



Places for Struggling Teens™

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

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January 2007

Issue #149

SEEN ‘N HEARD...

DECEMBER VISITORS:

Beth Ragland, Candace Bynum,
Mark Parlett, Emerald Smith,
Greg Burnham, Jared Smith,
Brad Gerrard & James Murray...

RODABOUGH AT CERTS...

GOLDBERGS IN PHILIPPINES...

FUGLSANG LEAVES HLA...

TWOMBLY AT THREE RIVERS...

PINE RIVER INSTITUTE OPENS...

ANASAZI FEATURED IN TV SERIES...

[For details on these and others, read
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ONLINE...

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Visits:

Glenholme School

New Perspectives:

Sunrise

Extended Insights:

Silverado

Berkshire Center

FL Chamberlain School

Berkshire Hills Music

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CHANGE

By: Lon Woodbury



It seems that the only thing that never changes is that things are always changing. I was reminded of this by the recent changes in our office. Former Newsletter co-editor Kathy Nussberger left our office to take on the job as managing editor of the Bonners Ferry Herald. This resulted in Kristie Henley taking on full responsibility for the newsletter, as well as continuing her work with advertisers, the full Directory process, handling finances and our web development, as well as client sites we develop and host. It has also resulted in all of us shifting our work load to keep information flowing, and having to hire new staff. This also means that all of our contacts who have been sending press releases and articles directly to Kathy will have their future material lost unless they switch and send it directly to Kristie or myself.

Anybody who has run a business or any organization knows that constant change is the norm, and to survive, these changes must be taken in stride and adjusted to. This is especially vital in the private sector because we don’t have the luxury of virtually guaranteed funding that public entities have regardless of whether they perform well, mediocre or poorly. In the private sector, we

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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.

Our focus is on high quality and effective Emotional Growth and/ or Therapeutic schools and programs, which can include short- and long-term outdoor programs, family style living arrangements, highly structured boarding schools, therapeutic boarding schools, RTCs or psychiatric hospitals.

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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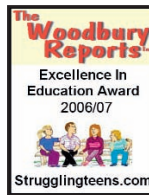
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The Woodbury Reports, Inc.™ website award for Schools, Programs, & Consultants included in the Parent Empowerment Handbook™ - 2006/07



Lon Woodbury, MA



Loi Eberle, MA



Linda Zimmerman, LPCC



Larry Stednitz, PhD

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

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

CHANGES: Continued from page 1

must constantly change to meet the needs of our clients and readers or they will go elsewhere.


Adjusting to constant change has been the hallmark of the successful schools and programs in the network for residential, special needs programs as well. I have seen several schools and programs that developed a unique and successful approach to working with children, and after a few years of maintaining that approach found themselves in a financial crisis caused by reduced enrollment. Those that are able to adjust to the different needs and wants of their students thrive, while those who stay with the same old ways become irrelevant or disappear. In a very real sense, any successful school or program today is considerably different than it was even just five years ago due to the need for constant change to meet changing circumstances.

The network of residential schools and programs for children with behavioral/emotional problems has also changed considerably in the 18 years since I started my educational consulting business. In November 1989, I wrote my first newsletter, a four page bi-monthly publication to share information with professionals and parents. Over time, it expanded to 32 pages each month to meet the increased demand for information and the increased amount of information available. To supplement the newsletter, I created a directory of pre-screened schools and programs based on the views of professional educational consultants. The reach and flexibility of the Internet was also harnessed to meet the information needs of an increasing number of parents and child workers. All of these changes were needed to survive by serving the needs of the parents looking for effective results to help their children in trouble.

In 1984, when I first started as Director of Admissions at Rocky Mountain Academy, a CEDU School in north Idaho, the schools in the network were few. They were strongly influenced by alternative education ideas and strongly resisted the perceived arrogance of "experts." By arrogance I mean the general tendency of the mental health industry was to go for the convenience of fitting the child-in-need to the program, rather than fitting the program to the needs of the child.

This new approach of residential healing based on a sense of community, structure, wilderness and emotional growth was astoundingly successful, and the network rapidly grew through the 1980s and 90s. It continues to grow in this first decade of the 21st century. Many concepts that were first seriously

Continued: **CHANGES/** pg 4




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introduced into this network have since been adopted by mainstream residential mental health facilities. They include using the wilderness as a major healing tool, ropes courses, the structure that builds a community based on consequences rather than punishment, equine therapy and counselors as mentors. These elements are commonly used in even the most conservative of the mainstream mental health facilities today.

Another change has been the demand for that kind of accountability that seems to best be served by professional oversight, and staff who are trained and credentialed. Whereas 20 years ago mental health clinicians were viewed with suspicion by many of the leading schools and programs in this network, most quality schools and programs have now expanded their clinical staff to at least supplement the work done by structure, nature and mentors.

While change is necessary to meet changing needs and cultural perspectives, it also always comes as a challenge. Several current challenges will produce results that might either expand or reduce the quality of services to children.

✍ **The expanding clinical presence in schools** has the potential to enable the network

to better serve broader needs of a difficult to work with population. On the other hand, it might revert back to the practice of the 1970s, where too often a hospital or RTC would do its thing, and the children were poorly served by some highly credentialed people who looked more at a diagnosis than the child.

✍ **Expansion of large corporations buying up existing programs** might provide greater resources for programs or schools to better serve their populations. Worse off, the fears might be realized of faceless and powerful large corporations putting success for profits ahead of service to the children.

✍ **Development of state regulatory activities and the proposal of federal regulation** might do what its advocates wish for; eliminate the worst abuses that currently occur in some programs. Instead, it might result in centralized authorities destroying quality programs and make them similar to the current public system which way too often tragically fails children.

✍ **The rapid expansion of marketing based on finders fees** (cash for kids referred by referral sources) might just be another and less expensive way for parents to find places for their children. More likely, it might result in



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If the world should blow itself up, the last audible voice would be that of an expert saying it can't be done.

~ Peter Ustinov

The OVERACHIEVERS A Different View

By: Judy Zodda, Educational Consultant
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Alexandra Robbins book, "The Overachievers, The Secret Lives of Driven Kids", both captures and epitomizes what is fundamentally wrong with the values of many parents of today's high school adolescents. This book is sure to escalate this year's frenzy in college admissions. Robbins follows three overachieving students over the course of one school year and the first third of another. While some of her statistics are incorrect, at least according to the latest NACAC numbers presented in its' State of College Admissions report in May 2006, as is her statement about Division III athletes receiving paid scholarships and visits to colleges, (which they don't receive either), the description of these students is frighteningly accurate in describing the lives of many of today's high achieving students.

Continued: **OVERACHIEVERS/** pg 6

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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OVERACHIEVERS: Continued from page 5

Parents and educators have failed to recognize that we have robbed our children of the joy of learning and the fun that should accompany these years. High school is also supposed to be a journey of exploration for adolescents to learn about themselves, experience failure, learn from it and move on. If we as parents always step in to fix everything and make it right, our children are not equipped to handle failure in the future.


Today's adolescents also find themselves giving up the activities and interests they may genuinely develop on their own, in pursuit of the activities that look best on their Resume and the brass ring their parents are looking for to validate themselves as parents. (In this case, the brand name college.) Suffice it to say, many of us would have collapsed under the pressure in which our children find themselves today.

While most readers focus on the high achieving students, I have chosen to view this book from a different vantage point. The current trend of parents to demand more than a student can produce has left kids at all levels of achievement wondering when and how they can get off the treadmill. When the expectations of parents exceed what their child can realistically achieve, it is easy to fall off the edge. The parents have set up a situation where the sense of failure is so extreme; the child may end up in a therapeutic setting.

I have a student currently in my practice, where the parent initially described her son as "a little ADD". After meeting with this student only twice and finding holes while reading through the school records, (he had attended four schools, "none were quite right"), I asked if any educational or neuropsychological testing had been done? "Well, yes, in 10th grade." This student was a rising senior at the time. A 37 page report arrived on my desk documenting significant learning disabilities, as well as ADHD. The student is in a small private school receiving one hour/week of tutoring from the LD tutor.

A tidal wave of information is flowing over this student everyday, and he is unequipped to handle it. He has been taught few strategies for learning and integrating information, unable to tap into the wonderful capabilities he has. Despite his high average FSIQ, he will in all likelihood fail in college, because the parent refuses to acknowledge any learning differences and insists on sending him to a "regular" college, rather than following the recommendations of four qualified professionals. This is a student who is ripe for a future therapeutic

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setting, after an overwhelming sense of failure causes him to tip over, unable to recover on his own. The road back is far longer and more difficult, than if the parent had acknowledged his real needs.

Ms. Robbins also talks about the ever-growing issue of what is now termed "helicopter parents", those parents who are involved in the minutiae of every minute of every day in the lives of their children; hovering over homework, and extracurricular activities. They don't just edit papers, but sometimes write them as well, and it doesn't stop in high school. I personally know parents who have kids attending the most elite colleges, who routinely fax or email papers to their parents to edit before submitting them.

Last year I attended a presentation at one of our country's most elite institutions where one of the presenters afterwards, told me their students are afraid to take risks in their course selections. Some audit a course before they take it, to determine if they can get an A, a trend Ms. Robbins notes in her book. The college admits it's a problem, but doesn't know what to do about it.

I have often wondered if all of this would stop once the "millennials" (children of the baby boomers) entered the work force. Apparently not. As recently as a couple of weeks ago, an editorial appeared in my local newspaper, The Metrowest Daily News. It quoted an article by Tara Weiss titled "Are Parents Killing Their Kids Careers?" The article is featured on Forbes.com. It discusses how parents are now calling recruiters to schedule job interviews, accompany their 24 year old to the job interview, and if the job isn't landed, actually call to find out why their son or daughter didn't receive a job offer. The particular Human Resources VP, quoted in the article, Pam Engle, says she "has yet to hire a graduate whose parent accompanied them to an interview." This past Sunday, December 17, 2006, an article on the same theme appeared in The Boston Globe. Are these parents actually going to go to work with their son or daughter? What happens when these now "professionals" need to make decisions on the job?

If you currently have a student in high school, it is long past time to step back and let your son or daughter know their life is not defined by an SAT score, a GPA, and their extracurricular activities. For those of you who are reading this and still have young children; Give them free, unstructured time that David Elkind, author of "The Hurried Child" stated

Continued: **OVERACHIEVERS/** pg 8

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OVERACHIEVERS: Continued from page 7
 more than two decades ago, they need and should have, in place of the harried lives they lead. They have only one shot at a childhood. Make it one that accepts who they are and encourages their ultimate independence

About the Author: Judy Zodda is an Educational Consultant specializing in working with high school students and their families to simplify their college search and maximize their educational opportunities.

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~ Helen Keller

VISITS... RIVERVIEW SCHOOL

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Visit By: Larry Stednitz, PhD, November 16, 2006

Riverview School is an independent coeducational residential school that provides a caring community for adolescents and young adults with complex language, learning and cognitive disabilities. The school's focus is to develop student competence and confidence in academic, social, and independent living skills. Riverview places great importance upon the whole child.

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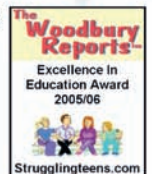


For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded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



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GROW program (Getting Ready for the Outside World). GROW students are over 18 and refining their life skills. The program is celebrating its 50th anniversary. A critical aspect of the program, according to the school, is to educate parents as well as students as the Riverview students will likely require continued support when they leave. To that end, parents participate in workshops that are given several times yearly.

Riverview students can be described as gentle, friendly and naïve, and do not have significant emotional and behavioral problems. This description was very accurate when I met with the students. IQ range is 70 to 100 with those on the higher end struggling with non-verbal learning disabilities. Approximately 20 percent of the students are diagnosed with Asperger's Syndrome. The school is international in scope, serving students from nine different countries.

Riverview provides 24-hour supervision for all students and offers a full range of opportunities that all adolescents should have. Students often have not had these opportunities in the public school systems so Riverview attempts to fill this void. The wide variety of activities assists the students in gaining self-confidence as well as achieving a feeling of belonging. All activities are directed toward fostering independence and self-determination through the development of life skills,

social skills and an increase in self-esteem. Middle and secondary students are provided the opportunity to develop woodworking skills, make candles, produce stain glass art, work in the greenhouse and develop computer skills. The GROW students live in on-grounds apartments and are expected to purchase and make their own food, keep their apartment clean, and learn how to handle their own laundry. They learn life skills through meeting practical living experiences.

The school has five advisors who serve as the liaison between the family and work with the students on an individualized basis. The advisors discuss the student's progress and educational planning during these conversations. The advisors help each student advocate for him/herself and learn how to become assertive in order to get his/her needs met.

I visited several classes throughout the campus. In every class, the students were attentive and working hard. They seemed to be very excited about talking about what they were doing in the class and were very proud of the work they were doing. Although fluency was difficult for some, they made efforts to express themselves clearly.

Academic instruction is administered through a thematic integrated curriculum with an emphasis upon

Continued: **RIVERVIEW/** pg 10

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RIVERVIEW: Continued from page 9

high expectations and researched instructional approaches. An example of a thematic, integrated approach provided was the theme immigration. The class would study turn-of-the-century immigration and assume the identities of Irish immigrants traveling to America during the potato famine. Students would document their journey in a detailed diary, incorporating historical facts written during English Language Arts. In reading, the students would explore immigration from the later part of the 12th century using historical fiction. Present day immigration issues would be discussed in Current Events classes, and history classes would involve experiential learning by a simulated steerage crossing. Further learning would consist of off campus trips to historically important locations.

Students receive two hours of Language Arts instruction daily. Speech and language pathologists and reading specialists offer in class and pull out services. Recreational activities were taking place in several locations on the campus and the involvement of the students I saw was impressive.

Riverview is accredited by the New England Association of Schools and Colleges, and is approved and licensed by the Commonwealth of MA and the Department of Early Education and Care.

STEVENS TREATMENT PROGRAMS

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Visit by Larry Stednitz November 17, 2006

My visit to Stevens began with a presentation by three students. The first, a young man who had been at Stevens for over four years discussed the programs and his experience as a student of Stevens. I was told prior to seeing the students that they had been practicing hard for a few days. The first student gave an overview of Stevens and discussed the Stevens emphasis; Education, behavior and therapy. He stressed how important safety was at the school. During the tour, he pointed out cameras located in most buildings underscoring the importance of safety. Other safety features included 24-hour supervision along with bed checks twice every 15 minutes. Safety also plays a major role in how the physical plants are constructed. For example, there is only one student per room and the bed rooms do not have doors, again stressing the importance of safety.

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The second student gave an overview of the history of Stevens. Frank Stevens was the founder of Stevens School. He and a gentleman by the name of James Birch became partners during the gold rush of California. Both men had a strong entrepreneurial spirit and while they did not seek gold in California, they developed the first stage coaches that transported gold out of the west and eventually transported people. Both men became very wealthy after selling their company to Wells Fargo and in 1939, Stevens opened as an orphanage which lasted for several years before the need for orphanages diminished. In 1979, Stevens merged with another organization and the modern day program was founded. The boy told the story in a very interesting way, bringing life to what it must have been years ago. The third boy handled the bulk of the tour and did a great job.

Stevens Treatment Program specializes in the treatment of fire setters and sex abusers and youth with emotional and behavioral disorders. These students are ages 12 through 17. Intellectually, the program enrolls students who have IQ's as low as 75 and above. The boys come with a variety of diagnosis, including conduct disorders, ADD, PTSD, Bi-Polar, as well as other diagnosis. They enroll only 32 boys and the program is evenly split between sex abusers, fire setters and students with behavior and emotional disorders. The program specializes in working with hard to place, difficult populations. Of paramount importance, is to provide a highly structured and safe environment. In a caring manner, the staff members manage the behaviors of the students until they are able to respond appropriately and consistently. The typical length of stay is 12 to 18 months.

Over the past two years, the Board of Directors for Stevens has raised sufficient money to complete an extensive remodel of most of the buildings. All three cottages are being refurbished to assure that each boy has his own bedroom. The school is taking a bold, but promising step into the future, making efforts to broaden their payer base. The school demonstrates integrity in their pursuit to achieve a high degree of safety. Sex abusers and fire setting disorder treatment ideally includes single occupied bedrooms and the transformations will be complete within six months. The cottages are an important component of the behavioral program and students are able to earn the privilege of moving to a less structured cottage. After making significant progress in their treatment they ultimately move to the transitional living program, (TLT), located in a nearby community.

Continued: **STEVENS/** pg 12

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STEVENS: Continued from page 11

Stevens could easily expand their bed space on their 26 acres, but they choose to keep the census down in order to maintain their strong staffing and clinical programming.

The school has developed and refined a comprehensive treatment approach for both fire setters and sex abusers. Each has their individualized educational components, relapse prevention, processing groups, and is supported by the behavioral system. Each boy also has a therapist who sees them weekly and more often as needed. Licensed clinicians oversee the entire program and are responsible for the communication with parents. The therapists employ cognitive behavioral approaches in their work with the students.

Perhaps one of the most important statements made by the administrative team of Stevens was that "We never give up on a kid". This was seconded by other administrators. It has often been this writer's opinion that once a program hits forty students, the character of that program changes significantly. This is another example of the school maintaining consistency in their programming even though it requires more fund-raising and the smaller the program, the more expense per day for the students. Daily living skills are important with this population.

Each dorm is equipped with a kitchen and the boys learn cooking skills, laundry care, cleanliness of their dorm and a variety of other life skills. Academics are equally important and the school has only six to eight students in each classroom. During the tour, it was obvious that the students were well behaved and classes focused on the subject matter. The school also provides recreational trips, basketball, tennis and baseball. The school has a well designed and functional gymnasium. An added bonus for the students is that they also have a pond on grounds and the boys are able to fish.

Stevens Treatment Program is licensed by the Massachusetts Department of Early Education and Care and approved by the Massachusetts Department of Education.

Good communication
is as stimulating as black coffee
and just as hard to sleep after.

~ Anne Morrow Lindbergh



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Youth Care is an adolescent, residential treatment center set in a home-like environment for youth ages 11 to 18 who are experiencing academic, emotional or behavioral problems including substance abuse.

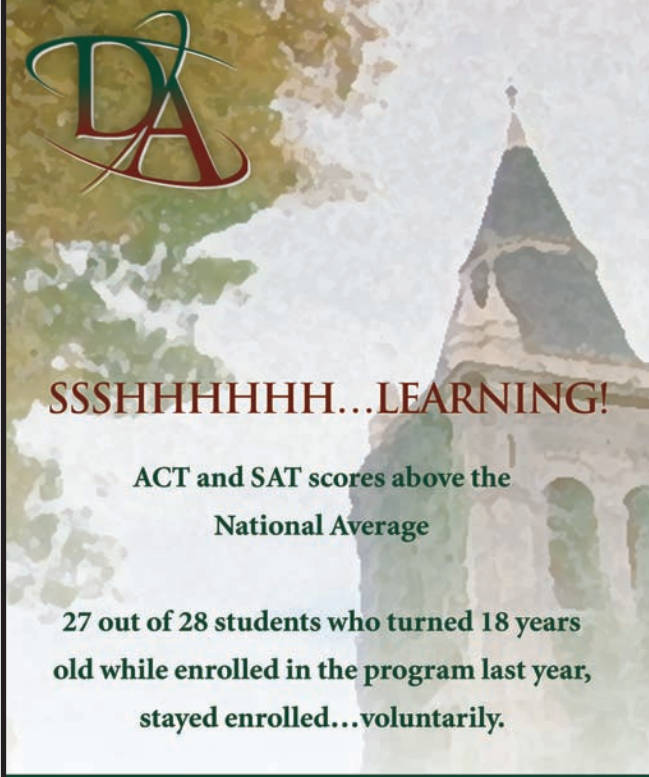
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Visit By: Stephen Migden, October 27, 2006

The University Behavioral Center's Residential Treatment Programs are a set of child and adolescent residential psychiatric facilities located in a modern office park just outside of Orlando, FL. University Behavioral Center, or UBC, serves the economically and ethnically diverse population of the Orlando metropolitan area with both inpatient and outpatient programs. The Residential Treatment Programs are designed to provide longer term (4-18 months) residential treatment to a broader, more geographically diverse population. Thus, although most residents are from Florida, there are also many from neighboring states, as well as some from other states in the South and the Northeast. Currently, the residential population is approximately 80% publicly funded.

All of UBC's residential units are secure, and the physical set-up of the facility blends the atmosphere of a hospital-type setting with that of a more home-like residential treatment program. Thus, much like a psychiatric hospital, each residential unit has, at its entry point, a traditional looking nurse's station, and residents' bedrooms are located along a hospital-type corridor of rooms and offices. On the other hand, the overall setting of UBC is clean and modern, and the building itself is part of a much larger, well maintained research park on the outskirts of Orlando. Because of its Florida location, the building is windowed and light, and many of the hallways and public areas look out into a bright, handsome courtyard. When I visited, there were season-specific Halloween decorations and, in the cafeteria there were many posters with a Hispanic theme, which, I was told, reflected the fact that there had recently been a Hispanic culture festival for the kids. UBC also has a recently renovated ropes course, as well as a pool, gym and basketball court on grounds, and each unit has a small kitchen so that the children and staff can prepare holiday treats at certain times of the year. The on-site educational program is provided by the Orange County public school system.

Continued: UNIVERSITY/ pg 14

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For Additional Information
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UNIVERSITY: Continued from page 13

UBC's residential offerings consist of a number of separate but related units, each located in an adjacent wing of the hospital's main building. The Severe Trauma Adolescent Recovery Services (STARS) Program is a program for adolescent females who have suffered either neglect, physical abuse or, most commonly, sexual abuse. The girls on this unit frequently exhibit serious internalizing problems, such as cutting and anorexia. The Solutions Program is for male or female adolescents with a high level of aggression. This unit serves kids with a history of court involvement and/or serious conduct problems, including those who may have significant accompanying psychiatric disorder, including depression, bipolar disorder or even schizophrenia. Youth with a history of fire-setting and those with intellectual deficits are also considered. The Discovery Program is for younger children, ages 6 to 13. It is a co-ed unit that serves a wide variety of behavioral and psychiatric problems, including conduct disorder, oppositional defiant disorder, PTSD, ADHD and mood disorders.

UBC has a pair of units for sexually inappropriate pre-adolescents and adolescents, known as the Adolescent Sexual Abuse Prevention Program (ASAP). I took a particular interest in this program because of my background in assessing and placing such youth. In the ASAP Program, there is a unit for 10-13 year-olds and one for 13-17 year-olds. About 25% of the children in the ASAP Program are there as a result of court referral. The inappropriate sexual behaviors exhibited by the kids on these all-boys units range widely, from victimless sex, to grooming, to sexual intimidation, to outright sexual assault with legal adjudication. One of the supervising clinicians for this unit is Bill Crew, who gave a workshop at a recent IECA conference that I attended. At that time, he came across as extremely knowledgeable about both sexually inappropriate adolescents and family psychotherapy, and I had the impression that he would be a fine clinician and supervisor.

The ASAP Program, like the other residential programs at UBC, utilizes a behavioral level system, in which the residents earn privileges as they advance through their programs. At ASAP, the system has three levels, and advancement through the levels is based on progress in both the clinical treatment program and the residential behavioral program. The clinical interventions used are the mainstream, empirically supported ones that are typically used by the higher quality programs serving this population (e.g. Pathways); they are based largely on cognitive behavioral therapy. As is the case

for residents in UBC's other residential programs, youth in the ASAP Program are offered a variety of therapies, including group and individual psychotherapy, recreation and activities therapy, pet therapy, and psychiatric medication. Parents and families are included in the treatment, and there is at least weekly parent-therapist communication, either in person or by phone. There is a 4-to-1 resident to staff ratio when the youth are awake, and a 6-to-1 ratio when they are asleep. The boys sleep in double and triple dorm rooms, with a private bath in each room. The dorm room door is always kept open when a resident is in the room, and no other residents are allowed in a dorm room when one of them is using the bathroom. These are important precautions that are often used in residential programs for sexually inappropriate youth.

Partly because of the secure nature of its programs, I did not spend time talking with any of the UBC residents. I did, however, get a chance to observe the children, as well as to speak with Debbie Routh, UBC's director of clinical services, and the two therapists on the ASAP units. Debbie, who has been in her position for about five months, seemed eager to answer my questions and show me anything that I asked to see; when she didn't have an answer to a question, she was quick to say so and ready to call upon another staff member to address the question. The two ASAP therapists that I met seemed friendly, engaging, and warmly disposed toward their clients. One told me that he had been at UBC about 8 ½ years. The other reported that he'd been there about two years, after working with adjudicated youth for the state of Florida. The children seemed comfortable and well behaved, the hallways and rooms were clean, and the various programs I briefly observed (e.g. a school class, a therapy group and an activity group) seemed well organized and competently run.

UBC's Residential Treatment Programs have a minimum stay of 30 days. Adolescents with a wide variety of behavioral and psychiatric problems can be accommodated at this hospital-based facility; however, youth with significant brain injury, mental retardation, and those who are both unusually large and unusually aggressive cannot be served safely.

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.



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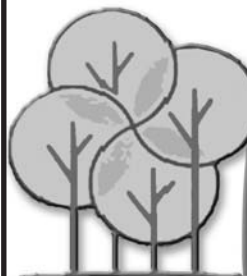
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WATERFALL CANYON


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Karen Nickel - Admissions Director
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karen@waterfallcanyon.com
www.waterfallcanyon.com

Visit by Linda Cain, October 25, 2006


Waterfall Canyon is a small, home-based program located on a large lot in a pleasant, residential neighborhood in Ogden, UT. It is a 12 to 18 month program that serves 12 adolescent boys ages 12 - 17 who are either cognitively impaired with an IQ range of 70 - 90 or have a low "social IQ" such as those with Asperger's. An appropriate student might struggle with ADHD, ODD, anxiety, anger management, low self-esteem, stealing, substance abuse, impulsivity or sexual reactivity. Many of the residents have experienced a disrupted adoption. Students who are inappropriate include boys who need medical detox, have a primary diagnosis of substance dependency, display chronic violent behaviors that could endanger a group environment, have a severe sexual disorder or have a physical handicap that would limit them from fully participating in the program.

Karen Nickel, one of the founders and director of admissions, greeted me at the door of this spacious, beautifully maintained home on a cool, rainy day. The atmosphere was homey and warm and was festively decorated for Halloween. I had the opportunity to spend the morning with the boys, starting with an impressive, homemade breakfast. Meals are family style around two large tables. During breakfast the boys were polite, well mannered and chatted easily with all the adults present. The young man sitting next to me enthusiastically told me about his gains in math when I asked him about school. After breakfast, I took a tour of the home led by one of the boys. The bedrooms are much larger than usual, very nicely decorated and shared by three or four boys. Each boy has his own desk, bulletin board, closet space, drawers and personal laundry system. The rooms were clean and orderly, with personal items organized neatly in each boy's area.

Staff and students then gathered in the comfortable living room so I could hear more about each part of the day. I was struck by the boys' eagerness to convey their accomplishments and the look of genuine pride on the faces of the staff as each boy spoke. The staff's belief in each student was very evident. Staff to



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student ratio is 1:4 during the day and 1:6 during at night while students are sleeping.

Each student's therapeutic treatment plan is formulated for his unique needs and includes individual, family and group therapy. All of the clinical staff members are licensed and credentialed. The individual therapy consists of at least one hour per week and may be accomplished in many brief sessions depending on the student's attention span. There is weekly family phone therapy as well as four family weekends per year. Each family is asked to attend at least two of these during their child's stay. Group therapy consists of two different types. Specialty groups deal with issues such as adoption, grief and loss, substance abuse, etc. The students also attend groups that follow the MRT (Moral Recognition Therapy) Model. This model is designed to enhance ego, social, moral and positive behavioral growth in a progressive, step by step fashion."

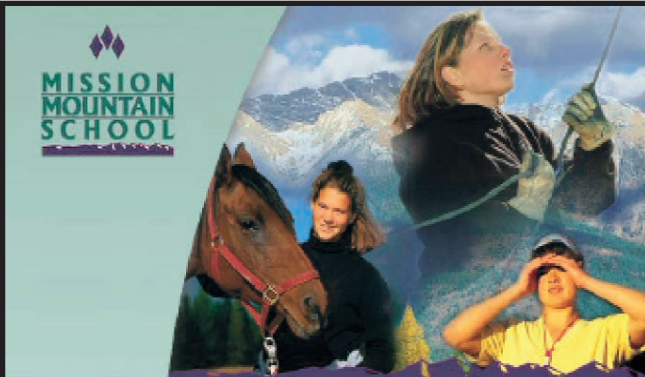
In addition, every boy participates in the social skills group, which uses the ART (Aggression replacement Training) approach. ART consists of three components: skill-streaming, anger management and moral reasoning. In skill streaming the students have the opportunity to learn, observe and role-play new social skills. In anger management, the boys learn to

identify their "triggers" and learn "reducers" that help them cope with their anger in a healthy way. In moral reasoning, the boys are given scenarios and have the opportunity to discuss the proper responses to those.

Academics are an important part of the day and the boys attend school Monday through Friday at Woodland Hills School. Accredited by the Northwest Association of Accredited Schools, Woodland Hills provides individualized attention, is equipped to deal with learning disabilities and can help students regain lost credit. Many of the boys were "underachievers" before coming to Waterfall Canyon but now exhibit pride in their current success at school. The boys I talked to looked forward to school and expressed sincere appreciation of their teacher.

Recreational activities are plentiful and include a daily fitness program, physical training, snowboarding, camping and river running. The boys also have plenty of opportunities to practice their social skills during community service projects and the many off-campus activities. They enjoy going bowling, to movies, participating in sporting

Continued: **WATERFALL/** pg 18



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Barbara Potignano

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WATERFALL: Continued from page 17

activities such as soccer, attending sporting and community events and seeing local theater productions.

Waterfall Canyon opened on August 1, 2006, as the collaborative effort of founders and owners Karen Nickel, Richard Dimick, Kathy Nickel and Frank Nickel. They owned and operated Progressive Youth, Inc., a residential program that successfully helped boys from the State of Utah since 1996. Waterfall Canyon offers a very caring, professional staff with a well thought out structured program that encourages students in their academics, effectively teaches life and social skills, helps the student learn effective ways of managing their behavior and empowers them by building up their self confidence. A high degree of owner involvement and commitment is evident and is contributing to the effectiveness of this program.

About the Author:

Linda D. Cain, MSED, is an Educational Consultant, and owner of At Risk Alternatives, LLC, in Boulder, CO. She has worked with at-risk youth for many years as a teacher and as a foster parent. www.atriskalternatives.com.

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]

TAVASI

Wellsville, Utah
Craig B Rodabough, LMFT, Director
435-770-1031
cr@loganriver.com
www.loganriver.com

Tavasi is a group home serving twelve young men ages 13-17. All Tavasi students reside voluntarily and choose to participate in the family style program. At Tavasi the focus is on living an ethical life and problems are resolved through problem solving with life coaches and peers.

Prior to coming to Tavasi residents have successfully completed treatment in a more structured and secure setting. These young men have recognized and addressed significant emotional, mental and behavioral challenges and have learned skills to deal with the many issues that lead a young person to treatment: depression, anxiety, substance abuse, trauma, anger, defiance, etc.

Life Coaches are the center of services at Tavasi. They meet ten times a week in a group setting and twice individually to guide, support and direct students in their completion of an individual development plan. One individual or family session is provided each week by a mental health therapist. Rather than telling a resident what to do, Life Coaches mentor clients to create new plans that lead to successful living.

The small home environment allows clients to internalize their life changes by living six character values. Daily decision making and the ensuing actions are examined, discussed and evaluated within the framework of Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. The standards of conduct that arise out of those values constitute ethical living.

Academic success is strongly correlated with life long success. Tavasi contracts with Logan River Academy to provide educational services and all clients are required to attend. Each school day consists of eight periods. Students are enrolled in six classes, a study hall and a lunch period. Teachers are employed by Logan River Academy and are licensed by the state of Utah. The Northwest Association of Accredited Schools accredits Logan River Academy. In addition, the Academy is approved by the Utah State Office of Education for grades 7-12, and the California Department of Education as a nonpublic school. Instructors all have Secondary Teaching and/or Special Education Certifications.

[The information in this New Perspective came from a Press Release from Craig Rodabough, Director of Tavasi.]

Bureaucrats write memoranda
 both because
 they appear to be busy
 when they are writing
 and because the memos,
 once written,
 immediately become proof
 that they were busy.

~ Charles Peters

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In 1958, Pentecostal Pastor David Wilkerson established the first Teen Challenge program. Since that time, more than 170 program centers have opened across the United States. These programs offer both residential and non-residential care for thousands of teens as well as adults "seeking freedom from life-controlling problems." All programs challenge participants to accept Christianity. The national Teen Challenge motto is The Faith Based Solution to the Drug Epidemic. The book, and subsequent movie, The Cross and the Switchblade, tell Wilkerson's story.

West Florida Teen Challenge Boys Ranch is a 15-month military-style residential program for boys ages 12 - 17 emphasizing Christ-centered character development. Academics are provided year-round

through a self-paced Christian curriculum with facilitators available to offer tutorial help. Household and farm chores are part of the daily routine, along with physical training and military drill exercises. The students - called cadets - attend chapel twice each week. Group Bible studies, along with individually prescribed Bible studies, give the cadets the character-building blocks for successful living. Weekly individual counseling is Bible based.

Boys who present as rebellious, angry, upset kids, failing in school and having trouble at home are appropriate referrals. Most cadets have had drug and alcohol problems or have demonstrated other addictive behaviors. While admitting boys diagnosed with ADD and/or ADHD as well as mild depression, the school does not dispense any psychotropic medication. Parents are invited to visit after the first four months and then every eight weeks. There are mandatory classes and counseling sessions for parents during their visits.

Teen Challenge programs are all rooted in Christianity but only the West Florida program uses a military approach. As the cadets progress and begin to earn privileges, they are encouraged to participate in traveling drama/youth ministry teams. Both the Director of the West Florida Teen Challenge Boys

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.

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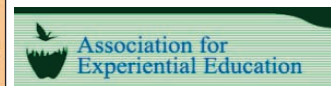
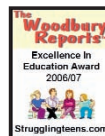
As always, W.T.C. has a licensed Chemical Dependency Counselor present for the duration of every expedition maximizing the therapeutic value. They meet some pretty big challenges facing life without chemicals; a good foundation based on a spirit of success and an ever increasing self-esteem is a great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



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Ranch and his wife (who is active in the academic program) served as pastors in Palm Coast, FL before joining Teen Challenge.

[This New Perspective was written by Judith E. Bessette, PhD. Judi gathered this information through research online and over the phone.]

ASPEN INSTITUTE

Syracuse, Utah
Jared Balmer, PhD, Founder
801-773-0200
jbalm@ivrte.com
www.islandview-rtc.com

Also referred to as THE INSTITUTE at Island View, this new facility is licensed as a 26-bed acute and sub-acute treatment facility by the Utah Department of Health. It is also accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). The typical length of stay is 4-5 weeks and its purpose is to help clarify diagnoses and help develop a plan for optimal future intervention options. The Institute is designed to provide in-depth assessments for children who are not responding well to current interventions.


Short-term stabilization care can be part of the services provided by the Institute, but the main purpose is to help clarify what a child's problems are and assess exactly what each child needs for future treatment. This personalized assessment is for the child presenting a complicated picture and needing a more in depth assessment, or the child who is not progressing in their present program and needs professionals to stand back and look for what the child is missing.

Another goal of the Institute is to integrate the array of diagnostic and assessment data which will result in "prescriptive protocols", or road maps for future services. A wide variety of therapeutic services are available because important information can be obtained by observing how the child responds to therapy, their environment and other activities. A detailed report on the child's problems, as well as suggested techniques needed, will be available upon graduation.

[The information was developed from the bulletin mailed out in November.]

Things do not change; we change.

~ Henry David Thoreau



Mike L.
2003 GRADUATE

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For many alumni of The Family Foundation School, college was once an impossible dream. But the school is a powerful place where a therapeutic environment, the principles of 12-Step living, rigorous academics and talent-nurturing extra-curricular activities all work together to make many things possible.

That's what it did for Mike L., a 2003 Family Foundation School graduate who's now a double bass performance major at the New England Conservatory of Music.

Like hundreds of bright, creative teenagers who have difficulty managing their emotions and behaviors, whether due to ADHD, ODD, a mood disorder, or substance abuse, Mike got the help he needed at The Family Foundation School, and his future couldn't be brighter.

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714-933-5740

info@thepacificjourney.com
www.thepacificjourney.com

Pacific Journey Adventures offers 21-day Programs-At-Sea for teens-at-risk. The majority of the students on each trip are 13 to 17 year-old boys and girls that have recently graduated from either a Wilderness/Outdoor Program or an RTC. Pacific Journey also accepts teens that are starting to head down the wrong path and just need a positive change in their life to get back on track, or those who may seem to have lost purpose and are floundering. Students who have become defiant, irresponsible, verbally abusive, or have lost contact with family values are also appropriate.

The Pacific Journey Adventures program allows students to learn more effective ways of dealing with internal and external conflicts through direct experience and from individual challenges and group activities. In addition, Pacific Journey offers a 24/7 structured environment and transitional support, and a comprehensive Ocean Education program designed to get the students interested and excited about the Marine Environment.

Each trip offers snorkeling, kayaking, swimming, Equine Assisted Learning (EAL) and hiking on Catalina Island as well as a variety of other shipboard activities that provide a well-balanced educational program.

Throughout the 21-days at-sea the students take part in a number of team-building exercises. Each exercise is designed to teach the specific skills and attitudes required to work as a crew. While at-sea, everything from preparing meals, launching kayaks, doing laundry and keeping all passengers safe are part of daily life on the ship.

[The information contained in this New Perspective came directly from the Pacific Journey website.]

If you can find something everyone agrees on, it's wrong.

~ Mo Udall

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In the absence of clearly-defined goals, we become strangely loyal to performing daily trivia until ultimately we become enslaved by it.

~ Robert Heinlein

CASA DE LAGO

Canyon Lake, California
Angelika Robinson, PsyD - Program Director
800-824-4936
www.casadelagotreatment.com

The Casa de Lago Treatment Center is a comprehensive residential program for adolescent females between the ages of 12-17, primarily diagnosed with eating disorders. Each client receives specialized treatment for Eating Disorders, with additional services for Trauma, Depression, Peer Relation and Co-Occurring Disorders.

Casa de Lago provides initial assessments as a community service. The assessment team includes clinically qualified staff specially trained to evaluate individuals who may be in need of treatment. The program is based on a recovery model that addresses both the psychological and physiological aspects of teen issues in an intensive, individualized, and multi-dimensional structured setting. Clients will receive individual and group therapy, family education, and nutritional counseling. The staff is prepared to offer recommendations for level of care indicated, referrals to appropriate community resources and treatment alternatives as well as assistance with clarifying insurance benefits.

Program Components include Medical Evaluation, Nutritional Counseling and Education, Individual Therapy, Group Therapy/Family Education, Case Management/Aftercare Plan. The Registered Dietician provides an initial nutritional assessment and meal plan for each client. Nutritional counseling and education continue throughout the client's treatment. All activities and meals are monitored by staff as indicated in the treatment plan. Clients participate in experiential activities, including: Meal Planning, Meal Preparation, Grocery Shopping, and Therapeutic Restaurant Outings.

[The information contained in this New Perspective came directly from the Casa de Lago website.]

EXTENDED INSIGHTS... MAPLEBROOK SCHOOL

Armenia, New York
Jennifer Scully, Dean of Admissions
845-373-8191
admissions@maplebrookschool.org
www.maplebrookschool.org

Visit by: Larry Stednitz, November 13, 2006

Maplebrook is a 62-year-old school addressing language based learning differences for students aged 11 through 18. The program also has a transitional service for students aged 18 through 21. The older students live in separate dorms away from the main campus. These students have more freedoms and receive vocational exploration of vocational experiences like construction trades, giving them real life exposure.

The typical student is aged 11 through 18 and has language-based learning differences with a minimum IQ of 70. The school does not accept students with primary emotional and behavioral diagnoses. Maplebrook describes its students as very mild behaviorally, sweet, gentle, and having a need for positive attention. My visit certainly supports that claim. Two students toured me and three other consultants. They were polite, poised, and obviously happy to be showing off their campus. We also had lunch with these boys and girls who were, in my opinion, as well behaved as students I see in regular public school classrooms. It was easy to see why the staff we met were equally excited about working with their students and enjoyed close, engaging relationships with them. The room was full of laughter, with the kids chatting and engaged with the other students with whom they were eating.

One of the goals of Maplebrook is to provide all of the activities and experiences a regular middle or high school student has. From our visit, we saw that they have been successful. The school has students from ten different countries and makes efforts to enroll a culturally diverse student body. The school has 50 percent females and 50 percent males by design. The total student population is 116; some students are 18 and over and are located in another location of the campus. They also have a few day students from the local communities.

Many of Maplebrook's staff lives on campus, adding a home-like environment. Included in this home-like environment, Maplebrook has no fewer than 14 dogs! The campus is beautifully designed and is spread over 90 acres. The buildings were all in good condition, with some over 200 years old!

To "normalize" the student's experience, they have a well developed theatre arts program including musical performances and plays. The school produces theatre performances annually and all students can successfully participate, whether as an actor, singer or stage crew

Continued: **MAPLEBROOK/** pg 24

MAPLEBROOK: Continued from page 23

member. Each role gives the student an important job and helps create a sense of pride and belonging. Students are required to participate in three sports throughout the year and in life skills training programs, which cover topics like making change, telling time, check writing, balancing checkbooks, and tipping protocol. They also learn Home economics and participate in discussions of such issues as peer pressures, bullying, and inter-personal relationships. All students participate in two-hour homework schedules as well.

Although students are well monitored to avoid inappropriate behaviors, it is permissible for the students to have romantic relationships at the school. It is also permissible for example, for students to kiss each other goodnight.

The classrooms are well equipped and the library has over 7,000 volumes. Along with basic academic skills, students are taught use of computers, including learning such programs as word processing, excel spreadsheets and other applications. The school also has a gymnasium, theatre, swimming pool, athletic fields, music department and an art department. It is easy to see that, like their classmates at home, the required athletic participation and creative activities, the students develop rich memories of their experiences at Maplebrook. These are experiences they were unlikely to experience in their home school. The teachers are

trained in a multi-sensory approach and provide small nurturing classrooms. The following are programs used by Maplebrook: Accelerated Reading, Wilson Reading Systems, STAR Reading, speech and language services, social skills training, tutoring and teacher-run study halls.

Each student is assigned a staff mentor, with each mentor having only three students. Students meet at least weekly with their mentors and frequently more often. The mentors also communicate with the families every two weeks, with an administrative staff calling the parents every three weeks to assure that communication does not break down. The students are supported in their growth through identified character education principles and earn points for appropriate behaviors. When at the highest levels, students become members of the Character Honor Society, giving them extra privileges and recognition.

Maplebrook provides a well rounded school that provides rich and rewarding experiences that their students would unlikely achieve at home or in the public school system.

Maplebrook is a New York State registered high school. It is accredited by the NY State Association of Independent Schools and the Middle States Association of Independent Colleges and Schools.



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BOOK REVIEWS...

THE PRIMAL TEEN

What The New Discoveries About The Teen
Age Brain Tells Us About Our Kids

By: Barbara Strauch

Doubleday, First Edition - 4/2003

ISBN: 0385503393

Review by Judith E. Bessette, EdD - Research
Affiliate, Nashotah, WI

Crazy By Design, Altered States and Wake Up, It's Noon are just a few of the chapter titles in this well-written overview of the most current research findings about the teen brain. Most of us were taught that, by about age 12, the brain was nearly fully developed. However, new research that has resulted from breakthroughs in technology now tells us that the adolescent years are nearly as important as the first three years of life in terms of brain development. The book looks at current brain research and at a wide range of institutions by clinicians from a variety of backgrounds.

At the National Institutes of Health (NIH), Dr. Jay Giedd, a child psychiatrist and neuroscientist, began looking at the teen brain over ten years ago. Aided by high-tech equipment that enables scientists to look inside the brain, Giedd and his colleagues have studied thousands of active brain scans. While Giedd is quick to point out that we are "a long way from explaining the teenager who makes LSD in a high school science lab" we now do know that "the adolescent brain undergoes a massive remodeling of its basic structure, in areas that affect everything from logic and language to impulses and intuition."

The author makes reading the supporting data for these new theories from universities both easy and enjoyable. Universities with supporting data include UCLA, UC Berkeley, the University of Chicago, Wayne State, Harvard Medical School, the University of Minnesota, and the University of Toronto along with research findings from places like the Santa Fe Institute, the Sackler Institute, McLean Hospital and the Montreal Neurological. She adds humorous and oh-so-recognizable vignettes about teens to illustrate the meaning of the research.

This book offers valuable information for parents, grandparents and even folks who have teens living next door. Helping professionals working with teens should read this book, too. For those of us in the business of working with troubled teens, the three chapters that delve into how kids get derailed and the projected effects of nicotine, alcohol and drugs on the teen brain offer new insight - and hope - but much

more work needs to be done before we have definitive answers to "why they act that way."

There is one very concrete bit of knowledge and subsequent advice that does come from the book - teens need, on average, 9 to 10 hours of sleep each night. So, put them to bed at 8 pm, right? Well, to complicate matters with just one small example, it turns out that melatonin, one of the brain's "sleep chemicals" experiences a "phase delay" during the teen years. In other words, the melatonin starts to be secreted up to two hours later in teens than it did in childhood...and two hours later than it begins being secreted in their parents' brains! The author's advice - "let them sleep" -- has significant implications for everything we do with teens and especially for the right time to start their school day no matter where they are going.

The book *The Primal Teen* is available at book stores and at Amazon.com. The cover story of the May 10, 2004 edition of *TIME Magazine*, entitled *Secrets of the Teen Brain* features Dr. Giedd's work. Reprints for your files or to give to clients are available from *TIME* online.

About the Author: Barbara Strauch is the medical science and health editor of the New York Times and the mother of two teenagers.

Perhaps the most valuable result
of all education is
the ability to make yourself
do the thing you have to do,
when it ought to be done,
whether you like it or not;
it is the first lesson
that ought to be learned;
and however early a
man's training begins,
it is probably the last lesson
that he learns thoroughly.

~ Thomas H. Huxley

NEWS & VIEWS...

DRUG SLANG QUIZ

(October 30, 2006) The Menninger Clinic presented a quiz to educate parents as to what popular terms are being used by drug users.

COMPUTER ADDICTION CLINIC

(November 1, 2006) In an article posted on Contractor UK, a UK teen reports enrolling in a new clinic in Holland to treat addiction to computer games.

PROZAC FOR EIGHT-YEAR-OLDS

(November 12, 2006) The Sunday Times Online reviewed the UK controversy over drugs for children following a decision making Prozac prescriptions legal for children as young as eight years old.

CUTTING AS A SILENT SCREAM

(November 13, 2006) The Pittsburgh Tribune-Review talks about self-mutilitation as "A silent scream" by teens and adults who are emotionally numb and can't find the words to express their out-of-control emotions.

ONE-IN-SEVENTEEN REFERRED

(November 17, 2006) The Scotsman reported that one in seventeen Scottish youth have been referred to the authorities, twice as many as ten years ago.

VIDEO GAMES HAVE IMPACT

(November 19, 2006) NewKeral.com, an online publication in India, reports the results of a study by Vincent P. Mathews, MD, professor of radiology at Indiana University School of Medicine in Indianapolis, concluding "that teenagers who play violent video games show increased activity in areas of the brain linked to emotional arousal and decreased responses in regions that govern self-control.

HEROIN IS BACK

(November 19, 2006) The Houston Chronicle reports that heroin use is increasing among pre-teens, mostly in combination with cold medicine called "cheese."

DEATH AT NY PUBLIC FACILITY

(November 21, 2006) The Times Union in Albany, NY, reports a 15-year-old boy died shortly after being restrained in the public youth detention center.

TEEN BIRTHS DOWN

(November 22, 2006) The Washington Times reported preliminary data from the Centers for Disease Control and Prevention, which showed that although teen birthrate continues to decrease, the percentage of births by unwed mothers continues to increase.

INTERNET PROMOTES EATING DISORDERS

(December 4, 2006) In an article published in the American Academy of Pediatrics' Journal Pediatrics, a pilot study conducted by researchers from Stanford University School of Medicine and Lucile Packard Children's Hospital, found that children as young as 10 are learning new weight loss or purging methods from web sites that promote eating disorders.

ANTIDEPRESSANTS UP SUICIDE RISK

(December 5, 2006) The Food and Drug Administration reported the results of a study that concluded "Using antidepressants increases the risk of suicidal thoughts and behavior among young adults but lessens it for seniors."

MARIJUANA: GATEWAY DRUG?

(December 5, 2006) PsychCentral reported a study by University of Pittsburgh researchers that appeared in the December issue of the American Journal of Psychiatry that questions the validity of the theory of "gateway" drugs. Instead, the study indicated that a general inclination for deviance from sanctioned behaviors was strongly associated with all illicit drug use.

COUGH SYRUP ABUSE RISING

(December 5, 2006) An article in Mercury News, a San Jose, CA newspaper, reported a new study that echoes federal studies, which found an increase in teens downing high doses of over-the-counter cough syrup or pills to get high.

SEX OFFENDER AND VICTIM

(December 6, 2006) A 13-year old Utah girl, who was considered a victim in the trial charging her 12-year old boyfriend for having sex with someone under age 14, was also judged guilty as an offender in her trial for the same act. The Utah Supreme Court is wrestling with the concept that the girl "would have the simultaneous status of a protected person and an alleged perpetrator under the law."

COMMUNICATION KEY TO SUCCESS

(December 8, 2006) According to a study by Paul Schrodtt, Assistant Professor of Communication Studies at Texas Christian University and member of the National Communication Association (NCA), communication plays a large role in the development of and adjustment to stepfamilies. The research is featured on the NCA's online magazine "Communication Currents".

TEACHER QUALITY AND PAY ISSUES

(December 11, 2006) A report by the Center for American Progress indicates that while improving the quality of the teacher workforce presents

educational policymakers with a tremendous opportunity to dramatically improve the educational achievement of America's students, there does not appear to be any specific credential or characteristic that is a silver-bullet predictor of quality.

SOLITARY DRUG USE DANGEROUS

(Dec. 11, 2006) The Rand Corp., a think tank in Santa Monica, CA, tracked 3,000 teens from California and Oregon from the 8th grade through age 23, and found that teens who drink, smoke and use drugs alone are at a much greater risk than those who do those activities in social settings.

CHILDREN DISCONTINUE ADHD MEDS

(December 15, 2006) According to a new study published in the Journal for Specialists in Pediatric Nursing, many children who are prescribed with ADHD medication stop using it even while they continue to exhibit symptoms.

TEEN DRUG USE DROPS

(December 20, 2006) According to a Press Release by the Office of National Drug Control Policy, www.medicampaign.org, in Washington, DC, teen drug use declined 23 percent over the last five years.

NEW APPROACH TO PSYCHIATRIC CARE

(December 20, 2006) In the December issue of the Journal of Child and Adolescent Psychiatric Nursing, Kathleen R. Delaney, RN proposed a system of assessment and techniques for nurses and other healthcare providers treating children and adolescents with serious emotional illness. The article states that the last survey of mental health services for children indicated that some 285,000 children and adolescents are admitted yearly to inpatient psychiatric services.

The fact that
a believer is happier
than a skeptic
is no more to the point
than the fact that
a drunken man is happier
than a sober one.

~ George Bernard Shaw

SEEN N' HEARD...

PRUNTY OPENS COUNSELING PRACTICE

(Jul 17, 2006) Brett J. Prunty MEd, Cascade Lakes Counseling Services, Bend, OR, 541-610-2512, announced the opening of his private counseling practice, specializing in working with young adults ages 17-26. Prunty is a 12-year veteran of wilderness and residential treatment programs.

GOLDBERGS IN PHILIPPINES

(October 26, 2006) Marvin and Renee Goldberg, Educational Options, Worcester, MA, 617-864-8864, attended the annual conference for the ADHD Society in Manila, Philippines October 19-21, where they were the featured speakers.

TWOMBLY AT THREE RIVERS MONTANA

(November 6, 2006) Steve Moore, Clinical Director at Three Rivers Montana Wilderness in Belgrade, MT, 877-221-1115, announced the addition of Will Twombly as a therapist. Twombly has extensive experience in adventure, wilderness, and working directly with teens and families. In addition, he helped start two Americorps programs, facilitated intergenerational camps for indigenous communities in Alaska, organized and facilitated therapeutic tall ship voyages, and most recently was with the Catherine Freer program headquartered in Oregon for more than eight years.

LAWSUITS MOUNT AGAINST SPRING CREEK

(Nov. 23, 2006) The Missoula Independent reported a third lawsuit has been brought against Spring Creek Lodge and its key staff. This latest lawsuit, filed Nov. 7, 2006, is a wrongful death suit brought by the mother of a girl who committed suicide on Oct. 7, 2004.

ACADEMY OF THE SIERRAS IN THE NEWS

(Nov. 26, 2006) The Orange County Register, Santa Ana, CA, describes the student life at the weight loss Academy of the Sierras.

RAGLAND/ BYNUM VISIT WRI

(November 30, 2006) Beth Ragland, Admissions Director of Elk River Wilderness Challenge, Huntsville, AL, 256-428-4244, and Candice Bynum braved the ice to visit Woodbury Reports.



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

Let not a man guard his dignity, but let his dignity guard him. ~ Ralph Waldo Emerson

NEW STAFF AT DRAGONFLY

(Nov. 30, 2006) Mona Treadway, Admissions for Dragonfly Transitions & Adventures, Klamath Falls, OR, 541-850-0841, announced Justin Heilenbach, MSW, and Matt Schoch have joined their staff.

FREER UPDATES

(November 30, 2006) Julia Andrick, Marketing Director of Catherine Freer Wilderness, Albany, OR, 800-390-3983, sent several updates on Catherine Freer. The program completed an onsite survey by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). Freer was one of the first wilderness therapy programs to become fully certified by JCAHO in 2000. Freer also received the Middle Fork Ranger District Forest Service Blanket Award in recognition of their volunteer service.

TIMBER RIDGE 5TH ANIVERSARY

(Dec. 1, 2006) Virginia Short, Admissions Director of Timber Ridge Preparatory School, Clark Fork, ID, 208-266-0128, announced the school celebrated their 5th anniversary in September, being accredited during that time by the Northwest Association of Accredited Schools (NAAS).

PARLETT STOPS BY

(December 1, 2006) Mark Parlett, Admissions at Three Rivers Montana, Belgrade, MT, 877-221-1115, dropped by the Woodbury Reports office for a visit.



UHS CRITICIZED

(Dec. 1, 2006) SEIU, the nation's largest Health Care union issued a report critical of Universal Health Services Behavioral Health Facilities for alleged poor case management and understaffing at some UHS facilities. The report cited incident reports from 13 states. More...

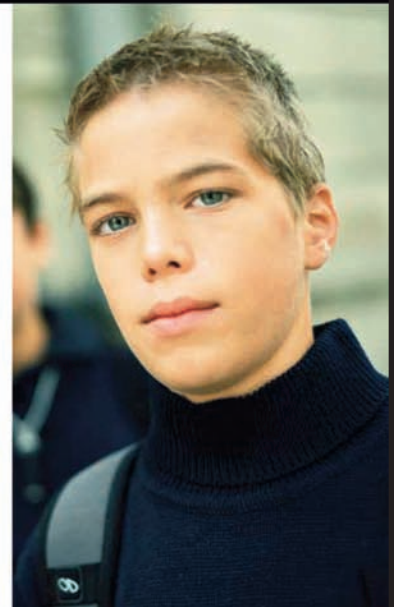
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NEW HAVEN CREW VISITS WRI

(December 3, 2006) Emerald Smith, Admissions, Greg Burnham, Assistant Clinical Director, and Jared Smith of New Haven in Provo, UT, 801-794-1218, stopped by the office to say hi and have their pictures taken by the Woodbury Sign.



LEELANAU ENDORSED BY HALLOWELL

(December 4, 2006) Heather Sack, Director of Admission for the Leelanau School, Glen Arbor, MI, 231-334-5824, reported an endorsement by Dr. Edward "Ned" Hollowell. "Dr. Hollowell is an internationally respected expert in the fields of ADD and Child Learning Disabilities." Dr. Hollowell and The Leelanau School will host a week long session (July 9 - 13, 2007) for families who deal with ADD and Learning Differences.

ANASAZI FEATURED IN UK TV SERIES

(December 5, 2006) Sean Rourke of Anasazi Foundation, Mesa, AZ, 480-892-7403, reported that Anasazi Foundation was featured in the fifth installment of 20/20s Brat Camp Series. This installment, tentatively titled "Family Camp", focuses on four sets of British mothers and daughters.

CHAPEL HAVEN IN THE NEWS

(December 6, 2006) Judy Lefkowitz, VP of Admissions at Chapel Haven, Westville, CT, 203-297-1714, sent a copy of an article that appeared in the New Haven Register on November 19, covering the success of their Asperger's Syndrome Adult Transition Program.

RODABOUTH AT CERTS

(December 7, 2006) Kent Tasso, owner/ founder of CERTS, Murray, UT, 801-755-8802, announced that Craig Rodabough, LMFT, 801-633-3653, has accepted the position of Executive Director of CERTS. Craig will oversee La Europa Academy, Kolob Canyon RTC, Moonridge RTC and Mountain Springs Preparatory Academy.

TIMBER RIDGE GRADUATES FOUR

(December 7, 2006) Virginia Short, Admissions Director of Timber Ridge Preparatory School for Girls, Clark

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



Ridge Creek

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Seen N' Heard: Continued from page 29

Fork, ID, 208-266-0128, announced that four girls have recently successfully graduated the program.

VIVE! WELCOMES MACKINNON

(December 7, 2006) Susan Holden Walsh, HoldenMcClure PR, Boulder, CO, 303-449-2526, announced the opening of a new southern California office for Vive!, in Beverly Hills. Kathy Mackinnon will lead the California office, and can be reached at 310-691-1100.

CENTER FOR EDUCATIONAL PLANNING

(December 8, 2006) Adam Goldberg, CEO of Leslie S. Golberg & Associates, LLC, Braintree, MA, 781-848-8800, announced the opening of the Goldberg Center for Educational Planning™.

SAVING TEENS FUNDRAISING

(Dec. 7, 2006) John D. Reuben, Founder and President of Saving Teens in Crisis Collaborative, 978-852-2144, announced that as part of his fundraising activities to help struggling teens, he will be running PF Chang's Rock 'N' Roll Arizona Marathon on January 14, 2007.

SLS RESIDENTIAL FINED BY STATE

(Dec. 7, 2006) The Journal News reported that the state has fined SLS Residential Inc., Brewster NY, for eight violations.

LOGAN RIVER ADDS E-HIGH SCHOOL

(Dec. 7, 2006) Larry Carter, Executive Director of Logan River Academy, Logan UT, 866-755-8400, announced they are supplementing their academics by using Utah's Electronic High School which allows students to make up credit and fill in missed instruction via the Internet. The Electronic High School is fully accredited by the Northwest Association of Accredited Schools.

ALDIS WITH CENTER FOR CHANGE

(Dec. 8, 2006) Melanie Aldis, Regional Director of Business Development for Center for Change, Orem, UT, 801-224-8255, announced she has been appointed a new clinical outreach director. Aldis has been with the Center for seven months.

OPI ADDRESSES ASPERGER'S

(December 11, 2006) Anne LaRiviere, Director of Admissions for Optimum Performance Institute, Woodland Hills, CA, 888-558-0617, reported the students at OPI have been working on a documentary offering insight into the difficulties of young adults with Asperger's. In addition, OPI residents now volunteer at a variety of organizations in the Los Angeles area.

WILDERNESS SYMPOSIUM PRESENTERS

(December 11, 2006) Lori Armbruster, Marketing Chair for Monarch School, Heron, MT, announced the 5th

annual Wilderness Symposium at Naropa University in Boulder, CO, is accepting Proposals for Presentation for the upcoming conference. The deadline for Proposals is February 1, 2007, for the September conference. Proposals may be submitted to Jim Lavin/ Extended Studies via email. More...

SOBER COLLEGE IN MAGAZINE

(December 12, 2006) Brian Brekke, Director of Operations at Sober College, Los Angeles, CA, 800-346-2153, reported that Sober College was recently featured in the "Know Your World Extra" a publication by the Weekly Reader Corporation.

HEARTLIGHT MINISTRIES RADIO/ NEW BOOK

(Dec. 12, 2006) Mark Gregston, Executive Director of Heart Light Ministries, Hallsville, TX, 903-668-2173 ext. 12, announced the airing of six radio programs in January and February on Heart Light Radio, www.heartlightradio.org. The topic is "When Your Teen is Struggling", and they are call-in programs recorded in mid-December. The release date will coincide with the release date of his new book.

CASS JOINS NEXT STEP

(December 12, 2006) Penelope Valentine, CoFounder of Next Step for Success, 541-504-5224, announced Barbara Cass joined them as an Associate Coach. Cass successfully completed the Next Step Coach Training teleclass and is a Certified Coach in NLP (Neuro-Linguistic Programming).

GENTILE ADMISSIONS OF PACIFIC JOURNEY

(December 13, 2006) Mark Williams, Managing Director of Pacific Journey Adventures, Los Angeles, CA, 949-488-3025, announced that Valarie Gentile joined the company as Admissions Director. Valarie has worked in the adolescent field for over 8 years, as intake coordinator for an Adolescent Transport Service and as a Transport Agent directly responsible for transporting teens to Therapeutic Boarding Schools nationwide.

GERRARD/ MURRAY VISIT WRI

(December 14, 2006) Brad Gerrard, Chief Operating Officer of Academy at Canyon Creek, Springville, UT, 801-491-3910, brought James Murray, MS, Director of Business Development at Provo Canyon School, Orem, UT, for a visit to North Idaho.



CARSTENS JOINS FRANCES

(December 14, 2006) Dore Frances, Founder of Horizons Family Solutions, Bend, OR, 541-312-4422, announced that Deb Carstens joined the company as Oregon Regional Director.

EDUCATION ADVANCEMENT AT GATEHOUSE

(December 15, 2006) Glenna Conway, Admissions Director of Gatehouse Academy, Wickenburg, AZ, 928-231-5004, announced in a press release that although education is not the primary focus of Gatehouse, it does take a close second to addiction recovery.

INTERMOUNTAIN HOSPITAL CLOSES RTC

(December 18, 2006) Chuck Christiansen, Director of Business Development for Intermountain Hospital, Boise, ID 208-375-5910 x 162, reported that the Adolescent Residential Treatment portion of Intermountain Hospital temporarily closed on December 31, 2006. Intermountain plans to reopen the Adolescent Residential Services in 2007.

MCCAULEY PRESENTS AT ASCENT

(December 18, 2006) Janice Pannell, Admissions Director of Ascent, Naples, ID 800-974-1999, announced an upcoming presentation by Kevin T. McCauley, MD, on Addictive Disorders and Treatment. The presentation is scheduled for January 17, 2007, from 8:30am to 4:30pm. Please RSVP to Janice by January 8.

OLDHAM AT MENNINGER

(December 18, 2006) Ian Aitken, President of Menninger Clinic, Houston, TX, 713-275-5000, and Stuart Yudofsky, Chairman of Menninger Department of Psychiatry and Behavioral Sciences at Baylor College of Medicine, announced John M. Oldham, MD, MS, accepted the position of senior vice president and chief of staff at Menninger and executive vice chair for Clinical Affairs and Development at Baylor.

FUGLSANG LEAVES HLA

(December 18, 2006) Nicole Fuglsang, (former) Director of Admissions for Hidden Lake Academy, Dahlonega, GA, 706-864-4730, announced she has left the school for maternity leave and will not return. She also announced her successor Billy Pichon.

OWBOW ACADEMY TO OPEN

(December 18, 2007) Stephen Nadauld of Oxbow Academy, Springville, UT, 801-491-2270, announced the program will open January 1, 2007 for private pay students who are sexually dependent and aggressive.

FFS GRADUATES 27

(December 20, 2006) Ann Kozak, Marketing Specialist, The Family Foundation School, Hancock, NY,

845-887-5213, announced that 27 seniors graduated from the school on December 9, 2006. All students received with two diplomas: one from New York State for successful completion of the high school curriculum, and a second from The Family Foundation School for successful completion of the school's character education program. Each graduate has been accepted to a community college, four-year college or university.

NEW LEADERSHIP AT ASPEN RANCH

(December 20, 2006) Amy Sandler, Marketing and Communications Manager for Aspen Education Group, Cerritos, CA, 562-468-4479, announced the appointment of Dr. Melodie Rose as the new Executive Director of Aspen Ranch, Loa, UT, 877-231-0734.

PINE RIVER INSTITUTE OPENS

(December 20, 2006) Karen Minden, PhD, CEO of Pine River Institute, Toronto, Ontario, Canada, 416-955-1453, announced their residential treatment center has reached their campaign goal and is now open.

Before you begin a thing,
remind yourself
that difficulties and delays
quite impossible to foresee
are ahead.

If you could see them clearly,
naturally you could do
a great deal to get rid of them
but you can't.

You can only see
one thing clearly
and that is your goal.

Form a mental vision of that
and cling to it
through thick and thin.

~ Kathleen Norris

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

