



**ADAPT's
Evidence-Based Practice
(EBP) Spotlight Series**

Botvin *LifeSkills Training* Program

Craig Zettle
Vice President
National Health Promotion Associates



RESOURCE SUPPLEMENT

August 30, 2022

TABLE OF CONTENTS

A Division for Advancing Prevention and Treatment (ADAPT)

| | |
|----------------------|---|
| ADAPT Overview | 3 |
|----------------------|---|

Botvin *LifeSkills Training* Program Webinar Resources

| | |
|--|----|
| About <i>LifeSkills Training</i> | 5 |
| Webinar Slides..... | 14 |
| Additional Web Resources..... | 34 |
| Webinar References..... | 35 |

ADAPT: A Division for Advancing Prevention & Treatment

Mission

The mission of ADAPT is to advance knowledge, skills, and quality outcomes in the field of substance use prevention while supporting successful integration of evidence-based strategies into communities.

Goals

1. Advance substance use prevention strategies through essential training and technical assistance services and resources.
2. Promote public health and public safety partnerships in substance use prevention.
3. Prepare the future public health and public safety workforces through student engagement in ADAPT operations and projects.

HIDTA Prevention

ADAPT supports the National High Intensity Drug Trafficking Area (HIDTA) Program by operationalizing the National HIDTA Prevention Strategy. ADAPT assists HIDTAs with implementing and evaluating substance use prevention strategies within their unique communities. ADAPT also keeps HIDTA communities up to date with advances in prevention science. A variety of trainings, technical webinars, and other resources to cultivate, nurture, and support hospitable systems for implementation are offered throughout the year.

Technical Assistance

Technical assistance is available to all HIDTA communities in the following domains:

- | | |
|--|-------------------------|
| 1. Identification of the Best Available Evidence in Substance Use Prevention | 6. Sustainability |
| 2. Training | 7. Early Response |
| 3. Implementation | 8. Prevention Messaging |
| 4. Evaluation | 9. Systems Development |
| 5. Finance/Budgeting | • Infrastructure |
| | • Assessment |

Learn More

Visit us at <https://www.hidta.org/adapt/> to learn about our technical assistance services, event and training announcements, resources, and more!

Contact Us

For more information, email us at adapt@wb.hidta.org or reach out to Lora Peppard at lpeppard@wb.hidta.org.

Connect with Us

For frequent updates from ADAPT, be sure to *follow* and *like* us on the platforms below. These platforms provide an opportunity to share resources and connect with each other.



Like our Facebook page today @

<https://www.facebook.com/ADAPT-100681361632663/>



Follow our LinkedIn Company page for the latest insights and updates @

<https://www.linkedin.com/company/adapt-a-division-for-advancing-prevention-treatment>



Follow us on Twitter @

https://twitter.com/ADAPT_CDPP



Subscribe to our YouTube channel for informative video content @

https://www.youtube.com/channel/UCbxhs3Kx69_OfAMw628PO7w/

To be notified of upcoming webinars, products, events,
and our quarterly newsletter, subscribe below:

SUBSCRIBE



ADAPT

A Division for Advancing
Prevention & Treatment

CULTIVATING PREVENTION



Botvin LifeSkills Training (LST)

Evidence-based prevention for healthy and drug-free youth

Botvin LifeSkills Training (LST) is an evidence-based series of programs designed to provide elementary, middle, and high school students with the knowledge and skills needed to lead happy, healthy, and drug-free lives.

LST teaches health information about the harmful effects of tobacco, alcohol and illicit drug use. It also teaches students the skills needed to build confidence, make pro-health choices, resist peer pressure, and develop resilience. LST has been extensively tested and proven effective. Overall, LST focuses on three major areas: Personal Self-Management Skills, Social & Communication Skills, and Drug Resistance Skills.

About the Developer:

LifeSkills Training (LST) was developed by Dr. Gilbert J. Botvin, a renowned expert on prevention and health behavior. Dr. Botvin is currently a Professor Emeritus of Psychology in Public Health at Cornell University's Weill Medical College. Dr. Botvin is widely acknowledged to be one of the leading experts in the world on tobacco, alcohol, and drug abuse prevention. He has more than 260 scientific papers and book chapters to his credit and has presented at over 300 national and international conferences.

➔ Personal Self-Management Skills



Students learn critical skills related to reducing their susceptibility to substance use or other health risk behaviors.

They learn skills such as goal-setting, decision-making, healthy ways to cope with stress and more.

➔ Social & Communication Skills



Students learn skills to help them navigate interactions in social settings and communicate effectively when interacting with their peers and others. They learn skills such as communicating effectively, verbal and non-verbal communication, how to start, continue, and end a conversation.

➔ Drug Resistance Skills



Students learn the information and skills needed to recognize and resist peer pressure and media influences that promote substance use and other unhealthy behaviors. Included are skills for identifying persuasive advertising tactics and media messages; refusal skills to resist peer pressure



Botvin LifeSkills Training

Prevención basada en evidencia para jóvenes sanos y sin drogas

Botvin LifeSkills Training (LST) es una serie de programas basados en evidencia diseñados para proporcionar a los estudiantes de escuela primaria, intermedia y secundaria el conocimiento y las habilidades necesarias para llevar una vida feliz, saludable y sin drogas.

LST enseña información de salud sobre los efectos nocivos del consumo de tabaco, alcohol y drogas ilícitas. También les enseña a los estudiantes las habilidades necesarias para generar confianza, tomar decisiones favorables a la salud, resistir la presión de los compañeros y desarrollar resiliencia. LST ha sido ampliamente probado y se ha probado que es efectivo. En general, LST se centra en tres áreas principales: Habilidades de autogestión personal, Habilidades sociales y de comunicación y Habilidades de resistencia a los medicamentos.

Sobre el desarrollador:

LifeSkills Training (LST) fue desarrollado por el Dr. Gilbert J. Botvin, un reconocido experto en prevención y comportamiento saludable. El Dr. Botvin es actualmente profesor emérito de psicología en salud pública en el Weill Medical College de la Universidad de Cornell. El Dr. Botvin es ampliamente reconocido como uno de los principales expertos en el mundo en la prevención del abuso del tabaco, el alcohol y las drogas. Tiene más de 260 artículos científicos y capítulos de libros en su haber, y se ha presentado en más de 300 congresos nacionales e internacionales.

➔ **Habilidades de autogestión personal**



Los estudiantes aprenden habilidades críticas relacionadas con la reducción de su susceptibilidad al uso de sustancias u otros comportamientos de riesgo para la salud.

Aprenden habilidades como el establecimiento de metas, la toma de decisiones y formas saludables de lidiar con el estrés, entre otras.

➔ **Habilidades sociales y de comunicación**



Los estudiantes aprenden habilidades para ayudarlos a navegar las interacciones en entornos sociales y comunicarse de manera efectiva cuando interactúan con sus compañeros y otros.

Aprenden habilidades como comunicarse de manera efectiva, comunicación verbal y no verbal, cómo iniciar, continuar y finalizar una conversación.

➔ **Habilidades de resistencia a las drogas**



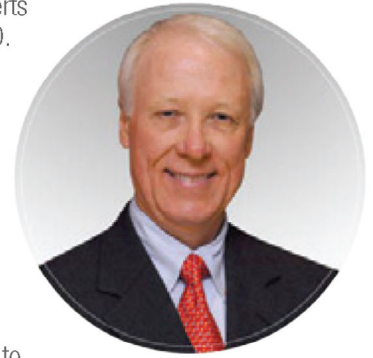
Los estudiantes aprenden la información y las habilidades necesarias para reconocer y resistir la presión de los compañeros y las influencias de los medios que promueven el uso de sustancias y otros

comportamientos nocivos para la salud. Se incluyen habilidades para identificar tácticas publicitarias persuasivas y mensajes de los medios; habilidades de rechazo para resistir la presión de los compañeros.

About the Developer

The Botvin *LifeSkills Training* program was developed by Dr. Gilbert J. Botvin, one of America's foremost experts on health behavior and substance abuse prevention. Dr. Botvin has a B.A. from Colgate University and a Ph.D. in psychology from Columbia University. He has been a member of the faculty at Cornell University's Weill Medical College for over 30 years, serving as a professor of psychology in public health and psychiatry, chief of the division of prevention and health behavior, director of Cornell's Institute for Prevention Research, and currently as professor emeritus.

Dr. Botvin has published over 250 scientific papers and book chapters, has been an invited speaker at major scientific conferences around the world, and has been an advisor to leading health agencies such as the World Health Organization, National Institute on Drug Abuse, U.S. Department of Education, Centers for Disease Control and Prevention, and the White House Office of Drug Policy. He has been honored with many awards for his groundbreaking work in prevention, including the FBI's National Leadership Award, a MERIT award from the National Institute on Drug Abuse, and the presidential award for lifetime contributions to prevention science from the Society for Prevention Research.



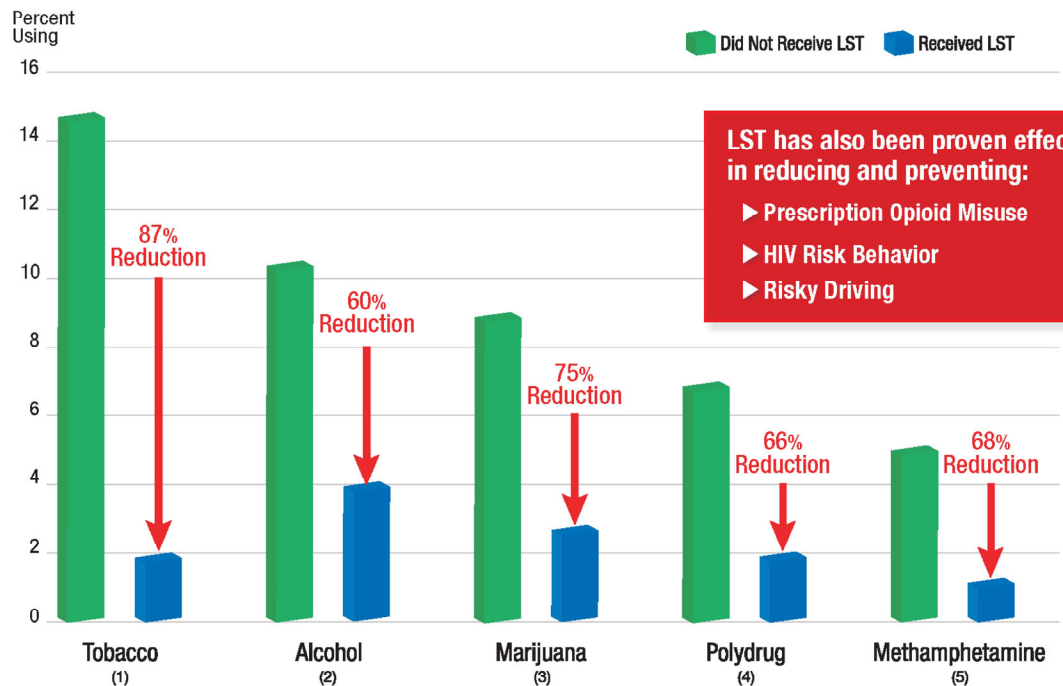
Program Research

Botvin *LifeSkills Training*: Top-Rated Substance Abuse Prevention Program

Botvin *LifeSkills Training* is a groundbreaking substance abuse prevention program based on more than 35 years of peer-reviewed scientific research. *LifeSkills Training* now holds the distinction of being the top research-based substance abuse prevention program in the country.

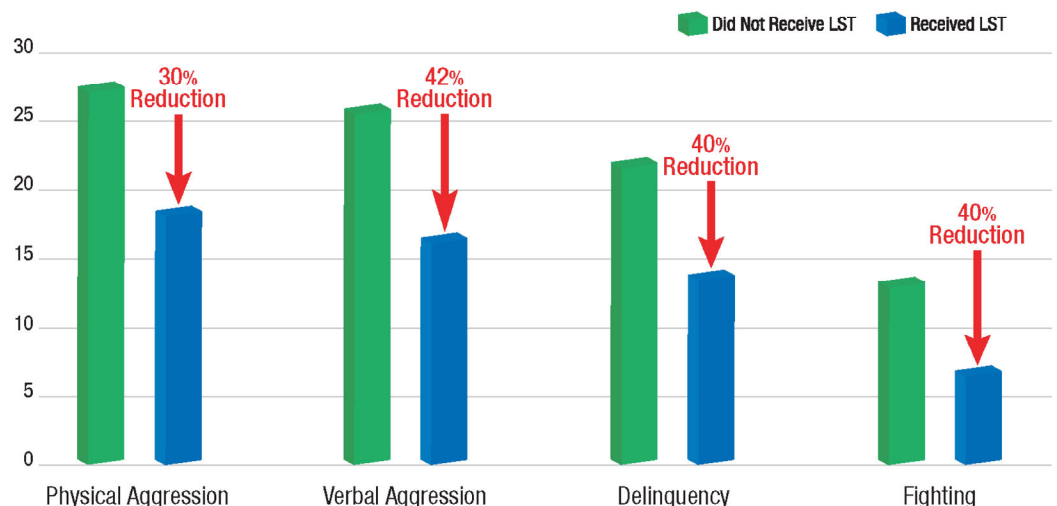
Sources: (1) Journal of Behavioral Medicine (1983), (2) Journal of Studies on Alcohol (1984), (3) Journal of Consulting and Clinical Psychology (1990), (4) Journal of the American Medical Association (1995), and (5) Archives of Pediatric & Adolescent Medicine (2006). Please contact us for more information on these and other studies.

Follow-Up Results from 5 Published Studies



Violence and Delinquency Prevention

Source: Preventing youth violence and delinquency through a universal school-based prevention approach. Prevention Science (2006).



Contact us
to find out how
LifeSkills Training
can be used as a
violence prevention
program.

Botvin e-Learning Prevention Programs and Games



e-LST Middle School **Grades 6, 7, or 8**

NEW

A comprehensive program specifically designed to provide presentation and practice of essential life skills. Can be implemented as an online or hybrid delivery model. Free Drug prevention module included.



e-LST High School **Grades 9 or 10**

NEW

A unique combination of engaging self-paced skills learning combined with 'live' skills practice. Can be implemented as a online or hybrid delivery model. Free Rx Drug Prevention Module included.



e-LST College

NEW

An interactive skills-based program designed to provide college students with essential life skills to prevent health risks. The skills and content in e-LST College is specifically designed to reduce substance abuse and unwanted sexual contact.



LST Galaxia **Grades 6 - 8**

NEW

Award-winning and highly engaging prevention education game to help students gain experience and confidence to use life skills. The interactive game play and storyline includes substance abuse prevention topics as well as bullying and cyberbullying.

Program Recognition

Model Program

Center for Substance Abuse Prevention

Program Overview

The Botvin *LifeSkills Training* Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve knowledge of essential life skills — all of which promote healthy and positive personal development.

Target Audience

Designed for children in grades 3 – 6, the program can be taught in school, community, and after-school settings.

Program Learning Objectives

The Botvin *LifeSkills Training* Elementary School program uses a scientific approach for addressing the critical factors found to promote substance abuse through a combination of provider-led activities and coaching with peer interaction. This highly interactive program strengthens students' abilities in the following areas:

- **Personal Self-Management Skills**
Students develop skills that enhance self-esteem, develop problem-solving skills, help them reduce stress and anxiety, and manage anger.
- **General Social Skills**
Students gain skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence.
- **Drug Resistance Skills**
Students build effective defenses against pressures to use tobacco and other substances.

Program Structure*

The program consists of 8 class sessions (approximately 30 – 45 minutes each session) per year across all three years, beginning in either grade 3 or 4.

Level 1 (Grades 3/4): 8 class sessions

Level 2 (Grades 4/5): 8 class sessions

Level 3 (Grades 5/6): 8 class sessions



“The LST Elementary program is so easy to teach. I have really enjoyed watching the kids have so much fun with the lessons while gaining so much confidence in themselves.”

— Elementary School Teacher

The program can be taught either on an intensive schedule (two to three times a week) until the program is complete, or on a more extended schedule (once a week for eight weeks).

The Elementary School program can be used either alone or in combination with the Middle School program. Under ideal conditions, it should be implemented in a sequential manner across all three years of upper elementary school. However, the elementary program is designed to be flexible and can be implemented over one, two, or three years, depending on the availability of time.

Program Components

Each level includes the following materials:

- Comprehensive, easy-to-use Teacher's Manual
- Student Guide

Provider Training Services

to fit all your needs
LifeSkills Training
Online • On-site

MIDDLE SCHOOL PROGRAM / Gilbert J. Botvin, Ph.D.

Program Recognition

Exemplary Program

U.S. Department of Education

Model Program

Blueprints for Blueprints for Healthy Youth Development

Center for Substance Abuse Prevention

Office of Juvenile Justice and Delinquency Prevention

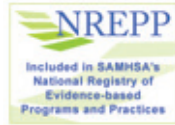
Office of National Drug Control Policy

Programs That Work

National Institute on Drug Abuse

Top Tier

Coalition for Evidence-Based Policy



Program Overview

The Botvin *LifeSkills Training* Middle School program is a groundbreaking substance abuse prevention program based on more than 35 years of rigorous scientific research. Proven to be the most effective evidence-based programs used in schools today, *LifeSkills Training* is comprehensive, dynamic, and developmentally designed to promote positive youth development.

In addition to helping children resist drug, alcohol, and tobacco use, as well as prescription opioid misuse, the Botvin *LifeSkills Training* Middle School program also effectively supports the reduction of violence and other high-risk behaviors.

Target Audience

Designed for children in grades 6 – 9, the program can be taught in school, community, and after-school settings.

Program Learning Objectives

The Botvin *LifeSkills Training* Middle School program uses a scientific approach and a combination of coaching with peer-interaction and provider-led activities to address the critical factors found to promote substance abuse. This highly interactive program strengthens student resistance skills in the following areas:

■ Personal Self-Management Skills

Students develop skills that help them enhance self-esteem, develop problem-solving abilities, reduce stress and anxiety, and manage anger.

■ General Social Skills

Students gain skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence.

■ Drug Resistance Skills

Students build effective defenses against pressures to use tobacco, alcohol, and other drugs.

“I enjoy delivering the LifeSkills Training program because it provides real opportunities for students to learn critical life lessons in a way that is fun, engaging and relevant. As a prevention educator, it is rewarding to know that what I am doing is truly having a positive impact on my students.”

-Prevention Educator

Program Structure*

The program is designed to be taught in sequence over three years in middle school or junior high. The curriculum is intended to be taught sequentially to build on skills learned in the previous levels. The first level should be implemented with 6th or 7th grade students, followed by booster sessions (levels 2 and 3).

Level 1 (Grades 6/7): Core Level

15 class sessions plus 3 optional violence prevention sessions

Level 2 (Grades 7/8): Booster Level

10 class sessions plus 2 optional violence prevention sessions

Level 3 (Grades 8/9): Booster Level

5 class sessions plus 4 optional sessions

The program can be taught either on an intensive schedule (two to three times a week) until the program is complete, or on a more extended schedule (once a week).

Although one year of Botvin *LifeSkills Training* has been proven to achieve measurable positive effects, multi-year implementation is strongly recommended. For maximum effectiveness, the entire *LifeSkills Training* Middle School curriculum should be implemented.

Program Components

Each level includes the following materials:

- Comprehensive, easy-to-use Teacher's Manual
- Student Guide
- Companion website

Program Overview

The Botvin *LifeSkills Training* High School program is a highly interactive, skills-based program designed to promote positive health and personal development for high school youth. Based on the highly effective *LifeSkills Training* curriculum, this program helps adolescents navigate the challenges of the high school years and prepares them for the independence and responsibilities that they will encounter as young adults. The *LifeSkills Training* High School program uses developmentally appropriate, collaborative learning strategies to help students achieve competency in the skills that have been found to reduce and prevent substance use and violence.

Target Audience

Designed for use in the 9th or 10th grade, the Botvin *LifeSkills Training* High School program can be taught in school, community, and after-school settings.

Program Learning Objectives

The Botvin *LifeSkills Training* High School program is an integrated approach that helps to develop personal, interpersonal, and drug resistance skills. The curriculum is designed to strengthen student abilities in the following areas:

- **Personal Self-Management Skills**
Students develop strategies for making healthy decisions, reducing stress, and managing anger.
- **General Social Skills**
Students strengthen their communication skills and learn how to build healthy relationships.
- **Drug Resistance Skills**
Students understand the consequences of substance abuse, risk-taking, and the influences of the media.

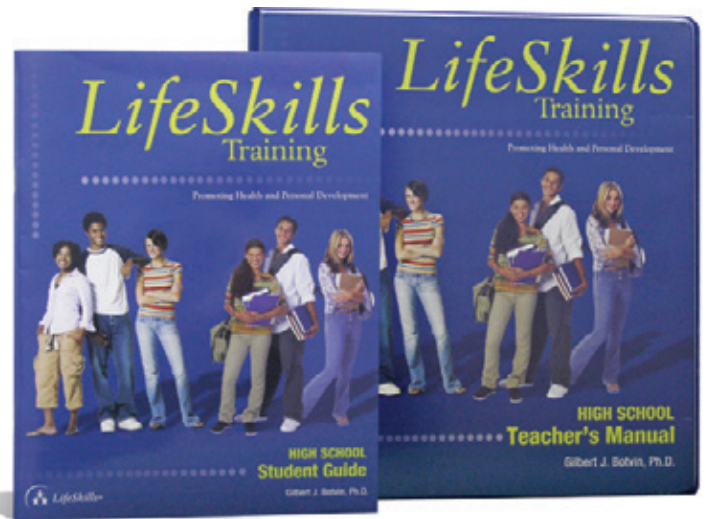
Program Structure*

The program is designed to be implemented in 10 class sessions (approximately 40 – 45 minutes each session). The program can be taught either on an intensive schedule (two to three times a week until the program is complete) or on a more extended schedule (once a week for 10 weeks). The High School program can be used alone or in combination with the Botvin *LifeSkills Training* Middle School program, or with the *LifeSkills Training* Transitions program as a maintenance program.

**Provider Training
Services**
to fit all your needs
LifeSkills Training
Online • On-site

Cuts Drug Abuse in Half

—World Journal of Preventive Medicine 2015



“The activities in the high school curriculum are engaging and easy to teach. The topics are relevant to the students, and spark very valuable discussions in the classroom.”

—Substance Abuse Prevention Coordinator

Program Components

The Botvin *LifeSkills Training* High School program includes the following materials:

- Comprehensive, easy-to-use Teacher's Manual
- Student Guide
- Companion website



Botvin LifeSkills Training High School Companion Website

with activities and resources for students and teachers
Visit www.lifeskillstraining.com/hsweb
for more information.

TRANSITIONS PROGRAM / Gilbert J. Botvin, Ph.D.

Program Overview

The Botvin *LifeSkills Training* Transitions program is a highly interactive, skills-based program designed to promote positive health and personal development. This program helps older adolescents navigate the transition from high school into the workforce and higher education. The *LifeSkills Training* Transitions program helps students achieve competency in the skills that not only are key to success but also have been found to reduce and prevent substance use and violence.

Target Audience

Designed for use in the 11th or 12th grade, the Botvin *LifeSkills Training* Transitions program can be taught in school, community, and after-school settings.

Program Learning Objectives

The *LifeSkills Training* Transitions program uses a developmentally appropriate, integrated approach designed to strengthen student abilities in the following areas:

- **Personal Self-Management Skills**
Provides students with strategies for healthy decision-making, managing stress, and managing time and money.
- **General Social Skills**
Enables students to strengthen their communication skills and build and maintain relationships in a variety of settings.
- **Drug Resistance Skills**
Empowers students to understand the consequences of substance use and risk-taking.

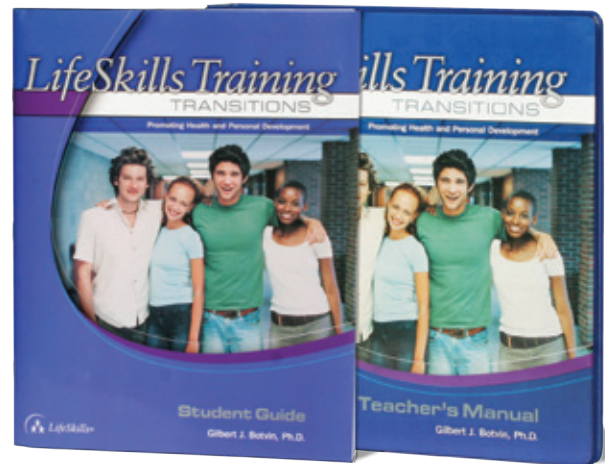
Program Structure*

This program is designed to be implemented in 6 class sessions (approximately 40-45 minutes each session). The program can be taught either on an intensive schedule (two to three times a week until the program is complete) or on a more extended schedule (once a week for 6 weeks). The Transitions program can be used alone or in combination with the Botvin *LifeSkills Training* High School program.

Program Components

The Botvin *LifeSkills Training* Transitions program includes the following materials:

- Comprehensive, easy-to-use Teacher's Manual
- Student Guide



“Through *LifeSkills* we are equipping students with skills that they need to be productive members of society and be happy and healthy.”

—LifeSkills Instructor

**Provider Training
Services**
to fit all your needs
LifeSkills Training
Online • On-site

Parent Program / Gilbert J. Botvin, Ph.D.

Program Overview

The award-winning Botvin *LifeSkills Training* Parent Program is designed to help parents strengthen communication with their children



and prevent them from using substances. This powerful prevention tool is ideal for individual use at home. The comprehensive guide and DVD included in this program contain materials and exercises that help parents teach their children the skills to resist the threats of tobacco, drugs, and violence. These tools

help parents prepare their children for a successful progression from adolescence to early adulthood.

Target Audience

Designed for parents and guardians of students in grades 6 – 9.

Program Learning Objectives

The Botvin *LifeSkills Training* Parent Program is divided into four easy-to-use sections:

■ Section 1: Introduction

Gives an overview of the issues related to adolescent drug abuse.

■ Section 2: Protective Family Factors

Provides parents with information on how to be a good role model for their children, ways to convey a clear anti-drug message, and tips for effective family communication and parental monitoring.

■ Section 3: General Life Skills

Provides parents with information and engaging activities to help their children develop personal self-management and social skills.

■ Section 4: Additional Resources

Offers a comprehensive listing of resources to guide parents who are seeking additional information.

Self-Study Program Components

Parent Guide This clear and comprehensive resource gives parents the knowledge and skills to encourage healthy behavior that helps prevent their children from using drugs.

Parent DVD This valuable visual resource introduces each of the five protective family factors through a variety of examples and scenarios.

Workshop Set

The Botvin *LifeSkills Training* Parent Program Workshop Set is designed to provide parent workshop leaders with materials suited for workshop delivery. The set includes:

■ Leader's Guide

A step-by-step manual for workshop facilitators provides activities and instructions for implementing parenting workshops. It includes lesson plans for each session, implementation tips, and a Parent DVD.

■ Parent Workshop Guide

Specifically designed for facilitated workshops, the Botvin *LifeSkills Training* Parent Workshop Guide contains the Protective Family Factors and General Life Skills sections from the full Parent Program. Used in conjunction with the Parent Program Leader's Guide, this guide allows facilitators to address specific needs of parents in their community.



available in
Spanish

Evidence-Based Programs for Schools, Communities, and Families



1

Overview

- Challenges and Solutions
- The Botvin LST Approach
- LST Programs and Intended Audience
- Program Implementation
- LST Outcomes
- Q&A

3

Challenges and Solutions

4

MTF Usage Rates (2020) 8th, 10th, and 12th Grades

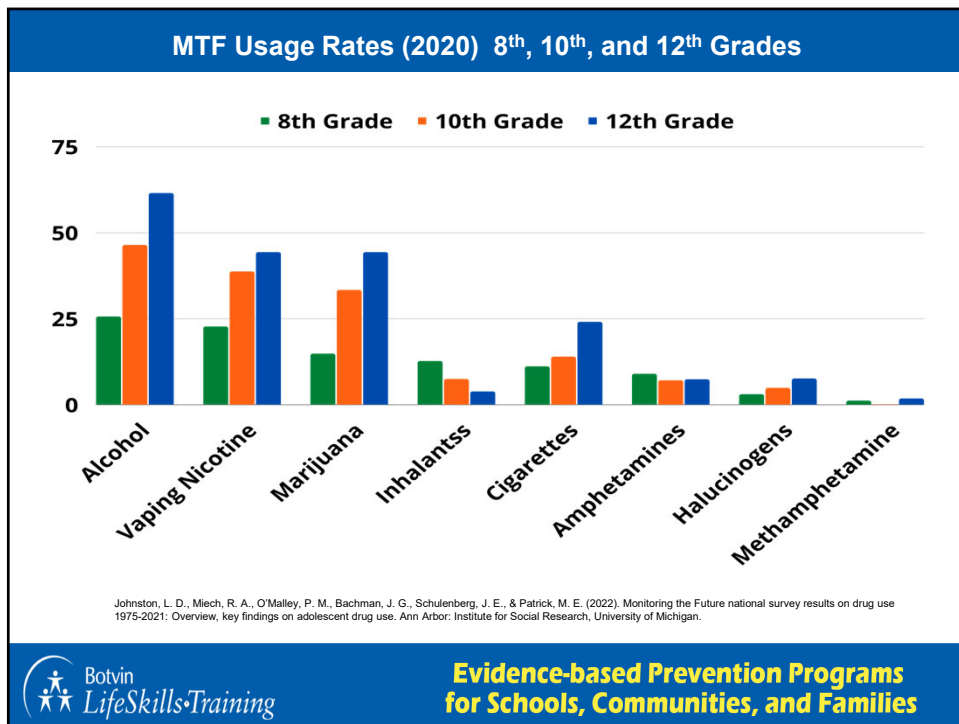
| Substances MTF 2020 | 8th Grade | 10th Grade | 12th Grade |
|------------------------|-----------|------------|------------|
| Alcohol | 25.6% | 46.4% | 61.5% |
| Vaping Nicotine | 22.7% | 38.7% | 44.3% |
| Marijuana | 14.8% | 33.3% | 43.7% |
| Inhalants | 12.6% | 7.4% | 3.8% |
| Cigarettes | 11.1% | 13.9% | 24.0% |
| Amphetamines | 8.9% | 7.0% | 7.3% |
| Halucinogens | 3.0% | 4.8% | 7.5% |
| Methamphetamine | 1.1% | 0.8% | 1.7% |

Alcohol, Vaping
Nicotine,
Marijuana, and
Cigarettes
combined...

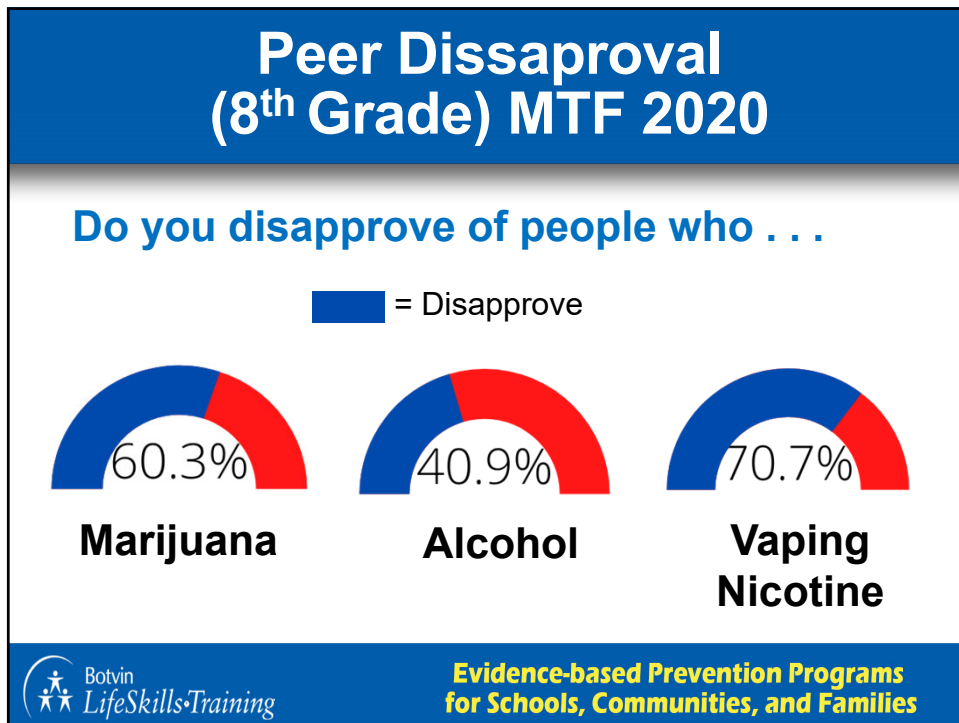
74.2%

Source:
Johnston, L. D., Miech, R. A., O'Malley, P. M., Bachman, J. G., Schulenberg, J. E., & Patrick, M. E. (2022). Monitoring the Future national survey results on drug use 1975-2021: Overview, key findings on adolescent drug use. Ann Arbor: Institute for Social Research, University of Michigan.

5



6



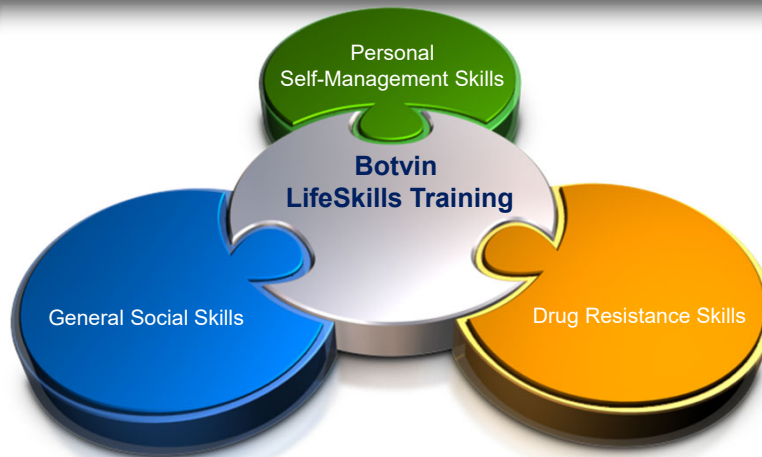
7

Botvin LifeSkills Training (LST)

What is LST?

- Designed to address **key risk and protective factors** associated with the **initiation** and **escalation** of alcohol, tobacco, and illicit drug use.
- Evidence-based program with more than 35 federally funded, peer-reviewed and published papers
- Developed by Gilbert J. Botvin, Ph.D.
- Effective in rural, urban, and suburban populations

The Botvin LST Approach



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

10



Sessions per Level

| Level | Grade Level | # of sessions | Duration |
|-----------------------|--------------------------------------|----------------------|--------------|
| Elementary Level 1 | 3 rd | 8 sessions | 30 – 40 mins |
| Elementary Level 2 | 4 th | 8 sessions | 30 - 40 mins |
| Elementary Level 3 | 5 th | 8 sessions | 30 - 40 mins |
| Middle School Level 1 | 6 th | 15 core + 3 optional | 45 – 50 mins |
| Middle School Level 2 | 7 th | 10 core + 2 optional | 45 – 50 mins |
| Middle School Level 3 | 8 th | 5 core + 4 optional | 45 – 50 mins |
| High School | 9 th or 10 th | 10 sessions | 45 – 50 mins |
| Transitions | 11 th or 12 th | 6 sessions | 45 – 50 mins |



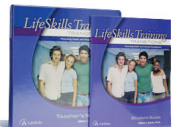
**Evidence-based Prevention Programs
for Schools, Communities, and Families**

15




Botvin
LifeSkills Training

Program
Materials

| | | | |
|--|--|--|---|
|  <div> <u>Elementary</u> <ul style="list-style-type: none"> • Student Guide • Teacher's Manual <p>Optional: CD ROM support</p> </div> |  <div> <u>Middle School</u> <ul style="list-style-type: none"> • Student Guide • Teacher's Manual • Smoking Biofeedback DVD • Stress Management Audio CD • Companion Website (FREE) • Session Support Slides </div> |  <div> <u>High School</u> <ul style="list-style-type: none"> • Student Guide • Teacher's Manual • Companion Website (FREE) </div> |  <div> <u>Transitions</u> <ul style="list-style-type: none"> • Student Guide • Teacher's Manual </div> |
|--|--|--|---|



Grades 3 - 12

17



Botvin
LifeSkills Training

Implementation Fidelity and Flexibility



Botvin
LifeSkills Training

Evidence-based Prevention Programs
for Schools, Communities, and Families

22

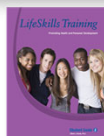
How is the program implemented?

- Best results are achieved with provider fidelity
 - Teach the full scope and sequence
 - Teach the units in order
 - Teach at least 1 x week
- The program can be implemented more than once a week to accommodate different schedules

23

Scheduling and Flexibility

LST Middle School



| Level 1 | Level 2 | Level 3 |
|-------------------------|-------------------------|------------------------|
| 15 - 18 sessions | 10 - 12 sessions | 5 - 9 sessions |
| 50 - 60 minutes | 50 - 60 minutes | 50 - 60 minutes |
| 15 - 18 hours | 10 - 12 hours | 5 - 9 hours |

| | 1 x week | 2 x week | 3 x week |
|---------|---------------|-------------|-------------|
| Level 1 | 15 – 18 weeks | 8 – 9 weeks | 5 – 7 weeks |
| Level 2 | 10 – 12 weeks | 5 – 6 weeks | 3 – 4 weeks |
| Level 3 | 5 – 9 weeks | 3 – 5 weeks | 2 – 3 weeks |

24

Scheduling and Flexibility

| | |
|----------|----------------|
| Health | Science |
| Math | English |
| History | Social Studies |
| Advisory | Phys. Ed. |

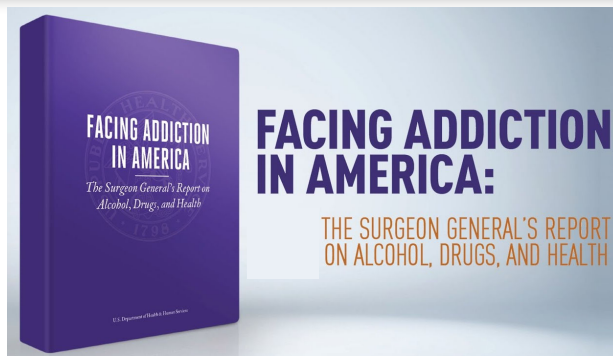
Where will you teach LST?



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

25

The **Surgeon General** recently named **Botvin LifeSkills Training (LST)** as one of the **most effective school-based programs** for adolescents aged 10 to 18*



The Surgeon General's Office reviewed nearly 600 programs and cited only 42 programs as evidence-based, meaning proven **scientifically effective**.

"One well-researched and widely used program is LifeSkills Training, a school-based program delivered over 3 years. Research has shown that this training delayed early use of alcohol, tobacco, and other substances..." (Surgeon General's Report on Alcohol, Drugs, and Health)

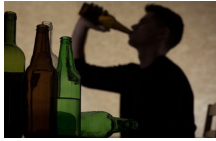


**Evidence-based Prevention Programs
for Schools, Communities, and Families**

26

LST Elementary

Alcohol



25%

Tobacco



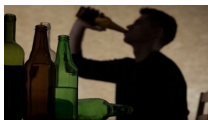
61%



27

LST Middle School

Alcohol



60%

Tobacco



87%

Marijuana



75%

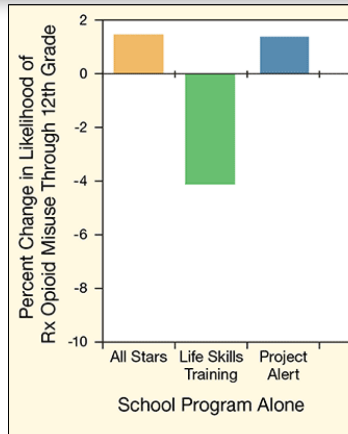


Also proven effective
in reducing:

- Meth
- HIV/STD Risk Behavior
- Risky Driving
- Rx Prevention (NEW!)

28

Opioid Misuse



- LST recipients were less likely to misuse opioids throughout middle and high school.
- Researchers concluded that the likelihood of initiating opioid misuse by 12th grade was reduced by 4.4%.
- Estimated savings of \$6,887 for each child prevented from misusing opioids.

Sources: Crowley, D.M.; Jones, D.E.; Coffman, D.L.; Greenberg, M.T. Can we build an efficient response to the prescription drug misuse epidemic? Assessing the cost effectiveness of universal prevention in the PROSPER trial. *Preventive Medicine* 62:71-77, 2014.

Spoth, R.; Trudeau, L.; Redmond, C.; Shin, C. Replication RCT of early universal prevention effects on young adult substance misuse. *Journal of Consulting and Clinical Psychology* 82(6):949-963, 2014.

e-LST Middle School (e-learning)



Grade 6, 7, or 8

Cigarette Smoking



Up to

57%

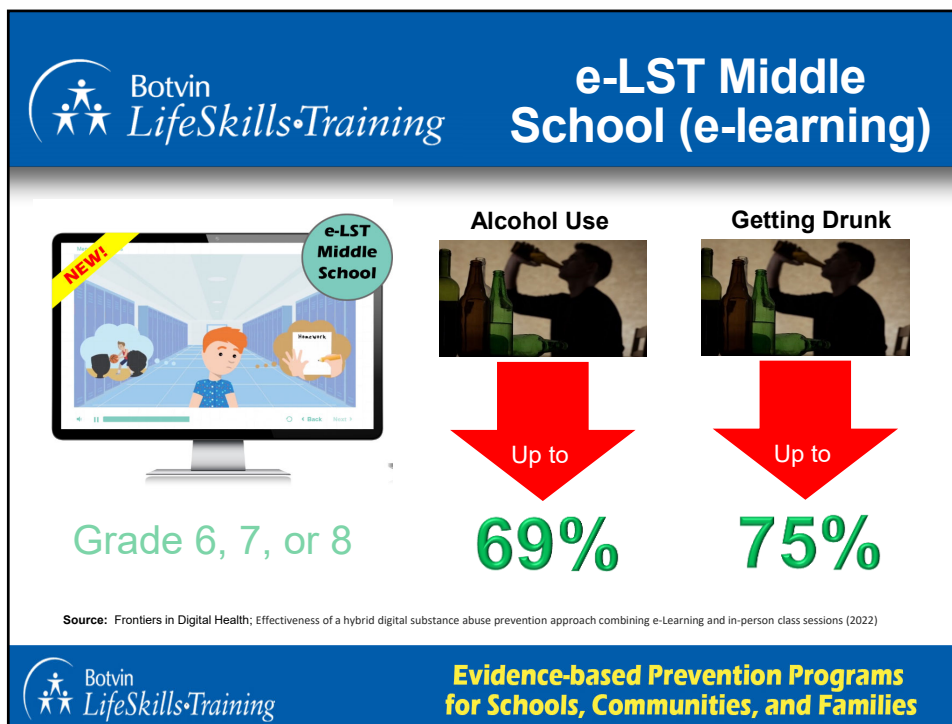
Vaping



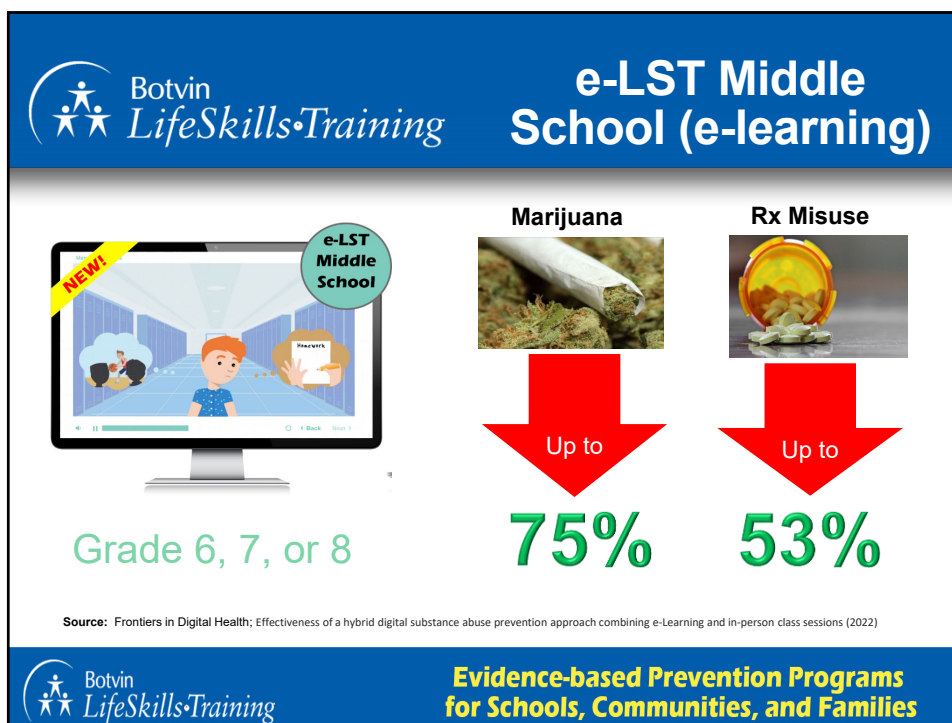
Up to

70%

Source: Frontiers in Digital Health; Effectiveness of a hybrid digital substance abuse prevention approach combining e-Learning and in-person class sessions (2022)



31





32

ONE PROGRAM MULTIPLE BENEFITS

WHAT'S ON YOUR CHECKLIST?

| | |
|--------------------------|---|
| SMOKING AND VAPING | ✓ |
| ALCOHOL | ✓ |
| MARIJUANA | ✓ |
| RX DRUG MISUSE | ✓ |
| VIOLENCE AND DELINQUENCY | ✓ |
| METHAMPHETAMINE | ✓ |
| INHALENTS & HALUCINOGENS | ✓ |
| STD & HIV RISK REDUCTION | ✓ |









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

33



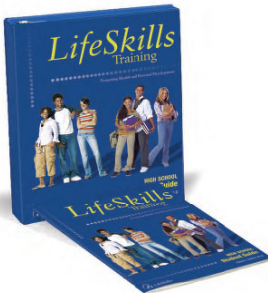
LST High School


**General
Substance Use**



Up to

52%





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

34

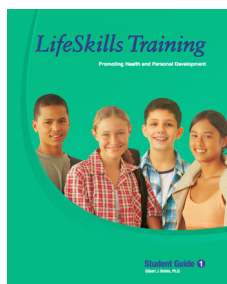


Grade 9 or 10

35

Middle School Program

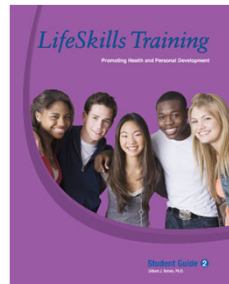
Level 1



Foundation

15-18 sessions

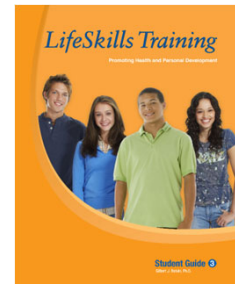
Level 2



Booster Levels

10-12 sessions

Level 3



5-9 sessions

36

Services and Support

39

Provider Training and Technical Support

- Provide Training:
 - Online
 - Onsite: 1-day and 2-day options
- Trainer of Trainers (TOT)
 - Onsite: 2-day workshop
- Technical Assistance
 - Self-help (FAQ's)
 - Email
 - Telephone
 - Online
 - In person



40

Resources

41

LST Companion Websites

Middle School



www.lifeskillstraining.com/msweb

High School



www.lifeskillstraining.com/hsweb

42

LST Fidelity Checklists

- Supports effective lesson planning
- Designed to monitor implementation fidelity
- Easy to use

Botvin LifeSkills Training Fidelity Checklist Middle School, Level 1

MAKING DECISIONS

| | |
|--|---|
| Date: | Class/Teacher Name: |
| Day/Date/Year: | Class: |
| Lesson/Unit: | # of Students: |
| Approximate # of minutes in a session: | |
| Time LST Started: | Time LST Ended: |
| Time LST of Lesson: | Time LST of Lesson: |
| If interrupted, how much time was taken from the lesson? | minutes: |
| Did the lesson begin in a prior session? YES NO | If YES, did we do the 1st of point made in this lesson? |

Check "YES" or "NO" to indicate if each teaching point below was covered when the lesson was taught.

| Teaching Point | YES | NO |
|---|-----|----|
| Introducing the Lesson | | |
| • Decisions are made every day. Some are made without much thought and effort while others require more time and consideration. | | |
| • Decisions we make are influenced by other people. | | |
| • Introduction to the lesson "LifeSkills". | | |
| • Facilitate a decision about how everyday and difficult decisions are made. | | |
| Using the Lesson | | |
| • Difficult decisions require more thought about possible options and consequences. | | |
| • Students will make a decision about the 1st of the Lesson Decision-Making. | | |
| • Model the use of the 1st of the Lesson Decision-Making. | | |
| Decision-Making Practice | | |
| • Originate and discuss in-class practice of the 1st of the Lesson Decision-Making. | | |
| • Worksheet 5: Scripted practice. Putting the 1st of the Lesson Decision-Making. | | |
| • Worksheet 6: Unscripted practice. My Decision-Making Practice. | | |

© 2010 National Health Promotion Association



Q & A

Thank You!

Visit us online at www.lifeskillstraining.com

Tel: (914) 421-2525

Craig Zettle

czettle@nhpamail.com

Follow us on facebook and twitter!



facebook.com/botvinlifeskillstraining



[@botvinlst](https://twitter.com/botvinlst)



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

46

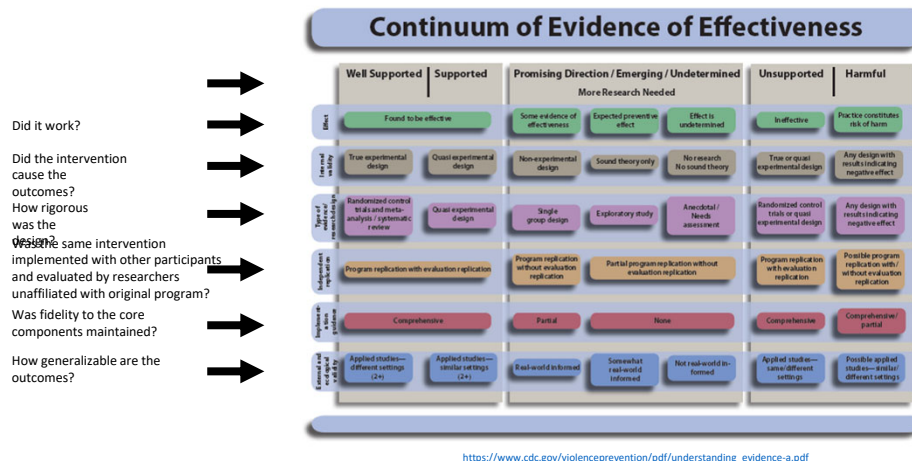
Botvin Life Skills Training

Level of Evidence

Rebecca A. Bates, DNP, FNP-C, PMP
Technical Assistance Project Manager
A Division for Advancing Prevention & Treatment

47

Understanding Evidence



48

Process for Determining Level of Evidence

- 6 studies reviewed in-depth
 - 4 Randomized controlled trials (RCT)
 - 1 Quasi-experimental (adaptation study)
 - 1 Feasibility study (adaptation study)
- These studies were chosen because they represent the highest level of evidence (RCTs), multi-center trials, and adaptation studies
- Data extracted from these studies into a separate table to clearly identify components
- 14 additional synthesized reviews of LST were reviewed as posted on *Blueprints for Healthy Youth Development* (<https://www.blueprintsprograms.org/>)

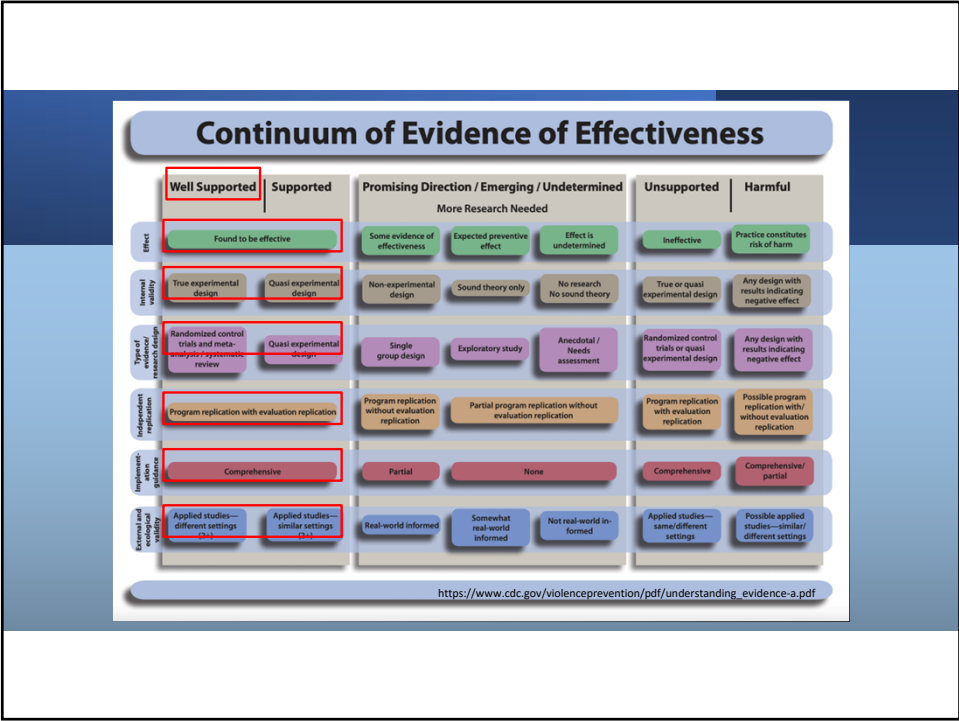
49

| | | |
|---|---|---|
| <p>RCT (Botvin et al., 2015)</p> <ul style="list-style-type: none"> • 685 students in 9th and 10th grades from 12 high schools • 53% AA, 61% female 57% 2-parent households • Pretest at start and posttest at end of year • Variables: frequency of smoking, drinking, drunkenness, marijuana use, marijuana intoxication | <p>RCT (Crowley et al., 2014)</p> <ul style="list-style-type: none"> • 10,318 students in 7th grade & 827 6th grade families from 28 rural districts in Iowa & Pennsylvania • (1) school district enrollment between 1301 and 5200 students, (2) at least 15% of families eligible for reduced cost lunch, (3) maximum of 50% of the adult population employed at or attending a college or university, and (4) the community could not be involved in other university-affiliated, youth-focused prevention initiatives • Self-report and pretest and self-report posttest at the end of every year through 12th grade (2002-2010) • Variable: non-medical prescription opioid use | <p>RCT (Spoth et al., 2014)</p> <ul style="list-style-type: none"> • 2,009 7th graders in 36 rural NE Iowa schools • School selection criteria: lunch program eligibility (>20% of district families eligible; district enrollment (<1200); middle school grades taught in one location • F/u assessments through 9.5 years past baseline (age 22) • Self-report questionnaire collected at 11 time points (1997-2007) • Variables: drunkenness, alcohol-related problems, cigarette frequency, illicit substance use |
| <p>RCT (Spoth et al., 2013)</p> <ul style="list-style-type: none"> • Reports on 3 RCTs, two using LST • 24 schools, followed 7th-12th grade in Study #2 (revised Iowa SFP 10-14 + LST & control) (1998) • 28 school districts with 2 consecutive cohorts of 6th graders in IA & PA in Study #3 (SFP 10-14 + LST, Project Alert, or All Stars) (2002) • Study 2: Significant intervention effects persisted through age 21 • Study 3: Significant intervention effects • Variables: prescription opioid misuse and prescription drug use overall | <p>Quasi-experimental (Velasco et al., 2017)</p> <ul style="list-style-type: none"> • 2,364 first-year middle school students from 53 schools in Lombardy, Italy • Pre & posttest and 1 - 2-year follow up • Variables: tobacco initiation, weekly drunkenness, beliefs about substance use, skill awareness, assertiveness, social skills, anxiety reduction | <p>Feasibility (Williams et al., 2021)</p> <ul style="list-style-type: none"> • 364 adolescents in juvenile justice diversionary settings in 52 cohorts at 16 sites • Youth living in urban/suburban and rural areas; 50% in 2-parent homes; 90% in high school (range 7th-12th grades) • Pre-post surveys • Variables: knowledge, attitudes, and skills: strengths & Goal Setting; Decision-making and Risk-taking; Managing stress, anger, and other emotions; Communication; Healthy relationships • **No substance use measures** |

50

| | |
|---|--|
| <p>Quasi-experimental (Velasco et al., 2017)</p> <ul style="list-style-type: none"> • Adaptation of LifeSkills Training to address cultural differences between Italy and the USA and to maximize the fit between LST and Italian culture related to: Italian health promotion culture, organization of schools, teacher training and background, and alcohol and drug culture. • Scientific agreement made with the developer of the program and a research project focusing on the adaptation process was established with researchers at Cornell University • Series of focus groups, key informant interviews, and group discussions on adaptation, and a pilot test of the adapted intervention • Maintained the core elements and theoretical background • Year 1: 15 sessions; Year 2: 10 sessions; Year 3: 9 booster sessions | <p>Feasibility (Williams et al., 2021)</p> <ul style="list-style-type: none"> • Adaptation of LifeSkills Training to improve the appropriateness and fit of LST in a youth diversionary setting • Adaptation guided by focus group testing and key informant interviews with juvenile justice experts, diversionary court administrators, social workers, and youth court practitioners external to this study • Time decreased to 5 small-group sessions implemented by trained facilitators • Added graphics, language, and role-playing scenarios appropriate to the target population and adjusted the reading level of intervention materials • Added content to establish and maintain prosocial relationships in the community and to increase attachment to healthy peer groups and family units • Additional content added to discourage offenses (theft, vandalism, disorderly conduct) |
|---|--|

51



Botvin *LifeSkills* Training Program

Additional Web Resources

| Organization | Resources |
|---|---|
| Centers for Disease Control and Prevention (CDC) | Understanding Evidence Part 1: Best Available Research Evidence. A Guide to the Continuum of Evidence of Effectiveness. - https://www.cdc.gov/violenceprevention/pdf/understanding_evidence-a.pdf |
| ADAPT Fundamentals of Substance Use Prevention Webinar Series | Understanding Evidence in Substance Use Prevention - https://www.youtube.com/watch?v=0Ng46M_YnKQ&list=PLHYg4tqgyBBKov4HsixyR_zZYobFTDV_-&index=8&t=18s |

Botvin *LifeSkills Training* Program

Webinar References

Botvin, G. J., Griffin, K. W., & Williams, C. (2015). Preventing Daily Substance Use among High School Students Using a Cognitive-Behavioral Competence Enhancement Approach. *World Journal of Preventive Medicine*, 3(3), 48–53. <https://doi.org/10.12691/jpm-3-3-1>

Crowley, D. M., Jones, D. E., Coffman, D. L., & Greenberg, M. T. (2014). Can we build an efficient response to the prescription drug abuse epidemic? Assessing the cost effectiveness of universal prevention in the PROSPER trial. *Preventive Medicine*, 62, 71–77. <https://doi.org/10.1016/j.ypmed.2014.01.029>

Spoth, R., Trudeau, L., Redmond, C., & Shin, C. (2014). Replication RCT of early universal prevention effects on young adult substance misuse. *Journal of Consulting and Clinical Psychology*, 82(6), 949–963. <https://doi.org/10.1037/a0036840>

Spoth, R., Trudeau, L., Shin, C., Ralston, E., Redmond, C., Greenberg, M., & Feinberg, M. (2013). Longitudinal Effects of Universal Preventive Intervention on Prescription Drug Misuse: Three Randomized Controlled Trials With Late Adolescents and Young Adults. *American Journal of Public Health*, 103(4), 665–672. <https://doi.org/10.2105/AJPH.2012.301209>

Velasco, V., Griffin, K. W., & Botvin, G. J. (2017). Preventing Adolescent Substance Use Through an Evidence-Based Program: Effects of the Italian Adaptation of Life Skills Training. *Prevention Science : The Official Journal of the Society for Prevention Research*, 18(4), 394–405. <https://doi.org/10.1007/s11121-017-0776-2>

Williams, C., Griffin, K. W., Mehta, R. K., & Botvin, G. J. (2021). Testing an evidence-based drug abuse and violence preventive approach adapted for youth in juvenile justice diversionary settings. *Health & Justice*, 9(1). <http://dx.doi.org.mutex.gmu.edu/10.1186/s40352-021-00128-8>