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| **Table 1.** Comparative Demographics across Studies (N = 107) | | |
| Demographic Variable | n | % |
| *Gender*  Male  Female | 68  39 | 63.5  36.4 |
| *Age*  18-29  30+  No Answer | 58  48  1 | 54.2  44.9  0.9 |
| *SLT Use Status*  Never  Current/Former | 49  58 | 45.8  54.2 |
| *Data Collection*  Kansas Focus Group  Male  Female  Kansas Interview  Male  Female  Montana Focus Group  Male  Female  No answer  Montana Interview  Male  Female  Cultural Interview  Male  Female | 25  2  1  1  30  23  1  0  2  11  11 | 23.4  1.8  0.9  0.9  28.0  21.5  0.9  0  1.8  10.3  10.3 |

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| **Table 2**: Theme Development | | |
| Topic | Theme | Participant Statements |
| SLT Use | 1. Participants described a user of SLT to be someone who purchases and uses it on an occasional or regular basis, in no particular quantity. | * “Someone who chews tobacco on a consistent regular basis”. * “It’s in their mouth all the time or an empty bottle with them” * “Anyone who buys and uses it”. |
| Initiation and Barriers | 1. Participants believe individuals start using SLT primarily due to the influence of people around them and continue to chew due to addiction, habit, or social influence; despite known health effects. | * “Peer pressure and curiosity”. * “It just becomes habit, especially if you’ve done it most of your life”. * “The addiction, your body needs that nicotine kick”. * “If I stop I’ll lose all my friends”. * “You can lose your teeth or it could give you mouth cancer” & “Lip, mouth, gum cancer”. |
| Policy | 1. Participants saw a complex relationship among smoking, smoke-free policies, and the use of SLT. | * “If they’re around people who don’t have cigarettes, they’ll go to the next best thing which is chew”. * “On basketball trips the coach would get mad if he smelled cigarettes smoke, so I would just chew”. * “If you ever ran into a chewer, you wouldn’t really see it”. * “There are tobacco free zones, but I sat there and chewed, no one ever said anything to me, you weren’t allowed to have it, but you can be discreet about it”. |
| Program Development | 1. Participants had numerous suggestions for creating a culturally tailored program to quit using SLT. | * “I’ve tried a six week program and I didn’t feel it was long enough”, while another stated, “once a week would be all that I could handle”. * “You’ve got people to support you and to help you and keep you accountable” (referencing group-based programs). * “Being a past user is more important than race” (on group leader). * “Topics showing facts. Pictures of cancer or sports figures with no jaw”, while others agreed that scare tactics are important because “they are reality”. * Referring to potential incentives: “things to settle cravings”, “gift cards to get groceries, just simple stuff you earned”, and “something to do with exercise”. |

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| **Table 3**. Readability Assessment Pre-Post Results | | | | |
| Curriculum Section | Fry | Fry Corrected | SMOG | SMOG Corrected |
| Chew & Native people | 11th grade | 8th grade | 9th grade | 9th grade |
| Congratulations you have quit | 4th grade | 4th grade | 8th grade | 8th grade |
| Coping with withdrawal | 7th grade | 7th grade | 7th grade | 7th grade |
| Friends/family & quitting | 6th grade | 6th grade | 8th grade | 8th grade |
| Preparing to quit | 3rd grade | 3rd grade | 6th grade | 6th grade |
| Stress reduction | 7th grade | 6th grade | 9th grade | 7th grade |
| Traditional tobacco | 8th grade | 8th grade | 9th grade | 9th grade |
| Weight management | 7th grade | 7th grade | 9th grade | 7th grade |
| Why do people chew | 8th grade | 8th grade | 8th grade | 8th grade |
| **Average Reading Grade Level** | **6.8** | **6.3** | **8.1** | **7.7** |

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| Table 4. ANSOS Timeline | | |
| Session | Type of Session | Topics Covered |
| Screening | In-person or via Telephone | Eligibility criteria |
| Intake | Individual In-person | Program information and start date, quit date information, questions about the program, personal use history, pharmacotherapy |
| Week 1 -or- One-Time Educational Session | Group In-Person and Telephone | Facts about chewing tobacco, share personal stories with group, more questions about the program |
| Week 2 | Group In-Person and Telephone | Team Building, Coping with Withdrawal |
| Week 3 | Group In-Person and Telephone | Stress Management I |
| Week 4 | Group In-Person and Telephone | Social Support I |
| Week 5 | Telephone | Personal Issues |
| Week 6 | Group In-Person and Telephone | Weight Management, Healthy Eating and Exercise |
| Week 7 | Telephone | Personal Issues |
| Week 8 | Group In-Person and Telephone | Stress Management II |
| Week 9 | Telephone | Personal Issues |
| Week 10 | Group In-Person and Telephone | Traditional Tobacco |
| Week 11 | Telephone | Personal Issues |
| Week 12 | Group In-Person and Telephone | Social Support II; Staying Quit, Program Feedback |
| Month 6 | Group In-Person | Evaluation of program |