



# Places for Struggling Teens™

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

Published by  
**Woodbury Reports, Inc.™**

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Issue #147

## **SEEN ‘N HEARD...**

**CAMPBELL PARK OPENS  
WITH FIVE...**

**DAN K DIES IN ACCIDENT...**

**ALLDREDGE JOINS  
SOLACIUM GROUP...**

**SENIC JOINS ECKERD...**

**CRC HEALTH GROUP  
ACQUIRES ASPEN...**

**RECOVERY COMPONENT AT  
CARLBROOK...**

**SUMMIT ACHIEVEMENT  
CELEBRATES...**

*[For details on these and others, read  
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[www.strugglingteens.com](http://www.strugglingteens.com)

### **Visits:**

New Leaf North Carolina

### **New Perspectives:**

7 Arrows Academy  
College Excel

### **Extended Insights:**

Medications  
Transition Communication

## **TWO PATHS**

By: Lon Woodbury

*(The following is a story shared with me by a mother  
who had gone through the trauma of having to place  
her daughter in a parent-choice residential program)*

It was a familiar story. The mother said her daughter had been dating a nice boy who was doing well in school, was well dressed, and as parents, they initially approved of the relationship. However, as the relationship developed, the parents began to see that things were not right. They discovered that their daughter and the boy were taking drugs together and later learned that both were doing various kinds of self-mutilation including their daughter cutting on herself. The parents were very confused and questioned why their daughter, who had come from a loving family that was financially comfortable, was now showing signs of feeling real pain and emotional distress. The answer was the relationship had become very toxic. Thus, the parents and the professionals working with them insisted the daughter break off what



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PO Box 1107 • 7119 2nd Street  
Bonners Ferry, Idaho 83805  
208-267-5550 (FAX 208-267-9127)  
[lon@woodbury.com](mailto:lon@woodbury.com)  
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**Judi Bessette, EdD**  
Research Affiliate

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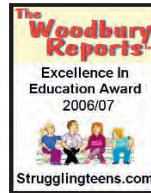
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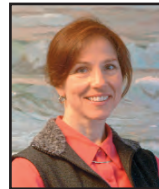
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**Lon Woodbury, MA**



**Loi Eberle, MA**



**Linda Zimmerman, LPCC**



**Larry Stednitz, PhD**

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

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

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**Paths:** Continued from page 1

had become a very destructive and dangerous relationship. She complied, and the boyfriend made an unsuccessful suicide attempt.

His attempted suicide was the final wakeup call for the girl's parents. They realized how dangerous a place their daughter was in and placed her in a detox center the next day, followed by a long-term therapeutic boarding school. After admittedly avoiding this action for some time, the parents had finally realized they could not protect her from the demons that had filled every aspect of her life. For the first time since she was born, they felt helpless to provide a safe haven for their daughter because she was rebelling against every aspect of their lives. The financial security, love and stability of the family were not enough to save her from the emotional and behavioral problems she and her boyfriend shared.

Although it is natural for parents to want to help their child overcome his/her problems, sometimes it is difficult for them to see how deeply troubled their child is. Because the decision to send a child to a residential treatment center is extremely difficult, parents may hold on to the hope that local professionals can solve the emotional and/or behavioral issues just as effectively with the child remaining in the home.

Local resources available to these parents were insufficient to resolve their daughter's problems so they chose the path of hiring a professional educational consultant to help them find the appropriate private parent-choice residential placement to help their child overcome her drug use and deal with the underlying emotional and behavioral issues.

Continued: **Paths/** pg 4



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## **Paths:** Continued from page 3

The latest update about the daughter is that she successfully graduated from her therapeutic boarding school, is doing very well in college and has left her demons behind. So far, to those of us working in this industry, this sounds like a typical success story that we hear all the time.

However, the mother continued with what Paul Harvey might say is the rest of the story...

Immediately after placing their daughter in a detox center, her parents impressed upon the boy's parents how dangerous the couple's decisions had been, and that they needed to do something similar with their son. However, the boy's parents chose another path and declined to place their son in a residential program. They kept him at home instead with local counseling as their intervention of choice.

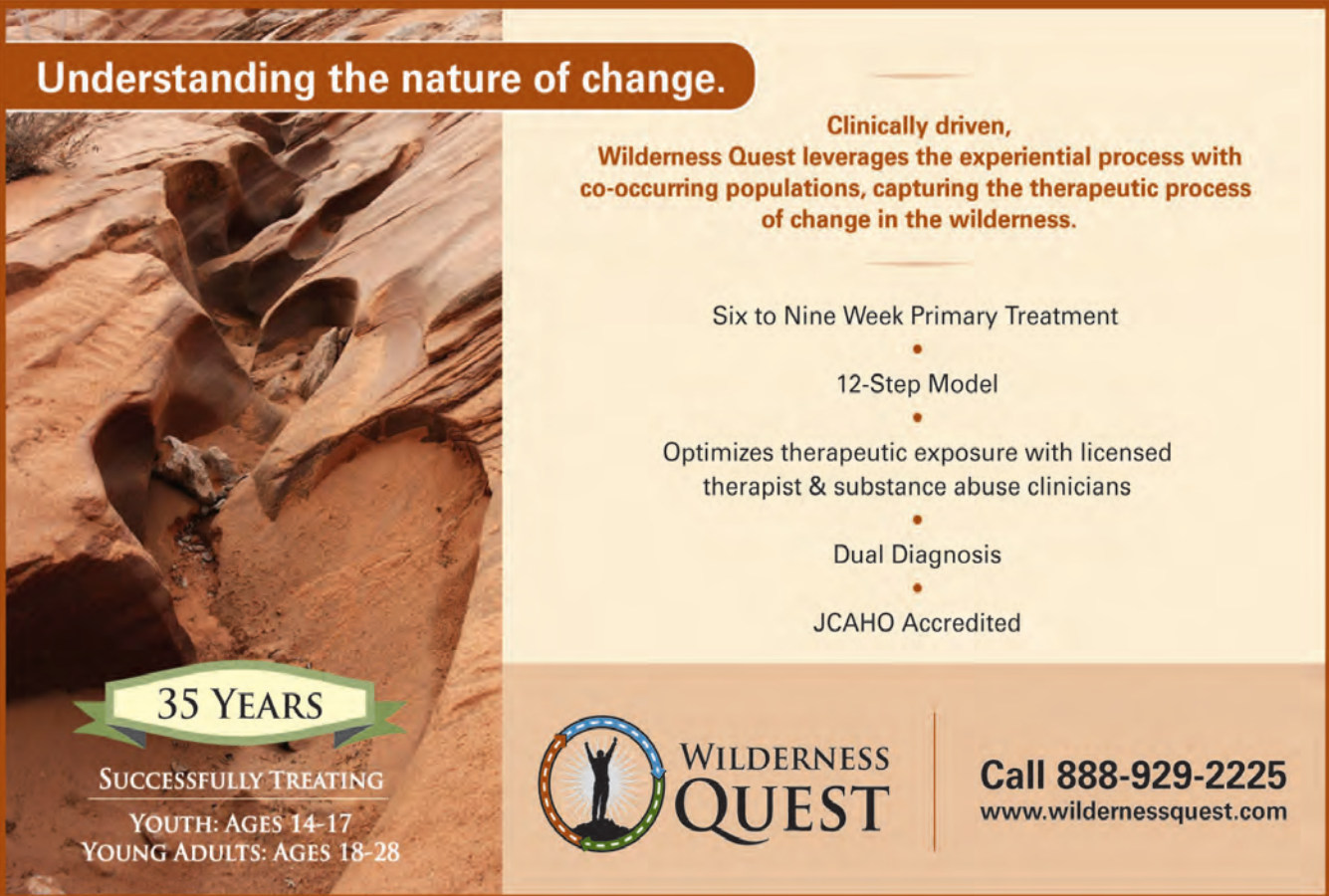
Perhaps they didn't realize how troubled their son was and how much pain he was feeling. Perhaps they had read stories of abuse at residential programs in the media or on the internet and feared residential placement would make him even worse. Perhaps they feared the

possible criticism all too prevalent in our society, the criticism parents often hear when "sending their child away." We will probably never know what his parents were thinking, but it is obvious they were doing what they thought was the best way to help him.

When he was 21 years old, he broke up with another girlfriend and three days later overdosed and died. The daughter who went to a therapeutic boarding school was shocked when she heard the news but was certain that it was a suicide because of his attempted suicide after she had broken up with him years before. It was obvious that years later, despite the best efforts of his parents and local professionals, the boy was still tormented by his old demons.

What a tragedy, not only to his parents but also to everyone who had known and cared for him. My heart goes out to his parents and those who knew him.

In the parent-choice residential industry, we often talk about how we are dealing in life and




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death decisions every day. Many graduates of residential programs claim that if their parents had not intervened with a residential program they would have wound up in the gutter or dead. This story just underscores how true this prediction is sometimes.

When children descend into an inexplicable hell of their own making, modern day parents are faced with an agonizing decision. There are two paths they can choose, and both are difficult and dangerous. In this story, two young people were in as close to the same situation as possible, that of sharing a descent into drugs and self-destruction. The parents chose two different paths in their attempts to help their children, and it appears that the parents' choice of intervention did make a life or death difference.

*(Names of the people in this story have not been used to protect their privacy. However, the name of the mother reporting this story and the obituary of the young man are on file at Woodbury Reports Inc.)*

## DE-STRESS THE PROCESS

By: Glenda Gabriel  
Core Solutions  
Everett, Washington  
877-271-4427

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The decision of placing your child in treatment may likely be the toughest decision you've ever made. Emotions and stress run amok. The pressure to make the right decision for your child is overwhelming. Since there are no quick fixes or easy answers, how do you get through this time? How do you de-stress and decompress? What can you do to make it easier on yourself and help your child? Chunk it down into manageable pieces. Here are five specific things you can do to eliminate that feeling of being on an emotional roller coaster.

**1.) Recognize That You Are In Control Of Your Life:** With all the emotional turmoil, tears, fears, worry, hand-wringing and

Continued: **De-Stress/** pg 6



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

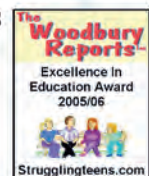


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## **De-Stress:** Continued from page 5

frustrations that have invaded you and your family's life because of your child's out-of-control behavior, you may not feel that you are in control. Certainly, there are circumstances that you cannot control, but you always have control over how you deal with events and circumstances. It's a matter of reacting vs. responding. For example, when your teen launches into a screaming tirade and your reaction is to escalate it with rants and raves of your own, versus thinking before you speak and responding in a normal tone of voice. Always being in a reactionary state will fuel stress and keep life in an upheaval. You have control over your emotions and you get to choose. By merely reacting to events and circumstances, you give up control. The reactions control your life, but by responding instead of just reacting, you are in charge. No one can make you do anything you don't want to do, nor can they make you feel anything you don't feel. You are in control.

**2.) Trust Yourself:** Pay attention to your gut instinct, that quiet place within. Whatever name you give it, listen to it. It's there as your own personal compass. It will never fail you. Ever had the experience of going against that feeling? How'd that work for you? Ever have the experience of trusting that feeling? That worked better, didn't it? It always does. If you're not used to accessing your own personal beacon, start paying attention to it. It serves all areas of your life. It's a skill you can fine tune and become more sensitive to. Nowhere in your life will that be of more importance than as you make your way through the haze of confusion you feel when dealing with a struggling teen. Take the time to quiet your mind and shut out other distractions. Learn to listen to that quiet voice within. Sometimes you might not like the answer you get, but it is important to pay attention to it nonetheless. Ignoring your natural knowing can set up bigger hurts and/or disappointments and stretch out the learning curve on lessons you need to learn.

**3.) Do Your Homework:** Living in the information age can be a double-edged sword. Never before has there been a time when you could gather such vast amounts of information, so quickly. The huge arena of resources and solutions available can be overwhelming. One

option that might serve your family well is to enlist the aid of an Educational Consultant to help you sort through all this information. From their experience of working with program staff, and making on-site visits to many schools and programs, they are in an excellent position to offer direction and clarity. They are there to help you determine the best option for your family, but you need to do your part as well. Be open to their coaching. Listen for the purpose of learning and understanding. You are in new territory, but you don't have to reinvent the wheel.

**4.) Partner With Your School:** Having explored your options, you've made careful decisions and chosen a placement for your child. From day one, commit to work as a dependable team member with the school or program. The adage, "United we stand, divided we fall" applies here. As parents, you've undoubtedly had the experience of your children playing Mom against Dad for their own purposes. All kids do it at some point. Now it's been necessary to 'extend' your family to include the professionals at your child's school, because you need their help. This is one of those areas where trusting yourself comes into play. You trusted yourself to choose this program, now align with them and make sure your child knows you are all working together and that you support each other. Before placement, you tried many different things to get your child's behavior turned around. Now you've asked your child's school for their help and they have a lot of experience to draw on. Use it. Rely on these professionals who are dedicated to helping your child and your family. Follow their direction. Be teachable. Model respect for your child by abiding by the rules and guidelines they have set in place. There's a reason they are there. Be an asset to your school. Create a united front for your child.

**5.) Be Open to Change:** Your child is just one member of your family. You are another. You all interact and influence each other's lives. As the parent, you're hoping your child will grab this gift for a chance to begin anew and make changes that will benefit their life from this time

Continued: **De-Stress/** pg 8

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**De-Stress:** Continued from page 7

forward. It's real easy and real tempting, to put the entire focus on them. But if you want to make a real impact on your child, support them with love, but put the focus back on you. Be courageous enough to openly identify what you can change to create a better outcome; a better relationship with your spouse, your child or the other children at home. What can you do to be a happier, more contented you? Your happiness is not dependent on whether or not your child ever makes any turnaround choices. It's not their job to make you happy. They are working hard enough on their own. Don't put the pressure, spoken or even hinted at, that they are responsible for your happiness too. If you want to gain the respect of your child, be willing to look at your own life, choices and actions. Be willing to own them, just like you're hoping they will do. Set the pace for them. Get over the thought that this makes you bad, wrong or stupid. That will not help. Rather, openly look at what's not working and create the kind of life or the kind of relationships you want. Get involved with your school and their program, for it will be a valuable resource for you on your own journey. It takes courage to do this, but it also

takes caring enough about yourself to want to be your best self. No different then you want for your child.

This may be one of the most challenging times in your entire life, but being aware of what you do have control over, and letting go of what you don't, will greatly reduce the crazy-making stress you've been enduring. And as you progress, take the opportunity to "pay it forward" by sharing encouragements and the lessons you learned with other families in your school. It will affirm and anchor what you've learned and how far you've come. It feels good to give back. You can make it through this and come out better than before.

***About The Author:** Glenda Gabriel is a strong advocate for parent's rights and the parent-choice industry. In addition to being the mother of a program graduate, she's worked for many years developing vital parent support services for structured residential boarding schools.*



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## VISITS...

# FOREST HEIGHTS LODGE

Evergreen, Colorado  
Linda Clefisch, LCSW, Executive Director  
303-674-6681  
[www.forestheightslodge.org](http://www.forestheightslodge.org)

By: Lon Woodbury, July 19, 2006

Perched above the town on the edge of the summit of a hill, the students at Forest Heights Lodge are treated to a Rocky Mountain vista every day. In combination with the rural wooded area where the program is located, this background vista of jagged and towering mountains contributes to a healing atmosphere for the students. As my guide led me along the paths between the buildings, he pointed out the high points of the campus while explaining the purpose of each building we wandered through on my tour of the campus. Of special note, our first stop was the ever popular sandbox which consists of a very large box (about 8 or 10 feet on a side) next to a typical deck with picnic tables and grills for outdoor meals. Listening to my

guide explain how the sand box was in constant use during free times and how BAR-B-Q grilling was common during good weather for school meals, this seemed almost the real center of the school. Considering a significant part of the population is pre-teen boys often immature for their age, it makes sense that building forts and truck roads in a sand box would be very popular. This is also an important part of the treatment approach used at Forest Heights, meaning that every child should have fun and the opportunity to be a child.

My guide was proud of his school and pleased that he was getting along with his parents much better than when he first arrived. He seemed to be well on his way to becoming a confident and responsible young man. As we toured the school, several older boys were playing basketball, and I saw the comfortable scene of boys scurrying around as the students prepared for lunch, socialized in the lounge off the dining room, cleaned their rooms or worked on their homework.

Continued: **Forest Heights/** pg 10

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*"One day I woke up and realized I couldn't find myself, no matter what I wore, or how I looked, or who my friends were, myself was nowhere to be seen. I was lost to me, and that's as lonely as it gets."*

*Elizabeth M.*

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**Forest Heights:** Continued from page 9

The Lodge is a small program with a maximum of 24 boys, ages 5 to 14 at the time of enrollment. The School is accredited for teaching from Kindergarten through the 12th grade. The woodshop gives the students a chance for hands-on work in doing creative projects and was an important class that was given a prominent role in my tour. All the students spend at least some time in the woodshop class. There are four certified teachers, and students start attending classes only when they have decided they want/need to and have prepared themselves to be attentive and to do their best at schoolwork. Staff explained to me that the program is almost always at full-capacity since there are always more applicants than space availability. I'm not surprised because ever since Woodbury Reports started doing an annual survey among Independent Educational Consultants, Forest Heights Lodge has always received almost universal approval.

The Lodge was founded 51 years ago in 1955, and from the very start the focus was on helping students learn how to develop relationships as a vital tool for healing. It has evolved with the times, becoming a sophisticated residential treatment center that is accredited by the Joint Commission on Accreditation of Healthcare organizations (JCAHO), licensed by the State of Colorado, and their academics are accredited by the State of Colorado.

They currently work with young boys, and although they serve students with a wide variety of diagnoses, the three main areas include children who have problems with adults, with peers and with school. One observation was that about 90% of the boys had been home schooled or had failed in special needs programs before arriving at the Lodge, indicating the parents' last ditch effort to help their children before looking to a residential program for help. Their overall model is an Attachment Model, which was a logical extension of the Founders original intentions, and they have an excellent reputation for working with some very difficult to work with young boys, including students with Reactive Attachment Disorder (RAD).

The school views Admissions very seriously. First, a child has to want to be there. They do



not take students who are resistant to receiving help. Although a student might rather be home, he has also accepted that he needs something more and is willing to try the school. A child arriving with Transports is extremely rare for the same reason. During the admissions process, a key staff member goes to the family's home and lives with the family for two to three days. This allows the school to get a very complete evaluation on the suitability of the child and family and time to gather the reports and information the school needs to develop a complete treatment plan for that child.

I arrived for my visit during the regular weekly staffing meeting. All the key staff, including therapists and teachers, participated with a written outline of the treatment plan and progress for each student to be discussed. Each child is the subject of this very detailed staffing meeting at least once every three months. I was impressed by the care, concern and sensitivity of the staff, as well as everyone having a chance to share their personal experience with each child and how they interpreted what that meant in relation to the overall treatment plan. The communication among the staff was very detailed.

Families visit their child every four to six weeks, with these visits having two purposes. One is to work with the whole family on the important issues the child is facing. But perhaps even more important, in a therapeutic way also, is the Lodge does everything possible to make sure the whole family has fun together.

With the intense screening they do and the intensive and detailed work with the child and his family, I wasn't surprised to be informed that their outcome studies showed that 98% of their graduates were still living normal lives a year after graduation. This demonstrates that the detailed and sensitive attention to detail the Lodge pays as part of its regular routine pays off for the child and his family.

*Children seldom misquote you. In fact, they usually repeat word for word what you shouldn't have said.*  
~ Anonymous

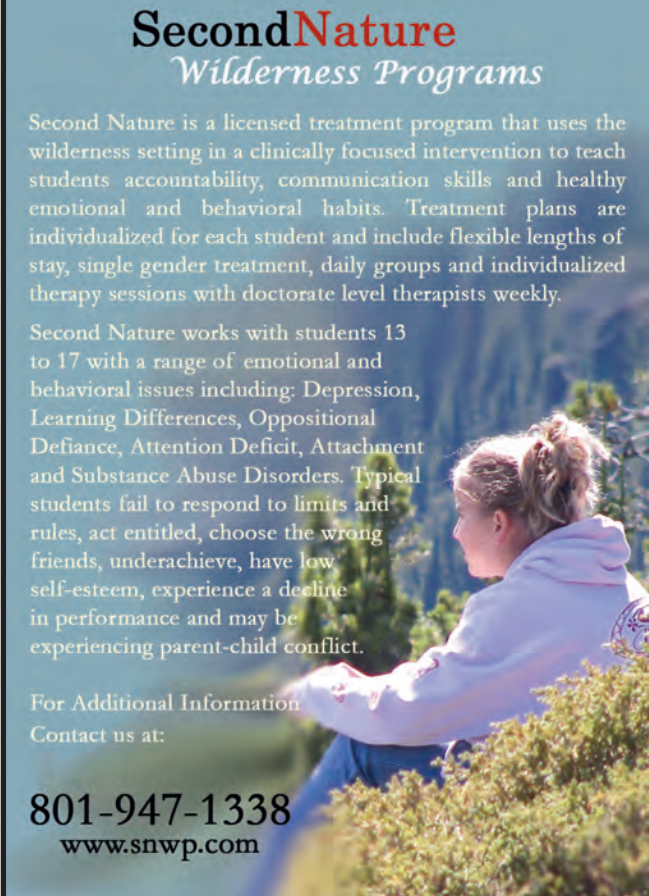


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# STONE MOUNTAIN SCHOOL

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[info@stonemountainschool.com](mailto:info@stonemountainschool.com)  
[www.stonemountainschool.com](http://www.stonemountainschool.com)

Visit By: Stephen Migden, July 25, 2006  
[drmigden@verizon.net](mailto:drmigden@verizon.net)

Stone Mountain School, located on 100 rural acres in western North Carolina, is a rustic, outdoor-based boarding school for 11 to 16-year-old boys who have ADHD, learning disabilities and/or behavioral problems. Combining small, specialized academic classes with a wide range of activities, Stone Mountain School attempts to integrate the local natural environment of the Blue Ridge Mountains into its educational and treatment program.

Students at Stone Mountain advance through a five-level behavioral system. Progress through each of the levels is based on behavioral and

academic goals. This progress is monitored by the student himself, his peer group and adult staff. Greater privileges are earned as the boy advances through the highly structured levels of the program. On average, students remain at the school for about 12 to 16 months. There is a 9 month minimum length of stay.

The boys at Stone Mountain live in rustic cabins that are scattered throughout the wooded grounds. There are about 10 to 11 boys per cabin, and each group has 4 residential staff, 2 of whom are on duty at all times. The cabins have only the basic amenities, including solar-powered generators for limited lighting. Flush toilets, with a state-of-the-art septic system, and a relatively new shower and washroom facility are also available to the students. Boys who advance to the last level of the 5-level system earn the privilege of living in a more traditional dormitory building that has full electricity, hot and cold water, plumbing, etc. Under adult leadership, the boys who live in the cabins are responsible for maintaining and beautifying the area around each cabin, and, from what I observed, they do so quite capably. The cabin that I visited had, as its "front yard," a

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stunningly creative display of horticulture, agriculture and landscape design that I was told had been built by students over the years. This lovely, peaceful, student-built landscape included a small vegetable plot, a rock garden, and a frog and goldfish pond, all irrigated by a natural looking canal system that meandered through and around the garden. It was quite impressive.

Students at Stone Mountain School engage in a wide range of activities, many of which are focused on the outdoor, mountain setting of the school. These include camping, rock climbing, canoeing, rafting and hiking, as well as agricultural and horticultural activities. Team sports played on the intra-mural level include soccer and what sounded to me like a horseshoes-type game called corn-hole. Indoor activities include art, chess and yoga. On weekends, when the rustic main dining room is closed, the boys also learn to cook on wood stoves in open-air structures situated next to their cabins.

Students at Stone Mountain have four basic academic classes per day (English, social studies, math and science), and the curriculum is meant to match that of a typical middle school or high school.

There is an average of 5-6 students per class, and the students move from subject to subject in all but one of the groups. The latter is a self-contained class of about 10 younger boys. Approximately 70% of the students at Stone Mountain have a language-based learning disability. As a result, a variety of special educational services, both innovative and research-based, are offered to complement the academic program. There is generally an additional fee for these services. Among the more innovative special education services described to me is a type of biofeedback called the interactive metronome program, which is designed to help children with attention and activity level problems. The school is planning to add what they describe as a more advanced neuro-feedback program, also for children with attention and activity level problems. There is an Orton-Gillingham certified teacher on grounds, available to offer multi-sensory tutoring, one of the research-based services offered to learning disabled students at the school. Stone Mountain School is licensed by the North Carolina Department of Non-Public Education and the North Carolina Department of

Continued: SMS/ pg 14

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## SMS: Continued from page 13

Public Instruction Division of Exceptional Children as a Special Education School.

Parents, who can arrange for their sons to receive clinical services, such as psychotherapy, receive written (email) updates on their son's treatment weekly. They are also required to attend two of the four Parent Seminars held at the school each year. Stone Mountain alumni are eligible for one year of after-care, which includes telephone consultations and participation in scheduled alumni family adventure outings.

On my visit, I met with Director of Admissions Paige Thomas, and Executive Director Sam Moore. Paige has been at Stone Mountain for 4 ½ years, and Sam has been there more than 12 years, the last 2 as executive director. Sam impressed me as an energetic and open minded leader, fully committed to the unique treatment and educational model used at Stone Mountain. He spoke enthusiastically about his program and its components, and he came across as very encouraging of staff-initiated innovations.

During my visit, I was escorted by an adolescent who had been at the school for about a year. He described himself as having been very impulsive and socially inappropriate prior to his entering Stone Mountain, though now he presented as a quiet and well-mannered young man. He reported that he was on the highest level of the 5-level system, and that he was now planning to return to a high school near his home. At lunch in the open-raftered dining hall, I met a few more level 5 students, as well as their counselor, who told me that he had been working at Stone Mountain for about 2 years. Of the boys I met at lunch, 3 were from the east coast and one from the west coast. They had been at Stone Mountain for various amounts of time, ranging from 11 months to 2 years, and most had had problems with impulsive behavior, often with other problems, prior to their placement at the school. One told me that at Stone Mountain he had “learned to think about stuff before I do things.” Two of the boys said they would be returning to their local public schools, and one said that he would be attending a boarding school after leaving Stone Mountain.

According to Sam Moore, Stone Mountain School is designed to serve boys with ADHD, language-based



learning disability and mild oppositional defiant disorder. Boys with non-verbal learning disability and Aspergers Disorder will also be considered. Children with mental retardation are not good candidates for Stone Mountain, and students applying to the school should have an IQ of about 85 or above. Children who are psychotic, suicidal, violent or assaultive, or those with an active substance abuse problem are not good candidates for this program. However, the school will consider a child with a history of relatively mild drug usage.

*About the Author: Stephen Migden, PhD, is a psychologist and educational consultant who works with behavior disordered, emotionally disturbed and learning disabled students of all ages. His office is in Roslyn Heights, New York. Contact Dr. Migden at website at [drmigden@verizon.net](mailto:drmigden@verizon.net) or call 516-625-0824 for more information.*

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## NEW PERSPECTIVES...

*[New Perspectives schools and programs are those new to Woodbury Reports, Inc., and are presented to expand your knowledge, with the disclaimer that we know little more about them at this time than what appears here. Inclusion in Places for Struggling Teens™, of course, does not imply any endorsement by Woodbury Reports, Inc. -Lon]*

## SAN JUAN WILDERNESS

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San Juan Wilderness is a licensed therapeutic wilderness program for boys, ages 13-17. The six to nine week program serves boys with a variety of problems including ADHD, learning difficulties, Bi-Polar, depression, rebellious, angry, defiant, drug/alcohol abuse, adoption issues, attachment disorders, physical/emotional abuse, sexual abuse, etc. It is not appropriate for very high-risk youth such as those who are recently suicidal, psychotic, recently or extremely violent, bedwetting or sex offenders.

San Juan consists of six key elements that include: therapeutic wilderness expeditions, base camp life, service learning projects, academics, adventure education, and individual and family therapy.

Continued: **San Juan**/ pg 16

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**San Juan:** Continued from page 15

Therapists meet twice weekly with students for both individual and group therapy sessions and weekly with parents. The academic component is accredited by the Colorado Department of Education. Students participate in experiential natural science lessons and labs that are taught in the field by a licensed science teacher as well as field staff. Students complete daily assignments in literature and language arts and may receive approximately one high school credit per month of enrollment.

coaching designed to help students develop the skills necessary to thrive in college along with lessons in social responsibility, positive leadership and living a purposeful life.

College Excel students can attend Central Oregon Community College, Oregon State University Cascades Campus or one of a variety of technical programs available in Bend. Depending on the level of support needed, students live in one of the houses run by College Excel or live on their own.

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## COLLEGE EXCEL

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541-388-3043  
[www.collegeexcel.com](http://www.collegeexcel.com)

There are two types of students that College Excel focuses on helping: those getting ready to graduate from an emotional growth school and looking at college, and college students who are struggling with a transition to college life. The program provides motivational and academic

Students may enroll any time throughout the year. There is a 3-month minimum stay and the average stay is between 6 – 9 months.

Jeannie and Sue each have more than 20 years of experience working with young adults who need a guiding hand. They feel comfortable that they have gathered a strong staff team of “talented, well-educated role models of all backgrounds and interests. Each has experience in their field, a history of success, and a contagious enthusiasm for teaching.

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aims at developing student/adult relationships by trying to ensure the staff is strong, competent, ethical and caring. ERWC involves parents as partners in the students' therapeutic process.

With over 60 years of combined experience in working with children and families, the administrative team has carefully chosen and screened staff for their leadership skills, maturity and compassion. The staff includes Masters level social workers, PhD clinical psychologists, nurses, and trained therapists and counselors.

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## BOOK REVIEWS...

### GLASS HALF-FULL

*A Daughter's Journey through a Father's Eyes*

By: Jack Rosen

Lincoln, NE: Universe: 2006

ISBN 0-595-38600-8 (pbk)

Book Review By: Lon Woodbury

This book is the latest in the rapidly growing collection of books by parents who learned about the private Parent-Choice Emotional Growth/Therapeutic Residential School and Program network the hard way; by having to find residential placement for his daughter before her self-destructive decisions destroyed herself and her family. In it, the father describes in great detail the emotional roller coaster he goes through in each step of the process, from recognizing the severity of the problem, to getting advice on what to do about it, as well as the difficulties in understanding his daughter and his nostalgia for the happy father-daughter times of the past.

In a sense, this book is a very intimate diary of the thoughts, feelings, frustrations, triumphs and confusion he shares with his wife and daughter as they go through this journey, which sometimes includes a contest of wills with his daughter.

The author appears to include every aspect of his emotional journey from his fear of a phone call from the police to his later fear that her phone calls home will deteriorate, to his exaltation when they have a "good" phone call, to his sinking feeling upon meeting some of her low-life friends, to his relief when he has a brief glimpse of the wonderful daughter he used to know peeking out from time to time, to the frustration he feels because of criticism from "friends" who think he is over-reacting, to the relief he feels when he meets the parents of other students because they are the only people who truly understand what his family has gone through and what he is trying to do for his daughter.

The author is equally honest in his self-evaluations regarding his interactions with the staff and professionals he worked with. He



describes how his reactions ranged from appreciating the professionalism of some, to frustration over the apparent insensitivity of other staff. As the story unfolded, I sometimes muttered to myself "That's no way to treat a family!" Or, "That's not the way to do that!" Unfortunately, the mix of staff and professional competency in these programs rings all too true in my experience. The positive thing is that competency is a stated goal of all quality programs, and they still rise far above the generally mediocre competency and sensitivity of the usual run of the mill public agency staff, something routinely testified to by most of my clients.

This book is an attention grabber. Any parent, such as myself, who has placed a child in one of these schools or programs can easily relate to and compare their own experiences with those of the author. It would also be a very enlightening read for any parent who doesn't have a child with these behavioral problems but who wants to truly understand what drives these parents to make the radical decision of residential placement. More importantly, it could be a real eye-opener for non-parents who otherwise would not have a clue as to what these parents go through.

By the way, this story of a difficult journey does have a happy ending, making all the trials and tribulations worth it, at least in the eyes of the author.

*The best thing  
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to your child, a good example;  
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~ Francis Maitland Balfour

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## INTERVIEWS...

# BLUEPRINT EDUCATION EXPANDS

By: Lon Woodbury & Kathy Nussberger

In a phone interview with Marmy Kodras, Marketing Director and Doug Covey, CEO of Blueprint Education in Arizona, Lon Woodbury, Founder/President, Woodbury Reports, Inc., and Kathy Nussberger, Co-Editor, discussed how this educational service provider helps private parent-choice programs provide accredited, transferable credits for students.

Marmy explained that Blueprint's introduction to the wilderness component of parent-choice programs began when they started helping the Arizona based Anasazi Wilderness Program establish an accredited academic component in 2004. She added that shortly thereafter, they worked with Three Rivers in Montana to align their content to the National Assessment of Educational Progress (NAEP) standards. This past spring, they began helping Minnesota based Soltreks provide academic accreditation to its students, and will

support the academic component of Utah based Pinnacle Foundation this Fall.

"Our involvement in the wilderness side began when our staff accompanied Anasazi on one of their educational referring specialist trips to fully understand and appreciate their life-changing program." CEO Doug Covey explained. "We were intrigued that students were out of a traditional system for six weeks or longer, and wanted to help them stay on track or potentially accelerate their learning. Following that experience, our curriculum team assessed their program content and aligned it to NAEP standards resulting in elective credits. We simply took their foundation, performed the content conversion, and co-developed the instructional delivery through facilitation and interaction, which resulted in student engagement and success. We found that private parent-choice programs are really unique with each having its own level of focus and philosophy. Our goal is to learn how to customize their curriculum in a way that works for individual therapeutic programs. We believe opening up this opportunity to students enrolled in a wilderness



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program allows them to stay on track academically. When they graduate from the program, they are able to transition to traditional schools seamlessly.”

Doug added that because students engaged in therapeutic schools spend much of their time out in the field, the academic component typically consists of a student workbook and a staff field assessment, both of which are sent to Blueprint Education for final grading by Blueprint’s teachers before official transcripts are issued to the student’s school of choice.

“The unique part about our service is in believing the therapeutic and medical treatment these programs provide comes first,” Doug explained. “The integrated and experiential learning these kids receive allows us to take what exists within their program and align it to national standards that fall under specific subject areas. For example, for a psychology credit, we evaluate the lessons being taught and comprehensiveness of the content to determine the facilitation and interaction between the field staff and student. If it meets our litmus test, we typically issue a half unit of credit. We repeat this process for subject

areas such as Physical Education, English, Art and Science.”


Blueprint began by working with Copper Canyon Academy and Blue Hills in Arizona in 1998 by supplying a traditional curriculum that helped the schools achieve their long-term goal of becoming accredited. “We can now offer both traditional and customized sets of curriculum depending on the needs of the program or school.”

Blueprint is currently working with several programs on service agreements to provide the curriculum assessment necessary to issue credits. “Initially, we evaluate the history of the program, the extent of its content, how the program regards the children it serves, whether the program is licensed and/or accredited, and if therapy and medical care are provided by licensed practitioners. Next, we conduct a full assessment by reviewing their content and make recommendations for course credit based on comprehensiveness of content; amount of time spent in instructional delivery through facilitation and interaction and

Continued: **Blueprint/** pg 22

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

**As always, W.T.C. has a licensed Chemical Dependency Counselor present for the duration of every expedition maximizing the therapeutic value.** They meet some pretty big challenges facing life without chemicals; a good foundation based on a spirit of success and an ever increasing self-esteem is a great beginning in the journey of recovery.



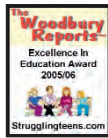

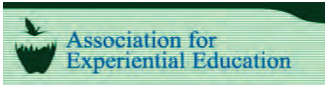
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**Blueprint:** Continued from page 21

finally the extent of student engagement. The process typically takes one to three months depending on the program needs. We take each program through a planning process, staff orientation, program management, staff development and annual evaluations. The elective level credits issued are based on the Carnegie Unit, which was developed in 1906 as a measure of the amount of time a student has studied a subject. After assessing the program, we determine how much time students spend on specific subjects during their eight to ten hours of daily instructor contact over a six to eight week period. We then issue the credits through our accredited distance learning program.”

Blueprint Education is a non-profit organization that has partnered with programs to help students since 1969, with services ranging from distance learning, to curriculum design and alternative education, meeting the standards of the North Central Association Commission on Accreditation and School Improvement (NCA) and Commission on International and Trans-Regional Accreditation (CITA). “Programs partner with Blueprint Education for a number of reasons including the benefit of a unique learning model, the flexibility of learning anywhere anytime, support from qualified professional educators, an individualized and self-paced learning program that adapts to students unique needs which includes a rigorous and comprehensive curriculum based on NAEP, accredited through Blueprint by NCA and CITA,” Doug said.

Blueprint has over fifty certified teachers and staff that support its efforts in alternative education programs in Phoenix, write curriculum and support thousands of students enrolled in its national and international distance-learning program. Doug said: “We’re committed to finding new ways to enable students to succeed.”

Blueprint Education is located in Phoenix, AZ. For more information contact Marmy Kodras at 800-426-4952, [marmyk@blueprinteducation.org](mailto:marmyk@blueprinteducation.org), [www.blueprinteducation.org](http://www.blueprinteducation.org).



## NEWS & VIEWS...

### SCHOOL OWNER SETTLES ABUSE

(September 22, 2006) The Salt Lake Tribune reported that Whitmore Academy, Juab County, UT, owner Cheryl Sudweeks, entered a no-contest plea to four counts of attempted hazing, a class C misdemeanor in relation to three years of child abuse accusations. Sudweeks is barred from ever operating or being involved with another teen help program in Juab County.

### TEENS HELPING TEENS

(September 27, 2006) The TEENLINEOnline.org website, 800-852-8336, reports they offer teen services and resources where teens can find mentoring and support from other teens. The service was founded in 1981 to help adolescents address their problems through a confidential peer hotline and community outreach program.

### OUTDOOR ACTIVITIES LOSING OUT TO ELECTRONICS

(October 3, 2006) The Sacramento Bee reports a study that shows teenagers interests in outdoor activities are decreasing in favor of electronic and flat screen activities.

### HOMEWORK REBELLION GROWING

(October 3, 2006) The Seattle PI reported that the case claiming pre-high school students are not helped and might even be harmed by excessive homework is gaining supporters.

### HARVARD COMMITTEE RECOMMENDS STUDY OF RELIGION

(October 4, 2006) A faculty committee at Harvard, looking at reforms for the core curriculum for Harvard students, recommended studies in religion along with US history and ethics.

### FLORIDA STUDENTS PAID TO "SNITCH" ON THEIR PEERS

(October 8, 2006) First Coast News, the website for channel 12, reported that in Niceville, FL, students can receive up to \$500 for telling police about their peer's activities like "who keyed cars, who's got drugs and other crime information."

### MICHIGAN SCHOOL FOCUSES ON AT-RISK FRESHMEN

(October 8, 2006) The Lansing State Journal



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*History, despite its wrenching pain, cannot be unlived, however, if faced with courage, need not be lived again.*

*~ Maya Angelou*

Continued: News & Views/ pg 24

## News & Views: Continued from page 23

reports that a school in East Lansing, MI, is attempting to prevent serious academic problems in later years by spending extra attention on freshmen who are at-risk of not doing well in school. School officials report after one year, the number of students failing classes has dropped significantly.

### **BRITISH POLL BRAT CAMPS HELP**

(October 16, 2006) The Guardian in the United Kingdom reported that a poll released by the National Family and Parenting Institute, found that 73% of respondents learned useful techniques from the Brat Camp and Super Nanny TV programs. They concluded that these programs have been helpful in teaching parents how to raise children.

### **FLORIDA BOOT CAMP DEATH GOES TO TRIAL IN APRIL**

(October 17, 2006) The Pensacola News Journal Online reported that the \$40 million civil suit in the January 6, 2006, Florida Boot Camp death of 14-year-old Martin Lee Anderson will go to trial April 16, 2007, in federal court in Tallahassee, FL.

Anderson's parents, Robert Anderson and Gina Jones, are suing the Florida Department of Juvenile Justice and Bay County Sheriff's Office.

### **BAD DRUG REACTIONS COMMON**

(October 18, 2006) The Washington Times reported a study from several federal health care agencies and published in the Journal of the American Medical Association found that about 700,000 Americans go to Emergency Rooms each year for harmful reactions to some widely used medications.


### **SMART OR GIFTED CONFERENCE**

(October 20, 2006) Jane Piirto, PhD, Trustees' Professor Director of Talent Development Education at Ashland University in Ohio, held a one-day conference on Smart or Gifted; Best Practices in Identifying the Gifted, at the Marriott Ontario Airport in Ontario, CA.

*Note: For the rest of News & Views and all the links, visit [www.strugglingteens.com](http://www.strugglingteens.com)*

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## SEEN N' HEARD...

### OPPORTUNITIES AT STAR MEADOWS

(September 21, 2006) Jim Carpenter, Admissions Director, Star Meadows Academy Hope Ranch, Whitefish, MT, 406-862-7871, announced that with the graduation of two students, the program has openings for student enrollment.

### TEAM AVENGERS RAISE \$7,677

(September 24, 2006) Susan Holden Walsh, Holden McClure PR, 303-449-2526, announced that educational consultant Mike Balotti as team captain, Elizabeth McGhee, Amanda Thomas, Beth Laughlin and Jude Rudolph raised \$7,677 for the LiveStrong Lance Armstrong Foundation in the Team Avengers race in Philadelphia, PA on September 10, 2006.

### REMUDA STAFF PROVIDED INPUT

(September 26, 2006) Mary Anne Morrow, Remuda Ranch, Wickenburg, AZ, 800-445-1900, announced that author Debra M. Cooper worked in conjunction with the professional staff at Remuda Ranch to write a new book, Behind the Broken Image. This fictional novel examines the lives of three females with eating disorders.

### DAN K DIES IN ACCIDENT

(September 27, 2006) Dan Krmpotich, 52, Bonners Ferry, ID, died in a motorcycle accident on September 27, 2006 near Clark Fork, ID. A fund to help Dan's three children has been set up at Wells Fargo Bank, PO Box 1509, Bonners Ferry, Idaho 83805. Contributions can be sent to the bank in care of the Krmpotich Children's Fund, or by calling the bank at 208-267-7515 for information on electronic transfer. A memorial service was held on October 3, 2006 at Twin Rivers Resort in Moyie Springs, ID. The staff at Woodbury Reports, Inc. sends our condolences to Dan's three children.

### COMPLAINT FILED AGAINST HLA

(September 27, 2006) A story on AccessNorthGeorgia.com, reported that a 70-page complaint, filed in federal court in Gainesville, GA, against Hidden Lake Academy, Dahlonga, GA, 706-864-4730, alleges "the tragic mistreatment of trouble teenage students and their families."

### ALLDREDGE JOINS SOLACIUM GROUP

(September 28, 2006) L Jay Mitchell, Alldredge

Continued: **Seen N' Heard/** pg 26



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**Seen N' Heard:** Continued from page 25

Academy, Davis, WV, 304-259-2262, announced that Alldredge recently joined Solacium Holdings, LLC, in Utah. The recently formed Solacium Holdings operates under the umbrella of CIC Partners, and includes New Haven RTC and Sunrise Academy.

**CAMPBELL PARK OPENS WITH FIVE**

(September 28, 2006) Brandi M. Elliott and Jim Powell, PhD, Powell & Elliott Collaborative, 951-315-8320, consultants to Campbell Park, Kurow, New Zealand, 213-988-0718, announced the program is officially open and welcomed its first five students onto the campus on September 16, 2006.

**COLLEGE EXCEL EXPANDS COURSES**

(September 28, 2006) Sue Harless, Academic Director, College Excel, Bend, OR, 541-388-3043, announced the program began offering extensive Skill Development Courses in the Fall 2006 term.

**STAFF CHANGES AT ELK MOUNTAIN**

(September 28, 2006) Carl M. Olding, Elk Mountain Academy, Clark Fork, ID, 800-355-3823, announced that Louie W. Ladenburger, MFT, LADC, has joined the team as Desiree Mangum leaves to take care of urgent family business.

**CRC HEALTH GROUP ACQUIRES ASPEN**

(September 29, 2006) A press release on Yahoo Finance reported that Dr. Barry Karlin, Chairman/CEO, CRC Health Group, Cupertino, CA, announced the signing of a definitive merger agreement to acquire Aspen Education Group, Cerritos, CA. In a separate press release, Aspen Education CEO, Elliot Sainer said, "I want to personally assure you that at the end of the day, nothing will change at our programs as a result of this merger."

**ACHIEVEMENT CENTER CHANGES NAME**

(October 2006) The Achievement Center for Young Women, Manti, UT, 435-835-4475, announced it has changed its name to Utah Preparatory Academy. Utah Preparatory currently has 19

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— Former Patient



students enrolled in its all girl school. The program is accredited through Northwest Accreditation, and plans to open an all boys program in January 2007.

### **BALLARD JOINS CANYON CREEK**

(October 2, 2006) Brad Gerrard, Chief Operating Officer, Academy at Canyon Creek, Springville, UT, 801-491-3910, announced that Tori Ballard is the new Director of Community Relations.

### **NEW HORIZONS CELEBRATION**

(October 2, 2006) The Indiana Chronicle-Tribune reported on the 35th anniversary of the New Horizons Academy in Marion, IN, a Christian residential program, which also administers the Mountain View Academy in the Dominican Republic, Missanabie Woods Academy in Canada and Escuela Caribe in The Dominican Republic. Both ex-student supporters and protestors attended.

### **SENIC JOINS ECKERD**

(October 3, 2006) Tom Denham, Director External Communications, 727-461-2990, ext. 332, Eckerd Youth Alternatives, Inc., Clearwater, FL,

304-642-9070, announced Angie Senic, has accepted the position of Director of Private Services for the private sector programs offered by Eckerd.

### **THEISEN AT ADIRONDACK**

(October 3, 2006) Susan Hardy, MEd, Executive Director, Adirondack Leadership Expeditions, Saranac, NY, 877-252-0869, announced that Robert Theisen, PhD, has accepted the position of Clinical Director.

### **DRAGONFLY STAFF/ FACILITY UPDATES**

(October 3, 2006) Mona J Treadway, Admissions Director/Owner, Dragonfly Adventures & Dragonfly Transitions, 541-850-0841, Klamath Falls, OR, announced Justin Helienbach, MSW, is joining the team in mid-October. Mona added that Dragonfly has added a late night shift, for increased evening coverage, several new mentors and recently renovated an old "boarding" house to provide a higher level of supervision for new students.

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



## **Ridge Creek**

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**Seen N' Heard:** Continued from page 27

### **NEW STAFF AT CATHERINE FREER & SANTIAM CROSSING**

(October 5, 2006) Robert Cooley, CEO of Catherine Freer Wilderness Therapy Expeditions and Santiam Crossing, Albany, OR, 541-926-7252, announced Education Specialist Andrew Odden has joined the Santiam Crossing Staff and James Brown, LMFT, PC, has joined the Catherine Freer staff.

### **ZEHNDER HONORS SCHEFF**

(October 6, 2006) Isabelle Zehnder of the Coalition Against Institutionalized Child Abuse (CAICA), formally recognized "the hard work of Sue Scheff, an advocate for parents and children. Sue helps distraught parents who are seeking help for their troubled teens."

### **SCHEFF WINS EMPTY VICTORY**

(October 7, 2006) Shelby Earnshaw, Founder, International Survivors Action Committee (ISAC), 540-522-6231, announced that on September 19, 2006, Parents Universal Resource Experts, Inc. (PURE) and its founder, Sue Scheff of Weston, FL, won an \$11.3 million dollar victory over a single

mom in Texas alleging defamation over the Internet. To read this article, or locate links to various other articles on this topic go to our index for Sue Scheff and PURE.

### **BOOK ON FINDING HELP**

(October 8, 2006) Basing it partly on their personal experience, Frederic G. Reamer and Deborah H. Siegel have published an 80 page book titled Finding Help for Struggling Teens: A Guide for Parents and the Professionals Who Work with Them, through the National Association of Social Workers Press.

### **RECOVERY COMPONENT AT CARLBROOK**

(October 9, 2006) Kim Foran, Carlbrook School, Halifax, VA, 434-476-2406, announced that by year's end they plan to instate a comprehensive, integrated Recovery Maintenance Program that addresses both the individual and collective needs of students and families.

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## **DERRY/ HALL STOP BY**

(October 10, 2006) Jeffrey Derry and Morri Hall of SUWS-Idaho, 208-886-2565, Shoshone, ID, stopped by Woodbury Reports for dinner and to discuss various activities in the industry.



## **CONFIDENT LIVING CHANGES NAME**

(October 11, 2006) Susan Holden Walsh, HoldenMcClure PR 3, 303-449-2526, announced that Confident Living, Inc., Boulder, CO, announced that effective immediately the program has changed its name to Vive!, 800-261-0127, VIVE recently opened an office in Menlo Park, CA, with another opening on November 1, 2006 in Beverly Hills, CA, and plans to expand to six additional markets in 2007.

## **FOWLER JOINS CHEROKEE CREEK**

(October 12, 2006) Kathy Whitmire, Executive Director, Cherokee Boys School, Westminster, SC, 864-647-1885, announced that Susan Fowler is joining the counseling team as a Primary Counselor.

## **SAN CRISTOBAL SPONSORS FUND-RAISING**

(October 12, 2006) Christy Leach, Director of Admissions, San Cristobal Ranch Academy, Taos, NM, 866-918-8383, announced the program participated in a walk-a-thon titled "A Mile in Our Shoes," for the Dream Tree Project in Taos, NM on September 10, 2006.

## **TIMBER RIDGE STAFF UPDATES**

(October 16, 2006) Marcia Pearson, Executive Director, Timber Ridge Preparatory School for Girls, Clark Fork, ID, 208-266-0128, announced that Kristin Miller, BS, joined the academic staff as the new Social Studies/English teacher. Krystal Cameron also joined the staff as a Night Shift Coordinator.

## **ALLDREDGE STAFF UPDATE**

(October 17, 2006) Jim Browning, CEO/Director, Alldredge Academy, Davis, WV, 888-468-1828, announced that Joanna DiStefano McKay is the new Marketing Coordinator.

## **OPI ANNOUNCEMENTS**

(October 17, 2006) Anne LaRiviere, Director of Admissions/Marketing, Optimum Performance Institute, Woodland Hills, CA, 888-558-0617, made a couple of announcements this month: First, a program participant was selected as a member on a panel of experts discussing the future of the computer gaming industry. Second, Michael Andreen, a filmmaker, is the newest mentor at OPI.

## **MCGUILL CELEBRATES 25 YEARS**

(October 17, 2006) The Board of Directors, Villa Santa Maria, Cedar Crest, NM, 505-281-3609, recently celebrated and recognized the 25th anniversary of Joseph McGill, CEO of Villa Santa Maria. The Board congratulated Mr. McGill on his leadership, vision and dedication.

## **YOUTH CARE FEATURED ON DR. PHIL**

(October 18, 2006) Aspen Education Group, Cerritos, CA, 888-972-7736, announced that the Youth Care Program, Draper, UT, 800-786-4924, an intensive therapeutic program for adolescents in a small, home-like setting, was featured October 16 on the nationally syndicated "Dr. Phil" show.

## **SANTIAM CROSSING SCHOOL UPDATES**

(October 18, 2006) Julia Andrick, Marketing Director, Catherine Freer Wilderness, Bend, OR, 800-390-3983, announced that Santiam Crossing School is now entering its third year of operation. Santiam has received provisional accreditation from the Northwest Association of Accredited Schools (NAAS).

## **NEWS FROM MISSION MOUNTAIN**

(October 18, 2006) Colleen Harrington, Assistant School Head, Mission Mountain School, Condon, MT, 406-754-2580, announced that she and John Mercer, School Head, took some very lucky and excited students to the Rolling Stones concert when the band played in Missoula, MT, on October 4, 2006. The students had floor seats just 12 rows back from the stage, and it was a spectacular show, replete with fireworks, light show, a 40 ft screen and a six-story high stage.

## **REMUDA REPORTS EATING DISORDERS ON RISE**

(October 19, 2006) Mary Anne Morrow, Remuda

Continued: **Seen N Heard/** pg 30

## **Seen N Heard:** Continued from page 29

Ranch, Wickenburg, AZ, 800-445-1900, reported that eating disorders are becoming more prevalent on college campuses across the nation.

### **DARK BLUE AWARENESS PINS**

(October 19, 2006) Lance Landre, President/ CEO, Star of Life™/ C. S. Landre Foundation, Fresno, CA, 559-433-8866, announced the sale of the Dark Blue Awareness Pin as a fund-raiser to help the Foundation and “At-Risk children as well as ADD, ADHD, Bi-Polar Disorder Awareness.”

### **SUWS SEASONS ACCEPTING STUDENTS**

(October 19, 2006) Brian McKeown, Family Services Coordinator, SUWS of the Carolinas, Old Fort, NC, 888-828-9770, announced that Seasons, a licensed, clinically focused wilderness/ treatment program serving youth, ages 11-13 is accepting enrollments.

### **STAFF UPDATES AT OPEN SKY**

(October 20, 2006) Lauren Lollini, MA, NCC, Admissions Director, Open Sky Wilderness Therapy Program, Durango, CO, 970-759-8324, announced her promotion to Admissions and Outreach Director, as well as the addition of Gregory Martin, MA, as part of the clinical team.

### **PINNACLE WILDERNESS ACCEPTS CLIENTS**

(October 20, 2006) Bridget Peterson, Pinnacle Wilderness Foundation, Richfield, UT, 435-896-5788, announced the program is now accepting new clients into its outdoor wilderness program.

### **VENTURING CREW LAUNCHED**

(October 20, 2006) Ann Kozak, Marketing Specialist, Family Foundation School, Hancock, NY, 845-887-5213, announced the school submitted the charter for its new Venturing Crew #174 on October 19. Twenty-seven students are involved in the initial crew and are already honing their outdoor winter survival skills in preparation for the upcoming Klondike Derby. The youth-led, co-ed organization is a branch of the Boy Scouts, which is also active on the Family Foundation School campus.

### **FRIENDS OF FAMILIES WITH CHILDREN IN CRISIS**

(October 20, 2006) Brandi Elliott, Arrowhead, CA,

951-315-8320, announced that she and Jim Powell (Powell & Elliott Collaborative, LLC) are working with The Friends of Families with Children in Crisis Foundation (formerly The Friends of CEDU Foundation). This is a non-profit 501 (c)(3) organization, to financially assist families who cannot afford to keep their child in a therapeutic or emotional growth program/ school through to graduation/ completion. Woodbury Reports Inc. will pass on details when the criteria for selecting families to help and the schools/ programs that will qualify have been firmly established.

### **NEW COACHING BLOG**

(October 22, 2006) Anne Barry Jolles, Boston, MA, 781-878-8589, Life Coach and author of Keeping Your Sanity While Loving and Letting Go of Your Teen, announced the creation of her new blog called “Drive Through Parenting Wisdom.”

### **ASPIRO WELCOMES 100TH STUDENT**

(October 23, 2006) Brian Church, Director of Business Development for Aspiro Therapeutic Adventures, Riverton, UT, 801-979-6301, announced the program has received its 100th student in their first six months.

### **MAPLE LAKE CELEBRATES**

(October 23, 2006) Patti Hollenbeck-Dial, PhD, Founder/Admissions, Maple Lake Academy, Payson, UT, 801-319-9476, announced the program recently celebrated its first year anniversary and became academically accredited through the Northwest Association of Accredited Schools.

### **GARNER JOINS OUTBACK**

(October 23, 2006) Ellwood "Woody" Crowell, Director of Admissions, Outback Therapeutic Expeditions, Lehi, UT, 801-649-6330, announced Kim Garner, MSW, CSW, joined the Outback family on October 9, 2006.

### **SUMMIT ACHIEVEMENT CELEBRATES**

(October 23, 2006) Adam Tsapis, Director of Admissions, Summit Achievement, Stow, ME, 800-997-8664, announced the program is celebrating its 10th year of licensed operation and is planning 10-year party at the upcoming Miami IECA conference in November.

*Note: For all the links to Seen N' Heard, visit [www.strugglingteens.com](http://www.strugglingteens.com)*





"Helping Boys Find Their Way"

## THE FOUNDERS OF ASHBY ACADEMY

*Dr. Alfred Allen, Michael & Lynn Beavers,*

*Dr. Jim Powell & Brandi Elliott Proudly Announce*

# GRAND OPENING "NOW ENROLLING"

ASHBY ACADEMY is a junior boarding school for boys ages 10-15 in grades 5-9, located in Ashby, Massachusetts. Ashby Academy provides exciting opportunities for learning, growth and personal development. While the Academy is "New" the staff is not. Our three top executives have 60 years of combined experience. To learn more call 877-386-0055 or go to [www.ashbyacademy.com](http://www.ashbyacademy.com)

## THE LEADERSHIP TEAM

### Dr. Alfred Allen - Head of School

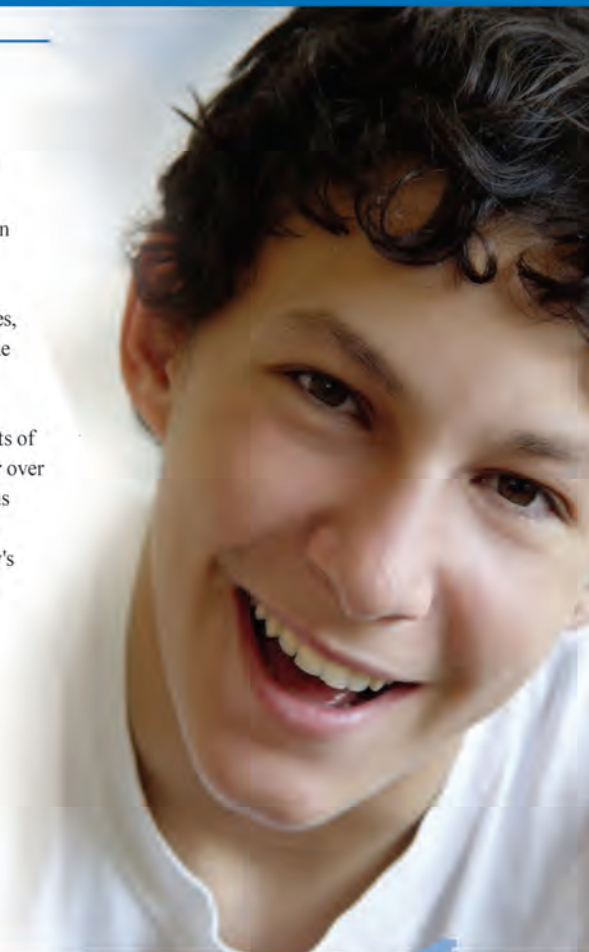
Dr. Allen brings a wealth of experience and knowledge to Ashby Academy. Dr. Allen earned his graduate degrees from Boston University and Dartmouth College, was on staff for 10 years at Eagle Hill School, the Director of The New England Salem Children's Village, The Hunter School and most recently the Headmaster of the DO-IT School and its successor, Granite Hill School. Dr. Allen has also served as the President of the New Hampshire Association of Private Special Education Schools for many years. Dr. Allen's experience with middle school aged children and those suffering from language based learning disabilities, non-verbal learning disabilities and behavioral/ emotional challenges will lead the integrated curriculum and therapeutic program provided by Ashby Academy.

### Christopher S. Carlin, MSW - Dean of Students

As the Dean of Students, Chris will oversee the clinical and programmatic aspects of Ashby Academy. Chris has been working with adolescents and their families for over 15 years. He has worked within the therapeutic/emotional growth field in various positions, most recently as the Clinical Director for Valley View School. Chris's extensive background and experience are an integral addition to Ashby Academy's interdisciplinary team and will help guide the school's mission of educating and nurturing boys with learning and behavioral challenges.

### Matthew A. Hart - Dean of Education

Matt comes to Ashby Academy with a desire to help struggling young men develop self-confidence, respect for themselves and find academic success. Matt is a graduate of Westfield State College and an Alumnus of Landmark College. Growing up with dyslexia Matt has first hand knowledge of what it is like to struggle as a young man in the academic arena. Matt has many years of experience working with adolescents in alternative education settings from teaching, counseling to most recently directing the academic program for the Academy at Swift River. Matt also serves on his public school board at both the local and district levels.



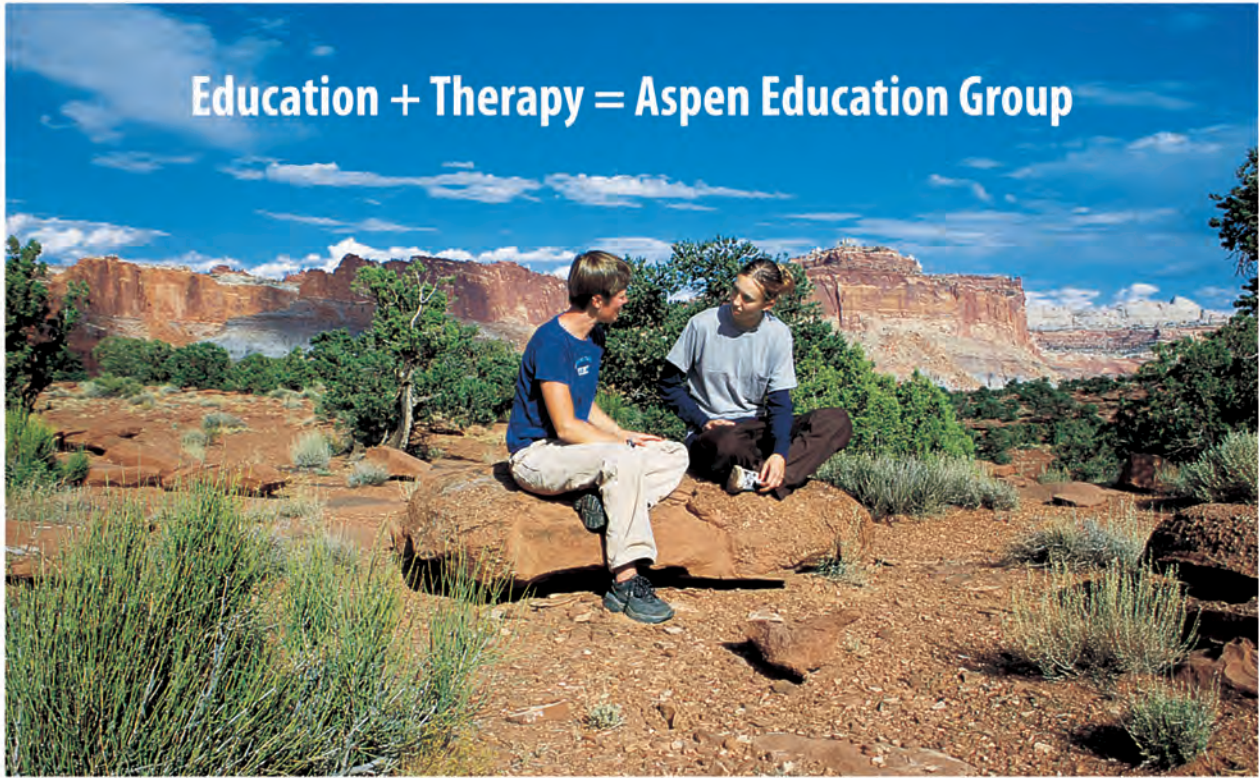
"Helping Boys Find Their Way"

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