

Youth Engagement, Leadership, & Advocacy in Tobacco-Use Prevention & Intervention





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Youth Engagement Project
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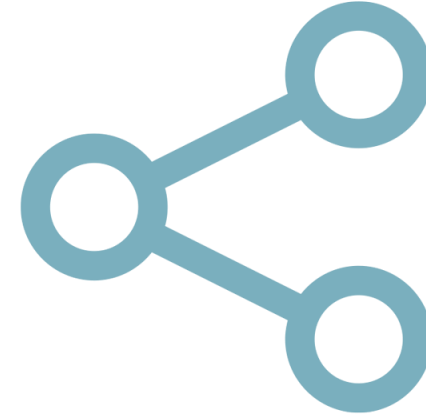


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The webinar is being recorded

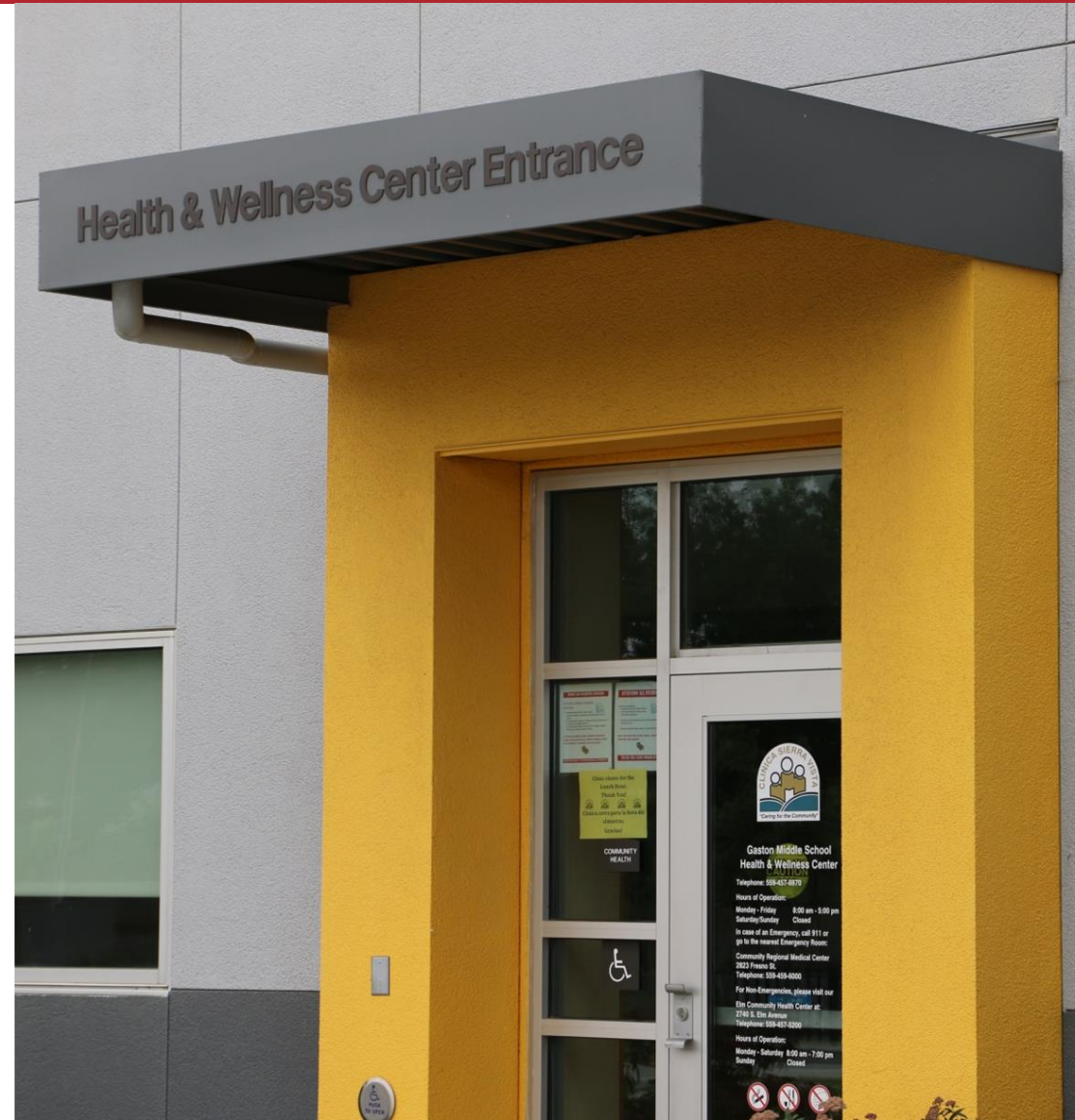


Supporting materials will be shared

Putting Health Care in Schools

The California School-Based Health Alliance is the statewide non-profit organization dedicated to **improving the health & academic success** of children & youth by **advancing health services in schools**.

Learn more:
schoolhealthcenters.org



Contra Costa County Office of Education

TUPE Team

CCCOE provides technical assistance to school districts to develop and implement effective, comprehensive tobacco education programs.

- Tobacco-free schools certification
- Annual county-wide TUPE Site Coordinator training
- California Healthy Kids Survey admin and data sharing training
- Alcohol, tobacco and other drug curriculum trainings for teachers
- Grant writing support
- Partner networking
- Current research and intervention strategies



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learn • lead • achieve

Learning Objectives & Agenda

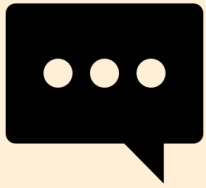
Participants can expect to...

- Learn about strategies and practices to more effectively work with young people.
- Understand different levels of youth engagement.
- Explore multiple youth engagement entry points and scenarios.
- Learn strategies for how to approach young people in prevention through intervention – regardless of level of use.

Agenda

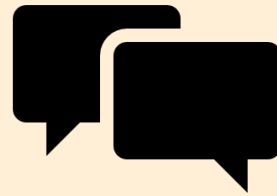
- Self-Reflection
- Guiding Principles & Program Components
- Levels of Youth Engagement & Scenarios
- Young Engagement through Intervention Support
- Q&A

Zoom Engagement Tools



CHAT

CHAT WITH PANELISTS
OR CHAT WITH PANELISTS
& ALL PARTICIPANTS



Q&A

SUBMIT QUESTIONS FOR
PANELISTS



POLL

MAKE A CHOICE
ANONYMOUSLY

Self Reflection



Think back to when you were a young person...



Who was an adult that you knew cared about you?



How did you know that they cared about you?



Guiding Principles

- Tobacco is a social justice issue.
- Young people have the power and capacity to lead and create change.
- We treat current users with respect and suspend judgment.



TUPE Program Components

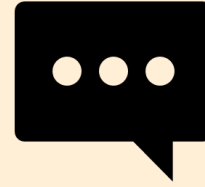
- Classroom-based prevention programs
- Youth Development – Peer Education
- Intervention & Cessation
- Staff Professional Development
- Family & Community Engagement

Our Youth Development Approach

- Young people are **part of the solution**, not the problem.
- We **work in partnership** with young people.



Youth Engagement Scenarios



4

Assigned
Tasks



5

Consulted
& Informed



6

Joint
Decisions



7

Initiative &
Leadership



8

Initiative &
Partnership



Roles of Adult Allies & Students

Adult Ally

- Guide and support students to conduct effective in-person or virtual classroom presentations, on the health risks associated with the usage of tobacco/nicotine, and cannabis products, with a focus on healthy alternatives.



Student Peer Educators/Advocates

- Deliver anti-tobacco messages at their school, primarily through classroom presentations and school-wide events.
- Teach new information about tobacco/e-cigarettes.
- Encourage non-tobacco users to stay tobacco free.
- Encourage current tobacco users to cut back or quit.
- Have fun!

Support & Empower Young People Through Intervention

- Non-judgmental, supportive environment
- Collaboration - learn from each other
- Encourage autonomy in decision making
- Recognize their strengths, aspirations and ability to change
- Empower to be an advocate for themselves and others

OARS (Motivational Interviewing)

- **Open-Ended Questions:** (What, Why, How)
Questions designated to elicit a meaningful answer based on a person's feelings, thoughts, and knowledge.
- **Affirmations:** Affirm a person's strengths, abilities and efforts.
- **Reflective Listening:** Designed to clarify your understanding and convey this understanding.
- **Summarization:** Big picture, strategically respond to change talk – movement in direction of behavior change coming from them.

What Would You Say? Activity

Using the OARS technique, review each scenario and identify the best question and/or response.

Scenario 1: You are meeting with a student who was caught vaping on campus and you would like to open up the conversation using an open-ended question.

Which of the questions would be the best to ask?

- a) Do you use vape pens?*
- b) Have you been curious about using vape pens?*
- c) Are you interested in learning more about vape pens?*
- d) Why do you think young people use vape pens?*

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- d) Why do you think young people use vape pens?***

What Would You Say? Activity

Using the OARS technique, review each scenario and identify the best question and/or response.

Scenario 2: During a conversation with a young person who is involuntarily meeting with you about vaping on campus, you want to recognize their presence.

What is the best response?

- a) I know you don't want to be here.*
- b) You are here because you got caught vaping.*
- c) It is great that you are here today. It's not always easy to talk to someone new.*
- d) What were you thinking? Don't you know vaping is dangerous?!*

What Would You Say? Activity

Using the OARS technique, review each scenario and identify the best question and/or response.

Scenario 2: During a conversation with a young person who is involuntarily meeting with you about vaping on campus, you want to recognize their presence.

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- a) *I know you don't want to be here.*
- b) *You are here because you got caught vaping.*
- c) ***It is great that you are here today. It's not always easy to talk to someone new.***
- d) *What were you thinking? Don't you know vaping is dangerous?!*

What Would You Say? Activity

Using the OARS technique, review each scenario and identify the best question and/or response.

Scenario 3: You are working with a young person who is describing their struggles with change.

What is the best response to show reflective listening?

- a) I hear that on one hand you have reasons why you don't want to change, but yet you recognize reasons why you should change.*
- b) You need to change.*
- c) Making excuses won't help you.*
- d) Even though you had a rough childhood, you should make better choices.*

What Would You Say? Activity

Using the OARS technique, review each scenario and identify the best question and/or response.

Scenario 3: You are working with a young person who is describing their struggles with change.

What is the best response to show reflective listening?

- a) I hear that on one hand you have reasons why you don't want to change, but yet you recognize reasons why you should change.***
- b) You need to change.*
- c) Making excuses won't help you.*
- d) Even though you had a rough childhood, you should make better choices.*

What Would You Say? Activity

Using the OARS technique, review each scenario and identify the best question and/or response.

Scenario 4: You are running out of meeting time and realize that you need to move the conversation along and guide the young person.

What response would help lead into summarizing the conversation?

- a) *Let's move on.*
- b) *You aren't ready to talk about your substance use.*
- c) *If you continue to make these choices, you will ruin your life.*
- d) *So, let's go over what we have talked about so far.*

What Would You Say? Activity

Using the OARS technique, review each scenario and identify the best question and/or response.

Scenario 4: You are finishing up the meeting and want to make sure that you are both on the same page and highlight important parts of the conversation.

What response would help lead into summarizing the conversation?

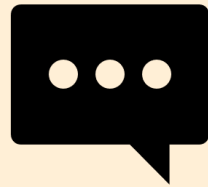
- a) Let's move on.*
- b) You aren't ready to talk about your substance use.*
- c) If you continue to make these choices, you will ruin your life.*
- d) So, let's go over what we have talked about so far.***

Summary

During this hour, we explored...

- Strategies and practices to more effectively work with young people.
- Different levels of youth engagement.
- Multiple youth engagement entry points and scenarios.
- Strategies for how to approach young people in prevention through intervention – regardless of level of use.

Share Your Sparklet



In the chat, share one “sparklet” from this webinar.

It can be something you learned, something you felt, or something you are going to do.

Thank You for Listening



Q&A

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Gracias

謝謝

Thank you

Cảm ơn

Salamat

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