

Places for Struggling TeensTM

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than to get it first."*

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December 2006

Issue #148

SEEN 'N HEARD...

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NEEDED...

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GOAL...

CHANGES AT ASCENT & NWA...

ASPIRO WELCOMES WATSON...

[For details on these and others, read
SEEN N' HEARD/ Pg 26]

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Visits:

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University Behavioral Center
Vanguard School
Waterfall Canyon

New Perspectives:

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Pine River Academy

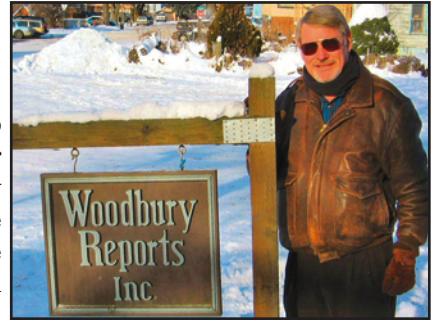
Extended Insights:

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PARENTS IN THE LOOP

By: Lon Woodbury

How important is the role of parents who have a child in a residential school or program for struggling teens? Very important is the answer to which private parent-choice schools and programs are coming. While parent involvement is still optional or minimal in most public funded programs (sometimes for good reason), most quality private parent-choice schools and programs are expanding the ways parents can be part of the program.



When I first started with a private parent-choice emotional growth school in 1984, many of the staff still felt the parents were the enemy. The attitude seemed to be: "You screwed up your kid, give him/her to us and don't bother us, and we'll fix him/her." Despite this holdover from the general attitude of the 1970s, private schools began to realize that parents were the key to success. Some started to initiate parent weekends, parent seminars and other ways to pull the parents into the healing process. That process has grown to where virtually every quality school or program for struggling teens has developed an extensive program for the parents. Sometimes parents work a parallel program

Continued: **Parents/ pg 3**

Inside...

Essays:

Holidays/ 4

Visits:

New Leaf of NC/ 8

New Perspectives:

Seven Arrows Academy/ 10
TimeOut Samoa/ 12

Extended Insights:

AIM House/ 13
Ten Questions/ 17

Book Reviews:

Finding Help/ 19

Interviews:

Ellen Behrens/ 21

News & Views/ 24

Seen N' Heard/ 26

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Woodbury Reports™ is an information source to help parents find the right school or program when their child has behavioral/ emotional problems. We are specifically concerned with children needing more intensive intervention than local resources or day programs can provide.

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An important goal of these schools and programs is to teach self-discipline through consequences, so the child will learn to be more responsible for his/ her actions. How attitudes are changed and who is successful is at the focus of each issue of Reports.

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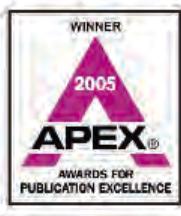
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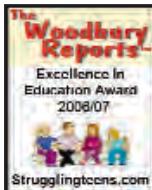
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Lon Woodbury, IECA, MA, CEP, is an educational consultant who has worked in schools and programs for emotional growth, character education, and consulting for parents of struggling teens since 1984. Prior to that, he taught in public schools and was 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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Parents: Continued from page 1

at home while their children are at the school so the entire family changes together. Other times, schools/programs have parents visit to share part of the program or to attend parent weekends, which are developed as training and collaboration between the schools and the parents.

Every year, more schools and programs initiate formal parent programs, and existing ones become more extensive. This is very healthy in developing a team approach between the school and parents in helping their child. It also encourages a more healthy view that these are family problems not just a child's problem.

As a representation of the expanding role of parents in schools, I had the honor of attending the parent weekend at Valley View School in Massachusetts, October 13-15, 2006. An important part of the weekend was that parents took the opportunity to visit with their sons. Many families went out for dinner in the surrounding communities. Parent visits to a school or program like this are almost a universal step in all quality schools and programs with special needs students and are vital in reintegrating families and helping the healing process. When old disruptive issues come up during these outings, school officials are there to help the family work through them. Throughout the weekend, families also met with counselors and school staff. These were opportunities to work with the family as a system and, again, this is an important part of the whole healing process for the boys and families enrolled at Valley View. It is commonly used throughout the national network of these residential schools and programs.

Like many other schools and programs throughout the country, the parent weekend at Valley View had much more. There were several opportunities through the open house and scheduled parent meetings to allow parents and staff to communicate one-to-one and for parents to get to know each other as well. This not only allowed the parents to exchange phone numbers and emails to develop their own support groups but also gave the parents a chance to get to know all the staff who work with their child or would be working with their child in the future. In addition this was a good opportunity for the staff to explain their philosophy, outline what

is currently happening in the school, and answer all the general questions any of the parents might have.

In the session I attended with all the parents on Saturday, the topics were wide ranging from nutrition to academic curriculum to emotional growth. One segment that generated a lot of discussion was about meals the children are served. Understandably, parents are very concerned about nutrition for their children. By allowing this topic, the school was showing they were open to suggestions and ideas to better serve their students and willing to listen to all parent concerns and respond to them. This topic, more than any other discussed while I was there, showed the extent the school was willing to go to establish a true school-parent team in working for the healing of the children.

One of the most important trends in private residential schools and programs for children with problems has been to bring parents into the loop. Family system work is now common among the

Continued: **Parents/ pg 4**

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Parents: Continued from page 3

quality schools and programs with several benefits. By developing a school-parent team approach, the students find it harder to turn parents against the school or otherwise follow a divide and conquer manipulation. In addition, parents feel valued by being able to influence the school's decisions thus empowering them as parents. And perhaps most important, it makes transitions back home more likely to succeed since both parents and children have been interacting throughout the placement as facilitated by the school or program.

*Humor is
richly rewarding
to the person
who employs it.*

*It has some value
in gaining and
holding attention,
but it has no persuasive
value at all.*

~ John Kenneth Galbraith

HOLIDAYS

The Most Wonderful Time of the Year
By: Glenda Gabriel - Core Solutions
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The holidays cometh. Stores are stocked with gifts galore. Colorful, twinkling lights adorn windows, eaves and trees. Lists are made and checked twice. Families once again plan to share their own special time-honored traditions. Giving reigns above receiving. And in stores, Andy Williams once again croons, "It's the Most Wonderful Time of the Year."

But if you're a parent whose child is away from home in treatment, it may not feel overly wonderful. Though grateful for the help they are getting, you may be struggling with loss, emptiness and even guilt. You wonder how you'll ever get through this holiday season without them home. Your commitment wavers and you might even start rationalizing about bringing them home early. You cry new tears and at times resent the holiday joy going on around you.

Stop! You do not have to go down that path. Doing so will not lead to anything good or productive. Step

Heartlight was founded in 1989 as a Christian residential counseling and schooling opportunity dedicated to helping adolescents and their families work through difficult situations.

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back and look at the Big Picture for your family. Yes, it will be different this year. But that doesn't mean it can't be a wonderful, joyful, gratitude filled holiday. Is your holiday glass half full or half empty? Start with a dose of reality.

This is a good time to revisit why it became necessary to seek 24/7 help for your child. Write down all the reasons you had for making that most difficult decision for placement. List all the fears you had for your child and all the chaos and trauma going on in your home at the time. Do this to remind yourself of the necessity of your decision and of your responsibility to act in the best interest of your child. Now reflect back on how you felt once you knew your child was safe and being cared for, guided and instructed by dedicated, caring professionals who are completely focused on your child's well-being. Remember how it felt to finally have hope again?

Though this holiday season will be different with your child away, it not only is possible to make it a joy-filled time, it is vital that you are determined to do just that.

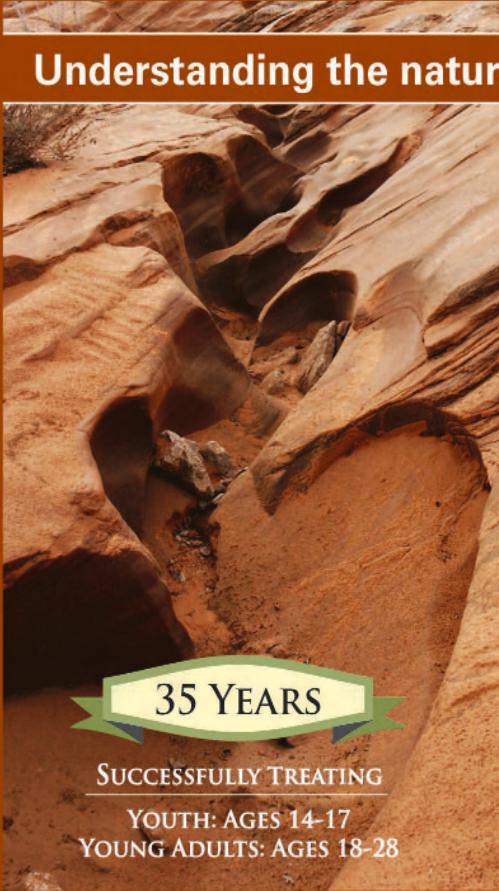
For starters, you deserve joy and happiness. A short while ago things were looking rather grim for your family as you watched your child spiral out of control.

But today your child is safe and working toward his or her future. There is much to celebrate this season, not the least of which was the courage and commitment you demonstrated by getting the help your child needed. It is critical to your family healing process that you take care of yourself and give yourself permission to be joyful.

Next, as parents, it's your job to set the tone and the example for your children. While their friends may play an important part in their lives, you are their role model. They look to you for clues on how to navigate through life. Ask yourself this, "If my child were to duplicate my attitude about how I feel about the holiday season, would I be okay with that?" Are you modeling attitudes of depression, sadness, loss and anxiety...or happiness, joy, hope and gratitude? How would you want your child to feel and behave?

Are there other siblings at home? They likely have taken a backseat to their program-sibling for a long time. Those at-risk teens have a way of throwing a family's balance way out of whack. The other kids deserve to have the focus put back on them. Pay attention to how much focus is given to the child who is away from home vs. the children still at home. Is it fair? Is it balanced? Are they feeling as important

Continued: **Holidays/ pg 6**



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Holidays: Continued from page 5

as their sibling who's away? Don't they deserve to have a fun-filled holiday season? The same thing holds true for your spouse or other dear friends and extended family. Focus on enjoying your time with them. Open up dialogue and find out how they are feeling and what they'd like to do to make this time special. Find out what their needs are and determine to create a tighter bond with them.

Do you have a family holiday tradition that you're finding hard to face this year without your program-child at home to participate? Putting the emphasis on those at home who look forward to that special holiday tradition can create a shift towards an "attitude of gratitude." If it still seems insurmountable to you, then put that tradition on hold for now and create a new one. Maybe something that represents the forward growth for your family. Find a way to be in service to someone else. Perhaps there are shut-ins in your neighborhood or church group...lonely people, whose families are not nearby. Find a way to include them and make them feel remembered and special this holiday season. Nothing cures emptiness faster than being in heartfelt service to someone whose day you can cheer.

Be supportive of the holiday policies and procedures of your child's program. They have been established

with purpose and reason, i.e., from the limited space at the facility, to teaching values, such as the spirit of the holidays and the value of family vs. the materialism of our society. If your child has had a "sense of entitlement" attitude, pay attention to how you have helped set that up in the past. Also, be mindful of how violating the guidelines sends your child a message that it's okay to break the rules. It's neither something that's worked well for them in the past, nor will it when they return home and are expected to abide by the rules and structure in place. Again, model the behavior you want them to emulate.

Re-focus on your family and facility's long term goals and commitments. Make sure your choices are truly in the best interests of your child. There's obviously not a set standard, industry wide or program to program regarding holidays gifts, but if what you send is in direct violation to your school's guidelines as a means to compensate for your guilt, then intentionally violating the school's policy will not make matters any better. If buying your child's love and respect was a solution before the program, they wouldn't be there today. Also recognize that if you bring them home before program completion because you miss them, then that is about your needs, not theirs. For two-household families, work in concert



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.



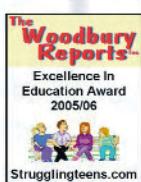
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with each other. Co-parent for the benefit of your child and work as a team with your school.

And for those parents who are considering placement now . . . if it is needed, do not wait. If your child is in crisis mode, then so is your entire family. If that child were in need of an appendectomy, you wouldn't postpone doing it till after gifts were unwrapped or some other family tradition celebrated. You would do it when it was needed, before the crisis intensified. Postponing placement so you won't have to be without them at the holidays, is again about your needs, not theirs. As a parent, you have the responsibility to make decisions based on their best interests. Be realistic. If things have already deteriorated to that level, it is unlikely you would be having the Hallmark-holiday you want anyway.

Make this a meaningful holiday for all of your family members. Yes, it will be different, but it doesn't mean that it can't be wonderful. You get to decide. Choose to create joy and gratitude in all that you do. Find new ways to capture the spirit of the holidays. Approach this season determined to look back with pride on this time as a bright spot in your family's history. Because of your child's program, you have new reason to have joyful hope and anticipation for

the future. These are all definite ingredients that make up "The Most Wonderful Time of the Year."

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.

The society which scorns excellence in plumbing as a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy: neither its pipes nor its theories will hold water.

~ John W. Gardner

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VISIT REPORTS...

NEW LEAF ACADEMY OF NC

Hendersonville, North Carolina
Catherine Jennings, Executive Director
866 479-5323
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Visit By: Stephen Migden, PhD, July 24, 2006

New Leaf Academy of North Carolina is a boarding school for pre-adolescent and early adolescent girls experiencing adjustment or emotional difficulties. Located in the Blue Ridge Mountains, it is a member of the Aspen Education Group of Cerritos, CA. Its sister school with the same name is located in Bend, OR.

The North Carolina campus opened in 2005 with the goal of providing an extended middle school program to 10 to 14-year-old girls who are performing below their potential in school and/or making poor decisions in their personal lives. New Leaf focuses on character development education to strengthen academic skills, improve self-image, and create more positive family/peer relationships. Since opening a year ago, the school has undergone fairly rapid growth and is close to its capacity of 50 students.

The typical New Leaf student is socially and/or emotionally immature but with average to above average intelligence. Many are diagnosed with ADHD, depression, bi-polar, anxiety and/or mild oppositional defiant disorders. Some students have mild learning disabilities and some are diagnosed as high functioning students with Asperger's Syndrome or non-verbal learning disability. I was told that girls with school phobias are frequently seen at New Leaf. Students with significant problems such as physical aggression outside the home, serious running away, or sexual promiscuity are typically not served by New Leaf. The average length of stay is 18-24 months and the program offers year-round enrollment.

Students at New Leaf progress through a three-stage level system: Sun is devoted to accepting and understanding the rules and values of the school; Moon emphasizes personal responsibility with a focus on the issues that brought the student to the school; and in the Star level students are expected to demonstrate leadership skills as they prepare to transition out of New Leaf Academy. According to the New Leaf administrative team, which includes Executive Director Catherine "Cat" Jennings and Program Director Robyn Mims, the treatment program emphasizes student initiative. For example, girls must petition for various earned privileges and counseling sessions are not set to a

pre-arranged schedule, they are flexible to the student's request. However, weekly group sessions are scheduled. New Leaf offers an animal therapy program where students learn to care for animals on the school grounds. Family involvement includes a three-day weekend every two months, two two-day seminars, and one family week. Home visits typically occur after the student is in the program for about 12 months.

The educational program includes seven classes per day with about 8-12 students in each class. Students are grouped by functional academic level, and the school develops an individual academic plan for each student. Accommodations and supports are offered for students with learning differences. Although extra help is available, there is no specific remedial program for learning disabled students. More advanced students may take Spanish as a foreign language. Current physical education and extracurricular activities include dance, fencing, yoga, volleyball, soccer, basketball and baseball. There is a runners' club, a golf club and plans to build a gymnasium.

The two girls with whom I met had each been at the school for about one year. One described being there because of conflicts with her parents, the other because of anxiety problems. They said the best thing about being at New Leaf of North Carolina was learning how to better communicate with their parents, while the hardest thing was how not to give in to peer pressure and learn to make their own decisions. They thought the academic program was supportive, yet challenging, and were positive about other aspects of the school such as the social climate, weekend activities and the food. The kids I observed seemed happy and comfortable. In their school uniforms of plaid skirts and white collared shirts, they seemed no different than the girls I see every morning walking to the local parochial school near my home as I drive to the office

The girls that I met with described a typical day at New Leaf. They said they wake up at 6 a.m., do room chores and have breakfast together, family style, at 7 a.m. After breakfast, there are more chores, then school (with a break for lunch), until 2:45 p.m. The school day is often followed by a group meeting with quiet time in the late afternoon when the girls do homework and journaling, which is a significant aspect of the treatment program. After dinner the girls may participate in more quiet time, or informal group activities and processing in the dormitory living room. On weekends, New Leaf provides

Continued: **New Leaf/ pg 10**

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NewLeaf: Continued from page 9

organized outings and arranges for students to attend church or synagogue if they choose.

New Leaf Academy of North Carolina has a non-public school license and a special education certification from the North Carolina Department of Public Instruction. Currently, the program is an official candidate for accreditation by the Southeastern Association of Colleges and Schools with an accreditation site visit expected this fall. To accommodate its rapid growth, New Leaf Academy of North Carolina is planning a number of changes and additions, including building a gymnasium and a separate dorm for girls who have advanced to the Star stage of the level system.

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. Visit Dr. Migden's website at www.psych-edservices.com or call 516-625-0824 for more information

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]

SEVEN ARROWS ACADEMY

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Elena Reyes-Runyon, MA, Admissions

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Located near Woodville, FL, on the outskirts of Tallahassee, the proposed 7Arrows campus is in a beautiful wooded area that makes the campus appear as if it is in a pastoral wilderness. With a projected opening date of November 1, 2006, 7Arrows is now accepting enrollment applications. The residential cottages are nicely furnished, with a capacity for two or more boys per room. The program will have a nighttime awake staff that will check on them at regular intervals and the doors & windows are alarmed at night.

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as well as those who have experienced slight domestic violence and only experimented with drugs. 7Arrows will accept lower IQ (down into low 80's) with a pre-admissions interview to ascertain the student's ability to benefit from the CBT model 7Arrows intends to use. The current capacity is nine boys, but 7Arrows will open the existing cottages as the program slowly grows. There were no students admitted as of October 5, 2006, but there will be rolling admissions with the average length of stay being one year.

Each student will receive an individual treatment plan that will be developed after the initial assessment, and a staff psychiatrist (on contract) will review & sign off on all treatment plans and manage medications. Students will receive one-on-one therapy at least once a week, or as necessary by a supervising clinician.

A certified teacher will facilitate small academic classes with part of the school day devoted to individual/group therapy, equine assisted therapy, academic remediation and specialized vocational training. Excursions into the local area for both academic/cultural and social enrichment will also be offered.

The two main program highlights will be the vocational and equestrian programs, which may well lead to 7Arrows being unique in offering a vocational track in lieu of college prep. The vocational courses include an optical lab to prepare students for careers as opticians, as well as a computer course, printing, culinary arts and construction.

One of the unique aspects to the required equestrian program is Juan Purtle, the gentlest man I have ever met, and a team of horse corps professionals. Juan truly whispers to both horses and humans, thus creating an extremely trusting atmosphere. Call Elena for a visit; they are eager to work with consultants.

Note: The information used in this New Perspective was gathered during Sue Bigg's, MPH, CEP, Educational Consultant, visit to 7Arrows Academy, a part of the Vision Quest family of programs, on September 20-21, 2006.

Wisdom doesn't necessarily come with age. Sometimes age just shows up all by itself.

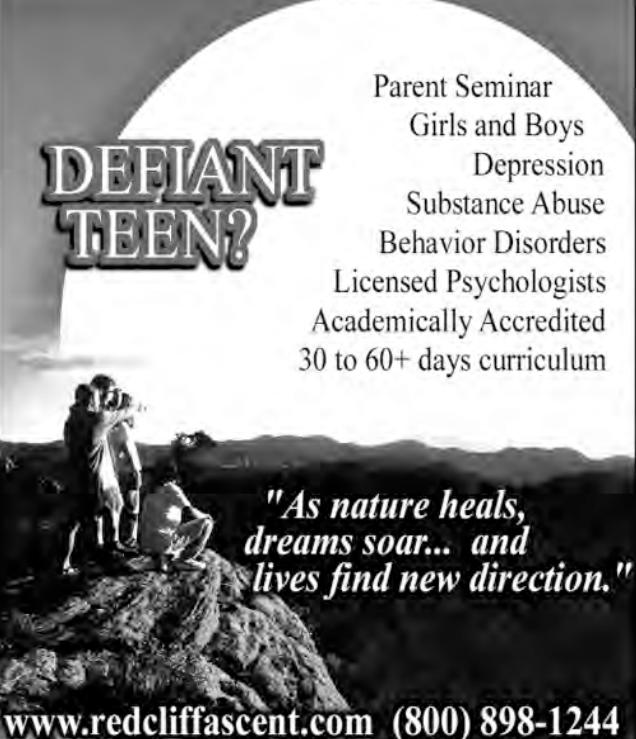
~ Tom Wilson

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TIME-OUT SAMOA

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Urs Jenzer, a Swiss social worker and his wife Francoise, a trained nurse, have recently opened up their home in Samoa to teen-agers who need to get back on track after struggling in their home, school or community. Prior to moving to Samoa, Jenzer spent 25 years in Switzerland working with troubled teens. In addition, the Jenzers have raised their own children.

Time-Out works with only three teens at any one time. Jenzer believes that struggling teens can reap more benefits (and often in a shorter time) from living in a small, family-like environment with positive role models than from a setting that works serving a larger number of teens who are dealing with similar problems. Time-Out concentrates on activities of daily living including gardening, caring for domestic animals, work on buildings and boats – all projects designed to build self-esteem and self-confidence. The island setting offers great adventure opportunities – from sailing to jungle trekking and horse-back riding. Time-Out also incorporates hands-on cultural experiences by introducing students to the traditional life of indigenous Samoans.

The average length of stay for the 14 – 20 year olds is three to six months. There is no academic program as Time-Out focuses on behavioral change that will support success in school upon the student's return to his or her home. Parents are involved in weekly calls and email, and are always welcome to visit.

Note: This New Perspective was written by our Research Affiliate Judith E. Bessette, PhD, Nashotah, Wisconsin. Judi got this information through research on the phone and via the program website.

*It is very nearly impossible...
to become an educated person
in a country so distrustful
of the independent mind.*

~ James A. Baldwin

EXTENDED INSIGHTS...

AIM HOUSE

Boulder, Colorado

Kathy Shingler, Intake/Enrollment Director
303-554-0011 Ext. 108
kshingler@AIMhouse.com - www.AIMhouse.com

By: Larry Stednitz, PhD

In a 2000 visit report, Carol Maxim, PhD, concluded that "AIM House promises to be one of the growing number of new, small, independent programs, envisioned and founded by a younger generation of committed, idealistic, educated and talented people who may well set the tone for the next stage in residential, therapeutic/emotional growth education and treatment." This writer traveled to Boulder, CO to visit AIM House and could not agree more with Dr. Maxim. Loi Eberle, MA also wrote a program visitation report in 2002, which did an excellent job of describing AIM House. These visitation reports and program descriptions are both available on www.strugglingteens.com.

Seven years ago, Daniel Conroy made the decision to develop a mentor-based program for young people ages 17 ½ to 23. AIM is one of the programs listed in the Parent Empowerment Directory published by Woodbury Reports, Inc. as one of the better transition programs in the country. Located in stately buildings near downtown Boulder, AIM House is designed to be a real life experience and their location allows this opportunity. In this real life experience, the program uses a variety of approaches, including mindfulness-based techniques to assist the participants in broadening their exploration of what they want out of life and how to replace self-sabotaging behaviors. Each young adult at AIM House is viewed as "unique," responding differently to their world and the environment. Learning to deal with varied emotions and change engrained behaviors appropriately is important to success of the participants as they move out into the world and the environment.

AIM stands for *Actions and Intentions Merge*.

AIM House incorporates James Prochaska's seven stages of change into their program. Research shows that people who successfully change a major self-defeating or harmful behavior tend to move through each of these seven stages by utilizing several processes which allow them to be successful at lifestyle change. People who use appropriate change processes for their stage of change are far more

Continued: **AIM House**/ pg 14



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AIM House: Continued from page 13

successful at making and sustaining change than those who do not.

AIM House stresses the importance of young people making choices in life and develops a plan for each person that stresses the development of interventions for each client. These plans encompass a wide variety of interventions in education, work skills, treatment components like relapse prevention, individual therapies, physical health, etc. Discussions with several boys made it apparent that AIM uses a different philosophical approach than most programs. The boys were open and honest with me about their progress with little, if any, false endorsements, instead holding "sober" discussions of the enormous struggles young people experience if heavily involved in alcohol/drugs or other difficulties like depression and anxiety. They discussed relapses and appeared willing to talk openly and honestly with staff and visitors. Many participants come to AIM House with no real commitment to a life of recovery, although at admission, many "present" a willingness to live sober. In many cases, relapse is a normal part of developing that commitment. If a participant relapses, it is important for him to learn from the experience. The mentors use the relapse as a way to provide positive feedback and encourage participants to begin taking personal ownership of

their recovery. The AIM House staff accepts that relapse is a reality in many cases with the curriculum structured to deal with the issue directly, but the staff is in no way permissive of relapse.

Many of the critics believe Boulder is a town where drugs are readily available partly due to the large student body at the University of Colorado. The reality is that alcohol and other drugs are available wherever and whenever someone wants them, whether it is Boulder, Boise or Boston. These young adults do not arrive at AIM House by accident. The AIM environment provides them the opportunity to learn how to be responsible for their lives in a world where there is a preponderance of alcohol/drug use by their peers. It is all part of the recovery process. The goal is to encourage open discussions and provide opportunities for these young adults to learn how to make the right choices.

The City of Boulder offers the opportunities for a young person to explore their interests and to find their passions in life. The thinking is that when a person is able to find that which excites and interest them, they will discover ample reasons to make choices that do not include an excessive use of drugs and alcohol.

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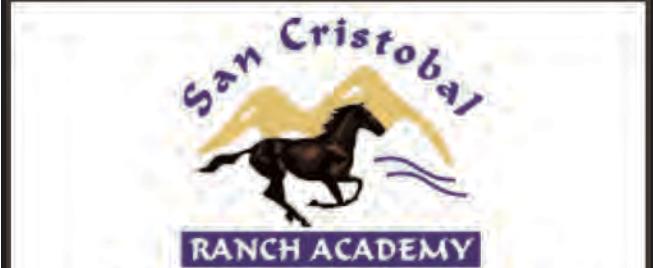
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While the above program comments are in my opinion well founded, I discovered the leadership of AIM House to be most interesting. If it is true that strong leadership is critical for success, then AIM House offers a strong performance history in developing successful and inspirational programs to create new lives through personal transformation. In the early days of AIM House, its founder, Daniel Conroy, received support and mentoring from his uncle William T. Odonnel and from Joseph De Nucci. Bill was the founder of Sierra Tucson and Miraval, Life in Balance Resort and Spa; and both operations are internationally recognized leaders in their respective industries. Joseph managed and operated both of those companies for Bill over many years.

In the announcement that Joseph was formally joining AIM, Daniel said, "I couldn't be more excited to be working with Joseph." It was easy to understand his enthusiasm. Joseph's experience is significant along with other colleagues who have rallied around Daniel. Kathy Shingler and Daniel worked together at CEDU and Sierra Tucson and have known each other for 17 years. His Director of Operations, Kelly Corn was the executive vice president of Sumaato, an advertising firm in Denver, CO. He and Daniel met in college 20 years ago. Kelly's graphic design and marketing experience has

blended well in providing opportunities for the program's participants. This emerging team has an abundance of experience and it is notable that these close friends have come together to develop AIM House.

Joseph DeNucci is responsible for the day-to-day operations of AIM House, its programs, facilities and staff. Joseph has a demonstrated professional background, which includes senior management positions in addiction treatment centers, psych and behavioral health companies, and as the interim COO of Duke University Health System.

Joseph indicated that the program model AIM embraces includes the factor that 25% of the students are committed to recovery. The other 75% are in the program for a variety of other reasons, which may include being cut off financially, or some sort of legal pressure is making them choose to be in treatment. It is important for these youth to experience repeated processing and reassessment of their life goals. The goal is to help students learn to make coherent decisions, discover what they want in life and participate in selecting a personally appropriate treatment menu.

Continued: **AIM House/ pg 16**



With 50 years experience, Yellowstone Boys and Girls Ranch is a multi-service agency, serving severely emotionally disturbed youth and their families from across the nation. We currently serve more than 600 children and families daily in psychiatric residential care and community based services within several Montana communities.

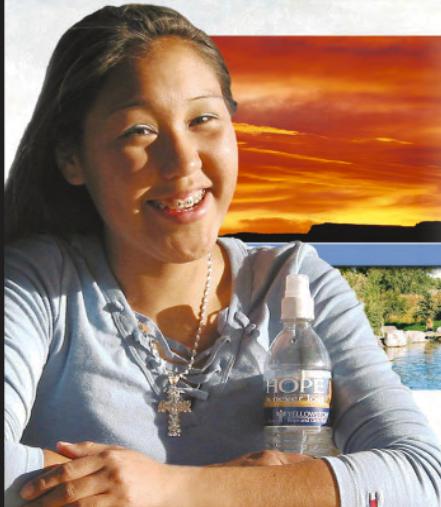
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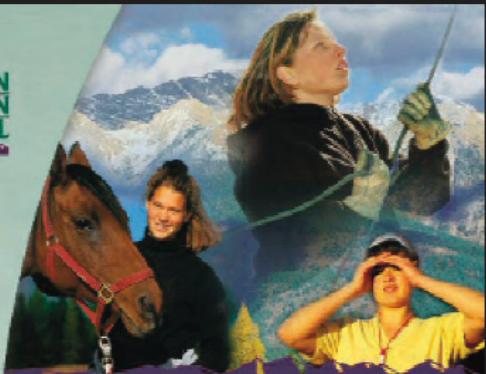
AIM House: Continued from page 15

Joseph provided the following analogy to help me understand the leadership's direction for AIM.

If a person finds that they have cancer, the Dr. may refer them to a hematologist who may suggest radiation therapy, chemotherapy or perhaps surgical procedures. They may also be encouraged try to control the cancer in a natural way as the patient may try naturopathic treatment processes. Variations in diet would be important, as well as a vitamin regime specific to the patients needs may be used. The patient may learn meditation techniques. Mindfulness techniques may help a patient choose different treatments. The patient may also find work that may fit with treatment. The focus is to help people become personally more responsible for their treatment through mastery of their mind and emotions. Knowing who they are and what they need to do for themselves is an important aspect of treatment.

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Computers are magnificent tools for the realization of our dreams, but no machine can replace the human spark of spirit, compassion, love, and understanding.

~ Louis Gerstner

TEN QUESTIONS PARENTS SHOULD ASK ABOUT DISTANCE LEARNING

By: Doug Covey, CEO
Blueprint Education
Phoenix, Arizona
602-674-5555
www.blueprinteducation.com

The decision to seek help for a high school student who is in need of credit recovery or acceleration is an important decision for a parent. When virtual, distance learning, or correspondence learning is recommended, parents must consider a variety of options –public school sponsored programs, State run virtual charter schools, University independent study programs and private distance learning schools. With an abundance of resources to aid those in decision making, parents are often confused and troubled on where to get started.

Where do parents find the most appropriate school that fits their family needs? They must first understand that not all schools are alike.

Some distance learning schools employ lesson plans not aligned to state or national standards, midterm and final exams are not proctored, and teachers are not certified. These schools only hurt children and further confuse parents in decision making.

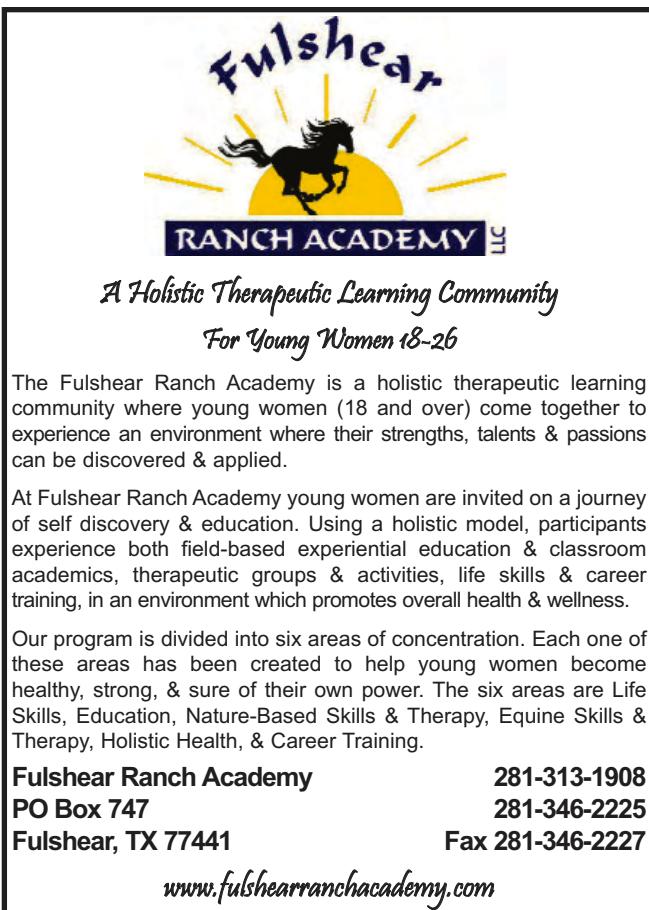
There are, however, distance learning schools that offer nurturing and caring environments where courses are fully accredited and teachers are certified and committed to helping each student succeed. In addition, the curriculum is specifically designed to work in a non-traditional setting. Moreover, while students do not need constant supervision as they work in a distance learning school, they do need guidance, feedback, support, direct communication and a total educational experience that enriches their lives.

To find the differences in distance learning schools, parents should ask the following questions:

1. Is this school accredited?

Make sure the school is accredited by one of the six premier American regional school accrediting commissions. If the school is not properly accredited, secondary and post-secondary schools may reject the credits earned.

Continued: **Questions/ pg 18**



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Questions: Continued from page 17

2. How long has the school been operating?

The longer the school has been established the more experience it will have. Longer school history does not necessarily make it better or more credible; it is however a plus.

3. How much is tuition?

Are there additional fees? Some schools have flat rates for semester tuition, which include books and materials. Others charge tuition plus additional fees per course. Student needs (a credit or complete course load) will determine the costs. Parents should ask what is included in the tuition cost.

4. Are teachers certified and experienced in distance learning?

When teachers grade and provide feedback, it is critical that they have the knowledge and skills necessary to do the job. Core content areas should be taught by certified teachers.

5. What diplomas are offered?

Not every school offers a diploma. Before students enroll, ask if the school offers at least a standard diploma (a college prep diploma is a plus).

6. How many students are currently enrolled?

Bigger schools may offer more courses while smaller schools may respond to student needs and offer personal touches. The bottom line is making sure the child is able to communicate with the school—typically by email, phone, fax or online chat. Communication between the school, the teacher and student is the key to success in learning at a distance.

7. How many students have completed a course or graduated?

The stronger the student connection with the school, the higher the completion rate.

8. How fast or slow can a student work?

The great advantage of taking distance learning is that students have the flexibility to set their own schedule and work at their own pace. Accelerated programs enable students to get to their goal sooner while a quick-turnaround make-up course allows students to graduate on time and with their class. Some schools register students in cohorts, meaning a class requires a minimum number of students to offer the course, and all participants must begin and end on predetermined dates.



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9. What if a student needs extra help?

Some schools provide "office hours" which allows the student to communicate with their teacher when they need help. Other schools expect the student to work independently and do not offer teacher - student interaction.

10. How do students communicate with the school?

Having a number to call or visiting an actual location is helpful when students are in need of assistance. Some schools only want students to use online methods for assistance. The most helpful schools will provide a contact phone number.

*A person without
a sense of humor
is like a wagon
without springs.*

*It's jolted by every
pebble on the road.*

~ Henry Ward Beecher

BOOK REVIEWS...

FINDING HELP FOR STRUGGLING TEENS:
A Guide for Parents and the Professionals Who Work With Them
By: Frederic G. Reamer and Deborah H. Siegel
NASW Press, September 10, 2006
ISBN: 0871013738

Book Review By: Larry Stednitz, PhD

Dr. Reamer is a professor in the graduate program of the Rhode Island College School of Social Work, and Dr. Siegel is a social work practitioner, researcher and educator. She is a professor in the graduate program of the Rhode Island College School of Social Work.

Drs. Reamer and Siegel have written an easy to read book for parents seeking help with their struggling teen. The book is a practical guide that can be useful to any parent. It also provides a quick read for professionals who need an overview of options available for their clients.

The book covers general warning signs of adolescents who are struggling as well as a comprehensive

Continued: **Help/ pg 20**



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Help: Continued from page 19

guideline of the critical issues needed for appropriate assessments that are invaluable for the selection of a school/program. The authors have unique suggestions regarding what questions to ask a program and what common mistakes parents need to avoid in making a decision. I thought these questions were worth the cost of the book.

The book is not limited to out of home placements. The authors believe that it is preferable to treat a child in his/her home or community when possible. To that end, they provide a chapter on both in-home and residential programs and schools. I believe this chapter can help parents expand their thinking regarding home based options.

I thought the chapter on helping parents successfully traverse the challenges of being the parents of a struggling teen was excellent because it would be helpful to any parent who has a child needing special help. This chapter provides ideas and useful thoughts on structure, accountability and coping with guilt and shame as well as offering encouragement and hope for parents.

The authors, both coming from the field of Social Work, have succinctly provided a document that can help both parents and professionals navigate the rocky road of raising a difficult teenager.

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Christmas

*--that magic blanket
that wraps itself about us,
that something so intangible
that it is like a fragrance.*

*It may weave
a spell of nostalgia.*

*Christmas may be
a day of feasting,
or of prayer,
but always it will be
a day of remembrance*

*--a day in which we
think of everything
we have ever loved."*

~ Augusta E. Rundell

INTERVIEWS...

INTERVIEW WITH ELLEN BEHRENS, PhD

Canyon Research & Consulting
Salt Lake City, Utah
801-205-2330
embehrens@msn.com - www.canyonrc.com

On August 12, 2006, Ellen Behrens was interviewed by Lon Woodbury, President of Woodbury Reports Inc. and Kathy Nussberger, Co-editor of Places for Struggling Teens, www.strugglingteens.com to discuss her research findings from Phase One of her Outcome Study on the effectiveness of private parent-choice Residential schools and programs. This study is the first systematic exploration of outcomes of private parent-choice residential treatment.

Ellen explained that she had just completed Phase One of her research on these programs with nearly one thousand families participating in the study. She emphasized that she "wanted to clarify that we are not done, the current research data includes just the first of a two phase study."

"In Phase One, we collected data surrounding admission, discharge, how the children functioned and how they changed during and immediately after treatment," Ellen explained. "In Phase Two, we are looking at the student's progress for up to a year after leaving the program and how it differs from their functioning at the time of discharge. The first Phase explores whether residential treatment works in both the kids and parent's opinion. The next question in Phase Two, which will be released in the first quarter of 2007, is does it last? In other words, do the changes during treatment get better, stay the same, get worse or lose their power after discharge?"

Ellen added that most of the available literature shows that young people graduate, take a dive and then pick themselves up, but the problem with that data, at least the published data, is that it was largely gathered from public residential care. "This data shows improvement in their overall functioning at discharge, a dip about three months later with them beginning to pull themselves back up at about six months, and normally by twelve months they are at or above the level they were at when discharged. Published qualitative reports from Menninger's show the same patterns."

Ellen says her study, with nearly one thousand families participating, is larger than most comparable studies and large enough to provide fairly

Continued: **Behrens/ pg 22**

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Behrens: Continued from page 21

reliable results. "An interesting factor to the Phase One results of the study showed how in some instances the youth actually reported more problems at discharge than their parents. It is unclear whether those scores were because the youth were more sensitized or more aware after spending almost a year in rigorous treatment, or because the parents had not lived with them and were not yet aware of the real changes. However, the majority of both parents and youth indicated nearly the same level of change on their rating scores at discharge."

Ellen said she thinks Phase Two is where the long-term post-discharge data will flush out the differences between youth and parent reports at discharge as well as predict any long-term functioning and hypothesis about some of the subtle differences. "We also tried to eliminate all students discharged from the programs before graduation because the clinical staff thought it was actually an inappropriate placement, or when they felt the program couldn't be helpful to the child. As a result, the operating assumption of the study is that the students included in the analyzed data were those who were appropriately placed."

In Phase Two, Ellen is studying the children's progress on three different intervals over a 12-month

period with the goal of providing additional information on the overall trajectory of change. "People change by learning something new, testing it, stumbling, regaining their footing and moving on, but I don't think it has anything to do with the efficacy of our care, it is simply how change happens to people."

Ellen is also collecting some data in Phase Two regarding the correlation of the quality and quantity of aftercare by the participating programs to how well the youth succeed after discharge. "When we created this study four years ago, there were so many things we wanted to include that we decided to throw out a broad net and use this as a first step. As a first step, we tried to maintain a reasonable amount of data collection because we didn't want to overwhelm the respondents."

Ellen explained that what makes this outcome study unique is that it is longitudinal with a large sample size and included multiple programs. "Therefore, it has given us our first glimpse into the outcomes of private parent-choice residential care, and we think it's fairly indicative of what happens in a treatment setting. We found that the types of youth we tend to serve appear to be those with multiple problems. In fact approximately 85 percent of the youth in this sample had more than one serious problem for which

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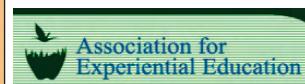
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they were treated and tended to be equally male and female. This is noteworthy because there is an assumption in the published literature that residential programs do not have a good gender balance. In reality from the multiple programs in our study, there was a good balance. About 95% of the youth in our study had received and "failed" prior treatment at other levels of care and/ or types of treatment."

She added that she wanted to emphasize that this study is the first systematic exploration of outcomes of private parent-choice residential treatment.

Ellen also pointed out one interesting observation that the degree of change between youth with and without mood problems such as depressive or bi-polar is slightly different. She believes this difference is related to the nature of mood disorders. "I think there was one pattern in diagnosis that did show up and that was regarding mood problems because it appears that youth with mood problems don't improve as much as those without mood problems. However, they did improve significantly and moved from the clinical to the normal range, so the changes we saw were still dramatic and meaningful. The slight difference in the degree of change between youth with mood disorders and those without was

around eight or nine points. It was not a huge difference, but it was enough to say that children without mood disorders did a little better in residential treatment, yet both groups did very well. Although we can only hypothesize the reasons for this difference, my hypothesis was that mood disorders are a diagnosis of a recurring nature, so even if we can treat it effectively there are still residual problems."

In conclusion, Ellen pointed out this study found that based on the answers of 993 families, "the youth did change after the course of treatment," and their ability to function by the time of discharge improved to well within the normal range of most teenagers. Youth who entered the programs with extreme and sometimes disabling psychological and social problems ranked in the 97th percentile, meaning they were functioning worse than 97% percent of teenagers. "Typically, in outcome research, you'll see a change but not like what we found in this study, which showed a dramatic change of 30-40 percentile points. Not only did the youth change significantly for the better while they were in treatment, but that change was not dependent on their demographic background, treatment history or types of problems. Again, you do not normally find that in outcome

Continued: Behrens/ pg 24

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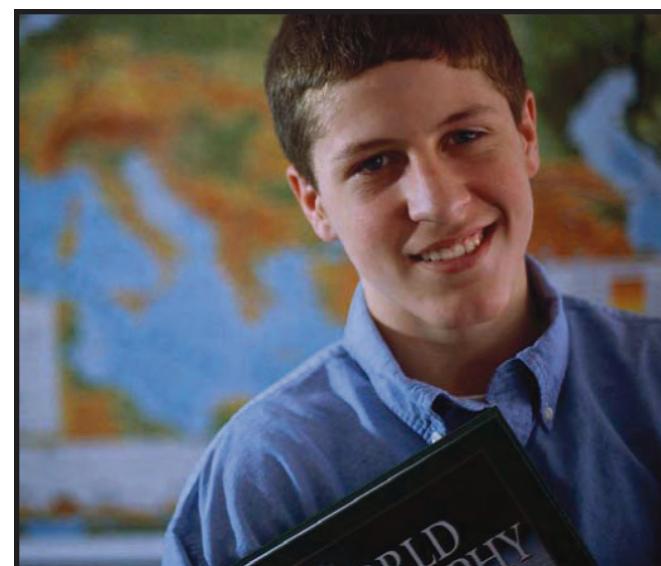
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Behrens: Continued from page 23

research. For instance in the public residential literature, you find males tend to do better than females, younger children tend to do better than teenagers, and students with substance abuse problems don't do as well as students with other problems. In this study, we found that regardless of the problems the student presented with originally, they did have a significant clinical change, which surprised me as a researcher because I was not expecting to see that."

To read the formal report on the study, go to
www.strugglingteens.com/news/APAReport81206.pdf

*One's mind has a way
of making itself up
in the background,
and it suddenly
becomes clear
what one means to do.*

~ AC Benson

NEWS & VIEWS...

ADHD & CONDUCT DISORDER: NO TIES

(March 26, 2006) According to an article on ScienceDaily.com, a study by Florida State University professors found that children with ADHD or conduct disorder had more negative emotions and behaviors than children with neither of those disorders.

PARENTS OVERLOOK SUBSTANCE ABUSE

(Sep. 19, 2006) A national survey by Columbia University reported in the Charlotte Observer in NC concluded that parents are a lot less likely to be aware of drug abuse than their teenage children.

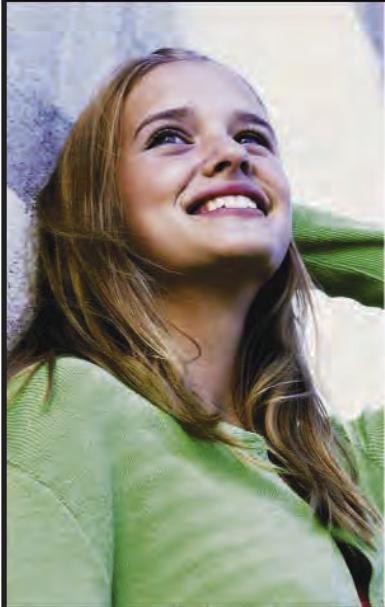
POOR READING CAUSES PROBLEMS

(Nov. 1, 2006) A study published in the November issue of the Journal of Learning Disabilities concluded that poor readers were "three times more likely than typical readers to consider or attempt suicide, and six times more likely to drop out of school."

TOO MUCH TESTING IS LIMITING

(Oct. 25, 2006) The Courier Mail, an online news source, ran an article about a classroom-experienced Australian educator claims that too much testing of students is treating schools like factories turning out a product (students) and harms the human development purpose schools should be emphasizing.

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RESIDENTIAL SCHOOL RECEIVES OBJECTIONS

(Oct. 25, 2006) According to an article on Scotsman.com, a proposal for a residential "brat camp" school for problem children near Glenlivet which would be the first of its kind in Scotland, has run into community objections fearing it would bring more crime into a remote peaceful area.

FARM MINISTRY HELPS TEENS

(Oct. 28, 2006) A local story in the Tribune-Democrat announced Harvest of Hope Farm Ministries is planning a long-term center for up to 20 troubled boys on a 120-acre farm near Jennerstown, PA.

NO LINK: SUICIDE AND ANTIDEPRESSANTS

(Nov. 1, 2006) CBS News ran a story from WebMD.com, about a new study comparing the prescription level of antidepressants with the level of youth suicides in various countries showed no elevation of suicide rates for those countries with higher rates of antidepressant prescriptions.

NEW ZEALAND DOUBLES SENTENCES

(Nov. 3, 2006) The New Zealand Herald announced a government decision to double some sentences for "serious and persistent" youth offenders.

UK SOLVENT ABUSE INCREASING

(Nov. 4, 2006) The UK Times Online reports that while youth use of illegal drugs has remained flat, solvent abuse has soared.

VIRTUAL-SCHOOL ENROLLMENT EXPLODES

(Nov. 7, 2006) ESchoolNews.com ran a story about a report from the North American Council for Online Learning (NACOL) found that enrollment in online courses has exploded up to 50% over last year in some states.

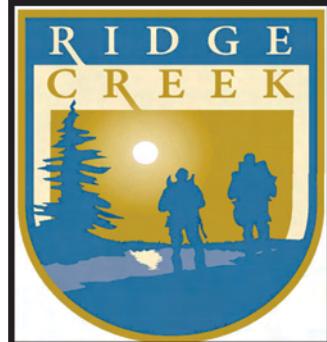
HELICOPTER PARENTS: CAREER CHOICES

(Nov. 10, 2006) The Washington Times reports that parents who in the past have taken the initiative for their children in college choices (known as helicopter parents) are now acting as their children's "representatives" in career decisions.

THE SPLIT-SECOND DIFFERENCE

(Nov. 13, 2006) An article on EMaxHealth.com reported that the split-second difference in processing risk factors by teens and by adults may provide insight into how adolescents tick. A major study reported the results in the journal Psychological Science in the Public Interest titled "Risk and Rationality in Adolescent decision

Continued: **News & Views/ pg 26**



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News & Views: Continued from page 25

Making" by Valerie F. Reyna (Cornell) and Frank Farley (Temple University).

PERILS OF ADULTHOOD

(Nov. 13, 2006) An article in the UK Guardian addressed the concept of "kids rule." Parents especially seem to be confused at what an adult is and how to behave as one.

UK STUDY FINDS THE REAL DATE-RAPE DRUG

(Nov. 16, 2006) JoinTogether.com posted an article about a UK study, which reported that alcohol is by far the most common drug used leading up to rape. JoinTogether.com is the web site of the Boston University School of Public Health.

SEEN N' HEARD...

NEW FL CHAMBERLAIN ADMISSIONS

(September 11, 2006) Sarah Norfleet, Director of Marketing and Business Development for FL Chamberlain School, Middleborough, MA, 508-947-7825, announced that John Mendonca is the new Admissions Director and Melissa Doherty is the new Admissions Associate. They are replacing Larry Mutty and Yuko Marshall.

NEW ADDITIONS TO SHORTRIDGE

(October 11, 2006) Adam Rainer, Director of Shortridge Academy, Milton NH, 603-755-3096, announced the ground breaking for a 4400 square foot addition to the school. He also announced several new faculty members including Shelly Ispan-Laing, Phase Three Leader, Brian Laing, Phase Two Advisor, Oliver Arigi, Chemistry and Biology teacher, Jorge Negron, Spanish teacher and David McCoy who is teaching history.

NEW STAFF AT UNIV. OF AZ SALT CENTER

(October 16, 2006) Autumn L. Palmer, Coordinator of Admissions and Outreach for SALT Center, University of AZ, 520-621-5285, announced that Jeff Orgera is the new Director of the SALT Center, and David Cillo replaces Wendy Ten Elshof Robinson as Admissions Counselor with Bernadette Capossela as the new Admissions Specialist.

REMUDA RANCH DISCUSSES DIETING

(October 19, 2006) Mary Anne Morrow, Marketing, Remuda Ranch, Wickenburg, AZ, 800-445-1900, submitted a press release offering information on how "Dieting Can Lead To Eating Disorders."

GRANT ASSISTANT HEAD OF AULDERN

(October 20, 2006) Debra Dombrowski, Communication Manager, Three Springs, Inc., Huntsville, AL, 256-880-3339, announced that William "Bill" Grant is the new Assistant Head of School at Aulder Academy in Siler City, NC, 919-837-2336.

ROGERS ANNOUNCES WORKSHOPS

(October 24, 2006) Rogers Memorial Hospital, Oconomowoc, WI, 800-767-4411, announced their Spring 2007 Continuing Education full day Workshops for professionals will include Advanced Issues in the Assessment and Treatment of OCD on March 16, Understanding and Treating Self-Inflicted Violence on April 27, Treating Traumatized Children on May 11, and Practical Strategies for Treating Eating Disorders on June 1.

CHICAGO PROF. DEVELOPMENT SERIES

(October 24, 2006) Sierra Tucson, Tucson, AZ, 800-842-4487, and Rosecrance Health Network, Rockford, IL, 815-391-1000, announced they would co-sponsor the 2006 Chicago Professional Development Series on November 17 and December 15, Hard k Hotel in Chicago. The speakers, Kaveh Zamanian, PhD, and Wendy Lader, MEd, PhD, will discuss issues regarding addictions and mental health.

SWIFT RIVER CONDUCTS WORKSHOP

(October 24, 2006) Paul Ravenscraft, Swift River Academy, Cummington, MA, 800-258-1770, announced that the Swift River Team conducted a workshop at the November IECA Conference in Miami, FL. The team discussed new developments and applications of psychodrama in their workshop entitled: "Lifesteps or Mis-steps?"

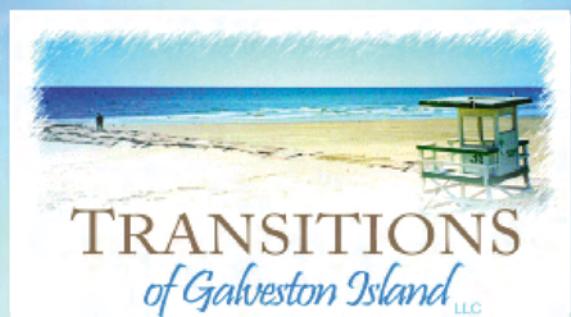
IVY RIDGE DELAYED...AGAIN

(October 24, 2006) NewsWatch50 in Watertown, NY, reported that Ivy Ridge Academy, Ogdensburg, NY, has been delayed in its ability to issue high school diplomas because the Academy's accreditation did not come up in the October meeting of the New York State Board of Regents.

KAY ISSUES STATEMENT

(October 25, 2006) Ken Kay, President of the World Wide Association of Specialty Schools and Programs (WWASPS), St. George, UT, calls accusations "preposterous," and says "WWASPS will be cleared of charges in the suit for misconduct against one of its member programs." To read this and all WWASPS related articles visit the index.

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



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Seen N Heard: Continued from page 27

BEHRENS RESEARCH IN THE NEWS

(October 25, 2006) Medical News Today reported on the multi-phase research study Ellen Behrens conducted on private residential treatment which was presented on August 12, 2006 to the American Psychological Association.

CERTS COMMITMENT TO EDUCATION

(October 25, 2006) David Mayeski, Admissions Director, CERTS, Murray, UT, 801-916-5696, announced the hiring of two new educational administrators.

NATSAP RELEASES ADDITIONAL JOURNAL

(October 26, 2006) Jan Moss, Executive Director, National Association of Therapeutic Schools and Programs (NATSAP), Prescott, AZ, 928-443-9505, announced the release of Volume I Number II of the Journal of Therapeutic Schools and Programs (JTSP).

REDCLIFF ASCENT HELPS SUU

(October 26, 2006) RedCliff Ascent Wilderness, Enterprise, UT, 800-898-1244, teamed up with the Outdoor Center for Southern Utah University to introduce drumming as a metaphor in the Center's weekly Outdoor Education Series.

SOBER COLLEGE CAPTURE MEDALS

(October 26, 2006) Sober College, Woodland Hills, CA, 800-465-0142, announced that five students participated in a triathlon and captured second, third and fourth place in the male mountain bike division.

JEPPESEN DIRECTOR OF ALAMAR RANCH

(October 26, 2006) Chris Tverdy, Alamar Ranch, Boise, ID, 208-514-4620, announced that Amy Jeppesen has accepted the position of Executive Director and a co-owner of the program. To contact Amy, please e-mail her or call 208-514-4543. In a separate announcement on November 6, 2006, David Mayeski, Admissions Director, CERTS Group, Murray, UT, submitted a letter from Amy Jeppesen regarding her decision to leave the company.

WATSON LEAVES HIDDEN LAKE

(October 26, 2006) Nicole Fuglsang, Admissions, Hidden Lake Academy, Dahlonega, GA, 800-394-0640, submitted a letter from Josh Watson, announcing that he would be leaving the program on October 31, 2006.

SAN CRISTOBAL UPDATES

(October 27, 2006) Dave Johnson, MEd, Owner & Executive Director, San Cristobal Ranch Academy, Taos, NM, 505-776-2524, welcomed new staff and

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- Parent of former patient

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- Former patient

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provided information on how the transition is moving forward since the sale of the program six months ago.

PHOENIX LAUNCHES NEW PROGRAM

(October 30, 2006) Dan Kemp, Admissions Director, Phoenix Outdoor LLC, Ashville, NC, 877-305-0904, announced the program has launched a primary care wilderness-based substance abuse & addictions program for adolescents.

SILVERADO BOYS RANCH NOW OPEN

(October 31, 2006) Denise Westman, Director of Admissions & Marketing, Silverado Boys Ranch, Panguitch, UT, 435-676-8482, announced the program is now officially open and enrolling students.

NEW HAVEN EXPANDS

(October 31, 2006) Kristie Jensen, Admissions/Marketing Director, New Haven, Spanish Fork, UT, 801-794-1218, announced the opening of a new 10,500 square foot home that will allow New Haven to serve an additional 16 girls and their families.

BLUEPRINT EXPANDS SERVICES

(October 31, 2006) Marmy Kodras, Marketing Director, Blueprint Education, Phoenix, AZ, 800-426-4952, announced that Camino de Paz, a program for local students in New Mexico, is now using Blueprint's Internet-based and Print Based curriculum.

MORGAN HEAD OF WHITE MOUNTAIN

(October 31, 2006) Rachel Tardelli, Director of Communications, White Mountain School, Bethlehem, NH, 603-444-2928 x17, announced that Brian G. Morgan, Head of The Putney School (VT) since 1995, has been appointed the 14th Head of School at White Mountain. Morgan will assume his new position July 1, 2007.

ASPIRO WELCOMES WATSON

(October 31, 2006) Brian Church, Director of Business Development, Aspiro, Inc., Riverton, UT, 801-979-6301, announced Josh Watson has accepted the position of Admissions Director.

WORLD LEADERS VISIT GATEHOUSE

(November 1, 2006) Glenna Conway, Gatehouse Academy, Wickenburg, AZ, 928-231-5004, announced that a recent visit to the program gave world leaders an inside look into addiction treatment for young adults.

CKC TOURS AT BENCHMARK

(November 3, 2006) Richard Brimhall, Admissions, Benchmark Young Adult School, Redlands, CA, 800-474-4848, announced that Kay Ford, Owner,

CKC Consultant Tour Services, Crozier, VA, 804-784-3037, is scheduling a tour of Benchmark in December 2006.

HUEY LEAVES WEST RIDGE

(November 7, 2006) Ken Huey, PhD, Director of Clinical Services, West Ridge Academy, West Jordan, UT, 801-282-1007, announced that he is leaving West Ridge to start a new venture in Missouri. The Change Academy at Lake of the Ozarks is opening in the first quarter of 2007. West Ridge Academy and Dr. Huey are the primary financial backers of the new program. To reach Dr. Huey call 801-830-8801.

TUITION REDUCTION OFFERED

(November 7, 2006) DB Palmer, Palmer Adventures, and Jim Yahne, Director (Tree Of Life), Joseph, OR, 541-890-5467, announced that Tree of Life Christian Wilderness Expeditions/Wilderness Trails and Palmer Adventures recently completed licensure as a wilderness partnership for youth and is offering a limited time tuition reduction for families who mention seeing the press release.

CLINICAL DIRECTOR NEEDED

(November 7, 2006) Ken Allen, Executive Director, West Ridge Academy, West Jordan, UT, 801-282-1007, announced the program is conducting a national search for a new Director of Clinical Services to replace Dr. Ken Huey who is starting a new program in Missouri. Interested parties can submit resumes to Ken Allen.

NEW CEO AT YELLOWSTONE

(November 7, 2006) Andrea Kenney, Yellowstone Boys & Girls Ranch, Billings, MT, 406-655-2125, announced Glenn W. McFarlane of Billings is the new president and CEO of the program, succeeding Ryland Sorensen who retired in February.

TEEN MISSING

(November 7, 2006) The Houston Chronicle reported that a Houston girl with runaway tendencies is missing after an appearance on Dr. Phil and a short-term wilderness therapy program.

YELLOWSTONE CELEBRATES 50

(November 7, 2006) Isabel Lundin, VP of Professional Relations for Yellowstone Boys and Girls Ranch, Billings, MT, 406-655-2100, announced that 2007 will see the 50th anniversary of the program's founding. Woodbury Reports will provide more information as it becomes available.

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

Seen N Heard: Continued from page 29

HIDDEN LAKE RESPONDS TO COMPLAINT

(November 8, 2006) Hidden Lake Academy, Dahlonega, GA, 800-394-0640, filed an answer, defenses and counterclaim to the class action complaint filed by multiple plaintiffs in the United States District Court for the Northern District of Georgia, Gainesville Division.

ASPERGERS SEMESTER PROGRAM

(November 8, 2006) Linda Tatsapaugh, Director, Talisman Programs, Asheville, NC, 888-458-8226, announced the opening of the Aspergers Semester program for teens, ages 13-17, beginning in January 2007.

CHANGES AT ASCENT & NWA

(November 9, 2006) Jude Rudolph, Denver, CO, ASCENT, Naples, ID, 800-974-1999, announced that Trilby Hoover and Ramon Palacios, LSAC, have joined the ASCENT team and that John Schrom is acting School Director at Northwest Academy, 877-882-0980, Bonners Ferry, ID, following Ruth McKnight's retirement.

IVY RIDGE ANNOUNCES GRADUATES

(November 11, 2006) Jason Finlinson, Ivy Ridge Academy, Ogdensburg, NY, 315-393-5930, announced the program is proud to present its latest class to complete their character development program.

ASHBY APPOINTS NEW ADMISSIONS

(November 11, 2006) Dr. Alfred Allen, Head of School, Ashby Academy, Ashby, MA, 877-386-0055, announced the appointment of Vincent Schmidt, MA, as Director of Admissions and Marketing

MYSPACE.COM REPRINTS DOCUMENT

(November 12, 2006) MYSPACE.com reprinted a document from the Alliance for the Safe, Therapeutic and Appropriate use of Residential Treatment (ASTART) reporting on their findings regarding negative events in private residential schools and programs. To read this and other documents visit the ASTART index.

WELLSPRING UK ANNOUNCES RECORD LOSS

(November 13, 2006) Aspen Education Group, Cerritos, CA, announced that Wellspring UK, Penrith, Cumbria, UK, 07-99-965-7120, Europe's first scientifically based weight loss camp for children and adolescents ages 12-17, announced record weight loss for its program participants over the 2006 two-month summer session.

MONARCH CENTER TEAMS WITH ESALEN

(November 13, 2006) David Ventimiglia, head of Monarch Center for Family Healing (formerly Trailside School), Georgetown, CO, 303-569-0767, announced they will be collaborating with the Esalen Institute and setting up backcountry trips out of the Esalen facilities near the Big Sur cliffs overlooking the California Pacific Coast.

SPRING LAKE RANCH PLANS 75TH

(November 14, 2006) Spring Lake Ranch, Cuttingsville, VT, 802-492-3322, announced they are planning for the program's 75th anniversary on September 1, 2007.

NEW START TRANSPORT FOUNDER MARRIES

(November 14, 2006) Clinton Jace Hardy, Founder of New Start Transports, Salt Lake City, UT, 801-805-4785, announced his marriage to Alicia Raquel Moran on November 17, 2006, on Moonlight Beach in Encinitas, California. Clint and Alicia will host an informal open house in Provo, UT, on December 9, 2006, for all their family, friends and associates who are unable to attend the wedding and reception in California. Please respond via email if you would like to attend.

LARSEN JOINS ACAD. AT CANYON CREEK

(November 14, 2006) Brad Gerrard, COO, Academy at Canyon Creek, Springville, UT, 801-491-3910, announced that Jordan Larsen, LCSW, is the new Director of Clinical Services effective November 27, 2006.

NEW LEAF OPENS NEW FACILITY

(November 14, 2006) Kathryn S. Huffman, Admissions Director, New Leaf Academy of North Carolina, Hendersonville, NC, 866-479-5323, proudly introduces the Angelique, a new facility for their comprehensive transition program.

PINNACLE OFFERS SALLIE MAE ED LOANS

(November 15, 2006) Bridget Peterson, Pinnacle Wilderness Foundation, Richfield, UT, 435-896-5788, announced that Pinnacle Wilderness Foundation is a Non-Profit 501(c)(3) program has been approved for Educational Loans through Sallie Mae.

EVANS ANNOUNCES AUTISM NEWSLETTER

(November 15, 2006) Rachel Evans, Author of an e-book titled, The Essential Guide to Autism, Surrey, UK, 01-37-247-7160, announced the release of her free Autism Newsletter, which is designed to compliment the efforts parents and other caregivers who are currently trying to enhance the lives of loved ones suffering from autism.

ODYSSEY'S SAILING WEEKEND

(November 15, 2006) Tim Brockman, Executive Director, Odyssey Wilderness Programs, Bellingham, WA, 360-671-4999, announced the program held its first annual, Educational Consultant Sailing Weekend on October 13 – 15, 2006.

(NEED URL ONCE POSTED)

NEW HORIZONS THANKS ATTENDEES

(November 15, 2006) Audrey Peavey Admissions Director, New Horizons for Young Women, Orrington, ME, 800-916-9755, thanked everyone who attended the NATSAP Reception at the Miami, FL, IECA Fall Conference.

SORENSEN-TONGA KIDS OK

(November 16, 2006) Andrew Douglas, Executive Director of Sorenson Tonga, located three miles from the Tonga capital city of Nuku'alofa, 435-231-2634, reassured Woodbury Reports Inc. this morning that the recent rioting in the Tonga capital city have not impacted the program, and the children placed there are safe and doing fine.

ROGERS THERAPIST PRESENTS NEW LINK

(November 16, 2006) Beth Baus, National Outreach Representative, 800-767-4411 ext. 309, Rogers Memorial Hospital, Oconomowoc, WI, announced that Thomas J. Shiltz, CADCIII, a Rogers Memorial Hospital training specialist, spoke on Understanding the Eating Disorder/Self-injury Link at the Renfrew Center Foundation Conference in Philadelphia, PA, November 9-12, 2006. Shiltz speaks on a wide variety of adolescent mental health topics and is available for conferences and trainings.

BETTON HOUSE MARKS 1ST ANNIVERSARY

(November 20, 2006) Michael A. and Roxanne Losicco, Directors-in-residence, Betton House, Scranton, PA, 877-723-8866, announced that Betton House has completed its first year of operation as a "sober dorm" for young adults, 18 to 24, transitioning from a structured school, program or rehab, to college. The program served 27 students from six Scranton-area colleges in its first year, and hosted a six-week Summer Activity Program for students during summer break. Betton House residents receive peer support in recovery and in managing studies, work commitments and social activities.

FFS BLOOD DRIVE EXCEEDS GOAL

(November 20, 2006) Ann Kozak, Marketing Specialist, The Family Foundation School, Hancock, NY, 845-887-5213, announced that 50 students and staff donated blood during the Student Government-sponsored blood drive on November 7th, exceeding the goal of 45 donations. According to the American

Red Cross, high school blood drives now account for the majority of blood donated, and The Family School's donation was above average for New York high schools. The drive was the second this year at the school.

FAMILY SCHOOL PERFORMS (November 20, 2006) Ann Kozak, Marketing Specialist, The Family Foundation School, Hancock, NY, 845-887-5213, announced that a Family School choral group performed before an enthusiastic audience in Albany on November 13 at the New York Conference for Administrators of Independent and Religious Schools. According to musical director Paul Geer, an ensemble from the school's award-winning chorus was brought together after a last-minute cancellation by another group. The singers had less than two weeks to learn and memorize the music for the event.

*Spiritual progress is
like detoxification.
Things have to come up
in order to be released.
Once we have
asked to be healed,
then our unhealed places
are forced to the surface.*
~ Marianne Williamson

NUSSBERGER LEAVES WOODBURY REPORTS

(November 16, 2006) Lon Woodbury, MA, Educational Consultant/ President of Woodbury Reports, Bonners Ferry, Idaho, 208-267-5550, announced that Co-Editor Kathy Nussberger has left Woodbury Reports to take over as Managing Editor of the local newspaper, the Bonners Ferry Herald effective Dec. 1, 2006. "Kathy has been invaluable in using her experience and skill in her editing duties for our newsletter during the last three years," Woodbury said. "We will miss her and wish her all success in her new responsibilities." Please address all correspondence and email for the Newsletter or the StrugglingTeens.com website to Lon Woodbury and Kristie Henley.

Many Classrooms...



...One Purpose

In the many classrooms of Aspen Education Group - a young person's journey begins.

An Aspen classroom can be found in a sunrise hike on a Utah desert trail. Or in an inspired discussion of *The Sun Also Rises* at a New England boarding school.

Every classroom is different, because every child has different needs. Each personal journey is unique.

So no matter where your child is learning – in the great outdoors or in a more traditional school setting – they have the opportunity to become the extraordinary person they deserve to be – their best self. By helping young people discover themselves, Aspen helps heal families.

Self-discovery. Healing relationships. Reuniting families. **It all happens at Aspen.**

Take the first step...

With over 30 programs in 12 states, Aspen Education Group is the nation's most comprehensive network of therapeutic schools and programs. Ask your educational consultant or referring professional about Aspen's residential schools, wilderness therapy and weight loss programs or contact us at 866.441.2694 or online at AspenEducation.com/wr

