Vaping Prevention Resources for Elementary School Professionals

Primary prevention strategies for elementary students; addressing the risk of vaping among Texas youth.

December 2019

Contents

1. Overview:

WHAT IS THE ISSUE?

- Tobacco use, especially e-cigarette use, among youth is alarmingly high. Data from the 2019 National Youth Tobacco Survey show that 12.5% of middle school students are using some type of tobacco product. The same data shows that 10.5% of middle schoolers reported current, past 30 day, use of e-cigarettes.[1]
- E-cigarettes are not safe for youth.[2]
- Youth who use e-cigarettes are more likely to begin using combustible tobacco products than their peers that do not use e-cigarettes.[3]
- Nicotine is highly addictive and can harm childhood and adolescent brain development, which continues until about age 25, negatively impacting memory, learning, and attention.[2]

WHAT CAN EDUCATORS DO?

- **Adapt** existing prevention resources for middle and high school youth to be used for prevention and awareness in elementary schools.
- **Provide** take-home information on vaping for students to give to their parents.[4]
- **Reject** youth tobacco prevention programs sponsored by the tobacco industry. These programs have been found to be ineffective for preventing youth tobacco use.[5]

2. TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

The TEKS for Health Education outline the health information and skills that should be taught to Texas youth. Educators can use TEKS as a framework to integrate tobacco prevention resources and messaging in the classroom setting.

Kindergarten, students are taught to *name the harmful effects of tobacco, alcohol, and other drugs.* This lesson is reinforced yearly.

Grade 1, students are taught to *identify examples of health information provided by various media and cite examples of how media and technology can affect behaviors such as television, computers, and video games.*

Grade 2, students are taught to *explain the importance of avoiding dangerous substances* and to *describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution.* As well, to *describe how friends can influence a person's health* and to *explain steps in the decision-making process and the importance of following the steps*.

Grade 3, students are taught to describe the importance of taking personal responsibility for reducing hazards including the role of no-smoking laws. Also, to distinguish between positive and negative peer pressures and their effects on personal health behaviors; and to practice critical-thinking skills when making health decisions. As well, to explain the positive and negative consequences of making a health-related choice and to *practice assertive communication and refusal skills.*

Grade 4, students are taught to *describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences; identify ways to avoid drugs and list alternatives for the use of drugs and other substances.* Also, to *explain how the media can influence health behaviors; and describe ways technology can influence health.* Students are also taught to *explain the influence of peer pressure on an individual's social and emotional health;* and to be *a positive role model for health.*

Grade 5, students are taught to *research the effect of media on health-promotion behaviors.*

Chapter 115. Texas Essential Knowledge and Skills for Health Education Subchapter A. Elementary.

3. IDENTIFYING RISK FACTORS

A risk-focused approach has been used to effectively change youth behavior; the same framework can be applied to the prevention of tobacco products, including e-cigarettes and other vaping products. This approach requires the identification of risk factors for vaping, identification of methods by which risk factors have been effectively addressed, and application of these methods to appropriate high-risk and general population.[6]

Some possible risk factors that may promote vaping among elementary students include physical harm (poisoning from e-liquid exposure), exposure to e-cigarette marketing (digital, print, or social media), environmental (lack of tobacco-free indoor air law), peers (social norms or influence), parent/guardian (use and perception). All of these risk factors should be addressed during childhood development to reduce the likelihood that a child will begin vaping.

RISK FACTORS	GRADE ADDRESSED IN TEKS					
	K	1	2	3	4	5
Physical Harm	●					
Marketing		●	●	●	●	●
Environmental			●	●		
Peer Norms/Influence			●	●	●	●
Parent/Guardian Use & Perception						●

Resources to address each risk factor can be found in the links on Page 6.

4. ACTIVITY: CHANGING NORMS

Vaping behavior can be motivated by peer influence, specifically by peers that are viewed as opinion leaders in youth social circles. The young person that may be most susceptible to peer influence can be described as easily motivated to act for increased perceived social value.[7]

Changing social norms can be as simple as providing information about the actual prevalence of a behavior. Often, the misperception is that "everyone is doing it" when in fact a small minority of a demographic is engaging in the undesired behavior. In 2019, 10.5% of middle school students reported vaping[3], this is alarming for public health but also means that 89.5% or almost 9 out of 10 students are not vaping; increasing awareness of the actual number of youth not vaping could change perception and social norms.

Schools can change norms by dispelling misperceptions about the prevalence of vaping among youth. Create a poster campaign promoting the positive fact that almost 9 out of 10 students are NOT using an e-cigarette or vape product and encourage students to 'be a part of the majority' of students that are not using tobacco products.

Find more examples of activities at: http://txsaywhat.com/

5. RESOURCES

TEXAS RESOURCES

Department of State Health Services - https://www.dshs.texas.gov/tobacco/E-Cigarettes/

Say What! - http://txsaywhat.com/

Tobacco-Free School Signage - https://locker.txssc.txstate.edu/d4b65d3a1388eec4d83a61185c2bbacd

NATIONAL RESOURCES

American Association of Poison Control Centers - https://aapcc.org/prevention/tobacco-liquid-nicotine

American Lung Association – https://www.lung.org/assets/documents/stop-smoking/e-cigarettes-schools.pdf

Campaign for Tobacco Free Kids - https://www.tobaccofreekids.org/assets/factsheets/0382.pdf

CDC - https://www.cdc.gov/tobacco/basic_information/e-cigarettes/factsheet/index.html

FDA Tobacco - https://www.fda.gov/tobacco-products

Maryland Department of Health - https://phpa.health.maryland.gov/ohpetup/Pages/VapeHelp.aspx https://www.smokingstopshere.com/vape/

Public Health Law Center - https://www.publichealthlawcenter.org/sites/default/files/resources/Addressing-Student-Commercial-Tobacco-Use-in-Schools-Alternative-Measures-2019-0.pdf

Truth Initiative – https://truthinitiative.org/research-resources/topic/emerging-tobacco-products?subtopic%5B68%5D=68

US Surgeon General - https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Fact_Sheet_508.pdf

CURRICULUMS

CATCH my breath: E-cigarette & Juul Prevention Program - https://catchinfo.org/modules/e-cigarettes/

INDEPTH: An Alternative to Teen Nicotine Suspension or Citation, American Lung Association - https://www.lung.org/stop-smoking/helping-teens-quit/indepth.html

MD Anderson ASPIRE - https://www.mdanderson.org/about-md-anderson/community-services/aspire.html

Real Cost of Vaping: Scholastic and FDA Grades 6-12 - http://www.scholastic.com/youthvapingrisks/

Stanford Tobacco Prevention Toolkit - http://med.stanford.edu/tobaccopreventiontoolkit.html

6. Citations

[1] Cullen, KA, et al., "e-Cigarette Use Among Youth in the United States, 2019" JAMA, published online November 5, 2019.
[2] U.S. Department of Health and Human Services, E-Cigarette Use Among Youth and Young Adults. A Report of the Surgeon General. 2016, U. S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health: Atlanta, GA.
[3] Leventhal AM, Strong DR, Kirkpatrick MG, et al. (2015). Association of Electronic Cigarette Use With Initiation of Combustible Tobacco Product Smoking in Early Adolescence. *JAMA*.314(7):700–707. doi:10.1001/jama.2015.8950
[4] Kristjansson, A. L., Allegrante, J. P., & Sigfusdottir, I. D. (2018). Perceived parental reactions to substance use among adolescent vapers compared with tobacco smokers and non-users in Iceland. *Public health*, *164*, 115-117.
[5] Landman, A., Ling, P. M., & Glantz, S. A. (2002). Tobacco industry youth smoking prevention programs: protecting the industry and hurting tobacco control. American journal of public health, 92(6), 917-930.
[6] Hawkins, J. D., Catalano, R. F., & Miller, J. Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: implications for substance abuse prevention. *Psychological bulletin*, *112*(1), 64.
[7] Yule, J. A., & Tinson, J. S. (2017). Youth and the sociability of "Vaping". *Journal of Consumer Behaviour*, *16*(1), 3-14.