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## STRUCTURE, FREEDOM, AND CONSEQUENCE

By: Lon Woodbury



"The more we control a child's environment, the freer he or she becomes."

At first glance, this seems a paradoxical statement, especially in our era of emphasis on rights and individual freedoms for all. The statement does make sense, however, when considering the child with behavioral/ emotional problems.

The out-of-control child has often claimed the freedom to do anything he/ she wants. This claimed freedom, with no sense of responsibility or accountability, often results in disapproval, conflict, and failure. The child usually has no idea of the source of the problem.

This out-of-control child is only freed from this downward spiral when he/ she learns actions have consequences, and this lesson is best taught through a structured environment where consequences are clear.

Learning the lesson of cause and effect through a properly structured environment, the child (or adult) is then free to pick the consequences he or she wants. Without learning this lesson, a child's (or adult's) life is controlled by events and circumstances beyond his/ her direct control, and the child's life is anything but free. The ability to predict consequences is the basis of civilized behavior, and teaching that ability is not only what good parenting is about, but is also what emotional growth schools and programs are about.

Professionals in the emotional growth school and program field talk a lot about structure. Schools and programs are frequently categorized based on how tight the structure is, and students are often referred by educational consultants based on how much structure the child needs in order to learn how to be a responsible adult.

The mirror image way of looking at this is to ask how much intervention is needed. For example, a child who is totally out of control needs much more intervention and structure created for him/ her than the child who is only under-performing at school. There is a point where the structure or intervention needed by a specific child is beyond the capability of the home, and this is when a residential structured school or program must be found.

Structure is the rules, regulations, laws, agreements and understandings a person lives with. Exactly what they are defines the kind of community or society a person lives in.

When child professionals talk about a tight structure, they have in mind an environment so constructed that consequences of actions are immediate, consistent, and appropriate. In a tight structure, the choices a child must make are obvious, and consequences are clear.

A properly developed structure usually allows the consequences to be natural and thus more easily accepted by the child. This has obvious advantages over a structure depending on punishment and rewards from an authority figure. The reason being is any authority figure can be rejected by the child as arbitrary or playing favorites, and sometimes this is deserved. It is the quality of clear, obvious and natural consequences that has made responsible wilderness programs so popular in recent years.

American society has a definite structure. It is a relatively loose structure that assumes each person has an adult level of maturity, based on an ability to predict the consequences of choices and actions.

In our free society, the people's ability to make good choices is what the founders of this country referred to as self government. They actually maintained that our system of limited government could only work as designed if the citizens maintained a high level of self government, i.e. an adult maturity to choose good consequences.

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## STRUCTURE

The range of possible choices of a person living in American society is almost infinite. But, the mature person will avoid certain choices because he/ she wants to avoid the probable consequences.

The range of possible choices is wide even for American adolescents who are still legally responsible to the restrictions set by their parents. The relative looseness of this structure (freedom), and the range of possible choices, is unfortunately a fertile field for an adolescent tending toward manipulation, dodging personal responsibility, and into thrills and instant gratification.

It is the manipulative child who needs intervention to help him/her learn how to protect themselves from unwanted, and sometimes deadly, consequences. They need to learn, from personal experience, how to make constructive choices rather than self-

destructive choices, and why choices are important. It is the child who is psychologically intact, but making apparently "irrational, self-destructive decisions", that caused the founding of many of the emotional growth schools and programs. Although these schools and programs have counseling and some of the elements of treatment centers, the primary purpose is to help the child grow up to age appropriate behavior by helping them LEARN how to make better decisions, rather than to simply CURE them.

All children need to grow emotionally, and most attain that emotional growth, and the ability to benefit from freedom, through family living. For those teenagers who missed the original lessons in how actions have consequences and need another try, the emotional growth schools and programs were created.

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## WHAT IS HAPPINESS?

By Rosemary McKinnon

Parents who are visiting Montana Academy for the first time and sitting down for lunch with our students often remark to me that our students appear to be "happy." This seems to take them by surprise. Perhaps this surprise makes sense when we remember that most adolescents who come to Montana Academy associate being happy with pot, partying and hooking up, none of which are permitted on our campus. Why then are they happy and what is going on here?

There is a lot of focus on happiness these days and researchers seem to be falling over themselves to figure out what it is and how to maximize it. Their studies have created a new discipline in the social sciences called Positive Psychology. One of its foremost researchers, Martin Seligman, suggests in his recent book "Flourish" that happiness is "pleasure combined with deeper feelings of meaning and purpose - a positive mood in the present and a positive outlook for the future." Other scientists have found that certain elements are crucial for human happiness: pursuing meaningful life goals, scanning the world for opportunities, cultivating an optimistic and grateful mindset, and holding onto rich social relationships. Feeling that we are in control of our lives drives well-being and performance. Drawing on these ideas, Shawn Achor, author of "The Happiness Advantage," lays out seven principles that fuel performance and success at work, focusing on retraining our brains not to get stuck in patterns of stress, negativity and failure and to capitalize on opportunities including our social networks.

Eric Weiner, a former correspondent for NPR, set out to explore the world to find out whether different countries and cultures set the stage for different degrees of happiness in their populations. His journey is portrayed in "The Geography of Bliss" (2008). He starts his journey in the Netherlands where he visits a professor of happiness studies who runs the world database of happiness. He does not find him to be a particularly happy person. Weiner goes on to visit nine other countries. Memorable among these, at least for me, is Bhutan, which I visited in 2004. Here the former King Wangchuck famously floated the idea of a "gross national happiness" policy to supplant "gross national product." Weiner was told that the GNH is a goal and that it is about "knowing your limitations: knowing how much is enough; all happiness is relational" - it is a collective endeavor. I found easy to love Bhutan at least in part because it shared some physical traits with Montana: remoteness, rugged mountains and a sparse population. King Wangchuck wisely

limited tourist access to this small remote Himalayan country squeezed between India and China, as well as limiting access to television and social media. He and his descendants controlled media from the outside world in an attempt to cushion and preserve a traditional way of life radiating out from dzongs (administrative and monastic complexes) cloistered in valleys beneath lofty peaks, and respect for a deeply rooted Buddhist culture. No wonder then that 90 % of Bhutanese who study abroad forsake western style incomes and return to their county.

A year ago the British Prime Minister, David Cameron, started a national happiness index. The UK office of national statistics conducted an on-line debate about the nature of happiness. Beyond the usual unquantifiable importance of love, friendship and family relationships, the British public listed bird song, knowing themselves, the environment, responsible pet ownership, contributing to society, getting out in the wild and reading Socrates (Roger Cohen, NY Times, 12 March 2011). Clearly people need something beyond the material for fulfillment, but how do we put a value on things that don't have a price tag, like open space, security and release from pressure?

Happiness seems to be one of those things that we know when we see it and yet it is also ephemeral, hard to pin down and even harder to engineer. Weiner notes that "where we are is vital to who we are." By this he means not the physical context, although this may have some bearing on one's state of mind, but that the cultural environment matters. Certainly I remember vividly when I first visited American suburban sprawl in the East Bay of California that I wondered how anyone could live there and, similarly some years later when we moved to northern Texas, I took one look at the flat landscape and cried. I, for one, am deeply affected by the nature of the landscape around me as well as finding a sense of community.

So what is it that our students experience when they arrive at Montana Academy? With rare exceptions our students have all attended wilderness programs and have begun to attune themselves to nature, whether or not this was something that gave them pleasure in the past. But these students are by no means solitary nature lovers. At this stage of their lives, whether or not they want to admit it, they crave the fellowship of their peers. Here on this remote ranch they find themselves in the company of 70 boys and girls, day and night, all with a common purpose - healing ruptured relationships and growing up. And they enter a community which welcomes them, embraces them despite their struggles or even because of them and can't wait to get to know them. Additionally it is rapidly clear to them that we anticipate a successful outcome to their difficulties and that there are many

students on campus who have invested in their therapeutic work and feel good about themselves so they have every reason to be hopeful. Far from feeling banished from home they are generally relieved to be in an environment where they think that they can succeed. One student put it succinctly, "I don't like it here, but I love it here." This summer one of our graduates finished college and returned as an intern. He has been speaking with visiting parents and told me yesterday that he loves to do this because he believes in what we do and sees how much it helped him.

Recently I met with a new student a few days after his enrollment and found him to be unusually gloomy about the world and his place in it. He described his state of mind to me, telling me that the world was overcrowded, polluted, irretrievably damaged and therefore hopeless and not worthy of his effort. He was experiencing a true existential crisis about the state of the world and his place in it, leading to deep depression. I knew that I was unlikely to make any headway in changing his mind but recommended to him that he simply make an effort to invest in the relationships with his teammates and adults on his treatment team, feeling confident that if he could begin to do so his state of mind would change and his depression begin to lift.

In the end too much emphasis on personal happiness can create problems. We will not always be happy and we need to teach our children to tolerate difficult emotions and states of discomfort. Instead of worrying about ourselves we need to cultivate the capacity to know and value others. Happiness should not even be the goal. Richard Weissbourd suggests in his persuasive book *The Parents We Mean to Be* that parents who worry about their kids' happiness are missing the opportunity to help them to grow up as good people. Good people are not necessarily happy but they are likely to find meaning and purpose in their lives. I cannot say this any better than an Englishwoman, Margaret Storm Jameson, who lived and wrote in Yorkshire in 1891: "Happiness comes of the capacity to feel deeply, to enjoy simply, to think freely, to risk life, to be needed." With a little luck we may suddenly notice that we are feeling happy while we are engaged in doing something else!

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## INCREASED STRESS PUTS MORE TEENS AT RISK

By: Ginny Grimsley

Adolescence is difficult in the best of times. It's doubly stressful for kids today; they're experiencing the same worries and insecurities as adults in this troubled economy, and with far fewer coping skills. From families struggling with joblessness and foreclosure to increasing competition for college admissions to the normal fears associated with impending adulthood, they're particularly vulnerable.

"Teens who are overwhelmed by stress often are unable or unwilling to ask for help," says noted psychologist Dr. Gregory L. Jantz, ([www.drgregoryjantz.com](http://www.drgregoryjantz.com)), author of *When Your Teenager Becomes...The Stranger in Your House*.

"But the longer they continue to flail and struggle emotionally, the greater the chance they'll develop more serious problems like

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## STRESS

clinical depression, generalized anxiety disorder, dependence on alcohol or drugs and, sadly, suicidal tendencies,” Jantz says. “It’s up to parents and other adults to recognize when a teen is struggling and intervene.”

So how do you know when typical teen characteristics, such as moodiness, have moved beyond “normal?” Jantz offers these tips:

- Arguing is normal; constant anger is not. Sometimes teens argue just to argue. It allows them to let off steam, express their displeasure about life in general and test boundaries. The occasional dramatic meltdown is to be expected. But it’s not normal for a teen to be angry and hostile all the time, constantly fighting and yelling.
- Withdrawal from parents is normal; pulling away from family and friends is not. Expect your teen to start pulling away from you – unless she wants something – and occasionally from their friends, as well. Sometimes, they just need to pull back for a few days, even from friends. But when they appear to isolate themselves for weeks, spending weekend after weekend alone in their room, they may be struggling with depression. Socializing with friends is one of the first things to go as depression sucks the joy out of life.
- Anxiety is normal; feeling constantly overwhelmed is not. Teens have a lot to be anxious about – the prospect of independence is both exhilarating and terrifying, so some worrying is to be expected. But a teen who seems to be, or says he is, struggling daily with stress needs help. Two types of kids are especially vulnerable to developing generalized anxiety disorder, a heightened, constant state of anxiety: The worker bee perfectionist who crams his schedule with activities, responsibilities and tasks, and the kids who worry so much over anything, they can’t get anything done.
- Being upset for days after a bad experience is normal; more than two weeks is not. Teenagers tend to react dramatically when things go wrong – their boss chews them out, they fail a test, they get in an argument with their sweetheart. Adults know from experience that these things aren’t the end of the world and all will be well again, but teens lack that perspective. It’s normal for them to be in a bad mood about it for a few days, but to dwell on the problem for more than two weeks indicates they’re struggling.

The most recent data available, which is about 3 years old, puts suicide as the third-leading cause of death for teens after unintentional injuries (such as car accidents) and homicide, according to the National Alliance on Mental Illness. More than 2 million teens attempt suicide each year.

“I suspect new data will put suicide as the second and possibly even the leading cause of death for that age group, because depression is the biggest risk factor,” Jantz says. “We’re seeing more teenagers suffering from depression in recent years because of the economy and overstimulation by technology.”

Visit [www.aplaceofhope.com](http://www.aplaceofhope.com) for an online survey to see if you or your teen is showing signs of depression (click “Depression” and then “Depression Survey” in the drop-down menu)."

**About Gregory L. Jantz, Ph.D.:** Gregory Jantz has more than 25 years of experience in mental health counseling and is the founder of The Center for Counseling and Health Resources, near Seattle, Wash. The Center, “a place for hope,” provides comprehensive, coordinated care from a treatment team that addresses medical, physical, psychological, emotional, nutritional, fitness and spiritual factors involved in recovery. He is the best-selling author of more than 20 books on topics from depression to eating disorders.

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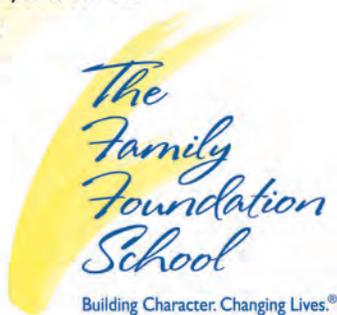
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Visit by Kristie Campbell, BS Psy, IECA, June 21, 2012

We arrived on the campus of Academy at Sisters in on a warm, summer afternoon in June. Having given very little announcement of our pending visit, we found that many of the girls were off campus at the time, however we were able to meet with two young ladies in the upper levels of the program, observe several ladies in Phase II, and briefly talk with one young lady who was just transitioning into Phase II on the day of our visit.

Chesley Strowd and Denise Kelly-Simpson, both in Admissions, met us upon arrival for a brief overview of the Academy. Academy At Sisters is a therapeutic boarding school for girls ages 14-17 at admission, though many choose to stay when they turn 18. Typically, some have run away, chosen poor peer relationships, have poor boundaries, academic decline, are truant, have drug and alcohol issues, continually put themselves in dangerous situations, and are beyond parental control. Often, students are diagnosed with ADD/ADHD, depression, anxiety, PTSD and are struggling with issues related to adoption, oppositional defiance, promiscuity, inappropriate computer use, shoplifting, etc.

One thing that stood out to me in this meeting was the amount of staff meetings that occur at the Academy. Daily, staff communicates with each other to offer a complete team approach for each girl. Everyone knows what's happening with each girl so there is no room for manipulation or miscommunication.

After a little while we met with Dr. Julie Schneider, Licensed Psychologist and Clinical Director of the program. Julie explained the therapeutic component of Academy at Sisters. Therapy at the Academy is based on a cognitive behavioral model where pro-social skill development occurs through positive reinforcement, and

accountability. They believe that thinking, emotions and behavior are all related, so negative thinking brings about negative emotions which bring about negative behaviors. At the Academy, girls learn how to evaluate their thinking and self-talk and find appropriate, positive ways in which to deal with situations in addition to attending DBT groups for specific skills in these areas. Because everyone is so intimately connected to each other, everyone (staff, parents, students, etc.) constantly monitors and contributes to the positive change in behavior of all the girls.

Academy at Sisters also realizes the student isn't the only part of the family problems. Julie explained the parent component where parents are provided a set number of parent coaching sessions to help them grow and become the parents their daughter's need them to be. Parents also participate in weekly calls, visitations, traditional and equine family therapy sessions upon request, and quarterly there are parent workshops to attend.

After our discussion with Julie, Rick Buening Academic Director came in to explain the Academic component. He had probably the most impressive part of the program to discuss with us. A unique and invigorating part of Academy at Sisters is their one-room school house philosophy. All the girls work together through a proficiency-based academic model that has proven effective at helping students discover who they are as learners. Each girl's assignments in a particular class are tailored to her level of academic skill; however her class project is the same as the other girls with opportunities to utilize her unique skills and talents to show proficiency (i.e. photography, art, acting, research, etc.). There are

many experiential learning opportunities both on and off-campus along with community service learning projects (i.e. Habitat for Humanity). Each girl creates a portfolio of her projects which she later presents to a panel consisting of teachers, students she invites, Academic Director, her parents, Treatment Coordinator, home therapist, Educational Consultant or other community members. They will also Skype in any members who are unable to attend! During this process, she must present the evidence from

her portfolio explaining why she feels she earned the grade she's proposing. There is a discussion with the panel members and student which leads to the grade issued based on Oregon standards. Later the students have the opportunity to attend the local high school to practice the skills they've learned in a more realistic setting while

CONTINUED: **ACADEMY AT SISTERS/ 6**



## ACADEMY AT SISTERS

receiving the continued support of the Academy.

Girls go to school year-round with trips and short breaks in between their school sessions. As they near the upper levels of the program, they are also able to apply for and obtain jobs and attend college courses. Equestrian therapy is also an option and girls participate in community service projects. The girls participate in many recreational activities as well.

After we met with the staff, two girls came in to sit and talk with us about the program. We asked the girls to take us on a tour of the facility, which they gladly did. We were impressed with their openness to share as they walked us around the campus.

We left the admissions office and walked into the main front door of the lodge. I felt as though we'd walked into a large garden as we entered the house. There were plush house plants enveloping the entry, which then opened up into a large lounge called the "Great Room". From the Great Room we traveled down a hallway to the Phase I rooms. I stopped a few minutes in one of them as I noticed a girl packing up her things to move. I learned that she had just successfully completed Phase I and was moving to Phase II in another part of the house. She was excited and eager to get moved. As we left this area, we walked through the lounge and into the large kitchen/ dining area. There were large tables where the girls eat family style as one big family. During their stay, the girls have opportunities to do things as a group (activities, meals, recreation, volunteering) as well as plan their own activities and volunteer opportunities as they gain more independence and responsibility. We stayed and watched a Phase II group sitting at their table going over community discussions and planning before we headed toward the academic building.

Because school was out for activity, the school house was locked and I could view it from the large wall of windows. The school is a large one-room school house setting where all the students attend class together. The large open room consisted of tables and chairs, and computers lined the outer walls. We next toured the cabin for Phase II students. Rooms are tidy but definitely left to the girls to keep cleaned. Each area was personalized with knickknacks from home and appropriate pictures and motivational posters. After we left this cabin, we walked out and met the horses with the girls.

I was impressed with the way the girls candidly talked about themselves and some of the things they struggle with, not only issues that led to their placement in a therapeutic school, but also the issues they still struggle with although they were in upper levels of the program. I hadn't asked the girls the typical consultant questions, but they felt comfortable enough with me and their program, and confident enough in themselves, that they openly shared with us.

Our last stop on campus was Phase III & IV. At this phase of Action/Maintenance in the model of change, the students practice their skills in more realistic settings as they go on home visits, attend the local high school if appropriate, volunteer at a place of their choice, or play high school sports. They have more independence, and may possibly earn the

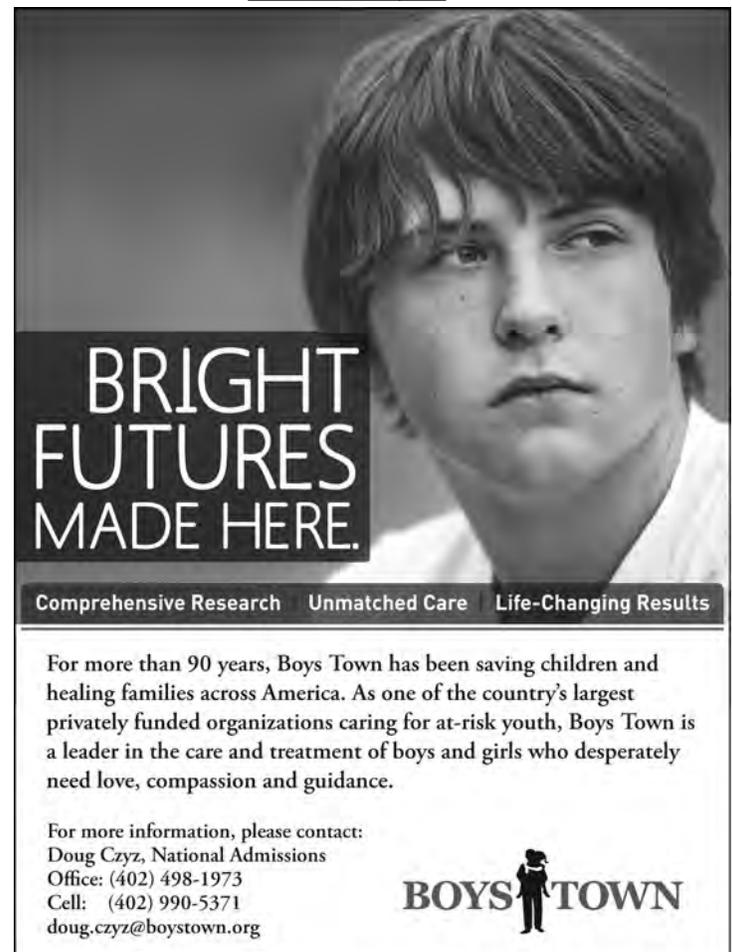


privilege of having a cell phone, holding a job, attending a local high school and/or attending college courses. Basically, the students at this point are in the transition phase of the Academy and depending on their age, may be working toward returning home, or to a traditional boarding school or joining the Pathways program.

If the student is 18 and has graduated the program, she may have the opportunity to be in Pathways where she is working on transitioning into full independence.

After touring the campus with the girls, we returned to the Admissions Department and said our goodbyes. We had had a good visit and although many girls were off campus on activity, we were able to get a good picture of the program. We were impressed with the academic component as well as with the girls we met.

Kristie Campbell is the youngest daughter of Lon and Denise Woodbury. She has worked for Woodbury Reports, Inc. as an intern and a consultant since 1999, working her way up to Assistant Director of the company. Kristie graduated from Explorations Wilderness in 1993 and Mission Mountain School in 1994. She has written articles for the Woodbury Reports Newsletter based on her experiences, has visited numerous schools and programs, attended and presented at IECA and NATSAP Conferences and is the editor of the Parent Empowerment Handbook, Woodbury Reports Newsletter, and Strugglingteens.com. Kristie graduated with a BS in Psychology in 2011. Member: APA, IECA, Affiliate Member NATSAP. 208-267-5550, [kristie@woodbury.com](mailto:kristie@woodbury.com).



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Visit by: Lon Woodbury, August 22, 2012

Driving onto the Starr Commonwealth campus is much like entering a park. The 350 acre campus is very green (at least it was while I was there), and the trees, lawn and even the lake are very well maintained. Sprinkled around the property are multiple buildings with varying functions which are all very well maintained. The buildings include an old two-story Victorian building that was the original building when Starr Commonwealth was founded in 1913, many historical brick buildings that date back to the first half of the 20<sup>th</sup> century, and several modern buildings. All are being used and each has specific functions oriented to helping kids. The overall initial impression is one of calm peaceful harmony.

Starr Commonwealth serves many youth populations. Montcalm School for Boys and Girls is the newest program developed by Starr Commonwealth, established in the year 2000 as a private parent-choice program. The Montcalm students have full use of all the extensive facilities such as an indoor pool, sensory Integration room, gymnasium, Chapel-in-the Woods, High Ropes course, Climbing Wall,

music rooms, racquetball courts, exercise room, and a state-of-the-art outdoor track. The lake is used for canoeing and fishing. Great care is taken to have a minimal interaction between the Montcalm students with the other populations, so the Montcalm students have an experience that is separate and unique to them. The parents of course are communicated with regularly, and are welcome to the campus to visit their child regularly.

During my tour, I had the chance to observe and interact with the students. They presented pretty much as typical teens. They seemed to be engaged, friendly, smiling mostly, and seemed to know what they needed to do at Montcalm and were busy going about that while socializing and enjoying being teens. From what I saw they seemed to feel safe, both physically and especially emotionally.

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## MONTCALM

The goal of Montcalm is to normalize the students experience and give them the sense of a home away from home. From what I saw, the school is successful at achieving that environment for them.

Starr Commonwealth has almost a hundred year history of working with teens in trouble, and they are applying that experience to their private parent-choice students enrolled in Montcalm. They have learned a lot through adjusting to the dynamics that are different from public placed students (the difference primarily coming from the active role parents assume in being the decision makers in placement and tuition payment at Montcalm).

The school offers a full academic program which can result in a high school diploma from Montcalm, or they work with the student's home school district to prepare the student to receive a



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diploma from their home school. The school offers a broad range of specialized individual academic support to meet the academic needs of students from remedial work to earning college credits for advanced work. Two important aspects were explained to me. First, academics are uninterrupted, showing the high importance given to classes. Second, teachers are an integral part of the treatment team and have an equal say with all the other members of the treatment team. There was not a hint of teachers taking a back seat like happens at some other schools. The newest aspect of Montcalm is what they call Outside In™. This is a specialized social skills program especially designed to help youth on the Autism Spectrum. The primary goal of this is to specifically help those students "learn to self-regulate their emotions and learn coping skills that allow them to overcome missing sensory cues." Although helpful to many students, the Sensory Integration Room is designed to help "students

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who are hyper-or hypo-responsive to environmental stimuli....” This is especially vital for many students on the Spectrum.

The Sensory Integration Room was explained in detail by the Occupational Therapist who was the teacher there and, with all I could see, it looked like a fun room, and especially would look that way to kids. The other interesting conversation I had was with Jeff Cornhill, the Director of Music and Arts. He emphasized the value of the Arts in helping students get in touch with traumas they had undergone, when verbal means are inadequate. He emphasized the philosophy of the school is what they call “Deep Brain Learning” and music and the other arts are one of the best ways a student can access deep hurtful memories. As an example of how powerful the Arts can be in healing troubled souls, he showed me a YouTube video of a song composed and performed by two students. Called “I’m Living Proof,” this was two girls telling their story using music as a tool. You can view this for yourself and if you aren’t impressed at how it brought their talent and personal story out and send shivers up your spine, maybe you could use a sensitivity session in the Sensory Integration Room.

<http://www.youtube.com/watch?v=nz8qIDHkdWO>

The focus of Montcalm School is strength-based, and they have rejected an approach that attempts to just fix deficits, feeling this can be counter-productive or at least ineffective. Their clinical model is what they call “Consilience,” explaining this is drawing on the best research from many disciplines. The reasoning is that when practice-based techniques from many disciplines converge, you are more likely to be closer to the truth. They explain that the result is helping



children through “strength-based, child-centered and built around practice-based evidence from successful child care traditions and professional experience.” They have been doing this for years, and feel that their understandings are confirmed by “emerging research in behavioral health and neuroscience.”

Perhaps the best way to understand their child philosophy is to read the book “Deep Brain Learning: Pathways to Potential with Challenging Youth.” Published by Starr Commonwealth and co-authored by Dr. Larry K. Brendtro, PhD, a past president of Starr Commonwealth and pioneer of Positive Peer Culture, Dr. Martin L. Mitchell, current president of Starr Commonwealth, and Dr. Herman J. McCall, former Executive Vice President of Starr Commonwealth, the book provides a rationale and explanation of their understanding of children and how to heal those with problems. They were kind enough to provide me with a copy, and reading it gave me a good insight into the philosophy that informs their work with children.

I have to say that I was very impressed with what I saw and heard, and recommend that for the right child it can be a perfect match.

## CHERRY GULCH

Emmett, ID  
Andy Sapp - Executive Director  
208-365-3437  
[Drsapp@cherrygulch.org](mailto:Drsapp@cherrygulch.org)  
[www.cherrygulch.org](http://www.cherrygulch.org)

Visit by: Kristie Campbell, BS Psy, IECA, on July 21, 2012

We arrived at Cherry Gulch mid-morning on a hot July day. A couple kids were playing basketball on an outdoor court and a couple

staff members were discussing plans with some visiting parents when we arrived. Cherry Gulch is located on a hill overlooking Emmett, ID, and the view from the top of the property is breathtaking.

We walked up to the main lodge and escaped the desert heat into the coolness of the administrative building. Dr. Andrew Sapp was waiting for us to begin our tour of his amazing program for young boys. The lobby of the office was filled with backpacks, sleeping bags, and other camping gear. Several boys were preparing to go on a camping trip with their parents and there was an exciting buzz around campus.

We were introduced to all the therapists on staff. Therapists at Cherry Gulch are all PhD or Masters level, and each carries an average case load of eight students. Also on staff is a licensed psychiatrist. All staff utilizes The Anatomy of Peace method for conflict resolution, which was on display on the walls of the conference room when we visited. This method is a great tool for teaching loving ways of resolving conflict for the boys and families at Cherry Gulch.

As we walked, Dr. Sapp explained the student who would excel at Cherry Gulch. Boys are age 10-14 at admission. They often struggle with issues surrounding abuse or neglect, adoption and/or relationship issues. Often there is emotional dysregulation like anger, anxiety, grief and loss, and boys struggle with low self-esteem and a myriad of other issues. Dr Sapp explained that there are two basic types of boys at Cherry Gulch, those who won’t, the more defiant boys, and those who can’t, those with possible learning and functioning issues.

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CONTINUED: CHERRY GULCH/10

## CHERRY GULCH

We left the office area and headed toward the living quarters. The cafeteria is on the same floor as the offices and the first set of dorms is on the upper level of the main lodge. Rooms are dorm-style with 8-10 boys per room. The dorms were tidy, as would be expected considering each dorm has a picture of what a clean room should look like hanging on the wall in plain sight.

A major goal of the staff at Cherry Gulch is to teach boys how to self-regulate their behavior through positive reinforcement. Not only does staff do this through example, but they also use a token economy system where boys can earn tokens for good behavior and then redeem those tokens for amenities, activities and special trips. Boys also have the free will not to cooperate, which of course

removes the defiance of the authority factor. If a boy does act out, he has to pull a healthy habits card out of a deck of cards the staff carries, which must be completed before he can participate in any activity. This system was impressive to me; something I would consider for my own household. Dr. Sapp referred to it as Positive Parenting with a Plan, replacing negative/ bad habits with good/ healthy habits.

Parent involvement is a critical component to the program so parents typically see their children quicker and more often than at other programs. The parent program directly parallels their son's program, keeping the treatment and progress consistent throughout the process. Parents are even encouraged to make their own set of

healthy habits cards for their homes to reinforce the concept, which also shows each boy that the changes he makes in himself while at Cherry Gulch will be lifelong.

Cherry Gulch has quite an extensive list of activities and trips offered throughout the



CONTINUED PAGE 11

## 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.]*

### WENDIGO LAKE EXPEDITIONS

South River, Ontario, Canada  
Stephen Glass, Executive Director  
705-386-2376

[admissions@wendigolake.com](mailto:admissions@wendigolake.com) | [www.wendigolake.com](http://www.wendigolake.com)

Wendigo Lake Expeditions is a residential, experiential wilderness therapy program for males ages 13 to 18. The program assists young men address challenges such as substance abuse, anger, anxiety, conflict, and academic underachievement.

Executive Director, Stephen Glass, has been with the program since 1996 in a variety of capacities. He was previously employed through Child Welfare Services as well as Coordinator of Community Services for Emmanuel United Church. He holds a BA in Political Science from Laurentian University. Dejan Duric, the Residential Services Program Manager, has been with the program since 1988 and has held the position of Program Manager since 2000. He graduated from Seneca College in Outdoor Recreation.

Wendigo Lake Expeditions Project REACH (Responsibility, Effort, Attitude, Community, and Honor) program is an adventure based therapeutic program aimed at helping at risk boys. Residents participate in individual, group, and family counseling along with wilderness expeditions, challenge activities, and academics. The curriculum of the program uses a holistic approach to help residents set and meet goals in the areas of behavior, mental health, fitness,

and academics. The on-site school is operated in cooperation with the Near North District School Board and helps residents earn credit and develop academic skills. Staff and therapists meet regularly to assess student's progress and make recommendations as to new goals or approaches to address.

The program operates year-round and also provides a separate program, Project DARE for youth in custody.

*[This information came from the Wendigo Lake Expeditions website.]*

### GOULD FARM

Monterey, Massachusetts  
Donna Burkhart, Director of Client Services  
413-528-1804 ext 14  
[dburkhart@gouldfarm.org](mailto:dburkhart@gouldfarm.org)  
[www.gouldfarm.org](http://www.gouldfarm.org)

Gould Farm is a well-established and unique private, non-profit residential therapeutic community originally founded in 1900 by William J. Gould, a visionary and pioneer in social reform. Situated on 630 acres, 500 which are designated as a "Model Forest", Gould Farm is for adults ages 18 and over, who are coping with mental illness, including: schizophrenia, bipolar disorders, schizoaffective disorders and depression. With an average length of stay running from six to nine months, Gould Farm also offers a continuum of care

CONTINUED: GOULD/12

year, to help motivate the boys to succeed. From trips around the US, to trips abroad, students get to earn credits studying in the real world. Every week is packed with additional opportunities for off campus sports and activities and boys stay motivated to participate. Just a short list of this year's trips for students includes a trip to Utah, London, Yellowstone National Park, and the Oregon Coast.

I noticed as we walked through the dorms that many of the boys had religious symbols and bibles. This diversity was impressive. Students have the opportunity to worship as they choose. There are many religions and boys learn respect each other's views.

The other critical component at Cherry Gulch is the academic component. As we walked through the school, Dr. Sapp introduced us to the teachers, all certified and two of which are Masters Level. We also met several boys who came up and introduced themselves freely. They were interested in interacting with us, excited to show us their classrooms.

The school is separate from the living areas so it feels more like a typical school program, and there is a separate building specifically for music classes. Students can earn credits in all the core classes, can take foreign language, and can join academic clubs, like the mathletes and robotics.

We ate lunch with the boys who welcomed us and eagerly asked us about who we were and shared about themselves. Two boys were actively into competitive bike racing and were the top racers in the



community. Another was interested in photography and technology. After lunch, more parents and families started to arrive and boys busily finished their after lunch chores to be with their families.

I felt as if we could have hung around all day but alas it was time for us to head to our next appointment. I am very impressed with the

staff and facilities at Cherry Gulch, as well as with the program itself on so many levels. Of course there are so many more dynamics to this program than I can cover in one short visit report, but if Cherry Gulch sounds like it might help someone you know, call them, schedule a visit and thoroughly check them out.

Kristie Campbell is the youngest daughter of Lon and Denise Woodbury. She has worked for Woodbury Reports, Inc. as an intern and a consultant since 1999, working her way up to Assistant Director of the company. Kristie graduated from Explorations Wilderness in 1993 and Mission Mountain School in 1994. She has written articles for the Woodbury Reports Newsletter based on her experiences, has visited numerous schools and programs, attended and presented at IECA and NATSAP Conferences and is the editor of the Parent Empowerment Handbook, Woodbury Reports Newsletter, and Strugglingteens.com. Kristie graduated with a BS in Psychology in 2011. Member: APA, IECA, Affiliate Member NATSAP. 208-267-5550, [kristie@woodbury.com](mailto:kristie@woodbury.com).

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## GOULD

facility in the Boston area available to guests who have completed the program on the farm.

Executive Director of Gould Farm is William Johnson; Stephanie Branca is the Clinical and Program Director of the Boston area programs and Forestry Manager is Bob Rausch, who has been with the Gould Farm for over 30 years. All guests are assigned a member of the clinical team, who provides one on one therapy, coaching and case management from guests arrival to transition planning and departure. In addition, clinicians work in collaboration with the residential and work team staff.

This working farm provides a family like community, where everyone works together to operate the organic garden and farm; an on-site bakery, maple syrup operation and the forestry and grounds team, a beginning point for new arrivals. Here guests (as they refer to the clients) learn basic job skills that include punctuality and team work in addition to getting to know their surroundings. Other work programs include the farm, where guests take care of and maintain the many animals including cattle, hens and pigs; harvesting hay and all aspects of running a farm. The kitchen team prepares food three times a day for all, learning and using the produce and products grown on the farm and the maintenance team helps to maintain the 35 buildings on the farm in addition to learning skills needed for independent living.

Socialization is important for growth and the farm provides ample opportunities for guests to interact with trips to museums, the movies and theater, bowling and camping, in addition to shopping trips, transportation to religious services and "on farm" activities including art, music, dance, writing and poetry reading and classes and workshops of interest.

*[This information came from the Gould Farm website.]*



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Mason, OH

Kathleen Neher, MSW, LSW, Admissions Contact  
513-536-0537

[Kathleen.Neher@lindnercenter.org](mailto:Kathleen.Neher@lindnercenter.org) | [www.lindnercenterofhope.org](http://www.lindnercenterofhope.org)

Lindner Center of Hope, founded in 2008, offers a private pay, short term residential program for patients 18 and over who struggle with mental health and addictive disorders, who face difficulties at school, work or home due to addictions, are experiencing increasing behavioral crisis or at a standstill with their current treatment plan.

Lindner Center is accredited by The Joint Commission for Behavioral Health Care, licensed as a residential facility by the Ohio Department of Mental Health, certified by the Ohio Alcohol and Drug Addiction Services and a charter member in the National Network of Depression Centers (NNDC). Paul E. Keck Jr, MD is President and CEO of Lindner Center of Hope and University of Cincinnati College of Medicine, the Craig and Frances Lindner Professor of Psychiatry and Neuroscience and Executive Vice Chairman of the Department of Psychiatry. Susan L. McElroy, MD is Chief Research Officer at Lindner Center and the University of Cincinnati College of Medicine, Professor of Psychiatry and Neuroscience. Both have extensive research in Bipolar Disorder and are well published authors on the subject in leading medical journals, textbooks and scientific papers.

Patients begin their stay at Sibcy House with extensive diagnostic testing, including psychological and neurological tests in addition to a medical assessment. Based on findings, patients begin their individualized treatment plan that includes individual and group therapy, cognitive and dialectical therapies, and specialty tracks for



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patients diagnosed with depression, eating disorders, anxiety disorders, obsessive and compulsive disorders, CBT, addictive disorders and co-occurring psychiatric disorders, in addition to OCD exposure and response prevention, sexual addictions and impulse control disorders.

Patients have access to an onsite fitness center and gym, yoga and supervised exercise, expressive and recreational therapies and many pathways and sidewalks that meander through the 36 acre, park like setting that Lindner Center of Hope is situated on.

*[This information came from the Lindner Center website.]*

## EAGLE QUEST: A HERO'S JOURNEY

Las Vegas, Nevada

Jon Shute, PhD, Director

702-396-4193

[jshute@hjprogram.com](mailto:jshute@hjprogram.com) | [www.herosjourneyprogram.com](http://www.herosjourneyprogram.com)

Eagle Quest of Nevada is a nonprofit organization for male and female clientele, age's infancy to early childhood needing a safe family environment in a foster home program, day treatment services, therapeutic services, high adventure activities or their new four stage adventure program: The Hero's Journey. The Hero's Journey is for at risk youth, ages 11-18, who struggle with substance abuse, involvement with criminal activity which may include gangs and drugs, school disruptions, truancy, poor grades and lack of school credits, out of control behaviors at home or in the community, the need for parental guidance and home structure.

Eagle Quest was founded in 2003 by Ray and Leslie Tippetts. Sarah Hopcia is the Program Supervisor and Jon Shute, PhD is the Director of The Hero's Journey program. Eagle Quest has recently partnered with Blueprint Education which has aligned the program content to the Nevada State Educational Standards, whereas students are now eligible to earn up to 1.0 credit for physical education, 0.5 credit of health and 0.5 credits of English.

The Hero's Journey offers students the opportunity to "shed their old identity" and achieve positive thinking and self confidence through weekly therapy, service projects and intense physical activity that includes hiking, backpacking, climbing and other mountaineering courses. This combined with the academic work allows students to build on positive goals including: leadership, trust and teamwork, responsibility, accountability and respect for themselves and others.

*[This information came from the Eagle Quest website and their brochure.]*

## EASTWOOD CENTER

Logan, UT

Lindy Smith, Director of Admissions

435-713-7777

[lsmith@mhsinc.org](mailto:lsmith@mhsinc.org)

[www.mhsinc.org/eastwood-center](http://www.mhsinc.org/eastwood-center)

The program is an adolescent residential program for boys and girls ages 13-17. Most of the adolescents in the program are having difficulties in the home, community, and school due to emotional and behavioral problems. The program serves up to 20 youth and it is with a 9-12 month average length of stay. Located in the Cache Valley community of Logan Utah, Eastwood Center offers a caring and safe environment to meet and address the specialized needs of each youth.

The Eastwood Center is owned and operated by Mental Health Systems, Inc. They are a not-for-profit organization founded in 1978. The program is licensed by the State of Utah, the Department of Human Services, and a member of the National Association of

Therapeutic Schools. While the children are in the residential program, their educational services are provided on site by Logan River Academy. The school is accredited by State of Utah and the National Association of Accredited Schools. James M. Lepanto, MFT is the Senior Vice President of the Mental Health Division of the company. He has administrative responsibility for MHS's diverse funding and service delivery portfolio for Child, Adult and Family Mental Health programs throughout California and Utah. Lindy Smith is the Director of Admissions for the Eastwood Center.

The Eastwood Center provides a comprehensive array of services specifically designed to meet each client's needs. They offer individual, group and family therapy, co-occurring treatment for mental health and substance abuse, individualized treatment interventions that specifically meet the unique needs of each youth and successful family and community reintegration. To enhance the clinical benefits of treatment they use expressive and recreational therapies and activities. Some of these activities may include art, yoga, music, and organized sports.

*[This information came from the Mental Health Systems, Inc. website]*

## BOW CREEK RECOVERY CENTER

Caldwell, Idaho

DonMedrano Tennison MSW, MAC Executive Director

888-505-1969

[dtennison@bowcreekrecovery.com](mailto:dtennison@bowcreekrecovery.com) | [www.bowcreekrecovery.com](http://www.bowcreekrecovery.com)

Bow Creek's addiction treatment programs serve men and women 18 years of age and older. Their programs are specialized consisting of thirty, sixty, and ninety days of treatment and recovery support. All of the programs are specifically designed for the client's particular addiction problem and structured to your individual needs to ensure that you get the help and support you need.

Bow Creek Recovery is a fully licensed addiction treatment program and is located in of Caldwell, Idaho. The counselors at BCRC hold Master's degrees and have worked in the field of addiction for many years. They provide multilevel approaches combining various treatment modalities in order to create the strongest likelihood for pos-

itive change, resulting in long-term sobriety. They are able to offer a very thorough addictions treatment. The services include Intervention, Medical Detox, Substance Abuse and Alcoholism, Treatment, Gambling Addiction Treatment, and Co-occurring Disorders such as depression, and anxiety. They use an enhanced version of the 12 – step program with holistic treatments designed to heal body, mind, and spirit.

At Bow Creek Recovery Center provides a relaxing and therapeutic environment in a very intimate setting. They have a small number of clients and are able to provide each client with a significant amount of individual attention as well as the privacy of a small therapeutic environment. Family support services and individual and group therapy are available and they focus on cognitive self-change, holistic Approaches, and Addiction Education. BCRC's extensive Aftercare Plan and Alumni programs are included with every addiction treatment program we offer.

*(This information came from the Bow Creek Recovery Center website.)*

## BLUE LIGHTS, SLEEPLESS NIGHTS

By: Jeanette Spires

Those of us who are of a "certain age" can remember a time when we patiently wrote a letter and waited at least a week for an answer, even if we considered the matter urgent. What a contrast with the life we live now, where information careens through our heads, way too much of it at one time, and we find our attention drawn in several directions simultaneously. Can anyone name a time in human history when so much has happened to a culture in such a short time (other than the Black Plague, of course.)

Counseling with families when an educational change is needed has also brought new clients. There is a population of students who used to be cared for within families and taken to the homes of adult friends and relatives because of a lack of peer social life. Video games have replaced Aunt Mary, and a new kind of social isolation masquerading as social interaction has replaced an outing with Papa. This student is brought in because he or she is no longer going to school on Wednesdays, or indeed not doing work at all, choosing instead to check in with comrades in a war game, or building a website with shockingly lush photos of a lonely girl.

One of the first concerns from a parent frequently begins with, "He is not sleeping enough, and I can't get him up in the morning for school." Sleep research on teens has been available for several years, and some wise schools have pushed back their morning start to

enable those final sleep hours to do their restorative and growth work on the teenage brain. On the other hand, what if the student is staying up way too late for any kind of healthy lifestyle? Enter the researchers at the Lighting Innovations Institute at John Carroll University to help with this dilemma. The solution is so simple that one may be surprised that academic research was needed at all. Think about Benjamin Franklin's "early to bed..." adage. Humankind evolved in a world of biochronicity that involved daylight and dark. And what color dominates daylight? BLUE! The blue sky is all around us—keeps us nicely awake, and stimulates our thinking. And what color is often dominant in electronic backgrounds, TVs, computer screens? BLUE! The researchers at John Carroll proved that blue light prevents the timely arrival of melatonin, and doesn't that make all kinds of sense? When we're up and outside under the blue sky, as our ancestors were, we are not supposed to be sleeping!

The solution is shockingly simple: Blue blocker glasses. Putting on glasses that block blue light in the evening will enable the body to adjust its circadian rhythms to a more natural timeline. It is even suggested that there will be an improvement in ADHD symptoms and sleep disorders. Blue blockers can be found in a wide price range, starting at Wal-Mart and ending up with your fancier kiosks in the mall. Kudos to John Carroll for telling us something that we could have figured out ourselves if we'd just made a few logical connections.

**About the Author:** Jeanette B Spires is an Independent Educational Consultant, and founder of Jeanette B Spires & Associates located in Lake Forest, IL. For more information, contact her at 847-22-34-7211 or [Jebspi@aol.com](mailto:Jebspi@aol.com), or visit her website at <http://jeanettespires.com/>.

## SEEN N HEARD...

**CALO Begins Facility Expansion:** CALO is expanding their facility adding a building that will house more students and a NBA size gym to include basketball and volleyball courts, classrooms and a canine facility. During the groundbreaking ceremony, students spoke of the impact that CALO has had on their lives. "They come here to put their lives in order," Huey said. 866-459-1362

**Treadaway Joins BCA:** Boulder Creek Academy welcomes Reid Treadaway as the Director of Admissions and Business Development. Treadaway is taking over the admissions role from Brandi Elliott who was acting as the interim admissions director for Boulder Creek Academy. Elliott will continue to serve in her role as the director of admissions and business development for Northwest Academy. 208-267-7522

**Benchmark Transitions Celebrates 19 Years:** Benchmark, a residential transitional living program for young adult men and women, providing clinical treatment, recovery, aftercare, education, and life skills, is proud to announce its 19-year anniversary. 800-474-4848

**Parlett Visits Woodbury Reports:** Mark Parlett recently stopped by the Woodbury Office and had his picture taken by the sign. The reason for his visit was to discuss his new position with Great Lakes Educational Consulting, and to catch up on industry news. 847-441-8911

**Compass Rose Endorsed By Townsend:** Compass Rose Academy announced its endorsement by Dr. John Townsend, a nationally

known organizational consultant, psychologist and author of 26 books on relationships, growth and parenting. A national thought leader in counseling and therapeutic care best practices, Townsend cited Compass Rose's balanced approach to treating clinical issues and nurturing character growth as one of the most compelling qualities of the residential treatment center for troubled teens. 317-509-5968

**FFS Students Complete Summer Wilderness Expeditions:** This summer, students from The Family Foundation School got to return to wilderness through a summer-long program designed and facilitated by therapist and Dean of Admissions Jeff Brain. The expedition enabled the students to re-experience wilderness and re-connect to what they learned there by performing many of the traditional activities, including cooking their own food, doing solos, building shelters, calling standing groups (or the like), hiking (up to 11 miles a day), journaling, playing pelt and of course, busting fire! 845-887-5213

**Pacific Quest Partners With Murphy:** Pacific Quest is pleased to partner with one of the best family therapists in the nation. Jen Murphy, MEd, LPC will offer Parent Coaching Services for families in need of individualized parent support, coaching and counseling services. 808-937-5806

**Center For Discovery Opens In Edmonds and Bellevue:** Center for Discovery is proud to announce the opening of its newest residential eating disorder treatment homes in



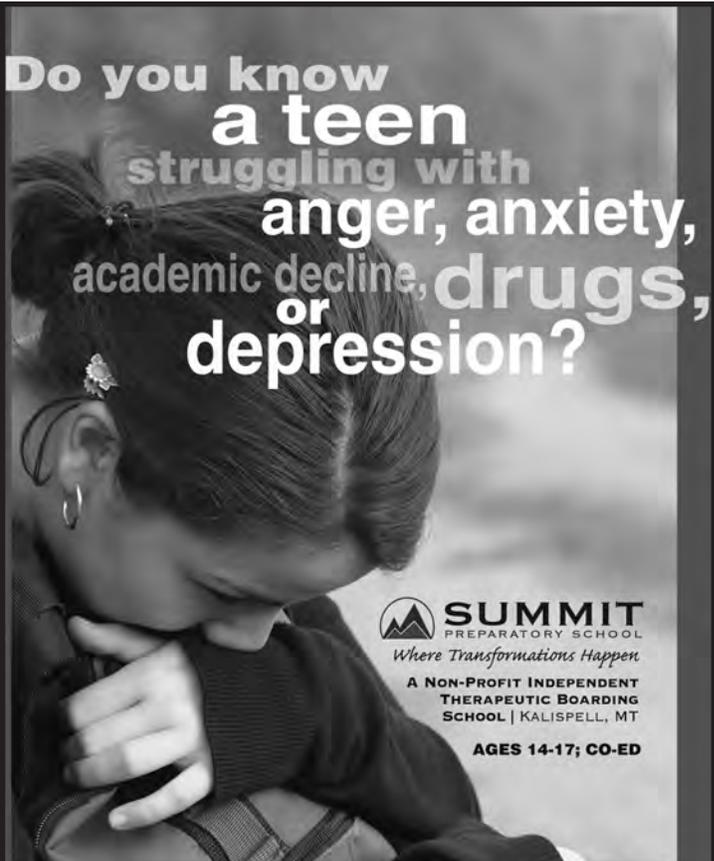
Edmonds and Bellevue, Washington. Center for Discovery focuses on treating women with eating disorders as a primary diagnosis and the issues surrounding the eating disorder. 562-881-9886

**Boys Town Named In Top 100:** Boys Town has once again been named one of America's Promise Alliance's 100 Best Communities for Young People presented by ING. The national award was given to Boys Town to recognize its outstanding and innovative work in addressing the high school dropout crisis and for its programs and services that make it an outstanding place for youth to live, learn and grow. This is the sixth year Boys Town has received this award. 402-498-1973

**Grove School Launches STEM Program:** The Grove School is partnering with Byron Academy to provide young women with exposure and engagement in science, technology, engineering and math (STEM), a national education priority. The partnership is part of a national pilot program, which is offered at no-charge to Grove School or its students. There are over 40 girls enrolled at Grove, and each one will be invited to participate in the Byron Academy program. 203-245-2778

**Helping Kids With Habits Elders Never Had:** An epidemic of teenagers hooked on smut has spawned a burgeoning new industry - live-in porn camps to help kids kick the habit. An epidemic of teenagers hooked on smut has spawned a burgeoning new industry - live-in "porn camps" to help kids kick the habit. Newly founded Mount Pleasant Academy, based in central Utah, has opened its doors to school-age boys struggling to control their online pornography obsession, while the nearby Oxbow Academy has expanded to a second campus to accommodate rising enrollments. Oxbow director Stephen Schultz said the camps are

CONTINUED: SEEN N HEARD/ 16



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## SEEN N HEARD

meeting a growing need of a generation bombarded by easily accessible porn that's more graphic than ever. 435-229-1156

**Condolences To Pasadena Villa and Moffatt Family:** We would like to recognize the passing of Mary Moffatt in Admissions at Pasadena Villa. Mary lost her battle with Cancer in July. 407-982-0099

**Pasadena Villa Announces Staff Changes:** Pasadena Villa has added a Utilization Management Coordinator to our team and expanded our Intake Department! Amy Teumer, MS, LMHC has been promoted to Utilization Management Coordinator, and Hannah Millard was promoted to Intake Coordinator. 407-982-0099

**Trails Carolina Welcomes Venable:** Trails Carolina is proud to announce that Beth Venable has accepted the position of Referral Relations Director. Beth brings over fifteen years' experience as an educator and program developer to Trails, with her last six years at Cherokee Creek Boys School. She is an educator with a background in both the arts and the outdoors. 888-387-2457

**Aspen Institute Hires New Medical Director:** Aspen Institute is pleased to announce the hiring of Dr. Jeffrey Wilson, FAACP, as our full-time Medical Director. Dr. Wilson is board certified in general, child and adolescent and addiction psychiatry and has practiced in a variety of settings including New York Presbyterian Hospital, Columbia University and Phoenix House. Most recently, he has been involved with clinical research with NIDA and the DSM-V while maintaining a child and adolescent focused private practice. 877-808-3088

**Second Nature Welcomes McGuinness:** Please join us in welcoming Sarah McGuinness to the Second Nature family. Sarah has spent the last 17 years helping children and families and is excited to join the Second Nature team. She brings a wealth of personal and

professional experience and has held varying positions during that time - most notably, as the Director of Addiction Services at the Mayo Clinic in Minnesota. 801-913-3733

**Solstice RTC Announces East Coast Expansion:** Solstice East, a new Solstice expansion located in Asheville, North Carolina, is scheduled to open doors. Dr. Kyle Gillett, as Executive Director, leads the creation of this new expansion-maintaining the full integrity of the Solstice program. Applications for admission are being accepted immediately. Solstice East will share 25 acres of property with highly esteemed Asheville Academy for Girls - creating a clinically sophisticated campus upon which the needs of girls from latency through young adulthood will be met. 801-913-8795

**Montcalm School Launches Redesigned Website:** Montcalm School is excited to announce the launch of its newly redesigned website. "We are thrilled about the new website," said Kelley Jones, Director of Montcalm School. "This new web presence better reflects the breadth of Montcalm's programs and is a great representation of our school. 517-630-2434

**New Summit Academy Moves To New Campus:** As you know, it's been a long road to completing our new campus construction, but we finally moved in today! The students and staff joined forces to move to our new property. There will still be a few kinks to work out as we try out all of our new equipment and set up, but we feel fortunate to have finally made the move. Thanks for all of your support during this process! 414-921-1388

**Rosa-Dupuis And Rosa To Leave Soltreks:** It is with mixed emotions that we announce that Jen Rosa-Dupuis and Ian Rosa are leaving their positions as Clinical Support, Program Services Coordinator and Wilderness Program Coordinator. Although Soltreks is sad to see Jen and Ian leave, they are supportive of the future opportunities ahead for their family. 218-834-4607

**New Leaf Academy Completes Phase One Technology Expansion:** New Leaf Academy is pleased to announce the completion of our Phase One Technology Expansion. New Leaf Academy installed four fully-integrated presentation stations linked to Smart Board Technology, one in each of our four classrooms. Each station includes a Hitachi CP-X2015 projector, AverVision CP 135 document camera, iPad 3 and integrated laptop, linked to a Smart Board 680 electronic boards. The systems include enhanced audio. 541-318-1676

### PLACES FOR STRUGGLING TEENS™

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**Lon Woodbury, Publisher** - 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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## CONFERENCES & EVENTS

~ NOVEMBER 2012

**November 1 - 4:** 40th Annual International Conference Association of Experiential Education, Madison, WI, [www.aee.org](http://www.aee.org)

**November 2:** The Role of Family In Treatment: Presented by Newport Academy. 8:30a-11:30 PT. [www.newport-academy.com](http://www.newport-academy.com)

**November 7 - 10:** IECA Fall Conference, Independent Educational Consultants Association, Atlanta, GA, [www.iecaonline.com](http://www.iecaonline.com)

**November 10 - 17:** Mother/ Daughter Kayak Excursion in Bahamas facilitated by Kim Mlinarik. Info: Breakwater Expeditions, 208-263-0277, [breakwaterexpeditions.com](http://breakwaterexpeditions.com)