

## Measuring Effectiveness during Widescale Implementation of LifeSkills Training: Challenges and Benefits

SEBRINA DOYLE, EPISCENTER, PENN STATE  
NICOLE PASMINSKI, CENTER FOR THE STUDY AND PREVENTION OF VIOLENCE  
JESSICA GREEN, CENTER FOR THE STUDY AND PREVENTION OF VIOLENCE

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## Introductions and Overview

- Blueprints for Healthy Youth Development
- LifeSkills Training (LST) Model Program
- LST Program Description
- Process Monitoring and Fidelity
- EPISCenter Data Analysis



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## Blueprints Background

**Blueprints:**

- Began in 1996 with the Office of Juvenile Justice and Delinquency Prevention (OJJDP) funding to identify exemplary violence, delinquency, and drug prevention programs for youth
- Revised in 2012 with Annie E. Casey Foundation funding; expanded outcomes to include academic, emotional well-being, and physical health



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## Blueprints For Healthy Youth Development

**Identifies Programs in 5 Domains:**

- Problem Behavior
- Academic Success
- Emotional Regulation
- Physical Health
- Positive Relationships

[www.blueprintsprograms.com](http://www.blueprintsprograms.com)




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## Blueprints Criteria

**Model Programs (14 Certified)**

- Strong research design with 2 randomized control trials (RCT), or 1 RCT and 1 quasi-experimental design (QED)
- Effects sustained at least 1 year post-treatment

**Promising Programs (49 Certified)**

- Strong research design with 1 RCT, or 2 QED's




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## Blueprints Model Programs

More than 1,400 youth prevention programs have been reviewed

**Model Programs:**

- LifeSkills Training Program (LST)—Middle School
- Promoting Alternative Thinking Strategies (PATHS)—Elementary School
- Positive Action—Middle School
- Project Towards No Drug Abuse (TND)—High School
- Brief Alcohol Screening for College Students (BASICS)—College




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## Blueprints Model Programs

- Blues Program
- Body Project
- Functional Family Therapy (FFT)
- Multisystemic Therapy (MST)
- Multisystemic Therapy-Problem Sexual Behavior
- New Beginnings (for children of divorce)
- Nurse-Family Partnership
- Multidimensional Treatment Foster Care
- Parent Management Training (soon to be added)

Information about each of these programs is available at <http://www.blueprintsprograms.com>




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## Program Impact

Year	2012-13	2013-14	2014-15	2015-16
# Students	144,446	166,064	173,879	187,631




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## LifeSkills Training Program Endorsements

- Blueprints for Healthy Youth Development
- Coalition for Evidence-Based Policy
- National Institute on Drug Abuse
- Office of Juvenile Justice and Delinquency Prevention
- Substance Abuse and Mental Health Services Administration (SAMHSA) Registry
- U.S. Department of Education
- White House Office of National Drug Control Policy




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### LifeSkills Training Program Description

- Developed by Dr. Gilbert J. Botvin, Professor of Public Health and Psychiatry and Director of Cornell University's Institute for Prevention Research.
- Evidence-based substance abuse and violence prevention program for middle/junior high school.
- Helps youth resist drug, alcohol, and tobacco use, and helps to reduce violence and other high-risk behaviors.




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### Center for the Study and Prevention of Violence, University of Colorado Boulder

- Because LST is evidence-based (significant results in replications), the program is effective when delivered correctly
- Do not collect pre and post data
- In 15 States: AL, DC, FL, GA IL, IN, KY, MD, NC, PA, SC, TN, VA WA, WV
- CSPV provides all oversight for three-year grant:
  - Identifies partners with eligible school districts
  - Arranges all trainings and disseminates materials
  - Conducts process evaluation to ensure fidelity and provide feedback




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### What Schools Receive

#### Training and Technical Assistance Workshops

- Year 1: Initial Training Certification
- Years 2 & 3: Booster Trainings (Initial for new teachers)

#### LST Curriculum (Student Guides and Teachers' Manuals)

- Year 1: Level 1(6<sup>th</sup> grade)
- Year 2: Level 2 added (6<sup>th</sup> and 7<sup>th</sup> grade)
- Year 3: Level 3 added (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade)

#### Training-of-Trainers (TOT) Workshop

#### Sustainability Training Workshop: planning post-grant

#### Annual Reports: Implementation Summary




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## Grant Program Structure

**Year 1**

- Level 1 (6<sup>th</sup> grade) teachers are trained.
- Level 1 implementation begins (15 core sessions, 3 optional violence lessons).

**Year 2**

- Level 2 (7<sup>th</sup> grade) teachers, and new Level 1 teachers, are trained.
- Booster workshop for returning teachers.
- Level 2 implementation begins in 7<sup>th</sup> grade (10 core, 2 optional violence).
- Incoming 6<sup>th</sup>-grade students receive Level 1 (15/18 LST lessons).




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## Grant Program Structure Cont.

**Year 3**

- Level 3 (8<sup>th</sup> grade) teachers, and new Level 1 and 2 teachers, are trained.
- Booster workshop for returning teachers.
- Level 3 implementation begins in 8<sup>th</sup> grade (5 core, 4 optional violence).
- 6<sup>th</sup>-grade students receive Level 1 (15/18 LST lessons).
- 7<sup>th</sup>-grade students receive Level 2 (10/12 LST lessons).




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## Process Evaluation

**Site Visit:**

- CSPV Rep meets with Site Coordinator, teachers, principals, and observers.
- CSPV Rep observes one or more LST lessons (reliability observation).

**Teacher Survey:**

- LST teachers complete brief online survey after the first full cycle of LST.

**Site Coordinator Survey:**

- Site Coordinator completes brief survey at the end of the year.

**Sustainability Assessment (After conclusion of grant):**

- Site Coordinator contacted one and two years following the grant to assess status of LST.




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## Classroom Observations

**Purpose:** data provides classroom insight and used to generate fidelity score

**Observations :**

(implementation schedules required)

- **Year 1:** 4 observations per Level 1 (L1) teacher
- **Year 2:** 4 per L1 teacher, 3 per L2 teacher
- **Year 3:** 4 per L1 teacher, 3 per L2 teacher, 2 per L3 teacher  
(4 observations total for teachers delivering multiple levels)

**Privacy:**

- All data are reported at the site level.
- Individual teacher data are not shared.

Observers complete a checklist that corresponds to points and objectives to be covered in the lesson.




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## Sample Observation Checklist

	YES	NO
<b>Definition of Self-Image</b>		
• Worksheet 1: How I See Myself		
• A few words represents a small part of one's total self-image		
• Self-image is the beliefs and attitudes we have of ourselves		
• Facilitate a discussion about the concept of self-image		
<b>Formation of Self-Image and Self-Image and Behavior</b>		
• Self-image is formed through what others think of us and our past experiences, successes, and failures		
• We tend to act like the person we believe ourselves to be		
• Self-image is important because it affects how good you feel about yourself		
• People who have a positive self-image are more likely to be successful and less likely to smoke, drink, use drugs or engage in other unhealthy activities		
• Identify that individuals have many self-images		
• Facilitate discussions about the formation of self-image and its connection to behavior		
<b>Self-Image Improvement</b>		
• It is possible to change and improve your self-image		
• One way to improve is to become more aware of our accomplishments		
• We shouldn't generalize about our self-image based on one or two bad experiences		
• An important step in improving self-image is to take a realistic look at our strengths and weaknesses		
• Facilitate discussion about how to improve self-image		




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## Annual Reports

**Purpose:** detail implementation, identify strengths/challenges, opportunities for improvement

**Sections:**

- **Trainings**
  - Recap and survey data (satisfaction, effectiveness)
- **Site Visit**
  - Summary of meetings & structured interviews
- **Classroom Observations**
  - Observation data findings (fidelity score, student participation and engagement, teaching techniques, etc.)




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## Annual Reports Cont.

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- **Teacher Feedback**
  - Survey data (completion of required lessons, average time per class, satisfaction with program, etc.)
- **Sustainability**
  - Effort made to support program longevity and total grant value
- **Strengths/Challenges**
  - District recognized for effective implementation strategies and program guideline adherence
  - Challenges identified and opportunities for improvement suggested



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