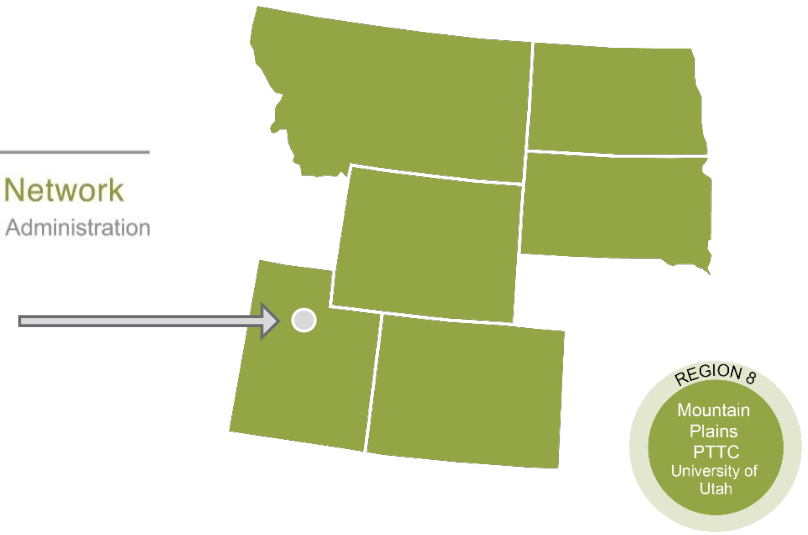




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PPTC

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3-Part Series – An Update on Adolescent Vaping Prevention: Prevalence, Adverse Behavioral Health Effects, and Prevention Practices

Part 3: Vaping Prevention and Interventions in Schools March 5, 2024



Aaron J Fischer, Ph.D.

Associate Professor, Department of Educational Psychology,
College of Education, University of Utah

SAMHSA
Substance Abuse and Mental Health
Services Administration

The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The P TTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.

Indigenous Land Acknowledgement



We acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homeland of the Shoshone, Paiute, Goshute, and Ute Tribes. The University of Utah recognizes and respects the enduring relationship that exists between many Indigenous peoples and their traditional homelands.



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Department of
EDUCATIONAL PSYCHOLOGY
THE UNIVERSITY OF UTAH



SCHOOL OF
DENTISTRY
UNIVERSITY OF UTAH

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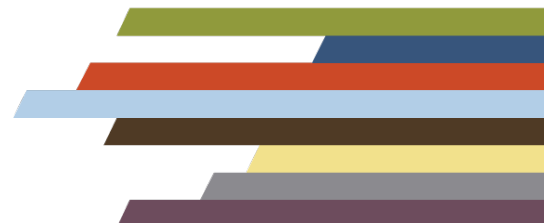


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Overview

- **Explore comprehensive school-based prevention approaches:** Participants will explore the components of comprehensive school-based prevention programs aimed at addressing vaping among students. This includes understanding the role of education, policy development, enforcement, and community involvement in creating a supportive environment that discourages vaping.
- **Develop effective strategies for resisting peer pressure and making informed choices:** Participants will learn practical techniques for resisting peer pressure to vape, including assertive communication, refusal skills, and identifying supportive peer groups. They will also gain insight into the importance of making informed decisions about their health and well-being.
- **Identify resources and support systems available for vaping prevention:** Participants will become familiar with resources and support systems available within their school and community to prevent vaping. This includes school counselors, health educators, cessation programs, and peer support groups. They will learn how to access these resources and utilize them effectively to promote a vape-free environment.

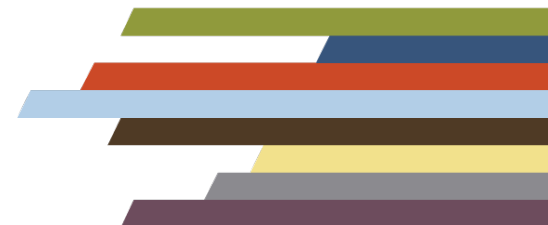


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SCHOOL PSYCHOLOGY | THE UNIVERSITY OF UTAH

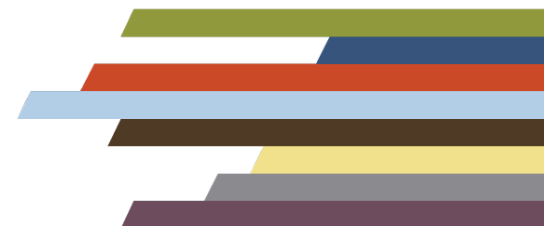


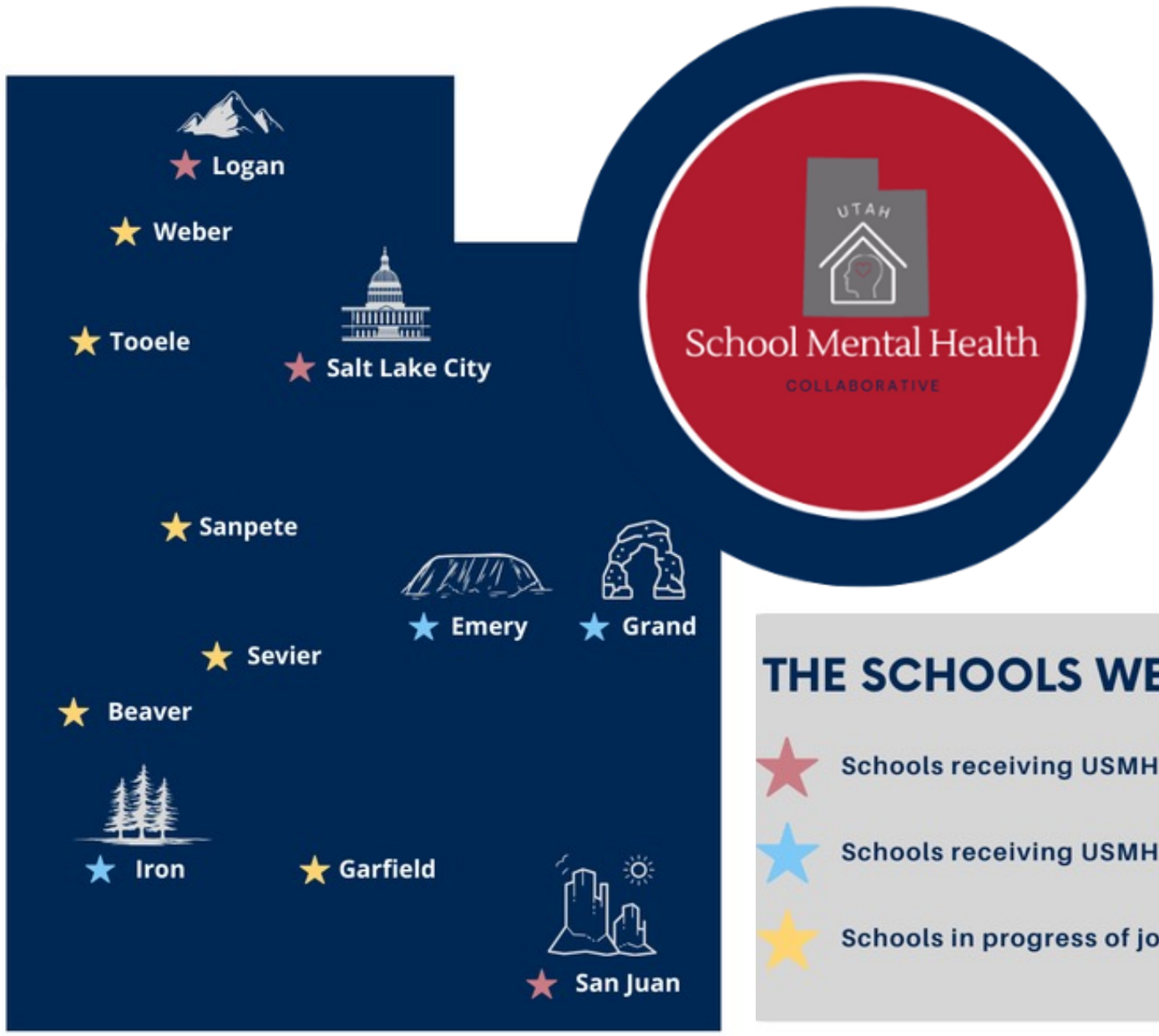
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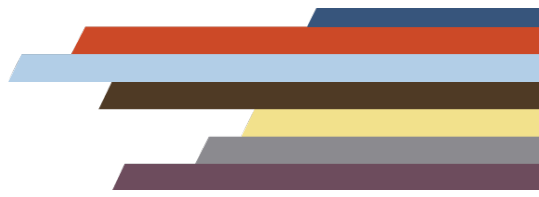


THE SCHOOLS WE WORK WITH

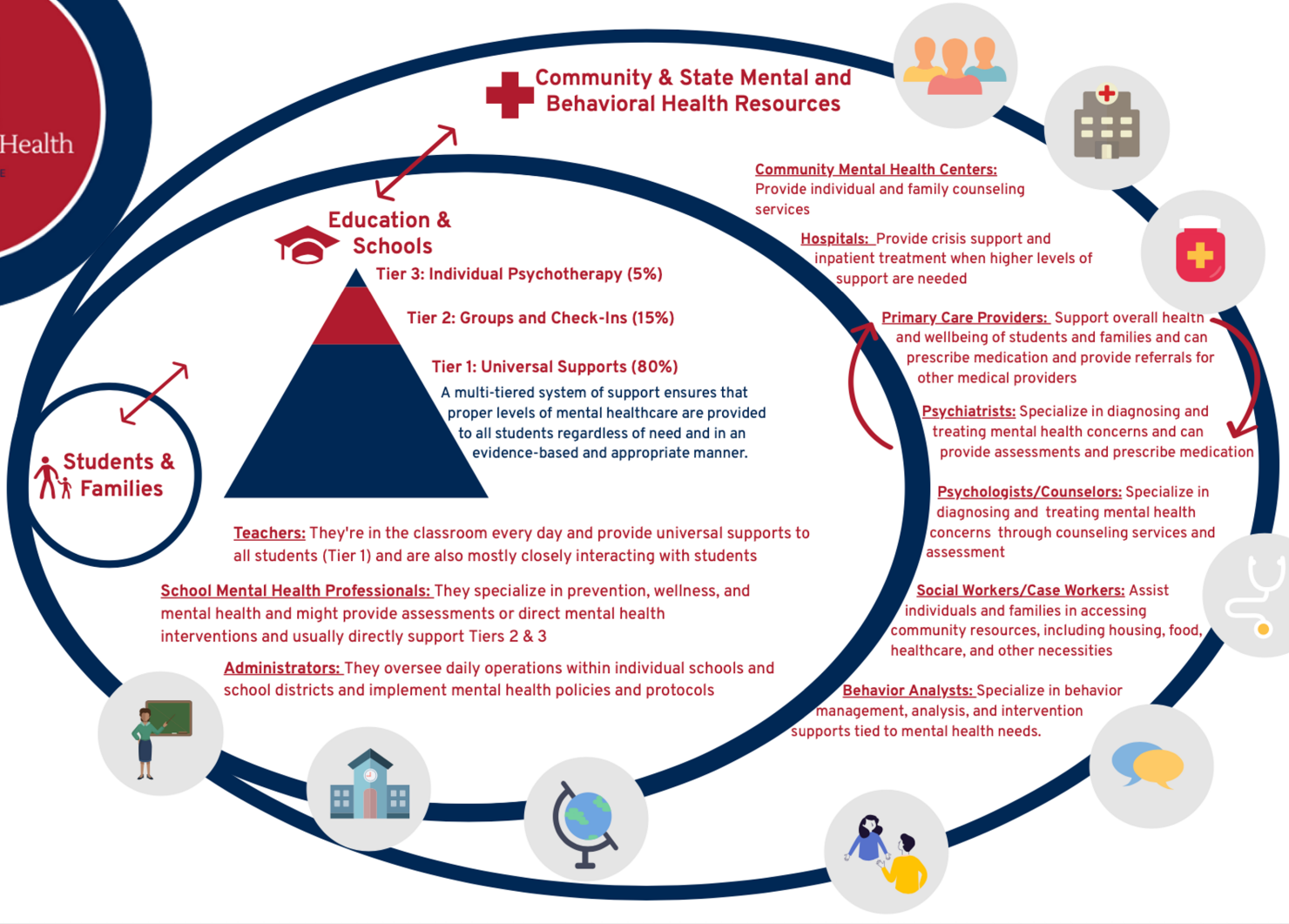
- Schools receiving USMHC & psychiatry services
- Schools receiving USMHC services
- Schools in progress of joining the collaborative



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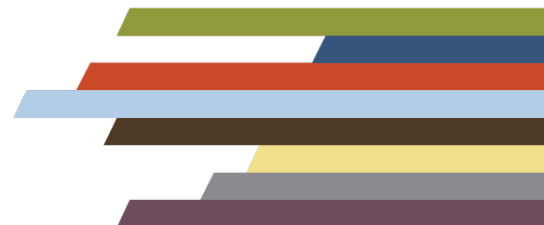
Levels of Support and Community Member Roles



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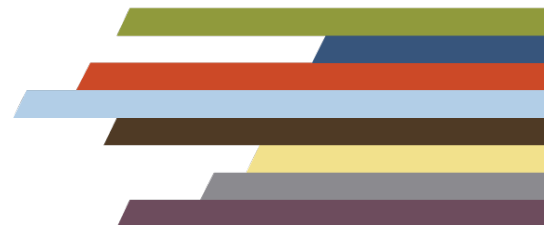


and resources,



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Population data

All youth and adolescents in schools nationwide

- 7.7% of students (2.13 million) reported current use of e-cigarettes
- 10.0% (1.56 million) high school students and 4.6% (550,000) middle school students reported current use of e-cigarettes

Populations At-Risk for Vaping

- **Substance Use:** Students who are previous/current users of other substances (tobacco, marijuana, alcohol)
- **Family Background:** Students who are exposed to substance use at home, family with mental health disorders, and parental gambling
- **Mental Health:** Students who have one or more mental health disorders, traumatic experiences such as emotional neglect or parental separation
- **Peer Influence:** Students who reported high peer victimization or peer substance use

Indicated Student Population

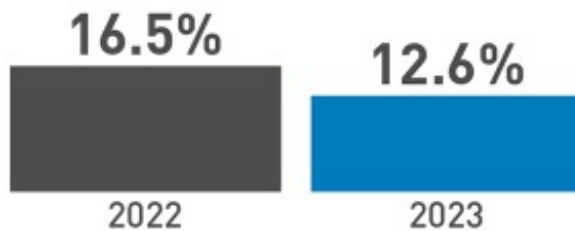
- Students who currently use e-cigarettes or "vapes"
 - Providing interventions for e-cigarette/vape users
-

Statistics

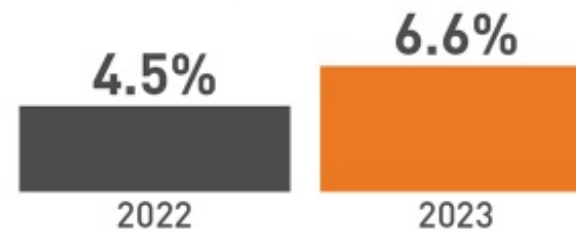
NYTS
2023

About **2.8 million**
youth currently use any tobacco product

Any tobacco use **decreased** among
high school students



Any tobacco use **increased** among
middle school students



Driven by a **drop**
in high school e-cigarette use



Statistics

NYTS
2023

More than **2.1 million**
youth currently use e-cigarettes,
with a decline in high school students currently using e-cigarettes in 2022-2023

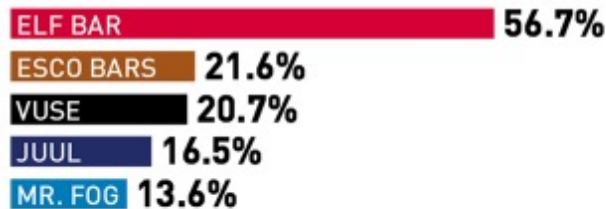
Among youth who reported current use of e-cigarettes:

More than **1 in 4**



use e-cigarettes daily

The most popular brands include disposable and cartridge-based products, and the most commonly reported products were:



Almost
9 out of 10



use flavored e-cigarettes

Current Landscape

- Dai et al. (2021) School personnel's responses to school-based vaping prevention program: a qualitative study:
 - Youth vaping is prevalent in schools
 - Schools are interested in prevention and cessation but lack formal programs

Perceptions of School Personnel

Prevalence

- High prevalence
- Challenging and urgent matter
- Vaping is done everywhere
- Other substances other than vapes

Programs and Interventions

- Sporadic lectures
- Lack of comprehensive programs
- Support from school
- Other substance and behavioral education

Perceptions of School Personnel

Dissemination of Education

- Guest speakers
- Social Media
- Personal Conversations
- Mass presentations
- Posters/Flyers
- Student-led initiatives

Inconsistency of Measures

- Parents are informed
- Light/Moderate Consequences
- Severe penalties
- Substance screenings

Perceived Barriers and Resources

■ Barriers

- Lack of time, interest, funding, knowledge, coordination
- Outdated material
- Ease of access to substance

■ Resources

- Evidence based prevention programs
- Staff training
- Community engagement

Challenges to Prevention (SAMSHA)



Current Policies to Address Vaping

- O'Connell & Kephart (2020) Local and state policy action taken in the U.S. to address the emergence of e-cigarettes:
 - E-cigarette classification: E-cigarettes are a tobacco product and can be used as either a consumer product or medicinal product
 - Smoke-free air policies: bans e-cigarette aerosol in non-smoking areas
 - Taxation: increase price at the point of sale
 - Age restriction: raise minimum age of sale to 21 years of age
 - Flavor bans: ban all vape juice flavors besides tobacco and mint
 - Retail licensure and sales restrictions: requires retailers to have a license to sell e-cigarettes OTC
 - Advertising: regulates permissible channels for ad content
 - Packaging: prohibit packaging to resemble food or candy AND requires a nicotine warning message

Current Policies to Address Vaping

REGULATORY TOOLS USED BY STATES AND JURISDICTIONS

LICENSING

Licenses serve to **regulate** and **afford certain rights to businesses**. This can also be used to **limit** the number of vaping retailers.



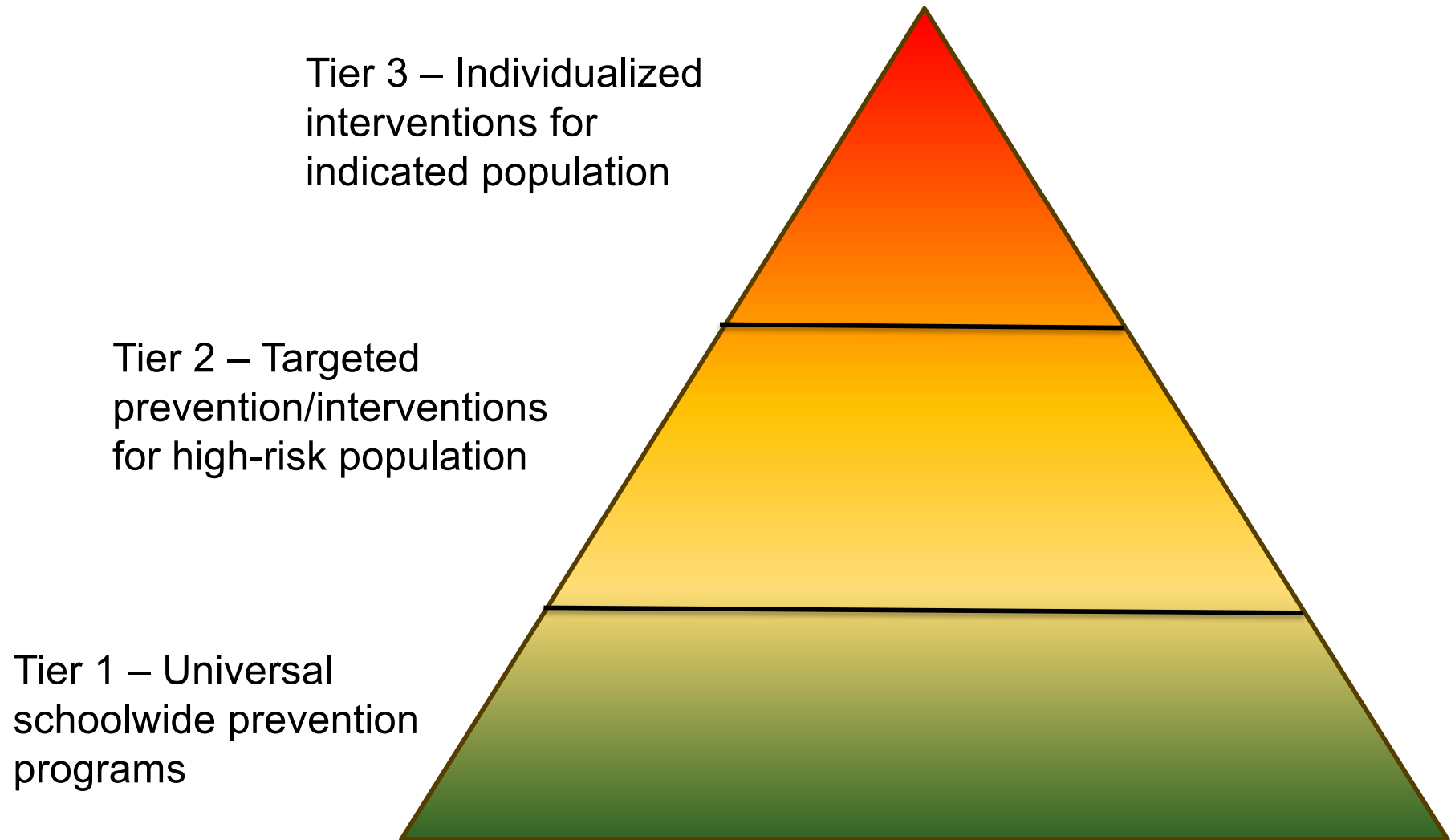
ZONING

Zones are **legal guides** for where businesses can exist. This guides where **vaping retailers can sell their products**.

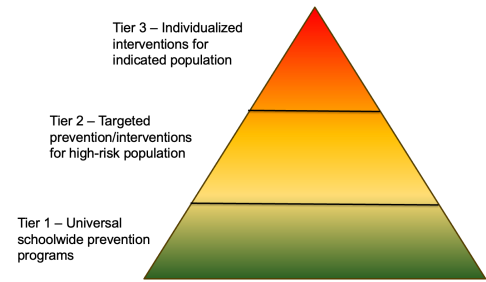


Image adapted from ChangeLab Solutions

MTSS Framework Approach

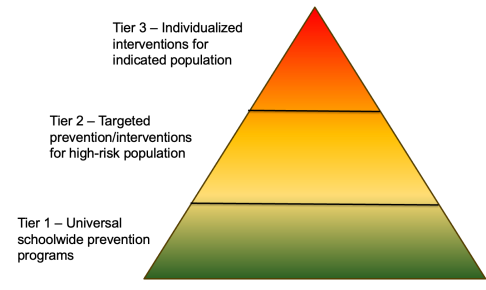


Universal Prevention



- Creating an environment where vaping is not likely to occur
- Bathroom detectors
- Video recording non bathroom spaces
- School discipline policies
- School Positive Behavior Support Systems
- Schoolwide Vaping prevention programs

Universal Prevention

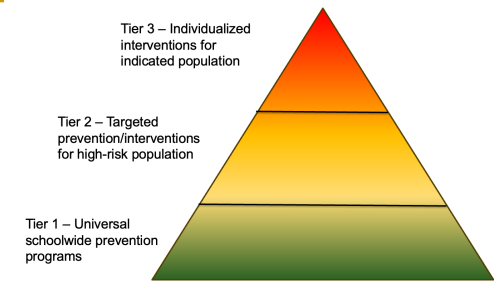


■ CATCH my Breath

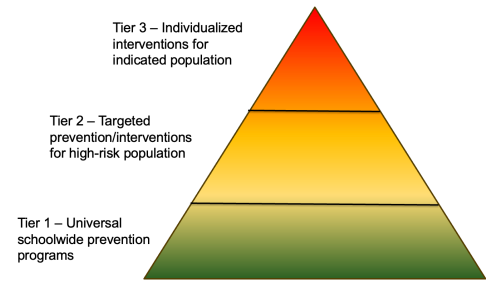
- Targets school-level programming efforts
- Community-based intervention involving students, parents and school personnel
- Administered during 4 health lessons throughout the year
- Increased understanding of students that vaping is not harmless behavior
- <https://catch.org/program/vaping-prevention/>

Universal Prevention

- Truth Initiative: Youth Vaping Prevention and Resources to Quit
- <https://truthinitiative.org/vaping-curriculum>

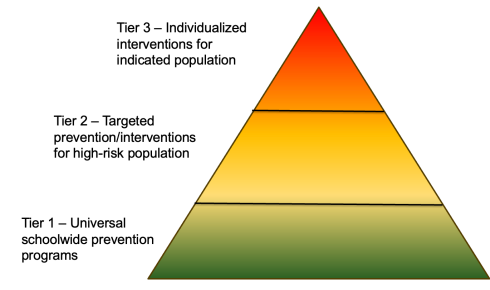


Targeted Prevention



- Small groups of students
- These students receive a similar, non individualized prevention program)
- Supports:
 - Group vaping prevention
 - Web-based prevention programs
 - Peer support
 - School engagement

Targeted Prevention



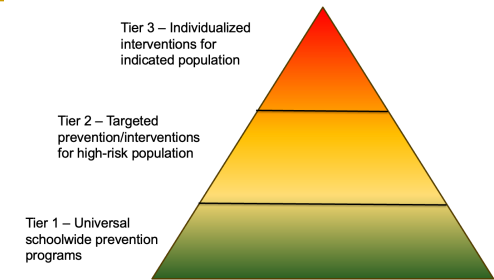
■ SmokeSCREEN

- Individual-level health promotion Video game self-regulated learning format
- Focus on interpersonal and consequential characteristics of vaping
- <https://www.smokescreengame.org/>
- Existing research supports this intervention as an effective tool targeting aspects of prevention

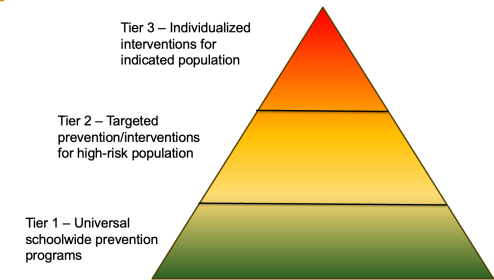
MTSS Interventions

- American Lung Association NOT (Not On Tobacco):

- <https://www.lung.org/quit-smoking/helping-teens-quit/not-on-tobacco>
- Vape-free schools initiative: <https://www.lung.org/quit-smoking/helping-teens-quit/vape-free-schools>
- "NOT for me" - self-paced modules to complete for students

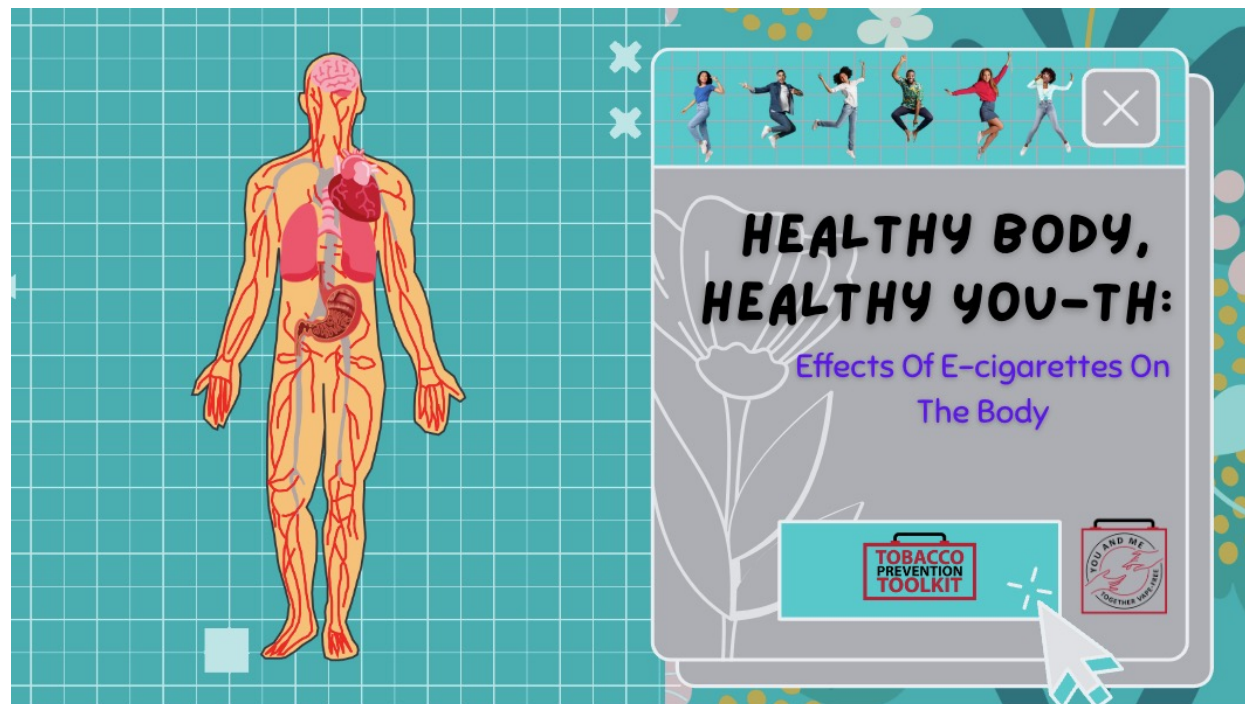


MTSS Interventions

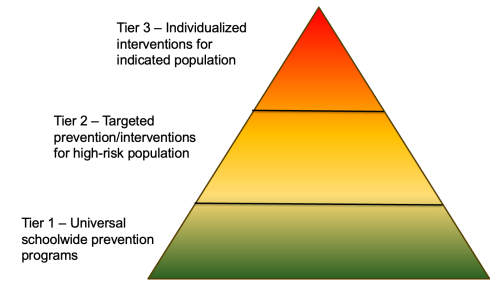


■ Stanford Medicine Tobacco Prevention Toolkit

- MY Healthy Futures: <https://med.stanford.edu/tobaccopreventiontoolkit/healthy-futures-nicotine/my-healthy-futures-nicotine.html>
- You and Me, Together Vape-Free curriculum: <https://med.stanford.edu/tobaccopreventiontoolkit/you-and-me-together-vape-free-curriculum.html>

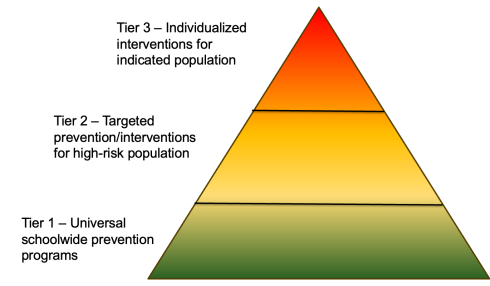


Individualized Prevention



- Individual student-level Interventions
 - Individual students
 - More effective for achieving positive outcomes for risky behaviors
 - Higher cost and use of resources to implement
 - Focus on characteristics and risk-factors of individuals such as:
 - Knowledge, attitudes, behaviors, self-efficacy, etc.

Individualized Prevention



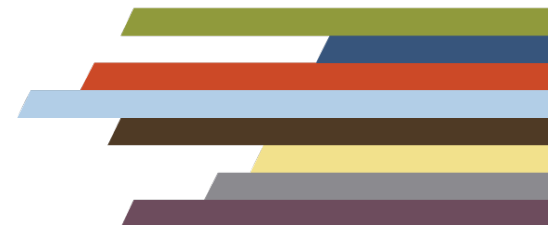
- Learn practical techniques for resisting peer pressure to vape
 - Assertive communication
 - Refusal skills
 - Identifying supportive peer groups.
 - Making informed decisions about their health and well-being
- What is the context for vaping?

Restorative Practices



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MTSS Interventions

- Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health (INDEPTH)
 - Alternative program to systems in place for suspension or citation due to substance use in school

How **INDEPTH** Works:



Schools connect with the American Lung Association



Facilitators complete an online INDEPTH training



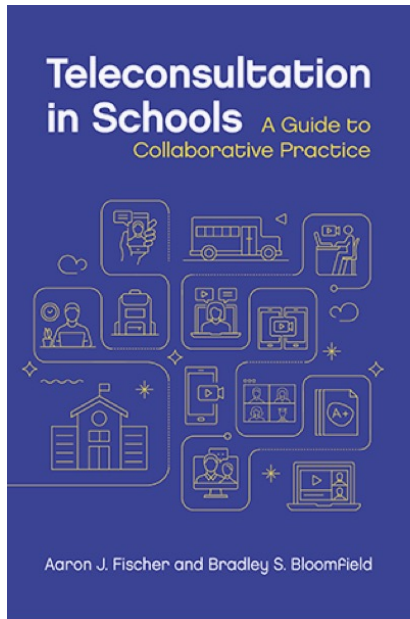
Facilitators prepare and implement the INDEPTH program

Increasing Quit Readiness

“INDEPTH offers students the chance to think about how they might like to change their relationship with tobacco to **reduce risks** and increase the chances that they will be able to **achieve the goals** they have for themselves.”

– INDEPTH Facilitator

THANK YOU!



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