

“My strategies and experiences with successful youth tobacco prevention and cessation programs.”

**A panel presentation by 3 speakers listed below and moderated by Alan Snider.
Wednesday, April 15: 3:30 to 4:45 PM.**

Speakers # 1: C. deRicci Horwatt, Program Director Gateway Vision, Washington, PA, 15317. Email: cdh@gatewayrehab.org. PH: 724-228-0810, ext 2505.

Brief Biography:

deRicci Horwatt, B.S., C.P.S., is Program Director of Gateway VISION, a training and consulting division of Gateway Rehabilitation providing drug and alcohol and behavioral health education, prevention and intervention programs. She is a recognized leader in the prevention field with over 25 years of experience delivering on-site programs professional training, administering prevention services and providing consultation to public and private schools in Southwestern PA.

Title of program and description: Minnesota Smoking Prevention Program (MSPP)

Since 2002 Gateway VISION has been delivering the MSPP tobacco prevention program. Washington County Tobacco Free Program set a goal having MSPP in all 14 districts. In the past seven years we have expanded the program from 5 districts in year one to 14 public schools and 2 private schools in year seven.

The *MSPP* curriculum is based on research conducted at the University of Minnesota, School of Public Health, and Division of Epidemiology from 1977 to 2003. The MSPP consists of six developmentally appropriate classroom sessions for grades 4-8. The overall goal is to prevent tobacco use among adolescents. The program is based on social influences theory, which recognizes that the social environment of teens is one of the most important factors in teens using tobacco. MSPP focuses on developing teens’ norms and skills so they can resist these influences to use tobacco.

To facilitate a cooperative relationship with each school district, a Service Agreement is signed by the Gateway VISIONs’ Director and School Superintendent. Scheduling meetings establish the most appropriate grade level and determine where other tobacco curriculum/programs might be presented so duplication of services does not occur. Teacher guidelines are provided to ensure appropriate support as lessons are presented.

In the seven years of program delivery we have refined our methods to assess outcomes. We utilize 10 T/F Questions, 5 Multiple Choice Questions, 5 Reflections Questions, which assess attitudes, and anecdotal feedback from students and teachers. The results are then summarized and reviewed by three staff members to look for areas of improvement or revision. A comprehensive report is prepared which includes Quantification of Activities, Description of Activities, Results of Activities Performed, Summarized Quantative Data and Conclusions and Recommendations. The “lessons learned have been incorporated into program delivery each year.

The use of supplemental models has been extremely effective with the students. (Examples- Jar of Tar, Dip-n-Decay, Clem's Phlem, Harry the Tongue, Posters, Effects of Tobacco Display)

Methods used in conducting the program:

- Lecture
- Cooperative learning groups
- Group discussions
- Role plays
- Goal setting
- Decision making

Results/program accomplishments:

MINNESOTA SMOKING PREVENTION PROGRAM IMPLEMENTATION

School Year	# of Students	# of School Districts (P = Private)	# of Buildings
2002-2003	152	5	6
2003-2004	1,245	6 2P	6
2004-2005	1,046	7 2P	7
2005-2006	852	5 2P	6
2006-2007	1,606	11 2P	17
2007-2008	1,571	11 2P	19
2008-2009	2,058	14 2P	22

Pre/Post Test Results from SY 2007-2008

# Taking Pre Test	# Taking Post Test	% Correct on Pre Test	% Correct on Post Test	% Increase Achieved
1517	1571	41.8%	93.3%	+51.5%

Results from the Reflection Section indicate a shift to attitudes that indicate the young people understand the health risks to using tobacco, they would not smoke a cigarette if a friend offered, that smoking does not look “cool”, and that quitting the use of tobacco is not easy. These attitudes can result in appropriate decision-making behaviors.

Speaker # 2: Aunnalea Grove, Youth Tobacco Control Program Coordinator, 705-09 N. Franklin St., Philadelphia, PA 19123. Email aunnalea.grove@elconcilio.net. PH: 215-627-3100 Ext 252

Brief Biography

Aunnalea Grove is the Program Director at the Council of Spanish Speaking Organizations (Concilio) for the Youth Tobacco Control Program and the Latino Adult Cessation Program. She has been with Concilio for over a year and helped to pilot the youth in-school and cessation programs. Aunnalea has worked with young people in various capacities, including as an education mentor at a youth domestic violence program and as a kindergarten teacher. She has a B.A. in Intercultural Studies from Lee University and an M.A. in Public Anthropology from American University.

Title of program and brief description: “The youth Tobacco Control Program in Philadelphia.”

The Youth Tobacco Control Program provides comprehensive tobacco use prevention and cessation services for middle and high school students throughout the city of Philadelphia. The prevention program, Philadelphia BUSTED!, trains students as peer health educators who conduct tobacco use education workshops, plan city-wide events to raise awareness about tobacco issues, and educate their legislators. Our in-school program teaches a tobacco prevention and cessation curriculum in health classes throughout the city. The YTCP also provides small group and individual cessation sessions for youth.

Methods used in conducting the program:

The cessation and in school cessation/prevention programs utilize the evidence-based Ending Nicotine Dependence (E.N.D.) curriculum developed by the Utah Department of Health. We administer pre- and post-tests which are analyzed by Branch Associates. The BUSTED! program is administered by the YTCP staff and combines elements from several different sources. Students are trained to research, develop, and conduct their own workshops. The prevention program strives to be youth led and youth focused.

Results/program accomplishments:

Since the beginning of the in school program in March 2008, it has reached six Philadelphia high schools and two hundred high school students. The schools are a combination of public, charter, and magnet schools. Currently, many of these high schools are beginning to be involved in the BUSTED! peer health educator program.

The Philadelphia BUSTED! program has had a variety of recent successes. In April 2008, BUSTED! youth planned and executed a carnival and talent show in a high traffic mall in Center City Philadelphia to raise awareness about the importance of tobacco prevention and cessation. In addition to the one hundred fifty youth who were involved in the planning and execution of the event, over two hundred other youth gathered around to participate in and watch the event. In the summer of 2008, we hired six BUSTED! youth to work part-time and conduct tobacco education workshops throughout the city. They conducted twenty-three workshops, reaching four hundred and seventy-five Philadelphia youth, in eight weeks. They also began a video project, which is currently in production. In October, twenty-five Philadelphia BUSTED! youth traveled to Harrisburg to meet other youth from across the state and visit their legislators to talk about the importance of the Clean Indoor Air Act. They visited sixteen legislative offices during the trip.

Speaker # 3: Lilia Santiago, Email address: lilia.santiago@lvh.com. Phone: 610-969-2846

Brief Biography

Lilia Santiago is the Youth and Disparate Coordinator of the Northeast Health District. She also works as a mental health therapist. She is currently on The Executive board of the Latino Leadership Alliance of the Lehigh Valley. She graduated from DeSales University with a master's degree in education. She has been working in the medical field and prevention for 23 years.

Title of program and brief description: "Youth Leadership Institute; Northeast Health District." The Power of Ten

In the summer of 2008, youth completed an application to the American Legacy Foundation's Truth® or Consequences Initiative for an opportunity to participate in a year-long pilot program and they were one of 5 selected to pilot this program.

Based on this opportunity, a Youth Leadership Institute (YLI) was developed and held in November 2008, to strengthen the capacity of local programs that recognize and embrace the energy, creativity, and leadership that young people bring to the movement. YLI partnered with youth and adults from locally based programs that engage young people ages 14-18. American Legacy provided skill building, technical support, and other resources to enhance the efforts of local programs and communities.

Methods used in conducting the program:

Youth were invited from all counties in the Northeast Health District. Morning sessions were held on: tobacco information, empowerment, leadership and communications, using breakout sessions, and then repeated in the afternoon, so that youth could attend all sessions. Following the afternoon sessions, a planning session was held to determine activities and events in each of the areas represented.

Results/program accomplishments:

One hundred (100) youth in the Northeast Health District were educated and empowered in tobacco control for their communities. Youth leaders were identified and activities and events were planned for the balance of the school year. The youth will be brought together at least once for skill building in the areas of counter-marketing and digital storytelling.

Additional Abstract submitted for the conference proceeding by:

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Title of program and brief description: American Lung Association NOT On Tobacco

N-O-T is the teen stop-smoking program from the American Lung Association. N-O-T was developed just for teens; not adapted from a program for adults. It's the first program that has separate boys' and girls' groups so that teens can relax and talk about issues that are most important to them. Specially chosen facilitators from schools and the community lead these groups.

Methods used in conducting the program:

The program has been offered in the community and within a high school setting. Within the community setting, teens have either voluntarily signed up for the classes or have been given the option of attending the classes or paying fines when caught with tobacco products on school grounds. Within the high school setting, the teens have all voluntarily signed up for the class.

Throughout the sessions, role-playing, verbalizing, and reading are all used to assist the teens with their attempt at quitting. During the first session, the group comes up with the ground rules of the group. This gives ownership to the students and makes for a more successful program.

During each session, the teens are given a chance to journal about their feelings regarding the quitting process. This is an important part of the program as it gives the teens a means of expressing themselves in any manner they wish. There are no rules or specific ways for the journaling process. Some teens have drawn pictures, some have written poetry, and some have just wrote down their feelings. In any case, there are no boundaries with regards to language or subject matter. This again helps give the teens a feeling of ownership in the program and in their quitting process.

Results/program accomplishments:

In the viewpoint of the facilitator, this program has been very successful. 84% of the students who voluntarily signed up for the class have been successful by the end of the 10 weeks. The other 16% have decreased the number of cigarettes that they smoke each day by the end of the program.

Of the students who are court ordered to attend the classes, 12% of the students have successfully quit at the end of the 10 weeks. 66% have decreased the number of cigarettes that they smoke each day and 22% have had no change by the end of the sessions. 98% of the students who have not quit, report that they now are seriously thinking about quitting and plan to quit within the next five years.

Several of the students that have been involved with the High School program, have also assisted in talking with younger children about the dangers of tobacco use. The hope is that the younger children will think about these older students and the message that they have portrayed when faced with the choice of smoking or not.

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Brief description: Youth Mentors – High School Students as Tobacco Prevention Educators

The Lincoln Center for Family and Youth trains high school students to serve as tobacco prevention educators for elementary school students through its Youth Mentor program. The Youth Mentor program involves students learning basic tobacco information, presentation and public speaking skills, and developing leadership skills in both their schools and communities, as well as incorporating activities from evidence-based prevention curricula such as *I Can Problem Solve*, *Project ALERT*, and *Life Skills*. In addition, the Youth Mentor program content addresses Pennsylvania health and language arts standards for grades 3 – 9.

The Centers for Disease Control has determined that a peer education model is a more effective approach to tobacco prevention than one-time presentations in the classroom. In 2005, The Lincoln Center adopted the Youth Mentor program as a way to deliver tobacco prevention services to grades K-12 in Montgomery County schools.

The Youth Mentor pilot program (December 2005) involved thirty students from four individual high schools representing two districts. The students attended a full-day training at the Montgomery County Intermediate Unit. The objectives of the training were for students to have a working knowledge of basic tobacco facts (and have the resources to research tobacco information), to have a basic understanding of the characteristics of children in different grade levels, to practice presentation and public speaking skills, and to create their own tobacco prevention “lessons” using activity examples from evidence-based prevention curricula.

The original thirty Youth Mentors were able to reach over 500 students between their respective districts through their tobacco prevention presentations.

In 2006, The Lincoln Center adapted the Youth Mentor training program to a shorter, half-day format that could easily be facilitated on-site at individual schools. This was in direct response to the difficulty of having students miss an entire day of school and student transportation costs. With this new approach, The Lincoln Center was able to facilitate four trainings in an academic year.

Since its inception, The Lincoln Center’s Youth Mentor program has trained over 100 high school students, who in turn, have reached over 1,000 younger students in their respective districts.

Methods used in conducting the program:

The Youth Mentor program utilizes The Lincoln Center’s Transformational Education™ approach – learning through multi-sensory and hands-on activities. The Youth Mentor students are trained through activities that incorporate visual, auditory, and kinesthetic components, as

well as critical thinking and problem solving as a group. The Youth Mentors use these same approaches in creating their prevention activities.

As stated before, the Youth Mentor program also incorporates three evidence-based prevention curricula (*I Can Problem Solve*, *Project ALERT*, *Life Skills*).

To measure the objectives of the Youth Mentor training, the students participate in a pre-test through a “Learning Carousel” activity, also commonly known as a **KWL** activity (what do you **K**now, what do you **W**ant to know, and what did you **L**earn?). The first part of the activity is held at the beginning of the training when the students share their prior tobacco knowledge and present questions that they expect to be answered through the training. The second part of the activity completes the training agenda where the students address the questions that were asked and share what they have learned through the experience. A formal training evaluation is also done to measure the learning objectives, as well as student reflections of the training and facilitators.

Results/program accomplishments:

The Youth Mentor program has been a successful supplement to the evidence-based prevention curricula currently used in Montgomery County schools. Not only is there a 1:10 ratio in the numbers of Youth Mentors to the younger students that are reached by their tobacco prevention message, but the high school students have also become effective role models.

The Youth Mentors’ post-presentation reflections are typically those of pride in delivering a message to younger students, “disbelief” that they were able to teach to a class, and a much better understanding of tobacco information.

The younger students that participate in the Youth Mentor presentations are also positively affected. The most common response is that elementary students are surprised to find out that *not all* high school students smoke. Typically, younger students have an exaggerated view of high school smoking rates (think 80-90 out of every 100 students are smokers). The Youth Mentor presentations reinforce the facts that only 20% of Pennsylvania students use tobacco and that it is not something you need to do to be “cool.”