

Edition 12 – 4

Winter 2010

Research Précis

Best Practices: Safe and Drug-free Schools and Communities

Creating a better tomorrow...

Title: Linking the Interests of Families and Teachers (LIFT)

Overview:

Linking the Interests of Families and Teachers is a school- and population-based intervention program designed to improve positive social behavior, family interaction, and school/home coordination, reducing delinquent behavior later in life.

Target: Children grades 1-5 and their families living in at-risk neighborhoods

Extent/Duration of Program: The program consists of 20 one-hour classroom sessions over ten weeks. Six 2.5-hour parent sessions are provided, once per week.

Program Costs:

- Information regarding costs and associated materials, and training are available from the Oregon Social Learning Center.
- Training provided for families as integral part of program.

For further information, or to order:

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Principles/Approaches/Components: *Linking the Interests of Families and Teachers* is based on the premise that change at an early age can take place in child and parent behaviors that are most relevant to later development of adolescent delinquent and violent behaviors. The program focuses on oppositional and socially inept behavior in children and on discipline and monitoring strategies used by parents. It consists of three main components: (1) classroom-based social skills training for children, including problem-solving, skills review, and rewards; (2) the Good Behavior Game, focusing on group interaction and positive and negative behaviors of children at recess or in a playground setting; and (3) parent management training, including lecture, discussion, role-play of issues, and review and presentation of home practice exercises.

Evidence-based Effectiveness: Since its inception in 1990, pre-intervention, post-intervention, and yearly follow-up studies involving randomly selected first- and fifth-grade classes from 12 Eugene/Springfield area schools located in neighborhoods with high juvenile crime rates have yielded numerous positive results. Measurements were collected during the fall and spring of each year for 3 years, and all families in the selected grade level were asked to participate. When compared with children in the control group, evaluation results indicated that children who participated in the program had less physical aggression on the playground. This was especially true for those children who were most aggressive at pretest. Teacher ratings indicated an increase in positive social skills and classroom behavior of participating children, as well as a reduction in aversive behaviors for mothers of children who participated in the

program, especially those mothers with the highest initial levels of those behaviors. After 3 years, evaluations reveal that relative to fifth-grade youth in LIFT, fifth-grade youth in the control group were 2.2 times more likely to affiliate with misbehaving peers, 1.8 times more likely to be involved in patterned alcohol use, 1.5 times more likely to have tried marijuana, and 2.4 times more likely to be arrested by the age of 14.

Safe and Drug-free Schools and Communities Act (SDFSCA) connections:

E.viii - Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.

E.x - Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.

E.xi - Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

National Standards connections:

Grades 1 through 5

Health Education Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Health Education Standard 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

National Health Education Standards, Second Edition: Achieving Excellence. American Cancer Society, 2007.

Counseling: Personal and Social Development Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Counseling: Personal and Social Development Standard C: Students will understand safety and survival skills.

ASCA National Standards for Students. American School Counselor Association, 2004.

Recognition and additional reports:

The following organizations/institutions have recognized the *Linking the Interests of Families and Teachers*. The organizations are in alphabetical order and the recognition status is in parentheses.

Blueprints for Violence Prevention (Promising Program)

Office of Juvenile Justice and Delinquency Prevention (Exemplary Program)

SAMHSA (Promising Program)

2001 Surgeon General's Report (Promising Program)

U.S. Department of Education's expert panel on Safe, Disciplined and Drug-Free Schools (Promising Program)

GENERAL NOTES: The intent of the above synthesis and correlations is to assist teachers and school administrators dedicated to using best practices to reduce violence and substance abuse among students. To our knowledge, the information was current upon publication. However, details pertaining to status of program recognition, research and findings, costs, and contact information are subject to change.

Correlations to the Safe and Drug-free Schools and Communities Act (SDFSCA) federally approved activities and to national education standards have been limited in depth (“standard” level only) and breadth (number of standards and subjects) due to the encompassing nature of many programs that typically qualify as model or exemplary. The correlations listed should not be viewed as exhaustive.

Designed Instruction’s effective SDFS program research series was funded by the United States Department of Education. For information on other effective programs for promoting safe and drug-free schools and communities, visit www.designedinstruction.com/learningleads/effective-sdfs-programs.html

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