



# GUIDELINES FOR INSTRUCTION ON PROBLEM GAMBLING AND THE ADDICTIVE POTENTIAL THEREOF

December 12, 2023 by the Virginia Board of Education  
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VIRGINIA BOARD OF EDUCATION

# GUIDELINES FOR INSTRUCTION ON PROBLEM GAMBLING AND THE ADDICTIVE POTENTIAL THEREOF

## INTRODUCTION

Pursuant to [Chapter 192](#) (2022 Acts of Assembly), instruction concerning gambling and the addictive potential thereof shall be provided by the public schools as prescribed by the Board of Education (hereinafter Board). In fulfillment of this requirement the Board provides the following guidance to school divisions of the Commonwealth for instruction on how to recognize symptoms of problem gambling, preventing risky youth gambling and risky youth gaming, along with terminology, definitions, and resources to provide broad-based support and educate teachers and parents or guardians about problem gambling and the addictive potential thereof.

## BACKGROUND

Most people who gamble do so without experiencing harm. But some people experience significant problems because of gambling, including mental health and relationship problems, substance abuse, debts that cannot be repaid, crime and suicide in extreme cases. As gaming and gambling become more normalized in American society, it is important to keep in mind that a percentage of youth will experience problems. Prevention education efforts aimed at alcohol, tobacco, drug use and antisocial behaviors, should be extended to youth gambling.

Research shows that problem gambling co-occurs with other risky behaviors for children and adolescents, including smoking, alcohol use, and drug use. According to [Change the Game – Unlock the Reality of Youth Gambling](#), one youth out of 20 (ages 14-21) is at risk for problem gambling, and children introduced to gambling by age 12 are four times more likely to develop a gambling problem. This is especially a concern since many gaming apps, which stimulate the same excitement and risky activation of the brain reward circuit that is experienced by gamblers, are marketed to children as young as two years of age; at the same time, there is also growing casual exposure of youth to parents and adults betting on sports or buying lottery tickets with the expansion of gaming and gambling opportunities across the US.

Youth gambling refers to gambling activities engaged in by minors or young people under the age of 18 in Virginia. This type of gambling is problematic because of the potential for young people to become addicted to gambling and develop negative social, financial, and health consequences. According to the Virginia Council on Problem Gambling, the symptoms include:

- increasing preoccupation with gambling,
- a need to bet more money and/or more frequently,
- restlessness or irritability when attempting to stop,
- “chasing” losses, and
- loss of control manifested by continuation of the gambling behavior despite mounting, serious, negative consequences.

While typically thought of as an adult issue, there are several ways that youth under the age of 18 might engage in gambling, including:

- **Online gambling:** This includes various online gambling activities through the internet, including casino games, sports betting, and lottery games.
- **Social gambling:** This would include playing cards for money or betting on sports games with friends.
- **Illegal street gambling:** Examples are playing games of chance for money or illegally betting on sports events.
- **Video games with gambling elements:** Some video games, particularly those with "loot boxes", can contain elements of gambling that can be attractive to youth.

With regards to online and video game gambling, there are several types of games on mobile apps that could potentially foster gambling addiction in children. These games are not considered to be the same as traditional gambling; however, they can still be addictive and harmful, especially for children and youth.

- **Games with loot boxes:** These games allow players to purchase virtual boxes that contain randomized in-game items, and the thrill of not knowing what they will get can be addictive.
- **Casino-style games:** Some mobile games simulate casino games such as slot machines or poker, which can encourage players to make in-app purchases to continue playing or to win virtual money.
- **Social casino games:** These games are marketed as free to play, but often offer in-app purchases for virtual chips that can be used to play casino-style games.
- **Games with in-app advertisements:** Some mobile games feature advertisements that offer rewards for watching ads, such as virtual currency or in-game items. This type of reward system can be addictive, especially for children.

To prevent potential addiction and to avoid disastrous outcomes that can occur for individuals who begin gambling at a young age, it is important for educators to proactively engage in preventative measures that can support children towards choosing options other than gambling. Educators should:

- Review information on problem gambling and its red-flag behaviors, including the information available on the [Virginia Council for Problem Gambling resource site](#).
- Educate children about the dangers of gambling behaviors. Following are some ways teachers can approach this topic in the classroom:
  - **Incorporate information about gambling into relevant subjects:** Health teachers can work with other teachers to include information about gambling and its potential consequences in subjects such as mathematics, social studies, or personal finance.
  - **Use interactive activities:** Engage students with interactive activities such as role-playing exercises, group discussions, or debates to help them understand the dangers of gambling.
  - **Provide resources:** Provide students with resources such as books, articles, videos, and websites that discuss the dangers of gambling and provide information on how to seek help if needed.
  - **Foster open communication:** Create an open and supportive classroom environment where students feel comfortable discussing their experiences with gambling and asking questions.

- **Collaborate with outside organizations:** Collaborate with local organizations, such as youth support groups, to bring in experts to speak to students about the dangers of gambling.

Each school division may include an age-appropriate program of instruction on problem gambling awareness and prevention in existing substance abuse prevention lessons that align with the *Health Education Standards of Learning for Virginia Public Schools*. Discussions of probability and the role of skill and luck may also occur in mathematics courses. A strategy for presenting information to students about gambling in an integrated curriculum is to use examples of betting to illustrate mathematical concepts. For example, probability can easily be illustrated by calculating the "odds" of a given event occurring (e.g., picking a particular lottery number). Understanding the low probability of winning may deter students from making such bets.

Primary prevention of problem student gambling parallels substance abuse prevention. Programming should be broadly based, comprehensive, and designed to reach all students. Messages about gambling should start early, be integrated into the curriculum, be presented in small doses, and be repeated consistently each year.

## DEFINITIONS

*At-Risk Gambling:* term used by both lay and professional audiences to specify all the patterns of gambling behavior that compromise, disrupt, or damage personal, family, school, or vocational pursuits, and covers a continuum from moderate-risk to seriously out-of-control gamblers.

*Chasing:* more frequent involvement, increased persistence, and elevated monetary risk to recoup money that has been lost.

*Compulsive Gambling:* also called gambling disorder or pathological gambling, is the uncontrollable urge to continue gambling despite the toll it takes on your life and is defined by the Code of Virginia

[§ 37.2-314.2](#) as “*persistent and recurrent problem gambling behavior leading to clinically significant impairment or distress, as indicated by an individual exhibiting four or more of the criteria as defined by the Diagnostic and Statistical Manual (DSM) in a 12-month period.*”

*Evidence-based interventions:* treatments that have been proven effective (to some degree) through outcome evaluations.

*Gambling:* act of wagering or betting money or something of value on an event with an uncertain outcome with the intent to win more money or things of value than was wagered.

*Gaming:* playing electronic games, whether through consoles, computers, mobile phones or another medium, for the sole purpose of entertainment that may include elements of gambling.

*Gaming Disorder:* also known as video game addiction, is a condition characterized by severely reduced control over gaming habits, resulting in negative consequences in many aspects of life, including self-care, relationships, school, and work.

*Illegal gambling:* According to Va. Code [§ 18.2-325](#) is the making, placing, or receipt of any bet or wager in the Commonwealth of money or other consideration or thing of value, made in

*exchange for a chance to win a prize, stake, or other consideration or thing of value, dependent upon the result of any game, contest, or any other event the outcome of which is uncertain or a matter of chance, whether such game, contest, or event occurs or is to occur inside or outside the limits of the Commonwealth.*

*The making, placing, or receipt of any bet or wager of money or other consideration or thing of value shall include the purchase of a product, Internet access, or other thing made in exchange for a chance to win a prize, stake, or other consideration or thing of value by means of the operation of a gambling device as described in subdivision 3 b, regardless of whether the chance to win such prize, stake, or other consideration or thing of value may be offered in the absence of a purchase.*

*Mindfulness:* modified form of cognitive therapy that incorporates mindfulness practices that include present moment awareness and breathing exercises.

*Normalization:* is the process through which ideas and behaviors that may fall outside of social norms come to be regarded as "normal".

*Problem Gambling:* defined by Va. Code [§ 37.2-314.2](#) as “a gambling behavior that causes disruptions in any major area of life, including the psychological, social, or vocational areas of life, but does not fulfill the criteria for diagnosis as a gambling disorder.”

*Professional gambling:* is the rarest form of gambler, make all or most of their money from gambling, depend on games of skills rather than luck to make money, and are considered self-employed.

*Protective factors:* are characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor’s impact that may be seen as positive countering events.

*Risk factors:* Risk factors are characteristics at the biological, psychological, family, community, or cultural level that precede and are associated with a higher likelihood of negative outcomes - some risk factors are fixed (adverse childhood experiences) and don’t change over time and others are considered variable (income, peer group, employment status) and can change over time.

*Self-Efficacy:* reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment and the capacity to execute behaviors necessary to produce specific performance attainments.

*Social gambler:* someone who engages in gambling activities for social reasons, considers gambling to be a valid form of recreational activity, maintains full control over the time, money and energy expended on gambling and considers the cost of gambling to be payment for entertainment.

*Sports betting:* According to Va. Code [§ 58.1-4030](#) is “placing wagers on professional sports, college sports, amateur sports, sporting events, ...and includes placing wagers related to the individual performance statistics of athletes in such sports and events.” This “includes any system or method of wagering ... including single-game bets, teaser bets, parlays, over-under,

moneyline, pools, exchange wagering, in-game wagering, in-play bets, proposition bets, and straight bets. "Sports betting" does not include participating in charitable gaming authorized by Article 1.1:1 (§ 18.2-340.15 et seq.) of Chapter 8 of Title 18.2; participating in any lottery game authorized under Article 1 (§ 58.1-4000 et seq.); wagering on horse racing authorized by Chapter 29 (§ 59.1-364 et seq.) of Title 59.1; or participating in fantasy contests authorized by Chapter 51 (§ 59.1-556 et seq.) of Title 59.1. "Sports betting" does not include placing a wager on a college sports event in which a Virginia public or private institution of higher education is a participant."

## **VIRGINIA BOARD OF EDUCATION GUIDELINES**

1. Pursuant to Va. Code § 22.1-206 each school division must include instruction concerning gambling and the addictive potential thereof. School divisions should provide an age-appropriate program of instruction on the nature and harms of gambling, including forms of gambling that contribute to the broader health goal of preventing the addictive potential thereof.
2. Curriculum lessons and materials should align with the [Health Education Standards of Learning for Virginia Public Schools](#) and foster the motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid high-risk behaviors, understand the science of addiction, and promote life skills that enable students to manage situations that could lead to problem gambling.
3. School divisions should provide holistic, growth-centered professional learning opportunities for educators to orchestrate critical pathways for enhancing the impact, sustainability, and fidelity of effective problem gambling prevention curricula that include structured learning experiences for making healthy choices (goal-setting and planning skills, communication and assertive skills, responsible decision making), and avoiding health-risk behaviors that lead to problem gambling and related risk of addiction.
4. School divisions should create safe and supportive learning environments by cultivating practices that strengthen social and emotional health of all students; bring together administrators, teachers, parents, youth, and community partners; include clearly communicated policies and procedures that provide compassion, counseling and support for all students and personnel; and ensure a cooperative approach among students, staff, parents, prevention specialists, agencies, and law enforcement that is responsive to the culture and communities they serve.
5. School divisions should provide research-based, medically accurate and theory-driven curriculum lessons and materials; address social pressures and influences; build personal competence, social competence, and self-efficacy; and focus on reinforcing protective factors and increasing awareness of personal risk and the harmfulness of engaging in unhealthy practices and behaviors.
6. School divisions should follow the [Centers for Disease Control and Prevention Healthy Schools' Characteristics of an Effective Curriculum](#) (CDC, 2019) when selecting or developing curriculum aligned with the *Health Education Standards of Learning* to address problem gambling and the addictive potential thereof and implement curricula that:
  - a. Focuses on clear health-related goals and instructional strategies and learning experiences that are directly related to the behavioral outcomes.
  - b. Is research-based and has learning experiences built on theoretical approaches (e.g., social cognitive theory and social inoculation theory) that effectively influence health-related behaviors and goes beyond the cognitive level and

- addresses health determinants, social factors, attitudes, values, norms, and skills that influence specific health-related behaviors.
- c. Fosters attitudes, values, and beliefs that support positive health behaviors and learning experiences that motivate students to critically examine personal perspectives and generate positive perceptions about protective behaviors and negative perceptions about risk behaviors.
  - d. Helps students accurately assess the level of risk-taking behavior among their peers (e.g., how many of their peers gamble), correct misperceptions of peer and social norms, emphasizes the value of good health, and reinforces health-enhancing attitudes and beliefs.
  - e. Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors and provides opportunities for students to validate positive health-promoting beliefs, intentions, and behaviors, assess their vulnerability to health problems, actual risk of engaging in harmful health behaviors, and exposure to unhealthy situations.
  - f. Addresses social pressures and influences and provides opportunities for students to analyze personal and social pressures to engage in risky behaviors, such as media influence, peer pressure, and social barriers.
  - g. Builds personal competence, social competence, and self-efficacy by including communication, refusal, assessing accuracy of information, decision-making, planning and goal setting, self-control, and self-management that enables students to build their personal confidence, deal with social pressures, and avoid or reduce risk behaviors. For each skill, students are guided through a series of developmental steps:
    - Discussing the importance of the skill, its relevance, and relationship to other learned skills.
    - Presenting steps for developing the skill.
    - Modeling the skill.
    - Practicing and rehearsing the skill using real-life scenarios.
    - Providing feedback and reinforcement.
  - h. Provides functional health knowledge that is fundamental, accurate, reliable, and credible information for usable purposes so students can assess risk, clarify attitudes and beliefs, correct misperceptions about social norms, identify ways to avoid or minimize risky situations, examine internal and external influences, make behaviorally relevant decisions, and build personal and social competence.
  - i. Uses strategies designed to personalize information and engage students in student-centered, interactive, and experiential, (e.g., group discussions, cooperative learning, problem solving, role playing, and peer-led activities) learning experiences that correspond with students' cognitive and emotional development, help them personalize information, and maintain their interest and motivation while accommodating diverse capabilities and learning styles. Instructional strategies and learning experiences include methods for
    - Addressing key health-related concepts.
    - Encouraging creative expression.
    - Sharing personal thoughts, feelings, and opinions.
    - Thoughtfully considering new arguments.

- Developing critical thinking skills.
- j. Provides age and developmentally appropriate information that is relevant. The learning strategies, teaching methods, and materials address students' needs, interests, concerns, emotional maturity levels, experiences, and current knowledge and skill levels.
- k. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive, free of culturally biased information, but includes information, activities, and examples that are inclusive of diverse cultures and lifestyles (e.g., gender, race, ethnicity, age, physical/mental ability, and appearance) and strategies that promote values, attitudes, and behaviors that acknowledge the cultural diversity of students; optimize relevance to students from multiple cultures in the school community; strengthen students' skills necessary to engage in intercultural interactions; and build on the cultural resources of families and communities.
- l. Provides adequate time for instruction and learning to promote understanding of key health concepts and practice skills as behavior change requires an intensive and sustained effort delivered at each grade level to support the adoption and maintenance of healthy behaviors.
- m. Provides opportunities to reinforce skills and positive health behaviors, builds on previously learned concepts and skills, and provides opportunities to reinforce health-promoting skills across health topics and grade levels.
- n. Provides opportunities to make positive connections with influential persons (e.g., peers, parents, families, and other positive adult role models) who affirm and reinforce health-promoting norms, attitudes, values, beliefs, and behaviors.
- o. Includes plans for ongoing professional development to instill a personal interest in promoting positive health behaviors and skills for implementing expected instructional strategies.

## **PARENT INVOLVEMENT AND RESOURCES**

Parents play a significant role in supporting and guiding their children's health and learning, advocating for their children, and encouraging health promotion in schools. Parent engagement in schools is a shared responsibility in which schools and other community agencies are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's health and learning at home, in school, in out-of-school programs, and in the community. Schools must make positive connections with parents to increase parent engagement and as each school is unique, it is not possible to develop one prescribed plan for parent engagement that would be applicable for all schools. Schools can sustain parent engagement by addressing the common challenges to getting and keeping parents engaged and by providing meaningful connections to resources that support education in the areas of gambling and problem gambling knowledge; decision making and problem gambling; gambling prevention programs for youth; and treatment and recovery services. Sample resources for these topics include but are not limited to:

### **A. Gambling and Problem Gambling Signs and Symptoms, Causes, and Risk Factors:**

- [What is Gambling Disorder?](#) - one-page description of gambling disorder from a mental health perspective (definition and the DSM-5 diagnostic criteria).
- [Signs and Symptoms](#) - symptoms can begin as early as adolescence - males are more likely to start gambling at a young age.



- Causes – the causes are not well understood and may be a combination of biological, genetic, and environmental factors.
- [Risk Factors](#) – overview of risk factors for problem or pathological gambling in adolescents.

B. Decision Making and Problem Solving:

- [Decision Making Lesson](#) (Grade 7) – Health Smart Virginia lesson promoting healthy decision making.
- [Decision Making/ Problem Solving Worksheet](#) – lesson to help students consider possible options and alternative solutions.
- [Knowledge and Decision Materials](#) – information sheets to help learn about financial wellness, safer gambling options, and what to expect if you call the helpline.

C. Gambling Prevention Programs for Youth:

- [Problem Gambling Awareness Month](#) – problem gambling toolkit.
- [Gambling Disorder Screening Day](#) – toolkit for a one-day event held annually on the second Tuesday of March.
- [Problem Gambling Diagnosis](#) – toolkit for diagnosis of gambling disorder.
- [Community Service Boards](#) (CSB) - located throughout Virginia and provide problem gambling education and resources.

D. Treatment and Recovery Services:

- Screening Tools – while only a trained clinician can diagnose a gambling addiction, screening tools and assessments can be used to help someone identify if there are risks that indicate they could be struggling with a gambling disorder.
  - [Brief Biosocial Gambling Screen](#) - Brief screens can help people decide whether to seek a formal evaluation of their gambling behavior.
  - [The NODS-CLiP Program Gambling Tool](#) – Brief screening tool to rule out problem gambling.
  - [The Lie-Bet Problem Gambling Screening Tool](#) - Brief screening tool that is valid and reliable for ruling out pathological gambling behaviors.
  - [NODS Self-Assessment Screening Tool](#) - Screening tool (10 questions) to rule out problem gambling.
- [Motivational Interviewing](#) - therapeutic intervention to resolve hesitation toward change.
- Traditional Therapy - mental health support through virtual teletherapy or an in-person interaction with a licensed therapist.
- Cognitive Behavioral Therapy – based on several core principles, including psychological problems are based, in part, on faulty or unhelpful ways of thinking, learned patterns of unhelpful behavior, and people can learn better ways of coping with psychological problems, thereby relieving symptoms and becoming more effective in their lives.
- [Gambler’s Anonymous](#) – Gamblers Anonymous is a resource for anyone struggling with problem gambling interested in surrounding themselves with others on their journey to recovery.
- [Gam Anon](#) - provides information about problem (compulsive) gambling and financial and emotional effects on the gamblers' families and loved ones.
- [Problem Gambling: The Hidden Addiction](#) - Virginia Department of Behavioral Health and Human Services (VDBHHS) resources designed to help educate consumers about the risks of problem gambling and gaming.
- [National Council on Problem Gambling](#) - National Council on Problem Gambling (NCPG) is the national advocate for the problem gambling prevention programs and services to assist people and families affected by problem gambling, as well as employers and communities.

- [SMART Recovery](#) - an alternative to Gamblers Anonymous (GA) as well as other 12-step Cognitive Behavioral Therapy (CBT) programs.
- [The Virginia Council on Problem Gambling](#) - oversees the problem gambling helpline and can provide additional resources.

## INSTRUCTIONAL RESOURCES

A. Research-based curriculum have the potential for positive outcomes that impact problem gambling.

- [Stacked Deck](#) (hazelden.org) – Problem gambling prevention curriculum for grades 9-12. 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.
- [Youth Gambling and Prevention Awareness Level I and Level II](#) - McGill International Centre for Youth Gambling Problems offers various problem gambling prevention activities and curricula for both school and community. Level I for grades 4-7, Level II for grades 8-12. The curriculum teaches participants about youth gambling (participation, addiction, signs, consequences); Discusses the concepts of luck, chance, probability and the illusion of control; Addresses erroneous beliefs in relation to the diverse forms of gambling; Differentiates between social gambling and gambling addictions; Informs participants about the signs of problem gambling, the consequences and the risks associated with excessive gambling; Highlights the available resources and treatment for gambling problems; Discusses the risks associated with poker playing and Internet gambling.
- [Smart Choices](#) – A gambling prevention program for middle and high school youth. This 3-session, 45-min program was developed for implementation in Baltimore City Public Schools
- [Who Really Wins](#) – Has shown positive evaluation results on youth gambling prevention in Croatia. Evaluated on youth 14-16 years old. Delivered in nine 45-min workshops.
- [Project Alert](#) - a school-based universal prevention program, teaching students to say no to drugs, but can also work for problem gambling.
- [Life Skills Training](#) – teaches resistance skills, normative education, and media influences.
- [Facing the Odds](#) - The Mathematics of Gambling and Other Risks - a middle-school curriculum on probability, statistics, and mathematics
- [Lion’s Quest](#) – a Social, Emotional, Learning (SEL) curriculum (PreK-12) provided by the Lion’s Club International Foundation
- [CAST Coping and Support Training](#) - prevention program for middle and high-school youth (12 lessons designed for small groups). Students learn to gain competence and support each other in four skill areas: Building Self-Esteem, Setting Goals and Monitoring, Decision Making, Personal Control: managing moods, drug use and school smarts.

B. Individual Lessons and Tools

- Centers for Disease Control and Prevention - [Health Education Curriculum Analysis Tool](#).
- [Collaborative for Academic, Social and Emotional Learning](#) (CASEL).
- [EVERFI Character Playbook: Building Healthy Relationships](#) - In Character Playbook, students make decisions in real-life scenarios such as navigating social media, reflecting on their emotions, and intentionally building positive relationships. Grades 7, 8, 9.
- [EVERFI Get Digital Safety in the Metaverse](#) - This course focuses on digital safety and wellness in the metaverse. It focuses on Responsible Decision-Making as a framework for dealing with the metaverse today and into the future. The course introduces the core features, benefits and opportunities that lie ahead while teaching learners about security

and safety measures. Grades 8, 9, 10.

- [EVERFI Understanding Mental Wellness](#) - Teaches students the importance of paying attention to their mental health by blending evidence-informed content with engaging digital activities. Five lessons scaffold knowledge to build a comprehensive understanding of what mental wellbeing is and how to maintain or achieve it. Grades 8, 9, 10.
- [FastForward Gambling Education Toolkit](#) – The toolkit includes a variety of activities for a diverse range of settings, ages (10-25), objectives, skills, and competencies.
- [Health Smart Virginia – Youth Online Gaming and Gambling Prevention](#)

#### C. Gambling Research Centers

- [Gambling Research Exchange Ontario \(GREO\)](#)
- [Harvard Medical School Division of Addictions](#)
- [The Institute for Research on Pathological Gambling and Related Disorders](#)
- [International Center for Responsible Gaming](#)
- [McGill University’s International Center for Youth Gambling Problems and High-Risk Behaviors](#)
- [National Council on Problem Gambling](#)
- [New York Council on Problem Gambling](#)
- [North American Training Institute](#)
- [University of Nevada’s Institute for the Study of Gambling and Commercial Gaming](#)

#### D. Prevention and Treatment – Education Sites

- [College Gambling.org](#)
- [Gambling Addiction Prevention Act – Get Set Before You Bet](#)
  - [Change the Game.org - Unlock The Reality of Youth Gambling - Get Set Before You Bet](#)
  - [BeforeYouBet.org – How Social Casinos Leverage Facebook User Data – Get Set Before You Bet](#)
  - [Moving the Needle – Tools & Insights for Your Next Problem Gambling Campaign - Get Set Before You Bet](#)
- [Gambling, Gaming & Technology Use - Knowledge Exchange](#)
- [International Centre for Youth Gambling Problems and High-Risk Behaviors](#)
- [International Center for Responsible Gaming](#)
- [Knowtheodds.org](#)

#### E. Resources & Curricula Guides

- [Adolescent Problem Gambling – A Prevention Guide for Parents](#)
- [High School Health: Teen Gambling Awareness Curriculum – Oregon Healthy Kids and Oregon Problem Gambling Services](#)
- [Gambling Problems: An Introduction for Behavioral Health Providers – SAMHSA Advisory](#)
- [Kids Don’t Gamble – Wanna Bet? Curriculum - North American Training Institute – Problem Gambling Services](#)
- [Problem Gambling Prevention Resource Guide for Prevention Professionals \(2003\)](#)
- [SAMHSA Problem Gambling Toolkit](#)
- [The Dangers of Youth Gambling Addiction – KnowtheOdds.org](#)
- [Add Know the Odds = Underage Gambling Education Resource](#)

#### F. State Problem Gambling Services

- [Adolescent Problem Gambling – A Prevention Guide for Parents](#)
- [High School Health: Teen Gambling Awareness Curriculum – Oregon Healthy Kids and Oregon Problem Gambling Services](#)
- [Gambling Problems: An Introduction for Behavioral Health Providers – SAMHSA Advisory](#)
- [Kids Don't Gamble – Wanna Bet? Curriculum - North American Training Institute – Problem Gambling Services](#)
- [Problem Gambling Prevention Resource Guide for Prevention Professionals \(2003\)](#)
- [SAMHSA Problem Gambling Toolkit](#)
- [The Dangers of Youth Gambling Addiction – KnowtheOdds.org](#)

#### G. Other Articles & Books

- [8 Signs of a Gambling Addiction](#)
- [Adolescent problem gambling requires community-level health promotion approaches](#)
- [Canadian Journal of Addiction – 11 Feature Articles on Gambling](#)
- [Compulsive Gambling – Symptoms and Causes](#)
- [High School Gambling Fact Sheet](#)
- [How Casinos Enable Gambling Addicts](#)
- [How the Brain Gets Addicted to Gambling](#)
- [International Centre for Youth Gambling Problems and High-Risk Behaviors – Progress Report](#)
- [Is there a cure for America's Gambling Addiction?](#)
- [Gambling Addiction](#)
- [Gambling addiction: symptoms, triggers, and treatment](#)
- [Gambling Addiction Treatment Program Options](#)
- [Gambling disorder in adolescents: prevalence, new developments, and treatment challenges](#)
- [Gambling behaviors and attitudes in adolescent high school students: Relationships with problem-gambling severity and smoking status](#)
- [Mind, Body and Sport: Gambling among student-athletes](#)
- [Problem Gambling - NCDHHS](#)
- [Similarities and differences between pathological gambling and substance use disorders: a focus on impulsivity and compulsivity](#)
- [Social Marketing Campaigns for Youth Gambling Prevention: Lessons Learned From Youth](#)
- [The Connection Between Gambling and Substance Abuse](#)
- [The Efficacy of a Gambling Prevention Program Among High School Students](#)
- [The WAGER - Weekly Gambling Education Report – Research Bulletin](#)
- [Understanding a Growing Epidemic – TEEN GAMBLING](#)
- [What Clinicians Need to Know About Gambling Disorders](#)
- [Youth gambling education and prevention: Does it work?](#)

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