**LifeSkills Training (LST)** – Gilbert J. Botvin

**THEORY**
- Providing youth with effective social skills and self-management skills, such as communication and anxiety management skills, decreases motivation to use drugs and vulnerability to social influences that support drug use

**STRATEGIES/ACTIVITIES**

**LifeSkills Provider Training Workshops**
(4 days for middle school curriculum, 2 days for elementary curriculum, 1 day for high school curriculum)
- National Health Promotion Associates (NHPA) teach LifeSkills Providers (teachers, school counselors, prevention specialists, etc.) the theory, research, and rationale of the program
- Providers learn teaching skills, how to adapt the curriculum to meet local needs, and develop methods to overcome instructional and institutional implementation barriers

**Cognitive Behavioral Skills Training**
Sessions use lecture, discussion, coaching, and practice

**Elementary School Curriculum**
24 (30-45 minutes) class sessions taught over 3 years (8 sessions each year)

**Middle/Junior High School Curriculum**
30 (45 minute) class sessions taught over 3 years (15 sessions in the first year, 10 sessions in the second year, and 5 sessions in the third year)

**High School Curriculum**
10 (45 minute) class sessions taught over 1 year

**Sessions focus on:**
- **General Social Skills**
  - Overcoming shyness
  - Communicating effectively and avoiding misunderstandings
  - Resolving conflicts
  - Assertiveness skills to make or refuse requests
  - Recognizing choices other than aggression or passivity when faced with difficult decisions

**Personal Self-Management Skills**
- Examining self-image and its effects on behavior
- Coping with anxiety & anger
- Setting goals and tracking personal progress
- Understanding how decisions are influenced by others
- Analyzing problem situations and considering consequences of actions

**Drug Resistance Skills**
- Recognizing and challenging misconceptions about substance use (current prevalence rates and social acceptability)
- Understanding short- and long-term consequences of substance use
- Education about the addiction process
- Coping with peer & media pressure

**IMMEDIATE OUTCOMES**
- Students consistently attend school and actively participate in program sessions
- Students gain knowledge about the misconceptions of substance use and learn effective coping skills to resist negative social pressures
- Students practice skills learned to manage behavior

**INTERMEDIATE OUTCOMES**
- Students demonstrate increased knowledge about and modified normative expectations concerning substance use
- Students develop a higher self-esteem, and feel confident to resist peer & media influences to use tobacco/alcohol/drugs
- Students use problem-solving and decision-making skills to make healthy choices

**FINAL OUTCOMES**
- Lowered incidence and prevalence of cigarette smoking, marijuana use, and immoderate alcohol use

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(Universal, Selected)
Elementary School Students (Ages 8 to 11)
Middle School Students (Ages 11 to 14)
High School Students (Ages 14 to 16)

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