Risky Business: A Gambling Prevention Program for Juvenile Justice-Involved Youth

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Goals of Presentation

• Introduce *Risky Business*
• Share data collected to date
• Review materials presented in each lesson
• Discuss *Risky Business* vis-à-vis the Montgomery County Problem Gambling Prevention Coalition
• Discuss *Risky Business* vis-à-vis the Montgomery County ADAMHS Board
Background

• Population most at risk for developing problem gambling is comprised of youth who have criminal justice involvement.

• No evidence-based prevention programs have been developed for this population.

• According to the Risk and Protective Factor Model, a prevention intervention that aims at preventing one or more of five problem behaviors will also impact future gambling behavior.
Risky Business Curriculum

*Risky Business* is a six-session gambling prevention intervention. Each session lasts 1 hour, and topics include:

- Lesson 1: Youth and Decision Making
- Lesson 2: Youth and Violence
- Lesson 3: Youth and Gambling
- Lesson 4: Youth and Sexual Risk Behavior
- Lesson 5: Myths and Facts about Drugs
- Lesson 6: Alcohol and Drug Prevention
Sample to Date

Justice-involved youth from four counties:
• Cuyahoga ($n = 38$)
• Franklin ($n = 47$)
• Mahoning ($n = 49$)
• Montgomery ($n = 554$)

19 youth on probation in Montgomery County served as a control group.
Risky Business
Outcome Evaluation Results

Lesson 1: Youth and Decision Making
Post-test scores for youth were 130% higher than pre-test scores. ($p=.004$)

Lesson 2: Youth and Violence
Post-test scores for youth were 142% higher than pre-test scores. ($p=.002$)

Lesson 3: Youth and Gambling
Post-test scores for youth were 113% higher than pre-test scores. ($p=.038$)

Lesson 4: Youth and Sexual Risk Behavior
Post-test scores for youth were 143% higher than pre-test scores. ($p<.001$)

Lesson 5: Myths and Facts about Drugs
Post-test scores for youth were 128% higher than pre-test scores. ($p<.001$)

Lesson 6: Alcohol and Drug Prevention
Post-test scores for youth were 106% higher than pre-test scores. ($p=.042$)
Results of Satisfaction Survey

Did you enjoy Risky Business?
   Yes: 100%        No: 0%

Would you recommend Risky Business to a friend?
   Yes: 100%

What did you learn in Risky Business?
   To think about choices before you make them
   Make good decisions
   A lot about choices and drugs.
   I learned how to stay away from certain drugs and avoid danger.
   Steps to decision making
   Everything: 3
   Think before making a decision
   To make better decisions
Results of Satisfaction Survey

What did you like most about Risky Business? (not edited, sample of responses)

   The good information
   Everything
   The food
   The info and snacks. They made me realize my choices.
   I liked how helpful it was.
   Conversations.
   Everything.
   The lessons we learned and get to find out how the different of
      what we think may be wrong or what they teaches.
   The discussions
   The Conversation
   The lessons

What did you hate about Risky Business?
   Nothing: 91%
INTRODUCTION TO Risky Business

Binder contains:

• Table of Contents
• 6 Lessons
  • Script
  • Resources
  • Handouts
• Evaluation materials
• References
INTRODUCTION TO Risky Business

Evaluation
• Pre-Test
• Post-Test
• Satisfaction Survey
• Fidelity Checks
ABOUT RISKY BUSINESS

*Risky Business* is about the decisions you make in your life. Even the very smartest people sometimes make bad decisions. We want to help you learn to make good decisions – all the time.

WHAT DO WE EXPECT OF YOU?

- We expect you to attend all 6 sessions, which each last 1 hour.
- We expect that you will take the knowledge you learn in *Risky Business* and have conversations with your parents, your circle of friends, and acquaintances about the information you have learned.
- We expect you to continue to practice what you’ve learned in *Risky Business* after you complete the training.
INTRODUCTION TO Risky Business

Icebreaker: Line Up

Ask the youth group to line up quickly in one line. Ask the group to form a new line in order of:

Lesson 1:
- Height, from smallest to tallest.
- Alphabetical, youth’s first names (A-Z).

Lesson 2:
- Shoe size, from smallest to largest.
- Birthdays, from January through to December.

Lesson 3:
- Age, from youngest to oldest.
- Alphabetical, youth’s first names (A-Z).

Lesson 4:
- Number of siblings, from 0 to 100.
- Alphabetical, youth’s first names (A-Z).

Lesson 5:
- Alphabetical, favorite musical artist.
- Alphabetical, youth’s first names (A-Z).

Lesson 6:
- Alphabetical, youth’s first names (A-Z).
- Hand size, from smallest to largest.
Lesson 1 - Decision Making

Introduction: Ground Rules

Icebreaker

Good Decision-Making Map

  3 steps:
  1) Identify the conflict
  2) Identify the options, giving pros & cons
  3) Make decision, giving reasons

Application

  Sydney, Terrence
Good Decision-Making Map

1. **Challenge** (or decision) you are facing: ____________________________

2. **Choices** you have:
   1: ____________________________________________________________
   2: ____________________________________________________________
   3: ____________________________________________________________

3. **Consequences** of each choice:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 1: __________________________</td>
<td>Choice 1: __________________________</td>
</tr>
<tr>
<td>Choice 2: __________________________</td>
<td>Choice 2: __________________________</td>
</tr>
<tr>
<td>Choice 3: __________________________</td>
<td>Choice 3: __________________________</td>
</tr>
</tbody>
</table>

   **Your decision is:** __________________________

   **Your reason is:** __________________________
Sydney’s Challenge

Sydney confides in her friend Nadia that her boyfriend Jason has been pressuring her to let him touch her. She just doesn’t feel good about it, and she’s not even that attracted to him. What should she do?
Terrence’s Challenge

Terrence has a girlfriend who is having a birthday next week. He knows that she loves jewelry, but he doesn’t have any money to buy her something nice. His girlfriend has been flirting with another boy lately, and Terrence really feels like he needs to give her something special for her birthday to keep her attention on him. At his best friend’s house, Terrence opens his friend’s mother’s jewelry box and sees many beautiful rings, earrings, and bracelets. What should he do?
Lesson 1 - Decision Making

Preparation:
Pre-Tests, Post-Tests
Pencils
Handouts (pages 18-22)
• Good Decision Making Maps (3)
  Sydney, Terrence, personal ("you")
• Challenges
  Sydney’s decision, Terrence’s decision
Lesson 2 – Violence Prevention

Introduction: Ground Rules
Icebreaker
Relationship between Anger and Violence
  Feelings
Facts about Violence: T/F
Causes of Violence
Resolving Conflict
  Conflict Scenario
THE TRUTH ABOUT VIOLENCE

For each of the following statements, please mark TRUE or FALSE.

• White people are less likely than others to abuse their children.
• Most violent behavior occurs in a fit of temporary insanity.
• The victim and the assailant in a violent crime are usually not strangers.
• The victim and the assailant in a violent crime are usually not the same race.
• Most violent crimes are committed under the influence of alcohol or other drugs.
• When homicide occurs, it is usually motivated by economic gain.
• Adults are more likely to be victims of violent crime than teenagers.
• Teenagers are most likely to be attacked in malls, commercial building or parking lots.
• Violence is a normal and instinctive response to feelings of anger and aggression, especially for men.
• Violence is much more likely to occur in families living in poverty.
Lesson 2 – Violence Prevention

Preparation:
Pre-tests, post-tests
4 large poster sheets or write on chalk board:
1) “Anger is only one letter away from danger.”
2) Handling Anger
3) How I feel when I am angry.
   What I do when I am angry.
4) Hurt Feelings → Anger → Violence
1 handout (page 53): “The Truth About Violence”
Paper, pencils
Lesson 3 – Youth and Gambling

Introduction: Ground Rules
Icebreaker
Problem gambling
Facts and Myths about Gambling
Consequences of Problem Gambling
Youth Gambling Self-Assessment
MYTHS & FACTS ABOUT GAMBLING
For each of the following statements, please mark TRUE or FALSE.

• You have to gamble every day to be a problem gambler.
• Problem gambling is not really a problem if the gambler can afford it.
• If a problem gambler builds up a debt, you should not help them take care of it.
• Partners of problem gamblers often drive problem gamblers to gamble.
• Legalized forms of gambling are safe.
• It is harmless for children to gamble.
1. Do your friends gamble a lot?
2. Have you ever gambled at school?
3. Have you ever stayed away from school or work to gamble?
4. Is gambling more important than school or work?
5. Do you often spend your free time involved in gambling activities such as poker or sports betting?
6. Do you find gambling to be the most exciting activity you do?

20. Does one or both of your parents do a lot of gambling?

Test prepared by Durand F. Jacobs, Ph.D., Redlands, California. Content courtesy of the California Council on Problem Gambling
Lesson 3 – Youth and Gambling

Preparation:
Pre-tests, Post-tests
Pencils
Handouts (pages 74-76):
  - Myths and Facts about Gambling
  - Youth Gambling Self-Assessment
  - Gambling Resources
Lesson 4 – Sexual Risk Behavior

Introduction: Ground Rules
Icebreaker
Youth and HIV
Risk behaviors for HIV
Other STDs
Unwanted Teen Pregnancy
  Pregnancy Myths
Sex without Contraception Demonstration
Condom Demo
PREGNANCY MYTHS WORKSHEET

For each of the following statements, please mark TRUE or FALSE.

• A girl can’t get pregnant if she uses a douche after sex.
• A girl can’t get pregnant the first time she has sex.
• A girl can’t get pregnant if she doesn’t have an orgasm.
• A girl can’t get pregnant if the guy pulls out before he ejaculates.
• A girl can’t get pregnant while she is on her period.
• A girl can’t get pregnant through anal sex.
Other Handouts for Lesson 4

• BODY FLUIDS THAT SPREAD HIV
• STI SYMPTOMS WORKSHEET
• CONTRACEPTIVE FAILURE RATES WORKSHEET
• CORRECT MALE CONDOM USE WORKSHEET
Lesson 4 – Sexual Risk Behavior

Preparation:
Pre-tests, Post-tests, Pencils
Nine Body Fluids: Handout (page 125) or write on board
Handouts (Pages 126-128):
  STI Symptoms Worksheet
  Contraception Failure Rate Worksheet
2 bags labelled:
  “Sex without Contraception”
    100 pieces of candy: 85/15
  “Sex with Contraception”
    100 pieces of candy: 15/85
Penis model and condoms and/or Condom Handout (p. 129)
Lesson 5 – Myths about Drugs

Introduction: Ground Rules
Icebreaker
Myths and Facts about Drugs
Similarities between Gambling and Drug Use
Gambler’s Conceit
House Edge
Dice Game Demo
## Myths and Facts about Drugs

<table>
<thead>
<tr>
<th>Myth</th>
<th>Fact</th>
<th>Myth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alcohol is not a drug.</td>
<td>10. Inhalants are basically harmless even though adults make a big deal about them.</td>
<td>19. Drinking only beer will prevent problems with alcohol.</td>
</tr>
<tr>
<td>2. More teenagers use alcohol than marijuana.</td>
<td>11. A cup of coffee and a cold shower will sober a drink.</td>
<td>20. Most alcoholics end up as homeless people.</td>
</tr>
<tr>
<td>3. Driving after using marijuana is much safer than driving after drinking.</td>
<td>12. Alcohol affects some people more than others.</td>
<td>21. Alcoholism tends to run in families.</td>
</tr>
<tr>
<td>4. Coffee, tea and many sodas contain drugs.</td>
<td>13. Using unprescribed steroids is not only illegal, it is dangerous</td>
<td>22. Smoking cigarettes every now and then is not harmful.</td>
</tr>
<tr>
<td>5. It is rare for a teenager to be an alcoholic.</td>
<td>14. Alcohol is a sexual stimulant.</td>
<td>23. Marijuana is not harmful.</td>
</tr>
<tr>
<td>6. Cigarette smoking can be addictive.</td>
<td>15. The two drugs that cause the greatest number of deaths in the U.S. are cocaine and heroin.</td>
<td>24. Alcohol becomes a problem only after years of use.</td>
</tr>
<tr>
<td>7. Many adults addicted to dangerous drugs feel that smoking marijuana was the first step to their addiction</td>
<td>16. Anyone using oral contraceptives (birth control pills) has to be careful about taking prescription medication.</td>
<td>25. Cocaine is addictive.</td>
</tr>
<tr>
<td>8. Alcoholism is a disease.</td>
<td>17. When people stop smoking cigarettes, they can reverse some of the damage to the body.</td>
<td>26. Smokeless tobacco is safe.</td>
</tr>
<tr>
<td>9. Drugs help people handle their problems better.</td>
<td>18. Cigarette smoking will hurt a pregnant woman, but will not hurt the baby.</td>
<td>27. Drugs like alcohol, marijuana and cocaine wouldn’t be a problem for teens if they did not cause addiction.</td>
</tr>
</tbody>
</table>
## The Similarities between Problem Gambling & Drug Addiction

<table>
<thead>
<tr>
<th>Drug Addiction</th>
<th>Gambling Addiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can’t think of anything else but doing drugs</td>
<td>Can’t think of anything else but gambling</td>
</tr>
<tr>
<td>Need more and more to maintain a high</td>
<td>Need to gamble more and more $ to maintain a high</td>
</tr>
<tr>
<td>Will do drugs at any cost</td>
<td>Will gamble at any cost</td>
</tr>
<tr>
<td>Can’t stop even if they want to</td>
<td>Can’t stop even if they want to</td>
</tr>
<tr>
<td>Lying and stealing in order to keep doing drugs</td>
<td>Lying and stealing in order to keep gambling</td>
</tr>
<tr>
<td>Drugs help them escape life’s problems...allows them to forget.</td>
<td>Gambling help them escape life’s problems...allows them to forget.</td>
</tr>
<tr>
<td>Consequences: failing grades, problems with friends and family, risk of ending up in a detention center or jail.</td>
<td>Consequences: failing grades, problems with friends and family, risk of ending up in a detention center or jail.</td>
</tr>
</tbody>
</table>
Lesson 5 – Myths about Drugs

Preparation:
Pre-tests, Post-tests, pencils
Handouts (pages 161 -162):
  Similarities between Problem Gambling and Drugs
  Betting Slips
One large die for demo
Lesson 6 – Alcohol and Drug Prevention

Introduction: Ground Rules
Icebreaker
Effects of Alcohol
  Egg demonstration
Effects of Marijuana
Effects of Other Drugs
Good Decision Making
Handouts for Lesson 6

• LONG-TERM EFFECTS OF ALCOHOL USE
• EFFECTS OF MARIJUANA USE
• EFFECTS OF OTHER DRUG USE

  Opioids, Stimulants, Depressants, Hallucinogens, Inhalants, Bath Salts, Tobacco
Lesson 6 – Alcohol and Drug Prevention

Preparation:
Pre-tests, Post-tests, pencils
Evaluation form
Egg demonstration:
   2 eggs, 2 glasses or beakers, water, alcohol
Good Decision-Making Map (handout or board)
Handouts (pages 205 – 212):
   Effects of Alcohol
   Effects of Marijuana
   Effects of Other Drugs
Other Resources

- Each lesson accompanied by instructor resources
- *Risky Business for Parents and Guardians*
- *Risky Business for At-Risk Youth*
Montgomery County Problem Gambling Prevention Coalition
Project-Related Information

• Funded through the Montgomery County Alcohol, Drug Addiction and Mental Health Services (ADAMHS) Board
Project Partners

✔ **Addiction Services** / Public Health Dayton & Montgomery County (formerly known as CADAS)

✔ **Wright State University** / Substance Abuse Resources and Disability Issues (SARDI)

✔ **Montgomery County Juvenile Court** (4 primary locations)
  - Intervention Center
  - Juvenile Detention
  - Nicholas Residential Treatment
  - Juvenile Probation Services

✔ **Mont. Co. Problem Gambling Prevention Coalition** (MC-PGPC)

✔ **Ryan Training and Consultation**
MC-PGPC

- Montgomery County Problem Gambling Prevention Coalition (MC-PGPC)

- Responsible for overseeing the Substance Abuse and Mental Health Services Administration (SAMHSA) Strategic Prevention Framework (SPF)
  - 5 Step planning process
  - Assists with: selection, implementation, and evaluation of effective, culturally appropriate, and sustainable prevention activities
Strategic Prevention Framework
Assessment

- 2013 and 2014 community assessments (University of Dayton)
- Mont. Co. problem gambling rate (3.8%) found to be higher than state rate (2.8%)
- Mont. Co. at-risk/problem gamblers had high correlations with a family history of either:
  a) problem gambling, or
  b) an alcohol or drug problem
- Belief that prevention efforts could reduce gambling problems
- Highest risk population was: youth 13-17 years old with a family history of either problem gambling or an AOD problem
- Juvenile justice system is able to identify youth fitting this profile via assessment records
Build Capacity

• Addiction Services/Public Health – Dayton & Mont. Co. recognized as a certified prevention and treatment provider (Ohio MHAS)
• Addiction Services management and staff received problem gambling, cultural competence and environmental strategy training
• SARDI selected to develop an evidence-based problem gambling prevention curriculum (Risky Business), fidelity measures and evaluation tools
• Agencies and key stakeholders from 12 community sectors (CADCA) recruited to participate in MC-PGPC with a focus on continuous recruitment and retention
Planning

- Jim Ryan (Ryan Training & Consultation) facilitated SPF process
- Prioritized risk/protective factors, target populations, community stakeholders, etc.
- Jim Ryan and MC-PGPC both supported the development of Risky Business curriculum
- MC-PGPC evaluated/summarized local conditions, selected priority areas; was later to identify environmental prevention strategies
Planning

• **Three priority areas** (local conditions):
  1) The community has a *lack of awareness and knowledge* of gambling and problem gambling including definitions and parameters,

  2) *Perception of harm* around youth gambling is low among youth and adults, leading to permissive attitudes toward gambling

  3) School gambling policies lack clarity and enforcement

• MC-PGPC developed a Logic Model explaining the three priority areas
Community has a lack of awareness and knowledge

Media Campaigns: 18-24 year olds and Montgomery Co. residents

- Increased Awareness
  - Knowledge
  - Familiarity

- Increased Readiness
  - Responsible Gambling Knowledge

- Reduced Problem Gambling
Perception of harm is low leading to permissive attitudes

Assess readiness, ID strategies, develop materials and train

Increased Awareness
- Knowledge
- Familiarity

Increased Readiness

Increased Perception of Harm

Reduced Problem Gambling
School policies lack clarity and enforcement

Assess readiness, review/revise policies, and train schools

Increased Awareness
Increased Knowledge

Increased Perception of Risk
Modification of policies

Reduced Problem Gambling
Implementation

• Risky Business youth program developed, pilot tested and refined
  – Six-session curriculum focused on increasing perceptions of harm associated with risky behaviors and supporting protective factors related to good decision making

• MC-PGP Coalition is to:
  – 10 meetings in SFY 2015,
  – Implement SPF using CAMP model,
  – Develop Logic Model,
  – Implement 4 Environmental Prevention Strategies
Evaluation

• SARDI to conduct Risky Business evaluation:
  – Pre- and Post-Tests,
  – Satisfaction Survey,
  – Fidelity Checks

• MC-PGP Coalition evaluation:
  – Meeting Effectiveness Inventory
Project Accomplishments

• Development of Risky Business (SARDI)
  – Youth (juvenile justice)
  – Youth (high risk)
  – Parent/Guardian
• Over 900 youth served
• 60 staff trained
• Expansion of services
• Continued outreach/presentations