

Running head: YOUTH GAMBLING ATTITUDES

A Developmental Perspective of Youth Gambling Attitudes: Implications for Prevention

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ABSTRACT

The present study examined developmental and gender differences in youths' attitude toward gambling. Phase I of the study involved a quantitative analysis of gambling attitudes among 1408 students from Elementary and Secondary Schools. Participants ranging from 8 to 12 years of age completed the Attitudes and Gambling Activities Questionnaire (AGAQ) and six questions designed to delineate the perceived degree of skill and luck involved in various gambling activities. The frequency and reasons youth engage in specific gambling activities, explored attitudes and their relationship to perceptions of perceived control over gambling outcomes. Results revealed age and gender related attitudes toward gambling that may increase their vulnerability to developing problem gambling were examined. Older youth expressed more tolerance of gambling activities while young children under-estimated the addictive nature of gambling and over-estimated the degree of control over gambling outcomes. Males expressed being less fearful of getting caught gambling and had much more tolerant attitudes toward gambling behaviors. Furthermore, those youth found to have a greater number of permissive and/or irresponsible attitudes also had greater misperceptions concerning the degree of skill involved in gambling. Phase II of the study elaborated upon quantitative findings through focus group analysis involving 59 participants in grades 4, 7, 9 and 11. Results expanded upon findings regarding youths' perceptions of gambling and attitudes towards gambling at school, and outline youths' understanding of responsible gambling. Findings are discussed in terms of their utility for youth problem gambling prevention programming and future directions for research are suggested.

RESUME

La présente étude a examiné les différences développementales quant aux attitudes que les jeunes entretiennent par rapport aux jeux de hasard et d'argent. Les différences entre les sexes ont également été examinées. La première phase de cette étude consistait en une analyse quantitative des attitudes de 1408 élèves du primaire et du secondaire face au jeu. Les participants, âgés de 8 à 20 ans ont complété un questionnaire portant sur leurs activités de jeu et leur attitude face à ces dernières (AGAQ). Ce questionnaire contient également des questions conçues de sorte à identifier le degré d'habileté et le degré de chance perçu comme étant impliqué dans diverses activités de jeu de hasard et d'argent. Cette étude a aussi examiné la fréquence de participation et les raisons invoquées par les jeunes pour s'adonner à des activités de jeu et a exploré la relation entre les attitudes et la perception du contrôle pouvant être exercées sur les résultats des jeux. Les résultats démontrent des liens entre les attitudes, l'âge et le sexe pouvant augmenter la vulnérabilité au développement d'un problème de jeu. Les adolescents plus âgés sont plus tolérants face aux activités de jeu alors que les adolescents plus jeunes sous-estiment la nature « addictive » de ces activités tout en surestimant le degré de contrôle qu'ils croient pouvoir exercer sur les résultats. Les garçons ont moins peur de se faire prendre lorsqu'ils s'adonnent à ce type d'activité et expriment des attitudes plus tolérantes face au jeux de hasard et d'argent. De plus, les adolescents qui affichent des attitudes plus « permissives » ou irresponsables face au jeu sont également ceux qui expriment de plus grandes perceptions erronées quant au niveau d'habileté impliqué dans les jeux de hasard et d'argent. La seconde phase de cette étude a permis une meilleure interprétation des résultats quantitatifs par l'entremise de « focus

group » impliquant la participation de 59 élèves de la quatrième année et du primaire 1^{ère}, 3^e et 5^e secondaire. Les données recueillies lors des entrevues de groupe permettent de mieux comprendre les perceptions et les attitudes exprimées par les adolescents face aux activités de jeu à l'école et offrent une description de la conception de « jeu responsable » telle que perçue par les adolescents. Ces résultats sont discutés en regard à leur utilité dans le développement de programmes de prévention et de nouvelles pistes de recherche sont suggérées.

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TABLE OF CONTENTS

ABSTRACT	i
RESUME	ii
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	iv
LIST OF FIGURES	xi
CHAPTER 1	
Introduction	
CHAPTER 2	
Review of the Literature	
A Social-Cognitive Perspective of Developing Gambling Attitudes	
Examining Youth Gambling Attitudes to Understand Their Gambling Behavior	6
The Protective and Risk Factor Function of Attitudes	8
Principal Aims.....	9
CHAPTER 3	10
Method	10
Participants	10
Phase I	10
Phase II.....	10
Instruments	12
Attitudes and Gambling Activities Questionnaire	12
Procedure.....	12
Phase I	12
Phase II.....	12

CHAPTER 4.....	11
Phase I Results	11
Prevalence of Youth Gambling	11
Companionship and Venue of Youth Gambling	11
Reported Reasons for Gambling.....	11
Youths' Perceptions Regarding the Profile of a Gambler.....	11
Youths' Perceptions of Activities that Constitute Gambling.....	21
Perceived Prevalence of Gambling.....	21
Fear of Getting Caught in High-Risk Activities.....	21
Tolerance of Gambling Behaviors.....	31
Youths' Perceptions of Parental and Societal Gambling Attitudes.....	31
Perceived Control over Gambling Activities	31
Youths' Perceived Skill and Luck in Gambling.....	31
The Relationship between Attitudes and Perceived Skill and Luck.....	41
Profiles of the Risky and Healthy Attitude Groups	41
Reported Gender Differences in Gambling Attitudes.....	41
Phase II Results	41
Developmental Differences in Gambling Experiences and Knowledge.....	47
Developmental Differences in Perceived School Messages about Youth Gambling.....	49
Developmental Differences in Youth's Understanding of Responsible Gambling	49
CHAPTER 5.....	50
Discussion.....	50
Youth Gambling Attitudes	50
Developmental Differences in Youth's Gambling Attitudes	53
Gender Differences in Youths' Gambling Attitudes	55
Reported Reasons for Gambling.....	56
Attitude Differences between Non, Occasional, and Regular Gamblers.....	57
The Relationship between Youth Gambling Attitudes and Perceived Skill and Luck	58

Summary and Conclusion: Implications for Youth Problem Gambling Prevention.....	5
Limitations	6
Directions for Future Research.....	6
REFERENCES.....	6
APPENDIX A: Attitudes and Gambling Activities Questionnaire (AGAQ).....	7
APPENDIX B: Theoretical Groupings of Attitude Items on the AGAQ	8
APPENDIX C: Focus Group Interview Guide.....	8
APPENDIX D: Focus Group Transcriptions.....	8

LIST OF TABLES

Table 1:	Phase I Participants According to Age and Gender.....	11
Table 2:	Phase II Participants According to Grade and Gender.....	11
Table 3:	Total Number of Focus Group Participants by Grade	11
Table 4:	Reported Gambling Behavior According to Age Group.....	14
Table 5:	Reported Gambling Behavior According to Gender.....	14
Table 6:	Reported Gambling Companionship According to Gambling Frequency	14
Table 7:	Reported Gambling Companionship According to Age	14
Table 8:	Reported Gambling Companionship According to Gender	14
Table 9:	Reported Gambling Venues According to Gambling Frequency.....	14
Table 10:	Reported Gambling Venues According to Age Group	14
Table 11:	Reported Gambling Venues According to Gender	14
Table 12:	Reported Reasons for Gambling by Involvement.....	17
Table 13:	Reported Reasons for Gambling by Age Group.....	18
Table 14:	Reported Reasons for Gambling by Gender.....	18
Table 15:	Reported Responses to Attitudes about the Profile and Addictive Nature of Gambling	20
Table 16:	Developmental and Age Differences in Attitudes about the Profile of a Gambler and the Addictive Nature of Gambling.....	21
Table 17:	Differences in Attitudes about the Profile of a Gambler and the Addictive Nature of Gambling between Non, Occasional, and Regular Gamblers	22
Table 18:	Reported Responses about the Activities that Constitute Gambling	23
Table 19:	Developmental and Gender Differences in Attitudes about the Activities that Constitute Gambling.....	23

Youth Gambling Attitudes

Table 20:	Differences in Attitudes about the Activities that Constitute Gambling between Non, Occasional, and Regular Gamblers	24
Table 21:	Reported Responses about the Prevalence of Gambling.....	24
Table 22:	Developmental and Gender Differences in Attitudes about the Prevalence of Gambling	24
Table 23:	Differences in Perceived Prevalence of Gambling between Non, Occasional, and Regular Gamblers.....	24
Table 24:	Developmental and Gender Differences in Attitudes Reflecting Fear of Getting Caught in High-Risk Activities.....	24
Table 25:	Differences in Fear of Getting Caught in High-Risk Activities between Non, Occasional, and Regular Gamblers	24
Table 26:	Reported Responses to Tolerance of Gambling Statements.....	30
Table 27:	Developmental and Gender Differences in the Attitudes of Gambling Tolerance	30
Table 28:	Differences in Attitudes of Tolerance toward Gambling between Non, Occasional, and Regular Gamblers	30
Table 29:	Reported Responses to Perceived Parental & Societal Permissiveness of High-Risk Activities.....	34
Table 30:	Developmental and Gender Differences in Perceptions of Parental Permissiveness of High-Risk Activities.....	34
Table 31:	Differences in Perceptions of Social and Parental Permissiveness of High-Risk Activities Between Non, Occasional, Regular Gamblers	36
Table 32:	Reported Responses to Items of Perceived Control over Gambling Activity	37
Table 33:	Developmental and Gender Differences in Perceived Control over Gambling Activity	37
Table 34:	Differences in Perceived Control over Gambling Activity between Non, Occasional, and Regular Gamblers	38
Table 35:	Participants' Perceived Skill and Luck in Various Activities	39
Table 36:	Developmental and Gender Differences in Perceived Skill and Luck in Various Activities	40

Table 37:	Differences in Perceived Skill and Luck between Non, Occasional, and Regular Gamblers.....	4
Table 38:	Mean Scores and Results from an Independent Samples t-Test Comparing Healthy and Risky Attitude Groups Responses to Perceived Skill and Luck in Gambling	4
Table 39:	Summary of Significant Differences in the Profiles of the Healthy and Risky Attitude Groups	4
Table 40:	Significant Gender Differences in Gambling Attitudes	4

LIST OF FIGURES

Figure 1:	Percentage of youth by age fearless of being caught in high-risk activities.....	2
Figure 2:	Youth reporting parental tolerance of youth gambling and alcohol consumption	3

CHAPTER 1

Introduction

From scratching a parent's lottery ticket to watching their parents raising money for their children's sports team at the local bingo hall, gambling pervades much of our youths' lives. It is of no surprise that gambling is a popular activity amongst youth and appears to be engaged in at a fairly consistent level throughout childhood. Gupta and Derevensky (1998) found that children across grades 7, 9, and 11 all reported a similar level of gambling involvement and that the level of reported gambling is much higher than reported usage of alcohol, cigarette smoking or other drug use. Furthermore, whereas drug, alcohol and tobacco use increased gradually with age, gambling behavior (both past year and weekly use) began at a high rate and was maintained throughout the high school years. Adolescents, as a group, appear to be more susceptible to develop problem gambling behavior than adults (Fisher, 1993; Gupta & Derevensky, 2000; Hardoon & Derevensky, 2002; Lesieur & Klein, 1987; National Research Council, 2000).

Studies undertaken in the U.K., Canada and the U.S. estimate a general probable pathological gambling rate of 4-8% amongst youth under 18 years-of-age. This rate is approximately twice that identified in the adult population (Derevensky & Gupta, 1997; Fisher, 1993; Griffiths, 1995; Gupta & Derevensky, 1998; Shaffer & Hall, 1996; Wood & Griffiths, 1998; Wynne, Smith & Jacobs, 1996). Furthermore, 10-15% of adolescents are estimated to be at-risk for developing or returning to serious gambling problems (Shaffer & Hall, 1996). Still further, between 39-92% of U.S. youth report having gambled during their lifetime (National Opinion Research Center (NORC), 1999) while in Canada, 80-90% of adolescents in Quebec have reported lifetime gambling (Gupta & Derevensky, 1998; Ladouceur, Dubé, & Bujold, 1994), and 22-35% report gambling once a week or more (Derevensky, Gupta & Della-Cioppa, 1996; Gupta & Derevensky, 1998). A recent examination of research exploring the long-term trends of youth gambling in North America shows evidence of a significant increase in

gambling involvement and suggests that within the past year, two thirds of legally underage youth have gambled for money (Jacobs, 2000). Not unique to North America, gambling is also a growing concern worldwide. For example, addiction to playing fruit machines (legalized, small wager slot machines) in the UK is disquieting (Fisher, 1990, 1993; Griffiths, 1989, 1995).

Current empirical knowledge of youth problem gambling includes a profile of the adolescent gambler that reflects the serious nature of gambling-related problems for youth. Adolescent problem gamblers have been found to have higher rates of depression (Gupta & Derevensky, 1998a, 1998b, Marget, Gutpa & Derevensky, 1999; Nower, Derevensky, & Gupta, 2000), lower self esteem (Gupta & Derevensky, 1998b), higher anxiety (Gupta & Derevensky, 1998; Vitaro, Ferland, Jacques & Ladouceur, 1998), poor general coping skills (Marget, et al., 1999; Nower, et al., 2000) and are at heightened risk for suicide ideation and attempts (Gupta & Derevensky, 1998a) (for a comprehensive summary of our current existing empirical knowledge of adolescent problem gamblers see the reviews by Gupta & Derevensky, 2000; Hardoon & Derevensky, 2002).

Immediate consequences of adolescent problem gambling have been identified in several studies. Problem and pathological gambling has been shown to result in decreased academic performance and increased disruption of familial relationships, delinquency and crime (Fisher, 1993; Gupta & Derevensky, 1997; Ladouceur & Mireault, 1998; Wynne, Smith, & Jacobs, 1996). These youth are greater risk-takers and are at increased risk for the development of an addiction or polyaddictions (Gupta & Derevensky, 1998; Lesieur & Klein, 1987; Winters & Anderson, 2000). Speculation of the long-term consequences of adolescent problem gambling does not present a promising outlook given the rapid movement for some individuals from social gambler to problem gambler (Gupta & Derevensky, 2000; Gupta & Derevensky, 1998). Moreover, the identification of gambling as a rite of initiation into adulthood (Svendsen, 1998)

points to the possibility that youth are also more susceptible to developing gambling-related problems.

Little progress has been made in understanding the treatment of problem adolescent gambling or the characteristics of those seeking help (Gupta & Derevensky, 2000) and empirical knowledge of the prevention of this disorder is even more scarce (Dickson, Derevensky & Gupta, 2002). Recent research has been conducted to identify risk (those factors that increase the likelihood of developing problem gambling) and protective factors (protective mechanisms that help youth cope more effectively with stressful situations and emotional distress) (Rutter, 1987; Werner & Smith, 1982) associated with problem gambling. Evidence of multiple factors involved in the initiation, development and maintenance of gambling behavior points to an etiology of problem gambling that is characterized by interactions between biological, environmental and psychological processes. While research is required to examine the interactive processes of multiple factors, the specification and individual contribution of specific risk and protective factors is still required. One specific risk and/or protective factor that remains unexamined is the impact of youths' gambling attitudes on their subsequent gambling behaviour.

CHAPTER 2

Review of Literature

A Social-Cognitive Perspective of Developing Gambling Attitudes

The study of attitudes and behaviour change has emanated from the field of social psychology. A recent review of the attitude literature by Ajzen (2001) notes a general agreement among members of the scientific community in which attitudes are conceptualized as summary evaluations of objects (e.g., issues, activities, one's self) along dimensions such as positive-negative, pleasant-unpleasant, and harmful-beneficial. The most popular theory of attitude formation, the expectancy-value model (Fishbein & Ajzen, 1975), maintains that evaluative

meaning arises automatically as we form beliefs about objects or activities. Applying the expectancy-value model to gambling attitudes, a person's overall attitude toward gambling is determined by one's subjective values of gambling (beliefs of gambling as a means of socializing, winning money, excitement, etc., termed 'expectancies') in interaction with the importance or strength of the beliefs about gambling. Beliefs that are most salient in memory will influence one's attitude, and salience is determined by the frequency and recency of thinking about gambling expectancies, as well as the importance placed on these expectancies (Higgins, 1996; Olson, Roese & Zanna, 1996). It should be noted that although beliefs have a vital influence on one's attitude, non-cognitive factors such as personality characteristics have also been shown to influence attitudes (Crites, Fabrigar, & Petty, 1994; Haddock & Zanna, 2000; Miniard & Barone, 1997; Priester & Fleming, 1997).

Social Cognitive Theory (Bandura, 1986) has provided significant explanatory power in studies of childhood aggression, positive health behavior and adolescent high-risk behaviors. Given its broad utility, it is likely to also provide further explanation for high levels of adolescent gambling beyond what is already known. Past research has consistently demonstrated that parents who gamble are far more likely to have children who also gamble (Gupta & Derevensky, 1997; Fisher, 1993; Griffiths, 1995; Ide-Smith & Lea, 1988; Winters, Stinchfield & Fulkerson, 1993; Wood & Griffiths, 1998; Wynne, et al., 1996). It would appear that children and adolescents may mimic or 'model' the attitudes and behavior of family members who gamble. Modeling of this type of behavior may not just be limited to family members, but could also include peer groups (Hardoon & Derevensky, 2001) and conceivably popular media figures such as television personalities and 'pop' musicians (Derevensky, Gupta, Hardoon, Dickson, & Deguire, in press). In light of the expectancy-value model, family, peer and media influences play an essential part in the formation of youth's beliefs about gambling (gambling-

expectancies) and the importance youth place on these beliefs, resulting in measurable evaluations of youth gambling attitudes.

Social cognitive theory has also been used as an explanation for the predominance of males among problem or pathological gambling prevalence rates. Ide-Smith and Lea (1988) suggest that males may over-report and females under-report their level of gambling participation. If this is accurate, then this further reinforces the idea that gambling is an integral part of a male culture. Certainly, most forms of gambling in Western societies have taken place in gambling establishments that have traditionally been regulated by adult males (e.g., race tracks, betting shops, casinos, etc.). It may be that as gambling becomes more readily available from other sources (e.g., interactive TV, internet gambling, convenience stores) that rates of female gambling participation may begin to match those of males.

Prior knowledge and first hand experience of gambling is also likely to be a substantial influence upon youth gambling attitudes. Fazio (1986) has suggested that direct experience will affect attitudes far more strongly than will indirect experience alone. For example, if a boy wins his favorite hockey card betting on a friend's soccer game, he is more likely to remember the event than if he observes his friend win a favorite card. Prior experiences are particularly salient in findings that establish early wins as a significant risk factor for developing problem gambling (Griffiths, 1995) and likely have a number of effects upon attitudes, although the influence between behavior and attitudes is clearly bi-directional. Relevant to the prevention of youth problem gambling, are findings that suggest that prior knowledge reduces the need (motivation to obtain) for further information (e.g., DeBono, 1992) and that prior knowledge can both foster thinking about a message and help people bolster their initial opinions (e.g., engage in biased processing) (Johnson, Lin, Symons, Campbell & Ekstein, 1995; Wood, Rhodes & Biek, 1995). Finally, there is evidence that people allot greater importance to particular attitudes as a function of the number of times a person expresses a particular belief such that regular expression connotes

increased importance (Roese & Olson, 1994). Thus, to the extent that prior gambling experience and increase the frequency with which youth express their attitudes toward gambling, it can be expected that their attitudes, whether negative or positive, will be perceived as increasingly important.

Although the process of initiation for alcohol consumption, marijuana use, and gambling differs significantly in terms of expectancies, societal restrictions, and peer influences (DiClemente, 1999), early initiation of several health-risk behaviors have been shown to be related to increased frequency of practice and problematic behavior (Dishion, Capaldi & Yoerger, 1999; Flemming, Kellam & Brown, 1982) linked to those health-risk activities. Gambling does not evade this pattern given that research has shown that those who began gambling during childhood are more likely to develop gambling problems in later adolescence or as adults (Ide-Smith & Lea, 1988; Fisher, 1993; Jacobs, 2000; Winters et al., 1993; Griffiths, 1995). Thus, there is a need to identify those young people who are experiencing problems, and to identify those factors that may contribute to the development of future problem gambling behaviors.

Examining Youth Gambling Attitudes to Understand their Gambling Behavior

Attitudes and behaviors tend to be closely related (Festinger, 1957). The underlying reasons that youth decide to gamble in spite of reported losses may be, in part explainable by their attitudes towards gambling. Festinger (1957) postulated that positive attitudes towards a behavior are indicative of a readiness to act. If attitudes and behavior toward an object or activity become polarized then the person will experience 'cognitive dissonance' when engaged in that behavior, such that when attitudes change, the concomitant behavior is also likely to change.

Research examining the link between attitudes and behavior has led to the development of predictive models aimed at demonstrating how a person's attitudes can provide a reliable indication of their actual behavior. The theory of reasoned action (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975) demonstrates how a person's actions are controlled by their behavioral

intentions. Behavioral intentions are in turn derived from a number of cognitive components.

Personal beliefs about a behavior are derived from the person's expectation of the outcome of performing the behavior, and their evaluation of that outcome. The *subjective norm* concerns the person's perception of how others would view the behavior, and the individuals' motivations to comply with social convention. The theory of reasoned action has shown to be an accurate predictor of a person's behavior in a number of areas such as sexual protective- and risk-taking behavior (Fazekas, Senn, & Ledgerwood, 2001; Morrison, Baker, & Gillmore, 2000; Selvan, Ross, Kapadia, Mathai, & Hira, 2001), alcohol consumption (Martin, 2000) and tobacco use (O'Callaghan, Callan & Baglioni, 1999; Unger, Rohrbach, Howard-Pitney, Ritt-Olson, & Mouttapa, 2001) and has also been used to predict adolescent gambling behavior. (Moore & Ohtsuka, 1997).

The theory of planned behavior (Ajzen & Fishbein, 1991) evolved to include not only personal beliefs and subjective norms, but also a component of *perceived behavioral control*, that is, the extent to which a person believes that his/or behavior is actually attainable or possible (e.g., winning the lottery or playing a winning hand at blackjack) on subsequent behavior. The applicability of the theory of planned behavior has been equally validated for predicting several behaviors such as safe sex behaviors, smoking and drinking alcohol (for a review, see Ajzen, 2001). When these theories are applied to gambling attitudes it may similarly be possible to predict the likely outcome of an individual's initiation to gambling. It is important however, to determine if perceived behavioral control is important for the gambling attitude-behavior relationship, given that a number of studies have failed to find improvements in prediction of behaviors when measures of perceived behavioral control were included in analyses (Chan & Fishbein, 1993; Kelly & Breinlinger, 1995).

Current knowledge has fostered the formation and validation of motivational-based models of behavioral change. One of the most influential models, the Transtheoretical Model of

Behavior Change (TTM) (DiClemente & Prochaska, 1998; Prochaska, DiClemente, & Norcross, 1992), has received extensive support for understanding adolescent health risk behaviors such as smoking acquisition and cessation, sun exposure, dietary fat reduction, alcohol use, and gambling (Maddock, Rossi, Redding, Meier, Velicer, & Prochaska, 1998; Migneault, Pallonen & Velicer, 1997; Pallonen, 1998; Rossi et al., 2001; Thombs & Briddick, 2000). According to TTM, making the decision to move from one stage of change (e.g., along a continuum of harmful-beneficial gambling attitudes and behavior) to the next is largely based on the relative weight a person gives to the pros and cons (positive and negative aspects of changing behavior) of decisional balance. Thus, coupled with measures of decisional balance, a delineation of youths' attitudes towards gambling may not only be useful in measuring attitude change but may also contribute to gauging youth's motivation and readiness to receive information (e.g., in a gambling prevention program) and latent changes in perceptions of gambling, values of responsible gambling, and motivation to change or maintain gambling behaviors.

The Protective and Risk Factor Function of Attitudes

Attitudes, examined as protective and risk factors for participation in high-risk behaviors such as alcohol consumption, illicit substance use and unsafe sexual activity, have been studied along a number of evaluative dimensions. For instance, examinations of youths' tolerant-intolerant attitudes toward deviance suggest that intolerant attitudes draw youth into more conventional behaviors associated with school, church or the community and in doing so, protect against the development of several high-risk behaviors (Donovan, Jessor & Costa, 1991; Jessor, 1987; Jessor, Turbin, & Costa, 1998). Similarly, research based on the dimension of conventionality-unconventionality as a measure of attitudes has identified unconventional attitudes as a risk-factor for alcohol abuse (Colder & Chassin, 1999) and a number of prevention programs have sought to reduce this risk factor by facilitating youth involvement in conventional institutions (e.g., schools, community groups, religious institutions) (e.g.,

LoSciuto, Rajala, Townsend, & Taylor, 1996; Taylor, LoSciuto, Fox, Hilbert, & Sonkowsky, 1999). Risk and protective attitudes for adolescent high-risk behaviors have also been assessed in terms of degree of religiosity (Brunswick, McKeon, & Pandina, 1982), pro-social attitudes (St. Pierre, Mark, Kaltreider, & Aikin, 1997) and personal ethics (Solomon, Battistich, Watson, Schaps, & Lewis, 2000).

It has been argued that teaching and instilling the value of responsible gambling is a promising prevention approach for activities that are socially acceptable and fall on a continuum of harm (e.g., gambling and alcohol consumption) (Dickson, Derevensky, & Gupta, 2002). Therefore, 'protective attitudes' are likely to be responsible gambling attitudes, which may be operationalized as knowledge of gambling and problem gambling, respect for legal restrictions, intolerance of particular gambling behaviors (e.g., borrowing money to gamble), and accurate perceptions of the costs and benefits of gambling and ultimately, responsible behavior.

Principle Aims

The main objective of this study is to delineate youths' risky and protective attitudes about gambling, particularly in relation to developmental and gender differences. Reflective of the dynamic process of resilience embodying shifts in risk and protective factors throughout development (Garmezy, Masten, & Tellegen, 1984; Luthar, Cicchetti, & Becker, 2000; Werner & Smith, 1982), it is expected that youth will express risky gambling attitudes unique to their developmental level. This study also examines the relationship between gambling attitudes and perceived control over gambling outcomes. Although over-estimation of the skill required to win games of chance may be due to naivety in part, youth's perceived control is also a likely factor. Based upon the attitude literature, it is plausible that adolescents low in responsible beliefs about gambling will report less accurate perceptions of the degree of skill and luck involved in gambling.

Furthermore, this study also assesses the reliability and the utility of the Attitudes and Gambling Activities Questionnaire (AGAQ) (Gupta & Derevensky, 1999) as a means of examining youths' gambling attitudes. This research is intended to provide insight regarding the implications of youths' attitudes for behavioral change, towards initiation of gambling, movement towards problem gambling or the modification of problematic gambling behaviors. Such information is vital for the refinement of effective strategies aimed at discouraging under-age gambling while promoting responsible gambling attitudes, and lays foundations for the construction of outcome measures of youth problem gambling prevention and treatment programs.

CHAPTER 3

METHOD

Participants

Phase I. The study included 1408 students (730 females; 668 males) from Elementary and Secondary Schools in Montreal, Quebec (252 students) and Windsor, Ontario (1156 students) (see Table 1). The convenience sample collected was not representative of Ontario and Quebec adolescents, given geographical constraints. Furthermore, the subjects were obtained from Anglophone schools. All participants volunteered to participate in the study and were assured of confidentiality and anonymity. Students were grouped by age for analyses. The number of youth who participated was 10.4% ($n = 147$) aged 8-11, 32.2% ($n = 453$) aged 12-14, 43.3% ($n = 610$) aged 15-17, and 12.9% ($n = 182$) ages 18-20 (see Table 1). When data were missing for a particular variable, that case was excluded from the sample only for the examination of that particular variable.

Phase II. Focus group testing was conducted with students in grades 4, 7, 9 and 11 in general private schools (see Table 2). Private schools were approached due to their convenience for data collection. A research proposal for the collection of focus group data and consent form were submitted to 5 schools, 3 of which consented to participate. Only those students who returned a parental consent form were permitted to join the focus groups. All participants volunteered to

participate in the study and were assured of confidentiality and anonymity. Students were grouped by age for analyses and included 12 students in grade 4, 14 students in grade 7, 21 students in grade 9, and 12 students in grade 11 (see Table 3).

Table 1

Phase I Participants According to Gender and Age

Gender	<i>n</i>	Percentage
Male	668	47.4
Female	730	51.8
Unknown	10	.7
Total	1408	100
Age groupings	<i>N</i>	Percentage
8-11	147	10.4
12-14	453	32.2
15-17	610	43.3
18-20	182	12.9
Unknown	16	1.1
Total	1408	100

Table 2

Phase II Participants According to Grade and Gender

School	Grade	<i>n</i>	Males <i>n</i>	Females <i>n</i>
A	4	6	3	3
A	7	7	3	4
A	9	9	4	5
A	11	7	2	5
B (Boys' School)	4	6	6	0
B	7	6	6	0
B	9	6	6	0
C	9	6	4	2
C	11	5	2	3

Table 3

Total Number of Focus Group Participants by Grade

Grade	<i>n</i>	Males <i>n</i>	Females <i>n</i>
4	12	9	3
7	14	11	9
9	21	15	7
11	12	4	8
Total	59	36	22

Instruments

Attitudes and Gambling Activities Questionnaire (AGAQ) (Gupta & Derevensky, 1999) (see Appendix A). This questionnaire was developed and designed to ascertain the attitudes children and adolescents possess regarding gambling, alcohol consumption, and illicit drug use as well as frequency and type of gambling activities engaged in. Participants were asked to rate various items on a Likert scale ranging from 1 (disagree) to 7 (agree). Cronbach alpha reliability for the gambling attitudes and the perceived skill and luck subscales was found to be .81 and .76 respectively. Together, they yield a reliability coefficient of .80.

Procedure

Phase I. A proposal for this research was submitted to school boards across Ontario and to the Montreal school board. Upon board approvals, schools within the approved boards (Windsor and Montreal) were sent research proposals, a copy of the questionnaire, and parental consent forms. Only those students who returned parental consent were permitted to participate in this study. Research assistants group administered the questionnaires to all participants in their classrooms. Students were assured anonymity and confidentiality. The research assistants remained in the room to answer any questions. The time taken to complete the survey varied between 30 and 50 minutes.

Phase II. The purpose of using focus group methodology in this study was to elaborate upon developmental differences of youth gambling attitudes revealed in Phase I. Focus group size was between 6 and 9 students to allow for maximum student participation as recommended by previous research (Charlesworth & Rodwell, 1997). Participating students were chosen by teachers and school psychologists based upon student's time availability and willingness to participate. An interview guide composed of a number of open-ended questions was developed to facilitate discussion and designed with the aim to elicit a diversity of experiences and

opinions (see Appendix C). The questions posed tapped students' perceived social norms regarding gambling, perceived school messages about youth gambling, and student's knowledge of responsible gambling. After inquiring into student's understanding of gambling, all focus groups were given the following definition of gambling: a game of chance that a person bets something of value (e.g., money, candy, shoes, sports cards etc.) on. Each session was conducted by one facilitator and a research assistant took notes and managed the recording equipment for the session, which were later transcribed (see Appendix D). The complete transcriptions integrate spoken words, emotions captured on tape, and field notes describing non-verbal behaviors. All sessions were held in classrooms, began with a discussion of confidentiality, and lasted approximately 35 minutes. The principal investigator and research assistant completed content analysis using the interview questions as a guide. Each researcher independently identified similar patterns and themes within and across groups for each question. To ensure reliability and validity, results were compared and found to be similar.

CHAPTER 4

Phase I Results

Prevalence of Youth Gambling

Overall, while 26.1 % ($n = 363$) of youth reported having never gambled, the vast majority of the participants ($n = 1030$, 73.9%) reported that they had gambled for money at least once in their lifetime, 45.8% ($n = 638$) reported that they gambled occasionally (less than once a week), and 28.1% ($n = 392$) reported that they gambled regularly (once a week or more) while. These three groups were labeled non-gamblers, occasional gamblers and regular gamblers for further analyses. Cross tabulations indicated that there was a small but significant relationship between age and frequency of gambling behavior, $\chi^2(6, N = 1378) = 81.30, p < .001$. As age increased so did the reported level of gambling behavior (see Table 4). A significant association between gender and gambling frequency was found such that twice as many males (66.8%) reported

gambling once a week or more compared to females (33.2%) and twice as many females (66.5%) than males (33.5%) reported that they had never gambled [$\chi^2(2, N = 1384) = 88.80, p < .001$] (see Table 5).

Table 4

Reported Gambling Behavior by Age

Age groupings	Non-Gamblers Never gambled		Occasional Gamblers Gambles less than once a week		Regular Gamblers Gambles once a week or more	
	<i>n</i>	Percentage	<i>n</i>	Percentage	<i>n</i>	Percentage
Ages 8-11	65	44.2%	38	25.9%	44	29.9%
Ages 12-14	150	33.4%	198	44.1%	101	22.5%
Ages 15-17	126	21.0%	302	50.2%	173	28.8%
Ages 18-20	18	9.9%	93	51.4%	70	38.7%

Table 5

Reported Gambling Behavior According to Gender

Gender	Non-Gamblers		Occasional Gamblers		Regular Gamblers	
	<i>n</i>	Percentage	<i>n</i>	Percentage	<i>n</i>	Percentage
Female	240	33.3%	352	48.8%	129	17.9%
Male	121	18.3%	282	42.5%	260	39.3%

Companionship and Venue of Youth Gambling

Participants indicated gambling with their friends (78.1%), siblings (45.8%), parents (43.1%), other relatives (41.2%), by themselves (19.1%), and with a stranger (11.8%). Regular gamblers were significantly more likely to gamble with their friends, with a stranger, or alone than occasional gamblers (see Table 6). Youth gambling companionship appeared to differ in that a large number of older youth, as compared with younger children, reported gambling with friends, (46.3% of 8-11 year olds gambled with friends) [$\chi^2(3, N = 993) = 62.80, p < .001$]. Young children were found to gamble more with siblings than older youth and less likely to gamble alone and with strangers (see Table 7). Significant gender differences indicate males are more likely than

females to gamble with strangers [$\chi^2(1, N = 997) = 13.25, p < .001$] while females were more likely to gamble with siblings [$\chi^2(1, N = 997) = 11.24, p < .001$] (see Table 8).

Table 6

Reported Gambling Companionship According to Gambling Frequency

Gambling Frequency	Companionship in Youth Gambling					
	Alone*	Friends**	Strangers**	Parents	Siblings	Other Relatives
Occasional Gamblers	16.8%	76.5%	6.5%	43.3%	44.5%	40.3%
Regular Gamblers	23.0%	81.9%	20.4%	42.7%	47.9%	43.2%

*significant difference $p < .05$.

**significant difference $p < .001$.

Table 7

Reported Gambling Companionship According to Age

Age Group	Companionship in Youth Gambling					
	Alone*	Friends*	Strangers*	Parents	Siblings*	Other Relatives
8-11	11.6%	46.3%	6.3%	50.0%	48.8%	35.0%
12-14	20.6%	74.2%	9.5%	44.1%	49.2%	46.4%
15-17	38.6%	84.6%	11.3%	41.2%	47.7%	42.1%
18-20	29.1%	82.2%	20.4%	43.9%	31.2%	31.8%

*significant difference $p < .005$.

Table 8

Reported Gambling Companionship According to Gender

Gender	Companionship in Youth Gambling					
	Alone	Friends	Strangers*	Parents	Siblings*	Other Relatives
Female	19.4%	75.4%	7.8%	46.5%	51.5%	41.4%
Male	18.5%	80.3%	15.2%	40.5%	40.9%	41.1%

* significant difference $p < .001$.

Participants indicated gambling at home (71.9%), friend's homes (53.6%), school (26.5%), convenience stores (23.5%), arcades (18.7%), bingo halls (14.7%), and in casinos (10.1%). The

venues where the participants reported gambling differed considerably between regular and occasional gamblers. Regular gamblers were more likely to gamble at friend's homes, school, convenience stores, arcades, bingo halls, and casinos (see Table 9). In all age groups, regular gamblers reported gambling more often than occasional gamblers at friend's homes [$\chi^2(3, N = 378) = 29.00, p < .001$], convenience stores [$\chi^2(3, N = 378) = 22.74, p < .001$], bingo halls [$\chi^2(3, N = 377) = 30.17, p < .001$], and casinos [$\chi^2(3, N = 317) = 25.50, p < .001$] (see Table 10). In addition, regular male gamblers (43.5%) were significantly more likely than regular female gamblers (27.8%) to gamble at school [$\chi^2(1, N = 379) = 8.77, p < .003$] (see Table 11).

Table 9

Reported Gambling Venues According to Gambling Frequency

Youth Gambling Venues							
Gambling Frequency	Home	Friend's house*	School*	General store*	Arcade	Bingo hall*	Casino*
Occasional Gamblers	71.2%	50.3%	19.6%	18.6%	13.1%	13.1%	6.9%
Regular Gamblers	73.8%	60.5%	38.5%	31.9%	27.7%	17.8%	15.4%

* significant difference $p < .001$.

Table 10

Reported Gambling Venues According to Age Group

Youth Gambling Venues							
Age group	Home*	Friend's house*	School*	General store*	Arcade	Bingo hall*	Casino*
8-11	76.3%	23.8%	15.0%	18.8%	20.0%	16.3%	0%
12-14	76.9%	53.9%	25.4%	13.6%	20.0%	7.5%	2.9%
15-17	73.0%	61.3%	29.2%	24.2%	19.0%	11.0%	6.8%
18-20	57.3%	45.2%	26.2%	43.3%	14.6%	39.5%	30.6%

* significant difference $p < .001$.

Table 11

Reported Gambling Venues According to Gender

Youth Gambling Venues							
Gender	Home	Fiend's house*	School*	General store*	Arcade	Bingo hall*	Casino*
Female	74.0%	48.4%	17.2%	10.8%	14.0%	19.6%	7.2%
Male	70.2%	58.4%	34.5%	12.5%	22.5%	10.5%	12.1%

* significant difference $p < .01$.

Reported Reasons for Gambling

Overall, the most popular reasons for gambling were to win money (76.2%), enjoyment (68.8%) and excitement (59.5%). Compared to occasional gamblers, regular gamblers were more likely to indicate that they gambled to relax [$\chi^2(2, N = 1006) = 28.27, p < .001$] and for enjoyment [$\chi^2(2, N = 1006) = 15.78, p < .001$]. Significantly more regular gamblers reported that they gambled because they were unhappy (12.0%) compared to occasional gamblers (3.5%) [$\chi^2(2, N = 1005) = 28.76, p < .001$], to escape from home and school problems [$\chi^2(2, N = 1005) = 43.82, p < .001$] and were more likely (15.7%) than occasional gamblers (4.1%) to report gambling to feel older [$\chi^2(2, N = 1006) = 40.10, p < .001$] (see Table 12).

Table 12

Reported Reasons for Gambling by Involvement

Reasons	Occasional	Regular
Enjoyment**	66.4%	74.2%
Relaxation**	8.3%	19.6%
Excitement**	54.1%	69.5%
Make new friends*	12.7%	20.4%
Unhappy**	3.5%	12.0%
To escape**	2.9%	13.6%
Lonely**	3.3%	11.5%
To feel older**	4.1%	15.7%
To win money**	67.1%	86.2%
Other	18.1%	22.2%

*significant difference $p < .01$.

**significant difference $p < .001$.

As the age of youth increased, the more regularly they reported gambling for excitement [$\chi^2(3, N = 997) = 18.64, p < .001$] and to win money [$\chi^2(3, N = 997) = 25.14, p < .001$] (see Table 13). Males (66.5%) were more likely than females (51.2%) to report that they gambled for excitement [$\chi^2(1, N = 1002) = 24.40, p < .001$]. More males (16.3%) than females (8.1%) also reported gambling as a means of relaxation [$\chi^2(1, N = 1002) = 15.07, p < .001$]. For further significant gender differences, see table 14.

Table 13

Reported Reasons for Gambling by Age

Reasons	Ages 8-11	Ages 12-14	Ages 15-17	Ages 18-20
Enjoyment	62.5%	69.8%	69.2%	69.4%
Relaxation	17.5%	10.5%	11.8%	16.6%
Excitement**	47.5%	52.2%	65.2%	63.7%
Make new friends	11.3%	15.6%	15.5%	18.5%
Unhappy	10.0%	5.4%	5.6%	9.6%
To escape	10.0%	5.8	6.0%	10.2%
Lonely*	11.3%	5.1%	4.9%	9.6%
To feel older	15.0%	7.5%	7.5%	10.8%
To win money**	55.0%	69.5%	77.6%	80.9%
Other	21.3%	18.4%	20.2%	22.9%

* significant difference $p < .05$.** significant difference $p < .001$.

Table 14

Reported Reasons for Gambling by Gender

Reasons	Female	Male
Enjoyment	69.8%	67.7%
Relaxation***	8.1%	16.3%
Excitement***	51.2%	66.5%
Make new friends*	12.4%	18.3%
Unhappy	5.4%	7.9%
To escape	5.8%	7.9%
Lonely	5.4%	7.1%
To feel older	7.1%	9.9%
To win money**	69.8%	77.6%
Other	22.7%	18.0%

* significant difference $p < .05$.** significant difference $p < .01$.*** significant difference $p < .001$.

Youth Perceptions Regarding the Profile of a Gambler

Several items were designed to tap into youths' perception of problem gambling as an illness or addiction. Responses were grouped by percentages of youth who strongly disagreed (1-2), were neutral (3-5) and strongly agreed (6-7) with items on a seven point Likert scale. The Likert scale represents a continuum from healthy or protective attitudes to risky attitudes. Thus, a response of 6 or 7 indicates a highly positive disposition toward gambling, categorized as a potentially risky attitude. Cut-off criteria were based upon the goal of identifying the frequency of healthy and risky attitudes youth express toward gambling. Chi-square analyses were performed to examine whether significant differences existed by gender, frequency of gambling participation and age.

Overall, youth are more likely to view adult problem gamblers as unhealthy, than youth problem gamblers given that 56.3% of youth agreed with the statement "Adults with gambling problems have an illness" but only 35.3% of youth agreed with the statement "Teens with gambling problems have an illness" (see Table 15). Interestingly, youth's association of illness and adult gambling problems differed developmentally [$\chi^2(6, N = 1387) = 44.03, p < .001$] and not by gambling involvement, whereas the opposite was true for youth's attachment of 'illness' to teens with gambling problems [$\chi^2(4, N = 1388) = 42.96, p < .001$] (see Table 16). Accordingly, 69% of youth aged 18-20 perceive adults with gambling problems as ill, with this percentage decreasing with age. Although 42.4% of non-gamblers agreed with attaching a label of 'illness' to teens, this decreased as gambling behaviors increased, with only 25.9% of regular gamblers agreeing with this statement (see Table 15). Thus, the older the respondent, the more likely he/she are to view those adults who have problems gambling as having an illness and the more involvement one has in gambling, the less likely they are to attach the label 'illness' to youth with problem gambling.

The majority of youth sampled were found to have responsible attitudes concerning the importance of remaining in control while gambling (78.1%). Furthermore, 71.6% agreed that

gambling can be addictive and 69.9% of youth agreed that “Gambling can lead to addiction like drugs and alcohol consumption.” However, many youth believe there is a difference between becoming addicted to gambling and drugs given that only 26.6% agreed with the statement, “A person cannot get hooked on gambling, like drugs” (see Table 15).

Table 15

Reported Responses to Attitudes about the Profile and Addictive Nature of Gambling

Attitude Items	Response Percentage		
	Disagree	Neutral	Agree
Teens with gambling problems have an illness	22.3	42.3	35.4
Person cannot get hooked on gambling like drugs	51.3	2	26.6
Gambling will never lead to addiction	71.8	20.0	8.1
Adults with gambling problems have an illness	14.3	29.3	56.5
Person who can't control gambling is in serious trouble	3.6	17.9	78.5
Gambling can result in addiction just like alcohol & drugs	8.0	21.9	70.0

Developmentally, the youngest group of respondents held the greatest misperceptions about the potentially addictive nature of gambling [$\chi^2(6, N = 1387) = 117.69, p < .001$] in that 28.8% of children aged 8-11 agreed with the statement, “Gambling will never lead to an addiction” [contrasting children ages 12-14 (5.8%), 13-15 (4.9%) and 18-20 (8.3%)]. In addition, 14.4% of children in the youngest age group disagreed with the item, “Gambling can result in an addiction just like drugs and alcohol” after which the number of students who disagreed dropped by age [$\chi^2(6, N = 1389) = 20.16, p < .01$].

No gender differences were found between males' and females' perceptions of problem gamblers (see Table 16). However, there were some differences between regular, occasional and non-gamblers and several differences across age groups (see Table 17). Although only 8.1% of youth agreed with the statement, “Gambling will never lead to an addiction,” 40.7% of regular gamblers strongly disagreed [$\chi^2(4, N = 1389) = 14.66, p < .01$]. Furthermore, the statement “Gambling can result in addiction just like alcohol and drugs” also significantly differed by

Table 16

Developmental and Gender Differences in Attitudes about the Profile of a Gambler and the Addictive Nature of Gambling

Attitudes	Age & Gender	Response Percentage		
		Disagree	Neutral	Agree
Teens with gambling Problems have an illness ^t	8-11	24.1	42.1	33.8
	12-14	23.7	44.0	32.3
	15-17	22.5	41.4	36
	18-20	16.5	42.3	41.2
	Female	18.0	43.1	38.9
	Male	26.9	41.7	31.4
Person cannot get hooked on gambling like drugs *tt	8-11	45.9	28.1	26.0
	12-14	50.2	22.8	27.0
	15-17	54.0	20.4	25.6
	18-20	47.8	20.9	31.3
	Female	56.4	17.7	25.9
	Male	45.6	27.0	27.3
Gambling will never lead to addiction**tt	8-11	45.9	25.3	28.8
	12-14	69.8	24.4	5.8
	15-17	79.3	15.8	4.9
	18-20	72.4	19.3	8.3
	Female	77.7	16.9	5.4
	Male	65.5	23.7	10.8
Adults with gambling problems have an illness**	8-11	25.2	25.2	49.7
	12-14	17.6	33.8	48.7
	15-17	11.2	28.7	60.1
	18-20	7.7	23.2	69.1
	Female	13.0	27.7	59.2
	Male	15.5	30.7	53.8
Person who can't control gambling is in serious trouble*t	8-11	6.8	16.4	76.7
	12-14	3.6	21.2	75.3
	15-17	2.5	16.1	81.4
	18-20	4.9	17.0	78.0
	Female	2.2	16.8	81.0
	Male	5.1	19.1	75.8
Gambling can result in addiction just like alcohol & drugs*tt	8-11	14.4	28.1	57.5
	12-14	8.0	23.9	68.1
	15-17	7.1	18.6	74.4
	18-20	6.6	22.5	70.9
	Female	6.2	19.5	74.3
	Male	10.1	24.5	65.5

*significant difference in age $p < 0.05$.

**significant difference in age $p < .001$.

t significant difference in gender $p < 0.05$.

tt significant difference in gender $p < .001$.

gambling involvement [$\chi^2(4, N = 1390) = 45.03, p < .001$] such that 14.8% of regular gamblers disagreed with the statement in contrast to occasional (6.8%) and (2.5%) of occasional and non-gamblers who disagreed.

Table 17

Differences in Attitudes about the Profile of a Gambler and the Addictive Nature of Gambling between Non, Occasional, and Regular Gamblers

Attitudes	Gambling	Response Percentage		
		Disagree	Neutral	Agree
Teens with gambling Problems have an illness***	None	17.5	40.2	42.4
	Occasional	18.5	43.8	37.7
	Regular	32.6	41.5	25.9
Person cannot get hooked on gambling like drugs*	None	52.9	18.7	28.4
	Occasional	53.9	21.2	24.8
	Regular	46.0	26.3	27.6
Gambling will never lead to addiction**	None	74.7	18.5	6.9
	Occasional	74.3	19.1	6.6
	Regular	65.2	23.0	11.8
Adults with gambling problems have an illness*	None	12.2	29.0	58.8
	Occasional	12.3	28.1	59.6
	Regular	18.7	31.3	50.0
Person who can't control gambling is in serious trouble***	None	1.1	17.5	81.4
	Occasional	2.2	16.6	81.2
	Regular	8.0	19.6	72.4
Gambling can result in addiction just like alcohol & drugs***	None	2.5	20.2	77.3
	Occasional	6.8	22.6	70.6
	Regular	14.8	22.8	62.4

* significant difference $p < 0.05$.

** significant difference $p < .01$.

*** significant difference $p < .001$.

Youth's Perceptions of Activities that Constitute Gambling

Many youth held accurate perceptions about various activities that can be considered gambling. For example, 70.9% youth agreed that betting money on sports is gambling and 60.7% agree that the lottery in general is a form of gambling. However, less than half of the youth (43%) agreed that playing bingo can lead to a problem (see Table 18).

Table 18

Reported Responses about the Activities that Constitute Gambling

Attitude Items	Response Percentage		
	Disagree	Neutral	Agree
Betting money on sports is considered gambling	9.4	19.5	71.1
Playing bingo at a hall a few times a week can lead to a gambling problem	18.6	38.2	43.2
Buying lottery tickets is a form of gambling	10.5	28.8	60.7

Developmentally, younger children were more apt to support misconceptions than older children (see Table 19). More children aged 8-11 (18.6%) disagreed with the statement that “Betting money on sports is considered gambling” than did older youth (approximately 8% for older age groups). Furthermore, several children aged 8-11 (27.4%) expressed that that playing

Table 19

Developmental and Gender Differences in Attitudes about the Activities that Constitute Gambling

Attitudes	Age & Gender	Response Percentage		
		Disagree	Neutral	Agree
Betting money on sports is considered gambling*t	8-11	18.6	22.1	59.3
	12-14	8.4	18.4	73.2
	15-17	7.9	20.7	71.4
	18-20	8.2	16.5	75.3
	Female	7.4	22.0	70.6
	Male	11.5	16.8	71.7
Playing bingo at a hall a few times a week can lead to a gambling problem **tt	8-11	27.4	32.9	39.7
	12-14	23.4	39.4	37.2
	15-17	13.8	39.1	47.0
	18-20	16.5	37.4	46.2
	Female	14.7	39.3	45.9
	Male	23.0	37.0	39.9
Buying lottery tickets is a form of gambling**	8-11	24.1	29.7	46.2
	12-14	12.1	29.1	58.7
	15-17	6.9	27.7	65.3
	18-20	7.1	30.2	62.6
	Female	11.0	31.7	57.3
	Male	9.9	26.1	64.0

* significant difference in age $p < .01$.

** significant difference in age $p < .001$.

t significant difference in gender $p < .01$.

tt significant difference in gender $p < .001$.

bingo a few times a week can not lead to gambling problems, a perception that became increasingly accurate as age increased [$\chi^2(6, N = 1385) = 27.40, p < .01$].

Regarding gender differences, males (23%) were more likely than females (14.7%) to disagree that playing bingo once a week could lead to a gambling problem [$\chi^2(2, N = 1391) = 16.27, p < .001$]. Furthermore, males (11.5%) were more likely than females (7.4%) to state that betting money on sports is not gambling [$\chi^2(2, N = 1394) = 11.18, p < .01$].

Youth also differed in their perceptions of what activities constitute gambling depending on their level of gambling involvement (see Table 20). More specifically, the majority of those who disagreed that betting money on sports is gambling were regular gamblers (15.8%) in contrast to occasional gamblers (7.8%) and non-gamblers (5.0%) [$\chi^2(4, N = 1389) = 33.30, p < .001$]. Regular gamblers (27.2%) were also more likely than occasional (16.1%) and non-gamblers (13.8%) to note that playing bingo several times a week could lead to a gambling problem [$\chi^2(4, N = 1386) = 28.12, p < .001$].

Table 20

Differences in Attitudes about the Activities that Constitute Gambling between Non, Occasional, and Regular Gamblers

Attitudes	Gambling	Response Percentage		
		Disagree	Neutral	Agree
Betting money on sports is considered gambling**	None	5.0	20.3	74.7
	Occasional	7.8	21.7	70.5
	Regular	15.8	14.8	69.4
Playing bingo at a hall a few times a week can lead to a gambling problem**	None	13.8	39.8	46.4
	Occasional	16.1	40.8	43.1
	Regular	27.2	33.4	39.3
Buying lottery tickets is a form of gambling*	None	10.2	31.9	57.9
	Occasional	8.6	28.0	63.4
	Regular	13.3	27.4	59.2

*significant difference $p < .05$.

**significant difference $p < .001$.

Perceived Prevalence of Gambling

A large number of youth exhibit signs of underestimating the prevalence of gambling activity among youth and adults (see Table 21). Only 39.8% of youth acknowledged that most adults gamble and only 23.3% of youth acknowledged that most children under 18 years of age gamble in spite of the finding that adult and youth gambling lifetime prevalence rates are approximately 86% (NORC, 1999) and 39-92% (National Research Council, 1999) respectively. Youth held a more accurate perception about the prevalence of scratch tickets purchases given that 31.4% of youth acknowledged that most children under the age of 18 buy scratch tickets (legal age). The discrepancy in prevalence rates between gambling and scratch tickets highlights the fact that many youth do not perceive scratch tickets as a form of gambling. Interestingly, as age respondents increased, they perceived lower prevalence of youth scratch ticket purchasing (see Table 22). Forty-three percent of children aged 8-11 agreed that most youth purchase scratch tickets, dropping steadily to 26.4% agreement by youth aged 18-20 [$\chi^2(6, N=1388) = 14.60$, $p < .05$].

Table 21

Reported Responses about the Prevalence of Gambling

Attitude Items	Response Percentage		
	Disagree	Neutral	Agree
Most children under 18 years of age gamble	27.5	49.1	23.4
Most adults gamble	12.2	47.7	39.9
Most children under the age of 18 buy scratch lottery tickets	23.6	44.9	31.5

Youth's perceptions of the prevalence of gambling among youth and adults differed depending upon the respondent's degree of involvement in gambling activities (see Table 23). Almost double the number of regular gamblers (34.3%) agreed that most children under 18 years gamble, in contrast to only 15.5% of non-gamblers who agreed [$\chi^2(4, N = 1386) = 45.95$, $p < .001$]. Furthermore, 45% of regular gamblers agreed that most youth buy scratch tickets whereas only

29.1% of occasional and 21.1% non-gamblers agreed [$\chi^2(4, N = 1388) = 53.22, p < .001$].

Regarding the prevalence of gambling among adults, regular gamblers were more likely to believe that most adults gamble [$\chi^2(4, N = 1390) = 45.95, p < .001$].

Table 22

Developmental and Gender Differences in Attitudes about the Prevalence of Gambling

Attitudes	Age & Gender	Response Percentage		
		Disagree	Neutral	Agree
Most children under 18 years of age gamble**t	8-11	39.5	34.7	25.9
	12-14	27.2	51.9	20.9
	15-17	24.4	50.9	24.7
	18-20	28.0	47.8	24.2
	Female	30.4	51.3	18.3
	Male	24.2	47.0	28.8
Most adults gamble***	8-11	13.6	30.6	55.8
	12-14	12.6	47.5	39.9
	15-17	12.3	50.7	36.9
	18-20	8.8	52.2	39.0
	Female	13.0	49.9	37.1
	Male	11.1	45.6	43.3
Most children under the age of 18 buy scratch lottery tickets*	8-11	25.2	32.0	42.9
	12-14	23.6	45.6	30.9
	15-17	22.7	46.3	31.0
	18-20	24.2	49.4	26.4
	Female	23.1	46.5	30.4
	Male	24.0	43.1	32.9

* significant difference in age $p < .05$.

** significant difference in age $p < .01$.

*** significant difference in age $p < .001$.

t significant difference in gender $p < .001$.

Table 23

Differences in Perceived Prevalence of Gambling between Non, Occasional, and Regular Gamblers

Attitudes	Gambling	Response Percentage		
		Disagree	Neutral	Agree
Most children under 18 years of age gamble*	None	34.6	49.9	15.5
	Occasional	27.3	51.7	21.0
	Regular	21.2	44.5	34.3
Most adults gamble*	None	17.1	48.1	34.8
	Occasional	11.8	51.1	37.1
	Regular	8.4	42.1	49.5
Most children under the age of 18 buy scratch lottery tickets*	None	27.7	51.2	21.1
	Occasional	24.2	46.7	29.1
	Regular	18.4	36.6	45.0

* significant difference $p < .001$.

Fear of Getting Caught in High-Risk Activities

Results indicated that both young children and older adolescents would be equally fearful of getting caught taking drugs (see Figure 1). Regarding drinking alcohol and gambling however, it was found that children 8-11 years of age would be more fearful of getting caught drinking alcohol (65.7%) than 12-14 year olds (42.8%) and 15-17 year olds (28.2.0%) [$\chi^2(6, N = 1387) = 104.81, p < .001$] and more fearful of getting caught gambling (48.6%) than teenagers aged 12-14 (28%) and 15-17 (14.1%) [$\chi^2(6, N = 1387) = 96.98, p < .001$] (see Table 24). Thus, while youth perceive illicit drugs as prohibited across all ages, alcohol consumption and gambling are not perceived the same way. Not surprisingly, both activities become increasingly acceptable as the age of respondents increase. Furthermore, results indicate that younger children tend to underestimate the level of fear adolescents have about being caught gambling and drinking alcohol. For example, while 48.6% of children aged 8-11 report fear of being caught gambling, only 30% of children this age report that teenagers would be afraid of being caught gambling. Similar increasing age trends found in responses to gambling were also found in relation to alcohol consumption.

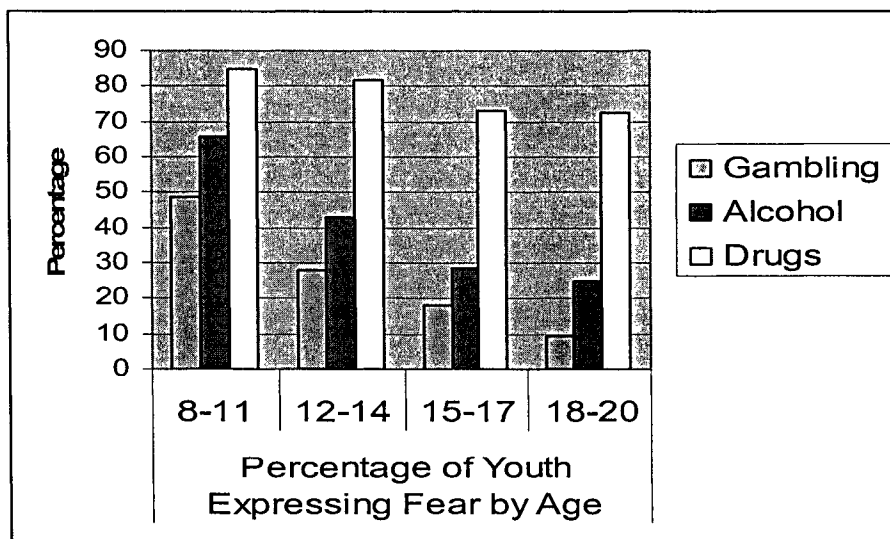


Figure 1. Percentage of youth by age fearful of being caught in high-risk activities

Table 24

Developmental and Gender Differences in Attitudes Reflecting Fear of Getting Caught in High-Risk Activities

Attitudes	Response Percentage			
	Ages	Disagree	Neutral	Agree
Children are not afraid of getting caught gambling**tt	8-11	48.6	35.6	15.8
	12-14	28.0	50.4	21.6
	15-17	17.9	55.3	26.8
	18-20	9.3	52.2	38.5
	Female	25.4	55.3	19.3
	Male	21.1	47.0	31.9
Children are not afraid of getting caught drinking alcohol**	8-11	65.7	21.7	12.6
	12-14	42.8	40.8	16.4
	15-17	28.2	48.6	23.2
	18-20	24.7	40.1	35.2
	Female	35.1	45.3	19.6
	Male	37.9	38.3	23.8
Children should be afraid of getting caught taking drugs*t	8-11	5.4	9.5	85.0
	12-14	4.2	13.9	81.9
	15-17	8.2	18.9	72.9
	18-20	7.1	20.3	72.5
	Female	4.3	16.1	79.7
	Male	8.8	16.5	74.7
Teens are not afraid of getting caught gambling**tt	8-11	30.6	40.8	28.6
	12-14	21.0	50.4	28.5
	15-17	14.4	50.2	35.3
	18-20	13.2	48.9	37.9
	Female	19.6	53.6	26.7
	Male	16.6	44.2	39.1
Teens are afraid of getting caught drinking alcohol**	8-11	19.2	35.6	45.2
	12-14	14.4	45.8	39.8
	15-17	26.0	49.0	25.0
	18-20	34.3	50.3	15.5
	Female	21.7	47.8	30.5
	Male	23.8	45.1	31.1
Teenagers should be afraid of getting caught taking drugs**t	8-11	9.5	21.1	69.4
	12-14	4.9	16.7	78.3
	15-17	8.3	25.6	66.2
	18-20	10.4	25.8	63.7
	Female	5.9	20.2	73.9
	Male	9.5	24.5	66.2

* significant difference in age $p < .01$.

** significant difference in age $p < .001$.

t significant difference in gender $p < .01$.

tt significant difference in gender $p < .001$.

Youth's responses to getting caught in various activities varied greatly between youth's level of gambling involvement (see Table 25). Of the 23.1% youth who agreed with the statement that "Children are not afraid of getting caught gambling," more regular gamblers (41.7%) than occasional gamblers (16.3%) agreed [$\chi^2(4, N = 1388) = 94.76, p < .001$]. Furthermore, almost one third of youth agreed that "Teens are not afraid of getting caught gambling" and of these, 44.9% were regular gamblers, 30.0% were occasional gamblers, and 24.0% were non-gamblers [$\chi^2(4, N = 1391) = 44.67, p < .001$]. Regular gamblers also expressed the opinion that children are not fearful of getting caught drinking alcohol (30.6%) more often than occasional and non-gamblers (19.2% and 15.2% respectively) [$\chi^2(4, N = 1388) = 37.13, p < .001$]. Finally, although only 6.3% of youth disagreed with the statement "Children should be afraid of getting caught taking drugs," 11.0% of regular gamblers disagreed in contrast to only 3.0% of non-gamblers, and 5.3% of occasional

Table 25

Differences in Fear of Getting Caught in High-Risk Activities between Non, Occasional, and Regular Gamblers

Attitudes	Gambling	Response Percentage		
		Disagree	Neutral	Agree
Children are not afraid of getting caught gambling*	None	33.5	50.1	16.3
	Occasional	20.8	58.2	21.1
	Regular	17.4	40.9	41.7
Children are not afraid of getting caught drinking alcohol*	None	44.6	40.2	15.2
	Occasional	35.5	45.3	19.2
	Regular	29.8	39.6	30.6
Teens are not afraid of getting caught drinking alcohol*	None	15.2	48.6	36.2
	Occasional	20.5	48.8	30.7
	Regular	33.0	41.2	25.8
Teens are not afraid of getting caught gambling**	None	22.1	53.9	24.0
	Occasional	17.0	53.1	30.0
	Regular	16.8	38.3	44.9
Children should be afraid of getting caught taking drugs**	None	3.0	12.2	84.8
	Occasional	5.3	16.2	78.5
	Regular	11.0	20.2	68.9
Teenagers should be afraid of getting caught taking drugs*	None	5.3	17.8	76.9
	Occasional	6.0	23.0	71.0
	Regular	12.5	25.3	62.1

* significant difference $p < .001$.

gamblers. Regular gamblers are more permissive of teen drug use given that although only 7.7% of youth disagreed with the statement “Teenagers should be afraid of getting caught taking drugs,” of those that *disagreed*, more were regular gamblers (12.5%) than non-gamblers (5.3%) [$\chi^2(4, N = 1385) = 37.13, p < .001$].

Tolerance of Gambling Behaviors

On the whole, youth exhibited responsible attitudes about a number of gambling behaviors (see Table 26). Only 15.6% agreed that it is acceptable for kids to gamble while 61.4% agreed that gambling can be bad. Youth expressed positive attitudes toward the inappropriateness of borrowing money to gamble (e.g., only 6.7% agreed that it is acceptable to borrow money to gamble). In addition, 11.9% agreed that it is acceptable to gamble at school and only 4.6% of youth expressed that becoming a gambler makes your friends respect you and like you more. Some attitudes held by youth regarding the acceptability of gambling raise concern. Approximately 27% indicated that teenagers should be allowed to gamble on VLTs (video lottery terminals) and 23% of youth agreed with the statement that playing cards for money is harmless even when you do it at least once a week. Given this response in light of youth’s general acknowledgement that gambling can possibly lead to an addiction, it would appear that some youth perceive certain activities (e.g., bingo and cards) as more addictive/dangerous than others

Table 26

Reported Responses to Tolerance of Gambling Statements

Attitude Items	Response Percentage		
	Disagree	Neutral	Agree
OK for children and teens to gamble for money	48.7	35.6	15.7
Teenagers should be allowed to gamble on VLTs	33.2	40.0	26.6
Gambling can be bad for you	9.2	29.4	61.5
Playing cards is harmless even when you do it at least once a week	22.7	45.7	31.6
OK to borrow money from friends to gamble	72.0	21.3	6.7
Becoming a gambler makes your friends respect you and like you more	72.9	22.4	4.6
Gambling at school is OK	61.7	26.4	11.9

Results indicate that gambling is perceived as more socially acceptable activity as the age of youth increased [$\chi^2(6, N = 1384) = 54.96, p < .001$] (9.5% of children ages 8-11 contrasted the 19.4% of youth ages 18-20 who approved of gambling) (see Table 27). Similarly, only 6.2% of children ages 8-11 agreed that it is acceptable for children to gamble at school compared to 17.0% of youth ages 18-20 [$\chi^2(6, N = 1387) = 56.31, p < .001$]. Gender differences found among items assessing attitudes of gambling tolerance revealed that males are more likely to endorse the acceptability of gambling at school [$\chi^2(2, N = 1393) = 113.28, p < .001$], on VLTs [$\chi^2(2, N = 1391) = 59.08, p < .001$], playing cards for money [$\chi^2(2, N = 1396) = 56.06, p < .001$], and borrowing money to support gambling activities [$\chi^2(2, N = 1392) = 48.82, p < .001$].

Overall, the more regularly youth gamble, the more permissive youth attitudes are toward gambling (see Table 28). Whereas only 5.2% of non-gamblers agreed that adolescents should be permitted to gamble, 11.8% occasional and 31.6% regular gamblers agreed [$\chi^2(4, N = 1386) = 154.86, p < .001$]. Similarly, 70.2% of non-gamblers agreed that gambling can be bad, yet 48.7% of regular gamblers agreed [$\chi^2(4, N = 1392) = 66.01, p < .001$]. Regular gamblers were also more likely to agree (47.4%) that youth should be allowed to gamble on VLTs (in contrast to agreement by only 13.5% of non-gamblers) [$\chi^2(4, N = 1386) = 149.89, p < .001$] and were much more likely (52.6%) to agree that playing cards for money is harmless than occasional- and non-gamblers (24.8% and 20.4% respectively) [$\chi^2(4, N = 1391) = 124.29, p < .001$]. Interestingly, of those who expressed the attitude that gambling at school is acceptable, it consisted mostly of regular gamblers (26.5%) as compared to occasional (8.5%) and non-gamblers (2.5%) [$\chi^2(4, N = 1388) = 175.24, p < .001$].

Table 27

Developmental and Gender Differences in the Attitudes of Gambling Tolerance

Attitudes	Age & Gender	Response Percentage		
		Disagree	Neutral	Agree
OK for children and teens to gamble for money**t	8-11	69.4	21.1	9.5
	12-14	55.3	30.4	14.2
	15-17	41.7	41.2	17.1
	18-20	37.2	43.3	19.4
	Female	58.1	34.0	7.9
	Male	38.6	37.3	24.1
Teenagers should be allowed to gamble on VLTs t	8-11	42.1	33.1	24.8
	12-14	37.0	38.1	24.8
	15-17	30.1	43.4	26.5
	18-20	26.9	40.1	33.0
	Female	40.2	41.3	18.6
	Male	25.8	38.9	35.4
Gambling can be bad for you**t	8-11	21.2	21.2	57.5
	12-14	8.2	32.2	59.6
	15-17	6.6	31.5	62.0
	18-20	9.3	24.2	66.5
	Female	6.3	28.7	65.0
	Male	12.1	30.4	57.5
Playing cards is harmless even when you do it at least once a week**t	8-11	29.5	36.3	34.2
	12-14	26.3	46.4	27.4
	15-17	20.9	47.0	32.2
	18-20	12.6	48.9	38.5
	Female	28.0	48.8	23.2
	Male	16.6	42.8	40.6
OK to borrow money from friends to gamble**t	8-11	85.0	10.2	4.8
	12-14	73.1	19.8	7.1
	15-17	69.2	25.0	5.8
	18-20	66.5	23.1	10.4
	Female	79.3	17.4	3.3
	Male	63.9	25.8	10.4
Becoming a gambler makes your friends Respect you and like you more t	8-11	78.2	14.3	7.5
	12-14	69.8	24.7	5.5
	15-17	75.5	21.4	3.1
	18-20	67.4	27.1	5.5
	Female	82.9	15.5	1.6
	Male	62.4	29.8	7.8
Gambling at school is OK**t	8-11	83.6	10.3	6.2
	12-14	66.8	23.7	9.5
	15-17	56.3	30.1	13.5
	18-20	48.4	34.6	17.0
	Female	73.5	21.8	4.7
	Male	48.7	31.6	19.7

* significant difference in age $p < .01$.** significant difference in age $p < .001$.t significant difference in gender $p < .001$.

Table 28

Differences in Attitudes of Tolerance toward Gambling between Non, Occasional, and Regular Gamblers

Attitudes	Gambling	Response Percentage		
		Disagree	Neutral	Agree
OK for children and teens to gamble for money*	None	68.0	26.8	5.2
	Occasional	47.1	41.1	11.8
	Regular	33.2	35.2	31.6
Teenagers should be allowed to gamble on VLTs*	None	47.8	38.7	13.5
	Occasional	33.6	45.0	21.5
	Regular	18.2	34.4	47.4
Gambling can be bad for you*	None	6.9	22.9	70.2
	Occasional	5.3	30.4	64.3
	Regular	17.6	33.7	48.7
Playing cards is harmless even when you do at least once a week*	None	31.2	48.3	20.4
	Occasional	24.3	50.9	24.8
	Regular	11.7	35.7	52.6
OK to borrow money from friends to gamble*	None	83.7	14.1	2.2
	Occasional	74.1	22.3	3.6
	Regular	57.9	27.3	14.8
Becoming a gambler makes your friends respect you and like you more*	None	80.2	17.1	2.8
	Occasional	76.1	21.7	2.2
	Regular	61.0	28.7	10.3
Gambling at school is OK*	None	81.3	16.3	2.5
	Occasional	63.4	28.1	8.5
	Regular	40.5	33.0	26.5

* significant difference $p < .001$ Youths' Perceptions of Parental and Societal Gambling Attitudes

Generally, youth expressed the perception that parents respond differentially to youth alcohol consumption and gambling (see Table 29). While 71% of youth reported that their parents would be angry if they consume alcohol, only 42% indicated that their parents would be angry if they gambled. Furthermore, 12.4% of youth agreed that their parents would be proud of them if they were to win money gambling.

Youths' perceptions of parental gambling attitudes differed by age and degree of gambling involvement (see Table 30). Developmentally, younger aged children regularly expressed that their parents would get upset if they gamble (67.1%). Articulation of this perception decreased as

Table 29

Reported Responses to Perceived Parental & Societal Permissiveness of High-Risk Activities

Attitude Items	Response Percentage		
	Disagree	Neutral	Agree
People who gamble on a regular basis are more popular	58.0	35.5	6.5
Parents get angry when children drink alcohol	5.9	21.0	73.0
Parents get upset if their children gamble	10.3	47.5	42.1
Winning money gambling would make parents proud of you	54.2	33.3	12.5

Table 30

Developmental and Gender Differences in Perceptions of Parental Permissiveness of High-Risk Activities

Attitudes	Age & Gender	Response Percentage		
		Disagree	Neutral	Agree
People who gamble on a regular basis are more popular* tt	8-11	49.3	39.0	11.6
	12-14	56.7	38.2	5.1
	15-17	61.2	32.3	6.4
	18-20	57.7	35.7	6.6
	Female	67.1	29.2	3.7
	Male	48.3	42.3	9.4
Parents get angry when children drink alcohol**t	8-11	9.5	10.2	80.3
	12-14	5.7	12.6	81.7
	15-17	4.8	27.3	68.0
	18-20	6.1	30.4	63.5
	Female	4.0	21.7	74.3
	Male	7.9	20.5	71.6
Parents get upset if their children gamble**t	8-11	10.3	22.6	67.1
	12-14	10.8	48.7	40.5
	15-17	9.9	50.5	39.6
	18-20	9.4	55.8	34.8
	Female	7.9	48.9	43.3
	Male	12.9	46.0	41.1
Winning money gambling would make parents proud of you**tt	8-11	70.1	18.4	11.6
	12-14	58.6	32.5	8.8
	15-17	50.5	35.9	13.7
	18-20	40.9	40.9	18.2
	Female	64.0	28.3	7.7
	Male	43.5	39.1	17.4

* significant difference in age $p < .05$.** significant difference in age $p < .001$.t significant difference in gender $p < .01$.tt significant difference in gender $p < .001$.

children got older such that only 34.8% of youth ages 18-20 agreed with this statement [$\chi^2(6, N = 1387) = 48.35, p < .001$]. Similar age trends were also found in youths' responses to the item "Parents get angry when children drink alcohol" [$\chi^2(6, N = 1390) = 56.97, p < .001$] although the frequency of agreement was higher for alcohol than gambling for each age group, indicating that youth believe their parents to have more permissive attitudes (e.g., parents will become less upset) toward gambling than alcohol consumption (see Figure 2). As children got older, this attitude was less endorsed (ranging from 11.6%-5.1%). Finally, more children aged 8-11 (11.6%) agreed that people who regularly gamble are more popular in contrast to youth aged 12-14 (5.1%), 15-17 (6.4%), and 18-20 (6.6%) [$\chi^2(6, N = 1390) = 13.59, p < .03$].

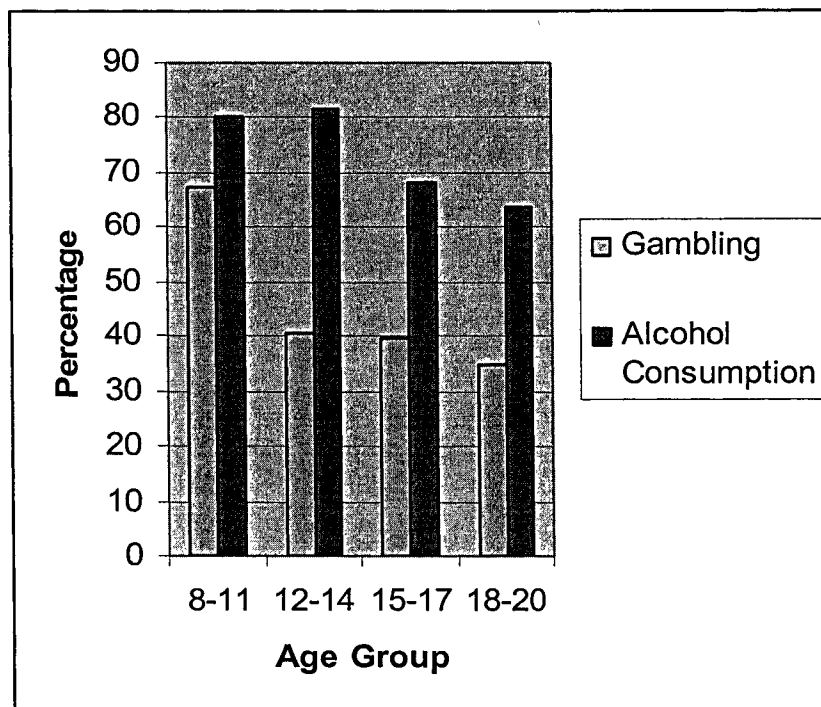


Figure 2. Youth perception of parental tolerance of youth gambling and alcohol consumption.

As expected, a number of differences in attitudes existed between groups of non, occasional, and regular gamblers (see Table 31). Non-gamblers expressed agreement that parents get upset if children gamble more regularly than occasional and regular gamblers (53.3%, 39.2%

and 36.2% respectively) [$\chi^2(4, N = 1388) = 54.93, p < .001$]. Similarly, non-gamblers were more likely (81.0%) to express agreement that parents get angry when children drink than occasional- and regular gamblers (73.0% and 66.1% respectively) [$\chi^2(4, N = 1391) = 29.84, p < .001$]. Regular gamblers were much more likely to agree (23.1%) that winning money gambling would make parents proud than did occasional- and non-gamblers (10.2% and 5.0% respectively) [$\chi^2(4, N = 1390) = 86.30, p < .001$]. Finally, a greater number of regular gamblers (11.8%) in contrast to occasional- (5.2%) and non-gamblers (3.0%) agreed that people who gamble on a regular basis are more popular [$\chi^2(4, N = 1391) = 14.66, p < .01$].

Table 31

Differences in Perceptions of Social and Parental Permissiveness of High-Risk Activities Between Non, Occasional, Regular Gamblers

Attitudes	Gambling	Response Percentage		
		Disagree	Neutral	Agree
People who gamble on a regular basis are more popular*	None	63.0	34.0	3.0
	Occasional	59.6	35.3	5.2
	Regular	50.1	38.1	11.8
Parents get angry when children drink alcohol*	None	4.7	14.3	81.0
	Occasional	4.1	23.0	73.0
	Regular	9.4	24.5	66.1
Parents get upset if their children gamble*	None	5.0	41.7	53.3
	Occasional	8.6	52.2	39.2
	Regular	17.9	45.9	36.2
Winning money gambling would make parents proud of you*	None	67.5	27.5	5.0
	Occasional	55.1	34.7	10.2
	Regular	40.0	36.9	23.1

* significant difference $p < .001$.

Perceived Control over Gambling Activities

A number of items were designed to assess youth's perception of control over gambling activities (see Appendix A). Perceived control was conceptualized as the degree of skill attributed to specific gambling activities. A large portion of youth (43.8%) agreed that knowing tricks to gamble makes one a more successful gambler (see Table 32). Regular gamblers more readily endorsed this belief than occasional- and non-gamblers (55.6%, 42.3%, and 33.9%

Table 32

Reported Responses to Items of Perceived Control over Gambling Activity

Attitude Items	Response Percentage		
	Disagree	Neutral	Agree
There are tricks or strategies to becoming a successful gambler	16.7	39.4	43.9
The more you practice the better you get at gambling	64.3	27.1	8.6
Children who are good at playing video games are also good at gambling	30.3	38.4	31.3

respectively) [$\chi^2(4, N = 1387) = 45.41, p < .001$] (see Table 33). Furthermore, almost one third of youth agreed that practice makes one better at gambling and this finding differed developmentally with a larger percentage of children aged 8-11 (46.6%) agreeing in contrast to older youth (ranging from 28.6%-30.8%). Interestingly, this attitude did not differ as a function of frequency of

Table 33

Developmental and Gender Differences in Perceived Control over Gambling Activity

Attitudes	Age & Gender	Response Percentage		
		Disagree	Neutral	Agree
There are tricks or strategies to becoming a successful gambler t	8-11	19.9	36.3	43.8
	12-14	16.8	40.2	43.0
	15-17	15.8	40.1	44.1
	18-20	16.0	38.1	45.9
	Female	17.1	46.3	36.6
The more you practice the better you get at gambling*t	Male	16.2	31.7	52.1
	8-11	20.5	32.9	46.6
	12-14	33.9	36.1	30.1
	15-17	30.9	40.5	28.6
	18-20	27.5	41.8	30.8
	Female	29.7	43.0	27.3
Children who are good at playing video games are also good at gambling *t	Male	30.9	33.6	35.4
	8-11	53.1	27.2	19.7
	12-14	65.4	26.6	8.0
	15-17	65.3	28.1	6.6
	18-20	67.6	24.2	8.2
	Female	69.4	25.4	5.2
	Male	58.6	29.3	12.2

* significant difference in age $p < .001$.

t significant difference in gender $p < .001$.

gambling involvement (see Table 34). Although only 8.6% of the entire sample agreed that children who are good at playing video games are also good gamblers, younger children (19.7%) expressed this belief more readily than older youth (ranging from 6.6%-8.2%) (see Table 33).

Table 34

Differences in Perceived Control over Gambling Activity between Non, Occasional, and Regular Gamblers

Attitudes	Gambling	Response Percentage		
		Disagree	Neutral	Agree
There are tricks or strategies to becoming a successful gambler*	None	23.7	42.4	33.9
	Occasional	14.8	42.9	42.3
	Regular	12.8	31.5	55.6
The more you practice the better you get at gambling*	None	31.9	34.1	34.1
	Occasional	32.9	42.7	24.4
	Regular	25.4	35.1	39.5
Children who are good at playing video games are also good at gambling*	None	63.3	28.7	8.0
	Occasional	70.4	25.0	4.6
	Regular	55.4	29.1	15.6

* significant difference $p < .001$.

Youths' Perceived Skill and Luck in Gambling

The degree of skill and luck youth believed to influence the successful outcomes of various activities was assessed on a 7-point Likert scale. Responses were grouped by percentages of youth who inferred *no* (1-2), *some* (3-5), or *a lot* (6-7) of skill and luck to an activity. As a means of controlling for over-representation of socially desirable responses, participants were asked to rate the degree of skill and luck involved in activities that clearly involved more skill than luck (e.g., school achievement, basketball and swimming). The majority of youth expressed that these activities required a lot of skill (see Table 35).

Youth's general perception of the degree of skill and luck involved in various gambling activities warrants concern (see Table 35). Overall, almost one third (30.4%) of youth indicated that there is a lot of skill involved in being a good gambler. In terms of specific gambling activities, a relatively large number of youth (18.8%) over-estimated the degree of skill involved in

roulette by indicating that a lot of skill is necessary, in spite of the fact that the outcome is totally random. Fewer youth held misperceptions about the level of skill involved in other gambling activities where skill clearly also does not influence the outcome. Accordingly, only 15.7% of youth indicated that *some* skill is necessary to be good at slot machines and only 6.6% of youth indicated that *a lot* of skill is need to be good at playing slots. Similarly, 19.2% and 7.4% indicated *a lot* and *some* skill respectively, is involved in being good at playing the lottery.

Table 35

Participant's Perceived Skill and Luck in Various Activities

Degree of Luck (Response Percentage)			Activity	Degree of Skill (Response Percentage)		
None	Some	A lot		None	Some	A lot
29.9	57.7	12.5	Baseball	2.4	20.4	77.2
48.6	28.5	22.9	School	4.2	9.1	86.6
64.1	24.3	11.5	Swimming	2.7	9.7	87.6
31.3	48.8	19.8	Video Games	4.5	28.3	67.2
6.7	22.1	71.1	Roulette	47.2	34.0	18.8
5.7	8.3	86.1	Slots	77.7	15.7	6.6
6.1	30.7	63.2	Blackjack	17.3	46.0	36.6
4.5	7.3	88.3	Lottery	73.4	19.2	7.4
6.2	14.8	79.0	Gamble	30.6	39.0	30.4

Developmentally, there were several differences in youths' perceptions of skill and luck involved in specific gambling activities (see Table 36). Overall, younger children appear to be more at-risk for holding misperceptions about the degree of skill and luck involved in gambling. The number of youth who assigned a lot of luck to being a good gambler increased steadily with age [$\chi^2(6, N = 1374) = 37.31, p < .001$] such that 63.4% (ages 8-11), 79.6% (ages 12-14), 81.1% (ages 15-17), and 83.4% (ages 18-20) associated a lot of luck with gambling successfully. More specifically, younger children suggested less luck was involved in roulette [$\chi^2(6, N = 1363) = 32.78, p < .001$], slot machines [$\chi^2(6, N = 1376) = 60.28, p < .001$] and the lottery [$\chi^2(6, N = 1377) = 82.30, p < .001$] than

Table 36

Developmental and Gender Differences in Perceived Skill and Luck in Various Activities

Degree of Luck (Response %)			Activity	Age and Gender	Degree of Skill (Response %)		
None	Some	A lot			None	Some	A lot
24.6	55.6	19.7	Baseball <i>Age* t</i>	8-11	4.8	21.2	74.0
33.9	53.2	12.9		12-14	2.2	20.4	77.3
28.0	62.0	10.0		15-17	1.3	22.1	76.6
27.5	58.2	14.3		18-20	4.4	13.2	82.4
30.5	58.8	10.7		Female	1.4	21.6	77.0
28.9	56.5	14.6	<i>Gender*</i>	Male	3.3	18.9	77.8
36.1	18.1	45.8	School <i>Age ttt</i>	8-11	4.1	11.7	84.1
58.0	24.8	17.2		12-14	3.3	9.8	86.9
47.4	32.2	20.4		15-17	4.0	8.2	87.9
38.1	34.8	27.1		18-20	7.7	7.7	84.5
49.4	29.1	21.6		Female	2.6	9.2	88.2
47.8	27.9	24.3	<i>Gender*</i>	Male	5.9	9.1	85.0
44.4	24.6	31.0	Swimming <i>Age*** ttt</i>	8-11	5.4	18.4	76.2
67.9	22.1	10.0		12-14	1.8	9.8	88.5
65.2	26.3	8.5		15-17	1.7	8.1	90.2
67.8	21.7	10.6		18-20	6.1	6.1	87.8
62.8	26.5	10.7		Female	1.4	10.2	88.4
65.9	21.8	12.3	<i>Gender*</i>	Male	3.9	9.2	86.9
25.9	41.3	32.9	Video Games <i>Age ttt</i>	8-11	5.5	26.9	67.6
34.4	46.7	19.0		12-14	4.7	30.1	65.3
28.3	54.2	17.5		15-17	3.7	30.6	65.8
35.9	44.8	19.3		18-20	5.0	19.3	75.7
30.5	53.0	16.6		Female	6.2	34.0	59.8
32.0	44.3	23.7	<i>Gender*** ttt</i>	Male	2.6	22.3	75.2
12.0	27.5	60.6	Roulette <i>Age** tt</i>	8-11	41.8	37.7	20.5
7.9	25.7	66.4		12-14	45.7	31.2	23.1
4.5	21.9	73.5		15-17	48.7	37.2	14.1
6.6	11.0	82.3		18-20	48.6	28.7	22.7
7.6	27.1	65.3		Female	42.7	39.2	18.2
5.6	17.0	77.3	<i>Gender*** ttt</i>	Male	52.0	28.7	19.4
11.7	22.1	66.2	Slots <i>Age*** ttt</i>	8-11	53.8	28.7	17.5
5.8	7.8	86.4		12-14	77.4	16.1	6.5
3.7	6.0	90.3		15-17	83.2	13.6	3.2
6.6	6.1	87.3		18-20	80.0	11.7	8.3
5.8	9.1	85.0		Female	78.1	16.5	5.4
5.6	7.3	87.3	<i>Gender</i>	Male	77.4	14.9	7.6
9.0	33.3	57.6	Blackjack <i>Age*</i>	8-11	25.4	35.2	39.4
6.2	31.8	62.0		12-14	17.8	48.9	33.3
4.8	29.5	65.7		15-17	16.1	46.9	37.0
6.1	30.9	63.0		18-20	13.8	45.3	40.9
5.4	32.3	62.3		Female	18.7	47.0	34.3
6.7	28.7	64.6	<i>Gender</i>	Male	15.7	45.1	39.2
9.6	24.0	66.4	Lottery <i>Age*** ttt</i>	8-11	55.3	21.3	23.4
4.5	5.6	90.0		12-14	76.2	17.4	6.5
3.2	4.8	92.0		15-17	77.4	18.8	3.8
4.4	6.7	88.9		18-20	68.3	23.9	7.8
4.7	8.0	87.3		Female	72.4	21.7	6.0
4.2	6.4	89.4	<i>Gender*</i>	Male	74.4	16.6	9.0
15.9	20.7	63.4	Gamble <i>Age ttt</i>	8-11	34.0	36.1	29.9
5.6	14.9	79.6		12-14	32.3	40.1	27.6
4.2	14.7	81.1		15-17	29.5	40.7	29.8
6.1	10.5	83.4		18-20	25.4	35.4	39.2
6.7	15.3	78.1		Female	33.2	41.1	25.7
5.6	14.1	80.3	<i>Gender***</i>	Male	27.4	37.0	35.6

* significant difference in perceived skill $p < .05$.** significant difference in perceived skill $p < .01$.*** significant difference in perceived skill $p < .001$.t significant difference in perceived luck $p < .05$.tt significant difference in perceived luck $p < .01$.ttt significant difference in perceived luck $p < .001$.

older youth. Thus, as the age of youth increased, the perceived amount of luck involved in gambling activities increased.

With respect to gender differences (see Table 36), slightly more males (35.6%) than females (25.7%) indicated that considerable skill is involved in being a good gambler [$\chi^2(2, N = 1380) = 16.39, p < .001$]. Youth's gambling involvement also appeared related to their perception of the amount of luck in gambling (see Table 37). Regular gamblers were more likely than non- and occasional gamblers to indicate that there is a lot of skill involved in being good at playing slots [$\chi^2(4, N = 1376) = 29.26, p < .001$], blackjack [$\chi^2(4, N = 1386) = 35.68, p < .001$], and more broadly speaking, being a good gambler [$\chi^2(4, N = 1384) = 36.65, p < .001$].

Table 37

Differences in Perceived Skill and Luck between Non, Occasional, and Regular Gamblers

Degree of Luck (Response Percentage)			Activity	Gambling Involvement	Degree of Skill (Response Percentage)		
None	Some	A lot			None	Some	A lot
34.0	53.2	12.6	Baseball**t	None	1.9	23.4	74.7
28.1	61.7	10.3		Occasional	.9	17.7	81.4
28.4	55.8	15.8		Regular	5.1	20.5	74.4
55.9	24.0	20.1	School**ttt	None	1.9	9.1	88.9
48.9	31.4	19.7		Occasional	2.4	7.1	90.6
41.8	27.1	31.2		Regular	9.2	12.1	78.7
67.0	21.8	11.2	Swimming**ttt	None	1.7	11.3	87.1
68.1	23.7	8.2		Occasional	.5	7.4	92.2
55.6	27.1	17.3		Regular	7.2	11.8	81.1
31.3	50.7	18.0	Video Games*ttt	None	4.4	32.9	62.7
29.9	52.8	17.2		Occasional	3.3	27.8	68.9
33.8	40.7	25.5		Regular	6.4	24.1	69.5
8.6	27.2	64.2	Roulette ttt	None	47.8	34.2	18.1
4.3	20.5	75.2		Occasional	49.4	34.3	16.3
8.5	19.6	71.9		Regular	43.8	32.7	23.5
6.4	10.5	83.1	Slots**ttt	None	78.6	15.9	5.6
3.1	5.4	91.5		Occasional	82.1	14.0	4.0
9.0	10.0	81.0		Regular	70.8	17.3	11.9
6.4	32.5	61.1	Blackjack**tt	None	23.6	42.5	33.9
3.8	29.2	67.0		Occasional	16.8	51.1	32.1
9.2	31.3	59.5		Regular	12.3	41.0	46.7
5.8	8.9	85.3	Lottery**ttt	None	75.8	17.0	7.2
2.2	5.3	92.5		Occasional	78.3	17.5	4.3
6.9	8.5	84.6		Regular	64.1	23.5	12.4
7.8	17.2	75.0	Gamble**ttt	None	39.8	34.8	25.3
3.8	11.8	84.4		Occasional	29.7	42.8	27.5
8.8	17.0	74.2		Regular	23.9	36.2	39.8

* significant difference in perceived skill $p < .05$.

** significant difference in perceived skill $p < .001$.

t significant difference in perceived luck $p < .05$.

tt significant difference in perceived luck $p < .01$.

ttt significant difference in perceived luck $p < .001$.

The Relationship between Attitudes and Perceived Skill and Luck

It was hypothesized that those youth who have risky attitudes toward gambling will overemphasize the level of skill and underestimate the level of luck involved in various gambling activities. Several items on the attitude scale were recoded such that high scores on the Likert scale indicate risky attitudes. Participants' scores on the Likert scale were then summed to yield a total attitude score for each individual. An independent samples t-test was conducted to determine whether the means of top 10% group (representing youth with the highest risky attitudes) and the means of the bottom 10% group (representing those youth with healthy/responsible attitudes) would differ as to their perceived degree of skill and luck attributed to various gambling activities. This cut-off was selected in order to group those who hold strong risky or healthy attitudes toward gambling given that neutral and attitudes of lesser conviction are more susceptible to change and less predictive of behaviour and motivational change (Azjen, 2001; Prochaska & DiClemente, 1983). Furthermore, the large sample size obtained for this study permits comparisons to be made using this more conservative cut-off (in contrast to using upper and lower quartiles for comparison groups). Results reveal that in comparison to the healthy attitude group the risky attitude group ascribed similar levels of luck, but far more skill, to a number of gambling activities (see Table 38). A noteworthy difference was found between the groups' perceptions of the amount of required skill involved on the more general item of being a good gambler. The healthy attitude group generally believes there is no/very little skill involved in being a good gambler ($M = 2.74$), whereas the mean of risky attitude group ($M = 4.97$) fell on the upper end of the category representing 'some skill' ($t = -9.18, p < .001$). Thus, those youth who hold risky attitudes also have greater misperceptions about the degree of control (skill) involved in gambling.

Table 38

Mean Scores and Results from an Independent Samples t-Test Comparing Healthy and Risky Attitude Groups Responses to Perceived Skill and Luck in Gambling

Skill or Luck	Attitude Group	<i>n</i>	<i>M</i>	Levene's Test for equality of Variances <i>F</i>	T-test equality of means <i>t</i>	<i>Df</i>	Significant Two-tailed
Baseball skill	Healthy	146	6.26	31.97	4.06	283	<.001
	Risky	139	5.50				
Baseball luck	Healthy	144	3.10	1.28	-4.05	282	<.001
	Risky	140	3.92				
Roulette skill	Healthy	142	2.78	1.03	-4.06	277	<.001
	Risky	137	3.85				
Roulette luck	Healthy	142	5.90	1.67	1.70	278	<.091
	Risky	138	5.50				
Slots skill	Healthy	144	1.36	79.72	-5.98	279	<.001
	Risky	137	2.56				
Slots luck	Healthy	145	6.45	19.36	2.85	282	<.005
	Risky	139	5.85				
Video skill	Healthy	146	5.41	.155	-1.77	282	<.078
	Risky	138	5.77				
Video luck	Healthy	144	3.47	7.57	-1.93	281	<.055
	Risky	139	3.94				
Blackjack skill	Healthy	146	3.69	.17	-7.30	281	<.001
	Risky	137	5.32				
Blackjack luck	Healthy	144	5.96	28.56	5.40	279	<.001
	Risky	137	4.78				
School skill	Healthy	146	6.74	218.72	7.35	283	<.001
	Risky	139	5.20				
School luck	Healthy	143	2.53	8.23	-5.73	278	<.001
	Risky	137	4.05				
Lotto skill	Healthy	144	1.68	39.62	-5.25	280	<.001
	Risky	138	2.89				
Lotto luck	Healthy	145	6.55	16.68	2.48	281	<.014
	Risky	138	6.06				
Gambles skill	Healthy	145	2.74	.23	-9.18	281	<.001
	Risky	138	4.97				
Gambles luck	Healthy	145	6.39	36.0	5.02	280	<.001
	Risky	137	5.28				
Swimming skill	Healthy	146	6.64	66.63	4.46	283	<.001
	Risky	139	5.82				
Swimming luck	Healthy	144	1.92	41.27	-5.80	278	<.001
	Risky	136	3.28				

Interestingly, the risky attitude group attributed less skill to doing well at school than the healthy attitude group ($t = 7.35, p < .001$). For exploratory purposes, a second t-test analysis was run using the upper and lower quartiles as the cut-off criteria to form the healthy and risky attitude groups and similar significant results were found.

Profiles of the Risky and Healthy Attitude Groups

Having established that those with risky attitudes differed from the healthy attitude group in perceptions of skill and luck, an examination of other possible common correlates was carried out and profiles of these groups were created (see Table 39). The risky attitude group (based on the lower and upper 10th percentiles) was largely made up of males (77.1%) in contrast to the healthy group where 70.8% are females. Those in the at-risk group are also more likely to have reported

Table 39

Summary of Significant Differences in the Profiles of the Healthy and Risky Attitude Groups

Significant differences in gambling behavior at the .001 level		Healthy Attitude Group		Risky Attitude Group	
		N	Percentage	n	Percentage
Internet Gambling)	Less than once a week	1	.7	10	7.2
	Once a week or more	0	0	23	16.7
Reason for Gambling	Escape from school and home problems	0	0	24	18.8
	Unhappy	1	1.5	24	18.8
	Lonely	0	0	20	15.6
	To feel older	1	1.5	28	21.9

gambling on the internet (16.7%) [$\chi^2(2, N = 283) = 36.32, p < .001$]. Finally, although both groups share the same top three reasons for gambling (win money, enjoyment, and excitement) the risky attitude group reported gambling for a number of other reasons significantly more often than the healthy attitude group. The at-risk attitude group also reported the following reasons for gambling “because I’m unhappy” (18.8%) [$\chi^2(1, N = 196) = 11.92, p < .001$]; “to escape from problems of home and school” (18.8%) [$\chi^2(1, N = 196) = 14.53, p < .01$]; because I’m lonely” (15.6%) [$\chi^2(1, N = 196) = 11.83, p < .001$]; and “to feel older” (21.9%) [$\chi^2(1, N = 196) = 14.67, p < .01$] in contrast

to 1.5% of the healthy attitude group noting unhappiness and feeling older as reasons for gambling and none reporting gambling to escape from problems of home or school or because of loneliness.

Reported Gender Differences in Gambling Attitudes

Overall, this study found only a few gender differences among the theoretical categories (e.g., addictive nature of gambling, perceived prevalence) of attitudes (see Table 40). There were no significant gender differences in youths' perceptions of the gambler profile and perceptions of activities that constitute gambling. The only gender difference found for perceived prevalence of gambling was that of the 23.3% of youth who agreed that "Most children under 18 years of age gamble," 18.3% were females and 28.8% were males [$\chi^2(2, N = 1391) = 22.43, p < .001$]. Only one item in the domain of perceived fear of getting caught in various activities had a gender difference. More males (39.1%) than females (26.7%) agreed with the item "Children are not afraid of getting caught gambling" [$\chi^2(2, N = 1393) = 29.09, p < .001$] as well as with the item "Teenagers are not afraid of getting caught gambling" [$\chi^2(2, N = 1396) = 24.31, p < .001$].

Table 40

Significant Gender Differences in Gambling Attitudes at $p < .001$ Level

Attitude Category	Attitude	Pearson's χ^2 Value	df
Perceived Prevalence of Gambling Activities	Most children under 18 years of age gamble	22.43	2
Fear of Getting Caught in Various Activities	Teenagers are not afraid of getting caught gambling	24.31	2
	Children are not afraid of getting caught gambling	29.09	2
Tolerance of Gambling Behaviors	It's ok for children and teens to gamble	86.94	2
	Teenagers should be allowed to gamble on VLTs	59.08	2
	Gambling can be bad for you	16.54	
	Playing cards is harmless even when you do it at least once a week.	56.06	2
	OK to borrow money from friends to gamble	48.82	2
	Gambling at school is OK	113.28	2
Youths' Perceptions of Parental/Social Gambling Attitudes	Becoming a gambler makes your friends respect you and like you more	80.52	2
	Winning money gambling would make parents proud of you	65.51	2
Perceived Control over Gambling Activities	There are tricks or strategies to becoming a successful gambler	45.41	2
	Children who are good at playing video games are also good at gambling	44.89	2

The most apparent gender difference in this study was found between male and female attitudes of tolerance toward various gambling behaviors. Of the 15.6% who agreed with the statement “It’s OK for children and teens to gamble,” more males (24.1%) than females (7.9%) agreed [$\chi^2(2, N = 1390) = 86.94, p < .001$]. In addition, more males (35.4%) than females (18.6%) agreed that “Teenagers should be allowed to gamble on VLTs” [$\chi^2(2, N = 1391) = 59.08, p < .001$]. This finding may be particularly concerning in light of the addictive qualities of VLTs and the large portion (26.6%) of youth who agreed that youth should be permitted to gamble on VLTs. Males were also more likely than females that gambling can be bad for you (12.1% and 6.3% respectively) [$\chi^2(2, N = 1397) = 16.54, p < .001$]. Given that approximately one third of youth expressed that playing cards for money is harmless, it is significant that almost twice as many males than females (40.6% and 23.2% respectively) agreed with this statement [$\chi^2(2, N = 1396) = 56.06, p < .001$]. Finally, males were more likely to endorse tolerant attitudes toward borrowing money to gamble [$\chi^2(2, N = 1394) = 48.82, p < .001$], gambling at school [$\chi^2(2, N = 1393) = 113.28, p < .001$] and agreeing that gambling makes friends respect you more [$\chi^2(2, N = 1394) = 80.52, p < .001$].

Few parental perceptions differed between males and females. The only gender difference was that more males (17.4%) than females (7.7%) agreed with the statement that “Winning money gambling would make parents proud of you” [$\chi^2(4, N = 1390) = 65.51, p < .001$]. Males tended to exhibit more perceived control over gambling activities than females. More males (52.1%) than females (36.6%) agreed that there are tricks or strategies to becoming a successful gambler [$\chi^2(2, N = 1392) = 45.41, p < .001$] and similarly, males were more likely to agree that children who are good at playing video games are also good at gambling (12.2% and 5.2% respectively) [$\chi^2(2, N = 1394) = 44.89, p < .001$].

Phase II Results

Developmental Differences in Gambling Experience and Knowledge

Group responses to the question, “Has anyone ever gambled?” indicate that this question not only gathered youth’s common gambling experiences, but elicited the participants’ conceptualization of what gambling was and more importantly, their reasons for their beliefs. As expected, the youngest participants’ exposure to gambling involved mostly scratch ticket play with family, images of the casino and ‘high-rollers’ from movies, and internet gambling pop-up advertisements. While youth in grade 7 expressed similar experiences to those in grade 4, much of their experience also included placing bets on sports games, card games, and events at school (e.g., whether the car parked across the street will still be there at recess). Youth noted that betting begins small (e.g., betting candy on a card game), increases to 1-5\$, and can be much higher when bets are placed on sports pools. Most youth in grades 9 and 11 had played bingo, the lottery, draws, scratch tickets, and betting on a variety of card games and sports events.

Responses from each grade indicated that although all youth needed clarification about what activities constitute gambling, there were significant developmental differences in the participant’s erroneous beliefs. While youth in grade 4 expressed confusion between gambling and amusement park games and arcades, youth in grades 7, 9, and 11 drew a marked distinction between scratch tickets, bingo, lottery and small bets (which many did not even consider to be gambling even after an explanation of gambling was given), and games played at the casino and large bets, which were considered to be “real gambling.” Responses to further probe questions indicated that older youth appeared to be defining gambling based on the amount of money/worth of item wagered. Furthermore, many youth expressed the belief that people cannot become addicted to those activities that are not “real gambling”, which led to a number of statements regarding the impossibility of youth becoming addicted to gambling given that youth do not typically have access to large money resources and gaming venues (e.g., a grade 9 boy comments, “You can’t get addicted to something

if you don't have access to it [casinos]." A second boy added, "...and if you don't have the money. It's not like we get big amounts of money to ourselves. If we gamble it would be for small bets... like 5\$, but that's not addiction.")

Most youth knew either family member(s) and/or friend(s) that gambled, and approximately 1-2 youth in each grade spoke of knowing someone who has a problem with gambling. Students in each grade differed greatly on their amount of knowledge about problem gambling. They noted that a problem gambling sign is the loss of all one's money. Students in grade 4 were unable to identify further problematic signs, while those in grade 7 also identified that the problem gambler has a need to buy more and more scratch tickets/wager larger amounts and attempts to make up for monies lost (chasing). Grade 9 students included responses similar to grade 7 but also added behavioral observations such as being tired, angry, and agitated. Unique to grade 11 students were comments that stealing accompanied problem gambling and that sometimes it's not possible to tell if someone has a problem with gambling because it can be kept hidden.

Group responses to the question, "Which is worse, having a gambling or alcohol problem?" varied somewhat by age. Students in grades 4, 7, and 9 indicated that both were equally bad. The youngest participants appeared to be making their decision based on weighing the personal harmful consequences to both problems and considered both equally harmful. Students in grades 7 and 9 demonstrated the same thought process but also had a greater understanding of other consequences associated with money loss (e.g., increased stress, neglect of family, work, and school responsibilities, and the impact of parental problem gambling on a child's personality). Grade 11 youth were largely divided between believing that drinking was worse than gambling and that both are potentially equally damaging. A prevalent rationale of these adolescents was that alcohol is more affordable and accessible, making youth more prone to its harmful consequences.

Participant's response to the question, "How do kids your age start gambling?" differed between the youngest participants (grades 4 and 7) and older youth (grades 9 and 11). While

younger subjects noted they gambled for *fun*, older youth noted that increased gambling results from desires to “make quick and easy money” and for the *exciting rush*.

Developmental Differences in Perceived School Messages about Youth Gambling

Overall, this study found few differences in youth’s perceptions of messages about gambling taught in school. Only those in grade 4 had the perception that gambling is not permitted at school although no one indicated this has been explicitly taught. Youth in grades 7, 9, and 11 indicated that they did not know whether gambling is permitted on school property, that, such a policy would be useless because the gambling that occurs at school is harmless (defined by small wagers). In addition, youth indicated that intervention should not be taken unless someone’s gambling becomes a serious problem (e.g., a student has lost a great deal of money). Younger children in this study expressed less fear of being caught gambling than losing their money. Following is an excerpt from the transcripts in response to this question:

- (4 kids shake their heads) “No”
 1M I’m scared of losing my money.
 2F Some of them are...like in high school, they might want to gamble.
 6F I think that kids are scared in a way. But they know that they could lose their money, so there’s no point...we might get an allowance but its 10 dollars...its no use, we don’t have the money to gamble.

Youth in grade 7 did not indicate a fear of being caught gambling at school because the gambling that occurs amongst their peers is not “serious gambling” (e.g., large wagers) and therefore is not an issue. Participants in grades 9 and 11 scoffed at the idea that they may be afraid of being caught gambling at school.

Developmental Differences in Youth’s Understanding of Responsible Gambling

Most youth across all grades had not heard of the term ‘responsible gambling.’ Of those that did, they noted hearing it from commercials (e.g., Vermont Lottery) and on billboards. Students in each grade displayed knowledge of several good strategies for gambling responsibly (e.g., betting small amounts of money, don’t drink while gambling, don’t gamble too often, and

limiting the amount of money one takes into a casino and for sport pool betting. Interestingly, youth described the tendency for individuals to lose all the money they take into a casino and noted that to counter this, individuals should take a limited amount and have no access to other means of money (e.g., credit cards and borrowing money). In addition to these strategies, grade 7 students added the importance of drawing limits to the amount wagered in face of peer pressure and youth in grades 9 and 11 noted that another strategy for responsible gambling is to treat gambling as a form of entertainment only. A significant developmental difference appeared in the responses of youth in grades 9 and 11 in contrast to students in the younger grades. These students drew a distinction between knowing responsible strategies and being motivated to apply them. For example, a grade 11 student commented, “I think the good thing about cigarettes is that now everyone knows they can harm you, so if you are doing it you know you are killing yourself. If you didn’t know, it wouldn’t be fair. So if someone tells you how gambling can be a problem, then its okay– it’s your problem, you know what you are doing.” Comments such as these also seem to indicate immediate and personal consequential decision-making.

CHAPTER 5

Discussion

The present study examined developmental and gender differences in youths’ attitudes toward gambling. Secondary goals of this study were to examine the frequency and reasons with which youth engage in gambling activity; explore attitudes and their relation with engagement in gambling activities; and assess perceptions of control over gambling outcomes and their relation to gambling attitudes.

Youth Gambling Attitudes

The majority of youth could be considered to have healthy, responsible attitudes (a protective factor) towards gambling although there were some responses indicative of potentially risky attitudes. Overall, youth held healthy attitudes toward the potentially addictive nature of

gambling and the image of those who develop problem gambling behaviors. Accordingly, youth view adults with gambling difficulties as 'ill' more than they perceive peers with gambling problems as 'ill.' Youth's attitude is consistent with societal attitudes that gambling is a more benign endeavor than other potentially addictive activities given that they indicated a difference between developing a gambling addiction and developing a drug or alcohol addiction. However, the results fail to indicate whether youths' perceptions of acquiring an addiction are based on the nature of the activity/substance, the rate at which one becomes addicted, the amount of money used to support gambling activity, or the extent these addictions impact one's life.

Youth in this sample generally held healthy attitudes and accurate beliefs about what activities constitute gambling (e.g., sports betting, the lottery) with the exception of the finding that a large proportion of youth suggested that bingo is an innocuous activity with few potential negative consequences. This is a concern in light of findings suggesting that of the various gaming activities, bingo consistently has the highest number of repeat participants (Azmier, 2001). Despite ample evidence that confirms a strong association between bingo and problem gambling (Clarke & Rossen, 2000; Grant & Kim, 2002; Hing & Breen, 2001), the attitudes of youth toward bingo are not surprising given the extent to which bingo is a widespread form of entertainment and is used as a vehicle for community and youth-services fundraising. Although results confirmed findings that bingo attracts primarily female participation (Grant & Kim, 2002; Gupta & Derevensky, 1998; Hing & Breen, 2001), this study found no gender differences on youth's attitude toward bingo.

Adding to the quantitative findings that most youth held accurate beliefs about what activities constitute gambling, focus group results indicate that at a very early age, youth differentiate between benign and potentially harmful forms of gambling. The more harmful forms (e.g., those involving a risk of substantial monetary loss) are considered more addictive. As a result, youth tend to believe they are not prone to developing a gambling problem given that most forms of gambling youth participate in do not involve large monetary wagers. Furthermore, youth

acknowledge that their access to money to support the purchase of alcohol makes them more vulnerable to developing alcohol problems than gambling problems.

A large number of youth underestimated the prevalence of gambling among both youth and adult populations. Only 40% of youth agreed that most adults gamble, contrasting recent reports indicating approximately 27% of adults in the U.S. and Canada are regular gamblers (a minimum of once a week) and between 70-85% have gambled in the past 12 months (Azmier, 2001; Volberg & Moore, 1999). Furthermore, only 23% of youth in this study believe that most children under 18 years of age gamble, underestimating prevalence studies that indicate between 66-82% (Gupta 2000; Jacobs, 2000; Stinchcomb, 2000) of youth have gambled over the past 12 months.

Youths' attitudes regarding their perceptions of parental and societal gambling attitudes (e.g., permissiveness of youth gambling), and their expressed fear of getting caught gambling are informative to social policy and prevention initiatives addressing underage gambling. Results indicate that 71% of youth believe their parents would be angry if they consumed alcohol whereas only 42% of youth reported parent anger if caught gambling. Furthermore, approximately 10% of youth noted that their parents would be proud of them if they were to win money gambling. Reports of youth's fearfulness of getting caught in gambling, drinking and drug use indicate that both children and teens are equally fearful of getting caught taking drugs. Yet, youth drew a marked distinction when considering fearfulness of being caught drinking or gambling. Accordingly, while drug use remains forbidden for children and teens, alcohol consumption and gambling becomes increasingly acceptable (less fear) as age increases.

On the whole, youth in this sample exhibited relatively healthy boundaries of permissiveness of particular gambling behaviors, drawing differentiations that may serve to minimize harm if engaged in gambling. Accordingly, most youth expressed the inappropriateness of borrowing money to gamble and gambling at school, and few youth believed that becoming a gambler increases the respect bestowed by one's friends. However, some attitudes held by youth

regarding the acceptability of particular gambling activities raise concern. Firstly, a large number of youth indicated that teenagers should be allowed to gamble on VLTs and almost one third of youth indicated that playing cards for money is harmless. Addressing these attitudes is crucial given that card playing is one of the most regular forms of youth gambling (Brown, Patton, Dhaliwal, Pankratz & Broszeit, 2002; Shaffer & Hall, 2001) and that the addictive nature of VLTs is well-established (Diskin & Hodgins, 1999; Douglas & Huxley, 1994; Griffiths, 1998; Loba, Stewart, Klein, & Blackburn, 2001). Furthermore, the contrast between youths' attitudes toward bingo, VLTs, and card playing, and their general acknowledgement that gambling can possibly lead to addiction, suggests that youth perceive certain gambling activities as more addictive/dangerous than others (e.g., playing bingo and cards for money does not carry a highly addictive quality). These risky attitudes point to the need for prevention programs to clarify such misconceptions not only by explaining the factors involved in developing gambling problems but also by emphasizing the potentially addictive nature of gambling regardless of peer, parental, and community beliefs/messages. Results indicate that a particular domain of concern is youths' attitudes about the perceived control involved in gambling. Although the majority of youth expressed healthy attitudes concerning the importance of remaining in control while gambling, a large portion of youth claimed that tricks and practice improve gambling outcomes.

Developmental Differences in Youths' Gambling Attitudes

The results indicate a number of noteworthy developmental differences in youths' attitudes toward gambling. Generally, during late childhood (8-11 years), children appear to have a particular set of permissive attitudes and misperceptions that are less prominent in older youth. First, younger children tended to under-estimate the addictive nature of gambling and over-estimate the degree of control over gambling outcomes. For example, they were less likely to equate health issues with those adults who have problems gambling and were more likely to agree that gambling will never lead to an addiction or that gambling can result in addiction similar to

drugs and alcohol. Younger children were also more apt to believe that wagering money on sports and playing bingo is not harmful. This is not surprising seeing that many children's community activities such as sports teams and dance classes are often supported through proceeds from community bingos. Thus, social values and principles for raising money via bingo are presented at a very early age to youth as directly beneficial (e.g., money raised at bingo will pay for a sports team's next trip) and youth are learning that drawing upon one's desire to make quick money is particularly justifiable if there is a possibility that monies made are used for socially good causes. (e.g., lottery advertisements). Younger children also appear to be more at-risk for maintaining misperceptions about the degree of skill and luck involved in gambling, attributing less luck and more skill to positive gambling outcomes (particularly in slot machine and lottery play) than older youth.

The results of this study suggest that children view adolescents as being more autonomous and less fearful of parental and societal restraints pertaining to gambling, than is actually expressed by the older youth themselves. Such attitudes indicate a developing sense of adolescent egocentrism and growing anticipation of perceived adolescent autonomy. Children may be anticipating greater independence in adolescence than they actually experience when they finally go through adolescence. Examining whether or not these expectations pertaining to gambling are largely due to the increased presence of gambling in society or more generally reflective of child development may help to outline the long-term impact gambling may be having on youth. Conceivably, as youth who voice such anticipation are increasingly younger, the risk of early initiation into gambling activities increases. Furthermore, these attitudes may indicate that young children over-estimate the frequency and popularity of gambling amongst older adolescents. It is likely that young children's perceptions are influenced by older youth modeling gambling behavior. Similar age trends found in responses to gambling were also found in alcohol consumption. Fortunately, younger children were more apt to express that their parents get upset if

they were to consume alcohol or gamble, though they believe this to be more true for alcohol than for gambling. In addition, younger respondents were less likely to agree that it is acceptable to gamble at school and less regularly endorsed the notion of underage gambling.

Findings that youth are generally less fearful of being caught gambling than in other risky behaviors are expanded upon by focus group results indicating that youth's fearlessness can be explained by different reasons and may be developmentally dependent. Younger children seemed to express that being caught gambling is not a significant issue simply because they are more fearful of losing money (making gambling a less enticing activity) and are less attracted to participate. Grade 7 student's expressed beliefs about the uselessness of rules regarding gambling while grade 9 and 11 students mocked the possibility of having fear of being caught gambling.

Youth aged 8-11 years who expressed risky gambling attitudes typically expressed a different set of attitudes than those expressed by older youth (12-20 years old). Adolescents exhibited more tolerant attitudes toward gambling activities (e.g., youth should have access to VLTs), less fearfulness of being caught gambling, and viewed parents as more permissive of youth gambling behavior. Although these attitudes appear to be growing in similarity to adult gambling attitudes, nonetheless they likely contribute to increased under-aged gambling.

Gender Differences in Youths' Gambling Attitudes

Gender differences were not found in attitudes that are largely based on knowledge of gambling (e.g., the addictive nature of gambling and perceptions of activities that constitute gambling). Nor did gender differences exist for youth's perceptions of parental gambling attitudes with the exception that males were more likely to agree with the statement that winning money gambling would make their parents proud. However, males expressed a greater number of risky attitudes in several areas that appear to reflect evidence of male's increased propensity for risk-taking (Brown, Parks, Zimmerman, & Phillips, 2001; Harre, Brandt, & Dawe, 2000; Gullone & Moore, 2000). Males were less afraid of getting caught gambling and had much more tolerant

(risky) attitudes toward gambling behaviors. Hence, males more regularly responded that it is acceptable for kids to gamble, that borrowing money to gamble is acceptable, that playing cards for money is harmless, and that school is an acceptable venue for gambling. Males were also much more likely to believe that youth should be allowed to play VLTs and that gambling increases respect conferred by friends and expressed greater risk for perceiving more control (e.g., tricks or strategies to becoming a successful gambler) over gambling outcomes than females.

Although, being male has been established as a risk-factor for youth problem gambling (Ladouceur, Dube, & Bujold, 1994; Stinchfield, 2000), there is still much to be understood about how gender contributes to increased risks for problem gambling. Gender differences are therefore under consideration in research conducted on the differences in cultural meanings and expectations (influencing the family) (Gupta & Derevensky, 1997; Haroon & Derevensky, 2001) and neurobiological mechanisms (DeCaria, Hollander, Grossman, & Wong, 1996; Lopez-Ibor & Carrasco, 1995; Potenza, 2001) involved in the initiation, development and maintenance of problem gambling. Understanding gender differences in attitudes also helps clarify the larger picture, especially given the role attitudes play in motivations.

Reported Reasons for Gambling

Youths' reported reasons for gambling, which may also be considered youth's conscious motivations for gambling, reflect past findings indicating that they gamble primarily for excitement, entertainment and to win money (Gupta & Derevensky, 1998; Kearney, Roblek, Thurman, & Turnbough, 1996; Wiebe, 1999). Although there were no developmental differences in reported reasons for gambling, males were more likely to report that they gambled in order to feel older and for purposes of relaxation. Furthermore, it appears that regular gamblers are far more likely than occasional gamblers to gamble as a means of altering their mood state (e.g., gambling for excitement, relaxation, and because they felt unhappy), and gambling to make themselves feel older. Consistent with TTM (DiClemente & Prochaska, 1998), youths' attitudes

were found to relate to their reported reasons for gambling. Accordingly, youth who more regularly expressed risky attitudes (males and regular gamblers) also noted reasons for gambling that have been found to strengthen the maintenance of their current gambling behaviors and/or increase their vulnerability to developing a gambling problem (Gupta & Derevensky, 2000).

Attitude Differences between Non, Occasional, and Regular Gamblers

As expected, a number of differences in attitudes existed between groups of non, occasional, and regular gamblers. Regular gamblers were less likely to perceive those with problem gambling as unhealthy and to agree that gambling will never lead to an addiction. Regular gamblers were also less likely to indicate that betting money on sports is gambling and that playing bingo a few times a week could lead to a gambling problem. In light of how prior behavioral experience and frequency of expressing attitudes influence a person's perceived importance of a specific attitude (DeBono, 1992; Fazio, 1986; Roese & Olson, 1994), it is disconcerting that the more involved youth become in gambling and maintain risky attitudes, the greater likelihood that their risky attitudes may be strengthened and less amiable to prevention programs.

Foreseeable by social modeling theory (Bandura, 1986), this study found that the more regularly youth gambled, the less they expressed that *parents* would become upset if they were caught gambling and drinking alcohol, and were much more likely to agree that winning money while gambling would make their parents proud. Similarly, as frequency of gambling increased, the less fear *youth* expressed about getting caught gambling, drinking and taking drugs. Increased gambling behavior was also related to increased attitude tolerance (e.g., it is acceptable to gamble at school and to play VLTs). Finally, regular gamblers more often associated increased popularity with gambling, and expressed attitudes of having control over gambling (e.g., tricks and strategies, the impact of practice on gambling) outcomes. Most notably, these findings confirm the importance of targeting youths' attitudes and the larger perceived social environment via social policy, laws, and adult education about gambling, and more specifically, youth gambling.

The Relationship between Youth Attitudes and Perceived Skill and Luck

The general perception of the degree of skill and luck involved in various gambling activities warrants concern. Overall, almost one third of youth indicated that there is a lot of skill involved in being a good gambler. These results are higher than other reports of youth's perceived skill (Wiebe, 1999). Accordingly, 39.8% of regular gamblers noted a lot of skill to successful gambling, in contrast to occasional (27.5%) and non-gamblers (25.3%). While these findings appear significant given the extent that luck is involved in all gambling activities, it is not possible to determine how youth are interpreting 'skill' and what games they are thinking of when using the term 'gambling' in our items. We do not know for example, whether youth are thinking of blackjack or bingo, which each bear qualitatively and quantitatively different skills, when responding to various items. Thus, responses to these items need to be viewed in light of responses to a series of questions wherein youth were asked to rate the degree of skill and luck involved in specific gambling activities.

Assessment of the amount of skill and luck youth ascribe to successful outcomes in a number of gambling activities indicate that a large numbers of youth over-estimated the degree of skill involved in blackjack, roulette, slots and lottery. Responses from males, younger children, and regular gamblers indicated believing that successful gambling outcomes involve a significant amount of skill.

It was hypothesized that those youth who have risky attitudes toward gambling will also misattribute the degree of skill and luck involved in various gambling activities. Results indicated that those youth who hold a greater number of risky attitudes also have greater misperceptions about the degree of control (skill) involved in gambling. Results from this data point out that youth who hold several risky attitudes are more often male, more likely to have participated in newer forms of gambling such as the internet, and gamble not only to win money or for enjoyment and

excitement but also for reasons of unhappiness, loneliness, and to escape from school and home problems.

Summary and Conclusion: Implications for Youth Problem Gambling Prevention

The developmental and gender differences in youths' gambling attitudes found have several implications for youth problem gambling prevention. As anticipated, the developmental differences in youth's risky attitudes exemplify the dynamic process of resiliency, characterized by shifts in risk and protective factors throughout development that contribute to youths' ability to cope with various stressors (Garmezy, Maston, & Tellegen, 1984; Luthar, Cicchetti, & Becker, 2000; Werner & Smith, 1982). Accordingly, younger children and older adolescents expressed different attitudes toward gambling that may increase their vulnerability to developing problem gambling at particular stages of development. For example, younger children tended to underestimate the potential addictive nature of gambling while older youth expressed increased acceptability of certain gambling behaviors (e.g., gambling at school). These results affirm the necessity of beginning problem gambling prevention during preadolescence and provide direction to the improvement of developmentally-based prevention curricula. Such prevention programs designed for children need to largely target knowledge-based attitudes such as the potentially addictive quality of gambling, activities that constitute gambling and perceived control over gambling outcomes.

Responsible strategies need to be taught regarding all forms of gambling, including those activities deemed more benign by youth. Prevention programs also need to support youth's anticipation of perceived adolescent autonomy and channel their energies into constructive 'rites of passage' (e.g., implementing strategies that give adolescents increasingly greater autonomy and responsibility) for the transitions of childhood to adolescence and of adolescence to adulthood. Such strategies need to be differentially tailored to males and females in light of males' increased propensity for risk-taking.

Youths' description of gambling as an activity that ends when all of one's money is lost, points to importance of encouraging entertainment activities that nurture self-control while engaged in that activity rather than activities that pressure youth to anticipate a temporary loss of control upon engagement in the activity (e.g., gambling). The anticipated temporary loss of control characteristic of gambling differentiates gambling from alcohol consumption given that youth are encouraged to remain in control of their alcohol consumption upon taking an initial drink.

Youth's belief in perceived control over the outcome of gambling indicates that prevention curricula should aim at channeling risky attitude tendencies into constructive decision-making. Thus, rather than suppressing youths' gambling attitudes (e.g., a 'Just say no' message), programs need to aim towards fostering healthier decision-making, particularly decision-making about involvement in high-risk behaviors. Current research in the field of youth risk-taking indicates several means of fostering constructive (responsible) decision-making. Firstly, current research in the field of youth risk-taking indicates that engagement in risky behaviors is generally perceived as a personal choice (Kuther & Higgins-D'Alessandro, 2000; Nucci, 1981; Parsons, Seigel, & Cousins, 1997) which is consistent with the developmental task of identity formation, adolescents' desire for autonomy, and Western culture (Kuther & Higgins-D'Alessandro, 2000). However, the shortcoming of allocating decisions into the realm of personal choice is that *perceived benefits* (rather than knowledge of the costs or dangers involved) will play the most influential factor in predicting gambling involvement. As such, youth have been found to delegate substance use and non-social acts that concern individual safety, harm or health to the personal realm (Nucci, Guerra, & Lee, 1991; Smetana & Asquith, 1994; Smetana, 1995; Tisak & Turiel, 1984), viewing issues that harm others as moral and perceiving those that affect mostly ones' self as personal decisions. Focus group results from this study echo similar findings. Thus, prevention programs aimed at decreasing engagement in risky behaviors, such as gambling, need to explore and challenge youths

how youth's personal decisions impact their friends, family, and community, and to foster youths connection to social groups.

Furthermore, youth decision-making has been shown to involve acceptance of the negative outcomes of risky behavior, but a discounting of the power of these outcomes to have a lasting effect—either there are no long-term consequences (in the majority of cases), or the long-term consequences involve situations turning out well in the end (Moore, Gullone, & Kostanski, 2000). In light of this, the “instant win” messages of gambling not only mirror youth's reported reasons for gambling (e.g., money, excitement and enjoyment) but may be particularly influential to youth's vulnerability of maintaining the myth of perceived control over gambling outcomes. Youth problem gambling prevention programs need to address the messages conveyed by the media and youth's expectations of winning by emphasizing that gambling is a source of entertainment rather than means of making money.

Differences in perceived social and parental permissiveness of gambling found between youth gamblers and non-gamblers' attitudes and reported fear of getting caught gambling affirm a strong need for a harm reduction approach to problem gambling prevention (see Dickson, Derevenksy, & Gupta, in press, for a delineation of harm reduction strategies for youth problem gambling prevention). A harm reduction approach addresses the reality that as youth age and thus experience greater parental and societal tolerance of gambling, it is likely that their gambling attitudes and behavior will also become more tolerant. Focus group results indicate that youth know several harm reduction strategies for responsible gambling. As participants in this study noted, prevention programs need to equip and motivate youth to put into practice such strategies. Finally, youth attitudes toward school-related gambling correspond with reported venues of adolescent gambling (Gupta & Derevensky, 1998; Wiebe, 1999) and supports the importance of widespread prevention programming in all schools.

Limitations

Although this study found the AGAQ to be a reliable measure of adolescent gambling attitudes, it did not incorporate other measures that are thought to be components of attitudes (e.g., cognitive decision making processes). Therefore, given the limited attitude construct used in this study, multiple factors that were not taken into consideration may have affected the results and increased biased responses. Furthermore, this study used an additive measure of risky attitudes (total score of risky attitudes) to produce low-risk and high-risk attitude groups of adolescents and the results need to be cross-validated with other measures of youth gambling attitudes. Finally, this study did not incorporate a screen for pathological gambling since it assessed young children as well as older adolescents. Therefore, the extent of analyses examining the relationship between gambling attitudes and gambling severity is restricted.

Caution must be exercised in the interpretation of the results of this study given the restricted sample collected. Over 80% of participants were from one school board in Ontario, and the remainder was from an English-speaking school board in Montreal. This sample is therefore not a random representation of Canadian youth and the results may not be reliably extended to other youth populations.

Limitations of the qualitative component of this study must be considered. The sample size was small. Although the results using focus group methodology can supplement the body of knowledge that has been previously obtained using questionnaires, follow-up studies using larger numbers of students may be required to fully explore the range of their knowledge and beliefs. Also, the opinions of this group of students from 3 English-speaking, inner-city schools in Montreal may be very different from other populations. Thus, the convenience sample (private schools) used in the focus groups introduces bias into the study, lowering the external validity of this study. In addition, participants may not be representative because of self-selection.

Directions for Future Research

There are currently few science-based evaluated prevention programs for the prevention of youth problem gambling. The results of the present study can be extended through their use in the development of a valid and reliable measure of attitudes. Such a measure could prove useful in the evaluation the effectiveness of prevention programs via pre-test and time-lapse post-test changes in attitudes. Furthermore, it may be useful for identifying youth who are contemplating initiation or increased involvement in gambling activities. Such an instrument may also prove beneficial in treatment given its potential to assess one's readiness to change gambling behavior. Additional studies examining the relationship between self-efficacy, decisional-balance and situational temptation may add to the construction of an attitude measure and predicting youth's intentions to gamble.

Our understanding of youth gambling attitudes and decisional processes involved in initiating, maintaining, increasing, and terminating gambling behavior would benefit from further examination of youth perceptions of involvement in gambling as personal choice and/or social-moral choices. The study of youth attitudes toward gambling and other high-risk behaviors has largely relied on quantitative research. Incorporating qualitative techniques into the study of youth gambling attitudes would serve to both enhance and cross-validate findings.

Developing a better understanding of youth gambling attitudes and the process of attitude change is crucial to the pursuit of developing effective prevention and intervention programming. Having identified developmental and gender specific risky and healthy/responsible attitudes, we can continue to refine measures of attitude change and the ability to predict excessive gambling behavior from youths' gambling attitudes. Most importantly, we can utilize this knowledge in the design and evaluation refinement of youth problem gambling prevention programs.

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Appendix A: Questionnaire

Age: _____

Gender: _____M _____F

ID #

Please note that all information is confidential.

Read the statements below and indicate to which degree you agree or disagree with each one by circling a number on the scale.

- 1) People who gamble on a regular basis are more popular.

1 2 3 4 5 6 7
Disagree Neutral Agree

- 2) Children are not afraid of getting caught gambling.

1 2 3 4 5 6 7

Disagree Neutral Agree

- 3) It is OK for children and adolescents to be gambling for money.

1 2 3 4 5 6 7

Disagree Neutral Agree

- 4) Parents get angry when children drink beer and alcohol with their friends.

1 2 3 4 5 6 7

Disagree Neutral Agree

- 5) Teenagers with a gambling problem have an illness.

- 6) Gambling can be bad for you.

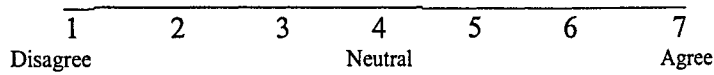
1 2 3 4 5 6 7
Disagree Neutral Agree

- 7) Children are not afraid of getting caught drinking alcohol.

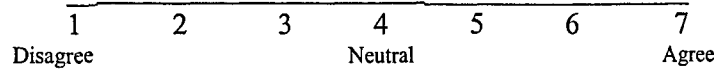
1 2 3 4 5 6 7

Disagree Neutral Agree

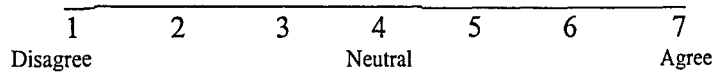
8) There are tricks or strategies to becoming a successful gambler.



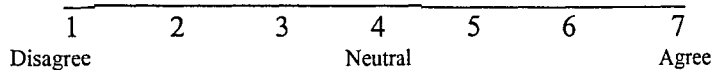
9) Teenagers should be allowed to gamble on gambling machines (VLT's).



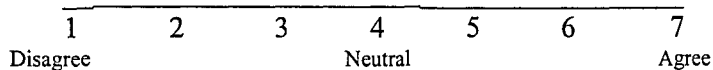
10) Parents get upset if their children gamble.



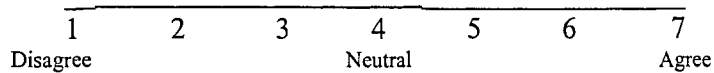
11) A person can not get hooked on gambling just like they can on drugs.



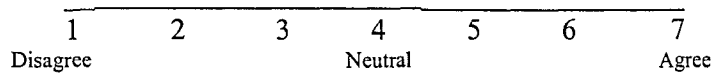
12) Gambling will never lead to addiction



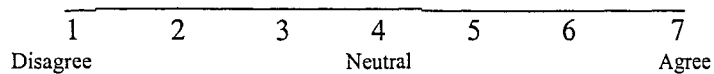
13) Teenagers are afraid of getting caught drinking alcohol.



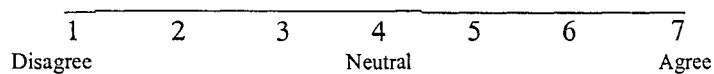
14) Children should be afraid of getting caught taking drugs.



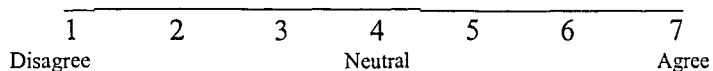
15) Playing cards for money is harmless even when you do it at least once a week.



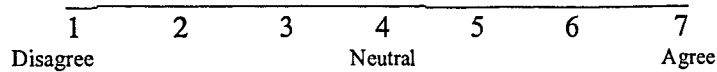
16) Teenagers are not afraid of getting caught gambling.



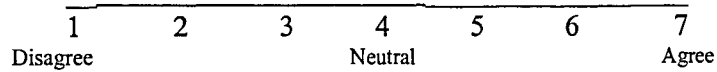
17) Betting money on a sports game is considered gambling.



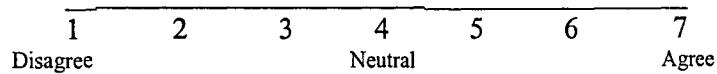
18) Adults with a gambling problem have an illness.



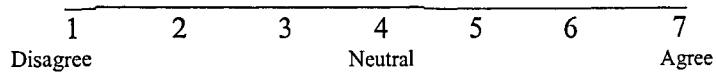
19) Teenagers should be afraid of getting caught taking drugs.



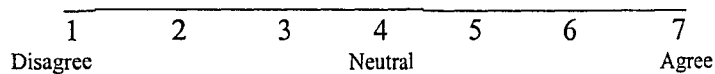
20) Playing bingo at a bingo hall a few times a week can lead to a gambling problem.



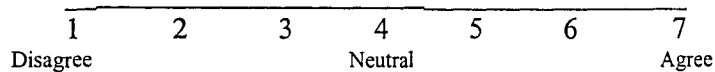
21) The more you practice the better you get at gambling.



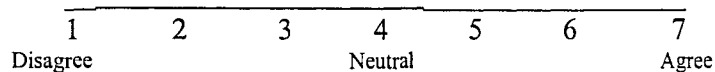
22) Most children under 18 years of age gamble.



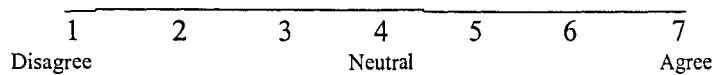
23) Most adults gamble.



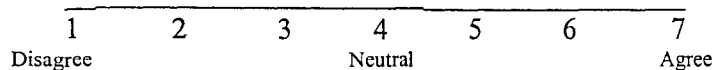
24) A person who can't control their gambling is in serious trouble.



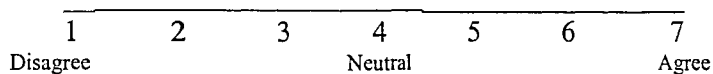
25) Most children under the age of 18 buy scratch lottery tickets.



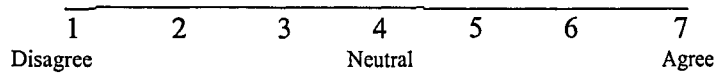
26) It is OK to borrow money from your friends to gamble.



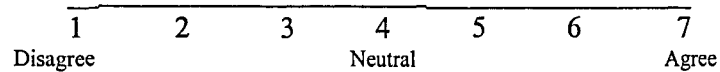
27) Children who are good at playing video games are also good at gambling.



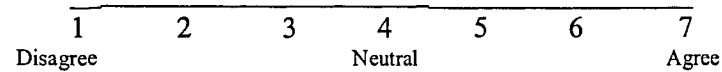
28) Gambling can result in addiction just like alcohol and drugs.



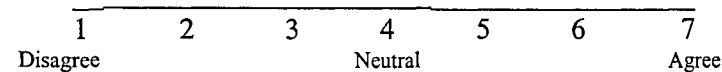
29) Becoming a gambler makes your friends respect you and like you more.



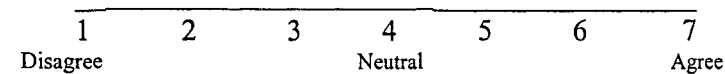
30) Gambling at school OK.



31) Winning money gambling would make your parents proud of you.



32) Buying lottery tickets is a form of gambling.



Which is less harmful?

(For each question, put a ✓ in the box that is next to the activity that is the least harmful of the two choices provided.)

- | | | |
|------------------------|----|--------------------|
| 33) drinking alcohol Y | OR | drinking coffee Y |
| 34) taking drugs Y | OR | smoking Y |
| 35) gambling Y | OR | drinking alcohol Y |
| 36) smoking Y | OR | drinking coffee Y |
| 37) gambling Y | OR | smoking Y |
| 38) drinking alcohol Y | OR | taking drugs Y |
| 39) taking drugs Y | OR | drinking coffee Y |
| 40) smoking Y | OR | drinking alcohol Y |
| 41) gambling Y | OR | taking drugs Y |
| 42) drinking coffee Y | OR | gambling Y |

Indicate the amount of skill AND the amount of luck involved in each of the activities below by circling a number on each scale.

- 43) How much **skill** and **luck** are needed to be good at baseball?

SKILL

LUCK

1 2 3 4 5 6 7
none some a lot

1 2 3 4 5 6 7
none some a lot

- 44) How much **skill** and **luck** are needed to be good at roulette?

SKILL

LUCK

1 2 3 4 5 6 7
none some a lot

1 2 3 4 5 6 7
none some a lot

- 45) How much **skill** and **luck** are needed to be good at slot machines?

SKILL

LUCK

1 2 3 4 5 6 7
none some a lot

1 2 3 4 5 6 7
none some a lot

- 46) How much **skill** and **luck** are needed to be a good video game player?

SKILL

LUCK

1 2 3 4 5 6 7
none some a lot

1 2 3 4 5 6 7
none some a lot

- 47) How much **skill** and **luck** are needed to be good at blackjack?

SKILL

LUCK

1 2 3 4 5 6 7
none some a lot

1 2 3 4 5 6 7
none some a lot

- 48) How much **skill** and **luck** are needed to do well at school?

SKILL

LUCK

1 2 3 4 5 6 7
none some a lot

1 2 3 4 5 6 7
none some a lot

- 49) How much **skill** and **luck** are needed to be good at playing the lottery?

SKILL

LUCK

1 2 3 4 5 6 7
none some a lot

1 2 3 4 5 6 7
none some a lot

- 50) How much **skill** and **luck** are needed to be a good gambler?

SKILL

LUCK

1 2 3 4 5 6 7
none some a lot

1 2 3 4 5 6 7
none some a lot

- 51) How much **skill** and **luck** are needed to be good at swimming?

SKILL

LUCK

1 2 3 4 5 6 7
none some a lot

1 2 3 4 5 6 7
none some a lot

- 52) Please check the following types of gambling (for money) you have done. Mark only one answer for each item.

	never	less than once a week	once a week or more	
a)	_____	_____	_____	play cards
b)	_____	_____	_____	wager on sports (i.e. sports pools) with friends
c)	_____	_____	_____	purchase sports lottery tickets
d)	_____	_____	_____	purchase lottery tickets
e)	_____	_____	_____	bet money on video games
f)	_____	_____	_____	play bingo
g)	_____	_____	_____	play gambling machines / video-lottery terminals
h)	_____	_____	_____	bet money on sports games that you play (pool, bowling, other games of skill)
i)	_____	_____	_____	gamble on the internet

*** IF YOU HAVE ANSWERED "NEVER" TO ALL THE CATEGORIES IN THE ABOVE QUESTION, YOU HAVE FINISHED COMPLETING THE QUESTIONNAIRE. THANK YOU! If you did not answer "NEVER" to all of the questions, you have a few more questions to answer .**

53) What is the largest amount of money you have ever **bet** in one day? \$_____

54) What is the largest amount of money you have ever **won** in one day? \$_____

55) What is the largest amount of money you have ever **lost** in one day? \$_____

- 56) When you gamble, who do you gamble with? (You can have more than one answer)

<input type="checkbox"/> alone	<input type="checkbox"/> my parents
<input type="checkbox"/> my friends	<input type="checkbox"/> my brother or sister
<input type="checkbox"/> strangers	<input type="checkbox"/> other relatives

- 57) Where do you gamble? (You can have more than one answer)

<input type="checkbox"/> at home	<input type="checkbox"/> at school
<input type="checkbox"/> at friends	<input type="checkbox"/> in arcades
<input type="checkbox"/> bingo halls	other (please list) _____
<input type="checkbox"/> in depanneurs	

- 58) Do you ever gamble more than you want to? ☐ yes ☐ no

- 59) Have you ever stolen money to gamble? ☐ yes ☐ no

- 60) Do you think you gamble too much? ☐ yes ☐ no

- 61) Why do you gamble? (you can have more than one answer)

☐ for enjoyment
☐ to relax
☐ for excitement
☐ to be with or make new friends
☐ because I'm unhappy
☐ to escape from problems of home and school
☐ because I'm lonely
☐ to feel older
☐ to win money
☐ other, please list _____

THANK YOU!

APPENDIX B: Theoretical Groupings of Attitude Items on the AGAQ

Category	Item #	Stem
Profile of a Gambler & the Addictive Nature of Gambling	5	*Teens with gambling Problems have an illness
	11	*A person cannot get hooked on gambling like drugs
	12	Gambling will never lead to addiction
	18	*Adults with gambling problems have an illness
	24	*Person who can't control gambling is in serious trouble.
	28	*Gambling can result in addiction just like alcohol and drugs.
Youth's Perceptions of Activities that Constitute Gambling	17	*Betting money on sports is considered gambling
	20	*Playing bingo at a hall a few times a week can lead to a gambling problem
	32	*Buying lottery tickets is a form of gambling
Perceived Prevalence of Gambling Activities	22	Most children under 18 years of age gamble.
	23	Most adults gamble
	25	Most children under the age of 18 buy scratch lottery tickets.
Fear of Getting Caught in Various Activities	2	Children are not afraid of getting caught gambling.
	7	Children are not afraid of getting caught drinking alcohol.
	14	*Children should be afraid of getting caught taking drugs.
	16	Teens are not afraid of getting caught gambling.
	13	*Teens are afraid of getting caught drinking alcohol.
	19	*Teenagers should be afraid of getting caught taking drugs.
Tolerance of Gambling Behaviors	3	Ok for children and teens to gamble for money
	9	Teenagers should be allowed to gamble on VLTs
	6	*Gambling can be bad for you.
	15	Playing cards is harmless even when you do it at least once a week.
	26	Ok to borrow money from friends to gamble.
	29	Becoming a gambler makes your friends respect you and like you more.
	30	Gambling at school is Ok.
Youths' Perceptions of Parental/Social Gambling Attitudes	1	People who gamble on a regular basis are more popular.
	4	*Parents get angry when children drink alcohol
	10	*Parents get upset if their children gamble
	31	Winning money gambling would make parents proud of you.
Perceived Control over Gambling Activities	8	There are tricks or strategies to becoming a successful gambler.
	21	The more you practice the better you get at gambling
	27	Children who are good at playing video games are also good at gambling.

Note. * indicates items that were reverse coded for analyses.

APPENDIX C: Focus Group Interview Guide

I. Staff introductions (2 minutes)

Introduce self & explain purpose of research

Establish rules and format

- One person speaks at time
- Avoid using last names
- Everyone's opinion is valid
- Everyone is encouraged to speak and listen
- Everything that is said in the group will remain confidential. Researcher's responsibility to keep everything said within the group private (e.g., not speaking to teachers, parents, etc.)
- The possibility of the loss of confidentiality outside the group setting is a very real risk for focus groups. Anyone is free to leave at any time.

II. Baseline: Gambling experience and knowledge of gambling (5 minutes)

Obtaining knowledge of basic gambling experiences in the group

1. Has anyone *ever* gambled?
 - Clarify activities.
 - Opportunity to clarify what activities constitute 'gambling'.
2. Do any of you have friends or family members who gamble?
3. How do you know when someone has a problem with gambling?
4. Which is worse, having a gambling or alcohol problem?

III. Topic: Perceived Social Norms (15 minutes)

A. Peer Group

1. How do kids your age start gambling?

B. Perceived School Messages about Youth Gambling

1. What are the main messages taught to you about gambling by your teachers/educational program?
2. What happens to someone who is caught gambling on school property, at your school?
3. What do you think should happen to those who are caught?
4. Are youth your age afraid of getting caught gambling at school?

C. Understanding of 'Responsible' Gambling

1. Have any you heard the term 'responsible' gambling? Where?
2. What does it mean to gamble 'responsibly'? (*Looking for decision-making & actions*)

APPENDIX D

Focus Group Transcriptions

School A: Grade 4

I Baseline

- R** So I am going to start by asking you guys...hands up if you have ever gambled before?
(Uncertain – yes and no. boys answer first, then girls.)
- 3M In my old neighborhood we'd just play with...pennies.
(agreement by boys – hands up quickly)
- 5M In France, me, my Dad and my brother he gave us 20 (?) and we gambled with that but at the end we gave all the money back to my dad.
- 6F once I did that....a card game....but we traded candy
(laughter by everyone)
- 1M That's not gambling, that's...
- M That's candy gambling
- 1M Candy is like, each one for one cent, you could just give it as a gift
- R** (PROMPT) You could *(doubtfully)* but if you lose it....
- M We don't lose it, 'cause its all our money...
- R** (PROMPT) What about scratch tickets?
- All No
- 6F My mom buys them and I scratch them. *(Agreement from group—common experience)*
- R** (PROMPT) So, nobody's ever bought one?
- 5M Only at the depanneur...and they're one dollar... you sometimes win another dollar
- R** (PROMPT) Ok, so who bought that?
- 5M My dad.
-

II Perceived Social Norms

A. PEER GROUP

- R** (A1) How kids your age start gambling?
- 1M They think its fun. You may win money
- F They hear their parents talking about it
- 1M I see it on the computer...
Yeah (chorus of agreement – all the kids have seen this)
- 1M It just pops out [the gambling ad on the computer]
- R** (INQUIRY) So, when it pops out, does it make you want to gamble?
- All NOOOO noooo *(lots of no's from all the kids)*
- 3M I don't want to
- 4F I always X it – I just close it
(agreement)
- 2F I think that if you start gambling when you are younger...you start gambling and then you sort of get addicted to it, so when you're older you gamble so much that when you lose all your money you still want to gamble and when you have no money and you lose, you either lose your house or your baby or something like that
(agreement by a girl)
- 6F You get it from your parents...Its like cancer...like your parents have it, and you can get it

R (PROMPT) Oh, so you're saying that's how kids get a gambling problem. But how do kids start gambling? Not necessarily with a problem.

F Like...on a computer, 'cause all kids like computers
(others agree)

4F When they're on the computer...that thing can like pop up to go to the casinos or something, and maybe they click on that and start to gamble and gamble with other people on the computer

5M And they get used to it, and like understand it after awhile...and they lose money

R (BASELINE QUESTION) Do you guys know any older kids who gamble on the computer?

All No.

3M But my Dad, he once went to a casino. He didn't lose any money, he maybe lost like 10 dollars or something, but he had a good time. And he doesn't gamble that much at all...he maybe goes to the casino once a year

5M (agrees – his Dad is similar)

3M I once tried at a bowling alley, I was there with my Dad...there was one of those slot machine things there, and I tried it there. But I didn't lose any money.

R Did you make any money gambling?

3M About 5 dollars. (laughing)

1M These machines...[the ones that you put a dollar in and then maneuver a claw to pick up toys] its like gambling, because if you don't catch it, you lose it. Some games you pay 5 dollars to catch it...so you lose easily
(agreement)

6F I went to Florida once and they had this game, its called Boomers, and they had these gambling things, if you gamble you get tokens

3M I think you're talking about arcade games now

6F NO!...instead of money you get tokens to play more games

R (BASELINE QUESTION) What does a person look like who has a gambling problem?

1M Sometimes happy because he just won

F He looks stupid

3M He's either happy because he won 300 bucks...or you see that same guy and he's really sad...because he lost all his money. If you win your money, you should just leave – you should be happy instead of greedy.

2F Drowsy and sleepy, with big eyes

6F Living on the streets because he has no more money

R (BASELINE QUESTION) What is worse, having a gambling or a drinking problem?

Eager response – hands up quickly, whispers of “drinking”

6F First of all I think both, because if you gamble you're not going to have enough money...but if you drink you can get very sick.

2F Alcohol probably, because you can die...but when you're gambling you can just be poor, but at least you are still living.

4F I think both, because drinking you can get sick, and if you gamble too much you might lose your house...you would be poor, not enough money to buy food

- 3M I think... a drinking problem because [story about seeing drunk on street – disgusted him]
– he was peeing his pants
Others exclaim "OH!" in disgust
- 5M Alcohol, because if you drink it you can get drunk and go and waste all of your money at the casino...
-

B. PERCEIVED SCHOOL MESSAGES ABOUT GAMBLING

- R **(B1) I have a new question: Can you tell me if you know whether or not you are allowed to gamble at school.**
- All NO. *(laughter because its all the same answer.)*
- R **Ok, so someone told you're not allowed to?**
- 6F No, no one told us, its just like, when you're about 18 you're allowed because
- 2F You are allowed to go to casinos
- 6F Cause you're an adult already, so you can do whatever you wanna do.
- R *repeats question*
- 3M No, our parents...my parents told me that gambling is really bad for you cause you always think you're gonna win money and you're like "this is my lucky card" and you throw the dice onto the board
- 2F I've seen lots of movies that show people gambling.
- R **(B4) Are kids your age afraid of getting caught gambling at school?**
(Pause)
- Some No...
- 1M I'm scared of losing my money
- 2F Some of them are...like in high school, they might want to gamble
- 6F I think that kids are scared in a way. But they know that could lose their money, so there's no point...we might get an allowance but its 10 dollars...its no use, we don't have the money to gamble
- R **(B3) What do you think happens to kids at your school who get caught gambling?**
- 6F Actually...older kids, they are probably not scared to do it at home, but they're probably scared here because if they get caught, they could be kicked out of school and they can only do it when they're 18.
- R **(B2) (CLARIFICATION) Do you think that if they get caught they get kicked out of school?**
- F It depends... if they get caught really badly addicted to it, they probably will.
- 2F And also, they would have a talk with their parents, and they might get a talk with the cops or something like that. And they might get in jail.
- 3M NO! Say you do something at school, and you gamble (I'm not saying I gamble but) say a high-schooler gambles at school and he gets a suspension and he goes to his house and his mom says "go to your room and think about what you did" – when your parents say that, you just usually go to your room and do things, you don't usually think about it at all.
(General agreement. Some laughter.)
- 3M Why do you get a suspension? They should actually do something about it, instead of just giving'em a suspension - they should have someone at the school, in the classroom while he works, or at recess, only with him, not looking at all the other kids, cause that would be too busy – they should hire another person just to look at that one person.
Agreement by friend
-

C. UNDERSTANDING OF RESPONSIBLE GAMBLING

- R** (C1) Have any of you heard of the term responsible gambling? Hands up...2 of you have heard about it. What do you think responsible gambling is?
- 6F Responsible gambling means that when you gamble you don't go too crazy about it, you gamble once or two times a day..then the next week once again.
- 2F When people get in control of their gambling. They just bet 1 dollar.
- 3M [At a casino] if you get served wine, don't drink it. If you have lots of money...you should...organize yourself before you go to the casino, you should say "I have this much money, so I'm going to spend it at the casino and then I'm going to go home."
- R** (PROMPT) How do people know when to stop?
(pause)
- 1M Lose all of your money...(laughter in response to this)
- R:** (PROMPT) And after you've lost it?
- 1M You get crazy because you've lost all this money.
- 5M If you're not having luck, you know that its just going to go too far...after you've lost too much money.
- 3M You should plan out how much money you're going to do, and when you lose maybe ...200 hundred dollars on a bet,... you say OK that's it, I'm gonna go home...
agreement
- 2F When you've already gambled a lot of your stuff, like your car and your house and your money, then you know.
- 6F When...you don't feel good about it...because you are just going to lose a lot of money.

End of Session.

School A: Grade 7

I Baseline

- R** Has anyone ever gambled?
- M What do you mean?
- R** Bets with money or with something that you value (e.g., shoes, sports card).
- 7F I went to camp and guys and girls were gambling by betting.
- R** (PROMPT) Have any of you played scratch tickets?
(laughter, everyone holds hands up halfway, meet gaze of R, but nervous.)
- 2F Betting cards with candies
- 4M We make a pool in class with a bet on something that might happen (e.g., bet on what day we will have a substitute (teacher) and whoever guesses right wins the money).
- R** (CLARIFICATION) Okay, so that's like a lottery.
- 4M Yeah, but we don't make much.
- R** Some of you have mentioned that your friends gamble. Do any of your family members gamble?
- 3F Sometimes my mom tries for the Lotto 649 and stuff.
- 1F I do it with my aunt.
- R** (PROMPT) What do you do?
- 3F Scratch tickets.

- R** How do you know when someone is developing a problem with gambling?
5M They look addicted to it.
R (PROMPT) What do you mean?
5M They lose a lot of money.
R (PROMPT) What other things?
4M Everyday life they have a need to buy more and more lottery tickets or go to the pub.
6F Being stressed out. They think they can win back the money they lost.
R Okay, good. Are there any other things you can know that indicate to you that your friends are getting into trouble with gambling?
 What does someone your age look like that might have a gambling problem?
3F No one gambles at our age. (*shifts in seat, shakes her head*)
R (PROMPT) No one?
5M It's forbidden for kids our age to gamble.
R (PROMPT) There are some kids who may develop a problem with gambling. What do you think they may look like?
6F I can't tell (what to look for).
- R** Okay. Which is worse: having a problem with drinking alcohol or gambling?
All Drinking alcohol.
M Because your health gets worse and worse and it can kill you
4M They're equal if you think about it because with gambling you can lose everything, your family and everything but alcohol just risks your health.
R Does anyone else see it this way, like 5M? (*Agreement*)
R Why else does one see it one way or another?
2F Because you can die with alcohol and get all messed up...lose your friends. But you have to be a pretty heavy gambler to do that.

II Perceived Social Norms

A. PEER GROUP NORMS

- R** (A1) How do kids your age start gambling?
3F I guess they start betting candy and pennies and then it goes up to dollars, toonies.
3F And if family members gamble like if your dad has a couple friends who come over and they gamble and talk about it.
R (A2) How do you start gambling at school?
F Looking at older kids.
F They think its fun.
4M We bet with friends. Like we bet if a car will still be across the street in an hour and then you start betting on more things and lose more money.
-

B. PERCEIVED SCHOOL MESSAGES ABOUT GAMBLING

- R** (B2)What happens to you if you get caught gambling at school?
F They could suspend you.
4M Unless its like really serious, they're not going to do much. The worse they're going to do is talk to you. (*laughter, agreement*)
R (B1) Has anyone ever told you what would happen if you got caught gambling at school?

- Group No (*shaking heads*)
- R **What have your teachers or people who come in to talk to you about gambling said?**
- All No one has. (*1 person raised hand*).
- F They talk to you about it being an addiction.
- R **(B3 PROMPT) Do you think schools should continue to make rules about gambling?**
- F Well as long as people do it responsibly then no.
- 4M People do drugs and stuff at school whether there are rules or not.
- R **(B2 PROMPT) Do you know if your school has a policy or not about gambling?**
- All No
- F Even if there is a rule, they're still going to do it anyway, just like drugs.
- M If they like it they just do it whether there's a rule or not.
- R **(B3 INQUIRY) Do you think schools should have rules if you're allowed to do it at home anyway? (*everyone has an opinion right away*)**
- 3F If you put down a rule, kids will do it to go against the rules.
- R **(B3 INQUIRY) So what are the good of rules? ...(*pause, all quiet, no response*) Are there some rules that 'most' people follow?**
- F Dress Code.
- M Put your hand up to talk. That's the strongest rule in school.
-

C. UNDERSTANDING OF RESPONSIBLE GAMBLING

- R **(C1) Have any of you heard of the term, 'responsible gambling'?**
- All Yes
- R **(C2) What does that term mean to you?**
- 3F Gamble but feel like you're not getting addicted.
- 2F You know when to stop.
- R **(C2 INQUIRY) How do you know when to stop?**
- 1F You're not winning anything and you still put money into it.
- 4M There's a certain feel.
- 3F My mom's friend gambles and when she goes out she decides how much she's going to spend and when its all gone she stops. I think that's responsible gambling because you don't spend more money than you want.
- R **(C2 PROMPT) Great. What is another way to gamble responsibly?**
- 5M You make a plan so if you lose a \$100 you know when to stop. And you gamble just for fun.
- 1F If you're with your friends and they raise a bet that's too much like to \$10, you're not afraid to say it.
- R **(C2 INQUIRY) Do most kids your age gamble responsibly?**
- 3F Most kids our age don't gamble.
- 2F I think the average kid our age just gambles for the fun of it.
- 1F They just gamble with their parents, like scratch tickets.

End of Session.

School A: Grade 9

I Baseline

- R** **Hands up if you have ever gambled...almost everybody...What about scratch tickets?**
(all hands go up) So everyone in this room has gambled then. How often do you gamble?
- M2** Once a year.
Agreement – not often – but scratch tickets more often.
- R** **What about betting with friends?**
Laughter – this happens more often
- R2** **For money, or just to say it?**
- All** Both
- R** **Do you ever bet anything other than money?**
Laughter – yes, hats, pens, other small things.
- R** **What's worse, having a problem with gambling or with drinking?**
- M2** Both *Agreement*
- M9** Because you lose your money at both.
- F4** I think both, because they can both get out of hand.
- R** **How do you know when someone your age is out of hand with gambling?**
- M9** Borrowing money.
- M2** Always betting on little things.
- M7** Different behaviour because they are losing a lot of money. Angry, moody etc.
-

II Perceived Social Norms

A. PEER GROUP

- R** **(A1) How do kids your age start gambling?**
- M5** If you've tried it once and you win, you want to do it again.
- R** **(A1 INQUIRY) Who do you do it with?**
- M5** Parents
- M2** If they gamble a lot *(Agreement)*
- R** **(A2) How do kids start gambling with friends at school?**
- M5** They start betting for fun, then after a while they start betting for something. First they would do it for nothing, then later put money on it.
-

B. PERCEIVED SCHOOL MESSAGES ABOUT GAMBLING

- R** **(B1) Have any of your teachers talked to you about gambling?**
- All** No.
- R** **(B2) Has anyone told you if you are allowed to gamble at school?**
- M5** I don't think you are. In my old school, two kids got suspended.
- R** **In your old school, were they told they weren't allowed to gamble?**
- M5** No. I think it was in the rules, but they weren't told.
- R** **(B3) What should happen if someone gets caught at your school gambling?**
- M2** Depends how bad it is. If its just for a dollar, I don't think they should be suspended.

- R (B3 INQUIRY) If it was bad, what should teachers do?
M2 Talk to the parents and the kid.
R (B3 INQUIRY) What happens when someone gets caught drinking on school property?
M2 I think you're expelled.
R (B4) Are people your age afraid to get caught gambling on school property?
M5 No, I don't think so. *Heads shaking – no.*
R (B4 INQUIRY) Are people your age afraid of getting caught gambling at home?
M5 No, because I gamble at home with my Dad. *(sarcastic, emphasis on Dad)*
R (B3 INQUIRY) So should a school have a rule about not gambling?
M7 It doesn't matter if there's a rule or not.
M9 Yeah, they're still gonna do it. People always disobey the rule.
-

C. UNDERSTANDING OF RESPONSIBLE GAMBLING

- R (C1) Have any of you heard the term "responsible gambling?"
M9 Yeah, on TV for Vermont Lottery. *Agreement – TV, Radio.*
R (C2) What does "gamble responsibly" mean to you?
M2 Don't go overboard
M9 Don't spend too much money
R (C2 INQUIRY) How do you "not go overboard"?
M5 Only bring a certain amount of money to the casino.
M9 But what if you win? That's the thing, if you make money, you will continue. Your odds are that you're gonna lose.
M5 But you're spending the extra money.
F *Agreement, its extra money*
R (INTERPRETATION) So you are talking about setting money limits.
M But when you are on a roll...you're doing really good, you'll continue.
R (C2 PROMPT) What else can you do then?
M2 Bring a friend so he can tell you to stop. *(laughter to this)*
M9 You gotta know what you are doing.
R (C2 INQUIRY) How do you know?
M9 You see it's not going well; its not fun.
M2 Its easy to say, but not easy to do.

(the girls at this point are laughing at the boys a little, because they are arguing. The girls have not joined the conversation much at all, and are regularly exchanging glances and rolling their eyes.)

M9 Its hard, but you just have to take your money and walk.
F1 Its just like when you are smoking and can't quit easily.
M9 Its up to each person.
R (C2 PROMPT) What else?
M2 Don't drink before, because then you will really go overboard.
R (C2 PROMPT) If you are with a group of friends who are betting, is it cool to say 'I don't want to spend money on that?'"
M5 If I don't have the money, I'll tell them I don't have the money. *(says this a bit insolently – meeting gaze of R, emphatic tone.)*
R (C2 INQUIRY) If you do have the money?
M5 It depends what it's for.

- R (C2 CLARIFICATION) So if there is something else more valuable that you want to spend your money on, chances are you aren't going to gamble?
M5 Yeah.
R (C2 INQUIRY) Is gambling a good way to make money?
M5 It depends if you are good at it. Because some people can just cheat it, and make money.
M2 The stock market. Its legal, but its like gambling.
- R (C2 INQUIRY) Do you think most people your age gamble responsibly?
M5 They don't know what it means.
R (C2 INQUIRY) If they were taught what it means, do you think they would?
(laughter, general agreement that no they wouldn't)
M5 Some people would. It depends on the person. If they don't care, they don't care.
R (C2 INQUIRY) How do you help someone care?
M2 Talk to them. Tell someone.
M5 Show them what its doing to them
- R (C2 INQUIRY) What can adults do for you guys to encourage you to do other activities that may be less damaging?
8F Go to the bars without gambling machines
M Don't have an allowance.
R (INTERPRETATION) So you are saying adults could not give you an allowance
M you still can borrow money or steal it *(louder, insistent)*
R (C2 PROMPT) What else do you think...if you were a parent...
M Talk to them about it
(agreement by others)
R (C2 PROMPT) How many of you have had parents who talked to you about gambling...*(pause)*...no one?..
(soft nervous laughter)
2M Well, maybe its because they trust us
9M They know we don't gamble. *(said defiantly, even gaze, firm mouth.)*
(agreement by others)
M Like if the parents see different behaviour at home, they see like, kids doing stupid things, they gonna go explain ...(sic)but if they see the kids normal...and everything is working out fine, then they trust
- R (C2 INQUIRY) So, do you think your parents trust you?
(Mixed responses: sure, No)
2M Parents have other things on their mind besides wondering if their kids are gambling
(agreement)
2M Yeah, but your kids are important too...you should...take care of them before you do anything else
- R Ok, how many of you have had parents who talked to you about drinking alcohol?
Long pause...
1F Well, my dad told me that you can drink but don't get drunk outside, because I'm allowed to drink at home
9M Yeah me too
9M If your parents don't let...you, then you know its not a big deal... its when they don't let you, then you're out looking for it *(girls at this point are saying silently to each other "what is he talking about")*

End of Session.

School A: Grade 11

I Baseline

- R** **Hands up if you've gambled...Ok 4**
- R** **Scratch Ticket?...(laughter)**
- M1 Those are addictive! *(smiling, emphatic)*
- R** **Ok, 2....**
- M7 That's not gambling, that's just a scratch ticket. *(joking, hand in front of face)*
- R** **What's gambling, to you?**
Nervous laughter, pause
- M7 Card games, slot machines, craps, blackjack, roulette...gambling with your life, Russian roulette.
- R:** **Right, that's gambling too. For the purpose of today, we'll define gambling as something you put money on without knowing if you'll get a return. So hands up again if you've gambled...**
Laughter – everyone except one person has put up their hand
- R** **Do any of you have friends/family members who gamble?**
Everyone nods or says yes, probably
- R** **What is worse, a problem with gambling or with alcohol.**
- Most A problem with alcohol.
- M1 No I don't think so. *(strongly)*
- M7 Because you're wasting money, which is the same as gambling... but alcohol causes a lot of health, family, self problems
- M1 Gambling can too. *(They are arguing with eachother.)*
- F6 Yeah, but you don't damage your liver
- M7 And usually gambling leads to drinking...because when you lose all your money you will go off to drink *Laughter*
- F5 And also gambling leads to depression
- M7 So does drinking – you're depressed so you drink.
- F2 I think its almost the same, the only thing is that drinking is not very healthy
- F5 I think gambling is really bad.
- M1 No, alcohol is worse.
- F4 Because drinking is bad from the beginning, it damages your liver. It takes a lot longer to get addicted to gambling.
- F5 And gambling in high school. Is not really serious...
- M7 You aren't being a high roller...
- R** **(INTERPRETATION) So you're saying that with gambling you don't have as many problems.**
- M1 Not at the beginning.
- F5 Yeah, it takes longer.
- R** **What does someone your age look like if they have a gambling problem?**
- F6 They are always saying "you wanna bet?"
- M1 They are always talking about how much money they owe.
- F4 Or how much they won.
- M7 Not usually. Usually a person with a gambling problem keeps it to themselves. One of my friends has a gambling problem. We found out because he was gone for a week...went to a casino for a week, gambling. He acts normal, you can't tell.

F2 We (teens) always have a home to go to. When you are older and you gamble everything, you don't have anywhere to go, but if you are young, we can gamble because we can go back home. But I don't think when you are young you can have a really serious gambling problem.

F6 But it can start.

R How do you know when someone has a gambling problem?

M1 When you lost what you started with – you keep going back and putting more money in.

M4 You start to depend on it. *(Agreement)*

R How many times do you have to go back before you know you have a problem?

F6 Till it smacks you in the face.

M1 I think you should stop before you start depending on other people.

R Are you saying you should never borrow from friends for gambling?

All Yeah.

F2 That's the first wrong step.

R So if you have a friend who's borrowing from other friends for gambling...

M1 The friends should see the problem, they should already tell them to stop. *Agreement*

II Perceived Social Norms

A. PEER GROUP

R (A1) How do kids start gambling?

M Role models, their parents gamble, friends gamble

F You can make easy money *(fidgeting, watching boys)*

M The want/need for money fast

R (A1 INQUIRY) How can you make money fast?

M You put in a quarter, you make a dollar. You keep going, you make more and more, then you end up losing it all. *(laughter)*

R (A1 INQUIRY) So how come people still do it if we know you can't make money?

M1 You can...if you know when to stop

M7 They gamble for the chance to win.

F4 And there's people who win.

F2 They lose everything

F5 They always want more

F2 You can't stop them

F It's an addiction *(laughter)*

R (A1 INQUIRY) Several of you have said you win but end up gambling it again and losing, so is it a viable way to make money?

M7 It's not viable, but it's a source.

R So if you are going out with your friends, what would make you choose something that could potentially cause harm to you (eg. Gambling, drinking) etc.

M7 But then again, you can win from gambling. *Laughter, but not all agree*

F2 Its more risky, its fun

M7 There's a rush *(Laughter, giggling, relaxed posture)*

F4 Yeah, there's a rush. You know you aren't supposed to be doing it, but you do it anyways.

M7 At our age, the chance of getting caught is the rush. *Laughter*

B. PERCEIVED SCHOOL MESSAGES ABOUT GAMBLING

- R (B1) Has anyone ever come into your school and talked to you [about gambling]?
 All No
- R (B1 PROMPT) How have you learned about gambling other than through family...what is the media telling you?
 F4 Movies...
Loud agreement, laughter
 F5 Commercials about casinos
- R (B2) What would happen if you were caught gambling at school?
 M They would probably make you stop
 F They would probably take them away
 M1 I don't think its allowed, but they don't do anything
Laughter, agreement
 M7 About three years ago we... a bunch of guys in the cafeteria used to...gamble all the time
 M1 My sister tells me about people in the 10th grade...they have a lot of debts because of gambling in school, playing with each other.
- R (B2 PROMPT) So you think there is a rule you aren't allowed to gamble?
 M1 Well, obviously there is. *(Smiling but rolling eyes)*
 F There has to be.
- R (B2 INQUIRY) But you've never been told what happens?
 All No
- R (B2 INQUIRY) What happens if you are caught drinking on school property?
 F Expelled
Agreement
- R (B3) If there is a rule, do you think the teachers should enforce it?
 Pause...nervous laughter...uncertainty
 F Is it illegal at this age to gamble?
 R *(nods yes)*
 F oh, well then yes, there should be rules enforced.
 M1 The teachers probably think that, but I wouldn't want that....I'm OK with it.
 R *repeats question*
 F2 Yeah obviously. *(looks up to ceiling, smiling)* If we have some addiction, they should stop it, before it spreads
- R (B3 PROMPT) What about just normal gambling (not problem gambling)?
 F2 Well, that's where it starts...the roots are in normal betting. "I bet you he's gonna win"....Friendly bets, when money is involved.
- R (B3 PROMPT) If the school was to enforce it, what should the penalty be?
 F4 Make some sort of punishment, but not really severe, not expulsions.
 M7 Just tell us to stop.
Agreement, laughter
 F6 Give them a detention first *(loudly)*...THEN suspension
- R (B3 INQUIRY) What should your school do if they catch someone drinking on the property?
 Some Just detention, I think a suspension etc. Laughter
 F6 Detention, that's minor. If you only get a detention for drinking on the property, there's going to be a lot of drinking

M7 Suspension as a warning, then if they get caught again, expelled.
 F6 Yeah.
 R **(B3 INQUIRY) Do people who get suspended usually benefit from it?**
 F No. *(agreement)* You just think of it as a day off. *Agreement, laughter*
 R **(B3 INQUIRY) So what would be a useful thing?**
 F6 In school suspension – that’s a punisher! Because it’s so boring.
Lots of agreement, laughter.

R **(B4) Are kids here afraid of being caught gambling?**
 All No... *(Laughter)*
 R **(B4 INQUIRY) Do you do it in a hidden way?**
 M7 No *(agreement)* we do it on the desk...in Ms. _____’s class.

C. UNDERSTANDING OF RESPONSIBLE GAMBLING

R **(C1) Have any of you heard of the term responsible gambling?**
 All No. *(loud laughter)*
 M1 Is there such a thing? *(said in earnest, but followed by laughter)*
 R **(C1 PROMPT) Not on the radio, TV?**
 All No.
 R **(C2) What would it mean to gamble responsibly?**
 F4 Know when to stop.
(Agreement)
 F5 Don’t put all of your money in one pot...spread it out
 R **(C2 INQUIRY) How do you know when to stop? Are you taught?**
 F You have to know when to limit
 M1 Some people don’t know when to stop...you have to be subconscious.
 M7 You are below what you started with and keep gambling to get it back.
 R **(C2 INQUIRY) Would you guys appreciate someone telling you when to stop?**
 M1 Yeah, but it doesn’t work. I’ve experienced it.
 R **(C2 INQUIRY) How do you tell yourself when to stop?**
 M7 When you have enough money
(general laughter)
 F5 You can also borrow money, though
 R **(C2 INQUIRY) Has anyone here borrowed money?**
 All Yes
 R **(C2 INQUIRY) Who do you borrow from?**
 F Friends
Agreement, laughter
 R **(C2 INQUIRY) Friends rather than family?**
 M7 You don’t really borrow from family, they just give it to you.

 R **(C2 INQUIRY) Have any of you not been able to pay your friends back?**
 All No...we always pay back...sooner or later
 M7 The more they say (no) the more you want to do it. *Agreement*
 M1 Adults can also teach us about gambling, why its so wrong. When they say “don’t gamble” you would do it just to see why not.
 F2 I think it’s the same thing as about cigarettes – everybody knows it kills you
Agreement, laughter

- R** (C2 INQUIRY) Is it helpful for people to tell you all the information about cigarettes?
- F6** No, its kind of annoying. *(shaking heads, no) Agreement, laughter.*
- F6** You know its bad for you.
- R2** (C2 INQUIRY) Why do you know its bad for you?
- M1** Everyone's been saying it! *Laughter, agreement*
- R** (C2 INQUIRY) Would it be helpful for someone to tell you the signs to look for if you have a gambling problem?
- F2** I think the good thing about cigarettes is that now everyone knows they can harm you, so if you are doing it you know you are killing yourself. If you didn't know, it wouldn't be fair. So if someone tells you how gambling can be (a problem), then its OK – its your problem, you know what you are doing.

End of Session.

School B: Grade 4

I Baseline

- R** Have any of you gambled before?
- B** No
- B** Once with my Mom...we were playing a game.
- B** I made a fifty cent bet with my brother.
- B** I bet 10\$ with my friend that ____ didn't exist.
- R** (INQUIRY) Did you get the 10\$?
- B** No.
- R** (PROMPT) Scratch tickets?
- B** I tried one once. (Agreement)
- B** It's a waste of money – I think they are fixed.
- B** ...at a baseball game, my Mom bought me one
- B** For special occasions my parents will buy a few lottos and give one to each person.
- R** So we're going to call that gambling, because... (explanation given)
- B** Are raffle tickets gambling?
- R** Yes. So how many have done raffle tickets?
- Everyone's hand goes up
- B** Just at school – I won something.
- R** (PROMPT) Bingo? ...4 hands go up
- B1** At my church there is a bingo night.
- B** In Australia, we stayed in a hotel where the top floor was a hotel and the bottom floor was a casino. I saw so many people in there 24 hours a day.
- B** In Las Vegas...my Dad gambled a teeny bit...while I was asleep. But only a teeny bit.
- R** How many of you have parents who gamble?
- B** Like who are obsessed? Or just buy a lotto ticket once a week.
- R** Not necessarily. It could mean just gambling a bit too...so about four of you. How many of you have friends that gamble?
- R** ...so two of you.
- B** My aunt has a gambling problem.

R (INQUIRY) Can kids and teenagers have a gambling problem?

All Yes (general agreement)

B Mostly kids because they don't really know what it can cause. They have a savings account and...they aren't responsible. At their age they shouldn't be gambling. (B smiles)(Betting) is easy for kids. And once you've done it once you want to continue. Adults are more responsible.

B Adults understand what's going to happen if they gamble too much. Teenagers don't care if they drink or gamble.

R Which is worse, a gambling problem or a drinking problem?

B6 Gambling – you waste all your money.

B5 Alcohol because you get drunk all the time, people don't like you, you smell bad, don't have any friends.

B4 Alcoholic – you hear about drinking and driving, car accidents. Gambling is pretty bad too, but its better to lose your money than your life.

B3 Both are really bad. Gambling you lose your money and don't have shelter or anything, but drinking - you might lose your life, or kill someone else.

B2 Gambling is worse – as soon as you do it once or twice you want to continue (moderation is possible with drinking.)

II Perceived Social Norms

A. PEER GROUP

R (A1) How do kids start gambling?

B On TV and movies, you often see gambling, so you think its regular – everyone does it. Just like violence.

B They make fighting look cool (on TV).

R So do you think gambling looks cool? Do they make it look cool?

All No. (shaking heads)

B. PERCEIVED SCHOOL MESSAGES ABOUT GAMBLING

R (B1) Do you think kids at your school gamble?

No, shaking heads

B Maybe. I've never seen it.

B I think older people – teenagers – they want money.

B Maybe at recess – there is only one or two teachers on duty.

R Do you think it's a good way to make money?

All No. – shaking heads.

B I think its very hard – you have only a 25% chance of winning. You have a better chance of being struck by lightning!

B Is the game Janitor considered gambling? (card game)

R (CLARIFICATION) There's a difference between just playing cards and playing for money – when you play for money, it's gambling.

R (B2) Are you allowed to gamble at school?

All No. (agreement)

B If the teachers catch you, you will probably get a Saturday detention, or get expelled.

- R (B4) Are kids your age afraid to get caught gambling at school?**
B They don't [gamble]...generally.
B They know the consequences but I don't think they know that if you get addicted you will lose all your money. They don't think its true.
-

C. UNDERSTANDING OF RESPONSIBLE GAMBLING

- R (C1 & C2) Have any of you heard the term "responsible gambling"? ... (yes) ... so three of you have. What does it mean?**
B Once my Mom went to a casino and brought \$20 and she won something, so she just played one more game and then she left.
B Responsible gambling is...buying a lotto ticket once a week. You don't really get into it.
B Putting only \$20 dollars on the table – not a thousand. Because its pretty hard to win something at a casino.
B I heard the term "responsible gambling" on a TV commercial (Vermont Lotto). I think it means don't waste your all your money on what they are trying to sell you. Save some of it.
- R (C2 INQUIRY) What would you do if you were playing a game and someone asked you to put money down on it? How would you be responsible?**
B I think if they asked me to put 2\$ down, I would tell them to save their 2\$ for something more valuable that you want. We could still play the game.
B It wouldn't be a big deal because its only 2\$.
B I wouldn't put down 2\$, I would only put down a quarter, just once.
B I would give them a lecture on how they can mess up their life!
B I just wouldn't play the game.
- R (C2 INQUIRY) What can adults do so that kids don't develop problems gambling?**
B Kids shouldn't gamble. One game can mess up your whole life because it leads to more.
B I think they should close all casinos and make them into something different where you don't lose money.
B I think parents shouldn't give their kids money (for gambling.)
B They could tell a white lie, a story about losing money when they were younger to gambling, so they couldn't buy a new bike and say "so if you want that game boy you can't gamble"...
B Parents should tell their kids not to gamble while they still live with them – only when they live in their own apartment they could be allowed to gamble. Then they will realize that it's not smart to gamble...
- R (C2 INQUIRY) How many of your parents have talked to you about gambling? (4 hands up)**
B My parents talked to me about drinking.
R (C2 INQUIRY) So, 4 of you guys' parents talked to you about gambling. How many have parents that have talked to them about drinking?...Everyone except one.
B I saw the movie "Pollock" – (Jackson Pollock died in a drinking & driving accident.)
B My dad limits his drinking – he takes one month each year where he doesn't drink at all. He doesn't want to get a drinking problem. You could do that with gambling.
R So that's drinking responsibly, right?

- B If you just use 10\$ on slots, that would be fine, but you can't do 100\$ because that's not responsible.
- B I think smoking is more serious than either gambling or drinking, because you can smoke 6 packs a day.
- B My parents told me that in Las Vegas there are gambling machines on the street, so kids could gamble on the way to their friend's house.

End of Session.

School B: Grade 7

I Baseline

- R Have any of you ever gambled?**
- B (giggling) (4 hands up)
- R So, four of you.**
- B But not in casinos, or anything, just at school, just for fun – just cards, not money on it.
- B Yeah, and those scratch things.
- B Played poker just with chips. (Agreement)
- B My grandma has bought me a lottery ticket
- R Have any of you guys ever done internet gambling?**
- B3 NO! (laughing, as if it were a ridiculous question)
- B Not with money.
- B4 If I am on the internet its usually for a research project.
- R Do any of you have friends your age that have gambled?**
- B Some kids were gambling for money at school at lunch hour, with cards.
- B During the playoffs we made bets about who would win. (Hockey pool)
- R What do you think is worse, having a gambling problem or an alcohol problem?**
- B Gambling (answered right away).
- B Drinking.
- B Gambling, because you can bet all the money in the world...
- B There's only so much alcohol you can drink. You can't bet your life on it.
- B Gambling is irreversible – once you lose all your money, its lost. At least you can recover from being drunk.
- B Neither one is good.
- B Drinking is worse, because you get dumber, then you could start gambling...less judgment.
- R How can you tell someone has a gambling problem?**
- B They look pale. They are all dirty because they are always inside gambling.
- B They are always in the casino.
- R Can you get a problem gambling without being in a casino?**
- All Yes.
- B Bingo
- B Internet
- R *Restate question*
- B They ask to borrow money.
- R (Clarification) So someone who has a gambling problem has lost all their money?**

- B Not necessarily, but maybe.
 B They might not be able to afford {basic stuff}
 B If it was one of our friends...they might not do their homework a lot, they might miss school.
 B They might avoid their parents.
 B If a parent has a gambling problem, you could tell by the child's personality. If your parents don't pay attention to you, you feel you need the attention from others.
 B For parents you could tell if they were supposed to be a house parent and they weren't home anymore.
 B For people {who gamble responsibly} they control themselves, how much they spend. But a person who has a gambling problem just stays there all the time.
 R **(INQUIRY) What does it mean to be addicted to gambling?**
 B It gets in the way of their normal dealing and things. You can't go on with your day.
-

II Perceived Social Norms

A. PEER GROUP

- R **(A1) How do kids your age start gambling?**
 B They see their parents.
 B I don't know.
 B From TV
 B I don't think it has to be organized – can just be betting with friends, risking something you have. It can start with betting raisins! There's the dreedle game, you win chocolate money.
 R **(A1 INQUIRY) If it starts with a raisin {for kids} what does it go to (escalate)?**
 B 20\$ tops. (laughter, agreement)
 B A toonie! (more laughter)
 B Or something not money, like a bike.
 B I think there's another way you can start gambling, because at my synagogue they have a "casino" after {special supper} where they play poker and blackjack.
-

B. PERCEIVED SCHOOL MESSAGES ABOUT GAMBLING

- R **(B2) Is gambling allowed at your school?**
 B Probably not. (agreement – no)
 B6 (checks rule book)
 B I haven't seen any gambling at this school yet – I've been here a year.
 B I haven't seen it in the 7 years that I've been here.
 R **(B2 PROMPT) What do you think would happen if you were caught?**
 B Well, if you are caught cheating there is quite a sever penalty so if you are caught gambling I think it would be the same thing.
 R **(B2 INQUIRY) What happens if someone is caught drinking on school property?**
 B Probably expelled or asked to leave school.
 B6 It says here...(reads rule book section on alcohol and consequences etc. – it says nothing about gambling.)
-

C. UNDERSTANDING OF RESPONSIBLE GAMBLING

- R **(C1) Have any of you ever heard the term "responsible gambling"?**

- B Officially in ads for the lottery, they have to say, to gamble responsibly, so that people don't gamble too much.
- R **(C2) How can you gamble responsibly?**
- B They could go not every day – once a week. Make a restriction. (agreement)
- B If they are gambling on a winning streak and betting all their money – they could resist doing that.
- B Have a budget. Don't risk your car or your house.
- B Just bring a certain amount to the casino.
- B Just go once in awhile, bring what you can afford.
- B3 Well, yeah (uncertain tone) its more exciting when you are putting more things on the line, and you can get more or lose it all.
- B If someone who didn't have a lot of money and was betting with their savings - it wouldn't be the same as someone who had much more money and was betting the same amount.
- R **How many have had parents that have talked to them about gambling?**
(Not many)
How many have had parents talk to you about drinking? (everyone's hands up)
What do they say about drinking responsibly?
(Laughter)
- B My parents sometimes give me a sip at home, to show me how to drink responsibly. Because if you are young, and you don't drink anything whatsoever, then its possible that when you are older you will crave it so much...that you'll want to drink a lot.
- B3 One time...when I was younger...I drank half a bottle of beer. I got really red and hot...I went upstairs and laid down on my bed.
Laughter
- B3 Well, you could say, you learn from your mistakes. (agreement)
- R **That's a good idea.**

End of Session.

School B: Grade 9

I Baseline

- R **How many of you have gambled?**
All.
- R **Have any of you ever gambled on the internet?**
- B Well yeah, but I didn't win...[describes game]...but not for money.
- B Its all false advertising. They say you can win a million dollars, but then with all the taxes...
- B Laughter: its still a lot of money!
- B NO, its not even that – they make you do all these things, but they know you are going to lose...
- R **Can gambling be a problem?**
(half say yes, half say no)
- B It can...if you go there a lot...your odds of winning always get smaller, because the casino doesn't do anything to lose money – they only make money.

- B3 I think its addictive. If someone has an addictive personality and he keeps gambling, he'll be used to it, and...have a gambling problem.
- R** **Ok, and now I want to hear from those of you who said it couldn't be a problem.**
- B No one our age would go and spend hundreds at a casino, and even if they did, we are at the age where we get into something and then get off it easily. [switch interests very quickly]
- B4 You can't get addicted to something if you don't have access to it [casinos]
- B And if you don't have the money
- B Its not like we get big amounts of money to ourselves. If we gamble it would be for small bets... like 5\$, but that's not addiction.
- B3 I know some people our age who are addicted to cigarettes.
- B Really? *(surprise)* I've never even thought about that.
- B2 At Telemarketing Canada, I was making a lot of money, and I can get into a casino. *(looks older than he is.)*
- R** **(PROMPT) What about gambling problems other than in a casino.**
- B Yeah, it doesn't have to be in a casino. Look at C [student, not present], he has a gambling problem.
- B He's an idiot. *(agreement, laughter.)*
- B Its not a problem if only one person's addicted.
- B He's not addicted, he just enjoys it.
- R** **(PROMPT) Can people get a problem without going to casinos?**
- B It's very rare.
- B I don't think you can get addicted...you can only bet so much on, say, a basketball draw.
- B You can get into it [gambling] but it won't do anything...
- B If you are winning money then its obviously not a problem -- if you keep on winning. If you are losing, we (teens) don't have enough money to make it a problem, so it won't become a problem.
- B3 Well that's when it becomes a problem, when you lose all your money.
- B But we don't have enough money...
- B3 Do you know how many times I've gone to the La Ronde and gone to the same (curses) thing just to try to win and I always lose?
- B I know, I hate the circle thing..
- B3 Yeah, exactly! You keep on going back, thinking you're going to win, and you keep losing and losing. *(Agreement – others have lost money on the same machine)*
- R** **How about scratch tickets?**
- B4 I used to buy those all the time. *(others also answering eagerly)*
- B Yeah, those are fun. *(lots of agreement)*
- R** **Do you know anyone who is addicted to scratch tickets?**
- B No *(others say no too)*
- B3 My grandmother. *(laughter)*
- B Our age? *(laughter)*
- R** **For any age, what do you think is worse, to have a problem gambling or drinking?**
- Several answers all at once: Gambling.
- R** **Why?**
- B4 Because drinking is bad for you, but people know its bad for you, so they can just stop. There is so much money spent on advertising against drunk driving - they are already

- working on how to eliminate the amount of drinking in the world...I don't know what I'm talking about (*laughter*)...but gambling they don't focus on, so I'd say gambling would be a bigger problem.
- B2 It becomes a big problem when they start gambling away their welfare cheques.
- B Don't they use the money from the casinos for [good causes]?
- R **A very small amount.**
- B With gambling, you play until you lose.
- B Even when you lose you want to make up that money...
- B Exactly – you are on a roll, trying to get back the money you spent.
- R **(INTERPRETATION) Whereas if you've had a drink, you are not really losing, because you've had it.**
- B Yeah, at least there is some kind of material thing that you're getting back. (*Agreement*)
If you lose, you lose.
- B3 So, just play until you lose.
(*Lots of talking eager discussion, for and against*)
- B He just said you get something back from gambling
- B No, I said you don't.
- B Depression...
They all agree – nervous laughter because they were arguing but they actually agree – gambling you don't get anything back.)
- R **What does someone who has a gambling problem look like? How can you tell?**
(*Laughter – some boys say "I don't know"*)
- B3 There's no appearance of anything.
- B4 They could be tired. Tired from gambling all night. Stay up all night.
- B ...being at the computer, her eyes look all tired...
- R **How can you tell from their behaviour?**
- B They get really agitated when they lose money, they are obsessed with money. (*Lots of people answering at once, general agreement*)
- B Everything revolves around luck – they bet on everything.
- B Its such an easy way to make money. (*laughter – he isn't serious.*)
-

II Perceived Social Norms

A. PEER GROUP

-Items missed

B. PERCEIVED SCHOOL MESSAGES ABOUT GAMBLING

- R **(B1) Are there any gambling education programs in your school?**
- All No (...*uncertainty, laughter*)
- B Actually, there was another one of these [gambling surveys] last year.
- B Well, actually, back to media - there is a lot of media [re: gambling] and it pisses me off because it pops up [on the internet] and its so annoying because you can't get it off.
- B Yeah, all this online gambling (*agreement – it is annoying. Laughter*)
- B You have to shut down your computer to make it stop.
- B Punch the monkey, win a million dollars!

C. UNDERSTANDING OF RESPONSIBLE GAMBLING

- R (C1) So have any of you ever heard of the term responsible gambling?**
General: No – (Laughter)
- B** That's when you only take 20 bucks, nothing else.
- B** But there's a limit to how much you can drink, before you pass out. But if you have \$500 bucks in your wallet [and you gamble] there's a chance you could spend it all.
- B3** There's a huge chance you could spend 500 bucks on alcohol.
- B** Yeah, but you pass out after [a smaller amount]
- B3** So what, you don't think about that when you are buying it.
- R (C2) So how can you gamble responsibly?**
- B3** We don't know.
- B** Bring a twenty. Don't bring a lot of money.
- B** What's the point? I know I am going to lose 20 dollars.
- B** You go to the casino knowing that you are probably going to lose money. There's a very small chance that you will win – they make it that way.
- B** A casino's not a charity.
- B** If you only use the money you win...
- R** **If you are carrying 500 bucks and you say you are only going to use 20...will you use the rest?**
- B** You can't do that.
- B** Don't take the rest. Just take the 20.
- R (C2 PROMPT) So what are some strategies to gamble safely?**
- B** You don't have to gamble.
- B3** Only gamble with the profits that you get.
- B2** There are some smart gamblers that count cards...you have a better chance *(some agreement)*
- B** No, don't they play with four decks...
- B2** If you are good enough to count cards, and know techniques...
- R (C2 CLARIFICATION) So you are saying there are strategies?**
- B** You can cheat.
- B** How?
- B** Bring your own dice.
- B** They don't let you.
- B** You can watch on the slot machines...and see when someone hasn't won on a machine for awhile, and go and play there.
- R** **So that's a strategy on how to win.**
- B** Yeah.
- R (C2 PROMPT) So does anyone have any more ideas on what gambling responsibly is, not gambling to win?**
- B** Oh. – (they thought the question had been on how to win money.)
- B** You have a limit on how much you are going to lose. You have a net profit, your net overall loss, when you get to your limit...then...*(pause, laughter, no one knows)*
- B** Then you walk away.
- B** I think you have to go with the mindset "I'm expecting to lose \$20."
- B** And if you win, then you're going to keep on going.
- B** So, you use the money that you won. You won't lose any more [than what you came with.]
- B** So, lets say you lose the money that you won, then you're going to
- B** *(Interrupts – they are arguing)* So then you stop!

B So you used the 20 for three hours, you break even, you got in for 3 hours, and you had fun.

B3 Or you use the money you win on drinking.

R (C2 INQUIRY) Have any of you had parents that talked to you about gambling?

All No, never (*quiet*)

R What about drinking?

B Yup. (*Agreement – everyone*)

R Have they talked about drinking responsibly?

B2 Yah, they told me. (*agreement*) They fed me shots until I puked.

B I was in Grade 7. (*Laughter*)

Break in recording...

B Parents make such a big deal sometimes about not drinking, not gambling, that sometimes kids want to do it just to piss them off. (*Agreement.*)

B2 But if they don't make a big enough deal out of it, then kids won't care, they'll do it anyways.

B They have to not say too much.

B Just right.

R How do you get it just right?

B Don't know.

B2 If the conversation is starting to piss me off...(*agreement*) then its enough, and if the message doesn't sink in then its not enough.

B4 But I don't think that messages can sink in. We can be suggested stuff, but we make our own decision.

B3 Once in a while with really graphic messages [it sinks in]

B Yeah, but other than that, we can make our own decisions about what we want to do. If we want to gamble, its really our own decision. I don't think people who talk to us can stop us.

B2 It depends who you are but usually you get your money from your parents. So if they want to cut off your allowance...

B3 Yeah, that's true.

B If you work, they [parents] could manage your money for you.

B I don't think you have to wait to get money [from your parents] to go gamble. I don't think it's a matter of...There's enough way to have money to buy a scratch ticket. You could just borrow it. Its easy. (*agreement*)

B Do telemarketing for an hour and make a sale.

B There's enough ways to make money that its our own decision. And we can suggested not to do it, but its really the person' own decision, how they control themselves.

End of Session.

School C: Grade 9

I Baseline

- R** **Has anyone ever gambled?**
B Sometimes.
R What kind of gambling have you done. Ok, I'll go around in a circle.
B1 I once gambled with my father betting 50 bucks on a boxing match.
R **How old were you?**
B1 Fifteen
B2 Sports bets, like hockey games, baseball, football. Just with friends that don't go to this school
B3 Sports, poker, blackjack.
R **And you put money on those games?**
B3 Yes. And darts also.
B4 Sometimes dice games with friends, but not much gambling
R **For money?**
B4 Sometimes, but not often.
G1 Nothing with money, no.
B5 Cards, sports, with my father's friends.
R **Scratch tickets, lottery?**
 I do that all the time – (several voices, male)
B Just Mise-o-Jeu.
R **And you buy tickets every week? (to other boys who answered)**
 Yes (several boys) the dollar kind.
B1 You need to be 18, eh?
B No you don't
B1 Yeah, you do. (argue about this for a minute)
B You can ask for them and they don't care.
R Legally you have to be 18.
R **(to girl) Do you have any experience with other kinds of games, like bingo, scratch tickets etc.?**
G1 Yeah. *(laughing nervously)*
 (Bingo – snickers – "its for old people")
G1 I played poker sometimes – strip poker. *(Not for money)*
- R** **Does anyone know someone that has a problem with gambling?**
B There is someone in my family who has a gambling problem. I don't know who he is, I just know he has a problem. My father told me about him.
- R** **How do you know when someone has a gambling problem?**
B *(quick to answer, joking tone)* They've lost all their money and they're living in the gutter.
B They go to the casino a lot. (Agreement)
R **Is there a way to know before they've lost everything?**
B Yeah, they are gambling a lot.
B They gamble a LOT of money.
B Yeah – they bet a lot, they win, they lose a lot, then they start again.

- R** Can people your age get a gambling problem?
All Yeah
B Yeah, just like people our age can get other problems.
R How do people your age get a gambling problem?
B3 They gamble too much.
R On what kinds of things?
B1 Well, if they have a lot of money, they're just playing cards...
R Do you think some kids your age have problems with gambling?
B* No.
B I'd say yes. I know someone our age [who has a problem]
R How can you tell?
B This guy wears rags, lives on the street, has no money whatsoever...plus he's told me he has a gambling problem.
B Don't believe everything you hear!
B Let me guess, A.?
B No, that guy's just a hobo.
R Do any others of you know of anyone with a gambling problem?
B* Nope. (silence.)
R So, just two of you then....
- R** What's worse, having a gambling addiction, or an alcohol addiction?
All Alcohol (said together, almost unanimous.)
B It screws up your brain. You lose a lot of cells.
B Its probably about the same. (agreement)
B Because with no money you'd be out on the streets...
B And you'd be drinking alcohol! (Laughter)
B Yeah, but with alcohol you waste your money and screw up your brain, but with gambling you just waste your money.
B But with gambling you'd be living on the streets.
R OK, so some of you are saying alcohol, some gambling, some both.
-

II Perceived Social Norms

A. PEER GROUP

--section missed

B. PERCEIVED MESSAGES ABOUT GAMBLING

- R** (B1) Have any of you seen educational programs about gambling at school?
All No (laughter- this question was funny to them)
- R** (B1 INQUIRY) What do you think, from what you see on TV, movies, the media...what is the main message about gambling?
B They say its good. Commercials form Casino Montreal say you're going to win a lot of money. Then you go and you lose everything.
B That Vermont Lottery commercial (Yeah! Laughter, Agreement – "I was about to say that") says don't spend too much, don't waste too much or you can end up losing everything...but they say spend enough.
R So how many have heard that Vermont commercial?(almost everyone) What do you think about that message, compared to commercials that just say 'come and play'?

- B It doesn't really make a difference, because they are just saying that so people will think this is a nice gambling company. (Laughter)
- B I don't really think commercials make an impact. Because if you are going to gamble, you will gamble anyways. It doesn't matter what they say.
- R **(B2) Are you allowed to gamble at school?**
- B* No, but we do.
- B You aren't allowed to gamble anywhere, except in casinos, right?
(Disagreement – other kids don't think this is true.)
- B* I do it every day! (defiantly, laughing)
- B The school never told us we're not allowed. They never said we're allowed, either.
- R **(B4) Are people your age afraid to gamble at school?**
No (quick responses - laughter)
- B Well, what's there to be afraid of.
- G1 I know.
- R **If your school had a policy...like drinking...**
(Nervous laughter)
- B Well, no one gambles at school.
- B* They do gamble for cards.
- B You guys used to gamble for the foosball. (laughter)
-

C. UNDERSTANDING OF RESPONSIBLE GAMBLING

- R **(C1) Have any of you heard the term "responsible gambling?"**
- B No. (*Immediate answer*)
- B I think so. Once on TV.
- R **(C2) What would the term responsible gambling mean to you?**
- B If you carried a certain amount of money with you, and only waste that much. You carry a thousand bucks and say you are only going to play with that. Normally it doesn't happen like that –you lose a lot more.
- R **(C2 INQUIRY) What are other ways that adults can play responsibly?**
- B Use their head. Think.
- B Gamble with friends and don't bet money.
- R **Then you aren't really technically gambling.**
- B Bet low amounts.
- R **(C2 INQUIRY) Are they the same things that people your age can do? (Yes.) Yeah, same rules can apply, right? Do any of your friends gamble responsibly?**
- B* No. (quick, matter of fact.) (agreement)
- R **Why?**
- B Because they never win against me. (Laughter) They don't use their head. They just give away money. You have to win.
- B They're all rich, too.
- R **(C2 INQUIRY) Do you think people with more money have a bigger problem with gambling?**
- B Yes. (Agreement)
- B Yes and no.
- B They have more money to spend.
- B They also think "oh well, I lost a thousand bucks, I have ten million more."

- B But gambling's not even a big problem – there are a lot of other big problems.
 B* Yeah I know (agreement)
 B Hospitals should set up a casino where all the money goes to the hospital funds. (Others scoff at this – “no”)
 B I think that if someone has gambling problems its their own problem.
- R Have any of you had parents that talked to you about gambling?**
Immediately “no” from several, with laughter. Then some say yes.
- B I gamble with my entire family.
 B I gamble with my dad.
 B My parents encourage me to gamble so it doesn't matter. (Laughter)

End of session.

School C: Grade 11

I Baseline

- R Have you gambled?**
 B Yes. Mise-o-jeu, bingo, blackjack.
R And you put money down?
 B Yes, on blackjack.
 G I buy those little cards – scratch tickets.
 G2 Scratch tickets
 G3 I just do the lotto.
R Pick numbers? At the dep? [depanneur]
 G3 Yes.
R How do you know if someone's got a gambling problem?
 G They compulsively have the tickets and waste their money
 G And then eventually they have to go and live with their parents or something
 G They steal from other people because they've run out of money.
 B They waste their paycheques, or allowance, or other money they have for income.
 R Do any of you know anyone who has a gambling problem?
 G No
 B J. (boy, not present) has a gambling problem.
- R Can teenagers get gambling problems?**
 All Yeah.
 R How could you tell if one of your friends had a gambling problem?
 G1 The way they carry themselves...the way they present themselves.
 G2 (to G1) The way they look? You can't really tell! You have to really know them.
 G1 Yeah, but if someone is so broke...they have torn clothes
 G2 They could have all kinds of problems – it could be alcohol or anything like that..
 R How about one of your friends?
 G The way they are acting.
- R What do you think is worse, having a drinking problem or a gambling problem?**
 G Drinking. (agreement – it can kill you)

- G But some people die anyways, they kill themselves because of the amount of money they owe people. *(agreement)*
- R **What is easier to get addicted to? Gambling, or drinking?**
- G It depends on the person.
- B Drinking. Cause its cheaper to do and more accessible.
- G With gambling, there's a chance you could win, a chance you could lose. With drinking there's a chance you could get really sick. I think they are both equally addictive.
-

II Perceived Social Norms

A. PEER GROUP

- R **(A1) How do kids start gambling?**
- G Influenced by TV? *(another girl whispers maybe)*
- B They want to make money.
- G They see their friends doing it...other people doing it.
- R **(A1 INQUIRY) Where is that, usually? At school? Off-time?**
- G At school, outside of school...parents.
- G Family members. It depends on the person – their uncle, brothers...
- R **(A2) Do you think there is a lot of gambling at school?**
- G No. *(several people say no)*
- G Certain people.
- G Not in school, during school hours on their own time. Not on school property.
- G You never see a random person just have a bingo ticket. Never.
-

B. PERCEIVED MESSAGES ABOUT GAMBLING

- R **(B1) Have any of you had education programs in your school about gambling?**
- G No
- B No
- R For alcohol?
- G We watched a movie, though. A special about some kids who gambled in school – dice games. It was stupid. *(the movie)*
- R **(B1) Do you know if your school has a gambling policy?**
- B I don't think they allow it.
- G There's one for alcohol...do they have one for gambling?
- No one really knows.*
- R **(B2) What would happen if you guys got caught gambling, playing a game with money on it?**
- G They'd talk to our parents *(agreement)*
- G Yeah, like we're going to listen to them...*(sarcastically)*
- R **(B3) What should happen [when a teacher catches someone gambling] – what's fair?**
- B Its just a game.
- G Yeah. I'm sure they do it too.
- R **(B4) You don't think they should do anything?**
- G Unless they find out you've got a real problem with gambling, they should try and get you help...
-

C. UNDERSTANDING OF RESPONSIBLE GAMBLING

R (C1) Have any of you heard of “responsible gambling”? In the media?

Pause – several clarifying questions from students

Confusion

G Not really.

B Drinking is a bigger problem than gambling. *(agreement)*

G Yeah, but you can get to the point where you don’t have any money left, then you’re screwed.

R (C2) How do you think people, either adolescents or adults, can gamble safely?

G Only go in with a certain amount of money. When you are done, that’s it.

G And what you win, you keep, put it aside.

G And what you lose, you drop it.

B If you go to a casino, only bring as much money as you want...don’t bring your wallet, your bank card, your credit card...and if you lose, leave.

R Any other ways? *Quiet*

G Just for fun.

G If you go with friends or something...social get together

R (CLARIFICATION) So if it started to be not just for fun, would that be a way to tell someone was getting a problem? If they had to go out?

G Yeah *(general agreement – “I’d say it was a problem.”)*

R (INQUIRY) How do you know when you HAVE to do something? When you say you “have to have a drink”, or “have to have a cigarette?” What is that in you?

B Its an addiction.

G You can’t think of anything BUT it ... *(agreement)*

G You can’t get your mind off it.

R So how can you stop?

G Do something else.

R Before it happens?

G Try to do something else *(two girls say this)* Get your mind off it. Go for a walk.

B To get control over yourself.

G Think of what you would rather spend your money on. Like your kids...

G Think of all the bad things that could happen to you if you spend all your money...

R Have any of you had parents who have talked to you about gambling safely?

G Do it in control!

R Your parents have talked to you about that?

G Not really. I’ve never actually gambled, except with buying lottery tickets.

R Anyone else? *(silence)*

R Have any of your parents talked ot you about drinking safely?

B Yeah, sure. *(agreement)*

R Any other comments?

G I think that if they make a big deal about alcohol, they should make a big deal about gambling. They don’t make as big a deal about gambling – they should.

R Why?

G Because! They don’t ever tell you about gambling...[how serious it is]. They don’t think about gambling, leaving your kid at home to go gambling...

B More people die from alcohol and drugs.

End of session.