

# Ohio Problem Gambling Prevention Resource Guide

July 2013



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## Recommendations for Implementing Problem Gambling Prevention Strategies in Ohio Communities

### Overview

As casinos and video lottery terminals (VLTs) at race tracks open in Ohio, state agencies have joined together to form an initiative to combat problem gambling. The Ohio Department of Mental Health and Addiction Services (OhioMHAS), Ohio Lottery Commission (OLC), Ohio State Racing Commission (OSRC) and the Ohio Casino Control Commission (OCCC) have formed an initiative known as Ohio for Responsible Gambling. OhioMHAS serves as the resource partner for the new initiative and the lead agency responsible for prevention and treatment of problem gambling.

This document provides recommendations and resources to facilitate the prevention of problem gambling in Ohio. OhioMHAS does not endorse or recommend any specific program listed within this resource guide. Instead, we recommend that communities utilize a planning process like the Strategic Prevention Framework (SPF) to assess need, readiness and capacity to implement the most appropriate prevention interventions for their populations.

### Priorities

Current knowledge and understanding of the considerable impact of problem gambling on the health and well-being of Ohioans compels us to recommend the following priorities:

- Delaying participation until legal age;
- Preventing the onset of problem gambling by reducing associated risk factors; and
- Minimizing the negative consequences by improving access to intervention and treatment services.

### Priority Populations

Results of Ohio's 2012 Gambling Prevalence Survey revealed that of the 8.8 million Ohioans aged 18 and older, an estimated 3.8 million (43.3%) do not gamble. The survey also helped to estimate how many Ohioans that do gamble may be at risk for or be experiencing problem gambling.

There are an estimated 2.2% of individuals at **Low Risk** for problem gambling which means they gamble but do not experience adverse consequences from gambling. **OhioMHAS Prevention & Wellness recommends targeting universal and selective prevention efforts, including education about healthy choices and awareness of problem gambling signs and symptoms toward all individuals who gamble and their families.**

A smaller percentage of the population, 0.3% percent (26,417), are estimated to be at **Moderate Risk** for problem gambling. These individuals may experience adverse consequences from gambling, but do not meet diagnostic criteria for pathological gambling. **OhioMHAS Prevention & Wellness recommends targeting indicated prevention services including prevention education or brief screening and intervention services toward this group.**

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Survey results also revealed there were some demographic characteristics that predicted individuals being at-risk for or experiencing problem gambling. **Based on these findings, OhioMHAS Prevention & Wellness recommends targeting prevention information dissemination and environmental strategies specifically to males and young adults across the state and also for individuals who are Black/African American in certain regions indicated by survey results.**

## Initial Approaches

### Environmental Strategies

Population-based and environmental prevention strategies are essential to community success in preventing problem gambling. It is expected that these will be particularly effective approaches for problem gambling because of the similarities between gambling and alcohol abuse. Both are illegal for youth and may cause adverse consequences when frequency and duration increases for adults.

Changing public perception regarding this issue is critical to increasing community capacity to address adolescent and problem gambling and associated problems. This public health approach incorporates a multi-dimensional perspective that recognizes the individual and the social determinants and environmental factors that influence behaviors (Messerlian, Derevensky & Gupta, Health Promotion International 2005).

An effective environmental strategy to change public perception is Social Norms Marketing. A growing body of research shows that a person's behavior is strongly influenced by incorrect perceptions of how other members of his or her social group think and act. When properly conducted, the social norms approach is an evidence-based, data-driven process that is a cost-effective method for achieving large-scale positive behavior change and harm reduction (University of Virginia, 2012).

**OhioMHAS Prevention & Wellness recommends reinforcing positive social norms through existing individual and community level environmental strategies to successfully change the cultural norm around problem gambling and seeking access to services.**

### Community-Based Processes

It is expected that community coalitions and other interested community groups will play a critical role in beginning the work of raising awareness about the nature and extent of problem gambling in Ohio communities and in developing data-driven plans to address at-risk populations with evidence-based prevention interventions.

While limited research is available about what helps protect youth specifically against engaging in problem gambling behaviors, the Search Institute has studied factors called the "40 Developmental Assets" that help young people grow into healthy, responsible adults while helping buffer against problem behavior.

**OhioMHAS Prevention & Wellness recommends that communities and families engage in promoting healthy choices around gambling by focusing on the subset of developmental assets that problem gambling prevention experts have identified as having the most influence on problem gambling behavior (Messerlian, Derevensky & Gupta, Health Promotion International 2005). Community coalitions and other interested community groups can provide the various sectors of their communities with resources and information on how these protective factors can be provided.**

Ohio Gambling Prevalence Survey results also indicated that Ohio communities have much work to do around raising awareness about the high risk for engaging in gambling during adolescence; the risk and protective factors and warning signs of problem gambling; and how the effective prevention of problem gambling requires the efforts of all sectors of a community working together in a comprehensive effort.

**OhioMHAS Prevention & Wellness recommends that primary care physicians and other health care providers as well as substance abuse and mental health treatment providers be prime target populations for prevention information dissemination regarding risk factors and warning signs and for environmental strategies that advocate for adopting screening and brief intervention or referral to assessment for treatment into routine care. A further recommendation is to target parents/family members and peers of individuals requiring treatment interventions for selective prevention education interventions.**

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Please reference the Ohio GPS Prevention Practice: Problem Gambling on the OhioMHAS website at <http://www.mha.ohio.gov> to view more information.

## Promising Problem Gambling Prevention Programs

Promising prevention programs may not have had formal evaluations or research backgrounds, though they have either been reviewed and endorsed by a government jurisdiction and/or are widely cited as gambling prevention programs. The risk factors listed with each program were provided by program developers based on curricula and descriptions. More information regarding each of these programs can be found by contacting the individuals listed or searching the webpages.

### Adolescent Compulsive Gambling Prevention Program: Wanna Bet?

Source: North American Training Institute, a Division of the Minnesota Council on Compulsive Gambling, Inc.

#### Program Description & Format

"The North American Training Institute has designed and field-tested this interdisciplinary curriculum to discourage underage gambling through improved critical thinking and problem solving" (North American Training Institute, 2012). Curriculum includes an educator's guide, an 11-minute video, "Andy's Story", a Wanna Bet? Resource Guide and overhead transparencies, plus a bibliography and resource list. This curriculum also includes a Gambling Fact Sheet, a Brief History of Gambling and a Parent Letter, all of which are copy ready. Wanna Bet? Magazine is an interactive online publication designed by teens for teens.

**CSAP Strategy(s)** Education

**IOM Type** Universal

#### Target Population

5<sup>th</sup> - 8<sup>th</sup> grade students

#### Risk Factor(s) Addressed

- Early initiation of gambling behavior
- Community laws and norms favorable toward gambling
- Lack of parental knowledge
- Lack of parental objection

#### Protective Factor(s) Addressed

- Skills
- Healthy beliefs and clear standards
- Parental monitoring

#### Availability/More Information

North American Training Institute website: [www.nati.org](http://www.nati.org)

## All Bets Off

Source: Missouri Alliance to Curb Problem Gambling (Alliance) and the Second Chance Foundation (Jefferson City, Missouri)

#### Program Description & Format

This one-hour "informative interactive workshop" addresses the intertwined nature of addictions and how similar the risk factors, symptoms and consequences are across the spectrum of addictive behaviors. All Bets Off addresses gambling as a potential addiction, presents facts about addictions and seeks to raise awareness of some of the resources available for individuals with an addiction in their family.

**CSAP Strategy(s)** Information Dissemination

**IOM Type** Universal

#### Target Population

8<sup>th</sup> - 9<sup>th</sup> grade students

#### Risk Factor(s) Addressed

- Availability
- Favorable attitudes toward the problem behavior
- Family attitudes and involvement
- Lack of parental knowledge

#### Protective Factor(s) Addressed

- Skills
- Healthy beliefs and clear standards

#### Availability/More Information

Telephone: 573-526-7467  
Email: [mstephens@mail.state.mo.us](mailto:mstephens@mail.state.mo.us) or [perezs@molottery.com](mailto:perezs@molottery.com)

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## Facing the Odds: The Mathematics of Gambling and Other Risks

Source: Harvard Medical School Division on Addictions and the Massachusetts Council on Compulsive Gambling

### Program Description & Format

Facing the Odds: The Mathematics of Gambling and Other Risks is a middle-school curriculum on probability, statistics and mathematics. The curriculum was designed to enhance students' critical thinking ability, number sense and knowledge of mathematics of gambling so that they can develop rational views about gambling and make their own informed choices when confronted with gambling opportunities.

The aim of this project is to: (1) Make mathematics more meaningful by increasing its relevance to the daily lives of students; (2) Develop students' critical thinking skills, allowing them to make decisions and choices about gambling activities based on mathematical reasoning; and, as a by-product, (3) Delay the onset or diminish the level of participation in gambling activities. Developers provide evaluation mechanisms to measure its effectiveness and use in schools across the United States.

**CSAP Strategy(s)** Education

**IOM Type** Universal

**Target Population**  
Middle school math students

**Risk Factor(s) Addressed**  
● Poor impulse control

**Protective Factor(s) Addressed**  
● Skills  
● Healthy beliefs and clear standards  
● Delay onset of initial use

**Availability/More Information**  
[http://www.hms.harvard.edu/doa/main\\_frame.htm](http://www.hms.harvard.edu/doa/main_frame.htm)  
The curriculum can be downloaded by registering at:  
<http://www.hms.harvard.edu/doa/html/registrationform.htm>



## Improving Your Odds

Source: Invitation Health Institute formerly known as Minnesota Institute of Public Health

### Program Description & Format

Improving Your Odds is a six-section curriculum designed to help youth acquire the knowledge and skills necessary to make choices about whether, when and how much to gamble. Risks and benefits of gambling are examined. Activities are included to help students learn how to recognize a gambling problem, how to talk with someone that may have a problem and how to find help. The materials in the curriculum are designed to be integrated into teachers' regular curriculum to complement other efforts, and the program can be completed in 4-10 hours.

**CSAP Strategy(s)** Education

**IOM Type** Universal

**Target Population**  
Middle school students

**Risk Factor(s) Addressed**  
● Early initiation of gambling behavior  
● Poor impulse control  
● Attitudes favorable toward gambling

**Protective Factor(s) Addressed**  
● Skills  
● Healthy beliefs and clear standards

**Availability/More Information**  
Invitation Health Institute website:  
<http://www.invitationhealthinstitute.org/>

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## Gambling: Reducing the Risks

Source: Saskatchewan Health, Canada

### Program Description & Format

The program provides teachers and students with information regarding gambling, teaches students about the risks associated with gambling, presents strategies that reduce the risks and supports skill development that allows students to make healthy choices about gambling. Resource materials consist of the following: a program manual for teachers that includes instructional strategies and teaching notes; topic-related activities for group discussion; a videotape with short, open-ended clips for discussion after group viewings; and information on accessing helping resources.

The program guidebook provides comprehensive information on youth as a high-risk target group, including specific information on:

- Reasons people gamble
- Definitions and descriptions of various types of gambling
- Signs of problem gambling in young people
- Consequences of problem gambling age restrictions for gambling
- Impact of problem gambling on families

### CSAP Strategy(s)

Information Dissemination  
Education

### IOM Type

Universal

### Target Population

6<sup>th</sup> - 9<sup>th</sup> grade students designed to supplement middle level health education curricula

### Risk Factor(s) Addressed

- Accessibility
- Community laws and norms favorable toward gambling
- Early initiation of gambling behavior
- Peer influence

### Protective Factor(s) Addressed

- Skills
- Healthy beliefs and clear standards
- Delayed initial onset of gambling

### Availability/More Information

Leanne Fischer, Program Consultant. Saskatchewan Health, 3475 Albert Street, Regina, Saskatchewan, Canada S4S 6X6. Telephone: 306-787-4094



## Playing for Keeps

Source: Alberta Alcohol and Drug Abuse Commission (AADAC), Canada

### Program Description & Format

The topics discussed are definitions of gambling and problem gambling, signs of problem gambling and the people problem gambling affects. The curriculum includes instructor notes, colored overheads, activities and a quiz. This program provides a kit for a 60-minute presentation for use in schools or youth groups.

### CSAP Strategy(s)

Information Dissemination  
Education

### IOM Type

Universal

### Target Population

High school students

### Risk Factor(s) Addressed

- Early initiation of gambling behavior
- Friends who engage in gambling behavior

### Protective Factor(s) Addressed

- Skills
- Healthy beliefs and clear standards
- Delayed onset of problem behavior

### Availability/More Information

The curriculum is available via the Alberta Alcohol and Drug Abuse Commission (AADAC) website:  
<http://corp.aadac.com/gambling/index.asp>

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## YMCA Youth Gambling Project

Source: YMCA Youth Gambling Project (YGP)

### Program Description & Format

The goal of the YMCA Youth Gambling Project (YGP) is to reduce the harm associated with gambling. The program takes a proactive approach believing that prevention programs are essential to improving individual health and personal development and creating healthier communities.

**CSAP Strategy(s)** Information Dissemination  
Education

**IOM Type** Universal

### Target Population

Youth ages 8 to 24 years old  
Parents  
Teachers  
Professionals

### Risk Factor(s) Addressed

- Availability
- Favorable attitudes toward use
- Family conflict and management problems
- Friends who engage in gambling behavior
- Community laws and norms favorable toward use

### Protective Factor(s) Addressed

- Skills
- Healthy beliefs and clear standards

### Availability/More Information

YMCA Youth Gambling Project  
42 Charles Street East, Toronto, Ontario M4Y 1T4  
Canada  
Email: [jim.milligan@ymca.net](mailto:jim.milligan@ymca.net)

## You Figure it Out, Problem Gambling Today

Source: Know the Odds, Inc.

### Program Description & Format

The program is directed to target problem gambling as a health issue. Students receive the necessary information to empower them and to protect them against the harmful effects of problem gambling. Students are taught about the nature of gambling not how to gamble. The materials are gambling neutral and avoid normalizing gambling by teaching “responsible gambling.” The materials represent the distilled essence of what students need to know in order to preserve their quality of life - compressed into two 45-minute sessions. The kit comprises video, software and notes and is suitable for use in secondary schools. The software is designed to teach students the basic concept of the law of averages. The purpose of the kit is to educate students to prevent them from becoming problem gamblers and to understand problem gambling in others.

**CSAP Strategy(s)** Information Dissemination  
Education

**IOM Type** Universal

### Target Population

High school students

### Risk Factor(s) Addressed

- Poor impulse control

### Protective Factor(s) Addressed

- Skills
- Healthy beliefs and clear standards

### Availability/More Information

[www.knowodds.org](http://www.knowodds.org)

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## Stacked Deck: A Program to Prevent Problem Gambling

Source: Hazelden

### Program Description & Format

A Program To Prevent Problem Gambling is a school-based prevention program that provides information about the myths and realities of gambling, as well as guidance on making good choices with the objective of modifying attitudes, beliefs and ultimately gambling behavior. The intervention is provided to students in 9th through 12th grade as part of a regularly scheduled class such as health education or career management. Lessons cover the history and realities of gambling (e.g. the "house edge"), risk factors for and signs of problem gambling, fallacies about gambling, calculated risk and the assessment of situations involving risk, and barriers to good decision making and problem solving. An optional booster session to consolidate previous learning can be administered one month after the completion of the fifth lesson.

**CSAP Strategy(s)** Information Dissemination  
Education

**IOM Type** Universal

### Target Population

High school students

### Risk Factor(s) Addressed

- Early initiation of gambling behavior
- Friends who engage in gambling behavior
- Poor impulse control

### Protective Factor(s) Addressed

- Skills
- Healthy beliefs and clear standards
- Delay initial onset of gambling

### Availability/More Information

[http://www.hazelden.org/OA\\_HTML/ibeCCtpltmDspRte.jsp?item=30104&sitex=10020:22372:US](http://www.hazelden.org/OA_HTML/ibeCCtpltmDspRte.jsp?item=30104&sitex=10020:22372:US)

Trained facilitators (teachers, prevention specialists, or health educators) use a facilitator's guide to administer five 50- to 90-minute interactive lessons over a period of 2 to 3 weeks.



## G.A.M.E.S. (Gambling Awareness of Monroe through Educating Our Students)

Source: Connecticut Council on Problem Gambling

### Program Description & Format

Youth-Adult Partnership, based at Masuk High School in Connecticut with school and community "buy-in" with Administrators, Teachers, Coaches, Parents, Clergy, Board of Education, Civic Leaders, Police, Recreation Dept, Social Services. Evolved into a peer-peer and peer-adult prevention program to create awareness and reduce harm associated with gambling. GAMES is not an anti-gambling program. Students are taught about making healthy choices; reducing their risk of addiction; and setting their own limits. As a result, GAMES has become a conduit for open discussions about risky behaviors in general.

**CSAP Strategy(s)** Education  
Alternatives

**IOM Type** Universal

### Target Population

High school students

### Risk Factor(s) Addressed

- Early initiation of gambling behavior
- Friends who engage in gambling behavior
- Poor impulse control
- Availability
- Family conflict and management problems
- Parental attitudes and involvement
- Community laws and norms favorable toward use

### Protective Factor(s) Addressed

- Skills
- Healthy beliefs and clear standards
- Delay initial onset of gambling

### Availability/More Information

Jeanne Dimuzio, RYASAP

203-579-2727, X310

[jdimuzio@ryasap.org](mailto:jdimuzio@ryasap.org)

And visit GAMES website:

[www.gamblingawareness.org](http://www.gamblingawareness.org)

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## C.A.P.S

Source: Massachusetts Council on Problem Gambling

### Program Description & Format

CAPS is a 12 week curriculum that focuses on mathematics curriculum areas of statistics, probability, number sense, ratios, percentages and problem solving. Connection to reducing problem gambling risk, movement-oriented, hands on, provides knowledge and skills needed to attain critical thinking skills

**CSAP Strategy(s)** Education

**IOM Type** Universal

### Target Population

6<sup>th</sup> - 12<sup>th</sup> grade students

### Risk Factor(s) Addressed

- Early initiation of gambling behavior
- Friends who engage in gambling behavior
- Poor impulse control
- Availability
- Family conflict and management problems
- Parental attitudes and involvement
- Community laws and norms favorable toward use

### Protective Factor(s) Addressed

- Skills
- Healthy beliefs and clear standards
- Delay initial onset of gambling

### Availability/More Information

Jim Wuelfing  
Massachusetts Council on Problem Gambling  
[jim.wuelfing@gmail.com](mailto:jim.wuelfing@gmail.com)



## Youth Gambling

Source: McGill University

### Program Description & Format

Two informative workshops Youth Gambling: An awareness and prevention workshop - Level I and Level II have been used internationally. In 2007, the content of the Level-II workshop was revised after testing 7,000 high school students in order to address the new issues of Internet gambling and poker, two forms of gambling that are increasingly popular among teenagers. The information presented in these two workshops is based on research and interaction over the years with young problem gamblers by clinicians and researchers. Because of the age of onset of gambling behavior and the adoption of an early prevention approach, the workshops are designed to address the needs, interests and the various levels of elementary, middle and high school students. Instructor's manuals are included.

**CSAP Strategy(s)** Education

**IOM Type** Universal

### Target Population

6<sup>th</sup> - 12<sup>th</sup> grade students

### Risk Factor(s) Addressed

- Early initiation of gambling behavior
- Friends who engage in gambling behavior
- Availability
- Community laws and norms favorable toward use

### Protective Factor(s) Addressed

- Skills
- Healthy beliefs and clear standards
- Delay initial onset of gambling

### Availability/More Information

McGill University  
<http://www.youthgambling.com/>

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## Hooked City

Source: McGill University

### Program Description & Format

Targeting high school students, the primary objective of this interactive game is to enable adolescents to make responsible choices by informing them about the nature and the risks associated with gambling, reinforcing social skills and changing their attitudes and erroneous beliefs related to gambling. The adventure unfolds in a city where players are transported to different locations in the hopes of freeing Tom, a young man who has been captured by Mr. Hook. The players' performance is encouraged by the loss or gain of clues that are used to free Tom. Feedback is always provided for players after each individual activity. At the end of the game, which lasts approximately 45 minutes, an individual evaluation is generated for each player. It is possible to save the game and exit at any time.

**CSAP Strategy(s)** Education

**IOM Type** Universal

### Target Population

6<sup>th</sup> - 12<sup>th</sup> grade students

### Risk Factor(s) Addressed

- Early initiation of gambling behavior
- Poor impulse control
- Availability
- Community laws and norms favorable toward use

### Protective Factor(s) Addressed

- Skills
- Healthy beliefs and clear standards
- Delay initial onset of gambling

### Availability/More Information

McGill University

<http://www.youthgambling.com/>



## The Amazing ChaTeau

Source: McGill University

### Program Description & Format

The interactive CD-ROM game targets elementary school children in grades 4 to 6. Through a variety of fun activities, children learn how to distinguish between games of chance and games of skill. They also become familiar with important concepts related to gambling such as luck, chance, independent events, myths and facts, as well as concepts such as risk taking, consequences of addiction and responsible choices. The action takes place inside a castle where the player must navigate through a variety of entertaining settings. At the end of each activity a guide informs the player of his or her results. The player's performance is reinforced by winning and losing crystals. For activities based on chance, the crystals are used to wager. The more a player persists in this type of activity, the more crystals are lost. Feedback is always provided for players after each activity. At the end of the game, which lasts approximately 45 minutes, an individual evaluation is generated for each player. It is possible to save the game and exit at any time.

**CSAP Strategy(s)** Education

**IOM Type** Universal

### Target Population

1<sup>st</sup> - 5<sup>th</sup> grade students

### Risk Factor(s) Addressed

- Early initiation of gambling behavior
- Friends who engage in gambling behavior
- Availability
- Community laws and norms favorable toward use

### Protective Factor(s) Addressed

- Skills
- Healthy beliefs and clear standards
- Delay initial onset of gambling

### Availability/More Information

McGill University

<http://www.youthgambling.com/>

## Relevant Programs on the National Registry of Evidence-based Programs & Practices (NREPP)

The National Registry of Evidence-based Programs and Practices (NREPP) is a searchable online registry of mental health and substance abuse interventions that have been reviewed and rated by independent reviewers. The purpose of this registry is to assist the public in identifying scientifically-based approaches to preventing and treating mental and/or substance use disorders that can be readily disseminated to the field. NREPP is one way that Substance Abuse Mental Health Service Administration is working to improve access to information on tested interventions and thereby reduce the lag time between the creation of scientific knowledge and its practical application in the field. NREPP is a voluntary, self-nominating system in which intervention developers elect to participate.

### Connection to Problem Gambling

The programs listed in this section have evidence to support their outcomes regarding substance abuse and / or delinquency prevention and have the potential for positive outcomes that impact problem gambling. Because substance abuse and problem gambling have common risk and protective factors, implementing these interventions can address a broader scope of behaviors, thereby resulting in additional gains in positive personal development.

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## All Stars Program

**CSAP Strategy(s)** Education  
Information Dissemination

**IOM Type** Universal

### Target Population

Early adolescents between the ages of 10-15

### Common Risk Factor(s) Addressed

- Favorable attitudes toward (drug) use

### Availability/More Information

[www.tanglewood.net](http://www.tanglewood.net)

## Project Alert

**CSAP Strategy(s)** Education

**IOM Type** Universal

### Target Population

- 6<sup>th</sup> - 7<sup>th</sup> grade or 7<sup>th</sup> - 8<sup>th</sup> grade students
- Minority students
- Various socioeconomic settings

### Common Risk Factor(s) Addressed

- Early first use

### Availability/More Information

[www.projectalert.best.org](http://www.projectalert.best.org)

## Creating Lasting Family Connections

**CSAP Strategy(s)** Information Dissemination  
Education  
Community-Based Process  
Problem ID & Referral

**IOM Type** Universal, Selective & Indicated

### Target Population

11-15 year old youth and their parents/guardians

### Common Risk Factor(s) Addressed

- Family conflict and management problems
- Parental attitudes and involvement
- Early first use

### Availability/More Information

[www.copes.org](http://www.copes.org)

[www.myresilientfuturesnetwork.com](http://www.myresilientfuturesnetwork.com)

## Families & Schools Together (FAST)

**CSAP Strategy(s)** Information Dissemination  
Education  
Problem ID & Referral

**IOM Type** Selective

### Target Population

- Early childhood, elementary and middle school youth;
- rural, medium-sized and urban communities; various
- ethnic cultural backgrounds

### Common Risk Factor(s) Addressed

- Favorable parental attitudes
- Family management problems

### Availability/More Information

<http://www.wcer.wisc.edu/FAST>

## Lifeskills Training Program

**CSAP Strategy(s)** Information Dissemination  
Education

**IOM Type** Universal

### Target Population

6<sup>th</sup> - 8<sup>th</sup> grade or 7<sup>th</sup> - 9<sup>th</sup> grade youth;  
Caucasian, African American and Latino youth

### Common Risk Factor(s) Addressed

- Favorable attitudes toward (drug) use
- Friends who use

### Availability/More Information

[www.lifeskillstraining.com](http://www.lifeskillstraining.com)

## Project Northland

**CSAP Strategy(s)** Information Dissemination  
Education, Alternatives  
Environmental

**IOM Type** Universal

**Target Population** Not specified

### Common Risk Factor(s) Addressed

- Availability
- Favorable attitudes toward (drug) use
- Early first use
- Favorable community laws and norms

### Availability/More Information

[www.hazelden.org](http://www.hazelden.org)

<http://www.nrepp.samhsa.gov/Index.aspx>

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## Project Star

**CSAP Strategy(s)** Information Dissemination  
Education  
Environmental

**IOM Type** Universal

### Target Population

Middle school youth, parents, and community at large

### Common Risk Factor(s) Addressed

- Availability
- Friends who use
- Favorable attitudes toward (drug) use

### Availability/More Information

[www.colorado.edu/cspv/blueprints](http://www.colorado.edu/cspv/blueprints)



## Reconnecting Youth Program

**CSAP Strategy(s)** Information Dissemination  
Education

**IOM Type** Indicated

### Target Population

Students in 6<sup>th</sup> - 12<sup>th</sup> grade who show signs of poor school achievement and potential for dropping out

### Common Risk Factor(s) Addressed

- Persistent antisocial behavior
- Friends involved in problem behavior

### Availability/More Information

[www.nesonline.com](http://www.nesonline.com)

## Project Towards No Drug Abuse

**CSAP Strategy(s)** Education

**IOM Type** Selective, Indicated

### Target Population

- High school youth at high risk
- Alternative high school students
- Various ethnic cultural backgrounds

### Common Risk Factor(s) Addressed

- Favorable attitudes toward (drug) use

### Availability/More Information

<http://tnd.usc.edu>

<http://www.nrepp.samhsa.gov/Index.aspx>



## Strengthening Families Program

**CSAP Strategy(s)** Information Dissemination  
Education  
Problem ID & Referral

**IOM Type** Universal, Selective, Indicated

### Target Population

Children 6-11 years old, various ethnic groups and children with conduct problems

### Common Risk Factor(s) Addressed

- Early and persistent antisocial behavior
- Family history of substance abuse
- Favorable attitudes toward (drug) use
- Family management problems

### Availability/More Information

<http://www.strengtheningfamiliesprogram.org/>

<http://www.nrepp.samhsa.gov/Index.aspx>

Please contact the OhioMHAS Office of Prevention & Wellness for additional information  
(614) 466-9021.