

Vaping Guide Resource Sheet



TYPE



LINKS



Information on E-cigarettes and Vaping

- [CDC Quick Facts on E-cigs](#)
- [What's Trending E-cigarette Infographic](#)
- [Truth Initiative](#)
- [NYTS National Youth Tobacco Survey](#)
- [Youth Now](#)
- [American Lung Association](#)

School Administrator Resources

- [AHA Tobacco Free Schools](#)
- [DPH Tobacco-Free School \(TFS\)](#)
- [School-based Tobacco Prevention and Cessation Programs](#)
- [America's Healthiest Schools Assessment](#)

Educator Resources and Curriculums

- [Cancer Pathways - Vaping Education and Quit Tobacco Workshops](#)
- [CATCH my breath](#)
- [FDA: Vaping Education Resources](#)
- [Stanford Tobacco Prevention Toolkit](#)
- [Vaping: Know the Truth](#)

Counselors and other Health Professionals

- [ALA N.O.T. on Tobacco](#)
- [APA Youth Tobacco Cessation](#)
- [Smokefree.org Quit Vaping Resources](#)
- [This is Quitting](#)
- [WA State Healthcare Authority: Prevention Tools](#)
- [CAMH Nicotine Dependence Assessment Tools](#)

Parents, Family and Community Resources

- [DrugFree.org Vaping Guide for Families](#)
- [AHA Parent Resources](#)
- [NIDA Parent and Educators](#)
- [A Guide to having open conversations: Talking to youth about use.](#)
- [Washington Breathes](#)
- [Policy Playbook for E-cigarettes](#)

Anti-Vaping Guide: Communication Tips



TASK



What is our goal?

TIPS



First, we need to identify our overall goal of the conversation. Ultimately, people want to feel heard and supported. We need to listen, so we can appropriately connect them with resources that fit their individual needs.

How do I initiate conversation?

Use a recent news article or recent event in the community. Maybe it comes up naturally when you see someone vaping or you see an advertisement.

Remember, the conversation may continue over time. Opening the the door for deeper conversations in the future.

How to listen effectively?

Pay attention and LISTEN. Allow them the opportunity to share their experiences.

Hit the pause button. Instead of quickly offering advice, pause and listen more. Youth appreciate feeling heard and understood.

How to communicate effectively?

Be prepared. Get credible information about e-cigarettes so you are ready to answer questions.

Share observations. Ask open-ended questions.

Remind them you care about them and are concerned about their health, etc.

What NOT to do!

Avoid criticism, shaming, blaming. Affirm challenges. Do not lecture. Remember, we want to encourage a conversation.

Do not push. Be comfortable with silence.

Do not overreact. Stay calm.

Avoid personal tobacco use. Set a good example!

Anti-Vaping Guide: Intervention Strategies

How to use: Below are the stages of change in addition to questions that you can ask students to assist you in determining at what stage individuals might be in the change process. In addition, following the questions are action steps that might prove useful in engaging and empowering the person to move through the stages and how you can help.

Pre-contemplation

“I don’t need to change” Reluctant, Rebellious

Action Step: Provide information and feedback to raise the person's awareness of the problem and the possibility of change. Do not give prescriptive advice.

Referral Pathway: Education and Intervention Tier(s)

Contemplation

Not sure about change.” Ambivalence

Action Step: Help the person tip the balance in favor of change. Help the person see the benefits of changing and the consequences of not changing.

Referral Pathway: Education and Intervention Tier(s)

Preparation

“I can change.” Determination. “Yes, but...” Procrastination

Action Steps: Help the person find a change strategy that is realistic, acceptable, accessible, appropriate, and effective.

Referral Pathway: Intervention and Cessation Tier(s)

Action

“I am changing” Behavioral steps

Action Step for School: Support and be an advocate for the person. Help accomplish the steps for change.

Referral Pathway: Intervention and Cessation Tier(s)

Maintenance

“I have changed” Commitment

Action Step for School: Help the person identify the possibility of relapse and identify and use strategies to prevent relapse. Follow up with students and progress in the following weeks and months.

Referral Pathway: Follow up/Check Ins