

Community Vaping Prevention Toolkit



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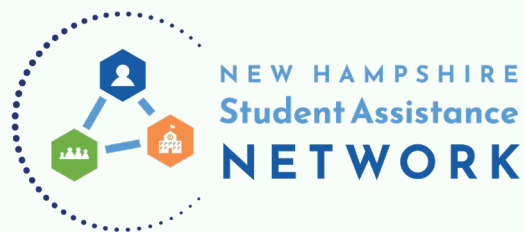
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The partners that created this toolkit are located on N'dakinna, the unceded traditional lands and waterways of the Abenaki, Pennacook, and other related Wabanaki Peoples, past and present, who have ongoing cultural and spiritual connections to the area. Although the Abenaki in New Hampshire currently lack federal recognition, we honor with gratitude the land and the people who have stewarded it for generations. This acknowledgment is merely the first step in recognizing the organization's history and responsibility to decolonization.

Additionally, these partners honor and recognize religious, spiritual, or cultural ceremonies or practices of Indigenous populations, including the Indigenous use of traditional tobacco (also called sacred tobacco), which has no additives and is not manufactured or marketed by the tobacco industry, in ceremonies or practices. Learn more about your native neighbors at <https://native-land.ca/>.

Introduction

Vaping Among Youth

We know youth are wired to take risks—they seek sensation. Taking risks are a typical part of growing up, exploring limits, and testing abilities. Experiencing their world offers learning opportunities from exposure to these risks. Prohibition from experiencing risky behaviors is impossible, which is why caring adults must be able to build trusting relationships with youth.

When you vape, you are inhaling an aerosol that is a heated liquid mixture. Heat from the battery turns the liquid into vapor, which is then inhaled. The liquid typically contains substances such as nicotine, flavorings, and other chemicals. Some vape devices, which are designed to look like common items, come in “closed systems” meaning the liquid is enclosed in the device. On the other hand, “open systems” are devices where the liquid is sold separately.

Nicotine is an addictive substance, and exposure to it during adolescence creates changes in brain chemistry and biology, thus impacting learning, memory, and attention.¹ These changes can lead to increased anxiety, depression, and stress²; heavier daily use; stronger addiction; and more difficulty quitting tobacco use later in life, among other health effects. The “e-liquid” contains nicotine salts, which cause faster absorption of nicotine into tissues and bloodstream in the mouth, throat, and lungs. Once nicotine reaches the brain, it disrupts the body’s natural reward system, prompting the release of dopamine, which is the neurotransmitter linked to reward and pleasure. The constant exposure to nicotine then becomes rewarding, making the body crave more, leading to addiction. In addition, youth who use nicotine may be vulnerable to other substance use disorders later in life.³

Delaying any type of substance use gives adolescent brains time to grow and develop the areas for making healthy decisions. Youth-connected adults play a role in guiding adolescents through this phase; helping them avoid substance use and other risky behaviors that can have lifelong consequences. Youth vaping or any substance misuse opportunities are heightened when factors such as ease of access to substances in the community/home, overwhelming presence of advertisements in various forms, and normalization of substance use, exist.^{4,5} For a more detailed list of these factors, check this [section](#).

When we support comprehensive prevention efforts including screening all youth for risky lifestyle behaviors, symptoms of physical and mental stress; reducing access by capping tobacco retailers in communities; applying realistic expectations for youth behavior in schools; and providing supportive adults and alternative consequences, youth become more likely to thrive.

¹ US Department of Health and Human Services. (2014). The Health Consequences of Smoking – 50 years of Progress. A Report of the Surgeon General. https://www.ncbi.nlm.nih.gov/books/NBK179276/pdf/Bookshelf_NBK179276.pdf

² <https://www.cdc.gov/tobacco/e-cigarettes/health-effects.html>

³ US Department of Health and Human Services. (2014). The Health Consequences of Smoking – 50 years of Progress. A Report of the Surgeon General. https://www.ncbi.nlm.nih.gov/books/NBK179276/pdf/Bookshelf_NBK179276.pdf

⁴ <https://www.cdc.gov/tobacco/e-cigarettes/why-youth-vape.html>

⁵ McCausland, K., Booth, S., Leaversuch, F., Freeman, B., Wolf, K., Leaver, T., & Jancey, J. (2024). Socio-ecological factors that influence youth vaping: perspectives from Western Australian school professionals, parents and young people. *International Journal of Qualitative Studies on Health and Well-Being*, 19(1). <https://doi.org/10.1080/17482631.2024.2322753>

Why a Community Vaping Prevention Toolkit

This toolkit was created to connect caregivers, schools, and community groups with vaping prevention and early intervention resources. Youth vaping is a serious public health concern. Preventing youth from starting and helping those who vape to quit require evidence-based strategies which influence knowledge, attitudes, and behaviors of ‘tweens’, teens, and young adults. Strategies around policy, systems, and environment (PSE) take a broad approach to reaching youth and young adults where they live, work, and play. De-normalizing vaping is a recommended strategy based on research showing that youth who perceive vaping as less harmful than smoking cigarettes are more likely to vape; and conversely, youth that know that all nicotine products have dangerous health consequences are less likely to vape.⁶

This toolkit is designed to be used by parents, community members, prevention coalitions, and all who may influence youth and young adults through policy, systems, and environmental changes.

This toolkit identifies common themes that lead to youth initiation and provides common-sense policies and practices that can be applied at the PSE level. The following state and community groups support this toolkit:

[NH Tobacco Prevention and Cessation Program](#)

[Breathe-NH](#)

[Student Assistance Network](#)

[NH Center for Excellence on Addiction](#)

[NH Department of Education, Bureau of Student Wellness and Nutrition](#)

[Regional Public Health Networks](#)

[NH Drug Free Coalitions](#)

[Juvenile Court Diversion](#)

[Bureau of Drug and Alcohol Services](#)

We are excited to provide ideas for presentations, training, health messaging, and policies that work together to address youth vaping. This toolkit covers effective communication, positive discipline, and vaping prevention.

While not all sections may apply to your goals, we hope you find helpful resources to raise awareness in your community. Together, let’s create healthier homes, schools, and communities. Please send us feedback about likes, dislikes, and what can be improved upon! Email us at TPCP@dhhs.nh.gov or call us at 603-271-6891, or at nhsapnetwork@jsi.com; we would love to hear from you.

This toolkit will:

- Raise awareness of the impacts of vaping and nicotine on the adolescent brain and youth development.
- Reach audiences that can positively influence the growth and development of young people.
- Make a case for influential members to be present in young people’s lives to help prevent the vaping issue among youth.
- Increase knowledge of available evidence-based vaping prevention education and intervention programs, policies, and resources for communities.
- Emphasize the need of a supportive environment for prevention and intervention efforts to be effective.

⁶Osman A, Kowitt SD, Ranney LM, Heck C, Goldstein AO. Risk factors for multiple tobacco product use among high school youth. *Addict Behav.* 2019 Dec;99:106068. doi: 10.1016/j.addbeh.2019.106068. Epub 2019 Jul 30. PMID: 31470239; PMCID: PMC6791764.

Background

What is the challenge?

Nicotine vaping is impacting New Hampshire (NH) youth at an alarming rate, and schools are at the center of the storm. School staff are challenged by the amount of vaping during school hours and the ineffective disciplinary policies for these students. The 2023 Youth Risk Behavior Survey (YRBS) showed the rate of high school currently vaping at 16.7%, approximately half of the 2019 rate (33.8%). Experts are working to determine why the data indicates such a significant decrease. The addictive properties of nicotine, heavy marketing of products targeting young people, and easy access to vaping products, have resulted in a new generation of consumers for the tobacco and nicotine industry.



Social-Ecological Model

Vaping is influenced by many different factors including the individual composition; their family and peer attitudes, behaviors, and beliefs towards vaping; relationships and engagement at school; and the wider community environment. Health promotion and prevention take place at different levels. Therefore, a comprehensive prevention approach addresses risk and protective factors at each level.

The socio-ecological model contextualizes health to be affected by the interactions between the individual, their peers and family, the community, and the social and political environments.⁷ To better visualize its levels, where risk and protective factors related to vaping behaviors come in, see the framework below.⁸ Risk factors are any characteristics that increase the risk of engaging in a certain behavior, and protective factors are the ones that reduce risk factors.⁹

Individual Level

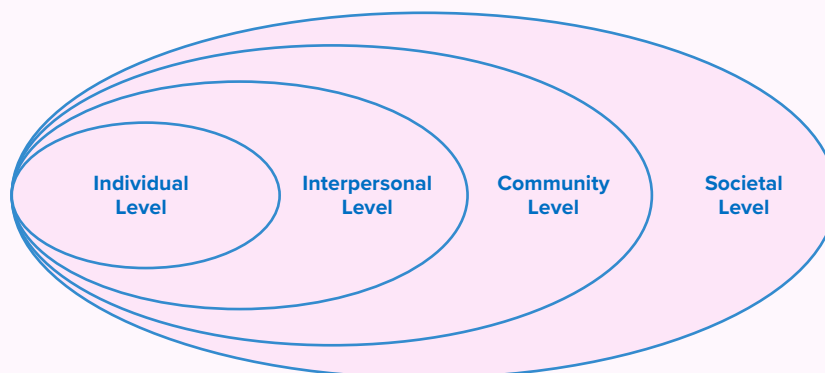
Risk Factors: Sensation-seeking, risk-taking, low risk perception¹; traumatic childhood experiences²; psychosocial stressors (e.g., depressive symptoms, academic challenges).³

Protective Factors: Social competence⁴; knowledge about negative health consequences of vaping, high academic achievements⁵; high perceived risk for use of e-cigarettes.⁶

Community Level

Risk Factors: School failure, low commitment to school, peer rejection.¹¹

Protective Factors: School-based e-cigarette programs (prevention and cessation)¹²; school connectedness, social support¹³; opportunities for positive social involvement, recognition for positive behavior, attachment and commitment to family, school, and community; family, school, and community norms about not misusing substances.¹¹



Interpersonal Level

Risk Factors: Lack of accurate knowledge and understanding of vaping among parents and school professionals, mixed-risk perception among parents¹; peer pressure, family conflict, bullying³; poor parental supervision⁷; family indifference or approval⁸; lack of support from parents.⁵

Protective Factors: High parental monitoring, positive future orientation⁹; positive peer norms.¹⁰

Societal Level

Risk Factors: Sales, exposure to e-cigarette information, overall availability of e-cigarettes¹⁴; e-cigarette advertisements¹⁵; social norms, e-cigarette promotion, marketing.¹⁶

Protective Factors: Public health vaping prevention awareness and information campaigns¹; regulatory strategies for sale and marketing of vaping products (e.g., flavor bans, sales licenses, taxation).¹⁷

Prevention strategies will depend on the risk and protective factors present or missing in one's community. The 5-step Strategic Prevention Framework can help community groups think strategically about which are most prevalent in order to best address issues associated with youth vaping. Reach out to your local Regional Public Health Network along with your local substance use prevention coalition to see if this planning process has been done. Keep in mind that every community is different, and different prevention approaches will be effective depending on the community's resources and needs. A thoughtful, multipronged approach is most effective.

⁷ https://www.atsdr.cdc.gov/communityengagement/pce_models.html

⁸ Refer to References: Risk and Protective Factors located at the end of the toolkit for a list of references used in this framework.

⁹ <https://www.unicef.org/media/135011/file/Global%20multisectoral%20operational%20framework.pdf>

¹⁰ <https://prochange.com/translational-model-of-behavior-change/>

How people change behavior

Overall, the goal is to prevent vaping in the first place, but if you are working with a teen that is vaping, then knowing a little bit about how people make voluntary changes is helpful. Nicotine is an addictive substance, and a young person may find it very difficult to quit. Making a behavior change is not a single event but rather a gradual process. Understanding where a person is in terms of their readiness to change and their experience with past quit attempts can help you meet them where they are and provide relevant information.

Most of us take small steps to change. Behavior change takes time and can be a challenging process. So, the small steps toward the final goal are important and should be celebrated as accomplishments. The Transtheoretical Model, also known as Stages of Change Theory, describes the process of **intentional behavior change**. The stages of change are defined as Precontemplation, Contemplation, Preparation, Action, and Maintenance.¹⁰ Check out the description of each stage located at the [end of the toolkit](#).

Whether you are a parent or community member trying to support a teen that vapes, remember, quitting is a process. For more information on how to support a young person who vapes, check out the resources at [QuitNow-NH](#). You will find videos, e-Learning modules and other resources to make a difference.



¹⁰ <https://prochange.com/transtheoretical-model-of-behavior-change/>



Setting the Stage for Vaping Prevention

This section provides an overview and clarifications of laws around tobacco products. In addition, you will find resources for increasing the knowledge and awareness of vaping prevention in your communities.

Federal & State Law

Governing Tobacco Products:

What You Need to Know

The information in this section is a brief overview of a few key federal and state laws regulating the use, sale, possession and regulation of tobacco products among youth and adults. It is important to know, in NH any form of tobacco is illegal for anyone under 21 years to purchase or possess.

Tobacco 21

- The passage of Tobacco 21 (T21) in 2019 made it illegal to sell any tobacco products (e.g., cigarettes, cigars, and e-cigarettes) to anyone under 21 years of age across the nation.
- “No person under 21 years of age shall purchase, attempt to purchase, possess, or use any tobacco product, e-cigarette, device, or e-liquid (NH Liquor Commission).”
- In states that allow preemption, which is when a state prevents local authorities from passing laws that differ from or are stricter than the state law, tobacco control policy efforts can be more challenging. These challenges are often driven by Big Tobacco’s attempts to prevent tobacco control laws from getting enacted, so cities and counties are unable to enact laws that better protect the public. ([Tobacco 21](#))

T21 Links:

- ◆ [Tobacco T21 - FDA](#)
- ◆ [State By State Tobacco 21 Grade](#)
- ◆ [New Hampshire - Tobacco 21](#)
- ◆ [Overview of the Family Smoking Prevention and Tobacco Control Act](#)
- ◆ [The New Federal Tobacco-21 Law: What It Means For State, Local, And Tribal Governments](#)

Nicotine from Tobacco Leaf and Synthetic (Non-Tobacco) Nicotine

- In 2022, the FDA was granted the authority to regulate all tobacco products containing nicotine from any source, including synthetic nicotine. Prior to this law, the FDA did not regulate synthetic nicotine, or nicotine made in a lab. It only had regulatory authority over tobacco products that contained nicotine made or derived from tobacco leaves. This closed a loophole that vape companies exploited with the manufacturing of flavored products from synthetic nicotine.
- Although the Federal Drug Administration (FDA) regulates all nicotine products, different regulatory procedures apply depending on the source of nicotine. Products containing tobacco or tobacco-derived nicotine must go through a process for safety and effectiveness with the Center for Tobacco Products, while synthetic nicotine-containing products go to the Center for Drug Evaluation and Research because they are considered drugs.

Nicotine Links:

- ◆ [FDA Updates Regulatory Documents to Include “Non-Tobacco Nicotine” Products](#)
- ◆ [What You Need to Know About New Synthetic Nicotine Products](#)

Graphic Warning Labels

- In 2020, the FDA required graphic warning labels on cigarette packages; however, the tobacco industry has filed multiple lawsuits to prevent graphic warning labels from taking effect.
- In 2010, smokeless tobacco (e.g., chewing tobacco, moist snuff) packages and advertisements have been required to contain warning labels (not graphic) with health-related information.

Graphic Warning Labels Links:

- ◆ [Tobacco Control Milestones](#)
- ◆ [FDA Cigarette Labeling and Health Warning Requirements](#)
- ◆ [FDA Smokeless Tobacco Labeling and Warning Statement Requirements](#)
- ◆ [Overview of the Family Smoking Prevention and Tobacco Control Act](#)

Menthol Cigarettes and Flavored Cigars

- Flavored combustible cigarettes (other than menthol or tobacco flavored) have been banned since late 2009. With that, many people [switched to flavored cigars](#), which were not part of the ban.
- On the federal level, there is a great deal of controversy to prohibit the sale of menthol-flavored cigarettes and any flavored cigars to prevent youth initiation. However, to date, all have failed to pass.
- Although a few states, such as Massachusetts and California, have enacted restrictions on the sale of flavored tobacco products including menthol cigarettes, most states have not, including NH.

Menthol and Flavored Cigars Links:

- ◆ [Tobacco Control Milestones](#)
- ◆ [FDA Proposes Rules Prohibiting Menthol Cigarettes and Flavored Cigars to Prevent Youth Initiation](#)
- ◆ [State Menthol Fact Sheet for New Hampshire - CDC](#)
- ◆ [States & Localities That Have Restricted the Sale of Flavored Tobacco Products](#)

E-Cigarettes

- NH Statute 155:64-77, Indoor Smoking Act includes e-cigarettes in the definition of “smoking”. This is strengthened by the addition of statute 126:K6:1 Youth Access to and Use of Tobacco, confirming that e-cigarettes are included as tobacco products illegal to possess under the age of 21.
- In 2020, the FDA issued a policy on enforcement against unauthorized flavored e-cigarette products that appeal to kids, including fruit and mint flavors. Companies that do not comply with these regulations, which includes ceasing the manufacturing, distribution, and sale of unauthorized flavored cartridge-based e-cigarettes (other than menthol or tobacco flavored) within 30 days, risk FDA enforcement actions.
 - ◇ This policy created a loophole: refillable cartridge-based e-cigarettes, such as JUUL and their replaceable pods, were banned for fruit and mint flavors. However, disposable vape devices, such as PUFF BAR and Crave Disposable, that have attractive fruit and mint flavors, were not banned. In NH, if you are 21 years of age or older you can purchase these one-time usable devices in a variety of flavors. These devices are incredibly cheap and popular, and have also led to issues with e-waste.
 - ◇ Without approval from FDA, the product is considered contraband if found on retailer shelves.
 - ◇ The Center for Tobacco Products has a flowchart that outlines and describes the compliance and enforcement process.
 - ◇ There are 34 tobacco and menthol flavored e-cigarette products approved by the FDA for market.
- New Jersey, New York, Rhode Island, California, and Massachusetts have already enacted bans on the sale of all flavored e-cigarettes, including disposable one-time vape devices such as PUFF BAR and Crave Disposable.

E-Cigarette Links:

- ◆ [E-Cigarette Regulations in New Hampshire](#)
- ◆ [FDA Finalizes Enforcement Policy on Unauthorized Flavored E-Cigarettes](#)
- ◆ [States & Localities That Have Restricted the Sale of Flavored Tobacco Products](#)

Community Vaping Prevention Presentations

Community vaping presentations for youth and caregivers can be a powerful tool to share vaping facts while increasing the community's awareness. When preparing community presentations, recommended content may include: substances found in vapes and its health impacts, amount of nicotine in vapes, refusal skills, tobacco industry's tactics to deceive youth into buying these devices, and prevention and cessation resources. Refer to the links below to ensure comprehensive information is included in your presentations.

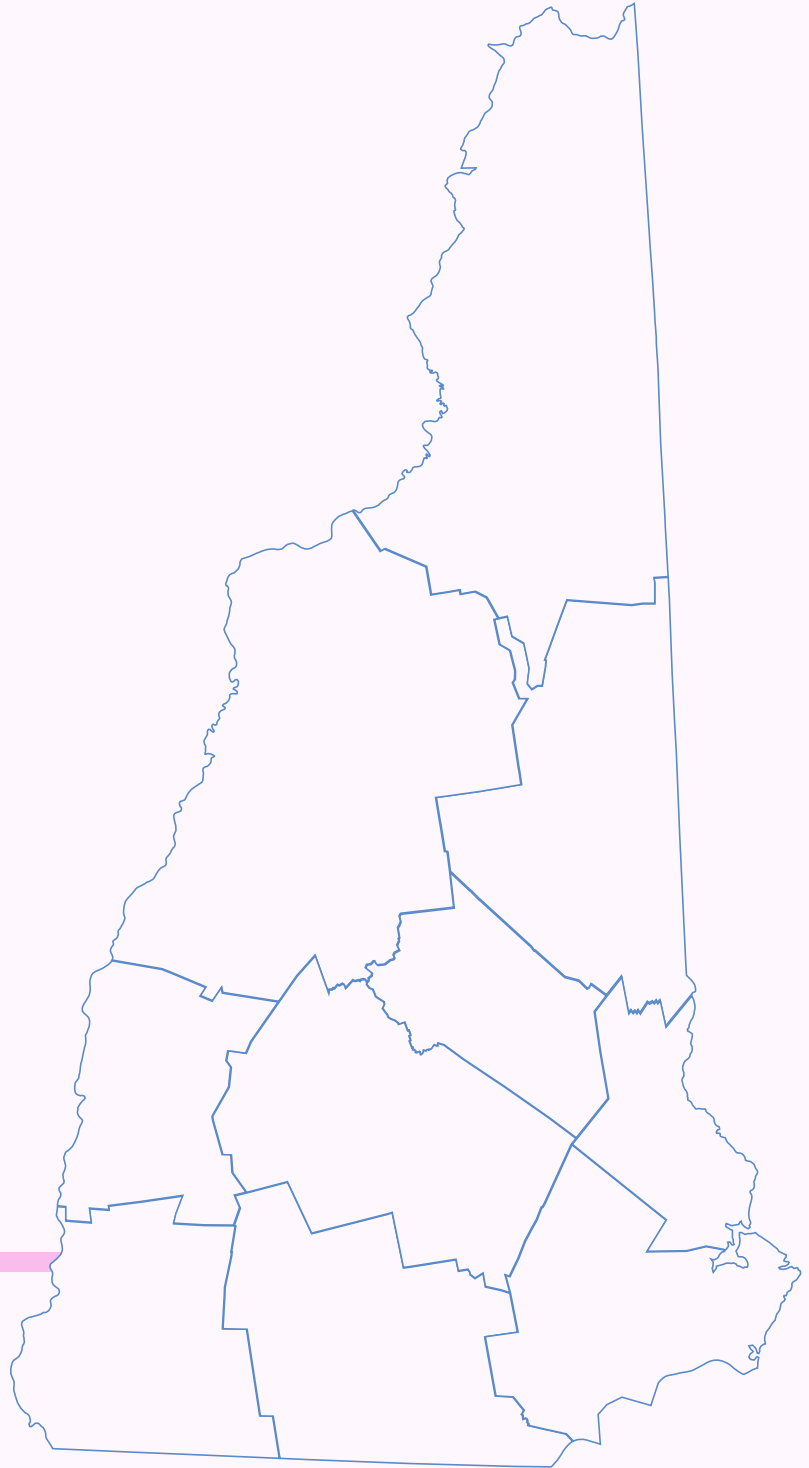
Increasing knowledge about vaping allows people to be up-to-date on the current issue that is affecting youth and adults, learn about aspects that may be unfamiliar to some, and understand what can be done to prevent it. You can also tailor the presentation to your community by adding in your region's data from the [Youth Risk Behavior Survey \(YRBS\)](#), which assesses youth health-related behaviors and experiences, including ones related to vaping. This information can inform communities and schools and guide them on how to better serve their youth.

Below are links to vaping education presentations:

- Breathe-NH's [Vaping Unveiled Virtual Presentations](#) (per request)
- Dartmouth Health's [Vaping Education Toolkit and Resources](#)
- PTTC Network's [Micro Training on Vaping](#)
- CDC's [Guides to E-Cigarettes and Vapes Presentation](#)
- QuitWorks NH's [Youth Vaping Basics eLearning Module](#)
- Stanford Medicine's [Tobacco Prevention Toolkit Presentations](#)
- Addiction Policy's Course [Vaping: Know the Facts for Teens](#)
- Northern New England Poison Control Center's [Presentation on Vaping](#)



Schools



This section is dedicated to school-based staff to raise awareness and provide education related to school vaping policies, in-school consequences as an alternative to expelling the student(s).

School Vaping Policy & Practice

While schools across NH are challenged to respond to the growing number of students vaping or experiencing other substance misuse during the school day, they are uniquely positioned to identify and intervene early with young people. Supportive disciplinary policies play a key role in the school's overall approach to meet students' needs around behavioral or mental health, health education, and prevention services.

When educators, administrators, caregivers, and students themselves work together to create opportunities for prosocial behaviors, health education and treatment, they can support the developmental, educational, and behavioral health needs of adolescents, while setting high expectations for conduct. By creating nurturing environments that focus on harm reduction, health and wellness, we can prevent or decrease the likelihood that our youth will make risky decisions. Discipline alone is not the answer. The best way to help young people to not vape while at school is to help them address their addiction.

This section provides resources and examples for individuals, schools, or communities considering a different approach and makes suggestions for incrementally adopting progressive policies that maintain health and safety and reduce the number of out-of-school suspensions.

Why consider alternatives to out-of-school suspension?

There is growing recognition that punitive approaches do not deter substance use among youth.¹¹ As schools and districts nationwide are challenged with creating vape-free and tobacco-free campuses that support students' health and academic success, evidence shows that exclusionary discipline, such as suspension or expulsion, does not reduce use of tobacco products and disproportionately impacts students of color.¹² Youth who experience substance use disorder can be very lonely and isolated as they feel shame and fear punishment. Disciplinary practices that remove youth from classes and school have a negative impact on the youth's connectedness to the school, their academic achievement, and their health and wellness and might even increase the likelihood of high school drop-out. Students need compassion, understanding, and harm reduction options until they are ready to quit. All students benefit when they learn from one another as well as from their mistakes.

Fundamentals of an alternative approach:

- How a community/school responds to vaping can influence vaping behaviors.
- Suspension is not effective in stopping risky behavior.
- The best way to help youth using substances at school is to help them quit using substances.
- Disciplinary policies should be part of the overall health and wellness approach for prevention and intervention in the school.

Supportive practices build protective factors that help students expand their social connections, manage strong emotions, develop life skills, and increase their ability to ask for help. When exploring policy change, consider:

Building blocks of supportive discipline:

Nurture Positive School Culture and Climate: Administration, educators, and staff all play a role in shaping the school's climate and culture. Discipline is not the responsibility of one person or department.

Support Vulnerable Students: In NH, Student Assistant Program Coordinators can screen youth (with parental/guidance consent) for depression, anxiety, and suicide ideation to understand the underlying issues related to students' behavior and provide early action for those at risk. Find an example of a school-based screening here: [GAIN-SS Screening Tool](#).

Destigmatize Mental Health and Normalize Asking for Help: Provide health education that includes life skills, mental health awareness and counseling, and substance use disorder treatment if needed.

Partner with Community Providers: Partner with local youth serving organizations such as Juvenile Court Diversion, Regional Public Health Network, or the Boys and Girls Club to expand prevention and health education options, or consider your community mental health center for counseling and treatment options.

¹¹ Kelly AB, Evans-Whipp TJ, Smith R, Chan GC, Toumbourou JW, Patton GC, Hemphill SA, Hall WD, Catalano RF. A longitudinal study of the association of adolescent polydrug use, alcohol use and high school non-completion. *Addiction*. 2015 Apr;110(4):627-35. doi: 10.1111/add.12829. Epub 2015 Jan 26. PMID: 25510264; PMCID: PMC4361375.

¹² Nese, R. N., et al. (2021). Moving away from disproportionate exclusionary discipline: Developing and utilizing a continuum of preventative and instructional supports. *Preventing School Failure: Alternative Education for Children and Youth*, 65(4), 301-311. <https://doi.org/10.1080/1045988X.2021.1937019>; Zeng, S., et al. (2019). Adverse childhood experiences and preschool suspension/expulsion: A population study. *Child Abuse & Neglect*, 97, 104149. <https://doi.org/10.1016/j.chiabu.2019.104149>

School-based Initiatives that Support Youth

There is no one size fits all approach across the state. Factors like staffing, resources, space, philosophy of the school board, administration and families, and even the police department all impact policy. To address the shortcomings of long-term out-of-school suspensions (OSS) or exclusionary practices, a growing number of schools throughout the state are seeking alternatives that can provide a more supportive or restorative form of consequences that ultimately provide a better outcome for all students.

The strategies and systems outlined below are aspects of a progressive model, which are integrated in other school initiatives.

Maintaining School Connectedness with In-School Suspension

Many schools have chosen to adopt an in-school suspension (ISS) model that allows the student to face a disciplinary action while also keeping them on campus and out of harm's way. Schools have different levels of capacity for what this model looks like. Some simply provide space for the student to spend their day while working independently on school work. Others have a structured schedule of activities.

The ISS coupled with vaping education and intervention (if needed) keeps the student engaged with the school while building coping skills and an understanding of the negative consequences of vaping. Many high quality, free or low-cost interventions are available. (Check out the list of free [Vaping Prevention and Cessation Intervention Programs](#) that support youth on managing or quitting e-cigarette use.) These in-person or online educational opportunities can be led by a school social worker, SAP Coordinator, school nurse, or other trained professional with a background in substance use prevention and misuse and adolescent development.

Restorative Practices & Justice

Restorative practice is based on restorative justice principles that aim to address the needs of those impacted by the behavior and create opportunities to accept accountability and repair the harm done to the community. This approach can be applied to schools, families, and the justice system. Restorative practices can be applied to the classroom to avoid conflicts by strengthening relations and providing options when conflict does arise. Many schools offer voluntary opportunities to participate in a restorative justice program in lieu of a multi-day OSS. Programs involve group meetings, education, and a community project along with a chance to apologize. Overall, restorative practices help youth reflect on the reasons for their risk-taking behavior, teach them life skills to avoid risky choices in the future, and make asking for help okay. Find below resources to learn more about restorative practices and justice:

- [Prodigy Game: How to Successfully Implement Restorative Practices at School](#)
- [Future Ed: Restorative Practices for School Discipline, Explained](#)
- [Restorative Solutions: The 5 'R's of Restorative Justice](#)

School-based Vaping Prevention Education & Intervention Education for Youth at Risk

Vaping prevention is typically offered in health classes in various grades. Working with health educators and other school resources is an opportunity to provide fact-based information about vaping and other substance use prevention to young people. The lessons should be age-appropriate and consistent with NH state standards; raise awareness about the risks and consequences of vaping; explain how vaping companies market and deceive youth about their harmlessness; and provide resources for those experiencing addiction to nicotine. For youth who currently vape and are experiencing nicotine dependence, the material should focus on the health effects of nicotine, life skills for coping with triggers, and access to cessation support. Check out the section on [Vaping Prevention and Cessation Intervention Programs](#).

Community-based Vaping Prevention Education

Educating families, caregivers, and the community about vaping, the science of addiction, and the cessation resources is important to reinforce the school's efforts and messaging. It is a good idea to send a letter from the school (see example on Caregiver Communication section) along with resources on how to talk to your child early and often about vaping prevention. Know that your local substance prevention coalition is available to assist with community presentations. In addition, the [Partnership @drugfreeNH](#) offers resources on [talking with your child](#) and factsheets on [tobacco use and vaping](#). Last, check out the caregiver and family resources at the campaign website, [Talk, They Hear You](#), a national campaign to equip parents and caregivers with the resources they need to address the issue of alcohol and other drugs with children under the age of 21.

Student Assistance Program (SAP) Coordinators

Student Assistance Program Coordinators help schools address the behavioral health needs of students by running prevention education series and other universal prevention strategies. They run student groups on topics related to substance use, mental health, as well as student-driven topics. They are also an internal referral resource to access timely behavioral health interventions, and referral to further assessment for specific mental health or substance use treatment in the community.

Student Resource Officers

School Resource Officers (SRO) are specially trained law enforcement officers dedicated to serving an individual school or district. With specific training in school-based law enforcement and crisis response, these individuals collaborate with schools on youth-focused policies and procedures. They aim to encourage safe learning environments and positive relationship building among youth, with the hope to build trust and recognition as a reliable resource within the school. As a liaison from a local police department, SROs promote positive youth adult interactions and provide education around substance use prevention, road safety, the court system, as well as several other topics. The National Association of School Resource Officers encourages all SROs to utilize a “triad” role of being an educator, informal counselor, and law enforcer.

Community Coalitions

Community coalitions have an enormous influence on the knowledge, attitudes, and practices of community members, including young people. Leaders are experts in the prevention field applying prevention science to name the problem, build local capacity, expand the use of evidence-based strategies, and evaluate the impact. Every community in NH is included in the [NH Regional Public Health Network \(RPHN\)](#), which connects individuals, families, businesses, and organizations to support, services, and resources, including [local substance use prevention coalitions](#). Contact your RPHN and ask to speak with the Substance Misuse Prevention Coordinator or Continuum of Care facilitator to help make those connections; they are available to provide community education or other interventions.

Outside Referral & Partners

Many school districts are partnering with youth-serving organizations, community coalitions, and other behavioral health professionals to meet the needs of their students. In a somewhat similar model to in-school suspension (ISS), students referred to an outside organization are in a place where they can get their schoolwork done and learn about the harms of vaping. Depending on the capacity of the organization, students address the behavioral components to why they vape, learn about the dangers of the substance itself, and if they are experiencing addiction, have access to care that can help with their addiction. Free cessation services are available to youth at [My Life, My Quit](#), over the phone, or via text. Some schools have partnered with local Boys and Girls Clubs, YMCAs, or other youth-serving organizations where these students can have a place to go during the day.

Juvenile Court Diversion

Juvenile Court Diversion programs prevent future court involvement by holding youth accountable for their actions, providing family support and teaching valuable life skills for minor illegal violations. Many school districts partner with the 18+ [Accredited Juvenile Court Diversion Programs in NH](#).

Technology

While the use of technology such as vaping detectors and smart passes may deter students from vaping at school, they are not proven, evidence-based strategies.

Case Study: Franklin, NH

Below is an example from Franklin, NH, where the school district intentionally moved away from the use of ten-day out-of-school suspensions (OSSs) to ISSs with vaping education led by the SAP Coordinator (SAPC) trained in the [Stanford Medicine: Tobacco Prevention Toolkit](#). This town recognized that OSS was having little impact on reducing their students' use of vapes or e-cigarettes. In response, members from the community utilized the [Franklin Community Management Team](#) to start a vaping prevention workgroup where they drafted a new action plan to address the issue.

The workgroup proposed a plan that prioritized keeping the student in school to progressively address the issue with education and support. The model structure entails:

1. **Day of Violation:** Student is caught using a vaping device on school grounds.
2. **Notification to Parents:** Parents of the student are notified of the violation.
3. **Police Involvement:** School Resource Officer (SRO) is informed of the violation and a report is filed.
4. **Notification to SAP Coordinator:** School SAPC is notified of the violation.
5. **Meeting/Screening:** SAPC meets with the student to understand their usage, explore the situation, and develop a restorative plan that includes a project to repair the harm caused by vaping.
6. **In-school Suspension (ISS):** Part of the first day is completed with the SAPC during the screening meetings, and then the student serves an additional two days of ISS going over the plan made with their SAPC.
7. **Return to School:** Once the program is completed the student returns to their regular classwork.

You can find an example of the model school policy at the [Alliance for a Healthier Generation](#).

While there are many challenges when applying a progressive or restorative approach to discipline, it is important to keep in mind that discipline is not one person's or department's approach. Instead, it is part of a system of support and services that gives youth an opportunity to grow and develop. Franklin School District, like many school districts, has faced challenges like staffing, treatment referrals, and the easy access to vaping devices, but they have continued to prioritize learning and school connectedness. They also keep a page on their [school website](#) dedicated to resources for community members to go in search of information regarding vaping prevention. One of these resources includes a [Vaping First Offense Screening and Action Plan](#) used by the SAP Coordinator.

A photograph of Franklin High School, a large brick building with multiple windows and a central entrance. The name "FRANKLIN HIGH SCHOOL" is visible on the facade.

According to Stephanie Wolff, Coalition Coordinator for [Franklin Partners in Prevention](#),

“For kids who are actively addicted to nicotine and feel they cannot quit, giving a ten-day suspension sets them up for poor academic success especially if they experience multiple OSS. The school wants students to achieve academic success, so the OSS is contrary to their goal. Also, youth who vape and are addicted can be very successful and the school wants to maintain contact with them to offer support and services.”



Vaping Prevention and Cessation Intervention Programs

Evidence-based Vaping Prevention Lessons for Elementary, Middle, and High Schools

This section provides a brief overview of nationally and state recognized vaping prevention programs that educate youth on the health effects of nicotine vaping and e-cigarette products.

ASPIRE

- Developed by University of Texas MD Anderson Cancer Center for Grades 6-12
- Free five, self-paced, online learning modules and quizzes that deliver tobacco prevention education in English and Spanish
- Testimonials from former smokers, healthcare professionals, and cancer survivors
- Decreased likelihood of vaping and cigarette smoking among high school students

BOTVIN

- Developed by Botvin Life Skills Training for [Elementary](#), [Middle](#), and [High Schools](#) (Grades 3-10)
- Paid program focused on substance abuse prevention
- Focused on increasing self-esteem, developing healthy attitudes and improving knowledge of essential life skills
- Designed to help youth develop personal, social, and drug-resistant skills

CATCH MY BREATH

- Developed by University of Texas Health Science Center at Houston School of Public Health for Grades 5-12
- Free four, in-person or virtual peer-led lessons that empower youth to make informed decisions about the use of e-cigarettes
- Half as likely to experiment with e-cigarettes compared to students outside the program

IN THE AIR

- Developed by New England Prevention Technology and Transfer Care Network for Grades 6-12
- Free [graphic novel](#) written to foster conversations with young people around vaping, choices about substance use, and social factors
- Available in English, Spanish, and Portuguese

YOU AND ME, TOGETHER VAPE FREE

- Developed by Stanford Medicine's REACH Lab for Grades 6-12
- Free six, in-person or virtual lessons that aim to educate youth on key facts about e-cigarette use and common myths

VAPING: KNOW THE TRUTH

- Developed by Truth Initiative and Kaiser Permanente in collaboration with the American Heart Association for Grades 8-12
- Free six, self-paced, digital vaping prevention lessons that educate youth on the harmful effects of vaping and e-cigarettes
- Pre- and post-learning assessments that offer real-time scoring

VAPING PREVENTION AND EDUCATION

- Developed by FDA's Center for Tobacco Products for Grades 6-12
- Free cross-curriculum resources to help inform students on the dangers of vaping
- Teacher lesson plans (3), reading guides, student activities, videos, and parent fact sheets

VAPING UNVEILED

- Developed by Breathe New Hampshire for Grades 6-12
- Free vaping prevention education presentations in remote or digital formats on a case-by-case basis
- Printable fact sheets and resource lists on [website](#)

VAPE-FREE SCHOOL INITIATIVE

- Developed by American Lung Association for school personnel
- Membership program upon completion of training of [INDEPTH](#) (Alternative to Suspension) or [Not On Tobacco](#) (Cessation) programs
- Toolkit with school vaping policy guidance and ways to share accomplishments with students, parents, and the wider community

LIFE OF AN ATHLETE

- Developed by NH Interscholastic Athletic Association (NHIAA) with support from the thirteen Bureau of Drug and Alcohol Services' Substance Misuse Prevention Networks for New Hampshire high school student athletes (14-18 years old)
- Free (for participating NHIAA schools) program which uses the intrinsic value of athletics to empower and motivate students to drive a cultural shift related to substances
- Training manual for teacher/coach

PROJECT ALERT

- Developed by researchers at RAND for adolescent students (typically 7th and 8th graders). Today, with 30+ years of use, this program is taught in schools in all 50 states, as well as abroad.
- Free substance use prevention program proven to motivate students against drug use, provide skills and strategies to resist drugs, and establish new non-use attitudes and beliefs
- All materials and training are provided free of charge

SMART TALK

- Developed by Stanford Medicine's REACH Lab for Middle Schools (Elementary and High School curricula are forthcoming)
- Free five, in-person or virtual lessons that aim to educate youth on key facts about cannabis use and misperceptions

Evidence-based Vaping Cessation Interventions for School and Afterschool Programs

This section provides a brief overview of nationally and state recognized vaping cessation interventions that support youth on managing and quitting e-cigarettes, while also addressing the various reasons behind starting this behavior.

SMOKESCREEN

- Developed by the Yale Center for Health & Learning Games, [play2PREVENT](#) Lab for youth and young adults
- Free game containing seven levels that can be played in increments for a total duration of three hours
- Each level comprises a storyline and includes a set of mini-games
- Brief exposure to [smokeSCREEN](#) has an effect on critical aspects of preventing tobacco use
- Focused on skill building, topic engagement, awareness of intrapersonal factors related to vaping

NOT ON TOBACCO

- Developed by the American Lung Association for teens aged 14 to 19 years old
- Free program focused on developing and maintaining positive behaviors
- Comprised of ten, 50-minute sessions
- Designed to help students identify their reasons for smoking or vaping and to find healthy alternatives to quitting
- Most teens who participate in the program cut back or quit tobacco

INDEPTH

- Developed by the American Lung Association for youth students between the ages of 14 and 19
- Free alternative-to-suspension program designed to help schools address the issue of teen vaping in a more supportive manner
- Comprised of four, 50-minute sessions
- Contains guidance for the process of identifying reasons for using tobacco products and how to tackle nicotine dependence
- More than half of participants reported they were willing to quit using tobacco products after completing the program

HEALTHY FUTURES

- Developed by the Stanford REACH Lab for youth students
- Free alternative-to-suspension program
- Comprised of two parts, one for students only (40-60 minute self-paced) and the second includes a facilitator (2 or 4 hours)
- Focused on helping students learn about the harms of e-cigarettes and other tobacco products, identify reasons for and costs of using, and cope with stress

QUITSTART

- Developed by the National Cancer Institute's [Smokefree.gov](https://www.smokefree.gov) in collaboration with the U.S. Food and Drug Administration
- Free smartphone app for teens who want to quit smoking
- Provides tailored tips and inspiration to help teens become smoke-free, based on own personal smoking history

3rd MILLENNIUM CLASSROOMS

- Developed by 3rd Millennium Classrooms for high schools and middle schools, colleges and universities, courts and agencies, as well as parents
- Programs come at different tiered costs with deals dependent on school level and district utilization
- Custom instruction sheets are provided during student enrollment, enabling students to follow the guided steps and do their work with 3rd Millennium support
- For high schools and middle schools, topics offered include nicotine, alcohol, cannabis, other drugs (opiates, depressants, sedatives, and hallucinogens), diversity, equity, and inclusion work, conflict resolution, as well as hazing and social hosting

BRIEF INTERVENTION

- Developed by Evaluation, Management, and Training Associates, Inc. (EMT) for adolescent youth and young adults who are experimenting with tobacco, alcohol, and/or other drug use but are not yet dependent
- Curriculum (six instructional modules) designed to be used by school counselors, nurses, social workers, educators, school administrators, and other youth-serving adults
- EMT contracts with state and local agencies, who sponsor the training workshop

iDECIDE

- Developed by the Center for Addiction Medicine at Massachusetts General Hospital in collaboration with the Office of Youth and Young Adult Services at the Massachusetts Department of Public Health and the Institute for Health Recovery
- Currently available only in MA, but the [website](#) has excellent resources
- An alternative to punitive responses for students caught violating school substance use policy
- Curriculum comprises of impacts of substance use in adolescent brain and body; industry's tactics to target youth; and guides youth on how to respond to personal impulses, empowering them to make healthy decisions
- Schools are expected to designate someone to be a trained facilitator, who gains free access to all the resources upon completion of the free training

EX PROGRAM

- Developed by the Truth Initiative in collaboration with the Mayo Clinic Nicotine Dependence Center
- National text message program available for free
- Evidence-based quitting program that helps people develop the skills and confidence to successfully quit
- [Research](#) shows that this program can increase odds of quitting by up to 40%

SMOKEFREETXT

- Developed by the National Cancer Institute's [Smokefree.gov](https://www.smokefree.gov) for teens aged 13 to 17 years old who are ready to quit smoking
- Teens sign up to a text message program and receive daily messages to support their quitting
- The program lasts for six to eight weeks

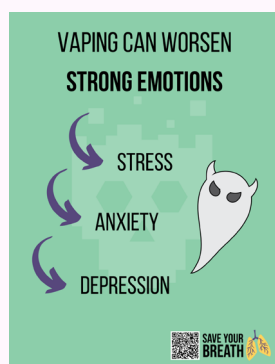
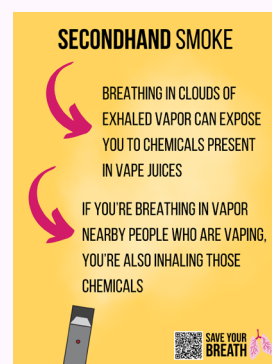
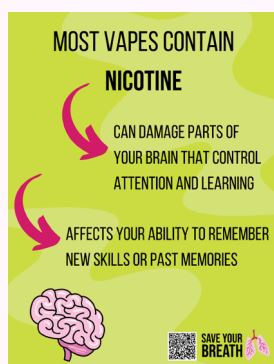
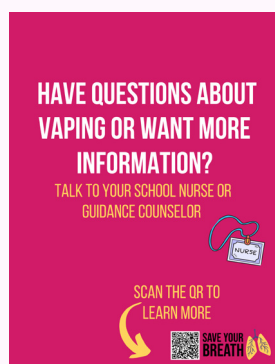
Materials for Bulletin Board

School bulletin boards are an easy way to educate students about the risks associated with vaping and provide resources. In this section, you will find vaping prevention posters for school bulletin boards that focus on raising awareness of the negative health effects of vaping, refusal tips youth can use when offered vapes, as well as quick facts related to tobacco industry's tactics to market tobacco products to youth. The information is shared as printable posters and is provided to school staff (e.g., school nurses, guidance counselors, SAPCs, etc.) to place on their school bulletin boards. School staff should also feel free to place posters in other places where they know student traffic and attention are heightened (e.g., bathroom stalls, classrooms, cafeteria, locker rooms, etc.).

There are three sets of posters: **Health Effects**, **Refusal Techniques**, and **Learn the Truth**. This is a great opportunity to involve students from an afterschool club, mentoring program, or who may be needing to complete community service. Feel free to supplement these materials with other resources from the recommended websites below. We suggest not placing all posters at once but placing a few at different points in time. Make sure to include the poster with the QR code so students can visit [Save Your Breath NH](https://quitworksnh.org/education-training/tobacco-treatment-professional-development/resources-to-help-schools-prevent-or-reduce-youth-vaping/) - the youth vaping prevention campaign. See the posters below that are available for you to download at: <https://quitworksnh.org/education-training/tobacco-treatment-professional-development/resources-to-help-schools-prevent-or-reduce-youth-vaping/>.

For additional materials, check out these resources from youth vaping prevention campaigns:

- [Save Your Breath NH](#): a youth vaping prevention campaign. Order promotional material from the website.
- [My Life, My Quit NH](#): a youth cessation program. [Order promotion material](#).
- [Vaping Prevention Resource](#): a vaping prevention media repository. Download youth vaping prevention materials from their media gallery.



Caregiver Communication

Whether you represent a school, after school program, club, or team, regular and routine communication with caregivers about your efforts to keep youth safe and healthy is an important part of your vaping prevention strategy. Below is a sample letter you can use if you're planning lessons that address substance use and prevention or any other communication to youth, and a few campaigns that encourage conversations with youth. Share these free materials with families.

Partnership @drugfreeNH: Stronger Than You Think: a campaign that encourages adults to talk to youth about substance use and promotes other protective factors; order free materials. While you are there, visit these other pages for Caregivers and Parents and Facts about Vaping.



SAMHSA - Talk. They Hear You.: A national youth substance use prevention campaign to help parents and caregivers, educators, and community members prevent substance use.

TALKING WITH YOUR TEEN ABOUT VAPING:
Keeping Your Kids Safe

It's too late to start talking with your teen about the risks of vaping. As teens age, they make decisions on their own and face temptation and peer pressure. Though it seems like it, teens really do hear your voice. It's important you help them understand what vaping products are, and what the risks are, so they don't use them.

IS VAPING?

Vaping refers to the action or practice of inhaling and exhaling the vapor produced by an e-cigarette or similar device. While teens use several different substances through e-cigarettes, some of the most common are nicotine and flavored liquid with nicotine, becoming increasingly popular among young adults. In 2019, nearly 41 percent of 12th graders reported vaping – more than a 10 percent increase from 2018. This is why it's important to talk with your teen to ensure they understand what vaping is and what the risks are.

RE YOUNG PEOPLE VAPING?

Did you know adults vape for many reasons, like peer pressure and wanting to fit in with their friends? They may also be curious about all the different flavored vaping liquids available to them. These liquids produce vaping liquids that create a "buzz" and get them hooked on the nicotine.

Vaping is also much more discreet than smoking traditional cigarettes or smoking marijuana via other methods. Vapes and e-cigarettes are small and can be easily mistaken for a USB drive, allowing students to use them in school bathrooms, in their own homes, or even in the classroom.

KNOW THE RISKS AND HARMS OF VAPING

There is a common misconception that vaping is completely harmless. The truth is, vaping is not safe, especially for teens and young adults, and can seriously impact their brain development. Research shows that 66 percent of teens think their vaping instrument only contains flavored liquid. What many don't understand is that these liquids may also contain toxic substances such as formaldehyde, diacetyl, and acrolein. Inhaling these chemicals can significantly harm their lungs.

Many vaping liquids also contain nicotine, which can be very addictive for teens and young adults, and can seriously impact their brain development. Exposure to nicotine at a young age can make it easier for teens to get hooked on vaping and using other tobacco products. Research has also discovered that individuals who vape are more likely to go on to use marijuana or smoke traditional cigarettes compared to their non-vaping peers.

Make sure you know the risks and are prepared to talk with your teen about them.

IDENTIFY THE SIGNS

Recognizing signs of vaping can be difficult if you don't know what to look for. One of the most telling signs that your teen may be vaping is the presence of vaping equipment among his or her belongings. Vaping equipment includes e-cigarettes, flavored liquid bottles, and small pods or cartridges that can contain THC oil. It's important to know that e-cigarettes come in many different shapes and sizes, and may not resemble a tobacco product. Many often resemble a pen or flash drive that can be plugged into a laptop to charge.

Other signs include, but are not limited to:

- A faint scent of flavoring in your house that you can't locate or identify;
- An increase in your teen's thirst level;
- A rise in the number and frequency of nosebleeds your teen experiences; and
- A decrease in your teen's caffeine consumption.

talk
they hear you®

Sample Caregiver Letter

Dear Parent or Guardian,

The <<insert your program>> is preparing to address substance use prevention. We want to share information and resources on talking with your child about substances and healthy coping strategies. You can find fact-based information on the prevention of alcohol, tobacco (including vaping), and other drugs, as well as tips for starting these important conversations on the website, [Partnership @drugfreeNH](#), where you can directly download and order materials. When parents, caregivers, and other caring people talk with youth about their substance use and social/emotional health, they are less likely to take risks.

With straightforward, science-based information, our lessons will focus on the negative consequences of using substances on the adolescents' brain, body, and behavior. We will encourage youth to not use any substances not recommended for them by a doctor. For those youth using substances (including vapes), we will encourage them to seek help to stop or cut back. We want all of our students to have accurate information to make healthy and safe decisions.

If needed, our staff are available to meet one-on-one with students to talk about their experience with tobacco and other substances. We want to let all students and families know we care about them and that we are a resource when they are struggling with strong emotions and challenging situations. We want to provide support for our students, as well as prevent, delay, or address nicotine, alcohol, or other drug use. These conversations are private and will not be shared without the permission of the student and you as their parent/guardian unless health or safety is at risk per our policy.

Please take a moment to learn how you can start these important conversations with your child by visiting the [Partnership @drugfreeNH](#) website.



Safe Disposal of E-Cigarettes

The safe disposal of e-cigarettes is a growing concern for schools and communities. Because they have **lithium batteries**, which can catch on fire, they cannot be thrown in the trash. These batteries often get damaged by trash compactors and can cause fires during transportation to waste facilities. In addition, the nicotine found in vapes is **toxic** and poses a risk to both the environment and the waste collectors handling trash.

While it is not recommended, a person can dispose of these devices legally in their household trash because homeowners have an exception. However, a school or organization is considered an “entity” and must treat the waste as hazardous waste.

You will need to do a little homework before you start collecting, storing, managing, and disposing of devices. Each municipality works with a different hazardous waste vendor, with their own requirements. You will want to know ahead of time their specification, so you can show up prepared. They all schedule Household Hazardous Waste Days to safely collect hazardous waste. For information on your town’s next collection day, call your town office, the Hazardous Waste Helpline at (603) 271- 2942, or email hhw@des.nh.gov. Also, check out the factsheets and resources on handling this waste at [New Hampshire Department of Environmental Services](#) - Waste designed especially for schools.

Follow their instructions below for collecting, storing, and disposing of these devices.

Before you start collecting:

You will need to call your local waste management vendor to:

- (1) Tell them you are collecting these devices at a school to get an EPA Identification Number.
- (2) Inform them you will bring them to the Household Hazardous Waste Day so they are prepared to receive it.
- (3) Learn their requirements to properly collect, label, manage, and store these devices.
- (4) Mark your calendar for your local Household Hazardous Waste Day.

Instructions for Schools and Communities:

Vapes should not be thrown out in your regular trash and recycling. They should be taken to a hazardous waste collection site to guarantee a safe disposal. These sites are typically free and can be found online when searching for hazardous waste collection sites or contacting the local solid waste agency. For NH, visit the [NH Department of Environmental Services’ Household Hazardous Waste](#) webpage.

The NH Department of Environment Services recommends the following steps:

- ☐ Make sure your school has a valid EPA Identification Number and is notified as a hazardous waste generator, unless your school resource officer is managing this waste through the local police department.
- ☐ Upon collection, immediately bag each vaping device individually in a plastic bag.
- ☐ Place all of the individually bagged vaping devices into a sealed five-gallon plastic (polyethylene) pail or bin.
- ☐ Label the pail or bin “Vaping Devices-Hazardous Waste”.
- ☐ Check vaping devices for swelling, leaking, and damage prior to storing.
- ☐ Place any swollen or damaged vaping devices in a separate closed, watertight, storage container such as a plastic (polyethylene) pail or bin. Add sand, kitty litter, vermiculite or another fire containment material to aid in safe storage.
- ☐ When handling damaged vaping devices, always wear safety equipment (e.g., gloves, apron and eye protection).
- ☐ Liquid nicotine is very toxic and should not come in contact with skin or face. Damaged batteries could cause burn or other injury.
- ☐ Avoid stockpiling vaping devices. Remove for proper recycling/disposal with a New Hampshire Hazardous Waste Transporter.
- ☐ Store the collection pail in a locked storage area where it cannot be accidentally knocked over or easily accessed.
- ☐ Keep a fire extinguisher in the storage area.

References:

- [EPA - How to Safely Dispose of E-Cigarettes](#)
- [Boulder - Electronic Smoking Device Disposal Guide](#)
- [Public Health Law Center - Disposing of E-Cigarette Waste](#)

Additional Resources:

- [TUPE - Key Issues](#): Information about flavored tobacco bans, vaping 101, nicotine addiction, the triangulum, and safe disposal of vape waste.
- [NH Department of Environmental Services - Management of Vaping Liquids and E-Cigarettes in Schools](#): One-pager about best management practices for safe disposal of vapes in schools.
- [Vermont Department of Environmental Conservation - Vaping Device and Safe Management at Schools](#): Two-pager about best management practices for safe disposal of vapes in schools and additional resources.



General Resources

Talking with young people about what's important to them now and in the future is a powerful prevention tool. When we listen and provide factual information about vaping and other substance use, we can guide them towards healthy choices.

Get ready for these important conversations ahead of time by checking out these vaping prevention resources below designed especially for people working with young people. You'll increase your knowledge about proven strategies, develop skills to have motivating conversations, and discover helpful resources for youth in need of services or treatment.

Youth Development

- [Dover Y2Y](#): Youth empowerment program taking on the threat of alcohol and drug misuse.
- [NH Teen Institute](#): Offers programs to youth to increase protective factors and reduce risk factors associated with substance misuse; they focus on leadership development, community building, and exploration of issues faced by adolescents.
- [Search Institute](#): Promotes positive youth development through displaying practical solutions, including workshops, to make youth thrive.
- [Media Power Youth](#): Inspires young people to engage with media in thoughtful and creative ways that support well-being.
- [TUPE - Youth Development Strategies](#): Recommended activities (e.g., service learning, media literacy) to empower youth to develop critical thinking, communication, and collaboration skills.

Family Engagement

- [For Parents & Caregivers](#): Webpage at the [Partnership @drugfreeNH](#) to support parents and caregivers with resources for their adolescents' healthy development.
- [SAMHSA - Talk. They Hear You.](#): A national youth substance use prevention campaign to help parents and caregivers, educators, and community members prevent substance use.
- [Vermont Department of Health - Let's Talk Cannabis](#): Educational videos to increase awareness of cannabis. Resources for parents, mentors, and health providers.
- [California Department of Public Health - Let's Talk Cannabis](#): Tips for parents and caregivers having conversations about cannabis with their teenage children.

Vape-related Toolkits/Vape Awareness

- [Stanford Medicine - Tobacco Prevention Toolkit](#): Web-based toolkit with information on school program curriculum, factsheets and posters, and quitting tips.
- [Dartmouth Health - Youth Vaping Education and Resources Toolkit](#): Toolkit with information about Vaping 101 and self-guided cessation resources.
- [Cannabis Awareness & Prevention Toolkit](#): Web-based toolkit with information on school program curriculum, factsheets, and classroom activities.
- [OSEW Youth and Vaping Prevention Toolkit](#): Toolkit with strategies, resources and straightforward facts to start conversations with your students.
- [DHHS and FDA - Resources for Professionals about Vaping and E-Cigarettes Toolkit](#): Factsheet-based toolkit with information about vapes, FDA regulations, and nicotine.
- [Addiction Policy Forum - Vaping: Know the Facts Toolkit](#): Focuses on the problem of vaping and solutions for caregivers & parents and school administrators & teachers.
- [Prevention Technology Transfer Center Network: Micro Learning Toolkit: Vaping 101](#): Series of short lessons with information on vaping and prevention.
- [CDC - Vaping Products Visual Dictionary](#): Information about types of devices (including modified ones) and substances in vaping products for educational purposes.

Resources for Supportive Disciplinary Policies

- [Alliance for a Healthier Generation](#): Provides examples of model school policy.
- [An Educator's Primer on the School Policy Process](#): A resource about the details of the school policy process.
- [Restorative Justice Partnership](#): Dedicated to ending the school-to-prison pipeline that is perpetuated by zero-tolerance policies and exclusionary discipline practices such as suspensions, expulsions, and the use of police in schools.
- [Fix School Discipline](#): Resource for students, parents, teachers, principals, community leaders and organizations, school superintendents, and anyone else interested in learning about eliminating harsh, push-out discipline practices.
- [Policy Playbook](#): Leading resource on vaping media, research, policy and advocacy with free media gallery and vaping prevention educational materials.

Resources for School Mental Health

- [AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health](#): Declaration from the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry and Children's Hospital Association upon soaring rates of mental health challenges among children, adolescents, and their families.
- [The U.S. Surgeon General's Advisory: Protecting Youth Mental Health](#): Advisory on protecting youth's mental health challenges.
- [Hopeful Future Campaign by Inseparable](#): Lays out policies per state that support school mental health, along with recommendations for how to improve.
- [US Department of Education: Engage Every Student Initiative](#): Strategies to engage students during out-of-school time programs.
- [Youth Risk Behavior Survey- School Connectedness](#): Article on the association between school connectedness and positive educational, behavioral, and health outcomes in adolescence development into adulthood.

New Hampshire Resources

- [Save Your Breath NH](#): Youth vaping prevention campaign's website; contains information about health effects, tips to turn down vape offers, and an user-friendly partner toolkit.
- [My Life, My Quit NH](#): Youth vaping cessation campaign's website; contains information to start free custom quit plans and also includes resources and information about vaping and nicotine.
- [The Doorway](#): Free and confidential support for anyone dealing with a substance use or mental health crisis.
- [The Partnership @drugfreeNH](#): Resources for parents and professionals to support youth to make safe and healthy decisions around the use of alcohol, tobacco, and other drugs.
 - ◆ **Wellness**
 - [Your Life Your Voice](#): Call, text or email for professional help dealing with any life situation like feelings, school, family, or mental health. This website offers tips and tools for developing positive coping strategies.
 - [NAMI NH](#): Provides support, education and advocacy for people affected by mental illness and suicide.
 - [NH Community Health Association](#): Find a counselor for your family or child at one of many locations around NH.
 - ◆ **Parents & Caregivers**
 - [Tobacco and Vaping Facts](#): Partnership page on tobacco use and vaping in NH.
 - [Big Brothers Big Sisters of New Hampshire](#): Statewide Mentoring Program.
 - [The Center for Parenting Education](#): Provides resources for everything parenting, including communication.
 - [Understanding Youth Vaping in New Hampshire](#): Facts for Parents and Caregivers: Spotlight fact sheet about youth vaping for parents and caregivers.
 - [Understanding the Impact of Tobacco Use on Behavioral Health Issues](#): Spotlight fact sheet about the impact of tobacco for people living with behavioral health conditions.
 - [Parents Against Vaping E-Cigs](#): A grassroots community of passionate parents and concerned individuals committed to protecting children from the dangers of vaping and other flavored tobacco use.

- ◆ **Community**

- Every community in NH is included in the [New Hampshire Regional Public Health Network \(RPHN\)](#) to help connect individuals, families, businesses and organizations to supports, services and resources. Contact your RPHN and ask to speak with the Substance Misuse Prevention Coordinator or Continuum of Care Facilitator to help make those connections.

- ◆ **Schools**

- [Multi-Tiered System of Supports for Behavioral Health and Wellness](#): Comprehensive system of social, emotional, and behavioral supports to promote student wellness and improve engagement in learning.
- [Student Assistance Network](#): Strengthens and expands the presence and impact of Student Assistance Programs in NH schools.
- [NH Department of Education, Bureau of Student Wellness](#): Offers a number of training and professional development workshops that promote positive school culture and increase safety and responsiveness.

[QuitNow-NH](#): New Hampshire residents who want to quit tobacco can call 1-800-QUIT-NOW (1-800-784-8669) to get access to a specially trained Quit Coach. QuitNow-NH also offers free [tobacco education materials](#) (pamphlets, posters, etc.) to physicians and clinicians, and to organizations across the State.

[QuitWorks-NH](#): Free evidence-based quitting tobacco service for health care providers and educators to use as a tool to aid the cessation efforts of their patients.

- ◇ [E-learning](#): QuitWorks-NH offers a series of professional development modules that are free, on-demand, self-paced, and offer continuing education credits.
- ◇ [Youth Vaping Basics](#): The course provides key facts about the types of vaping products (e-cigarettes) currently available and the chemicals they contain, why youth are attracted to vaping, and the impacts of vaping on youth mental and physical health, including brain development. It is intended for school-based youth prevention professionals, including Student Assistant Program Coordinators, school nurses, counselors, school resource officers, and other staff who regularly work with youth.
- ◇ [Talk with Your Young Patients about Vaping: Hear What Experts Have to Say](#): NH experts share strategies, resources and straightforward facts to start conversations with young patients to separate the facts from fiction when it comes to vaping.
- ◇ [Motivational Conversations With Youth](#): Learn how to keep the conversation focused on what's important to the youth while motivating behavior change.
- ◇ [Supportive Disciplinary Policies and Practices That Keep Youth In School](#): Learn from experts and seasoned educators about the benefits of and methods for establishing supportive disciplinary policies and practices in your school. *(Coming Soon)*

To order educational materials related to tobacco prevention and cessation from the campaigns mentioned above (e.g., Save Your Breath NH, My Life My Quit NH, QuitWorksNH, QuitNowNH), fill out this [form](#).

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Transtheoretical Model:

Stages of Change

Stage of Change	How You Can Support and Assist
Precontemplation: In this stage, a person does not intend to take action or change in the foreseeable future. They do not see their behavior as problematic, and they are not fully aware of the benefits of quitting or the issues related to vaping.	Educate and raise awareness about the negative health effects of vaping.
In Contemplation , a person is thinking about their intention to change their behavior in the next six months. They are often aware of the steps needed for behavior change (e.g., being aware of the need to start a quit plan or to speak to a professional for guidance on quitting). They want to make a change, but they get hung up on the barriers to changing.	Explore how they feel about vaping, what they like or don't like about vaping, or what life looks like without vaping. Help them resolve their ambivalence, identify barriers, and expand their social support. Reinforce any positive steps to cut back or reduce harm.
People who find themselves in the Preparation stage are ready to take action in the immediate future. They have a plan for achieving their desired behavior (e.g., they made a quit plan; they made plans for what to do during potential challenging situations like facing strong cravings). They may also be experimenting with small changes.	Help the person think through situations that might be challenging by asking how they have dealt with situations in the past, what they can do instead of vaping. Provide strategies for <u>quitting</u> or cutting back. Refer to My Life, My Quit or other behavioral health specialist for support.
Action , as the word implies, is the stage in which a person is taking action to change behavior. Here, a person puts what they learned in the preparation stage into action. They employ refusal skills when offered a vape, practice deep breathing during a craving, or change their routine to avoid a trigger.	Support the person in implementing the changes or the quit plan. Focus on the successes. Provide encouragement and motivational messaging.
During Maintenance and Relapse Prevention , people have made and sustained a specific behavior change for quite some time, at least six months (e.g., continuing to not vape). They have incorporated change into their lifestyle but could experience slips.	Continue to provide support and encouragement.

Vaping Prevention Toolkit Evaluation



Please tell us what you think about this vaping prevention toolkit.
You can access the survey with either the [link](#) below or by using the QR code.

Q1: What is your role (check all that apply):

- ☐ Parent/Caregiver
- ☐ Educator
- ☐ School Guidance Counselor
- ☐ School Nurse
- ☐ Student Assistance Program Coordinator
- ☐ School Resource Officer
- ☐ School Administration
- ☐ Healthcare Provider
- ☐ Law Enforcement
- ☐ Juvenile Court Diversion
- ☐ Coalition Member
- ☐ Mental or Behavioral Health Professional
- ☐ Youth Serving Professional
- ☐ Concerned Community Member
- ☐ Faith-based
- ☐ Other, please specify: _____

Please tell us what you think about the toolkit. (Please circle answer.)

Q2: The resources in this toolkit were helpful. Yes No Unsure

Q3: I found what I was looking for in this toolkit. Yes No Unsure

If no, please tell us what you were looking for: _____

Q4: The toolkit was easy to read. Yes No Unsure

Q5: I would recommend this toolkit. Yes No Unsure

Q6: The information in this toolkit increased my knowledge about youth vaping and ways to prevent it.

Yes No Unsure

Q7: This toolkit gave me ideas on how to prevent youth from vaping.

Yes No Unsure