



Botvin LifeSkills Training Youth Program

–Tier 1–

Overview: Botvin LifeSkills is a classroom intervention to help adolescents develop confidence and skills to effectively handle challenging situations. Personal self-management skills, general social skills, and drug resistance skills are all addressed through the curriculum.

Modality	Intended Audience	Staffing Requirements	Additional Materials Needed
8-18, 45-minute classroom lessons taught at least 1x per week (total number of lessons varies based on grade level curriculum)	3 rd to 12 th grade	One Botvin trained teacher/provider per class lesson	Student guides are not required for implementation; however, if a provider chooses to use the guides in practice, organizations will need to purchase separately. <i>*The National Center for School Mental Health will provide training manuals to all trainees post training</i>

Target Outcomes

- Reduce substance use among children and adolescents
- Enhance social and personal competence and build self-esteem, assertiveness, and social skills
- Promote healthy life choices and responsible decision-making
- Reduce risky behaviors, such as early sexual activity, unsafe practices, violence and aggression

Training Requirements and Important Considerations

Type of Training: One-day virtual training during regular business hours (6 hours)

Continuing Education Units: Participants can receive up to 5 CEU credits

Expectations for full participation and certificate of attendance: To be considered trained, the expectation is that trainees complete the full training, demonstrate engagement (e.g., on-time, stay for the full session, camera on, participation in role-plays, practice activities). **If you miss key components of the training, you may not receive CEUs or a certificate of attendance and will need to reregister and complete the full training if spots are available.**

Important Considerations: While formal licensure is not required, Botvin instructors should have relevant experience with youth, and ideally have a background in mental health or education to effectively facilitate the program.

Translated Content: Not available yet

Ongoing Engagement and Expectations

POC/Supervisor Expectations:

- **Attend a Virtual Planning Meeting:** Meet with the National Center for School Mental Health and the Maryland Community Health Resource Commission to discuss metrics and deliverables including reach and target demographics, service offerings, and outcome expectations as well as the training and implementation plan for your organization.
- **Maintain regular communication** with coordinator(s) from the National Center for School Mental Health to ensure progress toward training and implementation goals including review of a monthly training email containing training and evaluation updates for your organization, and action items.
- **Provide administrative and supervisory support** to staff, including, but not limited to:
 - Share important dates (e.g. training dates, implementation support call dates), registration links, training evaluation completion reminders, and other important information with staff.
 - Ensure that providers in your organization attend the selected Evidence Based Practices (EBPs) for which they are registered. If staff register for training and do not show up, there is not a guarantee they can train at a future date, which may impact implementation plans outlined in your grant application.
 - Please provide ongoing communication with your organization's providers about training attendance and expectations. Consider providing funding for staff time to attend training and implementation calls as appropriate.
 - Ensure staff complete all training, evaluation, and implementation tasks.

Providers/Trainees Expectations:

- **Commit to attending the training once registered**
- **Complete the post-training evaluation survey** for each selected EBP immediately following the training
- **Attend each round of implementation support** meetings offered over the year for each EBP you are implementing and complete implementation surveys prior to each meeting
- **Implement intervention** components as specified in the training and tailored to local community as needed

*For more information or questions pertaining to priority EBP training logistics and expectations, please contact the National Center for School Mental Health at BlueprintEBP@som.umaryland.edu. For grant-related requirements or fiscal questions, please contact Megan Brown, the Consortium Director at megan.brown@maryland.gov. For evaluation or metrics and deliverables questions, please contact the National Center for School Mental Health at BlueprintEval@som.umaryland.edu.