Preventing Tobacco, Alcohol, and Drug Abuse through Life Skills Training

Gilbert J. Botvin, Ph.D.
Professor and Chief
Division of Prevention and Health Behavior
Cornell University, Weill Medical College

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Disclosure

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

- Health Information
- Scare Tactics
- Social Influences
- Competence Enhancement (Personal and Social Skills)
Stages in the Prevention Research Process

1. Population Description
2. Impact Assessment
3. Research on Risk and Protective Factors
   - Analysis of Risk and Protective Factors
4. Modifiable Risk and Protective Factors
5. Intervention Design and Initial Tests
   - Select Change Targets
   - Survey Change Technology
6. Intervention Design
7. Intervention Prototype
   - Evaluate Process and Outcome
   - Assess Community Context
8. Large Scale Prevention Field Trial
   - Implement Intervention
9. User Populations
10. Conduct Diffusion Trials
11. Intervention Diffusion Research
   - Modify Intervention
12. Widespread Adoption
   - Broad Diffusion
Critical Issues in Prevention

- What Causes Tobacco, Alcohol, and Drug Use
- Does Prevention Work
- How Long Do Effects Last
- What Can Be Prevented or Delayed
- Do Effective Programs Work for Everyone
- Why Do Effective Programs Work
- How Can Effective Programs Be Disseminated
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

An Evidence-Based Approach to Tobacco, Alcohol, Drug Abuse Prevention in Schools
Model of Adolescent Drug Use and Focus of LST Program

- Socio-Cultural
- Family
- Social Environment
- Personal Competence Skills
- Social Competence Skills
- Drug Resistance Skills/Cognitions
- Risk and Protective Factors
- Drug Use
- Life Skills Training

The model illustrates the interplay between various factors influencing adolescent drug use, including socio-cultural, family, and social environment, and how they relate to personal and social competence skills, drug resistance skills/cognitions, risk and protective factors, and ultimately drug use. Life skills training is also highlighted as a component of the focus of the LST program.
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
Program Providers

- Health Educators
- Prevention Specialists
- Peer Leaders
- Teachers
Teaching Methods

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

Instruction
Demonstration
Behavior Rehearsal
Feedback
Reinforcement
Extended Practice
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
Selected as Top Ranked Program

- National Institute on Drug Abuse
- Centers for Disease Control
- National Registry of Effective Programs
  - 3.9 (4.0) Quality of Research
  - 4.0 (4.0) Readiness for Dissemination
- Coalition for Evidence-Based Policy
- US Department of Education
- US Department of Justice
Life Skills Training

Short-Term Effects

Life Skills Training

Booster Effects

Source: *Botvin et al. (1983), ** Botvin et al. (1990)
Life Skills Training

Long-Term Effects: Smoking

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

Violence and Delinquency

Summary of Evidence

- 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


Independent Replication


Disseminating Effective Prevention Programs
From Research to Practice

- Research
- Science Dissemination
- Dissemination to Practitioners and Policy Makers
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
Implementation Fidelity and Effectiveness

*Level of Program Implementation*

- **Monthly Smoking**
  - Posttest
  - High Fidelity
  - Low Fidelity
  - Control

- **Graph**
  - X-axis: Posttest
  - Y-axis: Monthly Smoking
  - Legend:
    - High Fidelity
    - Low Fidelity
    - Control
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
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
Other LST Programs

- Parent Program
  - Positive Role Model
  - Family Communication
  - Monitoring
  - Discipline

- Elementary School Program (Grades 3-5)
  - Reduces Cigarette Smoking
  - Reduces Alcohol Use

- Workplace Program (Ages 16-24)
  - Reduce Tobacco, Alcohol, and Illicit Drug Use
  - Improve Personal and Work Life Skills
Program Materials

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

- 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.

Professor and Chief
Division of Prevention and Health Behavior
Weill Medical College of Cornell University

gjbotvin@med.cornell.edu