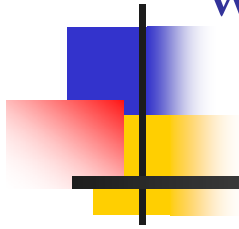


Moving to Science Based Problem Gambling Prevention with Adolescents: Yes, We Can!



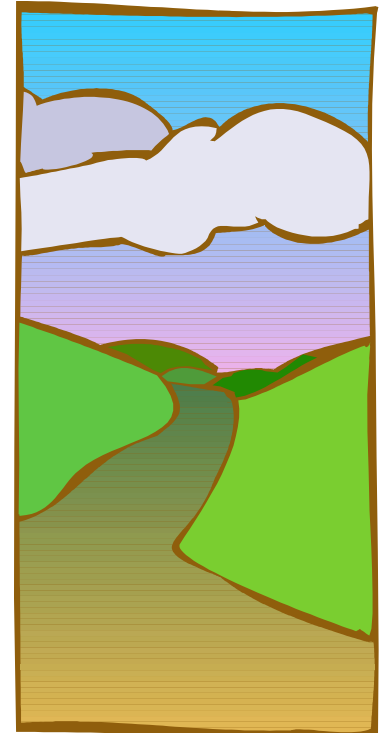
*“Sharing Successful Practices across New England”
Massachusetts Council on Compulsive Gambling Conference
May 7, 2010*

Susan D. McLaughlin, MPA, CPP
Prevention Services Coordinator, State of CT Problem Gambling Services
Ingrid Gillespie, M.Sc CED
Director, Lower Fairfield County Regional Action Council
Kristin duBay Horton, MPH, duBay Horton Associates

Problem Gambling Services Subscribes to the Public Health Model for Gambling Awareness:

**Protect *vulnerable groups*
from gambling related harm,
foster and promote *personal*
& *social responsibility* in
all populations.**

(Korn & Shaffer, 1999)



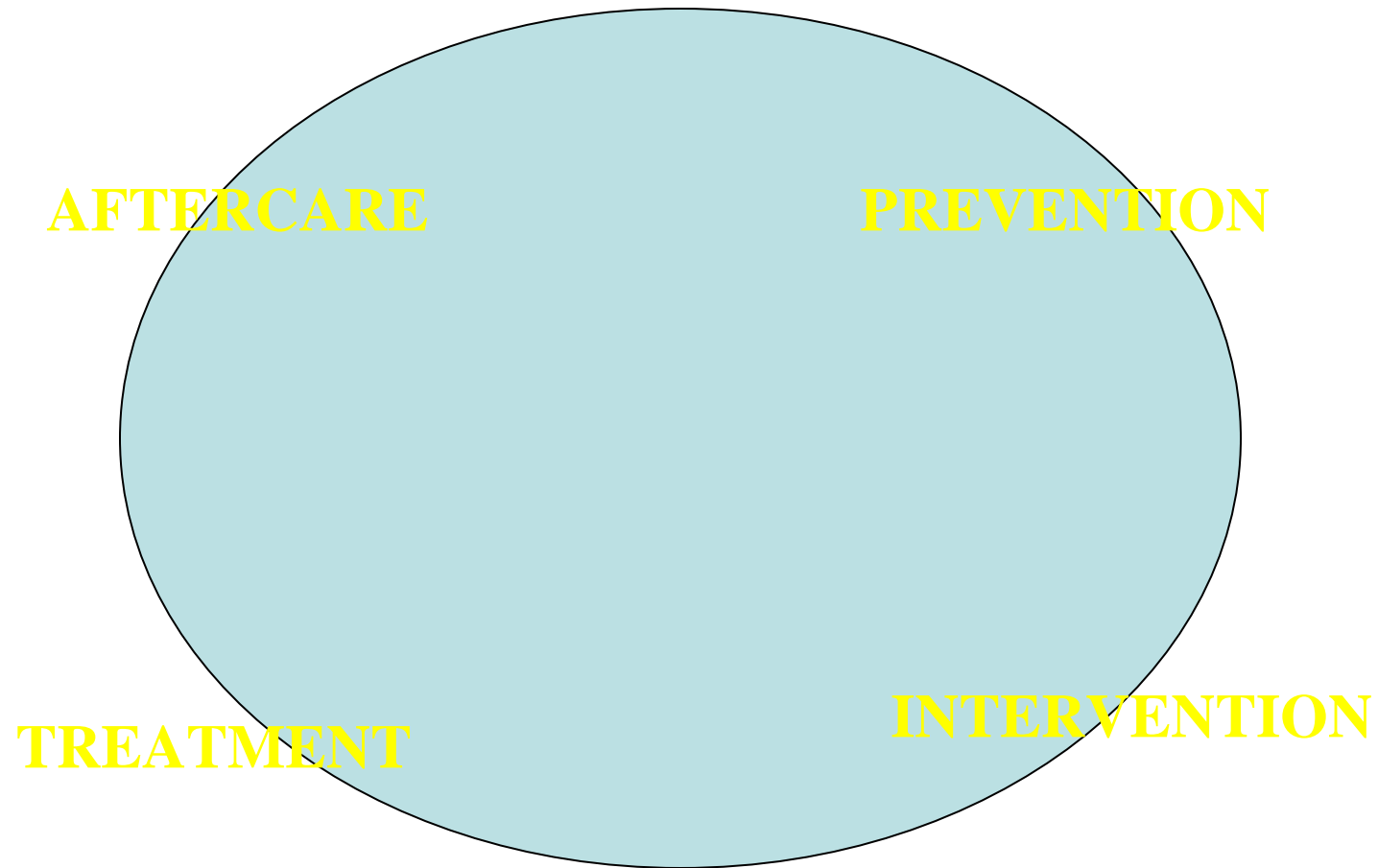


“Prevention” = Health Promotion

“A *proactive process* that *promotes the well-being of people* and empowers an individual, group, or community to *create and reinforce healthy lifestyles and behaviors* to meet the challenges, events and transitions of life.”

THE CONTINUUM OF CARE

a place for Prevention in each stage



Goals of PG Prevention Education

- ✚ Create awareness:
 - of gambling as a “risky behavior” similar to alcohol use;*
 - of gambling attitudes & behaviors;*
- ✚ Increase protective factors;
- ✚ Develop “good decision-makers”;
- ✚ Increase capacity across the lifespan.



Recognized Protective Factors

- Having a relationship with a caring adult role model;
- Having an opportunity to contribute & be seen as a resource/support;
- Being effective in work, play, & relationships;
- Having healthy expectations & a positive outlook;
- Having a strong self-esteem & an internal locus of control;
- Being self-disciplined;
- Using problem solving & critical thinking skills;
- Earning meaningful rewards;
- Having a sense of humor.



Challenges & Barriers Towards Implementation of PGP Efforts in Schools

From Youth Gambling in CT Report 2008

- Lack of available class time.
- Lack of available funds for youth gambling prevention.
- Lack of knowledge of effective youth gambling prevention strategies.



Options To Address the Barriers

“Beat Addictions: Choose the Right Path”

One class session

Video: Youth gambler/Parent gambler options

Activity cards

Kit/Facilitator Guide

www.betsoff.org/youth/resources.htm

“Choose the Right Path” Webinar: Next Session July 12th

“Taking Charge”



Taking Charge: A Path to Healthy Choices Evaluation Overview

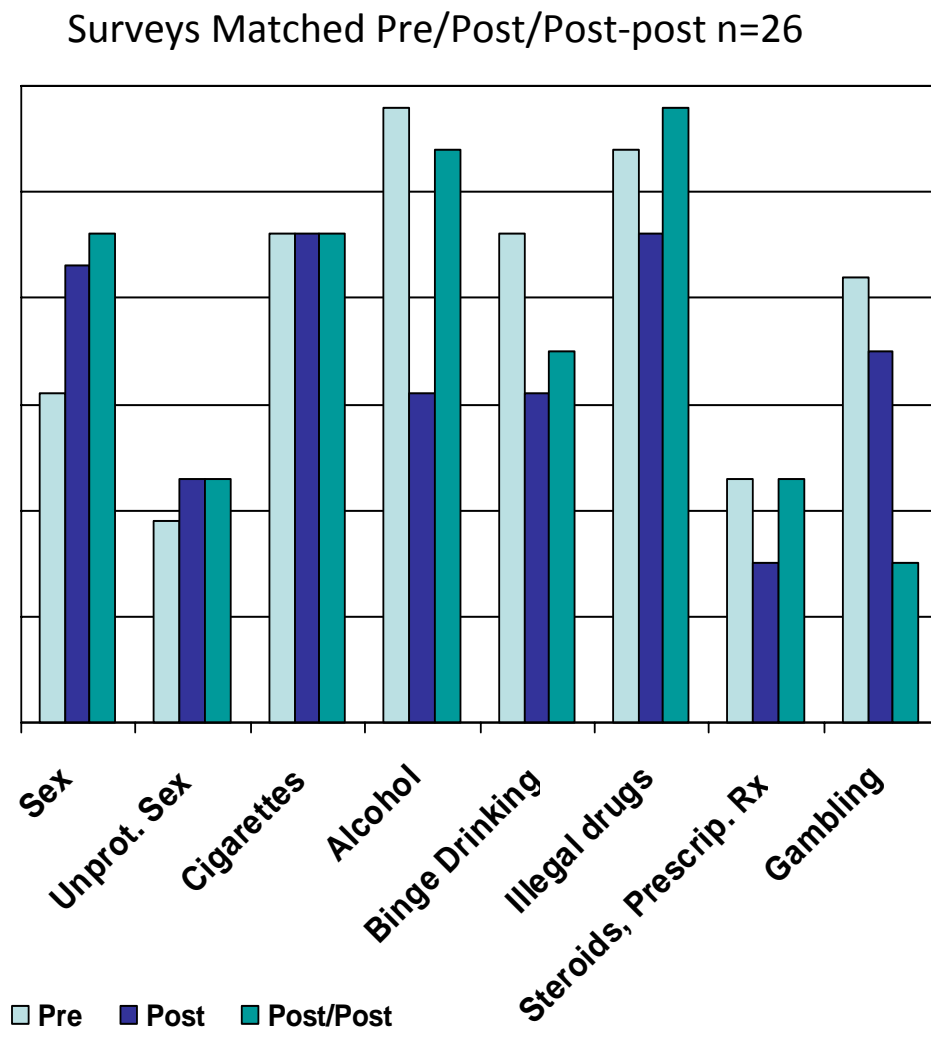
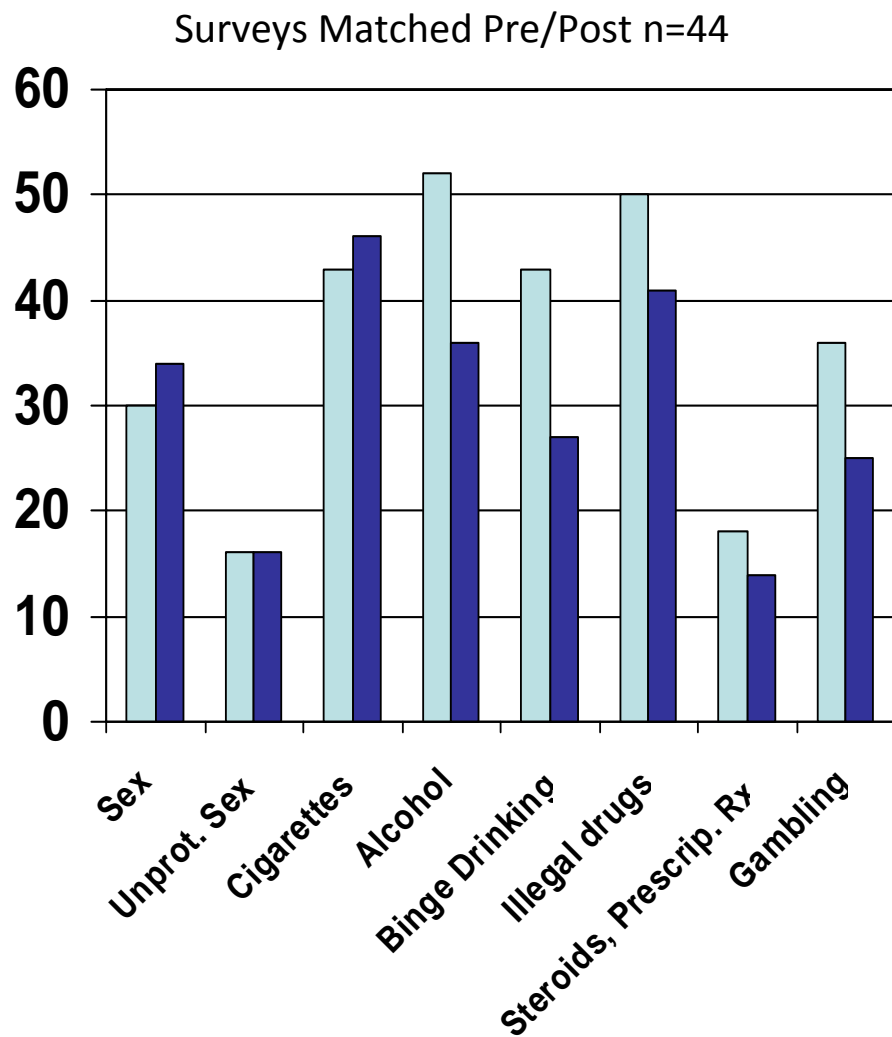
How do we think Taking Charge works?

- Taking Charge seeks to increase healthy decision-making among youth through structured information sharing, discussion, and debate to explore the parameters of addiction, develop social competencies, goal-setting, and anger and stress management that
 - Builds awareness of the link between risk factors and consequences of risky behaviors
 - Increases resiliency

What do we know now?

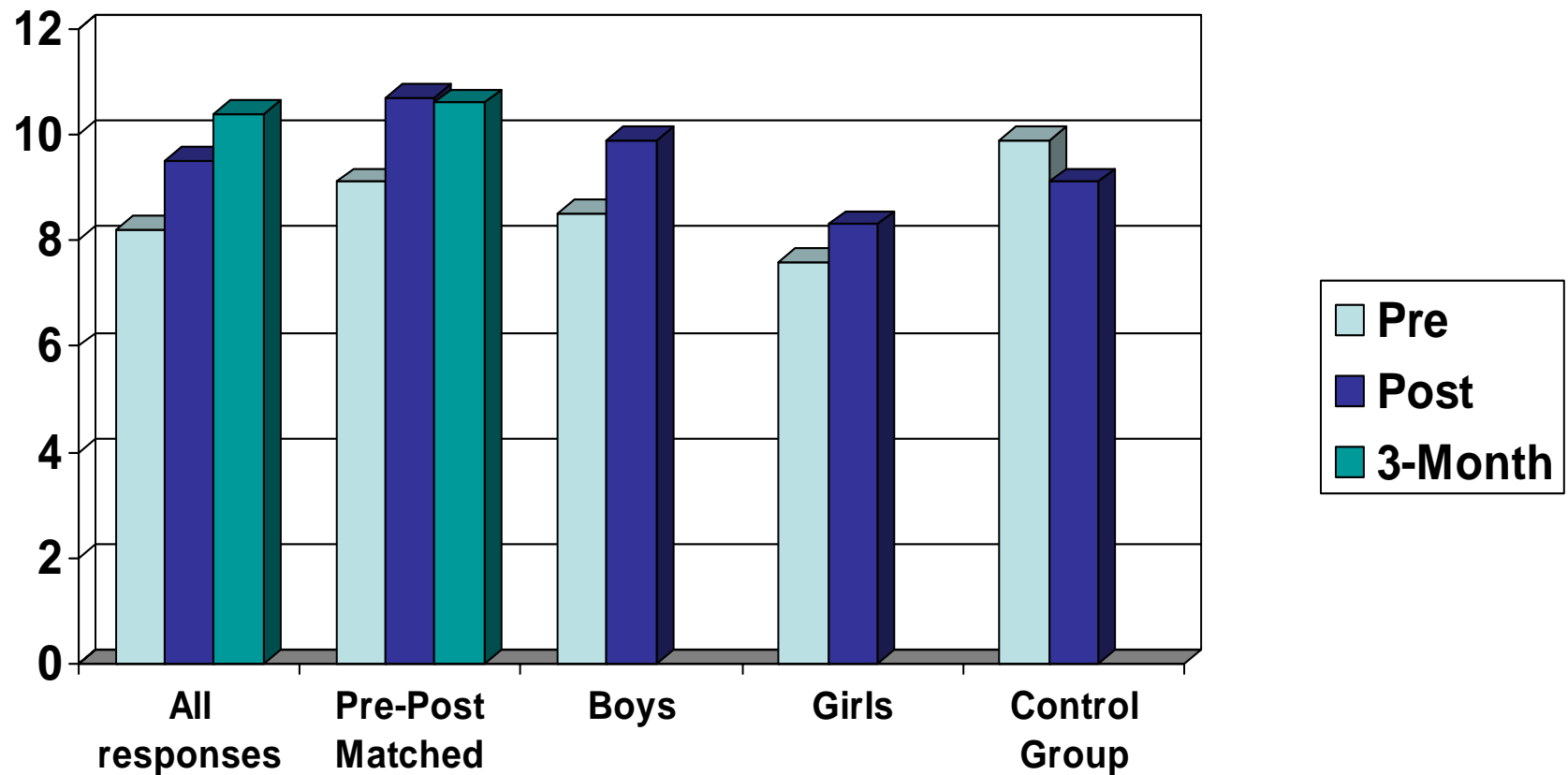
- Taking Charge has measurable positive outcomes related to drinking, binge drinking, illegal drug use and gambling.
 - Gambling is by far the strongest outcome in all subsets.
 - Settings have different outcomes related to the program – although sample size is still too small to tell exactly why.
- Kids who complete the program report positive changes in behavior, beyond what the surveys reveal.
 - Greater commitment to school, improved attendance, less risky drug use, less frequent risky behaviors.
 - Kids like this program and value the relationships they build with the facilitators.

Changes in Reported Risky Behavior – Matched



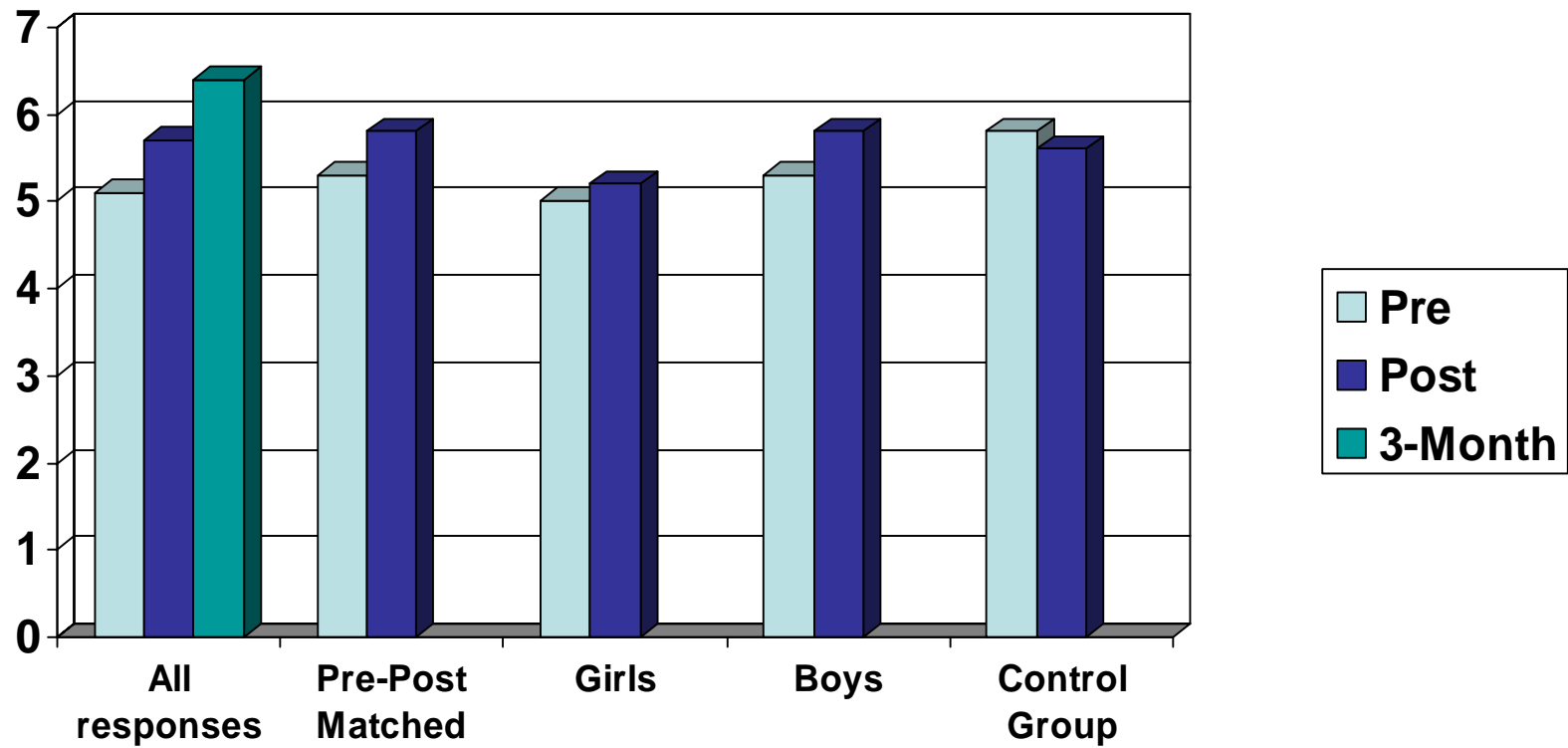
Pre Post Post/Post

Changes in Knowledge About Addiction



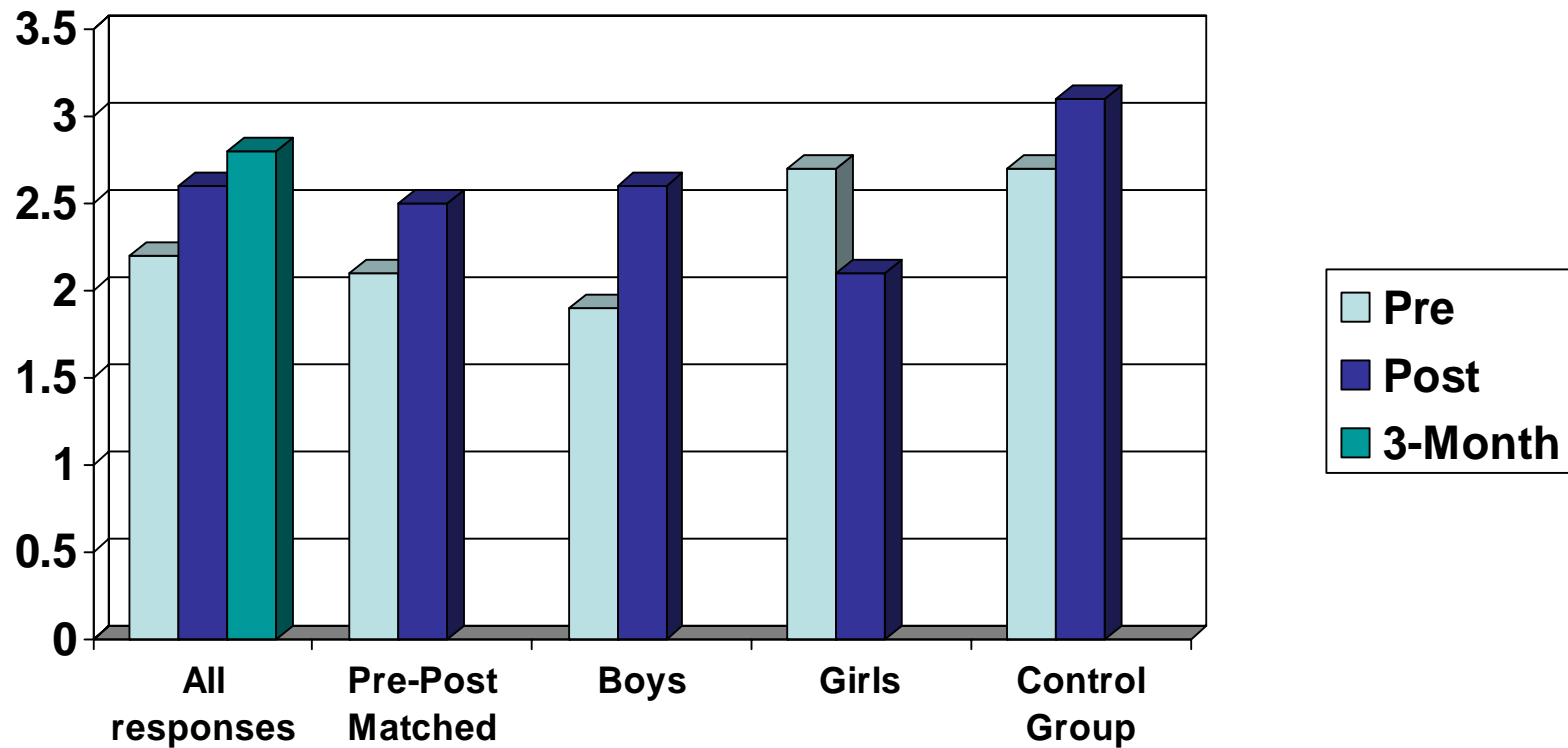
* Highest possible score is 13

Changes in Emotional Strategies/ Resilience



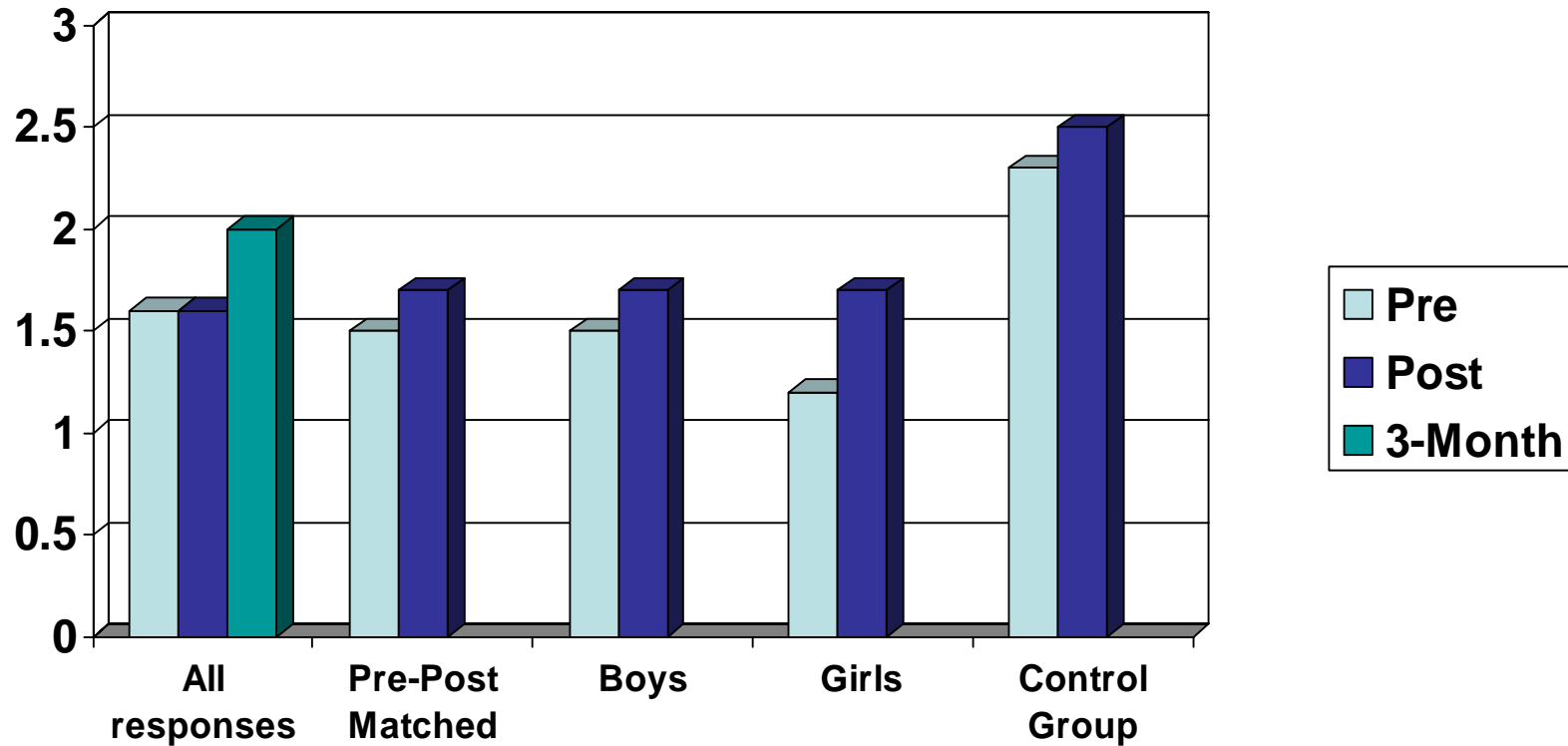
* Highest possible score is 7

Changes in Self Esteem



* Highest possible score is 4

Changes in Self Efficacy



* Highest possible score is 4

Student Focus Groups Findings

- Students find Taking Charge enormously helpful as a safe place where they can talk openly about their problems.
- Students bond with the facilitators, and wish they could maintain these relationships.
- Students would like to see Taking Charge expanded.
- The value of the individual modules depends on the group make-up and dynamics.
- Students suggest the expansion of Taking Charge to include healthy relationships.
- High school students think Taking Charge should be offered to middle school students, preferably in single-sex groups.

Overall, what did we learn from last year's evaluation?

- Kids view Taking Charge as really important.
- The evaluation tools need to be adapted to reflect changes in magnitude/frequency of behavior.
- Taking Charge should increase its focus on healthy relationships, to address rates of unprotected sex (HS groups).
- Taking Charge should increase its focus on middle school groups.
- There is still a significant loss to follow-up; students start the program, but don't finish, and there is virtually no data on these kids or the program's effect on them. The kids who engaged in risky behaviors at the pre survey were more likely to drop out.
- Small sample size continues to limit analysis of outcomes of the curriculum, as well as comparison with the control group.
- Taking Charge should seek out co-facilitators embedded in the sites who can assist with data collection and serve as a support for kids after they've completed the program.

Evaluation Methods in 2009/10...

- Evaluation coordinator to provide support and quality assurance for facilitators.
- Enhancement of participant surveys to measure changes in frequency and magnitude of behaviors.
- Facilitator adherence surveys to monitor fidelity.
- Use of co-facilitator from the site, wherever possible, to assist with data collection, support students after the end of the program, and build capacity.
- Exit interviews with participants who leave the program prior to the end of the curriculum.
- Use of a control group at as many sites as possible.
- Collection of qualitative data, through focus groups conducted at the final session.

Pre-curriculum Survey

- This survey allows us to gather a baseline on the behaviors and attitudes of the participants, and gives us something to measure against when we survey the kids at the end.
- A unique identifier is provided by each participant, enabling evaluators to compare pre and post-surveys at the individual level.
- Each participant **must** complete the pre-curriculum survey at **their** first session – even if they join the group late.
 - We will be able to control for this later by reviewing attendance sheets.

Post-curriculum Survey

- The post-curriculum survey allows us to track changes in attitudes and behavior upon completion of the curriculum.
- Participants should complete this survey at their last session – even if they leave the curriculum early.
- This survey will also be administered at the 3-month follow-up session.

Facilitator Session Evaluations

- Each module of the curriculum has its own session-specific evaluation.
- Provide all information requested and include any handouts or other materials that you use.
- Return evaluations for Module 1-4 after Session 4, and return the remainder of the evaluations after the final session.

Early Exit Interview Questionnaire

- This interview tool will be used if a student is withdrawing from the group for any reason.
- The interview should be conducted by someone other than the group facilitator, if at all possible.

Post-post Surveys

- Surveys will be administered at the 3-month follow-up meeting of the group.
- These questionnaires will allow evaluators to track the staying power of the behavioral changes in the months following the completion of the curriculum.

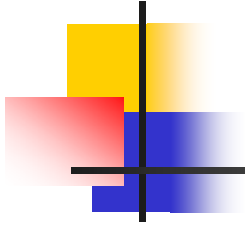
Student Focus Group Protocol and Questionnaire

- At the 3-month follow-up session, a neutral party* will conduct a focus group with the participants, to gather qualitative feedback on the curriculum.
- Facilitators should plan to attend the session to encourage student attendance.

**Note – so many participants wanted to see their facilitators again we think having the focus group with both parties and having the facilitator leave before questions on them are asked might work and improve participation levels.*

Control groups?

- Why do we need them?
 - To validate our outcomes
- How do we find them?
 - If you are administering Taking Charge in a place where other programs are ongoing, perhaps they would be willing to complete the pre/post questionnaire for us to aid in our evaluation – we'd be happy to add a couple of questions of interest for them if that helps.
- What do we do with them?
 - Control groups complete the pre, post, and post/post tools just as the kids in your group do.



Taking Charge: A Path To Healthy Choices

Curriculum Overview

Taking Charge: A Path To Healthy Choices

- 8-12 week Prevention and Treatment Curriculum For Youth
- Developed by: Jordyn Hagar MSW
- Supported By:
 - DMHAS Problem Gambling Services of Connecticut
 - Lower Fairfield County Regional Action Council

We will cover...

Overview of the Curriculum

- History
- Content – Format, Curricula Options

Implementation

- Uses for Prevention and Treatment
- Applications: gambling and substance abuse

Evaluation

- Results To-Date
- How Results Have Been Used To Improve The Curriculum
- Next Steps in the Evaluation

Curriculum Development

- Originated from Beat Addiction:
 - Choose the Right Path
- Creates awareness between risk factors and consequences of risky behaviors
- Creates a framework and strategies to “operationalize” the relationship between risk factors and consequences of risky behaviors

Taking Charge was created to...

- *Increase healthy decision-making* among youth through structured information sharing, discussion and debate.
- To *explore* the parameters of addiction, observe their own behavior patterns, develop social competencies, goal-setting, and anger and stress management

Teaching Methods Include:

- Individual and group discussion
- Individual worksheets and
- Personal monitoring of stress, behaviors, consequences,



Curriculum Content

- 12 modules: 3 Curriculum Options
- Each Module: 45- 60 minutes
 - Goals
 - Planning
 - Activity
 - Helpful Hints
 - Worksheets (Modules 2-11)
 - Additional Resources

Curriculum Modules

Modules 1 & 2:

Module 1: Introductions, Pre-test

Module 2: What is Addiction?

Focus:

- Creating “tone” for the course
- Establishing behavioral and knowledge baseline
- General exploration of addiction

Curriculum Modules

Modules 3 & 4:

Module 3: Addictive Use

Module 4: The Cost

Focus:

- Awareness Building
- Group members explore their own behavior patterns and the consequences of their behaviors

Curriculum Modules

Modules 5-11:

Module 5: Problem Solving (Recognition/Skills)

Module 6: Control (Responsibility/Accountability)

Module 7: Trust (Development)

Module 8: Anger (Management)

Module 9: Stress (Management)

Module 10: Decision Making

Module 11: Goal Planning

Focus: Development of Social Competencies

Curriculum Modules

Module 12:

- Specific information about problem topic (e.g. Gambling, substance abuse, sexuality, etc)

Focus: Deterrence through knowledge



Curricula Options

Options:

Curriculum #1:

- Participants have addiction issues and receive treatment

Curriculum #2:

- Participants have substance abuse issues but do not engage in individual treatment

Curriculum #3:

- Participants are at-risk of being involved in risky behaviors

Contact Information

CT DMHAS Problem Gambling Services
Susan D. McLaughlin

860-262-5983 or susan.mclaughlin@po.state.ct.us

Visit our website: www.ct.gov/dmhas/problemgambling

Taking Charge Training/Implementation

Ingrid Gillespie

203-356-1980 ext 7914

rac@liberationprograms.org

Evaluation

Kristin duBay Horton

203-330-9941 or kristindubayhorton@yahoo.com

Beat Addictions additional information

Holly Koofer

573-523-7467 or betsoff@molottery.com

What can we do to promote PG Prevention?

- Elevate concern about gambling to a level comparable to that of substance use;
- Raise awareness of all school personnel to recognize/refer students experiencing gambling problems or the gambling probs of a loved one;
- Infuse gambling into ATOD prevention programs as risky behavior, addiction;

What Can We Do, con't.

- Add gambling questions to all SA/MHD screens/assessment process.
- Review school/team/parent organization policies on gambling & fundraisers/recreation and explore practices of allowing/promoting card play, raffles, sports betting pools, etc.;
- Advocate for increased funding for prevention, treatment, research & evaluation.