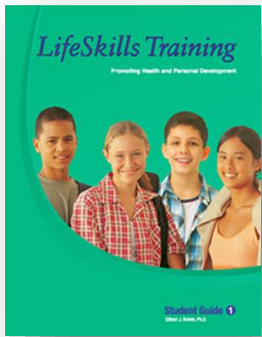




Botvin LifeSkills Training Standard Alignment: Utah Core Standards for Health Education



The following provides a crosswalk for the Botvin LifeSkills Training (LST) Middle School Level 1 program to the Utah Core Standards for Health Education (April 2019).

The Botvin LifeSkills Training program aligns with many of the standards in the Utah Core Standards for Health Education. Health educators have the responsibility to teach the core standards. A careful review with USBE has identified the content in the Botvin LST program meets the learning objective of the select standards identified in the crosswalk. Minor modifications or enhancements may be necessary to meet the entirety of the standard. The LST approach is specifically designed and proven to improve acquisition of critical pro-health and pro-social behavioral skills to reduce use of psychoactive substances (alcohol, marijuana, hallucinogens, opioid and Rx, etc.) as well as other health risk behaviors (physical and verbal violent behavior, delinquency, etc.).

The LST program is specifically designed and tested to prevent substance misuse and promote pro-health behaviors by enhancing coping skills related to individual and social competence. The *LST approach* and accompanying lessons are designed to target critical social and interpersonal factors (knowledge, attitudes, and skills) to delay the initiation and/or escalation of substance misuse. The content covered in the LST program is comprised of three major components: Personal Self-Management skills, Social and Communication Skills, and Drug Resistance Skills.

Extensive and rigorous research has consistently demonstrated that the LST program can have a profoundly positive impact on reducing a variety of substance misuse and other problem behaviors. LST targets the critical risk and protective factors identified in the *Risk and Protective Prevention Model* which identifies common risk factors for adolescent problem behaviors (school, peer/individual) as well as including protective factors that influence and mitigate the likelihood that adolescents will engage in problem behavior. The Student Health Risk and Prevention (SHARP) survey report provided by the State of Utah Department of Human Services, Division of Substance Abuse and Mental Health highlights critical risk and protective factors associated with substance abuse, delinquency, school dropout, etc. (<https://dsamh.utah.gov/reports/sharp-survey>)

If you have any questions regarding the LST program and its correlation to the Utah Core Standards for Health Education, please contact me at:

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Botvin LifeSkills Training

Middle School

Lesson	Key Skills	Health Standard	Substance Misuse	Suicide	Bullying
Self-Image & Self Improvement	Self-analysis, self-improvement, goal-setting, reframing thoughts	HI.HF.1 HI.HF.3	✓	✓	✓
Making Decisions (2)	Decision analysis: 3Cs of effective decision making (clarify, consider, choose); resisting group pressure	HI.HF.2 HI.HF.3 HI.SDP.2 HI.SAP.1	✓	✓	✓
Smoking: Myths and Realities	Analyzing data; checking assumptions, considering pros/cons	HI.HF.2 HI.SDP.6 HI.SAP.4 HI.SAP.5	✓		
Smoking and Biofeedback	Measuring heart rate; scientific method Immediate effects of nicotine-based products	HI.SDP.6	✓		
Alcohol: Myths and Realities	Analyzing data; checking assumptions, considering pros/cons; separating fact and fiction	HI.SAP.4 HI.SAP.5 HI.SDP.6	✓	✓	
Marijuana: Myths and Realities	Analyzing data, checking assumptions, considering pros/cons, separating fact from fiction	HI.SAP.4 HI.SAP.5 HI.SDP.6	✓		
Advertising	Analyzing data; checking assumptions; considering pros/cons; separating fact from fiction	HI.SDP.3 HI.SAP.2 HI.N.3	✓	✓	✓
Violence and the Media	Analyzing perceptions about violence; comparing image and reality; resistance to media distortions	HI.SDP.3	✓	✓	✓
Coping with Anxiety (2)	Recognizing anxiety and its physical effects; learning easy and healthy techniques to deal with anxiety; progressive relaxation; mental rehearsal/visualization; breathing	HI.HF.3 HI.MEH.1	✓	✓	✓
Coping with Anger	Recognizing anger, its physical effects and multiple consequences; identifying reasons and learning techniques to control anger	HI.HF.3 HI.MEH.1	✓	✓	✓
Communication Skills	Using verbal and non-verbal communication; techniques for avoiding misunderstandings; clarifying; asking questions; being specific; paraphrasing	HI.HF.4	✓	✓	✓
Social Skills (2)	Making social contacts; giving and receiving compliments and other feedback; scripting; effective listening; being persistent; having self-awareness; feelings towards others; communication, conversation; creative thinking	HI.HD.3A HI.HD.8	✓	✓	✓
Assertiveness (2)	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	HI.HF.4 HI.SAP.1 HI.HD.8B	✓	✓	✓
Resolving Conflicts	Analyzing conflict resolution choices; controlling anger; building consensus; problem solving; negotiation and compromise	HI.HF.3 HI.HF.4 HI.MEH.1	✓	✓	✓