

# Cannabis Prevention and Intervention

## Program Overview: *A Hands-On Training with Stanford's REACH Lab*

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*Marron and Mary Elizabeth Kendrick Professor In Pediatrics II  
Founder & Executive Director, REACH Lab & Curriculums*

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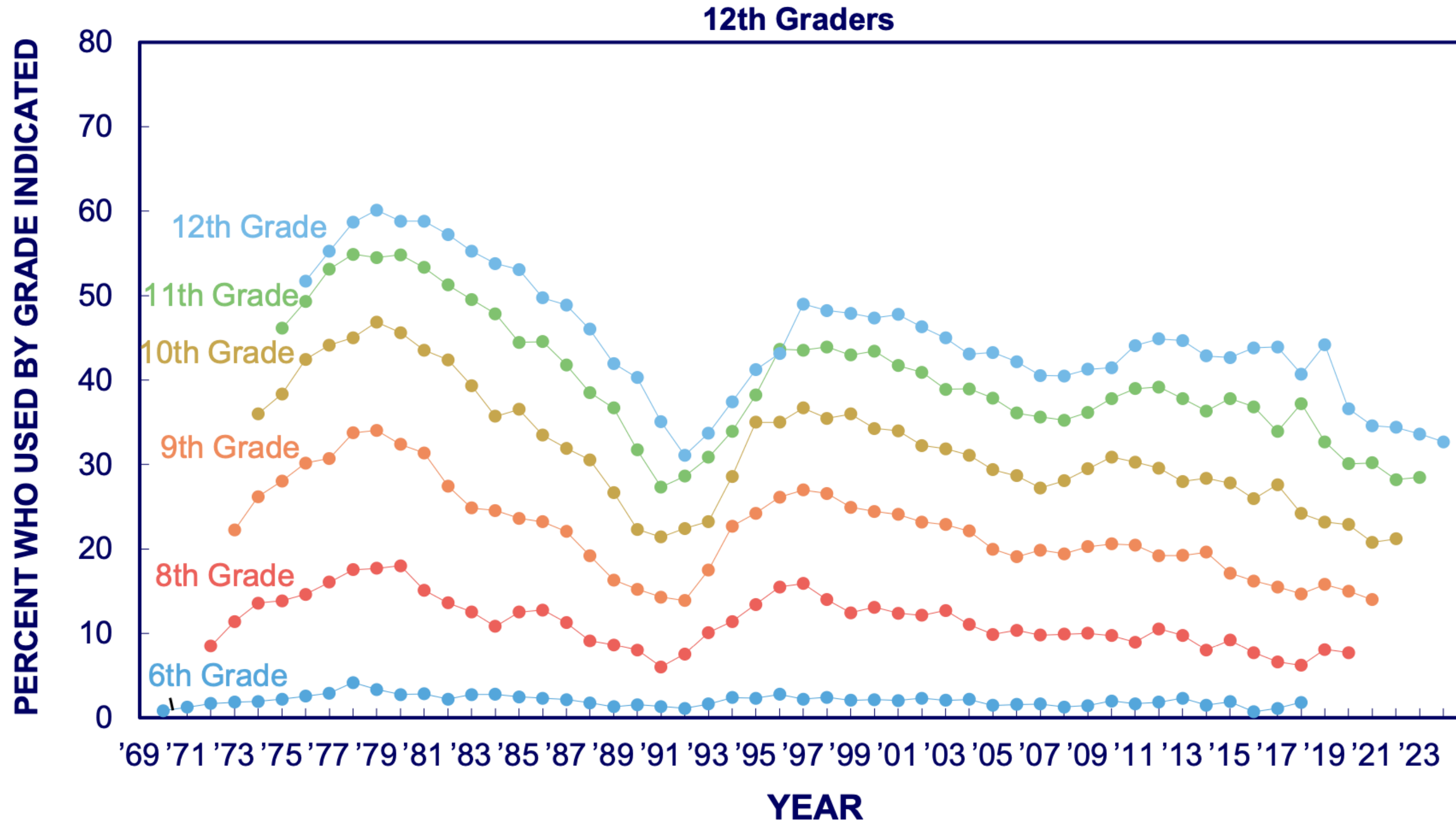
# THE PROBLEM (IN BRIEF)



# Marijuana

## Trends in Lifetime Prevalence for Earlier Grade Levels\*

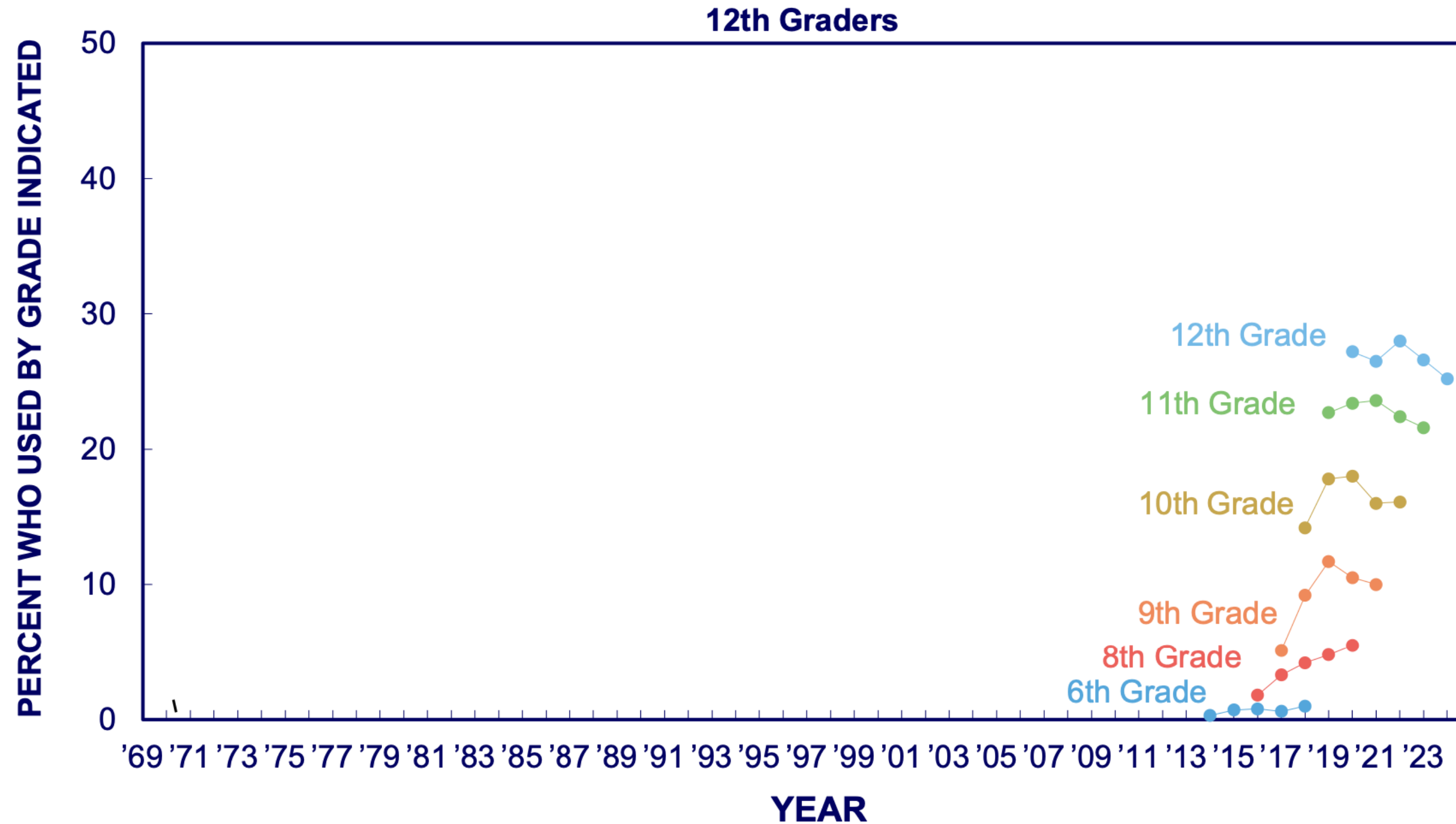
based on Retrospective Reports from 12th and 8th Graders



# Vaping Marijuana

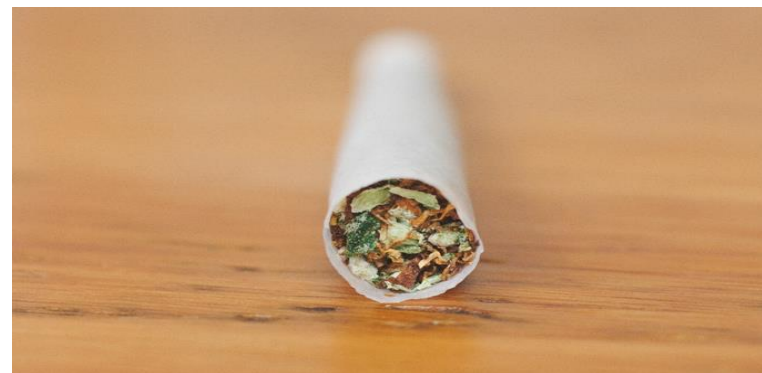
## Trends in Lifetime Prevalence for Earlier Grade Levels\*

based on Retrospective Reports from 12th Graders





# Cannabis Products





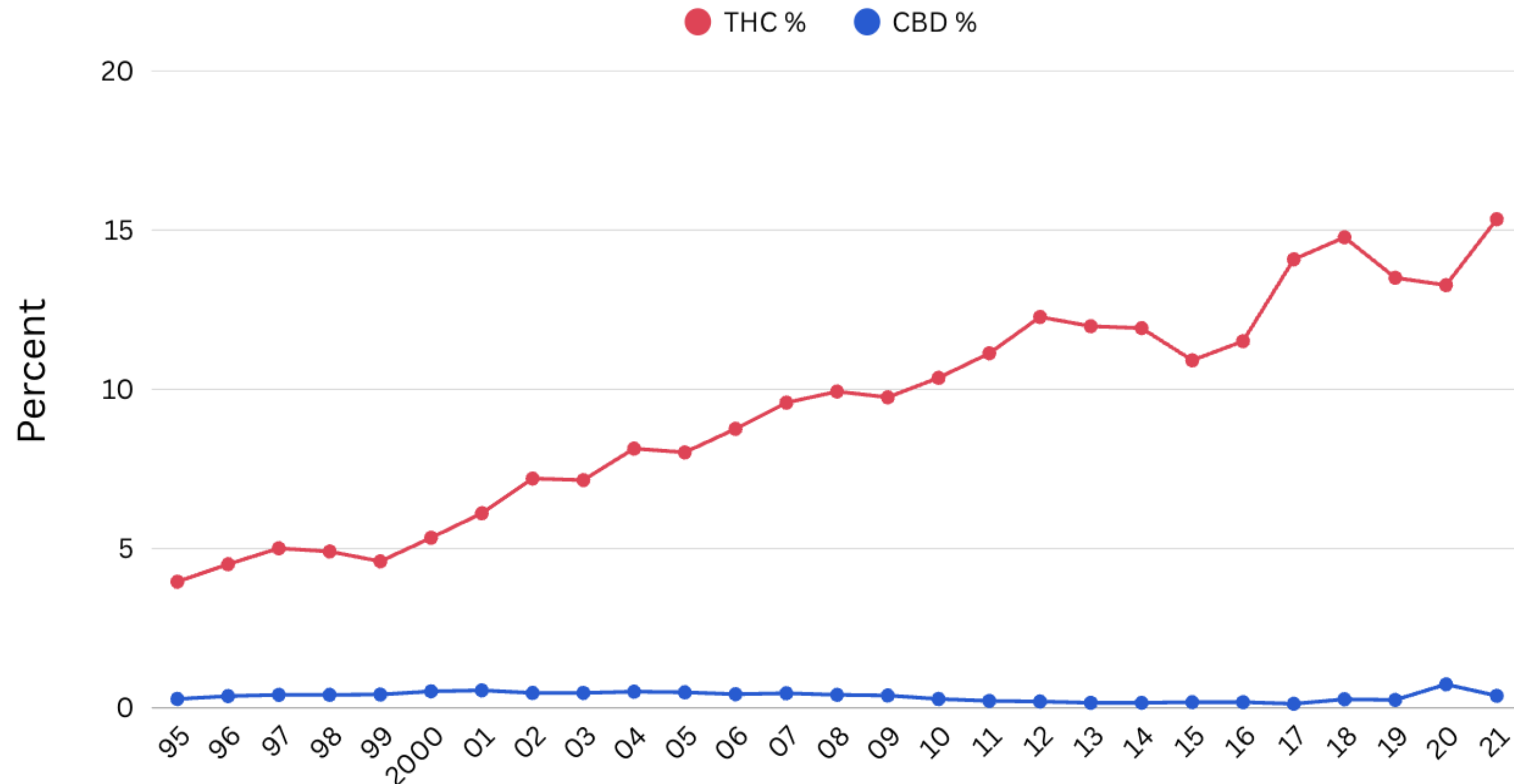
# Tobacco and Cannabis Co-Use

- Use of cannabis and tobacco at the **same time**
- Use of cannabis and tobacco **within a short period of time** (chasing)
- **Ever or past 30-day use** of both types of products



# THC Concentrations Over Time

Percentage of THC and CBD in Cannabis Samples Seized by the DEA, 1995-2021





# THC Concentrations Over Time

Percentage of THC and CBD in Cannabis Smokes  
by Year (1995, 2000, 2005)

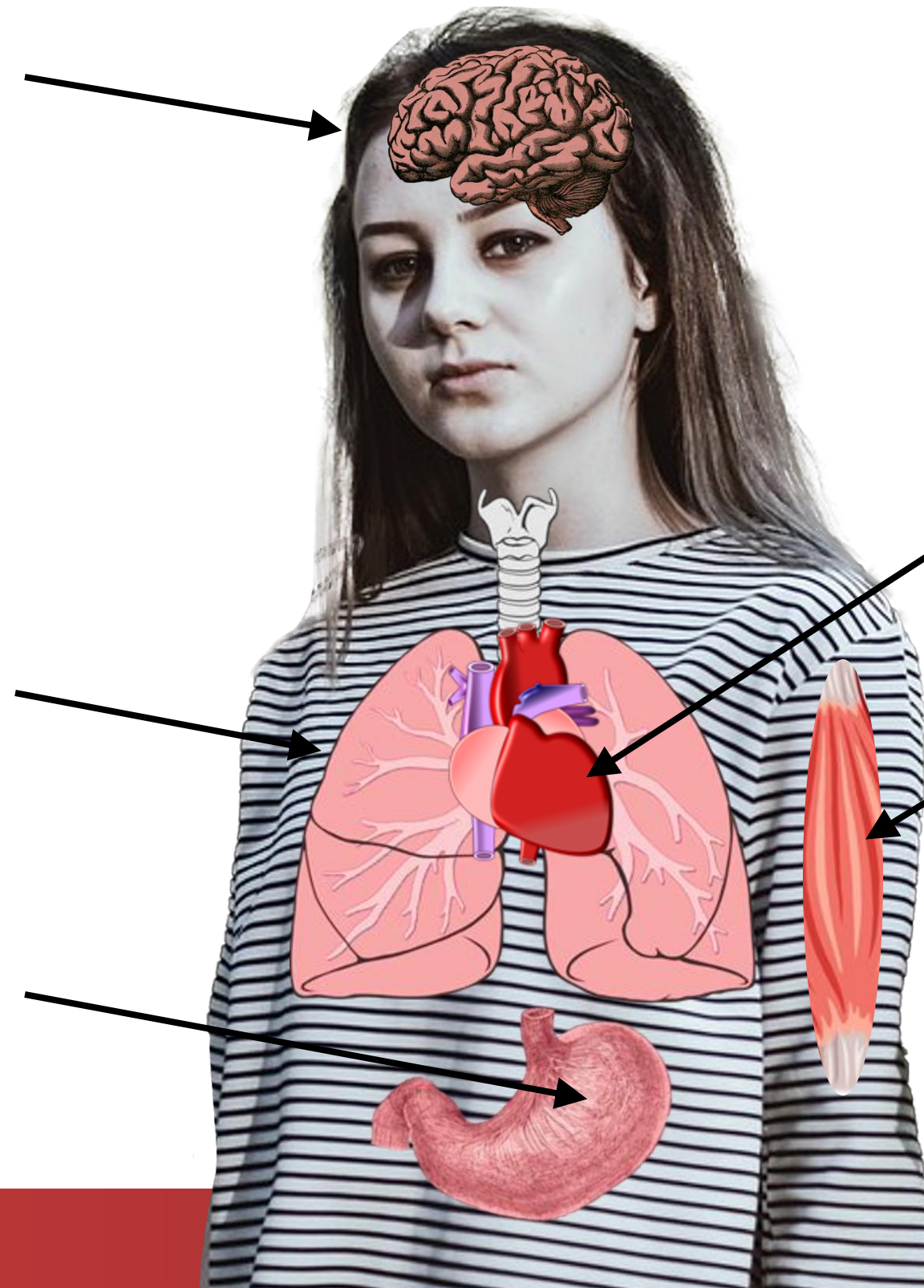
- Today's 1 joint = "yesterday's" 10 Joints
- Different methods, different risks
- Difficult to determine the amount of THC being consumed

# The Body on Cannabis

**Altered brain  
development, anxiety,  
paranoia, slowed  
reactions, poor memory**

**Lung inflammation, cell  
damage, chronic cough,  
slowed breathing,  
respiratory infections**

**Increased appetite,  
nausea, vomiting**



**Increased heart rate by  
20-50 beats per minute**

**Poor muscle coordination,  
imbalance, falling**

*Slide Created in  
Collaboration with:*



# Why Youth Use

**1**

Flavors

**2**

Easy to hide

**3**

Marketing

**4**

Access

**5**

Stress



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# WHAT CAN WE DO?

# SCREEN AND ASSESSMENT TOOLS



# Screening and Assessment Tools

Name	Screens for Vape use	Screens for Tobacco use	Screens for Cannabis use	Screens for other drugs	Printable	Digital	Patient-Administered	Clinician-Administered	Other Languages
Screening to Brief Intervention (S2BI)									
<a href="#">S2BI Online</a>		X	X	X		X	X	X	
<a href="#">S2BI PDF</a>		X	X	X	X		X	X	
<u>CRAFT+N</u>									
<a href="#">CRAFT+N (Patient-Administered)</a>	X	X	X	X	X		X	X	<a href="#">X</a>
<a href="#">CRAFT+N (Clinician-Administered)</a>	X	X	X	X	X			X	<a href="#">X</a>
<u>Healthy Futures</u>									
<a href="#">Where are you?</a>	X				X		X	X	
<a href="#">Handbook</a>	X				X		X	X	
Assessing Level of Addiction									
<a href="#">Hooked On Nicotine Checklist for Vaping</a>	X				X		X	X	
<a href="#">E-Cigarette Dependence Scale</a>	X				X		X	X	
<a href="#">Modified Fagerstrom Tolerance Questionnaire</a>					X		X	X	

<https://med.stanford.edu/visit/the-clinical-encounter/screening-tools/ScreeningTools.html>

# S2BI Screener

<https://nida.nih.gov/s2bi/>



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## Screening to Brief Intervention (S2BI) Tool

The following questions will ask about your use, if any, of alcohol, tobacco, and other drugs. Please answer every question by checking the box next to your choice.

**IN THE PAST YEAR, HOW MANY TIMES HAVE YOU USED:**

### Tobacco?

- ☐ Never
- ☐ Once or twice
- ☐ Monthly
- ☐ Weekly or more

### Alcohol?

- ☐ Never
- ☐ Once or twice
- ☐ Monthly
- ☐ Weekly or more

### Marijuana?

- ☐ Never
- ☐ Once or twice
- ☐ Monthly
- ☐ Weekly or more

*S2BI Tool developed at Boston Children's Hospital with support from the National Institute on Drug Abuse.*

*It is best used in conjunction with "The Adolescent SBIRT Toolkit for Providers" [mass.gov/maclearinghouse](http://mass.gov/maclearinghouse) (no charge).*

**STOP** if answers to all previous questions are "never." Otherwise, continue with questions on the back.

OVER

**Prescription drugs that were not prescribed for you (such as pain medication or Adderall)?**

- ☐ Never
- ☐ Once or twice
- ☐ Monthly
- ☐ Weekly or more

**Inhalants (such as nitrous oxide)?**

- ☐ Never
- ☐ Once or twice
- ☐ Monthly
- ☐ Weekly or more

**Illegal drugs (such as cocaine or Ecstasy)?**

- ☐ Never
- ☐ Once or twice
- ☐ Monthly
- ☐ Weekly or more

**Herbs or synthetic drugs (such as salvia, "K2", or bath salts)?**

- ☐ Never
- ☐ Once or twice
- ☐ Monthly
- ☐ Weekly or more



# S2BI screener

## S2BI algorithm\*

In the past year, how many times have you used:  
Tobacco? Alcohol? Marijuana? (Ask separately.)





## The CRAFT+N Interview

To be verbally administered by the clinician

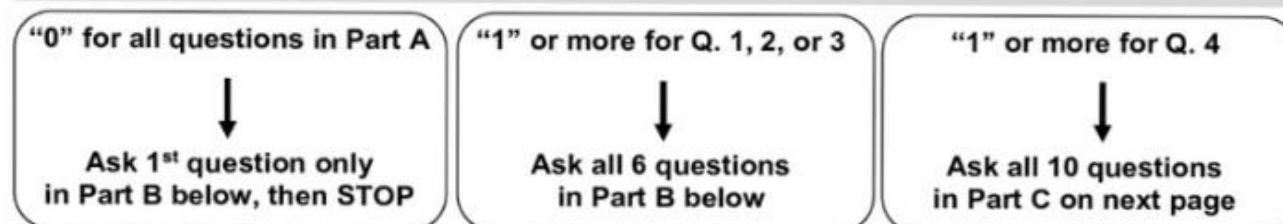
**Begin:** "I'm going to ask you a few questions that I ask all my patients. Please be honest. I will keep your answers confidential."

### Part A

During the PAST 12 MONTHS, on how many days did you:

1. Drink more than a few sips of beer, wine, or any drink containing alcohol? Say "0" if none.  # of days
2. Use any **marijuana** (cannabis, weed, oil, wax, or hash by smoking, vaping, dabbing, or in edibles) or **"synthetic marijuana"** (like "K2," "Spice")? Say "0" if none.  # of days
3. Use **anything else to get high** (like other illegal drugs, pills, prescription or over-the-counter medications, and things that you sniff, huff, vape, or inject)? Say "0" if none.  # of days
4. Use a **vaping device\*** containing nicotine or flavors, or use any **tobacco products†**? Say "0" if none.  # of days  
\*Such as e-cigs, mods, pod devices like JUUL, disposable vapes like Puff Bar, vape pens, or e-hookahs. †Cigarettes, cigars, cigarillos, hookahs, chewing tobacco, snuff, snus, dissolvables, or nicotine pouches.

If the patient answered...



### Part B

Circle one

- |   |           |            |
|---|-----------|------------|
| <b>C</b> Have you ever ridden in a <b>CAR</b> driven by someone (including yourself) who was "high" or had been using alcohol or drugs? | <b>No</b> | <b>Yes</b> |
| <b>R</b> Do you ever use alcohol or drugs to <b>RELAX</b> , feel better about yourself, or fit in?                                      | <b>No</b> | <b>Yes</b> |
| <b>A</b> Do you ever use alcohol or drugs while you are by yourself, or <b>ALONE</b> ?  | <b>No</b> | <b>Yes</b> |
| <b>F</b> Do you ever <b>FORGET</b> things you did while using alcohol or drugs?   | <b>No</b> | <b>Yes</b> |
| <b>F</b> Do your <b>FAMILY</b> or <b>FRIENDS</b> ever tell you that you should cut down on your drinking or drug use?                   | <b>No</b> | <b>Yes</b> |
| <b>T</b> Have you ever gotten into <b>TROUBLE</b> while you were using alcohol or drugs?  | <b>No</b> | <b>Yes</b> |

**Two or more YES answers in Part B suggests a serious problem that needs further assessment. See Page 3 for further instructions. →**

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The information on this page is protected by special federal confidentiality rules (42 CFR Part 2), which prohibit disclosure of this information unless authorized by specific written consent.

# The CRAFT+N Interview

## Part A and Part B

# The CRAFFT+N Interview

To be verbally administered by the clinician

**Begin:** *"I'm going to ask you a few questions that I ask all my patients. Please be honest. I will keep your answers confidential."*

## Part A

**During the PAST 12 MONTHS, on how many days did you:**

1. Drink more than a few sips of beer, wine, or any drink containing **alcohol**? Say "0" if none.

  
# of days

2. Use any **marijuana** (cannabis, weed, oil, wax, or hash by smoking, vaping, dabbing, or in edibles) or **"synthetic marijuana"** (like "K2," "Spice")? Say "0" if none.

  
# of days

3. Use **anything else to get high** (like other illegal drugs, pills, prescription or over-the-counter medications, and things that you sniff, huff, vape, or inject)? Say "0" if none.

  
# of days

4. Use a **vaping device\*** containing nicotine or flavors, or use any **tobacco products†**? Say "0" if none.

*\*Such as e-cigs, mods, pod devices like JUUL, disposable vapes like Puff Bar, vape pens, or e-hookahs. †Cigarettes, cigars, cigarillos, hookahs, chewing tobacco, snuff, snus, dissolvables, or nicotine pouches.*

  
# of days

### If the patient answered...

**"0" for all questions in Part A**



**Ask 1<sup>st</sup> question only  
in Part B below, then STOP**

**"1" or more for Q. 1, 2, or 3**



**Ask all 6 questions  
in Part B below**

**"1" or more for Q. 4**



**Ask all 10 questions  
in Part C on next page**

**Part A**

## Part B

Circle one

**C** Have you ever ridden in a **CAR** driven by someone (including yourself) who was “high” or had been using alcohol or drugs? **No** **Yes**

**R** Do you ever use alcohol or drugs to **RELAX**, feel better about yourself, or fit in? **No** **Yes**

**A** Do you ever use alcohol or drugs while you are by yourself, or **ALONE**? **No** **Yes**

**F** Do you ever **FORGET** things you did while using alcohol or drugs? **No** **Yes**

**F** Do your **FAMILY** or **FRIENDS** ever tell you that you should cut down on your drinking or drug use? **No** **Yes**

**T** Have you ever gotten into **TROUBLE** while you were using alcohol or drugs? **No** **Yes**

**Two or more YES answers in Part B suggests a serious problem that needs further assessment. See Page 3 for further instructions. —————>**

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# Part B



# WHAT CAN WE DO? REACH LAB FREE RESOURCES







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Research and Education to **E**mpower **A**dolescents &  
Young Adults to **C**hoose **H**ealth



# THE REACH LAB



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*Professor/PI  
Director, Stanford REACH Lab*



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**Dania Abubaker, PhD**  
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**Ella Shenkar**  
*Research Coordinator*



**Julia Raney, MD**  
*Associate Professor*



# Stanford REACH YAB 2025-2026



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Aditya



Anagha



Chaitanya



Cindy



Brenda



Sowmya



Rukaya



Clayton



Dev



Elana



Ishmeet



Isa



Walton



Enrique



Sarah



Kendall



Leann



Luke



Shelby



Tyler



Jada



Muhammed



Richard



Ekroop



Julia



Swara



Nathan



Angelica



Aarna



Chloe



Ketan



Jay



Alexa



Taejah-Kai



Cassandra



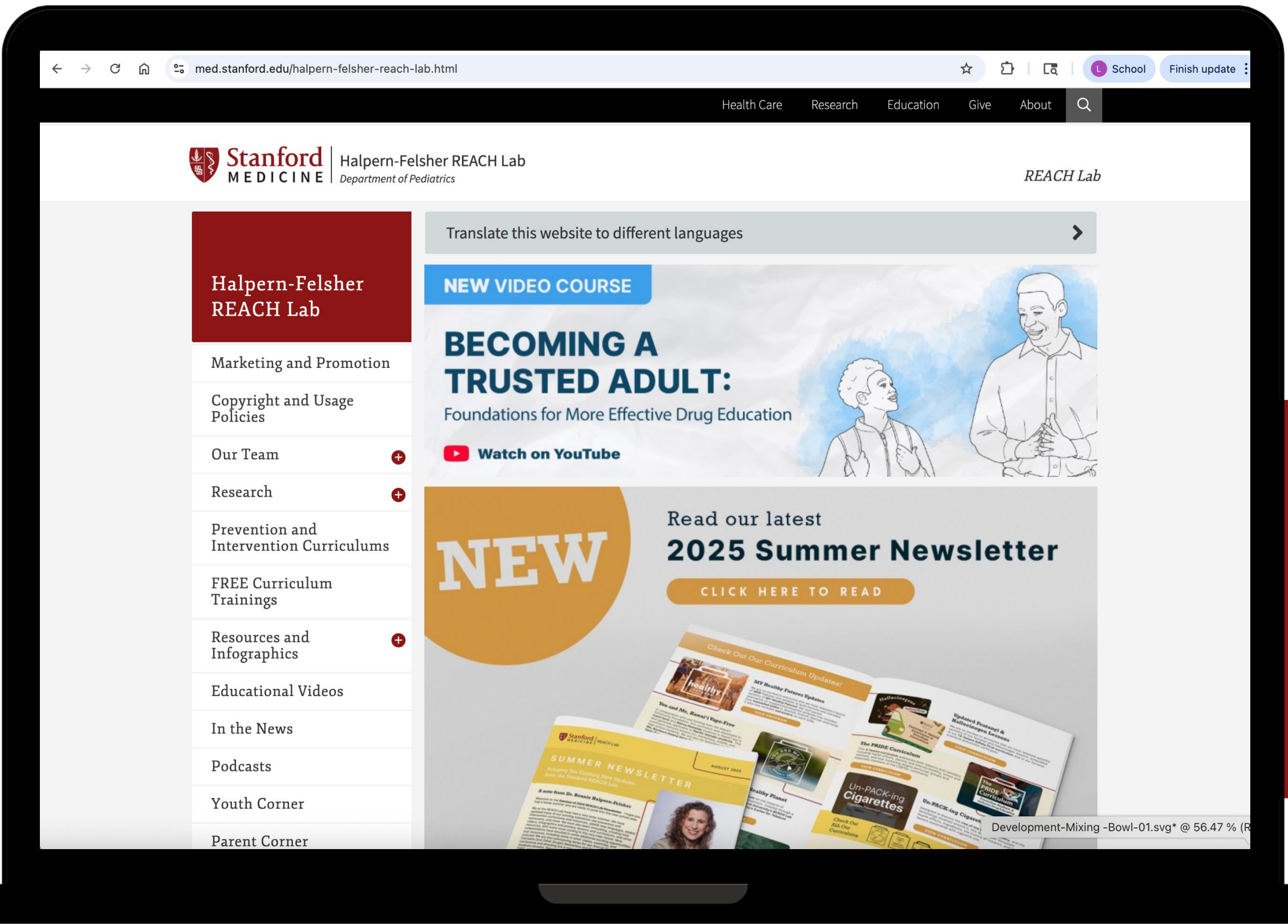
Kami



Shivi



# Our Website



View now!



# Our Toolkits



## The focus of our 3 toolkits...



Brain development and addiction



Other health effects (heart, lungs, etc.)



Environmental and community effects



Marketing



Stress and Coping



Skill building and refusal skills

# Tobacco Prevention Toolkit



Elementary (2 lessons)  
Middle (5 lessons)  
High school (5 lessons)

**Different Languages  
and Regional Versions!**



Middle and High school  
(3 lessons)



Middle & high school  
(1 lessons)



(1 lessons)

Un-PACK-ing  
**Cigarettes**

*Cigarette Prevention Lesson*

Middle & high school  
(1 lessons)



Middle & high school  
(1 lessons)



# Cannabis Awareness and Prevention Toolkit



Elementary (2 lessons)  
Middle (5 lessons)  
High school (5 lessons)

**Available in Spanish!**

# Drug Prevention and Intervention Toolkit

## FENTANYL AND OPIOID

Awareness and Overdose Prevention

(2 lesson)



## Comprehensive Drug Education

(13 lessons)

# TOBACCO AND CANNABIS



Self-Paced or Group Led Alternative-to-Suspension &  
Cessation Program.

*(Nicotine & cannabis versions)*

## Prevention, Education, & Awareness Curriculum

Cannabis prevention curriculums focused on how THC impacts brain development, overall health, and targeted marketing





# GOALS OF THE CURRICULUM



REACH Lab

Increase knowledge about cannabis use and the **harms it can cause.**

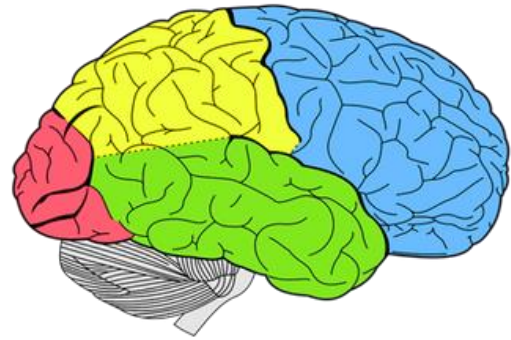
Gain awareness of strategies manufacturers and sellers of cannabis employ to increase use among adolescents, such as **deceptive** and **creative marketing strategies.**

Gain skills to **refuse experimentation** and **use of cannabis products.**

Ultimately, to **reduce** and **prevent cannabis use** of any type, including inhaled products (burning and e-cigarettes) and ingested products.

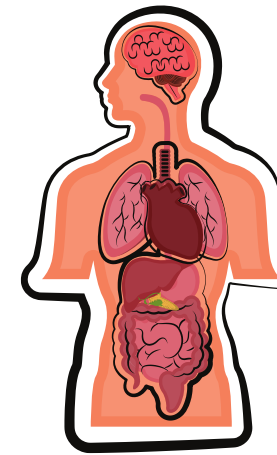
# 5 CURRICULUM LESSONS

(40-50  
MINS EACH)



1. Full of Potential: Your Brain Cannabis-Free

2. Healthy Body, Healthy YOU-th: Effects of Cannabis on the body



3. Healthy People, Healthy Community

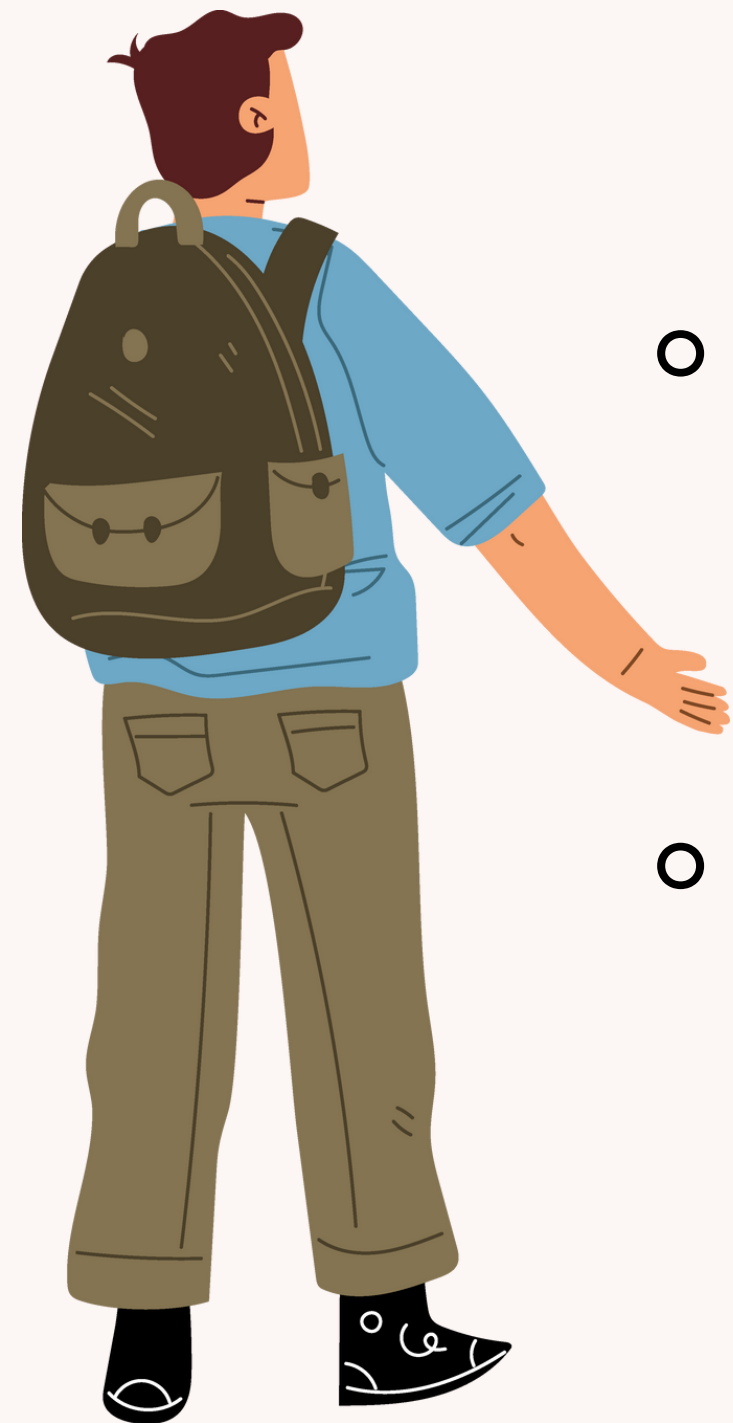
4. Is the Cannabis Industry misleading YOU-th?  
Exploring Messaging and Marketing Tactics Used  
in Media



5. Be Your Strength: Stress, Coping, and Wellness



- Students who have been found using e-cigarettes, other tobacco, and/or cannabis products
- Students who are interested in trying to quit





# Evidence for Alternative to Suspension:

**EdSource**

## NEWS BRIEF

WEDNESDAY, OCTOBER 25, 2023 — 3:46 PM

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

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

The study, published in JAMA Network Open, followed 16,849 sixth through tenth grade students from an unnamed large urban district in California from 2014 to 2017. The district does not allow expulsions. It found that students who were removed from a classroom or suspended in the first year of the study saw their GPAs drop by .88 points, or nearly a full letter grade by the study's end.

## Are Zero Tolerance Policies Effective in the Schools?

*An Evidentiary Review and Recommendations*

American Psychological Association Zero Tolerance Task Force

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

### EMPIRICAL RESEARCH

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

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

Received: 4 March 2021 / Accepted: 11 April 2021 / Published online: 11 June 2021  
© The Author(s), under exclusive licence to Springer Science+Business Media, LLC, part of Springer Nature 2021

### Abstract

Excluding students from school remains a common form of punishment despite growing critique of the practice. A disparate research base has impeded the ability to make broader assessments on the association between exclusionary discipline (i.e., suspensions and expulsions) and subsequent behavior. This article synthesizes existing empirical evidence (274 effect sizes

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*Self-paced version*



*Small group version*



## MY Healthy Futures

This is a **40-60-minute** self-paced, online course for students to do on their own. It uses interactive, evidence-based tools to teach the harms of e-cigarettes, explore use motives, manage stress, & support quitting.



## OUR Healthy Futures

**2-Hour Version** Facilitated in a small group setting with warm-up questions between slides for students to discuss.

**4-Hour Version** Builds on the 2-hour version by allowing time for personal reflection following each topic.

**NICOTINE & CANNABIS VERSION AVAILABLE**




 **Stanford**  
MEDICINE  
REACH Lab

# CERTIFICATE OF COMPLETION

COMPLETED BY

*Thank you for completing Stanford REACH Lab's  
"My Healthy Futures" course on*

  
BONNIE HALPERN-FELSHER, PHD  
PROFESSOR, FSAHM REACH LAB  
DIRECTOR, TOOLKIT FOUNDER

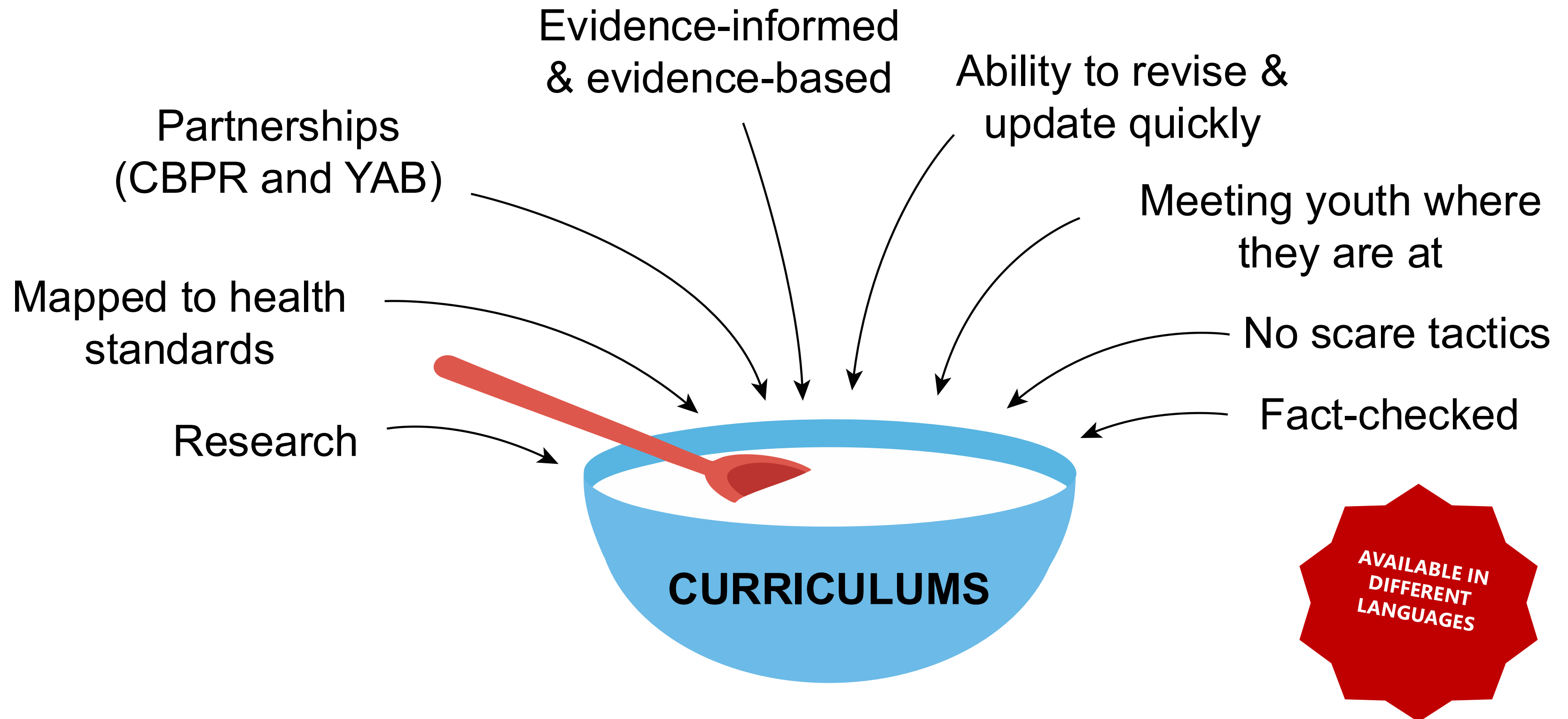


  
MARCIA ZORRILLA, DRPH  
DIRECTOR OF POSITIVE YOUTH  
DEVELOPMENT, TRAINER

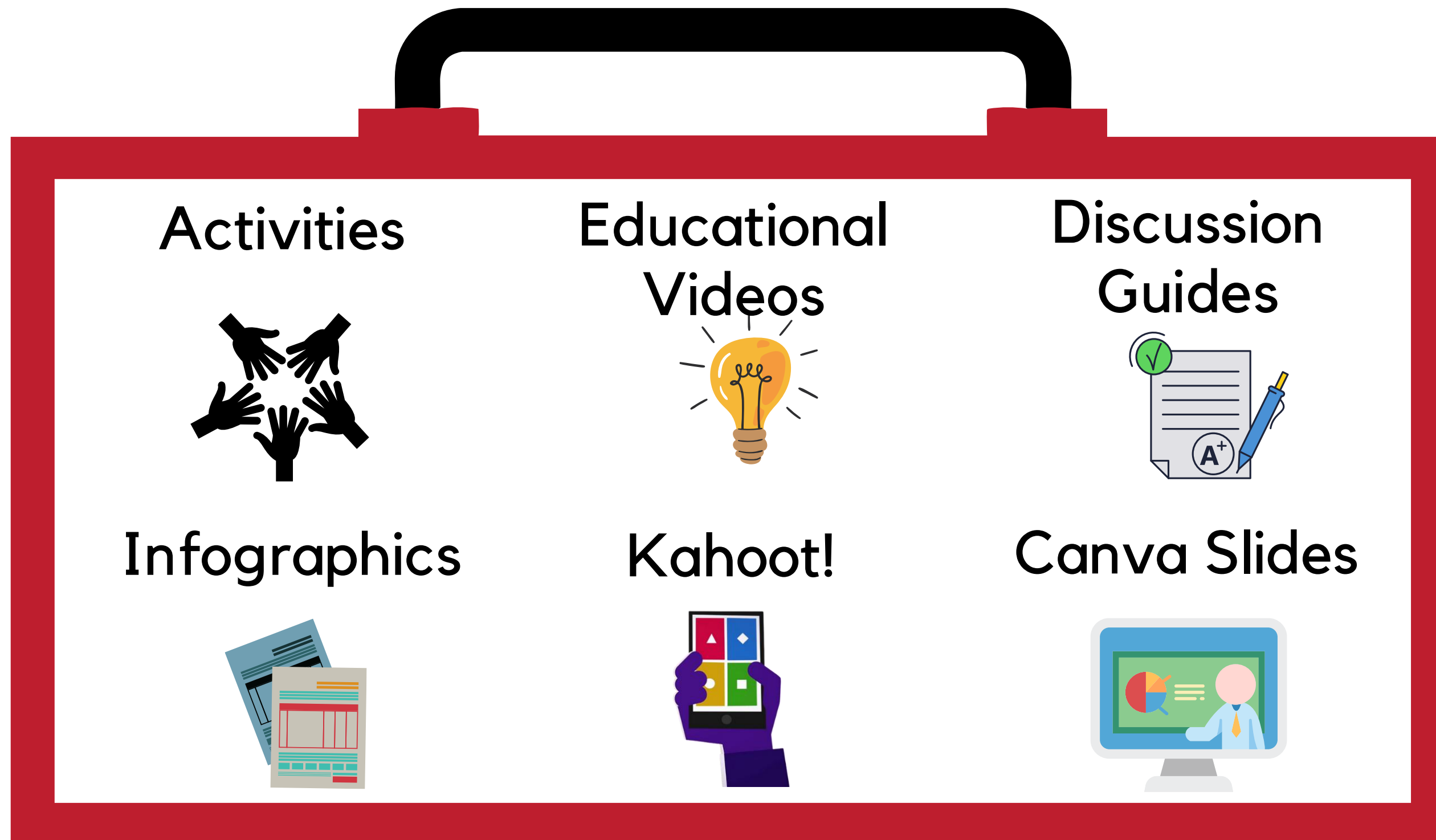
Students receive  
certificates upon  
course completion.



# Development & Evidence



**INTERACTIVE | ONLINE | EVIDENCE-BASED | FREE**



# EDITS TO THE CURRICULUMS?

We recommend using the lessons as they are, but recognize that each classroom has different needs

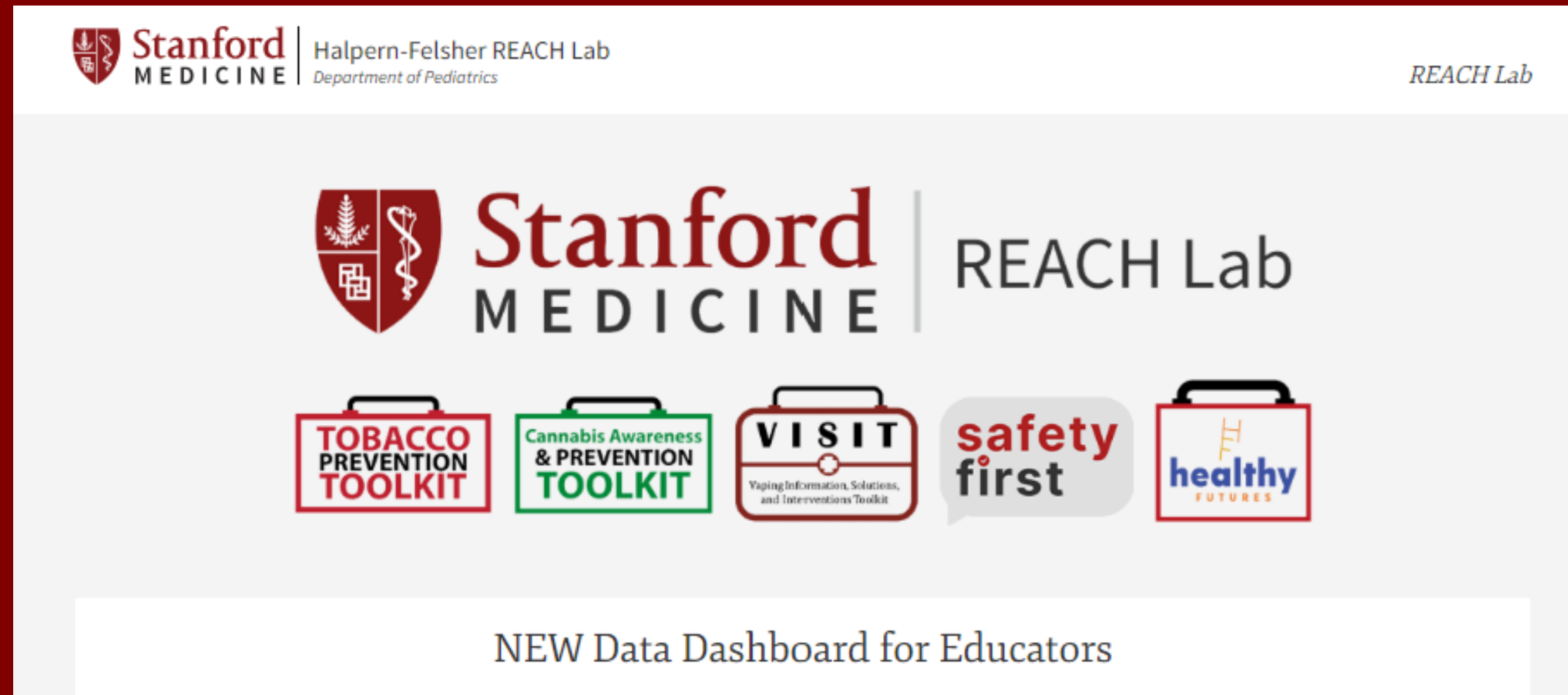
Small changes to images and resource pages are acceptable, but larger changes to content require pre-approval from the REACH Lab

**Please do not remove or change any of our logos**





# DATA DASHBOARD



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



Data Dashboard

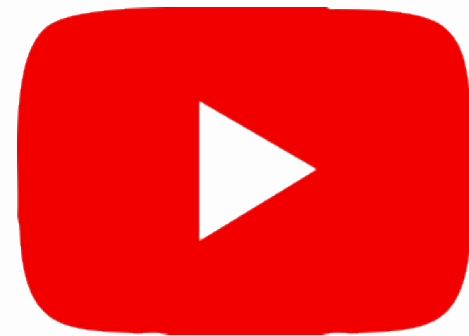
## SECTION 2

# ADDITIONAL LAB RESOURCES



01.

# EDUCATIONAL VIDEOS





# Becoming a Trusted Adult

*Foundations for More Effective Drug Education*



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This **10 video YouTube course** teaches evidence-based skills to talk with teens about substance use. Instead of scare tactics, you'll learn how to build trust & have honest, supportive conversations that promote healthier choices.



**NEW!**





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NEW VIDEO COURSE!

## BECOMING A TRUSTED ADULT:

Foundations for More Effective Drug Education

This 10 video YouTube course teaches evidence-based skills to talk with teens about substance use. Instead of scare tactics, you'll learn how to build trust & have honest, supportive conversations that promote healthier choices.

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Video 1



This video shows why evidence-based conversations beat scare tactics and "just say no." Learn mindset shifts, what "drug" means, and how harm reduction keeps teens safe.

Video 2



Learn about the continuum of use and the reasons people might use substances (curiosity, stress, peer influence, access, and social norms) so you can respond with empathy.

Video 3



This video explains why adolescence is a high-risk period for substance use, not only increasing risk for future addiction but also causing harms in other areas of life.

Video 4



Knowing signs of substance use helps give timely support. This video covers what to look for, current substances, & how to engage youth without jumping to conclusions.

Video 5



This video shows why honest, science-based info ("know") beats scare tactics ("no") in preventing teen substance use. Learn motivational interviewing with practical tips to reduce harm.

Video 6



Learn to tailor conversations based on the drug, use level, and a teen's readiness to change. This video covers stages of change & how to engage using motivational interviewing.

Video 7



Watch a real demonstration of motivational interviewing with a teen, showing how OARS skills, change talk, and language shifts build trust & support change.

Video 8



Learn practical tips for starting respectful, nonjudgmental talks about substance use—covering timing, setting, confidentiality, & opening lines to help youth feel safe.

Video 9



Learn how to support a young person quitting—setting goals, managing triggers, & arranging support. Learn to balance harm reduction with cessation & connect to resources.

Video 10



This wrap-up highlights core lessons so you feel ready to put new skills into practice. You'll leave with encouragement and clear next steps.

### LEARNING OBJECTIVES

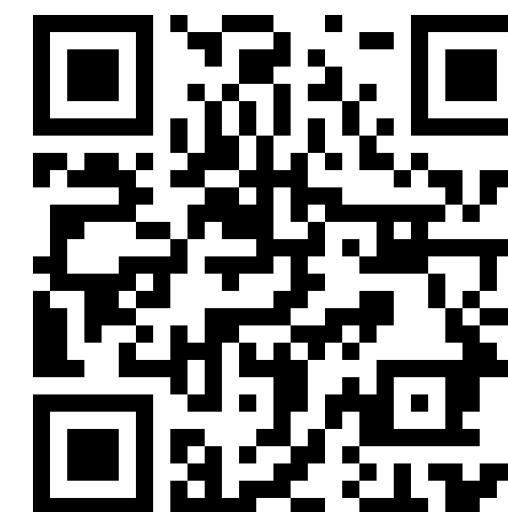
After viewing this course, you will be able to

- ✓ Describe why young people might use substances and the risks involved
- ⚠ Recognize warning signs of substance use
- 🔄 Use motivational interviewing & harm reduction to counsel young people about drug use
- 💬 Personalize your message based on the stages of change model, youth interests & drug type
- ⚖ Initiate nonjudgmental, two-way substance use conversations
- 🛑 Support a young person with quitting or cutting down substance use.



WATCH NOW  
ON YOUTUBE!

Watch Now!



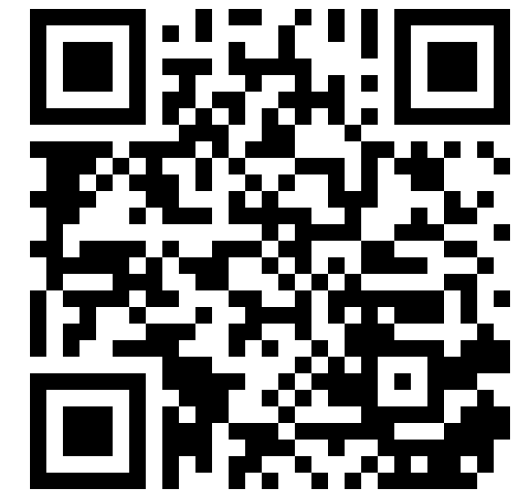






# Infographics

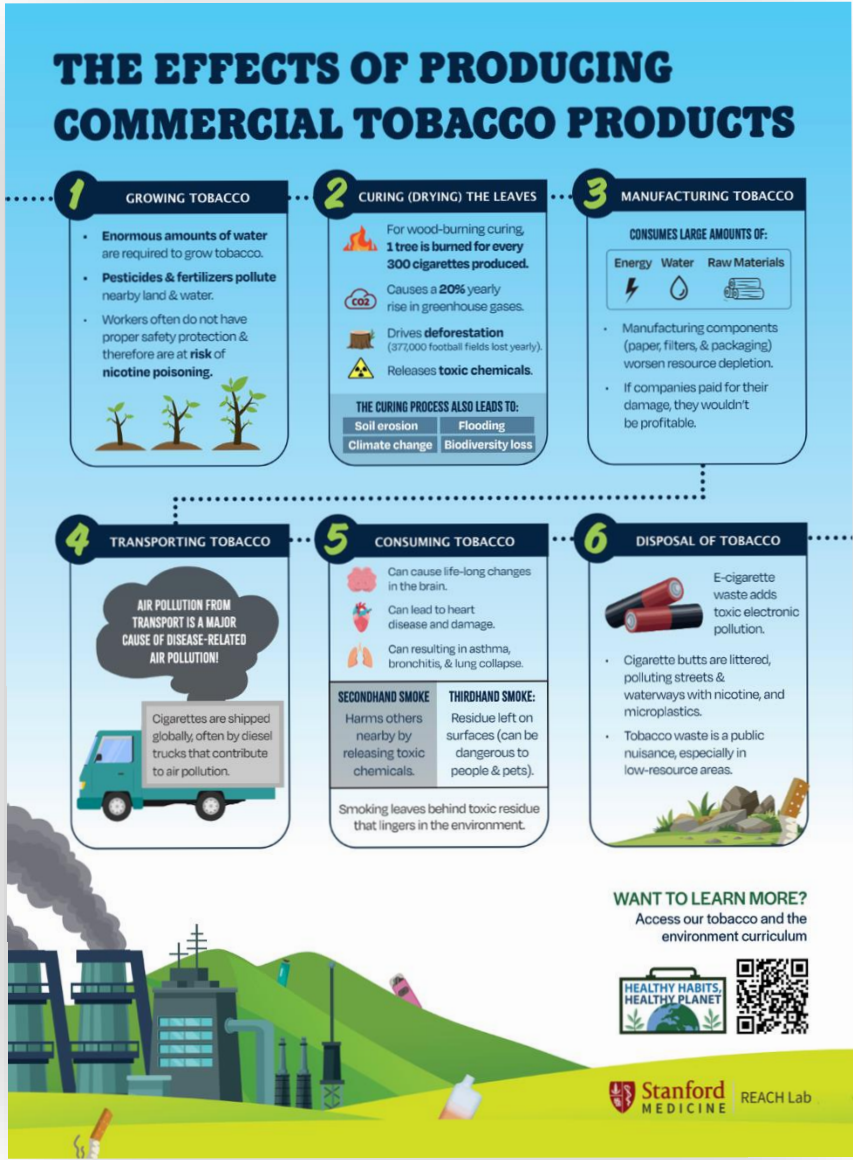
- Over **50 different** infographics and flyers are available for download on our website
- Spanish and Vietnamese versions available



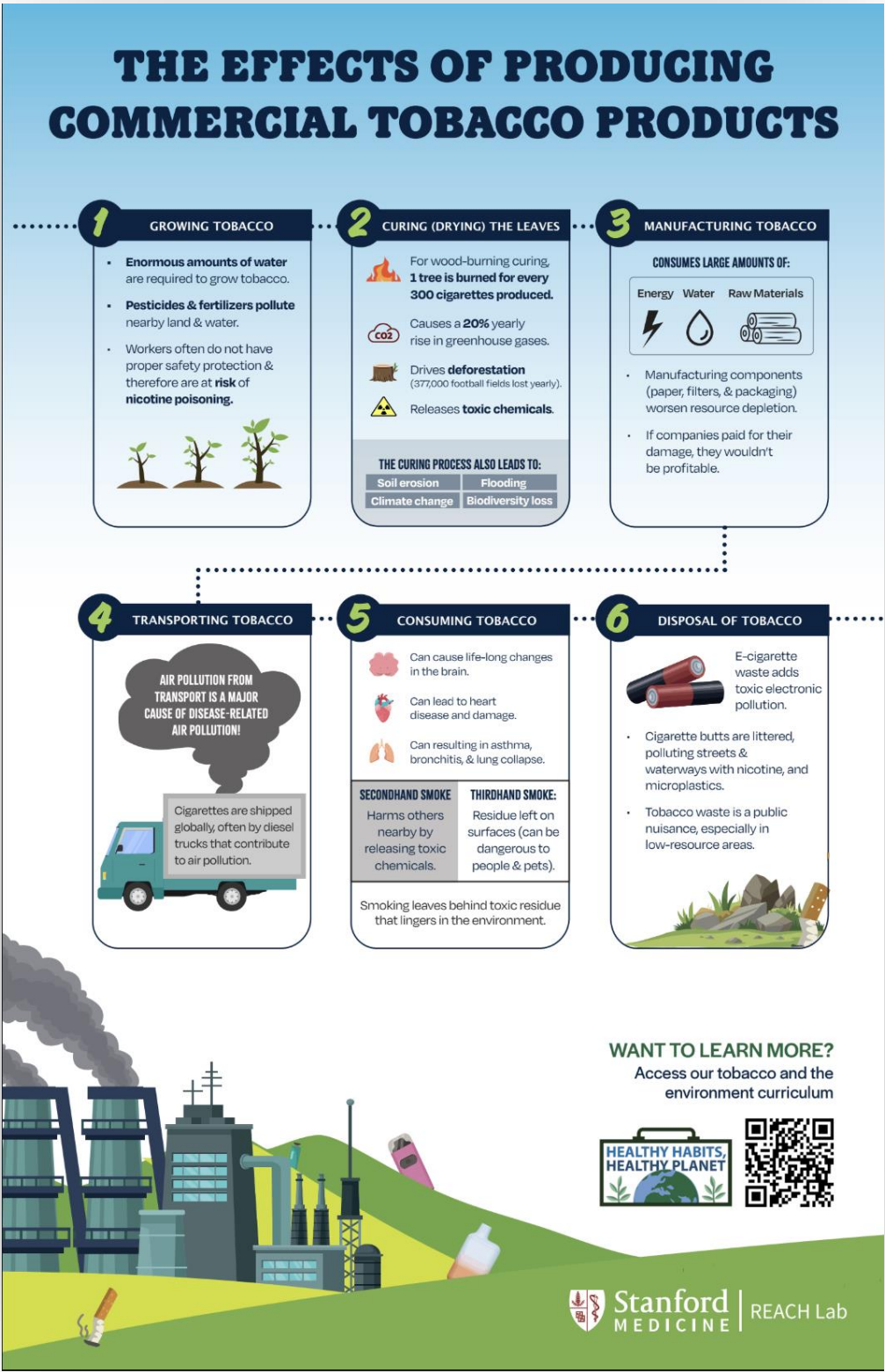
ACCESS TODAY







8.5 x 11 in



11 x 17 in

Different Sizes Available

## SECTION 3

# EVALUATIONS





# Evidence-based: Overall

- Endorsed by many many organizations
- Used in all **50 states** and many countries
- Our team has reached well over **5 million youth**, conducted **hundreds of trainings**, and trained over **50,000 educators**, that we know of!
- Many publications from us and others:
  - Increases knowledge and **refusal skills/skill building**
  - Reduces positive attitudes
  - Reduces intentions; **evidence on changing behavior**

# OTHER OPPORTUNITIES



# Community Talks with the REACH Lab...

*The following talks are for parents/guardians, healthcare providers, interested community members, and students*

1

**Fentanyl Overdose Awareness:  
Critical Information  
Prevention**

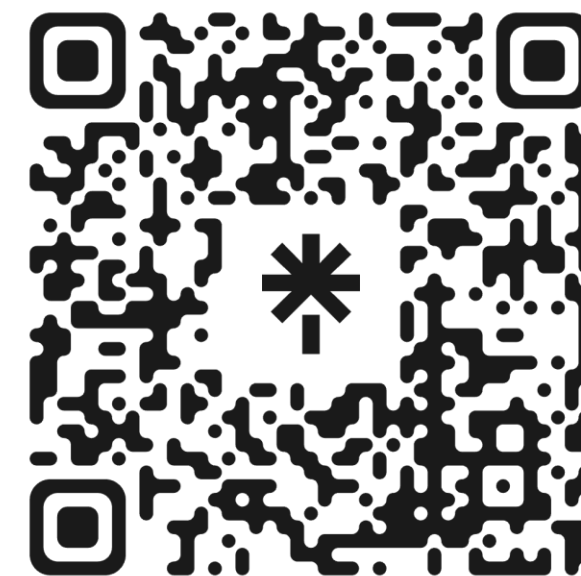
2

**Straight Talk About the  
Triangulum of Nicotine, Vaping  
and Cannabis**

3

**Zyn and Other Nicotine Pouches:  
Trends, Risks, and Action Steps  
for Adults Who Support Youth**

*Upcoming Talks*







**REGISTER NOW**

[tinyurl.com/CanConfReg26](https://tinyurl.com/CanConfReg26)

# 7<sup>TH</sup> ANNUAL CANNABIS (AND OTHER DRUGS!) AWARENESS & PREVENTION CONFERENCE

TOBACCO | FENTANYL/OPIOIDS | ALCOHOL | HALLUCINOGENS

## WHAT YOU WILL LEARN:

Learn how to educate youth regarding substances including health effects, how to work with and intervene with current youth users, successful prevention strategies and curriculums (including harm-reduction), and the latest research on cannabis & other drugs.

## THIS ACTIVITY IS APPROVED FOR:

- ✓ *AMA PRA Category 1 Credits™*
- ✓ ANCC Contact Hours
- ✓ ASWB Continuing Education (ACE) Credits
- ✓ APA Continuing Education credits by the Stanford University School of Medicine

For CME info, accreditation & disclosure information, please visit: [stanford.cloud-cme.com/2026cannabisawareness](https://stanford.cloud-cme.com/2026cannabisawareness)

For additional credit types including CEU and CHES®/MCHES® info, please visit [tinyurl.com/CanConfCredits26](https://tinyurl.com/CanConfCredits26).

## WHO SHOULD ATTEND:

Anyone who works with youth!

**APRIL 22<sup>ND</sup>-23<sup>RD</sup>**  
8:00 A.M. - 2:30 P.M (PDT)



**EARLY BIRD REGISTRATION DISCOUNT: \$100 (Until 2/2/26)**



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# Thank You For Listening

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## Bonnie Halpern-Felsher, PhD, FSAHM

*Marron and Mary Elizabeth Kendrick Professor In Pediatrics II  
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