

VTSF Compendium Program Information Worksheet

Program Information	
Compendium Program Title:	Lions-Quest <i>Skills for Adolescence</i>
Describe the theoretical framework of the program	<p>Quest's conceptual model was derived from the information-rational model (Ajzen and Fishbein, 1973; Ajzen and Fishbein, 1980), social bonding theory (Hirschi, 1969), social learning theory (Akers, 1977; Akers, Krohn, Lanza-Kaduce, & Radosevich, 1979; Bandura, 1977), the social development model (Hawkins et al., 1986; Solomon et al., 1985; Hawkins and Weis, 1985; Wies and Hawkins, 1981; Elliot, Huizinga, and Ageton, 1982; Kim, 1981; Kandel, Treiman, Faust & Jessor, 1982), and the self-derogation theory (Kaplan, Martin, & Robbins, 1982; Kaplan, 1980; Kaplan, Martin, & Johnson, 1986).</p> <p>Represented graphically on page 12 of the <i>Teachers' Resource Guide</i> and described in detail in the Rationale and Philosophy section, the model describes how a nurturing <i>external</i> environment in which children learn critical life skills influences and supports the <i>internal</i> conditions that encourage their <i>positive social behaviors and commitments</i>, and reduces their risk for problem behaviors such as substance abuse and violence.</p> <p>External Conditions: Current prevention research on resiliency (Werner, 1996), risk and protective factors (Hawkins et al., 1992) and developmental assets (Benson, 1997), affirm a programmatic emphasis on teaching life skills and developing positive commitments. This research identifies emotional and social competencies and prosocial bonding as powerful protective factors that support children's overall healthy development and reduce their risk for harmful behaviors, such as substance abuse and violence. The importance of teaching and reinforcing life skills was recently cited in the federal paper "Science-Based Substance Abuse Prevention" (1998) as "one of the best documented approaches to preventing substance abuse."</p> <p>To use today's risk and protective factor terminology, <i>Skills for Adolescence</i> works to proactively strengthen key protective factors that support children's healthy development and mitigate those that put them at risk for problem behaviors. Program content and processes help to establish a school environment that offers:</p> <ul style="list-style-type: none"> • Clear rules and positive expectations for appropriate behavior, including no use of illegal drugs and the norm of non-use among young adolescents. • Opportunities to develop the emotional and social competencies that support positive behaviors and commitments. • Positive interaction between adults and young adolescents that creates bonding between the home, school, community, and positive peers. • Predictable and consistent reinforcement for positive behaviors. • Reciprocal interaction between adults and peers for the establishment of mutual respect. • Safe environments that promote opportunities for maximum learning. • Reinforcement and support for positive norms and a healthy, drug-free lifestyle. <p>Through the classroom curriculum, children have multiple opportunities to learn, practice, and apply <i>thinking skills</i>, such as solving problems, making decisions, and setting goals, as well as <i>emotional/social skills</i>, such as friendship making, communication, and assertiveness/refusal skills. Evaluation studies indicate that prevention efforts that include skill development obtained effects <i>twice</i> as great as those not using such behavioral change approaches (Duriak, 1995).</p> <p>Internal Conditions: By creating a nurturing environment that creates a norm of positive behaviors and commitments, <i>Skills for Adolescence</i> seeks to affect the <i>internal</i> conditions that support children's positive self-perception, motivation, and cognitive development, therefore reducing various risk factors, such as peer rejection, association with negative peers, antisocial and aggressive behavior, and pro-drug attitudes and early drug use.</p> <p>Positive Social Behaviors: Specifically, the program emphasizes nine major domains of positive social behaviors, all of which have been identified by researcher William Hansen in his article, "Prevention Programs: What Are the Critical Factors that Spell Success," and by others as mediating variables in substance abuse prevention programs:</p> <ul style="list-style-type: none"> • Building self-discipline, responsibility, and self-confidence • Communicating effectively and cooperating with others • Managing attitudes and emotions, including stress and anger management • Strengthening positive relationships with family and friends