

# **Appendix A**

## **Exemplary and Promising Programs**

**Rated by**

**California Department of Education, Getting Results  
U.S. Department of Education Expert Panel  
Centers for Substance Abuse Prevention, Model Programs  
Blueprints for Violence Prevention**

**Table developed by**

**Healthy Kids Program Office  
California Department of Education**

## Exemplary and Promising Programs: Comparison of Recommendations

Programs with Crossover Recommendations	CDE Getting Results	USDE Expert Panel	CSAP Model Programs	Blueprints
Life Skills Training	■	■	■	■
Project Northland	■	■	■	■
Project STAR	■	■	■	■
Bullying Prevention Program	▲		▲	▲
Child Development Project	▲	▲	▲	
Multisystemic Therapy	▲		▲	▲
Project ALERT	▲	▲	▲	
Seattle Social Development Project	▲	▲		▲
Strengthening Families Program: For Parents and Youth 10-14		▲	▲	▲
T.N.T. (Project Towards No Tobacco Use)	▲	▲	▲	
All Stars		●	●	
Athletes Training and Learning to Avoid Steroids (ATLAS)		●	●	
Big Brothers Big Sisters	●			●
CASASTART		●		●
Creating Lasting Family Connections		●	●	
Functional Family Therapy	●			●
I Can Problem Solve (ICPS)		●		●
Lions-Quest Skills for Adolescence	●	●		
Minnesota Smoking Prevention Program	●	●		
Nurse Home Visitation	●			●
PATHS Curriculum (Promoting Alternative Thinking Strategies)		●		●
Perry Preschool Program	●			●
Positive Action		●	●	
Preparing for the Drug-Free Years (PDFY)		●		●
Project ACHIEVE	●		●	
Project PATH	●			●
Quantum Opportunities	●			●
Reconnecting Youth	●		●	
Students Managing Anger and Resolution Together (SMART Team)		●	●	

■ Programs recommended by all four groups or panels    ▲ Programs recommended by three groups or panels  
 ● Programs recommended by two groups or panels

## Exemplary and Promising Programs Selected by One Group or Panel

CDE Getting Results	USDE Expert Panel	CSAP Model Programs	Blueprints
Brain Power Project SHOUT Project TAPP Yale-New Haven Primary Prevention Project	Aggression Replacement Training AI's Pals: Kids Making Healthy Choices Community of Caring Facing History and Ourselves Growing Healthy Let Each One Touch One Mentor Linking the Interests of Families and Teachers (LIFT) Lions-Quest Working Toward Peace Michigan Model for Comprehensive School Health Education OSLC Treatment Foster Care Peace Builders Peacemakers Program: Violence Prevention for Students in Grades Four through Eight Peers Making Peace Primary Mental Health Project Responding in Peaceful and Positive Ways (RIPP) Say It Straight Training SCARE Program Second Step: A Violence Prevention Curriculum Social Decision Making/Problem Solving Teenage Health Teaching Modules The Think Time Strategy	Across Ages Brief Strategic Family Therapy Communities Mobilizing for Change on Alcohol Community Trials Project Coping Power Dare to Be You Early Risers "Skills for Success" Fairfax Leadership and Resiliency Family Advocacy Network Family Effectiveness Training The Incredible Years Series Keep a Clear Mind (KACM) Nurse-Family Partnership Preparing for Drug-Free Years Project SUCCESS Project Towards No Drug Use Residential Student Assistance Program (RSAP) SAFE Children Project Skills, Opportunity, and Recognition (SOAR) Smart Leaders The Social-Competence Promotion Program for Young Adolescents STARS for Families Stop Teenage Addiction to Tobacco (STAT)	Baltimore Mastery Learning Fast Track Intensive Protective Supervision Project Parent-Child Development Preventive Intervention Preventive Treatment Program Project Status School Transitional Environment Program Syracuse Family Development Research Program Treatment Foster Care Yale Child Welfare Project



## **Appendix B**

### **Summary Tables of Research on Here's Looking at You, DARE, and Quest**

# Here's Looking at You: An Evaluation of the Available Research

Study	Published?	Version	Design	Sample	Findings	Strengths/Limitations
<b>Barrett, C. J. 1989.</b> Substance Abuse Prevention: A program evaluation (Master's thesis, Southern Connecticut State University).	Unpublished master's thesis	HLAY 2000	Quasi-experimental, pre- and post-test, comparison group	Grades 5 and 6 in 10 Danbury, CT, elementary schools. Four hundred intervention students in 7 schools and 286 comparison students in 3 schools, one school had both intervention & comparison groups within.	<ul style="list-style-type: none"> <li>Significant change of "total" test score from pre- to post-test was noted in both the intervention and comparison groups.</li> <li>No difference was found between the two groups.</li> </ul>	<ul style="list-style-type: none"> <li>The instrument was developed to measure HLAY 2 and was not assessed for reliability or validity.</li> <li>Only knowledge scores contributed to significant positive change.</li> <li>No behavioral measures (e.g., drug use, truancy) were used.</li> <li>Pre-test level independent t-tests of homogeneity showed group equivalence by grade level, gender, and test scores.</li> </ul>
<b>Bubl 1988.</b> Evaluation of the Here's Looking at You, 2000 curriculum in rural Marion County, Oregon, schools (Master's thesis, university not provided).	Unpublished master's thesis	HLAY 2000	Quasi-experimental, pre- and post-test, comparison group	Grades 4, 5, 6, 7-9, & 10-12 268 experimental students in 16 classrooms and 103 comparison students in 5 classrooms	<ul style="list-style-type: none"> <li>Drug knowledge significantly increased.</li> <li>"Perceived social skills" increased.</li> <li>"Better implementation was related to better results."</li> </ul>	<ul style="list-style-type: none"> <li>The complete report and the specific results were not provided.</li> <li>The comparison group had only 24 students in any grade level.</li> <li>The reliability and validity of the instrument were not established.</li> <li>No examples of the test questions were provided.</li> <li>The social skills dimensions were measured in a limited number of groups, especially "Making Friends" (Grades 6-9 only), and "Decision-making" (Grades 10-12 only).</li> </ul>

Here's Looking at You: An Evaluation of the Available Research (Continued)

Study	Published?	Version	Design	Sample	Findings	Strengths/Limitations
<b>Chace-McNiel, C. 1990.</b> Learning objectives critique of HLAY 2000 Curriculum Plan (Technical report, Comprehensive Health Education Foundation, Boston, MA).	Unpublished technical report	HLAY 2000	Process evaluation: Cost breakdowns, teaching concerns, teacher training, availability information, review of whether grade-level curriculum meets learning objective.	N/A	N/A	The study was not an outcome evaluation.
<b>Connelly, T. 1990.</b> Drug and Alcohol Survey (Wappingers Central School District, Office of Special Counseling Programs).	Unpublished district-level technical report	HLAY 2000	Needs assessment done in 1986 and again in 1990, used as pre- and post-test. Although not stated when HLAY was implemented, 27 prevention programs were implemented during this period, including HLAY.	Grades 7-12 The number of students in 1986 was greater than 2,500, and the number was not stated for 1990.	Drug and alcohol measures showed reduced use.	<ul style="list-style-type: none"> <li>No information is provided about the age of the students responding in 1986 or in 1990 for group comparison.</li> <li>Results are provided as frequencies only.</li> <li>The study has weak, post-hoc design with no way to attribute findings to HLAY.</li> </ul>

# Here's Looking at You: An Evaluation of the Available Research (Continued)

Study	Published?	Version	Design	Sample	Findings	Strengths/Limitations
<p><b>Elman, L. 1990.</b> Here's Looking at You, 2000 Evaluation (technical report, Tacoma Public Schools, Tacoma, WA).</p>	<p>Unpublished technical report</p>	<p>HLAY 2000</p>	<ul style="list-style-type: none"> <li>Quasi-experimental design: 2nd and 4th graders in each of three groups were tested one time (baseline/control, experimental 1/tested after year 1, and experimental 2/tested after year 2).</li> <li>Quasi-experimental design: two groups of 8th graders. Comparison (pre-test only), experimental (pre-test and post-test).</li> </ul>	<p>Elementary and middle school students in Tacoma public schools</p> <p>The baseline/control group consisted of 498 students, the experimental 1 group included 576 students, and the experimental 2 group included 544 students.</p> <p>The grade 8 groups consisted of 462 comparison students and 687 experimental students.</p>	<p>2nd and 4th grades:</p> <ul style="list-style-type: none"> <li>The year 1 and year 2 groups showed a significant gain compared with the control group in the knowledge of drugs and the knowledge of refusal skills.</li> </ul> <p>8th grade:</p> <ul style="list-style-type: none"> <li>The post-test of the experimental group showed a significant gain in the knowledge of drugs and the knowledge of refusal skills compared with the control group and the pre-test results of the experimental group.</li> </ul>	<ul style="list-style-type: none"> <li>The study has a weak design (no post-test for 8th grade comparison; post-test for only 2nd and 4th grade students).</li> <li>Changes were in knowledge only; it is not known how refusal skills were measured.</li> <li>No equivalency testing was done between experimental and comparison groups.</li> </ul>

Here’s Looking at You: An Evaluation of the Available Research (Continued)

Study	Published?	Version	Design	Sample	Findings	Strengths/Limitations
<p><b>Hopkins, R. H., Mauss, A. L., Kearney, K. A., &amp; Weisheit, R. A. 1988.</b> Comprehensive evaluation of a model alcohol education curriculum.</p>	<p>Published in a peer-reviewed journal</p> <ul style="list-style-type: none"> <li><i>Journal of Studies on Alcohol</i>, 49(1), 38-50, 1988.</li> </ul>	HLAY (I)	<p>Quasi-experimental, pre- and post-tests (longitudinal follow-ups at one-month, one-year and two-year intervals after the intervention). Cross-sectional data were analyzed, and pre-tests were used to determine group equivalence between the experimental and comparison groups.</p>	<p>Grades 4-12 in five school districts (two large urban, one suburban, two small suburban or rural) located in Seattle and Portland. A total of 6,808 students (75.1% white, 49.9% male) for both the experimental and comparison groups.</p>	<ul style="list-style-type: none"> <li>Knowledge improved at several grade levels but was unchanged or worse in three of the levels.</li> <li>Self-concept, assuming responsibility for a problem, and approval for adults to use alcohol in moderation improved at most levels.</li> <li>Long-term effects were suggested to mediate problem behavior, but the results were minimal and unsystematic.</li> </ul>	<ul style="list-style-type: none"> <li>Reliability of test items was varied, but was very low for many; validity was not offered.</li> <li>This is an evaluation of the first version of HLAY introduced by the developers.</li> </ul>
<p><b>Kelly 1989.</b> Here’s Looking at You, Two: Curriculum evaluation (technical report, Human Organization Science Institute, Villanova University).</p>	Unpublished technical report	HLAY 2000	<p>Quasi-experimental, with pre- and post-tests with a one-year follow-up</p>	<p>Grades 4-11 in five districts of Pennsylvania, 1,698 experimental students and 1,005 comparison students. (There was a very high dropout rate. Only two of the five school districts had a substantial number for analysis.)</p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>There was a significant increase in drug knowledge for the experimental students, but not on self-esteem, coping, and decision making.</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>No gains for HLAY over controls on any measure.</li> </ul>	<p>A high dropout rate was noted.</p>

Here's Looking at You: An Evaluation of the Available Research (Continued)

Study	Published?	Version	Design	Sample	Findings	Strengths/Limitations
<p><b>Kim, S., McLeod, J. H., &amp; Shantzis, C. 1993.</b> An outcome evaluation of Here's Looking at You, 2000.</p>	<p>Published in a peer-reviewed journal</p> <ul style="list-style-type: none"> <li>• <i>Journal of Drug Education</i>, 23(1), 67-81, 1993.</li> </ul>	<p>HLAY 2000</p>	<p>Pre- and post-test (8-month interval) of eight junior high schools, two of which were randomly selected to serve as control schools.</p>	<p>Grades 7-8 in eight schools of a rural North Carolina county, 170 experimental students and 58 control students</p>	<p>No significant differences between the experimental and control groups were noted.</p>	<ul style="list-style-type: none"> <li>• No equivalency testing was done between experimental and control groups.</li> <li>• A very large number of dropouts was noted.</li> </ul>
<p><b>Landry, R. G. 1990.</b> Summary of Grand Forks, North Dakota, evaluation of HLAY 2000 (technical report, Board of Educational Services and Applied Research, University of North Dakota).</p>	<p>Unpublished technical report</p>	<p>HLAY 2000</p>	<p>Cross-sectional, one-time survey data comparing survey results by type of program reported to be used at each school</p>	<p>Data from grades 11-12 Students compared by curricula of exposure (822 of 10,938 students were exposed to HLAY 2000)</p>	<ul style="list-style-type: none"> <li>• Students' knowledge was the same across all curricula.</li> <li>• Students' self-esteem was better for HLAY.</li> <li>• Students' use of cigarettes, marijuana, and other drugs was better for HLAY.</li> <li>• Students' use of chewing tobacco was worse for HLAY.</li> </ul>	<ul style="list-style-type: none"> <li>• The study has a weak design.</li> <li>• No test of equivalence existed among compared student groups, and only one cross-sectional survey was used.</li> <li>• Reliability of the instrument is not known.</li> </ul>

## DARE Research Reviewed

There are many unpublished evaluation studies on DARE (Drug Abuse Resistance Education). In this update, only peer-reviewed published studies that were either meta-analyses of studies with rigorous designs or rigorously designed studies with one or more years of follow-up have been included. The exception is the inclusion of the one study conducted on the most recent update of the DARE curriculum.

Study	Published
Clayton, R.R., Cattarello, A.M., Day, L.E., & Walden, K.P. Persuasive communication and drug abuse prevention: An evaluation of the DARE program.	In L. Donohew, H. Sypher, & W. Bukowski (Eds.) (1991). <i>Persuasive communication and drug abuse prevention</i> (pp. 295–313). Hillsdale, NJ: Earlbaum.
Clayton, R.R., Cattarello, A.M., & Johnstone, B.M. The effectiveness of Drug Abuse Resistance Education (Project DARE): 5-year follow-up results.	(1996). <i>Preventive Medicine</i> , 25, 301–318.
Donnermeyer, J.F. & Davis, R.R. Cumulative effects of prevention education on substance use among 11th grade students in Ohio.	(1998). <i>Journal of School Health</i> , 68(4), 151–158.
Dukes, R.L., Stein, J.A., & Ullman, J.B. Long-term impact of Drug Abuse Resistance Education (D.A.R.E.): Results of a 6-year follow-up.	(1997). <i>Evaluation Review</i> , 21(4), 483–500.
Dukes, R.L., Ullman, J.B., & Stein, J.A. An evaluation of D.A.R.E. (Drug Abuse Resistance Education), using a solomon four-group design with latent variables.	(1995). <i>Evaluation Review</i> , 19(4), 409–435.
Dukes, R.L., Ullman, J.B., & Stein, J.A. Three-year follow-up of Drug Abuse Resistance Education (D.A.R.E.).	(1996). <i>Evaluation Review</i> , 20(1), 49–66.
Ennett, S.T., Tobler, N.S., Ringwalt, C.L., & Flewelling, R.L. How effective is Drug Abuse Resistance Education? A meta-analysis of project D.A.R.E. outcome evaluations.	(1994). <i>American Journal of Public Health</i> , 84(9), 1394–1401.
Hansen, W.B. & McNeal, R.B. How D.A.R.E. works: An examination of program effects on mediating variables.	(1997). <i>Health Education and Behavior</i> , 24(2), 165–176.
Lyman, D.R., Milich, R., Zimmerman, R., Novak, S.P., Logan, T.K., Martin, C., Leukefeld, C., & Clayton, R. Project D.A.R.E.: No effects at 10-year follow-up.	(1999). <i>Journal of Consulting and Clinical Psychology</i> , 67 (4), 590–593.
<i>Making the grade: A guide to school drug prevention programs.</i>	(1999). Washington, DC: Drug Strategies.
Pennsylvania Commission on Crime & Delinquency. Assessment of the D.A.R.E. program in Pennsylvania.	(1999, March). <i>The Justice Analyst</i> , 13(1), 1–10.
Rogers, E.M. <i>Diffusion of innovations</i> (4th ed.).	(1995). New York: The Free Press.
Wysong, E., Aniskiewicz, R., & Wright, D. Truth and DARE: Tracking drug education to graduation and as symbolic politics.	(1994). <i>Social Problems</i> , 41(3), 448–472.

# Quest Programs: An Evaluation of the Available Research

Study	Published?	Version	Design	Sample	Findings	Strengths/Limitations
<p><b>Eisen, M., Zellman, G. L., Massett, H. A., &amp; Murray, D. M. 2001.</b> Evaluating the Lions-Quest "Skills for Adolescence" drug education program: First year behavioral outcomes.</p>	<p>Accepted for publication in peer-reviewed journal</p> <ul style="list-style-type: none"> <li>• <i>Addictive Behaviors</i>, forthcoming.</li> </ul>	<p>Skills for Adolescence</p>	<p>Experimental; schools pair-matched within districts on 6th grade prevalence of recent use, randomly assigned to intervention or control group. Study students surveyed annually in grades 6-8. One-year follow-up still to be analyzed.</p>	<p>Grade 6 in 34 middle schools in four school districts in Los Angeles, Detroit, and Washington, D.C.: 7,426 multiethnic students. One-year post-test data from 6,239 7th graders.</p>	<ul style="list-style-type: none"> <li>• For pretest nonusers, recent cigarette smoking and lifetime marijuana use were significantly lower for intervention group.</li> <li>• Hispanics in intervention group less likely to ever and recently drink and to recently binge-drink.</li> <li>• For pre-test users, significant delays in transition from drinking to smoking, drinking to marijuana use, and binge-drinking to marijuana.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong study design</li> <li>• Fidelity of implementation was limited to eight "key sessions" out of 40.</li> <li>• Instruments used standard items.</li> <li>• Need for active parental consent may have biased the sample.</li> <li>• Schools were randomly assigned to condition but self-selected into study.</li> <li>• No negative effects were reported.</li> </ul>
<p><b>Goldsmith, L. 1990.</b> An evaluation of the influence of the Skills for Adolescence Program on the self-esteem and attitude toward school of sixth-grade Mexican-American students (doctoral dissertation, Baylor University, 1990). <i>Dissertation Abstracts International</i>, 51(4), 1119-1281.</p>	<p>Abstract from unpublished doctoral dissertation</p>	<p>Skills for Adolescence</p>	<p>Quasi-experimental, pre- and post-tests (eight-month interval) with a non-equivalent comparison group</p>	<p>Sixth-grade Mexican-American students in a south Texas county</p>	<ul style="list-style-type: none"> <li>• There was no significant difference between the intervention group and the comparison group on self-concept scores, as measured by the Coopersmith Self-esteem Inventory.</li> <li>• There was a significant increase in positive attitude toward school for the intervention groups compared with the nonintervention group.</li> </ul>	<ul style="list-style-type: none"> <li>• There was no measure of behavioral changes.</li> <li>• The numbers (Ns) were not reported in the abstract.</li> <li>• No negative effects were reported.</li> </ul>

# Quest Programs: An Evaluation of the Available Research (Continued)

Study	Published?	Version	Design	Sample	Findings	Strengths/Limitations
<p><b>Heinemann, G. 1990.</b> The effects of the Lions-Quest "Skills for Adolescence" Program on self-esteem development and academic achievement at the middle school level (doctoral dissertation, University of the Pacific, 1990). <i>Dissertation Abstracts International</i>, 51(6), 1890-2018.</p>	<p>Abstract from unpublished doctoral dissertation</p>	<p>Skills for Adolescence</p>	<p>Pre- and post-test design with an additional follow-up on a random sample of the original sample.</p>	<p>Middle school students in northern California: 384 intervention students and 793 comparison students.</p>	<ul style="list-style-type: none"> <li>No significant difference between the intervention and control students on enhancement of self-esteem or academic achievement, as measured by the Coopersmith Self-esteem Inventory (CSEI) and the Comprehensive Test of Basic Skills.</li> <li>On follow-up there was a significant decrease in the School Academic area of the self-esteem on the CSEI for the limited-English-proficient control students and a significant increase of this same score among 8th grade intervention students.</li> </ul>	<ul style="list-style-type: none"> <li>There was no measure of behavioral changes.</li> <li>No negative effects were reported.</li> <li>There was no information in the abstract about design or assignment of students to intervention and comparison group.</li> </ul>
<p><b>Kim, S. &amp; Laird, M. 1995.</b> An outcome evaluation of Lions-Quest <i>Skills for Growing</i>. First Edition, Grades K-5. Charlotte, NC: Database Evaluation Research.</p>	<p>Unpublished internal report</p>	<p>Skills for Growing</p>	<p>Pre- and post-test (six- to seven-month interval), random selection of classrooms to intervention or control group</p>	<p>Grades K-5 in 13 U.S. schools and one Canadian school: 1,304 intervention students and 612 comparison students  All schools had both intervention and comparison students.</p>	<ul style="list-style-type: none"> <li>Grades K-1 (eight schools): Significant positive impact was shown in the "health-oriented behaviors" of the intervention group; no other differences were found between the experimental (E) and control (C) groups.</li> <li>Grades 2-3 (11 schools): No difference was found between the E and C groups.</li> <li>Grades 4-5 (10 schools): Significant positive impact for the intervention group on "life skills," "conflict resolution," and the students' attitude toward their classroom environment.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation conducted before the latest program revisions.</li> <li>The instrument used, the Student Assessment Survey, lacked sensitivity; nearly all of the survey items were skewed to the extreme ends. Additionally, many of the behavioral dimensions were measured with only one or two survey items (e.g., health-oriented behaviors).</li> <li>No negative effects were reported.</li> </ul>

# Quest Programs: An Evaluation of the Available Research (Continued)

Study	Published?	Version	Design	Sample	Findings	Strengths/Limitations
<p>Laird, M., Bradley, R., &amp; Black, S. 1998. The final evaluation of Quest International's Skills for Action. Newark, OH: Quest International.</p>	<p>Unpublished internal report</p>	<p>Skills for Action</p>	<p>Random assignment of students to intervention or control group by classroom. Pre- and post-test (five- to six-month interval).</p>	<p>Twenty-five high schools in seven states  Total sample varied between 542 and 753, dependent upon the ability to link pre- and post-test scores on three different surveys.</p>	<ul style="list-style-type: none"> <li>The intervention group maintained a low risk for dropping out of school, while the control group experienced an increase in dropout risk.</li> <li>Intervention group: overall increase on attitudes about interpersonal competence in helping others and responsibility to the community compared with the control group.</li> </ul>	<ul style="list-style-type: none"> <li>Some control group students were exposed to the intervention.</li> <li>The Life Review Survey measured risk behaviors; however, reliability and validity of the instrument were not provided.</li> <li>No negative effects were reported.</li> </ul>

# Quest Programs: An Evaluation of the Available Research (Continued)

Study	Published?	Version	Design	Sample	Findings	Strengths/Limitations
<p>Laird, M., Syropoulos, M., &amp; Black, S. 1996. An Evaluation of Lions-Quest Skills for Adolescence. In Quest International, <i>Lions-Quest Skills for Adolescence</i>. Newark, Ohio: Quest International.</p>	<p>Unpublished internal report</p>	<p>Skills for Adolescence</p>	<p>Stratified random sample of schools and a random assignment of teachers to intervention and control groups, pre-test and post-tests (at the end of the intervention and a five-month follow-up).</p>	<p>Grades 7 and 8 in 12 schools from six geographic regions of Detroit, MI, 151 intervention students and 176 comparison students.</p>	<ul style="list-style-type: none"> <li>From equivalent baseline rates, a low rate of misconduct events (e.g., truancy, insubordination, verbal abuse) was maintained by the students who received the intervention compared with an increase in the control group.</li> <li>There were no significant differences found between the two groups on a measure of prosocial behavior.</li> <li>Significant gains in knowledge and positive attitudes by the intervention students, which was maintained at the five-month follow-up.</li> <li>The more faithfully teachers implemented the program, the better were the gains in student knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>On average teachers implemented only 40 of the 103 lessons.</li> <li>Each teacher was responsible for rating students' behavior, a measure that was found to be unreliable in a pilot study.</li> <li>No negative effects were reported.</li> </ul>

## Quest Programs: An Evaluation of the Available Research (Continued)

Study	Published?	Version	Design	Sample	Findings	Strengths/Limitations
<p><b>Ray, N. 1990.</b> The effects of participation in the Lions-Quest Skills for Adolescence Program on student self-concept at the middle school level (Adolescence) (doctoral dissertation, University of La Verne, 1990). <i>Dissertation Abstracts International</i>, 51(1), 82-153.</p>	<p>Abstract from unpublished doctoral dissertation</p>	<p>Skills for Adolescence</p>	<p>Quasi-experimental, pre- and post-tests (eight-week interval). There was no comparison group.</p>	<p>142 middle school students</p>	<ul style="list-style-type: none"> <li>• There was a significant increase in self-concept scores, as measured by the Piers-Harris Children's Self-Concept Scale.</li> <li>• There was an increase in scores for girls (compared with boys) and white and black students (compared with Hispanic).</li> </ul>	<ul style="list-style-type: none"> <li>• There was no control group.</li> <li>• There was no measure of behavioral changes.</li> <li>• No negative effects were reported.</li> </ul>