

# Healthy Futures: Effective Alternatives to Suspension for Nicotine and Cannabis Smoking/Vaping



**CALIFORNIA**  
**SCHOOL-BASED**  
**HEALTH ALLIANCE**

Putting Health Care Where Kids Are

# CDE TUPE

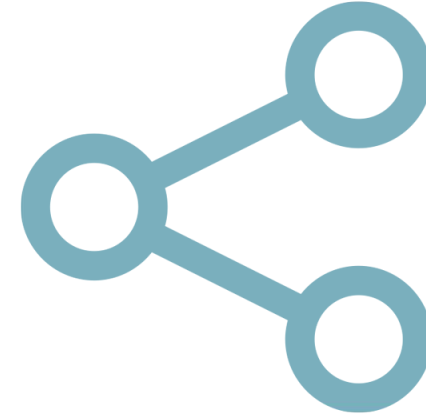
We gratefully acknowledge the support of the California Department of Education Tobacco Use Prevention Education program for this project. The contents do not necessarily reflect the position or policy of the CDE.



**For higher quality  
audio, dial the  
number from your  
webinar invitation  
link**



**The webinar is  
being recorded**

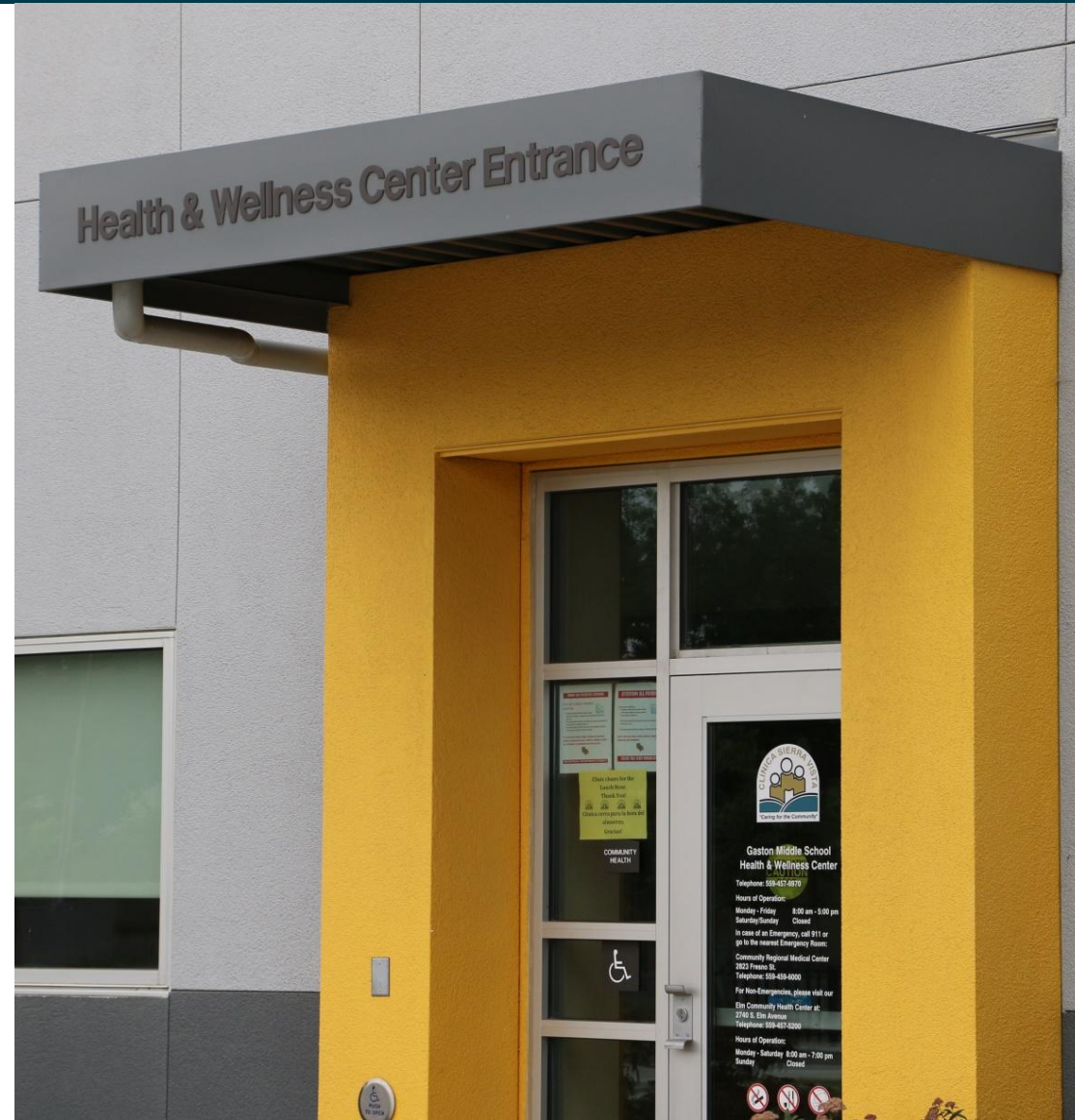


**Supporting  
materials will be  
shared**

# 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](https://schoolhealthcenters.org)





2024 California School-Based Health Alliance Conference

# ***Building Transformational School Health for California's Future***



**April 29-30, 2024**  
**Santa Clara Convention Center**





# Become a member, get exclusive benefits

- Conference registration discount
- Tools & resources
- Technical assistance

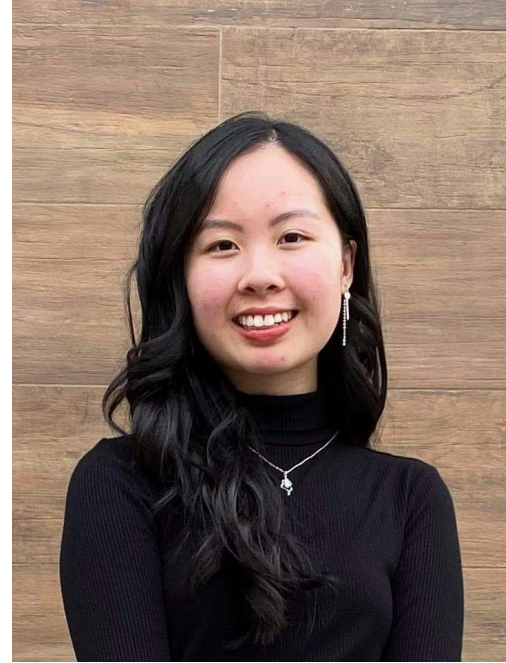
Sign up today:  
[bit.ly/CSHAMembership](https://bit.ly/CSHAMembership)





**Presenter**  
**Scott Gerbert**

Director of Outreach and Strategic  
Partnerships  
Stanford REACH Lab



**Moderator**  
**Tracy Nguyen**

Training Manager  
California School-Based Health  
Alliance



## SUITE OF INTERVENTION CURRICULUMS

**Educator Training**



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# **PRE-TRAINING SURVEY**

[HTTPS://TINYURL.COM/HFTRAIN-PRE](https://tinyurl.com/hftrain-pre)



# Quick Check-in

In chat, how are you  
doing today  
(at this time)

On a scale of Cat, How  
are you doing today?



*Hello!*

**I'm Scott Gerbert**

Director of Outreach and Strategic  
Partnerships

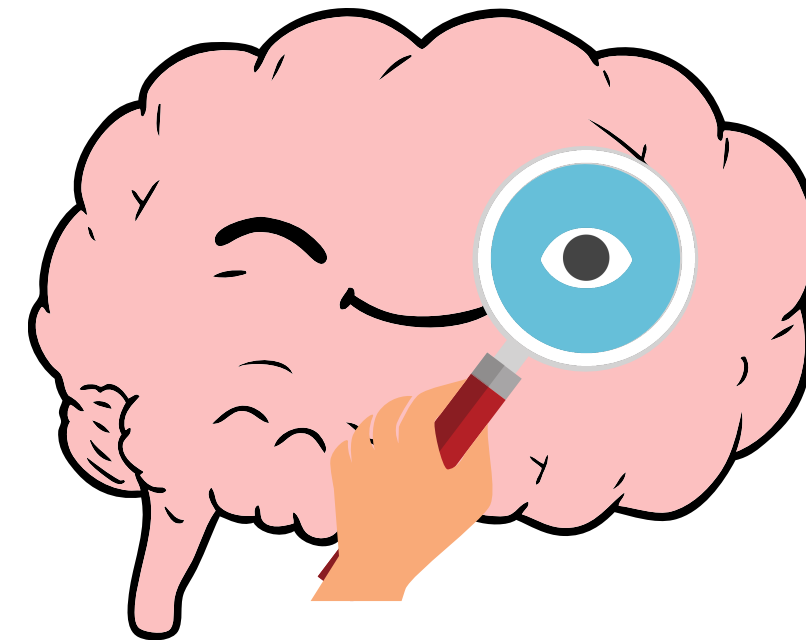
You can find me at:  
[sgerbert@stanford.edu](mailto:sgerbert@stanford.edu)





- DEEP DIVE INTO OUR “HEALTHY FUTURES” INTERVENTION MATERIALS AND DATA DASHBOARD
- DISCUSS INTERVENTIONS VS TRADITIONAL DISCIPLINE MODELS
- SHARE IMPORTANCE OF KEY POLICIES AND PROCEDURES
- GO OVER ANY QUESTIONS

# GOALS OF OUR TRAINING



# AGENDA

**10 MINS**

ARRIVE, PRE-SURVEY, OPENING, AND INTROS

**10 MINS**

INTRODUCTION OF REACH LAB TEAM AND  
RESOURCES (BACKGROUND)

**5 MINS**

WALK THRU OF DATA DASHBOARD

**25 MINS**

OVERVIEW AND WALK THRU OF HEALTHY FUTURES  
(MY VS OUR)

**10 MINS**

POST-SURVEY, CLOSING, AND QUESTIONS



# CURRICULUM TEAM



**Bonnie Halpern Felsher, PhD**  
Professor/PI  
Executive Director & Toolkit  
Founder



**Marcia Zorrilla, DrPH**  
Director of Positive  
Youth Development



**Juanita Greene, BA**  
Director of Curriculum  
Development



**Carly Noelani Kajiwarra, BA**  
Education Coordinator



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# Stanford MEDICINE

## REACH Lab



**Bonnie Halpern Felsher, PhD**  
Professor/PI



**Shivani Galha, PhD**  
Instructor



**Devin McCauley, PhD**  
Postdoctoral Scholar



**Jessica Liu, PhD**  
Postdoctoral Scholar



**Marcia Zorilla, DrPH**  
Director of Positive  
Youth Development



**Divya Ramamurthi**  
SRITA Research  
Associate



**Holly Lung, BS**  
Research Coordinator



**Carly Noelani Kajiwaru, BA**  
Education Coordinator



**David Cash, BA**  
Project Co-Director,  
Research & Evaluation



**Scott Gerbert, MBA**  
Director, Outreach and  
Strategic Partnerships



**Anabel Roza, BA**  
Project Co-Director,  
Research & Evaluation



**Juanita Greene, BA**  
Director of Curriculum  
Development



**Lauren Lempert, JD/MPH**  
Director of Policy



**Brandon Tran**  
Graphic Designer



**Stephanie Logarta, BS**  
Administrative Associate



**Clea Sarnquist, DrPH**  
Associate Professor



**Mike Baiocchi, PhD**  
Associate Professor,  
Statistician



**Bradley Zicherman, MD**  
Psychiatrist, Co-Founder  
VISIT



**Arash Anoshiravani, MD**  
Adolescent Medicine  
Co-Founder VISIT



# STANFORD REACH YOUTH ACTION BOARD (YAB)





# SPECIAL THANKS TO OUR SPONSORS



National Institutes  
of Health



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FOUNDATION



California Department of  
**EDUCATION**



UC MERCED  
Nicotine & Cannabis  
Policy Center



HAWAI'I COMMUNITY  
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Presidio Giving Circle



The Briger Family



MATERNAL & CHILD HEALTH  
RESEARCH INSTITUTE



COUNTY OF SANTA CLARA  
Behavioral Health Services

**CASA – Los Gatos**



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REACH Lab



Research and Education to  
Empower Adolescents and Young  
Adults to Choose Health



# MISSION

TO EMPOWER AND PROMOTE ADOLESCENT AND YOUNG ADULT HEALTH THROUGH  
COLLABORATIVE RESEARCH, EDUCATION, AND POLICY

## AIMS

1. IMPROVE ADOLESCENT AND YOUNG ADULT (AYA) HEALTH THROUGH:  
CONDUCTING INTERDISCIPLINARY, HIGH-IMPACT RESEARCH FOCUSED ON  
HEALTH-RELATED DECISION-MAKING
2. TRANSLATING EVIDENCE INTO EFFECTIVE PROGRAMS THAT REDUCE AND  
PREVENT AYA RISK BEHAVIOR
3. INFORMING AND SUPPORTING POLICIES THAT IMPROVE AYA HEALTH
4. TRAINING THE NEXT GENERATION OF LEADERS IN AYA HEALTH AND RISK  
PREVENTION

Halpern-Felsher  
REACH Lab

Our Team



Research



Publications

Preventions and  
Interventions

Advocacy

In the News

YAB Corner

Parent Corner

Resources

Marketing and Promotion

Lab Fun



Research

Our research is driven to improve adolescent and young adult (AYA) health by:

- Conducting interdisciplinary, high-impact research focused on health-related decision-making
- Translating evidence into effective programs that reduce and prevent AYA risk behavior
- Informing and supporting policies that improve AYA health
- Training the next generation of leaders in AYA health and risk prevention

Current research projects/evaluations:

Understanding the Potential Impact of FDA Authorization and Marketing on Adolescents<sup>+</sup>  
Young Adults', and Adults' Perceptions, Intentions, and Actual Use of Tobacco (funded by  
the NIH)





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**FREE  
RESOURCES!**

Stanford REACH Lab offers **free** curriculums and resources to supplement prevention, education, harm-reduction, interventions and cessation on: vaping/e-cigarettes, cannabis, drugs and other substances. Scan the QR code below to learn more!



**PREVENTION, EDUCATION & AWARENESS CURRICULUMS**

TOBACCO/VAPING



**You & Me, Together Vape-Free**  
Elementary, Middle & High School Curriculum

CANNABIS



**Smart Talk: Cannabis Prevention & Awareness**  
Elementary, Middle & High School Curriculum

**HARM-REDUCTION & INTERVENTIONS**

DRUG EDUCATION



**A Comprehensive Drug Education  
and Harm-Reduction Curriculum**

CANNABIS/TOBACCO



**Self-Paced or Group Led  
Alternative-to-Suspension**



**DATA DASHBOARD FOR EDUCATORS & ADMINISTRATORS**

We have developed and launched a data dashboard for educators, where you can see, in **real time**, anonymous student survey responses related to the curriculum and interventions you are implementing.

**GET STARTED**

or visit [tinyurl.com/reachlabdatadashboard](https://tinyurl.com/reachlabdatadashboard)



Connect with us and learn more by scanning the QR Code:



**SCAN ME**







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or visit [tinyurl.com/reachlabdatadashboard](https://tinyurl.com/reachlabdatadashboard)

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DRUG EDUCATION



**A Comprehensive Drug Education  
and Harm-Reduction Curriculum**

### INTERVENTIONS

CANNABIS/TOBACCO



**Self-Paced or Group Led  
Alternative-to-Suspension**

### EDUCATORS & ADMINISTRATORS

A data dashboard for educators, where you can enter survey responses related to the curriculum lessons you are implementing.

ENTERED

[hlabdatadashboard](#)



Connect with us and learn more by scanning the QR Code:







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Stanford REACH Lab offers **free** curriculums and resources to supplement prevention, education, harm-reduction, interventions and cessation on: vaping/e-cigarettes, cannabis, drugs and other substances. Scan the QR code below to learn more!

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**DRUG EDUCATION**



**A Comprehensive Drug Education  
and Harm-Reduction Curriculum**



**DATA DASHBOARD FOR E**

We have developed and launched a  
see, in **real time**, anonymous stu  
and interve

**GET STA**

or visit [tinyurl.com/reach](https://tinyurl.com/reach)

**CANNABIS/TOBACCO**



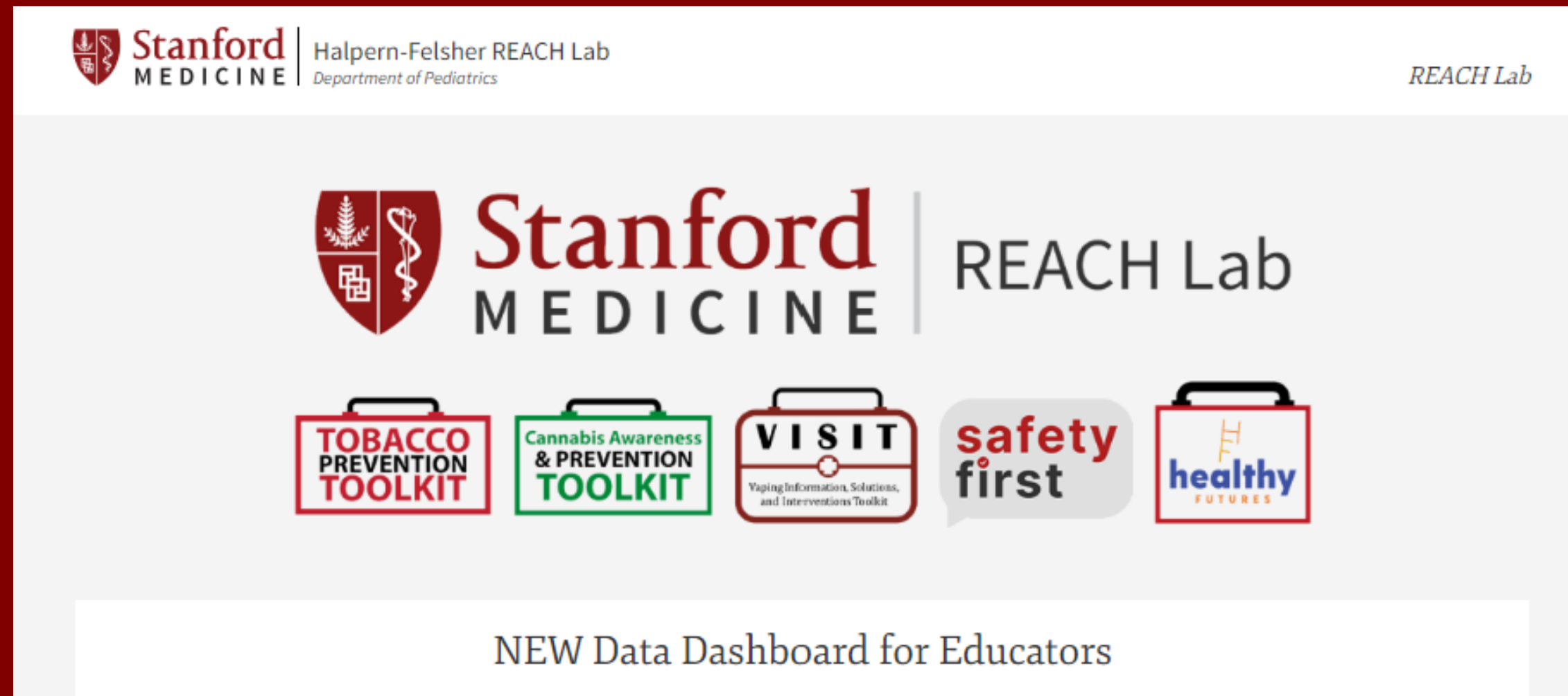
**Self-Paced or Group Led  
Alternative-to-Suspension**



Connect with us and learn more by scanning the QR Code:



# NEW! DATA DASHBOARD



<https://qrco.de/REACH-TEACH>



Data Dashboard



# THE WHY



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- To gather and analyze data for growth and improvement, both locally and system wide
- To evaluate the effectiveness of the curriculum and interventions
- To simplify reporting to funders



# HOW TO REGISTER



**TEACHER DASHBOARD**  
Pre- and Post- Curriculum

<https://qrco.de/REACH-TEACH>

Open the above URL and create an account



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# Administrators Pro Tip



## Register

Name

Email

Password


Confirm Password

Role

Choose your Role

☐ I am also a teacher

☐ I'm not a robot

  
reCAPTCHA  
Privacy · Terms

Submit

Have an account? [Login](#)



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# WHAT YOU SEE



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REACH Lab

Home

Metrics

Profile



Dashboard

Scott Gerbert

647e829f

Teacher Code



1

Total Responses



What Students See  
and Enter for Pre- and Post-

<https://qrco.de/REACH-LEARN>

Enter Code

Teacher Code

647e829f

Go To Form

Don't have a teacher code? [Click here](#)

You Have Joined Scott Gerbert's Class

School Name

Choose your School

Grade Level

Grade Level

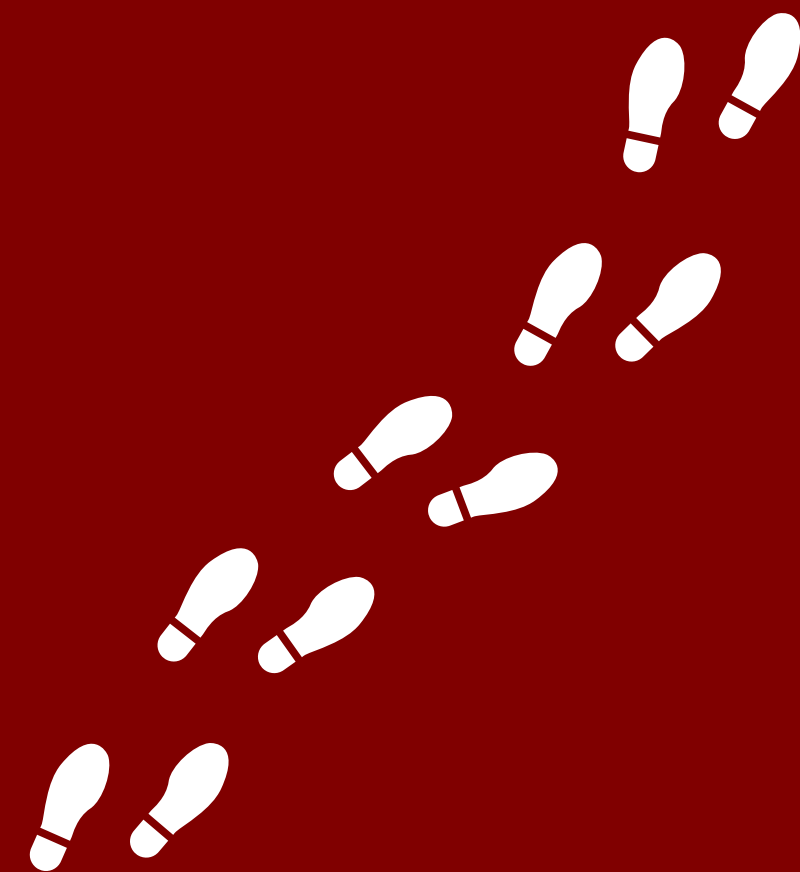
Form Type

Choose your Form

When Are You Taking This Form

Choose When

Submit



LIVE  
WALK-THROUGH

# EVIDENCE FOR ALTERNATIVES TO SUSPENSION



## Suspending students leads to big GPA drop, according to UCSF study

Excluding students — particularly Black, Latino and indigenous students — from class leads to a big drop in their GPAs, according to a study by researchers with UCSF.

### Recent articles from EdSource

Tuition-free access expanding across community college campuses

NAS

## Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents

Jason A. Okonofua<sup>a,1</sup>, David Paunesku<sup>a</sup>, and Gregory M. Walton<sup>a</sup>

<sup>a</sup>Department of Psychology, Stanford University, Stanford, CA 94305

Edited by Susan T. Fiske, Princeton University, Princeton, NJ, and approved March 18, 2016 (received for review December 1, 2015)



## Are Zero Tolerance Policies Effective in the Schools?

*An Evidentiary Review and Recommendations*

American Psychological Association Zero Tolerance Task Force

Journal of Youth and Adolescence (2021) 50:1493–1509  
<https://doi.org/10.1007/s10964-021-01459-3>

### EMPIRICAL RESEARCH

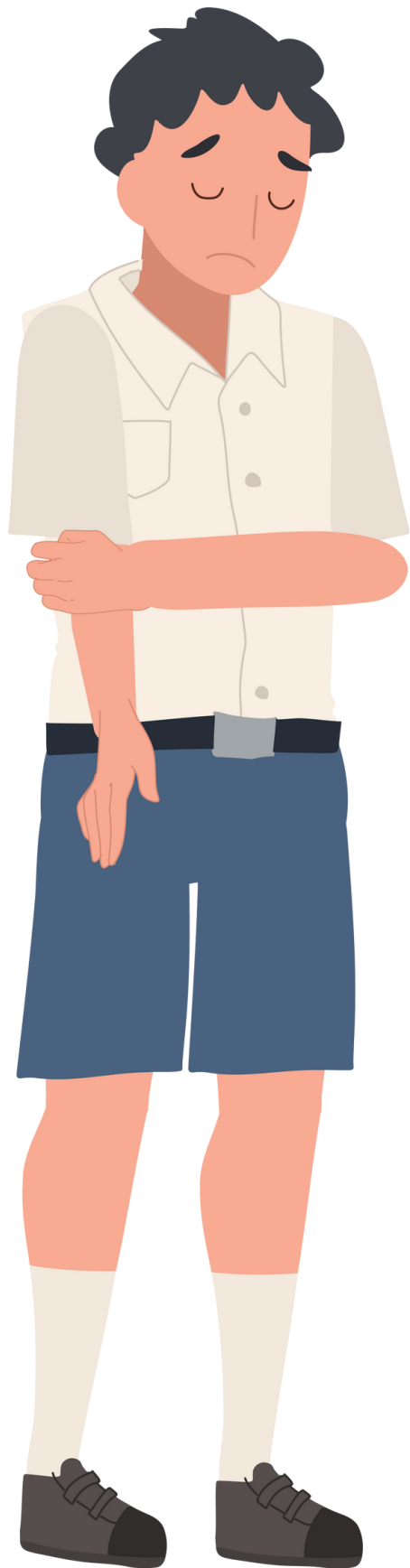


## Exclusionary School Discipline and Delinquent Outcomes: A Meta-Analysis

Julie Gerlinger<sup>1</sup> · Samantha Viano<sup>2</sup> · Joseph H. Gardella<sup>3</sup> · Benjamin W. Fisher<sup>4</sup> · F. Chris Curran<sup>5</sup> · Ethan M. Higgins<sup>6</sup>

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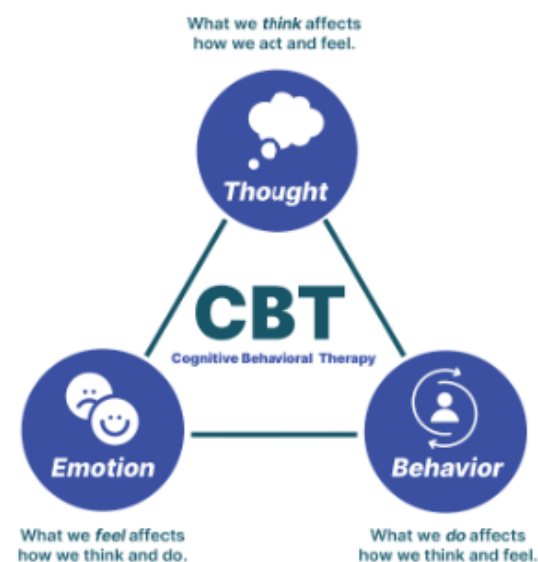
- SO WHAT IS HEALTHY FUTURES AND WHO IS IT FOR?
  - STUDENTS WHO HAVE BEEN FOUND USING E-CIGARETTES, OTHER TOBACCO, OR CANNABIS PRODUCTS
  - STUDENTS WHO ARE INTERESTED IN TRYING TO QUIT







- OUR HEALTHY FUTURES CURRICULUMS USE PRINCIPLES OF MOTIVATIONAL INTERVIEWING, STAGES OF CHANGE, COGNITIVE-BEHAVIORAL THERAPY, AND TOUCH ON ALL OF THE SALIENT ISSUES INVOLVED IN STUDENTS' USE OF E-CIGARETTES, OTHER TOBACCO PRODUCTS, AND/OR CANNABIS



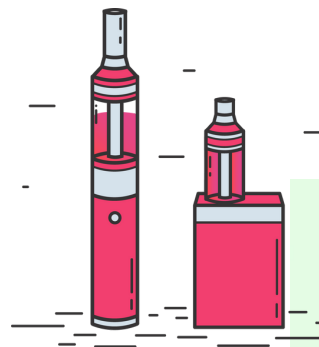
#### Trauma-Informed and Restorative Practices

OUR Healthy Futures uses a trauma-informed and restorative practice lens when addressing students' use of nicotine products on school campus. The graph below explains this more.

	TRAUMA-INFORMED PRACTICES (TIP)	RESTORATIVE PRACTICES (RP)
DEFINITION	A framework that focuses the influence and impact on students in our schools from factors such as racism (explicitly, implicitly, systematic, microaggressions, etc.) as well as poverty, peer victimization, community violence, bullying, and other Adverse Childhood Experiences (ACEs).	A framework that focuses on the emerging social science, studying how to strengthen relationships between individuals as well as social connections within communities.
CASEL DOMAINS OF FOCUS	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-management</li> <li>Responsible decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Relationship skills</li> <li>Responsible decision-making</li> </ul>

Adapted from: <https://www.withheartproject.com/post/trauma-informed-or-restorative-practices>  
CASEL = Collaborative for Academic, Social, and Emotional Learning

# HEALTHY FUTURES



**Nicotine Version:**  
[tinyurl.com/hf-nicotine](https://tinyurl.com/hf-nicotine)

**TOBACCO  
PREVENTION  
TOOLKIT**

**Cannabis Version:**  
[tinyurl.com/hf-cannabis](https://tinyurl.com/hf-cannabis)

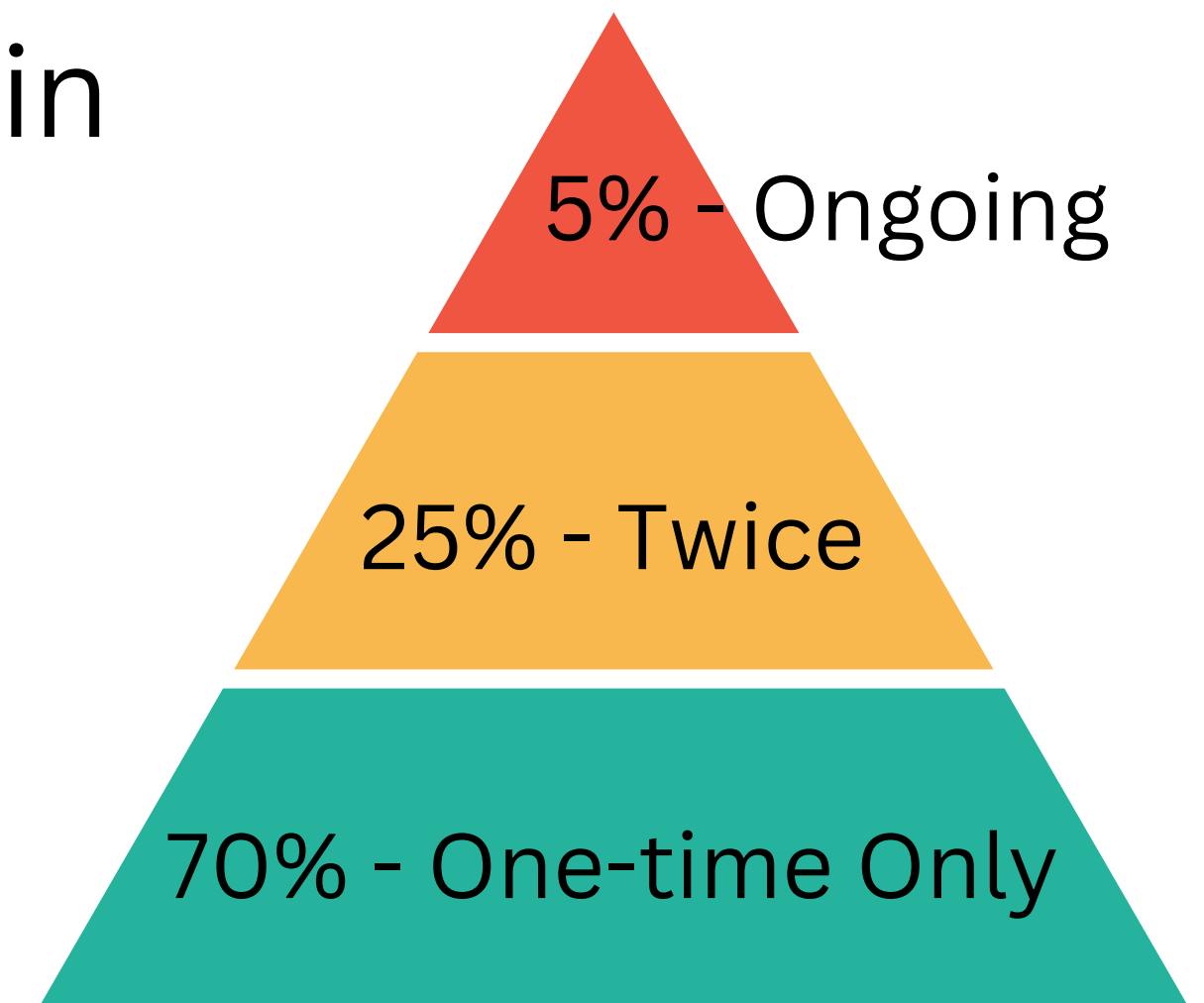
**Cannabis Awareness  
& PREVENTION  
TOOLKIT**



# TIERED SUPPORTS AND DISCIPLINE MATRICES

How I used it:

- **First Offense:** My Healthy Futures (in lieu of suspension)
- **Second Offense:** Brief Intervention
- **Third Offense:** Our Health Futures







The **MY Healthy Futures** Course is a **40-60 minute** self-paced course for students to do on their own.

This course provides slides, activities, and interactive materials, using the principals of motivational interviewing and cognitive-behavioral therapy, to help students understand the harms of e-cigarettes and other tobacco products, if using the "NICOTINE" version, or cannabis, if using the "CANNABIS" version, health effects on the body, stress and coping, and resources to quit.



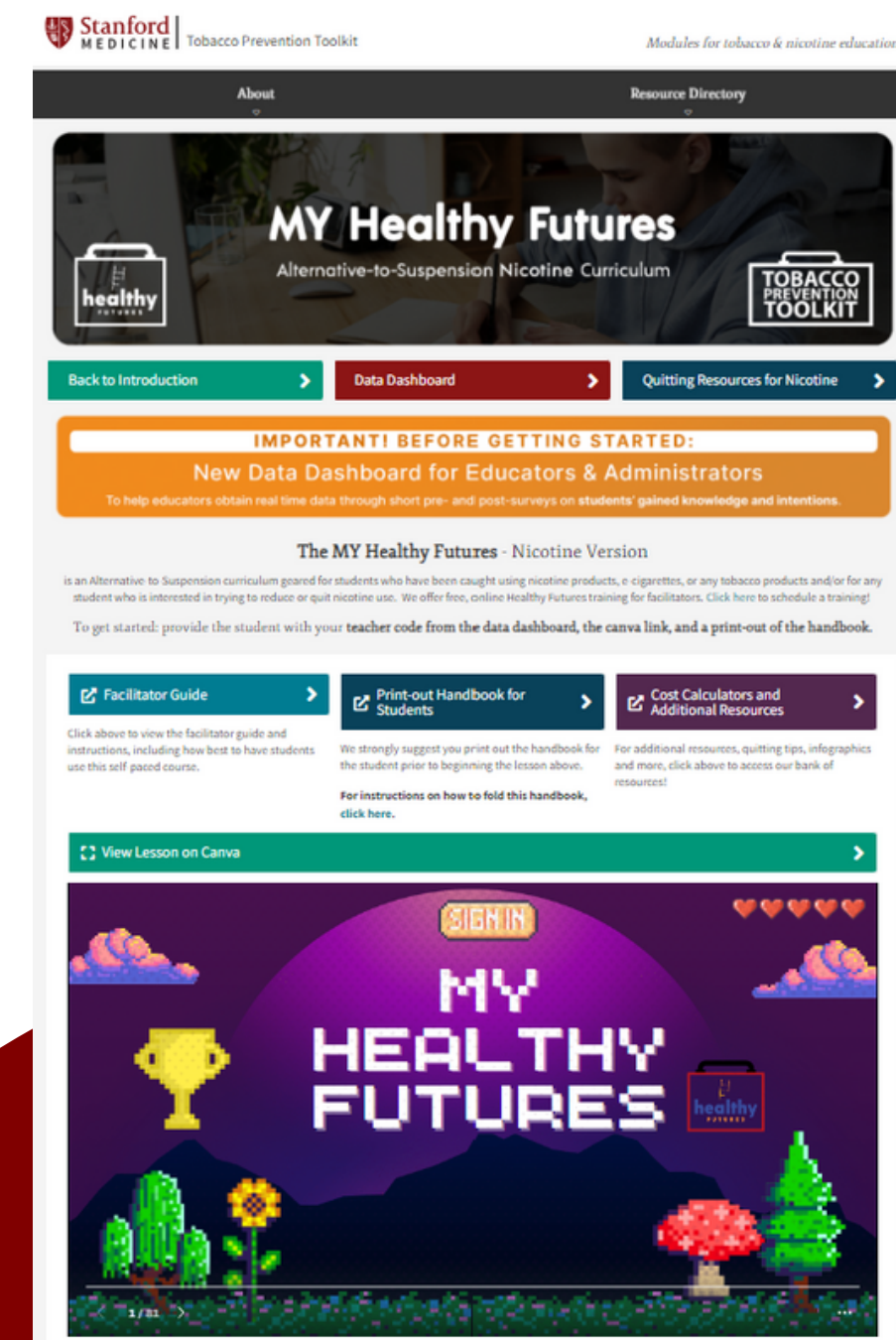
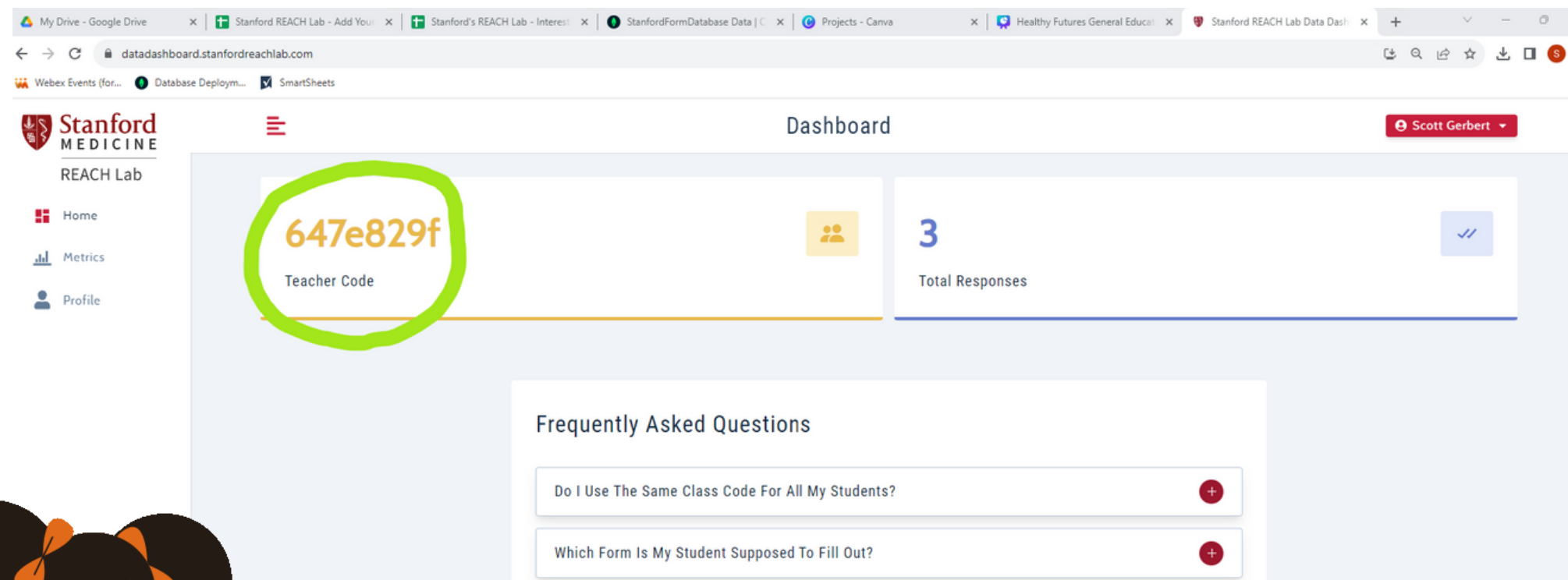
# MY HEALTHY FUTURES

- ASSIGN COURSE TO STUDENT AND PROVIDE THE STUDENT WITH URL AND “TEACHER ID” FOR PRE- AND POST-SURVEYS
- PROVIDE STUDENT WITH “HEALTHY FUTURES HANDBOOK”
- STUDENT TAKES THE SELF-PACED COURSE, 40-60 MINS
- STUDENT RECEIVES A CERTIFICATE OF COMPLETION AT THE END OF THE COURSE AND DATA GOES TO THE DATA DASHBOARD



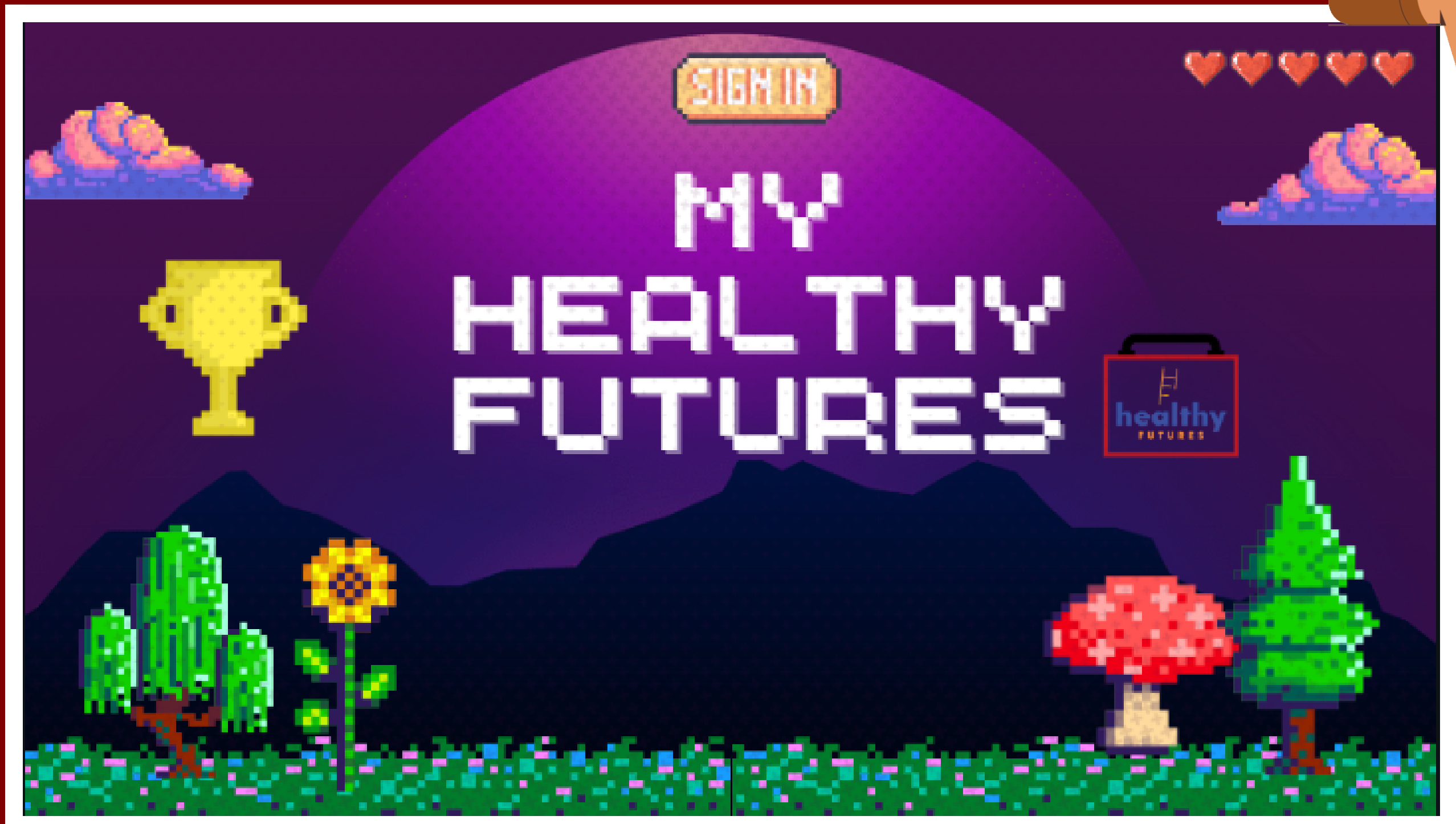
# MY HEALTHY FUTURES

- STAFF ASSIGNS COURSE TO STUDENT AND PROVIDES STUDENT WITH URL AND “TEACHER ID” FOR PRE- AND POST-SURVEYS





<div><div><div>TOBACCO PREVENTION TOOLKIT</div><div>Stanford MEDICINE   REACH Lab</div><div>Cannabis Awareness &amp; PREVENTION TOOLKIT</div></div><div><div>healthy FUTURES Handbook</div><div>Name: _____</div></div></div>		<div><div><div>YOUR BRAIN</div><div>WELLNESS</div></div><div><div><input type="checkbox"/></div><div>What are some possible healthy ways to cope with stress?</div></div><div><div><input type="radio"/></div><div>What might be some problems if you have unhealthy ways to cope with stress?</div></div><div><div><input type="triangle-up"/></div><div>What would be difficult about not trying healthy ways to cope with stress?</div></div><div><div><input checked="" type="star"/></div><div>What would be some of the benefits to using healthy coping strategies?</div></div></div>	
<div><div><div>Text "QUITVAPES" to 887-09</div><div>Visit KICK IT California</div><div>www.kickits.org</div><div>Teen,smokefree.gov or</div><div>1-800-QUIT-NOW</div><div>Text "Start My Quit</div><div>to 37072</div><div>SAMHSA's Helpline</div><div>1-800-662-HELP</div><div>(4357)</div><div>California Youth Crisis</div><div>Line 1-800-843-5200</div><div>988 Suicide &amp; Crisis Lifeline</div></div></div>		<div><div><div><input type="checkbox"/></div><div>How does vaping usually make your brain feel? (Think about how vaping affects your mood, focus, sleep, emotions, etc.)</div></div><div><div><input type="radio"/></div><div>What do you think are some downsides to vaping, for your brain? (Think about how vaping affects your mood, focus, emotions, etc.)</div></div><div><div><input type="triangle-down"/></div><div>Imagine being vape-free for one week. What are some of the negative responses that your brain might have?</div></div><div><div><input checked="" type="star"/></div><div>Imagine being vape-free for one month. How would your brain benefit from receiving this break?</div></div></div>	
<div><div><div>Text "QUITVAPES" to 887-09</div><div>Visit KICK IT California</div><div>www.kickits.org</div><div>Teen,smokefree.gov or</div><div>1-800-QUIT-NOW</div><div>Text "Start My Quit</div><div>to 37072</div><div>SAMHSA's Helpline</div><div>1-800-662-HELP</div><div>(4357)</div><div>California Youth Crisis</div><div>Line 1-800-843-5200</div><div>988 Suicide &amp; Crisis Lifeline</div></div></div>		<div><div><div>After going through the Healthy Futures Curriculum, you might be thinking about vaping differently than you did before. Quitting back or quitting vapes may or may not be something you are thinking about right now. It's your decision if/when you decide to quit, so we aren't going to pressure you to do anything you don't want to do. Instead, we're going to ask you to decide for yourself what your next steps will be when it comes to vaping.</div><div><ul style="list-style-type: none"><li>• Quit vaping for 24 hours to see how your body feels</li><li>• Delay your first hit of the day by 15 minutes</li><li>• Limit your vaping to one or two places, and eliminate it in all other places</li><li>• If you use other nicotine products, stop using them</li><li>• Sign up for a vaping call or text line</li><li>• Talk to a trusted adult about your vaping</li><li>• Talk to someone who doesn't vape about what it's like</li></ul></div><div><div>There are lots of other possible meaningful steps that you could take within the next 24 hours that could lead to a healthier, happier version of yourself.</div></div></div></div>	





# MY HEALTHY FUTURES INTERVENTION STEPS:



## 01

Scan to Access Lesson



## 02

Pre-Survey

Complete Pre-Survey.

Directions can be found on the back of this card.

## 03

**Course & Handbook**  
Complete the My Healthy Future Course & Handbook



## 04

Post Survey & Conference

Complete the Post Survey.

You will briefly meet with the adult you are working with. Bring your completed handbook with you.

## SAMPLE BOOKMARK FROM STOCKTON USD



Steps for "Pre & Post Survey"  
on the back of this card

# PRE & POST SURVEYS



<https://qrco.de/REACH-LEARN>

Enter Code

Teacher Code

Go To Form

TEACHER CODE:

NEXT STEPS:

BACKSIDE OF SAMPLE  
BOOKMARK FROM  
STOCKTON USD

REACH Lab

 Home

 Metrics

 Profile

## Profile


Name

Scott Gerbert

Email

gerbertscott@gmail.com

Role - Teacher

Locations 

MT. WHITNEY HIGH - Visalia, California

VALLEY OAK MIDDLE - Visalia, California

ALBANY HIGH - Albany, California

MACGREGOR HIGH (CONTINUATION) - Albany, California

Students Who Completed Healthy Futures: Tobacco/Nicotine/Vaping

There are no current students who have completed this course

Students Who Completed Healthy Futures: Cannabis

There are no current students who have completed this course

Save Changes



# How to follow up with the student



Adult will schedule a 15 to 30 minute follow-up with student within 3 days of completing the course, to discuss student's results from the course.



Adult following up with student should check the data dashboard and go over the student's completed handbook to discuss student's interest and willingness to quit.



Adult will have a conversation with student about the course in general and next steps. Adult should provide quit resources if the student is interested.



# RECAP: Steps to Take Before You Begin

1

Know or bookmark the URL for the nicotine and/or cannabis My Healthy Futures

2



Sign-up on the Data Dashboard and know your teacher ID

3



Use slide deck as-is from the Stanford template  
OR

Make a copy and personalize to site/  
district/ county  
organization

4



Print copy of Nicotine and/or cannabis Handbook for students



**OUR Healthy Futures** – Nicotine and Cannabis  
Versions are Alternative-to-Suspension  
interventions with two versions: a **two-** and a  
**four-hour** version.

The **two-hour** version can be taught with just one student or in a group setting. It allows for warm-up questions interspersed between slides that allow students to share what they know about each topic.

The **four-hour** version builds on the two hour version by allowing time for personal reflection following each topic. This version allows for more individual introspection and group discussion (if done in a group setting).

# Where should I start?

## 2-HOUR OUR HEALTHY FUTURES COURSE



If youth is caught vaping on campus (2nd or more times), implement the 2 or 4 - hour Healthy Futures curriculum (1 facilitator or educator can teach the curriculum with a small group of students).

## 4-HOUR OUR HEALTHY FUTURES COURSE



Sites doing Saturday School can use the 4-hour Healthy Futures curriculum (1 facilitator or educator can teach the curriculum with a small group of students).



# FACILITATOR GUIDE



## OUR Healthy Futures - Nicotine Version (2 Hour)

### Introduction

The **OUR Healthy Futures - Nicotine Version** is an Alternative-to-Suspension curriculum geared for students who have been caught using nicotine products and/or for any student who is interested in trying to reduce or quit nicotine use.

**OUR Healthy Futures** uses principles of motivational interviewing and cognitive-behavioral therapy, and touches on all of the salient issues involved in students' use of nicotine products.

**OUR Healthy Futures** incorporates a restorative practice and trauma-informed lens.

**OUR Healthy Futures** is to be taught by a facilitator (e.g., counselor, health educator, outreach worker, advisor, or other adult) in small group settings. Having the right person leading this program is critical. Here are some important considerations when choosing the facilitator and training needs:

1. It is critical that whomever is chosen to provide the **OUR Healthy Futures** actually wants to do this intervention. All facilitators must have buy-in to the program and training. We cannot think of any worse fate for a student to be attending something that they **DEFINITELY DO NOT** want to be attending in the first place, and then have to spend time with someone who also **DOES NOT** want to be there. Students will know this within 5 minutes. Please only assign this work to people who want to do this and have some skill sets to be able to be successful.
2. Recruit a facilitator who has a passion for ATS and restorative justice and/or cessation programs. We feel that the facilitator of this ATS program needs to have buy-in to the program as they will be expected to show Canva slides, facilitate activities, and discussions.
3. We feel that how the facilitator runs the intervention is equally as important as what you are doing. Expressing lots of empathy, compassion, and understanding is critical. More importantly, this is **NOT** a place to be preachy or judgemental. Facilitators are there to offer information and to ascertain if there is some interest to change in the students' use, what they may be willing to do, and refer them for further support.
4. We offer free, online **Healthy Futures** training for facilitators. Please see [here](#).

# HANDBOOK

<p><b>Quitting Resources</b></p> <p>Text "DITCHVAPE" to 887-09</p> <p>Visit KICK IT California <a href="http://www.kickit.org">www.kickit.org</a></p> <p>TeenSmoketFree.gov or 1-800-QUIT-NOW</p> <p>Text "Start My Quit" to 37072</p> <p>SAMHSA's Helpline 1-800-662-HELP (4357)</p> <p>California Youth Crisis Line 1-800-843-5200</p> <p>988 Suicide &amp; Crisis Lifeline</p>	<p>After going through the Healthy Futures Curriculum, you might be thinking about vaping differently than you did before. Cutting back or quitting vapes may or may not be something you are thinking about right now. It's your decision if/when you decide to quit, so we aren't going to pressure you to do anything you don't want to do. Instead, we're going to ask you to decide for yourself what your next steps will be when it comes to vaping.</p> <ul style="list-style-type: none"> <li>• Quit vaping for 24 hours to see how your body feels</li> <li>• Delay your first hit of the day by 15 minutes</li> <li>• Limit your vaping to one or two places, and eliminate it in all other places</li> <li>• If you use other nicotine products, stop using them</li> <li>• Sign up for a vaping call or text line</li> <li>• Talk to a trusted adult about your vaping</li> <li>• Talk to someone who doesn't vape about what it's like</li> </ul> <p>There are lots of other possible meaningful steps that you could take within the next 24 hours that could lead to a healthier, happier version of yourself.</p>	<p><b>YOUR BRAIN</b></p> <p><b>WELLNESS</b></p> <p>What are some possible healthy ways to cope with stress?</p> <p>What might be some problems if you have unhealthy ways to cope with stress?</p> <p>What would be difficult about not trying healthy ways to cope with stress?</p> <p>What would be some of the benefits to using healthy coping strategies?</p>	
<p><b>NEXT STEPS</b></p>			
<p>  </p> <p><b>healthy</b> FUTURES Handbook</p> <p>Name: _____</p>			

# BEFORE YOU BEGIN



- Review the Facilitator Guide and Talking Points
- Gather materials as highlighted in the facilitator guide
- Print copies of the Healthy Futures Handbook



## Sample Letter:

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### Open Letter for Parents/Guardians

Dear Parent/Guardian:

You may have learned that your child was caught using vapes/e-cigarettes at school. You might be feeling a variety of emotions, ranging from anger, sadness, disappointment, embarrassment, and concern for your child's health and well-being.

The tobacco companies that make vapes/e-cigarettes are experts in manipulating young people into using these products. Oftentimes, youth do not know that these products contain nicotine, which is addictive and harmful to the developing brain, lungs, and circulatory system. Other ingredients such as flavorings (e.g., mint, mango, menthol, and so on) are harmful to their lungs. Peer pressure is also a contributing factor to vape/e-cigarette use as many youth perceive these products to be harmless.

As a community, we are here to help you and your child. Instead of suspension, your child will be taking part in a mandatory Alternative-to-Suspension program called Healthy Futures created by the [Stanford REACH Lab](#) and the [Tobacco Prevention Toolkit](#) team at Stanford University School of Medicine. Your child will learn about the facts and harms of vapes/e-cigarettes and will receive resources on how to quit vape/e-cigarette use.

Included in this letter are several links to the Surgeon General's Factsheet and the Parent Tip Sheet to help you continue the conversation with your child at home. You can also find more information in the [Tobacco Prevention Toolkit](#).

Please note that we are here for you and your child. Do not hesitate to reach out to us with any questions or concerns. If you have more questions regarding this program or nicotine products, please call \_\_\_\_\_ at \_\_\_\_\_ or email \_\_\_\_\_

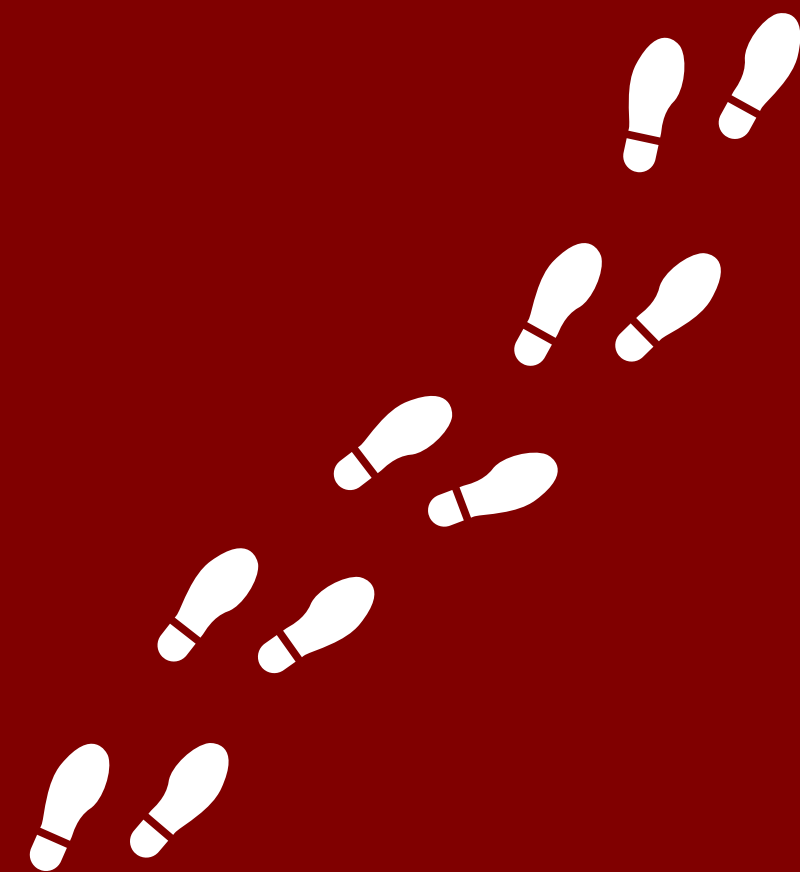
Thank you.

#### Resources:

National Quitline 1-800-QUIT-NOW (800-784-8669)

[Surgeon General's Advisory on E-cigarette Use Among Youth](#)

[Parent Tip Sheet](#)



LIVE  
WALK-THROUGH

You can create a free account with your email address, facebook account or google (gmail account).

# CREATE A FREE CANVA ACCOUNT

WITH CANVA, EDUCATORS WILL BE ABLE TO:



- SEE THE SLIDES AND TALKING POINTS IN THE NOTES SECTION.
- MAKE A COPY AND SAVE SLIDES TO ADD PERSONAL ADJUSTMENTS.
- SHARE THE SLIDES WITH ANYONE WHO HAS OR DOESN'T HAVE A CANVA ACCOUNT.
- DOWNLOAD THE SLIDES AS PDF, POWERPOINT OR VIDEO (DEPENDING ON IF THE LESSON INCLUDES VIDEOS).

## Get started with Canva

Create an account, it's free. Canva is loved by beginners and experts, teams and individuals.



Sign up with Google



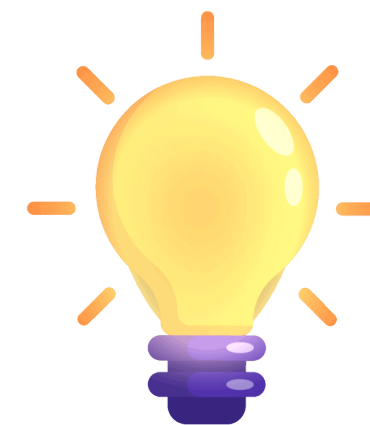
Sign up with Facebook

Sign up with email

Already signed up? [Log in](#)







# **POST-TRAINING SURVEY**

**[HTTPS://TINYURL.COM/HFTRAIN  
-POST](https://tinyurl.com/hftrain-post)**

**SAVE  
THE  
DATE**



**Stanford**  
MEDICINE

REACH Lab

**5<sup>TH</sup> Annual Teaching  
Cannabis Awareness  
& Prevention Virtual  
Conference**

**APRIL 17<sup>TH</sup> & 18<sup>TH</sup>, 2024**

A Focus on the Triangulum of Cannabis,  
Tobacco/Nicotine, and Vaping

GET UPDATES BY VISITING:

**[TINYURL.COM/CANNABISCONF2024](https://tinyurl.com/cannabisconf2024)**

# FOLLOW US ON SOCIAL MEDIA!



**@StanfordTPT**

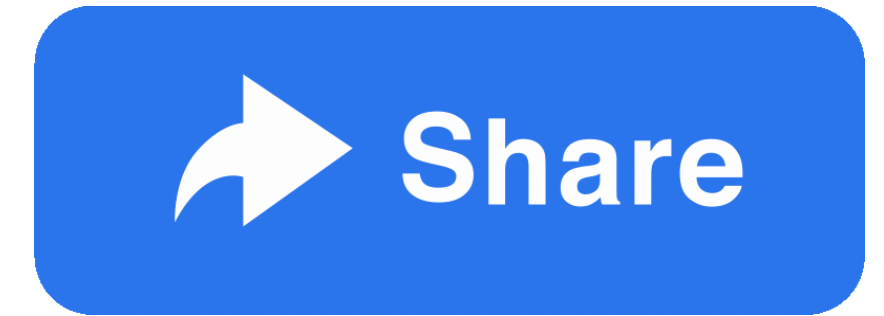


**@Stanford REACH YAB**

**@Stanford REACH Lab**



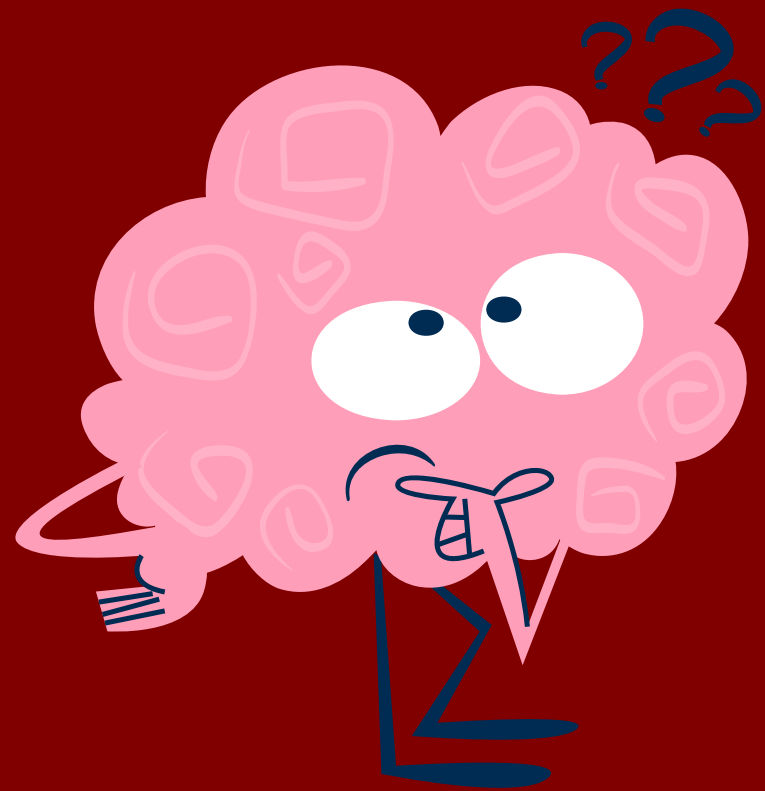
**@Stanford REACH Lab**





# THANK YOU!

## ANY QUESTIONS?



stanfordreachlab@stanford.edu

# STAY CONNECTED



[schoolhealthcenters.org](https://schoolhealthcenters.org)



[info@schoolhealthcenters.org](mailto:info@schoolhealthcenters.org)



[sbh4ca](https://twitter.com/sbh4ca)



[sbh4ca](https://www.instagram.com/sbh4ca)

Gracias

謝謝

Thank you

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