

Lions-Quest (“Skills” series): 1992, 1995, 1998, 2001 Grades K-12

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Designated a “CASEL Select” program in this review. Skills for Adolescence has been designated an “Effective” program by the Substance Abuse and Mental Health Services Administration (SAMHSA) and a “Promising” program by the U.S. Department of Education (USED).

PROGRAM PURPOSE

This series of curricula focuses on character education, service-learning, and violence and substance abuse prevention. Lions-Quest programs are designed to help students develop the behaviors and skills needed to become healthy and capable adults. With 64-103 lessons per year, this series includes Skills for Growing (K-5), Skills for Adolescence (6-8), and Skills for Action (9-12). The series provides broad coverage of substance abuse prevention, violence prevention, and citizenship.

SEL INSTRUCTION

Students have ample opportunities to practice and apply a wide range of skills. They identify their anger management style; practice perspective taking in conflict situations; identify the special qualities that different kinds of people bring to friendships; use self-talk to manage their emotions; set and work toward achieving goals; and practice using five keys to effective listening, a five-step decision-making model, and three steps for effective refusals. The program particularly emphasizes development of positive values such as honesty, self-discipline, respect for others, and the importance of friends and family. Through service-learning projects, students have opportunities to reflect on their talents and contributions.

EVALUATION RESULTS

Eight unpublished studies have evaluated Lions-Quest. Participants included Caucasian, African American, and Latino students in grades K-12. The longest study lasted 12 months. The longest follow-up was also 12 months. Compared to controls, students who participated in the program had higher grade point averages, higher grades in English and math, and fewer school suspensions. Students who participated in the program also had higher levels of self-reported life skills and lower levels of teacher-reported misconduct than students in the comparison groups. At post-test and follow-up, students who participated in the program and who were non-users at baseline reported lower lifetime and 30-day alcohol use, 30-day binge drinking, 30-day cigarette use, lifetime marijuana use, and current beer, liquor, and chewing tobacco use (relative to baseline non-users in the comparison groups).

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- ◆ Provides structure for creating a school-wide climate committee comprised of faculty, administrators and other staff, students, parents, and community members
- ◆ Promotes family involvement by including sample letters to parents, frequent homework assignments involving family members, and a separate book for parents of early adolescents
- ◆ Service-learning projects provide strong basis for school-community partnerships
- ◆ Guest speakers and assignments involving student interaction with community

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- ◆ Required two-day on-site workshop (\$6,500 per group plus trainer expenses)
- ◆ On-site follow-up support services (\$2,995 plus trainer expenses), including consultation on program planning, implementation, and evaluation; direct observation and coaching of teachers; and advanced training

Student assessment:

- ◆ Tools for student assessment include end-of-unit traditional tests (high school curriculum) and guidelines for assessing service-learning projects, student portfolios, and journals

PROGRAM MATERIALS AND COST

- ◆ Teacher manual, student workbook, audio-visuals, parent materials, implementation guide, student assessment tools, guide to community involvement
- ◆ Set of lessons for every grade from K-5 and for grades 6-8, 9-12
- ◆ Skills for Adolescence also available in Spanish
- ◆ Scope and sequence charts include program objectives for each grade
- ◆ Cost per 25 students: \$50-\$125

EVALUATION SOURCES

Eisen, M., Zellman, G., Massett, H., & Murray, D. (2000). *Evaluating the Lions-Quest “Skills For Adolescence” drug education program: First year behavior outcomes*. Manuscript submitted for publication.

Report for U.S. Department of Education Expert Panel on Safe, Disciplined, and Drug-Free Schools. (n.d.). Newark, OH: Quest International.

Laird, M. (1992). *Evaluation of Lions-Quest “Skills for Adolescence” program: An analysis of students’ attitudes, use patterns, and knowledge about harmful drugs*. Newark, OH: Quest International.

Laird, M., & Black, S. (n.d.). *Service-Learning Evaluation Project: Program effects for at-risk students*. Newark, OH: Quest International.

Laird, M., & Syropoulos, M. (n.d.). *An evaluation of Lions-Quest’s Skills for Adolescence (Year 2)*. Newark, OH: Quest International.

Laird, M., & Syropoulos, M. (with Black, S.) (n.d.). *An evaluation of Lions-Quest’s Skills for Adolescence*. Newark, OH: Quest International.



PROGRAM RATINGS

Programs with ★ in bold are "Select SEL" programs.

Click on program title to see description and contact information.

★ **Lions-Quest**
("Skills" series)
1992, 1995, 1998, 2001
www.lions-quest.org

Literacy and Values
(Voices of Love and Freedom)
1996-99
www.abovetv.com

Meditation in the Schools
1994
www.rimodv.org

ME-ME Drug and Alcohol
Prevention Program
1993

Metropolitan Area
Child Study (MACS)
1991

★ **Michigan Model**
for Comprehensive
Health Education
1995
www.emc.cmich.edu

Missouri Comprehensive
Guidance Model
1998
www.mfcoe.missouri.edu

| Program | Grades | Materials Cost per 20 Students | PROGRAM DESIGN | | | | SOUND SEL INSTRUCTIONAL PRACTICE | | | | PROGRAM EFFECTIVENESS | | | IMPLEMENTATION SUPPORTS | | | SAFE & SOUND LEARNING ENVIRONMENTS | |
|---------------------------------------------------|----------|--------------------------------|----------------------|----------------|------------------|-----------------|----------------------------------|-----------------------------|---------------------------|--------------------------------|------------------------------------------|--------------------------|--------------------|--------------------------------|-------------------------|---------------------|------------------------------------|---|
| | | | Academic Integration | Self-Awareness | Social Awareness | Self-Management | Relationship Skills | Responsible Decision Making | Evidence of Effectiveness | Documenting Behavioral Impacts | Grant Implementation in Typical Settings | Professional Development | Student Assessment | Character Implementation Tools | Schoolwide Coordination | Family Partnerships | Community Partnerships | |
| Lions-Quest ("Skills" series) | K-12 | \$50-\$125 | ● | ◐ | ● | ● | ● | ● | ● | ● | ACAD SAP SOC | SAMH USED | ● | ● | ◐ | ● | ● | ● |
| Literacy and Values | K-12 | \$175-\$500 | C | ◐ | ◐ | ◐ | ● | ◐ | ◐ | ◐ | | | ● | ● | ◐ | ● | ● | ● |
| Meditation in the Schools | K-12 | \$38 | ● | ● | ● | ● | ● | ● | ◐ | ◐ | | | ● | ◐ | ◐ | ● | ◐ | ◐ |
| ME-ME Drug and Alcohol Prevention Program | K-6 | \$63 | ◐ | ◐ | ◐ | ◐ | ● | ◐ | ◐ | ◐ | | | ● | ◐ | ● | ◐ | ◐ | ◐ |
| Metropolitan Area Child Study (MACS) | 2-3, 5-6 | \$200 | ◐ | ◐ | ◐ | ● | ◐ | ◐ | ◐ | ◐ | ACAD VP | | ◐ | ◐ | ◐ | ◐ | ● | ◐ |
| Michigan Model for Comprehensive Health Education | K-12 | \$100-\$778 | ◐ | ◐ | ● | ● | ● | ● | ◐ | ◐ | SAP | USED | ● | ◐ | ◐ | ● | ● | ◐ |
| Missouri Comprehensive Guidance Model | K-12 | \$124 | A | ◐ | ◐ | ● | ◐ | ◐ | ◐ | ◐ | | | ◐ | ◐ | ● | ◐ | ◐ | ◐ |

Notes

1. Academic Integration Strategies:
A = applies SEL to study skill or academic content area
C = provides academic context that promotes SEL
T = promotes change in teaching strategies

2. ◐ = no evaluation of the program met CASEL design criteria

3. Documenting Behavioral Impacts:
ACAD = academic
SAP = substance abuse prevention
VP = violence prevention
HSD = healthy social development
GAP = general health promotion
SOC = other social behaviors

4. CDC = Center for Disease Control and Prevention
NIDA = National Institute on Drug Abuse
OASHP = Office of Juvenile Justice and Delinquency Prevention
SAMH = Substance Abuse and Mental Health Services Administration
USED = U.S. Department of Education
USSS = U.S. Surgeon General

Key

● = strength
◐ = promising
◑ = marginal
◒ = weakness