



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

The Maryland Center
of Excellence
on Problem Gambling



The Adaptation of the MD-Smart Choices Youth Gambling Prevention Program for Implementation with Culturally Diverse Youth

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Agenda

- Background: Youth Gambling
- Adaption of Smart Choices
- Implementation of MD-Smart Choices
 - Year 2 (2014-2015)
 - Year 3 (2015-2016)
- Findings
- Discussion/Questions

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

(Dervensky & Gupta, 2000; Jacobs, 2000)

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

(Dervensky & Gupta, 2000; Jacobs, 2000)

Adaptation



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	Maryland Smart Choices: Year 3
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"> • DICE Decision making model • Refining content to focus on core concepts • Refine pre-post assessment
<u>Program Delivery:</u> <i>Characteristics of facilitator</i>	<ul style="list-style-type: none"> • Outside agency 	<ul style="list-style-type: none"> • Co-facilitators • Manual 	<ul style="list-style-type: none"> • Refine manual
<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"> • Student workbook

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”*

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

SMART CHOICES

Positive Behavior Plan: Prize Chart



Group 1

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

Group 2

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

Group 3

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

Group 4

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

Group 5

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

Group 6

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





LET'S MAKE A DEAL



Review of Adaptation

- Before reviewing implementation and findings
 - Questions?
 - Comments?
 - Thoughts for consideration?

Implementing the MD-Smart Choices Program



Method (Part 2)

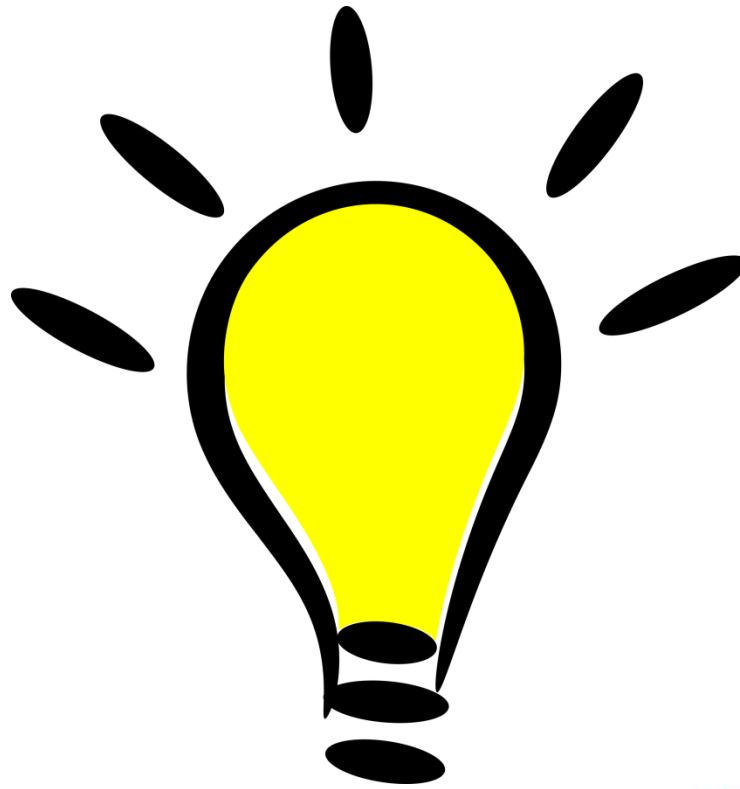
- Train SMHP Clinicians to use adapted program
- Create/administer Pre-Post test
- Pilot MD-Smart Choices program in Baltimore City Schools (Year 2)
- Conduct focus group

Participants

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



Pre-Post 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

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 Findings



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

Year 2 Review

- Questions?
- Comments?
- Thoughts for consideration?

	Smart Choices: Year 1	Maryland Smart Choices: Year 2	Maryland Smart Choices: Year 3
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"> • Refine Decision Making Model: DICE • Decreased amount of content
<u>Program Delivery:</u> <i>Characteristics of facilitator</i>	<ul style="list-style-type: none"> • Outside agency 	<ul style="list-style-type: none"> • Co-facilitators 	<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

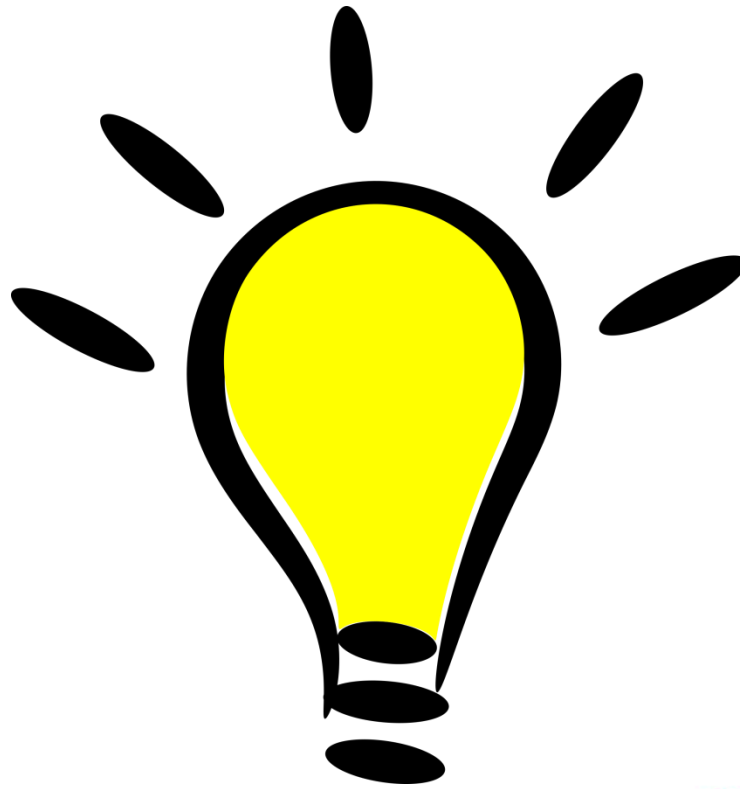


MD-Smart Choices: Year 3

Participants

- 106 total participants
 - African American (~58%)
 - Caucasian (~27%)
 - Biracial (~ 6%)
 - American Indian/Alaska Native (~ 6%)
 - Asian (3%)
 - Native Hawaiian or other Pacific Islander (1%)
- Gender
 - Male (55%)
 - Female (45%)
- Ages: 10-18
- Grade in school: 6th – 12th
- 80% or more free/reduced lunch

Pre-Post Findings



Knowledge Questions

- Increase in student understanding of odds/chance post intervention
- Improved knowledge of consequences associated with gambling
- Significant increase in ability to differentiate between skill and luck

Skill vs. Luck

- Participants more accurately categorized games of skill vs those reliant on luck
 - Skill: Bowling, Basketball, Playing Pool, Video Games
 - Luck: Blackjack, Candy Land, Rolling Dice, Poker, Lottery Tickets, Slot Machines, Fantasy Sports



Student Involvement in Gambling

Age of First Gambling Experience

How old were you the first time you gambled?	Number of Students	Percentage
Never	59	54.1%
4-6yrs	6	5.5%
6-9yrs	9	8.3%
10-12yrs	13	11.9%
12-13yrs	11	10.1%
13-15yrs	9	8.3%
15-17yrs	2	1.8%

Gambling with Valuables

During the past 12 months, how many times did you gamble using money or possessions (e.g., homework, shoes, clothes, or homework)?	Number of Students	Percentage
0 times	65	59.1%
1 to 5 times	32	29.1%
6 to 15 times	8	7.3%
16-25 times	1	0.9%
26 or more times	4	3.6%

Sports Gambling

During the past 12 months, how many times did you bet money or an item of value on sports teams (e.g., basketball, football or fantasy sports)	Number of Students	Percentage
I did not gamble money or personal items during the past 12 month	76	69.1%
Less than once a month	15	13.6%
About once a month	6	5.5%
About once a week	10	9.1%
Daily	3	2.7%

Card Gambling

During the past 12 months, how many times did you bet money or an item of value on dice or card games?	Number of Students	Percentage
I did not gamble money or personal items during the past 12 month	84	71.2%
Less than once a month	9	7.6%
About once a month	12	10.2%
About once a week	8	6.8%
Daily	5	4.2%

Largest Bet

During the past 12 months, what is the single largest amount of money you have ever gambled in a single day?	Number of Students	Percentage
I did not gamble money during the past 12 months	61	50.8%
\$1 or less	14	11.7%
\$2 - \$9	12	10.0%
\$10 - \$19	14	11.7%
\$20 - \$49	10	8.3%
\$50- \$99	3	2.5%
\$100 - \$199	3	2.5%
\$200 or more	3	2.5%

Gambling Location

During the past 12 months, where did you usually gamble?	Number of Students	Percentage
I did not gamble during the past 12 months	63	54.8%
At my home	26	22.6%
At another person's home	7	6.1%
In a convenience store or neighborhood store	5	4.3%
At a public event such as a concert or sporting event	4	3.5%
On school property	2	1.7%
Some other place	8	7.0%

Exposure to Adult Gambling

How many times have you seen adults in your life gamble money or something of value on sports teams, dice, cards, lottery tickets, or the casino?	Number of Students	Percentage
0 Times	35	29.2%
1 or 2 times	26	21.7%
3 to 9 times	23	19.2%
10-19 times	14	11.7%
20-39 times	21	17.5%



Social Validity of MD-Smart Choices

Participant Perspective

- The activities were fun and maintained my interest (4.6)
- I learned new information from participating (4.3)
- It's important to learn information about gambling (4.2)
- Rules and expectations were easy to follow (4.1)
- I think my friends would enjoy and need to participate in the program (3.7)



Focus Group

Clinician Perspective

- Adaptations were satisfactory
 - Session length more appropriate
- Positive experience for participants
 - High engagement
 - Learned new information
 - Followed rules/expectations
- Manual
 - Easy to use
 - Behavior Chart is effective
 - Interactives activities are a strength



Conclusion and Future Directions

Future Directions

- Revisions (round 3)
 - Decrease Session 3 length
 - Modify pre-post
- Program Implementation
 - Quasi-experimental implementation
 - Inclusion of schools outside of Baltimore City
 - Statewide dissemination
 - Pursue evidence based prevention program certification

Future Directions Cont'd

- Collaborate with interested individuals, agencies and/or large institutions
- Support implementation of MD-Smart Choices across diverse settings
- Please see presenters if interested

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