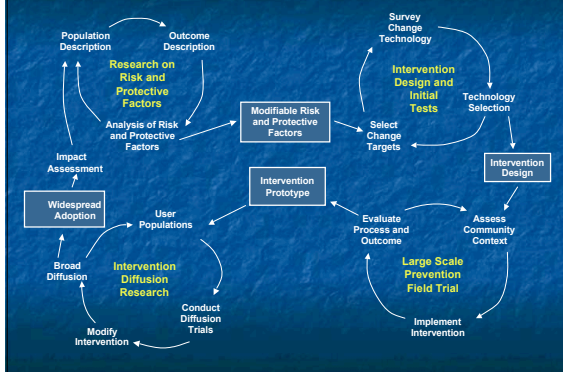


Preventing Drug Abuse and Violence through Life Skills Training: Effectiveness and Current Directions

Gilbert J. Botvin, Ph.D.
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Blueprints 2008

Stages in the Prevention Research Process



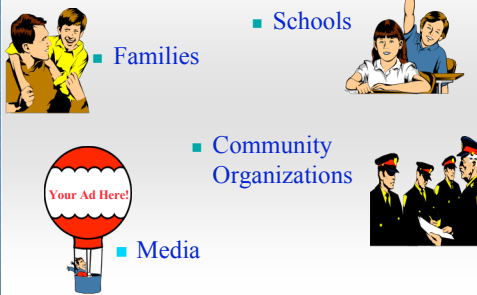
Drug Use Progression

- Alcohol
- Tobacco
- Marijuana
- Other Illicit Drugs

Evidence-Based Approaches

- Extensively Tested
- Using Rigorous Research Methods
- Proven Effective
- Published in Peer-Reviewed Journal

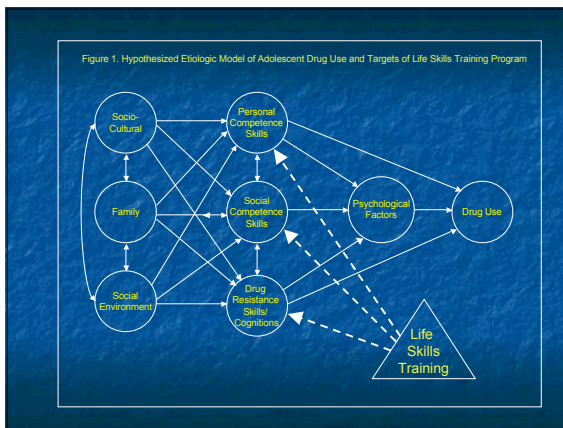
Prevention Delivery Channels



School-Based Prevention

Prevention Approaches

- Health Information
- Scare Tactics
- Social Influences
- Competence Enhancement (Personal and Social Skills)



Life Skills Training

Major Components

- Drug Resistance Skills and Norms
- Self-Management Skills
- General Social Skills



Drug Resistance Skills/Norms

- Awareness of Influences to Use Drugs
- Anti-Drug Use Norms
- Prevention-Related Health Knowledge
- Resistance/Refusal Skills



Self-Management Skills

- Problem-Solving and Decision-Making
- Personal Behavior Change Skills
- Stress and Anxiety Management



General Social Skills

- Effective Communication Skills
- Greetings and Brief Social Exchanges
- Meeting New People
- Conversational Skills
- Complimenting Skills
- Assertive Skills




Middle School Program

- 15 Class Periods (6th or 7th Grade)
- 10 Class Periods (7th or 8th Grade)
- 5 Class Periods (8th or 9th Grade)


Program Providers

- Health Professionals
- Graduate Students
- Peer Leaders
- Classroom Teachers

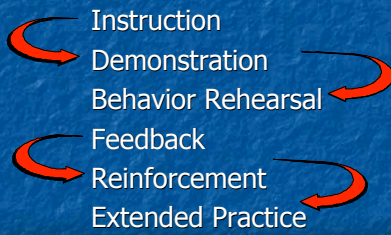


Teaching Methods

- Facilitate Group Discussion
- Teach Skills
- Provide Reinforcement
- Provide Opportunities for Practice

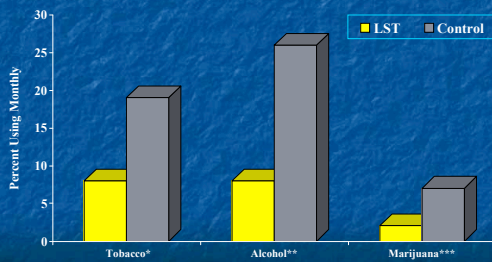


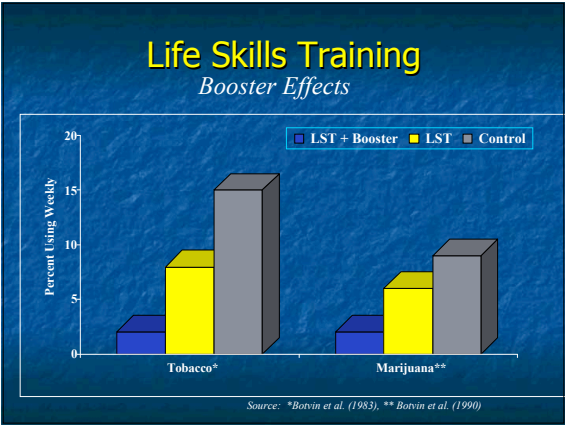
Skills Training Methods

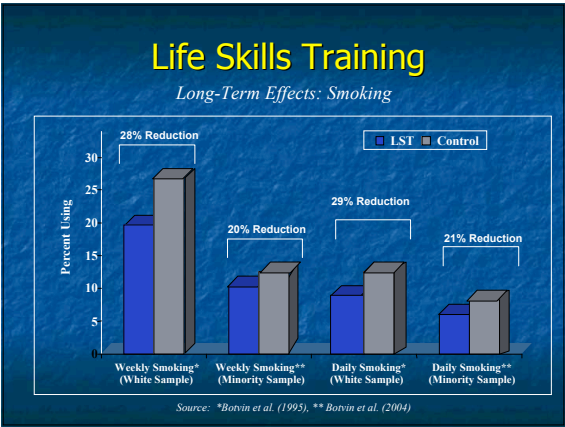


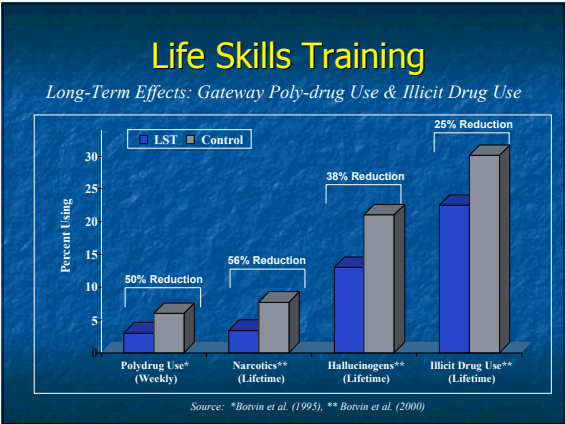
Evidence of Effectiveness

Life Skills Training Short-Term Effects



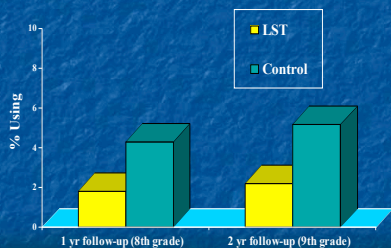






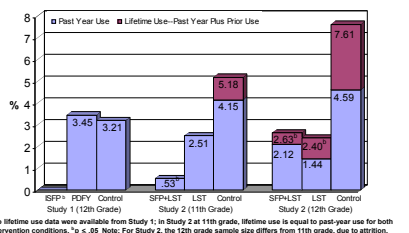
Life Skills Training

Binge Drinking (Botvin et al., 2001)



Prevention of Methamphetamine Use: Results from Two Independent Studies

Lifetime and Past-Year Meth Use at 4½-6½ Years Past Baseline



Sources: Spoth, R., Clair, S., Shinn, C., & Redmond, C. (2006). Archives of Pediatrics and Adolescent Medicine.

Violence and Delinquency Prevention: Fidelity Sample

Any Level of Outcome Behavior

Aggression In Past Month	28%
Physical Aggression In Past Month	50%
Fighting in Past Year	48%
Delinquency in Past Year	46%

High Frequency of Outcome Behavior (top quartile)

Verbal Aggression In Past Month (> 5 Events)	50%
Physical Aggression In Past Month (> 3 Events)	39%
Fighting in Past Year (> 3 Events)	44%
Delinquency In Past Year (> 3 Events)	46%

Summary

- Reduces Substance Use by 50% to 87%
- Tobacco, Alcohol, Marijuana
- Effects Last for at Least 6 Years
- Inhalants, Narcotics, Hallucinogens
- Reduces Polydrug Use
- Reduces Violence and Delinquency
- White, African-American, Hispanic

Additional Findings

- Works with High Risk Youth
 - Peer Drug Use and Poor Academic Performance
 - Reduced Smoking, Drinking, Inhalants, Poly-drugs
- Reduces Risky Driving
 - New York DMV Data
 - Fewer Driving Convictions (Points)
- Reduces HIV/AIDS Risk
 - Among Young Adults
 - Risky Sexual Behavior

Additional Findings (cont'd)

- Ten-Year Follow-up Study
 - Received LST in Grade 7 (Ages 12-13)
 - Followed Up 10 years Later (Ages 22-23)
 - Reduced Tobacco, Alcohol, and Illicit Drug Use
- Parent Program
 - Positive Role Model
 - Family Communication
 - Monitoring
 - Discipline
- Elementary School Program (Grades 3-5)
 - Reduces Cigarette Smoking
 - Reduces Alcohol Use

Recent LST Studies

- Botvin, G.J., Griffin, K.W., Paul, E., & Macaulay, A.P., (2003). Preventing tobacco and alcohol use among elementary school students through Life Skills Training.. *Journal of Child & Adolescent Substance Abuse*, 12, 1-18.
- Griffin, K. W., Botvin, G. J., & Nichols, T. R., (2006). Effects of a school-based drug abuse prevention program for adolescents on HIV risk behaviors in young adulthood.. *Prevention Science*, 7, 103-112.
- Botvin, G.J., Griffin, K.W., Nichols, T.R., (2006). Preventing Youth Violence and Delinquency through a Universal School-based Prevention Approach. *Prevention Science*, 7, 403-408.
- Griffin, K.W., Botvin, G. J., & Nichols, T. R., (2004). Long-term follow-up effects of a school-based drug abuse prevention program on adolescent risky driving.. *Prevention Science*, 5, 207-212.
- Griffin, K.W., Botvin, G.J., Nichols, T.R., & Doyle, M.M., (2003). Effectiveness of a universal drug abuse prevention approach for youth at high risk for substance use initiation. *Preventive Medicine*, 36, 1-7.

Independent LST Studies

- Spoth, R.L., Clair, S., Shin, C., Redmond, C. (2006). Long-Term Effects of Universal Preventative Interventions on Methamphetamine Use Among Adolescents. *Archives of Pediatric & Adolescent Medicine*.
- Trudeau, L., Spoth, R., Lillehoj, C., Redmond, C., & Wickrama, K. (2003). Effects of a preventive intervention on adolescent substance use initiation, expectancies, and refusal intentions.. *Prevention Science*, 4, 109-122.
- Fraguera, J. A., Martin, A. L., & Trinanes, E. A. (2003). Drug-Abuse prevention in the school: Four-year follow-up of a programme. *Psychology in Spain*, 7, 29-38.

Disseminating Effective Prevention Programs



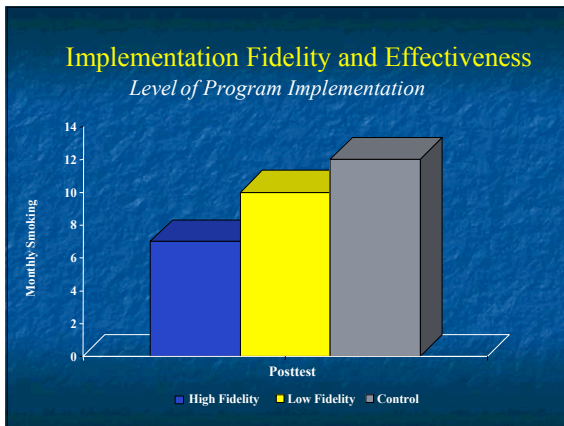
Challenges of Going to Scale

- User-Friendly Materials
- Prevention Infrastructure
- Effective Training Models
- Adequate Training Capacity
- Quality of Training
- Planning and Scheduling Issues
- Maintain Implementation Fidelity
- Technical Assistance
- Stable Funding

Fidelity and Adaptation

Barriers to High Fidelity

- Lack of Training and Support
- Limited Resources
- Overcrowding in Schools
- Classroom Management Difficulties
- Low Teacher Morale and Burnout
- Multiple Competing Mandates



- ### High Fidelity is Possible
- OJJDP Blueprints Project*
- Replication in 400 schools
 - Provide curriculum materials (3 years)
 - Provide training (3 years)
 - Provide technical assistance (3 years)
 - Provide process evaluation (3 years)
 - 80% to 85% Fidelity

- ### How Can High Fidelity be Achieved
- Emphasize Importance of Fidelity
 - Explain Underlying Theory
 - Describe Prevention Approach
 - Train Program Providers
 - Monitor Implementation
 - Provide Support and Technical Assistance

Summary and Conclusions

- School-based prevention works!
- The LST approach produces strong and long-lasting prevention effects
- Approaches targeting school, family, and community offer greatest potential
- Promote use of proven approaches
- Increase funding for prevention

Thank You !

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