Botvin’s LifeSkills® Training (LST) Middle School
Program developed by Gilbert J. Botvin, Ph.D., Cornell University

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCcenter) at Penn State University in collaboration with Gilbert J. Botvin, Developer/National Health Promotions Associates.

Program Components

- **Lessons**
  - Goal: To teach youth specific skills through teaching, facilitation and discussion.

- **Generalization**
  - Goal: To learn and apply skills to new contexts through behavioral rehearsal, coaching and feedback.

Targets

- **Decrease Risk Factors**
- **Increase Protective Factors**

Proximal Outcomes (Short Term)

- **Increased Drug Resistance Skills and Knowledge**
- **Increased Self-Management Skills**
- **Improved Social Skills**

Distal Outcomes (Long Term)

- **Reduced Antisocial Behavior**

*Program consists of Level 1: 15 sessions in Grade 6/7, Level 2: 10 sessions in Grade 7/8 and Level 3: 5 sessions in Grade 8/9. *Sessions are 30-45 min in length. *Lessons must be taught in sequence, frequency can vary from once per week to every day until program is complete. *Program can be successfully implemented by teachers, school counselors, prevention specialists, police officers, and other providers. *Optional violence prevention sessions are available for each level.
**Program Components & Goals**

LST Middle School consists of 30 class sessions designed to be taught over three years.

**Program Modalities**

Specific strategies, methods, and techniques are used to accomplish the program goals.

**Targeted Risk and Protective Factors**

Risk factors, which increase the likelihood of negative outcomes (e.g., drug use, delinquency, school dropout, teen pregnancy, and violent behavior) are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

**Risk Factors:**

- Low Perceived Risks of Drug Use
- Early Initiation of Drug Use
- Sensation Seeking
- Rebelliousness
- Friends’ Delinquent Behavior
- Friends’ Use of Drugs
- Peer Rewards for Antisocial Behavior
- Favorable Attitudes toward Antisocial Behavior
- Favorable Attitudes toward Alcohol, Tobacco and Other Drug Use

**Protective Factors:**

- Social Skills
- Interaction with Prosocial Peers

**Proximal Outcomes**

Targeted outcomes that the program is designed to impact immediately following program completion.

**Increased Drug Resistance Skills and Knowledge:**

- Decreased favorable attitudes toward substance use
- Increased knowledge of effects of substance use
- Increased knowledge of media influences to use tobacco/alcohol/drugs
- Decreased belief in the normative nature of peer substance use

**Improved Self-Management Skills:**

- Increased understanding of the importance of a positive self-image*
- Increased knowledge of good decision making
- Increased task persistence
- Increased understanding of anxiety and its effects
- Increased relaxation skills

**Improved Social Skills:**

- Increased effective communication skills
- Increased assertiveness skills

**Proximal Indicators of Distal Outcomes**

These outcomes are measured after the program. Changes are indicative of distal changes to be expected.

**Reduced Intent to Use:**

- Tobacco
- Alcohol
- Marijuana
- Other drugs

**Reduced Antisocial Behavior:**

- Tobacco use
- Alcohol use
- Marijuana use
- Other drug use
- Violence
- Risky behavior

**Distal Outcomes**

Outcomes impacted by the program months/years following program completion that have been demonstrated through research.

**Lessons**

Goal: To teach youth skills through teaching, facilitation and discussion.

- Facilitation
- Discussion
- Teach Prevention Related Information, Drug Refusal Skills, & Promote Anti-Drug Norms

**Generalization**

Goal: To learn and apply skills to new contexts through behavioral rehearsal, coaching and feedback.

- Coaching
- Feedback
- Behavioral Rehearsal
- Development of General Social Skills & Personal Self-Management skills

*Botvin logic model refers to program increasing “self-esteem”, survey items measure self-image.