

Places for Struggling Teens™



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

December 2008 - Issue #172

INSTANT IMAGE VS. ACADEMICS

By: Lon Woodbury



We have just finished a political campaign where it can be argued that the advantage went to those candidates who presented on television the most attractive image and whose handlers packaged and presented the candidate through brief sound bites in a way that most effectively reflects the dreams and hopes of the public rather than a rational expression of policies the public agrees with. So far as governing our country, the lesson is that a person who does not have good looks will find it difficult to win an election, and to win, the candidate and campaign staff must be able to think in sound bites and images that appeal to the emotions.

That our culture has changed drastically in the last century has been a common observation for some time as people decry the increasingly dominating culture based on television, and more recently, the rapid action of video games, grammarless text messaging and instant reactions on Internet blogs. Neil Postman's classic *Amusing Ourselves to Death*, published in 1985, was perhaps the best known early popularization of concern for the implications of this cultural change. Taking a page from Marshall McLuhan's *The Medium Is the Message*, he traces how both public and private communications have been changed by a change in the dominant medium.

He observed that in the 19th century the printed word was the primary way people learned about ideas and events outside their personal experience. The printed word lent itself to long rational expositions on ideas, fostered refutation and rebuttal, and required active listening and long periods of concentration on the part of the listener in order to understand the complicated arguments or presentations. To participate in this medium required rational work on the part of the reader or listener, and required the ability to delay gratification. The medium of the printed word teaches the ability to concentrate, understand complex rational concepts from the written and spoken word, understand lessons from history, and learn to sit still in order to absorb complex concepts. Those very goals were and are a major focus of our education system from a century ago to the present.

The change today, the author asserts, is that television and the Internet now constitute the major way people learn about ideas and events outside their personal experience. He asserts this is a radically different medium from the printed word, not well suited to long expositions of complex ideas, and that history is not very relevant. It teaches the recipient to be passive, appeals primarily to emotions, and that anything important can be expressed in a one-minute sound bite, or at the most, a half hour dramatized event. Another important aspect is that the TV set can always be turned off or turned to another channel if a person feels it is not entertaining enough. Thus the title of his book. Instead of the child looking to learn rational thought, the child looks to be entertained. In this new culture, he asserts, if we do not find something entertaining, or worse yet, find it requires work, we tend to tune it out.

If we accept his theme, it exposes a major tension modern educators must work with. Our schools are still largely based on the medium of the written word that is presenting rational complex ideas which a student has to work at to learn. One must sit still

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Bulletin Board...

Welcome Hunter Campbell

Hunter Ronald Norman Campbell was born November 16, 2008, at 12:20pm to JoeLynn Leha Hamby and Spencer Raymond Campbell. He weighed 6 pounds, 12 ounces and measured 18 1/2 inches long. Hunter is the grandson of Ron Campbell, Woodbury Reports IT Systems Specialist. Congratulations Spencer and JoeLynn on your baby boy!



[Essays and articles appearing in this publication are the opinions of the authors, and do not necessarily reflect the policy of Woodbury Reports, Inc.,™ or StrugglingTeens.com.™ We urge our readers to conduct their own investigation of the products and services identified herein.]

Lon Woodbury - Publisher - 208-267-5550 - Fax: 208-267-9127 - www.StrugglingTeens.com

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.

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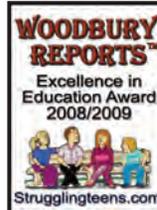


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"Some Children just need to be heard, not cured."

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

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long enough to be fully exposed to the subject matter, understand the progress of our culture and learn delayed gratification.

On the other hand, our students, trained by massive hours of TV viewing and Internet activity, come expecting to have their feelings fed by being entertained. They expect discontinuity and entertainment from rapid fire changes in subject matter with nothing important enough to concentrate on for more than a few minutes. What happened in the past is “too yesterday.” They also are accustomed to instant gratification, used to being able to choose whatever entertainment they wish, while being passive recipients so long as it isn’t boring.

This author’s perspective might contribute to explaining why so many of our schools and programs in the private, residential parent-choice schools and programs see children who have behavioral/emotional problems. For example, Attention Deficit Disorder (with or without Hyperactivity) (ADD/H) is basically an inability to concentrate, a problem that could be predicted from a child heavily oriented to the emotional feed and the instant gratification of TV and/or computers. It seems almost all enrolled students in our network come with this ADD diagnosis.

In addition, many enrolled students are extremely self-centered, a trait that would logically come from students accustomed to having virtually complete control over how they are entertained, feeling they deserve to always be entertained and never be bored or work for anything. I have often heard the term “entitled generation” applied to these children. I have met many students who tell me they “hate to learn,” but sometimes those same students could sit for hours figuring out a complex computer program or video game. These perhaps are only the students who have been most susceptible to the lure of the flat screen, which might explain why not all or even most of their peers do not have serious emotional/behavioral problems.

Good quality therapeutic and emotional growth schools and programs seem to have naturally addressed some of the unhealthy consequences of this modern medium. There is little TV in those schools and programs, limited Internet access, and most have significant elements of getting in touch with nature through wilderness treks, nature hikes and being located in rural areas. All of these remove the student’s exposure to the TV medium, and eliminate those distractions so the child can get to know him or herself. The schools and programs are undermining the unhealthy aspects of massive TV, Internet and text messaging activity.

This might be a good lesson for parents who want to create a healthy environment in which to raise their children to consider. It might even reduce the chances of ever having to make a residential placement.

[parents] have the greatest interest in the schooling their children receive, and they are the ones who have the greatest competence in the matter.

~ Dr. Milton Friedman

TEN STEPS TO EMPOWERING AND LAUNCHING YOUNG ADULTS PART X

By Randy and Colleen Russell

This issue is step 10 and the final in our 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 in which they plan to live.*

10. Create and perform rituals that end childhood and begin adulthood.

One of the questions we ask Parents at the Workshop for Empowering Young Adults is, “When did your parents recognize you as an adult?” We get answers that vary from, “They still don’t recognize me as an adult” to “I think it was after my first child was born.” Seldom do we hear of people who had meaningful celebrations or rituals that marked this most important human transition.

We go through several transitions in a lifetime. Some are celebrated like birth, marriage and death. The two key transitions that are most often overlooked are the end of childhood and the beginning of adulthood. These missed opportunities rob both the young person and the community.

Bar Mitzvah, Bat Mitzvah, and Confirmation, are rituals that have traditionally celebrated and acknowledged the passage into adulthood. They are effective when the role or social status of the individual changes. Too often though, the rituals feel empty and without meaning for the young person. Afterward life returns to normal and the community does not recognize or integrate them into the larger community.

The transition from childhood to adolescence (pre-adulthood) and the other from adolescence to adulthood are two distinctly different transitions. Adolescence, which starts near the teen years, is when a child gains access to the frontal lobe and becomes an abstract thinker. A young person’s ability to weigh ideas and to take action expands. Kids start to test limits. The call of their peers and the need to be accepted in the world is greater than the call to be part of the family.

There is no secret that hormonal growth is intensified, as well as expansion in all other areas of development (physical, emotional, mental, social and spiritual). The first sparks of autonomy and independence are felt as a growing desire to explore these new dimensions of the self that are opening up.

This is an excellent time to formally recognize and acknowledge the change. Doing so opens the door for being able to guide their experience in an age appropriate manner. Ceremonies denoting the change are called a “rites of passage”. The message is that “childhood is over and it is time to prepare for adulthood.”

In a young girl’s life, the beginning of menses is the physical onset of preparation for adulthood. A formal ceremony at this time could bring much wisdom and Elder connection for the young lady. Indigenous cultures put a great deal of thought and energy into using these natural junctures for both males and females. They used it as an opportunity for training and as a way to support a young person about to go through a radical physical, emotional, mental, and spiritual change.

Many indigenous cultures followed the ritual ceremony

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with intense training. This allowed them to take the young person's natural need for adventure and risk-taking and to instill the values of the tribe. Mentors, even more than parents, helped the young person to step into his or her gifts.

When the elders were convinced that the young person had gained the ability to become a contributing member of the culture, they moved them to the next level of training. This entailed a vision quest and entrance ceremony. This marked a passage into self-reliance, of service, and of recognition of their adult status.

The vision quest was used in many traditions. Normally, it included a three-to-four day solo away from civilization. The participant fasted from all things common to seek wisdom from the earth and the Creator. To the Lakota vision quest meant "Crying for a vision." In the Christian tradition, both John the Baptist and Jesus fasted and prayed in the wilderness before starting their ministries. Almost no one goes through a vision quest without being profoundly influenced by the experience. It helps a person to reconnect with the Creator in a way that helps them to find their soul identity and to discover their life purpose.

Ritual ceremony is one of the most powerful ways to anchor in life changes and to teach at the unconscious level. It can create to a new way of thinking and being that will stay with a person throughout their lifetime. Ritual ceremony is able to by-pass the ego and thinking mind and get to the heart-of-the-matter (make transformations at a soul level). This is especially the case when the components are composed of metaphor and are rich with directed human emotion.

Here are a couple of tips for creating your own ritual celebrations: Think of what message you want to leave for future generations. Select music, poetry and stories that you can use that will leave powerful impressions on the hearts

and minds of the participants. We suggest that you make it easy enough to replicate and profound enough to remember.

You can honor your ancestors, the earth, the Creator and the little ones yet to be born. The most important factor is your intention. What does it mean that childhood is over? That is the question you want to hold while creating a "rites of passage." For the entrance into adulthood, you need to ask yourself if you are willing to treat them as adults even if they are acting like children. Can you let them learn from their mistakes and not bail them out?

Most of all use the ceremonies to create community and to bring honor to the mentors and Elders that will be there to guide your children through the next phase of their life's journey.

If you want additional training on launching young adults, Colleen and Randy Russell provide workshops, personalized training and more. Their website is www.souloire.com. They would also be willing to answer any of your questions that might have come up in the series. Email your questions to info@souloire.com.

About the Authors:

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

I define at-risk children as a broad spectrum of youths who are at risk of not leading productive lives.

~ Elliot Sainer

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THE CHEATING CRISIS IN OUR SCHOOLS

By: Malcolm Gauld

Most American students cheat.

In nationwide surveys on college campuses, about seven in ten students admitted to some cheating. Three in five high school students admitted that they had cheated on an exam, and more than four in five admitted copying another student's homework in the past 12 months.

There is a cheating crisis in our schools, and the problem is not confined to low-achieving or unmotivated students. Cheating is common among most types of students; boys, girls, athletes, smart kids, student leaders, even those with "strong religious beliefs." Why are so many students cheating?

Malcolm Gauld is President of Hyde Schools, which consists of prep schools in Maine and Connecticut and public schools in Washington DC and Bronx, NY. The schools have led the way in character-building education for 40 years, and have been featured on CBS's 60 Minutes, ABC's 20/20 and PBS.

Gauld and his wife Laura are also the award-winning co-authors of the parenting book *The Biggest Job We'll Ever Have* (Scribner). Gauld is recognized as one of the nation's leading experts on character education and parenting.

Our culture has become preoccupied with achievement, the Gaulds explain. Pressure for grades to win parents' approval and gain admission to colleges leads many students to cheat. While many students are pushed to succeed by

parents and a grade-based system that starts naming winners at an early age, students also feel pulled by a desire to get on a path to top colleges and high-paying jobs.

But there are serious ramifications to winning at any cost, according to Laura, including lack of character in students and also the lack of self-esteem.

"Never kid a kid," Malcolm says. They will never misread our true expectations of them. They know we have created an educational system that values their aptitude more than their attitude, their ability more than their effort, and their talent more than their character. They are surrounded by signs that tell them that what they can do is more important than who they are.

Unfortunately, an environment that values only achievement can make it extremely easy for test scores and awards to lure good kids into a false sense of fulfillment. This is not the genuine self-esteem that is earned from the learning process, which includes mistakes and some hardship, and it can leave kids feeling empty.

"In a character culture, achievement is valued, but principles are valued more," says Laura. "That is, what you stand for is more important than merely how you stack up against others."

In addition to this pressure for external achievements, Malcolm Gauld identifies another debilitating grip on today's kids, which is the result of a prevalent mindset in our homes, schools and culture, that asserts that kids need to feel good about themselves all of the time.

Applied to education, this mindset seems to say, If we

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The Parent Empowerment Handbook™ is prescreened by independent educational consultants nationwide for reputation, and specifically created for parents and professionals working with struggling teens. This publication offers parents a significant opportunity to find the best residential schools and programs available. We conduct annual surveys with the best-known independent educational consultants in the country to compile the most complete and current information available on each school or program. The Handbook is a valuable resource for parents and their children when local interventions fail, and the children continue to make poor decisions such as skipping school, drugs, rebellion, etc. With over 100 of the best private therapeutic, emotional growth, LD, wilderness schools and programs nationwide, the Handbook also includes numerous essays, visit reports, and current information on experienced educational consultants and transport agents. In order to maintain an objective publication, advertising is not allowed in the Parent Empowerment Handbook



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make kids feel good about themselves, they will do great things, explains Malcolm. But, in fact, it is the other way around. When kids do well, and do it honestly, they will feel good about themselves.

“Character is inspired, not imparted,” Malcolm continues. We cannot pour it into our kids or our families. Self-esteem and real, authentic self-esteem is essential, and once earned, it can never be taken away. Our children should graduate from schools with a healthy amount of it.

Hyde School graduate Dana Wappler, 20, agrees.

“Hyde School helped instill a sense of responsibility in me,” Wappler says. “If your character comes first, everything else flows from that.”

At this time, Hyde School’s famous Attitude over Aptitude philosophy is now branching out into the public schools, from Washington, DC to New York City.

About the Author:

Malcolm Gauld is President of Hyde Schools. For more information, complete bios and photos, contact Rose Mulligan 207-443-7379 or rmulligan@hyde.edu, or check the web site at www.hyde.edu.

COACH’S CORNER...

The Coach’s Corner is a section of the newsletter devoted to family coaching, and the use of coaching skills in working with parents of struggling teens and young adults in their homes, or while they have a child in program. Coaching in this case can be either an alternative to residential placement when appropriate, a resource for program staff or as an aid in supporting families of young people transitioning home from wilderness or residential programs. The COACH’S CORNER welcomes submissions regarding Coaching (such as essays, research, articles, news, etc.) from anyone.

The Coach’s Corner was started by Woodbury Reports, Bill Valentine, Founder of Next Step For Success, and the accredited coaches of Next Step Coach Training, with “real life” condensed snapshots of what Coaching is about.

COMMUNICATION SKILLS

By Bill Valentine PsyD, CC

In many families, if not most, adolescence is a time of communication blackout. Teens seem to lose their vocabulary and reduce their utterances to monosyllabic grunts or throwaways such as “I guess” or “Whatever.”

However, for those young people in a wilderness or therapeutic boarding school, communication skills are honed through daily interactions with peers and staff. Most teens coming out of such environments display newfound articulateness that often surprises and confuses their parents or guardians. The parent coach can assist clients in gaining or employing communication skills with their child.

Coach: *So how did things go with you and Cody on the last phone call?*

Client: *Well, Cody did all the talking. You know, if I didn’t know for sure that it was Cody on the other end of the line, I would have thought the program brought a ringer in to talk to me.*

Coach: *A ringer? What do you mean?*

Client: *When Cody was home, he was sullen and withdrawn. When we would ask him anything, he would answer either with “Yes” or “No”, or he would just stare at us. He never wanted to just sit down and*

talk. Last night he did nothing but talk.

Coach: What did he talk about?

Client: Mostly about what he is learning about himself. And a lot about how he has felt over the last year.

Coach: That sounds terrific. What did you have to say?

Client: That's the problem. I didn't know what to say. So mostly I just said "Uh Huh" and "Wow."

Coach: Communication is a two-way engagement, message sent, message received. You demonstrated one important part of any communication; really hearing what the other person is saying. If Cody were here today, what would you like to say to him?

Client: That's academic since he doesn't want to hear anything from me.

Coach: Maybe so, but that hasn't been my experience. When young people get a voice, like Cody seems to be doing, they are often hungry to engage in meaningful conversation with their parents. So let's assume he is here and he is eagerly awaiting your words. What do you want to say?

Client: Oh, I don't know. I'm not a real verbal person in the first place. I'm not a psychologist, you know.

Coach: Yes, I know. But you are his dad, and again, my experience tells me that he will want to hear from his dad.

Client: Well, I guess we could talk about sports. He used to be really interested in baseball, especially around World Series time.

Coach: All right, that's a start, but what is there at a deeper level you would like to share with your son?

The coach is recognizing the dad's difficulty in thinking about talking at more than a superficial level with his son. However, she confronts the resistance by using her experience to get the dad to consider alternatives. Next, she acknowledges his first attempt – the sports talk – and then she probes for the feelings that she senses are there.

Client: I don't know what you mean, 'at a deeper level.'

Coach: How do you feel when you think about your son, what he is going through and what the two of you have been through? Mad, sad, glad or scared?

Client: I'm over most of my anger. I guess I feel a lot of sadness and I'm scared for when he comes home. And, I'm glad for the work he is doing.

Coach: Terrific, now you are getting to a level that is similar to the kind of work Cody is doing. What might that tell you?

Client: That we might be able to connect at the level of feelings rather than just trivial "guy talk".

Coach: I couldn't have said it better myself. Let's just start with one feeling. Using me as a stand-in for Cody, tell me about your sadness.

The coach has allowed the dad to find his own direction by keeping him focused on what he really wants to have happen, even if he can't articulate it at first. This coach is utilizing two important coaching skills: forwarding the conversation without forcing an agenda and role-playing. Good coaching is a dance in which the client leads and the coach steers.

About the Author:

Bill Valentine, Redmond OR, 541-504-4748, bvalentine@everhigher.com and his accredited coaches of Next Step Coach Training give "real life" condensed snapshots of what Coaching is about. Next Step For Success, is a parent and family coaching consortium offering nontherapeutic, skill-based support for parents of struggling teens and young adults. Next Step Coach Training offers accredited certification training for coaches. www.nextstepforsuccess.com

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The budget should be balanced, the Treasury should be refilled, public debt should be reduced, the arrogance of officialdom should be tempered and controlled, and the assistance to foreign lands should be curtailed lest Rome become bankrupt.

~ Cicero (63 B. C.)



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Visit By: Kristie Henley, July 29, 2008

The day I visited Penrith Farms, just outside of Newport, WA, the campus was busy with activities. Penrith Farms is a full-member of NATSAP (National Association of Therapeutic Schools and Programs), organizational member of AEE (Association for Experiential Education) and EAGALA (Equine Assisted Growth and Learning Association). When I first arrived in the morning, Jeremy Hastings, Executive Assistant of Penrith, led me down to a large organic garden where a handful of young adults were weeding and spraying all-natural fish emulsion on the garden to ward off bugs. The residents each looked up, greeted me in a respectful manner and then continued their duties. Jeremy explained that Penrith supplies a lot of the organic offerings to restaurants throughout the northwest region.

After the garden visit, Jeremy took me up to Jim and Sherry Brewster's house, where I sat with Jim, Sherry, Jon Brewster, the Assistant Program Director and therapist, and Jeremy for a while to talk. The room we sat in is where all the admissions take place. Jim brings the candidates into his home, and sits them down in his study for a no BS interview. Although we discussed the typical information one might

gather from a brochure, we also discussed trends in kids these days, changes in parents and details of how Penrith selects the population in its therapeutic community. We discussed returning residents, how often graduates stayed in contact, and where the young adults mostly came from. Many of the facts we discussed gave me a better idea of the population in this small community than the best of brochures able to be printed.

Penrith Farms offers young adults many vocational opportunities. While I was there, several residents had ongoing projects in the woodworking shop, roofing and construction projects and landscaping projects. All residents at Penrith participate in the Independent Living Skills Curriculum. Over the course of their stay at the farm, they learn many essential life skills. Penrith's staff helps residents understand the importance of financial, occupational and academic responsibility. With supervision, they engage in the process of planning, shopping for and preparing meals. The Independent Living Skills Curriculum also focuses on general self-care and the daily maintenance of shared and personal living space. In addition, residents are encouraged to participate in furthering their education at one of the local or regional educational facilities.

Located on 320 acres of timber and farmland, Penrith Farms is, as their material suggests, "an ideal setting for young men and women, ages 18-26, to make the transition into responsible adulthood." Many have a combination of social, emotional, academic and behavioral challenges, including but not limited to depression and other mood disorders, anxiety disorders, Attention Deficit Hyperactivity Disorder (ADHD), learning disabilities, attachment disorders, eating disorders (mild severity), substance abuse (in remission), emancipation and adoption issues, poor



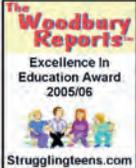
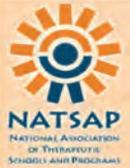
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impulse control, strained family relationships, lack of responsibility, accountability, motivation, realistic goals and/or problem solving skills, low self-esteem, poor judgment, ineffective communication skills, anger management problems, defiance and oppositional behavior, involvement with the legal system and/or history of abuse (e.g., victim of physical, emotional, sexual, verbal abuse, etc.). Because these are young adults, rules and restrictions are not prevalent. Residents are free to do, or not do, daily tasks; however, their decisions directly affect their outcomes.

On the day I visited, one young man had been struggling with not wanting to get out of bed. He was lying in bed reading when we knocked and asked permission to enter his room. His eye contact was good, and although I could tell he was in an emotionally blocked place, he was polite and communicative. One thing that impressed me was that although this young man was unenthused about his current position at Penrith, there were aspects he appreciated. He proudly told me a story of how he'd gotten to go hunting, and upon bagging his first goose, got to help a local taxidermist with a full mount of the bird. Although hunting isn't for everyone, this young man was obviously proud of his "artwork."

The goal of Penrith Farms is to teach young adults skills that are necessary for them to succeed in an increasingly competitive society by providing them with a strong sense of self-worth, positive work ethics and communication skills. In addition, they strive to assist residents in becoming productive, self-motivated and responsible adults.

I thanked the young man for sharing his story with me and we moved on through the men's home. All the young men live in the upper level, while the lower level of the home consists of a group room, therapy rooms, the nurse's station,

a kitchen and the dining area.

Penrith employs a positive peer culture, and members of the community work together to encourage each other to succeed. This was apparent as I watched the young men work together to make everyone lunch.

After touring the men's home, Jeremy led me up a narrow trail to the women's home. A young woman was just ending a session with a therapist on the porch when we walked up. They followed us inside. I was shown around the house, a much different atmosphere than the men's cabin had been. The rooms were cozy, adorned with personal affects, and all the girls had collages or crafts they had made that displayed motivations. I talked briefly with the house mom, who explained some of the projects the girls participate in, like baking and crocheting. Teaching girls the value of self-worth appeared to be a strong goal of the staff at the home.

When we finished visiting with the women, it was lunchtime. We returned to the men's house, where lunch was set out buffet style. I grabbed my lunch and sat down by Dr. Stephen Carraras, Clinical Director, and Angela Tanner, Equine Specialist. The residents were participating in Equine Therapy the day I visited as well. Many of their families were at the farm working on family specific issues. Dr. Carraras discussed some of the benefits of working with residents, describing how sometimes the "ah-hah" moments appear through horses in ways they've never been able to reach residents before.

After lunch, it was time for me to head out. I thanked everyone for taking time out of their otherwise very busy day and headed back to my car. I took one last look at this peaceful valley and drove away.

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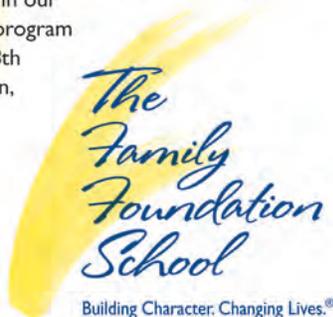
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Meaford, Ontario Canada
519-538-2992

info@rocklynacademy.com
www.rocklynacademy.com

Visit Report by Lon Woodbury – June 5, 2008

Rocklyn Academy is an all-girl emotional growth school set in a pastoral setting on the plains of Ontario Canada. It is in a very rural setting surrounded by farms as far as the eye can see. Common youth distractions usually found in metropolitan areas are far away. Without those distractions, the girls can focus on their own self growth.

The girls were busy with end of the year testing during my visit and I had a chance to visit with several of the girls who were positive about their school and their experiences there. The atmosphere was one of excitement over the end of the school year along with anxiety as to how well they would do on their tests. It was obvious that the activities were individualized with the girls doing a wide variety of tasks – some were at a table by themselves taking tests, others were finishing up art class projects, some were working with their teachers in test preparation, others were using some free time to practice their guitars while others who had finished their tests were working on posters for an upcoming annual school event. The effect was a pleasant and constructive buzz in preparation for their June 14th graduation.

The Academy opened in August 1999 with ten girls referred by Canadian consultants. Over the years there have been many students from the states, but currently all the students are from Canada, mostly from British Columbia, Saskatchewan, and Ontario Provinces.

The main goal of the school is to enroll girls who are having troubles back home, and get them back on track. The school's main focus is what they call "therapeutic Milieu" through providing the girls consistency in their lives. That is the school aims at providing the girls the security of predictability so they can make the changes in thinking necessary to have successful lives. With nurturing staff, this provides a structure that helps the girls forgive themselves. Primary lessons throughout the day are holding up the values of courage, health and integrity. As they say on their web site, "We concentrate on validating high levels of sensitivity, intuition and creativity and intelligence – as gateways to help young women balance and positively ignite their special gifts to become extraordinary women.... The understanding that sensitivity, intuition, creativity and intelligence can be fundamental elements in a new appreciation of life, may come as a relief." Balance is the underlying lesson. The school teaches the girls the importance of sensitivity with boundaries; intuition with reason; creativity with compassion; and intelligence with education.

Academics are based on small classes with a combination of lectures and self-study. In the curriculum, along with standard core classes, there is an emphasis on experiential subjects like art, photography, and music. The students are graded on content and held accountable for effort. The School follows the guidelines of Ontario's Ministry of Education and there are usually no problems transferring credit back to US schools. With an emphasis on self-study, the girls set their own academic goals with the advice and help of staff, and then are required to work until they achieve mastery of their goals. Classes start at 8:15 AM and continue to 2:00 PM. After that comes

Physical Education or therapy.

Therapy tends to be self-directed with a common problem to be worked on being the labels each girl brings with them to the school. Each girl participates in therapy groups three times a week, along with individual work on the issues they have identified in themselves with staff who emphasize nurturing the strengths and insight each girl has developed. Common issues addressed at the school are ADHD, ODD and anger management. Students with serious diagnoses such as Bipolar Disorder and Asperger's Syndrome might be considered for enrollment if those conditions are effectively controlled by appropriate medication. However, in general the school is not appropriate for girls with serious emotional problems if considered runaway risks.

The school's philosophy is that working with parents is vital to the healing of their daughters. The goal of the school in working with parents is to help the parents be ready to receive their daughter back home and support her in her new insights and self-awareness. The girls are in regular contact with their parents throughout their stay and parents are invited to visit the school frequently and share in their daughter's successes or struggles.

My impression from my brief visit was a healthy and positive environment that would do well for girls with common core issues. They are in no way designed for girls with serious clinical problems, but are doing well with girls with mild learning differences, mild depression, ADHD, ODD and OCD.

SOMMERSET

Springville, Utah
Brent Esplin, Admissions Director
800-848-9819

www.sommersetprogram.com

Visit by Larry Stednitz – November 3, 2008

Sommerset is a residential treatment program developed by Provo Canyon School. Although the program was originally developed for early adolescent boys in 1993, they moved to the current Springville, UT, campus in 2007 and added a complementary girls' program in June of this year. The program is specifically designed to work with boys and girls between the ages of 9 and 14. These young people struggle with behavioral, emotional and educational issues. Appropriate admissions criteria include self injury, poor peer relations, and parental conflict. A full range of diagnoses are accepted including Bi-polar, anxiety, social delays, depression, aspergers, ADHD, ADD ODD OCD and post traumatic stress disorders. Rule outs for Sommerset are those with significant run histories, severe assaultive behaviors and sexually reactive behaviors toward peers.. Students are described as behaviorally, emotionally and physically delayed.

Intellectually, students are selected on a case by case review and Sommerset will accept students with an IQ of 70 and above. Students with specific learning disabilities can be accommodated.

The program is housed in a 65,000 square foot facility that includes four cottages with a capacity of housing 32 youth each. The program currently has 42 students and is projected to eventually have a census in the 80's. Located in the valley in view of the Wasatch Mountain Range,

Continued: SOMMERSET/ pg 12

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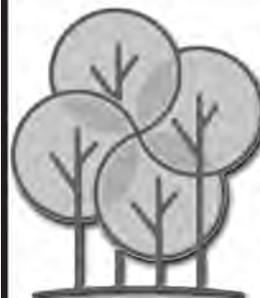
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SOMMERSET: Continued from 11

Sommerset has a rural feel and offers ample space both in and out of the buildings.

The program leadership includes Jeremy Cottle, PhD, Chief Executive Officer, Brad Gerrard, Chief Operating Officer and Larry Winn, MS, LMFT, the Clinical Director. Dr. Cottle has his doctorate degree in philosophy, education and supervision with a minor in marriage and family studies. He is also an LCSW and has been a program director and therapist for five programs prior to Sommerset. Brad began his career in the early 90's at North Idaho Behavioral Health. Following NIBH, Brad served as the Director of Business Development for Provo Canyon School and for Universal Health Services. Brad has also worked with Aspen Education Group as the Director of Business Development.

Larry Winn formerly worked as the clinical director for early adolescents at Provo Canyon School for four years and has twenty years experience working as a clinician at Provo. Larry reported that this young population requires a different approach than the older adolescent. Slight but important adjustments have been made. For example, the program has employed more female staff, emphasizing the importance of nurturing. Sommerset uses quiet rooms instead of time out rooms for self-soothing and de-escalation. The building was formerly built for an older adolescent population and the program is currently in the process of "downsizing" and transforming the various furnishings to meet the needs of a younger population.

Sommerset uses a multi-disciplinary approach to treating its young adolescent population, with licensed therapists, a Board certified psychiatrist and RN nursing

staff who are on site seven days a week. The clinical director said that the overarching philosophy underlying treatment includes relationship based approaches and mood regulation work. Specifically, the treatment includes medical management, individual weekly therapy, weekly family therapy via telephone, on-site family visits, gender specific groups, recreational therapy including winter and spring overnight trips and weekly leisure activities such as swimming, fitness, snowshoeing, rope courses, rock climbing, fishing, skiing, and bowling. Recreational therapists oversee all therapeutic recreational therapy activities.

The year-around academic program covers higher elementary and middle school, grades 5-9 and includes gender specific classrooms. The teacher to student ratio is 1 teacher to 6 students for the elementary classes and 1 to 9 for the middle school. The individualized academic program includes special education services and year around programming. Fifty percent of the Sommerset teachers hold special education credentials and the other fifty percent are in process of obtaining them. Upon admission, each student is given a standardized achievement evaluation to pin point academic needs and to have a pre-and post treatment evaluation tool.

I toured the facility and was able to meet with a boy and a girl both from California. The girl had been at the program for only one month and the boy for eight months. "Mary" told me that she liked Sommerset and her only complaint was that she was used to more people in her life. Sommerset made it harder for her to "hide" and to do what she wanted to do. She said there were too many rules and



Photo by Skyler Jensen

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she was always supervised. She had gotten off track at a young age and started using a myriad of drugs, frequently staying out all night with what she referred to as gangs. She was well groomed and animated during our conversation. She reluctantly told me that "this place is better than most." "Mike," the boy, was quieter and struggled with answering questions. Prior to meeting him, I was told that he was nearly mute when he first arrived. It was clear that he had trouble communicating, but he made great efforts and was able to respond to my questions. He said he liked the program and was happy that he was there. He said that he gets a lot of individual help. He acknowledged that he could communicate much better than he could when he arrived. Neither child, in part due to their age, were comfortable talking, but both were sincere in their answers.

While walking through the dining area and the school hallways, it was apparent that the students felt safe and were surprisingly quiet and orderly. The dining hall and the students there could have been in any middle school in the country. Noisy, but not rowdy!

The program is licensed by the Utah Department of Human Services, accredited by JCAHO, and accredited by the Northwest Association Accredited Schools.

By 1980 most high schools were being run by their own students, and that has not changed.

- Robert Bly

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]

ALPHA ACADEMY

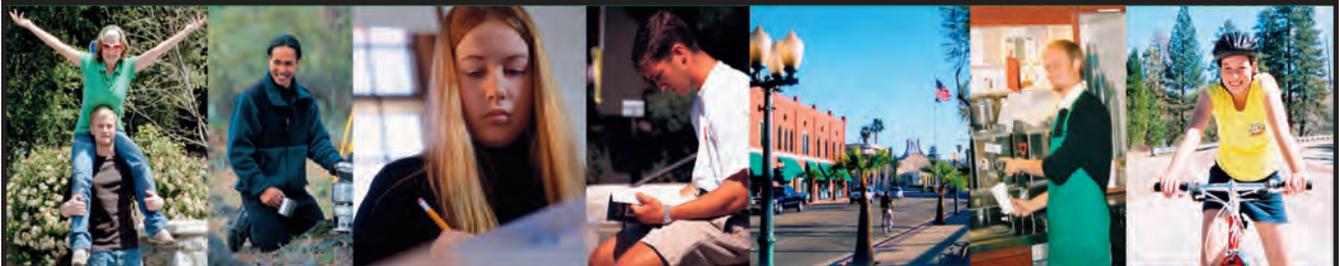
San Luis Obispo, CA
Jack Gould, President
805-596-0433

alpha@lifemap.net
www.lifemap.net

Founded in 1994, Alpha Academy is a Christian based program for college age young men ages 18-22 who are struggling with what direction they would like their lives to take, are approaching graduation with no college plans or job skills, may be attending college and feel directionless in their major, or have dropped out of college or need to take a time out and focus on what they want in life. Enrolling at Alpha Academy is a decision the students make and they attend because they want to be there; therefore they are treated as adults. Students must commit to a 6 month enrollment and are welcome to stay longer if they demonstrate a continued commitment to learn and grow.

Students enrolled at Alpha Academy work on life skills, which include financial management, menu planning and cooking and working on interpersonal relationships. In addition, spiritual growth and Biblical teachings are woven into the curriculum. Alpha Academy owns and operates

Continued: ALPHA/ pg 14



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ALPHA: Continued from 13

several business projects in which the students are involved, where all students work half of each day in order to support themselves. These projects include: Thousand Hills Pet Resort, webcarsandtruck.com and Missioncars.com.

Situated on a 40 acre ranch, the academy is located a bus or bike ride away from Cal Poly and Cuesta Colleges, where students can continue their education if they choose to do so.

Jack Gould is the President of Alpha Academy, Christian Henderson is the Director and Kyle Gillette is the Pet Resort Manager.

[This information came from the Alpha Academy website.]

TIS A GOOD LIFE!

Sandpoint, Idaho

Thomas and Stacey Jenkins, Founders

208-265-0203

info@tisagoodlife.com

www.tisagoodlife.com

Tis A Good Life! is a unique new transitional living home/ program for young men and women ages 17-24 years old. They must have successfully completed a therapeutic program and either be in need of a safe place to practice those newly acquired relationship and life skills, wish to explore career possibilities through an internship or want to begin college or university studies.

Thomas and Stacey Jenkins, the programs Life Mentors and House Parents are both Waldorf Education trained, with Thomas teaching the elementary through middle school grades at the Sandpoint Waldorf School since 1994. He is also a consultant and mentor to other Waldorf teachers. Stacy has also been a class teacher at the Waldorf School and most recently worked as a counselor and life skills instructor at Monarch School in Heron, MT.

Encompassing the idea of the art of living, Tis a Good Life! focuses on role modeling and teaching the basics of healthy living of the body, mind and soul, and how to tap into one's creative side to find the beauty inside. Students have the opportunity to apprentice and learn from the masters by interning with a local artisan, craftsman or professional or by seeking a job in the local community. Students are given personalized support and coaching. They learn hands on how to find the balance between work and play and rejuvenation, while learning the art of simple living with clear intention, self discipline and daily practice.

Private Sessions with a licensed therapist are available in addition to attending AA meetings, NA meetings, Sandpoint Men's Group and Sandpoint Women's support groups. Volunteer service in the community is encouraged and the local Habitat for Humanity, Bonner County Hospice and local animal shelter are just some of the possibilities.

[This information came from the Tis A Good Life! Website.]

If Huck [Finn] and Tom [Sawyer] were in today's schools, they would be labeled ADD, having attention deficit disorder, and drugged.

~ Michael Gurian

EXTENDED INSIGHTS...

PLATINUM BENEFITS

By: Shari Landes

In an article entitled, "Who Survives a Downturn?" Lon Woodbury, publisher of the *Woodbury Reports*, gave some timely and prescient advice to therapeutic programs in his April 2008 issue when he spoke of possible rough spots ahead due to the slowing economy. He advised, rough spots or not, that:

- Programs must offer **unique and individualized services** to stay afloat.
- Services should be strong and a customer's (parent's) needs must also be met in order for the program services offered to be optimally effective.
- An aggressive marketing plan is crucial and should highlight what the program can provide (for services for the student and the family as well.)

These three suggestions are similar to what highly successful credit card companies do when they seek to gain business. These companies offer platinum memberships, which include special services and advantages such as frequent flyer miles and other rewards and benefits.

Why is this method so successful? It is because all consumers want optimum benefits for spending their time and money. Because of competition and costs, people expect platinum benefits from a company that ensures the highest level of service and in turn, the company will secure its clients' loyalty.

So how does a therapeutic school implement a platinum benefit package that ranks high with parents? As Lon suggested, individualized services are crucial to staying afloat in this business. Besides providing an excellent program for the child, it is also vital that parents receive instruction on the therapeutic process in terms of what to expect before, during and after their child's enrollment. Program client families also greatly benefit from learning effective parenting skills at their own pace and on their own schedule, while their child is away from home.

Ideally, the child's program, via administrator, counselor, teacher, or therapist, should be able to tailor a specific and unique learning program for the parent and be able to track each parent's progress. Another platinum benefit for parents would be the ability of their program to easily communicate with them electronically, supplying important periodic information about the child's progress, program-wide news, and even photo updates of the child. These types of strong benefits and services — parent education, plus effective program-parent communication — can help provide a customized and caring environment for the client parent, imparting feelings of renewed hope for a positive transition back into family life for everyone involved.

"Satisfied parents are a good source of referrals," says Lon Woodbury. Offering a platinum benefit package is a positive step in bringing more parents to your program and ensuring loyalty and further referrals. In addition, offering a continuing support system after the child has left the program will ensure positive results for everyone.

Does this sound like a lot of extra work for an already overworked staff? It does involve a great deal of design, implementation and, of course, money for a therapeutic program to tackle. However, there are companies in the

Continued: **BENEFITS/** pg 16

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In its 20th year, the nonprofit ANASAZI Foundation helps to restore and strengthen parent-child relationships.

ANASAZI's confrontation-free outdoor behavioral healthcare services are ideal for adolescents and young adults struggling with entitlement issues, defiance, mild-to-moderate mood disorders, and self-defeating behaviors. ANASAZI's renowned parenting program and aftercare services allow committed parents to create a home environment that enhances family unity and promotes a lasting change in family behavior.

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- Assist residents to work with their families
- Develop a discharge/aftercare plan

PO Box 1325 432-364-2241
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high.frontier@sleschools.org

BENEFITS: Continued from 15

adolescent therapeutic industry who have created unique and innovative ways to easily assist programs in the dissemination of educational materials and personalized services, while freeing up valuable time for therapists and staff. The platinum-type services for clients can be presented in a simple, cost-effective manner, allowing easy communication and tracking with program client families in a customized pre-packaged online service. Family IQ is a leading innovator at this.

About the Author: *Shari Landes works in Administration and Support at Family IQ, a leader in online parenting education, which has worked out design and implementation of platinum-type services for clients in a cost-effective manner. She can be contacted at 888-249-9596 or support@familyiq.com for more information on these services.*

No enterprise can exist for itself alone. It ministers to some great need, it performs some great service, not for itself, but for others; or failing therein, it ceases to be profitable and ceases to exist.

~ Calvin Coolidge



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BOOK REVIEWS...

ODD GIRL OUT

The Hidden Culture of Aggression in Girls

By: Rachel Simmons

San Diego, CA:Harcourt Books:2002

ISBN-10: 0156027342

Reviewed By: Lon Woodbury

The quest resulting in this book began when the author looked at the increased interest in bullying and steps to control it. Most references were to bullying done by boys, making it appear to be primarily a male problem. She then looked to see if there was something comparable happening in girls' lives.

Through interviews with dozens of girls and women, and referring to her own self-reflection of her childhood, she concluded there was an equivalent amount of aggression in girls, but it manifested itself in a significantly different manner.

While aggression by boys manifests as bullying which tends to be "in your face," quite obvious and frequently physical, aggression by girls is very indirect, not obvious or physical, and can be missed even by an adult trained to watch for it.

She starts with the implication that the urge toward aggression seems comparable between the sexes. She then asserts that there are two major factors, which influence girls differently than boys, causing radically different expressions of aggression.

One is that girls are socialized to always be nice and never show anger. The result is that a display of anger is never acceptable, no matter what a girl feels. The author makes the case that this is a very deep seated inhibition girls



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understand and accept as just the way girls should act. The other major factor is that girls, and especially teen-age girls, are focused on relationships, with having “best friends” not only being extremely important, but most girls will do anything or put up with almost anything to have friends and especially to maintain friendships.

This is fertile ground for a manipulative female and is especially powerful between “friends” due to the importance most girls place in friendships and relationships. It can manifest itself in numerous ways that could be viewed as a type of shunning—suddenly ignoring another girl, a threat of cutting off an important friendship, or “talking behind her back,” or silent glares, all done within the context of acting nice and as friends. These acts can have the impact of isolating the “victim.” They make her wonder what she has done wrong to deserve this kind of treatment and can be devastating to the girl.

She reports dozens of interviews with girls who had suffered from these indirect “aggressions” whose lives were made miserable, often crying themselves to sleep every night. What she found to be even worse is that adult women who might understand this aggressive impulse from their own personal experience as young girls usually totally miss what is going on and are thus unable to provide any kind of support for the “victim.”

The author calls for more study and recognition of this female form of “aggression,” aiming at a greater understanding so steps can be taken to reduce this cause of misery. She also recommends better education to young girls that anger is not something to be hidden but to be accepted as a normal part of living. The author says that a major source of this “hidden aggression” is the refusal to acknowledge their own anger, which then just comes out in hidden and harmful ways.

NEWS & VIEWS...

STUDIES LINK AGGRESSION TO VIDEO GAMES

(November 3, 2008) The Washington Post.com reports research conducted by the US, and in collaboration with Japan, showed similar findings from two very different cultures that shows conclusive evidence that playing violent video games has harmful effects on children and adolescents.

THE DISAPPEARING MALE

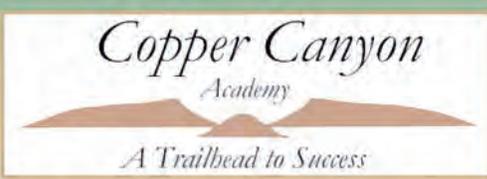
(November 6, 2008) A Canadian news source, The Windsor Star reports studies by two Windsor researchers, made into a documentary, that studied the phenomenon of the growing gender imbalance in many parts of heavily industrialized nations. Births of baby boys have been declining for many years, suggesting exposure to various chemicals produced by industrial plants may be altering the sex ratio in communities

UK'S GEORGIA LOSES SIX STONE IN WELLSRING NC

(November 17, 2008) The Sun online reports a British teenager was the most obese girl ever treated at Wellspring NC, weighing in at 33 stone, yet now after just ten weeks the 15 year old has lost 6 stone.

ANTIPSYCHOTICS FOR CHILDREN CRITICIZED

(November 18, 2008) The New York Times reports a panel of federal drug experts have found that powerful antipsychotic medicines are being prescribed too casually to children and must do more to warn doctors of the substantial risks of these medications.



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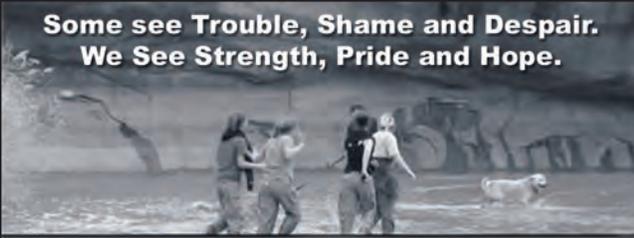
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SEEN N' HEARD

CHADDOCK WINS \$1.6 MILLION GRANT

(October 21, 2008) Karol Ehmen, Associate Director of Community Relations for Chaddock, Quincy, IL, 217-222-0034, announced Chaddock has won a four-year federal grant of 1.6 million dollars. With this grant, Chaddock will become a member of the National Child Traumatic Stress Network (NCTSN). The new Chaddock program will be called Chaddock Trauma Initiative of West Central Illinois (CTIWCI) and will serve two target populations, the first is educators and service providers, the second is underserved children and adolescents who have been impacted by abuse, neglect, catastrophic events or trauma associated with a parent or caregiver who is deployed in the military.

ASPEN PROGRAMS COMPLETE EBT CURRICULUM

(October 23, 2008) Kristin Hayes, Communications Director for the Aspen Education Group (a division of CRC Health), Cerritos, CA, 562-467-5531, announced several Aspen Education Group residential programs - including Copper Canyon Academy, Aspen Ranch, Youth Care, Talisman Programs and New Leaf Academy's Oregon and North Carolina campuses have completed the first round of training of the Residential Child and Youth Care Professional (RCYCP) curriculum, which comes from the National Resource Center for Youth Services at the University of Oklahoma, the first Evidence-Based Practice (EBP) curriculum for front-line staff working with youth in residential care. Training is 42 hours in length and covers topics such as developing a culture of care, understanding child development, building relationships and teaching discipline.

SHORTRIDGE SEEKING COUNSELORS

(October 23, 2008) Hannah C. Mariotti, MA, LMHC, Director of Admissions and Marketing at Shortridge Academy, Milton, NH, 603-755-3096, announced they are in the process of adding to their staff and are looking for counselors to support their growing student body. Candidates must have a Master's degree in the mental health field and experience working in a therapeutic school or program. For more information, contact Hannah Mariotti.

LONE STAR REDUCES TUITION

(October 24, 2008) Lone Star Expeditions, Groveton, TX, has announced it is narrowing its clinical focus to students with less acute psychological and emotional needs and as a result of this change, the program has reduced its rate to \$350 per day, which enables more families to utilize its services. Melvin Cates, Executive Director of Lone Star, says they will continue their 5-1-1 model, but group sizes will increase from eight to ten students. For more information contact Lone Star Expeditions at 866-573-2002.

DR. HALLOWELL TALKS TO VALLEY VIEW PARENTS

(October 24, 2008) Rick Bulger, Associate Director at Valley View School, North Brookfield, MA, 508-867-6505, announced Valley View School recently celebrated their 12th Annual Parents' Weekend, which featured a parent forum with well-known speaker and author, Dr. Edward Hallowell, author of Driven to Distraction and Positively ADD. The weekend continued with a barbecue lunch, parent/teacher meetings, two exciting soccer games, a reception, dinner and a drama production by the Valley View Players.

SHAPIRO AT ROSECRANCE HEALTH

(October 24, 2008) Rosecrance Health Network, which consists of treatment centers, recovery homes and clinics for substance abuse, has hired Terry Shapiro as their National Marketing Director. To contact Terry, her contact information is: 815-391-1000 or cell 773-895-2996.

ZIMMERMAN JOINS CHERRY GULCH

(October 25, 2008) Dr. Andrew Sapp, PhD, President and CEO of Cherry Gulch, Emmet, ID, 208-365-3437, announced Bernie Zimmerman MA, NCC, LCPC, has accepted a position as a Program Therapist at Cherry Gulch. For the last four years Bernie has been an Educational Consultant for Greenwood Associates in Florida. Bernie has high regard for Greenwood Associates and will continue working part-time as a Family & Program Consultant.

CHERRY GULCH STAFF PROMOTIONS

(October 25, 2008) Cherry Gulch, Emmet, ID, 208-365-3437, has announced some new staff promotions: Andy Gold, PhD, was promoted to Clinical Director of Cherry Gulch and Spencer Young, BA, from Chef to Program Coordinator at Cherry Gulch. For more information, contact Dr. Andrew Sapp, PhD, at 208-365-3437.

VALENTINE GETS COACHING CERTIFICATION

(October 26, 2008) Penelope Valentine, Co-Founder of NEXT STEP FOR SUCCESS coaching services, Redmond, OR, 541-504-5224, has received certification in "Coaching Teens and College Students with AD/HD". This course is approved by the International Coach Federation and is offered through the Edge Foundation, a leader in the AD/HD coaching industry.

ASPEN RANCH CREATES EQUINE CERTIFICATION

(October 27, 2008) Aspen Ranch, a division of CRC Health Group and member of Aspen Education Group, Loa, UT, 877-231-0734, announced it has created its own equine co-facilitated psychotherapy certification program, which allows participants to achieve three different levels of proficiency in equine psychotherapy: basic, proficient and advanced. The certification program will ensure that the therapists and equine professionals are cross-trained, with the therapists who are already skilled in psychotherapy becoming proficient in equine work, while equine staff members who are already skilled in working with horses will receive intensive therapeutic training. For more information, contact Aspen Ranch.

CONDOLENCES TO SUE BIGG

(October 27, 2008) Sue Bigg, Professional Member of IECA shared that her mother, Jinny Bigg, age 93, passed away peacefully on October 26, 2008. In lieu of a funeral, the family will be donating to the fellowship fund that was established by their father's devoted patients at Northwestern Memorial Hospital. If anyone wishes to contribute, the information is: Dr. Edward Bigg Fellowship in Medicine, Attn: Julie Captain, Northwestern Memorial Hospital, 676 N. St. Clair, Suite 2050, Chicago, IL 60611. Phone: 312-926-2033. We here at Woodbury Reports, Inc send Sue our prayers and condolences.

ASCENT INTERVENTION

(October 27, 2008) As a reminder, especially with the current economy, Chris Ankney, Executive Director at Ascent in Naples, ID, wishes to remind everyone about Ascent Intervention, a brief intervention with a duration of 10-21 days which is available for students struggling with returning home from a program or for a student resisting a program and not receptive to the services offered. For more information, contact Ascent at 800-974-1999.

RUN IN THE CLOUDS FOR ECKERD OF BLUE RIDGE

(October 28, 2008) The boys group from Eckerd Academy of the Blue Ridge (EABR) competed in the Annual 10K "Run Above the Clouds," in Suches, Georgia, an annual event that raises money for the local school. The boys had set a goal to run in a 10K race, and selected the Run in the Clouds as their target event. Using the school's wellness program as a way to train for the event, the group began training about 3 months ago, and as a group, staying in a uniformed line, crossed the finish line together.

ECKERD OF THE BLUE RIDGE HORSE PROGRAM

(October 28, 2008) Eckerd of the Blue Ridge has added a horse program for their students. Working with a local horse ranch, East West Morgan's, students will work with the horses on the weekends and learn to establish a relationship with the horse on the ground, which will then lead to riding in a contained area or riding on trails. For more information, contact Keith Bishop, Master Counselor, Eckerd of the Blue Ridge, Suches, GA, 706-747-7082.

CURTIS INTERVIEW ON YOUTUBE

(October 28, 2008) Steven Curtis, PhD, who was recently interviewed

Continued: SEEN N HEARD/ pg 20



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SEEN N HEARD: Continued from 19

on CNN, has made it available to watch on YouTube or on his blog at www.lifespanpress.blogspot.com. The title of this piece is "Helping Kids Cope: When the Economy Hits Home".

TAPESTRY EXPANDS SERVICES

(October 28, 2008) Tapestry, an eating disorder program in Asheville, NC, has announced they are expanding their services with the opening of their Outpatient and Intensive Outpatient Programs. Services include individual counseling for adult male and females and adolescents, EMDR, Imago therapy for individuals and couples, and individual nutrition counseling. Outpatient services will be provided for all diagnoses. Intensive Outpatient groups will consist of Dinner/Lunch with the group, Imago Therapy, DBT Skills, Recovery Circle, Education and Nutrition. New clients are now being accepted for openings in both Outpatient and Intensive Outpatient. For more information, contact Tina Nowak, Program Director at 828-278-0563.

STAFF CHANGES AT GREENBRIER

(October 30, 2008) Formerly the Director of Human Resources, Sharon Findlay is the new Director of Communications at Greenbrier Academy for Girls in Pence Springs, WV. Two new additions to the academic staff are Wesley Thompson, the Humanities teacher, who graduated from Baylor University with double majors in Psychology and Religion, and Ron McAllister, the new science teacher, who is a master at experiential learning experiences, bringing his interest in theatre to Greenbrier. For more information on Greenbrier Academy, contact Beth Ragland, Director of Marketing at 304-445-7790 or 256-682-8690.

MEN OF VALOR GRADUATION

(October 30, 2008) Men of Valor Ranch, in Northport, WA, are excited to announce the graduation of two students from their one year residential program. Both young men are staying on the ranch for another year while working full time locally and transitioning into an independent lifestyle. Men of Valor students have worked and played hard this past summer, completing a new recreation hall, smoke

house and bread oven, as well as putting river hours in on the kayaks, hiking the local mountains, backpacking and completing a lot of local community service. For more information on Men of Valor Ranch, contact Matthew Bruner, Executive Director at 509-732-8936.

TAYEBI TO HEAD WEST COAST HOMEWARD BOUND

(October 31, 2008) Homeward Bound, located in Lehi, UT, announced the opening of their West Coast office in California's Bay Area that will be headed up by the newest clinical team member, Rebekah Tayebi, as a transition specialist. Rebekah received a Master of Social Work degree from Columbia University and worked as a primary therapist at La Europa Academy prior to joining Homeward Bound. For more information on Homeward Bound, contact Jason Barlow, Enrollment Director at 801-768-1441.

DISCOVERY OF VIRGINIA GIRLS CELEBRATES 1ST YEAR

(October 31, 2008) The Discovery School of Virginia for Girls celebrated its 1st Anniversary on September 10, 2008, by moving into the bottom half of the new administrative building. Located in Dillwyn, VA, Director of Discovery School, Chris Yates, was excited about their progress in just one year. For more information please contact the school at 434-985-5616.

WEISKOPF AT ST. PAUL'S

(November 1, 2008) Announced by John R. Conrad, Chair, Board of Trustees of St. Paul's Academy, Marti Weiskopf has been appointed School Head/President. Marti joined St. Paul's in 1992 and has served as the Director of Admissions, Assistant Head of School and Marketing Liaison. She will direct the Academy until the Board can have a new leader on board, which is expected in June 2009. Contact Marti Weiskopf at 602-956-9090 for more information.

SOLACIUM NOW INNERCHANGE

(November 3, 2008) Currently known as "Solacium," David Michel, President and CEO, announced the re-naming of Solacium to

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InnerChange, a name they feel represents the basic mission of helping students and their families achieve positive internal change. InnerChange has a new website and their programs include New Haven, Sunrise, Fulshear Ranch Academy, and Allredge Wilderness Journey. In addition, InnerChange is currently looking to hire master's level therapists, marketing professionals and senior program leaders. For more information about this name change or employment, contact Ashley Auchterlonie, Director of Marketing, at 281-414-3026 or by email.

ARIZONA RN ON ANASAZI TRAIL

(November 3, 2008) ANASAZI was featured in an online news source, Nurse.com, which focused on the program's nurse who previously worked as an intensive care and critical care nurse for over 20 years and now hikes the trails, administering an intensive physical and emotional assessment for young adult's ages 13-25 years old who participate in the program. ANASAZI is located in Mesa, AZ.

BELL AT FALCON RIDGE RANCH

(November 3, 2008) Falcon Ridge Ranch welcomes Dr. Carolle Bell as the new Clinical Director. Dr. Bell has been a member of the Falcon Ranch team as a therapist and Director of Equine Services for five years. She takes over from the former Director, Leslie Budd, who is completing her PhD. Dr. Bell holds a Master of Science in Social Work from the University of Texas and a PhD from Utah State University. For more information on Falcon Ridge, contact Mariah Pogue, Admissions at 435-635-5260.

SILVERADO BOYS RANCH CELEBRATES YEAR TWO

(November 3, 2008) Silverado Boys Ranch recently marked their second anniversary on October 31, 2008. They plan to have an open house in the Spring to celebrate their accomplishments, showcase their new school and honor those who have been instrumental in their success. For more information on Silverado Boys Ranch in Panguitch, UT, contact Denise Westman, Director of Admissions at 435-676-8482.

BODIN PARTNERS WITH HOMEWARD BOUND

(November 3, 2008) Bodin Educational Consulting Group, in Los Altos, CA, announced a partnership with Homeward Bound, an aftercare and transition management program, to offer Bodin's Transitional Services. This partnership will allow Bodin to expand their services to work with families in need of immediate in-home intervention as well as families requiring aftercare for students returning from a residential placement. Bodin's Transitional Services will incorporate Homeward Bound's in-home intervention and multi-systemic support model. For more information contact Brenda Loring-Bell at 650-937-1111.

ECHO SPRINGS CELEBRATES 15 YEARS

(September 18, 2008) Echo Springs Transitional Study Center, Bonners Ferry, ID, 208-267-1111, announced they held a 15 year anniversary celebration and dedication for their new school building on October 3, 2008. In addition, Echo Springs hosted an open house to coincide with the dedication of the new building.

BENCHMARK SUIT AGAINST CRAWFORD DISMISSED

(November 5, 2008) A lawsuit filed by Benchmark Young Adult School, Loma Linda, CA, 800-474-4848, against Michael Crawford, psyborgue@mac.com, for libel and interference with economic relations was dismissed by a court according to a statement by Michael Crawford.

NEW NATSAP BOARD AND OFFICERS

(November 7, 2008) The National Association of Therapeutic Schools and Programs (NATSAP) has announced the election of its Board of Directors and Officers for the organization for 2009 and 2010. NATSAP Board Officers: President, Craig LaMont, Telos Residential Treatment; Vice-President, Mike Merchant, ANASAZI Foundation; Secretary, John McKay, The High Frontier and Rancho Valmorea, Treasurer, James Meyer, Oakley School. NATSAP Board : Sami Butler, Intermountain; Linda Carpenter, Star Meadows Academy at

Hope Ranch; Karen Fitzhugh, Aspen Education Group; Gil Hallows, Aspen Achievement Academy; Sidney Parham, Family Foundation School; Brad Reedy, Second Nature; Craig Rodabough, CERTS; Angie Senic, Eckerd Division of Private Academies; John Stewart, New Haven and Glen Zaugg, Heritage Schools. Ex-Officio: Sharon Laney, Three Springs and Anne Thompson, IECA representative. For more information contact Jan Moss, Executive Director, Prescott, AZ, 928-443-9505.

EAGLETON WELCOMES FARRELL

(November 7, 2008) Eagleton School in Great Barrington, MA, welcomes new Education Director, Dan Farrell to their school. Dan has a Master's degree in Education with a concentration in Special Needs from the Massachusetts College of Liberal Arts and is certified in Moderate Special Needs (5-12). Prior to joining Eagleton, Dan was the Program Coordinator for Special Needs Students at North Adam's Drury High School. For more information, contact the school at 413-528-4385.

ANASAZI'S 20TH ANNIVERSARY GALA

(November 7, 2008) ANASAZI will be hosting its 20th Anniversary Gala on Friday, December 5, 2008, at the Westin Kierland Resort and Spa in Scottsdale, AZ. It will feature a silent auction, dinner and awards, with special guest Brooke White, a finalist on American Idol, composer Tim Janis and Nathan Pacheco, an opera trained tenor. For more information on this event call 800-678-3445.

BENCHMARK PERSISTS AGAINST INTERNET LIES

(November 8, 2008) Benchmark Young Adult School in Redlands, CA, announced today that its lawsuit against a former student, filed in response to false and derogatory statements made by him on his website and on certain Internet blogs, has been dismissed due to a very short statute of limitations which applies to claims alleging damages from defamatory statements posted on the Internet. Benchmark states it will continue to use every legal opportunity to pursue the truth and intends to appeal the Court's procedural ruling. For more information of this, contact Shelley Skaggs, Marketing and PR for Benchmark Young Adult School, at 714-963-4148.

CEDAR RIDGE TEMPORARY PRICE REDUCTION

(November 10, 2008) Owners, Rob, Pam and Wes Nielson and Sean Haggerty from Cedar Ridge Academy in Roosevelt, UT, are offering a discounted fee to new students admitted or under contract for admittance between now and January 1, 2009, with the tuition to be 5500.00 per month on a month to month basis instead of the regular fee of 6500.00 per month, with this rate for the duration of the student's stay. In addition, the 500.00 admission fee will be waived. This offer is being made due to the economy and parents who are struggling to find a financial means to find treatment for their children. For more information, contact Cedar Ridge at 435-4498x117.

FOREST HEIGHTS LODGE NEW BUILDING

(November 10, 2008) Forest Heights Lodge in Evergreen, CO, celebrated the completion of the new multipurpose building, which will house classrooms, a group room, a weight room and a new gymnasium. At the official ribbon cutting ceremony, Linda Clefish, Executive Director, thanked everyone who contributed to the origin and construction of the new building. For more information on Forest Heights Lodge call 303-674-6681.

EAGALA IN PRACTICE

(November 11, 2008) EAGALA in Practice has been modified to a magazine published biennially by EAGALA, which is included as a benefit of EAGALA membership. This periodical contains articles, letters, questions and answers and book reviews related to Equine Assisted Psychotherapy and Learning. For more information, contact EAGALA at 877-858-4600 or email:

MONARCH CENTER YOUTH EXPEDITION

(November 11, 2008) There will be an upcoming youth expedition

Continued: **SEEN N HEARD/** pg 22

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sponsored by Monarch Center, Georgetown, CO, to the Pine Ridge Indian Reservation for 12-18 year olds. It will run from December 29, 2008, thru January 4, 2009. This work/study project will include distributing wood to supply heat to the reservation, participating in an authentic sweat lodge ceremony with members of the Lakota Sioux Nation, meeting with a Lakota medicine man and learning the ancient wisdoms and customs of the Lakota Sioux Nation Elders. For more information or to sign up, please call 303-569-2128.

MILLER AT ADIRONDACK

(November 11, 2008) Adirondack Leadership Expeditions is pleased to announce Thomas Miller, LCSW, is the new Clinical Director at the Saranac Lake, NY, wilderness program. Thomas is a Licensed Clinical Social Worker with a Bachelor's Degree in Social Work from Long Island University and a Master's Degree in Social Work from New York University. For more information, contact Robert F. Theisen, PhD, Executive Director of Adirondack at 518-897-5011.

VAL CHRISTENSEN WINS GOLD

(November 12, 2008) Ari Terry of InnerChange shared some fun news with us about Val Christensen, InnerChange's Chairman of the Board, who took home a Gold Medal from the Huntsman Senior Games in St. George, UT. Val competed in the "Singles over 60" tennis event and said: "Next year I'll challenge the folks in a younger division." And those at InnerChange think he'll beat them, too!

OLIVERIAN STUDENT ADVENTURES

(November 12, 2008) Students from The Oliverian School in Haverhill, NH, participated in numerous adventures during Electives Week. One group explored Nicaragua, learning about the culture, language, local customs and more. Another group headed south to West Virginia where they studied the Appalachian culture and went white water rafting on the New River Gorge, the Gauley and Upper Gauley Rivers, then rock climbing on the sandstone cliffs that line the Gorge, culminating with a trip to Pennsylvania to tour an old coal mine. The last group "Kings of the Mountain" elective class, relocated a rustic cabin to the summit of Iron Mountain on the edge of the campus. For more information on the Oliverian School call 603-989-5100.

NEW FACES AT LITTLE KESWICK

(November 12, 2008) Little Keswick School in Keswick, VA, wishes to welcome two new members to their school: Jaimee Traub is the Speech Language Therapist, who prior to joining Little Keswick worked in the local public schools and was a Certified and Licensed Speech-Language Pathologist at the Children's Health Council in CA. Also joining the teaching staff is James Herzog, who has a Master's of Education from James Madison University with specialized training in Asperger's Syndrome from John Hopkins University. For more information contact the school at 443-295-0457.

CONLY TO RETIRE FROM GREENBRIER

(November 12, 2008) Greenbrier Academy's Vivian Conly, who was a key part in admissions and marketing, has stepped down from her position at Greenbrier to spend time with her family and focus on her daughter's upcoming wedding. Everyone at the Academy will miss her and is grateful for all her hard work. For more information contact Beth Ragland, Director of Marketing at 256-682-8690.

HARKNESS TABLE AT AULDERN ACADEMY

(November 13, 2008) Aulder Academy in Siler City, NC, held a dedication of their social studies room, named the "Smith History Room" that has been outfitted with a new Harkness table and chairs, a flat screened TV, DVD player, laptop and LCD media projector and screen, donated by one of their student's father. A Harkness table is a modern education approach that uses digital implements at a large oval table in which students sit with their teachers, used now in many boarding schools and colleges. For more information, contact Jane Samuel, MA, and Head of School at 919-837-2336.

JOHN DEWEY ACADEMY FLOURISHES

(November 13, 2008) Tom Bratter, Founder of John Dewey Academy,

Great Barrington, MA has written a letter updating progress at the school and listing the many colleges and universities students of John Dewey Academy have and are attending. To view this letter in its entirety, visit the struggling teen's website.

PROVO CANYON ADOPTS AMERICAN INDIAN SERVICES

(November 14, 2008) Provo Canyon School in Provo, UT, has been helping the American Indian Services for the last four years with the annual Christmas Wrap, which provides hundreds of presents to less fortunate Native American children. The boys are positive and proactive and arrive at the crack of dawn to unload, lift, move and reload till the day is done. For more information on Provo Canyon School, contact Brad Gerrard at 800-848-9819.

MCCARTER'S NEW DUTIES AT WTC

(November 17, 2008) Wilderness Treatment Center in Marion, MT, has assigned Carsten McCarter as the school's continuing Care Coordinator. Carsten has been a primary counselor at Wilderness Treatment Center for several years and looks forward to his new position. Contact Ben Dorrington, LAC, for more information at 406-854-2832.

BENCHMARK ACHIEVES FULL STATUS

(November 17, 2008) Benchmark Young Adult School in Redlands, CA, announced they have been designated a Class VII Fully Accredited Academic Institution by the National Private Schools Accreditation Alliance (NPSAA). For more info on this, contact Shelley Skaggs at 800-474-4848.

ASPEN ACHIEVEMENT CELEBRATES 20 YEARS

(November 17, 2008) Aspen Achievement Academy in Loa, UT, which was founded in 1988, is celebrating its 20th anniversary and wishes to honor the thousands of teens and their families with whom they have worked.

SUMMIT ACHIEVEMENT HOSTS 13 YEAR ALUMNI REUNION

(November 18, 2008) Summit Achievement in Stowe, ME, held their first annual alumni reunion on October 18, 2008, with over 50 former students and families attending. Alumni participated in staff led activities and sat down to a homemade pizza lunch. They ended the day with an awards ceremony recognizing the accomplishments of students and their families. For more information on Summit Achievement contact Adam Tsapis, Admissions Director, at 207-697-2020 ext. 33.

NEW HAVEN GIRLS PARTICIPATE IN 5K TO FIGHT CANCER

(November 18, 2008) On Saturday, November 8, 2008, girls from New Haven RTC, Provo, UT, participated in a 5K Run/Walk in Saratoga Springs, UT, to help raise money for a young, 3 year old cancer patient who is fighting a rare form of leukemia. The girls felt good to be a part of something that could help this young boy. For more information contact Ari Terry, Admissions, 801-794-1218.

THE GIDDY UP GALA A SUCCESS

(November 19, 2008) Horse Sense of the Carolinas hosted their first annual scholarship fundraiser, "The Giddy up Gala," on November 8 at the Horse Sense Farm in Marshall, NC. This scholarship fund provides funding for individuals, families and youth groups who otherwise cannot afford mental health services to receive therapy at Horse Sense of the Carolinas. All proceeds from this event go to the Horse Sense Scholarship Fund. For information about this contact Shannon Knapp at 828-683-7304.

SOBER COLLEGE ACTIVITIES EXPAND

(November 19, 2008) Sober College in Woodland Hills, CA, has seen continued growth and success in their athletic department, including a lacrosse program which tied UCLA 6-6, triathlons where participants picked up medals in the mountain bike category, and the soccer program which had half of the college participating in 22 games from August through mid November. For information on

Sober College, contact Annika Richards, Director of Marketing at 866-757-6237.

LA AMISTAD ADDS HOSPITAL

(November 19, 2008) Jan Ellison-Sheay, Assistant Administrator at La Amistad Behavioral Health Services, Maitland, FL, 407-370-0111 announced the opening of Central Florida Behavioral Hospital, an affiliate of La Amistad. This 120 bed facility offers specialty programs that include addiction treatment (Dual Diagnosis unit), adolescent eating disorders and child/adolescent autism spectrum disorders.

NUGENT AT PAT MOORE FOUNDATION

(November 19, 2008) The Pat Moore Foundation in Costa Mesa, CA, has named Jill Nugent as its new Admissions Director. Jill has had an extensive background in the field of recovery which includes working for the Aspen Education Group. For more information contact the Pat Moore Foundation at 888-342-7748.

CALDER TO SPEAK ON COMIC STRIP

(November 19, 2008) Summit Preparatory School's boy's team therapist, Jason Calder, LMFT, LCPC, has been invited to speak at the upcoming NATSAP Conference to be held in Austin, TX, in January 2009. He will be presenting on the topic: Comic Strip Conversations: A Supportive Intervention for NLD and Asperger's Disorder. For more information, contact Summit Preparatory School, Kalispell, MT, 406-758-8100.

WHITMORE ACADEMY SUIT SETTLED

(November 19, 2008) Deseret News has posted that the owners of the former Whitmore Academy in Nephi, UT, Mark and Cheryl Sudweeks, have agreed to a \$450,000 settlement to eight former students who accused them of different types of abuse that led to criminal charges filed against Cheryl Sudweek.

GROVE SCHOOL HAPPENINGS

(November 20, 2008) Kelly Webster, Assistant Director at the Grove School, announced several happenings at the school, including recognition of Patricia Emmerich, Executive Secretary, for 32 years of outstanding service. She was rewarded with an all-expense paid trip to Aruba. New staff members that have been added include Jaime Muliero, LCSW, who previously worked as a clinical instructor at the Yale Child Study Center as a new clinician, and Jennifer Padovani who has been hired as a Residential Administrator, working with the Girls Program. Jen recently completed her MSW from the Hunter College School of Social Work and will be pursuing her license as a therapist. For more information about the Grove School in Madison, CT, call 203-245-2778.

GROVE SCHOOL ARTS AND YOGA PROGRAMS

(November 20, 2008) The Grove School is preparing a performance of "A Christmas Carol" in December, after a successful production of "Into the Woods" this past summer. In addition, singer/songwriter Chad Hollister conducted a week long songwriting and performance workshop with the students. Grove School has begun to offer individual and group art therapy. Also, Grove School Administrator, Janel Lynch, was recently certified as a 500 hour Registered Yoga Teacher and currently facilitates a weekly mindfulness group. She teaches several courses in Ashtanga and Kripalu yoga, meditation and guided imagery to the students and staff of Grove School.

FFS STUDENTS SHARE STORIES OF RECOVERY

(November 20, 2008) The Family Foundation School, Hancock, NY, 845-887-5213, recently held an Alcohol and Drug Awareness Week in October, with four of their students sharing their stories of recovery with approximately 50 students in grades 7-12 at the nearby Youngsville Day School.

NEW GRIEF AND LOSS SURVIVOR GROUP AT FFS

(November 20, 2008) Jeff Brain, M.A., C.T.S. (Certified Trauma Specialist) and counselor at The Family Foundation School, 845-887-5213, has expanded the school's support group for students

experiencing grief and loss. The new "Grief and Loss Survivor Group" goes beyond the issues of death and dying to other losses that have an emotional and functional impact on students. These losses can be of sponsors, counselors or friends who leave the school, a parent or family member through divorce or other family crisis, a loved activity, or even of the lifestyle and friends left behind when the student was sent to the school. For more information contact Ann Kozak, Marketing Specialist for the Family Foundation School, 845-887-5213.

TIMBER RIDGE NEWS

(November 20, 2008) The girls of Timber Ridge Preparatory School in Clark Fork, ID, have been volunteering and helping out with several community projects including the local Soup Kitchen in Sandpoint, the Animal Shelter and, most recently, a spaghetti feed to benefit a little boy who is suffering from brain cancer. In addition, the girls were invited to lend a hand in the Heron Dinner Theater's production of "The Godfather of Heron" which was written by a local writer, where the girls acted as the hosts, seated guests, served the meal and helped with the cleanup afterwards. The Heron Dinner Theater has already requested their participation in the next dinner theater production. Good job girls! For more information on Timber Ridge, contact Virginia Short, Admissions Director at 425-398-6483.

GATEHOUSE ACADEMY'S FIRST ISSUE PUBLICATION

(November 20, 2008) The Gatehouse Academy Reporter, a publication completely produced by the residents of Gatehouse Academy to be viewed online, published its first issue. This publication is to give viewers the chance to see into the lives of students at Gatehouse. To view this newsletter, visit the Gatehouse website or for more information, contact Michael Baldassare at 928-231-5004.

ACADEMY AT SISTERS GIRLS PERFORM

(November 20, 2008) To help celebrate Veterans Day, 19 girls from the Reed Campus of the Academy at Sisters volunteered at the Aubrey House Senior Care Center. Dressed in costumes, they sang and danced a series of Andrew Sisters' numbers, and there was a demand for an encore performance. Following the show the girls assisted residents with crafts, painting fingernails and playing Bingo. Contact Guy LeGuyonne, Admissions and Marketing Coordinator at 800-910-0412.

MAMOUN JOINS OPI

(November 20, 2008) The Optimum Performance Institute in Woodland Hills, CA is pleased to announce Michael Mamoun, M.D. has joined the staff as its new Associate Director. Dr. Mamoun is a resident Physician of Psychiatry at the UCLA Medical Center Neuropsychiatric Institute in Los Angeles. He also is a psychiatrist at Homeless Healthcare Los Angeles. For further information contact Anne LaRiviere, Director of Admissions, at 888- 558-0617.

OPI PARTICIPANTS BUSIER THAN EVER!

(November 20, 2008) Optimum Performance Institute participants were exceptionally busy in November by helping to serve food at the Midnight Mission in Los Angeles and visiting the La Brea Tar Pits as well as the Los Angeles Science Center where they saw Body Works Exhibit III. They went rock climbing and snowboarding and traveled to the Griffith Observatory. For more information about OPI call 888-558-0617.

The ultimate measure of an individual is not where they stand in moments of comfort and convenience, but where they stand in times of challenge and controversy.

~ Martin Luther King

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