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This Handbook is dedicated to those charming, frustrating and struggling young people enrolled in highly structured private parent-choice residential schools and programs where they are learning those life lessons they for some reason missed out on in their childhood.
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WHAT CAN A PARENT DO?

What can parents do when they have an out of control child or young adult for which nothing has helped? This book is the first in a series introducing parents and child care professionals to a network of private residential parent-choice schools, programs and services throughout the country parents can take advantage of to find help for their child. This network consists of hundreds of therapeutic boarding schools, wilderness therapy programs, transport agents and independent educational consultants, all devoted to helping parents help their struggling and floundering children and young adults.

PURPOSE OF THIS HANDBOOK

The ultimate purpose of The Parent Empowerment Handbook™ series (of which this is just the introduction to the whole series in the 22nd edition), is to describe the best private parent-choice residential schools and programs and services for young people with problems and making poor decisions, and where more traditional interventions haven’t worked. The term parent-choice just indicates that the parents are making the enrollment decision instead of some professional or agency making that decision for the parent. In addition, in a private parent-choice residential school or program the parent is responsible for paying the tuition, either through paying the tuition themselves or obtaining financial help through a third party such as insurance, grants or even sometimes public funding.

The key difference from most residential schools and programs is that the parents are in charge of the enrollment, along with the agreement by the selected school, program or service. The basis of these services for those that are legal minors is it has been well established by law and court decisions that parents have the right and responsibility to enroll their child in any school they feel best fits his or her needs. Exceptions to that broad authority have been established by law. We started publishing our research results with a list like this Handbook in 1991. The first several editions were print only. A few years ago we added a digital version. This, the 22nd edition, is the first to be exclusively digital.
**INCLUSION PROCEDURE**

Inclusion of a school, program or service into THE PARENT EMPOWERMENT HANDBOOK™ is based on its reputation for safety and effectiveness through a survey filled out by highly respected private professionals. Advertising is not allowed to avoid the appearance of anyone buying their way into it. For more detail in how this survey is conducted, go to [How Does THE PARENT EMPOWERMENT HANDBOOK™ Differ from Other Directories?](#). The only criterion for inclusion is reputation and track record. The basis for this survey is peer review. In short, the decision for inclusion is based on the reputation the school, program or service has among other independent professionals who refer or work closely with them. Subsequent parts in this series will have more detail on various categories of schools, and the programs and services selected for inclusion. For a simple and full list of the schools and programs included, along with the participating Independent Educational Consultants, go to the [PARENT EMPOWERMENT HANDBOOK](#) list of schools and programs for 2013.
HELPING STRUGGLING TEENS

Raising adolescents was not considered much of a problem for ancient societies. As children, they were considered little adults and given adult responsibilities and privileges as soon as feasible (usually about the time of puberty). For the most part the girls were quickly married off and became housewives and mothers, while the boys joined the men in their work as seemed appropriate for their size and skill. Any teen angst that we know of today was absorbed into the adult culture with adult punishment if needed.

Childhood became recognized as a unique stage of life in the late middle ages in Western culture. What we now think of as the teen years was a kind of grey area. Childhood was sometimes extended but teens that acted out were punished as adult criminals. Another approach was to knock arrogance out of male adolescents by enlisting them in the military which was developed partly to make men out of boys, or sent them to sea or to the colonies for the same reason.

Urban areas in this country during the late 19th and early 20th centuries had the problem of gangs of young males (and a few females) running riot in the streets. The famous novel The Adventures of Oliver Twist by Charles Dickens describes some of what was happening in London, which was similar to what happened in the United States. The boy problem, or what we would now call Struggling Teens, was expected to be handled by the law, which included imprisonment, severe physical punishment or perhaps commitment to a mental institution.

What we would now call a teen problem was approached in several other ways in the US during the late 19th century and the early 20th century. Reform schools were established, which were basically a prison for young people. Significant public funds were expended on punishing and locking up young people, and yet the problem showed no sign of improving. As another attempt, the mandatory school attendance movement flourished at the beginning of the 20th century to redirect that youthful energy into something that was hoped would redirect these young people into a more positive direction and prepare them for adult work and life.
A backlash to the all too common punishment mentality occurred in the early 20th century. One of the best known was Father Flannigan who founded Boys Town in Nebraska in 1917. His philosophy was based on the idea that he had never met a bad boy, just those in bad circumstances such as loss of parents. This more humane approach caught on and over the years a number of other similar residential programs, both Christian and secular, were established, including later many boys ranches around the country.

However, the punishment mentality continued strong through the 20th century and up into the early 21st century with boot camps and juvenile justice facilities, all for the most part focused on compliance through punishment. In addition, by the middle of the 20th century, psychological treatment was being accepted and a large number of hospitals, residential treatment centers and drug treatment centers were established exclusively to treat teens and young people in general.

By the 1970’s, in these teen oriented mental health residential programs, scandals erupted, outcomes were mixed, tragedies occurred and insurance abuse created a crisis and lack of confidence. By 1980, a few visionaries had concluded there were very few decent facilities for struggling young people from either the mental health or juvenile justice approaches. They decided they could do better by young people through establishing their own school or program. They gambled on the desire of parents to do anything within their power to get help for their children, and established schools and programs on the basis of parent’s right to enroll their child in any school they deemed appropriate for their child.

These new schools and programs tended to avoid the punishment mentality found all too often in public or private mental health or juvenile justice facilities. They did this by establishing highly structured private schools and programs with a goal of healing and teaching rather than simple punishment. Many early schools founded this way were called Emotional Growth schools or Whole Child Education, reacting to the abuses in mental health residential programs by specifically not using therapists. They evolved by combining therapy and emotional growth, and the common current term is Therapeutic Boarding School. As the years went on, other visionaries established wilderness therapy programs through using the wilderness as a healing tool, or established Residential Treatment Centers emphasizing licensed therapists on a platform of a highly structured boarding school.
Starting in the 1980’s there was a tremendous explosion of startups with experimenting with many models and approaches. Just as there are many ways for teens and young people to fail at growing up, the variety of approaches to meet this variety of needs expanded. There are schools and programs to help with serious eating disorders, there are schools and programs to help with students without serious mental disorders but are bored or just floundering, there are schools and programs to meet the needs of young adults having trouble transitioning to adulthood, there are schools and programs specializing in chemical and other dependencies and there are schools and programs to help children with learning differences or disabilities, to just name a few categories.

Many are non-profit, and many are for profit. Each form of legal organization has its advantages and disadvantages. So far as effectiveness, every time I have compared these two types of organizations from the perspective of benefit to the students, I can see little difference in effectiveness, safety or tuition.

The survival of these schools and programs depends on the satisfaction of the parents and referring professionals. A school or program that does not do well, or has what might be preventable accidents, will tend to disappear (go out of business). I think this is superior to the all too common reaction to serious problems in public programs of increasing funding or simply fire a few people and reorganize.

**SUPPORTING PRACTICES**

**Transport Professionals**

As this network of private parent-choice schools and programs grew in numbers, many supporting professionals established practices to meet specific needs. Since many young people, especially out of control youth, resisted enrollment in anything that would change their negative life style, transport professionals became available to parents to take the young person to the school or program selected by their parents. Several dozen currently exist, and the good ones are so skilled at quickly bonding with the young person, they rarely have to lay a hand on him or her. With good transport agents, only when the young person becomes a danger to him/her-self or to others are restraints used.
Educational Consultants

There are hundreds of people calling themselves Independent Educational Consultants (IEC) whose job is to help parents find the right school or program for their child with behavior problems. When parents are confused by all the conflicting claims of programs, they can engage an IEC as a person who knows the background of all these schools and programs and can steer the parents to the most appropriate ones. Independent Educational Consultants formed the Independent Educational Consultants Association (IECA) in the 1970’s, a professional organization to encourage ethical practices in the profession. The early members helped parents find the right boarding school to enhance their child’s educational experience. By the 1980’s, they started to meet young people with behavior problems and many started to help parents place those children in what were called at the time Special Needs schools and programs (now more commonly called therapeutic schools and programs).

The purpose of a parent engaging an IEC is to obtain advice from somebody who knows the ropes of the schools and programs, how they work, what and who they are effective with, what pitfalls to avoid etc. It’s similar to the reasons for hiring an attorney or a certified financial planner. You do not have to hire any of these, but avoiding expert advice might have negative consequences.

When a parent decides to engage an IEC, they will want somebody who gives them the straight honest story, both about their relationships with those schools and programs and what really is going on at the schools or programs in consideration. The IECA has been very consistent in its ethical principles throughout their existence that to maintain membership in the IECA, a consultant will not accept money directly from the school for enrollment recommendations (some cash for kids scheme). The problem is when the consultant is paid by the school for an enrollment referral, the consultant’s temptation is to be a recruiter for the school instead of recommending for the best needs of the child or family.

If the consultant is transparent to the parents that they are being paid by the school, that’s another matter, but still, the parent will never really know if the advice is for the benefit of the child and family, or for the benefit of the consultant’s cash flow. The safest and easiest way to have an indication
about the loyalties of any consultant is if the consultant is a member of IECA. To be fair, there are some very good and ethical consultants who are not members of IECA. The next question is the fee. If the consultant tells you their service is free, then it’s almost a certainty he/she is being paid by the school and at best loyalties will be mixed. Very few if any will spend all that time helping you without being paid by somebody.
HOW TO CHOOSE THE RIGHT SCHOOL OR PROGRAM

(This was first published on my web site strugglingteens.com in 1995. All the points still apply).

One of the most difficult decisions a parent will ever make is to place an acting-out child in a residential school or program. This decision becomes necessary when a parent realizes that local resources are not working, that the child has become his/her own worst enemy by a consistent series of poor decisions, and that intensive 24 hour a day intervention is the last hope to get their child back on track. The parents usually must find the appropriate placement in the middle of a crisis created by the child's behavior, and while racked with guilt they somehow failed as parents.

This is a time when parents are very vulnerable and very confused. More than any other time, they most need someone who is ethical and will really listen to them, and understand what they and their child have been going through. All too often what they get is pre-packaged solutions. If they ask for advice from several places, they are confused by conflicting advice, each of which tends to reflect the professional's orientation. In the middle of a crisis, if the parents are listening to several independent professionals, they might be advised to put the child on medication, put him/her in a Resource Room at school, seek more counseling, try an Outward Bound course, place him/her in a hospital for observation and evaluation, and/or it's the parent's fault. No wonder parents are frequently confused and don't know what to do.

When a parent has to make a placement decision in a hurry, there are several things to keep in mind which can maximize the chances of best meeting the child's needs.

First: TAKE CHARGE. In most cases, no one knows the child and his/her needs better than the parents, even when they have made serious parenting mistakes. Professionals have valuable knowledge, experience and insights, but they can only give advice, based on their particular expertise and limited knowledge of the child. The parent, on the other hand, is an expert on their child's strengths, weaknesses and needs based on years of living with, nurturing and sharing with that child. Professionals should be seen as
valuable resources, but their advice must be evaluated and acted on by the parent based on what makes sense for the child.

In the same vein, by utilizing the opinion of experts, parents can make a valid decision on what their child needs based upon the parents years of life experience and knowledge of what is needed to function successfully in the world. The acting-out child has already proved he/she is his/her own worst enemy and is unable to make good decisions which will prepare him/her for adult life. Thus, the parent must make the decision for the child. There are two cautions. Parents should not allow the child to manipulate their placement decision, and the parents should make the decision based on love, understanding and knowledge of the child's needs, not fear, guilt or anger.

Second: **CHOICE.** The best decisions are made after comparing between at least two or three appropriate possibilities. Not only will this better educate the parents as to the range of approaches that exist to choose from, but will give the parent more confidence to stand firm if (when) their child tries to convince the parents it is a horrible place and totally wrong.

Third: **TRUST.** If a parent has plenty of research time, it would be a good idea to talk to the various appropriate state licensing Departments, check adolescent program directories in the library, get copies of the safety rules of each program the parent is looking at, call parents who have sent their child to those programs, and numerous other details to thoroughly check the possibilities out. However, many parents have to make a decision quickly and don't have the time to thoroughly check out even one program. In this situation, the answer is to find and work with professionals the parents feel they can trust.

This is both an intellectual and emotional thing. If parents feel a professional seems to really understand the individual problems of their child, it is a good sign he/she will make individually tailored advice. Also, be sure the professional is making advice in the area he/she is knowledgeable. For example, while a counselor might be very good at working with a child, that doesn't mean the counselor knows of a wide range of placement alternatives. On the same line, while an Independent Educational Consultant might be very familiar with a lot of schools and programs, it doesn't mean he/she has the insight into the problems the child is having as a therapist might. What that means is the parent needs to determine the area of expertise of each
professional, and learn from each what is necessary for the parent to make the best possible decision for the child.

In this process there are two things to watch out for. First, if the person you talk to sounds like he/she is selling something, take what they say with a grain of salt. Second, if the person has a financial tie to one or more schools or programs, be aware that some very appropriate schools might be overlooked if it is not in the financial interest of the professional to refer to them. The most likely person to put the best interests of the parent and child first is the independent professional who is paid by the parent for the recommendations.

When a parent has to make a quick decision on placing a child, a good way to make the best possible choice is a four step process. First, pick a professional (therapist, counselor, school official etc.) whose judgment and insights you feel good about, and an educational consultant who quickly picks up on the problems the child is having. Second, get the two of them to talk and compare notes. Third, call the places they recommend. One way that can help the parent make the final decision is for the parent to imagine their child there while talking to the school or program. Usually, one of the places will seem more right than the others. Fourth, make it happen in a way that is firm and still respecting the dignity of the child.
TEN COMMON MISTAKES PARENTS MAKE: When Choosing a Placement Option.

(This was first published on my web site strugglingteens.com in 2000, and has been a popular page ever since)

In the past twenty years there has been a major change in residential programs for self-destructive and struggling teens. In the past residential interventions were mostly funded and controlled by governmental agencies, including decisions as to who would be enrolled and where. What has changed is that we now have a rapidly growing network of private residential schools and programs focused on allowing parents more choices. Usually this involves parents paying the tuition, or at least making arrangements for payment through their insurance policy or other resources.

This is having the effect of empowering parents, giving them many more effective resources to turn to when their struggling child is making self-destructive decisions. These new options enable parents to intervene before a tragedy develops. With that new ability and responsibility comes the opportunity for parents to make their own decisions, which also allows parents to make mistakes rather than living with the mistakes the government officials or psychiatrists might make.

Listed below are ten of the most common mistakes I have seen parents make during my sixteen years working with parents of struggling teens. I present this with the hope that parents who are beginning to search for residential schools and programs will rethink their initial assumptions to avoid self-defeating choices.

1.) “We want a place close to home.” Just as the needs of struggling teens vary widely, so do the strengths and weaknesses of residential schools and programs. Restricting one’s search to a limited geographical area increases the chances of excluding the most appropriate places that have the best chance of being successful with your child. In effect, this tends to be settling for second best, which increases the chances of a placement not working.

2.) “We want something affordable.” The most expensive residential school or program is the one that does not work. A quality school or program that has the structure to keep on top of manipulative and contrary teens and still
be effective in changing attitudes in a non-punitive way is going to be expensive, whether the parents or the taxpayers pay the bill. Most low cost schools or programs are inexpensive because they are undercapitalized, cut corners financially, have a poorly thought out program, hire too few people and/or hire minimum wage staff. It is very risky to entrust your child to one of these places.

An exception to this is the quality school or program (usually Christian oriented) that has a large endowment or successful fund raising program, or is able to attract good staff because they consider themselves on a mission. But these occasional quality schools and programs tend to screen out the more resistant or complicated child and usually are not prepared for a highly manipulative, resistant and/or angry teen. Most parents who enroll a child in a quality Emotional Growth or Therapeutic school or program do so by making the personal sacrifice of dipping into the assets they have accumulated over the years or do as I did, take out a substantial loan or second mortgage.

3.) “We want our teen fixed.” The teen might have a problem, but the teen is not necessarily THE problem. Blaming the child is an unfair oversimplification. Sometimes the teen just needs to learn the basic lessons and attitudes necessary for growing up, which is the focus of an Emotional Growth school. Or, perhaps the teen has some kind of pathology that is more appropriately the focus of a treatment center. In either case, family relationships are an integral part of both the problem and the solution. Selecting a school or a program that is only concerned with what the child is doing while ignoring the family, is not addressing the whole problem and is less likely to provide a satisfying solution.

4.) “That school helped our friend’s child.” A friend’s suggestion is only good for obtaining ideas about successful places to check out. Odds are that the needs of your child are considerably different than the needs of your friend’s child, even if the behavior is similar. There is no one best place for struggling teens; some are simply more appropriate for your child than others. In any case, parents should not make an enrollment decision without thoroughly checking out at least three separate types of quality schools or programs to make sure they are not just selecting the first place that sounds feasible.
5. “A six month placement should do it.” Turning a child’s thinking around, or providing treatment for a child, takes as long as it takes. Experienced professionals can make a reasonable estimate of the time frame needed after getting to know your child. But, for the parent to put any kind of arbitrary time limit in advance of placement encourages the child to simply wait for the ending date without making any change. It also sets up the parent to withdraw their child when an arbitrary date is reached rather than when the needed changes have occurred. Such action reflects that the parent is thinking of their child as if he/she is a possession with a maintenance plan, rather than an individual with evolving needs. Intervening with a struggling teen is nothing like fixing a carburetor.

6. “We are looking for a military school or a boot camp.” Both the military and struggling teens have changed over the last generation. The military and military schools are more selective than they used to be; now they do not take young people with anything more than minor behavior problems. Boot camps do work with more serious behaviors after a fashion, but are based on a philosophy of changing behavior through punishment. For punishment to be effective, a child must have a grasp of cause and effect, and how consequences work. For the most part the current generations of children who are in Emotional Growth or Therapeutic Boarding schools and programs have not grasped the concept of cause and effect and don’t understand how consequences work. Punishment backfires with these children since they don’t realize their behavior had anything to do with the punishment, and are likely to assume the adult doesn’t like them. They are more likely to learn positive attitudes from firm, consistent, caring and appropriate natural consequences than they are to learn from punishment by a boot camp drill sergeant.

7. “We can trust what professionals tell us.” Every professional is human and has his/her own frame of reference. There is an old saying to the effect that “If you only have a hammer, soon everything will look like a nail.” A child psychiatrist will tend to assume therapy and medication is necessary, an Emotional Growth or Therapeutic school Admissions Director will tend to assume the child needs to be enrolled, and a therapist will tend to think their own brand of therapy is what is required. This is not to impugn the motives of these professionals, just a cautionary reminder they are human; objectivity is an ideal that is very difficult for humans to achieve. Any professional recommendation should be evaluated in context of the recognition that a
professional’s personal philosophy and obligations ought to be mediated by the real expert’s knowledge, that is: the child’s parents.

8.) “We don’t need to tell the school/professional everything our child has done.” Parents sometimes don’t tell professionals some of the worse things their child has done. This is usually an attempt by desperate parents to increase the chances of their child being accepted by a particular school or program. This sometimes gets the child enrolled, but it also increases the chances that enrollment will become a disaster when the school or program is faced with some behavior or pathology for which they are not prepared.

9.) “We will save some money by finding a school or program by ourselves without the help of an educational consultant.” This can be a false economy. A placement that falls apart can be very expensive to parents, both financially and emotionally. Anything that reduces the odds of a placement failure can save a lot of money and trauma. Parents are free to represent their own interests without calling on a trained and experienced professional in a variety of settings, for example, representing themselves in Court, facing an IRS tax audit, or enrolling their child in an Emotional Growth or Therapeutic Boarding school or program. However in each situation, the knowledge, reputation and experience of an appropriate professional can be invaluable. When parents are contemplating enrolling their child in a residential program, a qualified and experienced Independent Educational Consultant can help them clarify their needs, and share a wide knowledge of many different programs with the parent.

As a result of the Educational Consultant’s long working relationship with schools and programs, he or she is in a good position to advocate to them on behalf of the child and parents. An Educational Consultant can: help the parent avoid common mistakes covered in this article, warn parents if a quality school is having temporary problems that might negatively affect the chances of a successful enrollment at that time, and be a sympathetic and knowledgeable third party sounding board for the parents’ thoughts and concerns. If after the placement, a child’s behaviors create a crisis, the consultant is in a position to encourage the school to not give up too easily on his/her client (or in the case of a placement going bad encourage the school to advise parents to find another place), and can advise the parents how to appropriately respond to a child’s manipulations. The consultant can
also be on immediate call if the placement goes bad and another placement is needed.

If any of these situations develop, the timely advice of a knowledgeable and experienced Educational Consultant can help parents avoid wasting both time and money. There is a wide variation in the fees charged by competent and experienced Educational Consultants ranging from those who charge an hourly fee to those that work only on an annual contract basis. It pays to shop around; don’t assume that all Educational Consultants charge the same fee as the first one you call. From consultants I know fees range from $1,000 to $10,000, partly based on how many services are promised. You should not assume that all Educational Consultants are equally appropriate for your individual situation.

10.) “We don’t need to get the other parent involved.” A child needs the best possible relationship with both parents. When one parent attempts to cut the other parent out of the placement loop, not only does this deny the child’s needs, but also gives the ignored parent the motive to sabotage the placement, and gives the child ammunition to manipulate both parents. What frequently happens when both parents don’t agree on a placement is that a battle is set up between the parents, with the child and the school caught in the middle. When this battle develops, it is very difficult and often impossible for the school to help the child. With very few exceptions, a placement can be successful only when both parents agree and support the placement; or at least each parent needs to commit to not undermine the placement.

In all residential placement considerations, the needs of the child should be the top priority, with the desire on behalf of the parents to develop a better relationship with their child an almost equal priority. Other considerations, though sometimes very important, should be treated as secondary. Whether the parents’ focusing is on convenience, finances, the child’s destructive behavior, or relying on only one person’s advice, the commonality of the mistakes in this list is that the needs of the child had become secondary rather than primary. Placing anything other than the child’s needs at the top of the list of priorities increases the chances of a placement disaster or an ineffective experience for your child.
TEN COMMON MISTAKES PARENTS MAKE – REVISITED

(Written in 2007, this was an update to my original essay)

It is said that imitation is the most sincere form of flattery. If so, the essay above has been very flattered. Since its original publication in December 2000, there have been at least three instances we know of where individuals published it word for word claiming their own copyright on it. One even claimed copyright from the 1990s, before that person even got into the educational referral business.

Then there was the rash of imitators. There were essays on nine common mistakes, or eleven common mistakes, twelve common mistakes and the latest was word for word except for the title “Ten Common Mistakes Parents Make When Choosing a Boot Camp.” Many of them however, apparently lacking much creativity, used some of the same unique examples and much of the same wording. However, for the most part the changes were great enough to avoid copyright infringement.

In the meantime, for almost seven years, this essay on our site consistently receives hundreds of visitors a month, and we receive frequent thanks from parents struggling how to make sense of the wide variety of options when considering placement of their child in a residential situation for making very poor and often dangerous decisions. Obviously it has been accepted as one of the most important tools Woodbury Reports, Inc. has developed to help parents make sense out of this industry.

Although when taking another look at my previous essay I see several changes and/or additions that could be made, I'll resist the temptation, and danger, of trying to improve what has proven successful. For space considerations I'll just summarize the ten points here, and refer the reader to the full original essay above.
One. "We want a place close to home." All parents want the best for their child, and it is far more important to find a place that best fits his/her needs than to emphasize the mere convenience of being close to home.

Two. "We want something affordable." Except when a program has a large endowment or fund raising capabilities, low cost comes from cutting corners. Deciding on a place based on costs runs the risk of entrusting your child to a place with untrained minimum wage staff.

Three. "We want our teen fixed." This view tends to come from looking at the child as an inanimate possession, and discards possible causal influences such as family dynamics, past trauma, or pathology. The child might have the problem, but the solution is likely to come from the whole family.

Four. "That school helped our friend's child." These views seem to think of children with problems as all the same, and are as interchangeable as a mass production item. Each child is unique, his or her problems are unique, and the solution/intervention is going to be unique.

Five. "A six month placement should do it." Children grow at their own rate, and necessary insights will happen in the child's own time. Setting up arbitrary time limits run the risk of setting up unrealistic expectations on the part of both the child and the parents which can sabotage the placement.

Six. "We are looking for a military school or a boot camp." While a punishment oriented model might work for a child who is age appropriate emotionally, it will frequently backfire for a child with emotional/behavioral problems, and for these children can even be dangerous. This request all too often comes from parents who are angry at their child and want to punish them into submission, an unhealthy impulse.

Seven. "We can trust what professionals tell us." First, many people parading as professional in this business have no professional credentials whatsoever and should be avoided. Second, even legitimate professionals have a personal frame of reference or bias, and the parent should accept their advice only when it makes sense to the real authority on any child, his/her parents.
Eight. "We don't need to tell the school/professional everything our child has done." When a school or professional is blindsided by less than full disclosure by the parents, the child can be hurt by an inappropriate placement. It can result in something like trying to cure cancer through cold medicine.

Nine. "We will save some money by finding a school or program by ourselves without the help of an Educational Consultant." This is similar to answering charges from a criminal court without the benefit of an attorney who knows the rules, the law and the players. Just because there are some people who parade as educational consultants while accepting finder’s fees, or seem to be in it just for the money, doesn’t mean that a legitimate Educational Consultant with credentials like membership in a professional organization or a good reputation among quality schools can't save you much grief and money.

Ten. "We don't need to get the other parent involved." A child needs to develop whatever relationship he/she can with both parents. That is one of the strongest motivations a child with problems has toward healing. Trying to cut one parent out of the placement intervention in most cases just deprives the child and reduces the chances of success.

If you place a child's needs as a priority, balancing it with the parents' needs, common sense will show that all these mistakes are obvious.
THE STRUCTURE SPECTRUM REVISITED

(This essay was published in 2006, revising and updating a previous one published in 2000)

Your teen is making poor decisions and you have decided it is time to find a residential placement. The first question is which one? As you research the hundreds of private parent-choice residential programs both nationally and internationally, you will find numerous choices and some very different approaches. You will also learn that some are very controversial if you use the Internet to conduct your research. As a parent, you want to find a reputable school or program that is a good match for your child's needs, while also being safe and effective. But, how do you decide?

The best chance of finding a good match is to hire a respected, professional Independent Educational Consultant. Note, I said HIRE one, with a professional reputation. That means they work for you the parent and what is best for you and your child. It is just like hiring an attorney or CPA to represent your interests. They work for you, not someone else. I think most of us would run the other direction if an attorney or CPA promised to represent us at no charge, because we would understand that their real loyalty and duty would probably be to protect the interests of whoever IS paying the bill. The same concept applies even more to those offering to help you place your child at no cost. These people are not respected by the professional Independent Educational Consultants in this field because they usually recruit for one or more schools without disclosing those hidden agreements, and generally refer to schools that pay them money per enrollment (Cash for Kids). A parent has a better chance of getting competent professional advice by hiring a consultant who is a member of the Independent Educational Consultants Association (IECA), or one who has a positive reputation as indicated by the annual survey we do to determine who is included in this directory.

Regardless of whether or not parents hire a competent Educational Consultant to ensure their child goes to a school that is a good match, parents still need to understand the wide-range of schools or programs available. For a general understanding of the variety of options, the most
helpful and simple tool I have found is what I call the Structure Spectrum. It is oversimplified of course but also easy to understand.

Understanding this simple concept will help the parent see through the tendency for all programs to look good at first glance. Too often, the program marketers will say they provide the exact experience your child needs. Just as your child's needs vary widely, so does the structure offered by schools and programs. Making the right match is crucial for success. Overkill can be just as much of a disaster as underkill.

The Structure Spectrum is a continuum of interventions based on intensity of structure. This perspective begins with the assumption that the longer a child struggles, or the more intensive the struggle, the more intense a program's intervention structure should be. On this simple concept, a long-term, secure, residential psychiatric-based program would fit into the high-end of the spectrum, while living at home and participating in counseling or a day program would be on the low end.

If a child is struggling, parents should first look into a counseling intervention, or a day school with a reputation for discipline, which might offer extra resources to deal with learning and perhaps motivational problems. A Family Coach could be an excellent source of common sense help while a child making poor decisions is still living at home. Another route might be residential military schools, which are known for using a military format for discipline and academics, or perhaps a regular boarding school emphasizing a sense of community with character education and/or additional resources to work with individual learning and motivational problems. However, for many children, this has already been tried without success, or the parent is convinced it would not be effective and something more intense might be needed.

The next more intensive groupings are called residential family-based programs. Often these use the group home model, or a married couple who take a very few students into their home, and the students become involved in the local community such as attending the local public school. These programs provide a safe, structured environment with staff that might or might not be licensed therapists. These programs get the student away from the temptations of peers and situations back home, while providing structure and support similar to what might be found in a well-managed functional
home. Again, however, many children would abuse the freedoms available at this level and would need a more intense intervention.

The next higher intensive groupings are schools and programs that are self-contained communities. Usually using a boarding school format, the terms that often describe them include "Emotional Growth" or "Therapeutic" boarding school. Although the terms "Emotional Growth" and "Therapeutic" are often used interchangeably, there is still a subtle difference that is derived from the history of these terms. The "Emotional Growth" theory grew out of the perspective that immaturity was the reason for behavior problems in most teens (age sixteen going on four emotionally). The solution was a tightly structured community where consequences for behavior were immediate and appropriate. Thus, the student could learn the consequences of his/her behavior and grow up. These schools also usually have an emphasis on character education. This approach was effective for many children with behavior problems and was less costly than the more clinical facilities because it required fewer highly paid clinical staff. However, it was ineffective for those with deep-seated trauma or serious psychiatric disorders such as bipolar, anorexia, etc. "Therapeutic" boarding schools provided additional clinical elements and a clinical philosophical outlook to provide treatment for students with more serious disorders, while maintaining much of the "Emotional Growth" and boarding school structure. However, some students have such serious problems they need a very clinical and psychiatric environment, the next higher level of intervention.

This brings us to the most intensive approach in The Structure Spectrum, those programs that emphasize therapeutic and psychiatric interventions. They are designed for children who have internal impulses that require the added help of medication or intensive therapy. These facilities range from Residential Treatment Centers (RTC's) to psychiatric hospitals. They often are secure facilities that use terms like "patients" (instead of students), "intake" (instead of admissions), and talk in terms of treating disorders. Of course, this grouping includes a wide-range of approaches, but the underlying commonality is the focus to treat mental disorders or disease rather than help the child reach an age appropriate maturity level like the schools or programs that emphasis emotional growth.

The parent's failure to grasp this simple concept can create many problems and mistakes. I have talked with parents who say, "I am looking for a
residential program for a troubled teen," as if all troubled teens, and the schools and programs for them, are the same. Until parents grasp the reality of, and reason for, all the different approaches, as explained in part by the Structure Spectrum, their search will probably produce poor results and they will continue to be confused.

I have also talked with parents who were bitterly critical of a program in which they enrolled their child, because the program was not meeting their child's needs. Usually, it turns out the child needed a very intensive emotional growth/ therapeutic boarding school or even a very clinical program, but the parent had convinced the less intensive program to give their child a chance. When I hear from these parents, they are usually pressuring the program to change its methods, rather than recognizing that the enrollment was a mistake because they had been looking at the wrong level of the Structure Spectrum.

Of course, there are so many variations that it is difficult to place specific schools and programs into this spectrum. However, when a parent understands the basic concept of the Structure Spectrum, much of what they hear from schools and programs or Independent Educational Consultants will make more sense.
As discussion builds about proposed increased regulation of the troubled teen industry on both the state and federal level, it would be wise to step back and remind ourselves why this is needed, and how it can best be done. The "Why" is fairly easy. The purpose of course is to try to ensure our children-with-problems get quality care while eliminating, or at least reducing, fraudulent and abusive practices in both public and private programs.

How this can be done is the subject of debate. The usual first thought is for the government to mandate what is acceptable and what is not through regulations. This has the advantage of the regulators being able to force their mandates through the backing of the police. Since the government is the only entity that can legally use force to back their decisions, this works well as a last resort when other less intrusive approaches don't work in stopping abusive or fraudulent practices.

However, using governmental regulations as the main tool to ensure quality care for our troubled children has its disadvantages. Chief among them is the unfortunate tendencies of some regulators to impose their personal biases onto programs, what is called bureaucratic empire building, and insensitivity to parental complaints by public programs. For example, the news media reported there had been 182 complaints registered against the Florida boot camp recently in the news with no impact. It was only the 183rd complaint arising out of a widely broadcast death last year that caused the state to finally take notice and do something. The Florida boot camps were then closed, but obviously they had not been responsive to parents and child activists. (Boot camps exist primarily because of federal government support and funding despite research showing they are ineffective and sometimes dangerous.) The state of Florida took action only after a national uproar forced the issue.
Pushing for Full Disclosure has more widespread potential in fostering effective programs and ethical behavior. It is the secret deals and hidden agendas that corrupt an industry and eventually contribute to poor quality service, something that is very difficult for governmental regulations to stop. As a practical matter, in the public sector, partisan and bureaucratic politics seem to require secrecy as a normal everyday policy. When I was a career federal civil servant working with anti-poverty programs, one of the most common statements I heard in the agency was "They just would not understand" when it was suggested publicizing some internal decision. This tendency is still rampant despite major efforts from sunshine laws, and other legislative attempts to force public disclosures.

There is a growing tendency toward secret deals and hidden agendas in the private parent choice industry also. Fortunately there are still a vast number of consultants and programs that refuse to stoop to any of these secret deals and hidden agendas. One of the most common questionable practices comes about from Finders Fees and various secret arrangements that are not shared with families or the public. Finder’s Fees are essentially unpublicized agreements for a program to pay a sum of money to a person who convinces a parent to enroll their child in the program.

This practice is strictly prohibited by the two professional agencies in the network, the Independent Educational Consultants Association (IECA), and the National Association of Therapeutic Schools and Programs (NATSAP). Both groups have ethics committees ready to investigate complaints of any questionable behaviors by their members. However, they have no power over anyone not a member of their own organization, and it is very hard to prove many of these secret deals because... well because they are secret and documentation is hard to come by. However, any kind of disclosure of these practices will go a long way toward avoiding the corrupting influences these secret deals inevitably produce.

There is one simple test that might apply to parents also that might help you determine if a practice might be ethical or not. Ask yourself if you would mind the deal you are considering being splashed on the front page of a major publication. For the most part, if you don't want it publicized, maybe you shouldn't do it.
In order to reduce or eliminate unethical practices, it is up to all of us to do what we can to disclose any of these questionable practices when we hear about them. It is only by good people taking action that we can ensure ethical professional practices dominate our network. What IECA and NATSAP are doing is part of the job, and specific reports of questionable practices to them about any of their members can help them do a better job. Woodbury Reports is also trying to do its part in two ways. First, we require all advertisers to clearly identify who they are. Web sites, and especially referring web sites, that do not identify to the public who they are on their site, thus being secretive about their credentials and experience, are not allowed to advertise with us. In addition, we are willing to publish well documented evidence of practices that are questionable, of course assuming they are responsibly presented and pass legal muster.

Full Disclosure can be very effective as the basis of ethical behavior. That, backed up by the regulatory power of the government to force compliance in extreme situations, will be much more effective than either approach by itself.
BEWARE NON-PROFESSIONAL ADVICE

(This letter written by a mother who shared it with me in 2007, and shows the potential damage Finder’s Fees can impose)

The private parent-choice network for struggling teens has unfortunately attracted a number of people who see big and easy money in it. Perhaps the worst is the person who has a smooth telephone voice, and a sympathetic ear, pretending to be helping parents but in reality just helping him or herself at the expense of desperate, frightened and confused parents. For these people, desperate parents are seen as a "cash cow" to obtain money from programs for talking parents into enrolling their child into a cooperating program. This activity, sometimes called Finder’s Fee or kickbacks, is condemned as highly unethical by the Independent Educational Consultants Association (IECA) and the National Association for Therapeutic Schools and Programs (NATSAP), the professional organizations in this network. The self-serving advice from these "referring Agencies" can do great harm to parents and the children.

The following is a letter I received from a mother who got sucked into the scheme of a so-called "Educational Consultant." The name has been withheld by request, but the story is one that happens all too often.

“Emotional Growth Schools that offer a referral fee to professionals or another parent for your child's placement is not an urban legend.

“I contacted a woman whose name and phone number was passed along to me. She called herself an "Educational Consultant" and told me there was no fee for her services, that she was getting paid for the placements she made by the schools. She seemed knowledgeable, helpful and an empathic ear, listening to how the lives of my daughter and our family were spiraling out of control. I thought that finally someone had a direction I could take to help my daughter. The principal at my daughter's local private school had obtained the number from another parent and passed it along to me. He did not know who this woman was, but suggested I talk to her, that she had helped another parent. The principal was at a loss how we should help my daughter. At that point, my daughter had not come home nor had we heard from her for many days, so I called this woman in desperation.
“At first I did not think it sounded unusual that this woman took fees from the placements; I was too caught up in the crisis of what was going on to understand exactly what this meant or how that would affect her recommendations. She was just so helpful and seemed to have a solution. I thought that is the way it worked with these special boarding schools.

“Then after a couple of calls to the schools she recommended, and when some of the schools contacted me directly, something did not seem right. It dawned on me the schools she was recommending were selections that were not going to be appropriate for my daughter's emotional, behavioral and academic needs. It was then apparent that being paid by the schools was a conflict of interest, since she steered me to only very specific placements that paid her and were a terrible mismatch for my emotionally fragile troubled daughter. My daughter needed all types of treatment, not punishment.

“Here we were eight months after her fifteenth birthday; she had become a completely different person, was now an emotionally fragile and deeply troubled girl who was addicted to street drugs. She started hanging out with different kids, they all seemed troubled, and many I never met. I found out later on they were experimenting with heroin and she was using cocaine daily, smoking pot, taking mushrooms and ecstasy on a regular basis.

“Her descent into the abyss was only months after a horrifying tragic event; she had been a well-adjusted teen, in a stable loving family. She was busy with school and athletic activities and leading a charmed childhood as many children do these days. Sadly, that past summer she had been abducted from a resort town beach and raped at gunpoint; the police found and rescued her and arrested the rapist. It was a traumatic summer for all of us. Three weeks after the rape my husband walked into his office at 2-World Trade Center and became a survivor of 9/11.

“Our daughter was in the care of a psychiatrist and therapist immediately after the rape and eventually put on medication to help with her posttraumatic panic attacks and depression. She went to a therapist weekly, but it was not enough help for her. Her life and our lives were completely unraveled into searching for a troubled child running the streets of Manhattan stoned every day, a danger to herself and anyone she met.
“Therefore, when the kind woman who called herself an "Education Consultant" told me about all these special boarding programs, it sounded like the loving thoughtful way to save our daughter's life and get her back on track.

“The placements this woman was connecting me with were some of the most controversial specialty boarding schools. At the time, I did not know how much controversy surrounded the particular schools she recommended until I did further research. Talking to this woman was my very first exposure to this industry before I found any other websites or spoke to other parents or legitimate educational consultants. My gut instinct was to find out more about the schools she recommended. One sounded too good and I was so happy it was not too far away in Massachusetts.

“I called the local police department in the Massachusetts town to ask about the school. The police department referred me to the local District Attorney's office.

“I knew immediately that was a very bad sign. Then, when the police officer asked me if I could find another school for my daughter, I knew something was wrong with this so-called "Educational Consultant's" recommendations. Why did this helpful woman, who said she was an "Educational Consultant," not know how controversial this school was and why didn't she understand my daughter's needs? I wanted a boarding school to have a clinical component for my daughter and none of these schools had anything but a punitive sounding agenda. There was no therapy, no doctors available nor any credentialed professionals on staff working with the children. I knew immediately that the places she was recommending had no regard for a child's emotional wellbeing and were not based on a sound approach in helping troubled teens.

“I was already seasoned through dealing with our selective local private school's admissions process. However these places sounded so scary, and something seemed so off, especially when they proudly told me how they treated kids and that I did not need to come up and look at the schools. It did not jive with what my gut told me would be a healthy atmosphere for my daughter to grow and get her life back on track and learn better coping skills. That's when I realized this so-called "Educational Consultant" was not making matches based on my child's needs but on her own financial needs.
“A completely new world of legitimate options opened up to me when I was given the number of another parent who had been going through a similar situation with her son. She had found a reputable Educational Consultant and program for her son; he was in a very healthy environment growing and changing his life. That mother was so incredibly helpful. She directed me to Lon's placement guide and his website. I then discovered the parent's forum and started reading other advocacy websites.

“My daughter was at her therapeutic boarding placement for two years, healing her emotional, psychic and physical wounds. She then graduated from High School, and was accepted to all the colleges she applied to. She is her own success story; today she continues to be drug free, living at home attending her sophomore year of University, working part time and has a loving healthy relationship with all the people in her life. It might have been a story entirely different from that if I had stayed with the recommendations of the first so-called "Educational Consultant."
THE TEN ELEMENTS OF A QUALITY SCHOOL/PROGRAM

(This 2008 essay was my take away from a talk by Larry Dean Olsen, Co-Founder of Anasazi Foundation Wilderness Program in Arizona)

Everybody seems to have their own ideas of what elements are the most important in the making of a quality school or program. This has been a topic of discussion among professionals working in the network of Emotional Growth/Therapeutic Schools and Programs for years, and the opinions expressed vary widely.

Last month at the NATSAP conference, I was listening to Larry Dean Olsen, Co-Founder of Anasazi Wilderness Foundation in Arizona; give a talk on the ten most important elements of a wilderness program. It hit me that what he was presenting has wider implications than only for wilderness programs.

With appreciation to Larry Dean Olsen, here are the ten elements for a quality school/program to be successful. I slightly adapted them from his talk to broaden the spectrum from wilderness to the entire network.

One. The main focus of the school or program needs to be the good of the students. Money and other things are important but are only secondary to the needs of the students.

Two. Every student deserves respect for their natural goodness. Even though the student might be secretive, manipulative or dishonest, he or she still has the right to be respected for the unique person he/she is even while the staff handles the negative behavior.

Three. Each experience the student has should be as authentic as possible. Natural Consequences are much more effective as learning tools than arbitrary punishment or contrived challenges.

Four. The staff must be positive role models. The students will watch the staff closely and are much more likely to accept the lessons if the staff experience the activity right along with the students. Of course this means no special privileges for the staff while they are with the students.
Five. When the curriculum evolves out of the students' experiences and are a response to a students’ questions, it will be much more effective.

Six. Therapeutic Interventions, to be effective, must be designed to awaken a change of heart in the student.

Seven. Parent involvement, as much as they are able to participate, creates a foundation for healing by creating a strong motivation for the student to bond again with parents. Nothing is a better motivator for the student than the possibility of regaining a good relationship with his/her parents.

Eight. Safety for the students, both physical and emotional, is always an overriding consideration for the staff. One of the best ways to help make experiences safe emotionally for the child is to listen closely to his/her concerns.

Nine. Spiritual well-being and growth must always be kept in mind since all real growth, one way or another has at root a spiritual aspect.

Ten. The staff must accept the concerns and rights of each child. How a student expresses concerns, demands and rights can be used as clues and expressions of what is really important to the child. When properly interpreted, this means the child is telling you what he/she needs.

These elements would actually apply equally well to residential boarding schools as well as wilderness programs. In fact, these ten important elements are exactly what public schools or any educational organization needs to be successful.
ABOUT US

I founded Woodbury Reports Inc. (TM) in November 1989 as an Independent Educational Consulting firm to help parents of young people making poor decisions. In addition to writing for my website, my blog and this Handbook, I consult with parents directly. There are also several Independent Educational Consultants who are affiliated with Woodbury Reports Inc. Our mission is to empower parents by providing the best quality advice possible in helping parents make good decisions regarding their struggling teens and young people. All of us can be contacted through our web site www.strugglingteens.com or phoning us at 208-267-5550.

Author Lon Woodbury earned his B.S. and M.A. degrees from the University of Idaho. He is a long time member of the Independent Educational Consultants Association (IECA), and a Certified Educational Planner (CEP). He has worked as Admissions Director for a Special Needs Residential School for five years, and has been an Independent Educational Consultant for 23 years. Prior to becoming an educational consultant, he taught High School history and government in Idaho, Oregon and Washington, was a research assistant to US Senator Len Jordan in Washington DC, and was a Community Organizer around the Pacific Northwest for the Office of Economic Opportunity. He has raised four children, enjoys three grandchildren and numerous step-children, grandchildren and great-grandchildren.

Larry Stednitz Ph.D, a Woodbury Reports Affiliate and a member of IECA, has been working with troubled youth for more than 45 years and spent the last 30 years as a father. He was a school psychologist in a large Southern California school district for ten years, has worked as a counselor at Father Flanagan’s Boys Town, was the senior program development officer for a large corporation for troubled youth, was the director of nine programs, and helped develop eleven programs in California, South Carolina, Nevada, Montana, Utah and Colorado.

Stephen Migden Ph.D, a Woodbury Reports Affiliate and member of IECA, has been a psychologist and an Educational Consultant for more than 30 years. He developed his evaluation skills from working in a learning disabilities program in the pediatric neurology unit of a teaching hospital. And he gained experience working with troubled youth through being the
senior supervising psychologist at a psychiatric day treatment center for children and adolescents with serious emotional and behavioral problems and later as a supervising psychologist at a publicly-funded residential treatment center for adolescents. Through these experiences and a number of other supervisory positions, he gained a wide and deep understanding of what adolescents and the treatment they need.

Kristie Campbell, a Woodbury Reports Affiliate, is working on her graduate degree in Psychology and a Provisional member of IECA. She has worked for Woodbury Reports for 15 years. She is a graduate of a Wilderness Therapy Program and a Therapeutic Boarding School.

**Participating Educational Consultants**

Our Sincere thanks to the following Independent Educational Consultants who generously shared their thoughts and experience to the development of this Handbook. Each of them has high reputations among the schools and programs in this network of private, residential schools and programs for struggling teens. In addition, each of them have several years of success as well respected Independent Educational Consultants as shown by our annual surveys.

Shayna Abraham, Walnut Creek, CA  
Diane Arnold, Lafayette, CO  
Harriett Bay, Los Angeles, CA  
Judi Bessette, Nashotah, WI  
Stephen Bozak, Clifton Park, NY  
Linda Cain, Boulder, CO  
Kay Davison, Newport Beach, CA  
Loi Eberle, Naples, ID  
Nancy Edwards, Skaneateles, NY  
Paula Feldman, Corona del Mar, CA  
Harriet Gershman, Evanston, IL  
Leslie Goldberg, Braintree, MA  
Renee Goldberg, Worcester, MA  
Alicia Goldman, San Francisco, CA
Elizabeth Gordon, Manitowoc, WI
Jean Hague, Atlanta, GA
Lynn Hamilton, Santa Barbara, CA
Pam Jobin, Denver, CO
Lindy Kahn, Houston, TX
Paula Leslie, Columbus, OH
Anne Lewis, Santa Barbara, CA
Karen Mabie, Glencoe, IL
Nancy Masland, Tucson, AZ
Judge Mason, Sedona, AZ
Steve Migden, Roslyn Heights, NY
Martha Moses, Miami, FL
Virginia Reiss, Larkspur, CA
Judi Robinovitz, Boca Raton, FL
Marcia Rubinstein, West Hartford, CT
Marla Simon, Menlo Park, CA
Teri Solocheck, West Hills, CA
Jeanette Spires, Lake Forest, IL
Larry Stednitz, Morro Bay, CA
Peter Sturtevant, Washington, DC
Pamela Tedeschi, Chevy Chase, MD
Imy Wax, Deerfield, IL
**Other Sources**

Places for Struggling Teens Newsletter

Internet Radio Talk Show – [Parent Choices for Struggling Teens](#)

Newsletter in Magazine Format

Twitter

Facebook

Linkedin

Pinterest
Our first annual publication was in the year 1991 titled Directory of Places for Struggling Teens and it was an exclusively print publication. As the years passed and the world changed, the Directory evolved to meet new needs and opportunities. We went online with the advent of the Internet in 1995. A few years later, in response to requests, we produced a digital version of the Directory.

In 2005 we renamed it The Parent Empowerment Handbook™ to better reflect what it was growing into. Since then, the demand for digital publications has continually grown, and the demand for print versions has declined. This gradual change has become so pronounced that we have few requests for a print edition with all the expenses and time requirements associated with that. This year, with the 22nd edition, we have further evolved to where the Parent Empowerment Handbook will be exclusively digital. Further, to reach the broadest possible audience, our primary marketing of it will be through amazon.com to take advantage of their amazing impact on the publishing world.

What you have here is just the first part, the Introduction to The Parent Empowerment Handbook. Additional sections will become available over the coming weeks, which will include reviews of the private residential schools and programs for struggling teens that have a positive consensus from the leading Independent Educational Consultants through our annual survey. This is a fairly exclusive list based on reputation, and to be included a school or program needs to run a quality program. To receive notifications in your mail box of additional sections of The Parent Empowerment Handbook as they become available and news relating to the network of private parent-choice schools and programs for struggling teens, go to my web site home page and fill in the form for ONLINE NOTIFICATIONS.
Upcoming Sections (To be announced as available)

Part Two: Single Sex schools and programs.

Part Three: Wilderness and Outdoor Therapeutic Programs.

Part Four: Pre-Teen and Post-Teen programs.

Part Five: Schools and programs for students with Learning Differences and/or Learning Disabilities.

Part Six: Society’s Problem

Part Seven: The Teen

Part Eight: The Parents

Part Nine: Elements of Solutions

Part Ten: Outcomes
If you found this little eBook helpful, or have suggestions for improvements, I would very much appreciate you letting me know by contacting me at lonwoodbury@gmail.com

More importantly, writing a review for it on amazon.com, goodreads.com or any other book listing site would also be appreciated, and might help others learn about the information we offer here.

Lon Woodbury