



# Places for Struggling Teens™

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

February 2010 - Issue #186

## DO WE WANT OUR CHILDREN TO SAVE THE WILDERNESS, OR EXPERIENCE IT?

By Lon Woodbury

This seems like a strange question to be asking while living in a country where everybody talks about going "green." (Green of course tends to symbolize and idealize lush vegetation and trees like the planet Pandora in the movie Avatar). From the government, TV advertising and even in casual conversations with friends, I hear plans of "saving the planet" or "I'm very serious about ecology" or expressing fear that "global warming" might destroy life on earth (which is about as un-green as you can get.)

It has been my observation that many more people are interested in saving the wilderness than are interested in really experiencing nature and the wilderness. That's too bad, because experiencing nature (and forests for that matter) is what it is all about. Nature, the wilderness and the forests, are something one cannot really understand without experiencing them. Without this experience, any appreciation of nature can only be mental abstracts. Without enough experience to be comfortable in the woods, the feeling often is fear – fear of dangerous animals like bears, or cougars (many city dwellers have nervously asked me if there are bears where I live). I'm not sure anybody can be effective at saving the wilderness and the forests unless he/she has really experienced them.

I see this from a unique perspective, at least in a country where some 90 percent of the population are raised and live in officially designated urban centers. I was born and raised in north Idaho, a very rural part of the country, and, after several years of urban living, have returned. This was where a Saturday recreation for me might consist of a 20-mile round trip hike to the top of a mountain visible from home, just for the joy of being outside appreciating the trees, vegetation and forest critters that might come my way.

Upon graduation from high school, my summer was spent on a forest service lookout on top of a mountain for early detection of forest fires. The common highlight of a day was dangling my feet over the edge of a catwalk of a 50 foot high tower, watching the rapidly changing shades and colors of the sunset on the horizon and surrounding mountains. Later in the season it would be watching the deer and elk playing just below the tower on the summit, learning to bake huckleberry pies on the wood stove from berries picked just below the tower, or living 50 feet above the ground in the middle of a summer lighting storm that rocked the tower, on occasion hitting the tower. Amazingly, an important part of the deal was they paid me enough for this summer of work to pay for a year of college, – tuition, books, room, board and incidentals (this was before college tuition and expenses skyrocketed of course).

My upbringing gave me a deep personal appreciation for nature, forests and the wilderness through years of experiencing it. I've found this is no longer very common in this country, especially among young people. They seem to have adopted the 1974 first wilderness preservation national legislation concept that wilderness (and thus nature) is something to be set aside to be protected from human involvement. Many seem to feel that wilderness is a place that is dangerous and unnatural. Others seem to see the vast wilderness expanses of the American West as something like a big park, an environmentally controlled place to be visited on a weekend through carefully developed areas like highways, well defined pathways or patrolled campgrounds. There is something distorted about it when young people see the streets and high-rises of the city as more natural than the wilderness or forests.

There is even a term coined to describe this lack of experience of the woods and nature. Richard Louv, in his book *"Last Child in the Woods"* used the term "Nature-Deficit Disorder" as a cause for many of the problems young people have such as the rise of obesity, attention-disorders and depression. In other words, Nature-Deficit Disorder is the lack of experiencing the woods or nature.

There are efforts to address this problem by numerous wilderness programs. The most interesting are the wilderness therapy programs for troubled teens. Although officially most credit for their success is attributed to the therapists, actually, most wilderness workers tell me the most profound and healing impact comes just from the students experiencing the wilderness. They tell me that while all the rest is important, it is still supplementary to the basic wilderness experience.

Pacific Quest on the Big Island of Hawaii explains in a blog post (<http://weblog.pacificquest.org/2009/09/04/the-importance-of->

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It is a great advantage to a  
President, and a major source of  
safety to the country, for him to  
know that he is not a great man.

~ Calvin Coolidge

[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.]

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## THE TRUTH ABOUT LYING TO YOUR KIDS

By Rose Mulligan

When Jennifer, a mother of two, heard her 14-year-old daughter Margaret tell a hopeful suitor over the telephone that she couldn't go to the movies with him because she had to study, Jennifer was only "mildly" concerned about the "white" lie. Jennifer knew Margaret wasn't interested in the boy, didn't have to study, and was trying to avoid a potentially awkward situation. She was somewhat relieved that Margaret chose a compassionate approach. In fact, Jennifer went so far as to hand Margaret an approving pat on the back.

Examples of parents establishing a hazy line between lying and telling the truth are easily found in homes across the country. And yet according to recent studies, honesty is the number one trait parents hope to see in their children. These same studies revealed that 96 percent of children surveyed lie to their parents.

Parenting experts Laura and Malcolm Gauld believe that the disparity rests in what parents are actually paying attention to versus what they say is most important for their children to learn. Leaders in the field of character education and founders of The Biggest Job parenting seminars, the Gaulds readily assert that parents are sending their children mixed messages because they are themselves confused.

In a culture gripped by achievement and image which increasingly leans toward materialism and competition, the Gaulds explain it is understandable that parents might fall into the pattern of reinforcing messages that can bolster their children or diffuse a potentially uncomfortable situation in some way, no matter what the consequences.

"It starts out innocently," says Laura. "Children are learning from their parents that an undetected lie, even the seemingly most

## WILDERNESS

nature/) their program in the context of their students experiencing nature through their unique approach of "back to the land" in their gardening. There are several dozen wilderness therapy approaches based on the concept of using the nature experience to heal struggling teens (as well as pre-teens and post-teens). These pioneering efforts have been well received and many students testify to having the experience of their lives, usually referring to their getting introduced to the wilderness as the highlight.

For those without behavioral problems, Outward Bound, National Outdoor Leadership School (NOLS) and many other programs offer opportunities for city dwellers and others to get a taste of experiencing the wilderness, mostly with non- or low-impact methods.

The movement to teach experiencing the wilderness is even expanding to include pre-schools, as reported by the New York Times in *For Forest Kindergartners, Class Is Back to Nature, Rain or Shine*. ([www.nytimes.com/2009/11/30/nyregion/30forest.html?r=2&partner=rss&emc=rss](http://www.nytimes.com/2009/11/30/nyregion/30forest.html?r=2&partner=rss&emc=rss))

As usually happens in a dynamic society when a problem presents itself, such as teens with self-destructive activities, numerous individuals step forward with solutions. The most effective will thrive, as wilderness therapy programs have done despite the recession. Experiencing the wilderness and the woods seems to be making a comeback. Even public and various mental health institutions are seeing the success of these wilderness therapy programs and are adapting some elements to their own institution like sponsoring climbing walls, wilderness trips, ropes courses etc.

[You can add your comments or read comments by others on my blog at <http://parent-empowerment-blog.com/2010/01/04/don-we-want-our-children-to-save-the-wilderness-or-experience-the-wilderness/>]

benign, can reap rewards, prevent punishment and, most importantly, win a parent's approval. In Jennifer's case, the way Margaret handled the situation with a friend could easily be construed as harmless and possibly even helpful."

This raises the possibility that while many parents, in theory, agree that telling the truth is the right thing to do — that it is what they want to teach their children — there are occasions when lying become an acceptable practice."

"We can all relate to not wanting to hurt someone's feelings, wanting to please someone or exaggeration," Malcolm explains. "We oftentimes easily rationalize these situations away as necessary acts of kindness or diplomacy."

But deeper issues underlie a more serious outcome engendered by a parent's dismissal or excusal of deceit — whether it is their own or their child's. The Gaulds caution parents who become comfortable with drawing a gray line where lying is concerned, saying children typically won't grow out of lying; rather they often grow into it. Recent data suggest that children are learning at a rapid rate how to get ahead by cheating. As children grow older and their crimes become more serious, the consequences for getting caught also become more serious.

"Dismissal from school, a tainted reputation or transcript, or a criminal record is the converse of what parents want for their children," says Laura. "And while we can only hope that these outcomes are the exception rather than the rule, they are very possible and real consequences to a life gone unchecked for too long."

"What we as parents pay attention to is what we reinforce in our families," says Malcolm. "The fact is that many well-intentioned parents who want to raise good, decent human beings and who believe that having integrity is important are only paying lip service to qualities such as honesty...and they're not kidding

CONTINUED: LYING/ 4



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## LYING

anyone, least of all their kids."

All of this dovetails with what the Gaulds coin as creating a "character culture" in the home — or a way to combat the ever-pervasive and sometimes subliminal seduction of the achievement culture.

"In a character culture, achievement is valued, but principles such as honesty and concern for others are valued more," says Malcolm. "That is, what you stand for, who you are, is more important than what you can do, or how you stack up against the others."

The good news, say the Gaulds, is that when parents recognize the pressures that bear down upon them and their children, pressures that derive from a need to be accepted, to get ahead, or keep the peace, they can often resist the temptation to fall into self-defeating attitudes and actions that work against the very principles and qualities they value most and want to instill in their families.

"What many of the parents learn," says Laura, "is that as the family relationships shift from resting on a foundation of achievement and image to a foundation of principles, where there is little room for mixed messages, confusion, contradiction, the same rules apply no matter what."

"Parents are the primary teachers and the home is the primary classroom," Laura continues. "It takes a high level of awareness and fortitude to recognize the common traps we fall into and then do something about it, and sometimes it can feel like we're moving against the tide. But the result is that we teach our kids the importance of being measured by what kind of people they are and what their true contributions will be in life."

So, how can parents foster open dialogue and honesty in their children and avoid sending them mixed messages?

### The Gaulds offer three helpful tips:

1. Hold discussions with your children about which principles are

most important in your family. Write them down; display them on a cork board or the refrigerator; and, most importantly, talk about them with your children every chance you get. When issues in the family come up (and they will come up), the principles will serve as a map and compass. There is a definite right way and wrong way to go, and messages are less likely to be misconstrued.

2. Model what you convey to your children. Don't lie. And, if you do catch yourself in a lie, don't be afraid to talk about it with your children. Letting them know you are human and offering them a sincere apology for falling off-track will give them the humility to ask for help when they need it and it will teach them that self-learning is a lifelong process.

3. Remember you are a parent and mentor to your child — not a friend. It is not your job to persuade, manipulate, or coax your children into doing what you believe is right, rather guide them with love and discipline toward their unique best. Our true test as parents is to arm our children with the tools they will need to be independent and productive members of their communities and to set the course for them to live fulfilling lives.


*About The Author:* Laura and Malcolm Gauld wrote the book *"The Biggest Job We'll Ever Have,"* For more information about them and Hyde Schools, contact Rose Mulligan at [rmulligan@hyde.edu](mailto:rmulligan@hyde.edu), call 207-837-9441 or visit [www.greatparenting101.com](http://www.greatparenting101.com) or [www.hyde.edu](http://www.hyde.edu).

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admit it, he always gets mad.

~ Thomas C. Haliburton

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## VISIT REPORTS...

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Visit By: Stephen Migden, October 15, 2009

I visited Eckerd Academy of the Blue Ridge on a mid-October day, when the rural, north Georgia campus was shrouded in a misty – but thankfully, not too chilly – rain. Because I had arrived in the early afternoon, I was just in time for lunch, and so I was lucky enough to be able to join the students as they ate in the cafeteria. I was escorted to a table where about six girls, their two female counselors and one of their male teachers, were sitting. They were a pleasant group, and all of them seemed pretty comfortable in the setting, although two of the girls did the vast majority of the talking.

They came from a variety of states, mostly in the South and Southwest, and they all agreed that Eckerd Academy of the Blue Ridge had been helpful to them. They talked about how they were learning to take responsibility for their actions; they said that the group problem-solving and self-monitoring skills that are a part of the school's Positive Peer Culture model had been particularly helpful to them. Somewhat to my surprise, the girls were extremely positive about their classes and their teachers, saying that they loved to go to the school at Eckerd Academy. The problems that seemed to have brought them to the program were similar to those of other teenage girls with whom I've worked: depression, truancy, defiance, drug/alcohol use and related problems.

Eckerd Academy of the Blue Ridge uses an outdoor therapy model, supplemented by regular therapy sessions with professional clinicians. These sessions include individual, group, and family (via telephone) therapy, as well as a 12-Step oriented substance abuse group and an art therapy group. In addition to their telephone family therapy sessions, students have a once-weekly telephone call with their parents.

The young people at Eckerd Academy of the Blue Ridge sleep in rustic wooden cabins that are scattered throughout the wooded campus. There are generally four students to a cabin, and the cabins have no amenities, save for heat from a propane fired system. The cabins are gathered together in single-gender groups of four; an enclosed building with flush toilets is nearby. There are also separate shower buildings for the boys and the girls, although I did not have a chance to view these.

The educational part of the program takes place in a separate school building, where the kids spend most of their weekdays. Although small and even somewhat cramped, the school had a pleasant, serious, students-at-work quality on the day of my visit. I observed a boys' class and a girls' class (all classes are single gender), and in both of them the kids were extremely absorbed in their work, some reading books, some writing in workbooks, some engaged in a lesson on their computer. Here and there a teacher or counselor was quietly helping an attentive student with his or her work. The serious, hushed atmosphere was like that of a college library just before final exam time, certainly not like a high school with boisterous teens. Viewing the school gave me an understanding of why the girls in the lunchroom had spoken so positively about their school experience at Eckerd Academy.

On my visit, I was able to meet with and interview some members of the leadership team at Eckerd Academy of the Blue

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Photo by Skyler Jepson

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## ECKERD

Ridge. These included Keith Bishop, Program Director, Sam Shoemaker, Clinical Director, John Watson, Master Counselor, and Matt Shock, Co-Director of Education. I was told that Keith and John, along with the Executive Director, Tim McMahon, all shared a background of working together at a nearby publicly funded state program for troubled teens. Tim and Keith have been at Eckerd Academy of the Blue Ridge since its founding, when the parent organization, Eckerd Youth Alternatives, converted what had previously been a program for publicly funded kids into the current, private parent choice school that it is now.

In describing their program, the leadership team members emphasized their use of the Positive Peer Culture Model, with considerable integration across programs and disciplines. For example, Sam, the Clinical Director, pointed out that his four therapists regularly interact with and read the case notes prepared by the front line counselors. Matt, the Co-Director of Education, explained that the counselors routinely assist the teachers in the school (something that I did observe). The leadership team also wanted to make sure that I understood the important integrating role played by Eckerd Academy's Master Treatment Plan, including the fact that students and parents – apparently not just Eckerd Academy professional staff – play a role in developing and modifying these plans.

The school at Eckerd Academy of the Blue Ridge is accredited by the Southern Association of Colleges and Schools. The program is accredited the Committee on Accreditation, and it is a member of the National Association of Therapeutic Schools and Programs and the National Association of Therapeutic Wilderness Camps. I was told that Eckerd Academy of the Blue Ridge is licensed by the State of Georgia as a Residential Treatment Program. It is also SEVIS approved for international students.

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Visit by Larry Stednitz, October 14, 2009

New Haven is an all female RTC founded in 1995. Located in Spanish Fork and Saratoga Springs, UT, on 31 rural acres, the girls live in one of four large and comfortable homes, with 15-18 girls in each home. The program makes every effort to foster a homelike, comfortable feeling in each of the homes. For example, the girls can provide their own bedding and other personal items to decorate their rooms. The girls also are responsible for doing chores and participate in cooking some meals. The chores vary, but cover the usual responsibilities of maintaining a household. Each home has a cook and the girls eat family-style meals.

New Haven accepts girls who struggle with depression, anxiety, PTSD, minor eating disorders, non verbal learning disabilities, attachment disorders, substance abuse, self-harm and personality disordered youth. Girls who are pregnant, assaultive or psychotic are not appropriate.

There are several programs that embrace Systemic Family Therapies, and New Haven has advanced and fully integrated this model of treatment into their program. This model integrates the entire family to a high level of involvement in the treatment process. Included in this premise, it is thought that each girl is an expression of the context within she spends a lot of time and in turn is also suffering from a series of imbalances and dysfunctions that have a negative effect on the individual members. This perspective sees the family as a system in which the following occurs:

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An emotional/behavioral problem presents a series of constantly repeated and unstable relational patterns.

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When the relational patterns are modified, a period of reorganization of the family-individual-communication occurs.

I last visited New Haven two years ago and they have refined and continued their effort to treat the entire family. Upon completion of my tour, it was clear to me how New Haven integrates the family into the program, or better stated, they have "taken on" not just the young lady, but the entire family. Equally important, New Haven staff members insert themselves fully into the family. New Haven is a great fit for a family willing to help their daughter while recognizing the importance of their role.

To facilitate this effort, New Haven uses several approaches. First, emerging themselves into the family system is an arduous commitment. To this end, New Haven employs 50 full time employees and 118 part-time employees. This writer is of the opinion that New Haven understands the need to be well staffed, partly to reduce the stress and strain of operating a complex program.

Operationally, New Haven holds a weekly treatment team meeting for each of their four homes to discuss each girl each week, adjusting the treatment plan when required. Approximately 10-12 staff members attend these meetings, assuring all disciplines are on the same page. These meetings serve to have all staff involved, maintaining a cohesive understanding among all those involved.

In order to fully integrate parents into the New Haven milieu, parents are expected to commit to being on campus three full days every two months. Those three days consists of parents participating in individual, group and family therapies. Psycho educational groups are also held as well as multi-family therapy. The three days are not all work, as the girls often spend time off grounds with their parents.

Another interesting approach to maximizing parental involvement, parents and their daughter are expected to "work the level system" simultaneously. The parents are expected to follow the progression within a level system just as the girls do. For example, one of the assignments associated with the levels system may include a girl being asked to write a paper on how she is going to work on her issues and be honest in therapy. If done well, and with the completion of the other assignments associated with the level, she may move up to the next level. The parents may be given an assignment similar to that given their daughter. The treatment team reviews the progress of the parents as well as the progress of the girls on a regular basis.

I spoke with several girls and many said that they liked the family approach. The family approach took some of the pressure off of the girls because they know that the parents are working hard and that the blame and burden is not just placed on the girls. They also talked about how they can see the improvement within themselves. One girl said, "I am not all that crazy at being here in treatment, but I am learning a lot and think I can get the help I need." Another said "I like the family focus and it is like a big family." The girls were well dressed and appeared to be engaged in the program.

The girls are involved in a variety of therapies, including individual and family therapy weekly, group therapy, and recreational therapy, each session 90 minutes in length. The girls also have available DBT skills groups, identity issue groups, recovery, art, relationships and sexual reactivity, and others. The program also includes equine therapy, a high and low ropes course and a values program.

It is notable that New Haven provides consistent research into the effectiveness of their programming and outcomes. This information can be found on their web-site.

New Haven is accredited through the Joint Commission and the Northwest Association of Accredited Schools. They are a member of NATSAP and have EAGALA trained therapists.



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## 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]

## RAWHIDE BOYS RANCH

New London, WI

Wes Bone, Intake Administrator

920-982-6100

[wbone@rawhide.org](mailto:wbone@rawhide.org)

[www.rawhide.org](http://www.rawhide.org)

Rawhide Boys Ranch was founded in 1965 by John and Jan Gillespie and received support from NFL Hall of Fame Quarterback Bart Starr and his wife Cherry. Licensed as a faith-based, residential care center, at-risk young men ages 13-17 live in one of six homes on 714 acres along the scenic Wolf River. Rawhide specializes in dealing with males with anger and behavioral problems, bipolar disorders, depression, loss and grief, phobias, PTSD, physical abuse, sexual behavior issues and sexual abuse.

A unique aspect to Rawhide's program is the "family living model" in which each home is staffed with live-in house parents who serve as the parental figures and residential instructors who take on the "big brother/big sister" role, providing training in social and interpersonal skills, personal care, housekeeping and life skills while also mentoring and counseling the young men.

John Solberg is the Executive Director and has been with Rawhide since 2000. John has a degree in Economics and Political Science and holds a Master's degree from Marian College in Organizational Leadership and Quality. Prior to joining Rawhide Boys Ranch, John served as Vice President at First National Bank- Fox Valley. Mark Tegtmeier, LCSW, is the Clinical Supervisor. He holds a Masters degree in Counseling and Psychology and is a licensed clinical social worker, professional counselor, and marriage & family therapist. Rawhide Boys Ranch is a member of the National Association of Christian Child and Family agencies; Wisconsin Alliance for Family and Children's Agencies; Wisconsin Association of Child and Youth Care Professionals and the Alliance for Children and Families.

The young men participate in individual, group and family therapy in addition to equine assisted therapy and attend Rawhide's Starr Academy for their academic needs. The students may participate in interscholastic track and basketball, in addition to attending church youth groups and other Christian events. Recreational activities include fishing, skiing, biking and boating, camping, skate boarding, and sports, in addition to other adventure activities.

[This information came from the Rawhide Boys Ranch website.]

School can never deal with really important things. Only education can teach us that quests don't always work; that even worthy lives most often end in tragedy; that money can't prevent this; that failure is a regular part of the human

Continued: page 9



# ENRICHED LEARNING CENTER

Berlin, New Hampshire  
Jim Cochran - Director  
603-215-0002  
[www.enrichedlearning.net](http://www.enrichedlearning.net)

There are two facets to the Enriched Learning Center (ELC) program. First, ELC operates a small, co-educational alternative day school that serves both high school and middle school students. The goal of the day school is to offer students an opportunity to access the state required educational standards in non-traditional ways. This is accomplished through hands on curriculum, vocational skills training, community based activities and social skill development.

ELC focuses on enabling students to self-regulate their behavior in socially acceptable ways through personal accountability. Students learn in a structured environment that consistently monitors their progress on individual goals. Group problem solving, individual counseling and personalized crisis plans help students realize new avenues for their actions.

In addition to the day school, ELC also provides year round adventure-based programming for children, families, individuals or groups.

ELC offers a variety of year round adventures: Including guided rafting, biking and hiking throughout the Western Maine and Northern New Hampshire. Educational adventure-based programs are for all levels of educational need and include raft and ropes courses, reading/ writing programs and extended school programs for special education students.

The team building and leadership programs foster individual and group development for the team's overall efficiency and production. These programs were designed with the corporate and educational environment in mind, combining experiential and adventure-based initiatives with research-based presentations to provide a comprehensive analysis of a team's strengths and weaknesses and develop programming to meet the group's needs.

ELC also offers a number of family-based initiatives that incorporate outdoor adventures, local history and culture to provide a unique learning experience.

The ELC staff is comprised of experienced teachers, instructors and outdoor enthusiasts who have a passion for adventure and travel and are excited to share and teach their knowledge and expertise.

*[The information in this article came from the ELC website.]*

condition; that you will never understand evil; that serious pursuits are almost always lonely; that you can't negotiate love; that money can't buy much that really matters and that true happiness is free.

~ John Taylor Gatto

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## EXTENDED INSIGHTS...

# WHAT IS DIALECTICAL BEHAVIORAL THERAPY (DBT)

By: Melissa Dutcher and Kim Lahman

Dialectical Behavioral Therapy is a fast growing treatment method for Borderline Personality Disorder. DBT was formulated from Cognitive Behavioral Therapy (CBT) and involves individual and group therapy work. Originally created to work in an outpatient setting, DBT can be modified to work in inpatient and residential treatment programs. Origins for DBT are credited to Marsha M Linehan in 1971. It was developed to work with chronically suicidal borderline personality disorder patients. It is now used to treat a variety of disorders including substance abuse, anxiety disorders, eating disorders, post-traumatic stress, bipolar and panic disorders.

The premise behind DBT is that once skills are learned, the traits of the disorder diminish creating a life worth living. Skills training are the heart of DBT success. Clients with borderline personality disorder, often live in the past or the future creating unhappiness in the present. At the core of DBT are skill sets taught in four areas:

- Mindfulness-Clients learn to pay attention without being judgmental and to learn to be in the full present moment.
- Emotion Regulation-Clients develop a variety of skills to reduce vulnerabilities, change negative emotions and become better problem solvers.
- Distress Tolerance-Clients learn Dysfunctional behaviors are responses to emotional pain. Clients learn how to navigate through crisis and learn how to accept reality. This is not a cure but rather a technique to survive crisis.

- Interpersonal Effectiveness-Clients learn to identify the feeling and how to ask for what the client needs, learning to say no and managing conflict all while maintaining self-respect.

Once these skills are learned, DBT trained therapists help clients apply what is learned in everyday life situations by giving them feedback, reinforcement and practice.

### Why does DBT work?

DBT seeks to validate feelings and problems. It balances acceptance by challenging residents to make productive changes. Studies have shown that DBT reduces the rate of self-injury and suicide attempts. It works because clients can manage their issues without resorting to self-defeating behaviors.

Joel Paris (2006) combined several recent advances in the treatment of BPD clients. Paris (2006), looked at DBT therapy, cognitive therapy, psychodynamic therapies, group therapy, family psycho education, psychotherapy efficacy in relation to long-term outcomes, and different medications used to treat BPD clients. With relation to DBT therapy, Paris found that 90% of DBT clients stayed in therapy for a full year. This finding is significant due to the BPD population and its lack of compliance for treatment. While other forms of cognitive therapy have been found less effective, cognitive behavioral therapy was equivalent to treatment as usual and there was no reduction in self-mutilation with BPD clients.

### Why does it work for adolescents, especially in a residential setting?

In a highly structured program, individuals know what to expect and the DBT concepts and skills are constantly being reinforced. It teaches individuals new skills including how to regulate some of their up and down emotions, how to handle hard situations, how to get what they want effectively while being with others learning as a group. It is a 24 x 7 opportunity to learn while being in a safe environment. When done in a hospital



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based residential treatment program, medications are monitored for longer periods of time. An intensive residential treatment program is designed to promote stabilization and produce long-term treatment gains.

### How do you evaluate an effective DBT Residential Program?

As with any evaluation of residential treatment, being able to schedule tours, visit, talk with staff and learn about a program is of key importance. To evaluate a DBT program, ask if DBT skills are taught throughout the entire day. Mindfulness activities can start in the morning by brushing teeth! Ask how all staff members are trained in the use of DBT. Here is a short list of what to look for in a good DBT program:

- 24 hour staff trained in DBT
- Including behavioral health care workers, nurses, teachers, and therapists
- DBT skills groups run by trained DBT therapists
- Daily mindfulness activities and groups
- From residents level groups to consequences based on DBT concepts
- On call therapists 24 hours a day 7 days a week
- Individual therapy by trained DBT therapists
- Weekly staff meetings with all DBT staff
- Intense family involvement and education

Resources for Dialectical Behavioral Therapy can be found at [www.behavioraltech.org](http://www.behavioraltech.org).

**About The Authors:** *Melissa Dutcher is the Program Director at South Shore Academy. Kim Lahman is Director of Business Development at the Midwest Center for Youth and Families. Contact Kim Lahman by phone by 219-766-2999, Ext. 110, or email [kim.lahman@uhsinc.com](mailto:kim.lahman@uhsinc.com). Contact Melissa Dutcher at by email at [Melissa.dutcher@uhsinc.com](mailto:Melissa.dutcher@uhsinc.com).*

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# SOUNDS OF THERAPY

By Ken Allen

One of the highlights of my day is listening to our students as they participate in therapy. They may not know that as they sing, strum the guitar or play the piano, they are actually involved in therapy. Music can be therapeutic. It has the power to heal us, to help us deal with challenges and to enlighten us on life's journey. At West Ridge, we apply the power of music each day with our students as they participate in choir, guitar classes, jazz band, and song writing classes.

My dream has always been to record our students' songs so that they can provide inspiration and healing to all of us. Thanks to the generous support of the Michel Family, our third CD is being completed this week. The CD, entitled "AAAAA," consists of all original songs written by our students. You will need a tissue, as I did, when you listen to these amazing songs about lost loved ones, spiritual feelings, love, heartache, and songs of triumph. During our recent staff meeting, we invited four of our girls to come and perform their original songs for us. It was amazing as we listened to them share their music with us and then talk about the power of music and how Mr. Woods and our music program has changed their lives. Thanks to the long hours Mr. Woods and our staff, these new CD's will be available at the Scarecrow Festival.

But that's not all the exciting musical news at West Ridge Academy. We received notice that the world's most famous choir will be coming to perform for us in April 2010. Yes...the Mormon Tabernacle Choir will be performing at our annual SPRING GALA on April 16. This will be an amazing experience for all of us - our very own private concert by the Mormon Tabernacle Choir (they have agreed to perform my favorite song - Battle Hymn of the Republic). Please mark your calendars and plan to join us for a wonderful evening with the choir.

At WRA, we are so fortunate to have the many programs that assist our students obtain a change of heart. Next time you are on campus, listen carefully and you too may hear the sounds of therapy coming from our music rooms!

**About the Author:** *Ken Allen is the Executive Director of West Ridge Academy in West Jordan, UT. He can be reached at 800-262-2697, [kallen@westridgeacademy.com](mailto:kallen@westridgeacademy.com), or for additional information, visit [www.westridgeacademy.com](http://www.westridgeacademy.com).*

If everything's under control,  
you're going too slow.

~ Mario Andretti



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# HOW CAN INTERVENTIONS HELP FAMILIES?

By James Murray

Traditionally, an intervention consists of a group of concerned family and friends in a unified effort to help their loved one to accept help. More recently, new intervention models have developed to "invite" the most struggling individual into the process and to intervene on the entire family system. Since each family situation is different, the most prudent intervention model can be tailored to a family's needs. No longer are interventions only for adult addicts and alcoholics. Now various models can be utilized to influence adolescents, "failure to launch" adults, and family well-being for the greatest possible outcomes.

Interventions can help both the identified client and family to engage in the treatment process prior to even arriving at a program. Due to this pre-treatment process, the client will be better prepared to accept the help that treatment provides. The "why and how could my family do this to me" is diminished and the action stage has been set prior to enrollment in a program. Meanwhile, parents and families are more committed to being part of the change at home. Parents have shown their loved one they are committed to changing their part of the system, and the whole family is in agreement to work on health and change. The intervention process can include extended family members, siblings, close friends and mentors to express the care and concern for everyone's well-being and family health. The following paragraphs will highlight some of the advancements in Intervention models.

**Systemic Model** - The Systemic model is invitational and

educational for both the identified client and family members. All members and concerned individuals are invited to attend the 3-day customized family workshop. With this model, the goal is to educate the family about the specifics of the current dynamics and assist them to learn how each member contributes to the compulsive patterns of the identified client. Without surprise or blame, participants learn about their family history, specifics of the presenting issues, and together share in a motivational experience toward a new direction in family health. The process is educational and utilizes structural, trans-generational and narrative theories.

**Johnson Model** - The Johnson model is known as the "surprise" model. It involves a rehearsal the prior evening, in conjunction with heartfelt impact letters. Planning and coaching are involved with the various participants to create a unified family with healthy boundaries. This model is meaningful for each member as they are able to recall the essence of their loved one prior to destructive behaviors. There is usually one main goal of this intervention—for the individual to accept help. There can be a "tough love" component to this intervention in order to get the individual into a safe place for help.

**ARISE Model** - ARISE is another invitational model intended to involve everyone in the discussion of care. Decisions are made by the majority of the group members which limits one-on-one conversations with the identified client. The focus of this intervention is on the client accepting help through the care and concern of the group.

Educational consultants and admissions staff are frequently referring to interventionists to assist with difficult and divided families. An interventionist can tailor and match interventions to specific client need.

For more information about Breakthrough Interventions, contact James Murray at 413-268-7022 or Amanda Thomas at 303-775-1779. [www.breakthroughinterventions.net](http://www.breakthroughinterventions.net)

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## SEEN N' HEARD

**CHAPEL HAVEN ADDS SCC LESSONS** - (December 17, 2009) Chapel Haven, New Haven, CT, 203-397-1714, announced the use of Social Communicative Competency lessons to their current programming at REACH (Residential Education at Chapel Haven). SCC is the ability to send and receive messages, to understand social contexts and to employ strategies to keep communications from breaking down. To learn more contact Chapel Haven.

**VIVE LAUNCHES CUSTOMER CARE CENTER** - (December 17, 2009) Vive, Inc., Boulder, CO, 866-645-1781, announced they have launched a new Customer Care Center to help families experiencing chaos in their lives. Managed by Jeni Breezley, Vive's Operations Coordinator, the center provides a connection with each caller, educates them on Vive's parenting products and therapeutic services, and describes the heart-center, relationship-based philosophy of Vive. Representatives also provide callers with valuable information and professional guidance. The Vive Customer Care Center line, 866-645-1781, is free to call and open during business hours from 8 am to 5 pm MST. For additional information on this new service contact Vive or visit their website.

**SAVING TEENS IN CRISIS COLLABORATIVE ADDS BOARD MEMBERS** - (December 17, 2009) Saving Teens in Crisis Collaborative, Sudbury, MA, is pleased to welcome Jim Dredge, Paul Lavallee, Les Mann, and Rich McKinless to our Board of Directors. Jim Dredge is the former President and Chief Operating Officer of Aspen Education Group, Paul Lavallee is a former software industry entrepreneur and a volunteer Board member of Webster Place Recovery Center, Riverz Edge Arts Project for at risk teens, and the Roger Williams University Gabelli School of Business. Les Mann is a sales and marketing executive and served on the Board of the Alldredge Family Foundation and Rich McKinless, CPA, is a partner at the international accounting firm KPMG LLP, in addition to serving as Board Chairman of the Alldredge Family Foundation.

**SPOKANE MOUNTAIN OPENS** - (December 21, 2009) Beth Ragland, Spokane Mountain, Elk, WA, 256-682-8690, announced the opening of Spokane Mountain, a new addiction program for 18-28-year-old males. The program is a minimum seven-month stay and works with all types of addictions. Spokane Mountain was created by L. Jay Mitchell and Dennis Thompson, who also created the SUWS Adolescent Program in the early 1980's. For more information on this new program, contact Beth Ragland.

**BRIDGES ACADEMY HAPPENINGS** - (December 21, 2009) Joan McOmber, MFT, Executive Director at Bridges Academy, Bend, OR, 888-283-7362,

announced Charity Leese, a graduate from the Willamette University Master's program, has joined Bridges as their new Science and Math teacher. In addition, Jeff Wenger, who has taught Social Studies, Government and History at Bridges for the past six years, has begun his popular Outdoor Adventure class again. Jeff's class is part of our experiential education program and builds on the natural connection our teens have with fly fishing, snow exploration (snow shoeing, snowboarding, and avalanche preparedness), rock climbing and further exploration and photography of the wonderful natural environment of Central Oregon.

**DR. HAMMOND JOINS ALPINE ACADEMY** - (December 22, 2009) Janet Multitalo, Program Director at Alpine Academy, Erda, UT, 800-244-1113, announced Dr. Clark Hammond has joined the Clinical team at Alpine Academy. Clark has served on the faculty in various capacities at the University of South Dakota, Brigham Young University, and Oregon State University, and has worked with individuals, couples, families, and businesses through his private therapy and consulting practice.

**BROMLEY BROOK ISSUES STATEMENT** - (December 22, 2009) David G. Hans, PsyD, Executive Director at Bromley Brook School, Manchester Center, VT, 866-537-2702, issued a statement: A male staff member of Bromley Brook School has been charged with inappropriate relations with two female students." Bromley Brook School takes an allegation of this nature very seriously and has zero tolerance for the alleged behaviors". The staff member in question had a clean background check and we can confirm that he is no longer employed by the school.

**SOCIAL NETWORKING NOT AFFECTING ACADEMICS** - (December 23, 2009) University of New Hampshire research concluded "students who heavily engage in social networking do just as well academically as students who are less interested in keeping in touch with the medium."

**FISH RETIRES FROM MERIDELL** - (December 28, 2009) Janet Fish, Community Liaison for Meridell Achievement Center, Liberty Hill, TX, announced she will be retiring as of January 1, 2010 and Wendy Hercliff, LCSW, will be the customer service representative for education consultants and private programs for Meridell. Janet wishes to share that the times shared, friendships made and successes which she has enjoyed have been an extraordinary part of her life and they have been times she will never forget. Wendy Hercliff can be reached on her cell phone at 512-517-2019.

CONTINUED: SNH/ 14

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**BRADLEY JOINS SILVERADO ACADEMY** - (December 28, 2009) Denise Westman, Director of Development at Silverado Academy, Panguitch, UT, 435-676-8482, announced Staci Bradley has joined the team at Silverado Academy in the Admissions department. Staci has worked with adolescents and their families for the past thirteen years. She may be reached at 801-910-9329.

**NEWS FROM MONTANA ACADEMY** - (December 29, 2009) Carol and John Santa, Founders of Montana Academy, Kalispell, MT, 406-755-3149, announced Dr. David Long has just completed his first block as a science teacher at Montana Academy. Dr. Long holds a Ph.D. in chemistry from the California Institute of Technology and was a Post-doctoral Fellow in the Department of Chemistry and Biochemistry at the University of Colorado. Prior to joining Montana Academy, Dr. Long was a research professor at Montana State University. He has published extensively in scientific journals and has articles and photographs published in reputable magazines and newspapers such as: the New York Times, the National Geographic Adventure Magazine, Big Sky Journal, and Montana Magazine.

**PARENT/CAREGIVER-INITIATED TREATMENT FOR MINORS** - (December 30, 2009) Erik B. Callison, President of the Board of Directors and Spokesperson for Washington Dads, 360-959-9155, announced the Washington Division of Public Behavioral Health and Justice Policy hosted a free symposium regarding the age of consent for Mental Health Treatment for Minors in Washington State, held in Seattle, WA in January. For more information about the symposium or Washington Dads please contact Eric Callison.

**VENTURES IN PEACE PLANS FOR 2010** - (December 31, 2009) Steven and Elissa Rookey, Founders of Ventures in Peace, Lolo, MT, 406-273-4273, announced some new plans for their program in 2010. They plan to set-up Equine Therapy Programs - Part 1 of trainings to begin in June, periodic Wilderness First Responder Courses to be added to our curriculum for interested students, the addition of a wall tent or yurt at the top of our mountain will be available for solo retreats after the winter is over and a increase of tuition for all new students from \$4,000 a month to \$4,500 a month.

**THREE SPRINGS ACQUIRED** - (December 31, 2009) Aida Porras, VP Marketing for Three Springs, 256-880-3339 x222 shared Sequel Youth and Family Services, announced the acquisition of Three Springs, Inc, located in Huntsville, AL. This acquisition will extend the company's geographic footprint with the combined companies operating 22 programs across the country. Paint Rock Valley, located in Trenton, AL and Auldern Academy, in Siler City, NC will add private educational and therapeutic programming to Sequel's continuum of service. Leadership in these programs will remain unchanged. For more information on this acquisition contact Aida Porras.

**WILLIAMS-ANESI LEAVES CORAL REEF ACADEMY** - (January 2, 2010) Yolanda Williams-Anesi, Parent Liaison for Coral Reef Academy in Samoa, has left the school in January and wishes everyone to know how much she has loved the opportunity of working at Coral Reef for the last two years. Yolanda's duties will be handled by Sally Grevel-Lameko, the Education Director for the time being.

**MERIDELL ACHIEVEMENT CENTER WELCOMES WENDY HERCLIFF** - (January 3, 2010) Wendy Hercliff, LCSW, RPT has joined the team at Meridell Achievement Center, Liberty Hill, TX, as the Community Liaison. Prior to working at Meridell, Wendy spent the last eight years at Seton Shoal Creek, Austin's acute psychiatric hospital, as a social worker there; and, later, as the social work supervisor, then for two years at Meridell as a PRN therapist. You can contact Wendy at 800-366-8656.

**NEWPORT ACADEMY OPENS MALE RTC** - (January 4, 2010) Jamison Monroe, Jr., Founder, Newport Academy, Orange County, CA, 949-887-0242, announced Newport Academy has opened a gender specific, residential treatment program for adolescent boys who struggle with substance abuse and co-occurring disorders in Orange County, CA. This boys program is an addition to their already operating, residential, girls program and is led by addiction treatment icon Dr. David Smith, past President of the American Society of Addiction Medicine and Past Medical Director, California State Department of Alcohol and Drug Programs.

**COLUMBUS GIRLS ACADEMY PRESENTS STAY SHARP** - (January 6, 2010) Rebecca Boone, Intake Coordinator at Teen Challenge Columbus Girls Academy, Seale, AL, 334-855-3695, announced students from the academy recently presented an anti-drug presentation called Stay Sharp to 350 local high school students. Stay Sharp is a hard hitting, high energy, drug prevention presentation and video designed to educate students on drug and alcohol abuse and the consequences of their choices.

**WINTER NETWORKING LUNCHEON** - (January 6, 2010) Benchmark Transitions, Northwest Academy and RecoveryView.com/Villareal and Associates hosted a winter networking luncheon for Educational Consultants, licensed professionals and program representatives in January. The luncheon featured guest speaker Dr. Sheri Denham (with

The Amen Clinics) who spoke on: "Applications of Neuroscience and Addiction Treatment for Daily Clinical Practice"

**KOTTER JOINS NEW HAVEN** - (January 6, 2010) Ashley Auchterlonie, Director of Marketing- InnerChange, 214-272-6880, announced Irene Kotter has joined the admissions team at New Haven RTC, Spanish Fork, UT. Irene began working at New Haven in 2004, most recently as Lead Supervisor for the Rosa Parks House.

**DR. VOGEL DIRECTOR OF COUNSELING AT FFS** - (January 6, 2010) Jeff Brain, VP for External Affairs at Family Foundation School, Hancock, NY, 845-887-5213, announced Mark P. Vogel, PhD has been named Director of Counseling. A veteran clinical psychologist, Dr. Vogel has worked as a consultant with the school since 2007. Dr. Vogel graduated Rutgers University, received an MA from the New School for Social Research and a PhD from Duke University. He succeeds retiring director Susan Runge, LCSW-R, SSW, who has held the post since 2006, and who will continue to counsel students on a part-time basis.

**NEW HAVEN WELCOMES KOTTER TO ADMISSIONS** - (January 6, 2010) InnerChange is pleased to announce that Irene Kotter has joined the admissions team at New Haven, located in Spanish Fork, UT. Irene began working at New Haven in 2004, most recently as Lead Supervisor for the Rosa Parks House. "Irene's experience working directly with students and families at New Haven and her passion for helping families regain hope makes her a perfect fit for this role", commented Dustin Tibbitts, Executive Director at New Haven. To learn more about New Haven contact Ashley Auchterlonie, Director of Marketing- InnerChange at 214-272-6880.

**NEW HAVEN JOINS AACRC** - (January 6, 2010) New Haven, Spanish Fork, UT, an InnerChange program, joined the American Association of Child Residential Centers (AACRC) after New Haven's Executive Director, Dustin Tibbitts, LMFT attended a national AACRC conference in October 2009. AACRC's mission is to provide a powerful national voice for residential treatment through leadership, advocacy, and the promotion of best practices. For more information, please visit their website.

**NEW HAVEN SIGNS SAMHSA INITIATIVE** - (January 6, 2010) New Haven RTC, Spanish Fork, UT, 801-380-4367, announced Executive Director, Dustin Tibbitts, LMFT, has officially documented New Haven's support for the Substance Abuse and Mental Health Services Administration's (SAMHSA) Building Bridges Initiative, which works to build bridges between residential and community based service delivery providers, families and youth.

**ECHO SPRINGS GRADUATE SHINES** - (January 7, 2010) Lisa Sutton, Admissions Advisor at Echo Springs Transition Study Center in Bonners Ferry, ID, 888-688-3246, shared a December graduate, Randy, currently has a 4.0 GPA at North Idaho College (an improvement over the 1.8 cumulative he had before coming to Echo Springs) and has chosen to participate in the optional Phase Out portion of the Echo Springs program for the next few months where he will live independently but have continual support with one on one staff mentoring and the option to engage in activities with Phase Two students. In addition, Randy remains involved in the community as the chairperson of the Thursday evening AA meeting (Coeur d'Alene chapter). [www.echosprings.com](http://www.echosprings.com)

**WINGATE HIRES COHEN AND SCHRUNK** - (January 7, 2010) Brad Matheson, Admissions Director/Partner of WinGate Wilderness Therapy, Lehi, UT, 800-560-1599, announced the addition of two new therapists to the WinGate team. John Cohen has worked with adolescents for much of his career. He spent 18 years working in the juvenile prison system providing assessment and counseling services to adolescents and their families. He also worked as a wilderness therapist at Wilderness Quest in 2007 and most recently at Open Sky Wilderness. Tracy Schrunck, LCSW, has been working with adolescents and emerging young adults for the past 11 years as a Licensed Clinical Social Worker. Tracy received her BA in psychology with honors from the University of Iowa where she also competed for the volleyball team and obtained her Master's Degree in Social work from Our Lady of the Lake University in San Antonio, TX.

**FRIENDS OF FAMILIES NEWS** - (January 7, 2010) James Powell, PhD and Brandi Elliott, Founders of The Friends of Families with Children in Crisis Foundation, Lake Arrowhead, CA, 951-317-3151, want to share that the Foundation has been blessed with numerous donations which continue to enable them to assist families in crisis and thanks all for the continued support. The Foundation is a non-profit corporation designated as a 501(c)(3) charitable organization. For more information or to make a donation please contact Jim or Brandi or visit the website.

**SILVERADO ACADEMY TO HOST FIRST PARENT WEEKEND FOR GIRLS** - (January 8, 2010) Silverado Academy in Panguitch, UT, will host its first Parent Weekend for girls and their families on February 25 and will maintain tradition by holding the beginning meetings off-site at Ruby's Inn Resort. The new girls' program officially opened its doors in November 2009. To learn more contact Denise Westman, Director of Development at 435-676-8482.



**NEW HAVEN ANNOUNCES FIRST ONLINE AUDIO LIBRARY** - (January 8, 2010) Dustin Tibbitts, LMFT, Executive Director at New Haven RTC, Spanish Fork, UT, 801-380-4367, is excited to announce an industry first – the first online library of short audio clips about treatment. New Haven has uploaded a brand-new audio feature to its website, called Sound Advice which offers over 100 short audio clips about critical treatment issues and diagnoses. Please view this new addition to the website.

**LANE FEATURED IN NATIONAL MAGAZINE** - (January 8, 2010) Will Laughlin, Monkeybranch, LLC, Boulder, CO, 919-428-0050, shared that he wrote an article on Bill Lane that was featured as the lead article in January in the national magazine, Tonic. The article was part of a series entitled, “Living for a Living,” which profiles individuals with lives or careers that are strikingly authentic, passionate, and purposeful. The article traces Lane’s incredible journey from heroin addict to mental health professional and describes the youth transport profession.

**EMDR AT SORENSON RANCH** - (January 11, 2010) Sorenson Ranch School in Koosharem, Utah announced Sorenson Ranch will now be utilizing Eye Movement Desensitization and Reprocessing (EMDR) as a form of therapeutic treatment in working with students who have experienced trauma. EMDR is based on a simple technique that gets both the left and right sides of the brain working while the student recalls the traumatic experience. With the facilitation of the therapist, the teen is able to work through the trauma. To learn more contact Layne Bagley at 800-455-4590.

**NEWS FROM ELEMENTS WILDERNESS PROGRAM** - (January 12, 2010) John Karren, Admissions Director at Elements Wilderness Program in Huntington, UT, 801-505-8481, shared some of their newest program developments, which include: the continuing use of “The Seven Challenges” program, which is now also used as a training model and simple frame work for their Field Mentors to facilitate, ensuring that effective substance abuse counseling is happening throughout the week. In addition, Elements has added Dialectical Behavioral Therapy (DBT) skills training to the core curriculum of their clinical program. For more information on Elements, please call or visit their website.

**ELK MOUNTAIN ACADEMY CELEBRATES 16 YEARS** - (January 13, 2010) Elk Mountain Academy, Heron, MT, 406-847-4400, has just celebrated their “Sweet Sixteen” birthday. Founded by Carl and Loretta Olding in 1994, Elk Mountain Academy is a small therapeutic boarding school for young men ages 14-18. They are full members of NATSAP, NAAS and approved by SEVIS. Carl wishes to thank everyone for all the support they have received over the last 16 years.

**NEW FILM ABOUT YOUTH RECOVERY FROM ADDICTION** - (January 15, 2010) Jack V. Sinclair, Oklahoma City, OK, 405-842-2334, has recently released a new documentary style video, that reveals the progression of drug and alcohol addiction from the early stages of experimentation through the death defying bottom to the spiritual enlightenment of recovery. Taking six to nine months to earn the trust of many of the young people featured in this video, Jack filmed 30 hours of footage which was then reduced to a 44 minute video that is winning praise from treatment centers, parents and adolescents. This film is distributed by Hazelden and with Films for the Humanities and Sciences. To learn more, contact Jack Sinclair.

**WILDERNESS THERAPY SYMPOSIUM CALL FOR PAPERS** - (January 15, 2010) The Eighth Annual Wilderness Therapy Symposium will be held September 24-26, 2010 in Boulder, CO. The call for papers deadline is March 8, 2010. For more information about the Symposium, visit the website.

**SUMMIT ACHIEVEMENT CLINICIANS ATTEND HARVARD TRAINING** - (January 15, 2010) Adam Tsapis, Admissions Director at Summit Achievement, Stowe, ME, 800-997-8664, announced Summit Achievements’ Clinical Director, Will White, and Therapists, Daryl Fraize and Nichol Ernst, attended a multi-day training at Harvard Medical School focused on Autism Spectrum Disorders. The training presented the latest research and treatment choices for adolescents and adults with Autism and Asperger Syndrome.

**LITTLE KESWICK TEACHER WINS AWARD** - (January 15, 2010) Terry Columbus, Director at Little Keswick School, Keswick, VA, 434-295-0457 ext 14, shared some exciting news that one of their teachers, Chanon Juhl, has won the “Margaret Shepherd Teaching Award” which is an annual recognition of a teacher who works with special needs students and is employed by a school that is a member of The Virginia Association for Independent Special Education Facilities (VAISEF). Chanon has taught at Little Keswick for eight years and holds a Masters degree with endorsement in Emotional Disturbance and Learning Disabilities and works with the youngest LKS boys, ages 9-12 years old.

**WEST RIDGE ACADEMY YOUTH SPREAD CHRISTMAS CHEER** - (January 15, 2010) Wendy Ballard, Communications for West Ridge Academy, West Jordan, UT, 801-282-1000, shared that students attending West Ridge Academy had the opportunity of putting on a musical Christmas program for the residents at a local care center. The program was created and

directed by the youth themselves. Some of the highlights included a couple of gifted soloists, a narration of the Christmas story found in Luke 2, and some group performances of various traditional Christmas hymns. They performed beautifully! Students performed on two separate occasions, with the girl’s performing the first week and the boy’s performing the next.

**EXCITING NEWS AT NEW LIFE ACADEMY INTERNATIONAL** - (January 15, 2010) Greg Del Valle, Executive Director at New Life Academy International, Lakeland, FL, 863-647-1944, announced several exciting things happening at New Life Academy. New Life Academy is the first “Teen Challenge” International program in the Southeast region to become fully-accredited. Also, the new Rugby season for the girls begins January 2010 in Central Florida. In past years, the all girls team has been Florida State Champions (2007), beaten the University of Miami team (2008), the Georgia State Champions (2008), and were invited to the 2008 Southeastern Regional Championship. And New Life now offers a medical loan option to help ease the costs for parents with troubled teens in need of help. The school is also the only Teen Challenge program that offers this loan to parents. Contact Greg Del Valle for more information.

**ASPEN RANCH EXPANDS FAMILY PROGRAM** - (January 16, 2010) Kristen Hayes, Communications Director of CRC Health Group, 949-589-1765, announced Aspen Ranch in Loa, UT, has recently launched a two-day training featuring an introduction to equine therapy for parents, where parents learned how to be more effective with their teens using horse relationships as their model. This new addition is part of the comprehensive family program Aspen provides in addition to their quarterly Parent Week conferences.

**CEDAR SPRINGS ADDS PATRIOT SUPPORT CENTER** - (January 18, 2010) Andrew R. Laning II, CM Sgt, USAF (Retired), Executive Director of Military Affairs, Psychiatric Solutions, INC, 719-213-3628, 800-888-1088 announced Psychiatric Solutions, Inc (PSI) has launched Patriot Support, a PSI initiative to provide quality care to service members and their families across the nation to deal with the stresses of war. Cedar Springs Hospital is one of eight facilities, designated as Patriot Support Centers. Charles H. Dukes will head Patriot Support Center at Cedar Springs Hospital. Charles Dukes, MD, the Director of Military Psychiatry at Cedar Springs is a Major in the U.S. Army Reserve who has been deployed to Iraq.

**VISTA TREATMENT CENTER ACCEPTS 18 YEAR-OLD MALES** - (January 18, 2010) Memory Dixon, Owner and Admissions Director of Vista Treatment Center, Magna, UT, 801-910-5901, announced as of January 2010, Vista Treatment Center will now be accepting male students ages 18-19 into Residential Treatment. This provides older adolescents with the opportunity to continue full-time care, even after their 18th birthday. Call Memory for more information.

**NEW SCOUTMASTER AT FFS** - (January 20, 2010) Scott Cole, global and US history teacher at The Family Foundation School, Hancock, NY, 845-887-5213, has been named scoutmaster for FFS Boy Scout Troop 174. Cole, himself an Eagle Scout, has been active in the troop since 2007 when he joined the FFS faculty. He replaces former staff Bruce Hutchison as troop leader. Scouting has been a popular extracurricular activity at FFS since 2006 when Troop 174 was organized on campus. Nearly 100 boys have participated in troop activities, including several who were scouts at home. To date five boys have earned Eagle Scout status while enrolled at FFS.

**FFS INTRODUCES VEGETARIAN MENU** - (January 20, 2010) Rita Argiros, PhD, VP Administrative Affairs at The Family Foundation School, Hancock, New York, announced that the school now offers a separate vegetarian menu for the growing number of students and staff who don’t eat meat. The new menu went into effect on February 1 and includes meatless versions of the regular breakfast, lunch and dinner fare, balanced to provide essential nutrients. Like the regular menu, the vegetarian menu will rotate every six months to take advantage of spring/summer and fall/winter fruits and vegetables.

America’s future will be determined  
by the home and the school. The child  
becomes largely what is taught,  
hence we must watch what we teach it,  
how we live before it.

~ Jane Addams



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