

SECTION 8: COMPLIANCE AND ENFORCEMENT

EDUCATIONAL INTERVIEW GUIDE FOR STUDENTS

An educational session on tobacco conducted by a knowledgeable staff member offers an effective, feasible alternative to punitive consequences for violations of the tobacco-free policy. The following guide can be used by a variety of school personnel. Based on the model of motivational interviewing, participation in this kind of educational intervention may increase the readiness of a student to quit tobacco as well as improve compliance with school tobacco policies.

TIME: 30-45 minutes (can be conducted in three, 10- to 15-minute sections)

WHO: School Nurse, School Counselor, Health Educator, School-Based Health Clinician, or Other Support Personnel

OBJECTIVES:

1. Student will increase knowledge about harmful effects of tobacco use.
2. Student will increase motivation to quit.
3. Student will quit or reduce use of tobacco products.
4. Student will stop using tobacco products on school property or at school events.

OUTLINE OF THE MEETING:

Establish rapport with the student.

- Allow student to express his or her own ideas about tobacco use.
- Allow student to explore his or her ideas about changing the behavior or not doing so.
- Inform the student about resources for quitting if he or she is considering quitting or is ready to quit.
- Address the need to respect school policy. Help the student make a plan for how to stay out of trouble, while furthering the student's own goals.

SUGGESTIONS FOR THE MEETING:

Use Motivational Interviewing to help the student motivate him or herself to change the behavior:

- Show empathy.
- Point out discrepancies, from a neutral point of view, between the behavior and other values, goals or behaviors.
- Go along with resistance; don't oppose the student.
- Avoid arguments so that a deadlock doesn't result.
- Listen for and reinforce "change talk," comments that indicate a desire, ability, reason, and need to change behavior and a commitment to do so.
- Support self-confidence in the student's abilities; draw attention to past successes and recent achievements.

Establish rapport and find out what the student is interested in:

- What are you involved in?
- What kinds of things do you enjoy?
- What are your goals after you finish high school? What would you like to do/be in the future? Does this include smoking/chewing/using e-cigarettes?

Inquire about student's knowledge about tobacco:

- What do you know about tobacco?

Learn about the student's tobacco use:

- What do you like about smoking/chewing/using e-cigarettes?
- What, if anything, don't you like about smoking/chewing/using e-cigarettes?
- About how often do you smoke/chew/use e-cigarettes?
- How many times in the last week/month?

IF ONE-TIME EVENT:

- Discuss decision-making: Choices affect you now and later
- Discuss addiction: How using tobacco leads to addiction; explain the adolescent brain is especially susceptible to chemicals because it's still developing; show picture of how nicotine affects the brain

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EDUCATIONAL INTERVIEW GUIDE FOR STUDENTS (cont.)

- Discuss immediate effects of tobacco use:
 - Get in trouble at school or home
 - Smoking may stain your teeth and turn your fingers yellow
 - Friends might not like it, especially boy/girlfriend
 - Impacts lung function and athletics
 - Other
- Discuss long-term effects of tobacco use. (For more information about the health effects of smoking, visit the CDC's website at http://www.cdc.gov/tobacco/basic_information/health_effects/index.htm)
- Get insight into other ways they could address the situation/their needs without using tobacco or e-cigarettes. This may lead to making a referral to help students deal with stress, academic, or addiction issues that might otherwise have been overlooked. If tobacco use is part of how a student copes with stress, the school counselor can help the student figure out alternative coping strategies. Be sure to prepare the school counselor or nurse for such referrals.

IF REGULAR OR ADDICTED TOBACCO USER:

- At what age did you start using?
- Where do you get tobacco or e-cigarettes?
- Who do you know who uses tobacco or e-cigarettes (want to find out if family members, close friends are using tobacco)?
- What are the reasons you use tobacco or e-cigarettes?
- Get insight into other ways they could address the situation/their needs without using tobacco or e-cigarettes. This may lead to making a referral to help students deal with stress, academic, or addiction issues that might otherwise have been overlooked. If tobacco use is part of how a student copes with stress, the school counselor can help the student figure out alternative coping strategies. Be sure to prepare the school counselor or nurse for such referrals.

WHAT DO YOU KNOW ABOUT SMOKING/CHEWING/USING E-CIGARETTES? ENGAGE IN A CONVERSATION, ADDING THIS INFORMATION:

- Most smokers become addicted when they are a teen.
- E-cigarettes are not safe for youth. Nicotine exposure during adolescence may have lasting adverse consequences for brain development.¹¹
- The aerosol produced by e-cigarettes is not harmless water vapor; it can contain nicotine and other toxins.¹¹

WHERE ARE YOU WITH THE IDEA OF QUITTING?

- If not interested in quitting: What do you need to do so that you can respect school policy and not use tobacco during school and at school events?
- Complete "Getting Through the School Day Without Tobacco" (see page __)
- If in contemplation, preparation, or action state of quitting, reinforce importance for change and the student's belief in his or her ability to make a change in tobacco/nicotine use.
- Go online together to Teen.Smokefree.gov and peruse the resources or share other established online resources for teens with information on the dangers of tobacco and how to quit.
- Go online to QUITNOWNM.org and LIVEVAPEFREE.com or call Quit Now NM together, 1-800-QUIT-NOW (1-800-784-8669) // 1-855-DEJELO-YA (1-855-335-3569).
- Refer to a cessation class or school counselor, nurse, or school-based health center for more support.

IDENTIFY NEXT STEPS

- Set date for the student to check in with you or ask the student to check in after they have completed the actions identified.
- Set up a procedure for the student to check in with you about how he or she is doing with no use at school and/or other objectives.