

Places for Struggling Teens™

*“It is more important to get it right,
than to get it first.”*

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WHO SURVIVES A DOWNTURN?

By: Lon Woodbury



With all the talk of a national economic downturn and even whispers of the word “Recession” in the air, it looks like some of the schools and programs in the network of residential parent-choice network for struggling teens might have some rough spots ahead. In the private sector, an economic downturn is a natural occurrence that can result in weeding out those schools and programs that are not adequately meeting the needs of their students and parents, or not letting the world know they exist. Those that best meet the needs of the students and their parents and are well known will not only survive but can thrive even in an economic downturn.

This kind of economic adjustment happens on a regular basis, but private emotional growth/therapeutic schools and programs have some unique aspects that need to be kept in mind which are different from most private organizations. Those that survive will be the ones which best understand these and act accordingly, including letting parents know of their unique service.

These unique aspects include individualized services which recognize that problems occur in a family context, and a clear understanding of the kind of student problems with which they work best. The successful schools and programs also avoid gearing their services to some “average” student or trying to be “all things to all people” by trying to handle too wide a variety of student problems. They also stay away from “corporate mass production,” thinking. Educating students should be an attempt to teach each to achieve his or her unique potential rather than turning out students to fit some “mass production” mold.

Although the following steps are always important to the success of an emotional
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Woodbury Reports™ is an information source to help parents find the right school or program when their child has behavioral/ emotional problems. We are specifically concerned with children needing more intensive intervention than local resources or day programs can provide.

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.

An important goal of these schools and programs is to teach self-discipline through consequences, so the child will learn to be more responsible for his/ her actions. How attitudes are changed and who is successful is at the focus of each issue of Reports.

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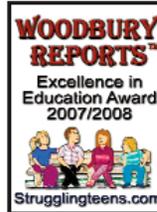
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“Some Children just need to be heard, not cured.”

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™**.

SURVIVE: Continued from 1

growth/therapeutic residential school or program, if the economy goes into the downturn predicted by many economic observers, these steps will be vital for a school or program to survive! If a school or program can do all of them, so much the better.

Marketing becomes vital. Since parents make the final decision as to enrollment applications, and since a higher percentage will become cash strapped in an economic downturn, a school will have to appeal to more parents to keep its student body at optimum size. Advertising can be part of this, but press releases, articles, newsletters, parent groups and several other activities to reach out to the public are also important steps a school or program can take to get its message out. The more troubled the economy is, the more emphasis must be made in marketing. In my experience, I have seen many mediocre programs with strong marketing survive, while few strong programs with weak marketing survive. The temptation to cut marketing costs is great when school income falters which can easily happen in an economic downturn. But cutting costs by reducing marketing efforts only addresses the symptom, while increasing marketing efforts is the best way to solve the problem.

Parent Services must be strong. Parents are paying the bill and have a right to be reassured their child is receiving proper care. They need to be adequately updated on their child's progress and what is happening at the school or program. It is the school's responsibility to address the parents' concerns no matter how needy the parents are. One school that was very strong in this area started with the assumption that every enrollment brought in three people – the student, mom and dad (actually in our society that also included all kinds of step-relations). In addition to regular phone updates, the school or program can have regular on-campus parent meetings, a newsletter, email blasts and an Internet discussion board for parents to communicate and support each other. Satisfied parents are a good source of referrals, and the worst thing that can happen to a school or program is to have parents and ex-parents bad-mouthing the school simply because the parents felt isolated or unsupported.

Research is increasingly important to the reputation of a school or program. As parents and other professionals demand a school prove its effectiveness, a school or program can no longer rely on anecdotal stories. Outcome studies and academically conducted studies will be increasingly asked for to "prove" their effectiveness. Those schools and programs that have those studies and make them broadly available will have an advantage.

Those that don't have them, or only publish the parts that are favorable will be at a disadvantage.

Schools and Programs that are designed to meet the **Individual** needs of their students and families are the basic appeal of this network, as opposed to forcing a child to fit into some preconceived mold a program might have of its students. Parents want to know that their child and his/her unique issues are known to the staff and that the staff is helping their child work on those specific issues. Few things are more distressing to a parent than talking to a counselor and then wondering if the counselor even knows their child.

This network is very much a **Niche** business and a school or program must have a clear definition of the type of student with which the school or program works best. They must be specific and consistent in their description of suitable students and who they actually enroll. Any school or program that drifts into an "all things to all people" mentality will have to struggle with students who are not a good match, resulting in problems that will hurt their reputation. For this reason, who they screen out is about as important as who they actually enroll.

Costs of the program have not been a major concern to maintaining a census when many parents feel flush, but costs become extremely important when more parents are cash strapped such as will happen if we indeed do move into an economic downturn. More parents will choose the cheaper school or program because that is all they feel they can afford. In the last couple of decades tuition increases have greatly outstripped inflation, which have led some Independent Consultants to question if the more expensive programs are pricing themselves out of the market. Price increases over the last couple of decades have come about from a general increase of staff to student ratio from 1:2 to 1:1 or even greater, an increase in highly paid credentialed therapists, psychologists and psychiatrists, and the addition of additional benefits like trips to foreign countries. Keeping tuition down is always helpful but can be vital to survival when an increasing number of parents are feeling cash strapped.

There are many other important aspects necessary for a program to weather the storms of economic fluctuations, but these seem to be some of the most important ones. Paying close attention to them increases the chances of a school or program doing well even when the economy becomes a direct challenge.

PUTTING IT ALL TOGETHER; KEEPING IT ALL TOGETHER

By Jim Powell, PhD, and Bill Valentine, PsyD, CC

In the last three essays, we have given a number of recommendations and suggestions for ways to use the current scrutiny of our industry to your school or program's advantage. Increased focus on safety, staff development and minimizing risk are important steps for all programs to take. In this essay, we want to discuss what we feel is the most important suggestion we have offered: **“Operate in an inclusive environment that allows for objective assessment”**.

While these essays were conceived, in large part, as a response to the Miller hearings in Congress, it is our opinion that the main reason for implementing any of the suggestions we have offered in this or prior essays is to improve the quality of your school/program. The highest of professional, quality care provided to staff, program participants, their families, referral sources and allied professionals is the best liability protection any school or program can have. Tracking and trending information, thorough assessments, comprehensive training and our other

recommendations will all assist you in achieving that high quality.

For some, implementing these ideas may feel laborious and distracting to “the real work” of direct care. In fact, regular, inclusive, objective assessments will save you time, energy, money and resources as they become fixtures within your organization. Having full, objective knowledge of your program allows you to be tolerant, diverse, engaged, pro-active and progressive in day to day operations. Within the context of structure and order there is the ability to be flexible, creative and passionate about the work you do with students and their families.

We have a belief that if you track almost anything within your school or program for 30 days you will learn something new about your program. Deciding what to track should be based on the indicators you and your team decide are most telling. But, we caution you not to overlook the more subtle, less obvious trends that might be even more telling upon closer examination and analysis. A complete 360 degree view of your program may provide new insights or revelations and causes for reflection.

In addition, the process of inclusive and objective assessment will allow you to stay current, be proactive and make informed decisions regarding the growth and development of your school or program. Some suggestions for creating such an inclusive and objective environment include:

1. Daily “check-in” meetings with child care administrators and other key members of your team
2. An admissions screening criteria that is multi-leveled and includes interdisciplinary representation and sign-off
3. Realistic job descriptions that articulate company philosophy, expectations and performance standards for all positions
4. Regular performance evaluation processes that are comprehensive, articulate and specific for all positions
5. A process for surveying, sharing and evaluating industry/peer best practices
6. A peer review process that includes outside reviewers
7. Maintaining and nurturing of a student government
8. A diverse staff with appropriate experience, credentials and licensure for operational activities and programmatic demands
9. A timely incident/accident debriefing process that reviews all incidents/accidents, translates

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the findings to staff at all levels and informs them of policy or procedural changes

10. Staff training programs that are consistent, comprehensive, documented and part of career paths
11. Interdisciplinary treatment planning
12. Regular Safety Committee meetings with interdisciplinary, rotating representation
13. Nurturance of a staff-to-staff communication plan and/or mediation avenue
14. Feedback loops up and down the organization
15. Regular analysis of enrollment and departure trends
16. Processes that investigate and address student, parent or staff complaints
17. Awareness and proactive analysis of any other key indicators as determined by program staff and administrators
18. An environment that encourages diversity of opinion without fear of retribution

All of the above recommendations, if implemented diligently, will provide you with valuable information about the quality and efficacy of your school or program's methodologies, customer service, student-staff relationships and perception within the industry among your peers and referring professionals. Making more informed, less reactive and anecdotal decisions regarding your program's current status and potential for development and growth will assure that you reach your goals and achieve your mission in a safe, effective and successful manner.

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In virtually all human societies, children's well-being depends decisively upon a relatively high level of paternal investment.

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EMPOWERING AND LAUNCHING YOUNG ADULTS

Ten Steps: Part III

By Randy and Colleen Russell

In this issue we look at the third step of the series for parents on how to empower and launch your child into adulthood. The key point from our introduction was that **the underlying goal of healthy parenting is to prepare sons and daughters to be self-reliant, independent individuals who are at home on this planet and in the culture they plan to live in.**

- **3. Make “child parenting” your job rather than your identity**

When we become parents our lives change. We may change the car we drive, the house we live in, change jobs or careers and even cut our hair. Our primary focus becomes providing for our children and doing what is best for them.

It is important to shift your parenting style to match the developmental stage your child is going through. In the beginning, babies are dependent upon their

parents. Soon they learn how to dress and feed themselves, the first steps toward self-reliance.

In childhood parents provide a safe environment for the child to bond, explore and start to develop an ego. This can be a precious and fun phase. Adolescence brings intense necessary temporary multi-chaotic change, not just to the young person but to your parenting role. It may seem that overnight our children become strangers. This is when a wise adult mentor is needed to augment the parent role.

Each of these stages requires a different set of skills as we prepare our children for self-reliance. Although parenting a teen may seem to require as much vigilance as raising a small child, the needs are different. The ideal is to increase the teen’s healthy self-management and self-reliant skills, while holding a stable family structure for their important changes to occur.

This may mean letting them feel the pain and consequences of their own decisions. The sooner a young person experiences that her choices have direct consequences the sooner she will become a responsible adult. Most of us do not want our children to suffer, but sometimes pain from unwise decisions is necessary to shift beliefs, attitudes and behaviors.

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This may be where your parent role of protector needs to be modified to teach cause and effect, rather than attempting to use control, guilt or shame.

Once a child becomes a legal adult at 18, the roles change even more. If the parent insists on maintaining the identity of “managing a child” they disempower the young adult. Your job is not to control your child’s future or get them to accomplish things you wish you would have done. It’s more about making sure they have the tools and experiences that allow them to excel in their own passions and expertise.

Your new job, as a parent, is to model a healthy, balanced life worth emulating. They need to see you as an individual now with wants, needs, adventures and passions that are separate from them.

Move out of the protector, provider role and inspire them to use their own inner resources to solve problems. It is not your job or identity to fix the problem. This may require you losing your “spoken or unspoken expectations” for their life. Let them know that you will still love them no matter what path they choose. Also, teach them that mistakes are an important part of honing desires and skills. Making mistakes does not mean that they are a

“failure” and it doesn’t mean that you are either.

Remember the biggest desire your son or daughter has is the need to be seen, heard and appreciated for who they are. This requires quality time and strategic mentoring. Keep the parenting job relevant to the expanding young person’s progress toward healthy self-reliant independence.

About the Authors:

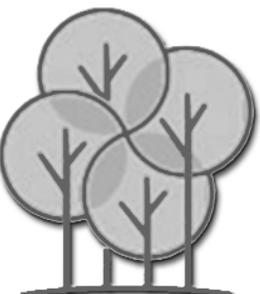
Randy and Colleen Russell direct Parent Workshops for Empowering Young Adults and lead workshops and coaching for families and individuals. For more information, 208-255-2290 or visit www.empoweringyoungadults.com.

All political theories assume, of course, that most individuals are very ignorant. Those who plead for liberty differ from the rest in that they include among the ignorant themselves as well as the wisest.

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Visit by Larry Stednitz, February 18, 2008

Montcalm is a not-for-profit therapeutic boarding school located in Albion, MI. Montcalm Schools are an outgrowth of Starr Commonwealth which was founded in 1913, working with orphans and later on, youth from various public sector entities like probation, mental health and public school systems. Starr Commonwealth's founder, Floyd Starr, is credited with the quote, "There is no such thing as a bad child." Situated on Starr Commonwealth's 350 acres, this well-equipped campus includes a school building, administration offices, five cottages, a library, full athletic fields complete with a swimming pool and an extensive indoor and outdoor adventure ropes courses. The Montcalm School for Boys was founded eight years ago when it opened its doors to the parent choice schools and programs network.

I met with several students, two of which I had referred. The boys were engaged in many activities and were clean, well behaved and seemed to be "at home." Each boy I spent time with was very positive about his experience at Montcalm. They liked the program and were quick to say things were going well with them. Their smiles indicated this to be true. Each boy was able to discuss specifics about his progress and none complained about being there even though they were relatively new students. When looking at their dorm, they were obviously proud of how clean and nice their cottage was. They told me about how they cooked and served meals in the cottage, an activity they enjoyed and they seemed proud of their own nicely kept cottage.

This writer was eager to explore how one program can address such a wide variety of disorders successfully. Not only do they work with a wide range of diagnoses, they do not shy away from very difficult students within these disorders. The School likes to refer to the groups as emotionally fragile, socially challenged (Asperger group) and substance abuse group.

No doubt they have seen it all as their history dates back nearly 100 years and began with working with homeless boys, many of whom have been involved in the juvenile justice, mental health and social service systems. Montcalm experience explains part of the reason they do not shy away from complicated youth.

One has to go back 100 years to look at the origins of Montcalm's belief systems. Montcalm states that its base is founded upon the goodness of all children and respects and helps them to identify their own personal strengths. Misbehaviors are thought to be a result of misdirected energy. They further believe that the group treatment and cottage living support even the most socially challenged children to respect one another and develop self-worth and confidence among peers. They believe in each child being able to reach his highest potential, and to achieve this, the child must have love and encouragement. Music, art and outdoor learning experiences are provided for hands-on learning. Physical, mental and moral development is an important component of their history. An old book on Starr Commonwealth quotes Khalil Gibran: "Work is Love made visible."

Montcalm and Starr Commonwealth like other early "orphanages" of nearly 100 years ago were often founded by one dynamic leader. Clinical professionals and independent consultants might be heard saying "Love is not enough." No one could argue the lofty belief systems of these early pioneers, but what has Montcalm inserted into their treatment model to address the complexities of today's treatment?

Montcalm schools have added psychiatric services to meet the needs of today's young people's. The psychiatrist is frequently on campus and each boy's clinician and psychiatrist meet together with the boy to assure effective medical management. The Commonwealth's Montcalm Schools now also provide a clinician to every team. I found the clinicians to be well versed, and many had been with Montcalm from the program's beginning. The breadth and depth of the clinical group leaders' experience ranged from five to twenty years experience. Although many have an eclectic orientation, Positive Peer Culture (PPC) programs lend themselves to cognitive behavioral therapies. The Montcalm Schools have also intensified their family therapy components and regularly work with the families.

In the PPC model, each student is a member of a group consisting of 9 to 12 students. Each group resides in the group's cottages, travels the campus together, eats together and attends school together. Each classroom includes the teacher and program staff, allowing for special education needs and individualized instruction. Montcalm Schools has refined its treatment services including psychiatric, clinical and the ability to provide special education services.

Montcalm Schools are up-to-date and well experienced to work with complex students. In addition to this, I

Continued: **Montcalm/** pg 10

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MONTCALM: Continued from 9

believe the Starr Commonwealth's humanistic and practical origins are still alive and well. For example, Floyd Starr's belief in the "goodness" of all children and the importance of identifying the students' personal strengths has persisted nearly 100 years. It became apparent to me that Montcalm students are respected and are helped to uncover and identify their own unique strengths. To this end, Montcalm is training its staff in Motivational Enhancement Interviewing, one of today's current "Best Practices" and is designed to help staff facilitate the student's understanding of themselves and become active in their own treatment.

They also have traversed the years with grand ideas of the importance of work and beauty. I have read and seen on campus Gibran's quote, "Work is love made visible." I also have seen and heard on campus the quote "Beauty is the silent teacher." The buildings and grounds are immaculately kept. The campus is clean, orderly and attractive. The school believes that this environment supports a student's self-worth. Hands-on experience with volunteer work, music and outdoor learning experience are all part of the fabric of Montcalm. As symbols of beauty, priceless paintings of the 14th and 15th centuries are exhibited in the museum located in the heart of the campus. And from this writer's eyes, these ideals are no less important

than the advances Commonwealth and Montcalm have made in the delivery of clinical services. Love may not be enough, but it can come close.

An important factor often lacking in Parent Choice Schools and Programs is the length of time in operation and the experience of staff and leadership. Montcalm's founding father took his first students 93 years ago in 1913. Larry Bendtro, one of the founders of PPC took over the reigns in 1967. Ten years later, Arlen Ness became the CEO of the organization, followed by Marty Mitchell in 2002. All of these leaders, Mitchell, Ness and Brendtro, have one thing in common: they all served in one position or another under Floyd Starr. Through the years the lineage of Starr Commonwealth and Montcalm has remained phenomenally consistent. Starr Commonwealth is not a common place.

Montcalm is COA accredited and licensed by the Michigan State Department of Education.

The aggressor is always peace-loving; he would prefer to take over our country unopposed.

~ Carl von Clausewitz



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Visit by Robert Kantar, Fall and Winter 2007

New Horizons, located in Springfield, ME, is the base camp for what I believe is the only all-women's short-term treatment program in the United States. As a regular visitor to this wonderful area of the North Country, near remote wilderness, lakes and rivers, and filled with wildlife, I can attest to the opportunities that young people gain by participating in a program located in this marvelous natural resource area. New Horizons is not new, it is not an experiment; it is a carefully developed program led by highly professional staff. New Horizons exceeds the standard of excellence in therapeutic treatment program stability, professional staffing and safety standards.

New Horizons ascribes to very high standards, continually scrutinizing the work, constant assessment, and training of the staff. When I sit through the weekly staff change over, I am impressed with the careful discussion of each young woman with

both therapists and field staff actively engaged. Subtle nuances, clarification of goals and therapeutic principles are all components which staff discuss and strategize each week based upon the most recent past experience.

Eileen MacKenzie, LCPC, supervises the clinical staff, visits students in the field and trains the staff on a regular basis so they are all working at highly professional levels. Paula Codrington, LMSW, and Kathleen O'Donnell, LMSW, are very competent therapists and I typically hear high praise from my clients, particularly students, but also their parents, for the therapeutic help they have received.

The program is nomadic, and depending upon the season the program will travel the woodlands, the Appalachian Trail or campsites among the islands around the local lakes. The care and safety of the participants is always a first priority. The students all receive excellent equipment, and weather is always a consideration when planning daily or multi-day treks. Upon arrival with their parents or by transport, the participants are checked-in, in a well-constructed heated building with no extras but all the essentials. The staff members are friendly while retaining their professionalism, and there seems to be relatively low turn over.

Continued: **New Horizons/** pg 12

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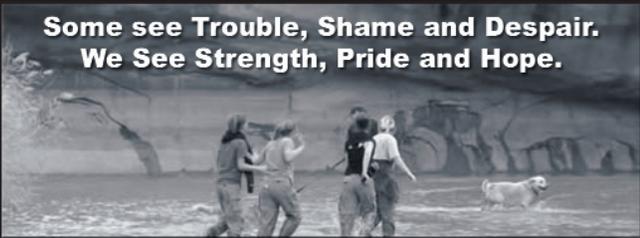
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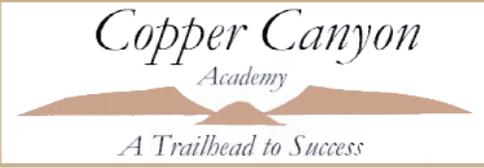
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NEW HORIZONS: Continued from 11

While at New Horizons, interaction with fellow students, making campsites and walking through the forest and woodlands provides the type of experience that is permissive of open expression and emotional growth. Campfire conversations provide a venue for participants to discuss difficult emotional situations, time to reflect on the day's activities and an opportunity for staff and students alike to share positive and difficult aspects of the group experience. The day to day activities and conversations gleaned by the field staff provides additional insight for therapists to have information to work with individual participants on their personal therapeutic objectives.

The staff members, who have verbalized their own appreciation for New Horizons, bring their fondness and enthusiasm to field with them on a daily basis. Jackie Danforth (Executive Director) and Audrey Peavey (Admissions Director) are very involved in the quality of the program. Jackie has had her own life experiences that lend to her level of dedication and commitment to running a quality wilderness program for young women. The fact that principles are honored, exceptionally high standards are the norm and young women find a true sanctuary to sort out their problems make this program very special.

Don't look for a lot of hype and fancy marketing from a program that can truly stand on its reputation. New Horizons serves a population of young women who are capable of gaining insight into their issues through very hard clinical work and very intense outdoor activity. This is a program where the costs are obviously focused on the quality of the people, the appropriateness of the facilities and the devotion to the children entrusted to the staff. One additional note must be made for those who wish to travel to the furthest parts of the northeastern United States: when visiting New Horizons, don't bring your dog. The office police will stop you without the most recent record of health immunization and certain breeds, including my wonderful Siberian Husky, are excluded.

About the Author:

Robert Kantar is a member of the IECA who has successfully recommended the above program for some of the young people he has worked with. He writes only about programs he trusts to concentrate their energies on the young people with whom they work, receiving no compensation or solicitation from the program for this report. His recommendation is for those children for whom he considers this program an appropriate fit based on extensive evaluation of many factors, as each child is unique. For more information, visit www.bobkant.com, or call 802-626-4620.

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]

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In operation since 1974, Center for Safe Youth provides transportation for “at risk” adolescents to schools and programs worldwide. John C. Villines is the founder of Center for Safe Youth, is the former Regional Director of the Georgia Crime Prevention Association and is a board certified trainer for police and investigators, in addition to being a certified instructor in Unarmed Self Defense. Director of the Florida Center is JD Clanton, who has been with CFSY since 1999, Director of the Texas Center is Sylvester Ruffin and Director of the Utah Center is Jon Syrett.

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Center for Safe Youth has a full profile of liability coverage, including “professional liability insurance, professional licensing, surety bond and Trustline-certification”.

[The information for this New Perspective was obtained from the Center For Safe Youth web site.]

We no longer have the three Rs in this country. Instead, we have the six Rs--remedial reading, remedial 'riting and remedial 'rithmetic.

~ Robert M. Hutchins



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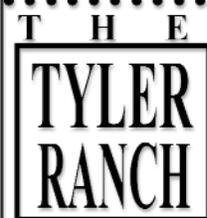
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Clearview Horizons is a therapeutic, Christian based, residential program for young women ages 13-18, with behaviors that may include lying, alcohol or drug abuse problems, stealing, low self image, being inconsiderate of others, treating people in hostile or negative ways and tending to be easily misled or misleading to others. Clearview also has a mentoring program for young women ages 18-20 which teaches them how to balance their time and prioritize their responsibilities.

Mary Thielbahr, MA, MS, is the Director of Clearview Horizons and specializes in areas of emotional problems, alcohol and drug problems, learning disabilities and sexual abuse. The Assistant Director, Tami Gebhardt, has worked at Clearview for the past five years.

At Clearview, the emphasis is on academic, physical and emotional fitness. The young women receive both individual and group therapy, with mentors assisting them in developing self-respect and a positive self-image.

Students attend school and receive tutoring as needed, with educational options including attending Junior or Senior High School or college. In addition, they may elect to take correspondence courses or obtain their GED.

Recreational activities include swimming, boating and water skiing at Lake Pend Oreille, hiking, horseback riding and camping. In the winter, students snowboard at Schweitzer Mountain and snow shoe at the lodge.

[The information for this New Perspective came from the Clearview Horizons website.]

The more people who own little businesses of their own, the safer our country will be, and the better off its cities and towns; for the people who have a stake in their country and their community are its best citizens.

~ John Hancock



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www.deckhouseschool.org

Deck House School is a small college preparatory boarding school for young men ages 15 to 19 years old. Students enrolling at Deck House School struggle in traditional settings and tend to have a low self-image, both socially and academically. These young men come to Deck House from both private and public schools, with most students being referred by educational consultants. The average length of stay is one year.

Tom Blackford, Headmaster at the school since 2004, has a BA from Bates College and is currently working on his MS in education at Capella University. Melinda E. Brown, the Assistant Headmaster and Mathematics teacher has a BS from the University of Bridgeport and an MS in Education from St. Joseph's College of Maine. Melinda has been with Deck House since 2000.

Due to its size, classes are no larger than four students per class which allows for one-on-one

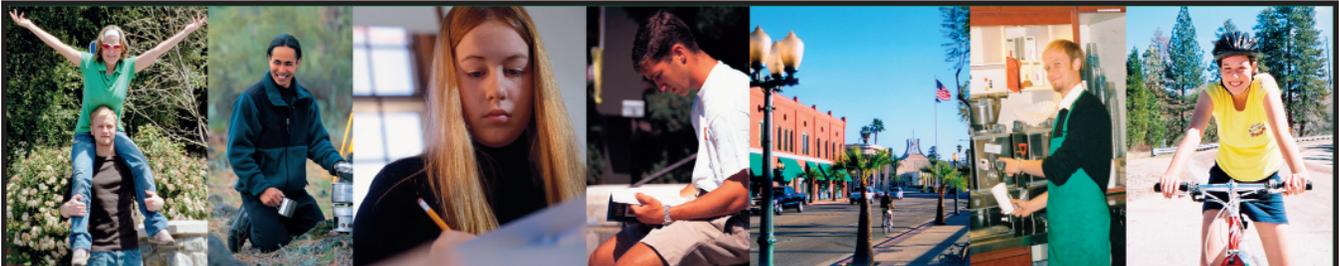
attention. Curriculum at Deck House School includes full academic studies, including research papers and term papers, with a full set of exams given at the end of each term. In addition, Deck House offers assistance for students taking their college boards.

Students participate in community service two to three hours a week, assisting in programs such as the Red Cross, Habitat for Humanity and St. Andrews Hospital. In addition, the young men are responsible for the cleaning and maintenance of the school, preparation of meals and their own laundry. Weekends are spent together on trips varying from skiing to white water rafting.

[The information for this New Perspective comes from the Deck House School website.]

Just as education without humanity is the most dangerous thing in the world, so education in love, human understanding and cooperation is the greatest hope of the world.

~ Joy Elmer Morgan



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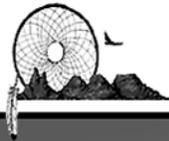
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Chris Yates, Executive Director
434-983-5616

dsadmissions@yahoo.com
www.discoveryschool.org

Founded in November 1998, The Discovery School of Virginia for Boys is an outdoor residential school for young men ages 12 - 17 years with behavioral and learning difficulties, including attention deficit, hyperactivity, impulsivity and anger or failures in traditional academics and/or emotional disabilities that may have originated from unresolved issues.

The founders and co-owners, Chris Yates, Allan Jacobson and Don Williams, have worked with troubled youth for over 25 years and are involved in daily, hands-on guidance and direction to the staff and students. The Discovery School of Virginia boys' program is licensed by the Commonwealth of Virginia Department of Education, accredited by the Virginia Association of Independent Specialized Education Facilities (VAISEF) and is a member of the National Association of Therapeutic Schools and Programs (NATSAP).

Students are assigned to a group that includes ten students, two adult group leaders and a supervisor. Each group lives in a rustic campsite village comprised of 8 to 10 cabin-sized tents which the students design, maintain and replace as needed. This outdoor environment offers challenges and allows the students to focus on personal accountability, self confidence and the development of positive peer relationships.

Recreational activities include basketball, football, soccer, softball, volleyball, swimming, bowling and skating, while extensive Adventure trips such as backpacking, canoeing, caving or bicycling are offered.

[The information for this New Perspective comes from The Discovery School of Virginia for Boys website.]

It is a perplexing and unpleasant truth that when men already have "something worth fighting for," they do not feel like fighting.

~ Eric Hoffer

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Alvaro Lugo is the Program Director, Gaby Haboud is Program Coordinator/ Public Relations, and the admissions are handled by Guy LeGuyonne. The EW experience is designed to develop and reinforce a functional "Life's Toolkit" of ideas and applications. It accentuates Inner Direction, Evaluative Thinking, and Work Efficiency in a relationship-rich environment. A consistent cycle of theory and practice at all levels creates an ideal environment to refine the process of assessing and recreating one's personal vision. All classes, work experience, and community volunteering incorporate classroom instructions and relevant supervised activities.

University Credits are offered in three categories; Equestrian Studies, Spanish Language, and Social Science. High School completion is also available for advanced students with minimal graduation requirements. Equestrian Winds' first academic focus is on Equestrian Studies. This includes three levels of Dressage riding instruction, Veterinary Sciences, Stable Management, and grooming and Ferrier-ship. All students maintain a minimum of 10 hours per week in supervised personal relationship with their horse. Simultaneously, three levels of Spanish Language are offered ranging from beginner to advanced level. The instruction and materials are based on the upcoming weekend aventura. Whether it is shopping at the local outdoor market or visiting one of the many indigenous tribes in the Amazon basin, vocabulary and phrasing for the week are designed to be put into practice during the aventura. In addition, each student has the option of turning their bi- weekly cultural travel into a comparative studies course in either culture or ethnic studies.

Equestrian Winds is now reviewing applications for the May 1, and June 15, 2008 enrollment dates.

[This New Perspective was written by Equestrian Winds.]

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EXTENDED INSIGHTS...

NATWC WILDERNESS COUNSELOR CERTIFICATION

PART I

By: Rick McClintock – Executive Director, NATWC

“Raising the Bar,” “Best Practice,” “Making the Cut,” and “Quality Improvement,” are all phrases that come to mind when speaking in terms of today’s industry performance standards. The outdoor education and healthcare industry is no different, as programs and organizations that utilize the outdoor medium for teaching and counseling special needs groups continue to look for ways to enhance outcomes and manage risk. The **National Association of Therapeutic Wilderness Camping (NATWC)** is one such organization that was founded in the early 1990’s as a result of a tragic incident in a western desert.

In an atmosphere of sparse regulation and emerging, but regional, standards for outdoor programs, NATWC was created to initiate a network of programs that were committed to developing a common language and a foundation for industry wide standards. It was shortly after its inception that NATWC became involved with *The Council on*

Accreditation (COA) to draft standards for accreditation in Therapeutic Wilderness Camping.

The recent hearings conducted by the *Committee on Education and Labor* have fostered a fast and furious debate, specifically the efficacy and safety of some types of outdoor residential programs. As with any healthy debate, multiple perspectives emerge. The expected outcome for a debate is usually more informed consumers and an enhancement of the product, process or participants. However, the outcome of this debate currently remains unresolved.

There are many potential negative outcomes, including: misrepresentation of outdoor programming as unsafe and inefficient and the loss of consumer choice of outdoor programming as an alternative *or* complement to traditional education and healthcare. It would be unfortunate if a conclusion was that only federally run programs or traditional hospitals and psychiatric wards were the only safe and efficient milieu and groups of students could no longer experience the outdoors as part of their development unless it was on the athletic field!

NATWC holds the view that many positive outcomes are possible from this debate. In a recent letter to Representative George Miller, Chair of the

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Committee on Education and Labor, NATWC expressed support for continued oversight for the outdoor education and therapy industry. However the proposed bill on Institutional Abuse as it stands is not the answer. Programs must continue to work harder to insure clients' and their families' physical and emotional safety.

Programs also need to dialog around "Best Practices" to ensure that outcomes are real and sustainable. Many programs, colleges and universities, and groups such as the *Outdoor Behavioral Health Care Industry Council (OBHIC)* have undertaken a variety of research objectives to help the interested public understand how the outdoor education and therapy industry has historically employed program improvement initiatives.

Practitioner credentialing, including college or university curriculums specific to outdoor education and therapy; state regulatory mandated training and program-specific staff training are all critical for a best practices foundation. Good training on an ongoing basis should include regulatory, ethical, clinical and programming milieu considerations. Nationally many colleges and universities have added outdoor education and therapy curricula.

Many states have Residential Child Care and Mental Health Care laws that are specific to Outdoor and/or Mobile Programs. These statutes must be continuously reviewed and updated as the works in progress they should be. Regulations should address any differences that may exist between publicly and privately administered programs so efficacy is not compromised and the cost of service is manageable. States that do not have specific regulations need to have good reasons why or get with the times for the sake of safety.

Many programs often serve students from another state or region. The current proposal under the Institutional Abuse Bill maintains that a program that serves an out of state youth and family must follow the regulations of the referring state as well as the home state. This sounds like common sense and a good thing to do until one looks at how incompatible many state and regional regulations currently are. Without some compatibility analysis of these regulations, the rising cost of health care could be accelerated, and many good treatment and education alternatives may be lost.

Program or organizational accreditation is a valuable self-improvement instrument that has been

Continued: NATWC/ pg 20



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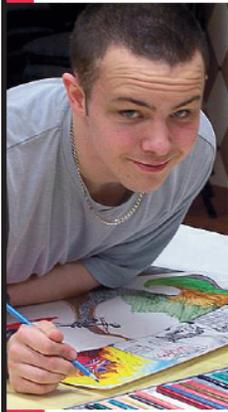
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NATWC: Continued from 19

embraced by many in the outdoor education and therapy industry. Many agencies that work under the behavioral health care umbrella face mandatory accreditation as criteria to serve mental health clients. For many of the other private entities, accreditation is an option that may illustrate that program's commitment to quality service. However, the costs for this process are often prohibitive for some smaller programs, while they are undoubtedly passed on in operating costs by those who pursue accreditation.

NATWC collaborated with the *Council on Accreditation (COA)* in the early 1990's to create a separate set of standards for Therapeutic Camping. The *Association for Experiential Education (AEE)*, the *Commission on Accreditation of Rehabilitation Facilities (CARF)* and the *Joint Council on Accreditation of Healthcare Organizations (JCAHO)* also offer standards for outdoor education and industry entities.

Regardless of the efforts by the federal government or the industry itself, we must realize that some individual program staff, both administrative and direct care, are often not up to those standards, and efficacy is often compromised as a result. It is under this premise that the issues of industry regulation, program accreditation, and practitioner credentialing must be embraced.

Part II of this article will focus on the benefits of certification and the NATWC certification process.

About the Author:

Rick McClintock is Executive Director and Membership Chairman of the National Association of Therapeutic Wilderness Camping, www.natwc.org. For additional information, you can contact him via email at natwc@qcol.net, by phone at 724-329-1098, or by mail at 274 Brown Hill Road, Markleysburg, PA 15459.

Author's Note:

*Watch for future articles regarding **Today's NATWC** including a review of NATWC's plans for its 15th Annual Training Conference, September 21, 22, 23, in Jekyll Island, GA.*

True courage is not the brutal force of vulgar heroes, but the firm resolve of virtue and reason.

~ Alfred North Whitehead

ADOPTION AND TEENS IN SPECIAL NEEDS PROGRAMS

A review of a NATSAP Presentation from Winter 08 and an IECA Presentation from Fall 07

By Judith E. Bessette, EdD, Compass Consulting
Woodbury Research Affiliate

Forty percent of all kids diagnosed with ADHD are adopted, according to Mark Stein, PhD, Director of the ADHD Clinical Research Program at the University of Illinois – Chicago. While only two to four percent of all US kids are adopted, on any given day twenty-five to thirty-five percent of the kids in private pay/parent choice/special needs programs are adopted. These numbers are staggering... and have profound implications for programming.

In a well-researched and sensitive presentation by senior staff members of Three Springs, Erin Braley, Private Division Director, and Jane Samuel, Head of School at Aldern Academy, discussed *Special Issues in Working with Adoptive Families* at a recent IECA (Independent Educational Consultants Association) meeting. Drawing heavily on the work of Deborah Silverstein and Sharon Kaplan, now Roszia, their presentation was designed to help the audience understand that the adoption experience triggers several core issues for everyone involved – the triad of birth parents, adoptive parents and adoptees – and that while these issues vary in impact on any given situation, to disregard these core issues is a mistake. Given the number of kids in programs who are adopted, having staff members who understand these issues and are knowledgeable in helping kids and families successfully navigate through them is crucial.

Understanding the seven core issues in adoption, according to Silverstein and Kaplan, requires accepting the notion that the adoption experience is different from other forms of parenting...neither good nor bad... not a value judgment... but a description of what is. It is especially important to acknowledge that the presence of these issues does not indicate pathology but rather what can be anticipated to unfold – in varying degrees – because of the nature of adoption.

In addition, we must understand that the effects of these core issues ebb and flow throughout the lives of adoptees, adoptive parents and birth parents alike. With these two notions in mind, we can look at the core issues themselves.

Continued: **Adoption/** pg 22



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ADOPTION: Continued from 21

The seven core issues that Silverstein and Kaplan have defined and this presentation reviewed are:

- Loss
- Grief
- Rejection
- Guilt and Shame
- Identity
- Intimacy
- Mastery/control

The following summary highlights the information that was shared during this session. For greater detail, feel free to contact Erin or Jane... or look up material on the internet regarding Silverstein and Kaplan's work.

Loss is at the center of all of the other issues. Adoption is, inherently, about loss. Birth parents give up or lose their role as parents... adoptive parents have likely been unable to conceive or to carry a child to term... children lose one set of parents in order to gain another.

Grief, in the context of adoption, cannot be dealt with without first acknowledging the loss each member of the triad has experienced. Helping kids and families understand grief and then helping them to work it through is extremely important.

Rejection can be summed up for the adoptee by saying that to be *chosen*, he or she must first be *unchosen*. Both the birth parents and the adoptive parents play roles in the drama of rejection.

Guilt and shame are often the result of rejection – no matter which role in the triad was played. *How could I have given her (or him) away? Why couldn't I (we) make a baby? What did I do that made her (or them) decide they didn't want me?*

Identity – understanding who you are and who you are not is especially confusing in the adoption triangle. Birth parents become childless; a childless couple suddenly has a child; and adoptees are expected to feel nothing but happy about being born a *Smith* and suddenly becoming a *Jones*.

Intimacy is affected by the snowball effect of the other issues in play. Human beings need to sense that others understand them before they can develop a sense of intimacy. One maladaptive way to “avoid” the possible reenactment of any or all of the core issues is *to avoid becoming close... to avoid commitment... to avoid intimacy*.

Mastery and control are hallmarks of a well-adjusted adult. However, the experience of adoption can fly in the face of such mastery and control – and the previous issues – if unattended and unbridled –



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.

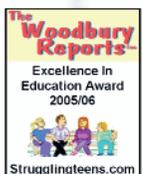
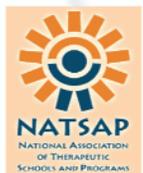


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NEWS & VIEWS...

will not allow for their natural unfolding. In a sense, each of the three parties to adoption relinquishes all control – and getting back on an even keel is no small task for many.

To assume that because an adopted child *is loved...* or that because he or she *is cool with the adoption thing* or that birth parents and adoptive parents do not have *unresolved feelings* about one or more of the above issues ignores what the research tells us. The program Erin and Jane presented highlights the salient issues program staff must understand at a deep level. Every program that serves adoptive families must have staff that not only understand but can work with these issues.

The presenters of this program have many years of experience with the special needs population. Erin started as a front-line counselor with Three Springs in 1993. Her Master's Degree in Community Counseling is from Eastern Michigan University and she is a Nationally Certified Counselor. Jane started in public education over 30 years ago. After completing her Master's at Brigham Young, she moved to the private therapeutic arena and has had experience at Mount Bachelor, Northstar and New Leaf before joining Three Springs in 2005.

PRESCRIBING ANTI-DEPRESSANTS FUTILE
(February 26, 2008) The British Financial Times reported nearly 50 clinical trials reviewed by psychologists from the University of Hull found prescribing anti-depressants to the vast majority of patients is futile, as the drugs have little or no impact at all, according to researchers.

FIGHTING TEENS HAVE DIFFERENT BRAIN STRUCTURE

(February 26, 2008) Studies by Australian researchers found that teens that regularly get into fights with their parents have significantly different brain structures than their more laid-back peers. The parts of the brain which are involved in emotional responses were much more developed in the teens that got into fights with their parents.

MATERIAL SOCIETY DAMAGES CHILDREN
(February 26, 2008) A survey by GfK NOP for the Children's Society in London showed people believed the "commercialization of childhood" is damaging young people's well-being and commercial pressures may have "worrying psychological effects" on children.

TEENS LOSE TOUCH W/ COMMON CULTURE?
(February 26, 2008) USA Today reported a new study found high school students still lack important

Continued: News & Views/ pg 24

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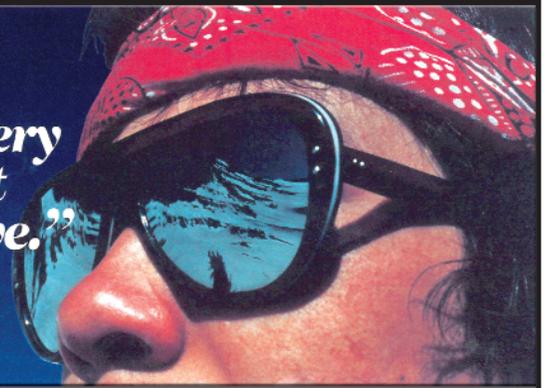
As always, W.T.C. has a licensed Chemical Dependency Counselor present for the duration of every expedition maximizing the therapeutic value. They meet some pretty big challenges facing life without chemicals; a good foundation based on a spirit of success and an ever increasing self-esteem is a great beginning in the journey of recovery.



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NEWS & VIEWS: Continued from 23

“historical touchstones and cultural underpinnings of a complete education”.

FATHER VITAL FOR WELL ADJUSTED CHILDREN

(February 27, 2008) Townhall.com reported that research by Uppsala University in Sweden showed “regular positive contact” with the father “reduces criminal behavior among children in low income families and enhances cognitive skills like intelligence, reasoning and language development. When a father is around, the kids learn to behave, obey laws and end up learning more”.

COURT RULES HOME SCHOOL UNLAWFUL

(March 6, 2008) American Family Foundation online reported a three-judge panel of the California Court of Appeal determined parents in California have no legal right to home school, and parents who fail to comply with school enrollment laws may be subject to a “criminal complaint against them”.

COURT ORDERS SCHOOL FUNDING

(March 10, 2008) Macon.com reported a federal appeals court upheld a ruling that Atlanta Public Schools must pay to send a student, misdiagnosed in 1998 as mentally disabled, to a private school that specializes in developmental disabilities, for up to four years. In 2003, an independent analysis showed the student actually has dyslexia, a learning disability.

PARENTS DESPERATE FOR CHOICES

(March 10, 2008) The Texas Public Policy Foundation, reported parents desperate to seek transfers from their children’s assigned public school to others within the district, for reasons ranging from better academics to safer learning conditions, often line up 24 hours early to ensure these transfers.

ONE QUARTER OF GIRLS HAVE STD’S

(March 11, 2008) ONENEWSNOW.com reported a study released from the Centers for Disease Control and Prevention, which showed one in four teen girls ages 14-19 years old nationwide have a sexually transmitted disease, with the Human Papilloma Virus being the most common.

TIE BETWEEN RITALIN AND SUICIDE

(March 13, 2008) The Daily Mail.co.ud, a British publication, reported a 15-year-old teen with ADHD had been prescribed Ritalin, and shortly after his dose was increased, committed suicide by hanging. Research claims that Ritalin has led to many developing “manic and psychotic” symptoms.

NAUGHTY CHILDREN ADDED TO DNA DDB

(March 17, 2008) Thisislondon.co.uk reported that a naughty child as young as five could be put into a DNA database as the government brings in “baby ASBOS” (Antisocial Behavior Orders), to target future offenders, who are considered likely to enter a life of crime.

SEEN N' HEARD

HOPE RANCH THERAPEUTIC TEAMS

(February 10, 2008) Linda Carpenter, Executive Director for Hope Ranch, Whitefish, MT, 406-862-7871, announced Hope Ranch has established therapeutic teams for its program. Each of the newly formed teams has a therapist as a Team Leader and a residential or teaching staff member as co-leader. Office and administrative staff serve as 'grandparents' to the team. Altogether there are eight staff members on each team.

MARENGO PROMOTED AT GATEHOUSE

(February 14, 2008) Michael Baldassare, Gatehouse Academy, Wickenburg, AZ, 928-671-1219, announced Anthony Marengo has been promoted to Director of Admissions at Gatehouse Academy. Marengo, a former resident and graduate of the program, has worked at Gatehouse since 2005. Positions held by Marengo include the Assistant Director of Family Communications, Residential Director of Haven Oaks Farm and Program Director of Gatehouse College Campus.

ELK MOUNTAIN ACADEMY MOVES

(February 21, 2008) Loretta Olding, Co-Owner/ Admissions Director of Elk Mountain Academy, Heron, MT, 208-264-5318, announced Elk Mountain Academy has moved from Clark Fork, ID, to the Elk Creek Academy in Heron, MT. The new building has 14 bedrooms, 17 bathrooms, a weight room, pool table, Ping-Pong table, a commercial kitchen, a living room with a big screen TV, offices, 5,900 square feet, classrooms and a music art room.

OPENINGS AT KING GEORGE

(February 22, 2008) Jay Ramsey, Human Resources Director, King George School, Sutton, VT, 802-467-1200, announced several staff openings at King George School, including: Clinical Director, School Nurse, School Registrar, English Teacher and a Science Teacher. (These positions were filled prior to 3/24/08)

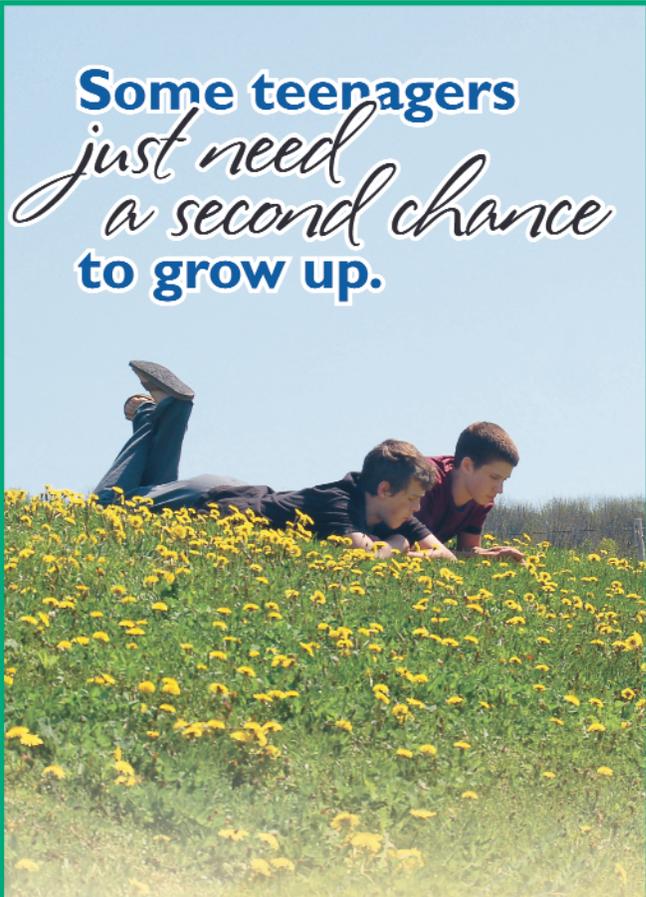
ANASAZI EXPANDS AFTERCARE

(February 22, 2008) Sean Rourke of Anasazi Foundation, Mesa, AZ, 480-892-7403, announced Anasazi Foundation will be offering participating families of students completing their 42-day wilderness therapy program, an optional 6-week, in-home transition program, including parent coaching, panoramic assessment (with input from community, program and consulting professionals) and direct access to a transition specialist.

LIVINGOOD LEAVES MORNINGSIDE

(February 22, 2008) Glenna J. Conway, Business

Continued: **Seen N Heard/** pg 26



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SEEN N HEARD: Continued from 25

Development for Morningside Recovery, Newport Beach, CA, 866-725-8565, announced Kate Livingood, Program Administrator at Morningside Recovery has left the company to pursue her education and finish her degree.

SUMMER SCHOOL AT BRANDON HALL

(February 25, 2008) Terri Brooks, Director of Admissions at Brandon Hall School, Atlanta, GA, 770-394-8177, announced the schedule for summer school at Brandon Hall School. There are three, two-week sessions between June 9, and July 18, 2008. Students may enroll from Brandon Hall and other independent and public schools. For more information, please contact the admissions department.

PINE RIDGE SCHOOL REFOCUSSES

(February 25, 2008) Dana K. Blackhurst, Headmaster, Pine Ridge School, Williston, VT, 802-434-2161, announced Pine Ridge School is under substantial change and will focus its attention to returning to the clarified mission statement of the school. In order to evaluate and reorganize the overall school program, summer school has been postponed for 2008.

BACHMAN'S SUMMER QUEST

(February 25, 2008) Kane Ayres, Director of Admissions, Bachman Academy, McDonald, TN,

423-479-4523, announced the Summer Quest camp schedules at Bachman Academy, which runs from June 8, to July 26, 2008. Camp is divided into seven, one-week sessions, each offering different activities.

FALCON RIDGE CELEBRATES 5 YEARS

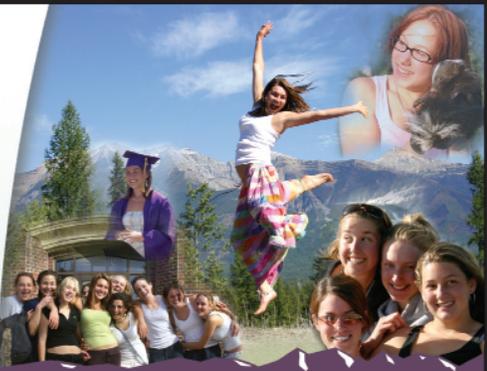
(February 25, 2008) Mariah Pogue, Admissions for Falcon Ridge Ranch, Virgin, UT, 866-968-4673, announced Falcon Ridge Ranch will celebrate its five year anniversary this spring. Several projects are underway in preparation for the event, including additions to the equine program, outcome surveys and creating an introductory, informational DVD.

DRAGONFLY ADVENTURES SUMMER TRIPS

(February 25, 2008) Mona Treadway, MSW, Admissions and Co-Founder of Dragonfly Adventures, Klamath Falls, OR, 541-850-0541, announced they will be adding 21-day wilderness trips this summer. The starting dates for the trips are: July 1, August 3, and September 3, 2008.

SCHROM BOYS HOME OPENS

(February 25, 2008) John and Julia Schrom, Owners and Founders, Schrom Boys Home, Bonners Ferry, ID, 208-267-6569, announced they have officially opened the Schrom Boys Home, a family style, therapeutic program for male adolescent's ages 13-18 years old.



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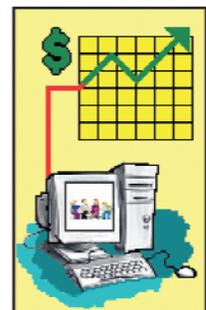
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SOBER COLLEGE GOES GREEN

(February 26, 2008) Annika Richards, Director of Marketing, Sober College, Woodland Hills, CA, 866-757-6237, announced Sober College went paperless and has established a recycling program at both the learning center and the dorms in an effort to help preserve the environment. The residents viewed videos and engaged in learning activities directly concerned with going green. A special thanks to senior resident, Maggie W, who was nominated as Executive Chair on Sober College's Green Board.

GROVE SCHOOL POST GRADUATE HOUSE

(February 27, 2008) Richard L. Chorney, President and CEO of the Grove School, Madison, CT, 203-245-2778, announced the opening of Grove School's Post Graduate House in February. This program provides extended care and support for current students 18 years and older.

DISTANT DRUMS ADDS STAFF

(February 28, 2008) Lee and Mark Wardle, Founders, Distant Drums, Nephi, UT, 435-623-0548, announced the addition of two new members to Distant Drums staff. Triston Morgan, MS, CMFTI, will be the Teen and Adult Program Therapist and is currently working on his PhD at Brigham Young University. LuAnn Peckenpaugh, will assume the position of Marketing Representative. She has a BS in Management from Indiana University and was employed with Chase Bank.

STONESOUP RUNS THE JACOB SCHOOL

(February 28, 2008) Carrie Straub, School Director for Stonesoup School, Winter Springs, FL, 407-461-2800, announced the Stonesoup School, formerly in Crescent City, FL, has suspended residential operations pending the outcome of fundraising for new facilities. In the meantime, it has reorganized and relocated to Winter Springs, FL, where it is currently operating as a private day school called The Jacob School.

GOODWILL HINCKLEY CAMP

(February 28, 2008) J. Richardson of Goodwill Hinckley, Hinckley, ME, 207-238-4035, announced their new 10-day, summer adventure program for teens aged 13-15 years, including the Allagash Waterway Adventure, Rock Climbing Day and High/Low Ropes Course.

DR. BRASLOW PRESENTS AT NWA

(February 29, 2008) Janice Pannell, Marketing and Communications Manager, Ascent, Boulder Creek Academy and Northwest Academy, Naples, ID, 208-267-3626, announced Dr. Lawrence Braslow, MD, Child and Adolescent Psychiatrist held a presentation at Northwest Academy in March,

“Changing the Trajectory: When Families Need More. Why we do what we do: The need for therapeutic schools and programs as intervention.” Dr. Braslow is a graduate of the University De Lausanne, Switzerland, Medical School, and trained at Cedars-Sinai Medical Center in Child and Adolescent Psychiatry. He is Head of Adolescent Services at Oliveview/UCLA and a member of the clinical faculty.

MITCHELL VISITS WOODBURY REPORTS

(February 29, 2008) L. Jay Mitchell, Founder of Greenbrier Academy, Pence Springs, WV, 877-788-8422, stopped by Woodbury Reports to visit while in Idaho.



UHS EARNINGS CALL TRANSCRIPT

(February 29, 2008) Seeking Alpha, Stock Market and Analysis reports Universal Health Services, King of Prussia, PA, parent company of Northwest Academy, Boulder Creek Academy, Ascent and King George has posted the transcript of its fourth quarter/2007 earnings call.

KUHN JOINS IN BALANCE

(March 1, 2008) Shannon Dexter, LCSW, LISAC, Clinical Director at In Balance Ranch Academy, Tucson, AZ, 877-304-3329, announced Marla Green Kuhn, MA, LAC, has joined the staff at In Balance Ranch Academy as a Parent Liaison and Therapist. Marla has an MA in Art Education from the University of New Mexico, an MA in Counseling Psychology from Prescott College and is an EAGALA certified Equine Assisted Psychotherapist.

A MUSICAL WOODBURY AFFILIATE

(March 2, 2008) The Bonner County Daily Bee, Sandpoint, ID included an article about “Dolce” a four piece instrumental group which includes Loi Eberle, a cellist and educational consultant affiliated with Woodbury Reports, Inc. The group plays classical music “interspersed with jazz and Latin arrangements”.

Continued: **SEEN N HEARD/** pg 28

SEEN N HEARD: Continued from 27

PROMOTION AT MEDICINE HORSE

(March 3, 2008) Kathy King Johnson, Executive Director, Medicine Horse Program, Boulder, CO, 720-406-7630, announced she has been named Executive Director of Medicine Horse. Johnson has served as chief operating officer for the program for the past seven months and succeeds Karolyn A. Gazella, who stepped down as Executive Director and joined the Medicine Horse Board of Directors.

CERTIFIED COACH TRAINING

(March 4, 2008) Penelope Valentine, Co-Founder of Next Step for Success, Redmond, OR, 541-504-5224, announced Next Step for Success will be offering its next 20-week telecourse titled, "Coaching Parents, Struggling Teens and Young Adults," starting on Tuesday, May 6, 2008. Upon successful completion of this coach training course, participants will have the designation of Certified Coach.

PAYNE JOINS WILDERNESS QUEST

(March 4, 2008) Paula Riggs, Director of Admissions for Wilderness Quest, Monticello, UT, 435-587-2801, announced Clayton Payne has joined Wilderness Quest as the Director of Family Services. Clayton has 18 years of experience working in the field of chemical dependency and substance abuse and has been with Wilderness Quest since 2006 as a licensed Substance Abuse Counselor and a Field Director.

9th ANNUAL EAGALA CONFERENCE

(March 5, 2008) EAGALA, Santaquin, UT, 801-754-9499, announced its 9th Annual EAGALA (Equine Assisted Growth and Learning Association) conference was held March 12-15, 2008, in Ogden, UT. The theme for this event was "Partnering for a Better World".

CRC OPENS AUSTIN SENDERO

(March 5, 2008) Shelly Underwood, Professional Relations Coordinator for Austin Sendero, Granger, TX, 512-213-9762, announced the opening of CRC Health Group's new eating disorder treatment facility, Austin Sendero, a program for both male and female patients ages 17 and older. Executive Director is Brad Kennington.

NEW STAFF AT NORTHSTAR

(March 5, 2008) Sean Fievet, Executive Director, NorthStar Center, Bend, OR, 541-385-8657, announced the addition of Scott Schreiner, MSW, LCSW, as therapist and Ramona Berman, MS, LADC, CADC II as substance abuse counselor to the staff at NorthStar Center. Schreiner worked in the field of addiction for the past 16 years and Berman is nearing completion of her dissertation for her PhD in Philosophy of Psychology and has worked in substance abuse for more than 20 years.

SPRUCE MOUNTAIN CELEBRATES 25

(March 6, 2008) Ed Levin, LICSW, Assistant Director of Spruce Mountain Inn, Plainfield, VT, 802-454-8353, announced Spruce Mountain Inn is celebrating its 25th year of service this year. Spruce Mountain Inn is a psychiatric treatment program that offers a structured vocational and educational program, individualized treatment plans and case management services for young adults most of which are age 18-30.

PERRY TRAINING AT SANDHILL

(March 7, 2008) Linda Zimmerman, CEO and Jonathan Mack, Clinical Director at Sandhill Center, Los Lunas, NM, 505-866-9271, announced Bruce Perry, MD, PhD, pre-eminent neurobiologist, psychiatrist, author, researcher, founder and Senior Fellow of the Child Trauma Academy in Houston, TX, visited Sandhill Center during the first week of March 2008 to provide advanced training for Sandhill clinicians and staff. Dr. Perry focused on the Neuro-sequential Model of Therapeutics (NMT), a cutting edge clinical treatment model derived from Dr. Perry's neurobiological research and study.

SCHMIEDEKNECHT GETS AWARD

(March 8, 2008) Tom Denham, Director of Communications at Eckerd Youth Alternatives, Clearwater, FL, 727-461-1236, announced Sandy Schmiedeknecht, the Aftercare & Alumni Coordinator for Eckerd Youth Alternatives, Division of Private Academies was recently awarded the Outstanding Service Award at the National NATSAP conference held in Savannah, GA, this past February for her work with the Alumni Committee and other "behind the scenes" efforts. Also, this month, Angie Senic, Director of Operations for Division II, EYA, presented Sandy with a Certificate of Recognition in appreciation for her contributions to EYA programs and staff by completing One Year Service.

NYT ON GAP YEAR PROGRAMS

(March 8, 2008) The New York Times mentioned Southern France Youth Institute, based in Sandpoint, ID, as one of the growing number of programs catering to high-achieving students contemplating taking a year off before college, known as a "gap year," after the rising pressure of getting into a top college.

GLENHOLME SUMMER PROGRAM

(March 10, 2008) David J. Tuttle, Marketing Director for the Glenholme School, Washington, CT, 860-868-7377, announced the Glenholme School, a therapeutic environment for young people with special needs, such as Asperger's, ADHD, Emotional, Behavioral and Learning difficulties, is gearing up for its second annual summer program.

BENCHMARK PARTNERS WITH CLARK

(March 10, 2008) Shelley Skaggs, Marketing & PR for Benchmark Young Adult School, Loma Linda, CA, 714-963-4148, announced Benchmark Young Adult School has a newly formed partnership with Clark Behavioral Health Financing (CBHF) to assist parents with financing solutions for behavioral health treatment options, such as Benchmark.

SOBER COLLEGE "ROCKS"

(March 11, 2008) Annika Richards, Director of Marketing, Sober College, Woodland Hills, CA, 866-757-6537, announced Sober College had its first talent show in March. It included Sober College students, staff and alumni. Showcased during the show, were drums, dancers, music and drama.

COLLABORATIVE COACHING TO PRESENT

(March 12, 2008) Benjamin Wahl, MSW, Program Coordinator, Collaborative Coaching Program/Ryther Outdoor Leadership Program, Seattle, WA, 206-856-9490, announced he and Vicki Schoettle, a Program Parent Coach with Collaborative Coaching, were selected to present at the Annual Conference for the International Association of Child and Adolescent Psychiatrists and Allied Providers (IACAPAP) in Istanbul, Turkey.

LIVING WELL'S FOUNDER DIES

(March 12, 2008) Julie Randall, Director of Operations at Living Well Transitions, LLC, Boulder, CO, 303-245-1020, sadly announced Bill Sell, MA, LPC, CGP, founder and Executive Director of Living Well Transitions, died March 10, 2008, at his home in Boulder, after a long illness. Bill, who launched Living Well Transitions in 2004, was a Licensed Professional Counselor (LPC) in Colorado and nationally certified in Group Psychotherapy (CGP) through the American Group Psychotherapy Association. Bill was also an adjunct faculty member of Naropa University in Boulder, where he taught in the Psychology and Religious Studies Departments. A 1984 graduate of West Chester University in West Chester, PA., with a Bachelor of Arts in Philosophy, Bill received a Master of Arts in Contemplative Psychotherapy from Naropa University in 1988. A scholarship fund has been set up in his memory to benefit future Living Well residents who may not be able to fully afford the costs of the program. Woodbury Reports staff offers condolences to the family and friends who knew Bill.

AMATS LAUNCHES WEBSITE

(March 13, 2008) Jeff Johnson, Executive Director of the Association of Mediation and Transport Services (AMATS), Loa, UT, 435-491-0398, announced the launching of the AMATS' web site. This is a resource

for parents, consultants, professionals and programs working with clients considering a transport. Jeff also announced Will Lopez, owner of Adolescent Guidance Services, joined the AMATS organization.

CONSCIOUS PARENTING WORKSHOP

(March 13, 2008) Lorie Federman, Alumni Coordinator of the Monarch Center For Family Healing, Georgetown, CO, 303-569-0767, announced the Monarch Center will be hosting a Conscious Parenting Workshop at Esalen Institute in Big Sur, CA. The conference will be held June 27-29, 2008, and will be facilitated by Dave Ventimiglia, Duey Freeman and Victoria Story.

MITCHELL COLLEGE OPEN HOUSE

(March 13, 2008) Mitchell College, New London, CT, 800-443-2811, has announced its Spring Open house this April will also include an afternoon session focusing on the Learning Resource Center, including information on the transition to college, accessible technology and academic coaching for ADHD students.

NWA STUDENTS DOG SLEDDING

(March 14, 2008) David Brinkman, Admissions Coordinator at Northwest Academy, Naples, ID, 877-882-0980, announced four students from Northwest Academy participated in a five-day dog sledding expedition in the Yaak Mountains. Preparations for the trip included a nine-week training program to learn the basics of dog sledding.

EQUESTRIAN WINDS QUITO ECUADOR

(March 14, 2008) Guy LeGuyonne, Admissions Director, of Equestrian Winds, Quito, Ecuador, 541-410-4538, announced Equestrian Winds welcomes Frank Darquea as its new Program Director. Franks experience directing Special Needs programs and Study Abroad Language Schools throughout Central and South America is an appreciated addition to our team. Gaby Haboud, the previous Program Director has taken over as Executive Director.

FUTURE MEN STUDENT SUCCESS

(March 14, 2008) Aaron Boldman, Director of Future Men For God, Kirbyville, MO, 417-546-4171, announced Future Men has recently seen one of their students receive the volunteer of the year award at his apprenticeship with the Branson, Missouri Fire Department. Currently, 27 different local businesses work with the program to help equip young men for their future careers. The boys all receive two elective credits for their apprenticeship work, which goes towards their high school diploma.

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HEARTLIGHT DINNER AND AUCTION

(March 16, 2008) Mark Gregston, Founder and Executive Director, Heartlight Ministries, Hallsville, TX, 903-668-2173, announced Heartlight will host its Annual Fundraising Dinner and Auction April 19, 2008, at the Dallas Westin City Center. For more information, contact Amanda Cox at Heartlight.

PINE RIDGE SCHOOL STRUGGLES

(March 16, 2008) Burlington Free Press reports Pine Ridge School is working to recover from financial problems and boost low enrollments by returning to the school's original mission of educating students who have dyslexia. The school has had employee layoffs to "trim payroll substantially".

ASPIRO PURCHASED

(March 17, 2008) Brian Church, Director of Business Development for Aspiro, Riverton, UT, 801-349-2740, announced Proficio Management, Inc. and Aspiro Inc. jointly announce the acquisition of Aspiro, Inc. as of Friday, March 14, 2008, by Aspiro's current leadership team and clinicians. Proficio formed and founded Aspiro with Randy Oakley in April of 2006. Contact for Proficio is Paul Watson. Contact for Aspiro is Brain Church.

COLLEGE INTERNSHIP OPEN HOUSE

(March 17, 2008) Dr. Michael McManmon, Founder/ Executive Director of College Internship Program, Berkeley, CA, 510-704-4476, announced College Internship Program will be hosting an open house and information session April 9, 2008. Program Director Janet Miller and Executive Director/ Founder Dr. Michael McManmon will speak about preparing students socially, emotionally and academically for college and beyond. For more information, contact Marjorie Paul, Admissions Coordinator at the Berkeley Center.

NATWC CONFERENCE INVITATION

(March 17, 2008) NATWC (The National Association of Therapeutic Wilderness Camping) has announced their 15th Annual Conference will be held September 21-23, 2008, at Villas by the Sea, Jekyll Island, GA. For information contact: Rick and Sandy McClintock at NATWC.

NEW HAVEN EXPANDS ROPES COURSE

(March 18, 2008) Ari Terry, Admissions at New Haven Residential Treatment Center, Spanish Fork, UT, 801-794-1218, announced New Haven expanded its ropes course by adding a climbing wall and other additional challenges. In addition, six of their therapists, including Masters Level Social Workers, Licensed Counselors and Marriage and Family Therapists were sponsored to become certified ROPES facilitators.

BENCHMARK ADDS PARENT COACHING

(March 18, 2008) Shelley Skaggs, Marketing Director for Benchmark Young Adult School, Redlands, CA, 714-963-4148, announced Benchmark Young Adult School has continued its partnership with Next Step For Success by offering a five-part series of parent coaching calls to parents of newly enrolled students designed to support parents as they adjust to transitioning their young adult child into the Benchmark Young Adult School curriculum. The Parent Coaching calls are facilitated by a Next Step For Success Parent Coach who is sanctioned by the International Coach Federation (IFC).

RIGHT DIRECTION EXPANDS

(March 18, 2008) Brian Shepherd and Larry Spain, Owners of Right Direction Crisis Intervention, Thorndale, PA, 888-592-8400, announced Right Direction Adolescent Service expanded to a full crisis intervention service, including Crisis Intervention Coaching and Adult Interventions.

NEW HAVEN COMMUNITY SERVICE

(March 18, 2008) Ari Terry, Admissions at New Haven Residential Treatment Center, Spanish Fork, UT, 801-794-1218, announced the New Haven School's Student Government organized over 5000 hours of community service in 2007, which included quilt making for the Provo Women's and Children's Shelter, working at the local food bank, cleaning the town center and working at the Cancer Wellness Center, as well as other community spirited projects.

LITTLE KESWICK'S NEW BUILDING

(March 19, 2008) Terry Columbus, Director of Little Keswick School, Keswick, VA, 434-295-0457, announced on June 12, 2008, Little Keswick School will unveil a new residential and academic building on the campus. All academic facilities and two residence halls will be incorporated in this space.

BERNIE ZIMMERMAN IN IDAHO

(March 19, 2008) Bernie Zimmerman MA, LCPC, of Greenwood Associates, Inc., Tampa, FL, 813-254-5303, announced starting April 14, 2008, he will be based out of a Boise, ID office, and able to meet with Northwest families. The Boise contact info is 315 N. Allumbaugh, Boise, ID 83704, 208-830-8697. Bernie will also be continuing a "commute" to Tampa.

NEW STRATEGY AT THREE SPRINGS

(March 19, 2008) Aida Porras of Three Springs, Huntsville, AL, 256-880-3339 x 222, announced Three Springs will increase the commitment and investment in the areas of therapeutic program development and clinical services. She also said "the recent staff reduction was focused on positioning the

company to accommodate current census patterns and for both strategic and financial growth.”

SHEEPGATE DENIED PERMIT

(March 20, 2008) An application to open a group home in Bonners Ferry, ID, for up to eight women ages 18 to 23 recovering from alcohol and drug abuse, was denied on a tie breaking vote of the Mayor. The application was filed by Sheepgate Services whose owner is Trilby Hoover.

FITZHUGH JOINS ASPEN

(March 20, 2008) Kristen Hayes, Communications Director for Aspen Education Group, Cerritos, CA, 562-467-5531, announced Aspen Education Group has appointed Karen Fitzhugh to Senior Vice President of Eastern Residential Schools and Programs. She will oversee operations for the company's six eastern residential programs and two special needs summer camps. Fitzhugh is a NATSAP board member with a PhD in Educational Psychology/Special Education. Most recently, she served as the head of a co-ed, college-prep emotional growth boarding school in Vermont.

ARCAND MARKETING AT GATEHOUSE

(March 20, 2008) Kent Sherman, CEO of Gatehouse Academy, Wickenburg, AZ, 888-730-0905, announced Jacqueline Arcand was named Director of Marketing. Jacqueline has worked at Gatehouse since 2002, and has contributed in areas of communication, program development and leadership. Arcand has a degree in Biochemical Technology.

OLIVERIAN OFFERS SUMMER PROGRAM

(March 20, 2008) Barclay Mackinnon, Head of the Oliverian School, Haverhill, NY, 603-989-5100, announced the Oliverian School's 2008 summer program, available for students in grades 7-12, will focus on English, Mathematics and the Arts. For more information, contact Mike Doherty, Admissions Director at Oliverian.

ASR CITA ACCREDITED

(March 20, 2008) Frank Bartolomeo, Executive Director of the Academy at Swift River, Cummington, MA, 800-258-1770, announced Academy at Swift River has received commendations from The Commission on International and Trans-Regional Accreditation (CITA)

PRN SUMMER “HOME FROM SCHOOL”

(March 20, 2008) Charles Elias, Founder of PRN For Families, Snowmass Village, CO, 970-923-2323, announced there are only eight openings for a customized package of services designed for families of students who need additional support over the

spring break. Spaces are offered on a first come, first serve basis.

RECOGNITION TO HUTCHISON

(March 20, 2008) Robin Ducey, Principal of the Family Foundation School, Hancock, NY, 845-887-5213, announced that Bruce Hutchison, FFS forensic coach, is recipient of his first Diamond Key Coach award by the National Forensic League for attaining a total of 1,578 coaching points, or 1/10th of his students' total points. Under Mr. Hutchison's instructions, his students earned over 15,780 credit points since the forensic team was founded less than six years ago. The minimum time to earn a Diamond Key Award is five years, and most teams compete much longer before their coach qualifies for the honor.

NWGT BROCHURE AVAILABLE ONLINE

(March 20, 2008) Kristie Henley, Assistant Director of Woodbury Reports, Inc., Bonners Ferry, ID, 208-267-5550 x 102, announced the Registration Brochure for the 3rd annual Northwest Get Together is now available online. More information can be obtained through Laura Morton at ext. 107 via email.

www.strugglingteens.com/news/pr/pdf/NWGT08.pdf

I believe that education is the fundamental method of social progress and reform. All reforms which rest simply upon the law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements, are transitory and futile.... But through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move.... Education thus conceived marks the most perfect and intimate union of science and art conceivable in human experience.

~ Fritz Redl

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