accurate answer you can, and try to work quickly but carefully. The questions will often give you different options for answering. Remember, you can fill in any response for a question, whichever one most accurately describes you. Be sure to fill in the circle completely and carefully, and make sure that you fill in only one circle for each question. Also, please read each question carefully and remember to answer each and every question. After you have finished one page, you may turn and go to the next page. After you have finished a page, please DO NOT turn back and change your answers.”

“Your name does not appear anywhere on the survey, so your answers are confidential. We are interested in how lots of students respond to these questions. We are not especially interested in any one person’s answers in particular. No one will ever know how you answered these questions – not your teachers, parents, friends, or other students. Please start the survey. When you are finished, we will come by to collect the survey. If you have any questions raise your hand and one of us will come over to help you.”

National Health Promotion Associates Evaluation Service

NHPA offers an Evaluation Service for those using the LSTQ-T to evaluate the LST program. If you use the Evaluation Service, NHPA will provide you with the LSTQ-T, enter the data once you have collected it, check the data for consistency, recode and score the items, produce descriptive statistics, and conduct the appropriate statistical tests. The Evaluation Report you will receive is a professional-quality individualized summary that describes the data that you have collected and reports on the impact of the LST intervention for your students. The Evaluation Report will display the results using text, graphs, charts, and tables, and will be geared so that an informed layperson can understand the outcomes.

To use the Evaluation Service, you must use the LST Questionnaire with no modifications and according to the instructions in this guide, and you must use our data entry service. Please contact NHPA if you have additional questions about the Evaluation Service.

We provide the following instructions on how to score the data for those who are using the LSTQ-T survey, but have chosen not to use our Evaluation Service.

Score & Analyzing Data

Section A: No scoring is needed for the demographic items.

Section B: Knowledge Items. There are 18 knowledge items. Summary scores reflect the number of items answered correctly. The correct answers are as follows:

- **TRUE** : B1, B2, B4, B5, B7, B8, B10, B11, B13, B14, B16, B17
- **FALSE**: B3, B6, B9, B12, B15, B18

To create a **knowledge summary score**, add up the number of items that are answered correctly and divide by 18 (the total number of knowledge items). This number gives you the proportion of knowledge items answered correctly.

Section C: Anti-Drug Attitudes. It is preferable for students to **disagree** with the statements in this section. To create an **anti-smoking attitudes** summary score, calculate the mean of items C3, C6, C11 and C12. Then subtract the mean from 6 to create the summary score. To create an **anti-drinking attitudes** summary score, calculate the mean of items C1, C5, C8, and C15. Then subtract the mean from 6 to create the summary score. To create an **anti-marijuana attitudes** summary score, calculate the mean of items C2, C4, C7, and C16. Then subtract the mean from 6 to create the summary score. To create an **anti-hard drug attitudes** summary score, calculate the mean of items C9, C10, C13, and C14. Then subtract the mean from 6 to create the summary score. Higher scores indicate stronger attitudes against substance use.

Section D: Life Skills. There are 12 life skills items, including five drug refusal skills items (D1 to D5), three assertiveness skills items (D6 to D8), two relaxation skills items (D9, D10) and two self-control skills items (D11, D12).

To create a **drug refusal skills** score, calculate the mean of items D1 to D5, then subtract the mean from 6 to create the summary score. Higher scores represent more frequent use of these skills.

To create an **assertiveness skills** score, calculate the mean of items D6 to D8, then subtract the mean from 6 to create the summary score. Higher scores represent more frequent use of these skills.

To create a **relaxation skills** score, calculate the mean of items D9 and D10 to create the summary score. Higher scores represent more frequent use of these skills.

To create a **self-control skills** score, subtract the answer for D11 from 6 (so that higher scores represent more use of the skills), then calculate the mean of this recoded item and D12. Higher scores represent more frequent use of these skills.

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