

## BACKGROUND

What are "Life Skills"?

- Decision making, self-image, anger control, knowledge on substance use & abuse, coping skills, media & advertising influences, and anxiety control

Necessary skills are meant to be grown and developed throughout these stages to help equip the individual with the proper tools for success. Children who miss out on these key life learning skills, can face more barriers when entering the adult stages of life. These key life skills are taught to students so they are able to adequately learn to navigate life and the inevitable obstacles that come along with it.

Implementing Life Skills at a middle school age is important for many reasons including:

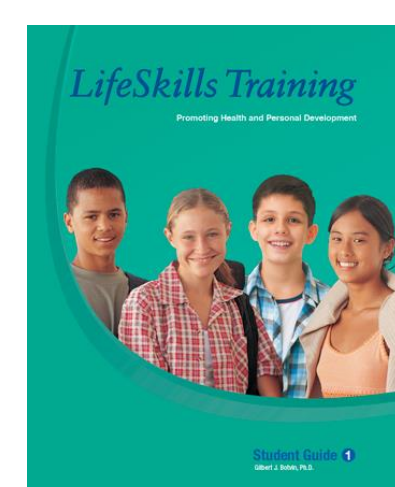
- The adolescent brain is in a major stage of development and growth
- Adolescents who have knowledge of Life Skills have the ability to better navigate traumatic experiences
- Numerous professionals state teaching Life Skills helps reduce the risk of mental illness in individuals

## PURPOSE

The purpose of this study is to learn at which grade level (6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup>) students are more likely to retain Life Skill lessons.

## PARTICIPANTS

- Two groups of students ranging from 6<sup>th</sup>-8<sup>th</sup> grade
- 8-10 students in each group
- Middle School in Kenton County



## METHODS

- 20 students who a part of the Pillars of Support Program through CHNK were selected to participate in the curriculum
- Life Skills pre test was given
- Each group met every week for 45 minutes. Students engaged in discussion, group work, and activities surrounding Life Skills
- After each Life Skill topic was covered, students were given the same test as a Life Skills post test
- Scores were recorded & compared throughout the grade levels



## EQUIPMENT

- Botvin Life Skills Level 1 Work Booklet
- Fidelity check-lists used to ensure discussion validity
- Pre & Post tests
- Classroom

## DATA ANALYSIS

- Explain what type analysis you performed on your outcome variables
- Include the type of analysis software you used

## RESULTS

- To Be Determined

## DISCUSSION

- To Be Determined

## LIMITATIONS

- Students who were absent that day did not receive that day's topic
- Limited time spent on each lesson at the end
- Could have selected a more equal amount students from each grade

## CONCLUSIONS

- To Be Determined

## REFERENCES

- 1) Botvin, G.J. & Griffin, K.W. (2012). Long-term outcomes from Blueprints model programs: Life Skills Training. Presented at 2012 Blueprints for Violence Prevention conference. San Antonio, TX, April 11-14, 2012. 2) Botvin, G. J., & Kantor, L. W. (2000). Preventing alcohol and tobacco use through life skills training. *Alcohol research and health*, 24(4), 250-257. 3) Cairns, K. E., Yap, M. B. H., Reavley, N. J., & Jorm, A. F. (2015). Identifying prevention strategies for adolescents to reduce their risk of depression: A Delphi consensus study. *Journal of Affective Disorders*, 183, 229-238. <https://doi-org.proxy.libraries.uc.edu/10.1016/j.jad.2015.05.019>