



Places for Struggling Teens™

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"It is more important to get it right, than to get it first."

September 2009 - Issue #181

WHY PARENTS FLEE PUBLIC JUVENILE FACILITIES

By Lon Woodbury



One of the most common fears I hear from parents looking for help for their struggling teen is the fear that their child will wind up in the juvenile justice system. Many will do anything they can to avoid that fate for their child.

Why do so many parents have this fear?

Parents read and hear a constant drumbeat of horror stories about what sometimes happens to children placed in these public programs. The following are just a few of the stories I have run across lately while surfing the net as a sample of what parents are hearing:

- In July, the Atlanta Journal-Constitution reported a suicide at a public "psychoeducational" school for emotionally disturbed children by a boy who had such a horrible time at the special public school, that he hung himself. According to the article, students there were frequently placed in an "Isolation Room," were spanked, restrained and criticized. The title of the story was *Death Highlights Lack Of Regulation At 'Psychoeducational' Schools.*
- In August, a 20-year Canadian study following 779 low-income youth in Montreal found that children who entered the juvenile-justice system even briefly "were twice as likely to be arrested as adults, compared with kids with the same behavior problems who remained outside the system." *Why Juvenile Detention Makes Teens Worse.*
- And then there is the study released last March tracking Los Angeles juvenile offenders over seven years. *Most Adolescents Placed into Group Homes Still Involved with Drugs or Crime Seven Years Later.*
- Finally, there's the story of the death at a Florida Boot Camp run by the State which we have followed for three years where a young man was "disciplined" for alleged "malingering" his first day and died the next day at the hospital. It was reported that there had been 182 complaints of abuse at this facility with little or no action taken. However, in this 183rd incident, the "discipline" was on video tape. To me and to most casual observers, the discipline could better be called a beating. Even then, it is likely not much would have happened until two legislators forced the state to release the video. Once the video became public, this became a national story and action was finally taken, resulting in the facility being closed.

On the other hand, the news is not all bad. Some juvenile justice systems seem to be doing what they are supposed to do, rehabilitating the young people and preparing them for responsible adulthood. See, for example, Julia Steiny's article *Vermont's Juvenile Justice System Bucks Nationwide Trend.* The difference, according to Steiny, is that the Vermont system rejects the nationwide trend toward punitive methods and instead focuses on "treating" rather than "punishing" bad behavior, calling it "restorative justice."

With all these horror stories of what happens in public juvenile facilities, it is no wonder so many parents fear for their children when they are involved in behavior that might bring them into "The System." These parents are

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The classification of (mis)behavior as illness provides an ideological justification for state-sponsored social control.

- Thomas Szasz

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Our focus is on high quality and effective Emotional Growth and/ or Therapeutic schools and programs, which can include short- and long-term outdoor programs, family style living arrangements, highly structured boarding schools, therapeutic boarding schools, RTCs or psychiatric hospitals.

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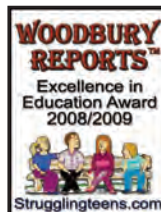


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"Some Children just need to be heard, not cured."

Lon Woodbury, IECA, MA, CEP, is an educational consultant who has worked in schools and programs for emotional growth, character education, and consulting for parents of struggling teens since 1984. Prior to that, he taught in public schools and was involved in public policy while working for the US Senate and the Executive Office of the President. Lon received his BS and MA degrees from the University of Idaho. His practice includes a referral service for parents and professionals, and the publication of this Newsletter and the **PARENT EMPOWERMENT HANDBOOK™**, a resource of **Places for Struggling Teens™**.

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desperately looking for an alternative that has a chance of helping their children without abusing them. This fear often brings them to Independent Educational Consultants and deciding to enroll their child into a private school or program that works with children who are struggling.

Some commentators see how bad some public facilities and programs are and make the shallow assumption that private schools and programs are as bad or worse. Often these assumptions are based on ideology rather than facts, ie, based on some extreme version of Children's Rights, or the assumption that private equates to greed and private programs are in it only for the money, or the assumption that most people will abuse children unless there is strong aggressive government oversight. These critics don't realize that the dynamics are radically different between public and private programs, and the different dynamics make all the difference in how program staff works with the children.

In a public program, the key decision makers are legislators and top administrators – far removed from the children for whom they are making policy decisions. All too often they have biases expressed in something like “teach them a lesson,” or “force them to behave.” Many have no idea that struggling teens usually think and respond differently than the average teens the public officials might have met. Program staff, who do know the children and their needs, either are hamstrung by directives from the top or were hired based on a punitive mentality. Either way, it is very difficult for a program person to rise above the often punitive directives “from the top.” Then, there always seems to be a budget crisis, and public programs are notorious for being underfunded. Of course, parent involvement is optional, even for parents who want to be involved in their child's life while he/she is in a public facility.

In the private schools and programs with which I work, the network of private parent-choice residential schools and programs for struggling teens, the parents or guardians are a key decision

maker. Parents will not enroll their child unless the school or program appeals to them, and they at all times have the right to withdraw the child for any reason. They rarely have to ask permission for either action from some government official like a Judge, Probation Officer or Social Worker. While a public program can ignore the parents' wishes or complaints, a private parent-choice program must continuously keep the parents satisfied, and one of the best ways to do that is to help the child heal. The dynamics of parents' love for their child and the desire to protect their child works to promote the child's safety and keeps the private school or program constantly working at improving their effectiveness.

In addition, most private schools or programs of this type are operated by the owner who makes the major policy decisions. Instead of the key decision makers being at a distance, the owners of a private school or program are usually right there on the campus, involved in the lives of their students. (In this network, a school or program of 200 students is considered unusually large).

It is true there are incidents of abuse at some private programs, and most professionals who work in this network deplore these incidents. However, when word of those incidents gets out, the decrease in enrollment often forces these rogue schools and programs to close, and if not, state regulators have the power to close them down, which is done from time to time. In comparison to the Florida Boot Camp that had 182 incidents and complaints of abuse without meaningful action, it is inconceivable that a private parent-choice program could have survived that long with that string of constant drumbeat of complaints.

Despite the fact that parent-choice schools and programs are very expensive for the parents financially, many parents still make that sacrifice. They are fleeing the public system to protect their child from what could happen to him/her if they allowed a public placement to happen.

The thesis I venture to submit to you is as follows: That during the past forty or fifty years, those who are responsible for education have progressively removed from the curriculum of studies the Western culture which produced the modern democratic state; that the schools and colleges have, therefore, been sending out into the world men who no longer understand the creative principle of the society in which they must live; that deprive of their cultural tradition, the newly educated Western men no longer possess in the form and substance of their own minds and spirits and ideas, the premises, the rationale, the logic, the method, the values of the deposited wisdom which are the genius of the development of Western civilization; that the prevailing education is destined, if it continues, to destroy Western civilization and is in fact destroying it. I realize quite well that this thesis constitutes a sweeping indictment of modern education. But I believe the indictment is justified and there is a prima facie case for entering this indictment.

– Walter Lippmann

REALITY TV: PARENTS GONE WILD

By Dr. Mike Brody

This essay was sent to me recently by Dr. Brody's publicity agency and I think it states the problem very well. He raises concerns about the life style of child stars. However, this is just the tip of the iceberg: how about all those "regular" children who have a similar problem but without the glare of the cameras? These are the children we Educational Consultants and programs often see who are struggling teens whose lives were orchestrated by "play dates," "helicopter parents," and continuous supervision who also are not learning how to be in control of their own lives. This lack of experience in self-government or learning to control their own lives as very young children seem to result in behavioral/emotional problems that require intensive intervention in the teen years. -Lon

Our HD screens are now dominated by cheaply produced "non-scripted" programming, whose basic viewer hook is identification with "average people." The "regular" people on these shows are adults who make the choice to expose themselves to humiliation and rejection on network and cable. But, unfortunately, in their constant quest for freshness and ratings, producers have now brought children into the mix.

Kid Nation, a kind of *Lord of the Flies* meets *Who Wants to be a Millionaire* was totally inappropriate

and traumatic for the kids ages 6-16. In this show, kids were placed in a western ghost town with a sadistic host in order to provide entertainment for an audience that seemed to enjoy watching separation anxiety. The Baby Borrowers was even more bizarre, as the neglect bar was set even lower, fostering the abuse of infants and toddlers, placing them in the hands of inexperienced and incompetent teenagers. Now we have shows like 18 Kids and Counting, where family activities and conflicts are filmed 24/7, making these shows fodder for the hungry tabloids. A better title for all these shows could be "What are the parents of these kids thinking? Or are they thinking at all?"

To demonstrate a sad truth, consider the quote "Sing out Loud Louise, Sing Out!" from Gypsy. In this musical, we watch as Mama Rose pushes Louise/Gypsy to stand out as an entertainer and become a star. This is much like the children of today, who are under a great deal of pressure, as their parents want their prodigy to be the best they can be for themselves and, of course, for parental enhancement. Free time is out, along with recess. Structured activities and organized sports are in. Kids are now like expensive cars and big houses, principal objects of status and enhancement. Sure, we want to be proud of our children, but not at their psychological expense. Take the example of Jon, a teenager who tries hard to please his father by excelling at soccer. Because of his own failings, Jon's dad keeps moving

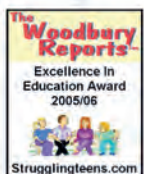


For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded **Optimum Performance Institute** in 2004 to meet the needs of these young adults, ages 17-25.



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him up to more competitive teams and intense lessons with “tough” coaches. Jon is not enjoying “his sport” during his supposed “fun time.” Like Jon and Gypsy the children on Reality shows are functioning as parental trophies.

What is the emotional and developmental cost to these over-exposed children? Where are the parents? Or do they just play parents on TV? We already have the data about the mess former child-stars have made of their lives, as documented weekly in People and Us. We see them on Entertainment Tonight and E, coming and going from rehab, earning their living writing or starring in plays about their abused and lost childhoods. There is Lindsey, Brittany, and of course Judy, Ricky, and Liz to name a few.

Psychologically the children on these reality shows have no sense of boundaries, as strangers are always present in their rooms and lives. One wonders what this does in terms of relationships, where issues of independence and merging become muddled. There is no privacy of the self.

These children also have authority problems as they mediate between too many adult directors and producers. . Who do they listen to? Authority is also undermined by the power that the kids wield, as they become meal tickets for their families. These children are objectified and not seen for themselves, but for the images they project onto the TV screens. This promotes a sense of falseness of self. What is genuine and real? This is not a healthy environment for

children, and it is good that Child Labor Agencies have been investigating some of this programming.

Television not only reflects, but also resonates society. We used to be concerned with inappropriate children’s media containing too much commercialism, sex and violence, while now we place children in extremely stressful circumstances to entertain us. This mirrors society, where children are often the victims in divorce, inadequate education and over-worked absent parents.

Where can we find answers to this difficult and unhealthy problem? One place may be Broadway. The award-winning show Billy Elliot, the story of a young boy who has a dream and the talent to dance, is a very arduous and demanding role for the lead child actor. True to the moral lesson of the show, valuing children, the producers use 3 or 4 Billy’s. When the 3 stars, who alternate daily performances on stage received their shared Tony for best actor in a musical, they appeared to be delightful and having fun. Their working life was limited and fortunately being handled by responsible adults.

About the author: Michael Brody M.D. is chair of The Media Committee of The American Academy of Child and Adolescent Psychiatry. This article is copyrighted by him and was submitted to Lon Woodbury, Woodbury Reports, Inc., for republication. Dr. Brody is the co-author of “Messages: Self Help through Popular Culture.” For more information, visit www.messagesfrompopculture.com

TENDER TRAP OF LABELING OUR KIDS

By Rose Mulligan

“This is my ‘A’ student,” says a mom of one of her sons. “And this,” about her other son, “is my difficult one,” she says with a big smile and a tousle of his hair.

In a culture gripped by achievement and image, which increasingly leans toward the labeling and pathologizing of our children, it is understandable that parents my fall into a similar pattern.

“Perhaps we are labeling our kids, instead of understanding them,” suggests clinical psychologist Robert Schwebel, PhD. “Professionals have been too quick to label, perhaps to explain away problems in the classroom. Parents have picked up on this trend and sometimes get into the labeling mode.”

Labeling children may begin in early childhood; and within the public school and medical communities, diagnoses have become widespread to the point of spawning hundreds of support sites online for parents of children who may have ADD, ADHD, ODD, ASP... The list goes on and grows every day. More recently, attributes like weight and even shyness have been brought into the potential ‘disorder’ arena.

“Labels and categories register deeply in our children, and they can be difficult to overcome,” says Malcolm Gauld, President of Hyde Schools. “And it doesn’t end in early childhood. Later, children will

likely face additional labeling due to the peer pressure of cliques and perhaps the name-calling of bullies. And then there is the educational system itself.”

Hyde Schools, which consist of prep schools in Maine and Connecticut and public schools in Washington, DC and the Bronx, New York, have led the way in character education for over 40 years. Gauld, along with his wife, Laura, is an award-winning co-author of the parenting book *The Biggest Job We’ll Ever Have* and *The Biggest Job* parenting seminars.

“Standardized testing is another way in which we label our kids and separate them,” Gauld continues. “Academic ability or talent is by far the biggest determinant in what our achievement culture calls success. Kids are defined by their grades and scores. We feel that’s another label, and one that may not do the student a service. In the end, life is not about grades, or fitting in, but about who you are.”

The Hyde Schools create a character culture on campus and at home with the students’ families. Character education is built into everything they do in the classroom, and parents are expected to participate in their children’s education.

“In a character culture, achievement is valued, but principles are valued more,” says Gauld. “That is, what you stand for is more important than merely how you

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stack up against others. Here, that remains true, whether you have straight A's, or whether you have a challenge in school. Hyde education is built on principles, and the principles are the same for everyone."

The Gaulds teach those principles through what they call *The Ten Priorities* – a collection of guiding concepts that the Gaulds say are not always so easy for parents to embrace, but which produce positive lasting results. They explain them here:

Priority #1: Truth Over Harmony - We all want honest families. We also want everyone to get along. Which do we want more? This priority calls upon parents to put the weight of the foot on the side of truth.

Priority #2: Principles Over Rules - We tend to apply rules when things are starting to spin out of control. (For example, "There is no eating in THAT room, either!") Rules must be guided by deep principles.

Priority #3: Attitude Over Aptitude - Schools, families and society, in general, would be much healthier if we valued attitude over aptitude, effort over ability, and character over talent. Parents often send the message that successful outcomes are more important than honest efforts.

Priority #4: Set High Expectations And Let Go Of The Outcomes - Discipline alone will not properly raise our children. We need to aim high with our expectations and resist "lowering the bar" when we sense that our children are having difficulty achieving success. Letting go of the outcome allows our children to take responsibility for their actions.

Priority #5: Value Success And Failure - Today's parents have a hard time letting their children fail. Success is important, but failure can teach powerful lifelong lessons leading to profound personal growth.

Priority #6: Allowing Obstacles To Become Opportunities - We can get caught up in trying to "fix" our children's problems (e.g., disagreements with their teachers, coaches, etc.) instead of seeing the potential for positive learning opportunities.

Priority #7: Taking Hold And Letting Go - It is hard to watch our children struggle with life's challenges. When should we step in? When should we step away? This is one of the toughest parenting dilemmas.

Priority #8: Create A Character Culture - This priority can help parents create an atmosphere of character in the home through the application of a three-point plan: a daily job, a weekly family meeting and a concept called "mandatory fun."

Priority #9: Humility To Ask For And Receive Help - While parents focus on helping their children, many avoid asking others for help. Consequently, they raise children who do not ask for help.

Priority #10: Inspiration Job #1 - Regardless of what they might say or do, children share a deep

yearning to be inspired by their parents. Ironically, we will not inspire our children with our achievements. We best inspire them when we share our struggles, reach for our best and model daily character.

"The strongest relationships — and the greatest chance of true and meaningful success — rest on a foundation of principles," says Gauld.

For more information on Hyde Schools, contact Rose Mulligan at 207-837-9441, rmulligan@hyde.edu or visit <http://hyde.edu> and www.greatparenting101.com.

GRADUATION: THE LONG VIEW

By Rosemary McKinnon
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In mid-May we celebrated our first of two summer graduations, mainly for students leaving Skyhouse. We will shortly be celebrating our second graduation in mid-August for students leaving for college or returning home to finish school. These are times when we celebrate the important work that your children have accomplished during their stay at Montana Academy and wish them well on their launch into the next stages of life's journey. This is a time to look forward and consider the longer view.

It so happened that on the very eve of our May graduation I received my monthly copy of *The Atlantic* (June 2009) and began to read an article entitled "What makes us happy?" by Joshua Wolf Shenk. This article details the findings of an important longitudinal study, the Harvard Grant study of adult development, which has interested both John and me over the years. The Grant study, begun in 1937 to follow a group of 268 healthy, well adjusted Harvard (male) sophomores over the course of their lives, has now been in progress for 70 years. George Vaillant, a psychiatrist, discovered the study in 1967 and began to work with the material that had been gathered around the time of the 25th college reunion of the group. He has spent his entire career studying these men, as well as material provided by a normal control group for a study begun in the same time period of juvenile delinquents – the Glueck group. The results of these two life-long studies are instructive and seem to support both the philosophy and the work that we do at Montana Academy.

So what are the findings? Like us, Vaillant is concerned about his subjects' "adaptations" (think "approach") to life's struggles. He, like we, looks to the work of Anna Freud in understanding human defenses and believes that much of what is labeled as mental illness is a reflection of "unwise" deployment of defense mechanisms. "If we use our defenses well, we are deemed mentally healthy, conscientious, funny, creative and altruistic. If we use them badly, the psychiatrist diagnoses us as ill, our neighbors label us as unpleasant and society brands us as immoral."

Vaillant notes four categories of defenses, ranging from the most primitive (paranoia and hallucination) to “immature” (acting out, passive aggression, hypochondria, projection and fantasy) to the common “neurotic” defenses of intellectualization and repression and, last of all, to the healthiest or most “mature” adaptations of altruism, humor, anticipation (looking ahead and planning for future discomfort), suppression (a conscious decision to postpone attention to an impulse or conflict to be addressed in good time) and sublimation (finding outlets for feelings).

He notes, as we also do, that immature defenses fade with maturity and that the capacity to employ mature adaptations bodes well for healthy aging, along with education, stable marriages, not smoking, not abusing alcohol, exercise and healthy weight. The single most significant finding of this study is the power of relationships, and Vaillant emphasizes that the only things that really matter in life are relationships to other people. We cannot know what troubles our children are going to face in their lives, but we can seek to fortify them so that they can approach life’s challenges with the requisite strength of character.

Coincidentally, the same week that I read about Vaillant’s study in *The Atlantic*, I also found myself reading an article in the May 18th *New Yorker* entitled “Don’t” by Jonah Lehrer. This article discusses the long-term effects of the ability to delay gratification. An ingenious study, the marshmallow test, is described. Four-year olds were left alone in a room with a marshmallow for a few minutes and instructed that if they did not eat the marshmallow until the examiner returned they would be given two. A decade later those students who were able to wait fifteen minutes at age 4 had an SAT score that was, on average, two hundred and ten points higher than that of the child who could wait only thirty seconds! Young children who struggled to delay gratification were noted to struggle in stressful situations, often had trouble paying attention and found it difficult to maintain friendships, in addition to receiving lower SAT scores later on.

These extraordinary predictive findings suggest

the enormous importance of self-control and raise all kinds of questions about how we best teach our children this essential life skill. This task begins early in life as the study suggests. I recently read elsewhere that in our society most Americans prefer to accept \$50 now to \$100 in six months. Like the general population, many of the students at Montana Academy have, for one reason or another, failed to learn the lessons of self-control and patience.

Our highly structured environment tries to make up for this failure. We repeatedly insist that students not only wait (for promotions, privileges or attention), but also that they work to earn their rewards. Nothing is more gratifying than to hear from parents of our graduates that their students have learned to work hard, pay their own way, understand the value of money and, particularly, of relationships. Two parents who accompanied their alumni students to our May graduation glowed with the new-found maturity of their young adult children who were headed to college this fall ready to handle the tasks ahead of them.

Two other alumni passed an adolescent “marshmallow” test in the weeks following their graduation in December. They attended a well-known outdoor program following graduation and were invited by their fellow participants to smoke a little weed on a mountain top behind the staff’s backs. They declined. In due course, the staff discovered the

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GRADUATION:

breaking of the “no drug use” contract by 6 of the 12 students on the trip who were dismissed in disgrace and our students graduated the program honorably. Small wonder, then, that we have confidence in them for the future. We are all proud parents at such moments.

As we pause on the threshold of our August graduation we do not know what the future holds for our graduates, how they will be tested and how they will meet these life tests. I take comfort in the words of the final chapter of George Eliot’s Middlemarch –

“Every limit is a beginning as well as an ending. Who can quit young lives after being so long in company with them, and not desire to know what befell them in their after-years? For the fragments of a life, however typical, is not the sample of an even web: promises may not be kept, and an ardent outset may be followed by declension; latent powers may find their long-awaited opportunity; a past error may urge a grand retrieval.”

So, to graduates and their families, I say please stay in touch. And to those who remain, we still have work to do together. Warmest Regards.

If parents won't teach their children values... the culture will

- Mary Pipher

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Visit by Lon Woodbury May 18, 2009

The big news while I was there was that Larry Wells was back. Larry is one of the pioneers in wilderness programming for struggling young people. He started doing this work in the 1960s and has continued his wilderness work with struggling young people ever since. He founded Wilderness Quest (WQ) in 1988 and it has been operating continuously ever since.

Four years ago he sold Wilderness Quest, planning to retire. However, the new owners ran into difficulties and there were several changes in leadership. To get the program back on track, the board this May asked Larry back as Executive Director. The plan is for him to upgrade and better focus the programming, train the staff in “Larry’s Way,” and once WQ is back on track, hire a new Executive Director and move into a supportive or consultant role.

Part of my visit was to go out in the field and meet some of the students. We found one of the groups, and we gathered on a sand dune under a tree for a long open discussion. WQ has rolling admissions so the students’ length of time in the program varied from one being there just a couple of days to a couple students that were on the verge of graduating.

I asked questions such as what had brought them to WQ, what had they received from the program, what part of the program they liked best and what the least. Their responses seemed candid and gave me a good perspective on how the program was working. The newest student, of course, was rather unhappy about the whole thing, which is to be expected, and he didn’t contribute much. The others gave answers that showed they had gained insight into their problems. All were polite and cooperative, had good eye contact and acted like they felt “safe” in that environment (except for perhaps the newest kid), looked healthy and like the experience had been good for them and they had gotten a lot out of it. The staff was constantly alert to what all the students were doing, both when we arrived, during our talk, and as we left.

WQ is a six to eight week program with a minimum stay of 50 days. Addiction is one of the major issues they address using a unique 12-step focus they have developed. They use 12-step language partly because being familiar with that will facilitate their transition back into society. Each group consists of six to eight

students with two or three staff with the students at all times. They use an expedition type model, with the students hiking five-six days a week. Thus there is the constant challenge of learning the responsibilities of setting up camp, tying a pack properly, preparing the fire and campsite along with preparing and cooking the food. All of these are good exercises in learning how to work cooperatively, a skill most of these young people badly need.

The basic focus of the staff is to facilitate the impact of the wilderness. The key to that is the staff's ability to be aware of and have empathy with what the student is going through. Thus they will be aware of when the student needs some help, encouragement or motivation and can provide the proper interaction. It goes almost without saying that sensitivity standards are high for staff in the field. WQ insists the wilderness impact is greatest when the experiences are real rather than contrived, with the staff providing a safety net for the students. Safety is a priority, with WQ keeping an EMT close by in a trailer for rapid response in case of an emergency.

Debriefing is another key aspect of what WQ emphasizes. It is where the staff must help the student mentally and emotionally process through each experience. In this process, the staff frequently uses metaphors to help the students relate their wilderness experience back to how they have been living their lives. Some professionals feel that at least half the value and learning of a wilderness experience is in the skill of the staff in helping the student debrief.

One activity unique to WQ is the night hike. Over the years WQ has developed this into a sophisticated experience with tremendous impact. Larry explains that this experience, followed immediately by a solo, is the experience most often referenced to by students as the one having the greatest impact. Students report a connection with their higher power most often during this experience. Starting about dusk, each student hikes alone over a well marked trail several miles until about dawn, each student separated by about 15 minutes. Although all students spend the whole hike alone, they are tracked and observed by staff. There are also a number of additional safety measures.

To magnify their experience after the night hike, they go immediately into a three day and two night solo. Larry reports that this is probably the most powerful 72 hour experience of their entire stay at WQ.

If kids develop unrealistic opinions of themselves, and those views are rejected by others, the kids are potentially dangerous.

-Brad Bushman

PACIFIC QUEST

Na'alehu, Hawaii
Marney Sullivan, Admissions
808-937-5806
marney@pacificquest.org
www.pacificquest.org

Visit by Lon Woodbury MA, IECA, CEP, June 3, 2009

Our "welcome" to the Ohana camp (which is translated from the Hawaiian as family) was a very impressive experience. Walking up the dirt road that led to the camp, we were met by two students who wordlessly started drumming, and turned, indicating we were to follow. The drummers slowly led us through the tropical garden spaces cultivated by the students.

As we arrived at the circle of students sitting on stumps, each with a word written on the top, additional drummers chimed in. The throbbing of a chorus of drums was an almost overwhelming experience, and signified that welcoming somebody into the community was a very serious and important ceremony. We were presented with Leis and greeted with burning sage on a seashell. I was conducted to the stump with the word "persistence" written on it, and my wife Denise was led to the stump with the word "magical" written on it. We were invited to sit, and that ended the welcoming and started the talking, with all members of the community introducing themselves. I was informed this ceremony is conducted for every new student that moves into the camp community, which has to convey to the newcomer that the welcome is sincere and their arrival is important. The words written on each of the stumps in the meeting circle is a fairly new innovation, a project of one of the students. The students seem to like it and use them by selecting the stump that has the word of a concept on which the student is currently working.

Pacific Quest was founded by Mike and Suzanne McKinney in 2004 as a coed wilderness program with an emphasis on their organic farm and sustainable life skills instead of hiking and survival skills. The goal is to develop personal responsibility in the students, figuring for some of the students that if future treatment is necessary that it will be facilitated if issues of personal responsibility have already been dealt with and no longer interfere with formal treatment. For students that are transitioning back to the home setting, the tools of personal responsibility are exactly what they need to go back home. The program screens out students that are highly oppositional, and emphasizes working with students who might be termed "acting in." As the students talked with us in the circle at the Ohana camp, it was

CONTINUED: PACIFIC QUEST/ 10

PACIFIC QUEST:

obvious that some of them were definitely troubled, while seeming to be getting a lot out of their experience at Pacific Quest.

Care of the land is integral to their program, so each student is assigned (or picks) a plot of land to grow something that will be productive for the community. We saw all kinds of tropical plants along with lettuce and tomatoes thriving under the sometimes mixed care of the students (mixed especially in the Kuleana camp for the new students). The lesson of successfully growing something useful can give a profound sense of success for the students, along with the longer sense of cultivating something that will not produce until after the student has left but will be enjoyed by subsequent students. The students cultivate with their parents during visitation as well.

New students start with the Kuleana camp (which is roughly translated from the Hawaiian as “responsibility.”) It is an orientation that usually lasts one to two weeks. Basic aspects of self care are emphasized such as hygiene. Each student learns the history of the Hawaiian culture and is introduced to the concept of caring for the land, assuming basic camp responsibilities, and hygiene such as maintaining basic cleanliness, brushing their teeth, etc. The camp is approximately a thousand feet above sea level, and enjoys a breathtaking view of the Pacific with the surf very visible far below.

Once a student has accepted at some level the basic responsibilities to be learned, the student moves across the road to the Ohana camp to be welcomed into the community like we were. There, the garden plots were better cared for and nestled in the trees, had a more tropical look and the students were more actively working on their issues. The students prepare the meals, using a lot of produce from their garden plots. We had a very tasty “local” lunch with the students and engaged in conversations where everyone had something to say. This camp is where the real work by the students goes on, which includes a three day and three night solo. Each interaction with a student is designed to empower them.

Currently there are two phases in the program represented by the Kuleana and Ohana camps. Recently the program leased some buildings in Na’aleh to be used as offices as well as the possibility of being used in developing a third phase called Kokua, emphasizing service, leadership and transition. This is a natural extension of the current existing program, giving more obvious form to the concept of giving back to the greater community.

I have to say that the students looked good, including those that are troubled enough to probably need intensive treatment as a follow-up.

STEWART HOME SCHOOL

Frankfort, KY
Sandy Bell, Director
info@stewarthome.com
502-227-4821

Visit by Judith E. Bessette- June 23, 2009

On a serene 850 acres just outside Frankfort, KY, the Stewart Home School, a very special residential community for intellectually delayed individuals from 8 to over 80, offers the opportunity for continuing education, work, companionship, recreation and maximum development for residents. It’s a place that presents opportunities that might just allow dreams to come true for both students and their families.

The school — the dream-come-true of John Q. A. Stewart, MD — was established in 1893 and is currently run under the able direction of Dr. John P. Stewart, current chairman of the board and resident physician at the school. Five generations of Stewart physicians have continued the tradition of the school’s proud past and extend its dynamic opportunities for the future.

Longevity is a hallmark of the leadership team at the school with Sandy Bell, School Director, about to enter her 40th year of service and David Sellwood, Program Director, completing nearly 38 years. CEO, Barry Banker, who married a Stewart girl some 33 years ago, is the new kid on the block...with about 20 years of service under his belt. The current Dr. Stewart has been at the helm for 8 decades and shows no signs of stopping any time soon.

There are currently 374 students living on campus — close to twenty between the ages of 14 - 17 and another fifty or so between 17 - 23. The current student body comes from 38 states and 3 foreign countries. The oldest student, a spry 87, has called the school home for 80 years and introduced himself to me as “the leader of the band.” He offered to answer any questions I might have that stymied staff since he had been there longer than any of them!

I spent time in the majestic “Main Building” (built in the 1800’s as a resort and then converted into the first Kentucky Military Institute) interviewing Sandy about the program and their admissions policies. While they can take students as young as 8, the youngest student there today is 14. Every admission is carefully reviewed — to insure a good fit for both the candidate and the existing student body. There is no upper age limit but all residents must be ambulatory to be admitted and to continue to reside there.

Sandy explained that while the range of IQ’s “on paper” was in the 30s on the low side and the 90s at

the high end, she finds many of their students to be quite capable receptively but often quite limited expressively. Among the students, you'll find various syndromes that limit cognitive functioning — from Downs to Williams to Prader Willi and even Fragile X — however, there are many, many students with no obvious cause for their intellectual limitations.

Sandy was quick to explain that the school's philosophy was to draw on each student's strengths rather than attempt to remediate so-called weaknesses. I met a student who is a gifted singer — and who can (and does) perform opera in 30 languages. I learned that in the last 3 years, three students have earned GEDs. And, I learned that 12% of the students work in various businesses in the community and another 9% are involved in unpaid positions off campus. Several students also volunteer at the local soup kitchen.

Knowing that five generations of physicians have been hard at work at the Stewart Home School, it's not surprising that there are both outstanding primary care — including onsite lab work and x-rays — and mental health services right on campus.

I toured the campus with David and literally every student we passed had a cheery hello or high five for "Coach," as everyone calls him. Students live in charming houses of about twenty. Each student has his or her own room...and can, not only decorate,

but also have the room painted the color of their choice. Each house has a dining room and residents share bathroom accommodations.

We visited the academic building, which includes a computer lab with both PCs and MACs, and several students told me about their classes. The school also has a well-equipped gym — physical fitness being an important aspect of life at Stewart Home School. The newest facility on campus is a gorgeous stable, complete with an indoor riding arena with huge doors that run the length of the building on both sides that are kept open during good weather.

Learning is a lifelong endeavor for everyone who attends Stewart Home School. The school works hard to provide motivational programming for the expression of each student's skills. Families, faculty and students choose classes and work programs based on achievement, interests, and goals. Students are gently encouraged to explore new areas of interest.

Families are important at school and are welcome to visit any time. Students are also free to go home regularly. Most students return home over the holidays, a few weeks in the summer, and in the spring and fall for special occasions. Stewart Home School hosts a Family Weekend each year in May,

CONTINUED: STEWART HOME/ 12

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and families arrange to be present for the fun and festivities.

I asked each member of the leadership team to tell me a couple of things they felt were especially important for consultants and other professionals to know about the school. I was struck by the similarities in their responses.

First and foremost, students are loved and families appreciated at Stewart Home School. Making sure students are happy is a high priority for everyone. The school strives to offer a full range of opportunities to every student. And, without exception, the leadership team expressed gratitude for having the opportunity to do the work they do.

I was very impressed with what I saw - from the students, to their interaction with staff, to the beautiful grounds and well-kept buildings. I think one of the staff members summed it up best in telling me that *"the Stewart Home School is a college for life."*

Half of the American people
have never read a newspaper. Half
never voted for President. One hopes
its the same half.

- Gore Vidal



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Visit by Londa May, June 2009

The Memorial Hermann Prevention and Recovery Center (PaRC) is a comprehensive residential program for adolescents ages 13-18 that treats substance dependence (including detoxification) and co-occurring disorders. Referred to as the PaRC, the campus is located in Houston, TX, which is a direct flight from many cities. Memorial Hermann has been providing quality health care services for the Houston and TX areas, as advertised, for over 100 years. Established in 2008, the adolescent program offers individualized treatment plans and recovery programs. The PaRC has contracts with most insurance companies and accepts private pay.

My visit consisted of several different days in June, I had permission to drop by and evaluate the program at my leisure which proved to be very helpful. There were times I stopped by in the morning and others in the afternoon. They were always open and receptive, allowing me to just be there and interact with staff and kids. On occasion they would ask my feedback on what I thought they might do differently to make it a more effective program. Seeing little room for improvement. I did suggest follow up data on the adolescents.

Goals: PaRC is a family centered program that teaches families and adolescents to establish sobriety in their lives and engage in the important work of recovery. Once you attend the PaRC you basically become a lifetime member of the PaRC family: alumni participate in Aftercare for up to one year at no cost. Alumni are also encouraged to attend the many support groups that meet on a daily or weekly basis for no additional charge.

Facility: The facility is an impressive two story red brick building with white columns and flowers blooming throughout the grounds. It is a very tranquil setting with a lot of shade trees and numerous outdoor sitting areas. It is complete with a gazebo, meandering sidewalks and recreation areas such as basketball and volleyball.

The relaxing feel of the outdoors is carried into the building with a well-regulated schedule for the adolescents. The large facility is always in use for numerous meetings throughout the day, yet it still has a quiet serene feeling even with groups going on in various rooms.

A different section of the campus houses the Young Adults ages 18-25.

Security: A state of the art security system assures a safe campus. It monitors all the hallways, major meeting areas, grounds and parking lots. Security personnel review the monitors from several video screens around the building along with additional monitoring by the adolescent staff. The PaRC is a secure, restricted access facility.

The PaRC will accept an adolescent that is a

runaway risk or brought in by an escort service. After 24 hours of being in the warm friendly environment, most adolescents buy into the program and seem relieved to relax and begin an honest journey toward recovery.

Staff: Jim Williams, the director and heart of the adolescent program, is constantly on the go giving tours, talking with staff or adolescents, and always doing what he can to make the PaRC adolescent program the “Best of the Best,” the theme they have adopted is to achieve excellence in recovery care.

The staff supports the adolescents with a caring attitude that is evident, but the impressive part is that they are all there to support each other. “We are family” is what one of the staff told me. At staff meetings they lift each other up and acknowledge good things they have seen others do to help the kids and the program.

The staff is licensed in their respective fields either as social workers, licensed chemical dependency counselors, registered nurses or physicians who specialize in addiction medicine and psychiatry. They all have extensive backgrounds working in behavioral health and with adolescents. They love what they do, who they work for and with, and most of all they respect and love the adolescent population they serve.

The Program: The PaRC is a 12-step abstinence-based program, with a focus on replacing unhealthy habits and behaviors through a healthy life style change, developing positive alternative peer group associations, and becoming aware of how their problems affect all their relationships. The program teaches adolescents to look inward and take care of their needs, form meaningful relationships, create structure in their life, and develop who they are and who they want to become to create an independent identity. Their focus is to balance mind, body, and spirit for the adolescent and for their family.

A Typical Day: It begins at 6:00 am with a shower, breakfast, room inspections, medication time, morning process group, school and lunch, followed by school again until 2:00 pm. There are also individual meetings with counselors, therapists and physicians during this time. Then come chemical dependency education, stress management and dinner, followed by Big Book study and journaling. They finish the evening with groups, structured activities and APG (alternative peer group) 12 step Meetings. Lights are out at 9:30pm.

Weekends are structured and relaxed, but active with group process meetings and physical activities such as a movie, trip to the YMCA, field trip or community service, with several other off-site therapeutic activities being considered and developed. There is a minimum of 20 hours of chemical dependency education per week, including individual and family sessions.

Family services include counseling sessions, chemical dependency education, support groups, aftercare and twelve step meetings. Although much of the support listed is in the Houston area, the clinical team will connect with organizations in the resident city of the adolescent to seek support or refer back to the referring educational consultant or program for assistance in placement or support.

I found the adolescents to be average kids who had made some poor choices. Some had dual diagnoses, while all had substance issues and knew they had made mistakes. They were interactive and bright eyed. The only sad student I saw was a new student from El Paso who had been brought in by escort. By the next day he smiled at me and said he knew he needed to be there.

When not in school the kids play board games or talk with each other and the staff. All tried to make new kids feel welcome. I watched the kids put together a play one day and on another, they had a variety show with some very talented skits and musical performances. They were never disrespectful or out of line, did as asked, and voiced their opinions respectfully if they wanted to be heard.

I had several opportunities to have lunch with the kids. They were mannerly and talked among themselves at tables seating four. Asking the proverbial educational consultant questions “What do you like about the PaRC and What would you change?” The answers came with a pause.

Things they liked: I like the staff, they are nice, the food is good, I like the other kids here, they are helping me restore some of my credits so I do not have to repeat 9th grade, the teacher is spending time showing me how to do my math—something I never got in my old school, I am learning you can have fun with out being high.

Things they would change: More free time, cooler weather (we have been in the 100’s in Houston), I wish it could be like this at home, to get to sleep more, my parents.

After lunch, they lined up to go back to school. It could have been any boarding school lunchroom in the country: The food was good, the noise level was not loud and students were polite. They had 21 adolescents, a good number for everyone to feel like a family.

The Educational Program: Southwest Schools, a state accredited charter school, operates within the PaRC and uses instructor-led and computer based classroom instruction. They have the ability to individualize each student’s curriculum to meet his/her needs, whether for credit recovery or credit advancement. There is academic support and college prep curriculum offered depending on a student’s situation. The school will partner with the adolescent’s current school district to make sure the student can complete credits needed to graduate. All teachers in the classroom are certified by the state to teach, including special education support.

In evaluating a program, I often ask “Is it safe, professional, clinically effective, caring and clean, and most importantly, would I send my own child there?” The answer to all of these at the PaRC is “yes.”

About the author: Londa May, MEd, is a Certified Education Planner and a member of the Independent Educational Consultants Association. Her business is Campus Selection, Inc. in The Woodlands, TX. She can be contacted at 281-364-9700, Fax 281-292-0449 or through her website at www.CampusSelection.com if you have further questions about PaRC or how they can help.

NEW PERSPECTIVES...

[New Perspectives schools and programs are those new to Woodbury Reports, Inc., and are presented to expand your knowledge, with the disclaimer that we know little more about them at this time than what appears here. Inclusion in Places for Struggling Teens™, of course, does not imply any endorsement by Woodbury Reports, Inc. -Lon]

TODD CORELLI, PHD

Kaysville, UT
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corelli@toddcorelli.com

Todd Corelli, PhD, is a licensed Clinical Psychologist who provides in-depth testing for adolescents and young adults, working in conjunction with parents and consultants looking for an accurate placement or to determine what additional educational or therapeutic needs may be required.

Standard testing used by Todd includes: IQ, academic achievement and a broad battery of object and projective psychological tests such as MMPI-A, MACI, Rorschach Inkblot test, Sentence Completion test, Beck Depression Inventory and SASSI-A2. In addition, he is able to perform neuropsychological testing or specific testing for: language- CELF-4; reading- GORT-4, CTOPP; memory- WRAM2; executive functioning- Trails A & B, Wisconsin Card Sorting Task; written language- TOWL-3 and AD/HD.

Typically, Todd travels to where the client is located to perform the testing. He is able to provide the test results within a week of the testing. For those needing results sooner, a scheduled phone conference with parents and the consultant to go over test results and initial feedback can be made within two to three days.

Todd has worked with children and teens in therapeutic wilderness programs, therapeutic boarding schools and residential treatment centers.

[This information came from an introductory letter from Todd Corelli, PhD.]

ADOLESCENT INTERVENTION SERVICE

Rockville, MD

George Pineda, Co-Owner
866-624-7247

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Adolescent Intervention Services (AIS) provides services for parents that include transporting "at risk youth," crisis intervention, location of runaways and therapy. AIS also provides a secure facility for those adolescents needing intervention due to escalation of negative or destructive behaviors. It includes clinical intervention under 24 hour supervision.

Owners of AIS are George Pineda and David Levin, LCSW-C. George is the Chief Operating Officer of AIS and has transported over 500 adolescents. David holds a Bachelor's degree in psychology and a Master's in Social Work from the University of Pennsylvania. Prior to founding AIS, David was a clinical social worker at Miami Children's Hospital and Director of

Admissions at the Glass Mental Health Drug Treatment Program. He also has been transporting youth for 10 years. AIS is a member of the Association of Mediation and Transport Services (AMATS).

[This information came from the company website.]

DANIELS ACADEMY

Daniels, UT

Ed Callahan, PhD, Executive Director and Owner
435-657-9800

ed@danielsacademy.net

www.danielsacademy.net

Daniels Academy is a small family-living style therapeutic boarding school for young men ages 13-18 who struggle both academically and emotionally. Their acting out behaviors can include opposition, substance abuse, technology addiction, family conflict or social withdrawal. In addition, students may have Executive Functioning issues that may include learning disabilities, ADHD, OCD or depression or therapeutic issues concerning grief, loss or trauma, mood disorders or adoption issues.

Ed Callahan, PhD, Executive Director/Owner, previously had a private practice in Denver, CO. He also worked as a therapist at Second Nature Wilderness Program and was the Executive Director of a therapeutic boarding school. Brian Murdock, LPC, Clinical Director/Owner, has worked with adolescents since 1992, both as a therapist at the Oakley School and as a therapist at a clinical boarding school in Springville, UT. Erika Feinauer, EdD, the Academic Director at Daniels, received her Master's and Doctorate in Education from the Harvard Graduate School of Education, Department of Human Development and Psychology. She also was awarded a post-doctoral research fellowship at the Developmental and Learning Sciences Program at the National Science Foundation in Washington, DC, and taught at Brigham Young University.

Academics are individualized and offer the students credit recovery or acceleration options, accommodating a wide range of learners with the goal of preparing students for college or other educational settings. A primary section of their program is the experiential -Adventure Education Program (AEP) which utilizes the natural environment of their surroundings with experienced guides and includes 2 trips a month to such places as ice climbing in Ouray, CO, Canyoneering San Rafael Swell, UT, backpacking in Uintas, UT, or back-country touring in Tushars, UT.

Recreational activities for students include film making and graphic design, cycling, snowboarding, skiing and rock climbing.

[This information came from the Daniels Academy website.]

MONTCALM CROSSROADS STRUCTURED TRANSITIONAL LIVING

Albion, MI
Norm Ostrum, MA, Director of Admissions
866-244-4321
ostrumn@starr.org
www.montcalmschools.org

Montcalm Crossroads Structured Transitional Living (STL), a rather new program of Montcalm School for Boys and owned by Starr Commonwealth, is for young men ages 17-21 who need continued support and structure after leaving a residential treatment program or before transitioning back into their community, heading to college or returning to their families and home.

Montcalm Schools is accredited by The Council of Accreditation of Services for Families and Children, Inc. and licensed by the Michigan Department of Education and the Michigan Department of Human Services. They are a member of the National Association of Therapeutic Schools and Programs (NATSAP).

Students reside in on-campus apartments where they are immersed in daily life skills training. With the presence of independent living specialist, students learn hands-on everyday skills that will enable them to live on their own independently. Skills they will acquire include shopping for and cooking their meals while also learning to juggle a set budget, time management utilizing a calendar and planner, plus strategies for job interviews. Students may choose to have a job on or off campus or may elect to enroll in classes at the local community college in addition to their participation in service learning projects. These projects can include working at a homeless shelter or local animal shelter.

Individual counseling is available and therapeutic group meetings are held three times a week in addition to a weekly apartment meeting.


Located on the Starr Commonwealth campus, students have access to the gym facilities and lakefront with less staff supervision and participate in several on-campus clubs, which include running, swimming and weight lifting.

[This information came from the Montcalm website and brochure.]

But in general, using hospitals for children's problems is like using a Volkswagen for a paperweight. It's cumbersome, expensive and counterproductive.

- Mary Pipher

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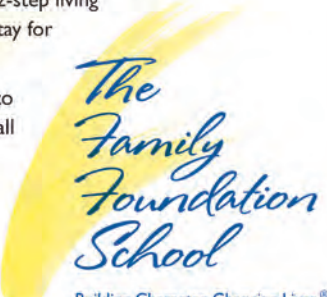
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Larry@daybreakcanyon.com
www.daybreakcanyon.com

This unique new program, which opened in April 2009, is a green, residential treatment center for young men ages 12-17 who may grapple with academics, acting out behaviorally, making and keeping positive friendships, making poor choices, using illegal substances or creating conflicts at home. In addition, they may have been unsuccessful in counseling, a wilderness program or a private school setting.

CEO and founder at Daybreak Canyon is Larry McArthur, who has worked with struggling teens as a Unit Manager and as the Director of several residential treatment centers in UT and ID. COO and founder is Dustin Larna who previously worked as the Program Director at Residential Youth Care in AK and as an Operations Manager at a residential treatment center in ID. Jen McArthur is the therapist at Daybreak and has worked with teens and their families for the past seven years in boarding school, wilderness and outpatient therapy settings, including Advisor/Associate Director at Carlbrook School.

Each student receives an individualized treatment plan developed by his primary therapist, who meets weekly for individual counseling and biweekly for group, in addition to the recreational therapist, who will provide two group sessions each week. Using recreational and experiential therapies, students also participate in the 5 Pillars of Daybreak Canyon: Self, Family, Community, World and Spirituality which lead students to explore these different facets of their lives.

All students participate in community service activities that may include working at the Humane Society, nursing homes or Habitat for Humanity. Another distinctive aspect to this program is the component of international service trips, where students travel abroad to provide service to such places as orphanages in Haiti or Mexico or a school for children of lepers in India. Parents and family members are invited to attend these trips.

Recreational activities for students include hiking, camping, climbing, rappelling, backpacking, horse trail rides, mountain biking, skiing, snowboarding, snowshoeing, white water rafting, fishing and golfing. They also offer a variety of creative outlets including music, painting, drawing, sculpting and other arts and crafts activities.

[This information came from the Daybreak Canyon website.]

NOVUS

Missoula, MT
Sandy Schmiedeknecht,
Director of Admissions and Marketing
304-642-9047
sandy@atg-family.com
www.atg-family.com

Novus, a program of Achievement Transitions Group, Inc., is a Christian based, mentor supported, transitional living program for young adults ages 18-24 years old. This family focused program is designed for those students who are transitioning from home or from a residential/inpatient program toward living on their own.

ATG was founded in 2004 by James R. Morton, Jr., MS, who was an Army Officer in Special Forces. He worked at Mount Bachelor Academy in the wilderness department and at Alldredge Academy developing curriculum before creating Integral Steps and Second Step, LLC. Casey Dunning, the Mentor Director, previously worked as a smokejumper and has worked for various government and private agencies designing and testing parachute systems as well as working for the Forest Service and the youth ministry in his church.

Independent living skills are taught through effective coaching, teaching and mentoring, with the focus on five areas of transition: Faith through establishing a supportive Faith community; Relationships through developing healthy and supportive relationships; Vocation by way of work experience and skill development or furthering their education; Independence through learning, practicing and growth in significant life skills; and Wellness, focusing on areas of self care, which may include nutrition and food preparation, physical health, positive recreation and emotional health.

This is generally a one year program, yet for some it may take longer. The process from time of enrollment to transition is broken down into four phases: Intensive, the initial move in process; Orientation and Acclimation, which includes a two day outdoor expedition and a parent workshop and visit; Learn, Practice, Grow and Refine, which shows how the family system is growing toward transition and includes two parent workshops with visits following; and the final Transition phase, which includes establishing a subsequent transition plan.

[This information came from the Novus website, brochure and newsletter.]

SAN CRISTOBAL ACADEMY

Taos, NM
Dave Johnson, Owner
Katryn Cross, Admissions
866-918-8383
www.sancristobalacademy.com

Founded in 2001, San Cristobal Academy is a drug and alcohol rehabilitation center for young men ages 17-26 years old located on a working horse ranch in the Sangre de Cristo Mountains. This program is both a therapeutic and transitional learning center for those who may struggle with anger and depression, low self esteem, substance abuse, poor school performance or low motivation.

Don Lewis, MA, MS, Director at San Cristobal Academy, graduated from the United States Military Academy at West Point, received his MA in Counseling Psychology from National University and his MS in International Relations from Troy State University. Prior to his work at San Cristobal, Don worked at Gatehouse Academy as the Program Director for the intensive care portion of the program. Marty Ferrero, MA, is the Director of Residential and Recovery Services. Previous to his work at San Cristobal, Marty worked with the Hazelden Foundation as the clinical supervisor of the men's intensive residential and extended care programs at Hazelden Springbrook in OR. Marty also received a Master's Degree in Addiction Counseling from the Hazelden Graduate School of Addiction Studies in MN. San Cristobal is a full member of NATSAP.

This year long program is divided into three stages, where students in Stage one live and work in a structured environment, focusing on their drug and alcohol recovery, attending five AA/NA meetings per week and working with a substance abuse counselor. Stage two offers semi independent living, where they learn to become accountable for their education, behavior and relationships. In Stage three, residents live in town, attend the University of NM for course work, in addition to working part time and meeting regularly with their counselors. Therapeutic approaches at San Cristobal Academy include Cognitive Behavioral Therapies (CBT), Motivational Interviewing, positive peer culture and animal assisted therapy.

[This information came from the San Cristobal Academy website and NATSAP Directory.]

An unwilling teenager cannot be monitored... Kids can always outwit you if they really want to... Parents have remarkably little power to maintain control over the adolescents who need it most.

- Judith Rich Harris

HARMONY CRISIS MANAGEMENT

Shasta Lake, CA

Angelina Stefanini, Executive Director and Clinical Director

877.240.0999

info@harmonycmg.com

www.harmonycmg.com

Harmony Crisis Management Group is an innovative educational consulting and life coaching/counseling agency whose mission is to help individuals, youth and families achieve excellence through life empowerment coaching. Harmony's unique philosophy of educational consulting and coaching empowers and equips each family with the tools needed to choose the best program for their youth and to become successful. With headquarters located around the country, Harmony is reaching people and changing lives on a national scale. Our CEO and President is entrepreneur Larry Spain, and our Executive Director, Angelina Stefanini, is a certified life coach and Licensed Professional Counselor (LPC).

In recognition of tough economic times, Harmony's educational consulting fees and life coaching/counseling packages meet the needs of families and individuals of all income levels by operating on an income based fee structure, including three, six, and 12 month payment options. Harmony specializes in using Life Empowerment Coaching and counseling as an affordable and action-oriented option for families in crisis or for those who need guidance and support in choosing a therapeutic program. Harmony's teams of expert staff are stationed around the country and work in collaboration to create a strong foundation of support for its clients. Staff on board includes licensed professional counselors, life coaches, psychologists, educational specialists, wellness experts, financial experts, and many more.

Harmony's services include innovative features such as accompanying families to their programs of choice (upon request), as well as at the key time of admission to a program.

[The above information was provided by Angela Stefanini at Harmony Crisis Management Group.]

THE JOSHUA SCHOOL

Englewood, CO

Jason Gruhl, Executive Director/Educational Director

303-758-7171

thejoshuaschool@yahoo.com

www.thejoshuaschool.org

The Joshua School is a private, nonprofit educational center founded in 2005 by six educators. It works with children and young adults ages 2½ to 21 years and their families who are challenged with autism spectrum disorders and developmental disabilities. The Joshua School specializes in early intervention, Autism spectrum disorders, developmental disabilities, cognitive challenges, communication challenges, social skills instruction and daily living skills instruction.

Jason Gruhl, the Executive Director of the Joshua School and one of the original founders, has an MA in Counseling Psychology and has a Colorado Teaching License in Severe Needs. He is also on the Colorado Department of Education—Autism Task Force and is the Vice President of the Autism Society of Colorado. Robin Talley is the Early Intervention Director at The Joshua School and is a Board Certified Behavior Analyst, holding an MEd in early childhood /special education, a BA in sociology and a Colorado teaching license. Robin Singer is the Special Education Director who holds an MA and BA in Special Education. The Joshua School is approved by the Colorado Department of Education and licensed by the Colorado Department of Human Services.

The school offers three levels of care including the Early Intervention Program for children ages 2 ½ to 6 years old, operating year round. It uses a variety of curriculum in addition to preparation of an Individualized Education Plan (IEP). The School Age Program for those ages 6 to 21 involves a wide range of assessments and an IEP, in addition to community outings that include recreational and skill building activities and academics that are taught using the principles of Applied Behavior Analysis. The Transition and Vocational Program offers students opportunities to integrate and work in the community, in addition to participating in post secondary education, vocational training, integrated and supported employment and independent living.

[This information came from The Joshua School website.]

HEALING PARTNERS EQUESTRIAN PROGRAM

Sandpoint, ID

Rand Gurley, LCSW, DAPA, Founder

208-263-5393

sndpsy@verizon.net

Healing Partners Equestrian Program, founded in 1999, provides Equine facilitated psychotherapy for adolescents and families, individuals, couples and groups, by utilizing family systems, Cognitive Behavioral Therapy and experiential education.

The founder of Healing Partners is Rand Gurley, LCSW, DAPA and a Doctoral Candidate who has been in private practice for over 15 years. Rand is a member

of the faculty at Prescott College, AZ, teaching the Master's of Counseling Psychology students in Equine Assisted Mental Health (EAMH). Rand specializes in trauma, CBT, DBT, EMDR and Equine Assisted Psychotherapy.

By combining the language of horses with licensed and trained therapists, Healing Partners Equestrian Program facilitates positive change in individuals by working and exploring key concepts such as safety, trust, relationship building and family growth and learning.

Healing Partners works with an array of mental health diagnosed clients, ranging from ADHD, depression and PTSD.

[This information came from Rand Gurley, Founder of Healing Partner's Equestrian Program]

EAGLE SUMMIT

Silex, MO

Deidre Sage Butte, Director of Business
Development/Admissions

866-924-0304

deidrebutte@eaglesummit-mo.com

www.eaglesummit-mo.com

Eagle Summit, which opened its doors in March of 2009, is a residential treatment center for young men, ages 13-18 years old, who may struggle with defiant behavior, disrespect for authority, low self-esteem, impulsivity, learning difficulties, poor academic performance, lack of motivation or drug and alcohol abuse. In addition, they may have been diagnosed with oppositional/defiant disorder, Bi-polar disorder, ADHD/ADD, mood or depressive disorder or conduct disorder.

Angie Fusco, Program Administrator at Eagle Summit, previously worked for the Three Springs residential treatment center programs for 13 years as Counselor, Counselor Supervisor, Assistant Administrator, Special Projects Manager, Program Administrator and Director of Organizational Development. She also worked for the Presbyterian Children's Services as Director of staff development and training. Anita Kiessling-Caver, MSW, LCSW, QSAP, QMHP, is the Clinical Director. Prior to her work at Eagle Summit, she served as the Counseling and Addictions Treatment Coordinator for University Behavioral Health, University of Missouri Healthcare.

Robert Giegling, MA, LPC, is the Executive Vice President of Programs. Eagle Summit is accredited by the Southern Association of Colleges and Schools (SACS).

Each student receives a Master Treatment Plan and an Individualized Educational Program from the treatment team. Within this Individualized Educational plan, students will be placed in classes accordingly and will participate in core academics, in addition to participating in Gateway exams, Armed Services Vocational Aptitude Battery (ASVAB), achievement tests and the American College Test (ACT).

At the time of enrollment in this residential treatment center, students are placed in a group of 6-8 young men having similar behavior and mental health issues who are led by a team of counselors. Students participate in Dialectical Behavior therapy 2 times a week, weekly individual and family therapy, experiential learning and adventure based trips. Parents are involved as partners with the program and participate in monthly trainings and support groups, weekly phone calls and weekly family therapy. In addition, the use of the Native American "Circle of Courage" helps students identify their behavior problems. It is used to track their progress in the program, with each of the four sections of the circle used to represent a phase in the program to conquer and move up to the next level.

[This information came from the Eagle Summit website.]



BENCHMARK YOUNG ADULT SCHOOL

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For students who are struggling to find success, Benchmark can be the answer. As a residential emotional growth school for young adults 18-28 years of age, Benchmark's mission is to prepare young people to become capable of attaining their own level of emancipation and independence.

Benchmark's proven results set the standard as a transitional living school by providing an environment built for success. Our established curriculum includes an exclusive combination of dynamic emotional growth classes, traditional educational options, independent living and relationship development situations, caring and experienced life coaches and mentors as well as real-life work skills opportunities. They will stretch their wings - and fly!



For information
and admissions call
Richard Brimhall

1-800-474-4848

admissions@benchmarkyas.com

Visit our web site at www.BenchmarkYoungAdultSchool.com

SUMMIT LODGE RECOVERY CENTER

Fairview, UT

Joel W. Hanson, MD, Program Supervisor, Medical Director

888-786-6425

admin@utahsummitlodge.com

www.utahsummitlodge.com

Summit Lodge, which opened in 2007, is a residential treatment program for males and females 18 years and over, treating those with alcohol and drug addictions, self esteem struggles, sexual and gender issues and the behavior patterns that trigger relapse and cravings. In addition, Summit is a dual diagnosis center that evaluates and provides treatment for added mental health issues such as mood disorders, anorexia, bulimia, ADHD, learning disabilities, personality disorders and "cross addictive" issues: addictions to sex, pornography, internet, gambling and shopping, etc. Additional medical and physical contributing factors such as chronic pain and serious chronic illnesses are also addressed.

Joel W. Hanson, MD, is the Program Supervisor and Medical Director at Summit Lodge. He is licensed in Psychiatry and Internal Medicine. Jack Wiseman, MEd, LSAC, and Supervising Therapist at Summit, has over twenty years experience in clinical addiction.

Scott Beck is the Director of Equine therapy.

Treatment at Summit Lodge includes use of the 12 step model, group and individual therapy, equine therapy, medically monitored detox as needed, psychiatric and medical care and psychological testing when needed. In addition, participation in experiential therapy, workshops and cognitive behavioral techniques (CBT) are utilized in each participant's recovery. Daily reminders with the memorized acronym "PEMS"- Physical, Emotional, Mental and Spiritual - are also used as a self care reminder.

An essential component to the program is family involvement, which includes participation in the Family Program, facilitated by the staff. It is held for three days every four weeks, where issues such as the disease of addiction, setting boundaries, codependence and the difference between healthy and unhealthy enabling; relapse prevention and the family's role are discussed. Alumni support for those graduating the program includes alumni support meetings, support phone calls and participation in an alumni survey.

For healthy sobriety, clients engage in sober fun such as sports, bowling, going to the movies, or it can include hiking, nature walks or fishing, and spiritual work, such as meditation or participation in a sweat lodge.

[This information came from the Summit Lodge Recovery Center website.]



TIME TO GO

Tucson, AZ

Lorenzo Sanchez, Owner and Head Transport Agent

520-232-4180

Timetogo1@gmail.com

www.time-2-go.com

Time to Go is a juvenile transport service that has been transporting youth ages 7-17 years old for the past five years to wilderness programs, boot camps, military schools, drug and alcohol rehab centers and programs, in addition to transporting juveniles to and from juvenile detention centers.

Owner and Head Transport Agent is Lorenzo Sanchez, who, prior to his work with juveniles, was a Sergeant in the Army and then worked in the security field, transporting illegal immigrants and criminals worldwide. Other transport agents include Anthony Milano, who is also the travel arrangement director; Felipe Ruiz, who has 17 years of law enforcement experience, including his work on the Tucson Police Department's Gang and Drugs Special Units, and Saul Ortega.

A unique feature of Time to Go transports is that all transports are videotaped, for the safety of the juvenile as well as the agent. A copy of this video is available to the receiving program and the parents and guardians.

[This information came from the Time To Go website.]



Nestled in a scenic Central Arizona valley, Copper Canyon Academy offers a boarding school for girls ages 13-17 with behavioral, emotional or learning problems. We believe that by combining a warm, caring, structured environment, students will develop self-esteem, self-awareness, self-reliance, self-confidence, and self-management.

Our program offers:

- Comprehensive, therapeutic program including individual therapy, group therapy and family therapy
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Contact Paul Ravenscraft for more information

(928) 567-1322

Email: admissions@coppercanyonacademy.com
www.coppercanyonacademy.com

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STEP UP PROGRAM

Minneapolis, MN
Patrice Salmeri, Director
612-330-1405
salmeri@augsborg.edu
www.augsburg.edu

Founded in 1997, The StepUp Program, an Augsburg College program, is for men and women in recovery from alcohol or other drugs. This is not a treatment program but rather a recovery based student support program. This small program can accommodate 65 enrollees.

Director for the StepUp program is Patrice Salmeri, who has a Master's degree in Human Development, with a Bachelor's in Health and Physical Education. He is a Licensed Alcohol and Drug Counselor. David Hadden is the Assistant Director. He is a Licensed Independent Social Worker, a Certified Drug and Alcohol Counselor and has both his MA in School Health and Post Graduate Certification in Drug and Alcohol Counseling.

Students enrolled in the StepUp program live in an on campus "chemical free" living area, where students have separate bedrooms and community living spaces that include a living room, kitchen and dining room. In addition, students are required to sign a contract that they will commit to six months of sobriety and active recovery. They agree to attend two AA/NA meetings a week, maintain communication with their AA/NA sponsor, meet weekly with a licensed counselor and attend the weekly StepUp program circle which focuses on the community living issues, recovery and academic skills.

Other agreements within their contract include regular class attendance and keeping the community areas clean, along with specific do's and don'ts within the program.

[This information came from the Augsburg College website.]

The only purpose of education is to teach a student how to live his life - by developing his mind and equipping him to deal with reality.

The training he needs is theoretical, i.e. conceptual. He has to be taught to think, to understand, to integrate, to prove. He has to be taught the essentials of the knowledge discovered in the past - and he has to be equipped to acquire further knowledge by his own effort.

- Ayn Rand

EXTENDED INSIGHTS: NORTHWOODS USES DUAL CAMPUSES

Matt Fitzgerald, Co-Owner and Director
Sagle, Idaho
208-659-3455
www.northwoodsidaho.com

Northwoods uses campuses in Northern Idaho and in Central Costa Rica to deliver its character building program to young men. Since 1993, we have believed that our students learn best by doing and experiencing new things in interesting places, while our focus has always been and continues to be to safely prepare our students for a successful life after Northwoods.

New students at Northwoods usually enroll at our Sagle, ID, farm where they will join a healthy milieu, receive an individualized academic plan, individual therapy with group counseling, be involved in work project responsibilities and participate in outdoor recreation in a beautiful and peaceful setting.

Approximately three months later, after the new student has settled into his Northwoods "lifestyle," a trip to our Costa Rica campus will be his next opportunity.

Northwoods owns over one hundred tropical acres in the Tiliran Mountains, located in the north central part of the country. Here is where our students are immersed into a different culture while continuing with their studies and therapy.

Northwoods has over a decade of interacting with the locals of La Tigra and our students are welcomed there with the world famous Costa Rican friendliness. A powerful shift begins to take place within the Northwoods student. A greater sense of appreciation and overall peacefulness takes the place of entitlements and anxieties.

The third phase of Northwoods happens in our original Northwoods location in beautiful Bonners Ferry, ID. Our students are now given the opportunity to attend a safe, main stream public school to use their skills and maturity to thrive both academically as well as socially. Many of our students make the honor roll, participate in sports, become locally employed, and most importantly, make friends with the people of Bonners Ferry.

The Northwoods program brings decades of experience to the young people and the families that find their way to us. We are absolutely dedicated to providing a quality, individualized educational opportunity to each of our students.

Northwoods has a student capacity of 30 and accepts enrollments year round for young men ages 13 through 18. The average length of stay for our students is twelve months and our monthly tuition is \$3,950.

OPI PARTICIPANTS PROVIDE “CHRISTMAS IN APRIL”

Anne LaRiviere
Optimum Performance Institute
Woodland Hills, California
(888) 558-0617
anne@opiliving.com

Once OPI participants Amanda J., Scott S. and Matt D. decided on a unique Community Activity for April, their enthusiasm quickly spread until three local families with special needs were treated to a unique “Christmas in April” grocery shopping spree at a local grocery store.

Sixteen OPI participants spent weeks collecting nearly \$700 from their fellow participants, as well as from OPI staff. In the end each family got \$215 which they spent on everything from milk to diapers.

The participants met the families outside the store, divided into three groups and then assumed tasks: the first group was in charge of making sure each family stayed within their budget; the second group kept track of items on a calculator or pushed the carts and the last group was assigned to keep the small children occupied.

“They all were looking for sale items and trying to find the best deals,” explained Christa Lopez, Acting Director of Career and Volunteer Services, who helped organize the event. “They were absolutely wonderful. I was so impressed.”

The Participants contacted the North Los Angeles County Regional Center where Ms. Lopez used to work. Their staff selected the three families who could benefit the most.

At Optimum Performance Institute, one Community Service activity is mandated per month.

The Optimum Performance Institute is a highly individualized therapeutic and educational residential program for young adults ages 17-25. For further information contact Anne LaRiviere, Director of Admissions, (888) 558-0617.

WHAT WEST RIDGE HAS LEARNED FROM TEENAGE ADOPTEES

By Jacob Gibson, LMFT, PhD

The anticipation was much worse than actually doing it. Ten minutes before the start, one young man almost backed out, but his courage was bolstered by his fellow students and my co-facilitator. All seven teenagers had some degree of anxiety, and many were visibly shaken with the thought of going through with it. Their task? To tell their adoption story to a large group of professionals, adoptive parents and

prospective adoptive parents at the Utah Adoption Council’s annual Spring Conference.

The beginning of an idea came a year earlier after we attended a birth mother panel at the same conference. The goal of the conference is to service the educational needs of adoption professionals and the members of the adoption triad, namely adoptive parents, birth parents and adoptees. In talking to one of the conference organizers, I learned that adoptees are an under-represented population in the workshop presentations. I proposed the idea of a workshop where members of a group of adoptees at West Ridge Academy would present their adoption stories, talk about their work through adoption issues, and answer questions the audience has about their experience. The idea was well received and over the next year the idea incubated.

When I received the notice of the dates for the next adoption conference, my colleague Janey and I began to conceptualize the complete format of the workshop and submitted our idea to the conference organizers. We also presented the idea to our adoption support groups. They all seemed to like the idea and every member seemed excited for the opportunity to attend the conference. Many of them wanted to be on the panel to tell their story. We encouraged them to consider what it would be like to tell their story in front of a large audience, to write their story down and submit it to us. Our workshop was accepted, our panel members were selected, and preparations were made to attend the conference.

On the morning of the conference, both adoption groups gathered in the presentation room at the conference location. There was an excitement with those that were going to listen and an anxiety with those that were going to present. Final revisions to talks were made and workshop participants started gathering as the time for the workshop approached. At final count, the students shared their experience with around 100 people, including their own peers.

After a brief presentation by Janey and me about the core issues of adoption, how our groups attempt to address these issues and how therapists help the students transfer the attachments made on campus to their families at home, the students told their stories. Each story was different, some including abuse, transracial families, feeling left out, bad relationships and making similar mistakes as their birth parents. Some were adopted at birth, others when they were older and one within the last year. A few had biological siblings adopted with them, while others were the only ones adopted in their families. Throughout the stories, observers could see nodding heads from others on the panel as their counterparts shared their stories. Despite all these differences, their stories held common themes. What follows are six lessons we can learn from the stories shared at the conference.

First, they all talked about attachment issues, a difficulty getting close to those with whom children normally would bond. A few of their parents understood that this would be a difficulty and tried to handle it with understanding and by giving the children the space they needed to work through their issues. Others spoke of parents and family members expecting more than they could give, which created a “threat” to the adoptee and thus conflict when the teenager tried to manage the threat by behaving in a way that would push others away. Those telling their story asked for parents to give them the space to work out their fears by allowing them to get close on their timeframe and on their comfort level.

The second lesson revolves around the self-identified “identity crisis” that many adoptees go through. Their stories were filled with examples of the pain or discomfort they feel with not knowing about their past before their adoption or wondering what their life would be like if they had not been adopted. These seven adoptees would like parents and other adults to know that the questions will be there, but that questions are not an indication of dissatisfaction or a rejection of their family. Questions arise as teenage adoptees are trying to establish their identity and integrate the knowledge of where they are now with where they used to be, and for many of them, their past is completely unknown. The questions serve

to help them settle into who they are and who they will be in the future.

The third lesson that we learn from these adoptees is that they want to be loved “in their way.” The first impulse when we as parents hear that is to think that our children want to control things and that “their way” will be to buy them things or to say yes to everything. If you don’t, then you’ll hear “you don’t love me!” However, in talking with my group of adoptees each week and hearing the stories presented by these seven, it seems to be more of the idea that they want to feel love from their parents in a way that they can “understand.” Similar to the concept of the *Five Love Languages* written by Gary Chapman, we all have things that mean “I love you.” Adoptees are no different, except that their ways of feeling loved are different from ours and from our other children. To understand how they want to be loved, we need to get to know them in the phase of life they are in. A child that wanted to be cuddled and shown physical affection when very young may shift into wanting words of affirmation instead when they are a teenager. Their sense of self, and thus preferences, shifts, more so than other children who do not have to contend with the issues of adoption. Our task as parents is to meet them on their level and learn what they want/need,

CONTINUED: ADOPTEES/ 24



Photo by Skyler Jensen

THE GATE OF HISTORY SWINGS ON SMALL HINGES, AND SO DO PEOPLE’S LIVES.



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ADOPTTEES:

especially when they are unable to voice it themselves.

The fourth lesson my students would like to teach may be more for other adoptees than for parents. While working through their issues of loss and rejection, they have come to realize that they were not “given up” because they were not loved; they were adopted into another family because their birth parents wanted something good for them. Their birth parents wanted to give these kids something they could not provide. For those that were removed from their home, they have recognized that the state believed they were in danger and was trying to provide a place of safety for them. They all think about and wonder how their birth parents are doing. And they all wonder what their lives would be like if they were with their biological parents. This is a normal process and does not necessarily mean that they wish they were not adopted by their family.

The fifth lesson the students taught by sharing their stories was that they are grateful they were adopted. Despite all their questions, anger, sadness and crazy-making behavior, they are happy to be a part of their family. They recognize that they would likely have been in a tough situation had they not been adopted by their family. Either they would remain in foster care or they would be raised by someone not prepared to be a parent. Since the actual outcome if they had not been adopted is unknown, many fantasize a very positive scenario. However, these students came to the conclusion through their own conversations in group that they are grateful to be adopted.

Finally, the last lesson about adoption is that after all the struggles and hard work, it all works out in the end. Whether their challenges take them to a therapeutic boarding school or they are able to handle their issues at home with parents, the struggles do get resolved and the kids are better for having been adopted; many even get closer to family through the process of working through their issues.

The students seemed to want to leave adults with a sense of hope: that after all the trouble they caused as kids, things will work out the best they can, and the kids will be as close as they can to their families. At the same time I write this optimistic statement, I recognize that not all situations will “work out” and many kids will not “get closer” to their families in later years. Some of the issues of adoption may be too big for kids and their families to overcome easily and may take them beyond the years they live at home. Though there are no guarantees to how children will turn out when dealing with tough issues, these lessons can remind us that after the trial of our kids’ struggles come many sweet blessings. Thank you my young friends for sharing with us these glimpses of all that we desire.

IT TAKES A VILLAGE

By: Mari Allman

A few weeks ago I attended the graduation of my youngest child! While thinking about how I could possibly be that old...my mind wandered to all of the schools and the teachers and counselors that had been a part of all four of my kids’ educations. It is true that it “takes a village.”

Discovery Academy is, for all intents and purposes, a little village of its own. We offer a tailored approach based on what is best for the student, not what is easiest for the school system. Each student has their own Individual Academic Plan in place when they arrive. Our superior teachers meet frequently with each of the students’ therapist to discuss progress and needs of the individual. Also, each classroom has a residential mentor present to help support the teacher. In this way, all areas of our program are aware of each student’s academic progression and understand better how they can encourage and support them.

Our program is such that students work at a pace that is comfortable to them while at the same time being challenged by our extensive curriculum. We offer teacher driven classes and also one-on-one time providing opportunities for teachers to give remedial assistance or to challenge students with a more rigorous curriculum. Our year round schedule provides an opportunity for students who may have fallen behind to catch up or even move beyond where they should be.

Our in-house Counselors help students prepare for further education by helping them with ACT and SAT testing prep which has given us the reputation of higher scores on these tests than those of the national average. They also guide them in looking into and applying for higher education in colleges all around the states.

Our beautiful new academic center allows us to do all this in state of the art classrooms holding no more than 12 students each. With computers in every room, students can do research or compose papers without having to move to a computer lab.

Our commitment to experiential learning seeps into our school environment. Once a week the students participate in activities, either on or off campus, using sensory skills that help learning come to life. These may be at a museum, state park or even a local business. They may be here on campus with an invited guest giving a hands-on lecture of some kind. With these experiential activities, we hope to open minds to the many possibilities for higher learning or vocations.

Discovery Academy is the leader in pioneering best practices for educational excellence. This commitment is reflected in our faculty, mentors, therapists and counselors. It truly does “take a village.”

***About the Author:** Mari Allman handles Admissions for Discovery Academy. For more information, she can be contacted at 801-374-2121*

SEEN N' HEARD

ECKERD OF BLUE RIDGE GETS WET!

(July 7, 2009) Eckerd Academy of the Blue Ridge, Suches, GA, shared that their summer school, an Adventure Based 7-week Academic Credit Recovery Program, is approaching its mid-point and the students are doing well with their academics. They are looking forward to the rest of the weekend adventure trips, which will include a trip to the Ocoee River and a canoe trip on the Toccoa River to Lake Blue Ridge. Contact Angie Senic Shockley, MA, and Operations Director, at 304-308-1571 to learn more.

LAUGHLIN RUNS 200 MILES FOR KENYAN SCHOOL

(July 14, 2009) Impossible2Possible, Boulder, CO, Director and Co- Founder Will Laughlin will attempt to run 200 miles nonstop from Fort Collins to Steamboat Springs on August 6-9, 2009 to raise awareness for Daraja Academy, a girls' school serving the poorest communities in Kenya. To learn more, contact Will at 919-428-0050.

LAUGHLIN HEADS TO SECOND NATURE 360

(July 21, 2009) The Second Nature Admissions Team, Duchesne, UT, 866- 205-2500, is pleased to announce the launch of its newest program, Second Nature 360, under the leadership of Jen Murphy, LPC, and Beth Laughlin, MA, Second Nature 360 is designed to support adolescents, young adults and their families

as they transition from treatment to home or to independence. Beth, who holds a Masters Degree in Counseling, previously worked with Vive, Inc. as the VP of Marketing and Customer Relations. To contact Beth, call 919-428-0048 (cell).

BLUEPRINT EDUCATION PARTNERS WITH ANYTOWN ARIZONA

(July 21, 2009) Blueprint Education, Glendale, AZ, announced they have teamed up with Anytown Arizona whose programs teach high school students life and leadership skills, communication and conflict resolution skills. This partnership will allow students to receive academic credit for their participation. For more information contact Marmy Kodras, Marketing Director for Blueprint Education, at 800-426-4952 ext 4840.

MILLER REMAINS HEADMASTER OF GREENWOOD SCHOOL

(July 22, 2009) Stewart Miller, Headmaster at The Greenwood School, Putney, VT, 802-387-4545, announced he has accepted The Greenwood Board of Trustee's offer to extend his leadership as Headmaster through June of 2014. Additional news at Greenwood includes an invitation to visit their new website, which was designed by an alumnus. To learn more about the Greenwood School contact Steve Miller at 802-387-4545.

CLARK FINANCING OFFERS NEW LOAN OPTION

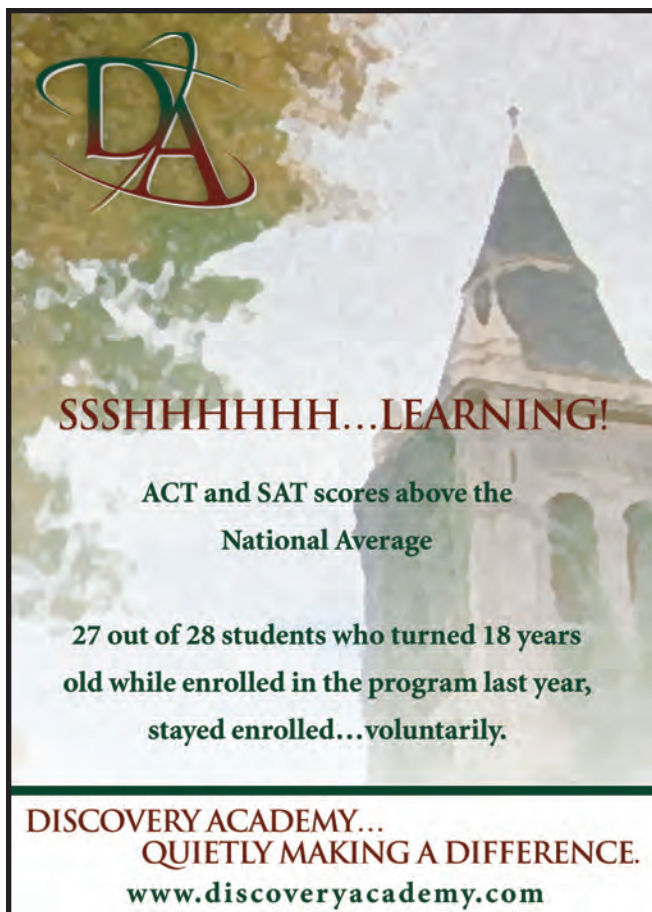
(July 22, 2009) Chelsea Dickinson, Marketing and Program Relations Director for Clark Behavioral Health Financing in Coeur d'Alene, ID, 888-755-3079, announced Clark Financing along with PNC Bank has launched a new fixed interest rate line of credit, Health Check, offered exclusively to the therapeutic treatment industry through Clark Financing. To learn more, call Chelsea or visit their website.

HARMONY CMG ADDS SERVICES

(July 22, 2009) Angelina Stefanini, MS, NCC, LPC, Executive Director and Clinical Director at Harmony Crisis Management Group, Asheville, NC, 877-240-0999, announced Harmony CMG is now offering therapeutic intervention and transport services along with their crisis coaching and counseling services. To learn more contact Angelina or visit the website.

BRITISH SCHOOL ON PBS

(July 23, 2009) Mulberry Bush School for emotional disturbed children ages 5-12 in Oxford, England, was featured in a documentary film titled: *Hold Me Tight*,



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old while enrolled in the program last year,
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CONTINUED: SNH/ 26

SNH:

Let Me Go, on PBS's POV (Point of View) series. The kids who attend Mulberry (most of them boys) can broadly be described as having attachment disorders, with some having Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) and Oppositional Defiant Disorder (ODD). "Hold Me Tight, Let Me Go" introduces five of Mulberry's students over the course of a year. Contact Cathy Fisher or Cynthia Lopez at 646-729-4748 for more information.

DIRECTORSHIPS AT NEW LIFESTYLES

(July 24, 2009) New Lifestyles, Winchester, VA, 540-722-4521, has announced their current directorships at the school: Pamela H. Throckmorton, PsyD, CAC, CCAS, Vice President/Licensed Clinical Psychologist, who served as Clinical Director at New Lifestyles for the past eight years; Matthew V. Bruffey, PsyD, Clinical Director of Specialized Services/Licensed Clinical Psychologist, who began his tenure at New Lifestyles almost four years ago; Paul M. Hill, PsyD, Director of Assessment/Licensed Clinical Psychologist, Sherri M. Yoder, PsyD, BCBA, Clinical Director of Program Services/Resident in Psychology who is anticipating her license as a clinical psychologist in September 2009 and Jonathan A Young, BA, Director of Marketing and Public Relations, who previously served as Program

Supervisor. To learn more about New Lifestyles contact Jonathan Young at ext 221.

PACIFIC QUEST'S NEW COMPONENT: MALAMA

(July 24, 2009) Marney Sullivan, Admissions Director at Pacific Quest, Hilo, HI, announced Pacific Quest has acquired a new camp and has added a third branch to their program: "Malama" in which students who have completed Kuleana and Ohana (steps 1 and 2) will move to the new camp located closer to town and will focus on their transition, community service and leadership. Call Marney at 808-937-5806 to learn more.

TEENS SHOW LINK BETWEEN RECESSION AND SUBSTANCE ABUSE

(July 25, 2009) Phoenix Outdoor, Old Fort, NC, 877-305-0904, reports their addiction staff has observed more teens are expressing concerns and stress about how the economy is impacting their families, with studies showing stressed teens are more likely to experiment with drugs and alcohol, struggle in school and act out at home or in school. Teens are using drugs/alcohol as a way to escape their problems and worries rather than just to have fun or to fit in.

WHITE ROCK ACADEMY SHUT DOWN BY STATE

(February 20, 2009) The Salina Journal reports White Rock Academy, a residential treatment center for troubled adolescents ages 11 to 18, was ordered shut down by state health officials due to several violations including their license being suspended after inspectors on three different occasions found emergency exit doors locked after being ordered to remove the locks, failing to provide mental health, drug and alcohol treatment to meet the level of care needed by the residents and charges that out of state youths did not have state authorities' permissions to be admitted to a Kansas facility.

CAMP TWITCH & SHOUT FOR KIDS WITH TOURETTES

(July 27, 2009) CNN reports on a weeklong summer camp for adolescent's ages 7-18 years old who struggle with Tourette syndrome, a neurological disorder which causes them to make noises and tics that they cannot control. Brad Cohen, 35, who struggled with Tourettes syndrome himself as a child, is now an elementary school teacher and the camp director. They recently celebrated the first year of Camp Twitch and Shout in Winder, GA, where the kids have plenty to do, from swimming and fishing to music and arts and crafts. Most have been teased or harassed in school, and the camp is a place just to have fun.

BRINKMAN HOUSE OPENS

(July 27, 2009) David Brinkman and his wife



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Melinda are excited to announce the opening of their new small relationship based, family style program: Brinkman House, located in Bonners Ferry, ID, which is based out of their home. This program is set to open August 1, 2009. This program is for boys' ages 13 to 18 who may struggle with low self esteem, family conflicts, poor social and relationship skills, academic underachievement or school failure and learning difficulties, in addition to negative behavior issues. Student's will be able to attend either the local high school or do home schooling depending on need. To learn more, contact David Brinkman at 208-610-5627 or 208-267-3504.

BRIDGES ACADEMY CO-FOUNDER OUT OF RETIREMENT

(July 28, 2009) Joan McOmber, MFT, Executive Director at Bridges Academy, Bend, OR, 888-283-7362, announced Darrel McOmber, co-founder of Bridges Academy, has come out of retirement this month after having heart surgery in January. He is teaching his ever popular Experiential Science classes, which the academy boys requested after seeing a demonstration he did last month. For more information on Bridges Academy contact Joan McOmber.

TIMBER RIDGE REDUCES TUITION \$1,000 THRU END OF YEAR

(July 28, 2009) Timber Ridge Preparatory School for Girls, Clark Fork, ID, has announced that, in light of the difficult economic times, they have reduced their tuition rates by \$1,000 until the end of the year. To learn more on this reduction in cost, contact Beverly Ann Cox, Director of Admissions at 208-266-1465.

DR. KARYN HALL JOINS FULSHEAR

(July 28, 2009) Fulshear Ranch Academy, Needville, TX, 214-272-6880, is excited to announce Dr. Karyn Hall has joined the Fulshear Ranch Academy team as their consulting Psychologist and DBT specialist. Dr. Hall has developed expertise in a variety of clinical specialties including DBT, trauma, psychopharmacology (MA), solution-focused psychotherapy, EMDR and eating disorders. Contact Fulshear Ranch for more information.

SLE CONSOLIDATES RANCHO VALMORA WITH OTHER PROGRAMS

(July 29, 2009) Barry Blevins, Vice President, SLE, 432-364-2241, and Dale Parker, Administrator at Rancho Valmora, 505-425-1310, have announced that due to market changes resulting from the current economic conditions, the Board of Directors and management of Social Learning Environments (SLE) have decided to consolidate the services at Rancho Valmora into High Frontier and Cramer

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Creek programs. For more information, contact Barry Blevins at 432-364-2241.

SOBER COLLEGE GOES OFF BROADWAY

(July 31, 2009) Students at Sober College, Woodland Hills, CA, recently performed Figaro's Divorce, an original musical written by music director, James Fuchs, to a packed theater, on July 25 and 26, 2009. From the first act, the theater was filled with hysterical laughing and tears were rolling down cheeks as the three drunks from Figaro's Divorce put on their act. "I went from being a drunk to playing one," reflects Zach H., whose raspy stage voice filled the role of Jr. "What a blessing to make something out of my past," he comments. To learn more about Sober College contact Caitlin Lafferty at 800-465-0142.

AGAPÉ CELEBRATES WITH THE RHINO RODEO

(July 31, 2009) Agapé Boarding School, Stockton, MO, celebrated the 4th of July with their annual rodeo. Students had a complete day of action packed events including a bull riding competition, Bronc riding, team branding, hay stacking and goat catching and ended the day with a large fireworks display. For more information on Agapé, contact Scott Smith, Marketing Coordinator at 417-276-7215.

CONTINUED: SNH/ 28

SNH:

FOUNDER OF TYLER RANCH PASSES AWAY

(July 31, 2009) Jon Tyler, Founder and Director of Tyler Boys Ranch in Spokane, WA, passed away on July 25, 2009. Tyler Ranch, a small residential program for boys ages 6 to 18 who are in need of structure and self esteem in a home style environment, was founded in 1978. Funeral services were held at Ball and Dodd Funeral Home, with the Interment following at Fairmount Memorial Park. All of us here at Woodbury Reports send our deepest condolences to the family and friends of Jon in addition to the staff and students at Tyler Boys Ranch.

NUGENT JOINS HIRED POWER

(August 1, 2009) Hired Power, Huntington Beach, CA, 800-910-9299, announced Jill Nugent, CADC, has joined the Hired Power team and will lead the Monitoring Services. Hired Power, founded in 2002, specializes in providing transition management services by one on one mentoring, recovery care management, interventions and long term monitoring. To learn more about Hired Power please visit the website or call 800-910-9299.

AIM HOUSE: COMPUTER GAMING ADDICTION GROUP

(August 2, 2009) Jude Rudolph from Aim House, Boulder, CO, 303-554-0011, announced Elizabeth

Olson, PsyD. LCSW, CGP, Clinical Director for AIM House Women's Program, is facilitating a Gaming Addictions Group for participants who struggle with computer use addiction. For more information contact Aim House.

VISTA AT DIMPLE DELL CANYON OPENS TRAUMA TRACK

(August 3, 2009) Ryan Pepper, MSW, LCSW, Admissions Coordinator and Primary Therapist at Vista at Dimple Dell Canyon, Sandy, UT, 801-838-8914 (office), 801-910-5894 (cell), announced the opening of Vista at Dimple Dell Canyon's client specific Trauma Track. It will be implemented by Dr. Matthew Checketts, who has been with Vista Treatment for 9 ½ years and is the current Director of Vista Treatment Centers and facilitated by Ryan Pepper. The use of current treatment data and research from Dr. Checketts' dissertation: *Female Adolescent Inpatients: An Examination of Coping with Emotional Dysregulation and the Treatment Experiences of Youth with a History of Self-Mutilation* will be used to provide treatment and healing.

MERGER OF INNER HARBOUR AND YOUTH VILLAGES

(August 4, 2009) Cynthia Odom, Vice President Business Development at Inner Harbour, 800-255-8657, announced the Board of Directors of GA based Inner Harbour and TN based Youth Villages have agreed in principle to a merger to be finalized in September. By merging, children and families in 10 states and Washington, DC will be served. For more information contact Cynthia Odom.

NEW ADDITIONS AT FORMAN SCHOOL

(August 4, 2009) The admissions office at the Forman School, Litchfield, CT, 860-567-8712, informed us that the school has upgraded and will be fully "wireless" when the new school year begins in September. Other additions to the school include Jane Benson, MA, CPCC, certified coach and Educational consultant, who will be working with students as the Director of ADD Services. Jane was previously heading up student services at UNC Chapel Hill. Francey Fenton joins the Forman School as Dean of Student Affairs. Francey previously worked at Cheshire Academy as Dean of Students. Francey will live on campus and be a dorm parent.

CLARKE POOLE'S "THE LAST RUN"

(August 6, 2009) Clark Poole, who has worked in several schools and programs in our network, has just come out with a book featuring a story of a successful GA man who gave up his success by becoming a drug addict and cocaine smuggler.



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- ♦ Physical/ Sexual Abuse
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- ♦ Learning Disabilities
- ♦ Substance Abuse
- ♦ Poor Self-Esteem
- ♦ Family Maladjustment
- ♦ Pregnant Teens acceptable

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PO Box 909, Draper, UT 84020
800-786-4924 or 801-572-6989
www.youthcare.com

KASNER JOINS HERRINGTON RECOVERY CENTER

(August 6, 2009) Rogers Memorial Hospital, Oconomowoc, WI, 262-646-4411, is pleased to announce Dr. Jay Kasner has been named as the primary attending physician for The Herrington Recovery Center at Rogers Memorial Hospital. Dr. Kasner is board certified through the American Society of Addiction Medicine, and is the medical director of the Adult Chemical Dependency Partial Hospitalization Program at Rogers Memorial Hospital-Milwaukee.

PASSAGES TO RECOVERY TO HOST WORKSHOP

(August 6, 2009) Passages to Recovery, Loa, UT, will be hosting the second annual Systemic Family Intervention Training and Certification Workshop October 19-21, 2009, to be held at the Troon Golf/Spa Resort in St. George, UT. Trainers for this event include Wayne Raiter and Heather Hayes and sponsors for this workshop include Prescott House, Life Designs, Four Circles Recovery Center and SunHawk Academy. Contact Brandi Bradbury, Admissions/Outreach Coordinator at 435-691-1177 (cell) or 435-836-1239 (direct).

ARBINGER INSTITUTE TO PRESENT INTERVENTION SEMINAR

(August 7, 2009) The Arbinger Institute, Woods Cross, UT, will be presenting a two-day seminar for intervention professionals: "The Anatomy of Peace in Intervention," which will be held on September 9 – 10, 2009, from 9:00 am to 6:00 pm, at the Radisson Salt Lake City Downtown Hotel in Salt Lake City, UT. The facilitator for this seminar will be Mike Merchant, CEO of Anasazi Foundation. Contact Amber Long, Director of Arbinger Intervention Services for more information at 801-292-3131.

AIM HOUSE HOLDS OPEN HOUSE

(August 7, 2009) Daniel Conroy, Founder and CEO and Jude Rudolph, Marketing/Admissions Director, at AIM House, Boulder, CO, 303-886-4040, has issued an open invitation to visit AIM House before the Naropa Wilderness Symposium scheduled in September. The open house will be Friday, September 11, 2009, from 11:00 am to 3:00 pm with lunch included. Please RSVP to Jude Rudolph.

FOUR CIRCLES RECOVERY CELEBRATES 3 YEARS

(August 8, 2009) Four Circles Recovery Center, Horse Shoe, NC, 877-893-2221, announced this month marks the three year anniversary of Four Circles Recovery Center, an addiction treatment program for young adults ages 18 to 28. Jack Kline, the Executive Director at Four Circles, attributes the program's success to its team of highly trained, fully licensed clinical staff.

UNIQUE "LIFE'S KITCHEN" PROGRAM IN BOISE

(August 10, 2009) Founded by Rory Farrow in 2003, Life's Kitchen, Boise, ID, 208-331-0199, is a nonprofit program created to train at risk, young adults ages 16 to 20 in culinary arts and life skills. Life's Kitchen supports its program with custom catering, a lunch café, a contract food business and from private donations and community grants. For more information contact Rory Farrow or visit the website.

TRAILS CAROLINA WELCOMES MCKEOWN

(August 10, 2009) Graham Shannonhouse, Executive Director for TRAILS Carolina, Lake Toxaway, NC, 828-885-5920, is pleased to announce that Jason McKeown has joined the program as Family Therapist and Parent Educator. He is responsible for the continued development of the TRAILS Family Institute—a comprehensive family experience that will include trainings, workshops and ongoing treatment for graduates. Jason is a Licensed Marriage and Family Therapist and Certified Parent Educator. To contact Jason directly, call 828-808-3906.

EX-ANASAZI STAFF TRAINS TEACHERS IN AFRICA

(August 10, 2009) Ex-Anasazi staff member, Jenn Maygren, has recently returned home from Africa after helping to train teachers at the Forever Young Foundation School in Ghana. The former 24 year old worked at the Anasazi Foundation in Mesa, AZ, a nonprofit wilderness treatment program for struggling teens.

US TRANSPORT SERVICE FUNDRAISER TO HELP AT RISK CHILDREN

(August 11, 2009) Randy Stewman, Senior Transport Agent at US Transport Service, Inc, 435-634-6255, announced that a fundraiser to help special needs, abused and at risk children is underway. Titled: Down the Road to Recovery, and hosted by US Transport Services, the proceeds from this fundraiser go toward expenses and scholarships for participating NATSAP member programs and to offset the cost by hundreds of families. For more details contact Randy Stewman.

CEEL KENNY, CEP, ACTIVELY RETIRES

(August 12, 2009) Ceel Kenny, Certified Educational Planner based in FL, informed us she is "actively retired" and is now an IECA member Emeritus. Woodbury Reports wishes her a happy retirement!

SAGE BUTTE LEAVES EAGLE SUMMIT

(August 12, 2009) It is with sadness that Eagle Summit in Silex, MO, is saying good bye to Deidre

CONTINUED: SNH/ 30

SNH:

Sage Butte who has served as the Director of Business Development/Admissions since prior to the opening of their program in 2009. Deidre leaves August 17 to begin her new position with an adult recovery program in TN as Admissions Coordinator. Contact Angie Fusco, MS, and Program Administrator, at 573-485-4650 for more information.

SANTIAM CROSSING CELEBRATES 5 YEARS

(August 13, 2009) Julia Andrick, Santiam Crossing, Scio, OR, 208-265-8355, announced Santiam Crossing is celebrating its fifth year anniversary of providing services to struggling adolescents. An alumni reunion was held to celebrate this momentous anniversary.

OPI PARTICIPANTS VISIT ECUADOR

(August 14, 2009) Three participants of Optimum Performance Institute, Woodland Hills, CA, 888-558-0617, are spending 10 days visiting the Galapagos Islands in Ecuador on a private trip arranged specifically for OPI by Geographic Expeditions. The three are accompanied by Maria Perez, OPI's Director of Extra Curricular Activities.

MERIDELL ACHIEVEMENT ANNOUNCES EXPANSION

(August 15, 2009) Janet Fish the Community Liaison for Meridell Achievement Center, Liberty Hill, TX, 800-366-8656, is proud to announce their new, free-standing, 22-bed unit "Hacienda" is due to open October 1, 2009. With these additional beds, Meridell can accommodate families in a timelier manner.

ROY NEGRETE ESTABLISHES "DARREN'S SHOES" FOR NEPHEW

(August 16, 2009) Roy Negrete, President/CEO of Adolescent Escort Services of CA, Inc (AES-CA), San Bernardino, CA, 909-882-7540, has established a 501(c)(3) non-profit to honor his nephew, Aviation Ordnance man Airman Darren Ethan Tate, who was killed in Afghanistan in July of 2009. "Darren's Shoes" will be a Global outreach ministry putting shoes on strangers' feet, both young and old. To learn more contact Roy Negrete.

SANDHILL WELCOMES DELANEY AND WULFEKUHLE

(August 16, 2009) Sandhill Child Development Center in Los Lunas, NM, 505-866-9271, is pleased to announce the addition of two full time psychologists to their clinical team. Marita Delaney, PhD, will serve as Clinical Supervisor and Kurt Wulfekuhler, PhD, LPCC, will serve as Program Development Specialist and work closely with Sandhill's clinical consultant, Bruce Perry, MD, PhD, in furthering the implementation of Dr. Perry's Neurosequential

Model of Therapeutics (NMT) at Sandhill. Contact Sandhill founder Linda Zimmerman for more information.

LIVING WELL TRANSITIONS TO HOLD OPEN HOUSE

(August 17, 2009) Living Well Transitions, Boulder, CO, will be holding an Open House on Friday September 11 from 1-4 pm for all attendees, participants and visitors who will be in Boulder, CO, for the 7th Annual NAROPA Wilderness Symposium, September 11-13, 2009. For more information, contact Brooks Witter, MA, and Clinical Intake Director at 303-245-1020.

GRIZZLY YOUTH ACADEMY SUCCESSFUL DROP-OUT PROGRAM

(August 17, 2009) SFC Suzy Elwell, 805-574-0415, shared with us United States Senator Mary L. Landrieu, D-LA, joined education experts and Department of Defense officials at the National Press Club to release positive early findings from a study of the National Guard Youth Challenge Program, which includes the Grizzly Youth Academy Program. This initiative, which Sen. Landrieu has long supported, is designed to redirect and mentor high school dropouts and give them educational and career opportunities.

TURNING D RANCH NAME CHANGE

(August 17, 2009) Sean Thorne, founder of Turning D Ranch in Thompson Falls, MT, would like to announce the name change of his program which was formally known as TurnAround Ranch, LLC (and is not affiliated with any other program) to Turning D Ranch. Originally founded in 2004 by Sean and Danice Thorne, this small facility is for struggling young men ages 12-18 and is based on accountability and responsibility incorporating the fundamentals of the 12 step program for low self esteem. For more information contact Sean at 866-581-9121

HOMELINES OFFERS REDUCED RATES

(August 18, 2009) Richard Armstrong, Owner of the Homelines Program in Moyie Springs, ID, stopped by to let us know the Homelines Program is currently offering a student stimulus package with the reduced rate of \$3500.00 for the monthly enrollment fee. Homelines offers young men ages 18 to 25, one on one mentoring, vocational training such as log cabin building, life skills training, community involvement and the opportunity to acquire their GED. Call Richard at 888-267-7797 for more information.

REMUDA RANCH REPORTS MANY ABUSE OTC MEDS

(August 19, 2009) Remuda Ranch, Phoenix, AZ, 602-332-9026, reports many patients with eating disorders abuse over-the-counter substances such as

diet pills, laxatives, diuretics and others. The health consequences of these abuses are enormous and include high blood pressure, abnormal heart rhythms, tremors, thickening of the heart muscle and kidney damage.

DEVEREUX GLENHOLME CELEBRATES GRANDPARENTS (August 19, 2009) Devereux Glenholme, Washington, CT, 860-868-7377, will be celebrating grandparents with their 2nd Annual Grandparents Day on September 25, 2009. Events for the day include: student-led tours of the campus and classrooms, activity offerings such as the equestrian program, fitness center, go-kart track, movie theatre, drama and music, faculty presentations and a lunch buffet. To learn more contact Anthony Mercogliano.

TRIBOLE JOINS NEWPORT ACADEMY


(August 19, 2009) Jamison Monroe, Jr., Founder of Newport Academy, Newport Beach, CA, 877-628-3367, or 949-887-0242 (cell), has announced Evelyn Tribole, MS, RD, a nationally recognized dietician has joined Newport Academy to assist clients in creating a healthy relationship with food, mind and body. She has written seven books including the bestsellers: *Healthy Home-style Cooking* and *Intuitive Eating* (co-author), was the nutrition expert for Good Morning America, appearing from 1994-95 and was a national spokesperson for the American Dietetic Association for 6 years. She was also the contributing editor for Shape magazine where her monthly column, *Recipe Makeovers*, appeared for 11 years.

CREATIVITY CLASS AT FAMILY FOUNDATION SCHOOL

(August 20, 2009) Robin Ducey, Chair of the Fine Arts Department at The Family Foundation School, Hancock, NY, 845-887-5213, has developed a creativity class to help students unleash their artistic sides. The school, known for its high academic standards, seeks to provide additional opportunities for students to access creative, right-brain activities. Ducey, an artist whose work has been exhibited regionally believes that the normal benefits of artistic expression on mental, emotional and spiritual health are even greater for at-risk teens. Ducey hopes to have the course offered for credit in the future.

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GARNAR IS COLLEGE COUNSELOR AT FAMILY FOUNDATION SCHOOL

(August 20, 2009) Jason Garnar, Chairman of the History Department and Middle States Internal Coordinator at The Family Foundation School, Hancock, NY, 845-887-5213, was recently named "Director of College Counseling" as well. His duties include working with approximately 75 students and their families annually to facilitate the college application and financial aid processes. For more than six years, the school has seen 100 percent of its graduates accepted into post-secondary institutions, including two June 2009 graduates who are attending Georgia Tech and Carnegie Mellon University.

The physicist, Stephen Hawking, says we can be sure time travel is impossible because we never see any visitors from the future. We can apply that same logic to the subject of school reforms: we know they have not succeeded because we haven't seen positive results.

- Evan Keliher

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