

CATCH[®] MY BREATH



VAPING PREVENTION PROGRAM

*State of the union of the youth vaping epidemic and
introduction to an evidence-based prevention program*

LEADING EXPERT IN
Whole Child Wellness

- Comprehensive Health
- Physical Education (PE)
- Nutrition
- Social-Emotional Learning (SEL)
- Substance Misuse
- Oral Health
- Sun Safety
- Family & Community



AGENDA



PART 1

Cannabis use among youth and young adults & health effects

PART 2

Implications for Intervention

PART 3

CATCH My Breath Program Overview

PART 4

CATCH My Breath Site Tour

PART 5

Questions/Discussion

The National Picture

Cannabis is the 3rd most used substance among youth (ages 12-17) and young adults (ages 18-25), behind alcohol and nicotine

About 1.2M youth and 1.2M young adults initiated cannabis use in 2022

Nearly 26% of young adults and 6.4% of youth used cannabis in the past 30-days

Vaping: The modality of choice for young marijuana users

Figure 1. Modality of Cannabis Use among Past 30-Day Uses in 12th Grade; Monitoring the Future, 2017 to 2023

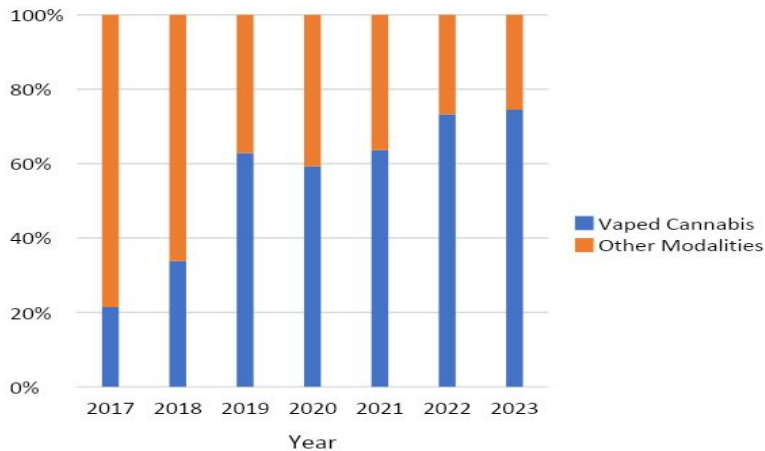
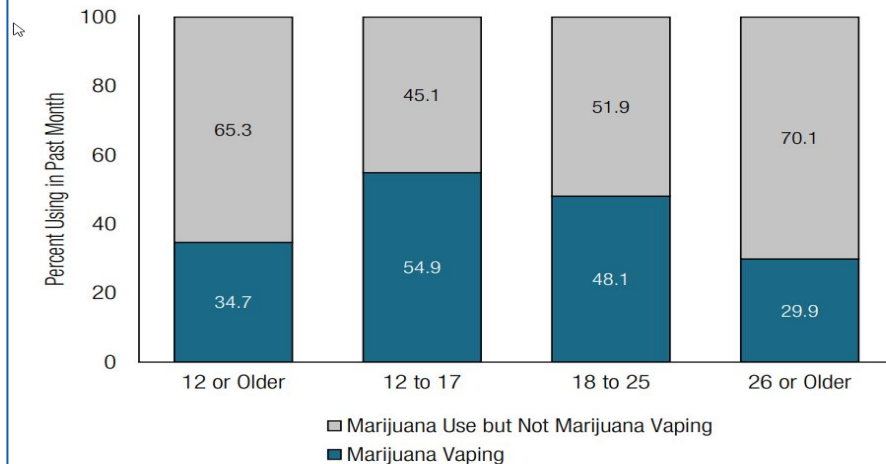
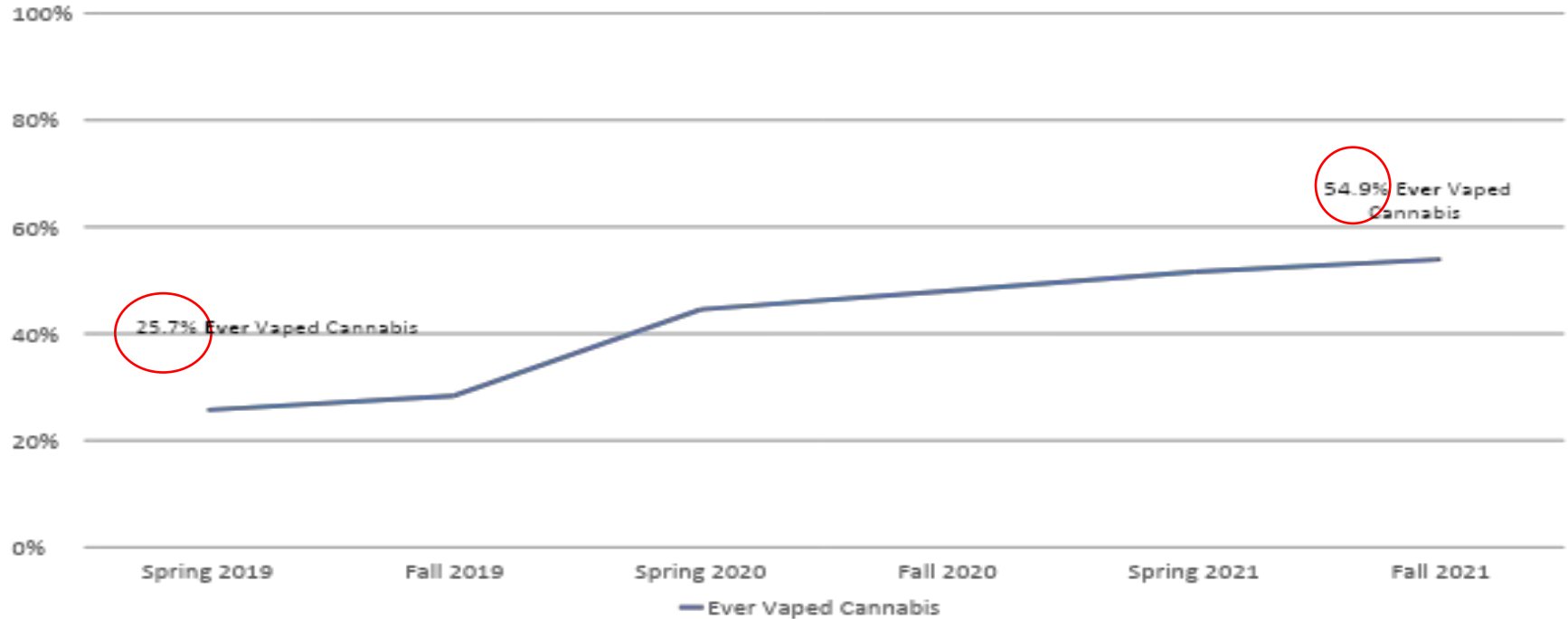


Figure 12. Type of Past Month Marijuana Use: Among Past Month Marijuana Users Aged 12 or Older; 2022



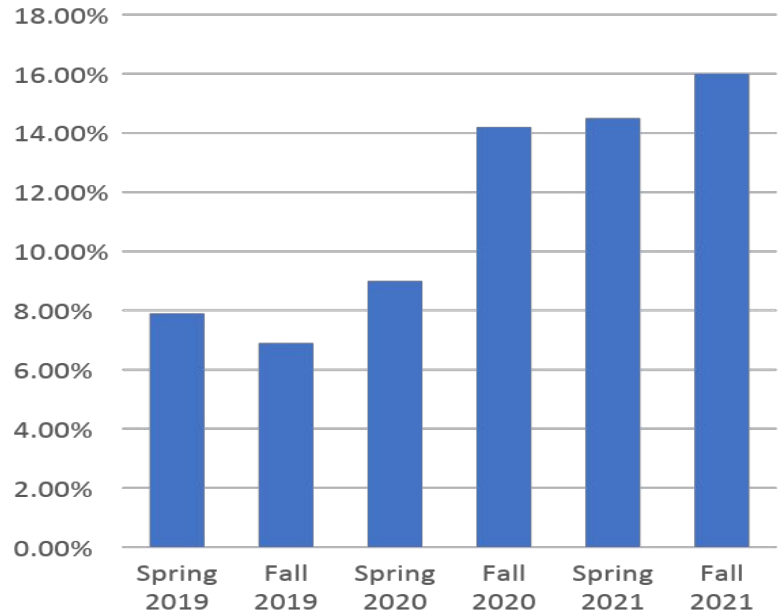
Cannabis Vaping in Texas

Ever Vaped Cannabis



Current Cannabis Vaping

Daily Vaping among P30D Users



Current vaping rate was ~**13.5%** among all participants

- Between 10% to 16%, per wave

Nearly 1 in 3 who **ever vaped cannabis** became **current users**

9.5% were **vaping** cannabis **daily**

Health Consequences

**Cannabis use inhibits
healthy brain
development**

**Linked to poor mental
health outcomes,
including depression
and anxiety, during
young adulthood**

**Cannabis use during
adolescence can
cause excessive
neural activity**

Legal & Social Consequences

Cannabis is federally illegal
(Schedule I Drug)

**Felony charges that carry
jail time of up to 1 year**

**Loss of eligibility for federal
aid for higher education**

**School suspension and/or
expulsion**

**Reduced economic and
social mobility**

Call to Action

In 2021, SAMHSA issued a report outlining the need to prevent cannabis use among young people

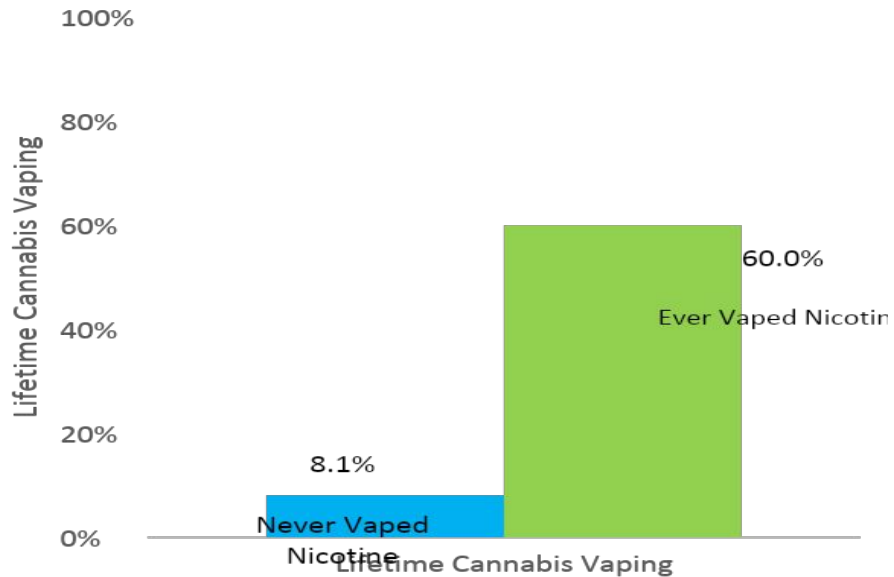
This report emphasized

- Community engagement
- Financial sustainability
- Tailored interventions
- Staff Training

Built upon established tobacco control efforts

- Policy/taxation
- Communication campaigns
- School-Based Interventions

Prevalence of Lifetime Cannabis Vaping by
Ever Nicotine Vaping,
High School Students in 2022



Addressing Cannabis Vaping

The **overlap** and blending of these **social-cognitive determinants** within the same modality provides **theoretical and practical justification** for addressing these **behaviors** via a **universal intervention**

Social Norms & Harm Perception



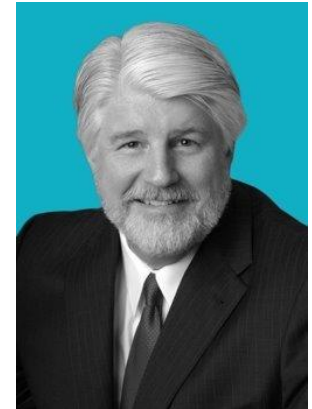
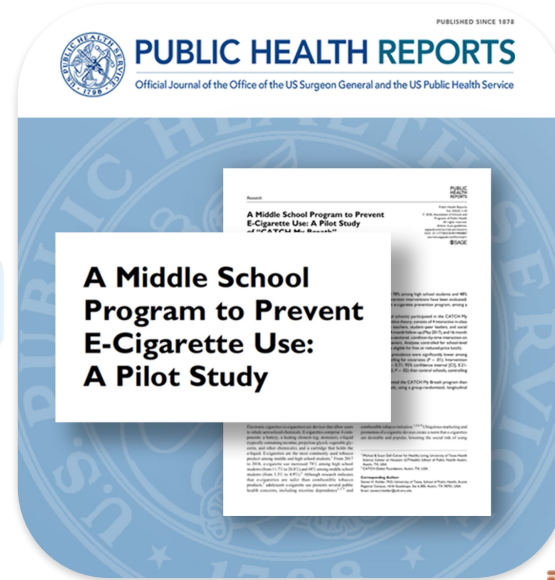


CATCH MY BREATH PROGRAM OVERVIEW

The first evidence-based youth vaping prevention program

FIRST EVIDENCED-BASED PROGRAM

- *January 2020* peer-reviewed study demonstrated **program effectiveness.**
- *Published in* **Public Health Reports,** official journal of the U.S. Surgeon General.

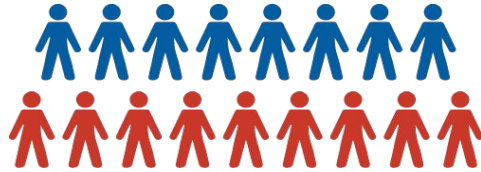


**IMPACT ON AN
AVERAGE
MIDDLE SCHOOL'S
7TH GRADE CLASS
(192 STUDENTS):**



17

will try e-cigarettes
if we do nothing



8

would be **prevented**
with **CATCH My Breath**



153,600

fewer students would try
e-cigarettes this year if implemented
in all public schools

SAMHSA

SCHOOL LEVEL INTERVENTIONS

Outcomes associated with CATCH My Breath research shows that the curriculum resulted in:

- Reductions in nicotine vaping use (both lifetime and within the past 30 days)
- Increases in nicotine vaping knowledge
- Increases in positive perceptions of a vape-free lifestyle
- Reductions in overall tobacco use

All outcomes were measured by self-report. The time between intervention completion and follow up varied from immediately post-intervention to 16 months after.

EVIDENCE-BASED RESOURCE GUIDE SERIES

Reducing Vaping Among Youth and Young Adults



CATCH My Breath Goal/Outcome(s)

CATCH My Breath, developed by the University of Texas School of Public Health in partnership with the Michael E. DeBakei Center for Healthy Living, is a school-based program developed to prevent nicotine vaping and tobacco use among students in 9th through 12th grade. The program includes classroom lessons, physical education strategies, and parent education.

The classroom lessons are based on cooperative learning, group discussions, goal setting, classroom and adult interviews, and activities such as studying e-cigs, tobacco and nicotine vaping advertising and developing counter-advertising messages. Program content is made available via a digital portal where schools receive a range of materials to support implementation of the program, including:

- Grade level teachers' guides
- Annotated teacher presentations
- Peer-facilitated group work and discussions
- Posters to appeal to each age group

The program is available for free through support from CYS Health. The goals of CATCH My Breath are to:

1. Reinforce a tobacco-free lifestyle
2. Prevent experimentation and regular use of nicotine vaping products
3. Increase knowledge of the physical, social, and legal consequences associated with nicotine vaping
4. Expose tobacco/vaping industry marketing strategies designed to attract youth and young adults to vaping, and develop counter-advertising messages
5. Demonstrate nicotine vaping refusal skills

Outcomes Associated with CATCH My Breath

Research shows that the CATCH My Breath curriculum resulted in:

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- Increases in nicotine vaping knowledge
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Typical Setting(s) / Demographic Groups for Intervention

CATCH My Breath is a school-based intervention for students aged 10 to 18, with course options for 9th through 12th grade. CATCH My Breath is implemented in classrooms or in youth-based organizations and is free to schools that complete the enrollment information.

Stakeholder Type



BEHAVIOR IS THE RESULT OF THREE FACTORS:

PERSONAL

What do I know? What can I do?
What are my attitudes

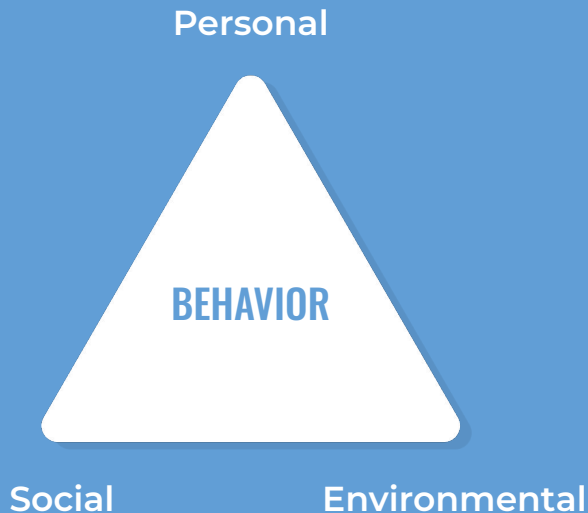
SOCIAL

What is the social response to performing the behavior?

ENVIRONMENTAL

How does my environment support and reward, or discourage and punish the behavior?

SOCIAL COGNITIVE THEORY

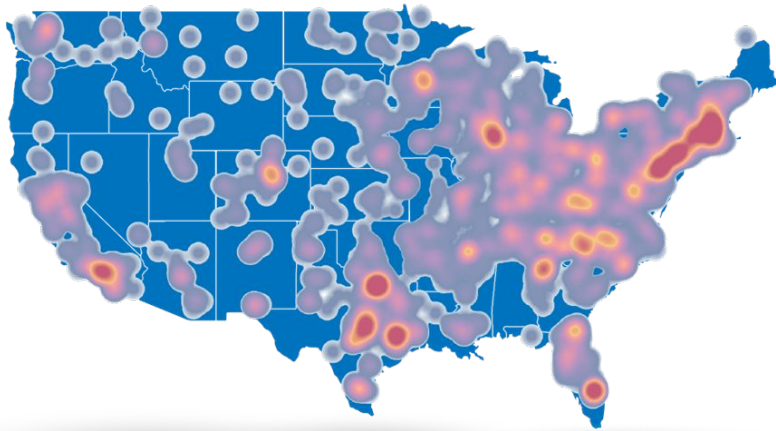




PROGRAM REACH

2,000,000+

STUDENTS REACHED PER YEAR



50

STATES

(+15 countries outside the US)

5,500+

SCHOOLS

PROGRAM ORGANIZATION

CATCH[®]
MY BREATH

5th

CATCH[®]
MY BREATH

6th

CATCH[®]
MY BREATH

7th-8th

CATCH[®]
MY BREATH

9th-12th

PROGRAM LENGTH

- ★ 4 Sessions X 35-40 minutes each
- ★ 1 Session / week (recommended)

TEACHER MATERIALS INCLUDE:

- ★ Educator guides with detailed lesson plans
- ★ Presentation slides with scripts

STANDARDS ALIGNMENT



National Health Education Standards

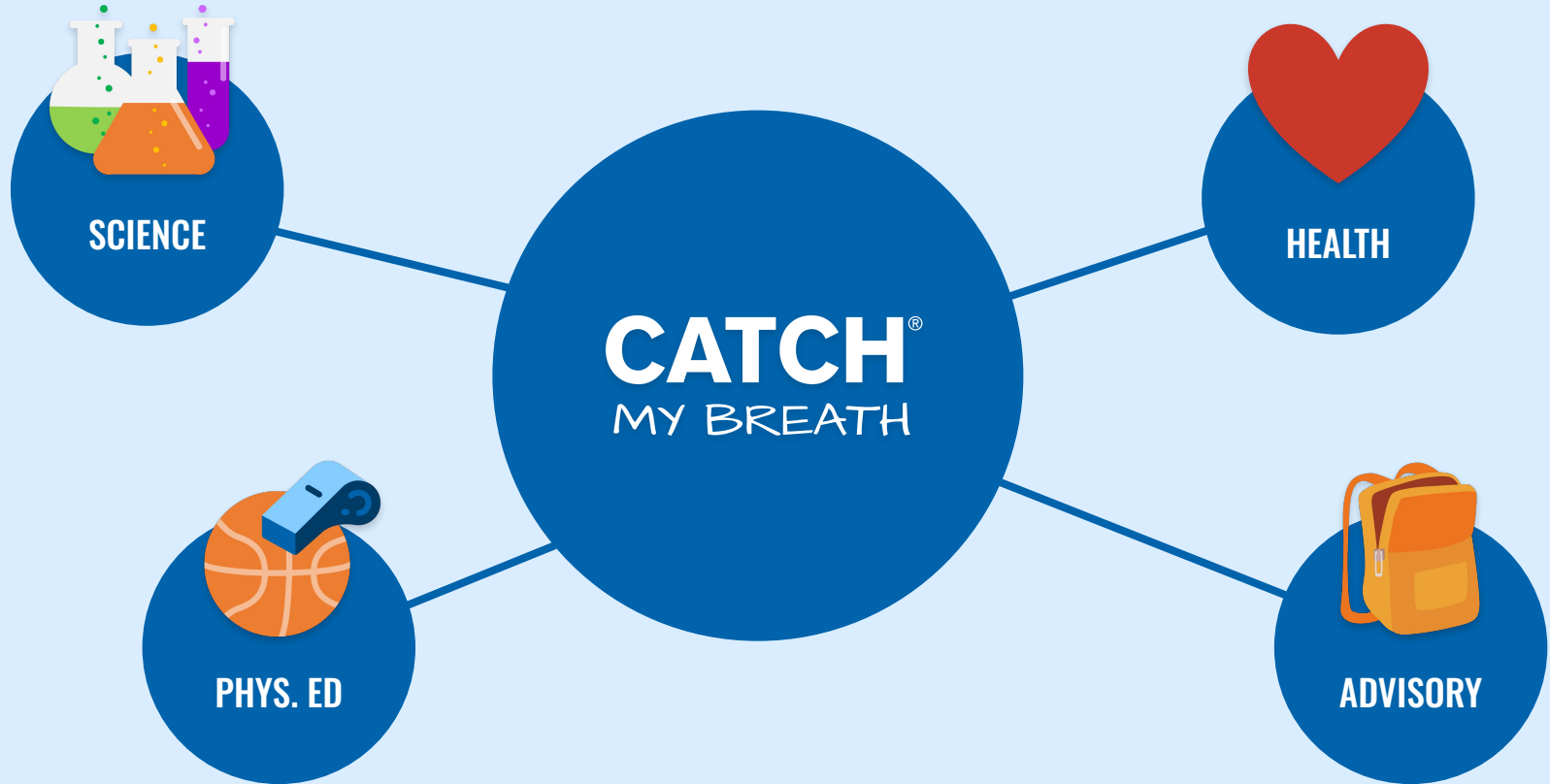


Common Core Standards



CASEL core competencies for social emotional learning

WHERE CAN I TEACH IT?



PEER-LED DISCUSSION GROUPS

Central Pillar of CATCH My Breath

- Students elect peers to lead small groups through lessons
- Allows students address social pressures in their own voice
- Fosters discussion in their own voice in a safe environment
- Builds empathy for and awareness of others



EDUCATIONAL STRATEGIES

Other Strategies include:

- Rigor / Bloom's Taxonomy
- Guided notes
- Check for understanding (CFU)
- Criteria for success (CFS)
- Scaffolding



Texas Health Standards Grades 6-8

<p>5. Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>(7.B) Describe chemical dependency and addiction to tobacco, alcohol, drugs, including prescription drugs, and other substances;</p> <p>(7.C) Explain the relationship among tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/sexually transmitted disease (STD) transmission;</p> <p>(7.D) Identify ways such as alternative activities to prevent the use of tobacco, alcohol, drugs, and other substances</p>
	<p>(6.H) Explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs, including prescription drugs, and other substances</p>

Texas Health Standards Grades 9-10

<p>6. Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>(3.C) Analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead on the fetus</p> <p>(4.A) Analyze the health messages delivered through media and technology;</p> <p>(4.B) Explain how technology has impacted the health status of individuals, families, communities, and the world; and</p> <p>(4.C) Examine social influences on drug-taking behaviors</p> <p>(7.A) Identify and describe forms of prescription drug misuse such as combining drugs for another effect and administering a drug improperly and substance use disorders;</p> <p>(7.B) Analyze the harmful effects such as the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, including prescription drugs, and other substances;</p> <p>(7.C) Explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/sexually transmitted disease (STD), unplanned pregnancies, and motor vehicle accidents;</p> <p>(7.D) Develop strategies for preventing use of tobacco, alcohol, and other addictive substances;</p>
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Texas Health Standards Grades 11-12

- (3.C) Describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and prescription and other drugs;
- (4.A) Research current health-related standards related to health information and products from valid sources such as the Centers for Disease Control and Prevention and the Food and Drug Administration;
- (4.B) Analyze health information based on health-related standards; and
- (4.C) Evaluate the impact of laws relating to prescription and over-the-counter drug misuse and the use of alcohol, tobacco, and other substances.
- (7.A) Analyze strategies that minimize health-risk behaviors, including the misuse of prescription drugs;
- (7.B) Participate in school-related efforts to address health-risk behaviors;
- (7.C) Develop a plan to participate in community efforts to address health-risk behaviors;
- (7.D) Develop educational-safety models for children and adults for use at home, school, and in the community;
- (7.E) Evaluate the impact of laws relating to tobacco, alcohol, drugs, including prescription drugs, and other substances;
- (7.F) Investigate treatment plans for drug addiction, including prescription drugs;

ENROLLING IN CATCH MY BREATH



catch.org/program/vaping-prevention/



CATCH
COORDINATED APPROACH TO COOLD HEALTH

LET'S GO + CATCH.ORG PLATFORM

PRICING DONATE



CATCH My Breath

EVIDENCE-BASED VAPING PREVENTION PROGRAM

GET THE PROGRAM →

SUPPORT THE PROGRAM →

PARENT & COMMUNITY RESOURCES >

PROGRAM ONE-PAGER

1. Visit www.catchmybreath.org (or scan QR code)
2. Click **“GET THE PROGRAM”**

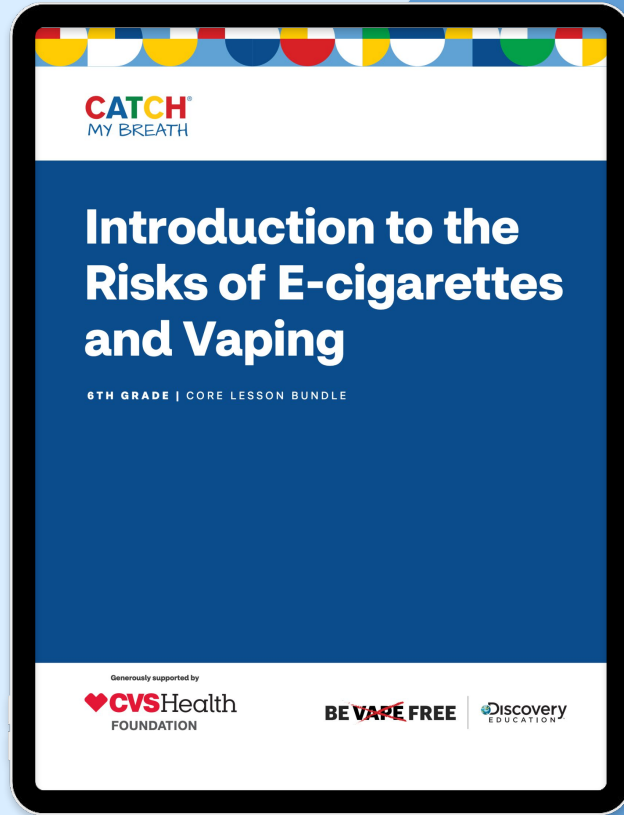


LET'S TAKE A TOUR!

You can follow along if you have access to the
CATCH My Breath Program on [CATCH.org](https://www.catch.org)



EDUCATOR GUIDE





STUDENT WORKSHEETS

Session 1 Review

STUDENT HANDOUT

A few friends haven't taken this class and don't know much about e-cigarettes. When you're chatting at lunch, you hear them say the following false statements. Write a complete sentence to explain why each one is wrong.

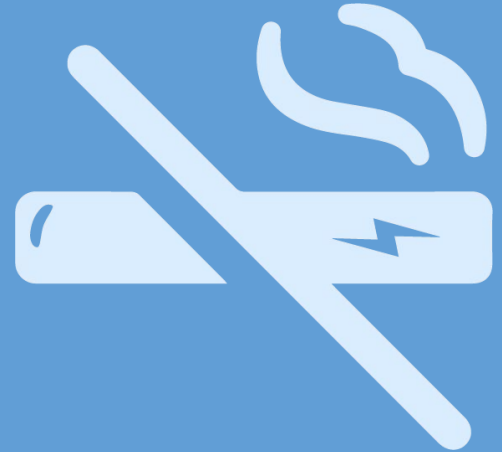
1. Most e-cigarettes are just flavored water.
2. As long as an e-cigarette doesn't have nicotine, it's safe.
3. It's okay to use e-cigarettes because they are safer than regular cigarettes.
4. It takes a long time to become addicted.

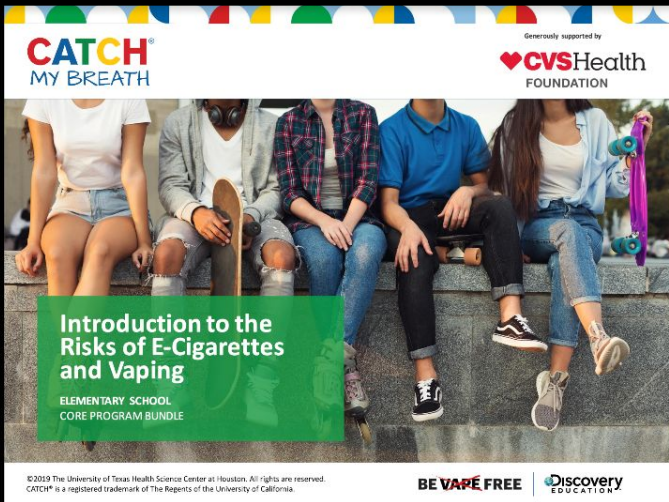
If you personally started using e-cigarettes, how might your life be different? List some consequences of e-cigarette use—and even addiction—as they relate to the list below. Be sure to use the first person (I/me/my).

1. Your Social Life
2. Your Body
3. Your Goals
4. Your Family

CATCH
MY BREATH

BE VAPE FREE | BeVapeFree.org 45



The slide features a header with the 'CATCH MY BREATH' logo on the left and 'Generously supported by CVSHealth FOUNDATION' on the right. The main image shows five diverse young people sitting on concrete steps outdoors. A green overlay on the left side of the image contains the title 'Introduction to the Risks of E-Cigarettes and Vaping' and the subtitle 'ELEMENTARY SCHOOL CORE PROGRAM BUNDLE'. At the bottom of the slide, there is a copyright notice on the left, the 'BE VAPÉ FREE' logo in the center, and the 'Discovery EDUCATION' logo on the right.

CATCH
MY BREATH

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Introduction to the Risks of E-Cigarettes and Vaping
ELEMENTARY SCHOOL
CORE PROGRAM BUNDLE

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You can also download for offline use, or print this presentation, by clicking one of the buttons below:

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Supplemental Lessons

- Physical Education
- **Cannabis Vaping**
 - STEM
 - Humanities
 - Oral Health
- Virtual Field Trips
- Self-paced Modules

CATCH® MY BREATH

THANK YOU!

Questions? Contact Us!

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