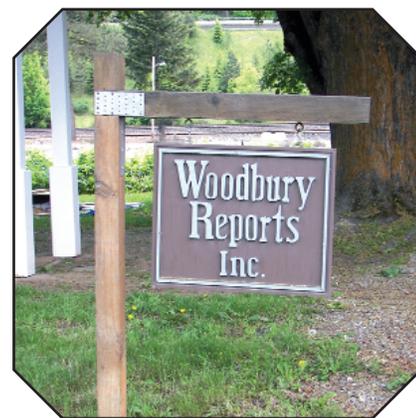


Places for Struggling Teens™

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

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May 2008
Issue #165

UNDERGROUND

By: Lon Woodbury



My Webster's dictionary defines the word "underground" as something secret or hidden. In Emotional Growth/Therapeutic Schools and Programs, this term is used to describe behaviors the students try to hide from adults. It means the students might pretend to obey the rules, but as soon as they are out of the sight of staff, they revert to their own rules, which might consist of forbidden behaviors. This might include drinking alcohol or ingesting drugs, smoking, hazing or any of a number of activities that are not approved of by "The Establishment." In a school or program with a somewhat weak structure, the students can easily believe the administration is not serious about enforcing the rules. It is almost like an unspoken game of cat and mouse, that is, the students' understanding of reality is these activities really are okay, so long as they don't get caught.

"Secret" or "Hidden" agendas or activities (thus an underground) are very common in society. We all have attended schools or worked at companies where we quickly learn that "how things really work" is different from how it is formally described. For example, the boss might brag that his/her door is always open, but woe to the staff who interrupts him/her. Or, the school administration might brag that their campus is alcohol free, not even noticing all the empty beer and liquor bottles on the dorm window sills on Saturday or Sunday morning.

Looked at in this way, the existence of an underground seems almost a fact of the human condition. We all know people who present themselves one way while hiding parts that are very different, sometimes for good reason. Some families may present themselves as happy and normal while actually being very dysfunctional. The same

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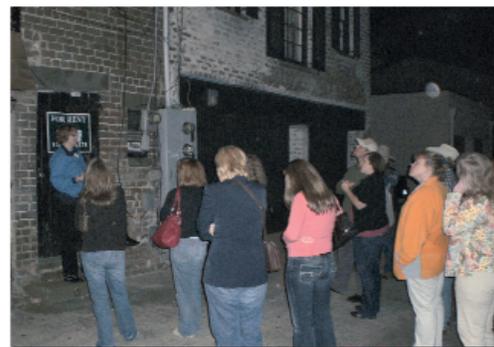
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(Feb. 9, 2008) Woodbury Reports Staff
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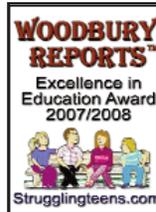
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"Some Children just need to be heard, not cured."

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™**.

UNDERGROUND: Continued from page 1

goes for businesses, government agencies and politicians. We are so used to this that the first time we get involved with anybody, whether it be an individual, community group, company, politician or government agency, after listening to what they say, we immediately try to figure out how things really work. We expect to find unspoken rules that are often more important than the spoken rules. It is usually surprising to us when we find a person or group that say what they mean and mean what they say.

The problem with an “underground” is the person who plays by the rules often can be at a disadvantage, while somebody that is manipulative can have an advantage. This common dynamic sometimes explains how a person who seems to break all the rules can still be successful materially, at least in the short term. In this view, the honest person is restricted by the truth, but the liar isn’t.

This very common type of “underground” in a society might be one of the reasons so many young people turn radical, crying “hypocrisy” and criticizing society in general. They see adults often not doing what they say they are, so they can use this as a justification for their own manipulating or lying. They claim they are just doing what adults are doing. Others might be so confused by the inconsistencies of what is said versus what is done, they have no idea what is expected of them versus what is right.

Mature adults know that reputations are hard won, and easily lost. They also know that once a person gains a negative reputation others do not trust them, and in the long term, that person has a serious disadvantage. Young people usually do not have the experience to realize this so they act on a distorted idea of how the world works. Consequently, some experience problems for themselves having no idea why everybody seems to be turning against them. They flounder, become angry and desperately need a healing experience to clarify their thinking so they can be successful in the long term.

Private Emotional Growth/Therapeutic residential schools and programs have learned that one of the most important healing techniques is to create an environment that is so wisely structured there is virtually no underground. These schools and programs have learned how to create highly structured programs without a confusing mass of rules where any kind of underground behavior or agendas are brought out into the open for all to see and analyze. When negative underground behaviors are exposed to the light of day, it becomes apparent to virtually everyone how self-destructive they can be. That realization is the first step toward healing.

Structuring a school or program in a way that eliminates an active underground is very difficult, requiring constant vigilance, a highly structured program and a staff that universally understands the importance of providing a school or program that actively exposes any sign of an underground. The students also have to support the idea of everyone being open and honest, which requires a lot of positive peer pressure from older students who have learned why lying, manipulating and other negative behaviors are self-destructive. It requires a method that allows a student who lies, for example, to be verbally confronted by those hurt by those lies in a controlled environment which eliminates the possibility of a physical fight developing. The student can then learn how lying is self-destructive. This also requires adult staff to be positive adult role models the students can relate to and trust.

At first glance, since a type of underground seems so prevalent in society and seems to be an integral part of human nature, the job of creating a place that can eliminate an underground even for a short time, would seem impossible. However, those young people we call struggling teens do need an experience of openness without an underground to be able to clarify their thinking and understanding of how they have been self-destructive. Quality private Emotional Growth/Therapeutic residential schools and programs have developed this very important element, which explains much of the reason for their success. One of the main reasons schools are described as highly structured is to facilitate exposing any developing underground. In a school or program without an underground, children can clarify their thinking, decide what their important values are, make life decisions on a more rational basis and be prepared for a life without getting lost again in society’s underground.

Our form of schooling has turned us into dependent, emotionally needy, excessively childish people who wait for a teacher to tell them what to do. Our national dilemma is that too many of us are now homeless and mindless in the deepest sense--at the mercy of strangers.

~ John Taylor Gatto

EMPOWERING AND LAUNCHING YOUNG ADULTS

Ten Steps: Part IV

By Randy and Colleen Russell

In this issue, we look at the fourth 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.**

4. Treat adolescence as a necessary temporary multi-chaotic identity phase.

There is no doubt that the transition from puberty into young adulthood is a mixed bag of tricks. Many parents watch in dismay as their little boy or girl turns into a stranger they barely know. Normal life is sometimes turned upside down as the young person makes the dramatic physical, emotional, mental and spiritual shifts necessary to become a mature adult. It is typical to see a young person act out, do stupid things and say things they don't really mean. Understanding these shifts as part of a normal transitional process can help parents to detach and not personalize the behavior.

It is easy to see this awkwardness on the physical level. When a boy or girl is in a growth spurt, they start to become uncoordinated and clumsy. They trip over their feet and knock things over at the table. What's more difficult to recognize is that the same types of stretches are happening on the mental, emotional and spiritual levels too.

Children naturally start to distance themselves as they struggle to develop their identity separate from mom and dad. They may start by asking you to drop them off a block away from the school, instead of at the front door. Kids want to look good in front of their peers and to be seen with their parents is

embarrassing now. Unfortunately, many kids will jeopardize their own safety just to fit in and be one of the "in" crowd.

As hormones surge, so do their emotions and their interests in the opposite sex. In their effort to individuate kids may start dressing creatively, get a tattoo, dye their hair or get multiple piercings. Usually, the less the parent reacts to these types of things, the better. In the 60's we had the hippies who had their ways of dressing and expressing themselves too. This generation has just found a new way of doing so. It might be helpful to remember that many hippies are now highly successful people.

Your young adult may also challenge the values of their family, religion and culture as they struggle to find their own identity. Making their own choices, (even if they are wrong) is their way attempting to take control of their lives. It is natural for a parent to react because they may not agree with the choices their children are making and may see them putting themselves in danger.

As mentioned in our last article, each phase of childhood requires an adjustment of parenting roles. As kids mature, keeping the communication lines open may be one of the most empowering choices a parent can make. Even though kids are struggling to

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separate, they also need and want your guidance. Staying present and listening without reacting or judging can be your most important line of defense.

Having other adult mentors around can also be helpful. Sometimes young adults can hear things from other people and share more openly when it is not their parents. That's because it is difficult, under the shadow of their parents, to become their own person. That's where utilizing wilderness programs, boarding schools and multi-cultural expeditions can be helpful. Rebellious young adults are allowed to mature under the guidance of people who understand the needs of the transition and who can remain emotionally detached.

It is helpful to remember that those who challenge the status quo are often the ones who will bring in the vision of what the culture is to become. The education these children are getting in the programs they are attending is incredible. Remember, growth rarely ever comes without some pain and that things will get better.

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 info call 208-255-2290, www.empoweringyoungadults.com.

THE INGREDIENTS FOR A GOOD PROGRAM

By: M. Jerome Ennis, MEd

For many years, I've worked in programs with the aim of helping individuals learn and become more emotionally sound and mature. Emotional growth or lack thereof is at the core of most problems leading to dysfunctional lives, which may or may not include alcohol or other drug use and abuse. All too often, these lives are interrupted at an early age and emotional growth not only does not continue but also becomes stifled at the age the individual begins to spin out of control.

For example, a 13-year-old who is lagging emotionally may lack self-confidence, becomes easily led by negative peers, begins to drink alcohol or use other drugs or engage in other risky or unhealthy behaviors. Initially, this 13-year-old with outward behaviors of shyness, quietness and somewhat withdrawn comes to life when introduced to a couple of beers with his friends. He may become the life of the party, thinking, "Wow, this is great, I am not shy any more, I can talk to girls/boys, I can dance and I am liked by my friends." The next day, when the effects of the alcohol are gone, he or she returns to the shy, quiet and withdrawn person and may even be a little more

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INGREDIENTS: Continued from page 5

depressed than usual. The next time there is an opportunity to drink, they do, and voila, "I am again the life of the party." This is the makings of an alcoholic or addict.

When a mind-altering substance is introduced, giving a false sense of security or happiness, the tendency is to continue to use with the addiction becoming full blown. As with all things that seem too good to be true, it is especially true for alcohol or other drugs. The drug turns on you, making you a slave. Not only do you feel on top of the world, but worthless and powerless. You begin to believe you cannot survive without it. The only time you can deal with life at any level is when you use. Everything else ceases to matter. This applies to alcohol or other drugs and also other destructive behaviors or escapism.

I've worked both ends of this spectrum. At the early stage, the youth were already in trouble in many areas of their lives— legal, drug or alcohol problems or relationship problems with parents, peers, teachers and others. Boys especially had academic problems, believing they lacked intelligence to learn, leading to more behavior problems. At the other end of the spectrum, I worked with adults at all stages of adulthood, from 20 to over 70, with alcohol, drug, sex or gambling addictions, other destructive behaviors and generally identified as having mental health issues.

A commonality at both ends of the spectrum was an inability to deal with life on its terms and stresses. The sense of powerlessness and seeming inability to deal with life's stress led to escapism. The use of alcohol or other drugs made them seem confident, enabling them to continue functioning enough to get along from day to day for some time. However, their emotional growth had stopped. They were not gaining skills and abilities to deal with life on its terms. At home, even when the family situation was not ideal, they at least didn't have the stressors of rent, house payments, car payments, jobs, etc. Going out on their own without emotional maturity to deal with life's stressors such as paying bills, working and being independent as "adults," the alcohol or other drug use or other destructive behaviors worsened, preventing further emotional growth.

The ideal place to stop this dysfunctional cycle is at the early stage of onset. I am grateful that programs run by people who understand the need for emotional growth and experiential education exist. There are many good programs. Lon Woodbury and others do a great job of keeping folks informed about them and in the promotion of them, as well as in the problems that arise from time to time.

In all programs, the people implementing and facilitating the program and its participants make it effective. The best program model in the world is only as good as the people running the program. People

who design great models for emotional growth and experiential learning programs know and understand basic needs, and have carefully selected their counselors, teachers and other staff.

In a wilderness program, for example, it is crucial that all members of the team: cooks, secretaries, social workers, counselors, teachers, the director, maintenance personnel, etc. share the same philosophy and are consistent in implementing the program, upholding the same rules, standards and guidelines at all times. Staff differences should be ironed out privately to avoid undermining anyone, either intentionally or inadvertently. Any staff resistant to following the program model should be replaced or the program will not be as effective as it could be in allowing the emotional growth to take place in the participants to enable them to get on with their lives when leaving the program. They need to leave dysfunction behind to make healthy, informed decisions in the future.

Troubled teens are troubled due to emotional immaturity and a sense of powerlessness with too many inconsistencies in their lives. Consistency and fairness are essential for any program to be effective. It is crucial that all staff share the same goals and philosophy. Does this mean they are like robots? Of course not, some like pizza, some do not, but all must be on the same page of the program's model or philosophy or the inconsistencies will affect the program negatively.

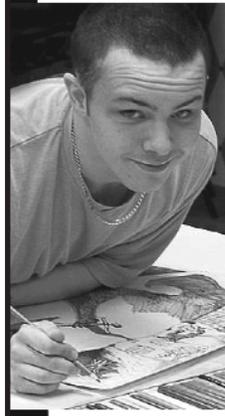
Next, all personnel must be competent to handle all situations appropriately, safely and in a therapeutically sound manner. The ability and insights to recognize potentially hazardous or dangerous situations beforehand allows you to take necessary steps to insure unsafe situations do not occur. Heading off problems and crises before they occur is a critical factor. Too often people get commended for ending a riot, as opposed to being reprimanded for allowing it to occur. If staff members are on top of things, they will be able to head off the riot before it occurs and resolve the tension that led to the problem, thus causing the situation to become a positive learning experience and allowing emotional growth to take place—which is what the program is designed to do.

If conflicts and problems are not arising, no growth is taking place. The stressors of living in the wilderness are intended to cause disequilibrium in the participants and bring out the negative attitudes and behaviors that brought them here, opening the door for growth to take place. Participants learn to resolve conflicts effectively, growing emotionally. However, you do not want instability created because some staff member(s) are inconsistent in following the program's standards, directly or indirectly undermining the positive efforts of others.

Continued: **INGREDIENTS/** pg 8

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INGREDIENTS: Continued from page 7

Great programs are those whose mission and goals are shared by all. I imagine that in most cases, program directors or other leaders already know this and have put together a lot of great programs made up of great folks. Remember, *a great program is made up of great people sharing a common goal. Hopefully all are emotionally mature, not engaged in competing egos and philosophies that tend to forget the school or program's goals and mission: The emotional growth of the students with whom they work.*

Good Luck, and Happy Trails.

About the Author:

M. Jerome Ennis, MEd, Tuscaloosa, AL, 205-523-1967, holds a BS in Education from Auburn University and a Masters in Special Education/Behavior Disorders from the University of North Georgia. He has worked as a counselor, Education Director and Headmaster of a private wilderness program, and taught several years in public schools, dealing with students classified as having emotional and behavioral problems. He currently works as an Addiction Therapist for the Veteran's Administration and has a Master's level Addiction Therapist Certification. He is the author of various essays dealing with educational issues. jeromeennis@aol.com or jgreyh960@aol.com

VISITS... CLEARVIEW HORIZONS

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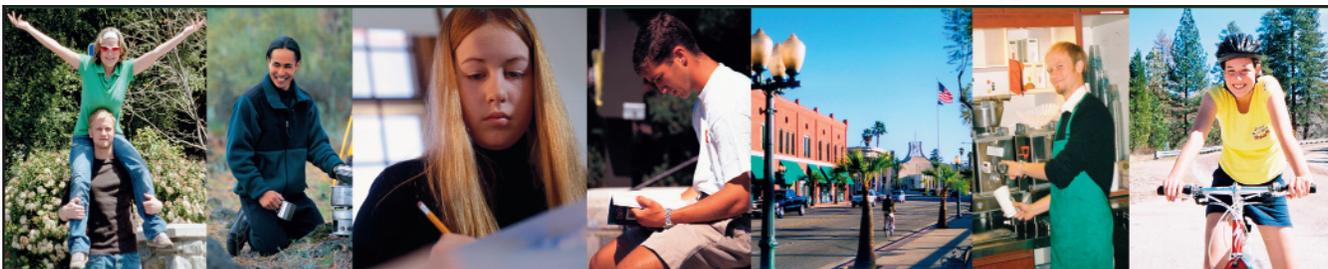
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Visit by: Kristie Henley, December 11, 2008

The first thing I noticed as I drove onto the Clearview Horizons property in Heron, MT, was the beautiful log cabin that was home to 25 young ladies. The cabin looked rustic yet cozy, as the weather outside was cold and crisp after a freshly fallen snow, three feet of snow to be more precise.

I parked my car and walked in the downstairs door of the home. The temperature inside was indicative of the atmosphere I felt while I was at Clearview, warm and inviting. Several girls were downstairs studying and talking among themselves when I arrived. All of them looked up to smile and some waved at me as I walked through to the office. Tami Gebhardt, Assistant Director, met me just inside the door, and showed me to the admissions office where we could discuss program components. She forewarned me that part of the house was under construction and explained that the girls would soon have a nice new bathroom on one of the upper floors.



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Clearview Horizons is specifically designed to work with adolescent girls who experience low self-esteem, lack of motivation and/or purpose, recreational drug/alcohol use, mild eating disorders or other destructive behavior patterns. The program is Christian based and girls attend Sunday services and bible study if interested.

As we left the office to take a tour of the home, several girls walked up to us and introduced themselves. It was apparent to me that I wasn't the first consultant to visit the program, but I was extremely impressed with their mannerisms, politeness and the confidence they all displayed. They each firmly shook my hand, made excellent eye contact and introduced themselves, proudly giving their name and where they were from. It almost reminded me of a Miss America pageant, except their smiles were genuine smiles. Several girls teased playfully with each other, while others, who were preparing to graduate the program, described their plans for the future, and shared their excitement to test their program success.

We walked up to the second floor of the home to discover more girls 'hanging out' in a lounge area, waiting for dinner to be ready. I observed their friendly, natural interactions for a bit before we

walked across the room to the kitchen. Every time we passed a group of girls, they stopped what they were doing to introduce themselves to me. Several girls were busily cooking and setting the long family style table for dinner. At Clearview, staff and students all



sit around a long table for meals, which gives the feeling of a very large family. I met four additional staff members in the kitchen, who work with the girls as house parents, teachers and Christian role models. The staff is very down home and real, not showing

Continued: CLEARVIEW/ pg 10



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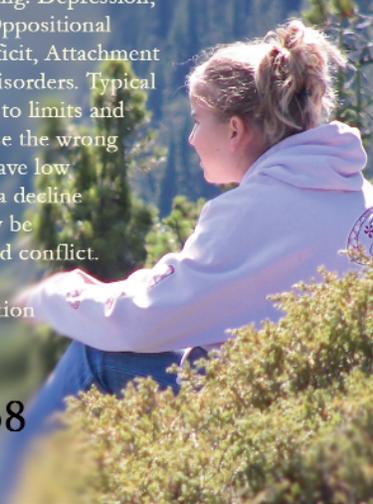
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CLEARVIEW: Continued from page 9

the slightest hint of being uptight. Watching their interactions with the girls brought back memories of some of the highlights of when I attended Mission Mountain School in the early nineties.



We left the kitchen and headed up another level to where an individual girl was hooked up to biofeedback wires doing a one-on-one session with a therapist. We tried not to interrupt her as we passed to look at the girls' rooms. The rooms were tidy and well decorated with personal effects. The interesting part to me though was the closet arrangement. The closet was an entire room the length of the upstairs of the house where each girl had her own dresser and a space for hanging clothes, but the area was fully shared by all girls. Most rooms housed four high school girls, and one room held all the college girls.

After touring the rooms, Tami took me downstairs to a room where Mary Thielbahr, MS, MA, Program Director, was conducting an individual therapy session. Because I had had a similar experience as the girl she was counseling, she invited me in to share my story. The girl had recently turned 18 and had shown success in the Clearview program. She was doing very well at school, attending North Idaho College, but was torn between staying to complete the program and leaving to face life with the partial tools she'd gained while at Clearview. We talked at great length about issues that are very difficult to discuss with friends, let alone strangers, shared our trials, shared our successes, talked about self-sabotage and how that was often our default reaction to personal success. We discussed support networks, both in the program and outside. Throughout the difficulty of our discussion, she kept strong eye contact with me. I was impressed with the level of understanding she had and her problem-solving ability to work through things.

We finished with the therapy session and the girl left to rejoin her friends. Mary and I sat down with Marv

Gebhardt, the Lead Teacher, to discuss the academic portion of the program. Students have the option of attending school through correspondence courses or (if earned) can attend the local high school. Others attend classes at North Idaho College in Coeur d'Alene. Many of the girls also participate in after school activities and Clearview offers tutoring or special assistance for those who need it. Marv explained that Clearview sometimes uses creative ways to reach the girls academically, and will teach them with non-traditional objectives if that's what the girls need to grasp concepts and internalize the lessons.

Mary took me down the hall and showed me several therapist licenses and degrees she had earned, hanging next to many other documents. She is proud of her girls' home and of her accomplishments, and I feel this better allows her to share that pride with the students. It was apparent to me that the girls shared that pride. After reading through her licensures, we left the house through the front door, where two friendly dogs greeted us. We walked across the snow-covered yard to a building that housed the art/ music room. A couple girls were playing musical instruments as a therapist worked with them. Clearview also has a couple of Shetland ponies that the girls have adopted, which help the girls work through control issues.



Finally, we returned to the house to sit by the cozy fireplace, where Mary and I sat down with Kristine Armstrong. Kristine has a Masters in Social Work and a Bachelor's in Science with an emphasis in Clinical Psychology. She has worked with struggling adolescents for over 10 years, some of that time in known wilderness programs and some as a bereavement counselor.

To describe the feeling I had while at Clearview, I have to use words such as feminine, plush,

Continued: **CLEARVIEW/** pg 12



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CLEARVIEW: Continued from page 11

comfortable and Swiss Boarding school for girls. To many of the people who read this visit report, this description will sound a bit Pollyannaish, and those who feel that way should go visit Clearview, especially on a cold gloomy winter day. I'm not saying that everything here is the best of the best of the best, but the feelings generated from merely being inside this house, surrounded by the staff and students were overwhelmingly positive.

The natural inclination of a child is to take pleasure in the use of the mind no less than o the body. The child's primary business is learning. It is also the primary entertainment. To retain that orientation into adulthood, so that consciousness is not a burden but a joy, is the mark of the successfully developed human being.

~ Nathaniel Branden

ELK MOUNTAIN ACADEMY

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Loretta Olding – Admissions Director
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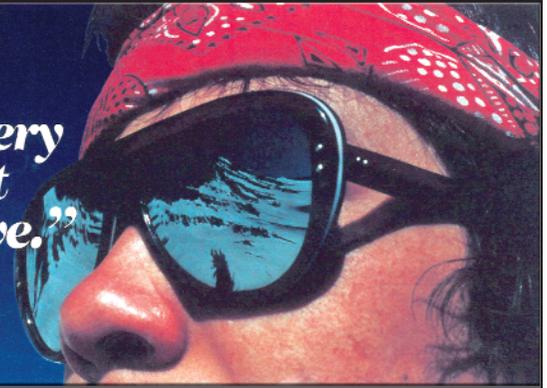
Visit by Kristie Henley, December 18, 2007

I originally planned to write two separate visit reports on Elk Mountain Academy, formerly in Clark Fork, ID, and Elk Creek Academy, in Heron, MT. Recently however, Elk Mountain Academy moved to the Elk Creek campus and in the move, Elk Creek Academy transitioned into a subsidiary program within Elk Mountain Academy.

Although Elk Mountain and Elk Creek share a facility, and are similar programs, they are still both individual. I began my visit with Elk Creek Academy, just across the Idaho border in Heron, MT. The facility is a beautiful new 23,000 square foot building tucked away on the upper edge of a gorgeous valley, with plenty of true wilderness surroundings. Even in the middle of winter, with the creek slightly frozen, enough mountains to feel like a ski resort and freshly falling snow, the location is one of the most beautiful places I have visited.

In 1983 Wilderness Treatment Center was the first program to successfully blend conventional treatment with a true wilderness expedition. Our in-patient center is located on a working cattle ranch in Northwest Montana. The setting is perfect for young men who can have a difficult time in the confinement of a conventional program. Treatment includes plenty of ranch work, group and individual therapy, educational lectures and films, attendance at AA/NA meetings in nearby Kalispell, plus a 16 to 21 day true wilderness expedition.

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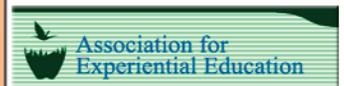
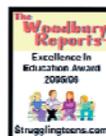
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Upon arrival, I was met by Doug Richardson, who runs the Elk Creek program on the Elk Mountain Academy campus. As we walked toward the front door of the new facility, I was greeted by a staff member's dog who was visiting for the day. We entered the facility into a large foyer, with a staircase to the left, offices to the right, and the classrooms straight ahead through a large open community room. As we walked through the various parts of the academy, Doug explained what type of boys would be appropriate for Elk Creek.

Students at Elk Mountain Academy (including the Elk Creek program) typically present with substance abuse, social or family disorders, low self-esteem issues, anger, blaming, co-dependency, victimization, learning disorders, behavioral disorders such as ODD/ ADD/ ADHD and related clinical disorders, abandonment issues related to adoption and divorce, depression, psychosocial and personality disorders. The boys average between 14 and 18 years old.



Many of the boys I met were recovering addicts with low self-esteem. Although they had good eye contact and general curiosity about me, they were somewhat shy and involved with schoolwork when I walked through class. One boy took time away from his lesson to talk with me and shared a great deal of information about why he was in the Elk Creek program and some of the accomplishments he had made while there. I was impressed at his level of focus on his studies, and as he shared his newest test scores with me, a sense of pride passed over him.

Elk Mountain Academy has traditional academics, though the program is still spiritually based, students work from state approved textbook curriculum. The school is accredited and overseen through the Northwest Association of Accredited Schools. In addition to traditional academics, students may take advantage of remedial classes or online college courses as needed.

Continued: **ELK MOUNTAIN/** pg 14

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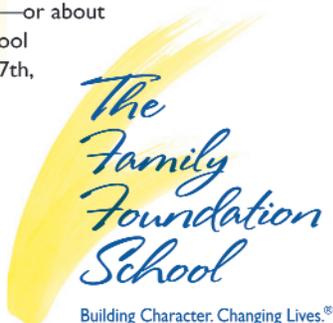
Our students receive enormous support in their efforts to achieve academically: a safe and positive learning environment, small classes, talented teachers, a wealth of educational resources, honors courses, teacher and peer tutoring, onsite ACT and SAT prep classes, plus plenty of help in organizing and managing their time. Our high standards (passing grade is 75%) and challenging, college preparatory curriculum make their success all the more significant.

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ELK MOUNTAIN: Continued from page 13

The education tract for the Elk Creek program is unique, incorporating religion into the lessons the students study. Students work through packets of lessons called PACES (Packets of Accelerated Christian Education), which consist of biblical lessons as they are applied to life, history, all the typical core curriculum requirements and ethical and moral lessons. Students are able to progress at their own pace and often advance through one and a half years of high school credits during their one-year stay. The Elk Creek curriculum is accredited through the Commission on International and TransRegional Accreditation (CITI) and the Southern Association of Colleges and Schools (SACS).



The academic portion of the Academy, and much of the individualized therapy, takes place on the first floor of the new facility. The first floor houses a weight room, computer lab, several classrooms, therapy and administration offices, a music room and a large open room with a stage for productions and mini-concerts. The second floor of the facility consists of a large open, cafeteria style dining area, a fully industrial kitchen, a lounge area where boys can earn movie time and the bedrooms. The rooms were spacious and immaculately tidy being that they were rooms for adolescent boys. Boys are responsible for family style chores, which are doled out based on a rotation, and each is responsible for his own laundry and personal space. Although each room had a sliding glass door to the balcony outside, each door (both to the inside and out) had an alarm, to alert night staff if any of the doors were opened during the night.

Although a therapeutic boarding school, the staff at Elk Mountain Academy feels it is important to allow the boys to earn recreational activities and express themselves in normal adolescent male activities. Carl Olding, Program Founder, and much of the staff believe that boys need to learn healthy risk-taking activities to replace many of their harmful risk-taking behaviors. To enhance learning new activities that

spark the boys' interests, the campus includes a dirt-bike track complete with jumps, a snowboard hill with amenities for tricks and skill, a horseshoe pit, athletic field, running track and an indoor skateboard ramp/half-pipe. At first thought, I wasn't sure that these activities should be allowed for troubled boys, but walking through the campus, seeing firsthand the level of safety involved and thinking of it in terms of the schools' philosophy, it made perfect sense to me. I realized that this might be exactly what they boys at Elk Mountain needed to help them feel normal.

In addition to the educational component, Elk Mountain Academy has a strong 12-Step component, as well as group and individual therapy. Students are required to attend at least three recovery meetings each week, which may include Alcoholics Anonymous or Narcotics Anonymous, as well as meeting with their 12-Step mentor. Boys also have the opportunity to attend church if they want to. I had an opportunity while on campus to sit down with a couple different therapists and mentors to talk about their views of the program and their experience working with these boys. They were all consistent with the methods and view of the mission of both programs.

One aspect of Elk Mountain Academy that impressed me was the staff meeting that occurred on campus the day I visited. The program utilizes a weekly staff meeting to share information about every boy, where he's at in his program, how he's doing academically, any medical questions or concerns, etc. This to me showed staff continuity, allowing all members to work individually with each student, but also allowing staff members to appear consistent to the boys.

On the day of my visit, the boys were spending the afternoon celebrating Christmas. The staff had asked each boy to select qualities or interests and display them on their stockings. The artistic creativity of these boys was truly enjoyable. Some painted silly nonsense while others painted thought provoking stories of their pasts. When the boys at Elk Mountain Academy shared their stockings, the others watched intently and commented encouragingly. After each presented his stocking, the other boys cheered approvingly allowing the presenter a little sense of personal pride. After the presentations, several groups of students gathered to play music, sing songs and enjoy the afternoon.

I felt comfortable at Elk Mountain Academy. The down home, cozy feeling made me feel like I could relax here for hours. Unfortunately though, a heavy snowstorm was moving in and I had to head out. I thanked the boys for sharing their afternoon with me and drove away.

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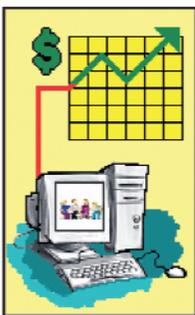
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William Lopez, a senior investigator with Gladding & Michel, Inc. is the founder of AGS. He graduated from San Jose State University with a degree in Sociology and has 22 years experience working in the juvenile

justice system. Victor Lopez, Director of Operations at AGS, is a graduate from Cal State Northridge. They head up the team of agents.

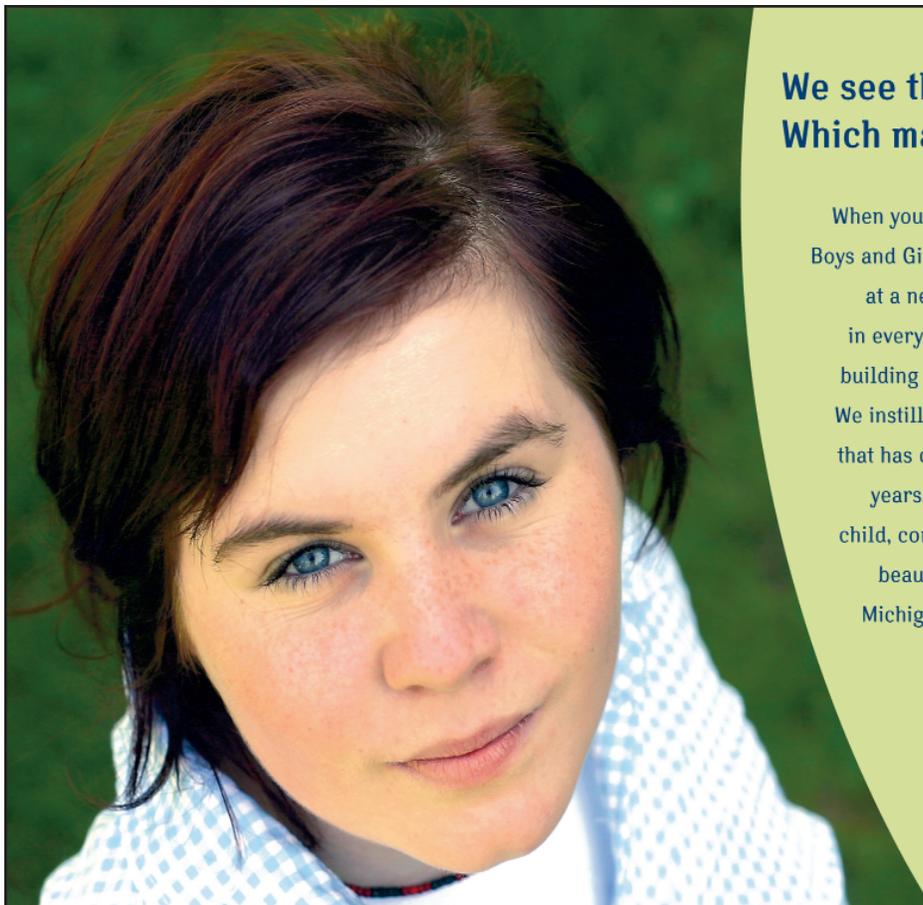
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In addition, Adolescent Guidance Services provides crisis intervention, suicide prevention, anger management and gang intervention services.

[The information for this New Perspective came from the Adolescent Guidance Services website.]

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Dragonfly Transitions is a transitional living program for young men and women between the ages of 18 and 24, who struggle with motivation and the ability to gain and sustain employment or have self destructive and self-harming behaviors.

Dragonfly is licensed by the Oregon State Office for Services to Children and Families, is bonded and insured and is certified as an Outfitter/Guide through the Oregon State Marine Board. Dragonfly has been a member of the National Association for Therapeutic Schools and Programs (NATSAP) since 2005. Glenn White, Co-Founder/ Co-Owner, is the Program Director, with a BS degree in Education and Outdoor Recreation, and is a certified Wilderness First Responder. Mona Treadway, MSW, has a Masters in Social Work, a BA in Human Development and she, too, is a certified Wilderness First Responder.

The program is divided into three phases: acceptance, consistency and effort, and independence/ future planning, all of which the students move through at their own pace. Individualized Treatment Plans are designed for each individual that include group counseling, focusing on communication skills, dating and intimacy, personal safety and situational interactions. Relapse prevention plans are designed for those with substance addictions, in addition to attending AA/NA meetings.

All students are encouraged to complete high school and continue their education at the post-secondary level. Klamath Falls offers a variety of educational options for students including Klamath Community College, Oregon Institute of Technology and a college of Cosmetology.

[The information for this New Perspective came from the Dragonfly Transitions, Inc. website.]

They [bureaucrats] surrender any prospect of developing full humanity in order to remain employed

~ John Taylor Gatto



Photo by Skyler Jeppson

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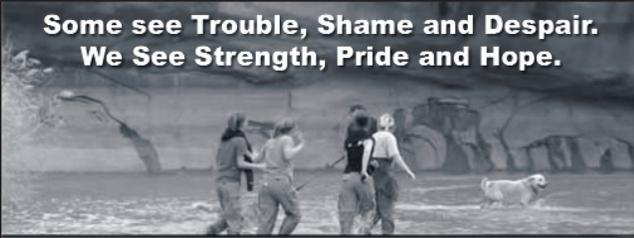
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Glacier Mountain is a residential program for at-risk young men and women between the ages of 13 and 17, who have struggled academically, have low self-esteem, lack motivation, exhibit anger and disrespect for authority figures, and may have alcohol or substance abuse issues. These students often make unhealthy choices.

Glacier Mountain Academy consists of two different sites. The main location accommodates the new students and emphasizes structure and boundaries, as well as teaching the students life skills and team building. Students are monitored as they work on specific issues, both in individual and group counseling, anger management and substance abuse counseling.

When students progress, they may transfer to the transition house where they have more responsibility and more freedom to make choices. At both sites, education is emphasized, giving students options such as attending Glacier Mountain Academy's virtual academy, attending Sandpoint High School or pursuing a GED. Glacier Mountain Academy is licensed by the State of Idaho Department of Health and Welfare and has a certified academic program.

Utilizing the mountains and lakes of North Idaho, students participate in numerous outdoor activities including hiking, fishing, horseback riding, sailing and skiing.

[The information for this New Perspective came from the Glacier Mountain Academy website.]

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Flying 7 Ranch For Youth is a working cattle and horse ranch for young men, ages 11-18 years, who struggle with substance abuse, depression, low self-esteem, relationships with peers and family or struggle with poor grades and school. Enrollment is limited to eight to guarantee individual/one-on-one attention.

Founded in January of 2006, the ranch is owned and operated by Mike Harrigfeld and his wife Lola. Mike,

IN BALANCE: Continued from page 19

obtain employment. For some this is often the first experience to participate in “real life” sobriety. The staff is on site 24 hours a day to provide supervised study time, job-search assistance, resume writing and interviewing skills.

The residents have access to a 24-hour workout facility with a weight room, cardio room, tennis courts, swimming pools and basketball and racquetball courts. For added recreation, hiking, biking, rock climbing and intramural leagues are available.

[The information for this New Perspective came from the In Balance Transitional Living website.]

...far from failing in its intended task, our educational system is in fact succeeding magnificently, because its aim is to keep the American people thoughtless enough to go on supporting the system.

~ Richard Mitchell

EXTENDED INSIGHTS...

NATWC WILDERNESS COUNSELOR CERTIFICATION

PART II

By: Rick McClintock - Executive Director, NATWC

NATWC has created the *National Wilderness Counselor Certification*, the only nationally recognized certification specifically for counselors in the field of wilderness therapy. NATWC’s primary mission is to provide both the standards for best practices among wilderness counselors and the recognition they deserve as professionals in a challenging and effective field.

Outdoor residential treatment programs that serve youth and their families have emerged as powerful resources for transforming circumstances of potential loss in the juvenile justice/ mental health systems into instances of success and turnaround. A substantial body of research exists and continues to be conducted that verifies the effectiveness of outdoor therapeutic programming. Conducting therapy in the natural environment adds features like challenge and adventure that facilitate significant personal growth and youth leadership.

The idea of certification for wilderness counseling has been argued and contemplated for a number of years within the fields of adventure therapy, wilderness programming and experiential education. The

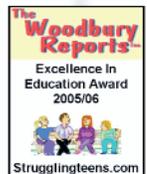
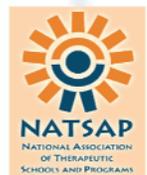


For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded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



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historical headlong rush for labeled qualifications has been seen as an affront to authenticity and experientially gained expertise, the acquisition of degrees a specialization at best and essentially an accoutrement.

An intensive discussion and extended periods of time for argument and reflection have been necessary and naturally appreciated in the context of integrity and process of the group — the practitioners and their constituents. A majority now exists that a standard of training, ethical behavior and education should characterize the counselor who works with youth benefiting from outdoor therapeutic programming.

As a relatively new model for assisting youth and families, incidents of mortal events can shock an uninformed public, inciting reaction in a rush to find the culprit. When an incident has occurred at a particular program, some reports have indicted the entire industry. Since risk management studies have revealed wilderness programming is as safe as a high school gym class, such accusations are unfair.

Nobody wants accidents or incidents to occur and all want quality and competence to be at the highest. The attacks by some media sensationalize events and often make conclusions about outdoor and alternative programs based on these incidents. Although some

articles do take a broader perspective and acknowledge the many successes, some popular magazines question this type of programming and conclude that they should not be utilized. Obtaining market share should not be a motivation for inaccurately depicting people engaged in effective procedures of counseling and education.

Quite commonly, the articles confuse wilderness programs with boot camp programs, failing to acknowledge that these are two different approaches for two different kinds of problem circumstances. Some of the historical incidents have occurred in programs that offer questionable training and permit poorly trained and qualified staff to deal with overwhelming issues. Others have happened despite the best efforts and intentions of quality program management. Sadly, this occurs in every helping profession, especially in times of poor funding for social services, and certainly is a risk in many activities that no one would ever ban, such as boating, skiing, football and driving.

What are the benefits of the National Wilderness Counseling Certification? For the counselor, certification gives recognition for the knowledge and experience that are critical to this profession. It offers increased legitimacy of therapeutic wilderness counselors as professionals and allows counselors to compare qualifications with best practices in the field,

Continued: NATWC/ pg 22

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NATWC: Continued from page 21

ensuring that they have all of the skills required for the job. National wilderness counselor certification maintains proof of competency regardless of the employment circumstances of counselors.

For therapeutic wilderness programs, certifications permit a more accurate assessment of counselors being interviewed for employment in the field. The requirements also offer excellent benchmarks for assuring complete staff training. They provide a much-needed standardization of qualifications across the field. Certifying staff also boosts morale when used to help qualify promotions. Risk management is enhanced by having trained staff, which can be a helpful benefit when negotiating insurance rates.

Outcomes are often directly proportional to the therapeutic alliance created between staff and the client and their family. Having well informed, well trained staff that know how to use that training and education to foster a "Team" approach in developing and reviewing treatment plans and strategies aids in putting clients in a physical and emotional "Safety Zone." This in turn helps complete the full circle back to "Best Practices."

The National Association of Therapeutic Wilderness Camping is sponsoring the certification of wilderness counselors, requiring the achievement of skills and competencies detailed in the listing for designation to one of three levels of certification: *National Wilderness Counselor, Senior Wilderness Counselor and Master Wilderness Counselor*. Certification for national wilderness counselors encompasses the highest features of professional qualifications by incorporating peer review, national examination, degree accomplishments, intern/ residency requirements and performance assessment. Successive levels of certification add to its capacity for guiding professional development and enhancing recognized competency.

The list of skills and competencies consists of a checklist that permits the determination of accomplishments. Individuals desiring to meet certification requirements can demonstrate achievement through a qualifying score on a national exam and then personally to a person authorized in the procedures for certification. Documentation of achievement, including transcripts from regionally accredited colleges and universities, is completed and forwarded to the certification committee of NATWC for examination. Approval or a reply that indicates needed documentation follows NATWC processing.

In the spirit of "Best Practices" The National Association of Therapeutic Wilderness Camping submits that the issues of industry regulation, program accreditation and practitioner credentialing must be embraced by vested organizations as well as individual



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practitioners. Those vested parties must step forward to insure that industry representatives are at the table when discussions and decisions pertinent to the industry are undertaken. **The importance of marketing our successes is critical to the relative health of this industry.** NATWC offers "one piece of this pie" specific to practitioner credentialing through the National Wilderness Counselor Certification, as one step toward Best Practice.

The certification is available for review and/or participation on a CD, and includes: *certification rationale, milieu specific historical information, ethical considerations, industry research submissions, theoretical structures and philosophy papers and the Certification Documents.*

Inquiries about the *Certification CD* or membership to the National Association of Therapeutic Wilderness Camping can be made through contacting the Rick McClintock.

About the Author:

Rick McClintock is the Executive Director and Membership Chairman for the National Association of Therapeutic Wilderness Camping. For more 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, www.natwc.org.

NEUROSEQUENTIAL MODEL OF THERAPEUTICS (NMT)

(This insight was written based on Lon Woodbury's notes after attending a two-day training seminar conducted by Dr. Bruce Perry, MD, PhD, on March 5-6, 2008, at Sandhill Child Development Center, Linda Zimmerman - Founder, Los Lunas, NM, 505-866-9271, lzimmerman@sandhillcenter.org, www.sandhillcenter.org.)

Dr. Bruce Perry is an entertaining lecturer who can present complex concepts in a way that can be easily understood. About 70 professionals attended, and Dr. Perry rapidly gained the attention of everybody present and maintained their interest throughout the whole seminar.

His purpose at the seminar was to explain the model he has been developing for several years of understanding and treating children with problems. He calls his approach **Neurosequential Model of Therapeutics (NMT)**, which simply is stating that the brain is the source of all that we do and think. The brain develops in a precise sequence and most problems occur because of some developmental delays in brain development.

Dr. Perry started with the observation that the brain is responsible for everything we do, and the brain for the

Continued: NMT SEMINAR/ pg 24

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NMT SEMINAR: Continued from page 23

most part reflects our experience through life. When a child or an adult has problems, the cause is usually some kind of developmental delay in some area of the brain. The trick is to identify what part of the brain has not developed appropriately and focus interventions to impact that area.

NMT is a departure from the assumptions and techniques of mainstream psychological assessment and therapy. The heart of this therapy is the Diagnostic and Statistical Manual of Mental Disorders (DSM) developed by the American Psychiatric Association. Dr. Perry describes the DSM as an early attempt to categorize complex behavior by checklists of symptoms. He points out that this makes diagnosis a very tentative matter since categorization is based on results (or symptoms) instead of causes, which means diagnoses and drug interventions are more a trial and error process relating to observations of symptoms rather than based on isolating and treating the root cause of the problematic behavior which is the brain.



NMT postulates that the brain is constantly changing and develops in the growing child in sequence, roughly from the lower part, the brain stem, to the upper part such as the cortex. The brain develops through the life experience of the child, through a sequence where vulnerability differs with age, that is, different areas of the brain are developing at different times. For proper development the brain must be exposed to the proper stimulation at the time the brain is ready to develop that area. How well each area develops depends on the life experience of the child at that time.

For example, Dr. Perry explained that cortical function of the brain is highly developed through the child learning to speak and read. In addition to those basic useful skills, this also teaches the all-important ability of self-control. He pointed out

experience has shown that one of the best anti-recidivism techniques in prison is teaching the inmates to read or to improve their reading and speaking skills.

As an example of how important it is to teach these brain developing skills when the brain is ready to

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develop in that area, he reported studies of people who grew up without any verbal stimulation as children, and as adults they were unable to learn to speak except in a very limited way. The window of opportunity for the brain ever learning that particular skill had closed permanently.

Dr. Perry also asserts that the best biological intervention for problematical behaviors and brain organization or re-organization is human interaction. He attributes this to the way humans evolved. He points out that humans are not designed for the world in which we now live. Humans evolved in small groups called tribes, competing with other small groups. In this culture, especially, the key to survival was building and maintaining strong relationships. Consequently, relational health is vital to proper brain development throughout life and vital to a successful life. One of the most destructive aspects to proper development is a poverty of relationships. Dr. Perry used this poverty of consistent relationships as a major reason our foster system of child care has such problems.

Dr. Perry explains that poverty of relationships creates stress, which creates a hunger for the reward that should have come from positive relationships. As a result, substitutes are selected for that craving such as drinking, drugs or other unhealthy behaviors. Treatment is based on developing an environment for the child of healthy relationships, where the child has enough moderate stress to feel safe enough to explore

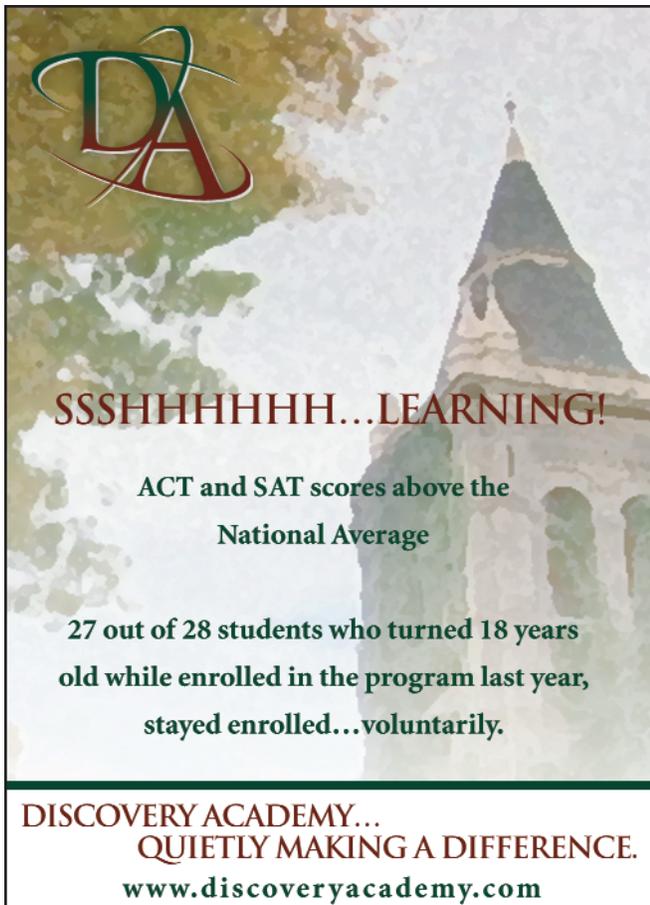
without being overwhelmed with unpredictable events creating harmful stress. A safe environment with moderate novelty for the brain to learn and develop will allow the brain to heal and reorganize from the unhealthy development from earlier life experiences.

As NMT has evolved, Dr. Perry has developed assessment tools that are designed to determine what areas of the brain have been developmentally delayed, and interventions have been developed to heal those specific areas. Healthy relationships, of course, form a major part of treatment, but a wide and creative variety of other interventions can be used. For example, since the brain is a rhythmic organ, music and movement are often exactly what the brain needs in order to heal and overcome problematical behaviors.

The key thing in NMT is a change in focus. Instead of looking at symptoms and a checklist as a guide, the clinician looks beyond symptoms, to the brain as the root cause of the problematic behaviors. Treatment is then focused on healing the brain, which will take care of the problematical behaviors.

About the Presenter:

Dr. Bruce Perry is Senior Fellow at the Child Trauma Academy in Houston Texas. He is one of the leading authorities in the country on brain trauma and child development. This seminar was a staff training session for the staff of Sandhill Center and other invited professionals.)
www.childtrauma.org/aboutCTA/CT_Academy.asp



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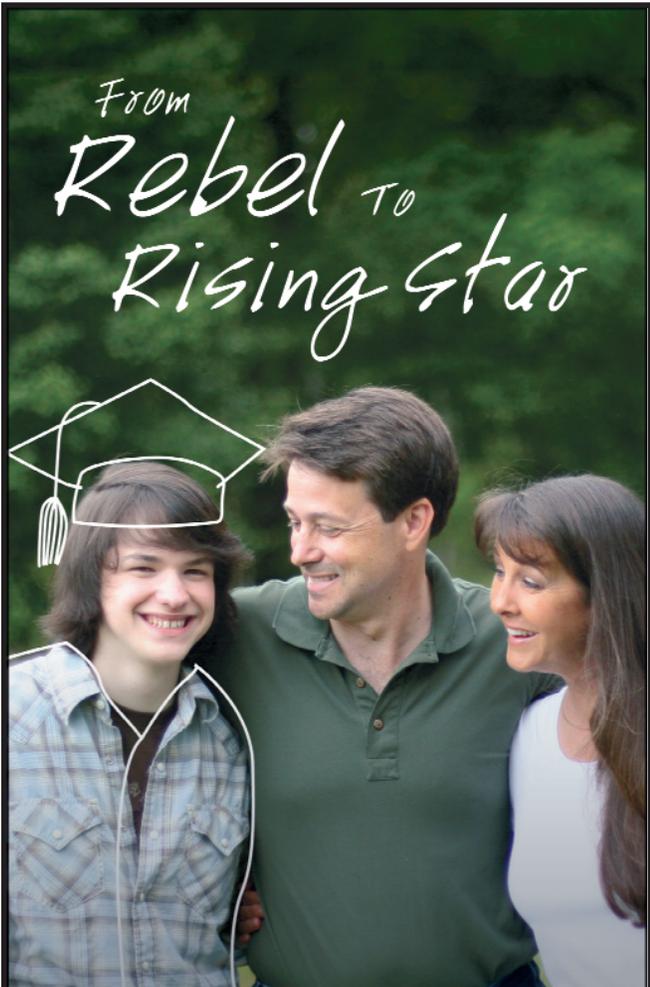
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- ♦ Poor Self-Esteem
- ♦ Family Maladjustment
- ♦ Pregnant Teens acceptable

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NEWS & VIEWS...

COLLEGE STUDENTS INCREASE MENTAL HEALTH REQUESTS

(March 23, 2008) National Post.com, a publication from Canada, reported that universities nationwide have had an extreme increase in students using campus health services for symptoms of depression, anxiety and other mental health problems.

GOVERNMENT BILLS PARENTS FOR TEEN

(March 30, 2008) World Net Daily reported the parents of a German teen, who was taken by police from her home and placed in a psychiatric ward because she was home schooled, are now being billed by the government for the cost of her forced stay.

PATHOLOGICAL COMPUTER USE PROPOSED FOR DSM-V

(April 2008) Jerald J. Block, MD, in an article in the spring 2008 issue of Paradigm, a Three Springs publication, discussed the developing problems of Pathological Computer Use (PCU) and Internet Addiction Disorder (IAD) giving some case studies and considerations for discussion of inclusion of these in the upcoming fifth edition of the Diagnostic Statistical Manual (DSM-V).

AUTHOR WARNS OF PREMATURE DIAGNOSIS

(April 3, 2008) The Columbian, an on-line news publication for Clark County, WA, reported author Steven E. Curtis states in his new book "Understanding Your Child's Puzzling Behavior: A Guide for Parents of Children with Behavioral, Social and Learning Challenges", the rush to any of the dozens of diagnoses that label troubled children can actually foil efforts to help them.

ASPERGERS VS. VIDEO GAMES ADDICTS

(April 3, 2008) In an article on Game Daily, Dr. John Charlton of the University of Bolton and Ian Danforth of Whitman College, USA, claim gamers who appear to be addicted to playing computer/video games show some of the same personality traits as people with Aspergers syndrome.

DYSLEXIA DIFFERS BY LANGUAGE

(April 7, 2008) The Washington Post reported a study that found Dyslexia affects different parts of the brain depending on whether the child was raised reading English or Chinese.

SEX OFFENDERS LIVING AT CHILD CARE FACILITIES

(April 16, 2008) Fox News.com reported California state social services agency is to shut down nine homes used for child day care and foster care, after an audit found registered sex offenders living there in violation of state law.

SEEN N' HEARD...

MITCHELL EXPLAINS GREENBRIER

(February 17, 2008) The online version of the Charleston Gazette reported Greenbrier Academy for Girls, Pence Springs, WV, 877-788-8422, founded by L. Jay Mitchell, opened in September at the renovated Pence Springs Hotel built in the early 20th century. Greenbrier is a college prep boarding school for girls, grades 9-12. Mitchell once operated Alldredge Academy, Davis, WV, 304-259-2262.

FUTURE MEN VOLUNTEER HONORED

(March 14, 2008) Aaron Boldman, Director of Future Men for God, Kirbyville, MO, 417-546-4171, announced one of its students received the "Volunteer of the Year" award from the fire department in Branson, MO, for his apprenticeship work. Future Men currently has 27 local businesses working with their program to provide job apprenticeships for their students.

FIRST EDITION—EAGALA IN PROGRESS

(March 21, 2008) Lynn Thomas, Co-Founder and Executive Director of EAGALA, Santaquin, UT, 877-858-4600, announced the premier of the first edition of "EAGALA in Progress," the journal for Equine Assisted Psychotherapy published under the leadership of Lynn Thomas.

SELL'S LEGACY CONTINUES

(March 21, 2008) Julie Randall, Director of Operations, Living Well Transitions, LLC, Boulder, CO, 303-245-1020, announced the program will honor Bill Sell's legacy, "Living Well Transitions will continue to run its day-to-day operations in the same competent manner it did during Bill's 18 months of illness, so Bill's vision will continue to flourish, change lives and inspire many."

CAMPBILL OPEN HOUSE

(March 21, 2008) Bernard Wolf, Admissions Director, Camphill Special School, Glenmoore, PA, 610-469-9236, announced Camphill Special School will host an open house May 17, 2008, for students entering Kindergarten through the fourth grade. Camphill's adapted Waldorf curriculum includes music, art and drama.

"MOST HIGH" ON DVD

(March 24, 2008) Marty Sader, Producer of the movie *Most High*, announced it will be available on DVD through Amazon.com and Bestbuy.com on May 27, 2008. The film was presented at the spring 2005 IECA Conference as a dramatic presentation of life in the drug culture.

ODYSSEY WILDERNESS CHANGES

(March 24, 2008) Tim Brockman, Director of Odyssey Wilderness Programs, Bellingham, WA, 360-671-4999, announced Odyssey Wilderness is accepting applications for course admissions for 2008. Tim also announced an Interactive Multi-Family Workshop, Parent Curriculum and follow up services are now available.

MONTCALM GOES GLOBAL

(March 24, 2008) Montcalm School for Boys, a Program of Starr Commonwealth, Albion, MI, 866-244-4321, announced they have formally received their "I-20" certificate, a federally awarded designation that allows international students to enroll at Montcalm School for Boys.

SOAR TRAVEL COURSES

(March 24, 2008) Jonathan Jones, Executive Director of SOAR (Success Oriented Achievement Realized), Balsam, NC, 828-456-3435, announced SOAR'S upcoming fall 2008 and spring 2009 academic semester program dates for students ages 13 to 18 years old.

BENCHMARK STREAMLINES CURRICULUM

(March 24, 2008) Shelley Skaggs, Marketing and PR at Benchmark Young Adult School, Redlands, CA, 714-963-4148, announced Jayne Selby-Longnecker, the founder of Benchmark Young Adult School, has streamlined its curriculum to provide the core curriculum of emotional growth, education and work skills, a practical application phase, an independent living phase and the graduate program.

FORMER COUNSELOR SENTENCED

(March 25, 2008) The Bonner County Daily Bee, Sandpoint, ID, reported a former staff member from

Continued: **Seen N Heard/** pg 28

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Seen N Heard: Continued from page 27

Elk Mountain Academy, Heron, MT, 208-264-1122, who was reported to the authorities by Carl and Loretta Olding, Owners, was sentenced to serve up to five years in prison for engaging in sexual misconduct with students he was counseling.

DRAGONFLY VISITS WOODBURY REPORTS

(March 25, 2008) Glenn White and Mona Treadway, Founders of Dragonfly Adventures and Dan Wohl, Program Coordinator of Dragonfly Transitions, Klamath Falls, OR, 541-850-0541, stopped by the Woodbury Reports office.



FARRELL HEADS SUWS/ PHOENIX OUTDOOR

(March 26, 2008) Kristen Hayes, Communications Director for Aspen Education Group, Cerritos, CA, 562-467-5531, announced Shawn Farrell, MEd, was appointed Executive Director of SUWS of the Carolinas, SUWS Seasons and Phoenix Outdoor.

ANASAZI TRANSITION SERVICES

(March 26, 2008) Mike Merchant, President of Anasazi Foundation, Mesa, AZ, 480-892-7403, announced the availability of Anasazi's in-home transition services to graduates who complete the 42-day wilderness program.

GILBERT HALL SCHOOL TO OPEN

(March 27, 2008) Gilbert Hall School, Culver City, CA, 310-476-5651, announced they will open September 2008.

SUWS OFFERS PARENTS SUPPORT

(March 27, 2008) SUWS of the Carolinas, Old Fort, NC, 888-828-9770, announced SUWS introduced two new resources for parents; a parent online support group moderated by Brooke Judkins, PhD and a two-day parent workshop run by Dr. Judkins offered twice monthly.

LITTLE KESWICK SYMPOSIUM

(March 27, 2008) Terry Columbus, Admissions Director of Little Keswick School, Keswick, VA, 434-295-0457, announced Little Keswick Foundation

for Special Education will hold its 11th Education Symposium on October 16, 2008, at the Dickinson Fine and Performing Arts Center at Piedmont Virginia Community College. In addition, Little Keswick will hold a ribbon cutting ceremony on June 12, 2008, for the new academic and residential building, which will open July 6, 2008.

TURNABOUT/ STILLWATER HELPS SCHOOLS

(March 28, 2008) Lee Caldwell, Director of Turnabout/Stillwater, Salt Lake City, UT, 866-359-4600, announced Turnabout, in partnership with Clementine Farms of Lehi, UT, will host a round pen demonstration for Granite School District teachers and administrators showing the correlation between horse training and healthy relationship building with people.

PATHWAYS TRAVEL BLOG

(March 28, 2008) Richard Simpson, Founder of Pathways Argentina, Coeur d'Alene, ID, 208-935-6195, announced the availability of a new blog site dedicated to the adventures of the students attending Pathways Argentina.

ESA WRITE-UP IN EDUCATION REVOLUTION

(March 28, 2008) Education Services of America, Nashville, TN, 605-332-4900, a company with more than 120 private day and residential schools around the country serving students with learning, developmental or behavioral problems, was given a favorable write up in the magazine *Education Resolution, the Magazine of Alternative Education*.

PHELPS ADDS CURRICULUM

(March 28, 2008) F. Christopher Chirieleison, Headmaster of The Phelps School, Malvern, PA, 610-644-1754, announced (in the Spring 2008 newsletter) the school has developed an Executive Functioning Skills Curriculum.

JOHN DEWEY STUDENTS COLLEGE-BOUND

(March 30, 2008) Tom Bratter, Founder and President of John Dewey Academy, Great Barrington, MA, 413-528-5662, announced that the Class of 2008 continued the school's twenty-four year record of 100% college acceptance of its graduates.

DISCOVERY ACADEMY NEW CENTER

(March 31, 2008) Discovery Academy, Provo, UT, 801-374-2121, announced the grand opening of the Academic Center at Discovery Academy will be July 29.

KILDONAN CAMP FOR LD

(April 1, 2008) The Kildonan School, Amenia, NY, 845-373-2004, announced Camp Dunnabeck will run from June 27 to August 8, 2008.

EXPANSION AT TELOS

(April 1, 2008) Tony Mosier, Clinical Director, Tony

Hansen, Marketing Director, and Kristin Williams, Admissions Director for Telos, 801-426-8800, Orem, UT, announced the construction of an additional 20,000 square feet to their facility should be completed by mid-summer.

FAS AND CO-OCCURRING DISORDERS

(April 1, 2008) Jocie DeVries with Ann Waller, in the FAS Times Winter 2007/2008, Tacoma, WA, 253-531-2878, discussed the difficulties of distinguishing FAS from other disorders with apparently similar symptoms to reduce the risk of inappropriate treatment.

AULDERN SUMMER SESSIONS

(April 3, 2008) Aida Porras, VP Marketing at Aldern Academy, Siler City, NC, 256-880-3339 x 222, announced Aldern Academy will hold their summer session from June 8 through August 6, 2008. In addition, students are currently being accepted for Fall Session enrollment, which begins on August 19, 2008.

SAGEWALK UTILIZES DBT

(April 3, 2008) SageWalk, a member of Aspen Education Group, Redmond, OR, 800-877-1922, announced a team of therapists at SageWalk recently completed Dialectical Behavioral Therapy (DBT) training.

MOUNT CARMEL JOINS ISPA

(April 3, 2008) Andy Anderson, MRA, Independent Small Programs Alliance, Clearwater, FL, 727-512-9144 announced Mount Carmel Youth Ranch in Powell, WY, 307-645-3322, joined the Independent Small Programs Alliance (ISPA).

CONGRESSMAN VISITS PENINSULA VILLAGE

(April 4, 2008) Peninsula Village, Louisville, TN, 865-380-4452, reported Congressman David Davis, (R TN -1st) with his office manager, spent a day visiting Peninsula Village and talking with the staff and students.

CENTER FOR CHANGE PARTNERS WITH CLARK EDUCATION LOANS

(April 4, 2008) Tamara Noyes, Business Development Director at Center for Change, Orem, UT, 801-224-8255, announced Center for Change has partnered with Clark Custom Educational Loans to assist families with educational finance loans for the treatment of eating disorders.

PARENTING CLASSES IN BOULDER

(April 4, 2008) Stephanie Bryan, LSCS, CAC III, a parent coach and psychotherapist in Boulder, CO, 303-397-0646, announced she is teaching five classes for parents this spring including *Active Parenting for Step-Families*TM.

COACH DAVIS FEATURED IN NEWSWEEK

(April 5, 2008) Benjamin Wahl, of the Collaborative

Coaching Program in Seattle, WA, 206-856-9490, announced that one of their parent coaches, Sally Kidder Davis, MEd, was recently featured in Newsweek Magazine.

SOLTREKS NOMINATED FOR AWARD

(April 7, 2008) Lorri Hanna, Executive Director and President of Soltreks, Two Harbors, MN, 218-834-4607, announced Soltreks was nominated for the 16th Annual Joel Labovitz Entrepreneurial Success Awards recognized by the UMD Center for Economic Development.

BLUEPRINT EDUCATION MOVES

(April 8, 2008) Marmy Kodras, Marketing Director of Blueprint Education, Glendale, AZ, 800-426-4952, announced they moved to 5651 W. Talavi Blvd, Ste 170.

DOYLE JOINS GOLDBERG CENTER

(April 9, 2008) Adam R. Goldberg, MEd, Chief Executive Officer at The Goldberg Center for Educational Planning, Braintree, MA, 781-848-8800, announced Joshua C. Doyle, MEd, joined The Goldberg Center.

BEYOND BROCCOLI AT NEW HORIZONS

(April 10, 2008) Audrey Peavey, Admissions Director at New Horizons for Young Women, Orrington, MA, 800-916-9755, announced New Horizons for Young Women now utilizes Board Registered Dietician Mary Howley Ryan, MS, RD, and her company Beyond Broccoli, to instruct staff on nutrition and ongoing nutrition education, as well as menu reviews that include nutritional assessment and computerized analysis of all recipes used.

LAWRENCE FULL TIME AT CANADVENTURE

(April 10, 2008) Sandra Hamilton, Admissions and Marketing Director for CanAdventure Education, Sayward, BC, CANADA, 250-412-7723, announced Scott Lawrence, EdD, RCC joined the team of counselors at CanAdventure. Dr. Lawrence accepted the full-time position of Clinical Supervisor, where he will manage the clinical therapy aspect of the programming.

OLIVERIAN SUMMER SCHOOL DATES

(April 10, 2008) Julie Gaffey of the Oliverian School, New Haverhill, NH, 603-989-5368, announced the Oliverian School Summer Session begins June 20, 2008.

AIM HOUSE/COMMON THREADS

(April 10, 2008) Jude Rudolph, Director of Marketing, Aim House, Boulder, CO, 303-554-0011, announced AIM House has formed a partnership with Common Threads, a consignment store in Boulder, created by Libby Alexander and Aim House founder, Mae Martin Conroy.

SHORT OF TIMBER RIDGE RETURNS TO ID

(April 11, 2008) Virginia Short, Admissions Director

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for Timber Ridge Preparatory School for Girls, Clark Fork, ID, 208-777-1615, announced she moved back to Idaho, and is living in Post Falls, where she will continue as Admissions Director for Timber Ridge.

RED HILL ACADEMY OPENS

(April 11, 2008) Brad Freed, Executive Director of Red Hill Academy, San Anselmo, CA, 415-457-3200 x 131, announced the opening of the new campus-based, day and boarding school for high school age children with learning challenges and the mild to moderate emotional disturbances that often accompany those challenges.

HANS NEW HEAD OF KING GEORGE

(April 14, 2008) Jerry Ramsey, Director of Human Resources and Risk Manager at King George School, Sutton, VT, 800-218-5122 x 103, announced Dr. David Hans is the new Head of King George School.

FRIENDS OF FAMILIES SAYS THANKS

(April 14, 2008) Dr. Jim Powell, Spokesperson for Friends of Families with Children in Crisis Foundation, Lake Arrowhead, CA, 951-317-3151, announced the Foundation would like to thank Bill Lane and Associates for their generous contribution.

GLENHOLME SCHOOL SUMMER CAMP

(April 14, 2008) Kathi Fitzherbert, Director of Admissions for The Glenholme School, Washington, CT, 860-868-7377, announced two five-week therapeutic environment sessions, starting June and July.

YOUTHCARE OPENS SUMMIT HOUSE

(April 14, 2008) Trina Packard, Executive Director of Youth Care, Draper, UT, 800-786-4924, announced the opening of newly remodeled Summit House that can accommodate 14 students struggling with depression, thought disorders, substance abuse, social withdrawal and other self-destructive behaviors.

CLEARVIEW HELPS KATRINA VICTIMS

(April 14, 2008) Tami Gebhardt, Assistant Director at Clearview Horizons, Heron, MT, 208-263-5894, announced a group of four students from Clearview Horizons went to New Orleans, LA, with Forward Edge International, a disaster relief mission group affiliated with a local church in Sandpoint, ID.

HEARTLIGHT TO HOLD WORKSHOP

(April 14, 2008) Mark Gregston, Founder and Executive Director of Heartlight Ministries, Hallsville, TX, 903-668-2173, announced *The Gathering At Heartlight*, a three-day training seminar and retreat on what might cause teenagers to spiral downward and how to prevent it.

PROVISIONAL ACCREDITATION FOR TURNING WINDS

(April 15, 2008) Carl Baisden, Vice President-Public

Relations at Turning Winds Academic Institute, Troy, MT, 406-295-5038 x 110, announced the school has received provisional accreditation through the Northwest Association of Accredited Schools (NAAS).

CONFERENCE AT SHORTRIDGE

(April 15, 2008) Hannah Mariotti, Admissions Director at Shortridge Academy, Milton, NH, 603-755-3096, reported the Positive Youth Development Conference was very successful.

HOLLISWOOD CHILDREN'S PROGRAM OPENS

(April 15, 2008) Roy Wallach of Holliswood Hospital, Holliswood, NY, 800-486-3005, announced the private psychiatric facility specializing in acute psychiatric mental health care located in Queens, NY, opened a new Children's Program that aims to help children ages four to eleven overcome obstacles to their mental wellbeing.

NATSAP COMMITTED TO SAFETY OF YOUTH

(April 16, 2008) Sharon Laney, President of National Association of Therapeutic Schools and Programs, 256-218-0108, issued a statement concerning National Child Abuse Prevention Month and used this as a reminder that NATSAP is reaffirming their commitment to preventing child abuse and neglect of children and adolescents in the care of residential treatment providers.

EIA WINS NATIONAL AWARD

(April 16, 2008) Steven Pines, Executive Director of the Education Industry Association (EIA), Rockville, MD, 800-252-3280, announced EIA was notified by the American Society of Association Executives (ASAE) that it received the Associations Advance America Award of Excellence.

AMATS PRESENTS IN MINNEAPOLIS

(April 17, 2008) Jeff Johnson, Executive Director of the Association of Mediation and Transport Services (AMATS), 435-491-0398, announced AMATS will hold a special panel discussion on the Culture and The Effect on Transport and Intervention Services, May 17, 2008, at the IECA Conference in Minneapolis.

CATHERINE FREER THERAPIST EXPLAINS

(April 17, 2008) Amy Cirincione, a field therapist at Catherine Freer Wilderness Therapy Program, Albany, OR, 800-390-3983, wrote a personal account of working as a field therapist with struggling teens in a wilderness therapy program that was published in the Pennsylvania Gazette.

FOUR CIRCLES OPENS WOMEN-ONLY TRACK

(April 17, 2008) Kristen Hayes, Communications Director for Aspen Education Group, Cerritos, CA, 562-467-5531, announced Four Circles Recovery Center in Horse Shoe, NC, opened a new women-only track for 18- to 28-year-olds struggling with drug and alcohol addiction.

CATHERINE FREER FEMALE EXPEDITIONS

(April 17, 2008) Julia Andrick, Marketing Manager for Catherine Freer, Albany, OR, 800-390-3983, announced two special, all female expeditions will start July 6 and August 3, 2008. Space is limited.

PERSONAL V3 EXPERIENCE

(April 17, 2008) Wright Smith, a former V3 Tucson graduate, wrote a letter to the editor of Places for Struggling Teens recounting his V3 experience as a student. To view the letter in its entirety visit the StrugglingTeens.com "Letters to the Editor" section.

BENCHMARK FIGHTS BACK: FILES LAWSUIT

(April 18, 2008) Shelley Skaggs, Marketing and PR for Benchmark Young Adult School, Redlands, CA, 800-474-4848, announced Benchmark filed a lawsuit against a "disgruntled former Benchmark student who has repeatedly engaged in a campaign against Benchmark on certain Internet sites."

ASPIRO OPENS VANTAGE POINT

(April 18, 2008) Brian Church, Admissions and Marketing for Aspiro, Riverton, UT, 888-266-5136, announced the opening of Vantage Point by Aspiro, a specialized outdoor adventure program for students with learning difficulties. Vantage Point by Aspiro will be headed by Gordon L. Day, PhD.

ED CONSULTANTS VISIT NORTHWOODS

(April 18, 2008) Matt Fitzgerald, President of Northwoods, Bonners Ferry, ID, 208-659-3455, announced Paula Feldman, Kay Davison and Kim Rubin recently visited the Costa Rica campus.

NEW LETTER TO FUTURE MEN

(April 21, 2008) Richard Baucum, whose son attended Future Men, submitted a letter to the editor of the "Places for Struggling Teens", sharing his personal experiences with his son before his enrollment at Future Men and afterwards. To view the letter in its entirety, visit the "Letters to the Editor" section on StrugglingTeens.com.

SOULORE PARENT WORKSHOP DATES

(April 21, 2008) Randy Russell, Co-Founder of SouLore, Sagle, ID announced the upcoming Parent Workshop for Empowering and Launching Young Adults runs May 9-11 in Sandpoint, ID.

FAMILY FOUNDATION SCHOOL NEWS

(April 21, 2008) Bruce Hutchison, Speech and Debate Coach, The Family Foundation School, Hancock, NY, 845-887-5213, announced that three members of the student Speech and Debate team qualified to compete in the National Forensics League's national tournament in Las Vegas in June. Rita Argiros, Vice President for Administrative Affairs, announced that staff members Geoff Westby and Audra Towsley completed the TCI (Therapeutic Crises Intervention) Training the Trainers course in April, certifying them

as TCI trainers. Paul Geer, Music Department Chair, announced the student chorus and show choir competed in the annual North American Music Festival and brought home a first place trophy in the Mixed Chorus competition.

HAPPENINGS AT INTROSPECTIONS

(April 21, 2008) Michael Lyles, CEO of Introspections Costa Rica, 520-320-9933, announced ten students from ICR participated in a five-day cultural project on Solarte Island in Boca Del Toro, Panama.

MCCLAIN EXEC DIR AT NWA

(April 21, 2008) David Brinkman, Admissions for Northwest Academy, Naples, ID 877-882-0980, announced Adam McClain is the new Executive Director of Northwest Academy. David also announced Bruce Wilson is working to train program staff to implement program components.

**Third Annual
Northwest Get Together**
May 23, 2008
Naples, ID
Registration Information:
www.strugglingteens.com/news/pr/pdf/NWGT2008.pdf
208-267-5550

**Are you the one
we're looking for?**

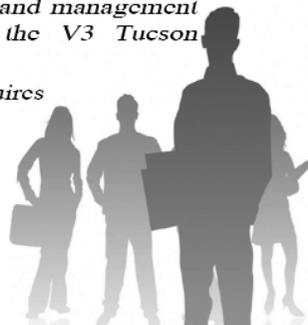


V3 Tucson is a private residential program that impacts transformation in the treatment of alcohol and drug addiction for young adults (18 - 25). We are interviewing for a Program Manager to facilitate and initiate results within the context of daily operations at our Tucson facility.

The successful candidate will be responsible for day-to-day operations and management of all activities within the V3 Tucson curriculum.

As such, this position requires someone who is...

- * a self-starter
- * focused
- * purposeful
- * strong-willed
- * risk taker
- * professional
- * results oriented
- * dedicated



**Forward resumes to
info@v3tucson.com.**

Knowledge of Excel/WORD programs required.

Appropriate candidates will be contacted.

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In the many classrooms of Aspen Education Group - a young person's journey begins.

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So no matter where your child is learning – in the great outdoors or in a more traditional school setting – they have the opportunity to become the extraordinary person they deserve to be – their best self. By helping young people discover themselves, Aspen helps heal families.

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