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.

Program Components

Lessons
Goal: To teach youth specific skills through teaching, facilitation and discussion.

Generalization
Goal: To learn and apply skills to new contexts. through behavioral rehearsal, coaching and feedback

Targets

Decrease Risk Factors
Increase Protective Factors

Proximal Outcomes (Short Term)

Improved Social Skills
Increased Self-Management Skills
Increased Drug Resistance Skills and Knowledge

Distal Outcomes (Long Term)

Reduced Antisocial Behavior

*Program consists of Level 1: 15 sessions in Grade 6/7, Level 2: 10 sessions in Grade 7/8 and Level 3: 5 sessions in Grade 8/9 *Sessions are 30-45 min in length. *Lessons must be taught in sequence, frequency can vary from once per week to every day until program is complete. *Program can be successfully implemented by teachers, school counselors, prevention specialists, police officers, and other providers. *Optional violence prevention sessions are available for each level.
**Program Components & Goals**
LST Middle School consists of 30 class sessions designed to be taught over three years.

**Program Modalities**
Specific strategies, methods, and techniques are used to accomplish the program goals.

**Targeted Risk and Protective Factors**
Risk factors, which increase the likelihood of negative outcomes (e.g., drug use, delinquency, school dropout, teen pregnancy, and violent behavior) are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

**Proximal Outcomes**
Targeted outcomes that the program is designed to impact immediately following program completion.

**Reduced Antisocial Behavior:**
- Tobacco use
- Alcohol use
- Marijuana use
- Other drug use
- Violence
- Risky behavior

**Improved Self-Management Skills**
- Increased understanding of the importance of a positive self-image*
- Increased knowledge of good decision making
- Increased task persistence
- Increased understanding of anxiety and its effects
- Increased relaxation skills

**Improved Social Skills**
- Increased effective communication skills
- Increased assertiveness skills

**Generalization**
Goal: To learn and apply skills to new contexts through behavioral rehearsal, coaching and feedback

**Lessons**
Goal: To teach youth skills through teaching, facilitation and discussion.

**Risk Factors:**
- 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

**Protective Factors:**
- Social Skills
- Interaction with Prosocial Peers

**Proximal Indicators of Distal Outcomes**
These outcomes are measured after the program. Changes are indicative of distal changes to be expected.

**Increased Drug Resistance Skills and Knowledge:**
- Decreased favorable attitudes toward substance use
- Increased knowledge of effects of substance use
- Increased knowledge of media influences to use tobacco/alcohol/drugs
- Decreased belief in the normative nature of peer substance use

**Increased Drug Resistance Skills:**
- Development of General Social Skills & Personal Self-Management skills

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*Botvin logic model refers to program increasing “self-esteem”, survey items measure self-image.