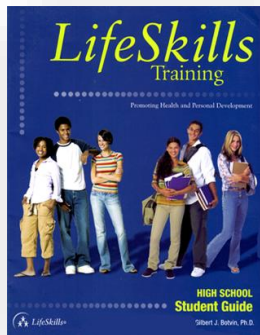


Botvin LifeSkills Training Standard Alignment: Utah Core Standards for Health Education



The following provides a crosswalk for the Botvin LifeSkills Training (LST) High School 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*

High School

Unit	Key Skills	Health Standard	Substance Misuse	Suicide	Bullying
Understanding Prevention	Cooperative learning; using assessment rubrics; self-analysis, dimensions of health, goal setting	HII.HF.1 HII.HF.3 HII.HF.4	✓	✓	
Decision Making for Health	Self-reflection and assessment; analysis of health risks; decision analysis	HII.HF.3	✓	✓	✓
Risk-Taking and Substance Abuse	Researching and analyzing myths and misconceptions; increased awareness of effects of drug use on physical mental and emotional health	HII.HF.3 HI.SAP.1	✓	✓	
The Media and Health (2)	Content analysis of media techniques; comparing media messages to previous knowledge;	HII.MEH.2 HI.SAP.2	✓	✓	✓
Managing Stress, Anger and Other Emotions	Self-reflection and assessment of stress and anger triggers and responses; resulting risky behaviors; analysis and practice of five techniques for managing stress and anger	HII.HF.4 HII.MEH.1	✓	✓	✓
Family (2) Communications	Increased awareness of changing roles in the family; effective communication skills	HII.HF.2 HII.HF.5	✓	✓	✓
Healthy Relationships (2)	Increased awareness of what students are attracted to in others and what attracts others to them; skills for effective social interaction; resolving conflicts in close personal relationships	HII.HF.2 HII.HF.5 HII.HD.8	✓	✓	✓