



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

The Maryland Center
of Excellence
on Problem Gambling



Challenges and Changes with a Gambling Prevention Program for Urban Schools

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Presentation Outline

- Background
- Adaption of Smart Choices
- Implementation of adapted program
- Pre-Post Data
- Focus group information
- Discussion

Background

- Over half of U.S. teenagers report harmful gambling
 - Survey indicated 66% of 14-19 y/o
- Estimates of problem gambling between 5.3-12.7%
 - 8.6-22.7 considered at-risk
- Adolescents with problem gambling more likely to report:
 - Substance use, low grades, sexual activity, depression, and suicidal thoughts

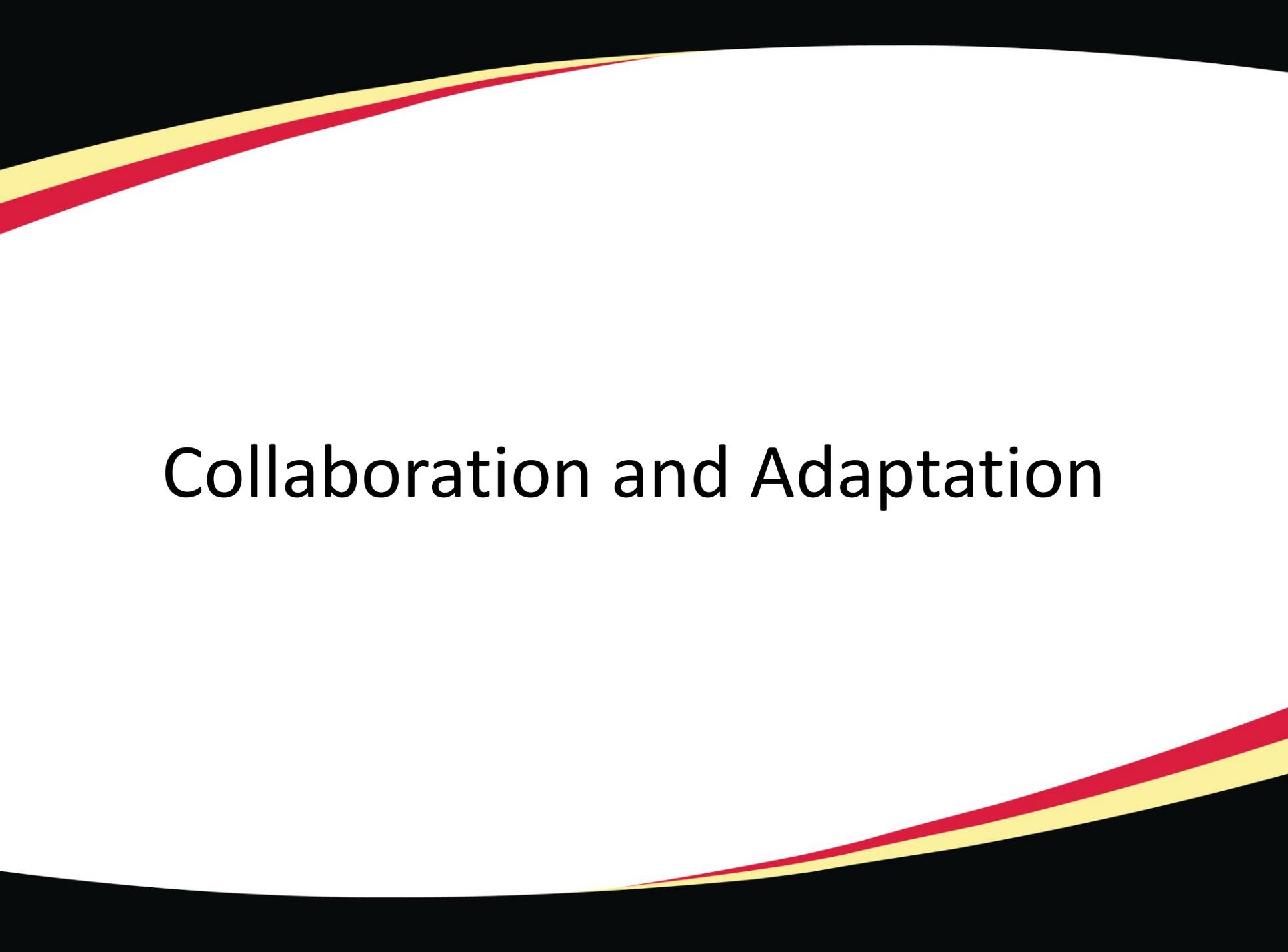
Background Cont'd

- Gender and ethnicity most significant socio-demographic factor related to gambling activity
 - Adolescent males gamble (10.8%) more than females (2.1%)
- African American youth at increased risk as compared to Caucasian peers
 - African American youth (9.7%) vs. Caucasian (4%)-Nationally
 - 22% of males and 5% of African American males reported problem gambling in an urban sample (Wickwire et al., 2007)
- Greatest population at risk for problem gambling

(Welte et al., 2009; Dervensky & Gupta, 2000; Jacobs, 2000)

Background Cont'd

- With 4-8% of youth engagement in problem gambling and 10-15% at-risk intervention with adolescents is warranted and necessary
 - Significant negative financial, occupational, relational, and mental health consequences
- Smart Choices is a gambling prevention program previously used in suburban schools
- Data from Baltimore City schools indicated challenges with program relevance, youth engagement, and behavior management
 - Adapted this year for implementation in Baltimore City



Collaboration and Adaptation

The Collaboration

- The Center of Excellence on Problem Gambling
 - Carl Robertson
- The Center for School Mental Health
 - Brittany R. Parham-Patterson
 - Tracy Palmer
 - Phyllis Lee
 - Kelly Willis

Method (Part 1)

- Adapt Smart Choices Program to:
 - Increase cultural relevance for urban youth
 - Increase student engagement
 - Decrease behavior problems
 - Improve program effectiveness

But how...

Adapting Smart Choices

A Conceptual Framework

- Cognitive information processing
 - Language*
 - Age
 - Developmental level*
- Affective-Motivational Characteristics
 - Gender
 - Ethnicity*
 - Socioeconomic status*
- Environmental characteristics
 - Ecological aspects of community

Adapting Smart Choices Cont'd

- Two basic types of program adaption
 - Program content
 - Form of program delivery
 - *Characteristics of the delivery person(s)*
 - *Channel of delivery*

	Smart Choices: Year 1	Maryland Smart Choices: Year 2	Key Adaptions
Program Content	<ul style="list-style-type: none"> • Defining gambling (adult focus) • Understanding concept of Chance • Illusion of Control 	<ul style="list-style-type: none"> • Exploring youth gambling • Skill vs. Luck • Tricks and Strategies • Applying Problem Solving Skills 	<ul style="list-style-type: none"> • Simplification of content • Youth driven
<u>Program Delivery:</u> <i>Characteristics of facilitator</i>	<ul style="list-style-type: none"> • Outside agency 	<ul style="list-style-type: none"> • Co-facillitators 	<ul style="list-style-type: none"> • Manualized program
<u>Program Delivery:</u> <i>Channel of Delivery</i>	<ul style="list-style-type: none"> • PowerPoint • Lecture Style 	<ul style="list-style-type: none"> • Interactive • Discussion Driven • Behavior plan 	<ul style="list-style-type: none"> • Degree of student engagement

Adapting Smart Choices: In practice

- Common cultural adaptations (Department of Health and Human Services)
 - ***Making activities more interactive & appealing to different learning styles***
 - Session 1 *“Let’s Make a Deal”*
 - **Tailoring learning activities/instructional methods to youth culture**
 - Session 2 *“Games of Skill vs. Games of Luck”*
 - Behavior Plan
 - **Customizing role play scenarios**
 - Session 3 *“Using 3 Cs to help Kevin make a Choice”*



Introducing the Program

Let's review the behavior expectations..

Rules/Expectations

SMART CHOICES



Rules/Expectations

1. Raise your hand to speak
2. One person speaks at a time
3. Stay in your seat
4. Keep hands, feet, and objects to yourself
5. Use kind/respectful words
6. Use teamwork/group participation

Behavior Chart

SMART CHOICES

Positive Behavior Plan: Prize Chart

Group 1 **Chart** 

				*START				
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Group 2 **PRIZE** 

				*START				
--	--	--	--	--------	--	--	--	--

Group 3 **PRIZE** 

				*START				
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Group 4 **PRIZE** 

				*START				
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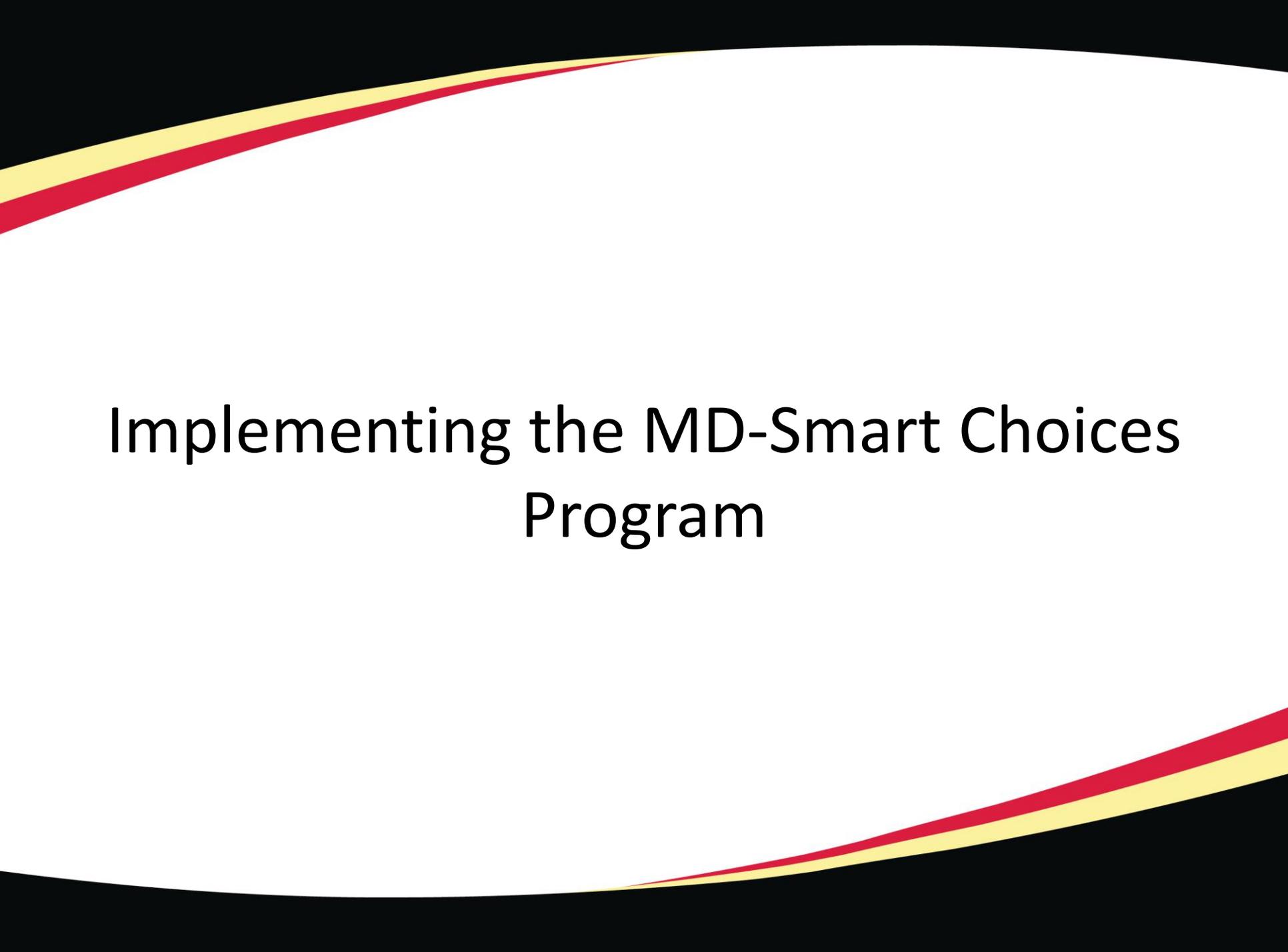
Group 5 **PRIZE** 

				*START				
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Group 6 **PRIZE** 

				*START				
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LET'S MAKE A DEAL 😊



Implementing the MD-Smart Choices Program

Method (Part 2)

- Train SMHP Clinicians to use adapted program
- Create/administer Pre-Post test
- Pilot MD-Smart Choices program in Baltimore City Schools (Year 2)
- Conduct focus group

Participants

- 73 total participants
 - African American (~73%)
 - Caucasian (~18%)
 - Hispanic (~ 5%)
 - Asian (~ 4%)
- Ages: 11-18
- Grade in school: 6th – 12th
- 80% of more free/reduced lunch



Findings

Knowledge Questions: Pre-Post Survey

- Understanding of youth susceptibility to related consequences changed significantly
 - Young People cannot develop a gambling addiction
- Student knowledge of the concept of chance changed in expected direction
 - Your chances of winning the lottery are better if you play the same numbers over



Adolescent Gambling: Pre-Post Survey

Student Gambling Behavior Data

- Most students endorsed little to no involvement with gambling
 - However, frequently verbalized knowledge of family members/friends that gamble
- One or 2 students consistently endorsed gambling “more than twice a week”
 - Likely at risk for problem gambling
- Data suggests gambling prevention activities are important

Focus Group Data: Strengths

- Six participants provided feedback about implementation of Smart Choices
 - Strengths of the Program
 - Incentives for students
 - Interactive activities
 - Behavior plan
 - Manual
 - “Very easy to use” and implement
 - “Different colors, bold, italics” helpful
 - Included all necessary information

Strengths Cont'd

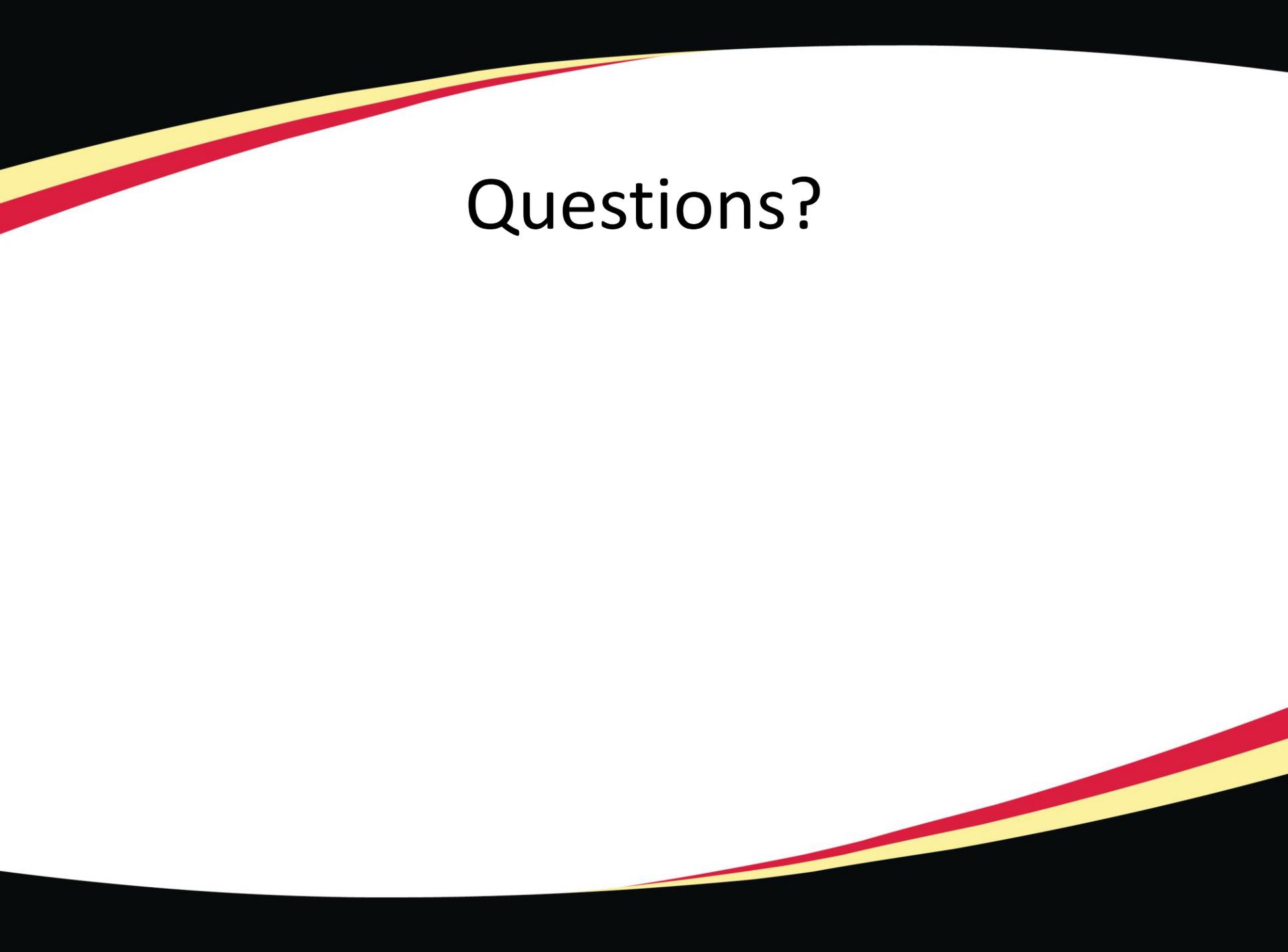
- Behavior Plan
 - Easy to use
 - Expectations clear
 - Visually appealing
- Co-facilitation
 - Necessary for program implementation
 - Roles clearly described/evenly split

Focus Group Data: Challenges

- Occasionally “too much material”
 - Need an hour +
- Facilitator roles and expectations
- Exploration of need for behavior plan with HS students

Summary

- Current Directions
 - Material refined to decrease time requirement
 - Modified pre-post assessment and added fidelity checklists
 - MD-Smart Choices currently being implemented in 8 West Baltimore City schools
 - Collecting social validity data
- Future Directions
 - Disseminate and implement state-wide
 - Conduct rigorous research to validate as evidence-based prevention program



Questions?

References

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