

## SCIENCE-BASED PROGRAMS LIST – NREPP RATING ANALYSIS

### AMERICAN INDIAN LIFE SKILLS DEVELOPMENT/ZUNI LIFE SKILLS DEVELOPMENT

Suicide is the second leading cause of death among American Indians 15 to 24 years old, according to Centers for Disease Control and Prevention data. The estimated rate of completed suicides among American Indians in this age group is about three times higher than among comparably aged U.S. youth overall (37.4 vs. 11.4 per 100,000, respectively). American Indian Life Skills Development (the currently available version of the former Zuni Life Skills Development program) is a school-based suicide prevention curriculum designed to address this problem by reducing suicide risk and improving protective factors among American Indian adolescents 14 to 19 years old. The curriculum includes anywhere from 28 to 56 lesson plans covering topics such as building self-esteem, identifying emotions and stress, increasing communication and problem-solving skills, recognizing and eliminating self-destructive behavior, learning about suicide, role-playing around suicide prevention, and setting personal and community goals. The curriculum typically is delivered over 30 weeks during the school year, with students participating in lessons 3 times per week. Lessons are interactive and incorporate situations and experiences relevant to American Indian adolescent life, such as dating, rejection, divorce, separation, unemployment, and problems with health and the law. Most of the lessons include brief, scripted scenarios that provide a chance for students to employ problem solving and apply the suicide-related knowledge they have learned. Lessons are delivered by teachers working with community resource leaders and representatives of local social services agencies. This team-teaching approach ensures that the lessons have a high degree of cultural and linguistic relevance even if the teachers are not Native American or not of the same tribe as the students. For example, the community resource leaders can speak to students in their own language to explain important concepts and can relate curriculum materials and exercises to traditional and contemporary tribal activities, beliefs, and values. A school counselor (typically of the same tribe) serves as the on-site curriculum coordinator. The Zuni Life Skills Development curriculum was developed with cultural components relevant to the people of the Zuni Pueblo in New Mexico and was tested and evaluated with that population. The Zuni curriculum served as the basis for the broader American Indian Life Skills Development curriculum that is now in use, which can be used with other American Indian populations when implemented with appropriate and culturally specific modifications.

#### PROGRAM REQUIREMENTS

- Universal, selective, and/or indicated prevention program
- Targets one or more alcohol, tobacco, drug, disruptive behavior, and/or violence outcomes
- Targets students in one or more grades K-12

**Does this program meet the minimum program requirements for inclusion on the Science-Based Programs List?**

- YES** This universal suicide prevention program targets Native American high school students.
- NO**

#### RESEARCH RATINGS FOR BEHAVIORAL OUTCOMES

Quality of Research Ratings by Criteria (0.0-4.0 scale)

Outcome	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Overall Rating
Outcome 1: Hopelessness	4.0	4.0	2.0	2.0	1.8	3.0	<b>2.8</b>
Outcome 2: Suicide prevention skills	2.5	1.5	2.0	2.0	3.0	3.0	<b>2.3</b>

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**Outcome 2: Suicide prevention skills**

Sixty-two of the 128 Zuni students who participated in the formal evaluation study of the Zuni Life Skills Development curriculum were randomly selected for the role-play behavioral assessment; 28 of the 62 came from a matched-pair sample. In four 10-minute role-play scenarios, Zuni adolescents played "helpers" paired with one of two non-Zuni, American Indian university students assuming the role of the suicidal person. (The Zuni tradition prohibits Zuni students from acting out the role of a suicidal person.) After two practice role-play scenarios, another two role-plays, which included a mild suicide threat and a more serious/imminent suicide threat, were videotaped for later rating by judges and peers blind to the intervention and control conditions. The videotaped suicide scenarios were rated independently by two American Indian graduate students trained as a team for 18 hours to apply the rating criteria uniformly, resulting in an interrater reliability of .85. Judges rated the suicide intervention and problem-solving skills displayed in the role-play scenarios across 10 criteria using a 6-point Likert scale that ranged from 1 (strongly disagree) to 6 (strongly agree). The same 10 criteria, with slight rewording, were used by peers who rated their classmates in the role-play scenarios. Students receiving the Zuni Life Skills Development curriculum demonstrated a higher level of suicide intervention skills compared with the no-intervention control group ( $p < .004$ ). Students across both groups demonstrated greater problem-solving skills in the scenario with the mild suicide threat than in the scenario with the more serious suicide threat ( $p < .005$ ).

Criteria:	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Study Design
Rating:	2.5	1.5	2.0	2.0	3.0	3.0	Quasi-Experimental
Meets Minimum:	✓		✓	✓	✓	✓	✓

**Do this program’s NREPP ratings meet the minimum research ratings for inclusion on the Science-Based Programs List?**

YES

NO NREPP reports one behavioral outcome related to violence for the American Indian Life Skills Development /Zuni Life Skills Development program. However, this behavioral outcome related to violence prevention skill development is not rated at or above the minimum standards on all criteria.