

ALASKA SAFE CHILDREN'S ACT TASK FORCE



October 13, 2015
Legislative Information Office
Anchorage, Alaska



WELCOME

Commissioner Mike Hanley

TASK FORCE MEMBERS



- Senator MacKinnon
- Senator Gardner
- Commissioner Hanley
- Barbara Thompson, Board of Education
- Lauree Morton, CDVSA
- Trevor Storrs, Alaska Children's Trust
- Representative Millett
- Representative Edgmon
- Kate Burkhart, Suicide Prevention Council
- Sharity Sommer, Rasmuson Foundation

Alaska Safe Children's Act



PURPOSE



By June 30, 2016, provide recommendations to the Department of Education & Early Development regarding model curricula for use by school districts.

The task force shall provide recommendations for age-appropriate model curricula and teacher training materials related to:

- (1) suicide prevention training required under ch. 34, SLA 2012, and AS 14.30.362, enacted by sec. 15 of this Act;
- (2) sexual abuse and sexual assault awareness training and prevention required under AS 14.30.355, enacted by sec.14 of this Act;
- (3) dating violence and abuse awareness training and prevention required under AS 14.30.356, enacted by sec.14 of this Act;
- (4) alcohol and drug related disabilities training required for teachers and staff under AS 14.20.680, as amended by sec. 12 of this Act; and
- (5) alcohol and drug abuse education described under AS 14.30.360.

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW ACROBAT

Times New Ro 11 A A Wrap Text General

B I U Merge & Center \$ % , .00 .00

Conditional Formatting Format as Table Cell Styles Insert

fx Description

A	B	C	
Title	Description	Developer	Contact
Suicide Prevention –Part 1 (2.5 hour)	This course is an adaptation of Gatekeeper, an Alaska designed suicide prevention training. The course has been tailored to help educators assess and evaluate youth risk and protective factors, recognize the clues and triggers for possible suicidal action in youth, be able to intervene with a suicidal youth, teach others how to become listeners and to be able to give a concerned response to a suicidal individual, and help identify and access resources available to assist a person in crisis	EED eLearning module	Samantha Wils
Suicide Prevention –Part 2 (2.5 hour)	This course is an adaptation of Gatekeeper, an Alaska designed suicide prevention training. The course has been tailored to help educators assess and evaluate youth risk and protective factors, recognize the clues and triggers for possible suicidal action in youth, be able to intervene with a suicidal youth, and to assiti in developing a safety plan.	EED eLearning module	Samantha Wils
Suicide Postvention Guidelines (2 hours)	This third course in the Suicide Prevention series has been tailored to help educators, administrators, school counselors, and nurses respond to a student death, coordinate a crisis response plan; learn strategies to help students cope in the aftermath of a suicide, learn strategies for communication with community partners and leaders, understand appropriate memorialization of a student in the school community, effectively use social media to share information and promote suicide prevention efforts, identify students at risk of suicide contagion and respond appropriately, and learn how to help the school community to move forward after a suicide.	EED eLearning module	Samantha Wils



BREAK



Patty Owen

Health and Safety Education Specialist

What is model curriculum?



- Definition of curriculum
- Commercial curricula vs. locally developed
- Single topic vs. comprehensive
- Integrated curriculum
- Scope and sequence
- Age (developmentally) appropriate

Effective health education curriculum



- Focuses on specific outcomes
- Research-based/theory driven
- Addresses values and norms/
addresses social pressures and
influences
- Focuses on risk reduction and
reinforces protective factors
- Builds essential skills

Effective health education curriculum



- Provides basic and accurate health knowledge
- Age/developmentally appropriate
- Provides adequate time
- Reinforces skills and concepts learned
- Engages students
- Culturally inclusive





- Provides positive connections/
positive adult role models
- Includes teacher information and
training
- Linked to learning objectives and
assessments
- Reflects local and community health
interests, priorities and values

General Curriculum Information



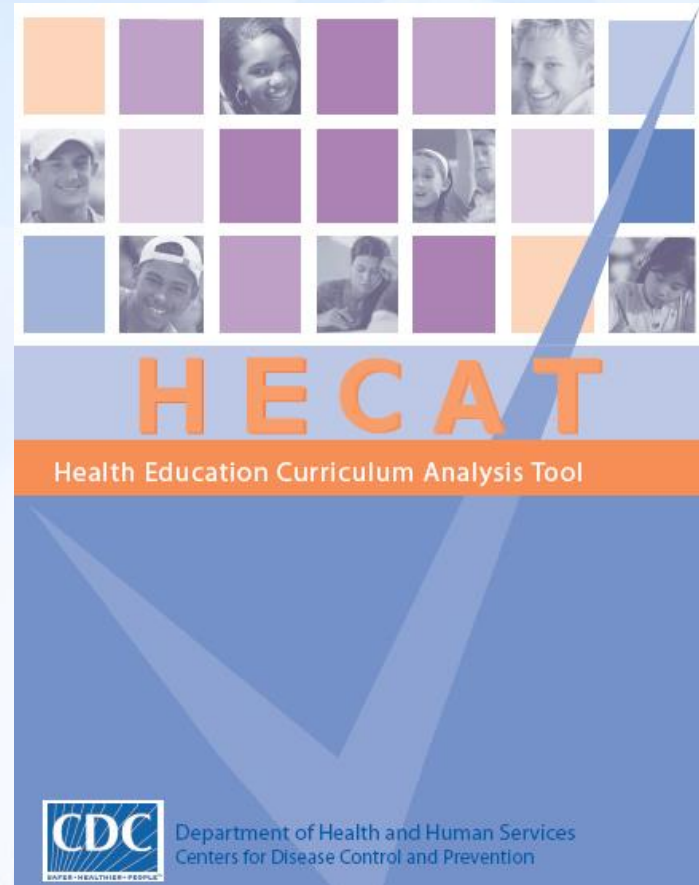
- Name
- Year developed
- Topic areas
- Specific population
- Grade level
- # lessons
- Evidence
- Funding source
- requirements
- Professional development
- Can it be integrated into classes
- Guidance to notify parents
- Guidance for teachers to handle sensitive issues
- Other

Curriculum Review



Preliminary Considerations

- Accuracy
- Acceptability
- Feasibility
- Affordability





Melanie Sutton
Health and PE Curriculum Coordinator
Anchorage School District

Health Education in Schools



School staff and partners can work together to develop an ongoing approach to help students build health-related knowledge and skills from kindergarten through high school graduation



What is Comprehensive School Health Education ?



- Documented, planned, and sequential program of health instruction K – 12 that is developmentally age-appropriate.
- Teaches health concepts and healthy life skills for a prescribed amount of time at each grade level
- Qualified, trained teachers.
- Involves parents, health professionals, and other concerned community members.
- Periodically evaluated, updated and improved

Comprehensive Health Education Topics



- Injury Prevention and Safety
- Personal Health
- Environmental Health
- Family Life
- Community Health
- Mental and Emotional Health
- Nutrition
- Consumer Health
- Prevention and Control of Disease
- Substance Use and Abuse

Instructional Programs



- **Comprehensive**

Addresses the ten content areas of health in a developmentally appropriate manner with specific attention to skill building and critical thinking. It is aligned to the NHES, sequenced, assesses progress, spirals across grade levels, is researched-based and has been evaluated.

- **Composite**

Comprised of isolated, stand-alone programs developed by different companies to address individual and specific topic areas of health that can be brought together to cover the whole of health content.

Challenges presented by a composite program



- Providing meaningful training for diverse programs
- Storing teacher kits and manuals for various programs
- Identifying or creating programs that are standards based
- Providing sequenced instruction for greater complexity in learning with a focus on enduring understandings
- Filling “holes”
- Hidden costs associated with time and labor for inventorying/refurbing and distribution of kits
- Ascertaining the extent to which instruction is actually taking place given the diversity in programs and materials

Benefits of Comprehensive Health

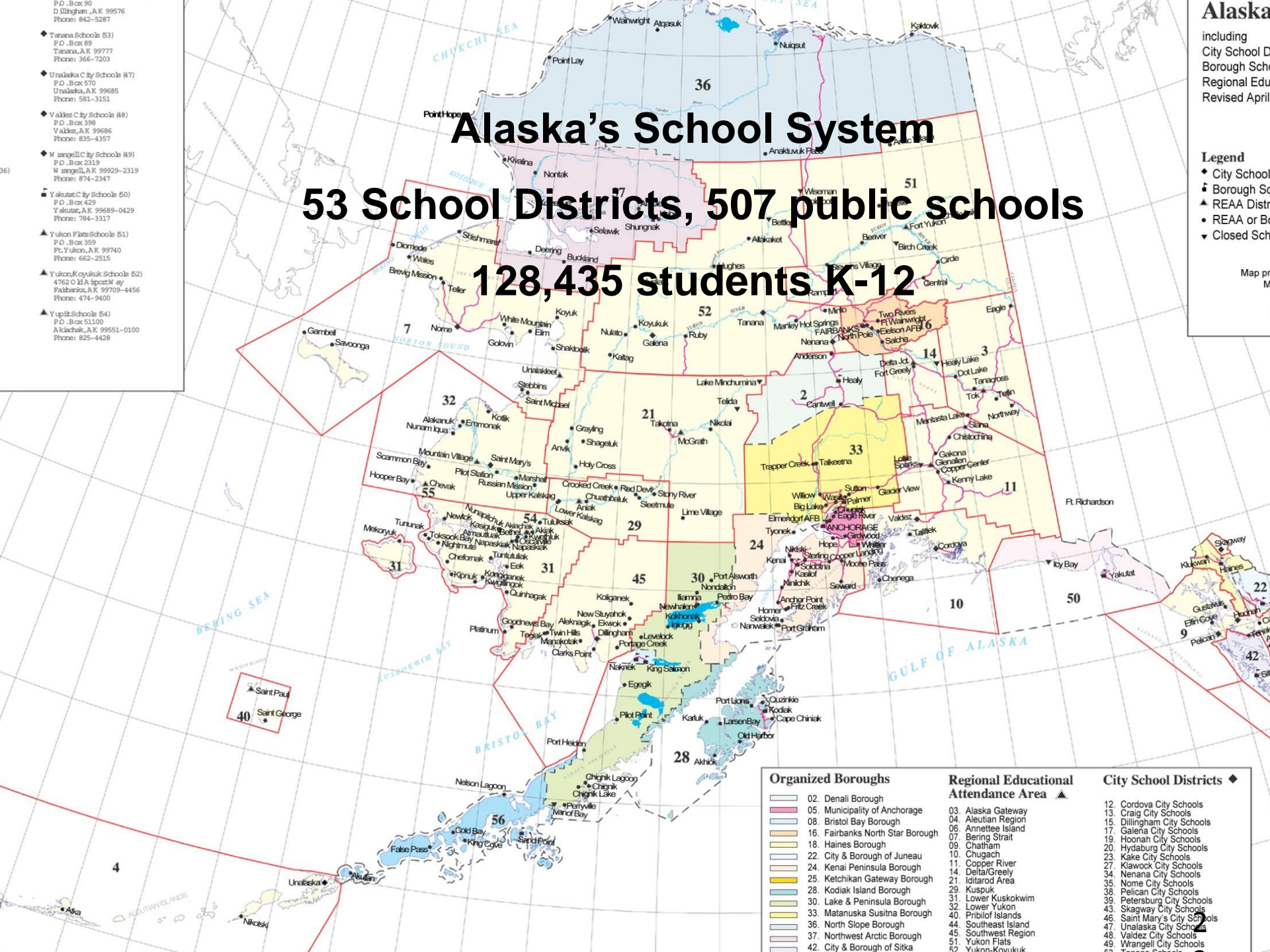


- Addresses assessment of progress in meeting standards
- Significant social and emotional learning embedded
- Consistent and purposeful sequencing of objectives across grade levels
- Consistent and familiar teacher manual formatting
- research-based and grant eligible
- Conceived with a wide vision and integrates other academic areas
- Appeal and relevance to students of all cultures, race, ethnicity, learning styles, and individual differences
- Differentiated learning
- Family connections and involvement
- Consistent teacher training is based on manuals and support materials enhancing collegial sharing
- Significant training and technical support from publishers



Barbara Thompson

State Board of Education & Early Development



Alaska's School System

53 School Districts, 507 public schools

128,435 students K-12

Alaska
including
City School D
Borough Sch
Regional Edu
Revised April

Legend
◆ City School District
▲ Borough School District
▲ REAA District
● REAA or Borough School District
▼ Closed School District

- ◆ P.O. Box 90
Dillingham, A.K. 99576
Phone: 842-5287
- ◆ Tanana Schools (53)
P.O. Box 89
Tanana, A.K. 99777
Phone: 366-7203
- ◆ Unalaska City Schools (47)
P.O. Box 570
Unalaska, A.K. 99685
Phone: 581-3151
- ◆ Valdez City Schools (48)
P.O. Box 398
Valdez, A.K. 99686
Phone: 835-4357
- ◆ Wrangell City Schools (49)
P.O. Box 2319
Wrangell, A.K. 99929-2319
Phone: 674-2347
- ◆ Yukon-Flats City Schools (50)
P.O. Box 429
Yukon-Flats, A.K. 99689-0429
Phone: 784-3317
- ▲ Yukon Flats Schools (51)
P.O. Box 359
Pt. Yukon, A.K. 99740
Phone: 662-2515
- ▲ Yukon-Koyuk Schools (52)
4762 Old Airport Way
Fairbanks, A.K. 99709-4456
Phone: 474-9400
- ▲ Yupik Schools (54)
P.O. Box 51100
Akiachak, A.K. 99551-0100
Phone: 825-4428

Organized Boroughs	Regional Educational Attendance Area ▲	City School Districts ◆
02. Denali Borough	03. Alaska Gateway	12. Cordova City Schools
05. Municipality of Anchorage	04. Aleutian Region	13. Craig City Schools
08. Bristol Bay Borough	06. Annette Island	15. Dillingham City Schools
16. Fairbanks North Star Borough	07. Bering Strait	17. Galena City Schools
18. Haines Borough	09. Chatham	19. Hoonah City Schools
22. City & Borough of Juneau	10. Chugach	20. Hyaburg City Schools
24. Kenai Peninsula Borough	11. Copper River	23. Kake City Schools
25. Ketchikan Gateway Borough	14. Delta/Greely	27. Klawock City Schools
28. Kodiak Island Borough	15. Iditarod Area	34. Nenana City Schools
30. Lake & Peninsula Borough	16. Iditarod Area	35. Nome City Schools
33. Matanuska Susitna Borough	17. Kuskokwim	38. Pelican City Schools
36. North Slope Borough	18. Lower Kuskokwim	39. Petersburg City Schools
37. Northwest Arctic Borough	19. Pribilof Islands	43. Skagway City Schools
42. City & Borough of Sitka	20. Southeast Island	46. Saint Mary's City Schools
	21. Southwest Island	47. Unalaska City Schools
	22. Southwest Region	48. Valdez City Schools
	23. Yukon Flats	49. Wrangell City Schools
	24. Yukon-Koyuk	



COMMENTS AND QUESTIONS



ELECTION OF CHAIR



LUNCH



Todd Brocious
Education Administrator

eLearning

The Alaska Department of Education & Early Development has developed web-based, interactive training courses to assist educators in complying with many of the state and federal laws requiring district staff training.



Contact Us

Samantha Wilson: (907) 465-2304

Technical Support is available from 8 a.m. to 4 p.m. M-F, except on state recognized holidays.

Login

[LOGIN for Training Courses](#)

[Forgot Username and Password?](#)

New Password Requirements: All passwords must be at least one character in length, cannot contain your first or last name. If a dictionary word, it must contain an additional character.

Courses

[View Available Training Courses](#)

Resources

- [Mandated Training \(printable version\)](#)
- [Mandated Training \(web version\)](#)
- [Frequently Asked Questions](#)
- [Workstation Requirements - pdf](#)

Registration

Registration is required to access EED's eLearning library. Registration is open to all Alaska public school employees. Some non-district Alaskans who support public school students are also able to register, and all non-district registration requests are considered on a case-by-case basis.

Certificate of Completion

If you complete 100% of the course content, you will be able to print your certificate of completion from your eLearning account. Please print...

EED eLearning



- Child Abuse and Neglect training
- Domestic Violence and Sexual Assault
- Educator Training
- FASD for Educators
- FASD (multidisciplinary)
- Suicide Prevention Part 1
- Suicide Prevention Part 2
- Responding to Suicide: Postvention Guidelines



Kate Burkhart, Sharon Fishel
Suicide Prevention Council

Snapshot 1

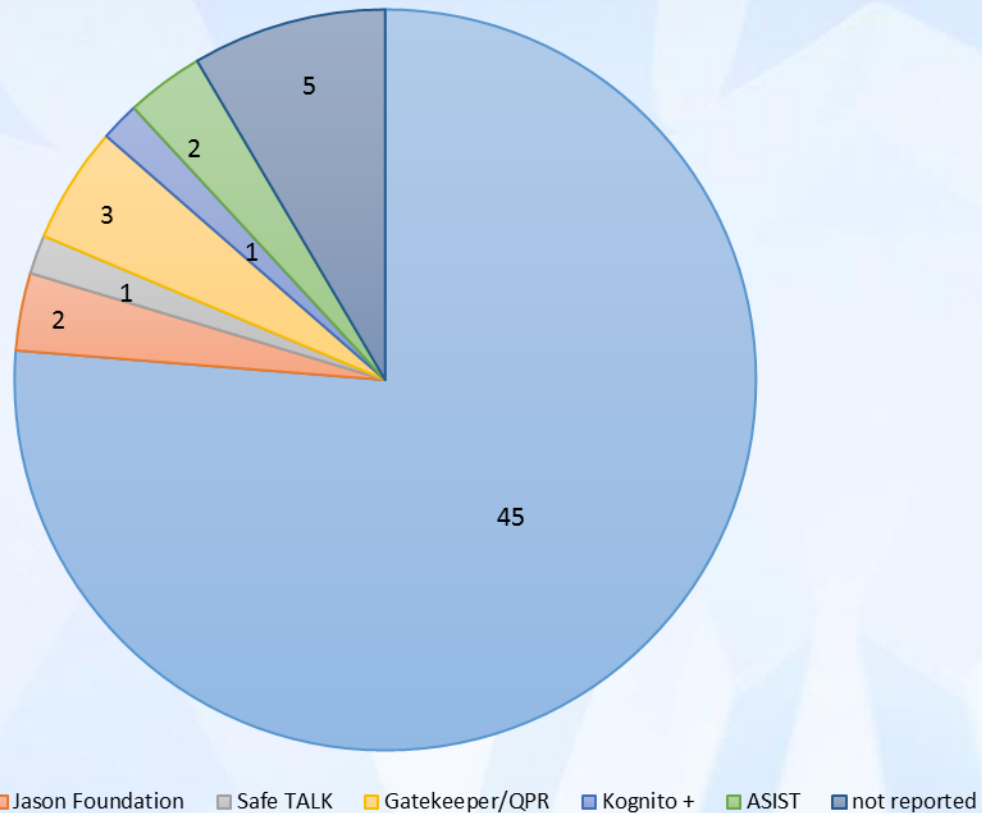


**Suicide prevention
training required
(for school staff)**

Suicide Training



FY 15 Suicide Awareness, Prevention & Postvention Programs Used by AK School Districts



** Number will not add up to 54 districts due to multiple programs being used



Suicide Awareness, Prevention, & Postvention

Suicide Prevention Is Everyone's Business

Suicide is a tragic and preventable loss for families and communities. This website is designed to help Alaskans promote a culture that restores hope, encourages distressed people to seek help, and builds resilience and connectedness among families and communities.

Alaskans do not need to feel hopeless and suffer in silence. All of us can play a role in preventing suicide. Learn what you can do.

Important Dates

- Sep 7-13 - Suicide Prevention Week
- Sep 10 - World Suicide Prevention Day
- Oct - National Bullying Prevention Month
- Oct 7-13 - Mental Health Awareness Week
- Oct 11 - National Depression Screening Day
- Oct 10 - World Mental Health Day
- Nov 23 - International Survivors of Suicide Day

Staff Suicide Awareness & Prevention Trainings

Staff Suicide Awareness and Prevention Trainings - excel

Staff Suicide Awareness & Prevention Training Course

Contact Us

Sharon Fishel - (907) 465-6523
Education Specialist II



eLearning Courses

Suicide Prevention- Part 1

This course is an adaptation of Gatekeeper, an Alaska designed suicide prevention training. The course has been tailored to help educators; assess and evaluate youth risk and protective factors, recognize the clues and triggers for possible suicidal action in youth, be able to intervene with a suicidal youth, teach others how to become listeners and to be able to give a concerned response to a suicidal individual, and help identify and access resources available to assist a person in crisis.

[Login Here](#)

COURSE REVIEWS

 Star Rating: 3 out of 4

This was a concise and very informative class for the students I deal with in Nenana. Many of them come from villages where suicide is common.

I thought I knew how to handle suicide prevention, after this class I have the tools that may help me deal with suicide effectively.

Very informative!



Kami Moore, Prevention Project Director

Alaska Network on Domestic Violence and Sexual Assault

Snapshot 2



Sexual abuse and sexual assault awareness and prevention curriculum and programs (K-12)

(Erin's Law)

Child Protection Unit-second STEP



second STEP

Child Protection Unit

Working together to keep kids safe from abuse



Nothing is more important than protecting children from abuse—and doing so takes vigilance on everyone's part. To truly make a difference, both adults and children need to be educated.

Tools to make a difference, for the people who can

STAFF TRAINING

Taking a holistic approach to child safety, the unit provides materials and three modules of online training for administrators and all staff members.
[Learn more](#)

STUDENT LESSONS

Easy-to-follow, scripted lessons teach children personal safety skills using clear, rules-based, and age-appropriate instruction, giving kids the know-how and avenues to disclose abuse.
[View sample lessons](#)

FAMILY MATERIALS

The Child Protection Unit extends support to a student's home, with materials that keep parents informed and videos that help them talk with their kids about personal safety.
[Read more](#)



- Evidence Based
- Grades Pre K – 5
- Staff Training, Student Lessons, & Family Education

Child Protection Unit-secondStep



- Topics
 - General Safety Rules
 - Ways to Stay Safe
 - Always Ask First
 - Touching Safety
 - Never Keep Secrets
 - Reviewing Safety Skills



Available for Early Learning–Grade 5

Child Protection Unit



<u>Item Description</u>	<u>Cost</u>
• Early Learning and Grades K–5 bundle	• \$1149
• Staff Training	• Free
• Resource Website	• Free
• Technical Assistance	• Free

The Great Body Shop



- Research Based
- Comprehensive Health, Substance Abuse and Violence Prevention

The Great Body Shop



- Curriculum for Elementary, K-6
- Objective: Equip students with knowledge, values, life skills and critical thinking skills the areas of:
 - Growth and Development
 - Nutrition and Fitness
 - Critical thinking, goal setting and refusal skills
 - Social and emotional learning
 - Drug and violence prevention
 - Safety, HIV and Illness Prevention

The Great Body Shop



- Format
 - Grade-appropriate Teacher's Guide.
 - Student Issues, mailed monthly to the student throughout the school year.
 - Four lessons per unit

The Great Body Shop-Middle School



The Great Body Shop



Curriculum for Middle School 7-8

- Objectives levels 1 and 2:
 - Becoming a life-long learner
 - Body Systems
 - Fitness and Nutrition
 - The Cycle of Life
 - Social and Emotional Health
 - Disease and Illness Prevention
 - Safety, Injury and Violence Prevention

The Great Body Shop

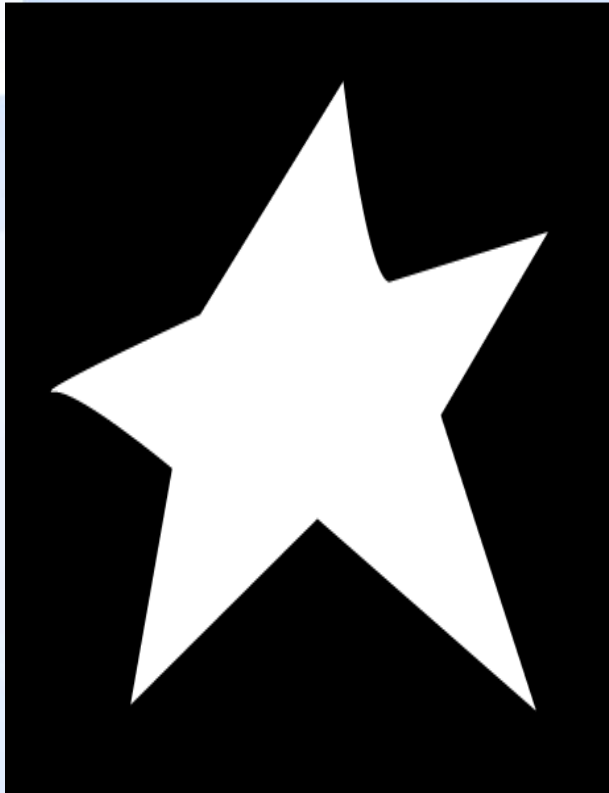


Level 1-Sample topics for Safety, Injury & Violence Prevention

- Contrast unintentional & intentional injury,
- recognize actions and behaviors leading to injury,
- injury prevention at home, school, and community,
- violence risk factors: TV, negative peer pressure, intolerance, gangs, harassment and bullying, sexual and other abuse



Standing Together Against Rape



**S
T
A
R**

Personal Safety
Curriculum for grades
Kindergarten through
High School

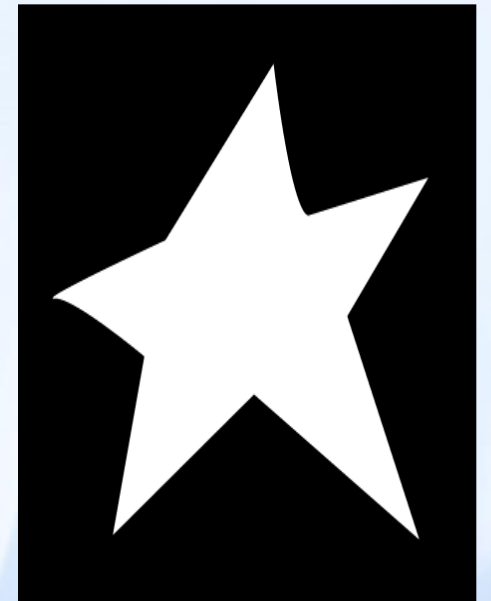
Presented by:
Community Educators
STAR Prevention and
Education Department

Standing Together Against Rape



Goals: K - 8

To empower children with the knowledge and skills they need to recognize sexual abuse, prevent victimizing behaviors in themselves and avoid victimization from others, and actively protect themselves.



Standing Together Against Rape



Goals 9-12th Grade:

To empower youth with the knowledge and skills they need to identify a sexual assault, dispel common myths about sexual assaults, prevent victimizing behaviors in themselves and to avoid victimization from others, act to protect themselves and know how to help a friend.



Green Dot School Curricula



Evidence based program that helps engage students in violence prevention through bystander intervention training. There are separate curriculums for middle and high school.

Green Dot School Curriculums



Middle School Topics:

- Bullying
- Dating Violence
- Leadership Skills
- Peer Influences and Healthy Relationships

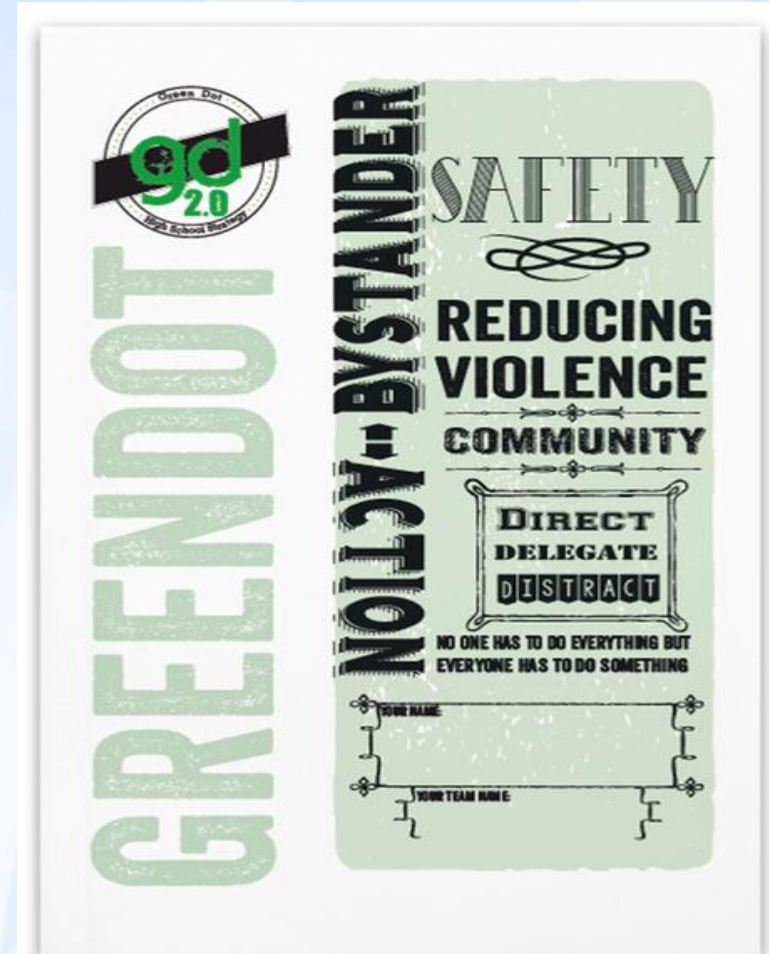


Green Dot School Curricula

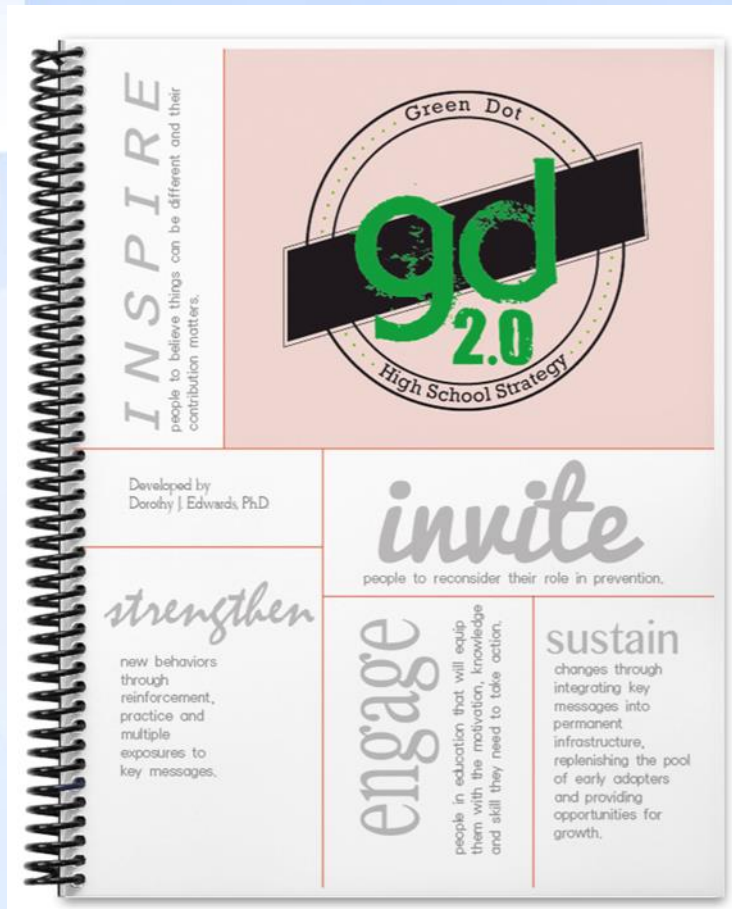


High School Topics:

- Bullying
- Sexual Violence
- Dating Violence
- Stalking



Green Dot School Curricula



Middle School
Proactive

<https://vimeo.com/135374610>

High School
Reactive

<https://vimeo.com/139972828>



Mollie Rosier MPH, Katie Reilly MPH
Division of Public Health, DHSS

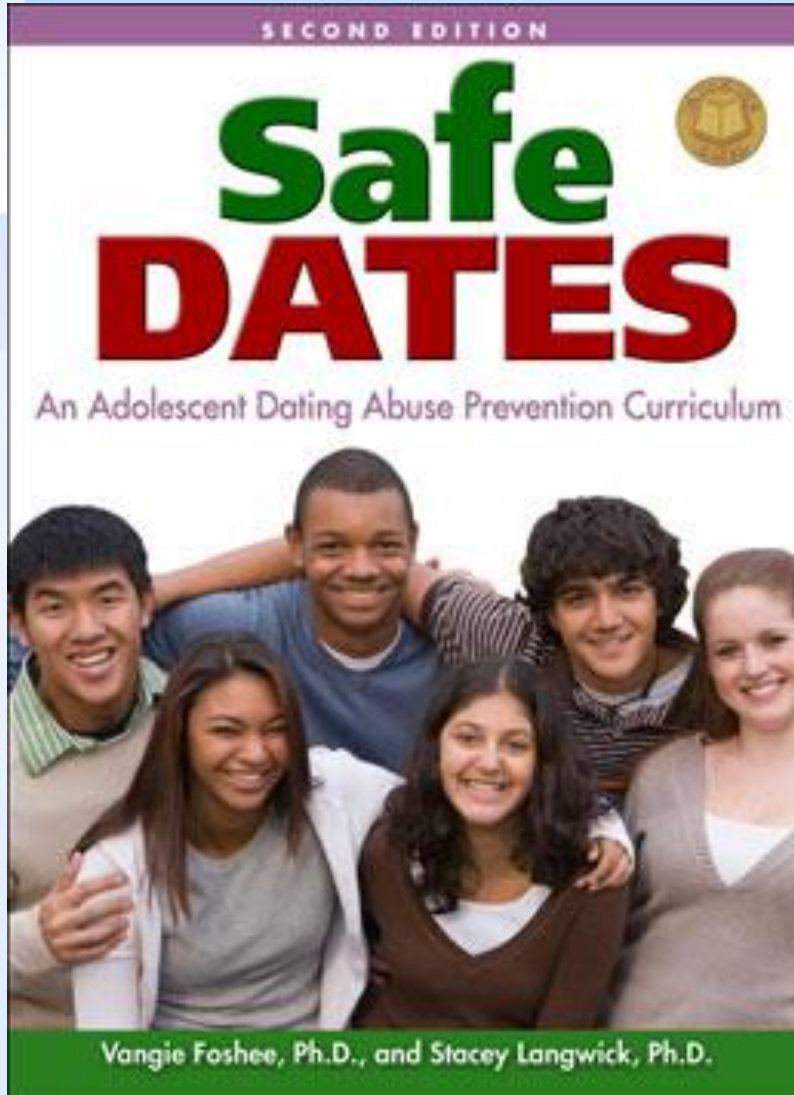
Snapshot 3



Dating violence and abuse awareness training and prevention curriculum and programs (Grades 7-12)

(Bree's Law)

Safe Dates



- Evidence-based program helps teens recognize the difference between caring, supportive relationships and controlling, manipulative, or abusive relationships

Safe Dates



- Intended for students aged 13-17
- Safe Dates consists of five components:
 - nine-session curriculum
 - play script
 - poster contest
 - parent materials
 - teacher training outline
- *Safe Dates* is in the National Registry of Evidence-based Programs and Practices (NREPP)



Safe Dates

- 1) changing adolescent dating violence and gender-role norms,
- 2) improving peer dating conflict resolution skills,
- 3) promoting victim and perpetrator beliefs in the need for seeking help from community resources
- 4) decreasing dating abuse victimization and perpetration.

Safe Dates

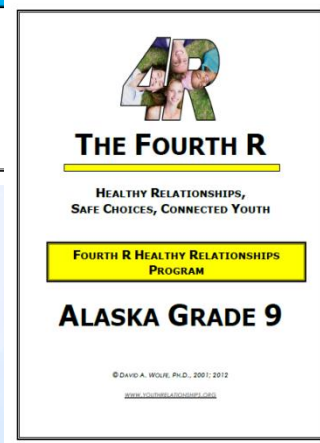
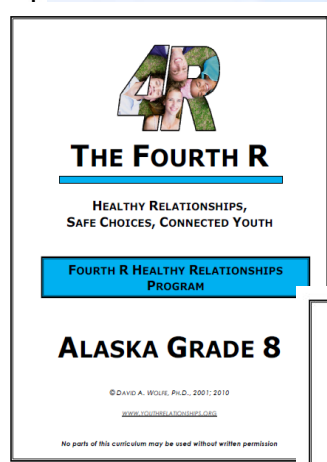
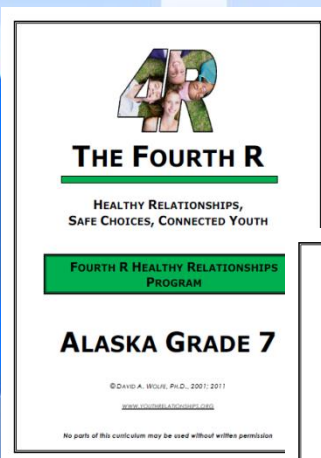


Item Description

Cost

- | | |
|---|---|
| • Curriculum | • \$225 each |
| • 1-day, on-site basic or refresher training | • \$2,200 per day per site plus travel expenses |
| • 1-day, off-site basic or refresher training | • \$200 per participant |
| • Technical Assistance | • \$100 per hour |

Fourth R for Healthy Relationships: Program Overview



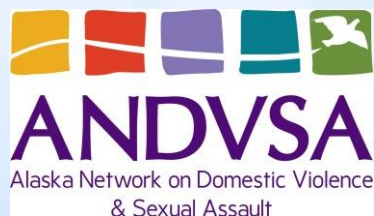
- **R = Relationships**
- Evidence-based
- Aimed to increase:
 - Communication
 - Negotiation
 - Decision-Making Skills
- Aimed to decrease:
 - Violence (including dating violence)
 - Substance Use
 - Related Risk Behaviors

Fourth R for Healthy Relationships: Program Overview cont.



- 21-27 Lessons
- The Fourth R content areas:
 - Personal Safety & Injury Prevention (including dating violence)
 - Substance Use & Abuse
 - Growth & Development
 - Healthy Eating (7th grade only)
- Healthy Relationships Plus Program (HRPP)
- *Fourth R* is in the National Registry of Evidence-based Programs and Practices (NREPP) and Collaborative for Academic, Social and Emotional Learning (CASEL) Effective SEL Programs List

Fourth R for Healthy Relationships: Alaska Program



- Funded by DHHS Family and Youth Services Bureau's PREP program, 2009-2016
- Funds support free training and curriculum for teachers (valued at \$200-250 per curriculum packet)
- 75+ schools in 20 districts have received Fourth R curricula
- 300+ school staff and community partners trained to teach the Fourth R
- First teacher training: 2009 (10)
- Students reached: 4000+

Fourth R for Healthy Relationships: Alaska Evaluation



IMPROVED
awareness of abusive
behavior



INCREASED
positive social support
among youth with high
adverse childhood
experiences (ACEs) scores



REDUCED
acceptance of
physical aggression

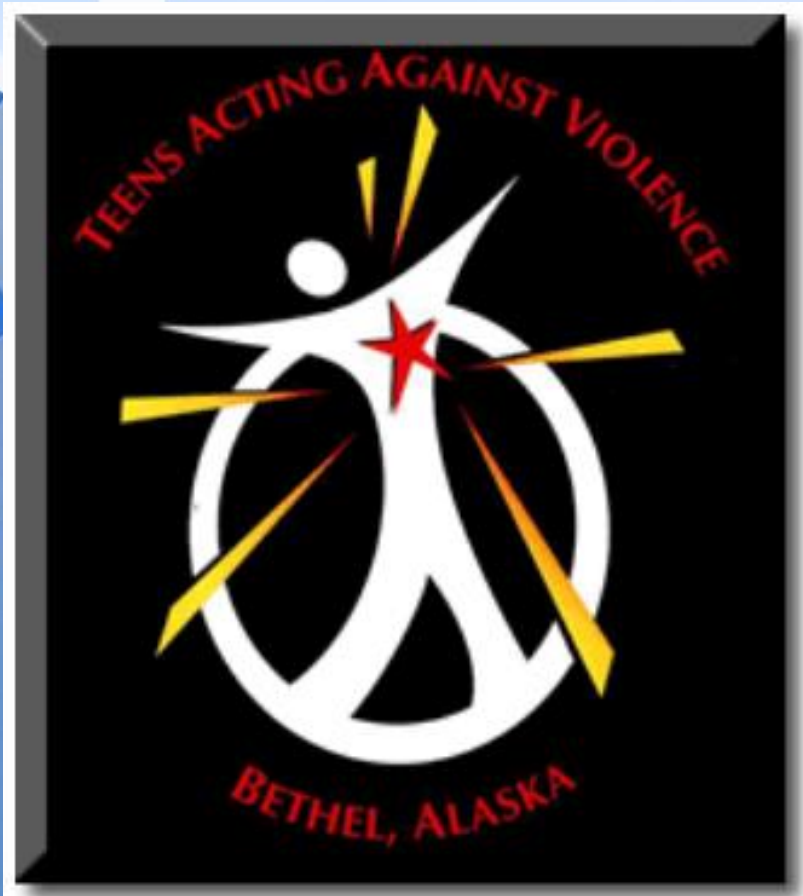


REDUCED
adherence to
rape myths

*"I like the role-
playing. [It] really
helps you understand
how to do things in
real life." — Alaska
Student*

*"I love [the Fourth
R], especially for a
first-year teacher.
It's super user
friendly."*

Teens Acting Against Violence (TAAV)



- Violence prevention and youth empowerment program
- Designed by Tundra Women's Coalition in Bethel

Teens Acting Against Violence (TAAV)



- Focused on peer education and outreach
- Intended for teens age 12-18
- Engage peers about issues such as domestic violence, teen dating violence, sexual assault, types of abuse, suicide, substance abuse

Teens Acting Against Violence (TAAV)



Teens Acting Against Violence (TAAV)



UAA Justice Center administered a comprehensive survey of former TAAV participants

Overall, TAAV increased ability to:

- Develop healthy relationships
- Resist peer pressure
- Recognize and avoid abusive relationships

Teens Acting Against Violence (TAAV)



Overall, TAAV increased ability to:

- Intervene when witnessing stalking behaviors
- Intervene when witnessing bullying behaviors
- Show respect to others
- Intervene when witnessing controlling behaviors

Teens Acting Against Violence (TAAV)



Teen Dating Violence Prevention Video



Todd Brocious
Education Administrator

Snapshot 4



**Alcohol and drug related
disabilities training
required for teachers and
staff**

Fetal Alcohol Spectrum Disorders



ALASKA DEPARTMENT OF
EDUCATION
& EARLY DEVELOPMENT

Multidisciplinary Fetal Alcohol Spectrum Disorders Training

INDEX

- Behavioral Communication
- ▼ **Diagnosis**
 - ✓ Diagnosis
 - Assessment and Diagnosis
 - IQ Tests
 - Formal Assessment
 - Prevent Development
 - Diagnosis Value
 - Diagnosis Provides Road Map
 - Comprehensive Diagnosis
 - Medical Appointment
 - Psychological Assessment
 - Speech and Language
 - Occupational Therapy Evaluation
 - Referrals for FASD Assessment
 - Additional Resources
 - ▼ **Developing Intervention Strategies**
 - Developing Intervention Strategie
 - ✓ Start by Remembering Individual
 - Ongoing Need
 - Deciding What Might Work
 - Being a Good Detective
 - Determine Needs
 - Remember to Include Primary Ca
 - Remember to Include the Person
 - Remember FASD Assessment
 - Patterns in Evolving Behaviors
 - Changes in Environment

Module Objectives



Module Objectives

The objectives covered in this module are:

- Understand alcohol's impact on Alaska and on the high number of individuals in Alaska who have been affected by prenatal exposure to alcohol.
- Define Fetal Alcohol Spectrum Disorders (FASD) as a physical disability and describe its associated medical and mental health characteristics.
- List the primary and secondary characteristics that are commonly presented in individuals affected by FASD
- Identify the types of supports, interventions, and environmental accommodations that best support individuals with FASD.
- Describe the importance of early identification and diagnosis of FASD, and know who to contact to seek FASD assessment.



1:02/1:02 3 of 178

Fetal Alcohol Spectrum Disorders




ALASKA DEPARTMENT OF
EDUCATION
& EARLY DEVELOPMENT

Fetal Alcohol Spectrum Disorders Training for Educators v5.0

INDEX

- #1 Concrete
- #2 Consistency
- #3 Repetition
- #4 Routine
- #5 Simplicity
- #6 Specific
- #7 Structure
- #8 Supervision
- ▼ **FASD Prevention**
 - FASD Prevention
 - Prevention
 - Preventable Birth Defect
 - Additional Resources
- ▼ **FASD Classroom Intervention S**
 - ✓ FASD Classroom Intervention
 - ✓ FASD Classroom Intervention
 - ✓ FASD Classroom Intervention
 - ✓ FASD Classroom Intervention
 - ✓ FASD Classroom Intervention
 - ✓ FASD Classroom Intervention
 - ✓ FASD Classroom Intervention
 - ✓ FASD Classroom Intervention
- ✓ Summary
- ✓ Apply Your Knowledge
- ✓ Acknowledgements and Credits
- ✓ Request for Feedback
- Certificate of Completion

Module Objectives



Module Objectives

The objectives covered in this module are:

- Understand alcohol's impact on Alaska and on the high number of individuals in Alaska who have been affected by prenatal exposure to alcohol.
- Define FASD as a physical disability and describe its associated medical and mental health characteristics.
- List the primary and secondary characteristics that commonly are presented in individuals affected by FASD.
- Identify the types of education supports, interventions, and environmental accommodations that improve learning opportunities for students with Fetal Alcohol Spectrum Disorders (FASD).
- Describe the importance of early identification and diagnosis of FASD, and demonstrate an understanding of who to contact to seek FASD assessment.
- Identify why FASD and alcohol prevention is important to include in health curriculum.

1:13/1:13 3 of 186



Patty Owen

Health and Safety Education Specialist

Snapshot 5



Alcohol and drug abuse education in health education in school districts (K-12)

Find an Intervention - Advanced Search

Select specific criteria for a more detailed search of interventions reviewed by NREPP.

Keyword or Phrase

marijuana

Gender

- Male Only
 Female Only

Areas of Interest

- Mental health treatment
 Substance abuse prevention
 Substance abuse treatment
 Co-occurring disorders

Outcome Categories

- Alcohol
 Cost
 Crime/delinquency
 Drugs

Geographic Locations

- Urban
 Suburban
 Rural and/or frontier
 Tribal

Ages

- 0-5 (Early childhood)
 6-12 (Childhood)
 13-17 (Adolescent)
 18-25 (Young adult)

Races/Ethnicities*

- American Indian or Alaska
Native
 Asian
 Black or African American

Settings

- Home
 School
 Workplace
 Other community settings

*Limit search to interventions evaluated in studies with higher percentages (50% or more) of the selected groups.

ons

s

Search Results

[LifeSkills Training \(LST\)](#)

LifeSkills Training (LST) is a school-based program that aims to prevent alcohol, tobacco and marijuana use and violence by targeting major social and psychological factors that promote the initiation of substance use and other risky behaviors.

[Lions Quest Skills for Adolescence](#)

Lions Quest Skills for Adolescence (SFA) is a multicomponent, comprehensive life skills education program designed for schoolwide or classroom implementation in grades 6-8 (age 10-14). The goal of Lions Quest programs is to help young people develop positive commitments to their families, schools, peers and communities and to encourage healthy, drug-free lives.

[Positive Action](#)

Positive Action is an integrated and comprehensive curriculum-based program that is designed to improve academic achievement, school attendance; and problem behaviors such as substance use, violence, suspensions, disruptive behaviors, dropping out, and sexual behavior.

[Project ALERT](#)

Project ALERT is a school-based prevention program for middle or junior high school

PDF This Summary

ate a downloadable, printer-friendly version.

PDF

Intervention Summary Back to Results Start New Search

PDF En Es

[Read FAQ to Le

LifeSkills Training (LST)

LifeSkills Training (LST) is a school-based program that aims to prevent alcohol, tobacco, and marijuana and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. LST is based on both the social influence and competence enhancement models of prevention. Consistent with this theoretical framework, LST addresses multiple risk and protective factors and teaches personal and social skills that build resilience and help youth navigate developmental tasks, including the skills necessary to understand and resist prodrug influences. LST is designed to provide information relevant to the important life transitions that adolescents and young teens face, using culturally sensitive and developmentally and age-appropriate language and content. Facilitated discussion, structured small group activities, and role-playing scenarios are used to stimulate participation and promote the

Intervention Summary

Downloadable, printer-friendly version.

PDF

Intervention Summary

Back to Results

Start New Search

Lions Quest Skills for Adolescence

Lions Quest Skills for Adolescence (SFA) is a multicomponent, comprehensive life skills education program designed for schoolwide and classroom implementation in grades 6-8 (ages 10-14). The goal of Lions Quest programs is to help young people develop positive commitments to their families, schools, peers, and communities and to encourage healthy, drug-free lives. Lions Quest SFA unites educators, parents, and community members to utilize social influence and social cognitive approaches in developing the following skills and competencies in young adolescents: (1) essential social/emotional competencies, (2) good citizenship skills, (3) strong positive character, (4) skills and attitudes consistent with a drug-free life, (5) an ethic of service to others within a caring and consistent environment. The learning model employs inquiry, presentation, discussion, group work, guided practice, service-learning, and reflection to accomplish the desired outcomes. Lions Quest SFA is comprised of a series of 80 45-minute sequentially developed



Lions Quest

A Program of Lions Clubs International Foundation

Increase Academic Achievement • Decrease Problem Behaviors • Improve Prosocial Behaviors

About Lions Quest

Our Programs

Professional Development

Results

Lion Resources

What's New

[Confused About Service Learning?](#) Learn more with this breakdown on [Service Learning for Lions](#).

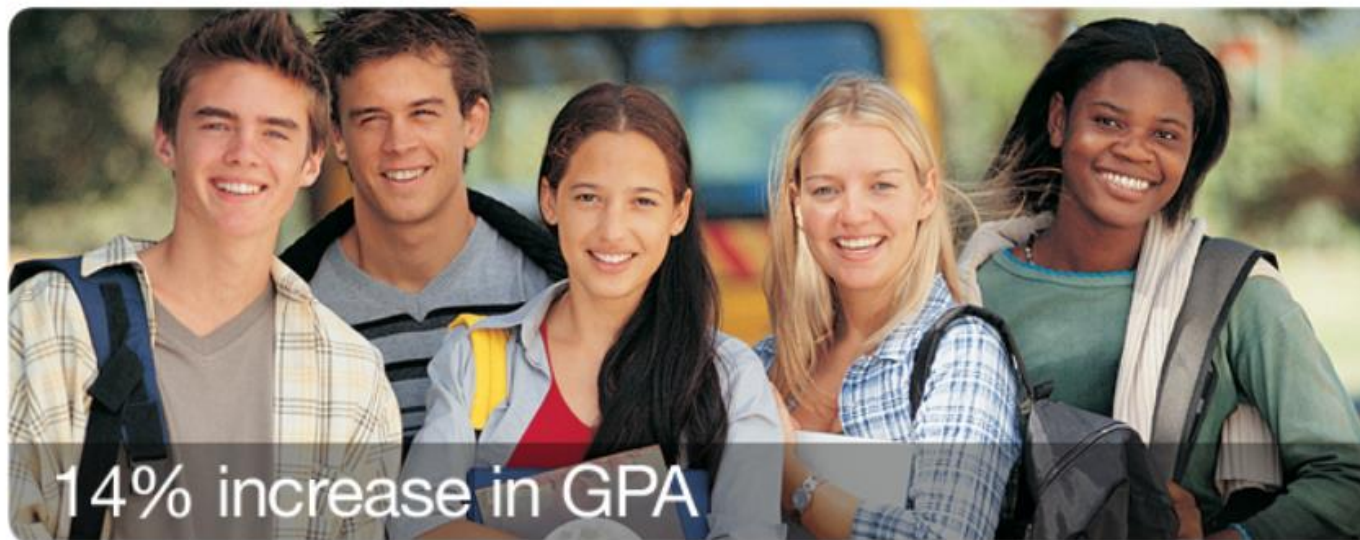
[Lions Quest in West Virginia: A Lion shares her strategy for success with Lions Quest](#)

[Learn how Lions Quest addresses Bullying and download Free Bullying lessons here](#)

[Success with Lions Quest – Norway Lions and Soccer Pros Kick-start Lions Quest!](#)

[Attention Lions – Get started with Lions Quest! Check out the new Lions Quest Toolkit!](#)

[Lions Quest and Response to Intervention](#)



14% increase in GPA

Lions Quest in Action

Sign Up for a Training



Positive Action®

Email

Short URL

pos.ac

ew

rch

des

ng

og

s

es

ional

ort

s

h

Positive Action is a systematic educational program that promotes an intrinsic interest in learning and encourages cooperation among students. It works by teaching and reinforcing the intuitive philosophy that you feel good about yourself when you do positive actions.

The effects of the program range from increased academic achievement to dramatic reductions in problem behaviors. These results have been replicated in diverse settings and feature the most rigorous efficacy study designs available.

For more than 30 years, Positive Action has been helping educators around-the-world create positive learning environments for their students. Imagine what Positive Action could do for your students!

[Click here](#) to begin reviewing Positive Action in detail.

Headlines

Positive Action Announces Wh School Reform

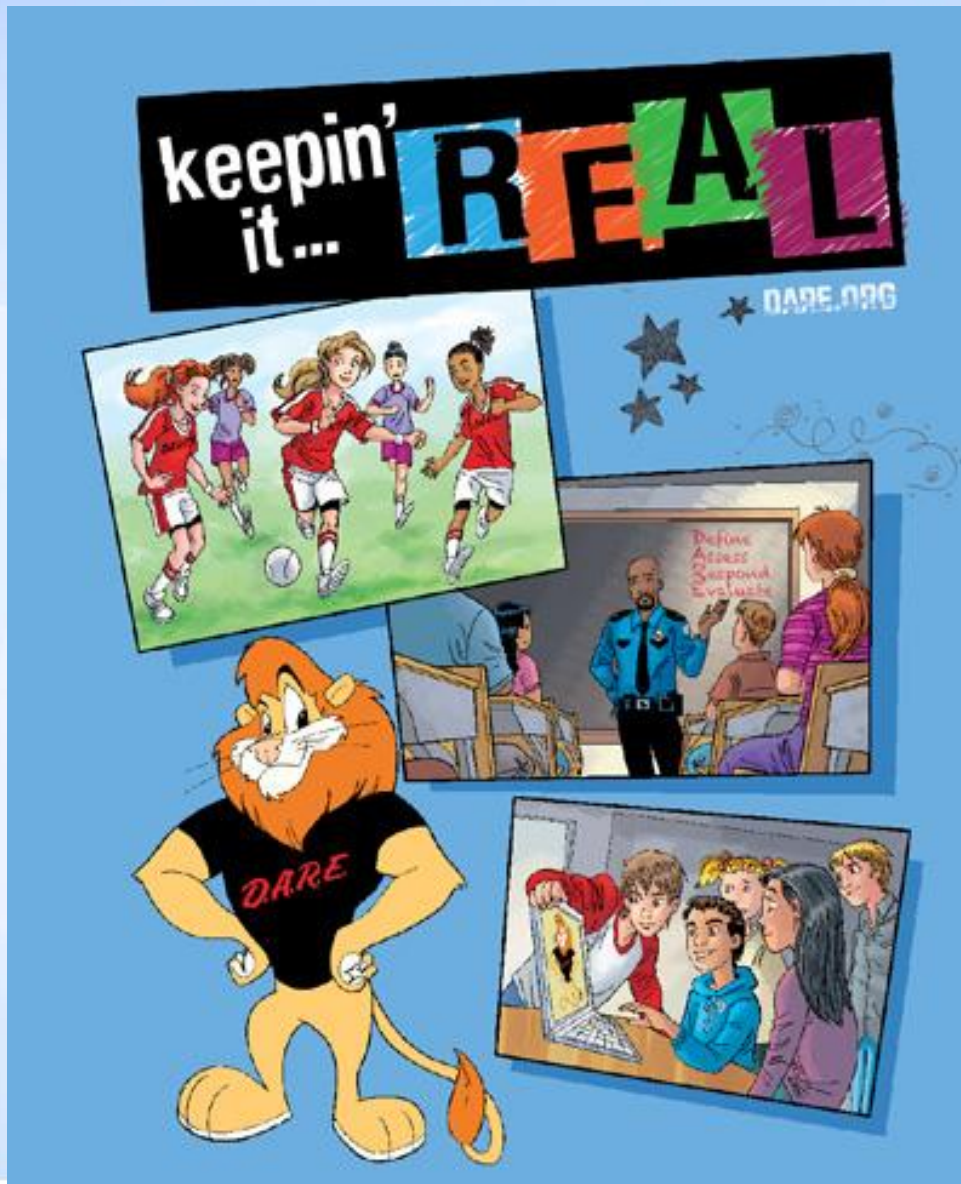
Positive Action Approved for V School Reform

NREPP Comple Second Review Increases Scor

Two New Cost-Analyses Find Value

New York

Keepin' it Real





Integrated Academic & Character Development Program

How the Program Works (Program Methods)

Learning for Life features grade-specific, theme-oriented lesson plans to be used in the classroom to enhance and support the core curriculum. Lessons are designed to be conducted by the classroom teacher in conjunction with the core curriculum. The Learning for Life curriculum is research based and our content team has uniquely embedded character development traits into lessons that are aligned to core curriculum standards in all 50 states. This provides authentic practice of core curriculum topics and skills embedded in critical character development and life skills lessons.

Learning for Life is an action-learning process and uses engaging teaching techniques such as role-playing, small-group discussions, reflective and moral dilemma exercises, online interactive lessons and hands-on activities. The reflective portion of each lesson is the pivotal point at which youth have the opportunity to think about what they've learned and integrate the experience into real life.

Lessons are designed to reinforce academic, social, ethical, and character development skills in various areas, such as critical and creative thinking, conflict resolution, decision making, interpersonal relationships, practical life skills, self-esteem, writing and language arts, citizenship and personal fitness.





Discussion/ Next Steps