



National Health Promotion Associates, Inc.

711 Westchester Ave, White Plains, New York 10604
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The Life Skills Training Process Tool is distributed free of charge to those interested in evaluating the implementation fidelity of the Life Skills Training program. The LST Process Tool can be completed by teachers who implement the program or by LST program observers. It is important to monitor program implementation because only teachers who implement the program with fidelity can best replicate the results achieved in 20 years of research.

If a prevention program is only partially implemented, its effectiveness will be substantially diluted. Stronger results were found when individuals received a complete version of the intervention.

I hope that this information is helpful. Please feel free to contact NHPA at 1-800-293-4969 with any questions.



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LifeSkills Training Transitions Fidelity Checklist

School: _____ Program Provider: _____
Class Period: _____ Date: _____
Observer: _____

Unit 1: Goal-Setting for Success

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
A. The Big Picture		
• Become familiar with the topics covered in the <i>LifeSkills Training Transitions</i> program.	<input type="checkbox"/>	<input type="checkbox"/>
• Identify how goal-setting can assist in navigating transitions and planning for the future.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Transitions are times that are characterized by both opportunities and challenges.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Using the skills in this program can help in navigating transitions.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>It's important to think about the future and to plan for it: Success doesn't just happen. Goal-setting is a valuable skill in planning for future success.</i>	<input type="checkbox"/>	<input type="checkbox"/>
B. The Four Criteria for Goal-Setting		
• Identify the steps involved in goal-setting.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Goals should be meaningful, realistic, measurable, and manageable in order to help us achieve success.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>If a goal does not meet one or more criteria, examine it to see how it can be revised.</i>	<input type="checkbox"/>	<input type="checkbox"/>
C. Sharpen Your Goals		
• Practice goal-setting.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Goal-setting is a skill that assists in describing the actions needed to achieve success.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>All of the goal-setting criteria are important, but some might be more important for different goals.</i>	<input type="checkbox"/>	<input type="checkbox"/>
D. Strategies for Overcoming Challenges		
• Identify strategies that are helpful in overcoming challenges to achieving goals.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>If we encounter challenges to achieving our goals, there are strategies we can use to</i>		

overcome them.

- *Using the skills taught in this program can help us achieve our goals and move successfully through transitions, even when challenges arise.*

Unit Wrap Up

- This program teaches and reinforces skills that can help us during transitions.
- Goal-setting is a skill that can help us achieve what we want to accomplish.
- Goals have four steps: They need to be meaningful, realistic, measurable, and manageable in order to help us successfully achieve our desired results.
- A long-term goal is composed of a series of short-term goals that support the long-term goal.

2. For each of the concepts listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

Yes **No**

- *A **transition** is the passage from one phase of life to another that involves developing new roles, responsibilities, and relationships. It can be characterized by both challenges and opportunities.*
- ***Goal-setting** involves identifying meaningful, realistic, measurable, and manageable criteria that can be used to achieve success.*

3. For each of the topics covered and activities listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

Yes **No**

The Big Picture (Activity A)

The Four Criteria for Goal-Setting (Activity B)

Sharpen Your Goals (Activity C)

Strategies for Overcoming Challenges (Activity D)

4. Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____ % Lecture

_____ % Discussion

_____ % Demonstration

_____ % Practice

5. How much time was devoted to teaching this unit? _____

6. Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

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Unit 2: Effective Communication

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
A. Is It Formal or Informal?		
• Determine the similarities and differences between formal and informal communication.	<input type="checkbox"/>	<input type="checkbox"/>
• Identify the types of relationships that occur in personal and work-related settings.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>The way we communicate with others creates an impression about who we are.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>In order to make the best impression, our communication behavior should be appropriate to the relationship. If you're not sure which to use, adopt a more formal style.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Effective communication skills can be used in any setting to facilitate mutual understanding and convey a positive impression of ourselves to others.</i>	<input type="checkbox"/>	<input type="checkbox"/>
B. Effective Communication Skills		
• Identify effective communication skills and how they can help people present themselves positively to others.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Effective communication is a skill that helps us represent ourselves in a confident way to others.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Effective communication skills can help us define, understand, and convey our new roles and responsibilities in a transition.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Practicing and reflecting on how well we are communicating can help us cultivate effective communication skills.</i>	<input type="checkbox"/>	<input type="checkbox"/>
C. Speaking for Understanding		
• Learn and apply effective communication skills to speaking.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Effective spoken communication includes the use of verbal and non-verbal behaviors as well as active and passive listening.</i>	<input type="checkbox"/>	<input type="checkbox"/>

- *When people communicate effectively, there is a constant flow of communication between them.*
- *Much of what we communicate is transmitted non-verbally.*
- *If you are using effective communication skills with someone who isn't, continuing to use them will help you get your message across.*

D. Writing Effectively

- Learn and apply effective communication skills to writing.
- *Using a writing style that matches the type of relationship helps our message to be understood.*

Unit Wrap Up

- Understanding the difference between formal and informal communication behaviors is essential to being able to present ourselves in a positive way.
- When people use informal communication styles in formal settings, they may give an inaccurate impression of themselves.
- Effective communication skills are tools that help us convey our message accurately and understand other people's messages.
- When we use these skills, our communication and understanding improve.
- Understanding how to communicate in different settings and relationships will help us successfully navigate a transition.

2. For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

- | | Yes | No |
|--|--------------------------|--------------------------|
| • Formal communication is the exchange of information between people in a setting where there is likely to be a hierarchy to the relationship or where the people may not know each other well. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Informal communication is the exchange of information between people in a casual setting, where it is likely the people are familiar with each other and are peers. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Effective communication is the respectful exchange of thoughts, feelings, and beliefs between a speaker and a listener in such a way that the listener interprets the message in the same way the speaker intended it. For this to happen, verbal and non-verbal messages need to match. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

- | | Yes | No |
|--|--------------------------|--------------------------|
| Is It Formal or Informal? (Activity A) <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Effective Communication Skills (Activity B) <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Speaking for Understanding (Activity C)

Writing Effectively (Activity D)

4. Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____ % Lecture

_____ % Discussion

_____ % Demonstration

_____ % Practice

5. How much time was devoted to teaching this unit? _____

6. Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

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Unit 3: Managing Stress

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
A. Resilience Inventory		
• Examine resilience and self-assess various traits associated with it.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Being aware of personal strengths is an important part of cultivating resilience during transitions.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Resilience allows us to handle challenges and take advantage of opportunities that may come with a transition.</i>	<input type="checkbox"/>	<input type="checkbox"/>
B. Stress Management Techniques		
• Explore the challenges and opportunities that may accompany the common transitions of young adulthood.	<input type="checkbox"/>	<input type="checkbox"/>
• Learn and apply stress management techniques that can help cultivate resilience.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Stress is a normal part of life and can accompany times of transition.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Practicing simple stress management techniques that we can do anytime, anywhere, can help us deal with stressful situations when they occur.</i>	<input type="checkbox"/>	<input type="checkbox"/>
C. 10 Bounce-Back Techniques for Managing Stress		
• Learn and apply stress management techniques that can help cultivate resilience.	<input type="checkbox"/>	<input type="checkbox"/>
• Understand how the use of substances can undermine resilience.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Substance use may feel like it helps handle stress, but in reality it can make the stress worse and negatively affect our ability to make sound judgments and take appropriate actions to solve problems.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>The more resilient we are, the more we can handle stress and take advantage of opportunities that may come with a transition.</i>	<input type="checkbox"/>	<input type="checkbox"/>

D. Bounce-Back Practice

- Learn and apply stress management techniques that can help cultivate resilience.
- *Identifying our triggers and responses can help us determine which techniques work well for us.*
- *The benefits of these techniques vary with the person and the trigger. Knowing and using multiple techniques provide a variety of solutions to draw from.*
- *Cultivating resilience can help us seize opportunities and achieve success.*
- *Resilience helps us address the stress in transitions and helps keep it from affecting emotional, physical, and mental health.*

Unit Wrap Up

- Stress is a normal part of a time of transition.
- Knowing how to benefit from opportunities and practicing stress management techniques can help us develop resilience during times of transition.
- Learning to manage the stress of transitions in healthy ways helps us cultivate resilience.
- Substance use undermines the ability to bounce back from stressful situations – and can make them worse.

2. For each of the concepts listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

- | | Yes | No |
|--|--------------------------|--------------------------|
| • Resilience is the ability to respond to a challenge and adapt to changed circumstances. | <input type="checkbox"/> | <input type="checkbox"/> |
| • A trigger is a situation, person, place, or thing that can cause you to feel stress. | <input type="checkbox"/> | <input type="checkbox"/> |

3. For each of the topics covered and activities listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
Resilience Inventory (Activity A)	<input type="checkbox"/>	<input type="checkbox"/>
Stress Management Techniques (Activity B)	<input type="checkbox"/>	<input type="checkbox"/>
10 Bounce-Back Techniques for Managing Stress (Activity C)	<input type="checkbox"/>	<input type="checkbox"/>
Bounce-Back Practice (Activity D)	<input type="checkbox"/>	<input type="checkbox"/>
Create Your Own Bounce (Activity E)	<input type="checkbox"/>	<input type="checkbox"/>

4. Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____ % Lecture

_____ % Discussion

_____ % Demonstration

_____ % Practice

5. How much time was devoted to teaching this unit? _____

6. Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

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Unit 4: Decision-Making and Risk

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
A. What’s at Stake?		
• Examine attitudes and beliefs about risk.	<input type="checkbox"/>	<input type="checkbox"/>
• Explore possible consequences involved when taking risks.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Not all risks are equal. Some have beneficial consequences that can contribute to our growth, others can have harmful consequences, and still others may produce a mixture of both beneficial and harmful consequences.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Taking risks may impact things we value, such as our health, education, career, and relationships.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>The use of substances can affect our ability to evaluate the consequences of taking a risk.</i>	<input type="checkbox"/>	<input type="checkbox"/>
B. A Decision-Making Method		
• Learn a step-by-step decision-making method.	<input type="checkbox"/>	<input type="checkbox"/>
C. A Decision about Risk		
• Practice a step-by-step decision-making method.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>A step-by-step decision-making method is useful when considering the potential beneficial and harmful consequences associated with taking a risk.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>PROPS can be helpful for both simple and complex decisions.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Using PROPS enables us to think about our options and prioritize them based on what we value.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>The more we practice and master the skill of decision-making, the more equipped we will be to make a decision that is right for us.</i>	<input type="checkbox"/>	<input type="checkbox"/>

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Unit 5: Managing Time and Money

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
A. Setting Priorities		
• Explore the relationship between priorities and managing time and money.	<input type="checkbox"/>	<input type="checkbox"/>
• Examine the elements involved in prioritizing.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Time and money are essential resources. As with other resources, prioritizing how we use them can facilitate achieving our goals.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>When in a transition, our priorities may shift. From time to time, we need to evaluate whether our priorities still support our goals.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Prioritizing gives us a guide on how to spend our resources. It helps us focus on taking care of what is most important to us.</i>	<input type="checkbox"/>	<input type="checkbox"/>
B. It's About Time		
• Learn and practice steps for managing schedules to support priorities.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Time is a resource that can be managed through scheduling.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>The use of alcohol, tobacco, or other drugs can have a severe impact on schedules and compromise the ability to stay focused on personal priorities.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Spending a lot of time on non-productive, low-priority activities keeps us from focusing on activities that are important to us.</i>	<input type="checkbox"/>	<input type="checkbox"/>
C. Money Smarts		
• Examine the elements involved in budgeting.	<input type="checkbox"/>	<input type="checkbox"/>
• Learn and practice steps for managing money to support priorities.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Budgeting to manage money is similar to scheduling to manage time. Both skills help you to support your priorities.</i>	<input type="checkbox"/>	<input type="checkbox"/>

- *Substances can drain both your financial resources as well as your ability to control your budget and spending.*
- *When a new expense is added, the budget needs to be evaluated. Review priorities and determine how to accommodate the new expense.*
- *Setting aside money for savings creates resources to meet planned future expenses as well as unexpected emergency expenses.*

D. Practical Applications

- Practice steps for managing money to support priorities.
- Identify possible obstacles to the successful management of time and money, and learn strategies that help overcome them.

Unit Wrap Up

- Time and money are essential resources. Prioritizing how to use them can help us be successful.
- Knowing how to use a variety of skills and strategies to manage our time helps us to maintain control even when a schedule doesn't work as planned.
- Budgeting to manage money is similar to scheduling to manage time.
- Substances can drain resources as well as the ability to manage time and money.
- Adding a new activity to our schedule or expense to our budget means we need to review our overall priorities. Then we can determine how to accommodate the new activity or expense without jeopardizing the achievement of our goals.

2. For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

- | | Yes | No |
|--|--------------------------|--------------------------|
| • Prioritizing is the act of placing items in their order of importance based on a particular factor, such as values, goals, or needs. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Scheduling involves planning and reviewing how our time is used – that is, managing our time so it supports our priorities. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Budgeting involves planning how to manage money so it supports priorities. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Procrastinating involves putting off a task for too long so that it may keep you from accomplishing the task or doing it well (for example: repeatedly rescheduling time set aside to apply for a job). | <input type="checkbox"/> | <input type="checkbox"/> |
| • Impulsiveness is acting on the spur of the moment without thinking about the results of your actions (for example: purchasing clothing that you didn't plan on). | <input type="checkbox"/> | <input type="checkbox"/> |



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Unit 6: Building Relationships

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
A. The World of Relationships		
• Identify the appropriate behaviors associated with different types of relationships.	<input type="checkbox"/>	<input type="checkbox"/>
• Analyze the similarities and differences between formal and informal relationships.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Different types of relationships have different standards of behavior.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>The type of relationship you have with a person can help you determine which types of behavior are productive to use.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Healthy relationships depend on the people being trustworthy, honest, and respectful, as well as them working together to create an atmosphere of safety and accountability.</i>	<input type="checkbox"/>	<input type="checkbox"/>
B. Collaborating, Negotiating, Compromising		
• Examine the elements involved in collaborating, negotiating, and compromising.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Collaborating, negotiating, and compromising are skills that can help us build and maintain relationships in different areas of our lives in ways that help preserve and strengthen them.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>These skills can help resolve disagreements in a way that respects each person’s needs and goals.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>An important part of achieving success with these skills is that everyone involved has a mutual understanding of the end target.</i>	<input type="checkbox"/>	<input type="checkbox"/>
C. Putting Theory into Practice		
• Practice the skills of collaborating, negotiating, and compromising.	<input type="checkbox"/>	<input type="checkbox"/>
• <i>We are more likely to achieve a shared goal or resolve a disagreement, as well as build and maintain our relationships, when we use collaborating, negotiating, and compromising.</i>	<input type="checkbox"/>	<input type="checkbox"/>

- *Some issues can be resolved effectively by any of these skills, but some skills are better suited to particular situations.*

D. Building Relationships During Transitions

- Practice the skills of collaborating, negotiating, and compromising.
- Explore how collaborating, negotiating, and compromising are related to building and maintaining relationships.

Unit Wrap Up

- There are many different types of relationships in our lives, each with its own standard of behavior.
- Knowing whether the relationship we have with a person is formal or informal can help us determine which behaviors are productive to use.
- Collaborating, negotiating, and compromising are specific skills that we can use to successfully build relationships in ways that preserve and strengthen them.
- Healthy relationships depend on people working together to create an atmosphere that promotes mutual trust, honesty, respect, accountability, and safety.

2. For each of the concepts listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

- | | Yes | No |
|---|--------------------------|--------------------------|
| • Collaborating involves people coordinating their skills, efforts, and knowledge in order to reach a common end. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Negotiating involves people in a disagreement working together to come to an agreement so that everyone feels their respective interests are satisfied; also known as a “win-win” situation. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Compromising involves settling a difference so that each person gives up something in order to reach a mutually beneficial agreement. | <input type="checkbox"/> | <input type="checkbox"/> |

3. For each of the topics covered and activities listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
The World of Relationships (Activity A)	<input type="checkbox"/>	<input type="checkbox"/>
Collaborating, Negotiating, Compromising (Activity B)	<input type="checkbox"/>	<input type="checkbox"/>
Putting Theory into Practice (Activity C)	<input type="checkbox"/>	<input type="checkbox"/>
Building Relationships During Transitions (Activity D)	<input type="checkbox"/>	<input type="checkbox"/>

4. Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____ % Lecture

_____ % Discussion

_____ % Demonstration

_____ % Practice

5. How much time was devoted to teaching this unit? _____

6. Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:
