IT’S A NUMBERS GAME

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What’s this all about?

- Is this heaven?? No, it’s the Iowa Youth Survey
- It’s all about access: Evidence based and home grown strategies – what do we use to reach out to schools?
- Going from good to great…..making what we do even better
- I can’t catch a break: Discussion on difficulties and shortcomings of existing evidence based interventions.
THE IOWA YOUTH SURVEY (IYS)

WHAT

• Conducted by the Iowa Department of Public Health’s Division of Behavioral Health in collaboration with:
  • Iowa Department of Education
  • Governor’s Office of Drug Control Policy
  • Iowa Department of Human Rights’ Criminal and Juvenile Justice Planning and Statistical Analysis Center
  • Iowa Department of Human Services

• Aims to survey of all Iowa 6th, 8th, and 11th graders

• The 2014 Iowa Youth Survey contains 219 questions and is divided into seven sections:
  • Demographic Characteristics (9 questions) Section B.
  • Things I Have Tried or Done and Things That Have Happened To Me (69 questions)
  • My Beliefs and Attitudes (18 questions)
  • Peer Questions (12 questions)
  • School Questions (65 questions)
  • Family Questions (20 questions)
  • Community Questions (26 questions)
THE IOWA YOUTH SURVEY (IYS)

WHY

• Designed to help state-level planners, community agencies, and school personnel identify youth development needs, implement relevant, targeted interventions, and assess outcomes.
  • The Iowa Youth Survey has proven to be a valuable resource in youth needs assessment, program development, implementation, and outcome evaluation.
  • Assesses strengths and challenges of schools, families, and communities from the young person’s perspective
  • help the state obtain funding for a wide variety of programs and services.
• Outcomes
  • Have you ever bet or gambled for money or possessions?
  • In the past 12 months, what is the largest amount of money you have won or lost in a single day while gambling (betting)?
  • In the past 12 months, have you argued with family, friends, or others because of your gambling (betting)?

• Severity and Variety
  • During the past 12 months how many times have you bet or gambled for money or possessions in any of the following ways:
    0 times, 1-3 times, 4-9 times, 10 or more times
    1. Sports?
    2. Card games with friends or family?
    3. Internet?
    4. Personal skill games such as pool, bowling, or dominoes?
    5. Video or arcade games?
    6. Dice games?
    7. Lottery scratch off tickets or numbers?
Primary Outcome Measure

Males more than two times more likely to have gambled than females (37.2% vs. 14.6%)
Total reported gambling = 19,679 of 77,139
18% of 6th graders, 29.5% of 8th graders, and 30.9% of 11th graders report to gambling.
marked increase between 6th and 8th grade, maintained through the 11th grade.
However, this trend depends on sex
Females not increasing their likelihood of losing more than $25 in a day over grades.

Males show a dramatic increase from grade 6th to 8th grade (OR = 2.054 95% CI = 1.859, 2.269), and the increasing trend continues through from 8th to 11th grade (OR = 0.665 95% CI = 0.616, 0.719).

Males being more than twice as likely to have an argument (72.23% vs. 27.77%).
Gambling Demographics

THE IOWA CONSORTIUM FOR SUBSTANCE ABUSE RESEARCH AND EVALUATION

- White (25.2%) and Asian (21.9%) students had the least lifetime exposure. Latino students had somewhat higher percentage (28.1%). African American (31.9%), Multiple Races (31.19%), and American Indian (29.5%) students had the highest percentages.

- Arguing with family was least likely to occur in White students (2.3%) and most likely to occur in African American students (7.1%). Other groups ranged from 3.2-4.1%.

- Shelter care (47.9%) and in independent living (42.55%). These were significantly different from all other groups.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>13,147</td>
<td>12,749</td>
<td>25,896</td>
</tr>
<tr>
<td>8th</td>
<td>13,274</td>
<td>12,989</td>
<td>26,263</td>
</tr>
<tr>
<td>11th</td>
<td>12,255</td>
<td>11,949</td>
<td>24,204</td>
</tr>
<tr>
<td>Total</td>
<td>38,676</td>
<td>37,687</td>
<td>76,363*</td>
</tr>
</tbody>
</table>

IYS: Have you ever bet or gambled for money or possessions?
• Males demonstrate a consistently higher percentage of gambling across grades and a clear preference for video games, skill games, sports, and card games.
• An interesting pattern for females in 8th grade, then a decline in percent in 11th grade. This pattern in females suggests that they are introduced to gambling at the same time as males.
• Frequent gambling (10+ in a year) similar pattern at lower percent 0.3% – 3.5%
Severity and Variety

- Lifetime substance use had a very strong association with ever gambling and was most highly associated with alcohol use.
- Those reporting depressive thoughts and thoughts of worthlessness were also more likely to gamble.
- The largest differences between suicidal ideation and gambling behavior were most clearly seen in 6th and 8th graders.
- As they get older, the likelihood that students having suicidal thoughts will have gambled becomes less obvious.
- Other risky behaviors were associated with gambling behavior. The risky behaviors analyzed may be related to impulse control and other conduct related issues.
Among all students, 5.4% increase from 2012 to 2014 in those who reported not gambling in the past 12 months despite reporting to have ever gambled.

Among males, 6th grade students increased the most between 2012 and 2014 (72.6% vs. 81.4%). This was followed by 8th grade males (58.8% vs. 66.2%), and 11th grade males (53.6% vs. 59.6%).

Female students did not demonstrate a meaningful difference.
Suggested Intervention Considerations

• Prevention efforts should target young males, before the 8th grade.

• Consider using gambling behaviors as an indicator/risk factor for substance use and mental health problems.

• Ensure that adolescents in gambling treatment programs receive substance use and mental health screening.

• Gambling interventions should incorporate multicultural considerations for race, ethnicity, and social class.

• Further development of the Iowa Gambling Exposure Scale (IGES).
Take that Data and........

- Use it
  - Strip it down and customize it for your own county or state.
  - Create or manipulate your prevention approach to a certain demographic.
  - Increase prevention and limit dissemination

- Create your own survey to collect data
  - This requires a consent form for parents to be aware of what you are doing.
  - Use the IYS questions. Educate then evaluate.
Evidence based Curriculum
- Stacked Deck – Grades 9-12

Other Options
- Wanna Bet

Home Grown Talent
- One and done approach
- Week long vacation
- 10 week challenge

Mix and Match Approach
Stacked Deck (2010)

- 5 (optional 6) lesson plans
- Geared for a 45 minute class period
- Ideal for a “traditional” school setting
- Includes activities, role play and discussion questions
Other Options

- Wanna Bet
  - Lessons vary based on grade
  - Lessons also vary in length
  - Geared for 3-8th grade "traditional" classrooms
  - Scenario based material for students to relate to
Other Options

- The Amazing Chateau
  - Lessons vary based on grade
  - Lessons also vary in length
  - Geared for 1-5th grade “traditional” classrooms
  - Scenario based material for students to relate to
Mix and Match – create your own recipe

- 1-2 day approach: What, why, who of gambling
- Week long: How much time do we have?
- 10 week challenge: create short lesson plans that incorporate every area of study (History, Science, Math, Psychology etc).
What’s it gonna be?

- Do we get a day or two, or can we push it and ask for a week?
  - IYS can help us get in the door and even buy us more time
  - Creating access to new grade levels based on data

- What’s going to work for the environment you are going into?
  - Traditional vs. Alternative setting
  - Boys vs. Girls
  - Large district vs. Rural areas
  - Proximity to a casino

- Cookie cutter goes out the window.
Implementing the choice

- Evidence based – It is what it is
- Other Options – combine with mix and match
- Home grown – Creates endless opportunities
  - Include video, publications, small group and scenarios along with publications

- Reaching out to schools or colleges: Who do we shoot for?
  - Coaches, Health & FCS teachers
  - Life skills or school social workers
  - Psychology teachers? – Where can we get some face time?
What works for you?

- What challenges do you have?
- Where do you get stuck?
- What could help others in the biz?
- Questions, comments, concerns or smart remarks???