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Woodbury Reports, Inc.™

February 2006

Issue #138

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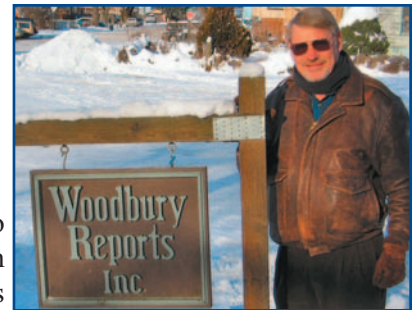
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*[For details on these and others, read
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PREPARE AND PROTECT

Changing Definitions!

By: [Lon Woodbury](#)



Parents have always believed it is their duty to both prepare and protect their children. Modern parents are just as motivated to do this as parents of past generations. However, although these words appear to be the same, the meaning and understanding of these words seems to have radically changed.

In past generations, parents worked to “prepare” their children in how to deal with the consequences of their behavior, while at the same time they tried to “protect” them from adult activities they were too young to fully understand.

For example, children were shooed from the room when the adult conversations turned to serious adult topics. Sex, for example, was an adult topic, and the idea was to protect your children from that information until they reached an age where they could better understand the whole emotional and physical ramifications of sexual

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“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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Prepare And Protect: Continued from page 1

activity. One explanation was that it was important to protect the innocence of children as long as possible.

At the same time, children were “prepared” to deal with the consequences of their own actions. If a child got into trouble at school, the parents were likely to add to the consequences. The parents hoped the child would learn how to deal with disappointment, fear and trouble in a safe environment where they had full family and community support.

Modern parents seem to have frequently turned this around. They still have the goal of preparing and protecting their children, but there is an important reversal. Now, it appears the goal is to prepare them for serious adult activities at a very young age, and protect the child when he/she gets into trouble. For example, there is a strong contemporary movement to introduce children to sexuality at a very young age because the belief is that by doing so, they

are preparing the child for responsible sex. On the other hand, when a child flunks a class, a common parent reaction is to blame the teacher, and try to protect the child by taking his/her side.

Just as parents always have, modern parents are trying to do the best they can for their children by preparing and protecting their children. But, some parents have turned the traditional understandings upside down to almost a mirror image of what might be called traditional parenting. When working with parents, we have to keep these fluid definitions in mind to understand the parents’ perspective. We have to keep in mind that words used today might not have the same meaning as they did a couple of generations ago.

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STRUGGLING TEENS – A VIEW FROM SCOTLAND

By: [Bill Colley](#)
[Caledonia Training](#)
 Perth, Scotland

Not long ago, whilst renovating a house, I lifted some old dusty carpets to find the floor had been lined with local newspapers dating from 1967. What struck me was just how much the world had changed in the intervening period.

Nowhere in that old newsprint was there any reference to email, spam, websites, broadband or electronic viruses. Our language today is filled with the Trojan horses of the computer age, and a very changed world that would barely enable us to function within the restrictions of the 1960's lingua franca.

In all areas but one that is, 'the behaviour of young people today.'

The editorial comments in those newspapers were strangely familiar. Children were not being 'taught respect,' the permissive society was leading to a breakdown in moral values; parents and teachers failed to exercise discipline at home or in school.

In fact, not one word, phrase or sentiment written at that time would seem out of place in one of today's newspapers. More importantly, few, if any, articles written and published today would appear strange and insightful to the newspaper readers of 40 years ago.

The new frontier was space and in the years that followed we managed not only to land men on the moon, but to shift our horizons beyond our own solar system. Why then, can't we find the answer to the problem much closer to home, how to help the disenchanting, disengaging youth amongst us?

The answer is relatively simple. Human behaviour is very complex. It is susceptible to countless environmental and genetic variables, and we have yet to develop a way of discussing our behavioural challenges that allows intelligent, objective and dispassionate opinions to be given due consideration. Children's behaviour in particular, stirs up passions and strong opinions from all angles and all areas of society. We all have an opinion because we were all children once, and because our own experiences mould our thinking into fairly brittle and finite values about what

is best for others. We often think that ‘we,’ and not ‘they,’ have the answers.

Not that we can take for granted that this ‘irreversible’ social change is actually taking place. There is much evidence to suggest that British schools are actually quite well run, disciplined and safe. Sure there are difficult schools, where staff and pupils feel intimidated and threatened. They cannot function effectively in a way that allows them to both give and receive the education to which we say they are entitled, but these schools are in a minority.

High level violence is rare, and in being rare, it gets reported. What frustrates teachers more than anything is the low level stuff that disrupts lessons and causes unnecessary negativity in the learning relationships they have with the pupils in their class. Much evidence can be found to support the suggestion that there has been a significant increase in such problematic behaviour over the last few decades, and many reasons have been put forward to ‘explain’ this rise.

Our family structures here have changed dramatically with fewer two-parent families, declining positive male influences and usually Grandma lives over on the other side of the country.

Parents today are less authoritarian and ‘negotiate’ rather than tell their children what is expected of them. Children have ‘rights,’ and we make sure that they know what their rights are. “You can’t tell me what to do” is a phrase we hear with some regularity in our playgrounds and social spaces.

Some blame the declining respect for teachers on the demise of corporal punishment, whilst teachers blame parents for failing to support them in school, and for failing to instil in children a basic respect for others. They seek, and we provide, instant gratification.

Sport and outdoor adventure has given way to DVDs and computer games. Children seem happier interacting with images on a screen than with their friends and siblings.

We, as parents, seem to have less time to spend with our offspring these days. Mum has to work of course, because we are now worried about what will happen when we become economically inactive and our paltry pensions can no longer support the lifestyle to which we have become accustomed. So we too ‘flop’ at the end of the day and plug ourselves into the latest electronic entertainment, which sets an example that our children will inevitably follow. They will play with their

Continued: **Scotland/** pg 6



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Playstation in their own room in order to avoid the demands that a shared experience with parents might entail.

We no longer eat meals together, and what we eat is cooked up in a matter of moments after being stored, dried, desiccated and frozen for long periods of time. We don't even seem to care where it comes from.

And the latest 'fad' is to use 'labels' such as ADHD to explain, and of course excuse, behaviour that we find unacceptable at home and in school. ADHD in this country, is regarded in many quarters as "An American disease," which came no doubt from California where it was cooked up by bearded psychologists to explain why parents in the USA can no longer control their children. Only 0.6% of Scottish children take stimulant medication. The figure in America is closer to 3%, and in some parts higher still.

The latest outcry is that there has been a massive increase in Ritalin use and that we are using a 'chemical cosh' to control a problem that is really caused by societal ills. I am not so sure.

The next frontier of human discovery is sure to be, not space or the oceans, but the human brain, and neuroscience through scanning technology is beginning to open-up a

whole new world for us to explore. We are beginning to understand how our genes interact with the environment to produce the personalities that define us and guide our behaviour.

I do not believe that society is heading towards collapse. But I do see in those children who disengage at an early stage from the education system in our country, a very bleak future of personal failure and individual underachievement. And I see in science the opportunity not only to increase our understanding of how we function as individuals, but the possibility of allowing us to separate truth from opinion and so engage in rational debate.

Perhaps we will abandon prejudice in favour of wisdom, and lazy thinking and casual causation for something a little more objective.

Only then might we see the papers filled with stories of hope and optimism, and with articles that would and should seem out of place in the faded pages of those 40-year-old publications we dig up from under our carpets.

Time ripens all things.
~Miguel de Cervantes



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PARENT INTERNET FORUM: HELP OR HINDRANCE?

By: [Lisa Sinsheimer](#), Parent Liaison
[John Dewey Academy](#)
Great Barrington, Massachusetts

Two years ago, a new parent suggested that we start an Internet Forum to provide support and help for parents at our therapeutic boarding school, the John Dewey Academy (JDA). After overcoming initial concerns about confidentiality, the possible negative impact on live communication, and whether or not an online Forum might deteriorate into a destructive tool for disaffected parents or alumni, the Forum was set up on a trial basis.

Two years later, the Forum has evolved into an important tool for parents and alumni. It has changed the landscape of the school, but the primary purpose of helping parents help their kids get through the JDA program successfully has not changed.

Initially, we limited Forum membership to current parents; we debated the other rules of membership as we went along. We decided to exclude staff in order to allow

parents to have freer discussions. Although staff can post information for the benefit of parents, they do not have access to any Forum postings.

We learned quickly that in order for the Forum to be relevant, EVERY PARENT had to join. If, for example, we wanted to use it for communication between staff and parents, every family had to have access to the information. The Parent Liaison relentlessly nagged each and every parent (and incoming parent) to join and to log on frequently.

Almost immediately, we ran into several membership issues. What happens to a parent's membership when a student leaves the school prematurely? Should alumni be invited to join? Who decides if a member has abused the privilege and should be barred? Although we decided some of these issues by polling the membership, we soon understood that the Forum also needed administrators.

What role do Forum Administrators play? They monitor the Board, supply material, and function as gatekeepers by preventing disgruntled former students or hackers from gaining access. Although many members use the Forum purely for administrative purposes (i.e., accessing the school Calendar, Address List, or local resources), another

Continued: **Parent Forum/** pg 8

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Parent Forum: Continued from page 7

—increasingly significant use is therapeutic and/ or supportive.

New parents arrive at JDA with lots of questions and concerns. The Forum is now the repository of vast quantities of experience and information which is readily available.

Administrators function as a driving force by initiating discussions about topics of importance to parents at JDA. Our three administrators are either alumni or current parents. These administrator/ parents function as role models by posting intensely private information about themselves and their children. We believe that sharing encourages other struggling parents to open up and overcome their own shame and fear.

With the passage of time, parents and staff grew comfortable with using the Forum as a mode of communication. Of course, problems emerged. First, the students were concerned that parents were too involved in events at the school. Confidentiality became an issue as parents talked to their kids about information gleaned from the Forum. Of course one task at a therapeutic school is to improve LIVE communication between parent and child—NOT to remove the need to speak by virtue of internet communication. So we teach parents to keep the Forum truly confidential—between parents only.

Second, if the Forum was to be used as a communication tool, someone had to be responsible for the accuracy of the information. At JDA, the Parent Liaison was traditionally a current parent, which meant the person changed virtually every year. Now, the permanent Parent Liaison is an alumni parent who uses the Forum to reach more parents—thereby creating a deeper sense of Community.

The issue of membership continues to present problems here and there. We realized that we needed to figure out membership options for parents whose kids left JDA before graduating. We experimented with a variety of solutions, and currently, the Parent Liaison decides (in concert with the parents in question) when to shift someone from full membership to a more limited “former JDA parent” level.

We invited alumni in good standing (a crucial distinction) to join our Forum. Within a year or two, we had to invite our own children to join because they were now also alumni in good standing. Many parents had difficulty with the idea of their children eventually reading everything written about them during their stay at Dewey; but this turned out to be a non-issue. Indeed, alumni from the

“Forum era” are valuable contributors.

We learned that a few willing individuals must accept primary responsibility for the technical aspects of the Forum as well as keeping the discussions current, real and civil.

The creation of significant content is crucial to making the Forum a *bona fide* part of the therapeutic process. We use a variety of discussion threads to strengthen the bonds of the online Community. For example, we have areas devoted to announcing student promotions and college acceptances. However, many more areas deal with less palatable topics such as expulsions and therapeutic consequences.

The development of an online Community requires trust among its members, some of whom have never met in person. The use of a specific person to direct matters is a huge asset in the development of this trust. At JDA, before the family arrives at the school, the Parent Liaison provides orientation and support: Thus, the Parent Liaison plays the role of a trusted peer advisor who explains the purpose of the Forum and welcomes the parents into the online Community. Once a new parent joins, he or she quickly discovers the value of having a 24/7 link.

The Forum has to be private—not discussed with staff or current students—but it must also include a STRONG and clear link to the staff and administration in order to ensure 100% participation by the parents.

JDA itself has also reaped a few unanticipated benefits from the establishment of the Forum. Dewey is a small institution without a large administration, so the Forum allows for more efficient contact with alumni.

JDA alumni say they have benefited as well: By maintaining online contact with the school, they stay in closer touch with the therapeutic principles they learned at JDA. Such contact is particularly helpful for newer alumni as they transition into the challenges of college life. Also, the Forum serves as a historical document and storage facility for information. Staff (via the Parent Liaison) can communicate more effectively and efficiently with parents and alumni.

In summary, we have experienced both administrative and therapeutic benefits throughout the extended JDA Community. At this point, the JDA Forum is no longer an experiment; it's a permanent part of the landscape.

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Visit Report By: [Larry Stednitz](#), October 26, 2005

The beauty of the stark desert and mountains outside of Tucson is a fitting frame for Sierra Tucson. The well constructed southwest style facilities blended nicely with the desert plants and meandering trails. With the added beauty of the mountains in the distance, it creates a serene and peaceful experience. Sierra Tucson is a licensed specialized psychiatric hospital and inpatient behavioral healthcare facility that treats a myriad of disorders for adults, age 18 and over.

Approximately 25 percent of the patients are under age 26. The hospital was founded by Bill Odonnel in 1983 as a substance abuse program. Bill envisioned a strong experiential program to enrich the treatment experience of all family members including siblings. Bill was highly successful in developing this vision. Sierra Tucson is now owned by Camp Recovery Centers (CRC), based

in Cupertino, CA. CRC is known as the nation's largest provider of alcohol and drug treatment.

Although the hospital began as a substance abuse treatment program, it is now a multi-faceted facility with specialties in alcoholism, drug addiction, eating disorders and sexual addiction, as well as other emotional and behavioral disorders.

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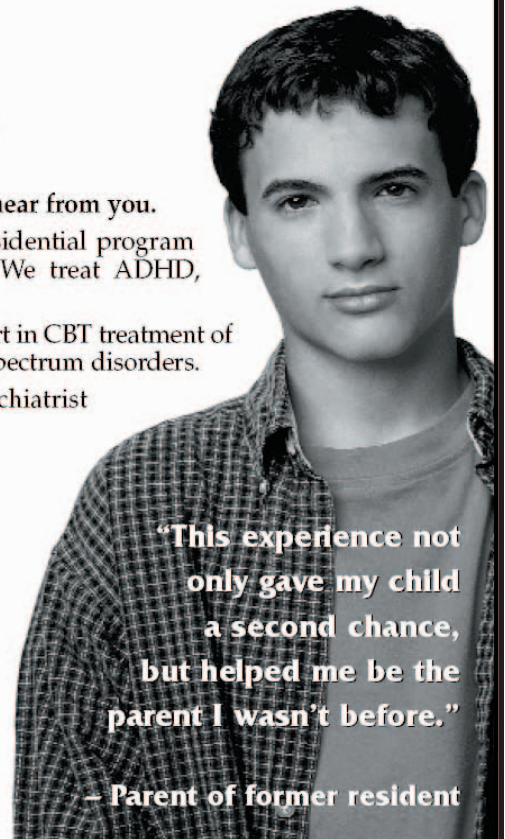
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parent I wasn't before."**

– Parent of former resident

This focus is reflected in their staffing which includes MD's, physician assistants, psychiatrists, certified addiction specialists, registered nurses, eating disorder specialists, registered dieticians and therapeutic activity and fitness specialists including equine therapists.

Sierra fully integrates specialists into each patient's clinical team, which results in a variety of traditional and integrative therapies. Sierra offers a staggering array of treatments including the usual hospital psychiatric programming, 12-Step philosophies, group therapies, cognitive/ emotional/ behavioral therapies, relapse prevention and family systems. Other therapies include experiential, anger, Somatic Experiencing, psychodrama, Eye Movement Desensitization and Reprocessing (EMDR). Additionally, acupuncture, chiropractic work, Swedish massage, Shiatsu massage, Qi Gong, Reiki, Yoga and Zero Balancing are integrated into the patient's experience. Sierra goes way beyond what most quality hospitals offer, even in comparison to the 80's and 90's when hospitals were well funded through insurance policies.

Needless to say, this innovative psychiatric/ behavioral health program for adults caters to bright, creative, open

minded and well funded patients who have the means to take advantage of their excellent psychiatric and behavioral "best practices" treatments. These adults are obviously willing to look well beyond traditional treatments to overcome the obstacles that prevent them from living a full, enriching and healthy life.

Because of the nature of confidentiality in hospital settings, I was not able to speak with patients. However, during my tour, I watched as patients rode horses, worked out in a spa like health club, and meandered through the well manicured desert paths of the grounds.

Having been a clinical director for a well funded and progressive hospital in the 1980's, it was apparent to me that Sierra Tucson had the foresight and courage to adjust to the realities of managed care by advancing hospital treatment to a level that only a few can ever experience.

That hain't nothin as uncommon
as common sense.

~Abe Martin

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EXTENDED INSIGHTS...

MENNINGER CLINIC

Houston, Texas

Stephanie Cunningham, Director of Business
Development

713-275-5039

By: [Larry Stednitz](#), January 26, 2006

My first visit to the Menninger Clinic was in 1980, and the purpose for my visit was to participate in an educational program for the treatment of eating disorders. I was the clinical director at Capistrano by the Sea Hospital in California and we were developing an eating disorder program. I knew Menninger would have the latest and best information. Menninger was well-known for its educational programs and many of our staff kept abreast of clinical developments through the Menninger Bulletin that came out monthly.

Menninger Clinic, accredited by JCAHO, was founded on a sprawling campus in Topeka, KS, by C.F. Menninger and his sons, Will and Karl, in 1925. Menninger was known as the premier psychiatric hospital in the country. Will is known as one of the key influences in the development of a psychiatric guide which later became known as the Diagnostic and Statistical Manual of Mental Disorders. Karl is known in many circles as the founding father of psychiatry; he produced 15 books that influenced psychiatry over the years. Menninger was a key training hospital from the early days and became the largest training center in the country after World War II. During this visit I hoped to discover that Menninger had brought some of this excellence to Houston, TX.

Due to a combination of factors, aging buildings and significant changes in third party payers, Menninger re-invented itself as a hospital that provides specialty programs. Now located in Houston, Menninger continues to position itself as "the international psychiatric center of excellence, restoring hope to each person through treatment, research and education." Menninger is now affiliated with the Baylor College of Medicine and Methodist Hospital. The number of current staff is approximately 250, with 75 from Kansas, and a leadership of highly credentialed, experienced and trained professionals. Baylor College of Medicine is recognized as one of the top 15 medical schools in the US and abroad. They boast \$327 million dollars in research funds, and this partnership between the two enables Menninger to continue its tradition of medical and behavioral psychiatric research.

This program serves adults and adolescents with 24 beds for adolescents, ages 12-17, who experience family, school and social difficulties due to moderate to severe behavior

issues, psychiatric disorders, substance abuse or dual diagnosis.

Typical patients exhibit lying, minor stealing, truancy, running away, school problems, authority problems, oppositional behaviors, poor impulse control, substance abuse and past suicidal thoughts or attempts. Typical diagnoses includes mood disorders, severe personality disorders, behavior disorders and psychotic disorders. Many have multiple disorders and substance abuse is frequently a secondary diagnosis.

Menninger's treatment efforts focus on helping adolescents build on their strengths and concentrate on targeted problem areas. The focus in treatment is to learn how to manage feelings effectively. Care is paid to understanding each patient's strengths, weaknesses and genetic make up to better integrate therapies and interventions. Menninger uses a bio-psycho-social approach in treatment.

The adolescents experience a well structured day including individual, group and family therapies as well as extensive psycho educational groups. Menninger emphasizes the importance of educating its patients in relation to their disorders by offering various substance abuse groups, anger management, DBT groups, cognitive therapy groups, self-harm and self-esteem groups. It also focuses on healthy physical outlets. Patients participate in yoga, swimming, walking, crafts and other activities.

Menninger offers specialty programs:

Adolescent programs include: General psychiatric treatment, eating disorders and obsessive-compulsive disorders. Adult programs include: eating disorders, obsessive-compulsive disorders and treatment. Menninger also offers a Compass Program for Young Adults, Hope Adult Treatment Program and Professionals in Crisis Program.

What has made Menninger so "special" over the years? It is special because of its close integration of all disciplines and its working together as a team, exploring and searching for answers that may unlock a patient's door to hope. They also understand the importance and power of supervision. Working with psychiatric patients requires enormous self study and evaluation. Every interaction provides the opportunity for understanding and discovery. Staff needs to continually explore their own thoughts and feelings to gain a deeper understanding of themselves and Menninger's patients.

Research is important to Menninger and it is one of the few hospitals placing financial resources into treatment, research, development and education. Today, Menninger

Continued: Menninger/ pg 14

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Menninger: Continued from page 13

still demonstrates its genuine desire to become the beacon of psychiatric treatment.

Karl Menninger aptly expressed the Menninger Clinic of his day in his book, *“A Psychiatrists’ World, the Selected Papers of Karl Menninger,”* 1920. The excerpts below were Karl’s thoughts on the opening of Menninger Hospital’s new building.

“Nevertheless, someday its strong walls will crumble, and what we look upon so proudly today as new and fresh and beautiful will be old and worn and tawdry. Some of the folks here then will be saying, ‘What shall we do with the old building?’ The old building, they will call it--the low vaulted past for which a new temple, nobler than the last and a dome more vast, will be in the making.”

“We shall be gone by then, most of us. But the meaning of the hospital will outlive us all. It will out live this building--it will out live the memories of this glorious opening day. The vision and the faith of a kindly man who loved rocks, and flowers and trees, and shells, and books--and, most of all loved people, and believed that they could help one another. This vision and faith, carried on by a thousand sons and daughters--this will live forever.”

INTERVIEWS...

AN INTERVIEW WITH TOM BRATTER

Founder of John Dewey Academy
Great Barrington, Massachusetts

By: [Lon Woodbury](#), April 19, 2005

Two things stand out in talking with Tom Bratter. First, in his early years, he qualified as a “struggling teen.” Bratter explained that during his adolescence in the 1950’s, he was lucky because the availability of drugs had not yet arrived in suburbia. “I have no false illusions or sense of righteousness in this reality because had they been available, I know I would have become a casualty of the chemical dependency movement. The odds are high that I probably would have died from my addiction to them because I was that kind of kid.”

Bratter said that due to his “ignorance and stupid behaviors,” he was in a lot of pain and graduated in the bottom 10 percent of his high school class. In addition, Bratter’s father was a very successful “workaholic” who started one of most respected law firms in New York City. “He always rescued me by convincing everyone to give ‘Tommy one more chance.’ I was a loser, reject, retard



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and failure by choice; my only successes came in my athletic ability in track, my records endured for 44 years.”

However, the very things that were destructive and negative in Bratter’s life also became the things that influenced his passion, ability and life-long devotion to helping adolescents. It also inspired him to create the unique school he calls John Dewey Academy, in admiration of the early 20th century philosopher and educator John Dewey.

Second, for almost a half century, Bratter has worked exclusively with bright, unconvicted and self-destructive adolescents. After receiving his Ed.D. degree from Columbia University Teachers College, with a dissertation titled “Confrontation: A Group Psychotherapeutic Treatment Model for Alienated, Unmotivated, Adolescent Drug Abusers,” Bratter started and directed six community-based prevention and treatment programs in Westchester County (NY) for alienated and angry kids.

“Again, I was lucky. My beloved mentor, Alex Bassin, who wrote the proposal that created Daytop Lodge,

predecessor to Daytop Village, introduced me to the program when it was in its infancy. I learned more about effectively treating this difficult population from ex-addict counselors and recovering alcoholics than from my professors at Teachers College. I was a confused and conflicted graduate student, but I knew what worked and why it worked. My professors espoused theories which made no sense. They were either Freudians or followers of Carl Rogers, neither of whom confronted the true issues behind the behaviors.”

In the 1970s, Bratter worked as a psychotherapist at Teen Centers and as director of a Methadone Clinic. He was a part time consultant for many programs, an independent psychotherapist in Scarsdale, NY, and an adjunct professor at Union Institute and the College of New Rochelle. He was very much in touch with the experiments of creative solutions throughout the 1970s and 1980s. In 1985 Bratter decided to implement what he had learned by founding the John Dewey Academy, a residential boarding school for adolescents with problems. Bratter refers to himself as a gunfighter and says “there are two rules when working with adolescents. “Rule One: A few will fail and die. Rule

Continued: **Bratter/** pg 16

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**ASPEN ACHIEVEMENT
 ACADEMY HAS BEEN HELPING
 FAMILIES SINCE 1988**

Bratter: Continued from page 15

Two: Tom Bratter cannot change rule one. Before I symbolically burned my membership card in the American Psychological Association, 10 kids died of drug overdoses, committed suicide, or were murdered, which radicalized me. I view psychotherapy as a war. If I cannot convince a kid to change, I know damn well they will live wasted lives, so I accept this as a mandate to force them to change."

As an example of the intellectual ferment of the 1970s, Bratter recalled an International Conference on Therapeutic Communities in Bangkok, Thailand in the mid-1970s, where he met Mel Wasserman, Founder of the CEDU Schools. Both men were very much involved in the intellectual stimulation around the concept of therapeutic communities, and attended as many conferences as they could on the subject. According to Bratter, they discussed how these concepts could or should apply to schools for troubled adolescents.

Bratter explained that he started The John Dewey Academy to prove to psychotherapists and educators that it is a crime to assume that some are too damaged to change. "No kid in our history has been maintained on any psychotropic poison. All graduate and attend competitive colleges. A third make the dean's list, a third become responsible role models and student leaders, and more than a third attend graduate school. There is no residential treatment program or special purpose school in the world that can duplicate these results."

Interestingly, Bratter said that few psychiatrists and psychologists refer patients; instead they send their own kids. "I would wager that at least 20 percent of our graduates have a parent who is a therapist or teacher. We work with a special bunch of kids who are not amenable to traditional techniques and convince them to 'bust their asses.' Our kids spend at least three hours a day, every day, studying, and we are accredited by the New England Schools and College Association. They attend at least 10 hours of groups. And there is no secret why they work so hard; they know that if they produce, we will convince the best colleges to admit them. Where is the controversy? What we do obviously works!"

Bratter says heavy peer pressure and using treatment as a catalyst is very important in the healing of the students. He emphasizes peer pressure for three reasons: "Kids don't give others an inch, the helper learns more, and it is vital for these kids to stop masking their feelings and start getting honest."

His goal with each student is to provide hope. He enrolls children who have either given up on life, or never bought into it because they have never felt challenged. Looking through the mask, he sees a child with good potential but who also needs work to bring it out.

In John Dewey Academy, Bratter brought together all the elements of structure and challenging academics in a unique combination to prove a point, which is that there are better ways to work with difficult children than the all too common mainstream procedure of diagnosing and medicating on a mass scale.

“We trace our origins to the ex-addict-run therapeutic communities which utilized confrontation and positive peer pressure to force change,” Bratter explained. “Empowerment creates change because kids feel vested in the Dewey community. They have high expectations for growth and reject stupid, sadistic and self-destructive behavior. John Dewey is stressful because the expectations for growth and improvement continue to escalate. But the rewards are great. The next chapter for all Dewey graduates is college which permanently seals their past. No one asks me what kind of kid I was because they assume that since I attended Columbia University, not only was I bright, but also a good little boy. Both are myths! But no one cares any more because that is ancient history.”

I first met Tom Bratter in the early 1990s, and at that time, he truly was John Dewey Academy. His direct influence was evident in every aspect of the school. Since then, he has taught the staff his philosophy and turned many of his functions at the school over to them. Bratter’s involvement is still very evident, but more as a founder than an administrator. He is taking steps to ensure John Dewey Academy has a solid foundation with or without his direct involvement in the future.

For an example of the confrontation style of John Dewey Academy, see the article *The Interview* at www.strugglingteens.com/archives/1994/6/news06.html and the *Student’s Response* at www.strugglingteens.com/archives/1994/8/oe07.html.

Opinion is ultimately determined by feelings, and not by intellect.

~Thomas A. Edison



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ELLIOT SAINER: EVOLUTION OF ASPEN & PARENT-CHOICE INDUSTRY

Two part series on Aspen Education Group

By: [Lon Woodbury](#) & [Kathy Nussberger](#)

In an interview with Woodbury Reports, Inc. President, Lon Woodbury and Co-Editor Kathy Nussberger on January 25, 2006, Aspen Education Group CEO, Elliot Sainer, shared his knowledge and personal insights on the evolution of Aspen and the parent-choice industry.

“I believe there are three main aspects to the industry’s evolution: First, we see an escalation in families seeking help; second, the heightened need for specialized programs; and third, an increased demand for helping kids with a higher acuity,” Sainer said. “Two examples of this evolution would include the increased demand for middle school programs for kids ages 10-12, and a greater need for specialized programs such as substance

abuse. As opposed to the past, we do appear to see an increase in middle school age kids experimenting with drugs and other substances. From my conversations with various people it does appear that kids are experimenting with drugs at a younger age.”

Sainer explained that Aspen is focusing on these demands by recruiting top people with a high level of clinical competence and providing greater geographic access to programs. “In contrast to Aspen five years ago, today, we deliberately developed more programs on the east coast because of the higher population levels and the parents’ preference to keep their kids regionally located.”

Aspen is also trying to effect change by expending more resources and efforts to demonstrate how they are making a difference and providing value to their clients. “This summer we will wrap up a three-year clinical outcome study that is examining, through objective measurable standards, the clinical indicators in our residential division. Conducted by an independent third-party company, the study will determine whether we are making a clinical difference with kids.”

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Sainer added that the data will allow Aspen to demonstrate they are making a clear difference. Preliminary results from the study support this. "We also spend a lot of time on best practices and ways to learn from each other. We believe our size is an advantage because it allows us to implement the components that are working in one program into another program."

Lon Woodbury asked whether Sainer thought the "generalist" (therapeutic community emotional growth) type of school such as Mount Bachelor Academy or the former CEDU program, Rocky Mountain Academy, was becoming less important with the demand for more clinical specialization.


"I wouldn't say less important, but I think the generalist school, as you defined generalist school, is going to have to really improve their clinical competence or they are going to be out of business. If you go back 10 years and make a list of the top schools at that time, you'd have several on that list that aren't even around today. Cascade would be the classic example but so would a few of the generalist CEDU schools. In my opinion, these schools didn't change with the times and perhaps failed to meet the demands of clinical competence.

Fairly or unfairly, that's measured by families or referral sources; a lot of the programs didn't have people with both the experience and licensure to help kids clinically on staff. We experienced this ourselves with some of our programs, but we had the financial and organizational structure in place to meet the demand and evolve."

Sainer also discussed the evolution of parents and his belief that they are now demanding more program accountability both in terms of outcomes and communication. "Whether people like it or not, parents use the internet to research programs and narrow down their choices of which ones to visit or select for their child. I wouldn't say parents are more concerned today about their kids then they were five years ago, but I think they hold programs and staff to a higher standard."

Woodbury asked about Aspen's plans for the European market, and Sainer explained that at this point, Aspen has not really researched that area. "We are opening a Healthy Living Academy (weight loss) summer program this year in the United Kingdom (UK), which is experiencing a growing epidemic of obesity similar to the US. But beyond testing the water, we have not spent

Continued: **Sainer/ 20**



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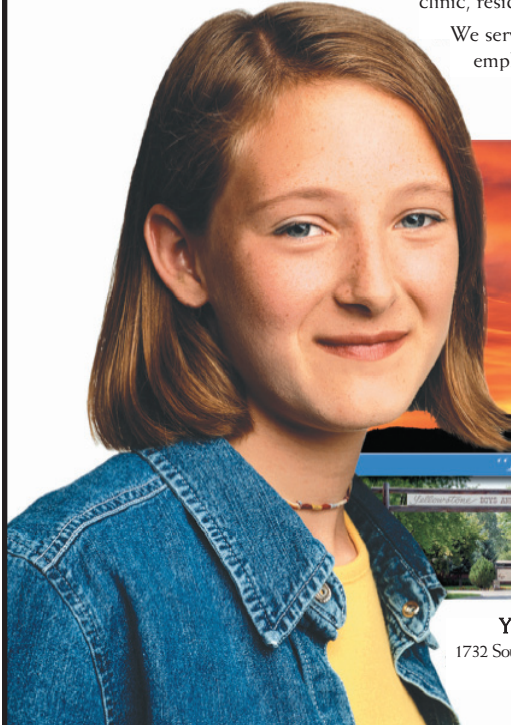


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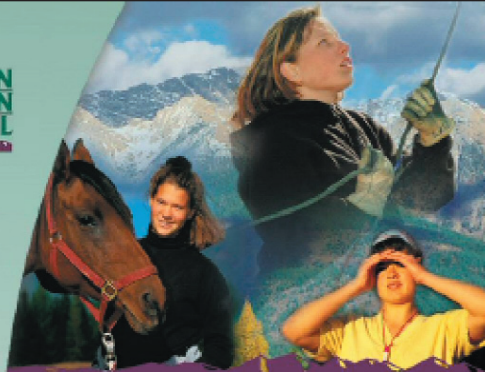
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*Swan Valley,
Montana.*

Sainer: Continued from page 19

much time looking into foreign markets because there is enough to do domestically. In 2005, Aspen Education Group took care of about 4,000 kids from all 50 US states and 16 foreign countries. The UK was the single largest foreign country referral source.”

Elliot Sainer, CEO and co-founder of Aspen Education Group, has almost 30 years experience as a leader in education and behavioral healthcare. Prior to founding Aspen, he was the CEO of several healthcare organizations as well as Western Regional Director of the nation's largest behavioral healthcare company. He serves on the Board of Directors of the Education Industry Association and Board of Councilors of the Rossier School of Education at the University of Southern California. In 2004, he received the Entrepreneurial Leadership Award of the Education Industry Association. In 2001 and 2002, he was honored as a Finalist in the Entrepreneur of the Year Award for the Greater Los Angeles area. Sainer was named one of the 100 most influential healthcare leaders in California in 1997. From its inception as Aspen Education Group in 1998, the company has grown into what it is today with 32 programs in 12 states. Sainer received his MBA degree from George Washington University and his BA from the University of Pittsburgh.

Editors Note: In the March 2006 edition of the Woodbury Reports, Inc. Newsletter, we will continue the interview by exploring Aspen's rapid growth, management style, the company's view of the future and the role educational consultants will play in that future.

The ability to think straight,
some vision of the future,
some skill to do useful service,
some urge to fit that service
into the wellbeing of the community,
these are the most vital things
education must try to produce.

~Virginia C. Gildersleeve

NEW PERSPECTIVES

The following section contains programs that are either new to Woodbury Reports, Inc., or they have a new program element. We present them to expand your knowledge, with the disclaimer that we know little more about them than what appears here. Inclusion, of course, does not imply any endorsement by Woodbury Reports, Inc. - Lon

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Manti, Utah

Kelly Husbands, MSW, Program Director

435-835-4053

Blue Sage Youth Services is a residential treatment program for girls ages 13-17, who have a history of behavioral, emotional, educational delays, or a history of chemical abuse problems following a detoxification program. The program is licensed by the Utah Department of Human Services.

Blue Sage has a "strong" behavioral component that utilizes a "carefully guided" level system that emphasizes both positive and negative consequences in a "safe, secure" environment. Clients are evaluated on behavior, following rules, social skills, increased self esteem and other criteria from a list of appropriate behaviors and expectations. As they reach these goals they receive more rewards and bigger expectations.

Academics are based on the Utah State Core Curriculum; credits are accumulated at the rate of one class per year toward Utah high school graduation requirements. Blue Sage operates under the guidelines of Northwest Association of Schools and Colleges and all credits are transferable. The primary emphasis is on the basics: English, Math, Science, Physical Sciences, Physical Education and a variety of electives.

The program focuses on teaching students how to change their behaviors and gain the respect and trust of others. Blue Sage offers "comprehensive" psychological, social and educational assessment, individual treatment planning and medical services. Regular contact with the family is an integral part of the overall treatment plan for the teen.

Editors Note: *The information used in this New Perspective was gathered from the Blue Sage website.*



Copper Canyon
Academy
A Trailhead to Success

Nestled in a scenic Central Arizona valley, Copper Canyon Academy offers a boarding school for girls ages 13-17 with behavioral, emotional or learning problems. We believe that by combining a warm, caring, structured environment, students will develop self-esteem, self-awareness, self-reliance, self-confidence, and self-management.

Our program offers:

- Comprehensive, therapeutic program including individual therapy, group therapy and family therapy
- Equine therapy and canine therapy
- Essential and extensive family involvement
- Intensive physical fitness as part of daily life
- Accredited college prep academic program



Contact Darren L. Prince for more information
(928) 567-1322

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- * Family Workshops
- * Academic & Achievement Seminars
- * Accredited College Prep Academy

Located in the forested wilderness of Central Oregon, Mount Bachelor Academy guides youth, ages 13 to 18 through a 14 to 16 month program. For more information call or see our website:

Mount Bachelor Academy
33051 NE Ochocho Hwy
Prineville, OR 97754
800-462-3404
www.mtba.com

CHERRY GULCH

Emmett, Idaho

Andrew D. Sapp, PhD, Founder/ Clinical Director
208-365-3437

Cherry Gulch, a small ranch style therapeutic school for boys ages 10-14, will open in June 2006. Cherry Gulch is located near Boise, ID on 650 acres of ranch land. Students also spend three-four weeks in the summer at Camp Stanley, an outdoor base camp in the Sawtooth Mountains of Central Idaho.

The school accepts a maximum of 20 students with a variety of emotional and behavioral issues including, but not limited to, learning difficulties, abuse or neglect, ADD/ADHD, depression or low self-esteem. Cherry Gulch does not work with students with a criminal record, drug addiction or a variety of severe disorders like autism, conduct disorder or schizophrenia.

Cherry Gulch will incorporate a milieu of positive behavioral modification by utilizing a number of techniques and strategies "specifically tailored to this population" that will include both a level system and token economy. Therapeutic services led by a licensed clinical psychologist

and a licensed family therapist will include 10 hours weekly of equine therapy, individual, group and family psychotherapy. Treatment plans are individualized for each student. Parents will receive weekly updates, attend quarterly parenting workshops and participate in periodic family therapy sessions via video conferencing.

Cherry Gulch plans to establish a scholarship fund. Academic classes will be small with a maximum of 10 students overseen by credentialed teachers. The emphasis is on experiential learning that will include field trips and caring for horses, cattle, chickens, rabbits and dogs. Other components will include athletic and outdoor activities like basketball, baseball, skiing, rafting, cattle drives and rodeo activities.

Editors Note: *The information used in this New Perspective was gathered from the Cherry Gulch website.*

You can keep the gold and silver
but give us your wisdom.

~Arabic Proverb

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.

*"Recovery
is the best
alternative."*

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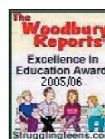
As always, W.T.C. has a licensed Chemical Dependency Counselor present for the duration of every expedition maximizing the therapeutic value. They meet some pretty big challenges facing life without chemicals ³/₄ a good foundation based on a spirit of success and an ever increasing self-esteem is a great beginning in the journey of recovery.



- 60 day Primary Treatment
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406-854-2832 www.wildernesstreatmentcenter.com



RIGHT WAY ACADEMY

Waynesburg, Pennsylvania
Mary Musgrove, Director of Admissions
877-789-2972


Right Way Academy is a new private coed boarding school for students age 13-22, who need a “safe, secure, therapeutic environment” as they recover from chemical dependency and other high risk disorders and behaviors. Right Way’s approach is long-term and the staff recommends that students and families make a 12-month commitment to the program.

The program is licensed by the Pennsylvania Department of Education for grades 9-12 with state certified instructors. The required daily curriculum includes integrated mathematics, science, language arts, social studies, technology, elective offerings and peer counseling. A “life skills infusion” curriculum includes college and high school academics, life skills training, 12-Step programs, individual and group therapy, vocational training, technology training, arts and recreational activities.

Students have access to a 24/7 wireless technology environment that supports the Right Way educational program and student activities. Right Way also offers video conferencing capabilities to accommodate student-parent communication and visitation through high speed internet.

Co-founders Charles Powell and Dr. Stephen K. Valle, Sc. D., MBA, have developed the program to incorporate a focus on self-conflict within an individual that confronts and resolves substance abuse, despair, anxiety, depression, lack of achievement and social acceptance. Right Way utilizes a modified Therapeutic Community treatment model that integrates the core elements of the traditional therapeutic community model, 12-Step self help philosophy, bio-psycho-social-spiritual emphasis of traditional chemical dependency programs, cognitive/behavioral change strategies and the principles of Accountability Training®, developed by Dr. Valle.

Editors Note: *The information used in this New Perspective was gathered from the Right Way Academy website.*




A Holistic Therapeutic Learning Community For Young Women 18-26

The Fulshear Ranch Academy is a holistic therapeutic learning community where young women (18 and over) come together to experience an environment where their strengths, talents & passions can be discovered & applied.

At Fulshear Ranch Academy young women are invited on a journey of self discovery & education. Using a holistic model, participants experience both field-based experiential education & classroom academics, therapeutic groups & activities, life skills & career training, in an environment which promotes overall health & wellness.

Our program is divided into six areas of concentration. Each one of these areas has been created to help young women become healthy, strong, & sure of their own power. The six areas are Life Skills, Education, Nature-Based Skills & Therapy, Equine Skills & Therapy, Holistic Health, & Career Training.

Fulshear Ranch Academy 866-918-8383
PO Box 747 281-346-2225
Fulshear, TX 77441 Fax 281-346-2227
www.fulshearranchacademy.com



Excel Academy

Excel Academy is a highly structured, drug-free boarding school for adolescents grades 7-12, who may be experiencing:

Disrespect for Authority	Low Self-Esteem
Lack of Personal Responsibility	Anger
Negative Peer Relationships	Drugs & Alcohol
Divorce or Adoption Issues	Depression
Defiant or Out-of-Control Behavior	ADD

Excel Academy provides a nurturing environment in a family style setting. Staff serves as role models, using positive peer support, and emphasizes personal responsibility and strong work ethic.

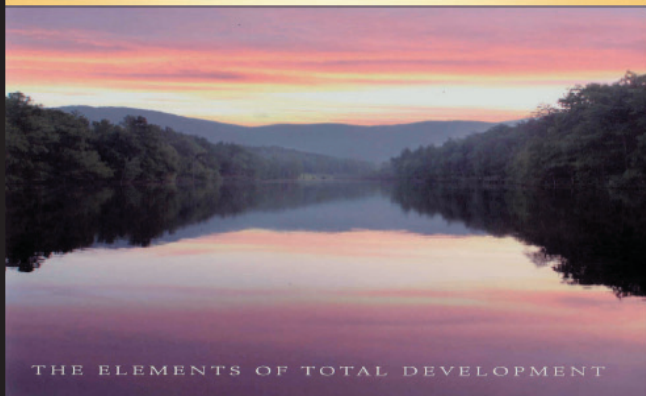
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800-260-9178 or 936-447-4617



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- Adventure Based Wilderness Activities



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email: hiddenlakeacademy@alltel.net

NEWS & VIEWS...

INTERNET DANGER ON RISE FOR CHILDREN

(December 21, 2005) The Polly Klaus Foundation reported that a nationwide survey of 1,468 US youth (ages 8-18) revealed they frequently take risks with their personal information by communicating with people they know only through the Internet. The Office of Juvenile Justice and Delinquency Prevention reported that between 2004 and 2005, its Internet Crimes Against Children program saw complaints increase 84 percent nationally against predators traveling to meet and/ or entice minors. [More...](#)

CAMPAIGN AGAINST PHYSICAL RESTRAINTS

(December 27, 2005) The Pittsburg Post-Gazette reported that Estelle Richman, Pennsylvania State Secretary of Welfare, is campaigning against using physical restraints on youth in group homes. Although restraints are attributed to three deaths and untold broken bones over the past seven years, some group homes disagree with the secretary's campaign. Many group home directors believe that while it might be possible to reduce the use of restraints, it's impossible to eliminate them. [More...](#)

INTERNET GENDER GAP NARROWS

(December 29, 2005) The Washington Post reported women have historically lagged behind men in the adoption of Internet technologies, but a study released by the Pew Internet & American Life Project found that women under age 65 now outpace men in internet usage. In other age groups the women outpace the men by three percent, except for those 65 and older where 34 percent of men are online in comparison to 21 percent of women. [More...](#)

TRANSFORMATIVE PARENTING UPDATE

(December 30, 2005) [Todd Sarner](#), MA, Co-Director, [Transformative Parenting](#), San Rafael, CA, 415-289-6515, an educational consulting firm, announced they are now adding family coaching to their services. [More...](#)

SPORTS HAZING INCREASING

(January 2006) The Sport Journal reported that research conducted by Alfred University indicates that sports related hazing from middle school through college is rising. According to the research, 1 out of 20 athletes in middle school, 4 out of 10 in high school, and 8 out of 10 in college were subjected to some form of hazing. [More...](#)

INVESTIGATION AT SWAN LAKE

(January 2006) An Associated Press story in the Billings Gazette, Helena, MT, reported that the state Department of Public Health and Human Services (DPHHS) is investigating Swan Lake Youth Academy. Attorney Andree Larose, said the investigation began after she wrote a letter to DPHHS

on behalf of a former student who alleges physical and verbal abuse, as well as licensing violations at the facility. However, DPHHS spokeswoman, Gayle Shirley said she found no record of a licensing investigation, but added that abuse and neglect investigations are confidential. [More...](#)

TOUGHLOVE GOES COMMERCIAL

(January 2006) New York Magazine reported that psychologist Dr. Ron Zodikvitch, and Igal Feibush are relaunching the *TOUGHLOVE*® Program as an alternative to removing kids from their homes when they get into trouble. A pilot program will be tested in March in Broward County school districts in Florida to introduce Toughlove to parents. Feibush hopes to mimic it across the nation in public schools. ToughLove was originally founded in 1979 by family therapists David and Phyllis York. [More...](#)

PRIVATE INVESTORS OPTIMISTIC

(January 2006) EducationNews.org reported there are several reasons for financial investors of private education to be optimistic and for policy-makers to continue the slow-motion privatization of education. The optimism stems from the successes of the private voucher systems that have been used since the early 1990s in Milwaukee and Cleveland schools, and the mid-1990s boom of online education. [More...](#)

TEENSCREEN LABELS STUDENTS

(January 2, 2006) EducationNews.org reported that many claim a 10-minute computer test, TeenScreen, is an unscientific written mental health survey that is labeling students. Developed by David Shaffer in Columbia University's psychiatric department, the program professes to discover "mental illnesses." The test is sold to numerous schools across the country as a suicide prevention program, but the story says there is no scientific data to back up this claim. [More...](#)

NONPROFIT "WEIGHT LOSS" ACADEMY TO OPEN

(January 4, 2006) [Ira Green](#), Founder, [The Healthy Children Academy](#), Lenoir, NC, 888-533-9039, announced the January 2006 opening of the "first nonprofit" weight loss boarding school. The school will share classrooms, dorms and dining facilities with the [Patterson School](#). The program places special emphasis on nutrition, exercise and developing self-esteem. [More...](#)

DEFINING SCHOOL VIOLENCE

(January 5, 2006) Well known educators Chester E. Finn, Jr., and Michael O'Keefe, point out in their newsletter, The Education Gadfly, that although the decline of violence in
Continued: **News & Views/** pg 26

Confident Living helps restore the safety, trust and healthy relationships that often slip away from families struggling to cope with a *teen at risk*.



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News & Views: Continued from page 25

US schools is welcome, the levels of violence are still too high when compared to other nations. The authors say this seems to reflect an unduly high acceptance level for violence, and compare it to a tendency referred to as “defining deviancy up.” [More...](#)

HAZING: NATIONAL ISSUE

(January 6, 2006) The Rock Hill Herald, a South Carolina publication, reported that Rock Hill High School suspended its head wrestling coach, an assistant coach and seven wrestlers because of a hazing incident on a trip to Virginia in December 2005. In 2000, Alfred University in Alfred, NY, conducted a national survey that revealed hazing is a problem at colleges and high schools nationwide. While the majority of hazing incidents go unreported, several have resulted in students being injured and killed. [More...](#)

IDAHO VIRTUAL ACADEMY ACCREDITED

(January 10, 2006) RuralNorthwest.com reported that Idaho Virtual Academy (IDVA), a public virtual charter school, received provisional regional accreditation by the Northwest Association of Accredited Schools for the 2005-2006 school year. [More...](#)

CALL TO CLOSE FLORIDA BOOT CAMPS

(January 11, 2006) The Miami Herald reported that after the

sudden death of a teen placed in a state run, military-style youth facility in Panama City, FL, a South Florida lawmaker is demanding the closure of the state’s six juvenile justice boot camps. State officials say they will reexamine the policies that allow the use of physical force against children in state care. Each facility is run by its county sheriff’s department. [More...](#)

SINGLE SEX EXPERIMENTS SHOW BENEFITS

(January 11, 2006) The Enquirer reported that single sex class experiments in about 200 middle schools around the country show benefits for both boys and girls. [More...](#)

DEFENSE REQUESTS DISMISSAL

(January 12, 2006) The White County News Telegraph reported that defense attorneys claim two technical errors in the Grand Jury murder indictments against six former counselors at the Appalachian Wilderness program may get the charges thrown out. The case stems from the April 20, 2005 death of a 14-year-old boy. [More...](#)

STUDENTS PREFER ONLINE CLASSES

(January 14, 2006) An Associated Press article on Yahoo News, reported that many on-campus students prefer the format and schedule flexibility of online college courses.

V3 Tucson believes that education is integral to the recovery of young adults living with drug and alcohol addiction.

Sober Living

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“Going confidently in the direction of our dreams ...”
– Gale Earl (founder)

Approximately 2.3 million American students attended an online course in 2004. [More...](#)

THE CULTURE OF BOYS

(January 16, 2006) The Kansas City Star contains a four part series titled "Raising Boys Better," which reviews the problems boys have in our culture, some reasons for increasing boy failure, and some possible solutions to help more boys seek success rather than choosing to be turned off. [Part One...](#) [Part Two...](#) [Part Three...](#) [Part Four...](#)

ONLINE FAMILY COACHING

(January 21, 2006) [Jeff Griswold](#), President, [Effective Learning Systems, Inc.](#), Bloomington, MN, 952-943-1660, and [Svein Berg](#), Executive VP, [Mintra Inc.](#), Houston, TX, 281-990-8505, announced the two companies have joined forces to release *Your E-coach: The Art of Leading Yourself*. According to the press release, this online personal coaching program is an interactive program that guides each individual through the process of mastering their own self-leadership. [More...](#)

FEDERAL EXAMS START EARLIER

(January 22, 2006) The Washington Post reported several public schools will begin classes weeks earlier

next fall because students need more instruction time for federally mandated exams. The exams are required to maintain compliance with the "No Child Left Behind" Act. Parents are seriously complaining about the side effects of "high-stakes" testing. [More...](#)

ONLINE PRIVACY VS. INTERNET SAFETY

(January 23, 2006) Eschool News reported that the federal government's attempt to revive the 1998 Child Online Protection Act (COPA) pits online privacy against internet safety of children. The Justice Department wants access to online search engine records to prove internet filtering doesn't adequately protect children or prevent them from accessing online pornography or other objectionable websites. Google has refused to comply with the subpoena. COPA was ruled unconstitutional by the US Supreme Court because Justices felt that filtering software might better protect children. [More...](#)

Editors Note: For the rest of the February 2006 News & Views please visit the *Struggling Teens* website at: www.strugglingteens.com/artman/publish/news_views.shtml



Success! Leaders of the newly formed Family Foundation School Boy Scout troop congratulate their first Eagle Scout. Troop 174 of the Otschodela Council has 12 members and will soon add a Venturing program that includes girls.

Teen In Trouble? We Have An Answer!

The Family Foundation School—a co-ed, college preparatory boarding school for at-risk teens—combines the principles and structure of the 12-step recovery program with a wide-ranging curriculum to guide young people through the difficulties of their teenage years toward responsible adulthood.



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www.thefamilyschool.com

SEEN N' HEARD...

MOUNT BACHELOR UPDATES

(December 26, 2005) [Jo Dee Fitzgerald](#), Admissions Director, [Mount Bachelor Academy](#), Prineville, OR, 800-462-3404, announced that she is leaving the program. Kelli Hoffman will assume the position of Admissions Director, and Ann Fisher accepted the full-time position of Admissions Counselor.

THAYER IN THE NEWS

(December 28, 2006) The Kansas City Star reported that because the local prosecuting attorney hasn't asked for help, the Missouri Attorney General's office has not participated in the investigation of Thayer Learning Center located in Kidder, MO. In October 2005, The Star conducted an investigation that showed at least seven persons had reported more than a dozen allegations of child abuse at Thayer to the Caldwell County sheriff's office since April 2003. [More...](#)

HEALTHY LIVING ACADEMIES ON CNN

(December 28, 2006) [Ryan Craig](#), Academy of the Sierras, [Healthy Living Academies](#), Reedley, CA, 866-364-0808, announced that on December 27, 2005, CNN's Anderson Cooper 360 profiled one of the original students who had lost over 300 pounds in 15 months at the Academy of the Sierras. [More...](#)

NATSAP NW REGIONAL DATES

(December 28, 2005) [Erick R. Scheiderman](#), [NATSAP NW Regional Conference Chairman](#), 541-390-2055, announced the 4th Annual NW Regional NATSAP Conference is set for August 10-11, 2006 at Riverhouse Resort in Bend, OR.

RAE ANN KNOPF: NEW EMAIL

(January 1, 2006) [Rae Ann Knopf](#) announced that she has a new email address and her phone contact information remains the same, 802-274-4597.

ELK RIVER WILDERNESS OPENS

(January 3, 2006) [Beth Ragland](#), Admissions Director, Mike Watson, CEO, and Roger C. Rinn, PhD, Director, Elk River Wilderness Challenge, a Division of [The Pinnacle Schools](#), Huntsville, AL, 256-519-9144, announced the program is now accepting applications for student enrollment into its eight-week Outdoor Therapeutic Program, Base Camp and Expedition Components. The program accepts both male and female students ages 12-18. On January 25, 2006, Beth announced the program had just received their first student referral from a consultant. [More...](#)

The High Frontier, Inc.



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The High Frontier is a non-profit Residential Treatment Center for emotionally disturbed adolescents, ages 12 to 18, with a documented history of severe behavioral and/or emotional problems who cannot be served in a less restrictive environment.

GOALS ARE TO:

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- Assess resident's level of functioning developmentally, emotionally and academically
- Develop & implement services to help the resident meet goals.
- Provide each resident with living skills
- Assist residents to work with their families
- Develop a discharge/aftercare plan

highfron@yahoo.com



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Admissions Director

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PROGRAMS FEATURED IN UK PUBLICATION

(January 3, 2006) [Stephen C. Schultz](#) announced that [Redcliff Ascent](#), Enterprise, UT, 800-898-1244, and [Discovery Academy](#), Provo, UT, 801-380-8820, were featured in an article in the winter edition of "Wales in Action," a United Kingdom publication.

ZUMWALT NEW OWNER HIRED POWER

(January 4, 2006) [Nanette Zumwalt](#), Owner/ CEO, [Hired Power](#), Seal Beach, CA, 562-594-8391, announced that effective January 1, 2006, she is the new owner/ president/ CEO of Hired Power, Inc.

WELLSPRING CAMPS OPEN NEW PROGRAMS

(January 4, 2006) [Ryan Craig](#), Wellspring Camps and [Healthy Living Academies](#), Reedley, CA, 866-364-0808, announced that two more Wellspring Camps will open; Wellspring Family Camp in Michigan is for a summer weight loss program for parents with children ages 5-13, and Wellspring UK in the Lake District of Northern England is for boys and girls ages 12-17. Wellspring Camps now offers five program locations.

SOLTREKS LAUNCH WINTER PROGRAM

(January 5, 2006) [Lorri Hanna](#), MA, CTRS, Executive

Director, [Soltreks](#), Two Harbors, MN, 218-834-4607, announced the program has launched a Minnesota winter program and is now open year-round. Soltreks will continue to offer programs in New Mexico from January-April.

[More...](#)



WESTRIDGE NOW ACCEPTS GIRLS

(January 5, 2006) [Ken Huey](#), PhD, Director of Clinical Services, [Westridge Academy](#) (formerly Utah Boys Ranch), West Jordan, UT, 801-282-1007, formally announced the name change and said that one of the reasons for changing the name of the program is because they now accept girls at a new facility located on adjacent acreage. [More...](#)

IVY RIDGE WITHDRAWS FROM WWASPS

(January 6, 2006) Jason Finlinson, Director, [Academy At Ivy Ridge](#), Ogdensburg, NY, announced that it has concluded its relationship with the World Wide Association of Specialty Programs & Schools. [More...](#)

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



Ridge Creek

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email: information@ridgecreek.org
website: ridgecreek.org

Seen N' Heard: Continued from page 29

BLUE RIDGE: TUITION ASSISTANCE

(January 11, 2006) [David Bouton](#), PhD, Head of School, [Blue Ridge School](#), St. George, VA, 434-985-2811, announced the Walton Tuition Aid Fund offers middle-income families financial assistance for boys enrolled or seeking enrollment to Blue Ridge School.

ACADEMY AT CANYON CREEK RECEIVES LICENSE

(January 12, 2006) [Karen Stevens](#), Admissions, [Academy at Canyon Creek](#), Springville, UT, 888-488-8949, announced the program officially received its licensing approval on January 9, 2005 and opened on January 19, 2006. [More...](#)

OLIVERIAN SCHOOL SUMMER SCHEDULE

(January 12, 2006) [Jamie Carver](#), M.Ed, Summer School Director, [Oliverian School](#), Haverhill, NH, 603-989-5100, announced the 2006 Summer School program "Spirit Quest" An Exploration in Creative Self Discovery, is scheduled for July 9-August 20, 2006. [More...](#)

CENTER FOR CHANGE...NEW OWNERS

(January 12, 2006) [Ken Cozzens](#), Business and Marketing Relations, [Center For Change](#), Orem, UT, 888-224-8250, confirmed the program was purchased by Universal Health Services. He added that Center For Change will continue, as it has for the past 10 years, to provide the same specialized treatment for eating disorders.

FRANKLIN ACADEMY UPDATES

(January 12, 2006) Frederick Weissbach, Headmaster, [Franklin Academy](#), East Haddam, CT, 860-873-2700, announced plans for launching a post-graduate program in 2006 for students who have grown up in the program. He also announced the New England Association of Schools and Colleges has granted Franklin Academy the status of "Recognized Candidate for Accreditation."

SAMUEL JOINS THREE SPRINGS

(January 15, 2006) [Jane Samuel](#), Tucson, AZ, 520-298-7020, [Three Springs, Inc.](#), Huntsville, AL, 888-758-4356, announced she has joined Three Springs as the Independent Educational Consultant Liaison. [More...](#)

INTERMOUNTAIN GOES RESTRAINT FREE

(January 16, 2006) [Chuck Christiansen](#), Director of Business Development, Intermountain Hospital, Boise, ID, 208-375-5910, announced that in November 2005 one of the RTC units became seclusion and restraint free with the development and implementation of a new policy for

the program. A second RTC unit will go seclusion and restraint free in early 2006. [More...](#)

MONARCH SCHOOL UPDATES

(January 16, 2006) [Lori Armbruster](#) and [Ranel Hanson](#), Admissions, [Monarch School](#), Heron, MT, 877-955-2232, announced several items of interest including: The new lodge is nearly completed and moving day is set for February 6, 2006; the beginning of a new Peer Group has a few openings for girls; the program received academic accreditation from the National Independent Private School Association; and lastly, Monarch is celebrating its fifth anniversary on May 5, 2006.

NEW EYA GIRLS GROUP...DISCOUNTS

(January 17, 2006) [Martha L. Chamberlain](#), Director Marketing and Client Relations, [Eckerd Youth Alternatives, Inc.](#), Deer Lodge, TN, 727-461-2990, announced the opening of its new Girls Group at E-Sun-Alee in Deer Lodge, TN, and that the program is offering a special discounted rate for privately referred boys and girls who are admitted through February 17, 2006. E-Sun-Alee accepts boys and girls ages 10-18. [More...](#)

UHS PAYS SHAREHOLDERS

(January 19, 2006) A press release in Financial News on Biz.Yahoo.com reported that Universal Health Services, King of Prussia, PA, parent company of Northwest Academy, Boulder Creek Academy, Ascent and King George School announced its Board of Directors voted to pay a cash dividend of \$0.08 per share on March 15, 2006 to shareholders of record as of March 1, 2006. [More...](#)

FREER LAUNCHES PARENT SUPPORT GROUP

(January 19, 2006) [Julia Andrick](#), Marketing Director, [Catherine Freer Wilderness Therapy Expeditions](#), Albany, OR, 208-265-8355, 541-926-7252, announced the program is launching parent support group meetings where parents can share common experiences, problem-solve and receive peer support. The first support group met in January in Portland, OR, and plans to extend the program into other areas.

SPRING CREEK ALUMNI COMMUNICATE

(January 19, 2006), The Missoula Independent reported that former students of Spring Creek Lodge, Thompson Falls, MT, 406-827-4344, are sharing comments in online communities like MySpace.com and Fornits Home for Wayward Web Fora, about Spring Creek and other programs in the World Wide Association of Specialty Programs and Schools. [More...](#)

PRIVATE BOARDING SCHOOL OPENS IN PENN.

(January 20, 2006) [Mary Musgrove](#), Director of Admissions, [Right Way Academy](#), Waynesburg, PA, 877-789-2972, announced the school is now open for troubled teens and at-risk adolescents.

MARK FRECHEM JOINS SUWS

(January 20, 2006) [Kathy Rex](#), Executive Director [SUWS Programs](#), Shoshone, ID, 208-886-2565, announced that [Mark Frechem](#), MA, 888-879-7897, has joined the program as the Admissions Director at the SUWS Adolescent and Youth Programs in Shoshone, ID. [More...](#)

UHS TREATMENT CENTER IN ALASKA

(January 23, 2006) The Anchorage Daily News reported North Star Behavioral Health Services, Inc., Anchorage, AK, owned by Universal Health Services, King of Prussia, PA, will operate a new psychiatric treatment center for troubled youth that is currently under construction. The new facility is set to open in August 2006 and may reduce the number of troubled youth sent to treatment programs in the lower 48. [More...](#)

UCHE RETURNS TO IN BALANCE RANCH

(January 24, 2006) [Cathy Sweeney](#), Outreach Coordinator, [In Balance Ranch Academy](#), Tucson, AZ, 877-304-3329, announced that Ugo Uche has returned to the program as one of the lead therapists. Uche left In Balance last summer when he was called back into active military duty for the US Army.

NEW HORIZONS LAUNCHES NEW WEBSITE

(January 25, 2006) [Audrey Peavey](#), Admissions Director, [New Horizons for Young Women](#), Orrington, ME, 800-916-9755, announced the launching of their new, more user friendly website at www.daughtersinc.com.

KIRBY RECEIVES DOCTORATE

(January 25, 2006) [Dan Kemp](#), Admissions Director, [Phoenix Outdoor LLC](#), Asheville, NC, 877-305-0904, announced that Alex Kirby received his doctorate in clinical psychology from Antioch New England Graduate School in Keene, NH, following the successful defense of his dissertation, "The Antecedents of Turnover for Field Staff in Wilderness Therapy." Kirby is an adolescent therapist at Phoenix Outdoor. [More...](#)

FAMILY FOUNDATION NEWSPAPER WINS GOLD

(January 25, 2006) Chris Stein, Journalism teacher, [The Family Foundation School](#), Hancock, NY, 845-887-5213, announced the school's monthly student newspaper, *The Family Times*, was awarded a gold medal in the Columbia Scholastic Press Association's annual critique of high school and college newspapers. The paper received 941 of

a possible 1000 points, with honors in coverage, writing and editing.

BENCHMARK LAUNCHES NEW WEBSITE

(January 25, 2006) [Shelley Skaggs](#), Marketing & PR, [Benchmark Young Adult School](#), Redlands, CA, 714-963-4148, announced the program has launched its new website, which includes improved features, enhanced design and an efficient layout that details the school's curriculum, philosophy, student profile and more.

BOY SCOUT TROOP ORGANIZED

(January 25, 2006) [Ann Kozak](#), Marketing Specialist, [The Family Foundation School](#), Hancock, NY, 845-887-5213, announced the formation of Boy Scout Troop 174 at the school, and the troop's first Eagle Scout.

BMAGGIOLA: 2005 EMPLOYEE OF YEAR

(January 25, 2006) [Shelley Skaggs](#), Marketing & PR, [Benchmark Young Adult School](#), Redlands, CA, 714-963-4148, announced that Transportation Coordinator Ann Maggiola is the 2005 Benchmark Employee of the Year.

FAMILY FOUNDATION EXPANDS COUNSELING

(January 25, 2006) Susan Runge, LCSW-R, Chair Counseling Department, [The Family Foundation School](#), Hancock, NY, 845-887-5213, announced three recent additions to the counseling staff, bringing the total number of professionals in the department to 11. New additions are Jill Harmon, LCSW, individual and family therapist; Katherine Moroney, CASAC, substance abuse counselor; and Caren Samuels, MS, counselor for families and children at risk.

NEXT STEP OFFERS TELECLASS

(January 25, 2006) [Bill Valentine](#), PsyD, CC, and Penelope Valentine, [Next Step For Success](#), Bend, OR, 541-504-4748, announced that on March 1, 2006, a 20-week teleclass will begin for staff working at emotional growth programs and schools, titled: "*Coaching Parents Of Struggling Teens And Young Adults.*"

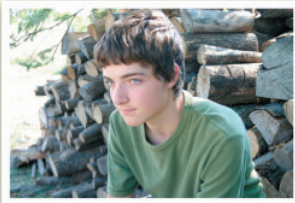
Challenges are what
make life interesting;
overcoming them is what
makes life meaningful.

~Joshua J. Marine

Excerpts From A Student's Journal

inspired by an actual Aspen Education Group student's journal
(Andy - Age 14)

Excerpt 1 I want out of this place. We are in the middle of nowhere; well, actually it's a forest, which I think is worse. All of these **ASPEN** trees hover over me like my parents try to do at home. I am so mad at them for sending me here!



Excerpt 2 I miss my friends, and as much as I don't want to admit it, I am even starting to miss my parents. I feel so isolated, but the one thing that **HELPS** me get through each day is our group talks around the campfire with the field instructors and counselors. It makes me feel a little less alone. It reminds me when I was **YOUNG** and my Dad would take me camping.



Excerpt 3 **PEOPLE** understand me here. We set out on our morning hike and we came across a deer drinking from the stream that runs behind our campsite. It was amazing to be this close to nature. I want to call my Dad and tell him!



Excerpt 4 Today we did what I first thought was a stupid exercise. I closed my eyes and opened my mouth, then my field instructor placed a small pebble on my tongue. I soon came to **DISCOVER** it was not a pebble...but what turned into an extraordinary experience of feeling the texture and tasting the sweetness of a single raisin. Focusing on that one raisin taught me something: to experience life in that very moment.

Excerpt 5 I really miss my parents. It's hard to think of them at home by **THEMSELVES** without me, but for now, I think I am in the right place. If I hadn't come here, my life would be messed up pretty bad.



Excerpt 6 I am so excited! Today, **WE** worked on starting a fire without a match to cook our food. I tried real hard, got tired fast, and at first, I was the only one who didn't even get a spark. I decided to try a different spindle and with a little more effort...I got the spark I needed to start my fire. It is such an awesome feeling to achieve this goal and have hot food to eat!

Excerpt 7 After figuring out all of your feelings, you get the time to put them in order and realize what matters most in life. It all went so fast, but I can't wait to **REUNITE** with my parents, and all my new friends here will get to see their **FAMILIES** too. I am going to give my parents the biggest hugs ever!

Aspen helps young people discover themselves. We reunite families.

With over 30 programs in 11 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 and outdoor education programs or contact us at:

888-972-7736

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