

Life Skills Training: An Evidence-Based Approach for Preventing Alcohol, Tobacco, Illicit Drug Abuse and Violence

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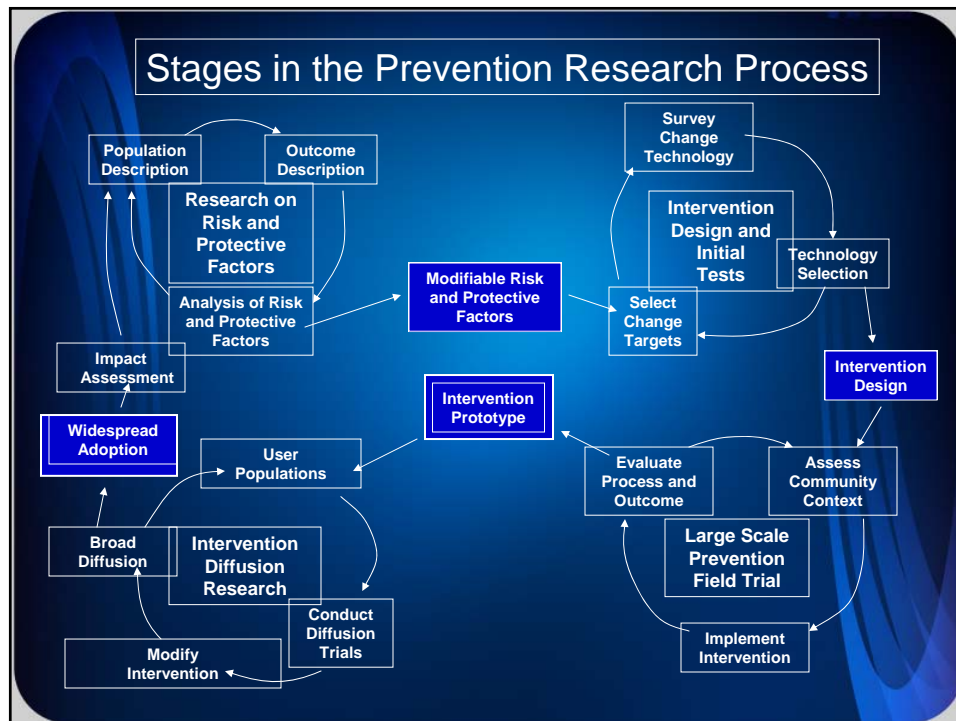
Blueprints 2010

Disclosure

- Developed LST Program
- Founder and President
- National Health Promotion Associates
- Prevention R & D
- Markets LST
- Training and Technical Assistance

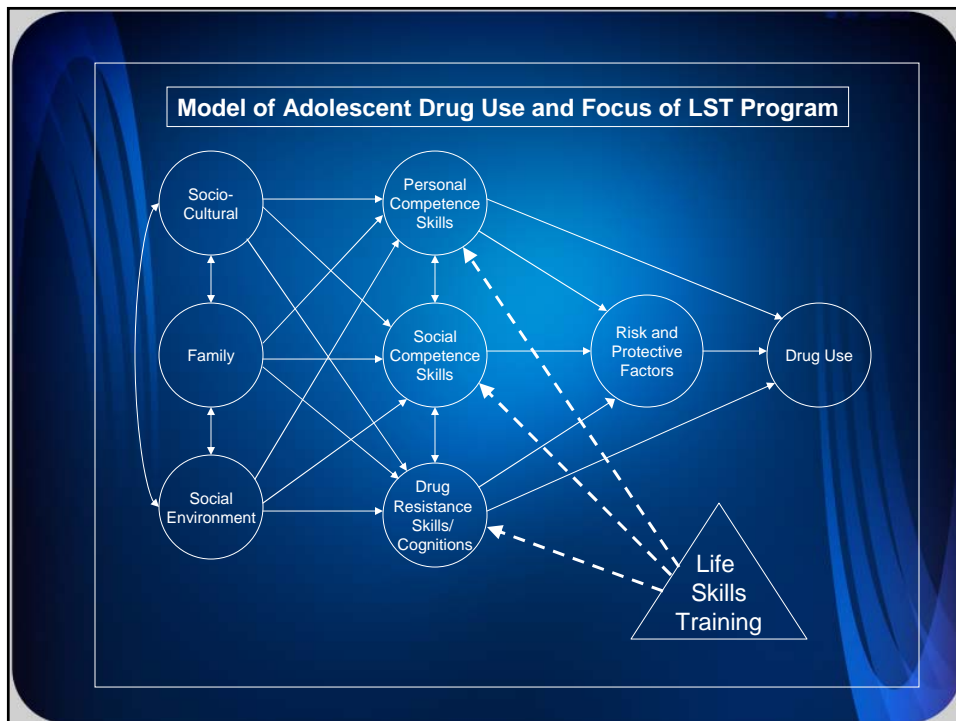
Overview

- Describe LST Approach
- Application to Multiple Populations
- Evidence of Effectiveness
- Extending LST to Other Settings
- Challenge of Going to Scale



Evidence-Based Approaches

- Tested and Proven Effective
- Well-Designed (Randomized Control Trials)
- Carefully Executed
- Rigorous Research Methods
- Appropriate Data Analysis
- Published in Peer-Reviewed Journal
- One or More Replications



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

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



Middle/JH School Program

- Middle School (Grades 6, 7, 8)
- Junior High (Grades 7, 8, 9)
- Year 1: 15 Class Periods
- Year 2: 10 Class Periods
- Year 3: 5 Class Periods

Middle/JH School Program



Level 1 6 th Grade (Core) 15 Sessions	Level 2 7 th Grade (Booster) 10 Sessions	Level 3 8 th Grade (Booster) 5 Sessions
<ul style="list-style-type: none"> • Student Guide • Teacher's Manual • Smoking Biofeedback DVD • Stress Management Techniques (Audio CD) 	<ul style="list-style-type: none"> • Student Guide • Teacher's Manual 	<ul style="list-style-type: none"> • Student Guide • Teacher's Manual

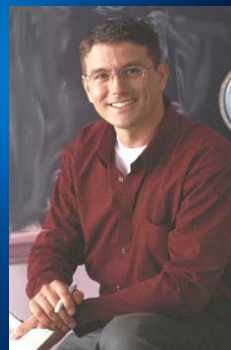
Program Providers

- Health Educators
- Prevention Specialists
- Peer Leaders
- Teachers

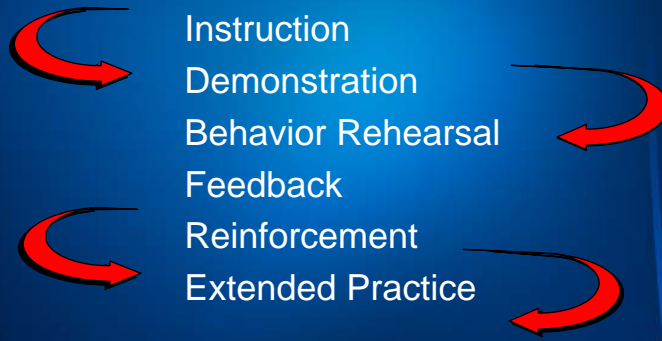


Teaching Methods

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



Skills Training



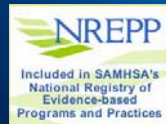
Evidence of Effectiveness

- Over 30 Peer-Reviewed Studies
- Short, Intermediate, and Long-term
- Majority and Minority Youth
- ATOD Use and Other Health Outcomes
- Independent Replication
- \$25 Benefit for Each \$1 Spent

Program Recognition

Recognized for excellence and quality by:

- Blueprints Model Program
- U.S. Department of Education (Exemplary Program)
- National Institute on Drug Abuse
- White House Office on National Drug Control Policy



Botvin LifeSkills Training recently received top ratings from NREPP (on a 4.0 scale)

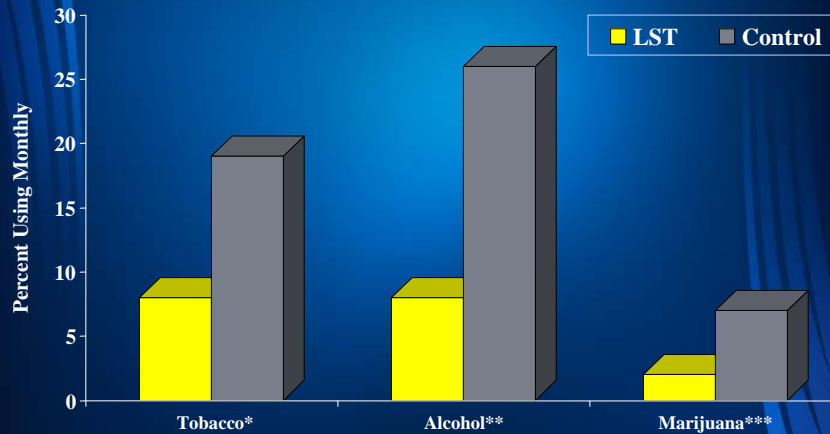
Quality of Research: **3.9**

Readiness for Dissemination: **4.0**



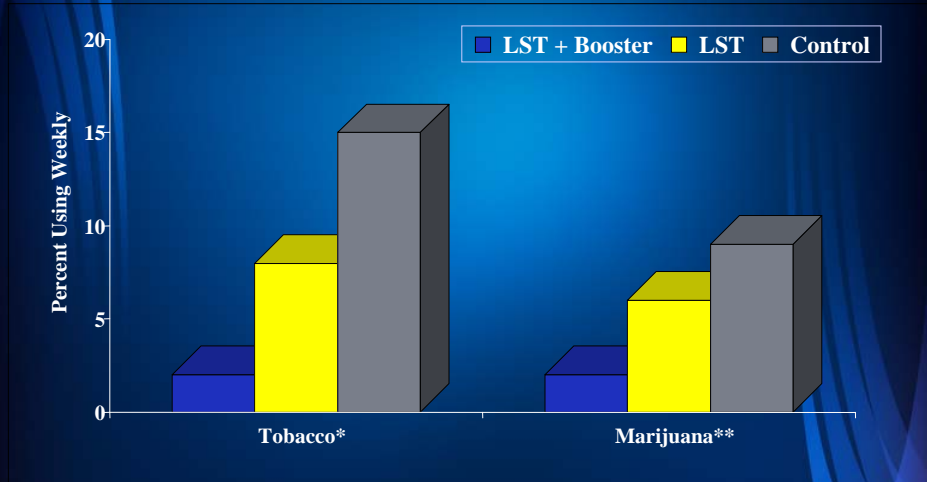
Top Tier program

Life Skills Training *Short-Term Effects*



Source: *Botvin et al. (1982), ** Botvin, Baker et al. (1984), *** Botvin, Baker, Renick et al.(1984).

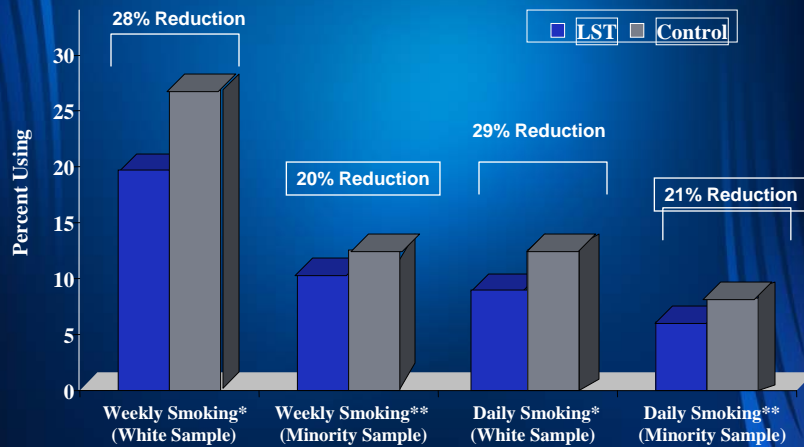
Life Skills Training Booster Effects



Source: *Borvin et al. (1983), ** Borvin et al. (1990)

Life Skills Training

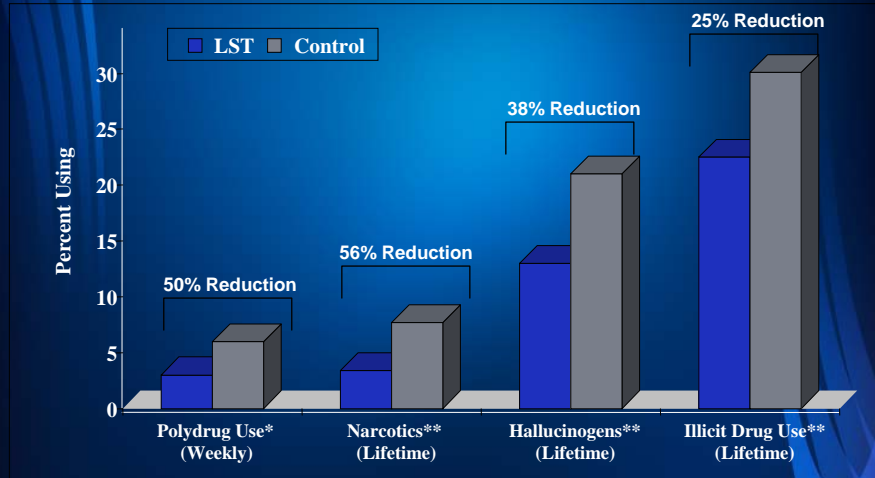
Long-Term Effects: Smoking



Source: *Borvin et al. (1995), ** Borvin et al. (2004)

Life Skills Training

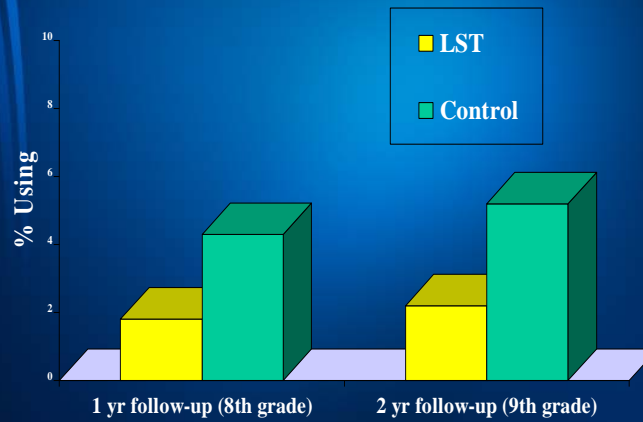
Long-Term Effects: Gateway Poly-drug Use & Illicit Drug Use



Source: *Botvin et al. (1995), ** Botvin et al. (2000)

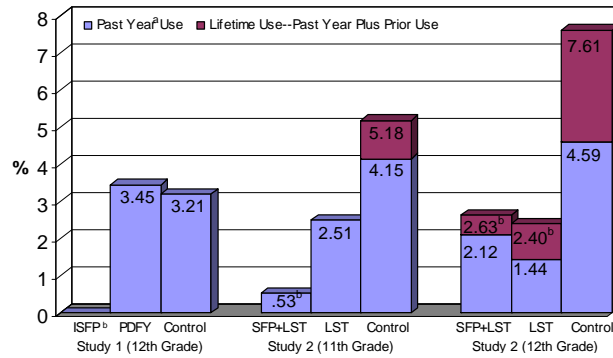
Life Skills Training

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



^aNo lifetime use data were available from Study 1; in Study 2 at 11th grade, lifetime use is equal to past-year use for both intervention conditions. ^bp ≤ .05 Note: For Study 2, the 12th grade sample size differs from 11th grade, due to attrition.

Source: Spoth, R., Clair, S., Shin, C., & Redmond, C. (2006). *Archives of Pediatrics and Adolescent Medicine*.

Violence and Delinquency

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

Additional 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 Replication

- Spoth, R.L., Randall, G., Trudeau, L., Shin, C., Redmond, C. (2008). Substance use outcomes 5 1/2 years past baseline for partnership-based, family-school preventive interventions. *Drug and Alcohol Dependence*, 96, 57-68.
- 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

Barriers to High Fidelity

- Lack of Training and Support
- Limited Resources/Funding
- Overcrowding
- Classroom Management Difficulties
- Insufficient Time
- Multiple Competing Mandates

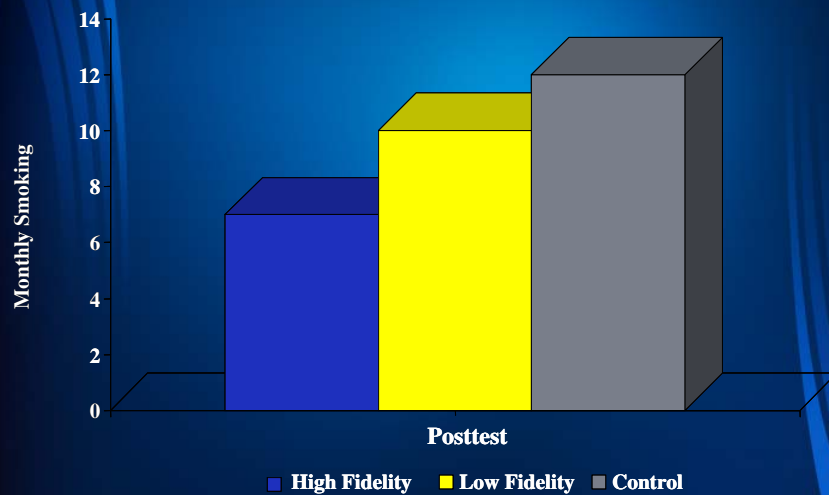
High Fidelity is Possible

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

Implementation Fidelity and Effectiveness

Level of Program Implementation



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

Program Materials



- Middle/Junior High School Curriculum
- Upper Elementary School Curriculum
- High School Curriculum
- Parent Program
- Workplace Program

Program Materials



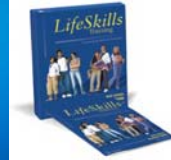
Elementary

- Level 1:
Grades 3/4
- Level 2:
Grades 4/5
- Level 3:
Grades 5/6



Middle

- Level 1:
Grades 6/7
- Level 2:
Grades 7/8
- Level 3:
Grades 8/9



High

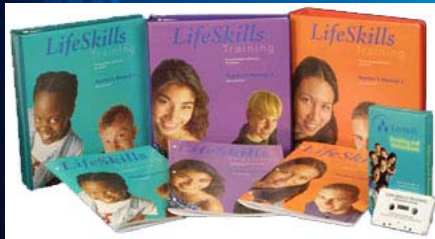
- Grades 9/10 •



High

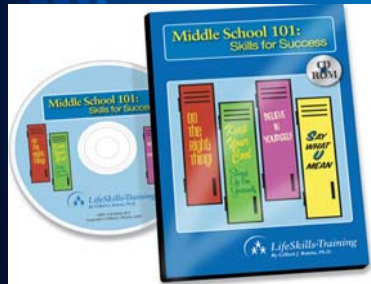
- Grades 11/12

LST Middle School Program



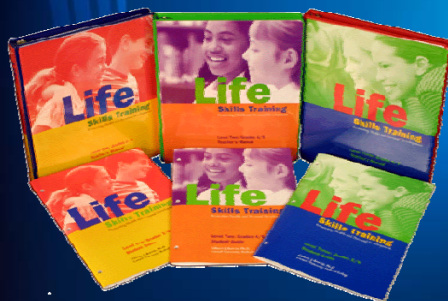
- Based on more than 20 years of research and over 30 scientific studies
- Implemented in middle school (grades 6-8) or junior high (grades 7-9)
- Consists of 30 class lessons plus optional violence lessons
- Recognized for prevention excellence more than any other program (NIDA, CSAP, OJJDP, the US DOE, and many more)

Middle School 101: *Skills for Success*



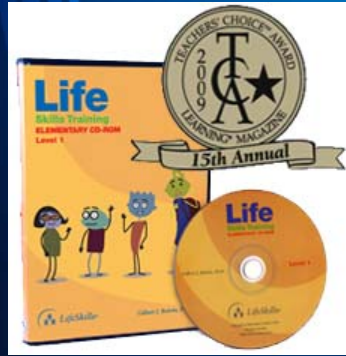
- Video-based CD-ROM modeled after the *LST* Middle School program
- Interactive video clips model students' using skills learned in the *LST* Middle School program
- Targets 6-8th grade students
- Ideal for use in computer labs or individual use at home

LST Elementary Program



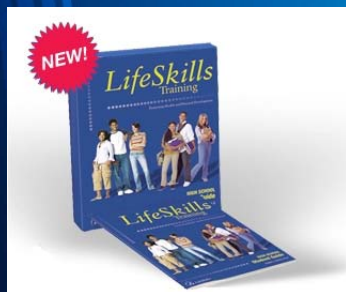
- Implemented in either 3rd, 4th, and 5th grades or 4th, 5th, and 6th grades
- Consists of 24 class sessions
- Develops students general social skills, personal self-management skills, and drug resistance skills
- Prevents tobacco and alcohol use
- CSAP Model Program and California Healthy Kids Resource Center Research-validated Program

LST Elementary CD-ROM – Levels 1 and 2



- Interactive animation-based CD-ROM that teaches essential life skills
- A variety of activities helps capture and keep student interest
- 8 essential life skills are taught through engaging activities
- Ideal for 3rd or 4th grade students
- Can be instructor-led or self-study
- Awarded the prestigious Teacher's Choice Award

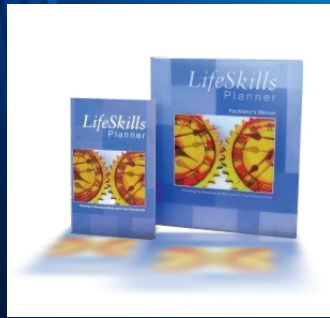
LST High School Program



- Can be a stand-alone level or can be a booster for LST Middle School
- Implemented in 9th or 10th grade
- Consists of 10 class lessons
- Companion website provides additional activities and resources for teachers and students
(www.lifeskillstraining.com/hsweb)

LST Work Place Program

Planning for Success at Work and In Your Personal Life



- Designed for 16 – 24 year olds
- Consists of 7 interactive sessions
- Embeds substance abuse prevention in a comprehensive life skills program
- Aims to improve job performance and satisfaction while reducing absenteeism, turnover, complaints and product loss
- Program Materials:
 - LifeSkills Planner® for employees
 - LifeSkills Planner® Facilitator's Manual

Summary and Conclusions

- LST produces strong and lasting prevention effects
- Widely Used
 - All 50 States in US
 - 32 Countries
- Approaches targeting school, family, and community offer greatest potential
- Promote use of proven approaches
- Increase funding for prevention

Thank You !

Gilbert J. Botvin, Ph.D.

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