A tremendous thank you needs to be given to:

- **Jaime Costello**, the point of contact for responses pertaining to Youth,

- **Michael Buzzelli**, the point of contact for responses about College Age populations, and

- **Tiffany Tran**, as the point of contact for responses about Asian populations in the US.

The pages to follow are meant to be a starting point on which additional information can and will be added as the result of the more widespread distribution of this document getting into the hands of those who are plowing the gambling prevention fields.
Reaching the Youth Population

Gambling has become so normalized in our current society that young people are increasingly engaging in gambling activities with their family, their peers, or through online gaming or gambling sites. Family poker games, betting on video games or sports, gifts of lottery tickets, are all seen as harmless entertainment. However, studies have shown that children who began to gamble by the age of 12 were four times more likely to become problem gamblers. Gambling particularly appeals to the impulsivity found in teenagers, especially young males. National studies show that “in general, between 60-80% of high school students report having gambled for money during the past year; 4-6% of these students are considered pathological gamblers (addicted to gambling) while another 6-8% are at risk of developing a serious problem, or show signs of loss of control.” I In fact, some research data indicates that the rate for at-risk youth is between 10-15%. Young people with gambling problems may steal from family and friends to finance their addiction and they are more likely than their non-gambler peers to participate in other high risk behaviors, e.g., skipping school, carrying a weapon, fighting, driving while intoxicated, having sex, smoking, using drugs or drinking alcohol. Their grades often drop, and normal school activities cease to be of interest. Like other addictions, a gambling addiction in a young person can impact mental and emotional health, increasing levels of unhappiness and lowering self-esteem in an already difficult time of growth and self-discovery. The goal of this pamphlet is to provide you with suggestions and insights gleaned from problem gambling professionals who have created and/or provided successful youth prevention programs in their communities.


Survey Results

Approach:
Please briefly describe how you got your “Foot in the Door.”

- Conduct focus groups across the state to gauge youth perceptions of underage and problematic gambling behaviors
- Start small—have patience—don’t give up!
- Offer FREE programming
- Go to where the kids are—not just school (e.g., community after school programs, police athletic leagues, girl or boy scouts)
- You need a hook—then incorporate gambling into program/message
- Utilize established relationships within the schools to get into their classrooms
- Directly approach health teachers (addiction) and math teachers (probability and statistics) about presenting to their classes
- Use reputation from one school to begin working with another
- Subcontract/partner with a provider already established in the community (e.g., SADD chapters, family resource networks, community behavioral health)
- Focus on internet gambling—it is relevant and interesting to teens
- Partner with local/community/health agencies already in the schools that provide counseling/prevention (wellness centers)
- Receive principal and superintendent support
- Offer mini-grant opportunities for student/youth groups

GOAL

The goal for the Special Populations Subcommittee was to survey professionals in the field with expertise in working with three specific populations who are at-risk for problem gambling. The special populations selected for investigation in 2017-2018 were Youth, Asian and College-aged populations. This document reports specific strategies used to create successful partnerships and programming for youth.

What They Said

“...we educate about addiction in general through this program, teaching about how the brain works, so it is appealing and applicable even for students who are not known to be at-risk for gambling issues...”

- Kim Moyer

“...We had a working relationship with the school districts prior. We make it a priority to keep the relationship in good standing...”

- Lena Southworth

“...school counselors already have an interactive and trusted relationship with the students...”

- Carl Robertson
**Survey Results cont...**

**Successful Strategy:**
Please describe the specific successful strategy you used to develop a working relationship with this population.

- Align the program to grade level math, science and/or health standards
- Provide outreach tabletops in cafeterias during school lunches or health/career fairs to educate students while networking with teachers and counselors
- Give counselors, classroom teachers, aides, and school administration copies of presentation content to avoid surprises and receive passive consent for use
- Use NPGAM to get into schools in March
- Use social media to connect with a variety of youth groups
- Make program as interactive as possible—captivate youth interest—build trust
- Use incentives—allow kids to work toward a reward
- Engage students in poster or calendar contests or multimedia campaigns

**Facing Barriers:**
What sort of challenges did you encounter in working with this population?

- Preconceived mindset that gambling problems are not prevalent for youth
- Students hesitant to open up about substance abuse and/or gambling behavior
- Not all youth in a classroom have the same skill level
- Ages 12-14 are the most difficult to engage with
- Need more energy and excitement in delivery and interactions
- Young people do not want to be talked at
- Must make sure they don’t get defensive before you build a relationship
- Time commitment
- Limited staff, having enough manpower
- Lack of awareness or priority for problem gambling
- Insufficient funding doesn’t allow for long-term tracking of behavioral changes

**Overcoming Challenges:**
Please share any tips, angles or incentives you used to successfully overcome the barriers or challenges you encountered.

- Make outreach programs about “risky behaviors” which includes gambling
- Meet students where they are—wherever they are
- Talk with them, learn the culture/atmosphere of the school, youth groups, and classes to help connect and relate to what’s important to them
- Validate whatever feelings they have—make it clear you are not judging them
- Building relationships with teachers, TAs, secretaries and administration team of utmost importance
- Use personal experiences with youth so that they see you have “been there”
- Target student athletes—one or two sessions to get in the door
- Teach about addiction in general, especially screen/gaming addiction to overcome relevance issue—instead of just focusing on gambling
- Use free meals and snacks
- No topic or activity lasts for more than 15 minutes
- Use incentives to reward participation
- Invite youth to shift the social norms and educate their peers and community
- 10th grade most appropriate to engage
- Slowly add in programs and activities, one at a time—you can’t do it all at once
- Put students in driver seat of campaign
- A calendar project, providing snacks and drinks while they work on their posters, becomes its own reward when their work is recognized by their school
- Prevention programs/messages need to be limited but on reoccurring basis to accommodate time constraints

“Surveys were conducted to establish the need for education and programming. Also our strategy is to disseminate information at health fairs and career fairs........”

- Elizabeth Healy

“...utilizing the information from teachers/schools and blending it into the prevention messaging, and challenging their thoughts and beliefs to promote positive behavioral changes has been the most successful.”

- NY YOU(th) Decide Provider (name withheld)

“...time constraints of the schools is the primary barrier...”

- Lisa Stofko

“Many times, when we outreach to schools, they like the idea of programs related to gambling—but many think other topics are more relevant.”

- Beth Bruton

“Change around the videos and exercises you use every year because teachers get bored seeing the same old thing. You need to keep the content fresh for both students and teachers.”

- Judy McCormick
Survey Results cont...

Meeting Needs:
What specific needs of this population did you attempt to address with your efforts?

- Use Statewide youth surveys to meet the needs of the population—make sure you have gambling questions on there.
- Address negative decision making that is making them get into trouble at school, with family or with peers.
- Prevent unwanted risky behaviors by providing healthy thoughts and behaviors that will work better for them—encourage social and emotional learning.
- Maintain close connection with teachers and group leaders.
- Youth need to be involved, and desire not to be targeted by gambling industry.
- Emphasize why starting to gamble early increases risk of later problems.
- Use pre- and posttests to determine if learning has occurred; track each year.
- Teens love to be smarter than the system so give them tips that will help them become more informed about gambling.

One Key:
What is the one key thing you feel others need to remember when setting out to work with this population?

- Most teens believe problem gambling is not relevant—must make it relevant.
- Be real—youth can sniff out fake attitudes and false representatives.
- Youth come from different backgrounds/home lives and not all have the same needs or skill level.
- Flip the negative into strength so you can build on that.
- Build relationships with teachers that are not teaching the standardized testing subjects—they have more time/flexibility for your program.
- Take advantage of established prevention partnerships.
- Be careful not to end up teaching them how fun gambling is—it needs to be crystal clear who the real winner is most of the time.
- Each community, school and class are different. Recognize that and work toward their specific needs.

Programs Surveyed

California
Jim Kooler: Betting on Our Future (BOOF)

Delaware
Judy McCormick: Addiction: Gambling with Your Future

Maryland
Carl Robertson: Smart Choices

New York
Steliano Canallatos: YOU(th) Decide
Anonymous contributors/providers of the YOU(th) Decide Program

Pennsylvania
Beth Bruton: We Know Better
Danielle Hardy: Know Limits. Wanna Bet?
Elizabeth Healy: Lackawanna & Susquehanna County Office of Drug & Alcohol Programs
Kim Moyer: Cyber Gambling Awareness Program
Lisa Stofko: The Learning Lamp
Lena Southworth: Gambling 101

West Virginia
Jennifer Davis-Walton: The Problem Gamblers Help Network of WV

“FUN! Youth are not going to come to an activity unless you have some sort of hook to get them there.”

- Danielle Hardy

“All the research, knowledge and prepping will be nullified if you don’t do 2 things: be fun and be yourself.”

- NY YOU(th) Decide Provider (name withheld)

“Listen more than you talk. Always be adapting and improving your efforts based on the feedback from the youth you work with.”

- Jim Kooler

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Reaching the College/University Population

Did you know that youth rates for being at-risk for problem gambling are 2 to 3 times higher than adult rates? Researchers estimate that 75% of college students gambled during the past year and that 6% have a serious gambling problem.\(^1\) Furthermore, it is important to note with the Supreme Court overturning the federal ban on sports gambling that currently 30% of male student-athletes bet on sports and approximately 1 in 20 will bet on games they are directly involved in.\(^2\) College years are associated with a wide range of risky behaviors, however, it seems that problem gambling is not often discussed in conjunction with these behaviors. Due to expansion of different gambling forms increasing availability and accessibility, along with college students having access to cash and credit cards, this population is at increasing risk to develop problems with gambling. While some professionals in the field have had success bringing problem gambling awareness to campuses through universal education or educating more selected groups such as first-year students, Greek Life, athletes and other student leaders, many professionals have encountered challenges in creating these partnerships. Our goal for this pamphlet is to provide a brief overview of successful strategies implemented by professionals around the country who have expertise in working with college and university populations.

Survey Results

**Approach:**

Please briefly describe how you got your “Foot in the Door.”

- Combine problem gambling awareness with other perceived campus issues i.e. alcohol and other drugs, sexual violence, financial wellness, etc...
- Contact and collaborate with campus influencers such as athletes, Greek Life, Student Government, Resident Advisors, etc...
- Be data driven, show the need for this type of programming.
- Use a peer education model. Train student leaders to present information to their cohorts i.e. their athletic team, fraternity/sorority, campus dorm, clubs or related classes (social work, public health).

**Successful Strategy:**

Please describe the specific successful strategy you used to develop a working relationship with this population.

- Use focus groups. Find out what the students already know, what they want to know and what they view as effective and interesting programming.
- Must discuss more than just problem gambling—how does problem gambling contribute to or exacerbate other issues?
- What are campus goals and values—the program must support these.

**Facing Barriers:**

What sort of challenges did you encounter in working with this population?

- Problem gambling not perceived as an issue on campus.
- There are more important issues to address.
- No Time. No Faculty Support.
- Term “Problem Gambling” may hold bias and stigma.

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1 University of North Carolina—Wilmington
2 Reggie Robinson, Health Recovery Services

What They Said

“…respecting the participant’s autonomy helps communicate effectively with young adults.”

- Ty W. Lostutter, Ph.D.

“Having professional and personal connections on campus 100% helped.”

- Allison Gall
Survey Results cont...

Overcoming Challenges:
Please share any tips, angles or incentives you used to successfully overcome the barriers or challenges you encountered.

- Be Persistent!
- Have data specific to this population.
- Monetary incentives are helpful for data collection.
- Make certain to relay this will not take extra time; information can be combined with currently existing programming or events.
- Try to have a continued presence on campus - not simply a one-off program. Attend fairs and other campus events. Be Present!
- Use a different moniker; instead of describing the program as “Problem Gambling Prevention” try something like “Positive Decision Making” or “Financial Wellness”

Meeting Needs:
What specific needs of this population did you attempt to address with your efforts?

- Gambling Disorder is an addiction similar to that of substances.
- Appropriately discuss all types of potential consequences from gambling addiction including problems with academics, employment, finances, relationships, reputation and physical and mental health.
- It is imperative to incorporate the use of technology and the internet among this population.

One Key:
What is the one key thing you feel others need to remember when setting out to work with this population?

- Utilize pre-existing relationships.
- Respect their desire for a peer-model. The message has more weight coming from a peer. Utilize student personal stories if acceptable.
- Be Flexible! Working with college/university students may mean hosting programs during the evening or on weekends.
- Think outside the box. Be Creative!
- You must truly understand addiction if you are going to discuss it. This population may know more about the topic than you first perceive—they will be curious and they will ask questions.

Programs Surveyed

Ohio
Michael Buzzelli: Catalyst Bystander Program & Greek Consultation Program

Pennsylvania
Allison Gall: Butler County Human Services Drug and Alcohol
Amy Black-Stockham: Keystone Wellness Programs
Elizabeth Healey: Lackawanna Services Office of Drug and Alcohol Programs
Lisa Stofko: The Learning Lamp

Washington
Ty W. Lostutter, Ph.D.: Center for the Study of Health & Risk Behavior

“The preconceived mindset that gambling problems are not prevalent for this age group presented a barrier.”
- Elizabeth Healey

“Keep thinking outside the box and look to targeted populations.”
- Lisa Stofko

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References:
- The preconceived mindset that gambling problems are not prevalent for this age group presented a barrier.
- Elizabeth Healey

“Keep thinking outside the box and look to targeted populations.”
- Lisa Stofko

“Collect and share local data specific to these age ranges to present to the decision makers…”
- Amy Black-Stockham

CONTACTS:
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NCPG PREVENTION COMMITTEE - SPECIAL POPULATIONS SUBCOMMITTEE - COLLEGES & UNIVERSITIES
Reaching the Asian Population

Here are some points to consider when approaching Asian-American populations:

- “Social gambling” is an integral part of the entertainment that occurs during many Asian countries’ festive periods (e.g., Chinese New Year) and special events such as birthdays and weddings (Oei and Raylu 2010).
- Two studies from Korea have found higher rates of relationship breakdowns, separation and divorce among populations of problem and pathological gamblers. For instance, Park et al. (2010) reported on a sample of 5,333 South Korean residents, 43 of whom were pathological gamblers. The authors found that pathological gamblers were around three times more likely to be separated/divorced or widowed, and were 2.8 times more likely to suffer from a psychiatric disorder.
- Liao (2008) reported on a sample of 31 Chinese community members in San Francisco, and found that partners of problem gamblers were 27.5 times more likely to experience intimate partner violence than those whose partners were not problem gamblers.

Survey Results

Approach:
Please briefly describe how you got your “Foot in the Door.”

- Offer workshops on becoming wealthier and finance – it grabs the attention of attendees.
- Storytelling
- Foster relationships with communities with high Asian populations and offer to support the services they have for this population.
- Train volunteers from Asian communities to serve as “Ambassadors”
- Conduct outreach and ask to be involved in organizational staff meetings to speak briefly on behalf of problem gambling services and provide facts on how it affects this population.
- Collect information on community events, attend, and find out how to get involved in volunteering with these events.

GOAL

The goal for the Special Populations Subcommittee was to survey professionals in the field with expertise in working with three specific populations who are at-risk for problem gambling. The special populations selected for investigation in 2017-2018 were Youth, Asian-American and College-aged populations. This document reports specific strategies used to create successful partnerships and programming for Asian-American populations.

What They Said

“In my opinion, most people who get into gambling have a very different mindset. They are more prone to look for quick money and hope to get rich quickly rather than just working a stable job. They don’t see there is anything wrong with such a mentality.”

- Mei Hung
**Survey Results cont...**

**Successful Strategy:**
Please describe the specific successful strategy you used to develop a working relationship with this population.

- Offer to provide free materials and workshops on overall wellness and success tying in the concept of problem gambling as it relates to wellness.
- Partner with local community centers that are receptive to supporting health services.
- Collaborate with Asian youth groups to lead and inspire youth to be advocates for their community.
- Identify vulnerable areas that cater to regular casino goers and ask to partner with local shuttle busses to provide free information on gambling.
- Utilize co-facilitation opportunities for problem gambling workshops to explain how problem gambling impacts the Asian population, and encourage Asian clinicians to get their certification in problem gambling to assist those in their community impacted.
- Offer stipend to volunteer "Ambassadors" to pay for their training, the meetings they participate in and the community conversations they facilitate

**Facing Barriers:**
What sort of challenges did you encounter in working with this population?

- Shame, stigma, culture
- The following approaches did not work well:
  - Cold calling to offer problem gambling material and workshops
  - Only offering workshops on problem gambling, but not discussing other cultural barriers and health conflicts this community faces
  - When hosting tables, only talking about problem gambling, but not on other health topics and how they relate.

**Overcoming Challenges:**
Please share any tips, angles or incentives you used to successfully overcome the barriers or challenges you encountered.

- Focus on building trusting relationships with partners and then find ways on how you can support their services. Eventually, this will open opportunities on presenting information on problem gambling.
- Identify needs of this community that aren’t limited to gambling, explore their interests, and find ways to incorporate this material into problem gambling presentations and workshops.
- Perhaps provide food, gift certificates, prizes or cash prizes to attract them to come or to pay interest in what you must offer.
- Use the movie “Paulina” to engage participants and focus discussion

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Problem gambling prevalence across countries: 5.6% in Hong Kong, 6% in Macau, and 3.8% in Singapore compared to international average of 2.3%

- Williams et al. 2012

Patriarchal family systems, such as those valued in most Asian cultures, are more likely to have a stronger modeling-impact of parental gambling. For example, children are more likely to gamble if the head of their family (the father) gambles, because their culture requires them to respect and obey him.

- Raylu and Oei 2004

“A big barrier is the culture itself, that an addiction or problem brings shame on the family and seeking help is not often acceptable. Also, the language barrier.

- Susan McLaughlin
Meeting Needs:
What specific needs of this population did you attempt to address with your efforts?

- Limited materials available in multiple languages – offered to send out materials available by the Council in Vietnamese and Chinese.
- Lack of Asian clinicians for problem gambling – networked with previous contacts with the Council and created new partnerships through co-facilitation in problem gambling workshops to encourage applications to MAPGS.
- Limited knowledge to the Asian youth community on problem gambling and financial literacy – collaborated with BCNC and Viet AID to offer workshops on financial literacy, problem gambling in the Asian Community, Wellness, and Problem Gambling in Youth populations.

One Key:
What is the one key thing you feel others need to remember when setting out to work with this population?

- There are many factors that put Asians at risk for developing a gambling addiction, but culture is one of the bigger ones. Make a cultural connection and use storytelling to help audiences relate to the issue.
- Offering workshops on problem gambling alone will not work – offer workshops on other health topics incorporating the topic of problem gambling.
- To have successful collaboration, you must first work on partnership establishment and offer to support their services first. Eventually, this will open doors for presenting information on problem gambling.
- There must be respect...bringing up issues of concern is not easy for this group.

Programs Surveyed
Connecticut
Susan D. McLaughlin: Asian American and Pacific Islander Ambassador Program

Massachusetts
Mei Hung: East Meets West Culture Dialogue
Tiffany Tran: Wellness & Gambling in the Asian Community

“Understand what are other problems they may have and reach out to them from a different angle. In that way, they may feel more comfortable and open to share what challenges they have at home or at work, etc.”

Mei Hung

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Welcome to the new and improved official website of the National Council on Problem Gambling Prevention Committee!

Statement of Purpose
The purpose of the Prevention Committee of the National Council on Problem Gambling is to advocate for the inclusion of effective prevention services as part of the full continuum of care of problem gambling services through advocacy, awareness, education, and capacity building. Our principles regarding the prevention of gambling disorders are outlined in “Prevention of Gambling Disorders: A Common Understanding,” which follows this document.

Our current goals are: 1) to strengthen the problem gambling prevention community through recruitment, more effective communication and enhanced resource sharing, and 2) to advocate for, and support, the development and sustainability of infusing evidence-based prevention programs and models into alcohol, tobacco and other drug (ATOD) prevention and counseling programs.