

Pennsylvania's 100% Tobacco Free Schools Toolkit *for Student Assistance Programs*



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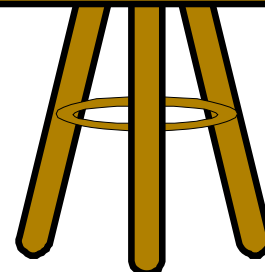
Includes fact sheets; presentations for students, parents and staff; and templates that are available on CD or at www.tobaccofreeallegheny.org

TobaccoFreeAllegheny

This presentation is part of the Tobacco Free Schools Toolkit. The printed booklet that accompanies the presentation is available from Tobacco Free Allegheny.

TobaccoFreeAllegheny

Intervene With Nicotine Retrofitting Current SAP Practice



Action Planning

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- Tobacco policy and procedures
- Student information forms
- Student conferences
- Parent conferences
- PDE reporting 07-08

Legal Perspectives: Why Bother?

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- **Federal** (Pro Children Act of 1994)
- **Commonwealth of Pennsylvania**
 - ACT 128 of 2000, Section 3.5, School Tobacco Control
 - Act 145 of 1997
 - Act 36 of 1999 (School Safety)
- **Allegheny County**
 - Chapter 880; Ord. No. 23-06

Tobacco Policy & Procedures

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- Prohibits all use
 - Because tobacco use is unequivocally related to serious ongoing health problems and teens are strongly influenced by tobacco use of peers and adults, schools should prohibit use of any **tobacco product** in all school-related situations, by **any person**, at **any time**, in **any location**, and at **any event**.
- Prohibits tobacco advertising/promotion—signs, clothing (T-shirts, caps, bags) or through sponsorship of school-sponsored events

(North Carolina Health & Wellness Fund; 2005)

Tobacco Policy & Procedures (cont.)

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- Identifies the administrator's role
 - Communicate policy verbally and in writing at school events through signage and in the student code of conduct
 - Develop and implement procedures for consistent and fair enforcement
 - Develop educational alternatives to suspension
 - Treat violators who are students or staff with disciplinary action in the same magnitude and manner as violations of other school policies
 - Ensure that visitors who violate the policy discontinue using tobacco product or leave premises
 - Prohibit tobacco use in contracts with outside groups who use their schools
 - Coordinate with local magistrates, police agencies on enforcement of federal, state and local ordinances

(North Carolina Health & Wellness Fund; 2005)

Tobacco Policy & Procedures

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- Encourage staff and students to quit using tobacco
 - Offer developmentally appropriate cessation programs, or provide info about community cessation efforts
- Coordinate efforts with SAP, other policies, comprehensive school health programs and wellness efforts

(North Carolina Health & Wellness Fund; 2005)

Convincing the Boss: Why Tobacco Free Schools?

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- Reduces children's observations of tobacco use and takes a firm stand against it
- Supports (rather than confounds) prevention messages delivered in classrooms by sending clear and consistent no-use messages
- Provides safe environment for students by reducing exposure to environmental tobacco smoke
- Protects students from a dangerous drug with a powerful addiction
- Complies with federal (Pro Children Act of 1994) as well as state and local ordinances
- *Protects schools from unnecessary risk of future liability*
- Reduces fire risk

(North Carolina Health & Wellness Fund; 2005)

Student Intervention



Stage of Change

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QUESTION	RESPONSE	STAGE
Have you ever smoked?	No	Nonsmoker
Have you ever smoked?	Yes, but quit Yes, and I still do	Go to last question Go to <u>next</u> question
Do you intend to quit within the next six months and have to tried to quit for at least 24 hours in the last year?	No	Precontemplation

Stage of Change (cont.)

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QUESTION	RESPONSE	STAGE
Do you intend to quit within the next six months & have to tried to quit for at least 24 hrs in the last year?	YES	Go <u>next</u> question
If yes, do you intend to quit in the next month?	YES	Preparation
	NO	Contemplation
If you have quit, did you quit within the last six months?	YES	Action
	NO	Maintenance

References

Stages of Change Algorithm

- Pallonen, U.E., Velicer, W.F., Prochaska, J.O., Rossi, J.S., Bellis, J.M., Tsoh, J.Y., Migneault, J.P., Smith, N.F., Prokhorov, A.V. (1998). Computer-based smoking cessation interventions in adolescents: description, feasibility, and six-month follow-up findings. *Substance Use & Misuse, 33*(4), 935-965.
- Stern, R.A., Prochaska, J.O., Velicer, W.F., & Elder, J.P. (1987). Stages of adolescent cigarette smoking acquisition: measurement and sample profiles. *Addictive Behaviors, 12*, 319-329.

Tips for Motivating Change

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- Scare tactics are unlikely to motivate adolescents .
 - It is important to provide the appropriate information about smoking in a direct manner.
- Provide information about nicotine addiction, as this can be an important motivator.
- Reinforce messages that smoking is not “cool.”
 - Tobacco gives you bad breath, yellow teeth; stains your fingers; increases wrinkles; decreases physical endurance; is addictive.
- Tobacco use leads to a loss of \$\$, freedom and control.
 - Tobacco manufacturers are “ripping you off” by taking your money and your freedom of choice, and by addicting you to something that is harmful to your health. You are being manipulated by the adults who run these companies.

Velcer, et.al. 1998

More Tips for Change (cont.)

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- Weight control is an issue for adolescents, particularly females, and it should be approached head-on. Smoking does help control weight, but it is an artificial control, as opposed to exercise and healthy eating.
 - While smoking does control weight, it also causes many unhealthy and unattractive things to occur, thereby vastly outweighing any perceived benefits.
- Be prepared to answer questions about nicotine replacement therapy.
- Have on hand information about community resources geared to adolescents.

(Prochaska, et.al 1994)

Parent Conference

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- When we spoke on the phone recently, I explained that your son or daughter has been referred to the Student Assistance Team. The student assistance process is designed to assist parents in helping their son or daughter deal effectively with issues that present barriers to their learning. The information gained through this process and other school data will be used to help determine the best way to help your son or daughter.
- First, it is important to identify the strengths and positive behaviors your son or daughter displays. These can be very important for helping him or her to overcome problems that may stand in the way of success at school.
 - *How would you frame your questions about smoking to a parent?*
 - *What educational phrases and words would help?*

Open-ended Questions

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- Avoid arguments and confrontation
 - Understanding the adolescent's perspective is critical to building a context for change. Arguing leads to resistance.
(Miller & Rollnick)
- Support self-efficacy
 - Setting achievable short-term goals with the adolescent sets up success experiences, which increase self-efficacy and, ultimately, motivation.
- Help smokers identify the personal resources and supports upon which they can rely
- Ask open-ended questions
 - This is critical to creating a helpful relationship. It encourages the adolescent to talk and begin working. With precontemplative and contemplative smokers, ask for their perception of both sides of the issue—the good things and bad things about smoking ("How do you feel about...").

Reflective Listening

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- Use reflective listening
 - Reflective listening is simply reflecting back to the adolescents their feelings about the subject at hand. It creates empathy and generates non-directives and helps smokers get more deeply into the issues relevant to their smoking.
- Roadblocks to reflective listening include:
 - Practitioner behaviors such as ordering, directing, warning, providing solutions, persuading, preaching and judging
(Miller & Rollnick)

Summary: Use Your OARS

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- Open-ended questions
- Affirm experiences, feelings, thoughts
- Roll with resistance
- Summarize what you heard the teen say—both the pros and cons, which helps experience ambivalence

(Miller & Rollnick)

References

Transtheoretical Model of Change

- Velicer, W. F, Prochaska, J. O., Fava, J. L., Norman, G. J., & Redding, C. A. (1998). Smoking cessation and stress management: Applications of the Transtheoretical Model of Behavior Change. Homeostasis, 38, 216-233.
- Prochaska JO, DiClemente CC, Norcross JC. In search of how people change. *Am Psychol* 1992; 47:1102-4.
- Miller WR. What really drives change? *Addiction* 1993;88:1479-80.

Motivational Interviewing

- Miller WR, Rollnick S. *Motivational interviewing: preparing people to change addictive behavior*. New York: Guilford, 1991.
- Prochaska JO, Velicer WF, Rossi JS, Goldstein MG, Marcus BH, Rakowski W, et al. Stages of change and decisional balance for 12 problem behaviors. *Health Psychol* 1994;13:39-46.

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This presentation was prepared by the staff at UPMC Addiction Medicine Services.