



Iowa Department of Public Health
Protecting and Improving the Health of Iowans

IOWA GAMBLING TREATMENT PROGRAM

I-800-BETS OFF

1800BETSOFF.ORG

Welcome to the webinar sponsored by:

The Iowa Department of Public Health, Iowa Gambling Treatment Program
PREVENTION OF PROBLEM GAMBLING VIA A SPF LENS

PRESENTED BY: JULIE HYNES

APRIL 25, 2018
1:00 – 2:30 PM, CENTRAL TIME ZONE

Webinar 4 of 6 – Webinar Series 2018

Looking to the Horizon: *Trends in Problem Gambling Prevention, Treatment, and Recovery Services*

“SPF’ing”

PROBLEM GAMBLING

with existing prevention efforts.

Julie Hynes, MA, CPS

Iowa Department of Public Health Webinar

April 25, 2018

FIRST THING FIRST:

The screenshot shows the homepage of preventionlane.org. At the top left is the Lane County Oregon Public Health logo with the tagline 'Prevent. Promote. Protect.' and the website URL www.preventionlane.org. Below the logo is a navigation menu with categories: PREVENTION FOR..., PREVENTION TOPICS, PREVENTION BASICS, RESOURCES, and GROUPS. A search bar is also present. A large green banner features the text 'problem gambling prevention' next to an image of a hand holding a slot machine lever. Below the banner is a navigation trail: Home | Problem Gambling Facts | Youth Gambling | College Gambling | Resources/Links | About/Contact | Espanol | HELP. The main content area is titled 'IDPH Webinar - Using SPF for Problem Gambling Prevention' and includes the presenter's name, Julie Hynes, and the date, April 24, 2018. A sidebar on the left contains a 'Problem Gambling' section with links for 'About Us/Contact', 'About Our Program', 'Contact PreventionLane', 'Getting Here', and 'Lane County Problem Gambling Advisory Committee'. The main text of the webinar page includes a greeting and a disclaimer about Creative Commons copyright, followed by contact information for Julie Hynes.

problem gambling prevention

Home | Problem Gambling Facts | Youth Gambling | College Gambling | Resources/Links | About/Contact | Espanol | HELP

Problem Gambling

About Us/Contact

- > About Our Program
- > Contact PreventionLane
- > Getting Here
- > Lane County Problem Gambling Advisory Committee

You Are Here: Home / Prevention Topics / Problem Gambling / IDPH Webinar - Using SPF for Problem Gambling Prevention

IDPH Webinar - Using SPF for Problem Gambling Prevention

Julie Hynes | April 24, 2018

Presentations and resources from presenter Julie Hynes

Greetings, lowal

Our stuff is your stuff! Just keep in mind that the materials and presentations shared here are [Creative Commons copyrighted](#), so please use the material with citation; we are happy to share resources at no cost to you. Also, feel free to touch base with Julie Hynes for more information or resources: hynes@preventionlane.org | [@HynesUO](#).

Slide Deck:

Slide deck and resources from this webinar are online at:
www.preventionlane.org/IDPH

Objectives:

- Identify common risk and protective factors for the prevention of problem gambling
- Discuss using Strategic Prevention Framework in efforts
- Gain practical tools to bring back for use with target population(s)

LET'S BE REAL.

There are a lot of challenges that prevent us from preventing problem gambling.



THE BARRIERS IN PROB. GAMBLING PREVENTION ARE REAL.

Tobacco



Substance
Abuse



Problem Gambling



COMMON CHALLENGES:

- Lack of funding
- Lack of resources
- Limited research
- Perception of harm Industry
- Always something else that takes priority



SUBSTANCE USE DISORDERS

U.S. Pop. With Past Year Problem ¹

20.8 Million
7.8% aged 12+

2016 Public Funds Invested into SUD Treatment³

\$24.4 Billion
\$14.7 B Federal
\$9.7 B State

GAMBLING DISORDERS

U.S. Pop. With Past Year Problem ²

2.2%
aged 18+
5.45 Million
(3.8 times smaller)

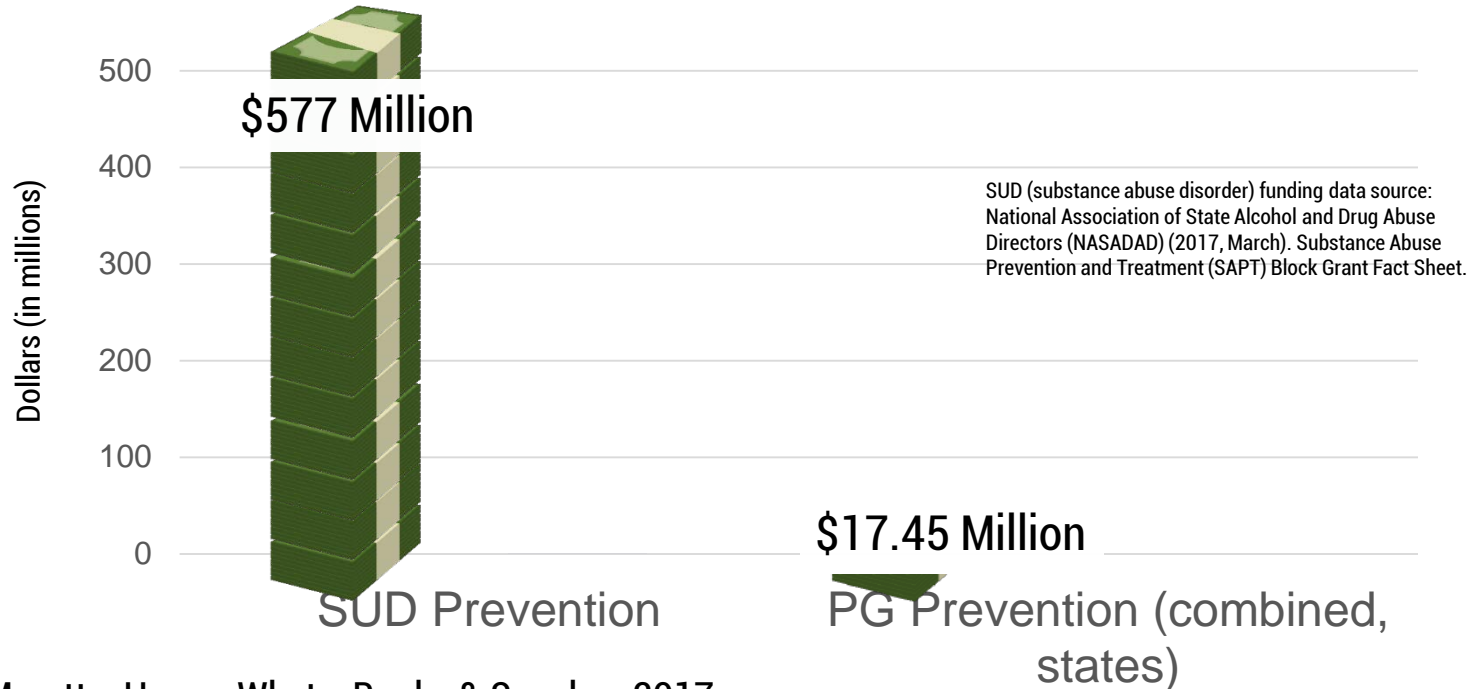
2016 Public Funds Invested into Problem Gambling Services⁴

\$71.6 Million
(341 times smaller)

¹ 2015 National Survey on Drug Use and Health. ² Williams, R.J., Volberg, R.A. & Stevens, R.M.G. (2012). ³SAMSHA Spending Estimates – Projections for 2010-2020 ⁴ APGSA & NCPG National Survey (2016)

SPENDING ON PROBLEM GAMBLING PREVENTION

Total spending: state agencies \$16.6M | affiliates \$854K
Average spending: state agencies \$347K | affiliates \$17K



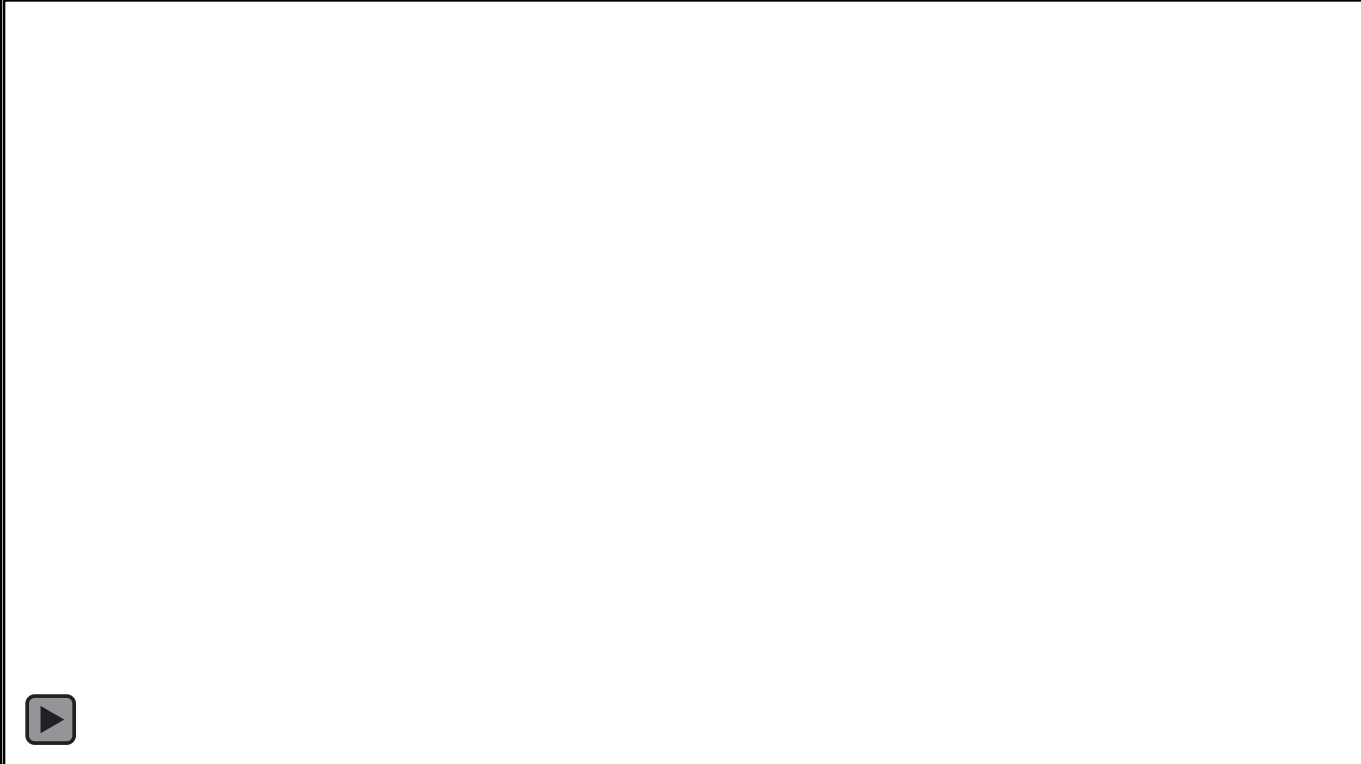
Source: Marotta, Hynes, Whyte, Rugle, & Scanlan, 2017

Poll Question 1

True or False:

Problem gambling is commonly addressed in prevention efforts.

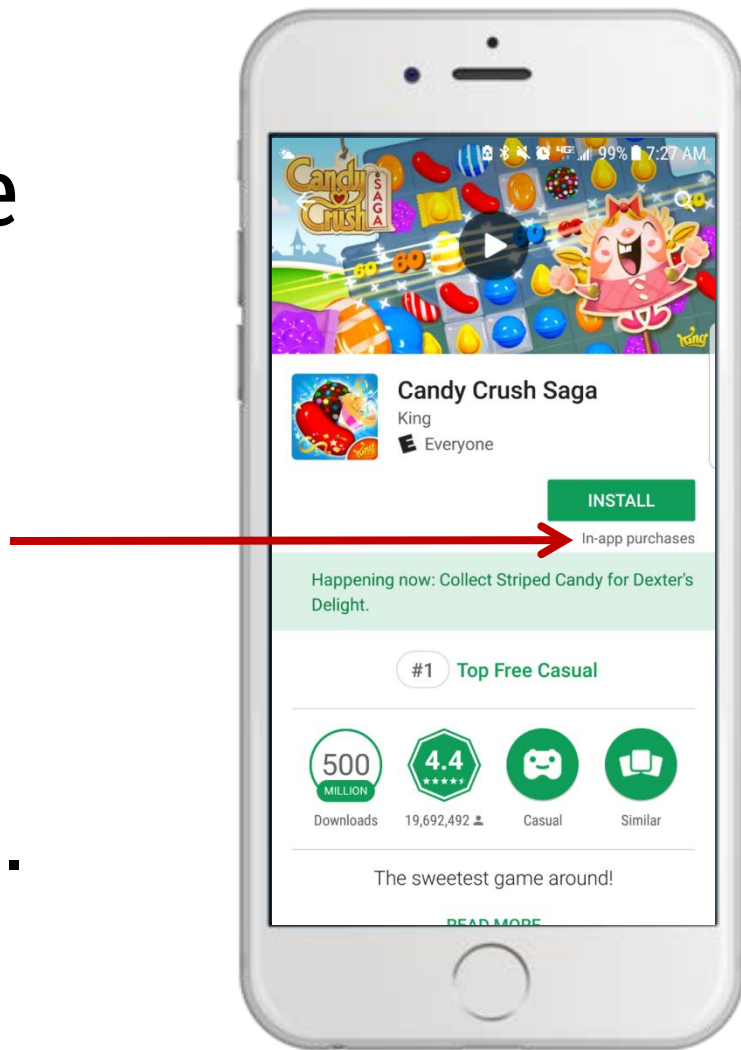
WHY IT'S SO IMPORTANT



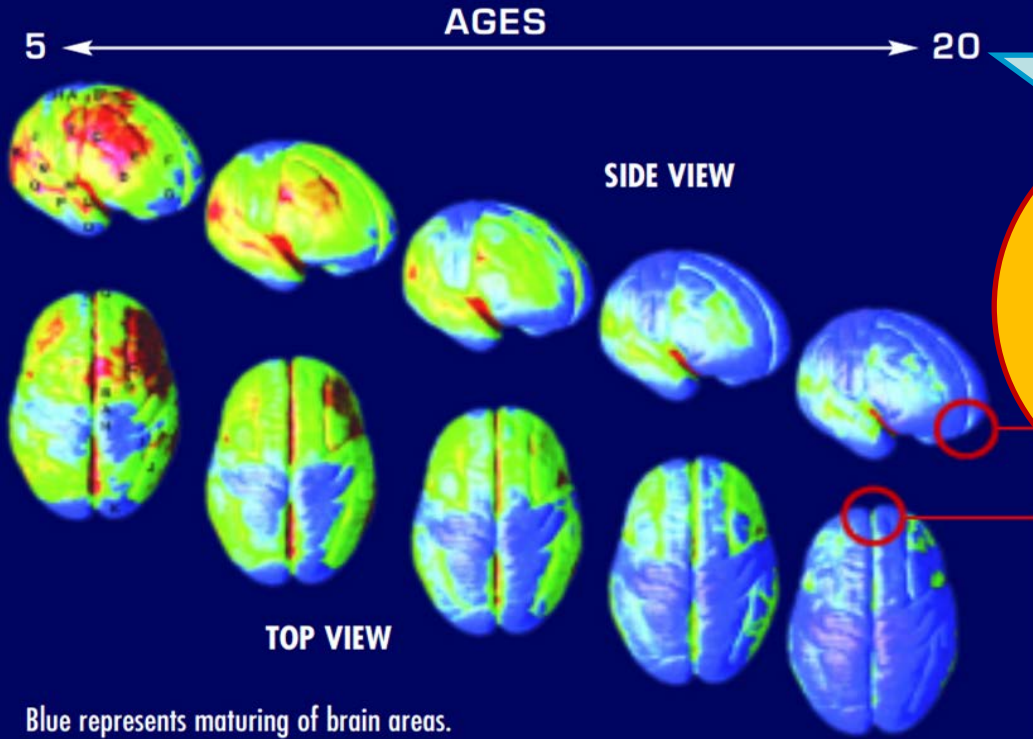
FICATION
MARKETING
BUSINESS

We don't think of these things as gambling.

Therefore, we don't think **our young people** are gambling.



IMAGES OF BRAIN DEVELOPMENT IN HEALTHY CHILDREN AND TEENS (AGES 5–20)



The brain is still developing until

25 years old!

PREFRONTAL CORTEX =
LAST PART to develop.
ADOLESCENT BRAIN =
sensitive to DOPAMINE.

OTHER AT-RISK GROUPS?



Social Development Strategy

**RISK & PROTECTIVE FACTOR
FRAMEWORK IN
PROBLEM GAMBLING**
40 Developmental Assets

Adverse Childhood Experiences (ACEs)

RISK & PROTECTIVE FACTOR THEORY

- Decades of research from Hawkins & Catalano and others (Biglan, Embry, etc.)
- Four domains
 - Parent
 - School
 - Community
 - Individual/Peer

RISK & PROTECTIVE FACTOR THEORY

- Problem behaviors share common risk factors
- Exposure to more risk factors increases risk, is exponential
- Protective factors buffer risk, build on strengths

Risk Factors for Adolescent Problem Behavior	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Community:						
Availability of Drugs	☑	-	-	-	☑	
Availability of Firearms	-	☑	-	-	☑	
Community Laws and Norms Favorable toward Drug Use, Firearms & Crime	☑	☑	-	-	☑	
Media Portrayals of Violence	-	-	-	-	☑	
Transitions and Mobility	☑	☑	-	☑	-	☑
Low Neighborhood Attachment and Community Disorganization	☑	☑	-	-	☑	
Extreme Economic and Social Deprivation	☑	☑	☑	☑	☑	
Family:						
Family History of High Risk Behavior	☑	☑	☑	☑	☑	☑
Family Management Problems	☑	☑	☑	☑	☑	☑
Family Conflict	☑	☑	☑	☑	☑	☑
Favorable Parental Attitudes and Involvement in the Behavior	☑	☑	-	-	☑	
School:						
Academic Failure in Elementary School	☑	☑	☑	☑	☑	☑
Lack of Commitment to School	☑	☑	☑	☑	☑	
Individual/Peer:						
Early and Persistent Anti-Social Behavior	☑	☑	☑	☑	☑	☑
Friends who Engage in Problem Behavior	☑	☑	☑	☑	☑	
Gang Involvement	☑	☑	-	-	☑	
Alienation and Rebelliousness	☑	☑	-	☑	-	
Favorable Attitudes toward the Problem Behavior	☑	☑	☑	☑	-	
Early Initiation of the Problem Behavior	☑	☑	☑	☑	☑	
Constitutional Factors	☑	☑	-	-	☑	☑

RISK FACTORS BY DOMAIN

FAMILY

- Family conflict
- Family history antisocial behavior - Low SES
- Parental use (gambling)

COMMUNITY

- Exposure to gambling
- Availability & accessibility
- Media portrayal

SCHOOL

- Academic failure & poor school performance
- Low school commitment

INDIVIDUAL/PEER

- Male
- Early initiation
- **Early big wins**
- Rebelliousness
- Delinquency
- Impulsivity
- **Competitiveness**
- Interaction w/ antisocial peers
- Friends' use/pressure
- Substance use, tobacco use, alcohol use
- Psychological distress, mental health issues

Barnes et al., 1999; [Dowling et al., 2017](#); Hayatbakhsh et al., 2006; Johansson et al., 2009; King & Delfabbro, 2016; Raylu & Oei, 2002; Scholes-Balog et al., 2014; Shead et al., 2010; Volberg, 2008; Winters et al., 2002

PROTECTIVE FACTORS BY DOMAIN

FAMILY

- + Encouragement of prosocial behavior
- + Parental supervision
- + High socioeconomic status

COMMUNITY

SCHOOL

- + Connection

INDIVIDUAL/PEER

- + Female
- + Prosocial involvement
- + **Early losses**
- + **Boredom**
- + **Awareness of risk**

Barnes et al., 1999; [Dowling et al., 2017](#); Hayatbakhsh et al., 2006; Johansson et al., 2009; King & Delfabbro, 2016; Raylu & Oei, 2002; Scholes-Balog et al., 2014; Sheard et al., 2010; Volberg, 2008; Winters et al., 2002

Poll Question 2

Which of the following risk factors are specific to problem gambling?

- **Early initiation**
- **Availability**
- **Community laws/norms**
- **Family attitudes/involvement**
- **All of the above**

Applying the Strategic Prevention Framework (SPF) to Problem Gambling Prevention

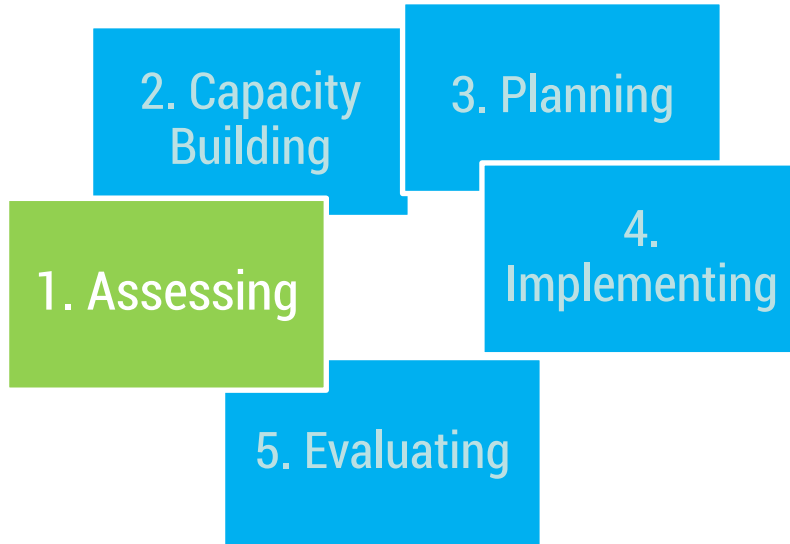
Applying Strategic Prevention Framework (SPF) to Problem Gambling Prevention



Use worksheet included online to get more in depth on SPF and problem gambling!

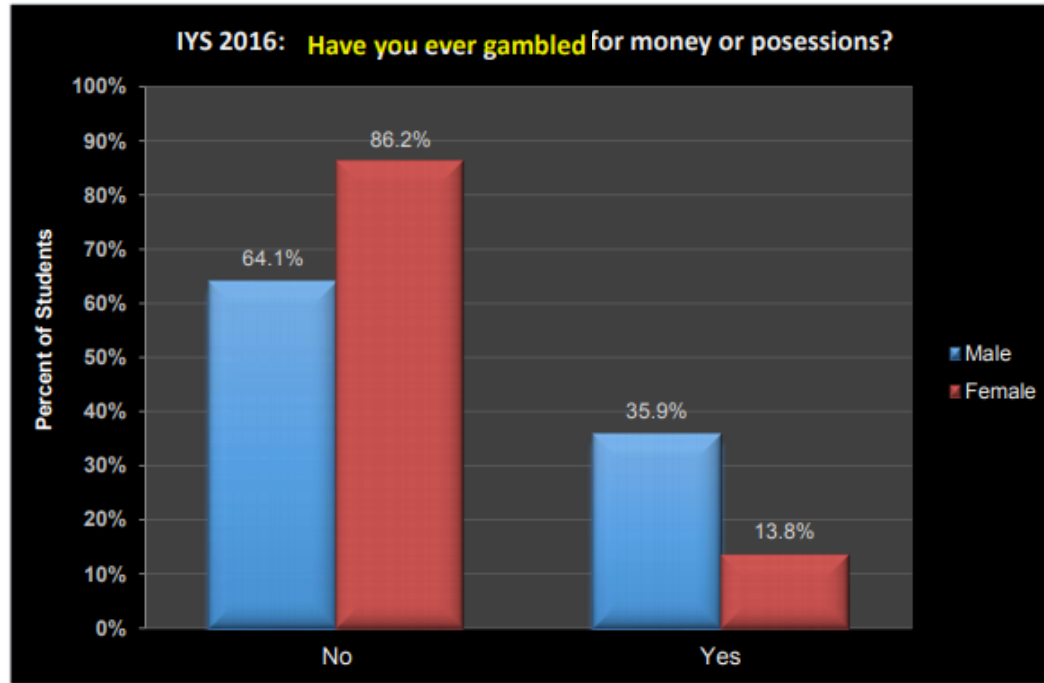
1. ASSESSING.

Do you have your community's baseline of what's needed?



- Risk & protective factors
- Existing resources / gaps
- Readiness?

ASSESSING. What we tend to ask youth...



Source: 2016 Iowa Youth Survey, as reported in Jones & Arndt, 2017.

2016 Iowa Youth Survey: ATOD

Lifetime Use of:	Ever Gambled?		Risk Difference
	No	Yes	
Alcohol	23.2%	46.9%	23.7%
Binge Drinking	3.6%	9.6%	6.0%
Marijuana	6.7%	14.9%	8.2%
Drugs	14.9%	29.0%	14.1%
Tobacco	6.4%	16.0%	9.6%

Source: Jones & Arndt, 2017.

2016 Iowa Youth Survey: Mental Health

Within Past 12 Months:	Ever Gambled?		Risk Difference
	Yes	No	
Feeling Worthless	56.1%	48.6%	7.5%
Thoughts of Suicide	17.5%	11.9%	5.6%
Depressive Thoughts	21.1%	17.2%	3.9%

Source: Jones & Arndt, 2017.

2016 Iowa Youth Survey, Problem Gambling Report: Recommendations

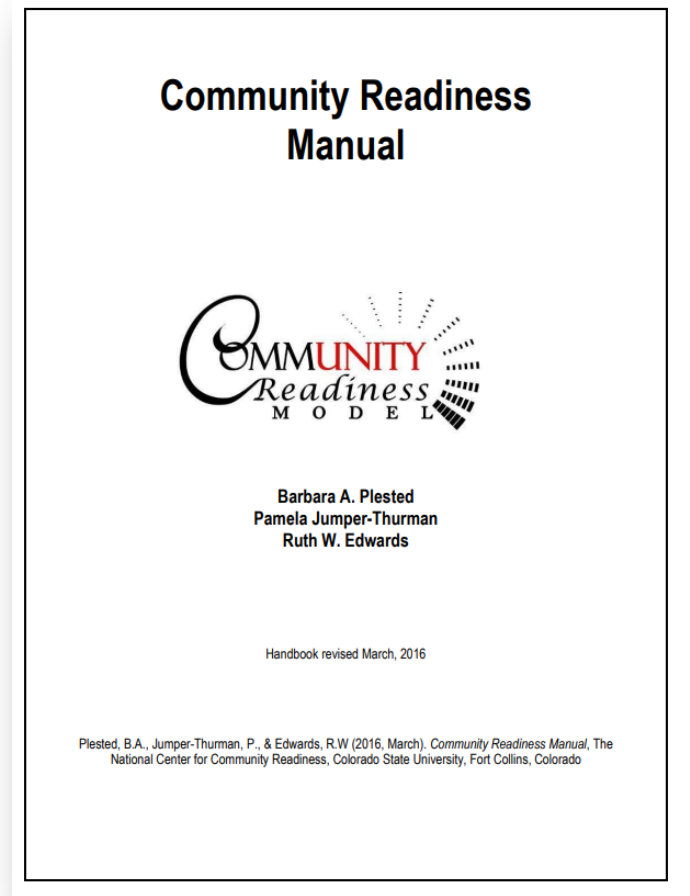
- Prevention efforts should target young males before the eighth grade.
- Examine potential protective factors that contribute to females' less frequent gambling behaviors.
- Consider using gambling behaviors as an indicator/risk factor for substance use and mental health problems.

2016 Iowa Youth Survey, Problem Gambling Report: Recommendations (cont).

- Ensure that adolescents in gambling treatment programs receive substance use and mental health screening.
- Gambling interventions should incorporate multicultural considerations for race, ethnicity, and social class.
- Investigate the Iowa Gambling Exposure Scale (IGES) as a simple screening tool for problematic gambling activity among youth.

Additional Considerations

Community Readiness Tool



Additional Considerations

Typical stages for problem gambling interventions →

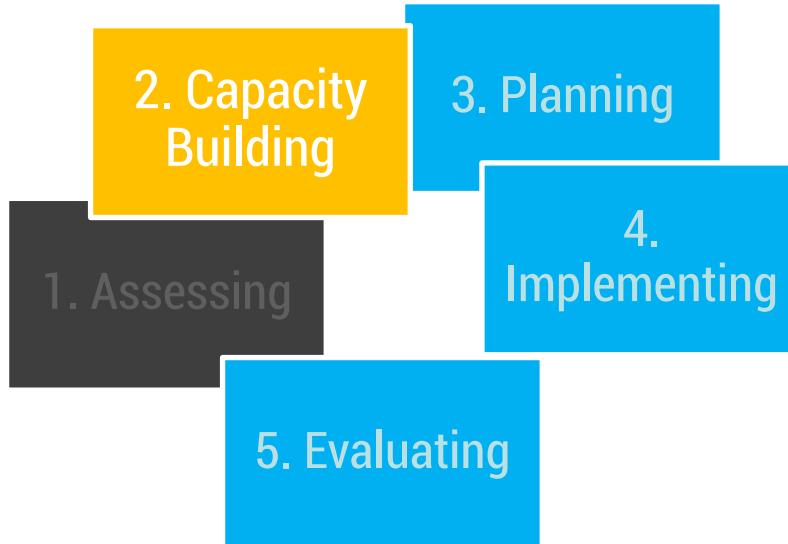
(Apologies for the Comic Sans) →

<https://www.oregonpgs.org/wp-content/uploads/2017/12/CRM-Manual-Specific-to-Problem-Gambling.pdf>

STAGE	DESCRIPTION
1. No Awareness	(PROBLEM GAMBLING) is not generally recognized by the community/leaders as an issue (or it may truly not be an issue).
2. Denial / Resistance	At least some community members recognize that (PROBLEM GAMBLING) is a concern, but there is little recognition that it might be occurring locally.
3. Vague Awareness	Most feel that there is local concern, but there is no immediate motivation to do anything about it.
4. Preplanning	There is clear recognition that something must be done, and there may even be a group addressing it. However, efforts are not focused or detailed.
5. Preparation	Active leaders begin planning in earnest. Community offers modest support of efforts.
6. Initiation	Enough information is available to justify efforts. Activities are underway.
7. Stabilization	Activities are supported by administrators or community decision makers. Staff are trained and experienced.
8. Confirmation/Expansion	Efforts are in place. Community members feel comfortable using services, and they support expansions. Local data are regularly obtained.
9. High Level of Community Ownership	Detailed and sophisticated knowledge exists about (PROBLEM GAMBLING) prevalence and consequences. Effective evaluation guides new directions. Model is applied to other issues.

2. CAPACITY BUILDING.

Do you have the support you need?



- What resources do we have?
- Who are our stakeholders?
- How do we get their buy-in?

Ideas...

- Local gov't/tribal agencies
- Nonprofit partners
- Schools
- Businesses
- Casinos
- Law enforcement / judicial system
- Community groups
- Youth
- Faith community
- EAP services
- Parents
- Who else?

CAPACITY BUILDING RESOURCES

Capacity Primer: Building Membership, Structure and Leadership



Community Anti-Drug Coalitions of America
National Community Anti-Drug Coalition Institute

Capacity Building Activity

The following activity is designed to help coalitions build their capacity through recruitment. This activity can be done one of two ways: either within the coalition or also as a presentation to various service clubs and organizations. The main idea is to gain new members and eventually have a coalition that represents the twelve sectors of the community outlined by the DFC.

The 12 Sectors

- | | | | |
|---|-------------------------------|--------------------------------|--|
| 1. Youth | 2. Parents | 3. Business Community | 4. Media |
| 5. School | 6. Youth Organizations | 7. Law Enforcement | 8. Government |
| 9. Other Organizations Involved in Reducing Substance Abuse | 10. Health Care Professionals | 11. Civic and Volunteer Groups | 12. Religious or Fraternal Organizations |

1. For the Coalition

Items Needed:

- 1 sheet of paper per person with the 12 Sectors listed
- Sticky Poster or way of placing the poster on a wall. This poster also needs to have lines placed on it, in order for information to stay clear and not get lost
- Markers
- 6 participating members minimum
- 15 minutes

Activity Procedures:

- Pass out the 12 Sectors list
- After it has been reviewed, ask each individual where they think the coalition is lacking representation
- Once the group has come to a consensus, write the decided upon Sector name on the top of the Poster
- At this point, have the coalition divide into teams of two
- Then instruct the members that each team is responsible for coming up with 2 names of individuals they know in this sector.
- When they have come up with their two names (should be given a 5 minute maximum time limit) have each team write the names on the poster.
- Once all of the names are listed on the poster, ask "Who would be willing to recruit these individuals?"
- At the end have a minimum of two individuals signed up to recruit those who have been listed.

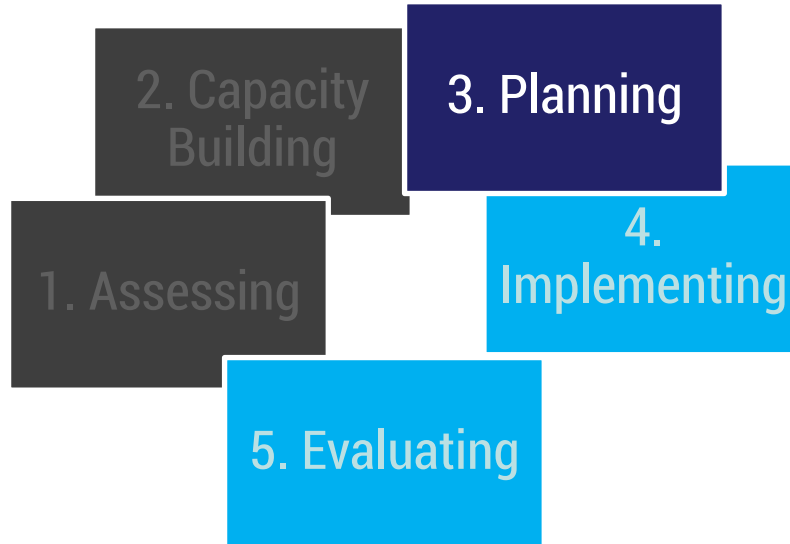
Recruitment Procedures:

- Ways to contact the listed individuals would be through email, phone, in person, online, etc.
- It is vital to make contact with each individual at least 3 times. If one way does not work, try another.
- When contacting the individual, present the facts of drug use and abuse in your community.
- Then, ask the individual where about their views on the subject and ways they think it could be resolved
- Quickly explain the CTC process happening in your community and ask if the said individual would be interested in joining with the process.
- When contacting an individual, it is important to have created some form of investment, even if that particular individual is not able to commit to joining the coalition. Asking questions of the individual is a great way to do this. Even if you can only get the person on your coalition's email list, it is still a success and may prove to be an important contact later on down the road.

Left: <https://www.cadca.org/sites/default/files/resource/files/capacityprimer.pdf>

Right: <http://drugs.indiana.edu/spf/docs/Capacity%20Building%20Activity.doc>

3. PLANNING!



- What 1-2 risk & protective factors are most important to address?
- Do we have existing tools?
 - Is this thing feasible?

USING CSAP'S EFFECTIVE PREVENTION STRATEGIES

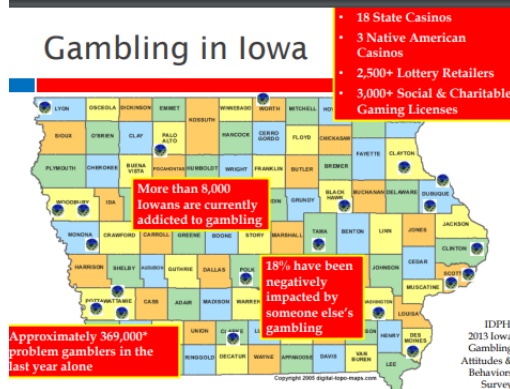
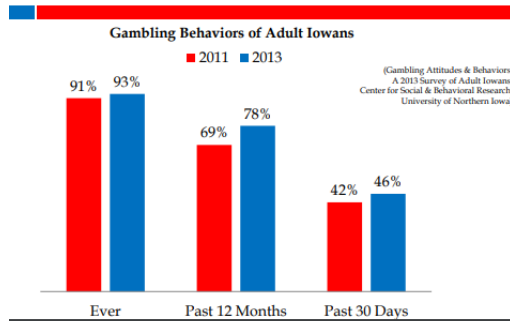
Research: it takes ongoing efforts in all six areas for prevention to really work

- Information Dissemination**
- Prevention Education**
- Alternative Activities**
- Community-Based Processes**
- Problem Identification/Referral**
- Environmental/Policy Approaches**

INFORMATION DISSEMINATION

[Presentations, PSAs, etc.](#)

Is it popular in Iowa? You bet!



[VIDEOS BASED ON BETTING GAMBLING EDUCATION PRESENTATION \(DECEMBER 2015\)](#)

Tools

[Bank-It](#)

[Gambling and the Justice System \(HFS - Flyer\)](#)

[Gambling in the Work Place Tool Kit](#)

[Gambling in the Work Place Tool Kit Posters](#)

Have the Conversation - Tips

[Casino Staff \(HFS\)](#)

[Families \(HFS\)](#)

[Tax Preparers \(HFS and Pathways\)](#)

[IGTP Work Plan Prevention Strategy Definitions and Examples](#)

[I-SMART Problem Gambling Domain Data Entry and User Guide](#)

[Is Your Gambling a Problem? \(1800BETSOFF.org screening tool\)](#)

[Money Smart for Young People](#)

[Promoting Wellness: A Guide to Community Action \(SAMHSA\)](#)

[Raising healthy kids in a technological world!](#)

[Self Exclusion Tool Kit \(February 2018\)](#)

[Self Exclusion - Review of New Legislation - Webinar \(July 2017\)](#)

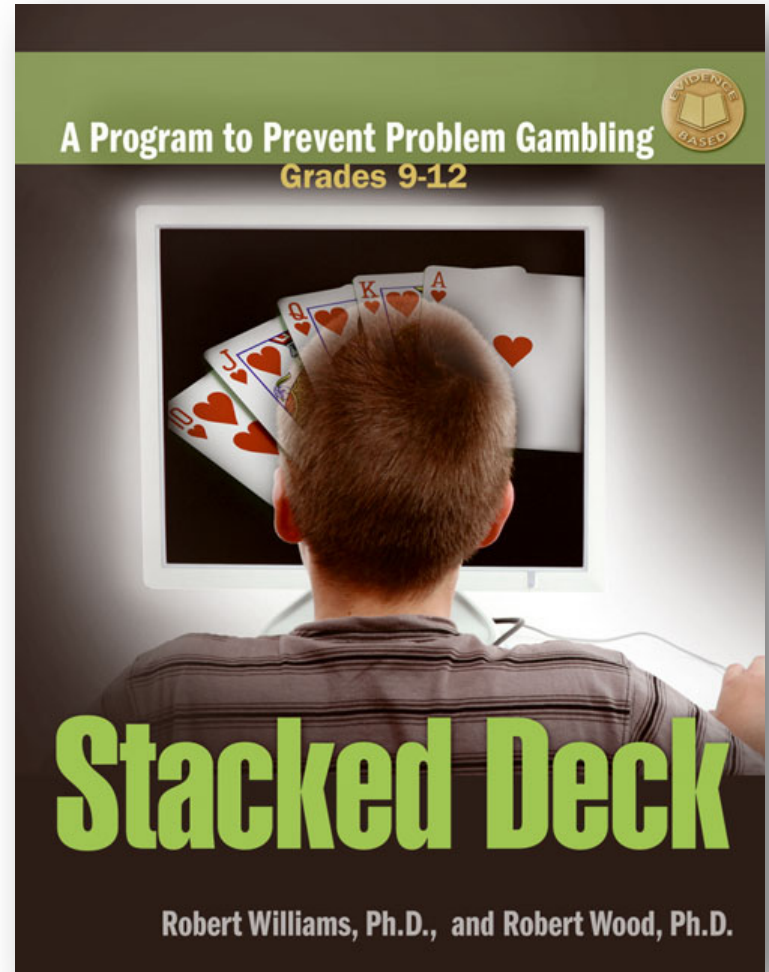


<https://idph.iowa.gov/igtp/prevention>

EDUCATION

There is exactly one (1) problem gambling curriculum in the National Registry of Effective Programs & Practice (NREPP).

http://www.hazelden.org/OA_HTML/ibeCCtpltmDspRte.jsp?item=30104



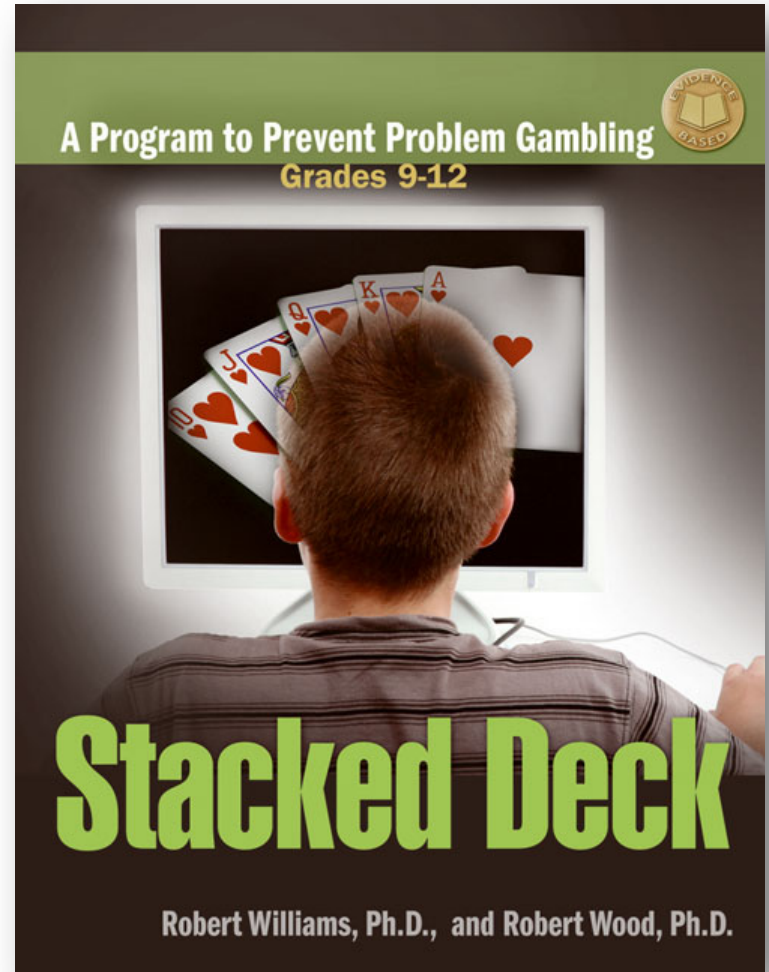
EDUCATION: Stacked Deck

Grades 9-12 | 5-6 lessons

Goals:

- teach young people the facts about gambling & related risks
- encourage responsible decision making
- prevent young people from becoming problem gamblers

http://www.hazelden.org/OA_HTML/ibeCCtpltmDspRte.jsp?item=30104



EDUCATION

REALISTIC FOCUS: Integration. Why?

Same risk & protective factors!

We don't have time!

Or money. DUH!



COMMUNITY-BASED PROCESS

- Integrate with existing AOD coalition
- Develop PG prevention coalition

Mission:

To reduce the negative effects of problem/disordered gambling in Lane County.

Goals:

- Increase community awareness about the effects of problem gambling, and promote awareness that problem gambling is a preventable and treatable public health problem.
- Reduce gambling behavior among youth by addressing the risk factors that may increase the risk of problem gambling and promoting the protective factors that may minimize the risk of problem gambling.
- Build and maintain partnerships of individuals, agencies, and community groups to help support community approach to problem gambling prevention.
- Work to mitigate the harms of gambling by advocating statewide policy changes



POLICY (ENVIRONMENTAL CHANGE)

- Testifying to legislature
- Retail scans/assessments

park or hangout clearly visible:
 yes, specify park/hangout: _____
 no
 Comments on "PLACE": _____

OUTSIDE ADVERTISING & PROMOTION

Check all that apply:	Y	N	U	NA
WIC certified				
Accepts EBT or SNAP				
Youth congregating in sight of door				

Outside advertising:

Advertising on doors	<input type="checkbox"/> alcohol	<input type="checkbox"/> tobacco	<input type="checkbox"/> lottery
Neon/illuminated signs	<input type="checkbox"/> alcohol	<input type="checkbox"/> tobacco	<input type="checkbox"/> lottery
Reader board	<input type="checkbox"/> alcohol	<input type="checkbox"/> tobacco	<input type="checkbox"/> lottery
"Sandwich board" or free-standing	<input type="checkbox"/> alcohol	<input type="checkbox"/> tobacco	<input type="checkbox"/> lottery
Sign on pole	<input type="checkbox"/> alcohol	<input type="checkbox"/> tobacco	<input type="checkbox"/> lottery

Is on shopping carts				
Is on sign (neon or free-standing)				
Is near youth directed areas (ice cream cooler, kids' activities, toys, etc.)				
Appeals to youth/young adults				
Includes bilingual messaging				
Includes UO symbols/language				

Number of tobacco advertisements in view: _____

Gambling/lottery advertising:

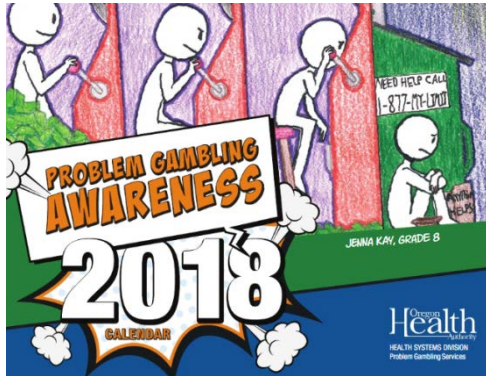
	Y	N	U	NA
Is only in areas where minors are prohibited				
Is only where lottery/scratch-it tickets are being sold				
Is below 4 feet				
Is near youth directed areas (ice cream cooler, kids' activities, toys, etc)				
Includes UO symbols/language				
Appeals to youth/young adults				
Includes bilingual messaging				
Appears to be racially/ gender distinct				
Includes UO symbols/language				

Number of gambling/lottery advertisements in view: _____

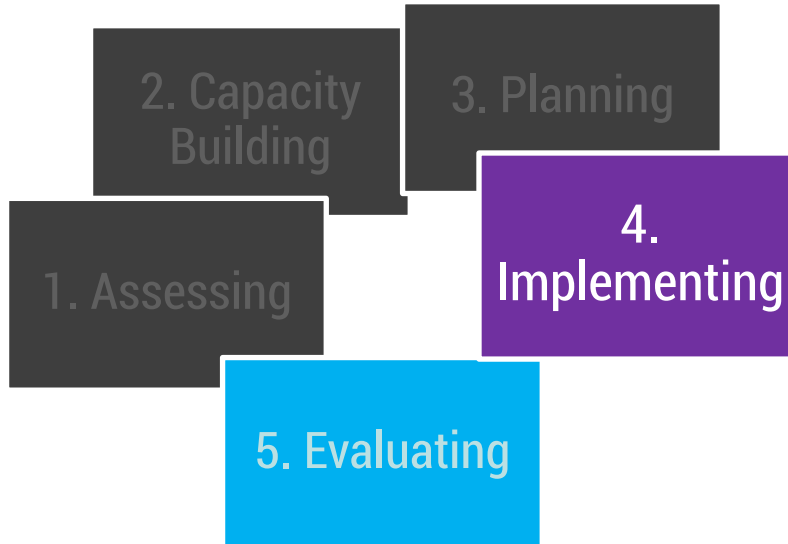
Please return to: Lane County Public Health Prevention Program, 151 W. 7th Ave. Rm. 520, Eugene, OR 97401

ALTERNATIVE ACTIVITIES

- Mini-grants for video development
- Art search / contest
- For existing events: provide PG prevention material at at casino nights



4. IMPLEMENTING: The Part Everyone Wants to Skip To!



- Can we do this while maintaining fidelity?
- Are we evaluating this initiative?
- Can we keep this going?

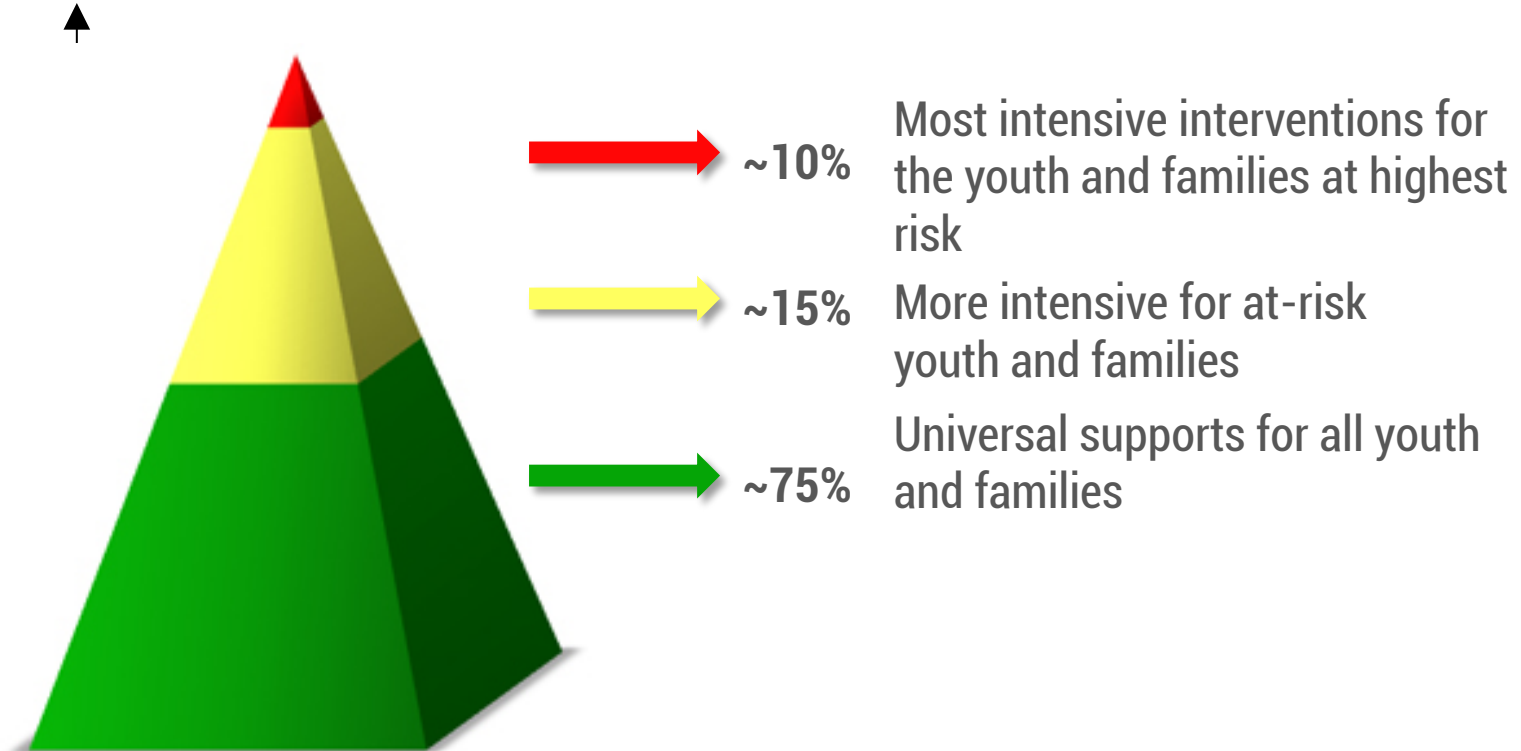
RESEARCHERS RECOMMEND OVERALL PREVENTION INITIATIVES AS MOST EFFECTIVE.

i.e.,

- Prevention efforts that address **RISK FACTORS** common to other problem behaviors;
- Prevention efforts that address **PROTECTIVE FACTORS** (e.g., prosocial behaviors)

Examples: Alcohol & drug curricula, Life Skills programs, parenting programs, etc.

THE RIGHT SUPPORT TO THE RIGHT YOUTH



A Few Other Ideas...

- Community presentations (**NOT billed as "gambling presentation"!**)
 - PTO/PTA night ----->
 - Include in suicide prevention trainings
- SBIRT – add Brief Biosocial Gambling Screen questions
- Table tents in cafeterias
- Web banners
- Sharing example social media posts w/providers



Realistic Approaches for Working with Schools

- “How can we help?” approach
- Partnering with any ally
 - e.g., kid’s friend’s mom is assistant principal*
- Tapping into community parenting programs
 - e.g., Strengthening Families*
- Integrating with selective prevention programs
 - e.g., Reconnecting Youth*
- Considering timing
 - e.g., not September or months during state testing*

5. EVALUATION: The Part No One Ever Has Money For



- Have we done what we said we were going to do?
- Were the “right” strategies addressed?
- What can we do to improve?

EVALUATION

the gambling UNTEST

Your answers will be confidential—so please don't put your name down.
Circle the answer that seems best to you.

- Which of the following would be considered "gambling"?

<input type="radio"/> Playing a Lottery scratch-off ticket.	<input type="radio"/> Placing a \$1 bet on a football team.	<input type="radio"/> Racing your friend home for a soda.	<input type="radio"/> All of these.
---	---	---	-------------------------------------
- A coin comes up "heads" 11 times in a row. On the next flip of the coin, is it more likely to come up heads or tails?

<input type="radio"/> Heads	<input type="radio"/> Tails	<input type="radio"/> Either heads or tails.
-----------------------------	-----------------------------	--
- Research shows that what percentage of Oregon teens already have signs of a gambling problem.

<input type="radio"/> 1%	<input type="radio"/> 4%	<input type="radio"/> 8%	<input type="radio"/> 40%
--------------------------	--------------------------	--------------------------	---------------------------
- Which would be most likely a sign of problem gambling behavior?

<input type="radio"/> Gambling to win money back that's been lost through gambling.	<input type="radio"/> Setting limits on time and money spent.	<input type="radio"/> Playing just for fun.	<input type="radio"/> Occasional poker playing with friends.
---	---	---	--
- What would NOT be a good way to get help for someone with a gambling problem?

<input type="radio"/> Call the 24-hour help line, 1-877-MI-UMT.	<input type="radio"/> Talk with the person and tell them you are concerned.	<input type="radio"/> Talk with a school counselor.	<input type="radio"/> Wait for the problem to go away.
---	---	---	--
- Which of the following is LEAST likely to happen to you?

<input type="radio"/> Being struck by lightning.	<input type="radio"/> Winning or sharing Powerball jackpot.	<input type="radio"/> Being involved in an airplane crash.	<input type="radio"/> Becoming a pro athlete.
--	---	--	---

Please circle your age:	9-11	12-14	15-17
Please circle your gender:	Male	Female	
Please circle your ethnicity (circle all that apply to you):	Caucasian	Hispanic/Latino	Black/African-American
		Asian	American Indian or Alaska Native
			Hawaiian or Pacific Islander

You're done— **THANKS!**

Lane County Problem Gambling Prevention Program | www.preventionlane.org

- Pre/post-tests
- Surveys
- Longitudinal data on youth/adult surveys (attitudes & behaviors)
- Retail sales
- Added questions on existing evaluations

TAKING THE PLUNGE



It doesn't need to be complicated!!

Infusing problem gambling language within the context of the curriculum/ eval can easily meet fidelity requirements

Poll Question 3

Which of the following steps in the Strategic Prevention Framework involves finding out which stakeholders might we tap to address problem gambling ?

- Assessment
- Capacity Building
- Planning
- Implementing
- Evaluating

Poll Question 4

Of the following examples, which might be most feasible prevention strategy to in the **IMPLEMENTATION PHASE** of SPF, using the existing resources in your work setting:

- Develop new curriculum specific to problem gambling
- Implement a media campaign on youth and gambling
- Integrate problem gambling with other prevention messaging
- Change policies on gambling

THE TAKEAWAY:

- Problem gambling has many common risk & protective factors with other addictive & problem behaviors
- Existing practices in SPF and other px practices work for problem gambling px
- Let's work together!!

THANK YOU!

Connect:

preventionlane

hynes@preventionlane.org



[facebook.com/
preventionlane](https://facebook.com/preventionlane)



[@Preventionlane](https://twitter.com/Preventionlane)
[@HynesUO](https://twitter.com/HynesUO)

Question and Answer

We will now take time to answer questions and respond to comments that have been submitted.

Type your **question or comment** in the question box on the right-hand side.

broadcast.

For more information on upcoming trainings, including the *Looking to the Horizon Webinar Series*, go to www.trainingresources.org.

Certificates will be available at www.trainingresources.org under your individual account within 2 weeks of this training.

THANK YOU FOR ATTENDING
THIS WEBINAR!