



G.L.A.D. House

Empowering Youth and Strengthening Families to
Break the Cycle of Addiction

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The Rights

I Have the Right...

To be **happy** and be treated with **care** and **understanding**

To be **respected as a person**, I am **special** and **unique**

To be **safe**

To say **no**

To **state** what I **feel** and **hear** what others have to **say**

To **learn**



GLAD House Mission

The Mission of GLAD House is to improve the lives of children and their families by breaking the cycle of addiction and promoting mental health for children



GLAD House Vision

Our vision is that children stay in school; demonstrate acceptable behavior at home, in school and the community; and live alcohol, tobacco and drug-free lives.



The Issue: Children at Risk

- **1 in 4 U.S. children are impacted by the addiction of a family member**
- Significantly higher risk for:
 - Mental illness or emotional problems
 - Physical health problems
 - Learning problems
 - Placement in foster care
 - Doing poorly in school
 - Using/abusing drugs or alcohol



Intergenerational Cycles

- Drug and Alcohol Addiction
- Criminal Behavior
- Poverty
- Prostitution
- Domestic Violence
- Child Abuse and Neglect
- Homelessness



Target Population

- High risk youth ages 5-18
- Parent/care giver is struggling with the disease of addiction
- Child suffers from behavioral and mental health issues



GLAD House Program

Champs Program: Intensive Prevention and Mental Health treatment ages 5-12

Glad Hands Club: continues to reinforce Prevention and Wellness through age 18

Family Program: Family Therapy, SFP Program, Community of Recovery



- GLAD House Video



The GLAD House Model



- Unique
- Comprehensive
- Individualized
- Long-term



Mental Health

- ADHD
- Anxiety
- Depression
- PTSD
- Adjustment Disorder
- Reactive Attachment Disorder
- Oppositional Defiant Disorder



Our View of Prevention

- Reduce Risk Factors and Increase Protective Factors
- Increase Developmental Assets
- The child needs to understand that addiction is a Disease and is Not Their Fault
- Long term relationship with positive adult role models



Risk vs. Protective Factors

Risk Factors

- Chaotic home
- Early Aggression
- Poor social coping skills
- Failure in school

Protective Factors

- Strong family bond
- Self Control
- Social emotional competency
- Strong bond with school



Developmental Assets

- Search Institute: 40 Developmental Assets
- Represent the kinds of positive experiences and characteristics young people need and deserve
- Both external and internal



Academic Success

- Tutoring and homework assistance
- Teach study habits
- College preparation support

Academics are key to breaking the intergenerational cycles of poverty and addiction



Strengthening Families Program

- Nationally recognized evidence-based family skills program
- Promotes positive parenting and non-violent discipline
- Families are transformed by building relationships, communication and trust



DESSA Classroom Profile

DESSA Classroom Profile
Teacher's Name: Mrs. Quinn
1st DESSA Administration
Date: 10/24/2010

NAME	ID	PE	CE	CR	NO	DM	KS	SA	SM
Thomas T.									
Scott L.									
Roberta S.									
Latonia J.									
Michael G.									
Katie W.									
Emilia P.									
Chantal T.									
Shannon G.									
Chanel U.									
Brittany W.									
Raigh E.									
Tasha S.									
Mary Beth F.									

Total Number of Children in Classroom	25							
Number of children out	9	2	6	0	8	3	2	0
Number of children here	6	24	6	23	6	20	12	23
Number of children gone	5	3	2	3	3	2	2	2

SCALE LEGEND
 PE - Personal Responsibility DM - Decision Making
 CE - Challenge/Tolerance CR - Relationship Skills
 CR - Conflict-Resolution NO - Self-Management
 SA - Social Awareness SM - Self-Management

SCHOOL CONCERN LEGEND
 B22 - Attention Deficit Hyperactivity Disorder
 B23 - Attention Deficit Disorder
 B24 - Attention Deficit Disorder with Anxiety
 B25 - Attention Deficit Disorder with Depression
 B26 - Attention Deficit Disorder with Anxiety and Depression



Ohio Youth Scales

Ohio Mental Health Consumer Outcomes System
Ohio Youth Problem, Functioning, and Satisfaction Scales
Parent Form

Client Name: _____ Date: _____ Client Order: 101
 Client Date of Birth: _____ Client Sex: M/F _____ Client Race: _____
 Form Completed By: Q Mother Q Father Q Therapist Q Other

Instructions: Please tick the degree to which your child/teen experienced the following problems in the past 60 days.

	Not at all	1	2	3	4	5	6	7	8	9	10
1. Getting off to school											
2. Getting up in the morning											
3. Getting ready for school											
4. Getting to school on time											
5. Getting to school on time											
6. Getting to school on time											
7. Getting to school on time											
8. Getting to school on time											
9. Getting to school on time											
10. Getting to school on time											
11. Getting to school on time											
12. Getting to school on time											
13. Getting to school on time											
14. Getting to school on time											
15. Getting to school on time											
16. Getting to school on time											
17. Getting to school on time											
18. Getting to school on time											
19. Getting to school on time											
20. Getting to school on time											

Instructions: Please tick the degree to which you agree or disagree with the following statements.

	Not at all	1	2	3	4	5	6	7	8	9	10
1. My child/teen is happy											
2. My child/teen is sad											
3. My child/teen is angry											
4. My child/teen is nervous											
5. My child/teen is calm											
6. My child/teen is confident											
7. My child/teen is shy											
8. My child/teen is outgoing											
9. My child/teen is friendly											
10. My child/teen is unfriendly											
11. My child/teen is helpful											
12. My child/teen is unhelpful											
13. My child/teen is cooperative											
14. My child/teen is uncooperative											
15. My child/teen is obedient											
16. My child/teen is disobedient											
17. My child/teen is respectful											
18. My child/teen is disrespectful											
19. My child/teen is polite											
20. My child/teen is impolite											

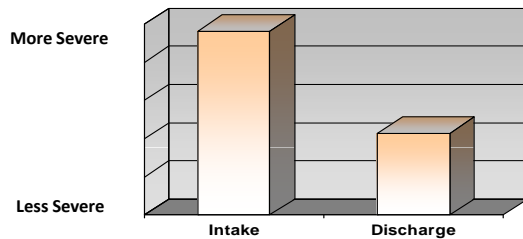
Instructions: Please tick the degree to which you agree or disagree with the following statements.

	Not at all	1	2	3	4	5	6	7	8	9	10
1. My child/teen is satisfied with their life											
2. My child/teen is dissatisfied with their life											
3. My child/teen is satisfied with their school											
4. My child/teen is dissatisfied with their school											
5. My child/teen is satisfied with their family											
6. My child/teen is dissatisfied with their family											
7. My child/teen is satisfied with their friends											
8. My child/teen is dissatisfied with their friends											
9. My child/teen is satisfied with their community											
10. My child/teen is dissatisfied with their community											
11. My child/teen is satisfied with their neighborhood											
12. My child/teen is dissatisfied with their neighborhood											
13. My child/teen is satisfied with their school											
14. My child/teen is dissatisfied with their school											
15. My child/teen is satisfied with their family											
16. My child/teen is dissatisfied with their family											
17. My child/teen is satisfied with their friends											
18. My child/teen is dissatisfied with their friends											
19. My child/teen is satisfied with their community											
20. My child/teen is dissatisfied with their community											



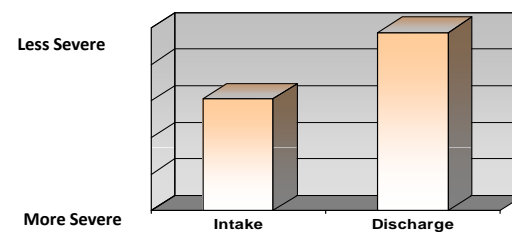
Parent Scales: Problem Severity Results

- According to the parent, children's problems decreased significantly from intake (24.05) to discharge (10.75)
- Clients problems decreased by 13.30 points!



Parent Scales: Functioning Results

- According to the parent, children's functioning increased significantly from intake (55.30) to discharge (64.35)
- Clients functioning increased by 9.05 points!





Outstanding Results

- 84% have Successfully Completed the Champs Program!
- 86% of the Champs Graduates have followed through to the Glad Hands Club!



Outstanding Results

- 99% are promoted to the next grade
- 82% improved conflict resolution skills
- 80% improved social emotional competencies: which helps them manage both emotions and relationships



One Family's Story Janice and Antonio



Conclusion

**GLAD House Empowers Children
and Strengthens Families to Break
the Cycle of Addiction**



The 7 C's

I didn't **cause** it

I can't **control** it

I can't **cure** it

I can help take **care** of myself by
communicating feelings,

Making good **choices**, and

Celebrating myself

