



LifeSkills Training Middle School Program Fact Sheet



Description

LifeSkills Training (LST) is an evidence-based substance abuse and violence prevention program designed to be implemented in Middle/Junior High School classrooms. In addition to helping youth resist drug, alcohol, and tobacco use, LST effectively helps to reduce violence and other high-risk behaviors. LST incorporates age-appropriate and culturally relevant information, facilitated discussion, and structured activities in 30 class sessions across 3 years. LST was developed by Dr. Gilbert J. Botvin, Professor of Public Health and Psychiatry and Director of Cornell University's Institute for Prevention Research.

Objectives

- **Personal Self-Management Skills:** Provides students with skills to enhance self-esteem, learn creative problem solving, reduce stress and anxiety, and manage anger.
- **General Social Skills:** Empowers students to meet challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence.
- **Drug Resistance Skills:** Helps students resist pressures to use tobacco, alcohol, and other drugs.

Features

- Designed for Middle/Junior High School students in Grades 6-9
- 40-45 minute sessions taught 1-5 times per week by classroom teachers as an intensive mini-series or on an extended schedule
- **Level 1 (Grade 6/7):** Core Level - 15 class sessions (plus 3 optional violence lessons)
Level 2 (Grade 7/8): Booster Level - 10 sessions (plus 2 optional violence lessons)
Level 3 (Grade 8/9): Booster Level - 5 sessions (plus 2 optional violence lessons)

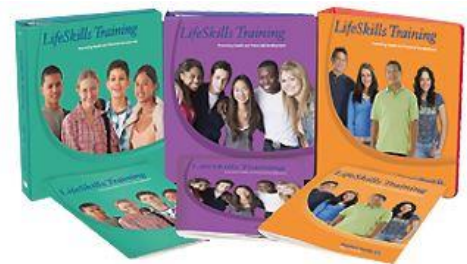
Designations and Recognition

- **Exemplary Program**
U.S. Department of Education
- **Model Program**
Substance Abuse and Mental Health Services Administration (SAMHSA) National Registry
Center for Substance Abuse Prevention
Blueprints for Healthy Youth Development - <https://www.blueprintsprograms.org>
Office of Juvenile Justice and Delinquency Prevention
White House Office of National Drug Control Policy
- **Programs That Work**
National Institute on Drug Abuse

Materials and Cost (All costs covered by grant)

- **Level 1 (Grade 6/7):** Curriculum Set containing 1 teacher's manual, 30 student guides, 1 Stress Management Techniques CD - \$275.00
- **Level 2 (Grade 7/8):** Curriculum Set containing 1 teacher's manual, 30 student guides, 1 Stress Management Techniques CD - \$225.00
- **Level 3 (Grade 8/9):** Curriculum Set containing 1 teacher's manual, 30 student guides, 1 Stress Management Techniques CD - \$175.00
- **Levels 1-3: Full Curriculum Set.** 1 teacher's manual and 30 student guides per level, 1 Stress Management Techniques CD - \$625.00

(Smoking & Biofeedback DVD available for \$20. Additional materials also may be ordered separately)



<http://lifeskillstraining.com>

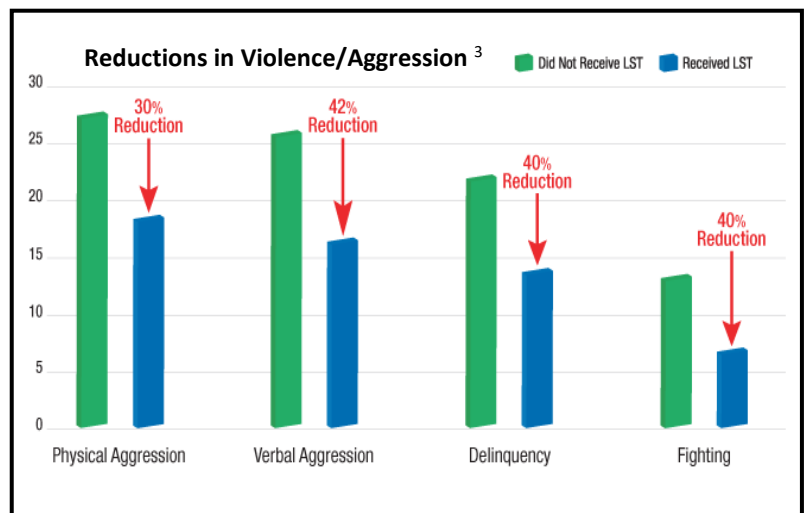
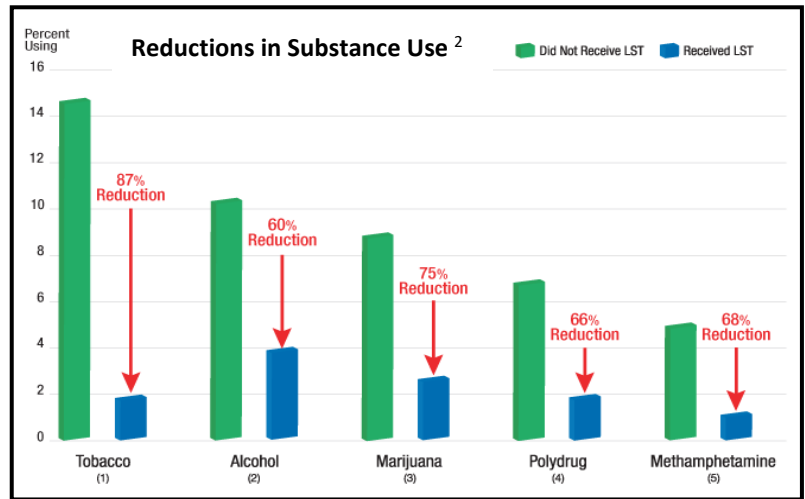
Importance of Choosing an Evidence-Based Program (EBP)

- EBPs produce sizeable effects in well-designed and implemented randomized or matched control group studies. Two common features of EBPs are a high degree of structure or manualization, and monitoring to ensure the program is implemented with fidelity.
- Because some programs are ineffective, or even harmful, we are obligated to do what we *know* is effective. EBPs have a high likelihood of improving the health and well-being of participants.
- EBPs offer well-packaged program materials, staff training, and technical assistance.
- EBPs provide meaningful accountability of scarce community resources. Information increasingly is available that the financial benefits of EBPs outweigh their costs.
- Demonstrated effectiveness of EBPs can help secure support from funders, policymakers, and local leaders.

Research Results

- **Reductions in adolescent tobacco, alcohol, and marijuana use, as well as illicit drug involvement.**

- Results can be **long-term**.
- **Proven effective with a broad range of students**, including white middle-class youth, ethnic minority and economically disadvantaged inner-city youth, and rural and suburban youth.
- **Reductions in violence and delinquency.**
- **Direct, positive effect on cognitive, attitudinal, and personality factors** associated with youth substance use.
- Link between LST participation and **reduction in HIV risk behavior**.
- Decreased likelihood to have indicators of **risky driving** into adulthood.
- **Cost effective:** Washington State Institute for Public Policy (December 2018) reports **\$7.88 in measured benefits per \$1 spent** in implementing LST.
- The CDC cites research demonstrating:
 - a) a **strong relationship between school connectedness and educational outcomes** including school attendance, staying in school longer, and higher grades and classroom test scores; and
 - b) **academically successful students are less likely to engage in risky behavior**.¹
- **LST objectives align with several steps identified by the CDC¹ to promote school connectedness**, such as teaching refusal and resistance skills, and providing opportunities to improve skills in decision making, conflict resolution, problem-solving, communication, stress management, and self-control.



¹ Centers for Disease Control and Prevention. (2009). School connectedness: Strategies for increasing protective factors among youth.

² (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).

³ 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.