

Botvin's LifeSkills Training

The EPISCenter currently supports the Botvin's LST MS Curriculum as part of the Pennsylvania Commission on Crime and Delinquency's Evidence based program initiative. The information in this implementation manual is based on technical assistance provided only to Botvin's LST MS Curriculum by the EPISCenter.

Botvin LifeSkills Training (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations.

Rather than merely teaching information about the dangers of drug abuse, LST promotes healthy alternatives to risky behavior through activities designed to:

- Teach students the necessary skills to resist social (peer) pressures to smoke, drink, and use drugs
- Help students to develop greater self-esteem and self-confidence
- Enable students to effectively cope with anxiety
- Increase their knowledge of the immediate consequences of substance abuse
- Enhance cognitive and behavioral competency to reduce and prevent a variety of health risk behaviors

LST consists of three major components that cover the critical domains found to promote drug use. Research has shown that students who develop skills in these three domains are far less likely to engage in a wide range of high-risk behaviors. The three components are:

- **Drug Resistance Skills**
Enables young people to recognize and challenge common misconceptions about tobacco, alcohol and other drug use. Through coaching and practice, they learn information and practical ATOD (Alcohol, Tobacco, and Other Drug use) resistance skills for dealing with peers and media pressure to engage in ATOD use.
- **Personal Self-Management Skills**
Students learn how to examine their self-image and its effects on behavior; set goals and keep track of personal progress; identify everyday decisions and how they may be influenced by others; analyze problem situations, and consider the consequences of each alternative solution before making decisions; reduce stress and anxiety, and look at personal challenges in a positive light.
- **General Social Skills**
Students develop the necessary skills to overcome shyness, communicate effectively and avoid misunderstandings, initiate and carry out conversations, handle social requests, utilize both verbal and nonverbal assertiveness skills to make or refuse requests, and recognize that they have choices other than aggression or passivity when faced with tough situations.

LST has been evaluated and proven to be effective with various populations of students including, white

middle-class students, ethnic minority students (primarily African-American and Hispanic), inner-city urban populations, suburban populations, and rural populations.

LST is designed to use developmentally appropriate and collaborative learning strategies taught through lecture, discussion, coaching, and practice to enhance students' self-esteem, self-confidence, ability to make decisions, and ability to resist peer and media pressure. LST can be implemented in any subject area and can be taught across multiple subjects.

Background on the Developer and Program History

Botvin LifeSkills Training (LST) was developed by Dr. Gilbert J. Botvin, an internationally known expert on drug abuse prevention. Dr. Botvin holds a Ph.D. from Columbia University (1977) with training and experience in both developmental and clinical psychology. Dr. Botvin is a leading expert in the world on tobacco, alcohol, and drug abuse prevention. Dr. Botvin is a past president and governing board member of the Society for Prevention Research and the founding editor of *Prevention Science*.

Dr. Botvin spent three years at the American Health Foundation where he was Director of Child Health Behavior Research. In 1980, Dr. Botvin joined the full-time faculty of Cornell University Medical College where he is currently a Professor in both the Department of Public Health and the Department of Psychiatry.

Broad dissemination of LST began in 1995. An estimated three million students have participated in the program since its dissemination. LST has been implemented in every state in the United States and over 32 countries around the world.

LST has been extensively evaluated in more than 30 scientific studies involving more than 330 schools in suburban, urban, and rural settings. External research groups have conducted at least seven independent evaluation studies.

National and Global Recognitions

- **Blueprints Project of the Center for the Study and Prevention of Violence, University of Colorado**
Botvin LifeSkills Training (LST) is one of 11 programs to achieve the highest possible rating of "Model" program and is the only violence-prevention curriculum for middle school students to achieve this rating.
<http://www.blueprintsprograms.com/factSheet.php?pid=ac3478d69a3c81fa62e60f5c3696165a4e5e6ac4>
- **SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP)**
Botvin LifeSkills Training (LST) was rated 3.9 out of 4.0 for Quality of Research and a 4.0 out of 4.0 Readiness for Dissemination by the NREPP review.
<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=109>
- **Coalition for Evidence Based Policy:**
Botvin LifeSkills Training (LST) was identified as "top tier" for evidence of effectiveness by this organization that aims to identify best practices, programs, and policies that meet the highest criteria for evidence of effectiveness as defined by recent action of the U.S. Congress. LST was determined to be the only school based drug abuse prevention program that has "been shown,

in well-designed randomized controlled trials, to produce sizeable, sustained effects on important...outcomes.”

<http://toptierevidence.org/wp-content/uploads/2012/12/LifeSkillsTraining.pdf>

Botvin LifeSkills Training (LST) is also selected for prevention excellence by:

- National Institute on Drug Abuse
- White House Office of Drug Policy
- U.S Department of Education
- American Medical Association
- American Psychological Association
- National Centers for Disease Control
- New York State Governor's Award
- Center for Substance Abuse Prevention
- Drug Strategies, Inc.
- U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention

Logic Model & Theoretical Rationale

A logic model is a way to visually represent the underlying rationale for the proven behavioral changes of an evidence-based program. A logic model explains how and why a proven prevention program will work.

A logic model shows how specific program components or activities influence risk and protective factors and the skills, knowledge, attitudes, intentions, and behaviors of the program participants, both immediately following the program (short-term or proximal outcomes) and in later years (long-term or distal outcomes). The logic model for a program is based on an established theory of how specific risk and protective factors are related to youth development. Typically, a program's components are designed to increase certain protective factors and decrease certain risk factors that have been shown through research to be predictor's of youths' future development.

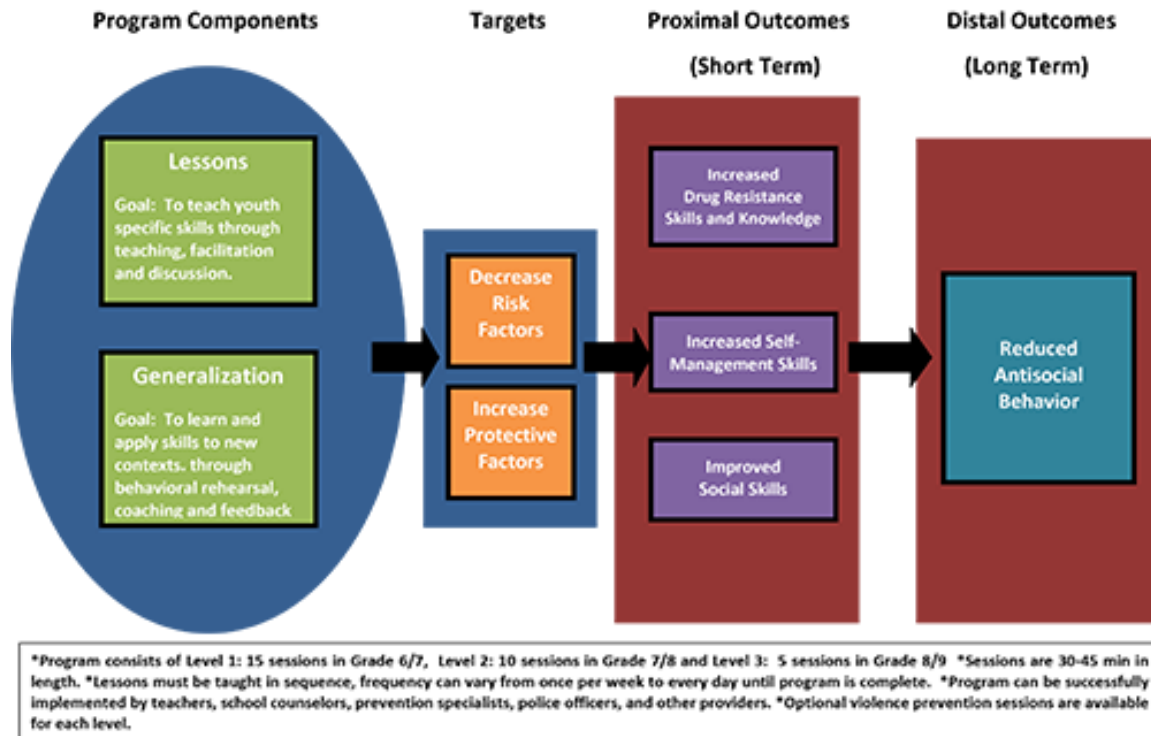
In most programs, you can expect to see changes in specific risk and protective factors and in participant's skills, knowledge, attitudes and intentions prior to changes in their actual behaviors. Knowing this helps one to have realistic expectations about when and what changes can be expected in the youth or families that are participating in a program and helps guide evaluation of the program's impact.

LST is based on teaching youth prevention-related information, promoting anti-drug norms, drug refusal skills, and fostering the development of personal self-management skills and general social skills.

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 (EPISCenter) at Penn State University in collaboration with Gilbert J. Botvin, Developer/National Health Promotions Associates.



[Download the LST Logic Model developed by the program developer.](#)

Targeted Risk and Protective Factors

The Botvin LifeSkills Training (LST) Middle School Program promotes healthy alternatives to risky behavior through activities designed to teach students the necessary skills to resist social (peer) pressures to smoke, drink, and use drugs, help students develop greater self-esteem and self-confidence, enable students to effectively cope with anxiety, increase student knowledge of the consequences of substance abuse, and enhance cognitive and behavioral competency (decision-making and problem-solving) to reduce and prevent a variety of health risk behaviors.

Protective Factors Targeted for an Increase

- Social Skills
- Interaction with Prosocial Peers

Risk Factors Targeted for a Decrease

- 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

Demonstrated Outcomes

In clinical studies*, the Botvin LifeSkills Training (LST) Middle School Program has been shown to:

- Cut tobacco use by 87%
- Cut alcohol use by 60%
- Cut marijuana use by 75%
- Cut methamphetamine use by 68%
- Cut polydrug use by 66%
- Reduce Pack-a-Day Smoking by 25%
- Decrease Use of Inhalants, Narcotics and Hallucinogens
- Reduces Violence
- Reduces risky driving behavior
- Demonstrates Effects on HIV Risk Behavior

*Follow up Results from five studies published in peer-reviewed journals, comparing students randomly assigned to receive the LST Middle School Program to students assigned to not receive the LST Middle School Program.

The studies testing LST include small-scale studies testing the efficacy of LST for preventing different types of substance use and testing it under different intervention conditions, when implemented by different types of program providers, with different populations, with and without “booster sessions,” and testing its impact on other health-related outcomes (e.g., risky driving, HIV/AIDS risk behaviors, violence and delinquency).

Additional Research Articles:

- National Health Promotion Associates
<http://lifskillstraining.com/evaluation.php>
- Center for the Study and Prevention of Violence
<http://www.blueprintsprograms.com/evaluationAbstracts.php?pid=ac3478d69a3c81fa62e60f5c3696165a4e5e6ac4>
- SAMHSA’s National Registry of Evidence-based Programs and Practices (NREPP)
<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=109>

Return on Investment/Cost-benefit Information^{1, 2}

An Explanation of Return on Investment Calculations

A cost-effective prevention program is doubly appealing from a societal standpoint, as such a program can successfully prevent or reduce delinquency and problem behaviors in youth and it results in a future

reduction in the financial burden of interventions to taxpayers. For example, a program that diverts a youth from a criminal path will spare society the justice system expenses associated with processing offenses, such as police, court, and prison costs. In such a case, the necessary resources for the prevention program are worth the investment as they prevent other future expenses. In addition, cost-effective prevention programs have now been shown to also provide a return-on-investment or fiscal benefits above and beyond the program costs for taxpayers.

In 2011, the Washington State Institute for Public Policy conducted cost-benefit analyses for a variety of prevention programs by calculating the economic benefits derived from specific prevention programs and subtracting the costs incurred to implement the programs. The scientifically rigorous review and analysis provided credible evidence that well implemented prevention efforts can result in a significant return on investment.

To conduct cost-benefit analyses, monetary values are assigned to observed changes that are attributed to prevention programs in the following key outcomes:

- Crime (such as costs to process an arrest, prosecutor costs, victim costs, detention and supervision costs, prison operation expenses)
- Education (graduation rates, test scores, post-high school education, special education rates, grade repetition)
- Employment rates and earning potential
- Substance use (abuse of alcohol, tobacco, and illicit drugs)
- Public assistance (including welfare receipt or social services such as foster care)
- Teen birth rates
- Child abuse and neglect
- Health and mental health service needs

To view a chart of the economic benefits of prevention programs and for more information on return on investment research, please see the *Return on Investment* subsection in Section Three of this Guide.

The potential economic benefits of a successful prevention or intervention program can be readily demonstrated to policymakers and the public in general. Programs that both reduce problems identified by local communities while also reducing costs to society are especially important as state and local governments become more accountable for both costs and outcomes. Given typical budget constraints, policymakers seek to fund crime prevention programs that will at least “pay for themselves” while delivering necessary services to their community. It is important for prevention programs to communicate the return-on-investment figures derived by economic experts and their locally assessed impacts.

Click on the link to read a full report on Pennsylvania’s efforts to capture cost benefit information for prevention programs: [The Economic Return on PCCD’s Investment in Research-based Programs: A Cost-Benefit of Delinquency Prevention in Pennsylvania](#)

Delivery, Administrator, and Support Staff Roles

Botvin LifeSkills Training (LST) has been successfully implemented by a variety of educators and program providers. If the LST Middle School Program is to be implemented in a school setting that the school administrators are on board and support the program.

Common program providers include classroom teachers, school counselors, prevention specialists from non-profit organizations, health professionals, mental health providers, social workers, community youth educators, and law enforcement officers. It is important for any provider of LST to have school and administrative support. This support can be done in multiple ways. Providing adequate preparation time for LST lessons, discussing implementation and addressing challenges during staff meetings, continual monitoring of program quality, providing appropriate space for lessons to be taught, and connecting the academic educational standards with the LST curriculum are a few ways for administrators to show support.

If you are an agency contracted with a school to teach LST lessons to students, it is vitally important that you develop a strong relationship with the school administrators and teachers as part of your implementation. Progress of implementation, any challenges that occur, and successes from the program should be included in frequent communication with administrators. If possible, teachers should be trained in the program, engaged in planning for lessons, and co-facilitate as often as possible. The ultimate goal for sustainability is to have teachers implementing the lessons with the students as part of the required academic program at the school.

As part of the Core training to implement the Botvin LST Middle School Program, the trainer will discuss how the program will be implemented and what additional staff support is necessary.

Training

Customizable training services are available through National Health Promotion Associates, Inc. (NHPA), a health consulting, research, and development firm developed by Dr. Botvin, the developer of the Botvin **LifeSkills Training** program.

LST Provider Training Workshops prepare teachers, school counselors, prevention specialists, community youth educators, and other program providers to effectively implement the state-of-the-art prevention education activities and teaching strategies found in the LST program with confidence and fidelity.

Each LST Provider Training Workshop plays an important role in enhancing the confidence and skill capacity of participants, resulting in optimal implementation of the LST program.

To achieve optimal results, the Botvin LST program must be implemented carefully and completely. Just as important as what is taught is how the program is taught. The teaching techniques of facilitation and feedback, coaching of cognitive and behavioral skills, and behavioral rehearsal ensure that students fully understand and can demonstrate the key skills taught in the curriculum.

http://www.lifeskillstraining.com/training_overview.php

Training and Technical Assistance

National Health Promotion Associates offers several types of training and technical assistance for the LST program. Some of these are described below or you can access all of the options for training and technical assistance by clicking on the link below:

http://www.lifeskillstraining.com/training_services.php

- **Onsite Core Training Workshops**

These workshops can be scheduled with NHPA for organizations requiring training for a maximum of 20 people. To obtain a quote or request an on-site training workshop click on the link below:

http://lifeskillstraining.com/training_request.php?location=null

- **Open Two Day Core Training Workshops:**

NHPA sponsors open Provider Training Workshops to the public throughout the year. For more information on open training workshops and view the most recent training schedule, click on the link below:

http://lifeskillstraining.com/training_schedule.php

- **PA Training Workshops:** The EPISCenter works to connect sites who are interested in hosting training workshops in PA to reduce costs. Please contact the EPISCenter at (814) 863-2214 or episcenter@psu.edu to see if there is an already scheduled training workshop being hosted in PA that would fit your needs.

Refer to the LST website link: http://lifeskillstraining.com/training_overview.php for more specific information about additional training options.

NOTE: It is recommended that first time implementers of the program attend a two-day Core Training Workshop to receive the maximum benefit from training. The Two Day Core Training Workshops provide in-depth analysis of the curriculum as well as hands on-on practice teaching the program.

Program Costs

When planning for LST implementation, close consideration should be given to developing a budget that includes these costs:

LST Middle School Program Training set for each teacher/provider:

- **Level 1:** (1 Teacher's Manual, 1 Student Guide)=\$125/ each
 - Smoking and Biofeedback DVD =\$20
 - Stress Management Techniques CD=\$10
- **Level 2:** (1 Teacher's Manual and 1 Student Guide) =\$75/each
 - Smoking and Biofeedback DVD =\$20
 - Stress Management Techniques CD=\$10
- **Level 3:** (1 Teacher's Manual and 1 Student Guide) =\$55/each
 - Smoking and Biofeedback DVD =\$20
 - Stress Management Techniques CD=\$10

LST Middle School Program Student workbooks for each student:

- **Level 1:** Student Pack of 10 =\$60
- **Level 2:** Student Pack of 10 =\$50
- **Level 3:** Student Pack of 10=\$40

Initial LST Middle School Program training for all teachers/providers:

This cost will vary in relation to the training method you choose.

Annual follow up or technical assistance for all teachers/providers implementing the LST Middle School Program:

Please contact NHPA 1-800-293-4969 or <mailto:lstinfo@nhpamail.com?subject=LST>
Infolstinfo@nhpamail.com for current follow up/technical assistance rates.

LST TOT for your site

In order to promote sustainability, it is recommended that teachers(s)/provider(s) complete the Training of Trainers for the LST Middle School Program. This person would be available to train new teachers/providers and provide booster trainings thereby reducing future training costs. Please contact Wendy Armstrong (warmstrong@nhpamail.com) at NHPA for current costs for participating in the LST TOT training.

Verification of implementation quality visit by developer or designee

PCCD funded sites are required to have the implementation quality of their program verified by the developer or trainer in year two of funding. The Quality Assurance Review Process is outlined [here](#).

Please contact Craig Zettle at czettle@nhpamail.com to determine the current cost for the Quality Assurance Review Process.

Funding to hire a local evaluator at the site's discretion

The EPISCenter provides funded sites with a spreadsheet for calculation of measures for reporting outcomes to the Pennsylvania Commission on Crime and Delinquency. Sites may consider identifying an evaluator for additional evaluation services, if desired.

To order materials:

- Online: http://lifskillstraining.com/order_product_1.php
- Phone: 1-800-293-4969
- Download an order form (http://www.lifskillstraining.com/order_form.php) and fax to 1-914-421-2007
- By mail: send order form with purchase order and payment to Princeton Health Press, 711 Westchester Avenue, White Plains, NY 10604.

Implementation Planning

The LST Middle School program consists of 30 class sessions and is designed to be taught in sequence over three years.

Level 1: (Grade 6 or 7) 15 sessions (plus 3 optional violence prevention sessions)

Level 2: (Grade 7 or 8) 10 sessions (plus 2 optional violence prevention sessions)

Level 3: (Grade 8 or 9) 5 sessions (plus 4 optional violence prevention sessions)

Sessions are approximately 30-45 minutes and can be taught either on an intensive schedule (consecutively every day, two to three times a week) until the program is complete, or on a more extended schedule (once a week).

The Botvin LifeSkills Training (LST) Middle School Program is flexible in its timeline for implementation. Lessons can be spread out over a school grading period, taught in several weeks, or taught daily until all lessons are completed for a given grade level.

Careful consideration should be given to where the lessons are taught and by whom.

Benchmarks for Start-up and Implementation

The LST Planning Workbook is a tool to help schools and communities understand effective prevention education strategies, conduct a needs assessment of their student population, and develop a plan for implementing the LST program. A link to the online planning workbook is available [here](#).

The EPISCenter also provides a Frequently Asked Questions Document that can be helpful in answering questions about budgeting and planning for LST implementation. It can be accessed at <http://www.episcenter.psu.edu/sites/default/files/ebp/11-13-12%20LST%20FAQ.pdf>.

Description of Outcomes Assessment Process

In order to get the most out of the Botvin LifeSkills Training (LST) Middle School Program, it is important to monitor the process as you implement the program. You should prepare for and evaluate youth, changes in youth attitudes and behavior and how closely the lessons are being taught to their original design (fidelity).

Below is the list of evaluation tools required by the EPISCenter to collect the outcomes needed to report to PCCD:

- EPISCenter LST Student Pre and Post Survey Plus Section E (Student Outcomes)
- LifeSkills Training Lesson Checklists (Fidelity Observations)
- EPISCenter LST Observation Log

You may obtain copies of these tools by contacting the EPISCenter at 814-863-2568 or download them from the EPISCenter's website at <http://www.episcenter.psu.edu/ebp/lifeskills/evaltools>.

It is important to review the instructions for administering the Pre and Post Student Survey plus Section E as outlined in this document. <http://www.episcenter.psu.edu/sites/default/files/ebp/LSTQ-MS%20Survey%20Instructions.pdf>

PCCD funded sites are also expected to monitor implementation quality and fidelity to measure how closely the program is being implemented according to the developer's original design and recommendations. Fidelity observations are to be conducted by an observer who has been trained in the LST program using the LifeSkills Training Lesson Checklists and the EPISCenter Observation Log. Further fidelity recommendations are made in the next section of this manual.

Sites funded by PCCD are required to report quarterly in E-grants utilizing the LST Spreadsheet for Outcomes Analysis and PCCD Quarterly Reporting. The evaluation tools and spreadsheet provide analyzed data from the student survey and the fidelity observation forms. If more extensive analysis is desired locally, sites may wish to identify additional evaluation support.

The EPISCenter provides funded sites with a spreadsheet for calculation of measures for reporting outcomes to the Pennsylvania Commission on Crime and Delinquency. Sites may consider identifying an evaluator for additional evaluation services, if desired.

The EPISCenter is available to help sites develop an evaluation strategy for the LST Middle School Program at (814) 863-2568 or EPISCenter@psu.edu.

NOTE: If you are non-funded PCCD site implementing LST, you are encouraged to collect Outcomes Data. You may use the EPISCenter tools <http://www.episcenter.psu.edu/ebp/lifeskills/evaltools> or visit the NHPA website http://www.lifeskillstraining.com/lst_outcome_tools.php to determine what process will work best for your implementation.

Fidelity Recommendations

With any evidence based program, it is important to develop a plan to monitor implementation quality or adherence of fidelity to the model of the original program that has been researched and tested for effectiveness. Monitoring implementation quality will increase the likelihood that a site will achieve the same positive outcomes as found with the program developer's original research.

Sites are expected to monitor implementation quality and fidelity. Fidelity observations are to be conducted by an observer who has been trained in the Botvin's LifeSkills Training Middle School Program.

Fidelity Checklists (LifeSkills Training Lesson Checklists) for each lesson are provided to help teachers recognize whether they are covering the right material and teaching the program properly. The fidelity checklists are also to be used by observers to measure program fidelity and help guide teachers with program implementation. It is recommended that 20% of the Botvin LifeSkills Training (LST) Middle School Program lessons taught be observed and measured for fidelity.

Fidelity checklists are available for each lesson of the LST Middle School program and can be accessed at: http://www.lifeskillstraining.com/lst_process_tools.php or at: <http://www.episcenter.psu.edu/sites/default/files/ebp/LST%20MS%20Level%201%20Fidelity%20Checklists.pdf>

Common Barriers to Implementation

Teacher's buy-in and lack of administrative support are two issues that can be common with LST Middle School Program implementation. It is important to pre-plan with the Director of Curriculum or other school district administrators to ensure their crucial support. Meeting with teachers and preparing them for the upcoming implementation as well as outlining their roles and the expectations for implementation are crucial. Addressing teacher concerns, explaining how LST will fit academic mandates, and how they will be supported with implementation are helpful in having strong implementation with positive outcomes.

The LST Middle School Program has been aligned with the Universal Learning Standards, which helps to create buy in with both teachers and administrators. A [Pennsylvania Academic Standards Matrix](#) for the LST Middle School Program has been developed to support schools in cross connecting the curriculum to the state academic educational standards.

Pre-planning for scheduling and embedding the LST Middle School Program into school curriculum is crucial for success. The LST Middle School Program should not be taught in place of Physical Education and should be taught in a classroom environment.

Careful planning of the data collection process for the pre and post student surveys needs to be addressed as part of the grant planning process. Each student will need to complete a pre and posttest for the LST Middle School Program. A system needs to be established to track students across time (i.e., connect their pre and posttest). A data collection coordinator should be appointed to make sure all of the pre and post tests are completed, collected, analyzed, and an outcomes report is compiled especially when implementing in multiple schools.

Involving your Collaborative Board

Local Collaborative Boards

Local collaborative boards can play an important role in program development and sustainability. A collaborative board can be defined as a board of diverse community partners who work together to organize, plan, and implement prevention strategies. Examples of collaborative boards include but are not limited to: Integrated Children's Service Plans (ICSP); Communities That Care (CTC) Delinquency Prevention Policy Boards; Balanced and Restorative Justice Teams; State Health Improvement Coalitions; State Incentive Grant Planning Boards; Criminal Justice Advisory Boards; and Weed and Seed Assistance for Impact Delegation (AID) Teams or other collaborative boards, including those established to focus on implementing healthy community objectives. It has been demonstrated that those prevention programs planned and implemented through a collaborative board structure are more likely to be implemented with fidelity and more likely to be sustained. Consequently, providers benefit from identifying and working with their local collaborative board when planning LST and throughout implementation.

It has been demonstrated that those prevention programs planned and implemented through a collaborative board structure are more likely to be implemented with fidelity and more likely to be sustained after funding. At start-up, present the research behind the *Botvin's LifeSkills Training Program* and share your local goals for the program. Provide board members a fact sheet and the logic model. Help them to understand ways in which they can contribute to the program's local success. Also, try to identify potential program champions or community gatekeepers that can help to build relationships that may lead to program support. Throughout implementation, provide frequent verbal reports on the

program's impact and at least annually provide a written summary of program outcomes. Identify board members to become engaged in generating outcome reports and securing sustainability funds.

Creating and maintaining a relationship with a Collaborative Board has been shown through research to support sustainability for evidence-based program implementation. Things to consider in establishing a relationship with a Collaborative Board and suggestions for reporting can be found [here](#).

Citations

¹ Aos, S., Lieb, R., Mayfield, J., Miller, M., & Pennucci, A. (2004). *Benefits and costs of prevention and early intervention programs for youth*. Washington, United States: Washington State Institute for Public Policy. Retrieved September 15, 2010, from <http://www.wsipp.wa.gov/rptfiles/04-07-3901.pdf>

² Jones, D., Bumbarger, B.K., Greenberg, M.T., Greenwood, P., & Kyler, S. (2008). *The Economic Return on PCCD's Investment in Research-based Programs: A Cost Benefit Assessment of Delinquency Prevention in Pennsylvania*. State College, PA: The Pennsylvania State University, Prevention Research Center.

National Health Promotion Associates (NHPA) website:

<http://www.lifeskillstraining.com/>

National Registry of Evidence-based Programs and Practices website:

<http://www.nrepp.samhsa.gov/search.aspx>