

Risk and Protective Factors: The Intersection of Substance Abuse and Gambling Prevention



Dr. Jeanie Alter
Dr. Mi Kyung Jun
Eric Vance Martin
Indiana Prevention Resource Center
www.drugs.indiana.edu

Before We Begin

- ❖ Speaker: Describe the best present you ever received or your best vacation
- ❖ Listener: No expressions, questions, nodding, etc.
- ❖ How did it feel to get no feedback from your listener?
- ❖ How difficult was it to stifle your natural expressions?

Objectives

- ❖ Describe the relationship between youth substance use and gambling
- ❖ Identify risk and protective factors common to substance use and gambling
- ❖ List gambling prevention curricula

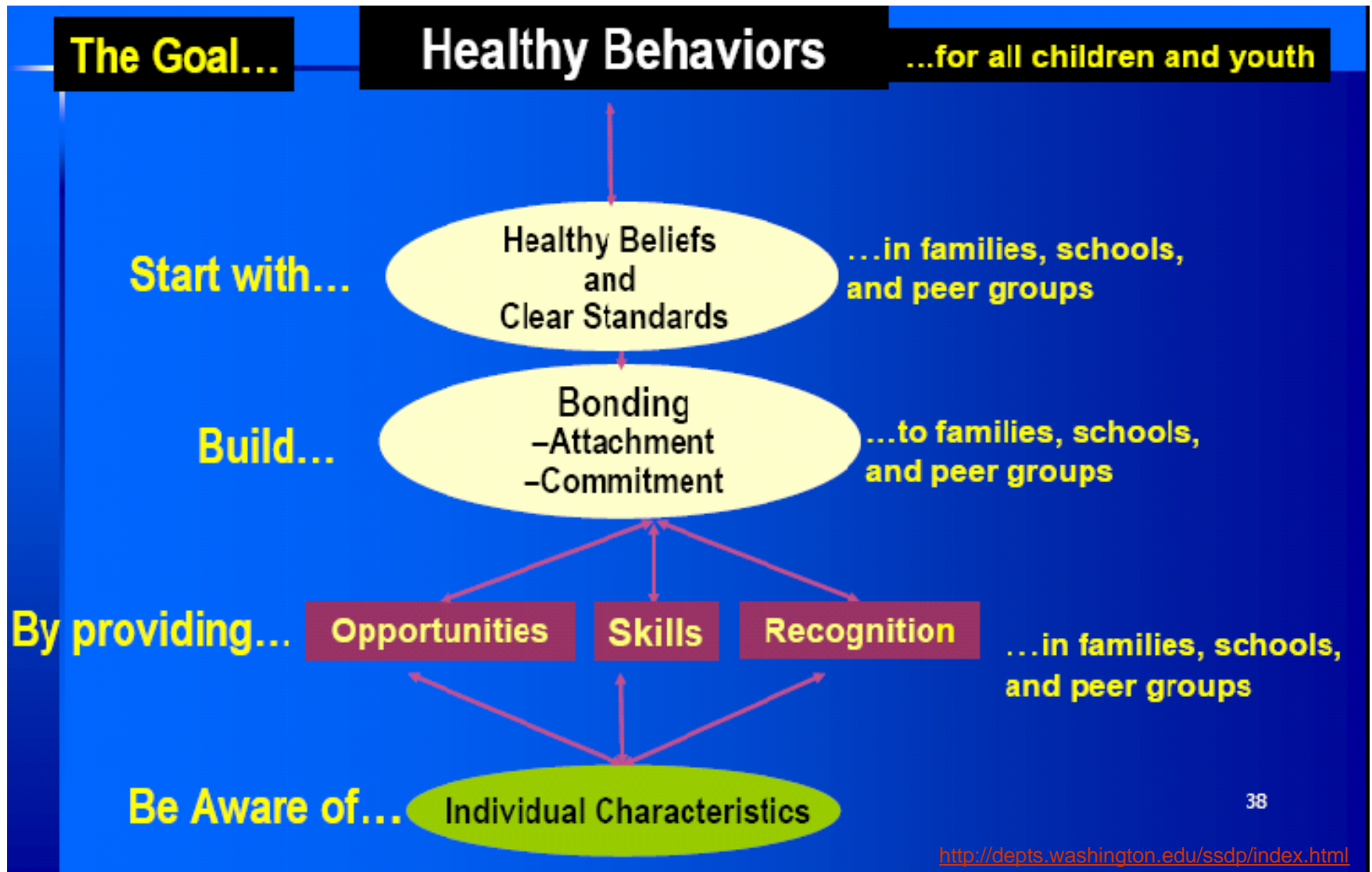
Risk and Protective Factors Defined

- ❖ Risk factors ~ Precursors or correlates of ATOD use
- ❖ Protective factors ~ Factors that moderate exposure to risk

Social Development Model

- ❖ Incorporates risk/protective factors into a model describing the driving force of behavior as the formation of social bonds that result in the internalization of values and standards of behavior held by the socializing agent(s)
- ❖ In short, this model describes how we can decrease risk factors and increase protective factors by promoting bonding with prosocial others

Social Development Model



Risk and Protective Factors: Gambling and Substance Use

<http://depts.washington.edu/ssdp/index.html>

Risk Factors	Substance Abuse	Teen Delinquency	School Pregnancy	School Drop-Out	Depression & Anxiety	Violence
Family						
Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓	
Family Conflict	✓	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓	
School						
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓	
Individual/Peer						
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓	✓
Alienation and Rebelliousness	✓	✓		✓		
Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓	
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓		
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓	
Constitutional Factors	✓	✓			✓	✓

Gambling Defined

- ❖ Risking something of value
- ❖ Based on chance
- ❖ Which is considered gambling?
 - Providing tickets for good behavior, placing tickets in a hat and drawing for a top prize
 - Providing tickets for good behavior, counting tickets and allowing the youth with the most tickets to choose his/her prize

Why the Concern about Gambling?



Prevalence of Gambling Behavior

Source: 2006 IPRC Indiana Survey



Gambling Behavior	% (N=120,914)
Played cards	28.5
Bet on games	25.5
Bet on sports	22.5
Bought lottery tickets	17.9
Gambled in a casino	2.3

Protection: 40 Assets

❖ Percentage of youth reporting any gambling

Number of Assets			
0 - 10	11 - 20	21 - 30	31 - 40
30%	19%	11%	4%

*Based upon surveys with over 217,000 6th to 12th grade youth in 318 communities and 33 states during the 1999-2000 school year. (Source: The Search Institute.)

Source: Arizona Office of Problem Gambling

Problem Gambling

- ❖ Gambling behavior that causes disruptions in any major area of life (psychological, physical, social, or vocational).
- ❖ Includes pathological or compulsive gambling.

Source: National Council on Problem Gambling

Community

- Availability
- Community Laws & Norms

Family

- Family History (both gambling & problem gambling)
- Family Conflict (competition)
- Parental Attitudes/Involvement

School

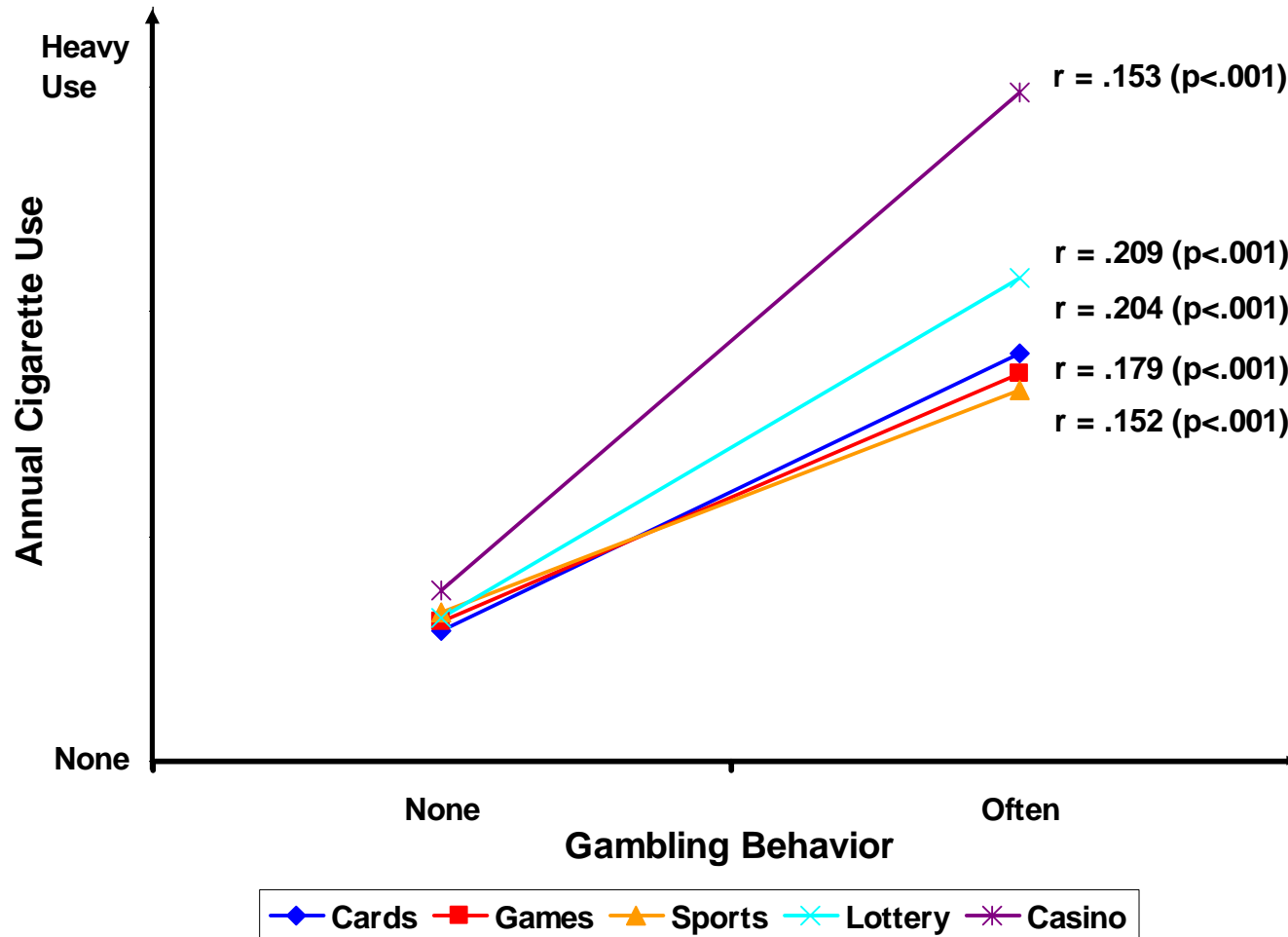
- Anti-Social Behavior

Individual /Peer

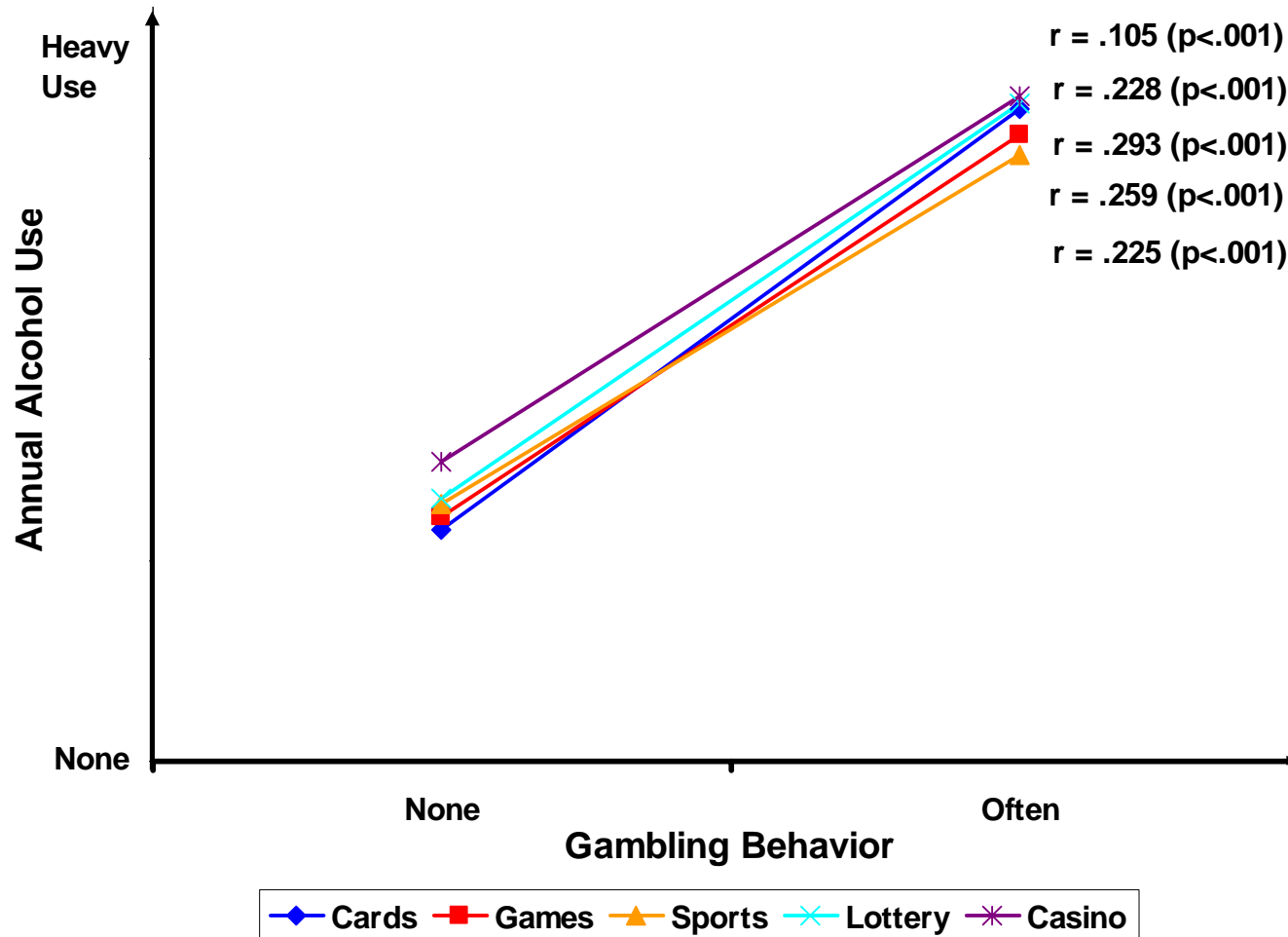
- Peer Involvement
- Favorable Attitudes
- Early Initiation

Suggested risk factors for adolescent problem gambling. *Dickson, Derevensky & Gupta (2002)*. Source: Arizona Office of Problem Gambling.

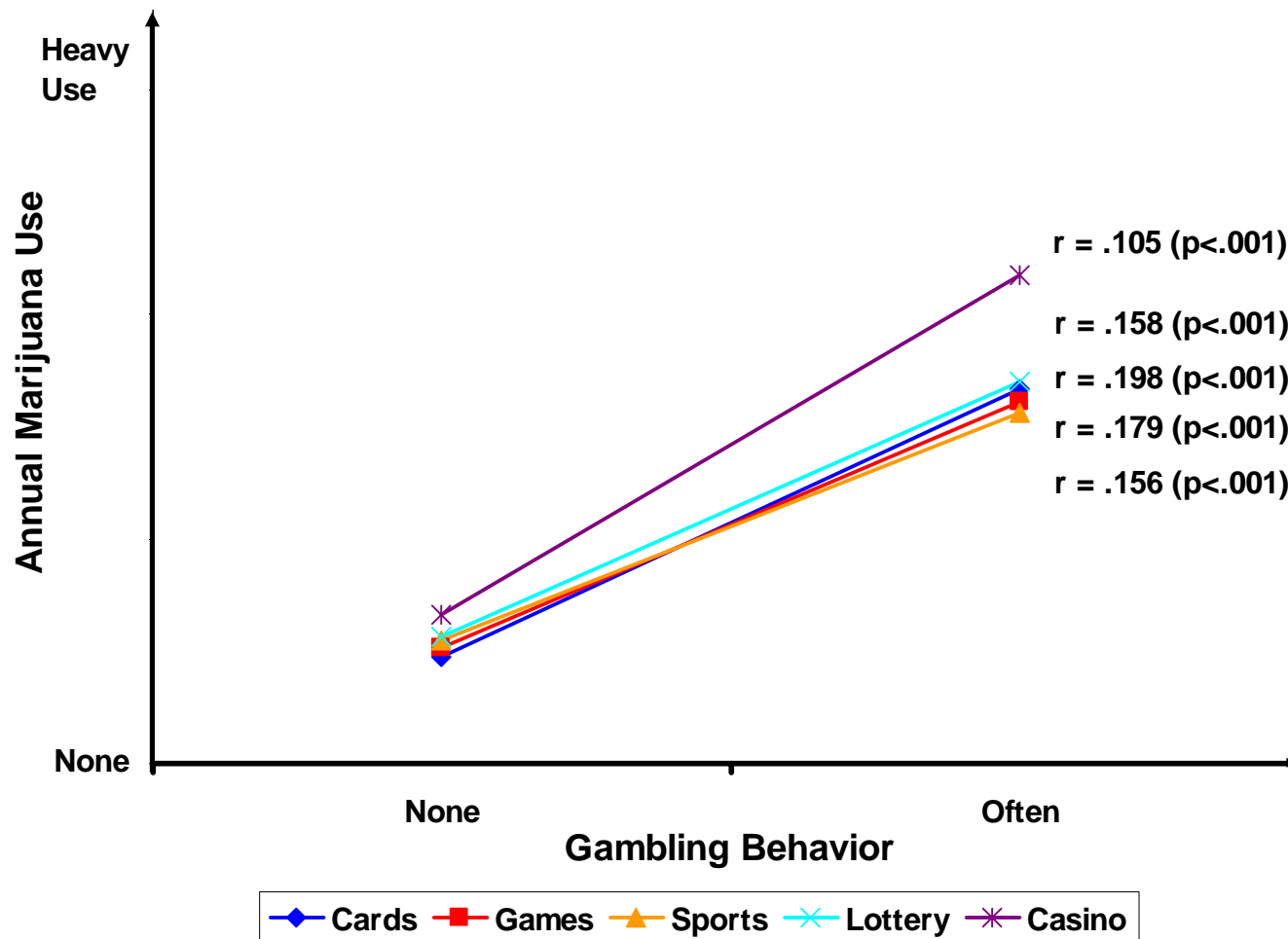
Correlation between Annual Cigarette Use and Gambling Behavior



Correlation between Annual Alcohol Use and Gambling Behavior



Correlation between Annual Marijuana Use and Gambling Behavior



Logistic Regression

- ❖ Gender: Male/Female
- ❖ Grade: 6 - 8th
- ❖ Annual use of cigarettes, alcohol, & marijuana:
User/Non-user
- ❖ Risk & protective factors
 - Perceived risk of using substances
 - Perceived peer approval of using substances
 - Participation in after-school activities

Logistic Regression

- ❖ Male students were more likely to gamble.
- ❖ Older students were more likely to gamble.
- ❖ Cigarette, alcohol, and/or marijuana users were more likely to gamble.
- ❖ Students who believed that substance use was less harmful were more likely to gamble.
- ❖ Students who perceived that their peers were more approving of substance use were more likely to gamble.
- ❖ Students who did not participate in after-school activities were more likely to gamble.

Afternoons ROCK in Indiana

- ❖ After-school drug prevention program for 10-14 yr old Hoosiers
- ❖ 10th year – Added a required gambling component in 2007 funded by the Gambler's Assistance Fund
- ❖ *Improving your Odds*
- ❖ Collected baseline gambling data in 2006

Gambling Behavior & ROCK, 2006

No gambling prevention curriculum in place

	Pre	Post	Difference
Played cards	13.1	11.7	-1.4
Bet on games	11.7	10.4	-1.3
Bet on sports	10.7	9.5	-1.2
Bought lottery tickets	9.1	8.3	-0.8
Gambled in a casino	0.9	1.2	0.3

Note. Highlights indicate significant differences between pre and post tests (p.<05).

Gambling Behavior & ROCK, 2007

Gambling prevention curriculum in place

	Pre	Post	Difference
Played cards	12.8	11.2	-1.6
Bet on games	12.2	10.3	-1.9
Bet on sports	11.7	10.4	-1.3
Bought lottery tickets	8.8	8.1	-0.7
Gambled in a casino	1.1	1.4	0.3

Note. Highlights indicate significant differences between pre and post tests (p.<05).

Gambling Behavior & ROCK, 2006-2007

	Pre		Post	
	2006	2007	2006	2007
Played cards	13.1	12.8	11.7	11.2
Bet on games	11.7	12.2	10.4	10.3
Bet on sports	10.7	11.7	9.5	10.4
Bought lottery tickets	9.1	8.8	8.3	8.1
Gambled in a casino	0.9	1.1	1.2	1.4

Note. Highlights indicate significant differences between 2006 and 2007 ($p < .05$).

Gambling Prevention Curricula

- ❖ ***Gambling: A Challenge For Youth*** ~ middle school curriculum
- ❖ ***Improving Your Odds: A Curriculum About Winning, Losing and Staying Out of Trouble with Gambling*** ~ secondary level curriculum
- ❖ ***Table Talk: A Program for Families About Winning, Losing and Staying Out of Trouble with Gambling*** ~ parent curriculum
- ❖ ***Wanna Bet*** ~ grades 5-8
- ❖ ***All "Bets" Are Off!*** ~ grades 7-8
- ❖ ***Don't Bet On It!*** ~ grades 9-12

Activity

❖ **Gambling: A Challenge for Youth**

(<http://www.extension.umn.edu/distribution/youthdevelopment/DA6291.html#Additional>)

- **Lesson 4 ~ Positive & Negative Effects of Gambling**
- **Key Concept ~ Positive and negative effects of gambling.**

❖ **Gambling: A Challenge for Youth**

- **Throughout time, people have debated whether gambling is right or wrong. The following ideas look at both sides of the story.**
 - More jobs available in the rural areas
 - Time away from family, friends, and other activities while gambling
 - Higher wages paid to employees in casinos than other similar jobs
 - Loss of trust if gambling gets to be a problem
 - Gambling can be addictive

Thank You !

