Introduction to CADCA's Problem Gambling Boot Camp

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Master Trainer

The Premier Prevention Association

CADCA®

OUR MISSION

CADCA Equips Coalitions with Tools, Knowledge, and Support to Create Positive Change in Their Communities

OUR VISION

CADCA's Vision Is Safer, Healthier, and Stronger Communities Everywhere

OUR FOUNDING PRINCIPLE

At the core of CADCA's creation is the belief in the effectiveness and efficiency of local coalitions as catalysts for drug-free communities globally, combating substance misuse through the implementation of comprehensive strategies for Community Change.

OUR THREE PILLARS:

ADVOCACY

CADCA empowers members to advocate effectively for prevention within the complex landscape of public policy, ensuring their voices are heard amidst competing issues at all levels of government.

OUR THREE PILLARS:

TRAINING

Whether you're starting, joining, or enhancing your prevention efforts, CADCA offers a wealth of resources and training to bolster the effectiveness and sustainability of your community initiatives.
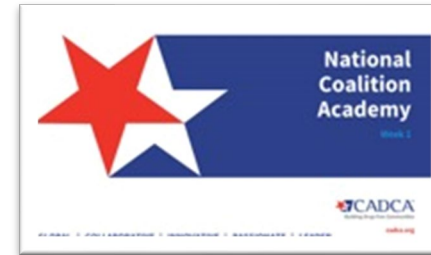
CADCA Training and Support

training@cadca.org

**CADCA
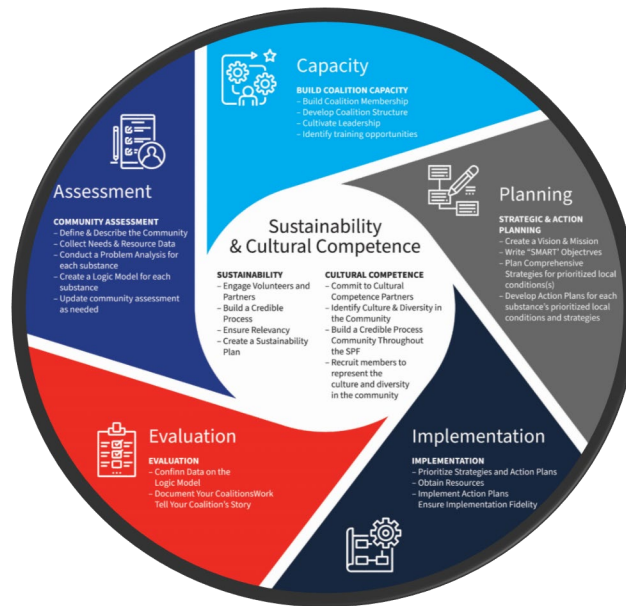Web-based &
Print Resources**

**Training
Support**

**Conferences,
Trainings &
Webinars**

**Customized
Trainings &
Services**

CADCA's Model for Community Change

CADCA'S
SEVEN STRATEGIES
for Community Change

1. **Providing Information**
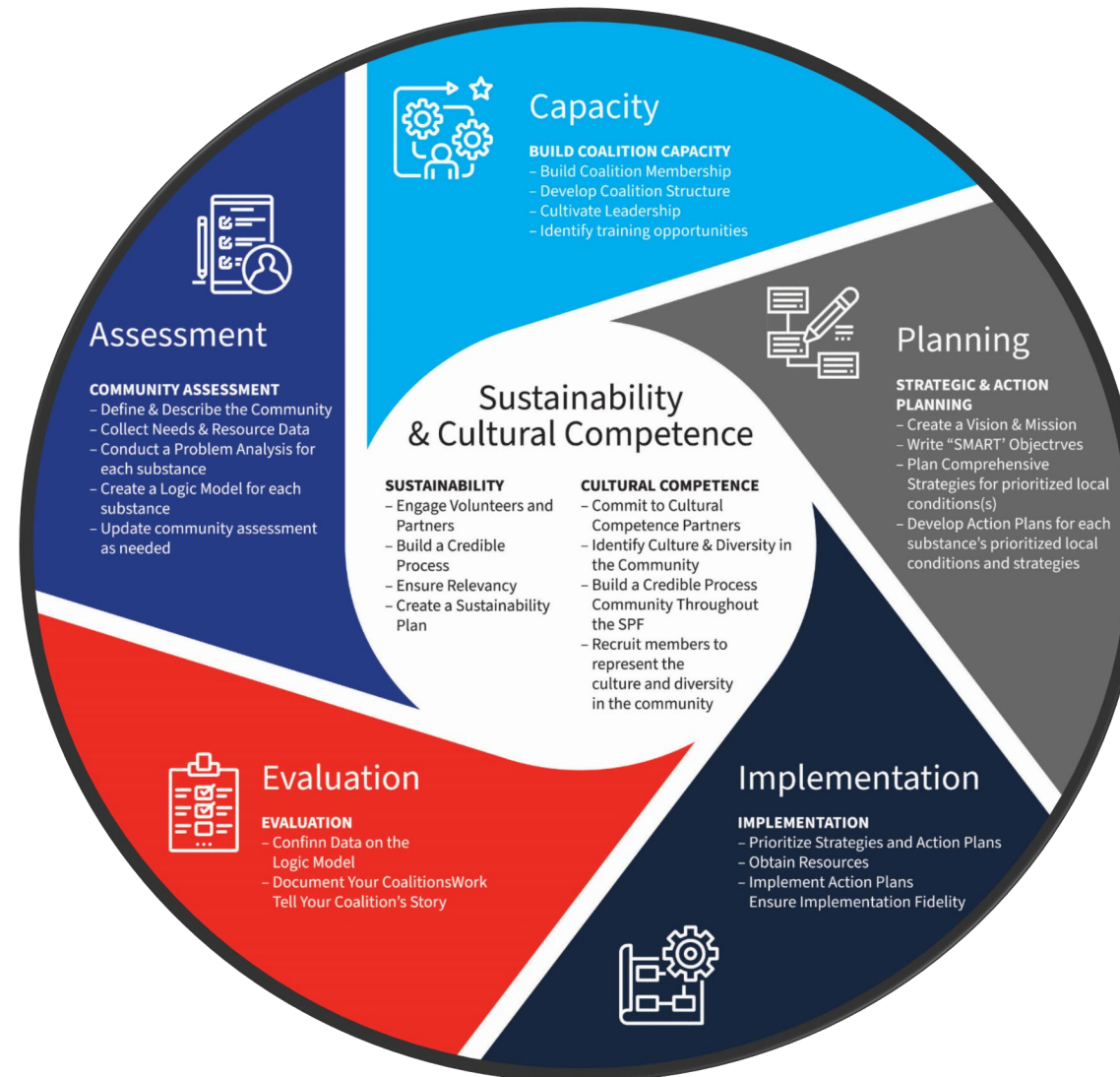2. **Enhancing Skills**
3. **Providing Support**

INDIVIDUAL

4. **Enhancing Access/Reducing Barriers**
5. **Changing Consequences**
6. **Physical Design**
7. **Modifying/Changing Policies**

ENVIRONMENTAL

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Use an Effective Planning Framework

CADCA's Coalition Skills and Processes for the Strategic Prevention Framework (SPF)

Capacity

BUILD COALITION CAPACITY
– Build Coalition Membership
– Develop Coalition Structure
– Cultivate Leadership
– Identify training opportunities

Assessment

COMMUNITY ASSESSMENT
– Define & Describe the Community
– Collect Needs & Resource Data
– Conduct a Problem Analysis for each substance
– Create a Logic Model for each substance
– Update community assessment as needed

Planning

STRATEGIC & ACTION PLANNING
– Create a Vision & Mission
– Write "SMART" Objectrves
– Plan Comprehensive Strategies for prioritized local conditions(s)
– Develop Action Plans for each substance's prioritized local conditions and strategies

Sustainability & Cultural Competence

SUSTAINABILITY
– Engage Volunteers and Partners
– Build a Credible Process
– Ensure Relevancy
– Create a Sustainability Plan

CULTURAL COMPETENCE
– Commit to Cultural Competence Partners
– Identify Culture & Diversity in the Community
– Build a Credible Process Community Throughout the SPF
– Recruit members to represent the culture and diversity in the community

Evaluation

EVALUATION
– Confinn Data on the Logic Model
– Document Your CoalitionsWork Tell Your Coalition's Story

Implementation

IMPLEMENTATION
– Prioritize Strategies and Action Plans
– Obtain Resources
– Implement Action Plans Ensure Implementation Fidelity

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CADCA'S
SEVEN STRATEGIES
for Community Change

1. Providing Information
2. Enhancing Skills
3. Providing Support

INDIVIDUAL

4. Enhancing Access/Reducing Barriers
5. Changing Consequences
6. Physical Design
7. Modifying/Changing Policies

ENVIRONMENTAL

Let's Get Started!

CADCA Gambling Boot Camp Training Objectives

1. Describe how CADCA's Model for Community Change achieves population-level change

2. Describe how coalitions use the public health approach and the continuum of care to guide their work

3. Use the SPF to develop coalition strategic planning products

4. Strengthen partnerships among diverse stakeholders to engage in the work of the coalition

5. Access resources and technical assistance including networking with other prevention professionals

Today's Session Is A Refresher

Activity: Table Introductions

Please describe:

1. Your name(s)

2. Coalition / Organization / Role

3. Community/ Community Population

4. One **fun fact** (e.g., years in prevention, another field you've worked in; a hobby you have….anything!)

Expectations

Not All Problems are Created Equal

Simple. Complicated. Complex

http://www.collaborationforimpact.com/collective-impact/

Simple

Baking a Cake

the right "recipe" is essential, but once you've discovered it, replication will get you almost the same result every time.

Complicated

Rocket to the Moon

the right "protocols and formulas" are needed, as are high levels of expertise and training. Experience is built over time to get to the right result, which can be repeated over time with the expectation of success.

Complex

Raising a Child

there are no "right" recipes or protocols that work in every situation. There are many outside factors that influence the situation, and every situation is unique. Experience helps, but in no way guarantees success.

Complex

Problem Gambling is a Complex Problem

What Is Prevention?

What is Prevention?

Which answer to: "What is prevention?" do you most agree with (Select 1):

a. Stopping something before it starts.

b. Reducing the amount of harm that results from a specific behavior.

c. Ensuring people have enough information to make healthy decisions.

d. Putting policies in place that keep people from harming themselves.

e. Reducing the public's exposure to potential harm.

Prevention Overview

Public Health Approach

Continuum of Care

Strategic Prevention Framework (SPF)

Environmental- and Individual-focused strategies

Community Coalitions

Prevention = Public Health Approach
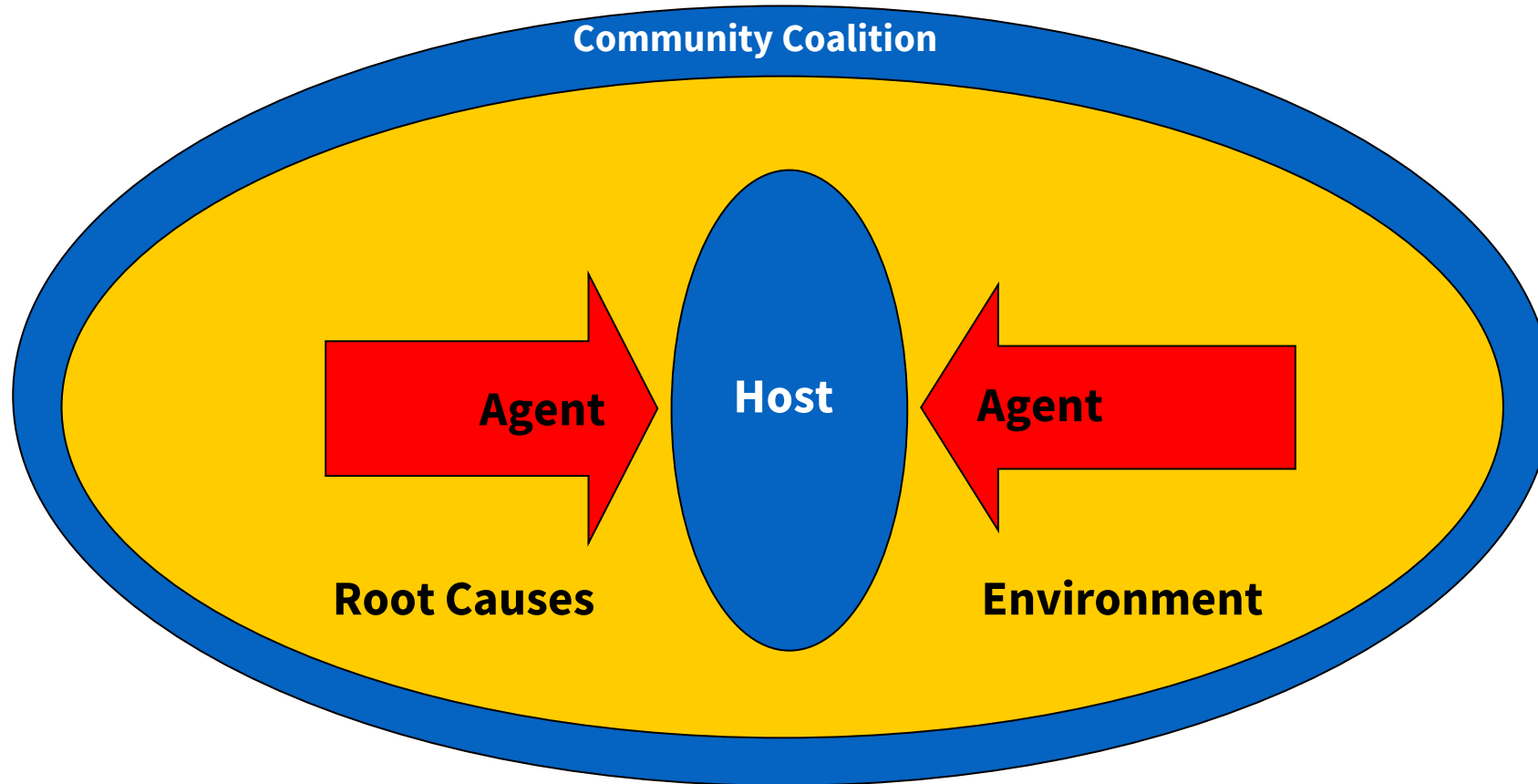
Public Health Approach – Individual and Environmental Strategies

Programs Target Individuals

Population: Policies, Systems & Environments

The River Story
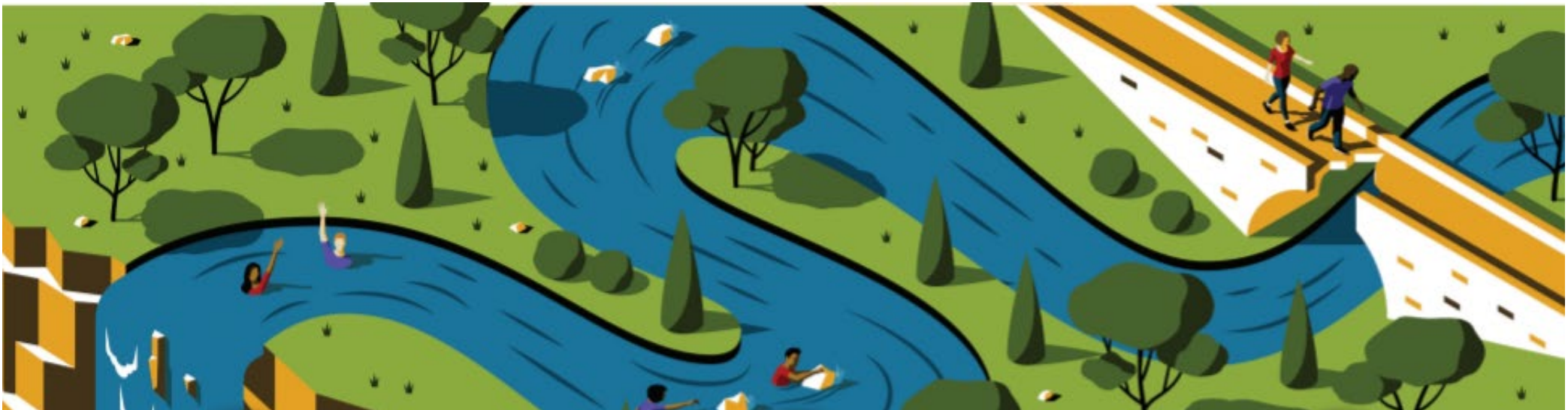

Downstream ← → Upstream

Tertiary Prevention   Secondary Prevention   Primary Prevention

Upstream - Downstream

Upstream Approaches: Focus on preventing problems before they start. These address root causes, risk factors, and community conditions.

Downstream Approaches: Focus on responding after problems have occurred. These include treatment, crisis response, or addressing immediate harms.
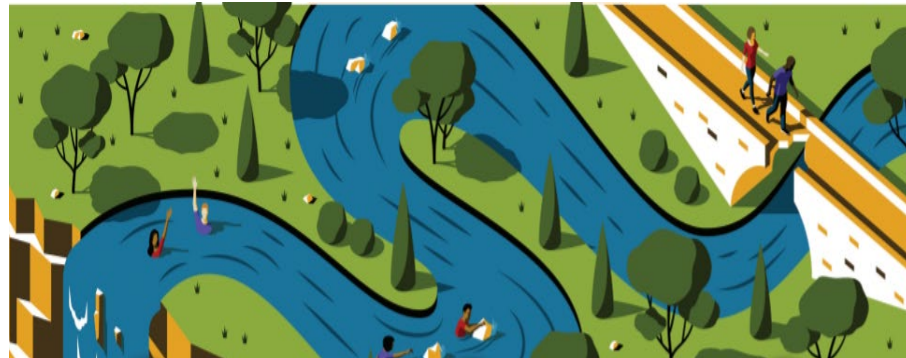
Upstream – Downstream Activity

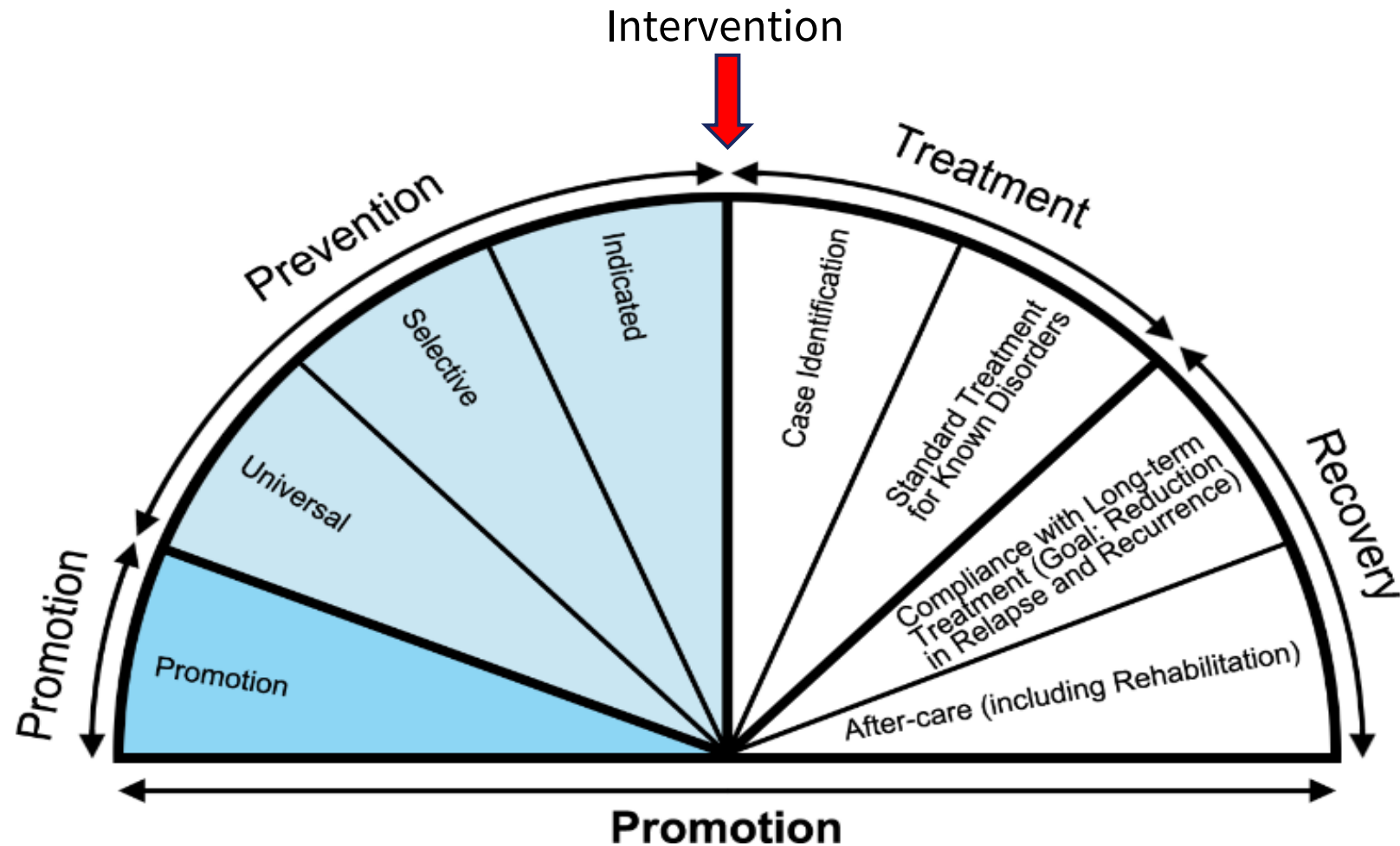Think about problem gambling in your community.

Share one example of a strategy, program, or activity you are aware of.

Decide if it is upstream (prevention, addressing causes) or downstream (treatment, addressing consequences).
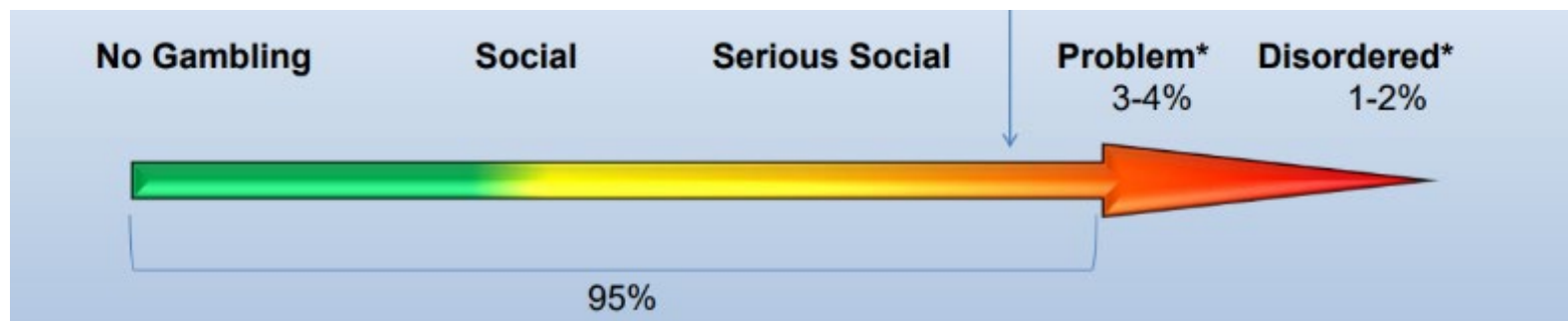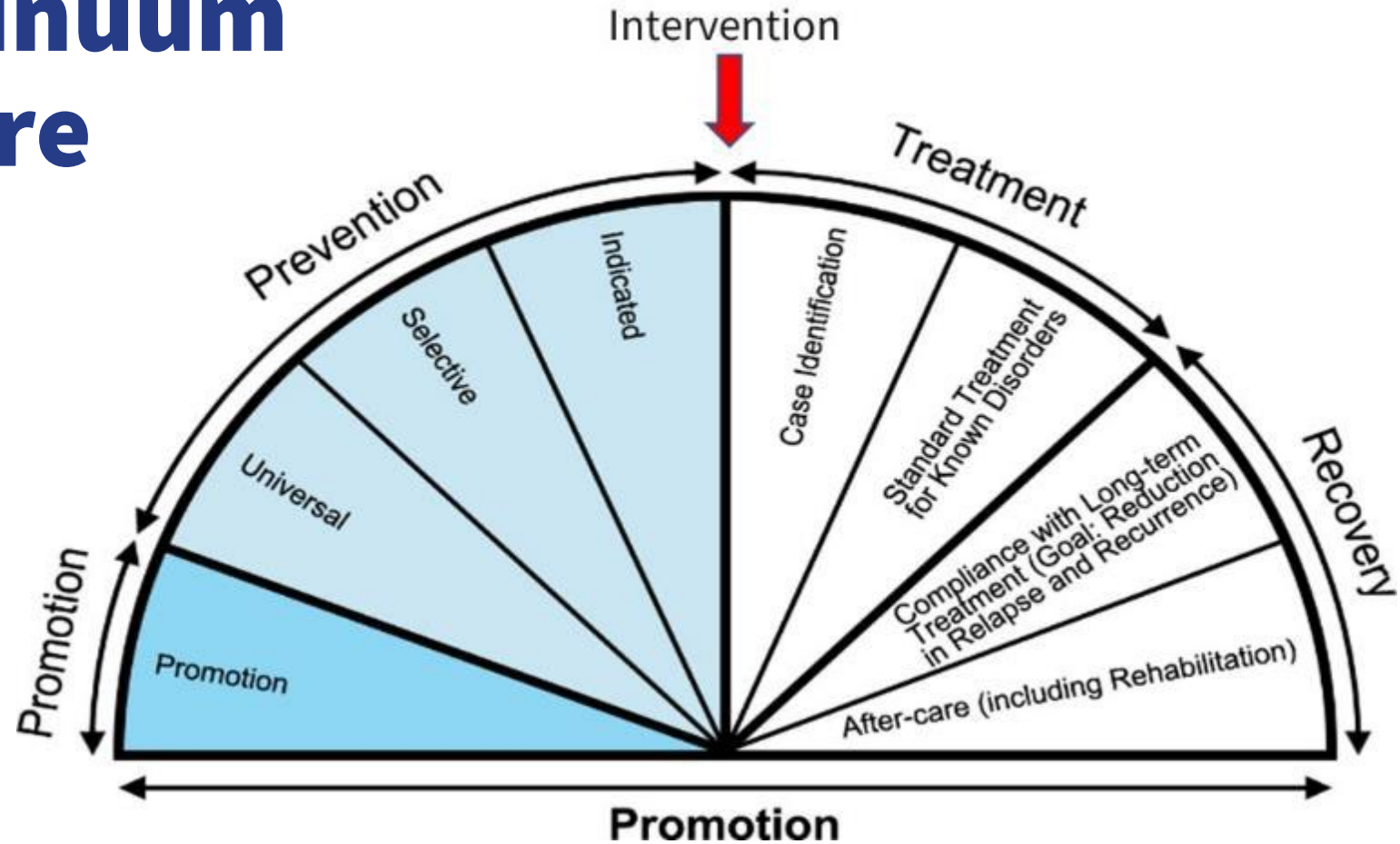
Why did you place it upstream or downstream?

Continuum of Care

Intervention

Prevention

Treatment

Promotion

Recovery

Indicated

Selective

Universal

Promotion

Case Identification

Standard Treatment for Known Disorders

Compliance with Long-term Treatment (Goal: Reduction in Relapse and Recurrence)

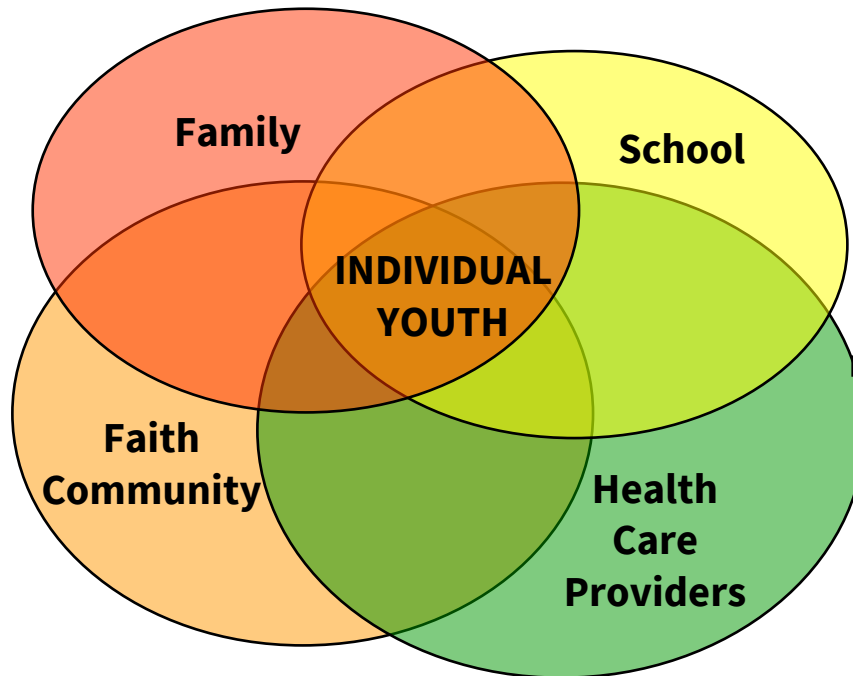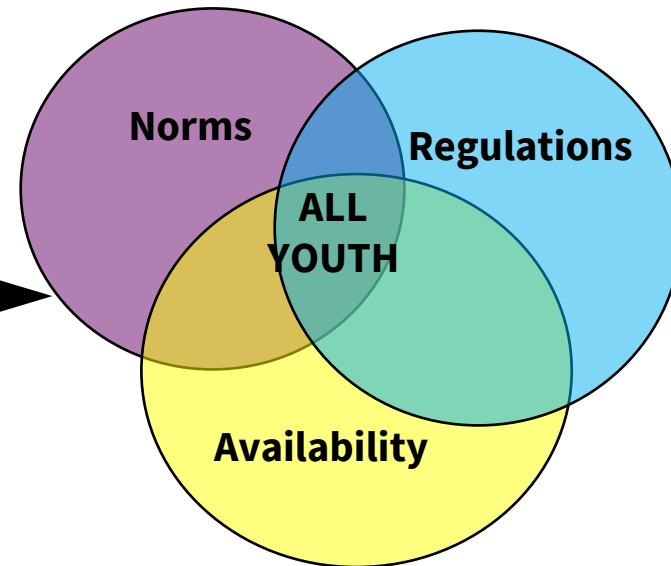After-care (including Rehabilitation)

Promotion

Continuum of Care

Individual & Environmental Strategies

Strategies Targeting Individualized Environments

Strategies Targeting the Shared "Community" Environment

Individual-focused Strategies

Prevention efforts aimed at **providing information, building skills or supporting** individuals or targeted groups of individuals.

Gambling

- Gambling Prevention Curriculum in schools
- Educating seniors at senior centers on safe gambling practices
- Post 1-800-522-4700 / 1-888-789-7777 at gaming locations
- Awareness Days/Weeks
- Employee training
- Helplines and care services information

Source: https://ipgap.indiana.edu/prevention-professionals/env-strategies.html

Environmental Strategies

Prevention efforts aimed at changing or influencing community **conditions, standards, institutions, structures, systems and policies** that shape behaviors.

Gambling

- Increase fines for selling lotto to minors
- Move lotto tickets behind counters
- Remove self service machines
- Decreasing advertising
- Compliance checks at gambling locations
- Restrict hours / days of service
- Decrease "casino night" events

Source: https://ipgap.indiana.edu/prevention-professionals/env-strategies.html

Community-Level Change

Change the entire community environment

City

Implement environmental strategies to change policies

Engage the entire community

Population 2025: 29,335

Use community-wide data to measure change

Also called *Population-level Change*

Community Coalitions

"A coalition is a voluntary, formal agreement and collaboration between groups or sectors of a community in which each group retains its identity but all agree to work together toward a common goal of building a safe, healthy, and drug-free community."

Community Anti-Drug Coalitions of America (CADCA)

CADCA's Coalition Model

Combines talent and resources from key sectors to address substance use prevention

YOUTH · PARENTS · BUSINESS · MEDIA · SCHOOLS · YOUTH SERVING ORGANIZATIONS

HEALTHCARE PROFESSIONALS · VOLUNTEER ORGANIZATIONS · RELIGIOUS ORGANIZATIONS · LAW ENFORCEMENT · STATE/LOCAL GOVERNMENT · SUBSTANCE USE PREVENTION ORGANIZATIONS
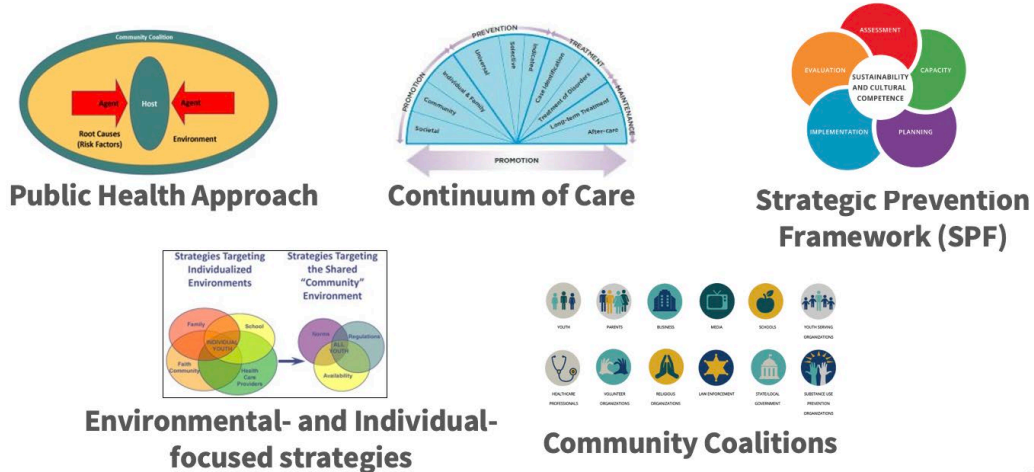
Use an Effective Planning Framework

Activity: Prevention Today – Key Points

Prevention Overview

Public Health Approach

Continuum of Care

Strategic Prevention Framework (SPF)

Environmental- and Individual-focused strategies

Community Coalitions

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Based on this material:

1. Identify 2 – 3 key personal "takeaways"
2. What are the key points you will share with your coalition/agency?

Use an Effective Planning Framework

Community Assessment

Moving Upstream: A Story of Prevention & Assessment

Community Assessment

Essential Elements of a Community Assessment

1. Definition & Description

2. Community History

3. Needs Assessment

4. Resource Assessment

5. Problem/Goal Statements

When you have seen one community, you have seen ONE community

Community Description

- Definition (e.g., city(s), county(s), Zip Codes

- Provide geographic information (e.g., boundaries, rivers, roads)

- Provide demographic information about the people in the community

- Define the jurisdictions within the boundaries (e.g., cities/towns, school districts/health departments, law enforcement)

Needs Assessment Data

Problem what does UA & problem gambling look like in your community?

Consequences of underage & problem gambling

COMMUNITY

Risk Factors & Protective Factors of the problem

Demographics provide information about the population of the defined community

Local Conditions provide evidence of the risk factors

Behaviors are Connected

Risk Factor

A characteristic at the biological, psychological, family, community, or cultural level that precedes and is associated with a **<u>higher</u>** likelihood of problem outcomes
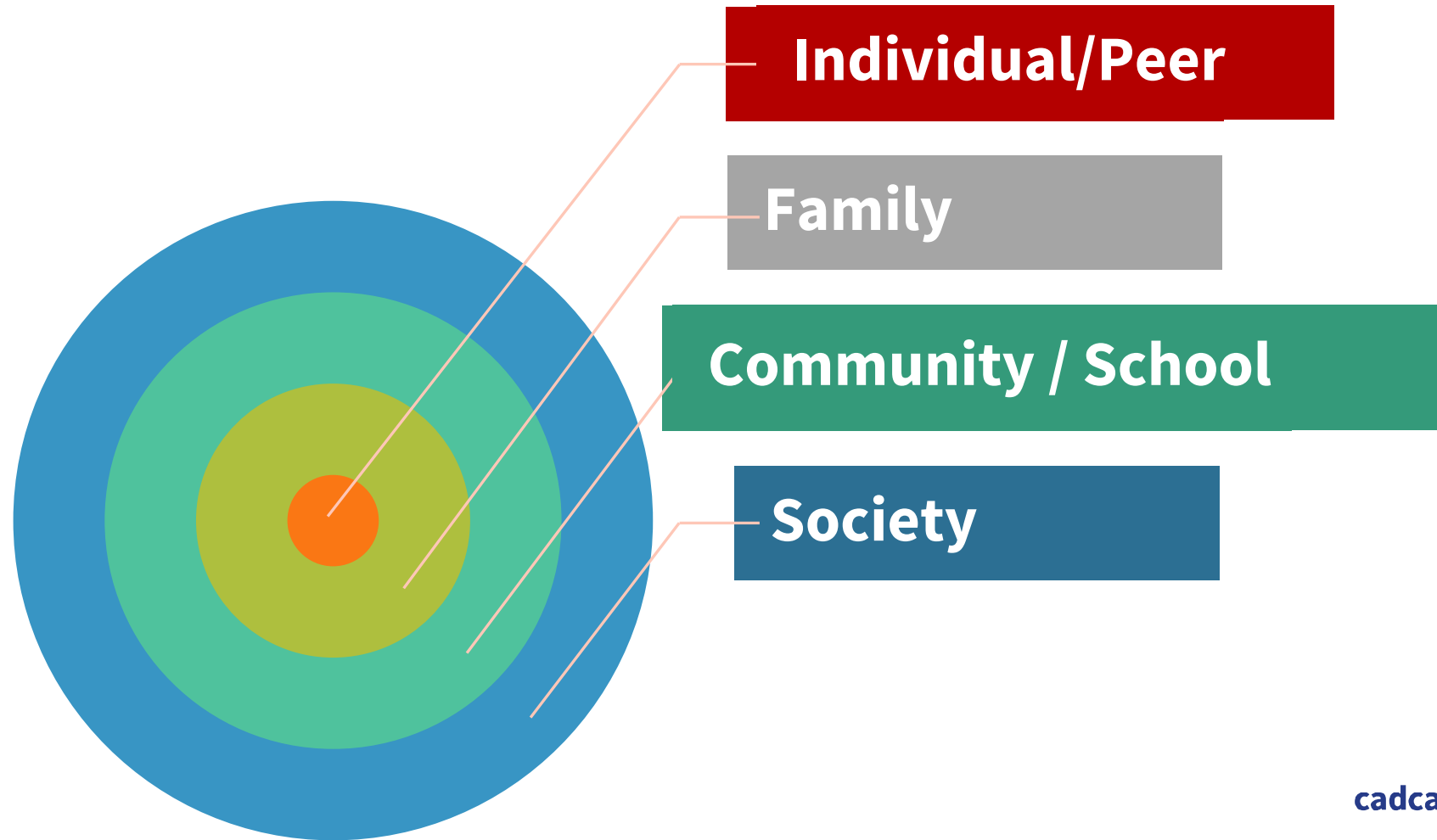
Protective Factor

A characteristic

at the individual, family

or community level

that is associated with

a <u>lower likelihood</u> of

problem outcomes

Root Causes for <u>Underage</u> Gambling

Multiple Contexts

Individual/Peer

Family

Community / School

Society

Root Causes for <u>Underage</u> Gambling

Individual / Peer Domain:

- Peer attitudes favorable to drug use
- Delinquency and persistent problem behaviors.
- Peer influence gambling behaviors
- Early win; early onset of gambling experiences
- Antisocial family

Source: Problem Gambling Guide for Prevention Professionals
https://idph.iowa.gov/Portals/1/userfiles/83/Prevention%20Tool%20Chest/PROBLEM%20GAMBLING%20P
REVENTION%20GUIDE.pdf

Root Causes for <u>Underage</u> Gambling

Individual / Peer Domain - Constitutional Factors

- Biochemical factors: sensation seeking, excitement and arousal during gambling
- Gender - makes
- Depression / Suicide
- Poor coping skills

Source: Problem Gambling Guide for Prevention Professionals
https://idph.iowa.gov/Portals/1/userfiles/83/Prevention%20Tool%20Chest/PROBLEM%20GAMBLING%20PREVENTION%20GUIDE.pdf

Root Causes for <u>Underage</u> Gambling

Family Domain:

- Family History of Addiction, illegal activity
- Lack of parental knowledge
- Competitive Home Environment
- Family attitudes and involvement
- Lack of parental objection to youth gambling

Risk Factors for Underage Gambling

School / Community Domain

- Poor impulse control (School)

- Accessibility (Community)

- Community Norms favorable (Community):

  - Lack of awareness

  - Social Acceptance

  - Media: TV – Lottery Ads

Protective Factors for <u>Underage</u> Gambling

To prevent **underage gambling**:

- Encourage youth to be involved in positive social activities such as clubs, sports, and other positive community outlets
- Be a positive role model
- Talk early about the potential for gambling to be a problem
- Avoid giving scratch off tickets as gifts and/or encouraging underage gambling
- Monitor youth's activities and friends
- Establish rules and enforce them

Source: https://oasas.ny.gov/problem-gambling

Root Causes – Adult Gambling

Adult Problem Gambling

Early big wins (Unreasonable Expectations for winning)

Easy access to preferred form of gambling

Hold mistaken beliefs about the odds of winning

Have history of mental health issues (e.g., depression and anxiety)

Don't monitor gambling wins and losses

Often feel bored or lonely / history of impulsive behavior

Had a recent loss or change in life (e.g., divorce, death)

Risk Factors – Youth & Adults

- Exposure to video gaming,
- Increased access to electronic gaming,
- Connection to gambling
- Low perception harm,
- Legalization of sports betting
- Community norms

Source: Alliance for Prevention and Wellness
https://www.apw-ct.org/publications
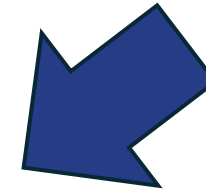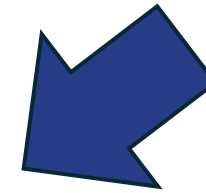
Root Causes (Risk and Protective Factors)

Risk

Protection

Community-level Risk Factors

- Exposure to video gaming,
- Increased access to electronic gaming,
- Connection to gambling
- Low perception harm,
- Legalization of sports betting
- Community norms

Coalitions look at **community** level risk factors

Local Conditions "But Why Here?"

- **Specific** – is it a behavior or condition that is observable?

- **Identifiable** – Does it occur enough to be measured?

- **Actionable** – Can strategies be implemented that will change the behavior or condition?

But Where? But When? But What Occasions?

Problem: Problem Gambling
Root Cause: Community Norms

Local Condition: Coaches and parents bet on high school sports

Problem: Underage Gaming
Root Cause: Easy **access** to gambling

Local Condition: Youth are betting while playing video games and parents have no idea that it is happening

Problem: Adult gambling
Root Cause: Easy **access** to gambling/Price & Promotion

Local Condition: college age males are betting on phones and going into debt

Let's Practice With a Few Scenarios

Scenario 1: Youth Sports Betting

High school students are increasingly betting on professional sports games through online apps. Some parents are aware but consider it "harmless fun." Teachers have noticed students discussing bets in class, and one student was disciplined for using a school computer to access a gambling site.

What risk factors can you identify?
What protective factors can you identify?
What is one strategy that might be effective?

Scenario 1: Youth Sports Betting

Risk Factors:
Easy access to online gambling apps
Normalization of betting
Low perception of harm among youth
Low perception of harm among parents

Protective Factors:
Involved teachers noticing and raising concerns
School policies already in place against gambling
Parents who may be open to guidance once educated

Possible Strategies:

Education: School-based awareness campaign targeting parents and students

Policy adoption: Encourage school districts and community recreation programs to adopt policies that ban gambling app logos or betting company sponsorships on youth team uniforms and facilities.

Scenario 2: Seniors & Casino Trips

A local senior center organizes monthly bus trips to a nearby casino. Many older adults attend as a way to socialize, but some have begun showing signs of financial distress. Staff are concerned but feel the trips are a valued tradition.

What risk factors can you identify?
What protective factors can you identify?
What is one strategy that might be effective?

Scenario 2: Seniors & Casino Trips

Risk Factors:

Easy organized access to gambling venues

Social norms that view gambling as acceptable recreation

Isolation and boredom among older adults

Protective Factors:

Senior center staff who are attentive to participants' wellbeing

Availability of healthy recreational activities

Family members who may be allies in prevention

Possible Individual/Program Strategy:

Work with senior center leadership to introduce alternative outings (theater, museums, parks) and integrate responsible gambling resources into programming.

Environmental Strategy:

Partner with senior centers and local transportation providers to **limit or modify casino promotion and advertising** within senior programming

Scenario 3: Gaming and Loot Boxes

A 15-year-old high school student spends hours each evening playing a popular online game with friends. The game offers "loot boxes" that can be purchased with real money, giving players a chance to unlock rare outfits, weapons, or special powers. The student's parents recently noticed charges on their credit card totaling over $200 in one month. When asked, the student said, *"I just wanted to get the rare skin everyone else has—it's not like gambling, it's just part of the game."*

What risk factors can you identify?
What protective factors can you identify?
What is one strategy that might be effective?

Scenario 3: Gaming and Loot Boxes

Risk Factors:

Exposure to gambling-like mechanics (chance-based rewards).

Easy access to parents' credit card or digital wallet.

Low perception of harm—youth don't view loot boxes as gambling.

Protective Factors:

Parents monitoring spending and willing to intervene.

Opportunities for conversations about healthy gaming

Schools and youth groups that can provide education on gambling risks.

Possible Individual/Program Strategy:

Parent workshops on gaming, including tools to monitor or block in-game purchases

Discussions about loot boxes in youth problem gambling prevention education.

Environmental Strategy:

Local schools, libraries, and youth-serving organizations to share resources on responsible gaming.

Support policies requiring clear disclosure of odds and age restrictions for loot box purchases.

What is a Loot Box?

A loot box is a feature in many online and video games where players can pay (with real money, in-game currency, or both) to open a virtual container that gives them random rewards—such as weapons, character skins, or other in-game items.

Key Characteristics:
- The outcome is randomized (players don't know what they'll get).
- Players often feel pressure to keep buying/opening to get rare or valuable items.
- Loot boxes can be purchased repeatedly, sometimes with real money linked directly to credit cards or online payment systems.

What is a Loot Box?

Why it matters in problem gambling prevention:

    The mechanics mirror gambling (spending money, chance-based reward, "near misses").

    They are particularly concerning for youth, since they normalize gambling-like behaviors inside popular games.

    Research shows a correlation between spending on loot boxes and increased risk of problem gambling behaviors later in life.

Examples of Loot Boxes in Games:

    Opening a chest in *Fortnite* or *Overwatch* for a random cosmetic item.

    Buying a player pack in sports games like *FIFA Ultimate Team*.

Root Causes (Risk and Protective Factors)

Prevention focuses on:

- Identifying and reducing the underlying causes of the problem behavior - **Risk Factors**

- Identifying and increasing
- the underlying reasons the problem behavior does NOT occur - **Protective Factors**

Discussion:
Root Causes & Local Conditions

Which risk factors do you see in your communities?

Which protective factors do you see in your communities?

Logic Model

Problem Statement

-Data, Measure, Source Date

-Data, Measure, Source, Date

Root Cause

-Data, Measure, Source Date

-Data, Measure, Source, Date

Root Cause

-Data, Measure, Source Date

-Data, Measure, Source, Date

Local Condition

-Data, Measure, Source Date

-Data, Measure, Source, Date

Local Condition

-Data, Measure, Source Date

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Local Condition

-Data, Measure, Source Date

-Data, Measure, Source, Date

Local Condition

-Data, Measure, Source Date

-Data, Measure, Source, Date

Problem Statement

But Why? (Root Cause)

But Why Here? (Local Conditions)

Logic Model

Underage Gambling

Community Norms Promoting Gambling

Availability Of Gambling Opportunities for Youth

Lotto / Scratch Ticket Promotion in ABC City

Community Fundraisers Involve Gambling

Retailers sell scratch tickets to minors

Youth bet on Sport Games at School

Local Conditions

- Specific
- Identifiable
- Actionable

Problem Statement

But Why? (Root Cause)

But Why Here? (Local Conditions)

Local Conditions

Logic Model

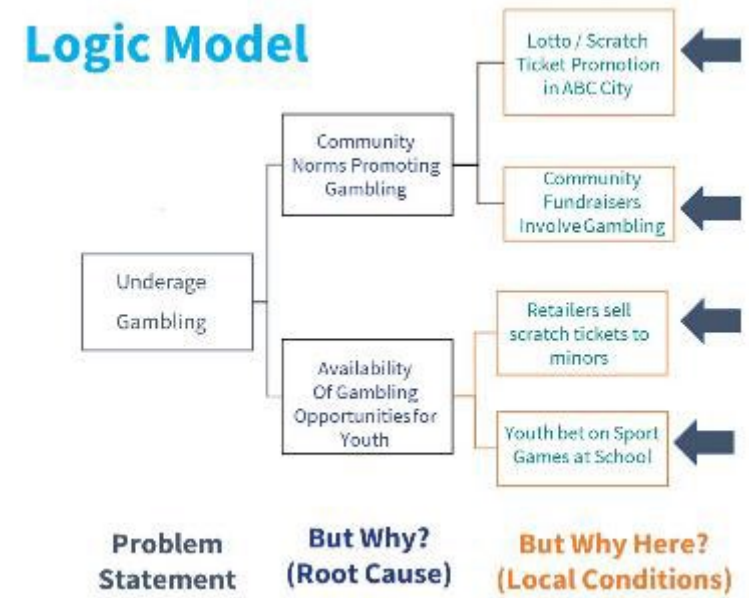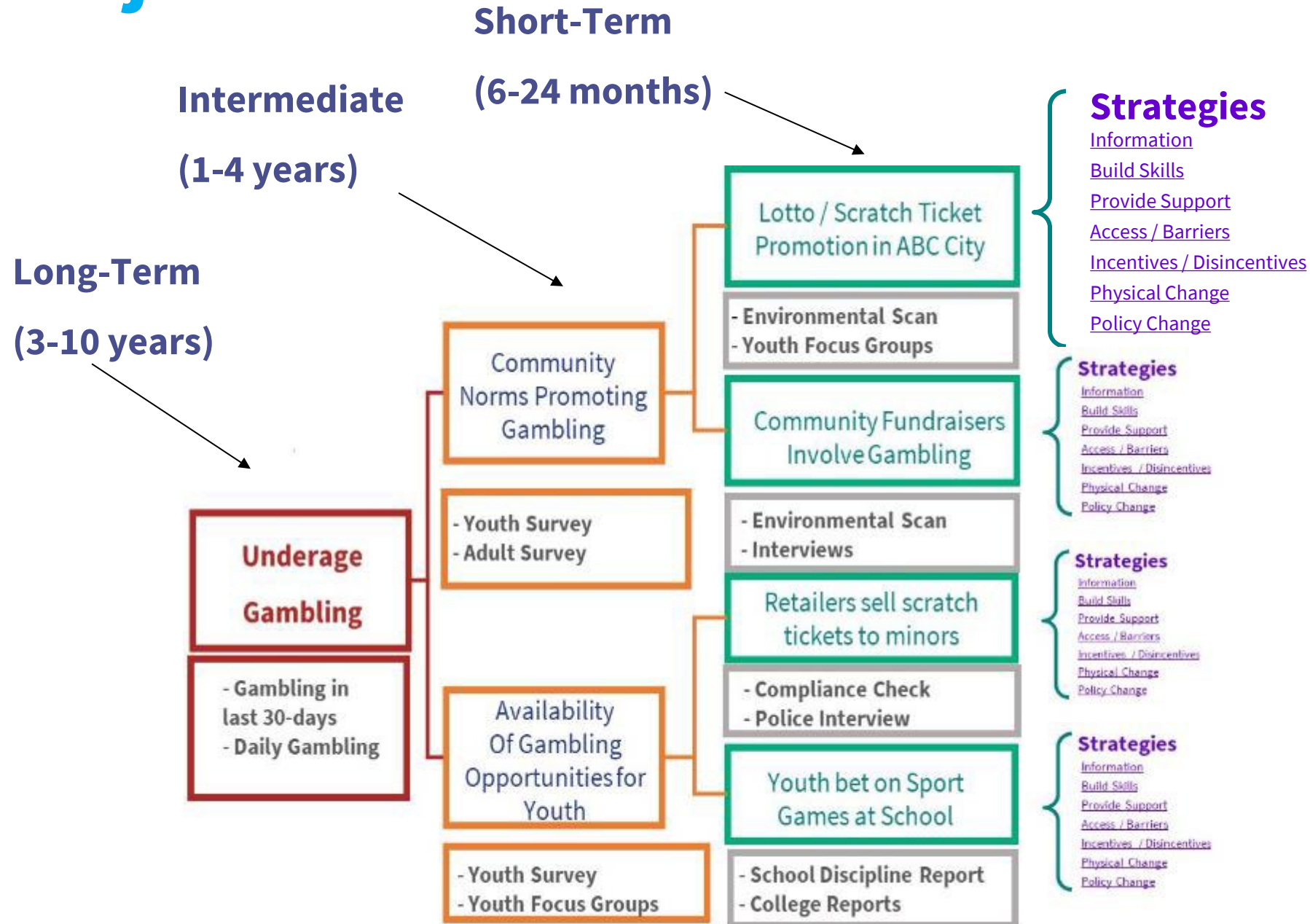**Local Conditions – "But Why Here?"**

- **Specific** – is it a behavior or condition that observable?

- **Identifiable** – Does it occur enough to be measured?

- **Actionable** – Can strategies be implemented that will change the behavior or condition?

But Where? But When? But What Occasions?

Objectives

Short-Term (6-24 months)

Intermediate (1-4 years)

Long-Term (3-10 years)

Strategies
Information
Build Skills
Provide Support
Access / Barriers
Incentives / Disincentives
Physical Change
Policy Change

Underage Gambling
- Gambling in last 30-days
- Daily Gambling

Community Norms Promoting Gambling
- Youth Survey
- Adult Survey

Availability Of Gambling Opportunities for Youth
- Youth Survey
- Youth Focus Groups

Lotto / Scratch Ticket Promotion in ABC City
- Environmental Scan
- Youth Focus Groups

Community Fundraisers Involve Gambling
- Environmental Scan
- Interviews

Retailers sell scratch tickets to minors
- Compliance Check
- Police Interview

Youth bet on Sport Games at School
- School Discipline Report
- College Reports

Strategies
Information
Build Skills
Provide Support
Access / Barriers
Incentives / Disincentives
Physical Change
Policy Change

Strategies
Information
Build Skills
Provide Support
Access / Barriers
Incentives / Disincentives
Physical Change
Policy Change

Strategies
Information
Build Skills
Provide Support
Access / Barriers
Incentives / Disincentives
Physical Change
Policy Change

Comprehensive Strategies

Seven Strategies for Behavior Change

1. **Provide** information
2. **Build** skills
3. **Provide** support
4. **Change** barriers / access
5. **Change** consequences / incentives
6. **Alter** the physical design of the environment
7. **Change** policies, rules, practices, procedures

1. Providing Information
2. Enhancing Skills
3. Providing Support

individual

4. Enhancing Access | Reducing Barriers
5. Changing Consequences
6. Physical Design
7. Modifying Policy

environment

Comprehensive Strategies

ABC City Prevention Coalition

Local Condition: Retail stores selling scratch tickets to minors.

1. <u>Provide Information</u>— Provide information to retailers on current laws
2. <u>Build Skills</u>—Train merchants to check ID's and look for fake ID's
3. <u>Provide Support</u>— Assist store owners in posting signs and training clerks
4. <u>Access/Barriers</u>—Translate merchant education materials to Spanish
5. <u>Consequences</u> —Increase fines for failed checks /Recognize sellers for passing
6. <u>Physical Design</u>—Post signs: "We don't sell to minors…"
7. <u>Policies or Regulations</u>— Increase compliance checks/fines

Logic Model

Adult Problem Gambling in Region 3

2021, Epidemiological Profile 2022, CCPG, Gambling Helpline statistics

Social and Cultural Norms

Need Data: Environmental Scan, Senior Focus Groups

Marketing toward the older population encourages and promotes gambling

Problem Statement   **But Why? (Root Cause)**   **But Why Here? (Local Conditions)**

Problem:
But Why?
But Why Here?

Provide Information— Provide informational packets to senior centers, senior housing, and senior transportation about safe gambling

Build Skills— Offer gambling information trainings to staff, members, and residents of senior centers/senior housing.

Problem:
But Why?
But Why Here?

Provide Support— List of local problem gambling supports such as Better Choice and the CCPG Helpline

Access / Barriers— Limit the number of trips senior centers provide to casinos. Encourage alternate outings in place of casinos.

Problem:
But Why?
But Why Here?

Change Consequences— Letters of appreciation to senior centers that participate

Physical Design— Posting of responsible gambling information inside transportation

Policies or Regulations-- Work with senior centers/senior housing/senior transportation to limit casino and gambling advertising within their organizations.

Next Steps

- **Connect** with Senior Center Directors to open dialog around problem gambling and conduct environmental scans
- **Develop** resource packet about preventing problem gambling and available local resources to distribute to senior centers
- **Schedule** a CAP training targeting older adult support staff and caregivers
- **Partner** with senior facilities to post responsible gambling information inside their location and inside transportation
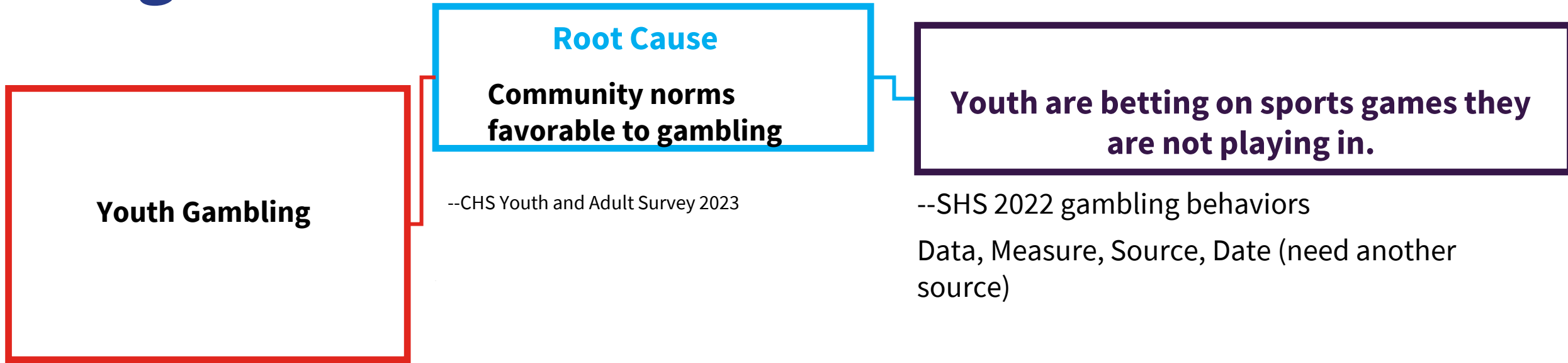
Columbia Health Services

Columbia Health Services

**Problem Gambling
Strategies, Activities and Progress**

April 2024

Logic Model

Youth Gambling

-22.9% 6th graders, 19.8% 8th graders, & 15.5% 11th graders report gambling in last 30 days , SHS, 2022

Root Cause

Community norms favorable to gambling

--CHS Youth and Adult Survey 2023

Youth are betting on sports games they are not playing in.

--SHS 2022 gambling behaviors

Data, Measure, Source, Date (need another source)

Problem Statement

But Why? (Root Cause)

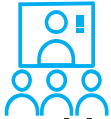**But Why Here? (Local Conditions)**

Problem: Youth Gambling
But Why? Community Norms Favorable to Gambling
But Why Here? Youth are gambling on sports games they are not playing in and on games of skill (video games, sports, dares)

Provide Information— Educational presentations that defines gambling and problem gambling for students and caregivers, including brain science information. Utilize educational information to teach the community that gambling is a problem in our community.

Help teach parents and caregivers about warning signs of children gaming addiction and the correlation between gaming and gambling

Build Skills—provide the community with other options for stress relief then gambling and gamming. Work with parents to coach them on how to monitor phones and video game use; monitor debit cards/bank accounts

Problem: Youth Gambling
But Why? Community Norms Favorable to Gambling
But Why Here? Youth are gambling on sports games they are not playing in and on games of skill (video games, sports, dares)

Provide Support—Work with school based health centers and school counselors to add assessments around gambling and gaming. Identify youth who may be at risk for gambling and refer them to appropriate help. work with schools to provide a monthly fun night for youth with board games, movies, and food.

Access / Barriers— restrict betting at sporting events

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Change Consequences— If Students in Columbia County school get caught gambling on school WiFi there are consequences in place.   Make sure schools have gambling sites blocked on their WiFi

Physical Design— Teach parents how to set WiFi and other filters to eliminate and block exposure to gambling.

Policies or Regulations— If wanting to purchase a game or gambling in an app, the app must be able to verify age of buyer through drivers license or state provided ID.

Activity :
Logic Model Discussion

Discussion: *Why do logic models matter?*
•How do they help coalitions/organizations stay focused?
•How do they help with accountability and evaluation?

What makes a strategy "fit" the local condition?
•Share an example from your own work where a strategy succeeded (or failed) because of how well it matched the problem.

Activity :
Gambling Boot Camp Refresher

Based on this session:

1. What are the key points you would share with your coalition or organization?

2. What specific actions will you take?

3. On which topics would you like to receive additional training?

Did We Meet Your Expectations? Let's Revisit Them…

Thank You!

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