

# How to Talk with Students about Nicotine, Tobacco, and Vaping: Helping Students Who Use Nicotine

October 19, 2022

# Presenters

---



**Caroline Cranos, MPH**  
(she, her)  
Trainer, UMass Chan  
Medical School Center for  
Tobacco Treatment  
Research & Training



**Karen Costas, MPH**  
(she, her)  
Trainer, UMass Chan  
Medical School Center  
for Tobacco Treatment  
Research & Training

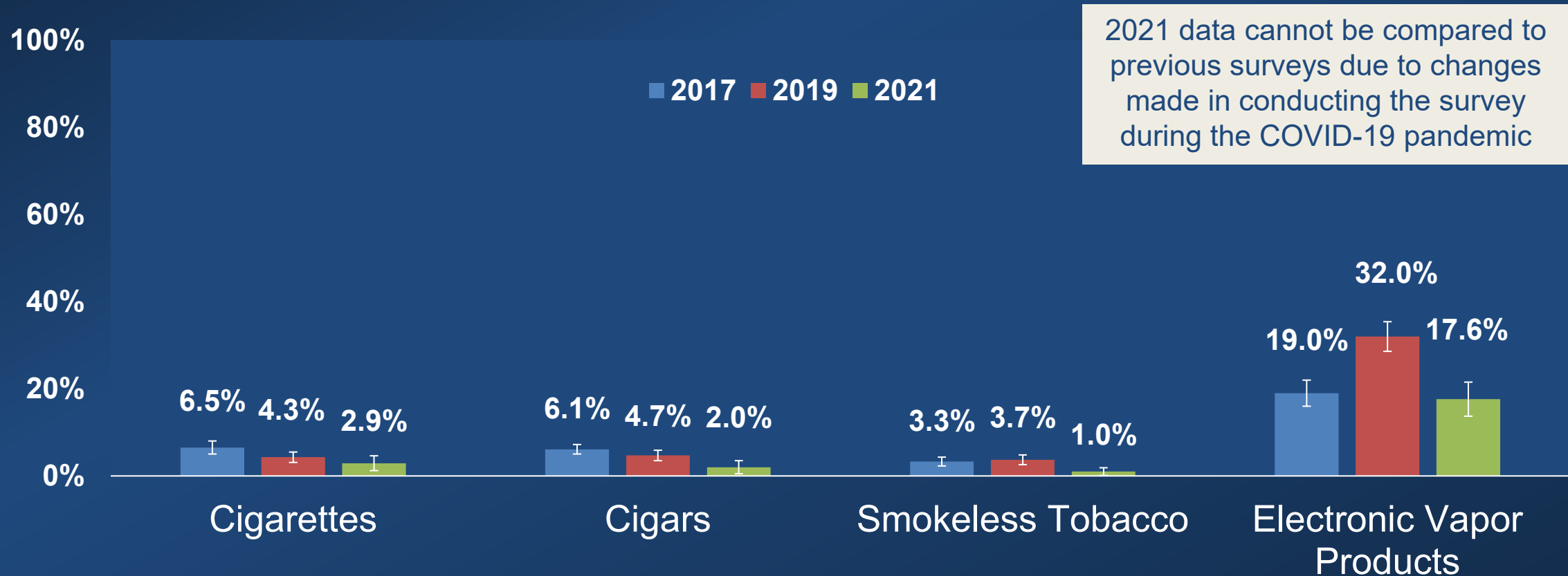


**Alexandra Heinz, LICSW, MPH**  
(she, her)  
Trainer  
MASBIRT TTA

# • Goals/Objectives

- Identify state approved screening tools for identifying nicotine/tobacco use by students (CRAFT-N).
- Describe how to implement brief intervention strategies related to vaping and nicotine use.
- Identify statewide referral resources for students who vape/use nicotine.

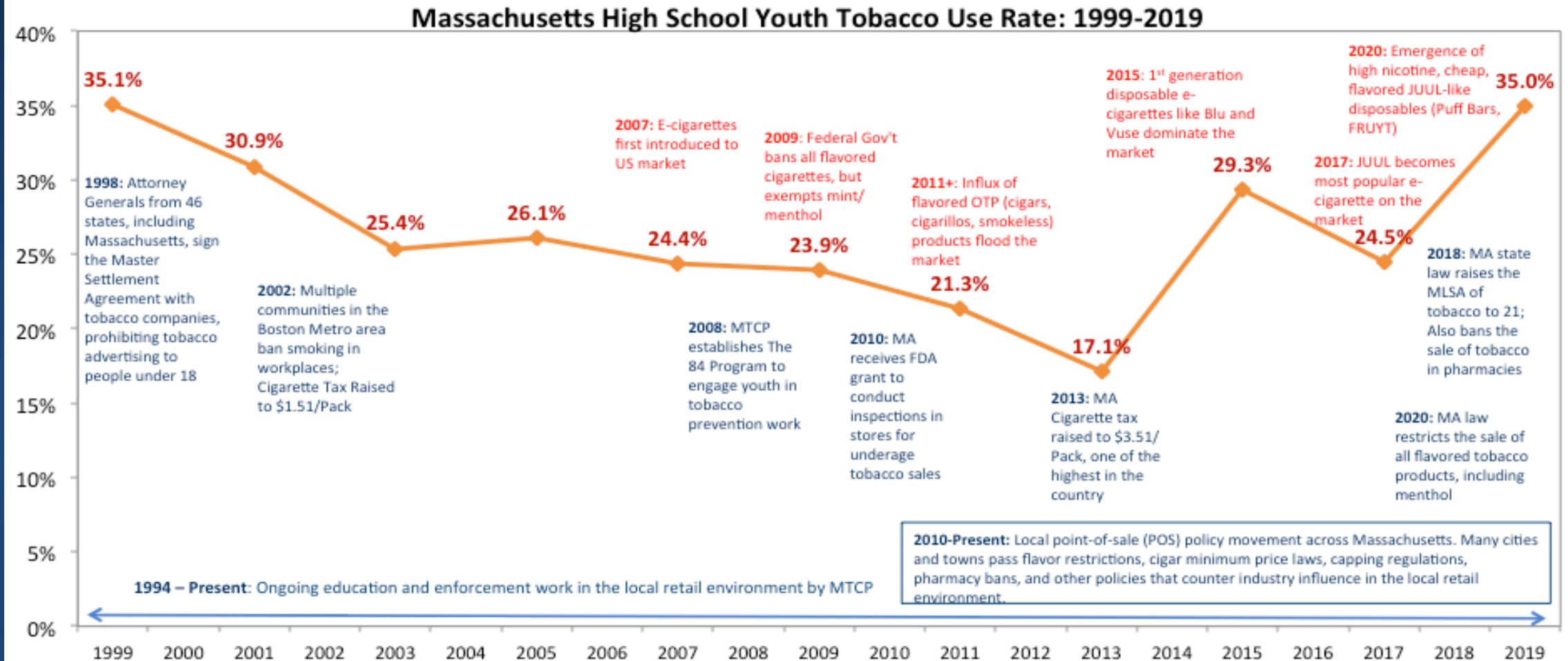
# Vaping Rates are High among MA Youth



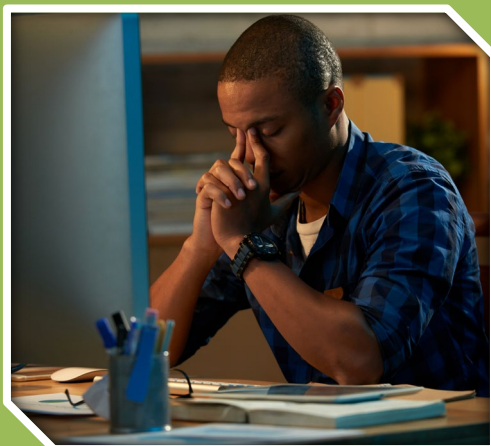
Note: “Current use” is defined as “use during the previous 30 days”

The 2021 MA Youth Health Survey (YHS) data are provisional and subject to revision until they have been thoroughly reviewed and received final approval.

# 20 Years of Teen Tobacco Use: Any Progress?







Teachers and other staff members may see signs of nicotine use and dependence

## What Might You Notice in a Student Who Uses Vapes/Nicotine?

- **Withdrawal symptoms** may occur within hours of vaping:
  - cravings for vapes
  - feeling restless and jumpy
  - feeling irritable or sad
  - having trouble concentrating
  - experiencing mood swings or fatigue
  - tremors, sweating, dizziness
- Getting “**nicked**” – euphoria with high doses of nicotine
- Getting “**nic sick**” – heart palpitations, nausea/vomiting, lightheadedness with overuse
- Leaving the classroom/campus frequently (bathrooms/outdoors)



Addressing Student Vaping with the  
CRAFFT+N, HONC, and BNI

- Nurses and school personnel administering SBIRT screening using the CRAFFT+N are in a unique position to assist students with quitting nicotine use.
- Use Screening with the CRAFFT+N and the Brief Negotiated Interview to discuss nicotine.
- Refer students to additional treatment or education as needed

**S**

## **SCREENING**

**Universal screen to  
identify unhealthy  
substance use**



**BI**

## **BRIEF INTERVENTION**

**Brief intervention to  
address screening  
results**

**RT**

## **REFERRAL TO TREATMENT**

**Referral for further  
services as needed**



## The CRAFFT+N Interview SBIRT in Schools

### Part A

During the PAST 12 MONTHS, on how many days did you:

1. Drink more than a few sips of beer, wine, or any drink containing alcohol? Say "0" if none.

  
# of days

2. Use any **marijuana** (cannabis, weed, oil, wax, or hash by smoking, vaping, dabbing, or in edibles) or "**synthetic marijuana**" (like "K2," "Spice")? Say "0" if none.

  
# of days

3. Use **anything else to get high** (like other illegal drugs, pills, prescription or over-the-counter medications, and things that you sniff, huff, vape, or inject)? Say "0" if none.

  
# of days

4. Use a **vaping device\*** containing nicotine and/or flavors, or use any **tobacco products†**? Say "0" if none.

  
# of days

\*Such as e-cigs, mods, pod devices like JUUL, disposable vapes like Puff Bar, vape pens, or e-hookahs. †Cigarettes, cigars, cigarillos, hookahs, chewing tobacco, snuff, snus, dissolvables, or nicotine pouches.

If the student answered...

"0" for all questions in Part A



Ask 1<sup>st</sup> question only  
in Part B below, then STOP

"1" or more for Q. 1, 2, or 3



Ask all 6 questions  
in Part B below

"1" or more for Q. 4



Ask all 10 questions  
in Part C on next page

**Find out if your students use nicotine  
by screening with the CRAFFT+N**

## How Many Days Did the Student Use Nicotine in the Past 12 Months?

- Use the CRAFFT+N to specifically ask about all nicotine use within the last 12 months, including vaping, cigarettes, and smokeless nicotine (Question #4).
- Even if they answer just "1 day" to question 4, nicotine should be addressed.
- If tobacco/nicotine use is endorsed, go to the HONC (Hooked on Nicotine Checklist)

# How To Use the Hooked on Nicotine Checklist (HONC)

- The HONC is a validated measure of the loss of autonomy students have over their tobacco and nicotine use.
- Many students may not feel dependent on nicotine, and the HONC may impact how they view their nicotine use.
- Information learned through this tool may be helpful when conducting the brief negotiated interview.

## Part C

*"The following questions ask about your use of any **vaping devices containing nicotine and/or flavors**, or use of any **tobacco products**.\*"*

	Circle one	
	Yes	No
1. Have you ever tried to QUIT using, but couldn't?		
2. Do you vape or use tobacco NOW because it is really hard to quit?		
3. Have you ever felt like you were ADDICTED to vaping or tobacco?		
4. Do you ever have strong CRAVINGS to vape or use tobacco?		
5. Have you ever felt like you really NEEDED to vape or use tobacco?		
6. Is it hard to keep from vaping or using tobacco in PLACES where you are not supposed to, like school?		
7. When you HAVEN'T vaped or used tobacco in a while (or when you tried to stop using)...		
a. did you find it hard to CONCENTRATE because you couldn't vape or use tobacco?		
b. did you feel more IRRITABLE because you couldn't vape or use tobacco?		
c. did you feel a strong NEED or urge to vape or use tobacco?		
d. did you feel NERVOUS, restless, or anxious because you couldn't vape or use tobacco?		

# Poll Question:

**What makes it difficult to talk with students about their vaping? (You may choose more than 1)**

1. I don't feel confident that I have the tools to help students.
2. Students don't want to quit vaping.
3. Administration is not supportive for me to work with students regarding their vaping.
4. Other competing health concerns with students such as depression, anxiety, other substance use.
5. Other – post in chat

**S**

## SCREENING

Universal screen to  
identify unhealthy  
substance use

**BI**

## BRIEF INTERVENTION

Brief intervention to  
address screening  
results



**RT**

## REFERRAL TO TREATMENT

Referral for further  
services as needed

Build Rapport

Explore  
Pros and  
Cons

Provide  
Feedback  
and Educate

Use  
Readiness  
Ruler

Negotiate  
Action Plan

## Case Scenario: Emma J., Grade 10

- 15 year old, on JV cross-country and track teams
- CRAFFT+N = vapes every day
- Teachers have noted that she is using the restroom multiple times a day and seems to pay less attention in class
- She has recently lost weight; parents are concerned
- She has become more agitated at school and frustrated with schoolwork. She is having difficulty completing assignments.
- During the HONC administration she endorsed the following statements:
  - *Has tried to quit and cut down but couldn't*
  - *Is hard to keep from vaping in places you are not supposed to*
  - *Feels a strong need to vape*
  - *Feels nervous/anxious because she couldn't vape*



## Build Rapport

Explore Pros and Cons

Provide Feedback and Educate

Use Readiness Ruler

Negotiate Action Plan

You:

“Thanks for agreeing to chat with me about your screening results, Emma. I’m wondering if you can fill me in a bit more about your vaping - how does it fit into your life right now? Can you talk a bit about when and where you vape?”

“Mmm so you vape most days. And lately it has been a bit harder to find mint vapes.”

Emma:

“Um, okay. I usually vape before and after school if I have one. They’re getting harder to find though, especially the flavored ones like mint.”

“Yeah, I mean sometimes I’ll share them with friends. But my parents have thrown them out before, and they can be hard to replace.”

Build Rapport

Explore  
Pros and  
Cons

Provide  
Feedback and  
Educate

Use  
Readiness  
Ruler

Negotiate  
Action Plan

You:

“Got it. Well maybe you could tell me some of the things that you like about vaping?”

“It's one way that you relax and socialize. What about the other side – what are some of the things that you like a little less about it, or that worry you about vaping, if anything?”

Emma :

“I just use it as a way to relax. It's fun to do, when I'm watching TikTok or gaming with friends.”

“Umm. Not much. It does kind of suck if I want to vape and I don't have one. It can make it hard to focus. Or I get a kind of feeling that I **really** need to vape. And they cost so much! ”

Build Rapport

Explore Pros  
and Cons

**Provide  
Feedback  
and Educate**

Use  
Readiness  
Ruler

Negotiate  
Action Plan

**You:**

“You like some aspects of vaping, and at the same time you’ve noticed that you have to vape regularly to avoid some unpleasant feelings – like losing focus or feeling like you really need to vape.

“Could I ask, Emma, what you know about vaping and your health?”

“So you know about how cigarettes can impact your health. Could I share some information with you about how vaping can impact your health?”

**Emma:**

“Yeah, I guess I do.”

“It’s not as bad as smoking cigarettes. I mean most of my friends do it.”

“Sure.”

# What might you emphasize to Emma about the health effects of vaping?

We would like to hear from you, using a “Chat Waterfall”

In the “chat” function, please type in one point about health effects of vaping that you would tell Emma. We’ll give about 30 seconds to think of one.

If you’re not sure, note “not sure.”

**DO NOT CLICK “SEND” YET!**

Once you’ve had time to type in your answer I’ll count down and then we’ll all send our responses at once.

Ready?

**3 2 1 Send!**

Build Rapport

Explore Pros  
and Cons

Provide  
**Feedback  
and Educate**

Use  
Readiness  
Ruler

Negotiate  
Action Plan

## Resources:

MTCP Nurses and Counselors Guide, available at the Massachusetts Health Promotion Clearinghouse, has talking points about nicotine dependence, health, and triggers to vaping.

## VAPING CESSATION

A GUIDE FOR SCHOOL NURSES AND COUNSELORS TO HELP YOUTH WHO VAPE

### NURSE'S GUIDE

The medical community is clear: **It is unsafe for adolescents to vape.** In response to the epidemic of youth vaping, this guide has been developed by the UMass Medical School Center for Tobacco Treatment Research and Training with input from a working group of Massachusetts school nurses.

Vaping is inhaling and exhaling the aerosol produced by an e-cigarette. Common vapes include JUUL, Blu, Rip-Tide, Alto, Suorin, fruyt Stik, and Puff Bar.

### HOW TO USE THIS GUIDE:

This guide contains information relevant to the quitting process that can aid discussions between a school nurse or counselor and their students. It can also be used as a supplement to the texting program, **This Is Quitting** powered by **truth®**, as well as other cessation programs. It includes a tool to assess dependence, suggested scripts to use when talking with youth about vaping, and additional resources for school nurses and counselors about nicotine dependence treatment.

## INTERACTIVE SCRIPTS FOR SPEAKING WITH YOUTH

### HEALTH EFFECTS OF VAPING:

*Nicotine can increase your heart rate, which you may notice if you play sports or are active. You may get tired more easily or not be able to run as fast.*

- *What have you noticed for yourself?*

*High amounts of nicotine may make you feel irritable, sick to your stomach, or jittery. This is called "nic sick." If it's been a while since you have vaped, you may begin to feel unwell or have bad cravings to vape.*

- *What have you experienced?*

*Nicotine can cause changes to your brain that make it harder to pay attention, or to control impulses or your moods.*

- *What have you noticed for yourself?*

*The vapor that comes from vape isn't water. It's an aerosol that contains heavy metals, cancer-causing ingredients, and ultra-fine particles that can damage your lungs. Flavorings add other chemicals that may be approved for eating but not inhaling.*

- *What have you been hearing about the damaging health effects of vaping?*

## DISCUSSING DEPENDENCE:

After completing the HONC, review answers with the student and discuss their "Yes" responses.

**Let's see how you scored. Any "Yes" response indicates you might be having a hard time controlling your vaping and that you are dependent on nicotine.**

Point to an example where the student answered "yes" and explain how that may be a sign of dependence.

- **Most vapes have high amounts of nicotine, an addictive chemical that can be hard to quit. Some vape manufacturers add nicotine salts which are more easily absorbed by your body, causing you to take in higher amounts of nicotine. What are your thoughts about this?**
- **If it's been a while since you have vaped, many young people find they begin to have bad cravings or feel unwell which is called "withdrawal." What have you noticed for yourself?**
- **Young people who vape are four times more likely to go on to smoke cigarettes, even if they think they never will. What are your thoughts about this?**



Build Rapport

Explore Pros  
and Cons

**Provide  
Feedback  
and Educate**

Use  
Readiness  
Ruler

Negotiate  
Action Plan

## “Get Outraged” Toolkit:

<https://www.mass.gov/doc/get-outraged-toolkit/download>



## Addressing Student Use of E-Cigarettes and other Vaping Products

In Massachusetts, **51.2% of high school students have tried electronic vapor products, and 32% currently use these products** (2019 MA Youth Health Survey). **Nearly 15% of middle school students have tried electronic vapor products** (2019 MA Youth Health Survey).

This toolkit provides tools and resources for Massachusetts schools, community-based organizations, and providers who are working to address the use of e-cigarettes and other vaping products by youth. It outlines opportunities for action that can be taken by various school and community-based organization staff, along with resources and tools to help.

The toolkit was originally created with schools in mind but can easily be adapted by community-based organizations.

Toolkit includes  
sections for:

- Administrators
- Curriculum  
Coordinators and  
Teachers
- School Health  
Services

Build Rapport

Explore Pros  
and Cons

**Provide  
Feedback  
and Educate**

Use  
Readiness  
Ruler

Negotiate  
Action Plan

**You:**

“You mentioned feeling the need to vape. One of things about vaping nicotine is the feeling of needing to vape more than you want to getting in the way of your life. For example, some people say they feel more irritable or tense when they can’t vape. What do you think about that?”

“It can be frustrating to think that your vaping is affecting your mood.”

**Emma:**

“I’ve felt the need to vape when I can’t; that’s annoying. And I’ve noticed that I feel less anxious when I eventually do vape. I don’t like thinking that it’s messing with my mood.”

Build Rapport

Explore Pros  
and Cons

Provide  
Feedback and  
Educate

Use  
**Readiness  
Ruler**

Negotiate  
Action Plan

You:

“Emma if I asked how important is it for you to consider making any changes in your vaping, where would you put yourself on a scale of 1-10?”

“Why did you pick a 4 and not a lower number, like 1 or 2?”

Emma:

“Umm. Probably about a 4.”

“I guess because I like to vape, but it has been harder to get vapes. And it’s expensive. And I don’t want to feel like I have to do it every day. Just when I want to.”

Build Rapport

Explore Pros  
and Cons

Provide  
Feedback and  
Educate

Use Readiness  
Ruler

**Negotiate  
Action  
Plan**

**You:**

“You want to maintain control, so you get to decide when you vape.”

“What are the benefits of that for you?”

“You're sick of feeling like you need it, having to hide it, and you want to save money. What ideas do you have about how you might accomplish those goals?”

**Emma:**

“Yeah.”

“I guess just like not losing focus. And it would be great if I didn't feel I needed to vape during school. I hate hiding in the bathroom. And I'd love to save money!”

“Ummm maybe trying to vape less in the morning on my way to school, or like doing something else when I want to vape.”

Build Rapport

Explore Pros  
and Cons

Provide  
Feedback and  
Educate

Use Readiness  
Ruler

**Negotiate  
Action  
Plan**

**You:**

“What do you think you could do instead of vaping in the morning?”

“So having your friend's support could help. What other ideas do you have about things you could you do instead of vaping?”

**Emma:**

“Maybe I could try telling my friend who drives me to school that I don’t want to vape.”

“Maybe we could just sing along to music – or stop at Dunk’s!”



**S**

## **SCREENING**

Universal screen to  
identify unhealthy  
substance use

**BI**

## **BRIEF INTERVENTION**

Brief intervention to  
address screening  
results

**RT**

## **REFERRAL TO TREATMENT**

Referral for further  
services as needed



Build Rapport

Explore Pros  
and Cons

Provide  
Feedback and  
Educate

Use  
Readiness  
Ruler

**Negotiate  
Action  
Plan**

**You:**

“You know, there are some programs or people who could help you cut down or quit vaping if you decided to. Would you be interested in hearing about them?”

“Sure. We can review the options together - and then you get to decide if or how you move forward with any of them.”

**Emma:**

“Okay. But I can’t promise I’d quit. ”

Build Rapport

Explore Pros  
and Cons

Provide  
Feedback and  
Educate

Use  
Readiness  
Ruler

**Negotiate  
Action  
Plan**

Offer assistance, which may include any or all of the following:

1. Meet with student at a future date
2. Give student information about “This is Quitting,” a text-only program that offers support and motivation.
3. Give student information about “My Life, My Quit,” offered by the Massachusetts Quitline. This includes texting with an individual counselor who can offer personalized support and motivation.
4. Ask for student’s permission to contact their primary care provider, if they need help quitting.

# “Quitting Vaping” Brochure

- For students who want more information about quitting, including:
  - ✓ Information about texting programs that may assist in youth in quitting.
  - ✓ Modified questions from the HONC to introduce the idea of dependence.
  - ✓ Reasons for quitting given by some students
  - ✓ Suggestions for dealing with stress.
- Appropriate for students who aren’t entirely sure they want to quit.

## FEELING STRESSED?

Here are some things you can do:

- Take a slow, deep breath – you’ll feel better in a few minutes!
- Try a lollipop or piece of candy
- Drink some water slowly, holding it in your mouth for a little while
- Try a mindfulness app to relieve stress
- Spend more time with friends who don’t vape
- Distract yourself by doing something else
- Try a new vape-free activity: yoga? Ultimate Frisbee?
- Remind yourself of all the reasons you want to quit or cut down
- Exercise, go for a run or walk
- Listen to some new music

## QUITTING VAPING

### INFORMATION FOR YOUTH

© University of Massachusetts Medical School

Make a plan for quitting. Think of other things you can do instead of vaping.

Plan for what you’ll do when you are hanging out with friends who vape.

Make a list of your reasons for quitting and refer to it when you need a reminder of why you want to quit.

It’s normal for people to slip up when they’re trying to quit. Think about why you slipped and create a plan for next time.

**ADDITIONAL RESOURCES:**

Quitting vapes or other tobacco products can be hard. Here are some other ways to get the support you need:

- My Life, My Quit™** has youth coach specialists trained to help young people by phone or text. Call or text **Start My Quit** to 855-891-9989 for free and confidential help. For more information or to sign up online, visit [mylifemyquit.com](http://mylifemyquit.com).
- Visit [teen.smokefree.gov](http://teen.smokefree.gov) for tools and tips to help you quit.
- Ask for help from your school nurse or counselor, athletic coach, doctor, parent or other trusted adult.

**For more information, visit [mass.gov/vaping](http://mass.gov/vaping)**

Some vape pods have as much nicotine as 20 cigarettes.

## THINKING ABOUT QUITTING OR CUTTING DOWN ON VAPING?

### ASSESS YOUR VAPING

Most vapes/e-cigarettes contain nicotine, which is highly addictive. Use this checklist to see if you show signs of being hooked.

When you haven’t vaped for a while, do you:

- ☐ Have a strong craving to vape?
- ☐ Feel nervous or anxious because you can’t vape?
- ☐ Vape in places you’re not supposed to, like school?
- ☐ Have trouble concentrating when you haven’t vaped for a while?
- ☐ Feel like you need to vape to feel better?
- ☐ Feel angry, irritable, or restless?

If you said yes to one or more of these, you may be hooked on nicotine.

There are lots of good reasons to quit!

What are yours?

- ☐ Better athletic ability/performance
- ☐ Improve focus and concentration
- ☐ Less coughing
- ☐ Save money
- ☐ Won’t have to worry about getting caught
- ☐ Improved taste buds
- ☐ E-cigarette companies are making money off of me
- ☐ Better smile (teeth)
- ☐ Fewer asthma attacks
- ☐ Other reasons:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THIS IS QUITTING CAN HELP!**

This is Quitting powered by truth® is a free and confidential texting program for young people who vape. In partnership with the Massachusetts Department of Public Health.

- Text VapoFreeMass to 88709 to get started!**
  - You’ll receive daily text messages about quitting or cutting down, including messages from other youth who have quit.
  - Text **Cope, Slip, Stress** or **More** at any time for instant support, or **MassInfo** for messages specific to Massachusetts.
- Support is available!**
  - Your school nurse, counselor or coach can help you get started.
  - You can sign up even if you’re not sure you want to quit right now.
  - **This is Quitting** has texts to help build your confidence and practice quitting even if you’re not 100% there yet.

© University of Massachusetts Medical School

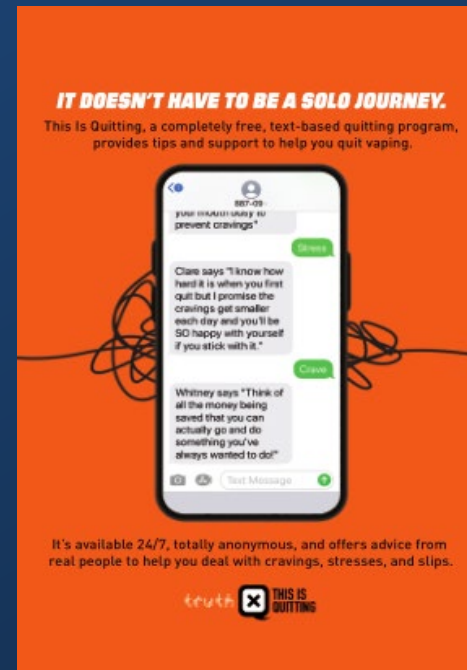


Call or text  
"Start My Quit" to  
**1-855-891-9989**

[mylifemyquit.com](http://mylifemyquit.com)

- Designated coaching model for youth 12- 17 trying to quit
- Developmentally appropriate cessation needs
- Specifically trained Youth Coach Specialists for all youth participants
- Can access assistance through coaching calls, texts, or the online program

- Program of the Truth Initiative
- Free text program for youth and young adults 13 - 24 trying to quit
- Users receive at least 4 weeks of messages focused on building skills and confidence before and after their quit date



“This is Quitting”  
Customized for  
Massachusetts Youth  
and Young Adults



Text  
“VapeFreeMass”  
to 88709



American Academy of Pediatrics

<https://www.aap.org/en/patient-care/tobacco-control-and-prevention/e-cigarettes-and-vaping/>

Includes videos for addressing vaping, information about dependence, pharmacotherapy treatment, and updated medical information.

Our next speaker will introduce this resource.

Build Rapport

Explore Pros  
and Cons

Provide  
Feedback and  
Educate

Use  
Readiness  
Ruler

**Negotiate  
Action  
Plan**

**You:**

“So just to recap - if you do decide to make a change in your vaping, you’ll try cutting it out in the morning by asking your friend for support, singing or going to Dunks. Would you be open to checking in about this in a week? I’d love to hear how it works out for you.”

“Thanks for being so thoughtful and open today Emma.”

**Emma:**

“Yeah, I guess so.”

“Sure, you’re welcome.”

Build Rapport

Explore Pros  
and Cons

Provide  
Feedback and  
Educate

Use  
Readiness  
Ruler

**Negotiate  
Action  
Plan**

For students not interested in quitting or cutting down:

- The Stanford Tobacco Prevention Toolkit (<https://med.stanford.edu/tobaccopreventiontoolkit.html>) describes health effects of tobacco use and marketing strategies
- The student brochure available at the MA Health Promotion Clearinghouse includes a modified HONC and reasons to quit.
- Offer to meet in another month or two to check in.



### The Tobacco Prevention Toolkit

Theory-based and evidence-informed resources created by educators, parents, and researchers aimed at preventing middle and high school students' use of tobacco and nicotine.

## Poll Question:

**What might you try the next time you talk to a student who is vaping? (You may choose more than 1)**

1. Ask pros and cons to explore student's ambivalence.
2. Offer information about health effects of vaping, such as nicotine dependence.
3. Offer to set up a follow-up meeting to continue the discussion.
4. Explore referral options based on student's interest, such as "My Life, My Quit," "This is Quitting," the Stanford Tobacco Prevention Toolkit, or others.
5. Give them the student brochure or other materials.
6. Other (answer in chat)

# Thank you for the work you do!

For more information, please contact us at  
[cttrt@umassmed.edu](mailto:cttrt@umassmed.edu)