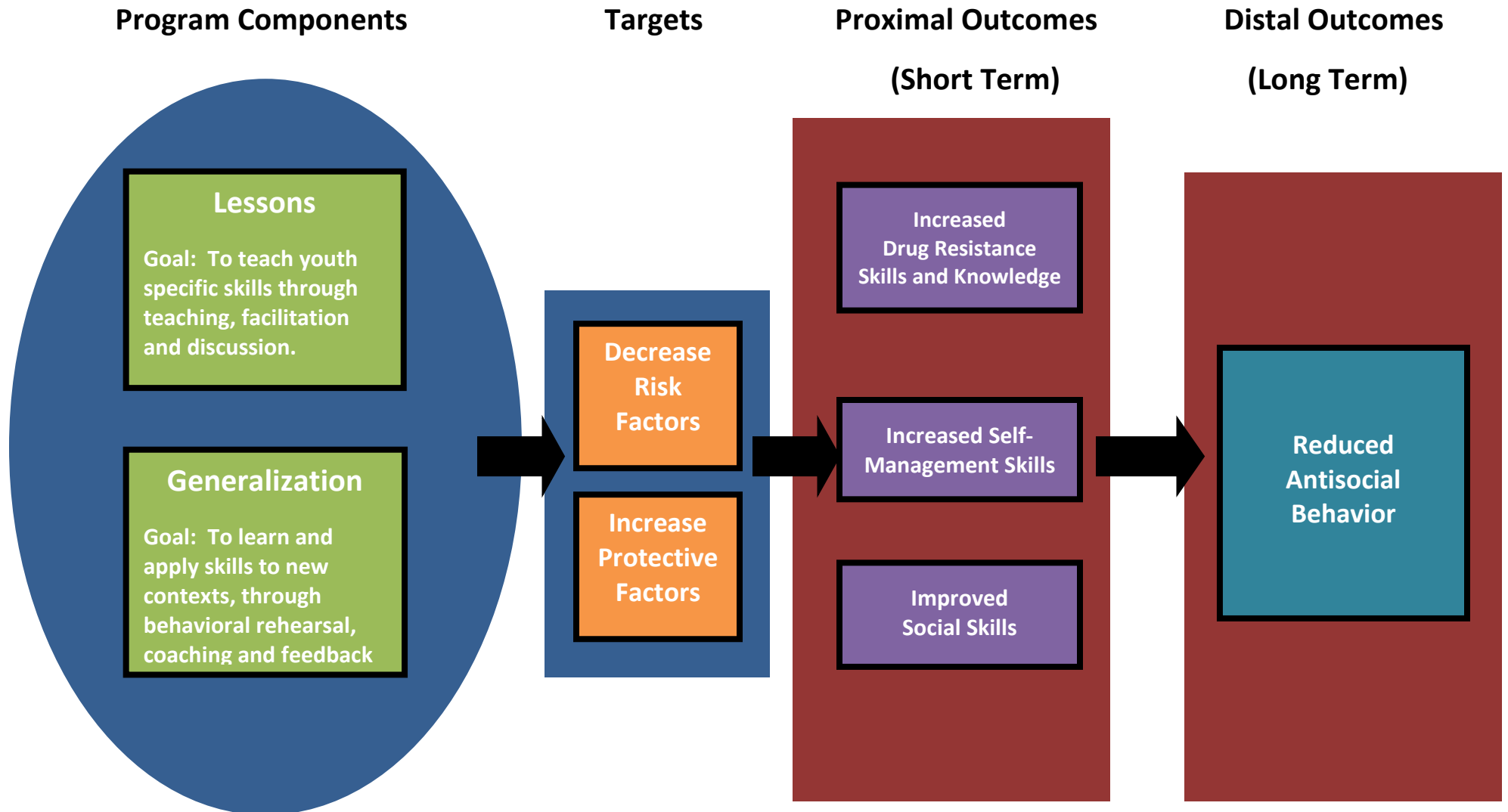


# Botvin LifeSkills® Training (LST) Middle School Program

Program developed by Gilbert J. Botvin, Ph.D., Cornell University

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



\*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.

## Proximal Outcomes

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

## Proximal Indicators of Distal Outcomes

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

## 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

## 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

## 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

## Reduced Intent to Use:

- Tobacco
- Alcohol
- Marijuana
- Other drugs

## Reduced Antisocial Behavior:

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

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