

Gaming and gambling in children and young people



Mindful Resilience Journey: A practitioner's guide

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Workshop Outline

Introduction

- What is mindful resilience?
- Who is experiencing harm?

Mindful: Pause & Observe

1

- Context of gaming/gambling
- Barriers to support



Resilience: Assess & Take Action

2

- Signs of harm
- Assessing need



Mindful Resilience: Bringing it all together

3

- Having the conversation
- Apply Mindful Resilience in your role
- Next steps



Introduction

Describe Mindful Resilience

Explain the impact of problematic gaming and gambling



What is Mindful Resilience?

**Mindful:
Pause &
Observe**

**Resilience:
Assess
& Take Action**



**What challenges do you
think children and young
people face from gaming
and gambling?**

**What challenges would
you face discussing
gaming and gambling
with young people?**

Those who are experiencing harms

Gaming

- Exact number not known
- Those getting help is likely to be fewer than gambling
- Gaming is less established as a problem

In the UK:

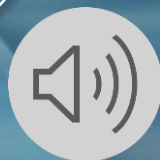
Internet Gaming Disorder (IGD)
1-10%
48% reported impact at
university

Gambling

- Only 3% of those with a gambling problem are getting help.
- Although recognised more than gaming people are still being missed.

In the UK:

1% to 5% of CYP are harmed
by gambling
16% university students have
problem or at risk



are being missed



Consequences of Problem Gaming & Gambling

Emotional and mood difficulties

Neglect of other activities/commitments/self care

Impact on social activity

Impacting on work/education/attainment

Impact on physical and mental health

Isolation, breakdown in relationships/support networks

Debt, financial difficulties/ chasing losses

Suicide

Part 1: Mindful - Pause & Observe



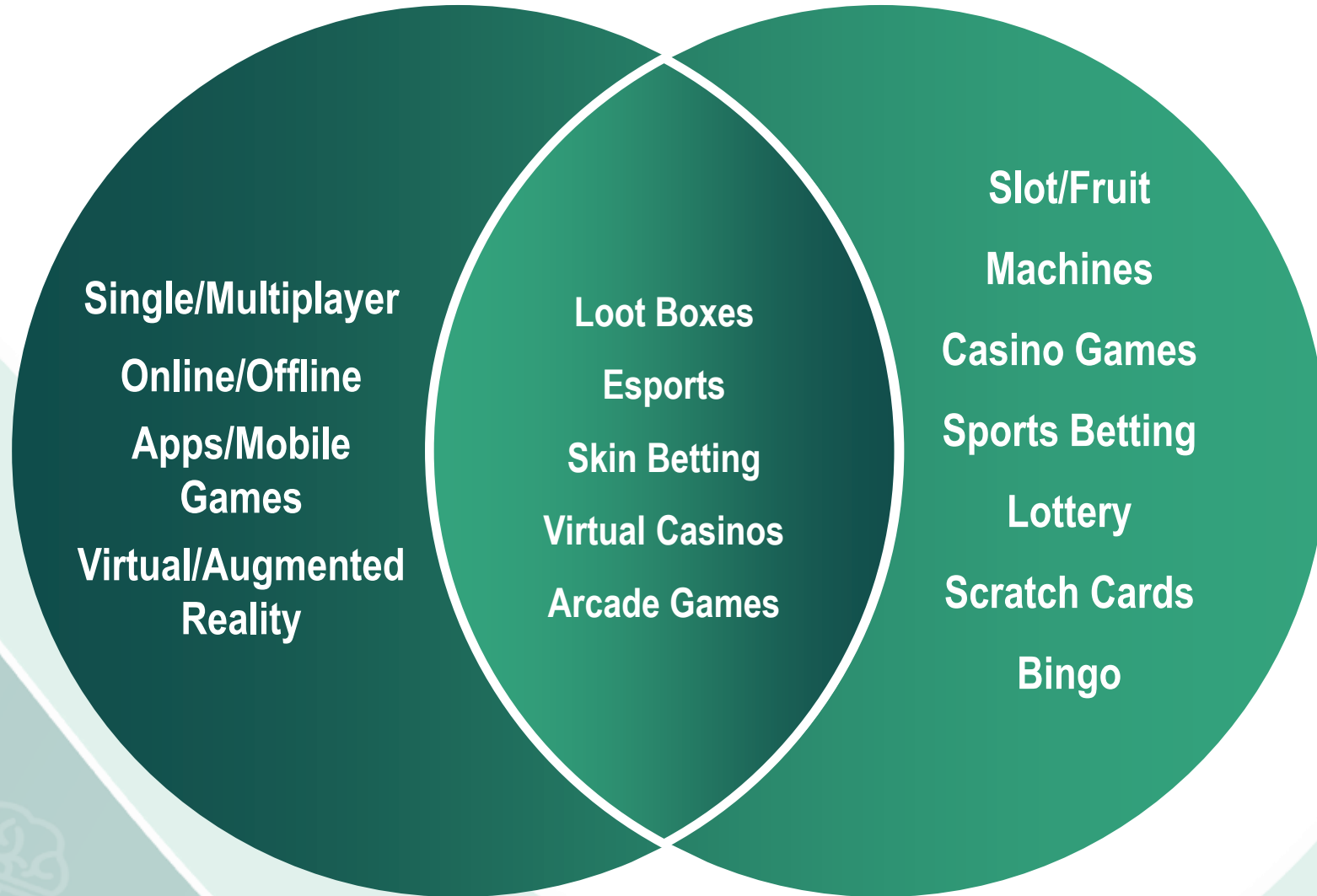
Describe the context in which problematic gaming and gambling exists
Encourage the breaking of barriers
Explain the need for a change in practice to enable wider support
Take a balanced approach, acknowledging the positives and negatives



What does gaming and gambling look like?



- Skill based
- Achieving goals
- Within the world of the game
- Addiction debated



- Wager £/items on event
- Uncertain outcome (chance based)
- Intention win money/things
- Can be an addiction



Observe: Starting Gaming and Gambling



Hobbies/Interests commonly start from a young age: with family, friends, and local community



Observing the actions of other people influences learning and guides behaviour



Early experiences with gaming and gambling can predict future harms



Observe: How Popular is Gaming and Gambling?

UK 2019



Industry

Gaming: £5.35 billion
Gambling: £14.3 billion



Population

Around half the population
(between 30-33 million)



10-16 Year
Olds

Gaming: 93% (10-16yo)
Gambling: 11% (11-16yo)



University
Students

Gaming: 88%
Gambling: 47%

Per Week



Gaming: 4-12hrs (3-15yo)
Gambling: £17 (11-16yo)



Pause: Why is it Popular & Protective Factors



Emotional Factors

- ✓ Mood Change (i.e. fun, exciting)
- ✓ Control
- ✓ Accomplishment



Cognitive Factors

- ✓ Challenge (i.e. intellectual)
- ✓ Achievement
- ✓ Learning
- ✓ Planning & Strategy

Social Factors

- ✓ Social Status and pride/ego
- ✓ Bonding and Connection
- ✓ Competition



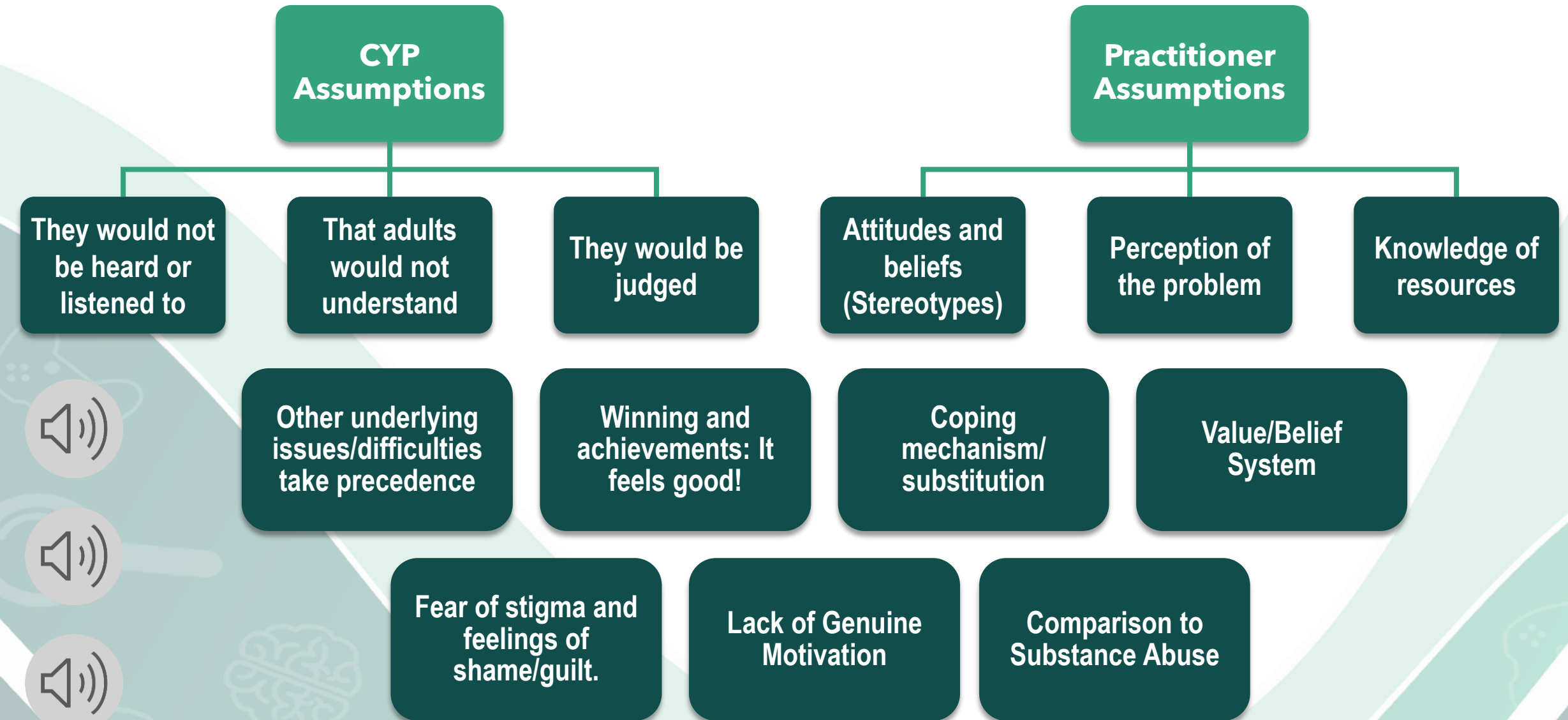
Behavioural Factors

- ✓ Distraction for other life stresses
- ✓ Having boundaries with play
- ✓ Suspension of reality
- ✓ Flow





Barriers to Engagement





Roleplay



- What are the signs & symptoms Freddie presents with?
- What barriers are present with Freddie and the GP?
- How would we know that Freddie may have been close to feelings of suicide in this consultation?



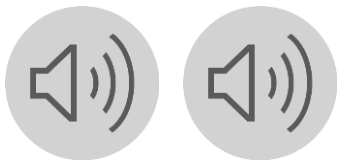
Roleplay Summary



- Medication-focused approach is often the extent of a treatment plan
- CYP often presents with symptoms rather than being open about addiction
- Language and reaction of the practitioner can feed into feelings of shame, guilt and self-stigma; all barriers to support



Barriers & Their Consequences





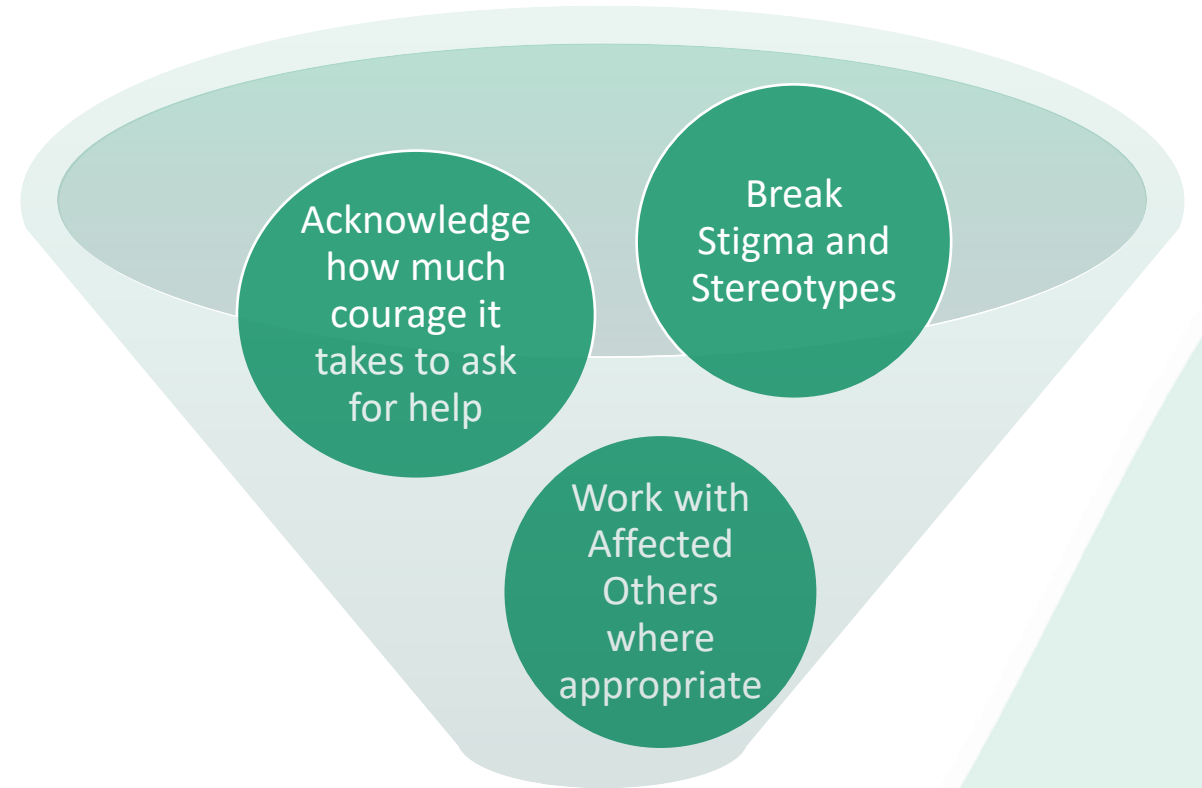
Culture Shift and Breaking Barriers



Who here has (been) asked about smoking and drinking habits?

I don't think it's any different to alcohol or cigarette addiction... If we deal with these on the NHS... then why shouldn't we deal with gambling addiction too?

GP



When will you ask?

Break



Introduction



Mindful: Pause & Observe



Resilience: Assess & Take Action



Mindful Resilience: Bringing it all together



Part 2: Resilience – Assess & Take Action



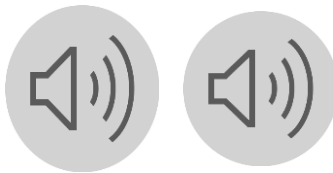
Identify factors which increase vulnerability/risk for CYP

Define behavioural addiction

Apply concepts related to behavioural addiction when assessing risk



Cognitive Distortions



Gambler's Fallacy

Selective Attention

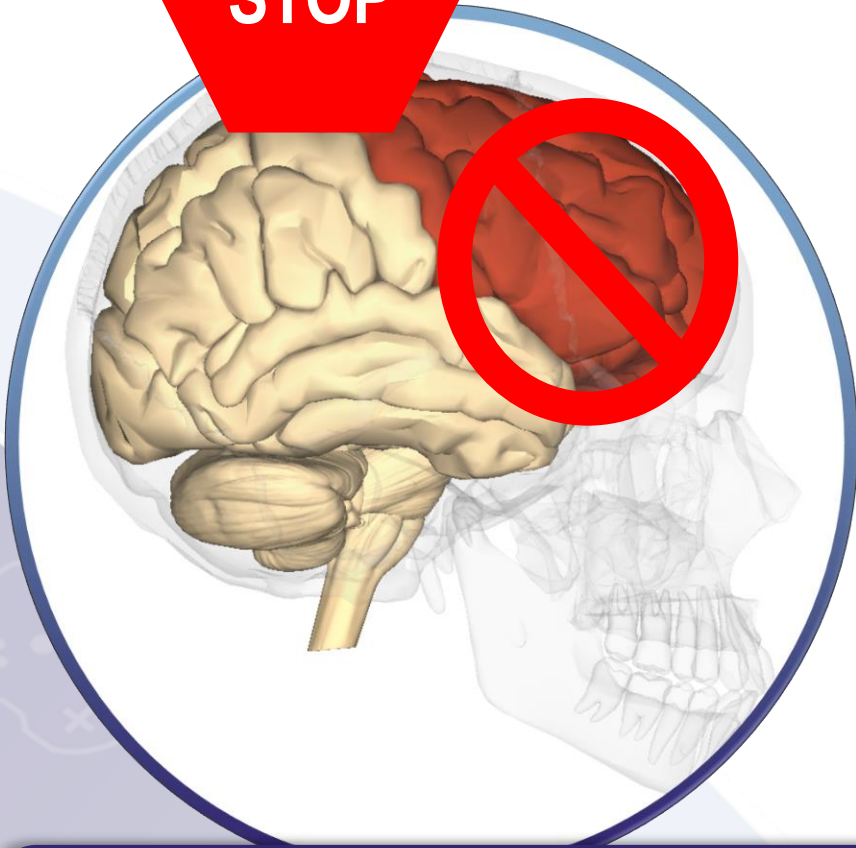


If they think/don't think
they have problem

Misattribution of
Skills



STOP

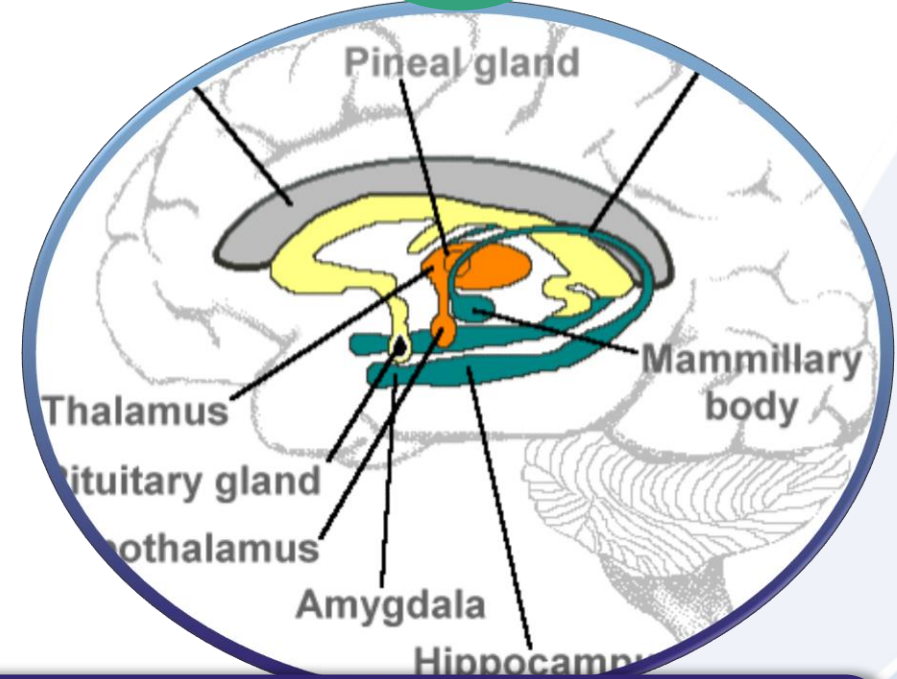


Frontal lobes

Associated with higher order brain functions such as decision making, impulse control



GO



Limbic System

Associated with emotional responses such as fight or flight, risk taking, and aggression



Aladdin's Cave

You have just found Aladdin's Cave:

- What kinds of things would your Aladdin's cave be filled with?
- What do you want and desire?
- Can be: food, cake, shopping, sex, porn, likes on social media, Netflix, alcohol, cigarettes, coffee etc.
- Consider the items/things you desire and crave the room is filled with these things

How would you react?

Have a bit of what you like then leave?

What if you no longer like it but feel compelled to stay?

There are differences between us all





Behavioural Addictions in the UK



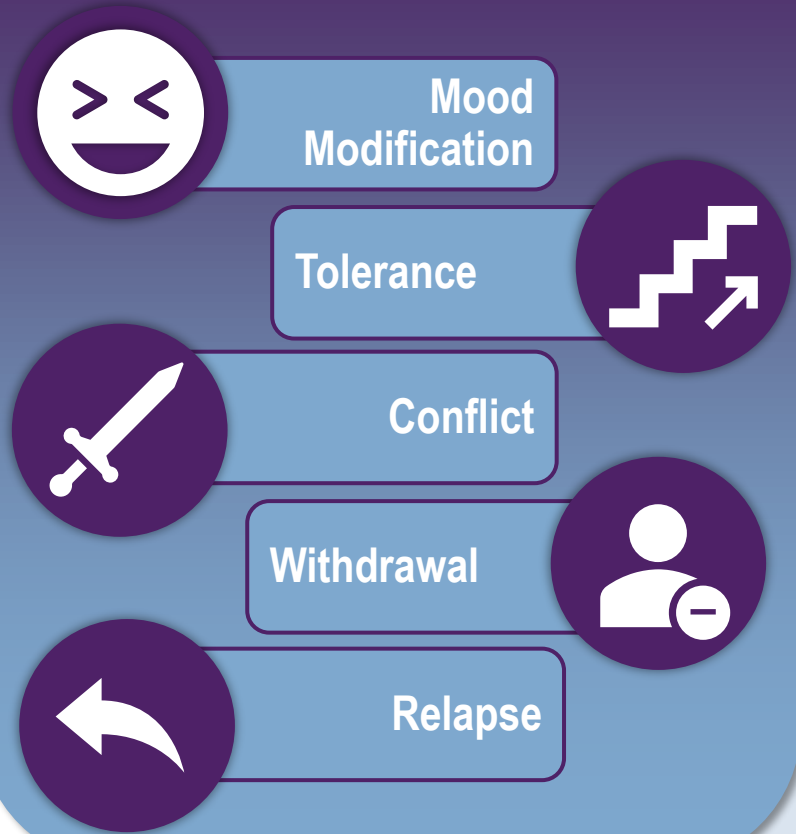
NHS Reports 1 in 3 people have an addiction (substance or behavioural)

Behavioural addictions are what people do rather than what they take into their body

? Gaming – some debate
✓ Gambling

- It is important to offer those with difficulties the correct help
- Disordered gaming has responded well to addiction treatments

Griffiths' Characteristics of Behavioural Addiction



Observe - Motivations

Why do some choose it?

Healthy

- Understand the chance element
- Wanting suspense of reality
- Feeling mostly positive emotions
- Feeling they want to do it
- Wanting to win
- Going in having set boundaries and limits
- Completing other commitments and fitting gaming and gambling into their lifestyle

VS

Unhealthy

- Chase their losses
- Escaping from Reality
- Feeling mostly negative emotions
- Feeling they have to do it
- Needing to win
- Going in without set boundaries and limits
- Prioritising gaming and gambling over other commitments and not fitting them into their lifestyle



Assessing – What are we trying to achieve?

- Prevent harm – ask where appropriate
- Offer responsive identification of harm and access to treatment
- Ensure appropriate support through informed discussion and a considered response
- Avert crisis and suicide – screen & co-working between services



Signs of Harm



Health

Self-neglect
Poor Diet
Low Mood
Depression



Financial

Poor budgeting
No money for
essentials
Borrowing
Fraud
Theft



Relationships

Broken Promises
Hiding Problems
Isolation
Lower Intimacy
Arguments
Mistrust
Deception



Leisure/Social

Interactions
limited to
gambling bubble
Hours lost to
gambling
Erosion of social
development
skills



Work/Education

Poor Attendance
Lack of Focus
Decline in
Standard of Work
HR Concerns
Disciplinaries
Dismissal

Risk Factors to Look Out For



Technology

Access
Game Design
Marketing



Financial

Large Losses
Big Wins
Debt
Costs



Individual

Escapism
Maladaptive
Problem Solving
Cog. Distortions
Transgender
Neuro-
developmental
Conditions
Personality Issues



Environment

Peer Pressure
Social Group
Enablers
Modelling

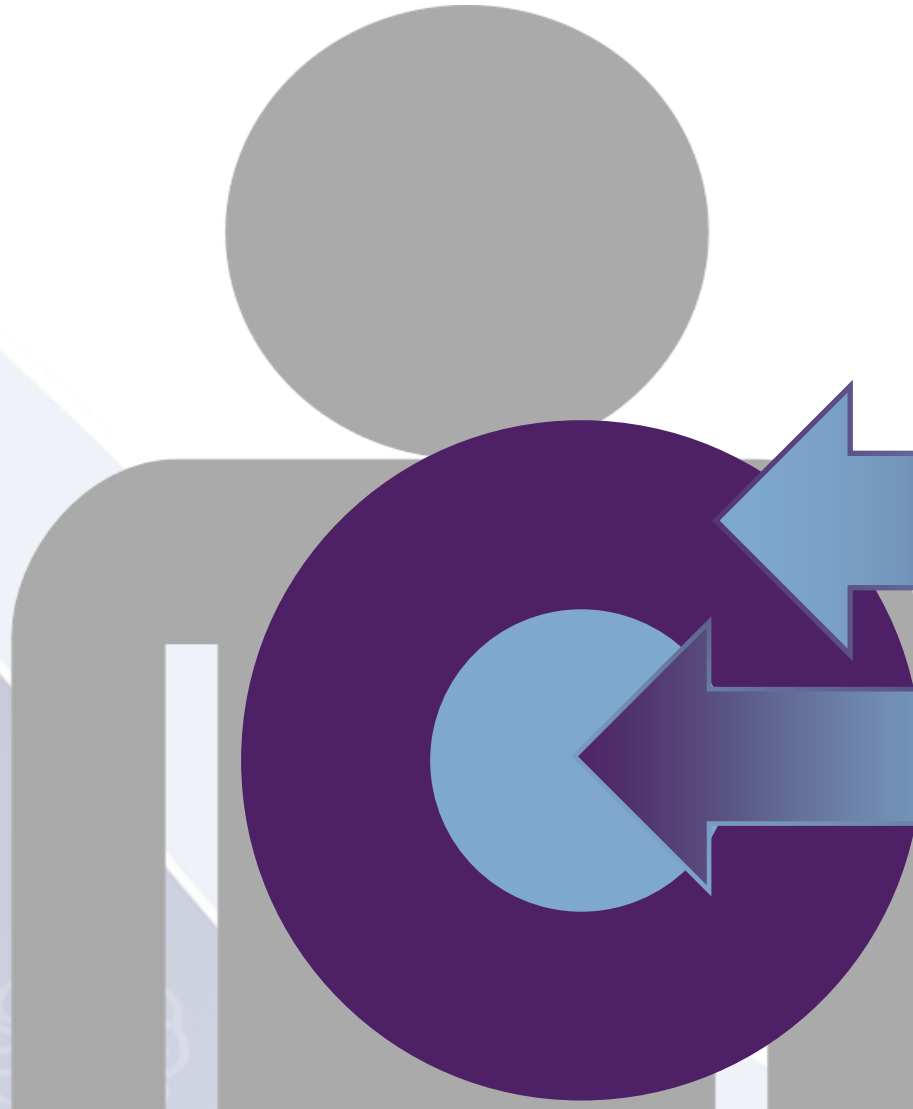


Social

Cultural/ Religious
beliefs
Socio-Economic
Background
Genetic Risk
Factors
Pandemic/
Lockdown



Core or Symptom



Symptom of the problem: some may have other difficulties which are manifesting as gaming and gambling behaviour.

Core of problem/addiction: the gaming and gambling is the main difficulty.



Risk according to whom?



Part 3:

Mindful Resilience – Bringing it together



- Engage CYP in conversations about gaming and gambling related harms
 - Assess risk and create a plan
 - Signposting to support and resources
- Create actions to apply Mindful Resilience to your practice

Empowering CYP – Bringing them with you



Conversation

Seen and heard

Age appropriate

CYP not a puzzle to
be solved – few
pieces at a time



Engagement

Take a balanced
approach

Attitude & behaviour
have influence

Contain distress &
carry the hope



Assess

Assessment as
observation

Guided self-discovery

More than screening



Signposting

More than information
sharing

Care about concerns

Choice and Control

Affected Others



Affected others may be the ones coming forward & CYP may not directly talk about it (even when asked)



Roleplay



- What aspects of this consultation demonstrate a Mindful Resilience approach? (Pause, Observe, Assess, Take Action)
- What tools and language did the GP use to get the information needed to effectively support Christina?
- What kind of impact do you think this approach will have on Christina and her Children?



Roleplay Summary



- Observe the tools used by the Practitioner to enable Christina to feel contained and safe
- Safeguarding considerations of CYP's & Christina
- Process of containment



Bridging Support



From Point A:
Experiencing
difficulties
and/or asking
for help

Limited Window

To Point B:
Accessing help
and getting
support

Point A can be a tipping point which opens a window where they seek support, but this window can close very quickly, which makes it vital that HCPs provide a bridge between CYP and Support



I have noticed this
is important
to you

Is there anything
you would want to
change?

What's the best
bit? Why?

What do you like
about it?

What does it give
you that other
activities don't?

Effective Discussion

What do you
remember about
the last game you
played?

Can you tell me
in a sentence/or
a few words...



Take Action - Building a Plan

Always provide the CYP or Affected Other with a Plan

Key Points:

- ✓ A collaborative process
- ✓ Summarise with CYP's words and take a balanced approach
- ✓ CYP to 'fill in the gaps' that might have been missed
- ✓ Containment
- ✓ Next steps
- ✓ Identify barriers

	Low Time	High Time
Low Risk	Simple Actions Consider Protective Factors Closed Questions Signposting (Given) Education (give resources)	Actions & Goals Discuss & Identify Protective Factors (+ Support Network) Open Questions Signposting (Engage) Education (resource engagement)
High Risk	Open & Closed Questions Signpost (Give)/Self-Referral Follow-up Appointment Treatment (connect to services)	Open Questions Signposting & Supported Referral Discuss & Identify Protective Factors (+ Support Network) Actions & Goals Signposting (Engage) Follow-up Appointment



Roleplay



- How does the practitioner build rapport?
- What kind of impact do you think this session will have on Chloe?
- Reflecting on the previous roleplays, when an individual presents with multiple issues, think about how Mindful Resilience helps prioritise and address these



Roleplay Summary

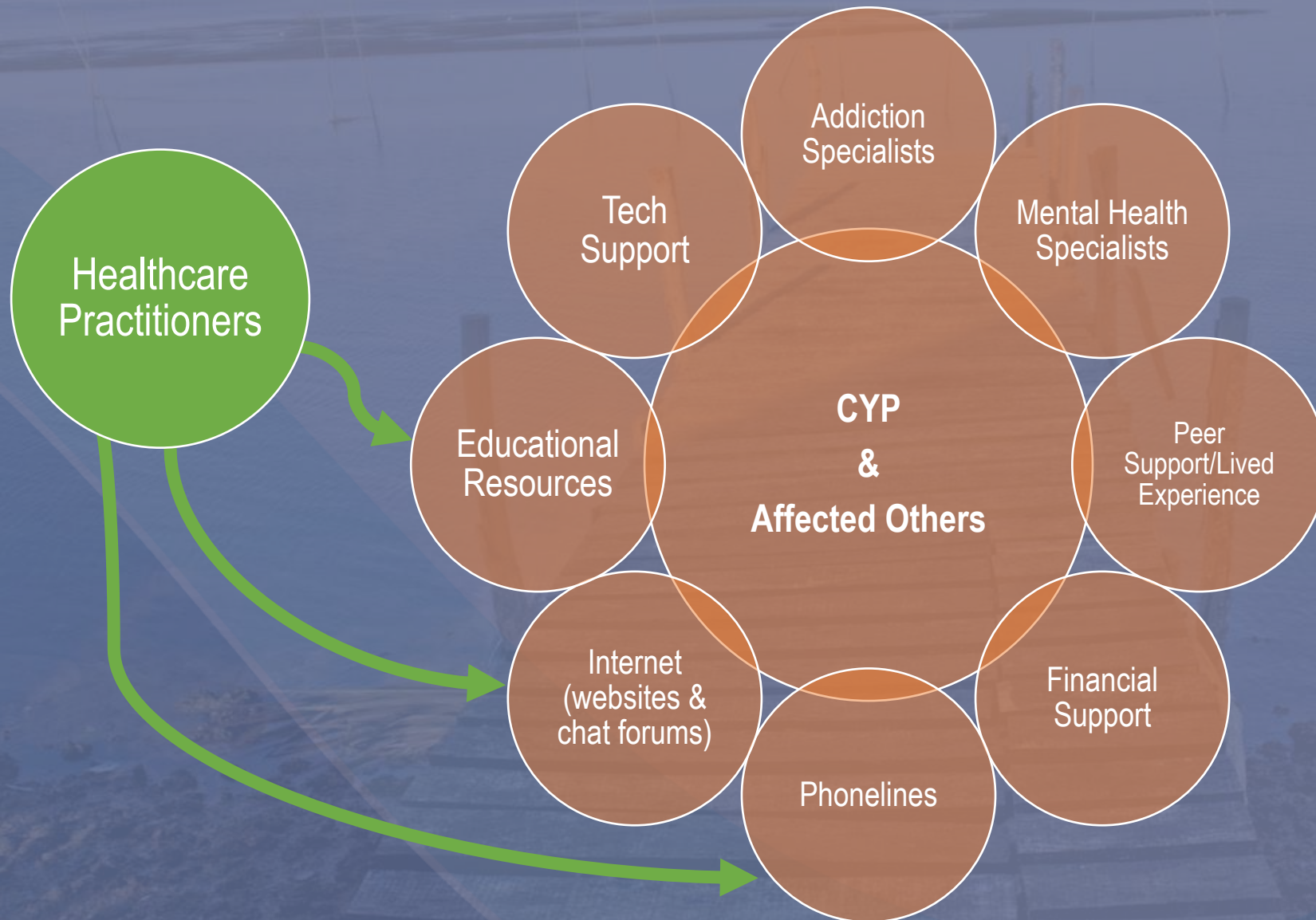


Method of engagement provided richer
information

Empowerment of choice for the CYP &
collaboration with the GP



Types of Support and Resources Available



Three Main Specialist Routes



GamCare Youth (ages 11-18) & GamCare Adult Services

- All they need is a name
- Phone lines 24/7, Live Chat, Forums
- Offer self help, 1-1 gambling counselling, professional consults
- Can help with some gaming concerns
- Affected others
- <https://www.gamcare.org.uk> OR <https://www.bigdeal.org.uk/>

National Problem Gambling Clinic

- Part of the National Gambling Treatment Service
- Jointly commissioned by GamCare & NHS England
- 13-25 (Youth) & 16 + (Adults)
- Based in London, will see CYP

National Centre for Gaming Disorders

- Treatment for problem gamers aged 13+
- Individual/Family assessment and therapy
- Up to 12 weeks of treatment
- Family therapy

Summary

Introduction

- What is mindful resilience?
- Who is experiencing harm?

Mindful: Pause & Observe

1

- Context of gaming/gambling
- Behavioural addiction
- Barriers

Resilience: Assess & Take Action

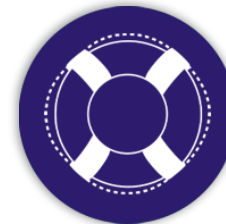
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- Signs of harm
- Assessing need
- Support

Mindful Resilience: Bringing it all together

3

- Having the conversation
- Developing mindful resilience
- Next steps



**Mindful:
Pause &
Observe**

**Resilience:
Assess
& Take Action**



Set a Goal

What will you do next?

3

What are three things that you learned/were reminded about today?

2

What are two things that you want to do differently as a result of today's session?

1

What is the first thing you are going to do and when are you going to do it?

Gaming and gambling in children and young people



Thank you!

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