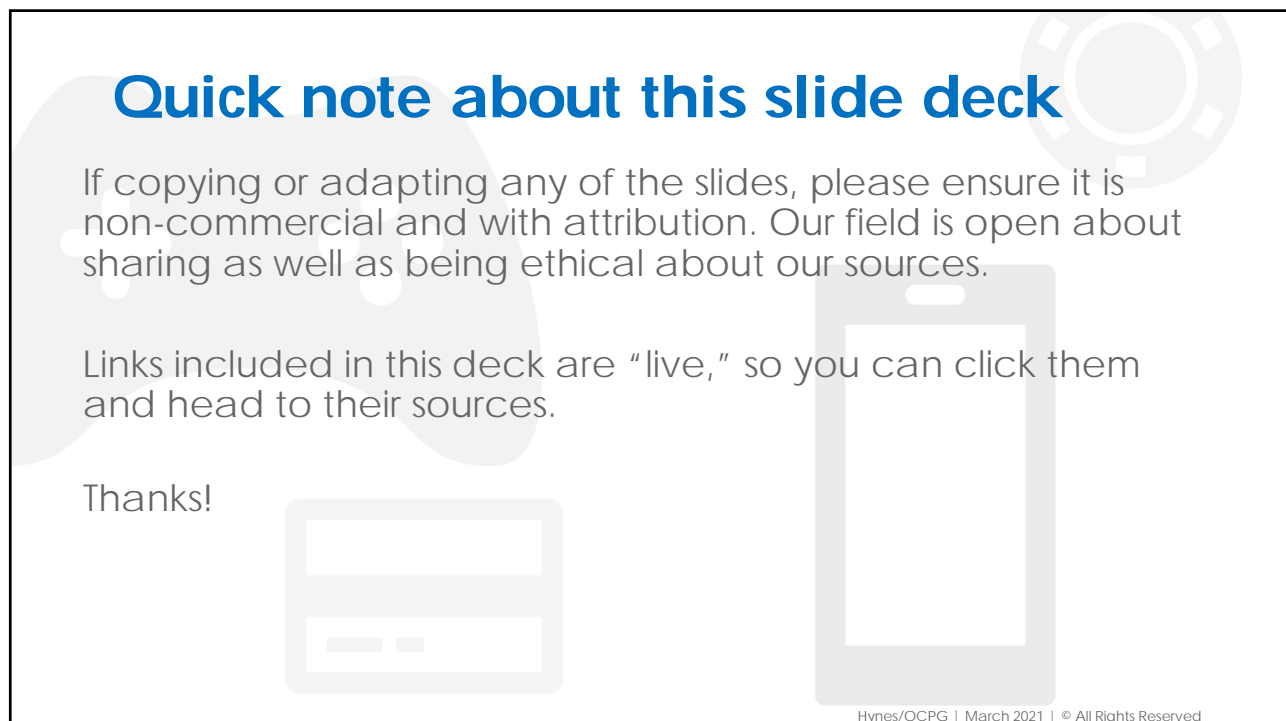**LEVELING UP**

in How We Understand
and Address the
Convergence of Youth
Gaming & Gambling

Julie M. Hynes, MA, RDN, CPS, IGDC
IDPH Problem Gambling Webinar Series | March 2021

ocpg
OREGON COUNCIL on PROBLEM GAMBLING

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Links included in this deck are "live," so you can click them and head to their sources.

Thanks!

2

**Thanks, IDPH!
And thank <u>you</u>
for being here!**

**A copy of the slide deck
can be made available
to you following the
session.**

3

What to Expect:

1	2	3
Name 3 specific trends that are contributing to the convergence of gaming and gambling	Identify 5 common risk factors between gaming and gambling disorders	3 programmatic tools that can be used to address gaming and gambling with populations served.

4

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@julhynes / @oregoncouncil

What to Expect:

1

Name 3 specific trends that are contributing to the convergence of gaming and gambling

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Identify 5 common risk factors between gaming and gambling disorders

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3 programmatic tools that can be used to address gaming and gambling with populations served.
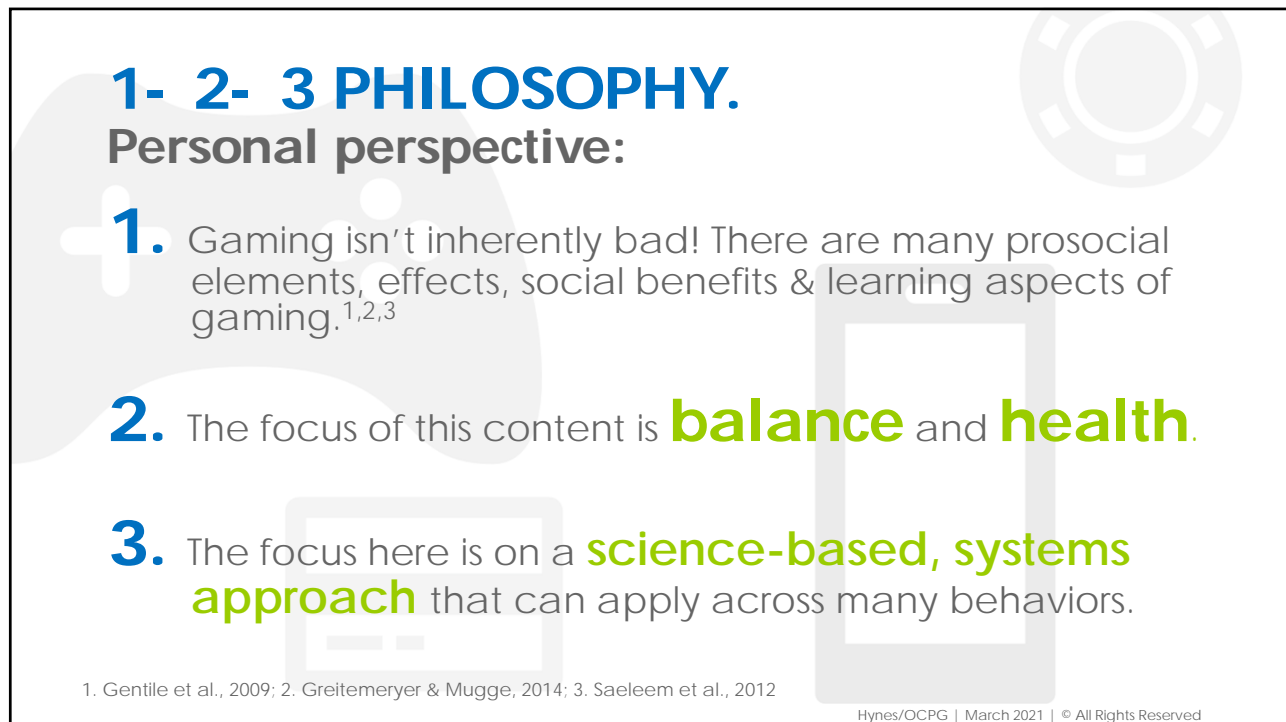
5

What to Expect:

1

Name 3 specific trends that are contributing to the convergence of gaming and gambling

2

Identify 5 common risk factors between gaming and gambling disorders

3

3 programmatic tools that can be used to address gaming and gambling with populations served.

6

1- 2- 3 PHILOSOPHY.
Personal perspective:

1. Gaming isn't inherently bad! There are many prosocial elements, effects, social benefits & learning aspects of gaming.[1,2,3]

2. The focus of this content is **balance** and **health**.

3. The focus here is on a **science-based, systems approach** that can apply across many behaviors.

1. Gentile et al., 2009; 2. Greitemeryer & Mugge, 2014; 3. Saeleem et al., 2012
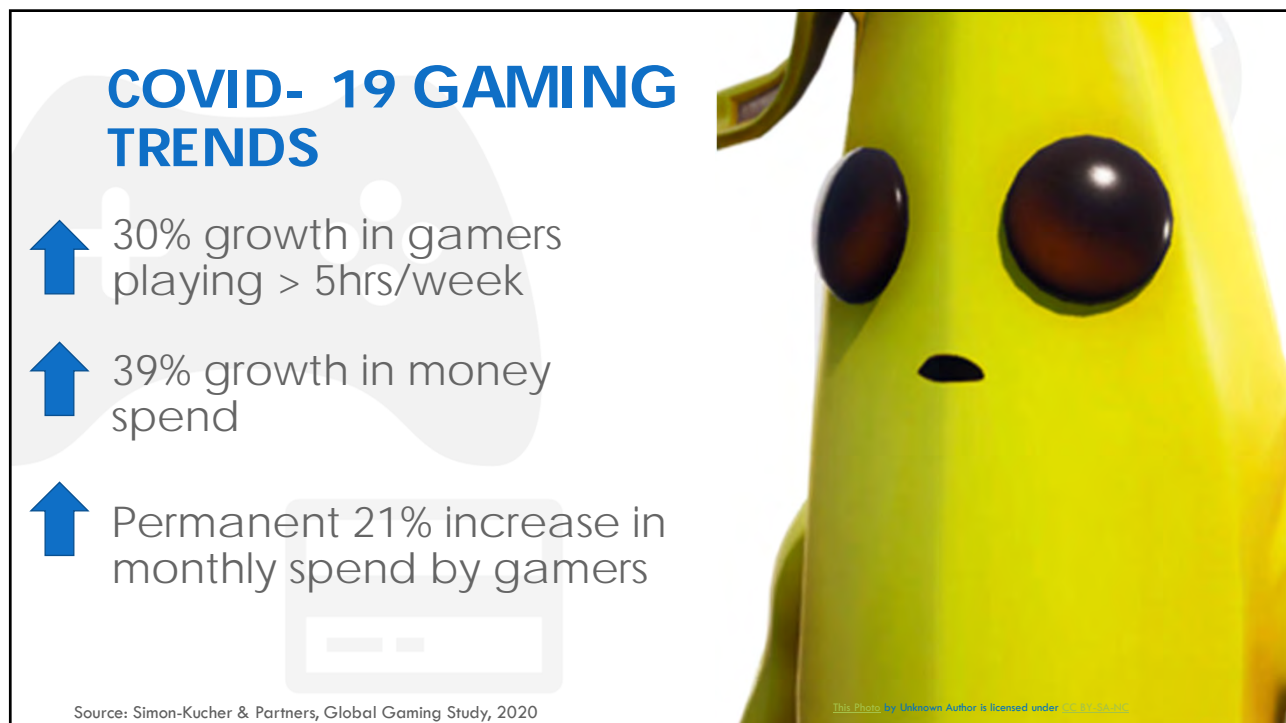
7

PART 1:
OVERVIEW & TRENDS

1

8

GAMING MYTHBUSTING.

Average age of gamers =

33

Under 18:

21%

Over 18:

79%

54% | 46%

9

COVID- 19 GAMING TRENDS

⬆ 30% growth in gamers playing > 5hrs/week

⬆ 39% growth in money spend

⬆ Permanent 21% increase in monthly spend by gamers

Source: Simon-Kucher & Partners, Global Gaming Study, 2020

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DEFINING GAMBLING LEGALLY.

1. PRIZE: Anything of value the sponsor awards in a promotion.

Rose, 2006

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DEFINING GAMBLING LEGALLY.

1. PRIZE: Anything of value the sponsor awards in a promotion.

2. CHANCE: Outcome is beyond the participant's direct control.

Rose, 2006

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DEFINING GAMBLING LEGALLY.

1. PRIZE: Anything of value the sponsor awards in a promotion.

2. CHANCE: Outcome is beyond the participant's direct control.

3. CONSIDERATION: Requires money or significant effort.

Rose, 2006

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EXAMPLES
Content Warning ⚠️

The next slide contains active slot machine visuals.

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Social casino games
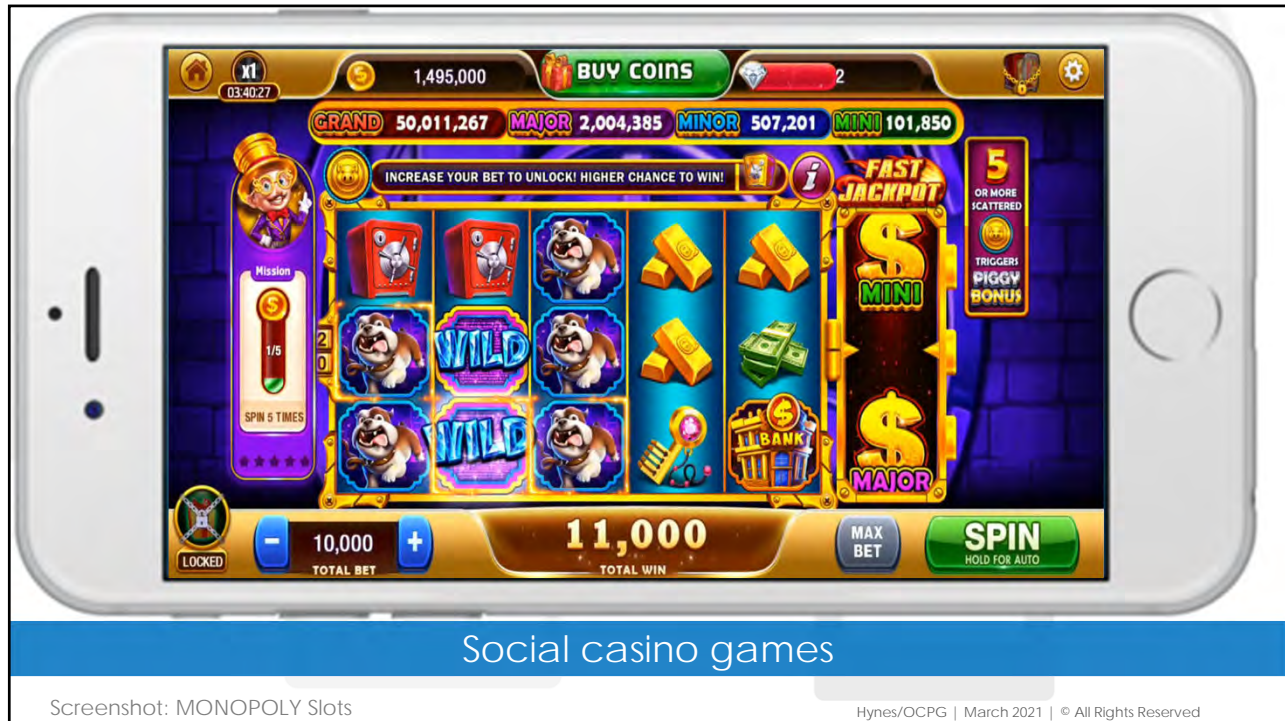
Screenshot: MONOPOLY Slots

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WHY CONVERGENCE MATTERS MORE THAN EVER.

Availability

In-person gambling replacement

Isolation / connection

Boredom, escape, self-medication

Dopamine & rewards

COVID

CONVERGENCE

Posted by u/Sexylumberjack 10 months ago

Day 14 of quarantine: My wife got our cat addicted to online gambling.

Cat Picture

Image source: https://www.reddit.com/r/ca

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Left: Coin Master
Right: Jeopardy!

Gambling elements within non-gambling games.

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GAMING TAKES PAGES FROM GAMBLING

https://www.youtube.com/watch?v=FwN4VYzD02g

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Content Warning ⚠️

The next slide contains active slot machine visuals.

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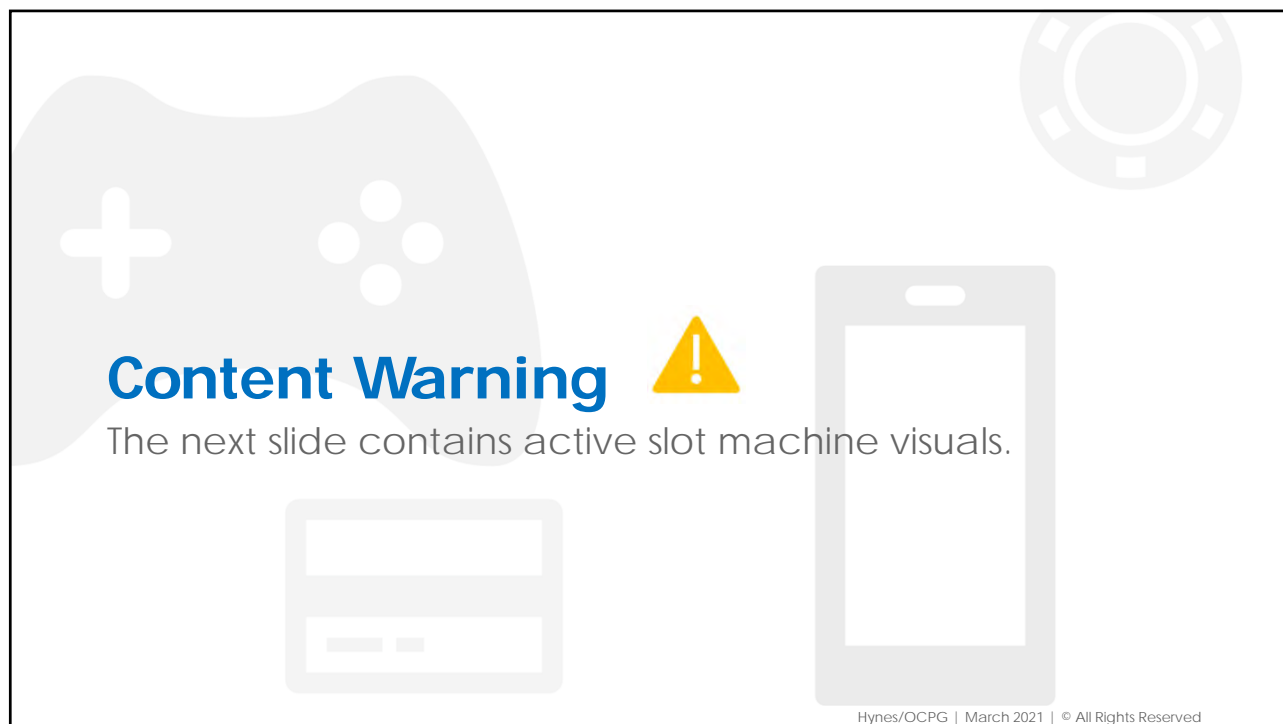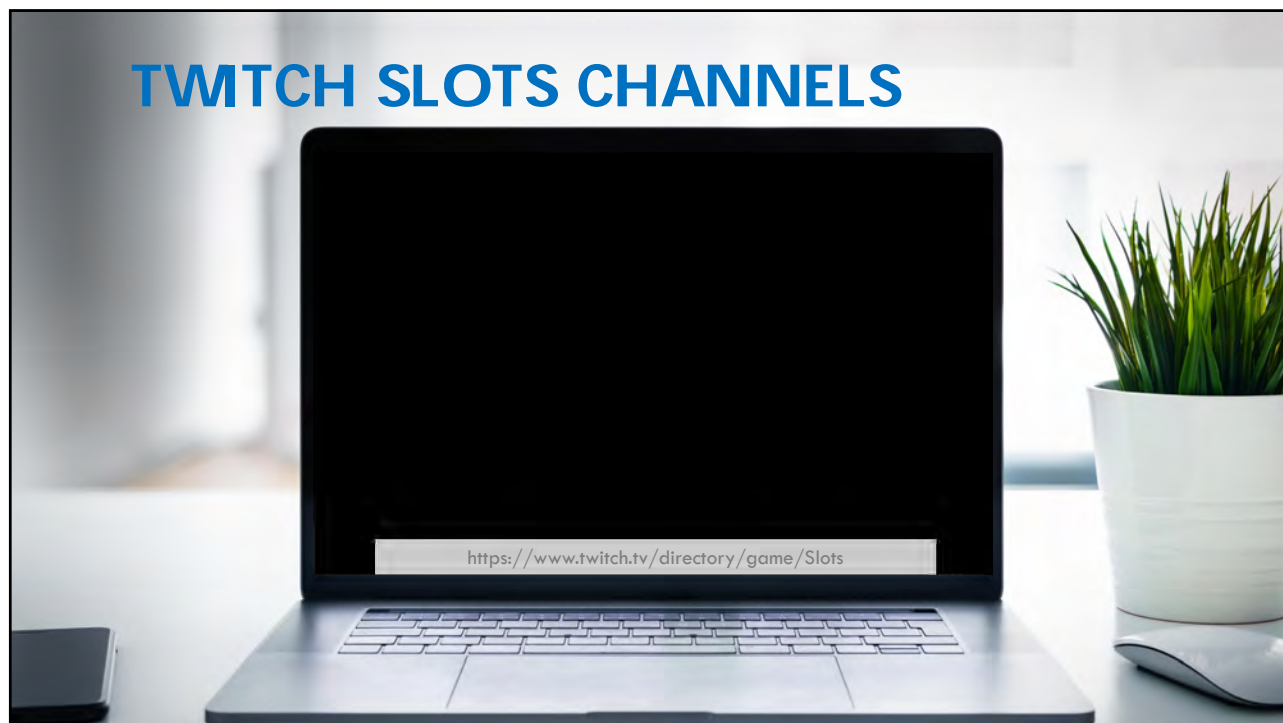## TWITCH SLOTS CHANNELS
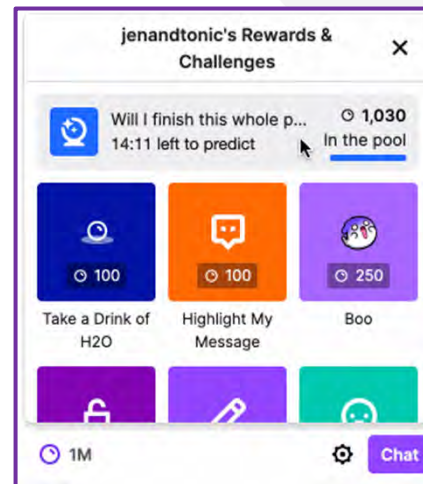
https://www.twitch.tv/directory/game/Slots

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TWITCH PREDICTIONS

Viewers can use their channel "points" to "predict" and outcome to earn more channel points.

Channel points can be used to purchase more items in Twitch.

https://www.engadget.com/twitch-predictions-channel-points-182233979.html

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"MICROTRANSACTIONS"

REAL $,
VIRTUAL PRIZES

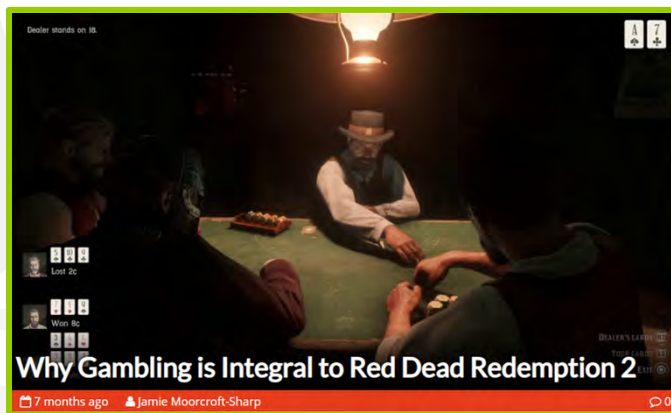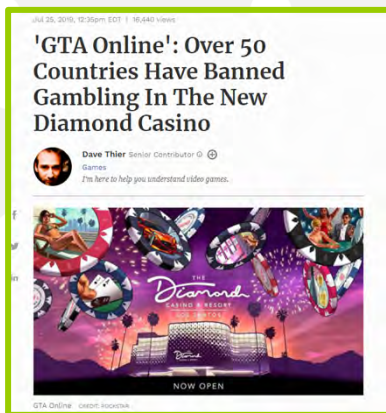(BTW, this game grosses between $20-$30 million every month.)

Data source: sensortower.com

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REAL MONEY TO MAKE VIRTUAL MONEY.

Left: Image credit Rockstar Games; article https://www.forbes.com/sites/davidthier/2019/07/25/gta-online-over-50-countries-have-banned-gambling-in-the-new-diamond-casino/?sh=16d33a991757; Right:

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LOOT BOX MICROTRANSACTIONS

Small payment →
• Weapons
• Characters
• "Skins"
• Cool rare stuff

Structure:
• Random prizes
• Intermittent rewards
• Near-miss features

Video source: https://www.youtube.com/watch?v=tAFFiGymEMc

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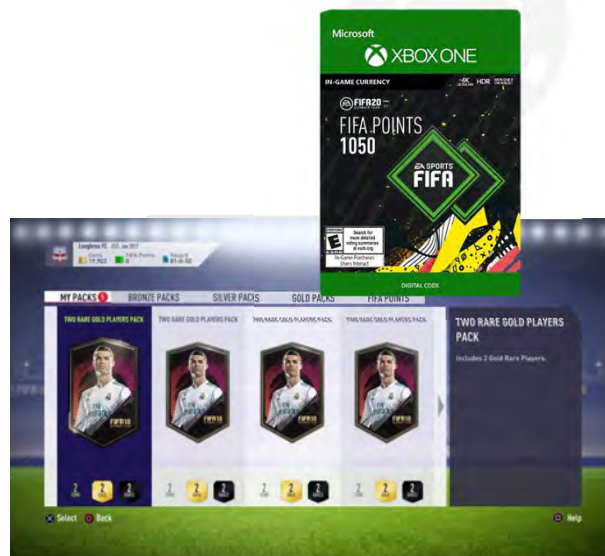# LOOT BOXES

Loot boxes
(or "packs" or "crates") are
in 58% of top games on the
Google Play & iPhone
stores[1]

44% of children aged 11-16
have paid to open loot
boxes[2]

1. Zendle et al., 2020; U.K. Gambling Commission, 2019
Image sources: https://www.forbes.com/sites/insertcoin/2019/01/29/ea-surrenders-in-belgian-fifa-ultimate-team-loot-box-fight-raising-potential-red-flags/#1f87db2e3675 ; Target.com (FIFA Points)

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"SKINS" : CONSIDER THEM LIKE VIRTUAL SNEAKERS

Weapons

Clothing

Dances / emotes

Skins can be used as
virtual currency to
gamble

"SKINS:"
collectable
items not
typically
helpful in
game play

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SKINS GAMBLING IN ACTION.

3rd party site
(example below)

or $

ORIGINAL WEAPON

SKINS FOR ORIGINAL WEAPON

https://www.legalsportsreport.com/esports-betting/

Images: Steam (top left/right); legalsportsreport.com/esports-betting (middle); screen grab from csghowl.com (bottom)

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HOW THE SPENDING OCCURS.
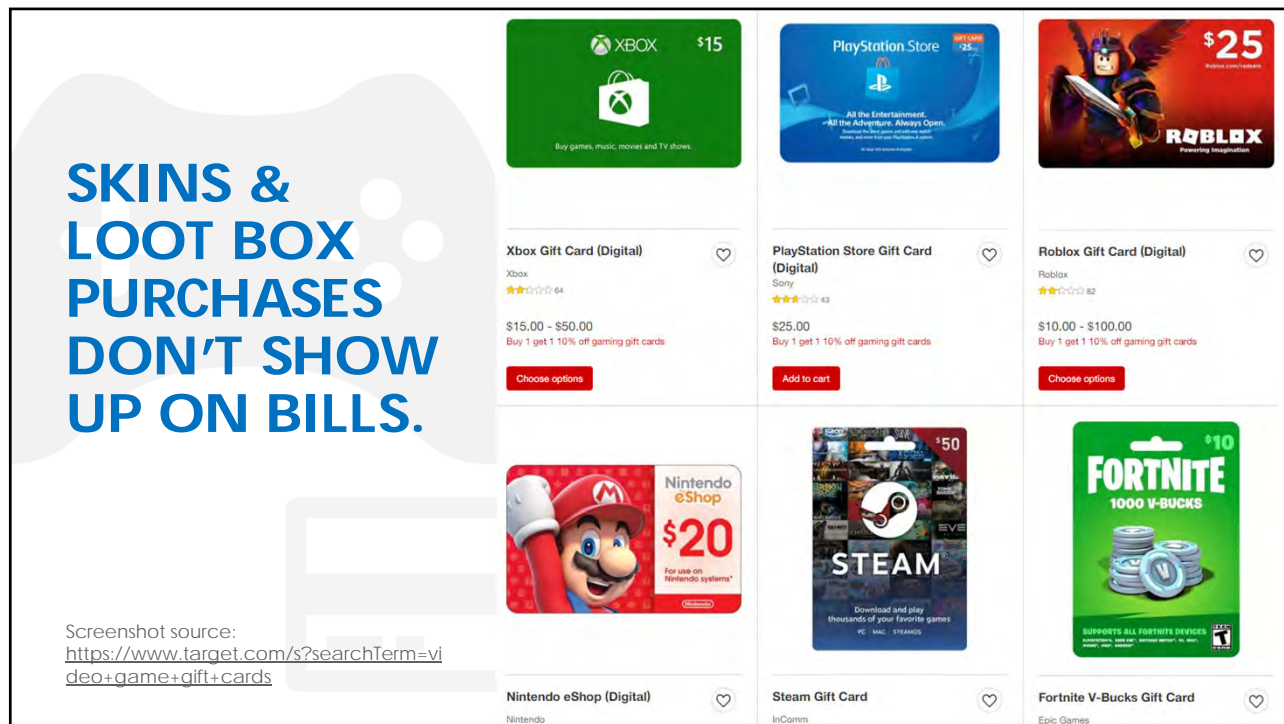
Photo source: Hynes

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SKINS & LOOT BOX PURCHASES DON'T SHOW UP ON BILLS.

Screenshot source: https://www.target.com/s?searchTerm=video+game+gift+cards

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BETTING ON ESPORTS

TRADITIONAL SPORTS	ESPORTS
etc…	etc… and new games keep coming…

Images (fair use): NFL, PGA, NBA, MLB, NHA, NCAA, Valorant, World of Warcraft, Ovewatch, Dota, APEX Legenda, Fornite, League of Legends, Starcraft

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COVID & ESPORTS WAGERING TRENDS

"COVID has been the oracle of the future."

Rahul Sood, CEO of esports betting site Unikrn (12/1/2020), Betting on Sports America

- Trends: primarily 1:1 translation sports to esports (FIFA, NBA2K)
- Wagering on games such as CSGO & COD will only continue to increase
- Increased betting sponsorship of leagues and teams – (e.g., Bet365)

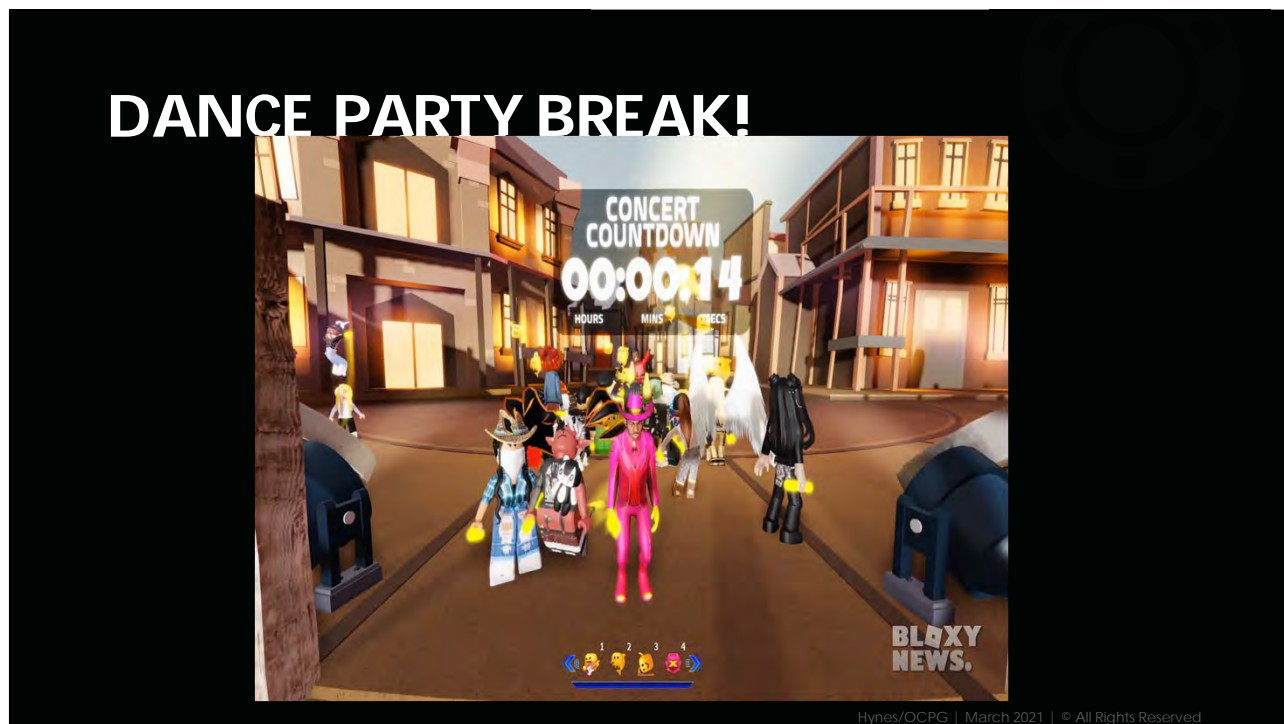Source: Tatiana Tacca, Director of Esports Monument Worldwide (12/1/20), Betting on Sports America

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"Esports live betting is increasing on a daily basis"
Tatiana Tacca, Director of Esports Monument Worldwide (12/1/20)

COVID's CATALYSIS INTO MAINSTREAM

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REALITY: IT COULD TAKE SOME TIME TO CATCH FIRE

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DAY TRADING HITTING THE FAN

From left: https://www.npr.org/2020/12/07/943768902/former-day-trader-warns-others-of-the-risk-of-addiction; https://www.nbcdfw.com/news/business/gambling-addiction-experts-see-familiar-aspects-in-robinhood-app/2537732/ ; https://www.cnbc.com/2021/02/19/what-robinhood-could-learn-from-gaming-companies-about-gambling-addiction.html

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DANCE PARTY BREAK!

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2

PART 2:
DATA & RISK FACTORS

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DSM-5 (2013) — Gambling Disorder 312.31 (F63.0)

Diagnostic Criteria

A. Persistent and recurrent problematic gambling behavior leading to clinically significant impairment or distress, as indicated by the individual exhibiting four (or more) of the following in a 12-month period:

1. Needs to gamble with increasing amounts of money in order to achieve the desired excitement.
2. Is restless or irritable when attempting to cut down or stop gambling.
3. Has made repeated unsuccessful efforts to control, cut back, or stop gambling.
4. Is often preoccupied with gambling (e.g., having persistent thoughts of reliving past gambling experiences, handicapping or planning the next venture, thinking of ways to get money with which to gamble).
5. Often gambles when feeling distressed (e.g., helpless, guilty, anxious, depressed).
6. After losing money gambling, often returns another day to get even ("chasing" one's losses).
7. Lies to conceal the extent of involvement with gambling.
8. Has jeopardized or lost a significant relationship, job, or educational or career opportunity because of gambling.
9. Relies on others to provide money to relieve desperate financial situations caused by gambling.

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2019 WHO - ICD- 11: GAMING DISORDER

6C51 Gaming disorder

Parent

Disorders due to addictive behaviours

Show all ancestors ⊗

Description

Gaming disorder is characterized by a pattern of persistent or recurrent gaming behaviour ('digital gaming' or 'video-gaming'), which may be online (i.e., over the internet) or offline, manifested by: 1) impaired control over gaming (e.g., onset, frequency, intensity, duration, termination, context); 2) increasing priority given to gaming to the extent that gaming takes precedence over other life interests and daily activities; and 3) continuation or escalation of gaming despite the occurrence of negative consequences. The behaviour pattern is of sufficient severity to result in significant impairment in personal, family, social, educational, occupational or other important areas of functioning. The pattern of gaming behaviour may be continuous or episodic and recurrent. The gaming behaviour and other features are normally evident over a period of at least 12 months in order for a diagnosis to be assigned, although the required duration may be shortened if all diagnostic requirements are met and symptoms are severe.

Exclusions

- Hazardous gaming (QE22)
- Bipolar type I disorder (6A60)
- Bipolar type II disorder (6A61)

Source: World Health Organization. (2019). http://www.who.int/features/qa/gaming-disorder/en/

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DIAGNOSTIC CRITERIA COMPARED (DSM- 5)

Gambling Disorder = 4 or more of the following:	Proposed Internet Gaming Disorder criteria:
Withdrawal Tolerance	Withdrawal Tolerance
Unable to cut back/quit Preoccupation	Unable to cut back/quit Preoccupation
Gambling when distressed Chasing losses	Gaming to relieve negative moods Continuing to game despite problems
Lying/concealing Jeopardizing relationships, jobs, educ.	Deceiving family members or others Jeopardizing relationships, jobs, educ.

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QUESTION!

10%
34%
65%
90%

%

of Americans who meet the medical criteria for addiction

began their behavior

BEFORE AGE 18.

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90%[1]

of Americans who meet the
medical criteria for
addiction

began their behavior

BEFORE AGE 18.

Source: National Center on Addiction and Substance Abuse at Columbia University, 2011
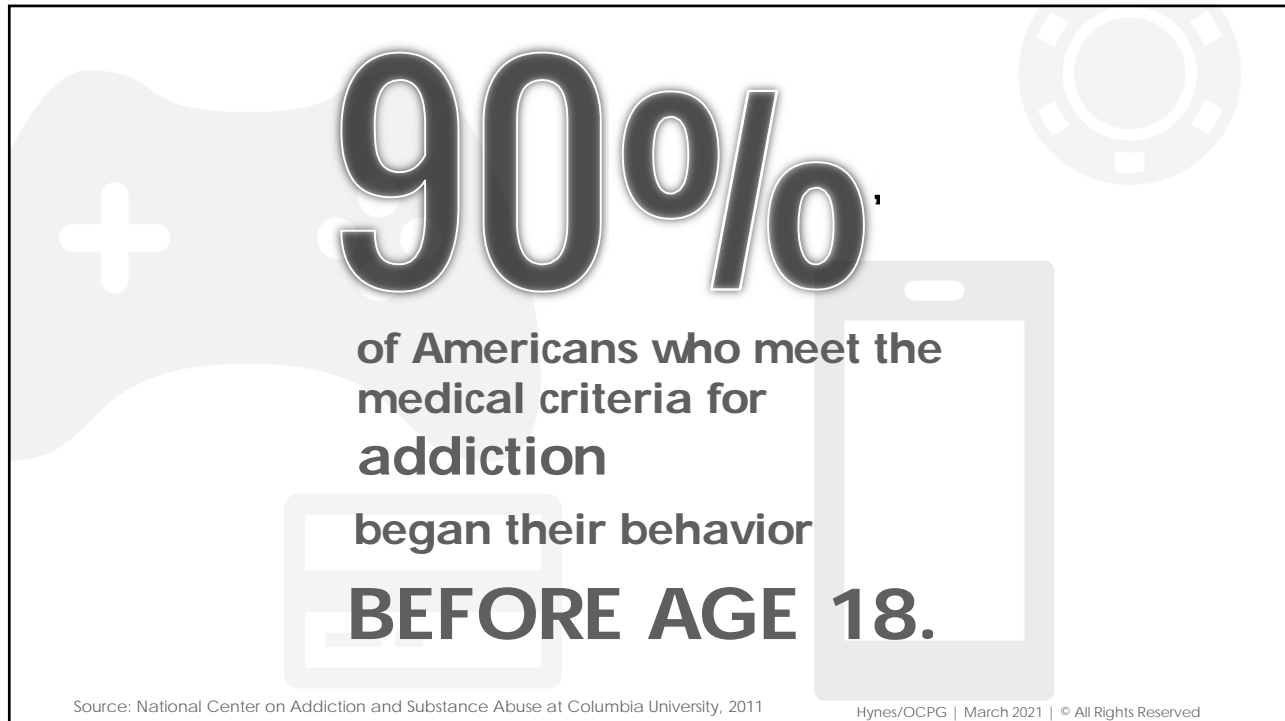
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YOUTH GAMBLING:
WHY WE SHOULD CARE.

- Youth have 2-4 times higher rates of gambling problems than adults (2-4%).[1]
- We don't know the effects of convergence...

1. Calado, Alexandre & Griffiths, 2016.

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AGE & ACCESS

97% of social casino games are accessible to under 12.

>93% of Android & iPhone games that featured loot boxes were deemed suitable for children aged 12+.

Source: Zendle & Scholten, 2020; Zendle et al., 2020
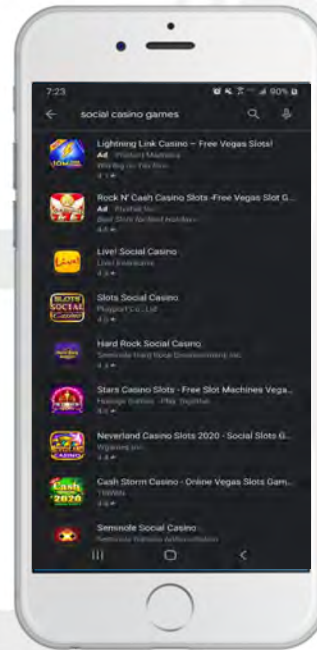
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AGE

PREFRONTAL CORTEX

- Emotion regulation
- Decision making
- Problem solving
- Planning
- Reasoning
- Empathy
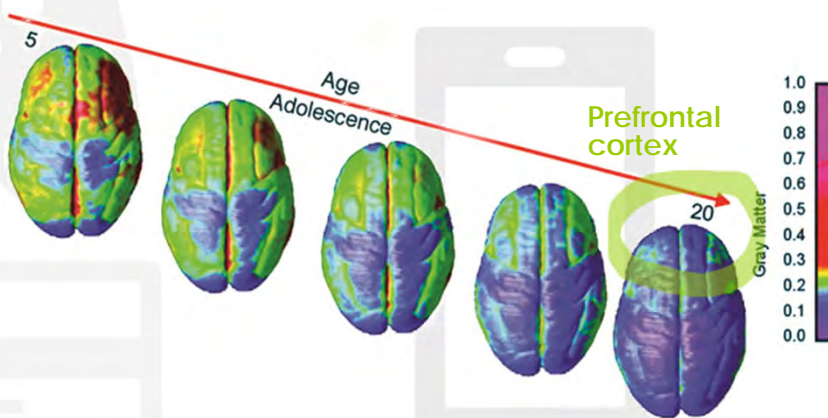
Graphic: Gogtay et al., 2004

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YOUTH SENSITIVE TO DOPAMINE.

IMAGES OF BRAIN DEVELOPMENT IN HEALTHY CHILDREN AND TEENS (AGES 5–20)

AGES

5 ⟶ 20

SIDE VIEW

TOP VIEW

Blue represents maturing of brain areas.

Source: PNAS 101:8174–8179, 2004.
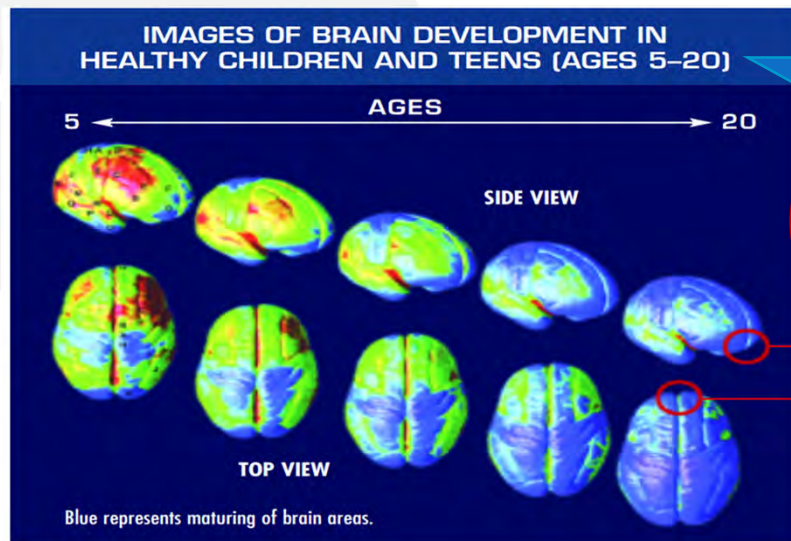
The brain is still developing until

25

PREFRONTAL CORTEX

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ACCEPTABILITY

- Parental use & facilitation
- Gamblification in education
- Gambling-like features

Note: This is not to say gamification itself is harmful! It is meant to illustrate the overall societal acceptance of gaming & potential grooming nature into gambling..

Image: nflnickplay.com

WHICH TEAM DO YOU THINK WILL WIN SUPER BOWL LV

Tampa Bay Buccaneers

Kansas City Chiefs

Make Your Pick!

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ASSOCIATIONS

- Paying for loot boxes linked to problem gambling[1]

- Rare loot box opening triggers arousal & rewards responses, greater urge to open more[2]

- Among gamblers, those who bet skins had higher rates of at-risk and problem gambling than those who did not (23% vs. 8%).[3]

1. Zendle & Cairns, 2018; 2. Larch et al., 2019); 3. Wardle, 2019
Images: dotesports.com; csgostash.com
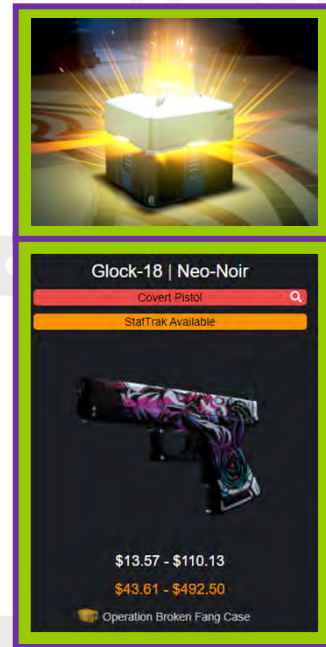
Glock-18 | Neo-Noir

Covert Pistol

StatTrak Available

$13.57 - $110.13
$43.61 - $492.50

Operation Broken Fang Case

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ASSOCIATIONS

sexual behavior

drinking

smoking

Problem Behaviors

gambling

drug use

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KEY INDIVIDUAL RISK FACTORS FOR GD:

- Impulsivity
- Low self-control
- Anxiety
- Severe depressive systems
- Poor sleep quality
- Active pursuit of goals
- Money spent on gaming
- Weekday game time

- High sensation seeking
- Emotion-focused coping styles (suppressive/reactive)
- Attention problems
- Conduct disorders
- Delinquency

Conclusions: These risk factors <u>allow for</u> the prediction of GD… In the future, these risk factors could also be used to inform clinical services for GD diagnosis & treatment.

Brezing, Derevensky, & Potenza, 2010; Dowling et al., 2017; Derevensky, 2019; Johansson et al., 2009; Kuss & Griffiths, 2012; Richard et al., 2020; Rho et al., 2017; Severo et al., 2020; Shead, Derevensky, & Gupta, 2010; Sugaya et al., 2019

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FAMILY GD RISK FACTORS & COMMUNITY RISK FACTORS

FAMILY:[1]
- Low family support
- Inadequate supervision

COMMUNITY:[2]
- Availability/accessibility
- Community laws & norms

1. King & Delfabbro, 2018 2. Not yet verified; based upon prevailing ATOD prevention research

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YOUTH GAMBLING RISK & PROTECTIVE FACTORS BY DOMAIN
INDIVIDUAL & PEER

- Male
- **Early initiation**
- **Early big wins (gambling)**
- **Greater confidence of winning**
- **Impulsivity**
- **Competitiveness**
- Friends' use/pressure
- Substance use
- Time spent (gaming)
- Psychological distress, mental health issues (gaming: anxiety)

+Female
+Prosocial involvement
+**Early losses**
+**Boredom**
+**Awareness of risk**

Gupta & Derevensky, 2001; Gupta & Derevensky, 2000; Hayatbakhsh et al., 2006; Johansson et al., 2009; King & Delfabbro, 2016; Raylu & Oei, 2002; Rho, et al., 2018; Scholes-Balog et al., 2014; Shead et al., 2010; Volberg, 2008; Winters et al., 2002

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YOUTH GAMBLING RISK & PROTECTIVE FACTORS BY DOMAIN

COMMUNITY

- Exposure
- Availability & accessibility
- Media portrayal

SCHOOL

- Academic failure & poor school performance
- Low school commitment

+ Connection

Gupta & Derevensky, 2001; Gupta & Derevensky, 2000; Hayatbakhsh et al., 2006; Johansson et al., 2009; King & Delfabbro, 2016; Raylu & Oei, 2002; Scholes-Balog et al., 2014; Shead et al., 2010; Volberg, 2008; Winters et al., 2002

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YOUTH GAMBLING RISK & PROTECTIVE FACTORS BY DOMAIN

FAMILY

- Family conflict
- Family history antisocial behavior
- **Parental attitudes & involvement**

+ Encouragement of prosocial behavior

Gupta & Derevensky, 2001; Gupta & Derevensky, 2000; Hayatbakhsh et al., 2006; Johansson et al., 2009; King & Delfabbro, 2016; Raylu & Oei, 2002; Rho, et al., 2018; Scholes-Balog et al., 2014; Shead et al., 2010; Volberg, 2008; Winters et al., 2002

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RISK POPULATIONS: KEEP IN MIND TRAUMA IS LIKELY INVOLVED.

3 or more Adverse Childhood Experiences associated with **3x rate** disordered gambling

| Adverse Childhood Experiences (ACEs) | Emotional dysregulation | Self-medicating w/substance use, eating, gambling, etc. | Substance use disorders, eating disorders, disordered gambling |

Associated w/ ADHD, personality disorders & **disordered gambling**

Source: Poole et al., 2017

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PROTECTIVE FACTORS[1,2,3]:

INDIVIDUAL FACTORS
- Gender (female)
- Resilient Temperament
- Positive Social Orientation
- Intelligence

SCHOOL FACTORS:

- Academic achievement

COMMUNITY/FAMILY FACTORS
- Strong & positive bonds / parent-child connectedness **(GD)** [4]
- Warm family environment **(GD)** [4]
- Parental monitoring of activities & peers
- Involvement of parents in children's lives
- Clear rules & consistently enforced within family

1. SAMHSA, 2014, 2019a; 2. NHSDUH, 2010; 3. O'Connell et al., 2009; 4. Liau et al., 2014

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TAKE- HOME ON RISK & PROTECTIVE FACTORS

Most risk & protective factors for problem gambling are similar to other problem behaviors, with some exceptions.

Interventions to address problem gambling should **address reduction of risk factors** AND **bolster protective factors.**

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OTHER POPULATIONS AT GREATER RISK

Stay-at-Home Parents?
People with
Physical Disabilities?
(no current data)

Black, Indigenous, &
Other People of Color

People with
Substance Use Issues

Older Adults

People with Intellectual/
Developmental Disabilities

Low
Socioeconomic
Status

LGBTQ+

People with
Mental Health Issues

Servicemembers
& Veterans

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**OTHER CONNECTIONS:
GAMING DISORDER (ICD- 11) &
GAMBLING DISORDER (DSM- 5)**

Anxiety

Depression

ADHD

Alcohol Use Disorder

Substance Use Disorder

Ford, 2020; Burleigh, Griffiths, Sumich, Stavropoulous & Kuss, 2019

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OTHER FACTORS:
GAMING DISORDER (ICD- 11) &
GAMBLING DISORDER (DSM- 5)

Stress

Sedentary activity

Poorer nutrition

Sleep issues

Ford, 2020; Parhami, Siania, Rosenthal & Fong, 2013; Burleigh, Griffiths, Sumich, Stavropoulous & Kuss, 2019

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DOPAMINE

It's NOT about the money!

Dopamine not released when expecting a loss.
Flooded with dopamine when expecting a win.

Source: Brain Briefings (2007, October), Society for Neuroscience, Washington, DC

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SPECTRUM OF MENTAL, EMOTIONAL, AND BEHAVIORAL (MEB) INTERVENTIONS

National Academies of Sciences, 2019
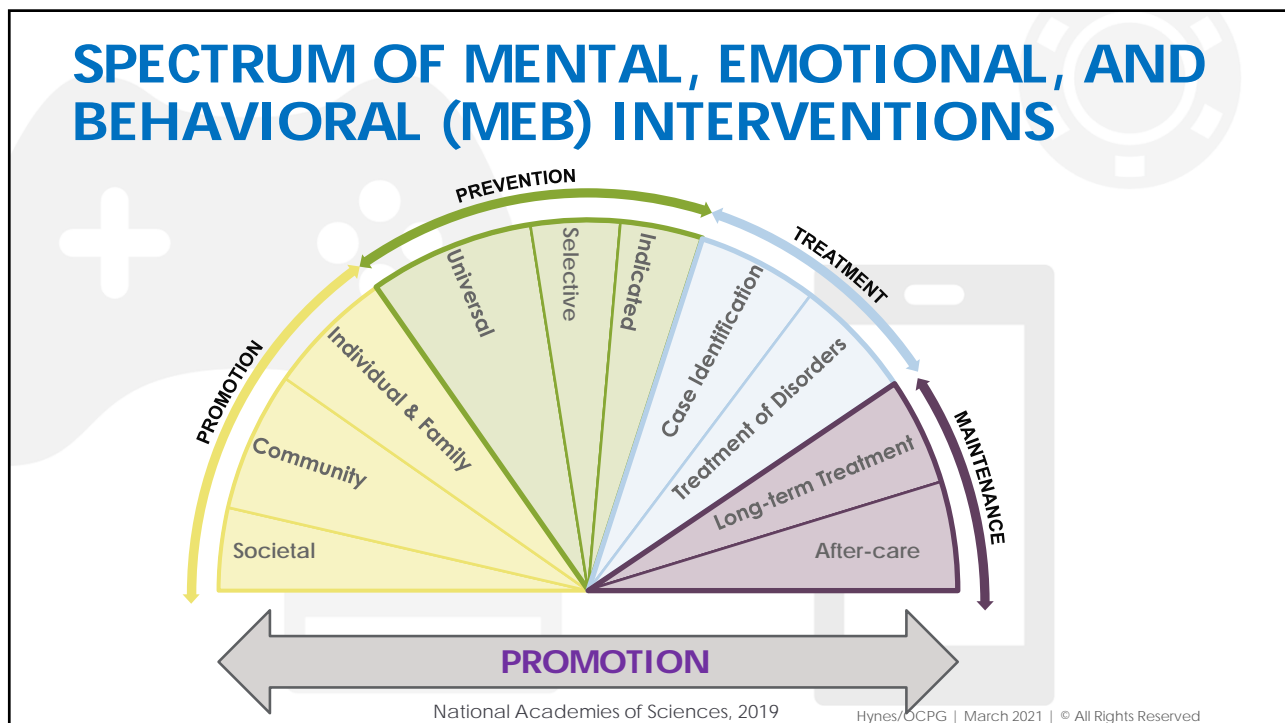
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HISTORICAL PREVENTION APPROACHES...

SEXY. BUT INEFFECTIVE.

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HISTORICAL APPROACHES...
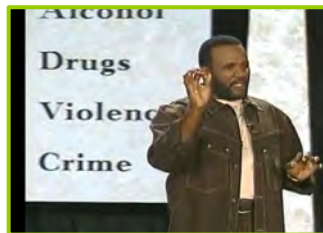
SEXY. BUT INEFFECTIVE.

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WHAT IS EFFECTIVE?

- ☑ Interactive
- ☑ Structured sessions over time
- ☑ Delivered by trained facilitator (also including trained peers)
- ☑ Providing opportunity to PRACTICE *(e.g., coping / decision making)*
- ☑ Changing perceptions of the risks associated with use, emphasizing the immediate consequences *(get out of the prefrontal cortex)*
- ☑ Dispelling misconceptions regarding norms

International Standards on Drug Use Prevention, 2018

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PREVENTION TAKES TIME; MULTIPLE STRATEGIES, MULTIPLE DOMAINS

	Individual	Peer	Family	School	Community
Information Dissemination					
Education					
Community Process					
Policy Change					
Alternative Activities					

Substance Abuse & Mental Health Services Administration

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GAMING/GAMBLING DISORDER PREVENTION SHOULD …

- Be research/science-based
- Use common prevention best practices
- Use promising approaches when available
- Be inclusive
- Be ethical!!

Evidence in GD prevention is "one of the least developed areas of this emerging field"
-King & Delfabbro, 2018

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PREVENTION THEORIES & FRAMEWORKS

Theories / Approaches:
- Risk and Protective Factors Theory
- Social Development Strategy
- Developmental Assets
- Resiliency Approach

Frameworks:
- Strategic Prevention Framework
- Center for Substance Abuse Prevention (CSAP) Strategies
- Public Health Model

For this training, we will concentrate on the approaches & practices in green.

Hawkins et al., 1992; SAMHSA, 2019a; Search Institute, 2006; Frieden, 2010

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SEVEN STRATEGIES FOR CHANGE

1. Provide Information
2. Enhance Skills
3. Provide Support
4. Enhance Access/Reduce Barriers

5. Change Consequences (Incentives/Disincentives)
6. Change Physical Design
7. Modify/Change Policies

©CADCA, 2010

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ASSUMPTION

Assuming the communities and individuals are ready for some change.

Images: SMARTrecovery.org (left); ctb.ku.edu (right)

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EXAMPLES

1. PROVIDE INFORMATION:
Educational presentations, workshops or seminars, and data or media presentations

Parenting town hall on gaming

Fact sheets:
Guidelines for healthy use

Digital literacy

Public awareness ads

GAME QUITTERS
Take our Quiz   Programs ∨

By Game Quitters 🐦 © July 15, 2019

How to Play Video Games in Moderation
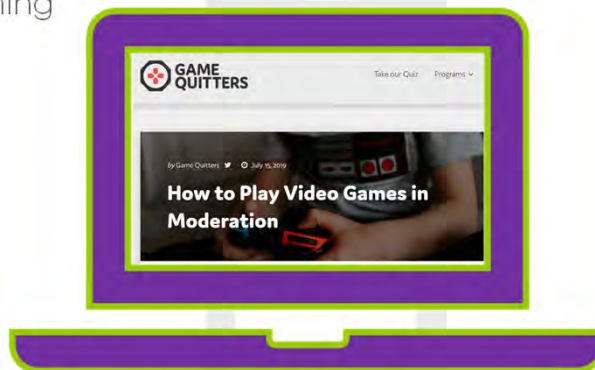
1. Seven Strategies for Change, CADCA, 2010; screenshot: GameQuitters.com

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EXAMPLES

ADDITIONAL EXAMPLES OF INFORMATIONAL RESOURCES

GAME QUITTERS

www.gamequitters.com

Center on Media and Child Health

cmch.tv

common sense media

commonsensemedia.com

TALK2KIDS

talk2kids.org

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2. ENHANCE SKILLS:

Workshops, seminars, or activities designed to increase the skills of participants, members and staff. [1]

EXAMPLES

- Screening tools
- Ongoing digital hygiene workshops
- Parenting programs
- **NEEDED: Gaming disorder curriculum.**

1. Seven Strategies for Change, CADCA, 2010. Image: Foundations in Gaming Disorder artwork, Massachusetts Council on Gaming Health & Evergreen Council on Problem Gambling

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2. ENHANCE SKILS:
Gaming Disorder Training:

IGCCB International Gaming Disorder Certificate (IGDC)
https://www.igccb.org/igdc-certification/

EXAMPLES

INTENTA

Cam Adair
Jamison Wiggins
Dr. Jay Berk
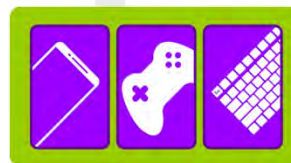
Evergreen Council on Problem Gambling
Massachusetts Council on Gaming & Health
with Oregon Council on Problem Gambling
and reSTART Life

HAS A PREVENTION TRACK!!

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@julhynes / @oregoncouncil

EXAMPLES

ADDITIONAL EXAMPLE OF ENHANCING SKILLS

The Good Behavior Game

- Kindergarten – 2nd grade
- Classroom management; behavioral "vaccine"
- Impulse control, self-regulation
- NO specific prevention "curriculum"

Over 4 decades of research proving reduced rates alcohol, tobacco, other drugs, suicide, increase in graduation…
Assumption: extrapolate to gaming.

Tingstrom et al., 2016; image: paxis.org

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EXAMPLES

3. PROVIDE SUPPORT:

Creating opportunities to support people to participate in activities that reduce risk or enhance protection.[1]

- Art therapy
- Music therapy
- Group counseling
- Stress management
- Conflict management
- Empowerment programs
- Self-control training programs

10 or more sessions has significantly larger effects[2]

General evidence-based protective factor promotion:
40 Developmental Assets®

1. Seven Strategies for Change, CADCA, 2010; 2. King & Delfabbro, 2018; Image: SearchInstitute.com

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EXAMPLES

INTERNAL ASSETS

The personal skills, commitments, and values they need to make good choices, take responsibility for their own lives, and be independent and fulfilled.

Commitment to Learning

Young people need a sense of the lasting importance of learning and a belief in their own abilities.

- Achievement motivation—Young person is motivated to do well in school.
- School engagement—Young person is actively engaged in learning.
- Homework—Young person reports doing at least one hour of homework every school day.
- Bonding to school—Young person cares about their school.
- Reading for pleasure—Young person reads for pleasure three or more hours per week.

Positive Values

Young people need to develop strong guiding values or principles to help them make healthy life choices.

- Caring—Young person places high value on helping other people.
- Equality and social justice—Young person places a high value on promoting equality and reducing hunger and poverty.
- Integrity—Young person acts on convictions and stands up for their beliefs.
- Honesty—Young person "tells the truth even when it is not easy."
- Responsibility—Young person accepts and takes personal responsibility.
- Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

HIGHLIGHT: 40 DEVELOPMENTAL ASSETS

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EXAMPLES

Social Competencies

Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.

- Planning and decision-making—Young person knows how to plan ahead and make choices.
- Interpersonal competence—Young person has empathy, sensitivity, and friendship skills.
- Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- Resistance skills— Young person can resist negative peer pressure and dangerous situations.
- Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.

Positive Identity

Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

- Personal power—Young person feels they have control over "things that happen to me."
- Self-esteem—Young person reports having a high self-esteem.
- Sense of purpose—Young person reports that "my life has a purpose."
- Positive view of personal future—Young person is optimistic about their personal future.

HIGHLIGHT: 40 DEVELOPMENTAL ASSETS

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EXAMPLES

4. ENHANCE ACCESS/REDUCE BARRIERS: Improving systems/processes to increase the ease, ability, and opportunity to utilize those systems and services.[1]

Easily useable and no-cost parental controls

Accessible classes for parents:
- Providing childcare, transportation
- Providing in native language and / or providing translations

Providing low-cost gaming help/ interventions for families

Family-based interventions are seen as most promising across risky behaviors (gaming, alcohol use) and depressive symptoms in children and adolescents.[2]

Strengthening Families Program by Dr. Karol Kumpfer

1. 1. Seven Strategies for Change, CADCA, 2010; 2. Mason & Spoth, 2012; 3. Image: StrengtheningFamiliesProgram.com

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EXAMPLES

5. CHANGE CONSEQUENCES: Increasing or decreasing the probability o a behavior by altering the consequences for performing that behavior. [1]

Parental monitoring:
- Non-gaming incentives for engaging in alternative activities
- Revoking access related to unwanted behaviors
- Time limit settings

1. Seven Strategies for Change, CADCA, 2010

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6. CHANGE PHYSICAL DESIGN:
Changing the physical design of the environment to reduce risk or enhance protection.

Introduce in-game features to help self-monitoring / awareness:
- Education
- Limit-setting
- Reminders on playing time
- Implement self-exclusion

Use player data to support health research & plan prevention efforts.

EXAMPLES

even Strategies for Change, CADCA, 2010; 2. Stevens et al., 2021; Griffiths & Pontes, 2020

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QUESTION!

In the U.S., which government entity regulates video gaming?

a. The Federal Trade Commission
b. The Federal Communications Commission
c. The Federal Gaming Commission
d. None of the above

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QUESTION!

Because there is none!

a. The Federal Trade Commission
b. The Federal Communications Comission
c. The Federal Gaming Commission
d. None of the above

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ESRB RATING 4/13/20

"Random items"

EVERYONE 10+
E 10+
ESRB
Cartoon Violence
Comic Mischief
In-Game Purchases

TEEN
T
ESRB
Language
Violence
In-Game Purchases
(Includes Random Items)

https://www.esrb.org/blog/what-parents-need-to-know-about-loot-boxes-and-other-in-game-purchases/

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@julhynes / @oregoncouncil

EXAMPLES

7. MODIFY/CHANGE POLICIES:
Formal change in written procedures, by-laws, proclamations, rules, or laws.

Enact laws preventing sale of certain games to minors (e.g., those containing loot boxes)

Proactively support / fund prevention programming:
- Percent from industry (similar to alcohol / tobacco / gambling)
- Government funding / grants

Enact school / workplace policies & training.

1. Seven Strategies for Change, CADCA, 2010

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EXAMPLE PREVENTION STRATEGIES BY DEVELOPMENTAL PHASE & DOMAIN

	Pre-conception	Prenatal/Infancy	Early Childhood	Childhood	Early Adolescence	Adolescence
FAMILY		• Prenatal care • Home visiting		• Evidence-based parenting programs • Evidence-based digital skill building		
SCHOOLS			• High-quality preschool and childcare • Classroom-based prevention curricula • Afterschool programs • Booster sessions on digital health / gaming			
COMMUNITY	• Community organizing to improve neighborhood environments • Support for evidence-based strategies • Support for out-of-school activities • Support for skill-building among behavioral/public health providers					
POLICY	• Community members have ensured access to services to meet basic needs • Promotion and support of healthy lifestyles • Policy to promote and support evidence-based strategies • Policies protecting youth gaming/gambling					

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SEE WHAT I MEAN ABOUT EFFECTIVE PREVENTION & SEXY?

Image source: https://i.pinimg.com/originals/8e/96/a5/8e96a5512290f0f3e8b949bcd5c69fc6.jpg

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SPECIFIC RECOMMENDATIONS

Image source: imgflip.com

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FOR PARENTS & CAREGIVERS: PRIMARY PREVENTION TIPS

START EARLY (e.g., toddler age)
For <25, talk brain development.

Assess for prosocial benefits, pros/cons.

Monitor play; check ESRB ratings & set ground rules.

Set age-appropriate time/game limits.

"Includes random items" = loot boxes

TEEN
T
ESRB
Language
Violence
In-Game Purchases
(Includes Random Items)

Tips on talking: https://www.starttalkingnow.org/find-resources#conversations (alcohol); https://www.beforeyoubet.org/how-to-talk-to-kids-about-gambling/ (gambling); image source: esrb.org

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FOR PARENTS & CAREGIVERS: PRIMARY PREVENTION TIPS

Keep devices (consoles) in open areas.
Set location / time rules for laptop, mobile devices.

Be curious about the games; play to understand.

Check your own habits.

Keep talking. Ongoing conversations have better results.

https://www.healthychildren.org/English/family-life/Media/Pages/How-to-Make-a-Family-Media-Use-Plan.aspx
https://www.aap.org/en-us/aap-voices/Pages/How-Shared-Screen-Time-Can-Help-Spark-Tough-Conversations-with-Teens.aspx
https://www.esrb.org/ratings/where-to-find-ratings/;

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SO THEY WANT TO BE A PROFESSIONAL GAMER.

Example concepts to discuss:

Completion of "low dopamine" chores

Practice similar time period to traditional sports

Maintain good sleep hygiene

Practice good nutrition & physical activity

Understand the individual's risk/protective factors
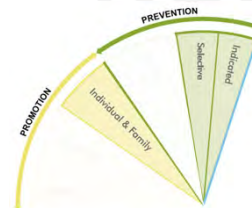
Remind them: Aspiring pro football players don't practice till 2am!

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FOR PARENTS, CAREGIVERS & CLINICIANS: SECONDARY / TERTIARY PREVENTION TIPS

Monitor: which game(s) / platform(s) are you noticing most problematic?

Screen. Refer if necessary.

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GD SCREENING: IGDT- 10

1. When you were not playing, how often have you fantasized about gaming, thought of previous gaming sessions, and/or anticipated the next game?

2. How often have you felt restless, irritable, anxious and/or sad when you were unable to play or played less than usual?

3. Have you ever in the past 12 months felt the need to play more often or played for longer periods to feel that you have played enough?

4. Have you ever in the past 12 months unsuccessfully tried to reduce the time spent on gaming?

5. Have you ever in the past 12 months played games rather than meet your friends or participate in hobbies and pastimes that you used to enjoy before?

6. Have you played a lot despite negative consequences (for instance losing sleep, not being able to do well in school or work, having arguments with your family or friends, and/or neglecting important duties)?

7. Have you tried to keep your family, friends or other important people from knowing how much you were gaming or have you lied to them regarding your gaming?

8. Have you played to relieve a negative mood (for instance helplessness, guilt, or anxiety)?

9. Have you risked or lost a significant relationship because of gaming?

10. Have you ever in the past 12 month jeopardized your school or work performance because of gaming?
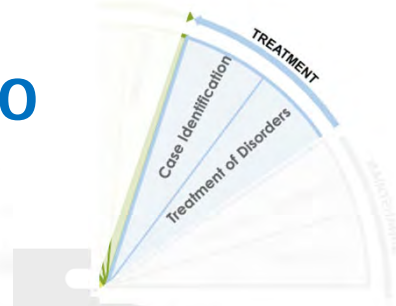
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GD SCREENING: GAS−7

How often during the last six months:

1. Did you think about playing a game all day long?
2. Did you spend increasing amounts of time on games?
3. Did you play games to forget about real life?
4. Have others unsuccessfully tried to reduce your game use?
5. Have you felt bad when you were unable to play?
6. Did you have fights with others (e.g., family, friends) over your time spent on games?
7. Have you neglected other important activities (e.g., school, work, sports) to play games?

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GD SCREENING: IGDS9- SF

1. Do you feel preoccupied with your gaming behavior? (Some examples: Do you think about previous gaming activity or anticipate the next gaming session? Do you think gaming has become the dominant activity in your daily life?)

2. Do you feel more irritability, anxiety or even sadness when you try to either reduce or stop your gaming activity?

3. Do you feel the need to spend increasing amount of time engaged gaming in order to achieve satisfaction or pleasure?

4. Do you systematically fail when trying to control or cease your gaming activity?

5. Have you lost interests in previous hobbies and other entertainment activities as a result of your engagement with the game?

6. Have you continued your gaming activity despite knowing it was causing problems between you and other people?

7. Have you deceived any of your family members, therapists or others because the amount of your gaming activity?

8. Do you play in order to temporarily escape or relieve a negative mood (e.g., helplessness, guilt, anxiety)?

9. Have you jeopardized or lost an important relationship, job or an educational or career opportunity because of your gaming activity?

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Gambling Disorder:

https://idph.iowa.gov/igtp

Iowa Problem Gambling Services

YOUR LIFE IOWA — IOWA DEPARTMENT OF PUBLIC HEALTH

Working to reduce the harm caused by problem gambling by funding a range of services for Iowans.

1-800-BETS OFF

1800BETSOFF.ORG

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Gambling Disorder:

https://yourlifeiowa.org/gambling

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GAMING DISORDER TREATMENT RESOURCES

rebootandrecover.org

betterinstitute.com

reSTART

restartlife.com

OP, intensive OP, inpatient

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