



*Evidence-Based Prevention Programs for Schools, Families, and Communities*

## LIFE SKILLS TRAINING HEALTH SURVEY MIDDLE SCHOOL VERSION INSTRUCTION GUIDE

The LST Health Survey is a survey instrument that is used to examine changes in knowledge, attitudes, and skills among students participating in the Middle School version of the LifeSkills Training (LST) program.

This guide provides an overview of the LST Health Survey 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 LST Health Survey themselves.

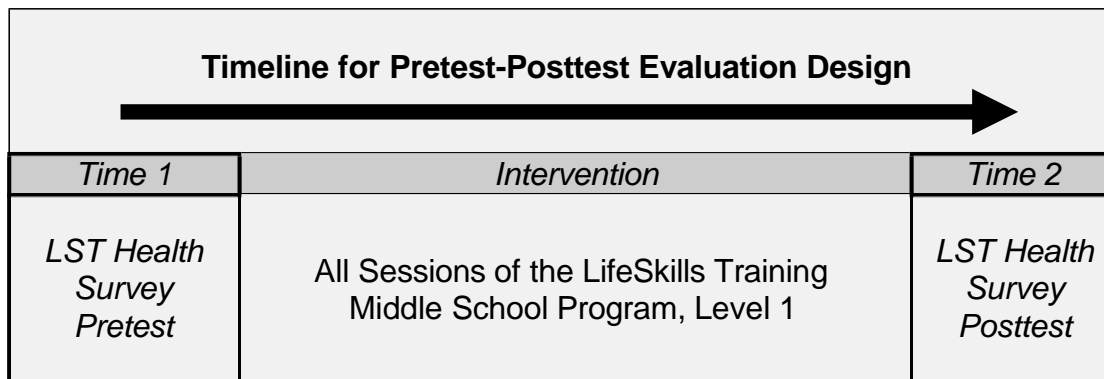
<b>Contents of Life Skills Training Questionnaire, Middle School Version</b>		
Tear-Off Sheet	The person responsible for data collection writes in each student’s name on the tear-off sheet page prior to distributing surveys. As surveys are given out to students, this “tear-off sheet” is removed and discarded 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, date, and data collection point on the cover page of each survey prior to distributing surveys.	
Section A	Demographic Variables	7 items
	This section assesses the student’s age, gender, family structure, race/ethnicity and related variables.	
Section B	LST Knowledge Test	32 items
	This section contains true/false items that assess knowledge of various LST curriculum content areas; two summary scores are produced: Anti-Drug Knowledge and Life Skills Knowledge	
Section C	Anti-Substance Use Attitudes	8 items
	This section assesses negative attitudes regarding alcohol, tobacco, and other drug use.	
Section D	Life Skills Assessment	13 items
	This section assesses several life skills taught in the program.	
	Total number of items	60 items

## Pre-Post Evaluation Design

A pretest-posttest (i.e., “pre-post”) evaluation design is implemented in order to look at the effect of programs, such as LST, on relevant outcomes. This is accomplished by having participants complete the same survey before and after the program.

The LifeSkills Training Health Survey – Middle School version 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 Middle School program.

The LST Health Survey **MUST** be administered both before the LST intervention and after the intervention to examine changes over time.



## Administering the Survey

There are several steps that you should follow when administering the LST Health Survey 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

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. 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 LST Health Survey for each student, one for the pretest assessment and one for the posttest assessment. Write each student's name on the Tear-Off Sheet of the pretest and posttest questionnaire.

Third, write the student ID number (and School Code, if appropriate) on the LST Health Survey 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 LST Health Survey, 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 LST Health Survey is administered at the pretest and posttest assessments, the Tear-Off Sheet with the student's name should be torn off the survey (by either the student or person administering the survey) and discarded as the survey 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 **other than** the classroom teacher administers and collects the questionnaire data, if 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 survey:

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 person(s) administering the survey 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. We are interested in how students your age act, think, and feel. We hope that you will have fun and 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. 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 LST Health Survey to evaluate the LST program. If you use the Evaluation Service, NHPA will provide you with the survey, 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 Health Survey 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 LST Health 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 32 knowledge items. Summary scores reflect the number of knowledge items answered correctly. There is an overall knowledge score, as well as knowledge subscores for: anti-drug knowledge and life skills knowledge.

The correct answers are as follows:

- **TRUE**: B3, B5, B8, B10, B12, B14, B16, B18, B23, B26, B28, B29, B30
- **FALSE**: B1, B2, B4, B6, B7, B9, B11, B13, B15, B17, B19, B20, B21, B22, B24, B25, B27, B31, B32

To create an **overall knowledge summary score**, add up the number of items that are answered correctly and divide by 32 (the total number of knowledge items). This number gives you the proportion of knowledge items answered correctly.

To create an **anti-drug knowledge summary score**, add up the number of items (out of items 1 – 7, 12 – 17) that are answered correctly and divide by 13 (the total number of drug knowledge items). This number gives you the proportion of drug knowledge items answered correctly.

To create a **life skills knowledge summary score**, add up the number of items (out of items 8 – 11, 18 – 32) that are answered correctly and divide by 19 (the total

number of life skills knowledge items). This number gives you the proportion of life skills knowledge items answered correctly.

Section C: Anti-Substance Use Attitudes. It is preferable for students to ***strongly disagree*** with the statements in this section.

To create an ***anti-drug attitudes*** summary score, calculate the mean of all 8 items (C1 to C8). Higher scores indicate stronger attitudes against smoking and drinking.

To create an ***anti-smoking attitudes*** summary score, calculate the mean of items C2, C4, C6, and C7. Higher scores indicate stronger attitudes against smoking and drinking.

To create an ***anti-drinking attitudes*** summary score, calculate the mean of items C1, C3, C5, and C8. Higher scores indicate stronger attitudes against smoking and drinking.

Section D: Life Skills. There are 13 life skills items, including six drug refusal skills items (D1 to D6), three assertiveness skills items (D7 to D9), two relaxation skills items (D10, D11) and two self-control skills items (D12, D13).

To create a ***drug refusal skills*** score, calculate the mean of items D1 to D6, 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 D7 to D9, 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 D10 and D11, then subtract the mean from 6 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 D13 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.

**National Health Promotion Associates, Inc.**  
**711 Westchester Avenue**  
**White Plains, NY 10604**  
**(800) 293-4969**  
**(914) 421-2525**  
**(914) 683-6998 (Fax)**