

# THE BOTVIN LIFESKILLS PROGRAM



**MarylandROPTA**

Reinforcing Prevention Through Training & Advocacy

[www.MarylandROPTA.org](http://www.MarylandROPTA.org)

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## About MarylandROPTA

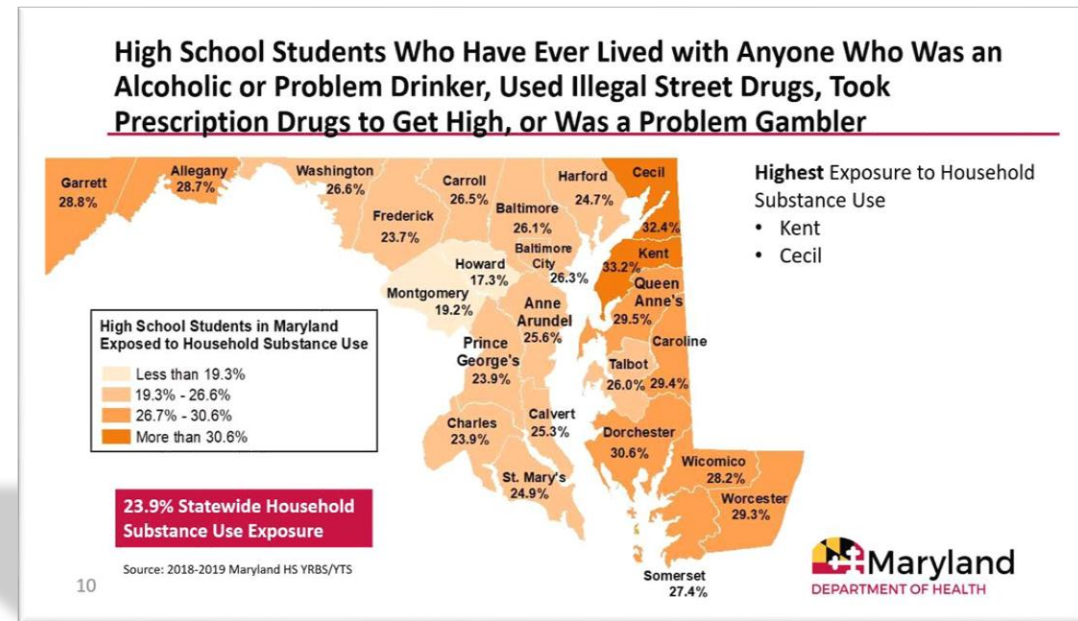
MarylandROPTA (Reinforcing Prevention Through Training & Advocacy) aims to enhance the capacity of the community in rural Maryland to help **identify, understand, and respond** to the opioid misuse epidemic.

### To address the substance misuse crisis in rural Maryland, ROPTA will:

- ❖ Deliver evidence-based trainings and offer train-the-trainer opportunities
- ❖ Provide current education and information
- ❖ Strengthen youth against opioid and substance misuse

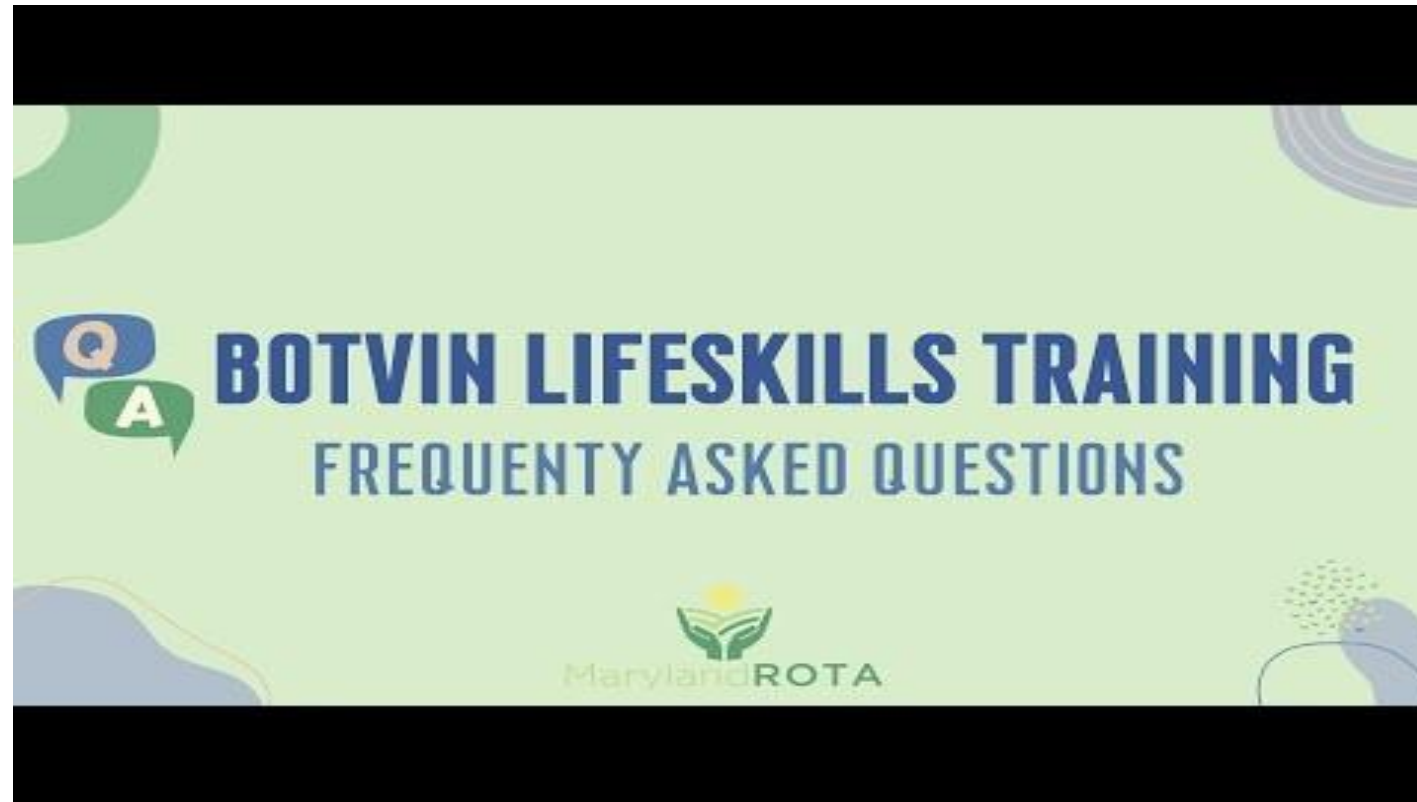
## Botvin Lifeskills - Promoting Protective Factors in Youth

Botvin LifeSkills Training (LST) is an **evidence-based substance abuse and violence prevention** program that is uniquely designed to be flexible and interactive for youth.



ROPTA's Target Audience: Middle school children in Western Maryland and Eastern Shore: Garrett, Caroline, Kent, Dorchester, Talbot

## Botvin Lifeskills FAQs



<https://www.youtube.com/watch?v=ZokRk-c92rk&t=5s>

# Botvin Skills Development & Lasting Impact

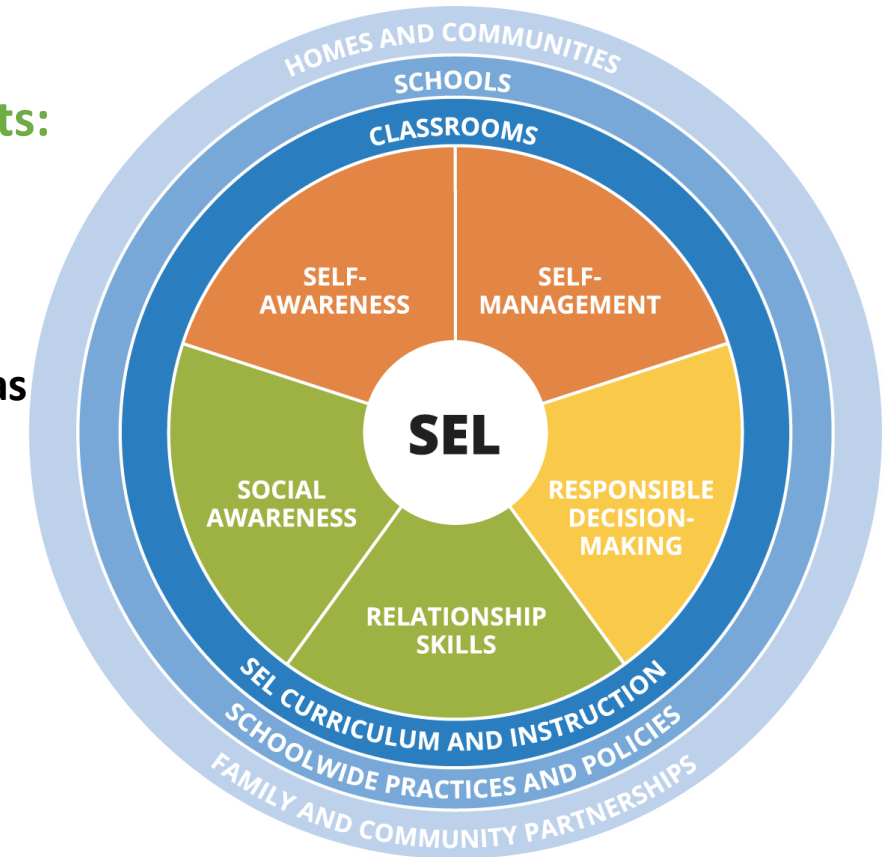
## Program Skill Development:

- **Personal self management:**  
Problem solving, decision making, self-image, coping skills
- **General social skills:**  
Communication, assertiveness, conflict resolution
- **Resistance skills:**  
Substance use body and mind effects; myths and realities



## Medium and Long Term Effects:

Reducing **tobacco, alcohol, opioid, and illicit drug use by as much as 80%.**  
Reducing **bullying, fighting, conflict**



<https://casel.org/core-competencies/>

## Video: Teaching Lifeskills training program



Kat Allen from the Communities that Care Coalition, a Partnership for Youth Program of the Franklin Regional Council of Governments, and Kate Blair from the Frontier Regional School in Deerfield as they discuss the successes of implementing Lifeskills Training to help reduce teen drug (alcohol, tobacco and other drugs including opioids) use in their community. <https://www.youtube.com/watch?v=eukNzGi1RbM>

## Time Commitment & Cost

- Foundation Level 1 is ideally implemented in grades 6/7
  - 12 to 15 to 18 class sessions that can range from 30-60 minutes
    - 3 optional violence prevention lessons
  - Program series administered either
    - 2 to 3 times a week until the program is complete or
    - On a more extended schedule -once a week until complete
- MarylandROPTA will cover the cost of instructor training, the teaching manual, and the students' guide/workbooks.

# The Curriculum



## Middle School Level 1 Grades 6/7– Scope and Sequence

Lesson	Lesson Goals	Key Skills	Class Periods
Self-Image & Self-Improvement	To teach what self-image is, how it is formed, how it relates to behavior, and how it may be improved.	Self-analysis, self-improvement, goal-setting, reframing thoughts.	1
Making Decisions	To teach how to make decisions and solve problems independently.	Decision analysis; 3 Cs of effective decision-making (Clarify, Consider, Choose); resisting group pressure.	2
Smoking: Myths and Realities	To teach information about cigarette smoking and other forms of tobacco use to counter common myths and misconceptions.	Analyzing data; checking assumptions; considering pros/cons.	1
Smoking and Biofeedback	To teach some of the immediate physiological effects of smoking.	Measuring heart rate; scientific method.	1
Alcohol: Myths and Realities	To teach information about alcohol to counter common myths and misconceptions.	Analyzing data; checking assumptions; considering pros/cons; separating fact and fiction.	1
Marijuana: Myths and Realities	To teach information about marijuana to counter common myths and misconceptions.	Analyzing data; checking assumptions; considering pros/cons; separating fact from fiction.	1
Advertising	To increase awareness of the techniques employed by advertisers to manipulate consumer behavior and to teach students how to resist these techniques.	Analyzing ads; recognizing techniques; separating fact from fiction – want from needs.	1
Violence and the Media*	To increase awareness of how the media influences student perceptions about violence and to teach them how to check media presentations against reality.	Analyzing perceptions about violence; comparing image and reality; resistance to media distortions.	1
Coping with Anxiety	To teach what anxiety is, common situations which cause it, and techniques for coping with anxiety.	Recognizing anxiety and its physical effects; learning easy and healthy techniques to deal with anxiety; progressive relaxation; mental rehearsal/visualization; breathing.	2

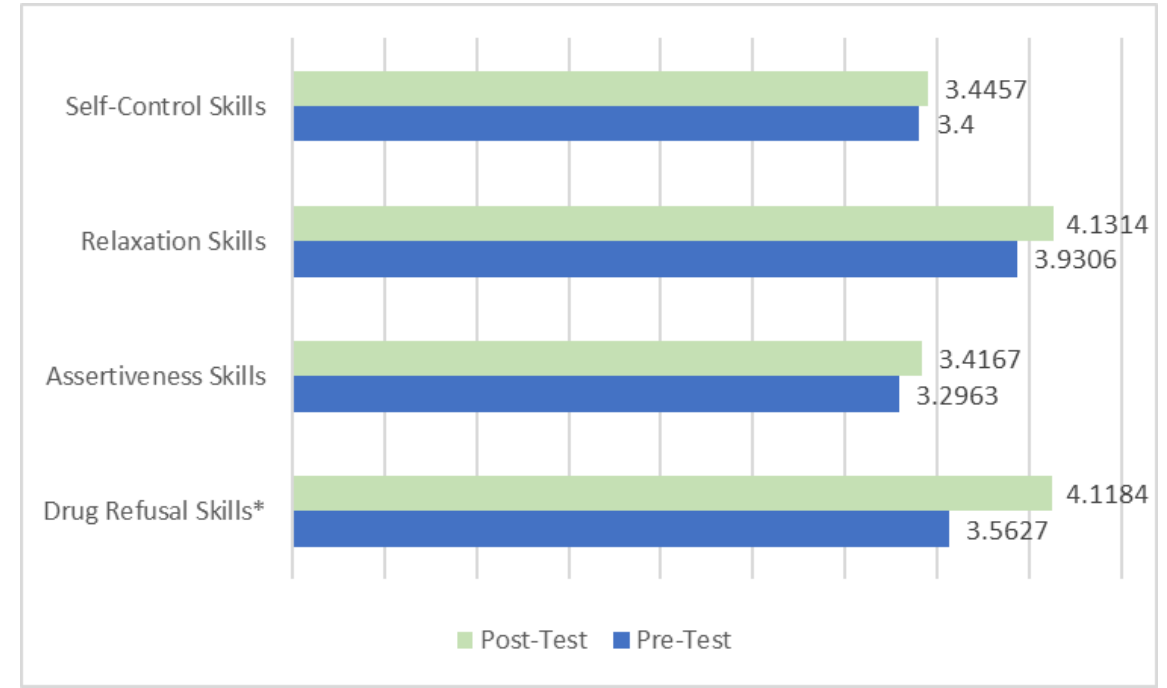
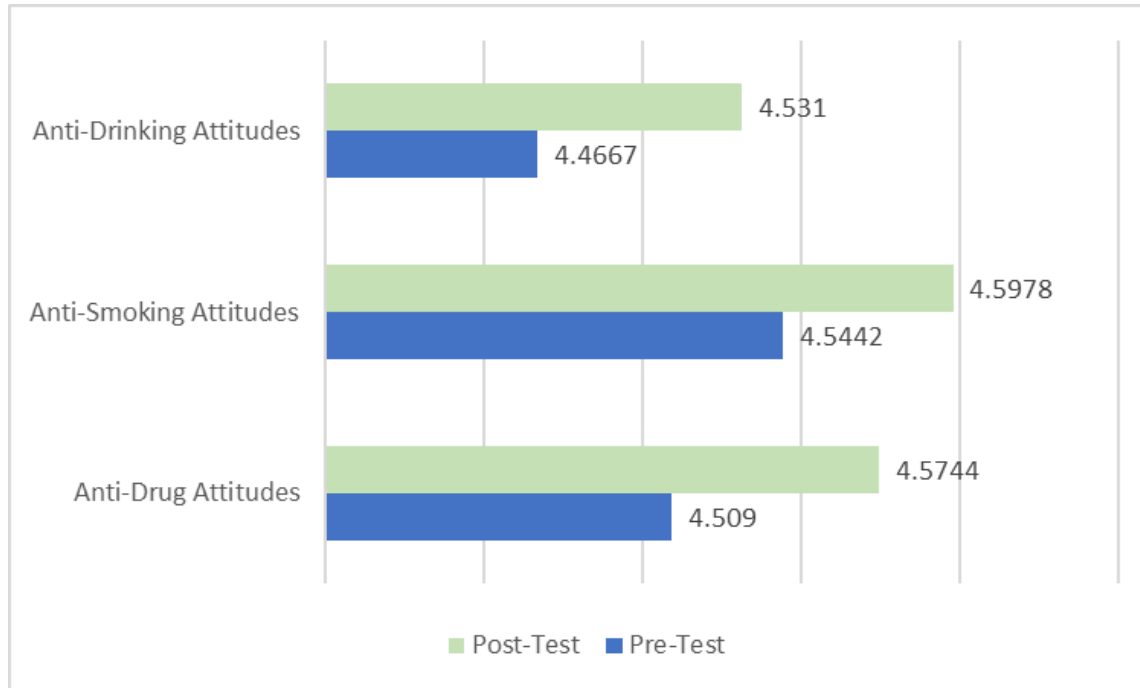


# The Curriculum, Continued

Coping with Anger*	To teach anger recognition and common situations which cause it, and to learn techniques for self-control.	Recognizing anger, its physical effects and multiple consequences; identifying reasons and learning techniques to control anger.	1
Communication Skills	To teach how to communicate effectively.	Using verbal and non-verbal communication; techniques for avoiding misunderstandings; clarifying; asking questions; being specific; paraphrasing.	1
Social Skills	To teach basic social skills in order to develop successful interpersonal relationships. Teach skills pertaining to closer personal relationships, interaction with others, and planning social activities.	Making social contacts; giving and receiving compliments and other feedback; scripting; effective listening; being persistent; having self-awareness; feelings toward others; communication, conversation; creative thinking.	2
Assertiveness	To teach how to become more assertive and resist peer pressure to use drugs.	Reflecting on actions taken, types of responses, consequences; decision-making; awareness of persuasive tactics; repertoire of refusal responses; verbal and non-verbal assertiveness; self-respect; planning; goal-setting.	2
Resolving Conflicts*	To review previous skills as students learn and practice techniques for resolving conflicts.	Analyzing conflict resolution choices; controlling anger; building consensus; problem solving; negotiation and compromise.	1
Total Class Periods			15/18

\*optional violence lessons

# The Data



Mt. Savage Middle School - 2022

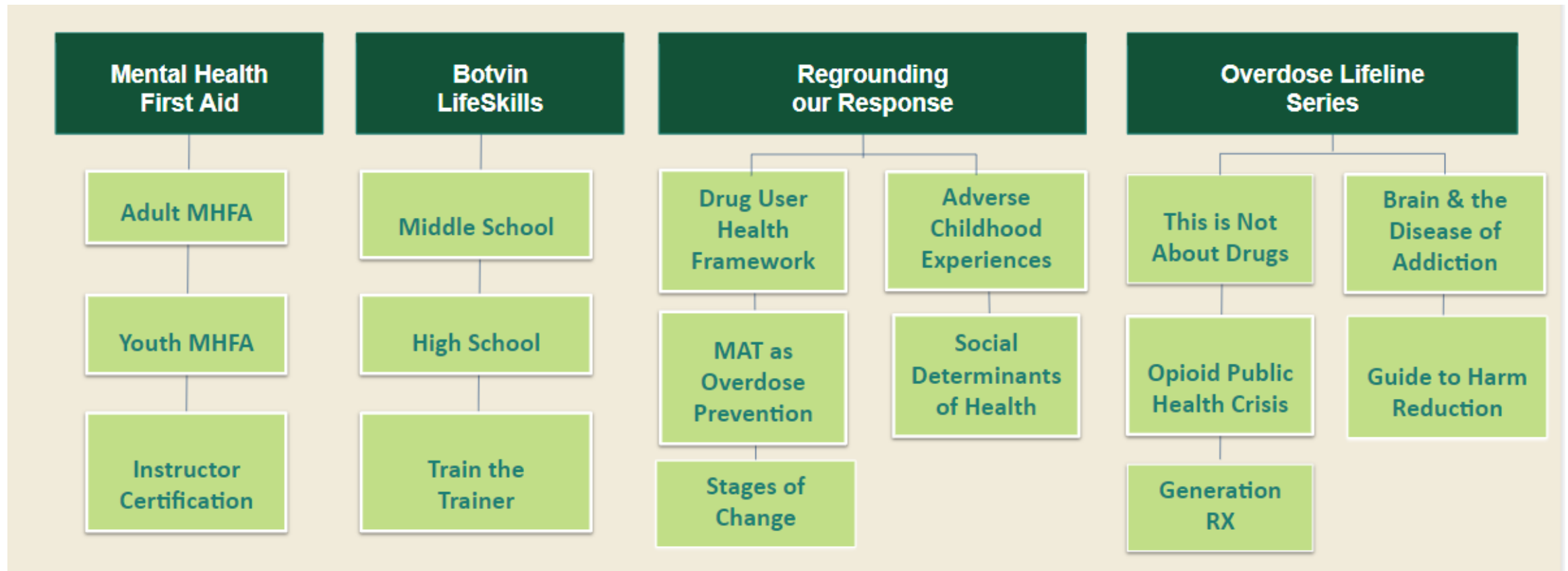
## Botvin Lifeskills Train-the-Trainer

Schedule an informational meeting with MarylandROTA to learn more about our no-cost Botvin train-the-trainer opportunities. The training course is online and is done at your own pace. It is expected to take 6 hours to complete the online training.

[More information and a link to sign up can be found at: www.lifeskillstraining.com/training-schedule/](http://www.lifeskillstraining.com/training-schedule/)



## Other ROPTA Training Programs & Services



**For more information, please contact MarylandROPTA!**

**Email:** [MarylandROPTA@umd.edu](mailto:MarylandROPTA@umd.edu) - **Website:** [www.MarylandROPTA.org](http://www.MarylandROPTA.org)

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