



Places for Struggling Teens™

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

Published by
Woodbury Reports, Inc.™

April 2007

Issue #152

SEEN ‘N HEARD...

MARCH VISITORS:

Jeff Brain
Bruce Wilson

CONGRATS TO CHRISTY LEACH & FAMILY...

CATHERINE FREER ALL GIRLS SUMMER COURSE...

FAMILY FOUNDATION ALUM GOES PRO...

CAMPBELL PARK CLOSED...

ASPEN INSTITUTE OPENED...

CROSS CREEK GIRLS GO TO STATE...

ASHBY ACADEMY ENROLLING...

FUTURE MEN SEES GROWTH...

VARDELL MOVES TO UHS...

ER ACTOR VISITS SOBER COLLEGE...

ANN CAROL PRICE TO RETIRE...

TIMBER RIDGE ACCREDITED...

*[For details on these and others, read
SEEN N’ HEARD/ Pg 28]*

KEEPING UP WITH CHANGE

By: Lon Woodbury



We live in a fast paced, constantly changing society. Problems that we face now were often unheard of a few short years ago. This is especially true in working with struggling teens. For example, reports of autism or reactive attachment disorder have exploded in recent years. Another example is what is sometimes called computer or Internet addiction. This is a new manifestation of an old ongoing problem.

Although experience with drug addiction can give a professional some insight into a case of Internet addiction, intervention or treatment will be effective only when the professional knows something about the Internet. Other examples of new trends are the apparent increase in teen female physical violence, seemingly reduced respect for adults among the young, and other social problems repeatedly examined by the media.

Another change occurring is the explosion of knowledge. For example, brain research and technological based feedback have resulted in new insights and methods for healing that were not even dreamed of a couple of decades ago.

Continued: **CHANGE/** pg 3

Inside...

Essays:

Skills For Coaching: Part II/ 5
Reach Out & Touch Someone/ 9
Restraints or No Restraints/ 12

Visits:

New Haven RTC/ 15
Cherry Gulch/ 17

New Perspectives:

Balance Rock/ 20
Men of Valor Ranch/ 21

New Perspectives: Continued

CA-LO / 21
Integrated Teen Services/ 22
PERU Alive / 23

Extended Insights:

Vive! / 24
NLANC / 25

News & Views/ 27

Seen N’ Heard/ 28

[Essays and articles appearing in this publication are the opinions of the authors, and do not necessarily reflect the policy of Woodbury Reports, Inc.,™ or StrugglingTeens.com.™ We urge our readers to conduct their own investigation of the products and services identified herein.]

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.

WE THANK THE ADVERTISERS

Who make this newsletter possible!!

Woodbury Reports, Inc™ accepts advertising from a variety of schools and programs; however, inclusion in the Newsletter does not imply an endorsement of these schools or programs by WRI™

Places for Struggling Teens™ is published monthly. One year subscriptions are \$33 USD. Non-Continental US postal orders add \$5 USD.

Places for Struggling Teens™ is published by
Woodbury Reports, Inc.™
Lon Woodbury, Publisher.

Copyright © 2007, by Woodbury Reports, Inc.™
All Rights Reserved. Use of materials is allowed without prior written approval if the proper author and publication attribution accompanies the copy. Duplication or republication must include the following information:

WOODBURY REPORTS, INC.™

PO Box 1107 • 7119 2nd Street
Bonners Ferry, Idaho 83805
208-267-5550 (FAX 208-267-9127)
lon@woodbury.com
www.strugglingteens.com



ISSN: 1540-3718

Woodbury Reports, Inc.™

*Pioneering the Referral Service
for Schools & Programs.*

The Parent Empowerment Handbook™ 2006/07

A Self-published Directory of 100+ schools and programs nationwide, screened for reputation, longevity and effectiveness. Includes Essays, Transport Professionals, Visit Reports, & Educational Consultants.

The Woodbury Reports Newsletter™

A monthly publication designed for professionals working with children and young adults that focuses on Emotional Growth Schools and Programs.

StrugglingTeens.com™

Over 20,000 pages
Website Design & Hosting
Award Winning Sites
Online Since 1995

Consultations

Personalized help for Parents In Crisis: We offer Educational Consultations to help parents think through the out-of-control behaviors their child is exhibiting and suggest appropriate placement options. All of our consultants have raised teenagers and helped many parents professionally. We believe that parents should be in charge in a responsible manner, and we believe in suggesting solutions rather than telling our clients what they should do.

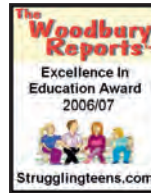
Judi Bessette, EdD

Research Affiliate
jbessette@woodbury.com

For More Info Contact:

Kristie Henley

kristie@woodbury.com
208-267-5550
208-267-9127 fax
PO Box 1107
Bonners Ferry, ID 83805
www.strugglingteens.com



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™**.

CHANGE: Continued from page 1

What this says is that working with teens with problems requires constant innovation, and constant adjustment in approaches. In other words, creative approaches will have the best chance of keeping up with changes in knowledge and society in helping young people. The old tried and true methods will gradually become outdated, either because children in our society are manifesting problems in different ways not anticipated by the old methods, or methods of diagnosis and intervention are becoming better and more sophisticated. Those creative enough to recognize and adapt to change will tend to be more successful in helping teens.

In working with struggling teens in a residential setting, the trick is to balance experience of old methods with the need to update methods to accommodate expanded knowledge, and changes in our society.

There are three major systems of residential intervention available in this country for at-risk youth: the government through law, the mental health industry through hospitals and RTCs, and the private parent-choice network. Each has its own dynamics with differing strengths and weaknesses. To better serve children, we need to find ways to utilize the strengths of all three systems, the enforcement power of government, the professional skills of mental health professionals, and the passionate whole-child knowledge of parents.

The government contributes through juvenile incarceration facilities, public funded group and foster homes and through regulations to maintain minimum standards of care in both private and public facilities. This system has the advantage of almost unlimited finances through tax resources, and can act as an intervention of last resort for children with no resources, insurance or even family. Regulations can also provide a disinterested third party who has the authority to act if any program is doing the wrong thing. Government intervention seems to have wide public support because much of the public seem to have a faith that government programs are designed by "the best and the brightest," and its employees are relatively objective and fair. The attitude on the part of the public toward offenders is based to a large extent in the public's desire to punish them and "teach them a lesson."

The downside of government intervention is that the primary decisions makers (Legislators) are far removed from the needs of individual children. The system is set up for legislators to think globally, and they are unable to legislate what is appropriate for

individual children. The same goes for the civil servants who write the regulations stemming from what the Legislature authorizes, and most of the civil servants who administer these programs. Another downside is the system's foundation is based on politics, that is partisan politics on the part of the legislators and bureaucratic politics on the part of the regulators. Although many people and many facilities are successful in overcoming these dynamics, the system is very susceptible to fads, empire building and hidden agendas. For example, boot camps were soundly rejected by professionals in the private sector after three deaths in Utah private boot camps in the 1990s, but as a result of being pushed by the Clinton Administration, have continued to be popular with public agencies on both the state and federal level even after research has shown them to be ineffective in general, and dangerous to some inmates. Boot Camps for teens are good examples of the resistance public systems have to keeping up with change needed from new knowledge and innovative techniques.

In addition, research indicates the government intervention systems are usually inadequate in hiring adequate mental health professionals. Also, in public systems, parent involvement is at best an option, and only as part of the solution when invited in by the public or public funded programs. From the dynamics mentioned above, government facilities rely primarily on enforcement; all too often downplay treatment, and almost totally ignore contributions parents might be able to make. Since it seems there is always a budget crunch, and budgets often cannot afford proper professional help or adequate staffing, the resulting free time the inmates have are used to "criminalize" or abuse others. The public system dynamics might become even more resistant to innovation and the necessary flexibility if the federal legislation proposed by Congressman George Miller takes the form that some in the industry fear by adding an additional level of bureaucracy. However, on the other hand, if the legislation acts to block bureaucratic resistance to innovation and effective solutions, or find an effective way to reduce existing staff abuse of inmates, it could significantly benefit children.

While Government programs rely mostly on enforcement, mental health residential programs such as Hospitals, RTCs and the like rely mostly on treatment. Some have been very innovative in applying new knowledge from both the mental health field and from other fields such as the parent-choice network in adjusting to changing needs of young

Continued: **CHANGE/** pg 4

CHANGE: Continued from page 3

people. In these, new knowledge has been applied for their patients, adjusting very well to changing needs, and parents have been brought into the mix as significant players when feasible. In addition, in the mental health field in general, amazing progress has been made in providing relief in treating serious disorders the profession was incapable of doing a few years ago.

Unfortunately, all too many facilities succumb to case load pressures and managed care dictates, and wind up still doing what is sometimes referred to as the "medical model." That is, slap a diagnosis on a child (read label), and carry out prescribed treatment, which too often means multiple medications. Managed Care, which was a product of the Nixon Administration, seems to put cost as a priority over the good of the patient. I've had many psychiatrists and clinical psychologists, as well as hospital administrators, tell me that the pressure to shorten stays to save costs has made it impossible to provide the intervention professional opinion would indicate. Short cuts have too often become standard operating procedure, and relying on medicating a patient frequently becomes the only feasible option.

The upstart in the area of residential intervention is the private parent-choice network this newsletter is

devoted to. Only a little over twenty years old, it started as an alternative to mental health treatment and public youth facilities by focusing on a type of whole child education often referred to as "emotional growth." The key was to bring parents actively into the part of the decision making. Since parents arrange for the tuition, the parents have a strong and active vested interest in actively working with the program. For better or for worse, by being responsible for funding the tuition, parents are an integral part of the solution and share in being in the driver's seat, contrary to the standards of government and standard treatment facilities. And, being private, schools and programs are able to innovate, each one applying new knowledge to their programs in ways that can adjust to their population's individual needs. There are several examples of schools and programs that once had a successful program, but by not innovating and adjusting to the changing student needs and new knowledge, eventually closed.

As this private parent-choice network has evolved, many programs have added top quality mental health professionals to merge the healing structure of emotional growth with the knowledge and insights of mental health professionals. This was in response to the knowledge that some children did not respond to

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



At **V3 Tucson** excellence is the standard, and self-discovery the key. Our curriculum combines the fundamentals of 12-step recovery with coaching in the areas of intentional living, lifeskills development, social decorum, academic pursuits and/or employment strategies.

For more information, please call (888) V3 TUCSON or visit www.v3tucson.com today!



1309 N. Venice Ave., Tucson, Arizona 85712
 (888) 838 8276, (520) 299 4778
 info@v3tucson.com

"Going confidently in the direction of our dreams ..."
 – Gale Standen (founder)

structure only, but also needed treatment. In addition, this network has been very active in helping to develop state regulations in an attempt to screen out irresponsible and unprofessional programs from taking advantage of the increasing popularity of parent-choice residential schools and programs.

As a result, if we want to have a national residential child care system that is effective, takes advantage of new pioneering knowledge into human behavior, and adjusts to the changing needs of our youth, we need schools and programs that utilize the passion and support of parents, the treatment skill of mental health professionals, acting under the protective umbrella of government enforcement. Bringing parents into the mix is the key ingredient that has been missing in government and standard mental health systems, and the key to keeping up with change.

"The degree of one's emotion varies inversely with one's knowledge of the facts- the less you know the hotter you get."

~ Bertrand Russell

"IT WASN'T SUPPOSED TO BE THIS WAY"

Five Critical Skills for Coaching Parents of Struggling Teens and Young Adults

Bill Valentine PsyD, CC

bvalentine@everhigher.com

www.nextstepforsuccess.com

This 6-part series is directed at those individuals, practices and programs currently working with, or wishing to work with, parents of struggling teens and young adults. The series reviews the differences between coaching, consulting and therapy and identifies five specific skills that the experienced coach must bring to the relationship.

Part II

Skill #1: Recognizing the Human Condition in Every Client

Many coaches will find themselves working with clients who are of a different culture, age, gender, have different belief systems or are in different social/economic strata than their own. In order to

Continued: SKILLS/ pg 6

THE RIGHT CHOICE FOR SO MANY REASONS



"The most thorough evaluation I've found.. This is a program I strongly recommend."

- Educational Consultant

"My daughter was difficult but somehow the staff reached her. Now I have hope for her future and our family."

- Parent of former patient

"This was the first program I got serious about. Thanks for not giving up on me."

- Former patient

If you know a young person age 12 to 17 struggling with behavioral health concerns - depression, ADHD, anxiety disorders, academic/family issues, chemical abuse - contact The Child and Adolescent Center at Rogers Memorial Hospital.



For an overview of services, visit www.rogershospital.org.

Free, confidential phone assessments.

THE
**Child &
Adolescent
CENTER**
AT ROGERS MEMORIAL HOSPITAL

Call 1-800-767-4411 ext. 309 to speak with our National Outreach Representative.


**Some see Trouble, Shame and Despair.
We See Strength, Pride and Hope.**

Aspiro provides a more effective, more exciting, more powerful intervention than traditional wilderness models.

888-266-5136


Admissions@Aspiro-Inc.com
www.wherehealingstarts.com



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

Email: admissions@coppercanyonacademy.com
www.coppercanyonacademy.com

An Aspen Education Group Program. Help for Today. Hope for Tomorrow.

SKILLS: Continued from page 5

establish the peer relationship that is so critical to the success of coaching, the skilled coach must find areas of commonality between themselves and the client. We call these areas of connection 'humanness', or the human condition. It is within this commonality that we find the foundation of the coaching relationship.

It is easy to view - and judge - another based on superficial indicators such as wealth, age, appearance, education, life style, etc. However, even one's actions, especially in the area of parenting a difficult child, are not always clear indicators of a person's aptitudes, inner strengths or potentialities. The professional coach is interested in his/her client's substance, not style. (To avoid odd constructs such as his/her, s/he etc. we will randomly switch between him, he, her, and she whenever we feel the need. We intend no disrespect to any wo/man)

It is important to keep in mind that we humans (coaches and clients) are more alike than different. Most differences lie on the outside, while our similarities can be found closer to our cores.

For the coach inclined to view a client by their outward manifestations of success, it can be a difficult or even impossible task to get past these trappings and his own inner feelings of inferiority in order to see the client's own feelings of inferiority, lack of familial safety, sense of helplessness and guilt. Yet it is at these "lower" levels that we will connect with our client's - and our own - humanness. Connecting through each other's humanness, the coach and client form a bond that allows each to bring the core of who they are to the relationship. All superficial judgments are limiting, both for the judge and the person being judged. To get past these judgments, the coach must, while recognizing her own limitations and biases, continually work to at least suspend them while encouraging the client to reach beyond his own self-limiting judgments.

In order to assist the client in moving beyond these self-imposed limits to take on new parenting skills and actions, the coach must continually bring value to the client as parent and person. Acknowledging the client's best efforts to date and showing respect for his world view is an important step in providing the support and confidence the client needs as he moves forward.

Key determiners combine to make up the people we are. Many factors are outside our immediate control, i.e. heredity, early experiences, environment, negative messages that we internalize and our cultural background. All of these factors synergize to

produce our world view, our perception of reality. For the coach, it is critical to keep in mind that the client's perception is his or her reality. Challenging those perceptions, as we will discover with *Skill #3: Revealing Barriers To 'What Is'*, can produce anxiety and resistance from the client. To challenge one's perceptions and beliefs is to challenge one's reality.

Letting the client set the style, pace and approach to change is another supportive skill of the professional coach. Unlike life or executive coaching, however, the parent coach must often help to set the agenda and focus of the coaching sessions. Parents of struggling children need a blueprint and guide to the changes they must affect in the home and within themselves.

The coach of the parent with a struggling teen or young adult must determine the client's learning style. Much of what the parent coach does is teach, while exposing the parent to new ways of thinking and acting. Some parents will benefit greatly from between-session reflective writing assignments while others will respond better to scenario discussion and/or role playing.

As the coach begins the process of building a peer relationship with the client based on each one's humanity, there are several important factors to bear in mind.

A. Change, by definition is uncomfortable.

Consider that nothing changes until the status quo becomes too uncomfortable. When leaving the familiar - if painful - realities of having an out-of-control child and feeling helpless in the face of the chaos, a parent challenged by new choices and behaviors may experience frustration, fear, anger and general discomfort. Just like their kids. The coach is there to assure them that the journey is worth the effort.

B. Accept what is.

Unlike the therapist, the coach is not looking for underlying causes of the current situation. Instead, the coach is seeking to understand what the realities of the current situation are. The coach is looking for the client's strengths, hopes and motivations that will help the parent move beyond the familiar and into new and challenging territory.

C. Don't take it personally.

The coach must accept that his/her role is to support and suggest while surrendering the outcome results to the parent. Like the coach,

Continued: SKILLS/ pg 8

T H E

**TYLER
RANCH**

If your boy suffers from low self-esteem, anger problems, or is not reaching his potential in school, Tyler Ranch can help. Since 1978, our staff and home-based program have achieved positive results and created successful futures for our participants. Don't wait for the problems to get worse. The Tyler Ranch program can stop the downward spiral and bring hope to troubled boys and their families.


For an informative brochure, contact:
Tyler Ranch, Inc.,
 4921 West Rosewood Spokane, WA 99208
 509-327-6900 800-368-7159

Woodbury Reports
Resources For Professionals

Now Offering Expansion Banner Ads:

- Enhance Visibility On Multiple Pages
- Extension of Your Button Ad
- Top of Page Placement
- Ad Design and Creation

For more information on our rates
 Contact: Kristie Henley
 208-267-5550
 kristie@woodbury.com ~ www.woodbury.com



Low Self Esteem?

Unmotivated?

Not Reaching Potential?

Making Poor Choices?


Abusing Substances?

St. Paul's Preparatory Academy

Education About Life. Education For Life.

- ✓ Study Skills & ADHD Coaching
- ✓ 100% College Acceptance Rate
- ✓ Small 8-12 Grade Classes
- ✓ Structured Environment
- ✓ Character Development
- ✓ Counseling Support

2645 E. Osborn Rd., Phoenix, AZ 85016
 602-956-9090 www.stpaulsacademy.com



SKILLS: Continued from page 7

the parent has limits to what they are willing and/or able to affect. In the end the victories - or defeats - belong to the parent, not the coach.

D. Be sure you know the difference between enmeshment, empathy and empowerment.

Enmeshment is a commonly seen relationship between parents and their children. Enmeshment occurs when one or both parties lose their sense of self-identity and begin instead to measure their self-worth on the basis of the other's actions. For a fearful person, enmeshment may result in extreme attempts to control another as a way of providing one's own sense of safety. Conversely, enmeshment may result in a one-sided relationship in which the enmeshed individual loses her own boundaries and identity in an attempt to live through another.

Empathy, on the other hand, requires an emotional and intellectual distance that brings with it the objectivity necessary to really understand another's inner world. Empathy is not sympathy, nor does it mean a submersion of one's own identity in order to take on that of the other.

If, on a scale representing the effectiveness of inter-personal relationships in strengthening

the client's ability to make his own judgments, enmeshment is at the lowest end and empathy is in the middle of the continuum, empowerment is found at the high end of the scale. Empowerment requires the coach to support but not lead; to suggest but not direct. Empowering the client requires the coach to let go of the need to control the outcome of the coaching relationship.

Eleven checkpoints for recognizing the humanness in the client:

1. Put the client ahead of results
2. Distinguish resistance from limitations
3. Be comfortable with the client's limits to change
4. Respect the client's values
5. Let the client lead the process
6. Respect beliefs
7. If pushing the client into resistance, back off
8. Let the client be themselves
9. See life through the client's eyes
10. Introduce, but don't insist
11. Look for the similarities rather than the differences

About the Authors:

Bill and Penelope Valentine are the co-founders of Next Step For Success, a parent and family coaching service headquartered in Redmond, OR. 541-504-5224]

PART III:

Clean, Clear, Concise Communication

"Any man's life will be filled with constant and unexpected encouragement if he makes up his mind to do his level best each day."

~ Booker T. Washington



Clearview Horizons
A Therapeutic Christian based program

Please feel free to call us at 208-263-5894 if we can be of any further service to you.
www.clearviewhorizon.com



TRANSITIONS
Of Galveston Island

Transitions of Galveston Island is a 8-12 month transitional learning center for young men 18 and older. Our community is designed to help young men transition from residential treatment, drug and alcohol rehabilitation, wilderness programs, and therapeutic boarding schools to stable independence.

TGI Offers:

- ◆ Life Skills Training
- ◆ Mentoring/ Life Coaching
- ◆ Work Programs
- ◆ Internships
- ◆ Career Training
- ◆ Individualized Development Planning
- ◆ Relapse Prevention/12 Step
- ◆ Anger Management
- ◆ Exercise

We believe that by nurturing and polishing a young man's strengths, he will finally pave the path to a successful future, no matter what the endeavor.

1424 23rd Street
Galveston, TX 77550
ageraci@transitionsgi.com
www.transitionsGI.com

866-902-4957
Fax 409-766-1988

REACH OUT AND TOUCH SOMEONE

By Glenda Gabriel
Southern Utah
www.CoreBB.com
877-271-4427
info@corebb.com

Those cherished phone calls with your program child certainly epitomize the phone company slogans of “reach out and touch someone... it’s the next best thing to being there”. Parents and students alike, typically look forward with great anticipation to those calls. But when those calls end, have they felt productive? Has it really been the next best thing to being there? Or are you left feeling frustrated? Are you feeling like you missed something important but didn’t know how to get to it or what to do about it? The good news is that there are some key things you can do to facilitate more beneficial results.

Scrap The Chit-Chat:


You want your calls to be meaningful? Save the small talk for the last couple of minutes of your call. For a meaningful call, be prepared to start

it that way. For instance begin by asking things like, “So tell me what’s been going on with you in your Program?” “What have you been working on this week?” “What have you learned about you?” “What are you most proud of?” Filling your conversations with small talk about the weather, the league standing of their favorite team or who won the Oscars will not lend value in achieving your family’s healing. Mom and Dad, your calls have been included in your child’s program for a purpose. Decide what your purpose is in preparation for those calls.

Make Some Notes:



By being focused you won’t do the ‘shotgun approach’ of blasting all over the board bouncing from one thing to another, or be left hoping for a meaningful direction. There are a number of issues your child is working on, both personally and with regard to your relationship with them. There won’t be time to address them all in your call so make some notes to keep on track. Ask your staff for their insight and direction. They are on the front lines with your child and know the areas that

Continued: CALLS/ pg 10



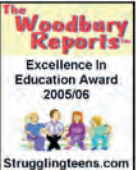




OPTIMUM PERFORMANCE INSTITUTE

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.



OPI Offers:

- Extensive therapy, counseling and emotional support
- Motivational stimulation utilizing mentors and unique opportunities for personal growth
- Boutique educational packages
- Weekend seminars, lectures, and outings
- A multifaceted chemical dependency program
- Special groups for those needing help with social skills



OPI is located in Woodland Hills, California near Los Angeles
For Admissions call (888) 558-0617.
www.opiliving.com

CALLS: Continued from page 9

are challenging them presently. Be a great support system for your child by creating a unified message by means of teaming with your staff.

Your Set-Up:

How are you setting up your questions? Are they open-ended? Or are you asking questions that can always be answered with yes, no or one word answers? Unless your child is using these calls as a means of manipulating your emotions, he/she will be forthcoming with information if asked in an interested, non-judgmental way. On the other hand, if your calls do not feel productive, an option is to end them early by saying, "If you don't have much to talk about, that's OK. We can give it another shot on your next call. I won't bore you with my stuff, so I'll talk to you later." Don't make them wrong or guilt them out. Just be matter-of-fact. You'll likely find your next call to be more productive.

Be OK With Their Challenges:

Setbacks are not only part of progress, they are critical to it. You made a choice to intervene because there were issues that needed to be addressed and handled. Be clear that your child will not learn and progress according to your timetable. Get comfortable in allowing your child to learn and progress at his/her own speed. You have your speed, and he/she has his/ hers. The most valuable lessons are contained within the obstacles the child overcomes. By remembering that, you let go of expectations. If you want to build an open communication of trust with your child, 'step into your child's shoes' and 'hear with his/her ears' as to what messages you are giving. Is it one of believing in your child's capabilities or of judgment and disappointment? What would encourage and inspire you?

Be Accountability Focused:

Always model accountability for your child. You will have a powerful influence on your child if your calls include your ownership of the family healing process. Share your insights for growth and change. Set the pace of being willing to look at the things that aren't working in your own life, or in the relationship with your child. Be the hero by modeling the courage of change for your child. Show him/her you're willing to ask, "Is this working for me?" and if it's not, that you're doing something about it.



The miracle continues.

The miracle that begins in rehab, a wilderness program, or emotional growth school shouldn't end when a recovering teen goes off to college.

Our safe, sober dorm offers young adults, 18-24, a caring, family-oriented environment, the support of like-minded peers, a Life Skills curriculum that incorporates 12-Step principles, guidance and mentorship, plus all the resources it takes to succeed in school.



BETTON HOUSE *On your own but not alone.*

Michael and Roxanne Losicco
Directors-in-Residence
501 Madison Avenue, Scranton, PA 18510
877-723-8866, www.bettonhouse.com

Owned and operated by The Family Foundation, Inc.

Changes that Last a Lifetime

Adolescent Treatment Programs

Therapeutically Intensive

A therapist lives in the field with clients throughout the expedition

Meeting Individual Needs

21 and 51-day wilderness therapy programs, therapeutic outdoor school, transition home program

• Beyond Parental Control

• Abusing Alcohol or Drugs

• Defiant

• Choosing the Wrong Friends

• Suffering from Attention Deficit

• Resistant to Outpatient Therapy

Family Reunification

Daylong multi-family meetings and individual family consultation

Lasting Results

Longitudinal study demonstrates that 90 percent of graduates report wilderness treatment still effective two years later

A Healthy Environment

Stabilization, clinical assessment, and supervision

(800) 390-3983
cfreer.com



JCAHO accredited and licensed by the State of Oregon, Oregon Office of Alcohol and Drug Programs, and the Oregon Office of Mental Health Services

Assist:

Don't rescue. If during the call your child starts into a complaining, whining, gripe session, ask your child how he/she resolved it, what his/her part was in it, or what your child did/or could do to create a positive solution. Do not go into reaction. Stay neutral. Assist your child by holding up the 'mirror' of his/her accountability. Never get into a 'gossip' session about another student. Never, ever engage in bad mouthing or criticizing the staff. If you have concerns or questions, take it directly to your staff. Do not discuss it with your child. As in positive parenting, it is critical that you and the staff present a unified, supportive team for your child. Be a support to your child by holding him/her accountable and letting go of the consequences he/she sets up for him/herself. All choices have consequences. Do not rob your child of lessons by being tempted to rescue him/her from the consequences of his/her choices. Let your child have his/her own experience. This is how your child learns.

Your phone calls are good information-runs at the progress level of communication between you and your child. While it feels great to hear your child's voice and feel connected, reach for the deeper purpose. Phone calls aren't just about making you feel good. Beyond that is the opportunity to build a deep bond with your child, an emotional bond that is forged through your child 'feeling heard' and knowing he/she can count on you to care enough to hold him/her accountable. Those minutes together are precious and, when looked at, contain valuable information for both you and your child.

About the Author:

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

"The capacity for getting along with our neighbor depends to a large extent on the capacity for getting along with ourselves. The self-respecting individual will try to be as tolerant of his neighbor's shortcomings as he is of his own."
~ Eric Hoffer

**THREE SPRINGS
CELEBRATES 20 YEARS!**

Throughout the year we are celebrating the children, families, staff and professional community that have made our success possible.




888-758-4356
www.threesprings.com
Helping Troubled Children
Discover Lasting Solutions



*A safe journey
to higher ground*

SUWS
Adolescent & Youth Programs

A licensed treatment program in Idaho that specializes in providing a fresh start for struggling teens who are experiencing:

Family Conflict	Substance Use
Low Self-esteem	Oppositional Defiance
Entitlement	Attention Deficit
Manipulation	Learning Differences
Isolation	School Failure
Depression	Negative Peer Relationships
Running Away	Adoption/Divorce Issues

Programs for ages 11-13 and 14-17.
Highlights include flexible length of stay, search & rescue metaphor, small groups, web-based student updates, PhD & Master's-level therapists.

Ask for free brochure.
Since 1981

888-879-7897 www.SUWS.com

RESTRAINTS OR NO RESTRAINTS

That is the Question

By Timothy Smith, admin@guardianangel.cc

For many years I have listened to the debate regarding the use of restraints by transport agents. There are those who incorporate handcuffs or other mechanical restraints into their S.O.P. (standard operating procedure) and always use them. There are also those who profess a strict "hands off" policy and never use restraints. I have come to learn that this is quite a sensitive subject that many would like to side step if possible. Given the sensitive nature of our industry and the scrutiny of operating under an ever widening magnifying glass of criticism, that mindset is unrealistic and can lead to unforeseen problems for everyone. Consider the facts and draw your own conclusion.

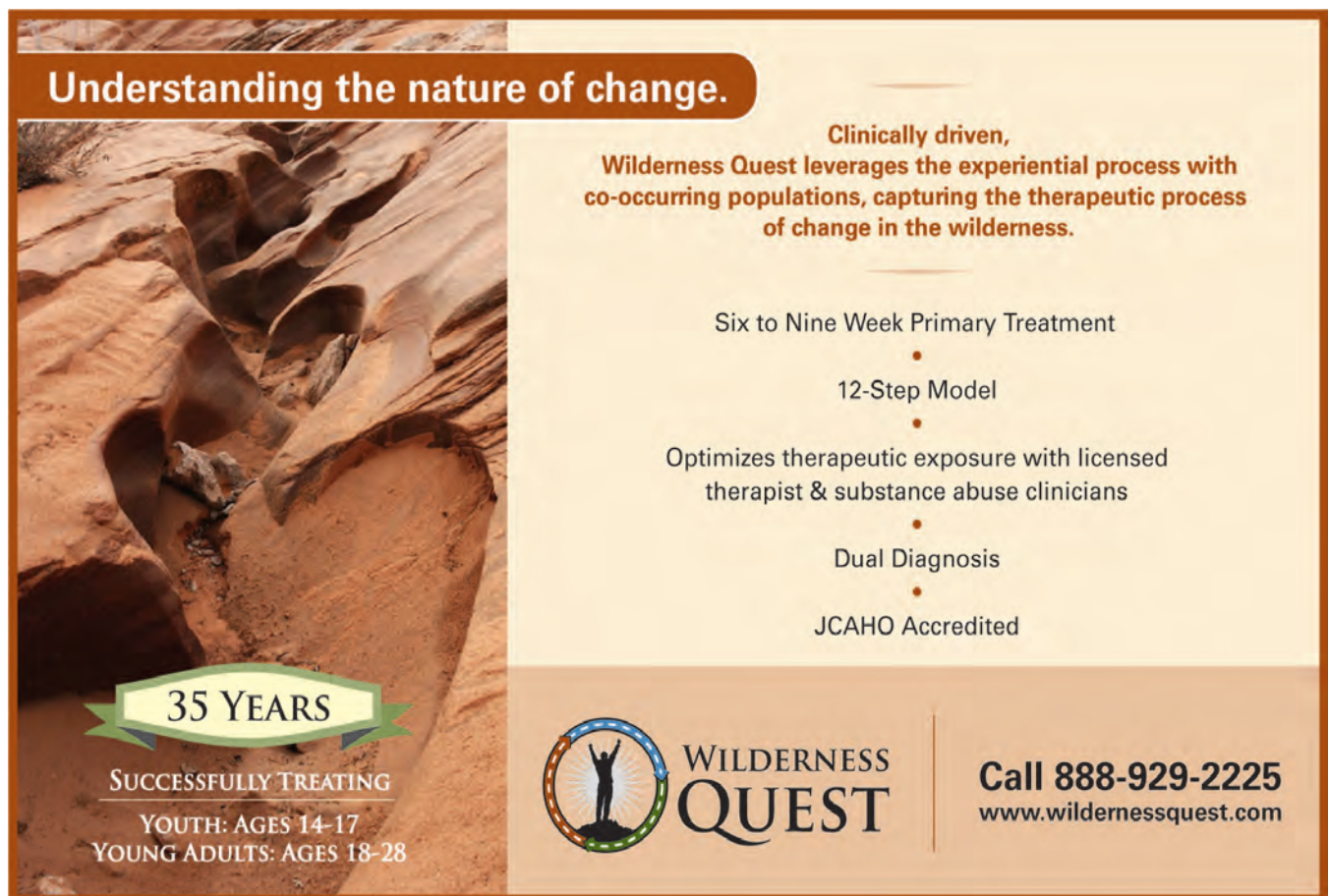
1. Some adolescents are very cooperative and willfully comply with the transport agents. Are restraints warranted in this situation?

No! An adolescent should be given every opportunity to not only cooperate but contribute in a positive way

regarding their initial intervention process. When given respect and a voice to be heard many adolescents will feel less threatened and be more willing to comply. This is ideally what a seasoned transport agent will always strive to institute. Does it always work? No... then what?

2. "High-risk" adolescents (teens with risk factors including current drug use, a propensity for aggressive behavior, and those with certain disorders such as ODD) are more likely to escalate into crisis. The question posed here is: "What if my child refuses to go?"

This is to be expected. A qualified agent is thoroughly trained to go into each initial intervention with the expectation that the child will not go willingly. A good agent understands that the child is going to be angry, overwhelmed, and/or scared. The agent also understands that the child may be under the influence of drugs and/or alcohol. With this in mind the agent will take every possible aspect into consideration when making the initial assessment of the child's overall behavior. If the child refuses to cooperate, the agent(s) will give the adolescent every opportunity to rescind and comply. After all avenues of verbal de-escalation have been exhausted the agents will, if necessary, tactfully take the adolescent into their custody and continue with the intervention.




Understanding the nature of change.

Clinically driven,
Wilderness Quest leverages the experiential process with co-occurring populations, capturing the therapeutic process of change in the wilderness.

Six to Nine Week Primary Treatment

-
- 12-Step Model
-
- Optimizes therapeutic exposure with licensed therapist & substance abuse clinicians
-
- Dual Diagnosis
-
- JCAHO Accredited

35 YEARS
SUCCESSFULLY TREATING
YOUTH: AGES 14-17
YOUNG ADULTS: AGES 18-28



WILDERNESS QUEST

Call 888-929-2225
www.wildernessquest.com

I am always leery of intervention/transport companies that advertise a strict "no restraints... ever" policy. Inevitably, in our profession, there will be times when verbal de-escalation fails and an individual escalates into "extreme crisis". When one escalates to this level you must remember he/she is incapable of rationalizing. In this dangerous mindset the individual has a significant potential to act out with physical aggression. Also, when intervening with someone under the influence of or detoxing from drugs or alcohol you must never forget you are dealing with a "chemically influenced" personality. In this situation the individual can escalate into "extreme crisis" without warning or provocation.

A professional intervention/transport company's field agents should be trained and proficient in ALL "crisis resolution" techniques. An inexperienced or unqualified agent can actually exacerbate the crisis by being unprepared and/or incapable of instituting safe intervention. In these scenarios an unqualified agent basically has two choices: "Wing-it" or "Let the child go".

Both situations have the propensity to produce dangerous results. The agent who is willing to "wing-it" must improvise as he/she will likely have little if any training in physical restraint and detainment

techniques (as there is no reason for this type of training in a company that professes a total "hands-off" policy). Also, an inexperienced agent will likely overcompensate if physically engaged by the individual in crisis. Therein resides the potential for harm... to both the aggressor and the agent. When physically threatened, it is human nature for the body to react with the "fight or flight" syndrome. Essentially, this syndrome is the brain's chemical response to fear, anxiety, stress, and/or anger. The brain releases bursts of adrenaline throughout the blood stream which, in turn, fuels the body's muscles with extreme energy. If an agent is not experienced in working under this type of duress he/she could over exert themselves and, unintentionally, physically harm the adolescent or themselves.

The agent who decides to disengage and allow the adolescent to leave has failed as well. The child has just been given information that he/she is being sent away to an intervention program. If not taken into custody at this critical juncture the adolescent may likely run or worse, attempt to harm those responsible for making this decision. Once information is given to the child you must be prepared to and capable of seeing the initial intervention through to completion.

Continued: **RESTRAINTS/** pg 14



BENCHMARK YOUNG ADULT SCHOOL

The Solution for Troubled Teens & Young Adults

For students who are struggling to find success, Benchmark can be the answer. As a residential emotional growth school for young adults 18-28 years of age, Benchmark's mission is to prepare young people to become capable of attaining their own level of emancipation and independence.

Benchmark's proven results set the standard as a transitional living school by providing an environment built for success. Our established curriculum includes an exclusive combination of dynamic emotional growth classes, traditional educational options, independent living and relationship development situations, caring and experienced life coaches and mentors as well as real-life work skills opportunities. They will stretch their wings - and fly!



For information
and admissions call
Richard Brimhall

1-800-474-4848

admissions@benchmarkyas.com

Visit our web site at www.BenchmarkYoungAdultSchool.com

PINNACLE WILDERNESS

**A NON-PROFIT OUTDOOR THERAPY
PROGRAM FOR
YOUTH IN CRISIS**



We use the serenity of the wilderness to treat youth with substance abuse, behavioral problems, academic failure and depression.

Youth learn independence by mastering new skills and behaviors. We respect youth in all ways, fostering trust and building self-esteem. By building inner-strength, youth develop a spiritual and moral compass to succeed in everyday life.

Visit our website
www.pinnaclewilderness.org

Call today for more information
888-896-5788



Pinnacle Foundation
80 East 1000 No.-Suite C- Richfield, UT 84701

RESTRAINTS: Continued from page 13

An agent should never negotiate with the child. It sets precedence for future noncompliance and lack of accountability. As an adolescent should always be held accountable for their actions, so must the agent(s) working with the child. An agent going back on his/her word or making false promises will only slow down and harm the positive intervention process for the adolescent and his/her family (not to mention causing the adolescent to distrust those who will be working with him/her at the program). If necessary, it is better to withhold information for a time than to lie to the child. During the transport a good agent will do everything in his/her power not to embarrass the adolescent in private or public. He/she will also mentally prepare the child for their intervention placement. Although transport agents need to operate with a "tough love" attitude they need to operate with the mindset that compassion must always take precedence.

A qualified transport agent will be certified and proficient in non-combative crisis intervention utilizing verbal de-escalation techniques. The agent should be certified by an industry recognized crisis intervention and de-escalation certification i.e. (Non-violent Crisis Prevention Intervention (CPI), Therapeutic Aggression Control Techniques (TACT 2), or Advanced Conflict Resolution & Restraint Reduction Mandt). The basics of these courses teach recognition and levels of conflict and crisis, verbal de-escalation techniques, and DDT (detention and detainment techniques). DDT utilizes the body's own mechanics to safely secure an individual without the use of foreign restraints (hand cuffs, shackles, zip-ties, etc...)

For example, at Guardian Angel it is standard operating procedure for our agents to employ DDT only when an adolescent is a physical threat to himself/herself or the public as a whole. If the adolescent has escalated too far and his/her "on scene" threat assessment indicates a high potential for PHYSICAL harm then our S.O.P. warrants temporary use of mechanical restraints employed by agents trained to use them correctly. Restraints should never be used as a punishment and should only be utilized until the adolescent de-escalates. Verbal threats or passive reactions never warrant the utilization of mechanical restraint measures.

In closing, the most ultimate goal for agents should be to treat each and every adolescent in your custody as though he/she was your very own child.

***About The Author:** Timothy Smith is the Co-owner of Guardian Angel Youth Services, which has transported at-risk youth for over a decade. 866-240-5142, www.guardianangel.cc.*

VISITS...

NEW HAVEN RTC

Provo, Utah
Kristie Jensen, Admissions Director
801-794-1218
Kristiej@newhavenrtc.com
www.newhavenrtc.com

Visit by Larry Stednitz, March 1, 2007

New Haven is a residential treatment center for girls. The program is JCAHO accredited and licensed by the State of Utah as a Residential Treatment Center. New Haven is also accredited through the Northwest Association of Accredited Schools and the Utah State Department of Education.


New Haven accepts students who struggle with virtually all diagnoses, including depression, anxiety, PTSD, eating disorders, and borderline personality disorders. They exclude those students who are assaultive, psychotic, or pregnant. New Haven does not require psychological testing or wilderness treatment prior to enrollment.

During my visit, I met with Dustin Tibbitts, LMFTI, Executive Director, Laurie Laird, MEd, Education Director, John Stewart, LCSW, Clinical Director and Kristie Jensen, Admissions Director. Dustin has been with New Haven from its inception 11 years ago. The remainder of the executive team has been with New Haven for at least five years. New Haven has a wealth of experienced staff to carry out its mission. They recently increased their program by adding additional living quarters and have also recently purchased Sunrise Academy. All programs operate under a new corporation named Solacium.

The leadership expressed three main components of New Haven. These are: clinical sophistication, family focus, and values based education. The clinical team includes 13 Master level clinicians, and a psychiatrist is on grounds three days per week. Also included within the clinical staff are the clinical director and two assistant clinical directors.

Each clinician has only six students under his/her care. The choice of clinician for each girl is based on the "clinical profile" of each student. Each girl has standard individual therapy and a family session weekly. The numbers of sessions are modified depending upon clinical needs of the girl and her family. In addition, the family may have a different clinician for family treatment.

Continued: **NEW HAVEN/** pg 16



RedCliff Ascent
Outdoor Therapy Program

DEFIANT TEEN?

Parent Seminar
Girls and Boys
Depression
Substance Abuse
Behavior Disorders
Licensed Psychologists
Academically Accredited
30 to 60+ days curriculum

*"As nature heals,
dreams soar... and
lives find new direction."*

www.redcliffascent.com (800) 898-1244

A Change of Heart



anasazi.org
800-678-3445

Anon-profit nationally accredited outdoor behavioral healthcare provider
for youth 12-17 years old and young adults 18-25 years old with
substance abuse and emotional and behavioral concerns.

NEW HAVEN: Continued from page 15

All girls participate in two processing groups per week as well as three additional specialty groups including adoption issues, trauma groups, DBT, equine therapy, art therapy, sexual reactivity, body image, life skills, recovery and emotions groups. The students also participate in an experiential/recreational therapy group four times per week.

As a core component of treatment, the academic program is held five hours daily. According to the school director, roughly 25% of the girls are impacted by ADHD, NVLD, dyslexia, and sometimes have multiple academic struggles. The school program is also able to enrich the academic offerings through drama and creative writing. With a rich array of treatments, New Haven stresses above all, that they are a relational program.

Family focus is the second primary focus. New Haven will not accept a girl if the parents are not closely involved. This includes weekly family sessions, with each family participating in a three-day family program every two months. Interestingly, the girls' progress is monitored by a level system, corresponding to their clinical progress. The parents also are expected to participate in a "parent" level system. Additionally, the family as a whole has requirements expected of them.

The third important component is the values-based education approach involving an extensive values-based curriculum. Both parents and the girls participate in this program offering. The goal is to "awaken" positive values and help families reconnect with strong values such as honesty, integrity, forgiveness, accountability and love.


My meeting with the girls made it clear that what I was told by the leadership team is being embraced by the girls. The girls I met with represented all levels, from the lowest to the highest, giving me a good cross section of students to talk with. I asked them what they thought about their treatment and progress. They were more than eager to talk about their relationships with staff. They stressed how individualized their treatment was. They repeatedly talked about their positive relationships with staff and how powerful these relationships were for their treatment. One girl said, "The staff members are much more like friends, except they know how to set limits." The other girls all chimed in, agreeing with how important their relationships were with staff. Another girl said, "They really do match the student with the therapist." I felt the girls' responses were genuine and represented a well-rounded cross section of population, all happy to be at New Haven.

Universal Intervention
888.975.SAVE (7283)
Worldwide Service 24-7-365
www.universalintervention.com

**Unparalleled Experience
Training & Professionalism**

Teen Intervention-Transportation (100% success rate)
Young Adult Intervention ** Sober Coach/Companion
Runaway Location (98% success rate)
Extreme Crisis Intervention® (100% success rate)
Thousands of Impeccable References!


888.975.SAVE (7283)
www.universalintervention.com



Rancho Valmora

Rancho Valmora is an 81-bed New Mexico Licensed Residential Treatment Facility providing therapeutic and education services to emotionally/ behaviorally troubled 12-18 year old males and females.

- Fully integrated therapeutic and experiential milieu conducted within the framework of Positive Peer Culture, a values-based and process-oriented model.
- NCA-CASI accredited on-site school.
- NATSAP Member.
- Accredited Horsemanship, Art, Horticulture and Lifeskills Programs.
- Beautiful 1,000-acre campus located near the Sangre De Cristo Mountains in Northern New Mexico.



Tel: (505) 425-6057 Fax: (505) 425-3522
Email: ranchovalmora@starband.net
Website: www.ranchovalmora.com

One thing I have struggled with regarding New Haven is the cost of them and other programs similar to them. These programs usually have a small group of students, typically fewer than 20. The daily charge is higher for smaller programs, compared to larger programs that may have 60 to 100 students. The reason is easily understood, as fixed costs can be spread over a larger number of students, resulting in lower cost to parents. However, New Haven additionally has a significantly higher number of staff available to work with the students. For 60 students, the program employs 100 full time staff and 75 part time staff, which is much higher than most of the less costly programs. Considering the very rich staffing made available to the students and their families, combined with the individualized services they offer, I now believe New Haven is worth the cost.

"Is it possible to attain true academic and personal success without addressing social, emotional learning skills? The accumulating evidence suggests the answer is NO."

~ Promoting Social & Emotional Learning, P. 3

CHERRY GULCH

Emmett, Idaho
 Michael Ervin - Admissions Director
 208-365-3437
www.CherryGulch.org

Visit by Linda Cain, MSED, November 9, 2006

Cherry Gulch officially opened on August 14, 2006, and is the collective effort of owners Dr. Andrew Sapp, Michael Ervin, Betty Ervin and Dr. Chris McRoberts. It has the maturity of a much longer running school, as everyone has years of experience and an extensive background in the therapeutic industry. Cherry Gulch was created to help boys attain their full potential and become pro-social young men through early intervention. Their focus is "Building Brighter Tomorrows for the Boys of Today." It is a ranch-style, therapeutic boarding school designed for 10 boys, ages 10 to 14 years old.

The typical student struggles with issues such as ADHD, anxiety, depression, bi-polar disorder, low self-esteem, learning differences, poor motivation, anger, oppositional-defiance, grief and loss, adoption, family conflict, and other behavioral or emotional

Continued: **CHERRY GULCH/** pg 18

SecondNature Wilderness Programs

Second Nature is a licensed treatment program that uses the wilderness setting in a clinically focused intervention to teach students accountability, communication skills and healthy emotional and behavioral habits. Treatment plans are individualized for each student and include flexible lengths of stay, single gender treatment, daily groups and individualized therapy sessions with doctorate level therapists weekly.

Second Nature works with students 13 to 17 with a range of emotional and behavioral issues including: Depression, Learning Differences, Oppositional Defiance, Attention Deficit, Attachment and Substance Abuse Disorders. Typical students fail to respond to limits and rules, act entitled, choose the wrong friends, underachieve, have low self-esteem, experience a decline in performance and may be experiencing parent-child conflict.

For Additional Information
 Contact us at:

801-947-1338
www.snwp.com




"True learning stretches the intellect, challenges the body, and encourages healthy emotional expression"

- * Wilderness Experience
- * Emotional Growth Curriculum
- * 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 Ococho Hwy
 Prineville, OR 97754
 800-462-3404
www.mtba.com



Four Circles
Recovery Center
828-891-2221 www.fourcirclesrecovery.com

We take the best of traditional substance abuse treatment and wilderness therapy to create a uniquely powerful program that facilitates a sustained recovery. The pristine wilderness allows you to connect with the most essential and basic elements of self – allowing you to then rebuild your life through the transformational power of nature.



1st Class
Investigations Inc.
Transport/Runaway Division

- ✦ Retired NYPD Supervisors
- ✦ Located in New York & Serving Families Across the Nation
- ✦ Runaway investigations & Recovery

1st Class Investigations, Inc. performs therapeutic transports with respect, compassion and dignity for all involved.

866-357-4769

www.firstclassinvestigations.com



MISSION MOUNTAIN SCHOOL

Changing Crisis to Opportunity since 1990.

Mission Mountain School provides adolescent girls with opportunities to successfully initiate their own heroic quest and overcome significant adversity to achieve accomplishment.

Our emotional growth program requires girls' active participation in their journey to discover and reach true potential.

For adolescents and families having difficulty, enrollment at Mission Mountain School means letting go of drugs, alcohol, negative peer groups and inappropriate relationships - in fact, it means giving up on their old lives to start anew.

Box 980, Guest Ranch Road
Condon, Montana 59826
www.missionmountain.com
For more information, call 406-754-2580
or e-mail info@missionmountain.com.

Swan Valley, Montana.

CHERRY GULCH: Continued from page 17

problems. Cherry Gulch is well equipped to handle boys who are acting out as well as those that present with more internalized behaviors. A 10-year-old boy would need to be mature for his age and the 14-year-old relatively immature. The minimum length of stay is 6 months. A boy with an IQ below 80, Autism, drug addiction, a history of violence, Psychotic Disorders, a criminal record or a history of sex offense would not be an appropriate student.

After a short drive from Boise through gently rolling hills, Susan Grossi and I arrived at Cherry Gulch, located just outside of Emmett, ID. Cherry Gulch is a true working ranch with 650 rolling acres, six horses, three goats, chickens, rabbits and a therapy dog. We entered the doublewide trailer currently serving as the residence and academic facility and were pleasantly surprised. It felt very warm, homey and inviting with its rustic, Western décor. The trailer houses a combination living/school room, a kitchen area with a table large enough to accommodate all of the students and faculty, an office and the boys' bedrooms. The students and staff were about to have lunch so we joined them. All meals are eaten family style, with the boys having various kitchen responsibilities such as clearing the table and doing the dishes. The homemade lunch consisted of soup, chili, grilled cheese sandwiches and fruit. The boys chatted with everyone in a friendly, easygoing manner and eagerly told us about their time at the school. There were three students present on our visit with two more scheduled enrollments the next week. The boys encouraged us to "send more students" and assured us that the new boys would "really like being here". When we asked them what new students would like about Cherry Gulch, there was no shortage of answers. We heard about their experiences with the horses, the planting they had done, their community service, the outdoor experiences and the great staff. They all had high praise for the activities and unanimously agreed that one of their favorite things at Cherry Gulch was Andy Sapp.

Dr. Andrew Sapp, the Founder of Cherry Gulch, is the Clinical Director. There are 10 to 14 scheduled hours of therapeutic services each week. Therapy consists of two hours of group and equine therapy, an hour of family therapy, two to four hours of experiential therapy, an hour psychology class, an hour community meeting, two to four hours of rec therapy, and one to two hours of individual therapy generally broken up into shorter time segments. There is also art, bibliotherapy, sand tray and play therapy. Andy uses empirically-based, primary interventions that have been demonstrated to be effective either through scientific research and or clinical experience. He explained that given the ages and attention span of the

students, much of the therapy is accomplished in the moment when a student has an emotional response such as anger, frustration or sadness in his daily life. Andy has created an integrated approach to treatment using the program to its fullest. Farming, ranching and agriculture are all essential parts of the student's therapeutic experience and are tailored to individual needs.

Education is an important part of Cherry Gulch and they are equipped to handle very bright students as well as those with learning disabilities. In order to ensure academic success as opposed to failure, every boy undergoes assessment testing to determine his appropriate academic level. The accredited K12® Curriculum that is used includes six core classes: Language Arts, Math, History, Science, Art and Music. In addition, there are supplemental courses such as Spanish, Computers and Etiquette. Each student has an individualized education plan that is comprised of on-line lessons, hands-on activities, small sized classes and Smart-Board time. Jim Schreck is the full time, year round, Masters level head teacher that oversees the academics. Jim has several years experience working with "challenging" youth, and it shows. The boys eagerly presented their work to us and boasted about their success in school. One young man proudly told us, "I can do math now!"

After spending time with the engaging students, we went on a tour of the 8000 sq. foot lodge being constructed on top of a hill that overlooks a serene scene of rolling hills and the winding Payette River. On the way, we also saw a new barn under construction. The town of Emmett offers a variety of lessons and activities that are utilized by the school. There is an 1100-acre reservoir in the vicinity that boasts many water related activities. Nearby Boise has 15 museums, many cultural offerings and sports teams. There are also three ski areas in short proximity to Cherry Gulch. Each summer the boys spend three to four weeks at Camp Stanley (Outdoor School) located in the Sawtooth Mountains. Given what the school and surrounding area offers, each boy is afforded the opportunity to explore his personal interests.

Seeing the beautiful location, quality academics, well thought out therapeutics and the warm, caring, compassionate staff, it's easy to understand why the students were so enthusiastic about Cherry Gulch.

Update: March 9, 2007- Although Cherry Gulch is now full with 10 students, they are putting the finishing touches on their lodge and will be able to enroll an additional 10 students by early April.



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.

For more information, contact:
Barbara Potignano

800-260-9178 or 936-447-4617

Troubled Kids Are Special.

Helping Them Succeed is Our Specialty.



Since 1968, Eckerd Academy has specialized in helping troubled kids turn their lives around:

- Serves boys and girls, ages 10 - 18
- Individualized treatment and academic plans
- Focus on emotional growth and long-lasting changes in attitudes and behaviors
- SACS CASI accredited, licensed, members of NATSAP



Eckerd Academy
Brooksville, FL • Deer Lodge, TN
A program of Eckerd Youth Alternatives, Inc.
A National Leader in Outdoor Therapeutic Programs
800.914.3937 • www.eckerd.org

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]

BALANCE ROCK COACHING

Guy Dumas, Founder
Helper, Utah 84526
435-579-0394

info@balancerockcoach.com
www.balancerockcoach.com

Balance Rock is a personal coaching program aimed at serving teens and young adults while they are working through transitions in life such as returning home from a therapeutic school or program or stepping into life after completing college. Balance Rock can also serve parents.

Guy Dumas, the founder of Balance Rock, is a West Point graduate and former Army Ranger. Working with teens through wilderness therapy in programs and schools since 1996, Guy defines coaching as an "ongoing professional relationship that helps people

produce extraordinary results" in life. Coaching helps clients develop an understanding of where they are now and helps clarify what they are willing to do to get to where they want to be in the future.

Through conversations - usually by phone - on a regular basis, Guy can help a teen develop individualized strategies for success in overcoming the constant challenges he or she will face outside the safe environment of treatment. The right candidate for coaching needs to be: ready to take responsibility for his or her actions, ready to begin preparing for adult life and excited about moving forward. In addition, the program can assist parents in developing awareness and authenticity - building blocks to better parenting skills.

Finally, Balance Rock Coaching offers a complementary phone session to assess.

(The material for this New Perspectives was taken from their web site and compiled by our Research Affiliate, Judith E. Bessette.)

"Don't take yourself too seriously
or you'll look ridiculous.

~ Anonymous

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."*



The First... The Finest!

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.



- 60 day Primary Treatment
- Medically Supervised
- Designed for males 14-24

- 12 Step Modality
- 4 ½ day Family Program
- Covered by most Insurance

200 Hubbart Dam Rd., Marion, MT 59925
406-854-2832 www.wildnesstreatmentcenter.com



MEN OF VALOR

Northport, Washington
Matthew Bruner - Director
509-732-8936
info@sentintl.com
www.MenofValorRanch.com

Men of Valor Ranch is an experience-based training and mentoring program for young men ages 18-25, who need a structured environment to find freedom and destiny through life skills training. The 12-month program targets young men struggling with authority issues and/ or ADD/ADHD, who may have had former drug or alcohol issues (yet have completed a chemical dependency treatment program), or those who may be exhibiting social problems and are willing to work on facing their challenges and short comings.

Christian mentors and life coaches work to create an atmosphere where young men learn to succeed by overcoming poor choices and dealing with the consequences of those choices. Students engage in numerous outdoor activities including daily physical training, raft construction and river camping, winter preparation and pack trips and basic survival skills. The Ranch provides "practical hands on training" in areas of gardening (including orchard and vineyard care) carpentry, masonry, and animal care and community service, all contusive for establishing a "good work ethic".

Men of Valor Ranch also provides a reality based, "God centered" approach to experiencing emotional and spiritual healing. Through spiritual training, the young men gain a new life perspective of how they can become contributing members of society. They receive "hands on" therapy, conflict resolution and learn personal accountability skills to help them deal with the wounds in their lives.

"Too much challenge overwhelms children. Too little keeps them immature. Children need to be loved and held accountable. The best message that parents can send children is 'I love you but I expect you to behave properly.'"

~ Mary Pipher

CHANGE ACADEMY AT LAKE OF THE OZARKS

Lake of the Ozarks, Missouri
Ken Huey, PhD, CEO
Nicole Fuglsang, Admissions Director
573-746-1884
ken@ca-lo.com - nicole@ca-lo.com
www.ca-lo.com

Change Academy at Lake of the Ozarks (CA-LO) is a specialized program for boys and girls 13 to 17 years of age who are dealing with serious attachment issues, trauma and affect regulation (the ability to control emotional responses in daily life) as a primary diagnosis. CA-LO aims to facilitate life-long attachment and healing between parents and their children. The average length of stay will vary from six to eighteen months, depending on the nature of the presenting problem.

Relying heavily on the power of relationships in the change process, such as therapeutic relationships, peer relationships, staff relationships and family relationships, CA-LO employs two other significant change agents in the program: transferable attachment and experiential successes. Clinically appropriate students "adopt" a dog early in the program and, in bonding with and caring for their pet, learn many things such as unconditional love, self-discipline and commitment; skills and life-lessons that, once experienced and learned, can be applied to other situations in life. Students who do "adopt" a dog are encouraged to keep their pet upon completion of the program while those who do not "adopt" have the opportunity to work with program dogs. Outdoor challenges - especially water activities like sailing, canoeing and even a water obstacle course - offer experiences that build trust, confidence and self-reliance. Water activities play a prominent role in the family program.

Most of the senior staff at CA-LO have a special sensitivity to this population of young people as they were either adopted themselves or are adoptive parents or both. Using their backgrounds, CA-LO has developed a specialized training program for even their most experienced front-line staff and therapists.

[This New Perspective was written by our Research Affiliate, Judith E. Bessette, EdD]

Need a solution for emerging at risk behavior problems or for a teen's transition home from a treatment program? **Call Vive!** This is different.

Vive!

REAL WORLD REAL RESULTS

800-261-0127

- Team-Based
- Holistic Approach to Healing
- Mentoring & Confidence Building
- Parent Coaching

VIVE! uses unique methodology, which takes place in the real, living world of the teen and the family. The skills, tools and guidance we provide to the teen and parents are both acquired and applied in the real world, where you'll see real improvement and experience real, sustainable benefits.

info@vivenow.com

www.vivenow.com



High Frontier

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:

- Build a positive value system
- 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

**PO Box 1325
Fort Davis, Texas**

**432-364-2241
Fax: 432-364-2261**

**800-460-3796
highfron@yahoo.com**

INTEGRATED TEEN SERVICES

Walnut Creek, California

David Heckenlively - Therapeutic Consultant
925-681-1700

david@integratedteen.com
www.integratedteen.com

Heckenlively seems to have integrated the basic elements of an Educational Consultant and a Therapist, thus the title Therapeutic Consultant. Actually, his insistence on working with families looks a lot like a Family Coach also. This seems like a natural fit since all three of those professions have a great deal of overlap in the first place, and many professionals have seen their practice start with one and then find themselves gradually modifying to one of the others.

Most of his clients are in the Bay Area, but he also has many other clients throughout the country. His first step with a new client is to do a comprehensive assessment, including the adolescent's situation, opinions of adults who relate with him/her and family dynamics, along with the teen's level of cognitive, academic, emotional functioning and risk of self-harm and expected level of cooperation.

From this he develops a treatment plan, which can be either a Home Plan, or an Away Plan, or sometimes both when it is uncertain which one will best apply. He states that if possible he will make every effort "to help the teenager be more successful in the home environment."

If an Away Plan is indicated, he recommends residential programs "that match the adolescent's specific needs," based largely on personally visiting as many residential programs around the country as he can.

Whether a child is on a Home Plan, or Away Plan, Heckenlively maintains weekly educational and emotional support groups for parents, as well as actively coordinating Aftercare Groups for when the teen returns home from an Away Plan.

He states in no uncertain terms that he will not accept referral fees from the programs he works with, and follows "the Principles of Good Practice" as set forth by the Independent Educational Consultants Association (IECA), and the Ethical Guidelines of the California Association of Marriage and Family Therapists (CAMFT).

PERU ALIVE

A Cultural Immersion Program
Whitefish, Montana
Mick Stemborski LCPC, LAC
406-862-8860
mickstem@hotmail.com

Mick Stemborski is a licensed Clinical Therapist who has been providing wilderness, recreational, and experiential adventures for adults and children for over ten years. The purpose of Peru Alive is to provide educational experiences through international traveling throughout Peru. He incorporates reflective themes and life lessons within all the activities and excursions in Peru.

The populations he serves include schools, universities, group homes, treatment centers, families and other private groups. Once a group has been decided on, he customizes and strategizes the ultimate itinerary to maximize the experience while minimizing risks or complications associated with international travel.

The goal of Peru Alive is to culturally immerse their guests into the Peruvian culture in order to build reciprocal and meaningful relationship with the local Quechua (Inca) People. Ultimately, he hopes a deep compassion and understanding is created to enable the individual to feel "part of the country" as opposed to an outsider.

[The information for this New Perspectives article came from the PERU Alive brochure.]

"When I was a kid, people got dressed up to go to ballgames, and the worst words fans screamed were 'you're a bum' or 'kill the ump.' But, of course, many people smoked. Today there is no smoking even at outdoor stadiums, but many fans scream obscenities and routinely act like lowlifes. This is because we have substituted preoccupation with smoking for preoccupation with cursing. We have, in short, put concern with health over concern with character."

~ Dennis Prager

Cross Creek Programs

"Not Just Programs, But A Solution"

- Residential • Highly Structured • Therapeutic •
- Separate Boy and Girl Programs •
- High Values • Substance Abuse • Year-Around •
- Non-Denominational •
- Youth and Parent Seminars •
- Accredited Junior High and High School Programs •
- Full Psychological Testing Available •
- Community Service & Activities • Loans •
- Warranty Program••

Call 1-800-818-6228

Passages to Recovery

Why keep doing the same thing over and over again expecting different results?
**COME INTO THE WILDERNESS
AND FIND RECOVERY**

Our Program

- All adult coed population 18-50
- Integrated Treatment Approach
- Strong spiritual component within a 12 Step Model
- Innovative wilderness recovery programming - Vision Quest
- Psychiatric care and individualized treatment with therapist
- Weekly phone conferences & 2-day workshop for loved ones
- Primary and secondary treatment for addiction (35-50 days)

**PASSAGES
TO RECOVERY**

www.passagestorecovery.com • 866.625.8809



*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 281-313-1908
P.O. Box 1377 281-346-2225
Needville, TX 77461 Fax 281-346-2227

www.fulshearranchacademy.com

EXTENDED INSIGHTS...

VIVE!

(Formerly Confident Living)

Boulder, Colorado

Beth Laughlin, Director of Referral Relations

800-261-0127

blaughlin@vivenow.com

www.vivenow.com

Lon's Boulder Visit: July 20, 2006


Beverly Hills Visit: February 6, 2007

Founded in the year 2000, in Boulder, CO, by David Herz, Vive has opened additional offices in Los Angeles and Menlo Park, CA, and has plans to open an office in the Dallas/Fort Worth, TX area in the near future. In addition, Vive has begun offering transition and aftercare services to families located anywhere in the continental US and Hawaii through its Journey On program, which uses traveling mentors and parent coaches to deliver services. Vive is one of the programs that seems to be on the cutting edge of the current evolution of emotional growth/therapeutic boarding schools to integrate community-based programming.

Vive! works with both adolescents and young adults who need some kind of local intervention before residential placement becomes necessary, or who have completed an

intensive residential program and need help with the transition back into normal living. Although there is no minimum or maximum length of time specified, the average length is about 12 to 15 months. Each participant lives at home or—if a young adult is transitioning to independence—in an apartment, with the main contact with the program coming from regular visits with a mentor and a family coach (both trained therapists). Work with the parents is also an integral part of the program. The three main areas of the program are to provide a transition or aftercare support, to provide early intervention, and to teach the basics of independent living.

The staff emphasizes that their focus is to exert influence rather than authority. For example, in the concept they call “fail forward,” they allow the participants to suffer the consequences of their actions so long as they remain safe, and then work with them to deal with the consequences and help them learn that the consequences were a result of their own actions. As an example, when a participant spends all his or her monthly grocery money the first week on treats or doing favors for others, they don't bail them out but help them find ways to eat through other means, such as finding a soup kitchen. This reinforces the lesson of how important it is to be responsible with money so they don't suffer the consequences again, which also builds the relationship in that the participant can trust the staff as a resource to call on when uncertain how to handle some situation.



Mike L.
2003 GRADUATE

Now the possibilities are endless

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 extracurricular 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.

Call or visit our Web site to learn more.

The Family Foundation School
Building Character. Changing Lives.

30 years a program,
20 years a school.

Hancock, New York
Phone 845-887-5213
www.thefamilyschool.com

A private, New York State registered boarding school, accredited by the Middle States Association of Colleges and Schools. Member: National Association of Therapeutic Schools and Programs.

The approach with each participant is individualized, working on what each needs to learn to become responsibly independent. Their emphasis is more holistic than therapeutic, and thus is action oriented. The interactions focus on specific actions the participant should take in various situations, referring to basic principles only as they pertain to the issue at hand. Staff members are available any time the participant needs help, but the minimum contacts are eight hours a month with mentoring activities, and four hours a month working with the parents. Of course, much more time is spent at first with a young person who has moved into the area from elsewhere to attend college.

Vive! does not do crisis intervention since most of their participants have completed an intensive residential program and are ready for transition back to mainstream living. For the rest, which are usually the teens, they work with families who do not yet need residential placement.

In addition to supporting the participant in learning responsible independent living, Vive! works with the whole family to help resolve family issues such as teaching parents how to set boundaries, working through enmeshment problems and helping parents learn how to be supportive when their child makes progress.

The program is very well aware of what kind of young people they can help, and those they cannot help. The admission process consists of a family meeting with the mentor and the parent coach to have the program and expectations explained, then the mentor and young person split off to spend time together. Many families will then go home to discuss the options among themselves prior to making a decision. If the family fits the Vive! client profile and their decision to engage Vive! is based on a real desire to change, then the family is accepted and staff set up a routine with specific expectations based on the needs of the young person and the family.

The program basically works with the participant in the participant's own environment, whether it be an adolescent living at home, or young adults just starting out in their own apartments and going to college or joining the workforce. It parallels to a large extent the supportive environment young people had when this country was more rural and they had the benefit of support from an extended family or everybody in the community knew the young person. However, instead of having the benefit of an uncle or grandmother or family friend living down the street they could call on in times past, they have the benefit of Vive! staff to turn to for help, support and advice in the process of learning how to handle the problems that go with growing up.

NEW LEAF ACADEMY NC NEW TRANSITION PROGRAM

Hendersonville, North Carolina
Cat Jennings, Executive Director
866 479-5323

www.newleafacademy.com

By: Kathryn Huffman

To better serve girls, parents and families as a whole, New Leaf Academy of North Carolina (NLANC) has implemented a comprehensive, family-intensive transition program to help ensure a more successful and seamless conversion from program to home. As a program designed expressly for middle school girls, the NLANC team felt it imperative to create a dynamic, interactive and family-friendly process in which entire families could properly prepare for life post-New Leaf. Executive Director, Cat Jennings explains, "New Leaf serves young girls. These are not children who will be moving on to college or into the workforce. They are young ladies who will still need hands-on parenting for two, three, even four and five years following their graduation. If we do not provide our families and our girls with real and workable skills and tools to help navigate those tough high school years and the host of bigger and better issues that those years contain, then we have not properly served our clients to the best of our ability."

To help facilitate the development of stronger, healthier family patterns, parents are encouraged to address their own, personal issues immediately upon a student's enrollment. Using such tools as the online program Family IQ and recommended individual and/or couples therapy, parents begin the process of healing damaged familial relationships that have resulted from the chaotic and stressful environment that has been their life for often many years. "We believe that it is critical for our parents to attend to the collateral damage that has occurred," says Cat. "Siblings and spouses have often been neglected due to the need to manage the chaos of one child. Facilitating the healing and growth of the extended family system ensures everyone involved is properly prepared, emotionally and parentally, for the new child who will be returning home."

With their New Leaf counselor serving as a guide, families begin readjusting their skewed parent/child relationships by learning how to set new "rules of engagement" with their daughters. Very often, it has

Continued: NLANC/ pg 26

NLANC: Continued from page 25

been the case that a child's chaos has manipulated the manner in which their parent responds to their needs. To break this pattern, families begin practicing new levels of awareness and communication. Building a new common language is central to this work. By creating awareness, identifying tools for interruption, and defining redirection (what will we do instead of the same old patterns?) new patterns of relating and communicating are established. "Reconstructing these old, destructive patterns is not only the first step to preparing for a successful transition, but is also an effective way to enlist the family—not blame them," says Jennings.

While parents and their children practice new manners of interacting with each other throughout their NLANC experience, this lesson is magnified during the Star level in a three-day, individual family workshop that occurs approximately four to six months prior to a girl's identified graduation date. "A therapeutic model often scares parents and sets up resistance to the process," explains Cat, "therefore we have chosen to implement a structured three-day process that is designed to trigger old responses and old behaviors and examine them in a safe and supported environment. The Life Learning Plan utilizes non-verbal, experiential, structured and


concrete approaches to help families identify areas still of concern and address them aggressively and appropriately before the family unites for good in the home. As whole families are included—siblings, grandparents, aunts, uncles—anyone who plays an active role in the girl's home life, it is a very effective tool to ensure that our students and their support systems are set up for success, not failure."

As a supplement to their Star work and as they draw nearer to graduation, students are moved to the Angelique, a restored civil war-era former bed and breakfast located approximately ten minutes from the NLANC campus. "This begins their reintroduction to a life outside of the New Leaf container," notes Cat. "It eliminates a sudden transition from all to nothing and also allows us to test their ability to manage in a less structured setting. I would much rather have a student crash and burn under my roof, than 30 days after they graduate." The girls continue to spend the majority of their time at the main campus serving as role models to younger, less advanced students, yet they are shuttled each evening to the relative quiet of the Angelique. "It is a source of pride for the girls who live there, as well as a tangible recognition of their advancement."

With the inclusion of monthly home visits and more focused, intensive family work for impending graduates, NLANC is setting the bar for student transition preparedness. "Clinically and programmatically, it is highly appropriate to use a family systems approach," says Cat. "As in all families, established family patterns trigger everyone. We know if we do not engage in this level of work with the families, our students are too young and vulnerable to up hold their changes alone."

"We can no longer ignore our responsibility to support this process and indeed take charge of it in the interest of ethical service to the families that come to us," she continues. "We know this is the way to real and lasting change."

New Leaf Academy's parent company, Aspen Education Group or AEG, is an organization committed to improving the quality of life for youth and their families. Headquartered in Cerritos, CA, Aspen operates thirty programs in eleven states. Aspen has been providing innovative quality educational programs that promote academic and personal growth for over two decades.



FEMALE ADOLESCENT TREATMENT CENTER

Locally owned and staffed with Master Level Therapists, the philosophy is theoretically founded on Family Systems Theory. This small, private program offers a more personalized and nurturing experience for girls who are facing challenges in their home, school, or other relationships. New Haven is situated at the foot of the Wasatch Mountains amid a beautiful and serene agricultural setting on 24 acres and offers the following:

- Family, individual, group, & recreational therapy
- Family systems theory
- Cultural family style living
- Focus on internal locus of control
- On-site horse care, riding and gardening
- Master-level therapists
- Individualized accredited academic program
- 6-9 months average length of stay
- Limited enrollment for ages 13-17
- Limited 50 bed capacity
- Multi-dimensional therapy
- 3 day Family weekend every 8 weeks
- Funding options: insurance, private pay

Call today for a professional packet (801) 794-1218
P. O. Box 50238 - Provo, UT 84605-0238
e-mail: admissions@newhavenrtc.com
Website: www.newhavenrtc.com

"Strength is built when strength is tested."

~ Anonymous

NEWS & VIEWS...

FATHERS INFLUENCE DAUGHTERS' ATTITUDE

(February 8, 2007) As reported in the Journal of the American Academy of Child and Adolescent Psychiatry, February 2007, Dr. W. Stewart Agras concluded from his research that fathers are important influences on their daughters' self image, and lack of a father's attention could increase his daughter's risk of developing an eating disorder.

DRINK-RELATED DEATHS INCREASE

(February 23, 2007) The Independent, a UK online publication, reports that recent studies show the drink-related deaths among 15 to 34-year-olds is increasing. These are the deaths from alcohol poisoning or cirrhosis of the liver.

STUDENTS MORE NARCISSISTIC THAN EVER

(February 27, 2007) Professor Jean Twenge presented her findings in a workshop in San Diego of 16,475 college students who took the Narcissistic Personality Inventory, showing a 30% increase in NPI scores from 1982 to 2006. This was part of the findings in her book published last year titled: "Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled - and More Miserable Than Ever Before."

US CHAMBER CONCLUDES PUBLIC SCHOOLS FLUNK

(March 1, 2007) The Arizona Daily Star reported a conclusion by the US Chamber of Commerce and the Center for American Progress that warned "of potential long-term damage to the US economy caused by the failure of American public schools to properly educate students."

EX-VISIONQUEST OFFICIAL ARRESTED

(March 2, 2007) The Arizona Daily Star reported that Anthony James Zasa, Jr., who had worked for Vision Quest for 30 years, resigned shortly before he was arrested for cocaine smuggling.

VENTING ANGER CAN HARM SELF

(March 3, 2007) The Washington Times reported researchers in analyzing anger studies have concluded that those that vent their anger are more likely to maintain resentment and have negative consequences than those who maintain their composure without venting their anger.

GRADES INCREASE-KNOWLEDGE IS FLAT

(March 4, 2007) Michael Skube, a professor at the University of North Carolina writes in the Los

Continued: NEWS & VIEWS/ pg 28

It's amazing
how treating
one kid can
heal a whole
family.



- Residential programs for boys and girls 12-18
- Unique strength-based treatment philosophy
- 89% success rate
- New 60-day fixed-base Outdoor Challenge Program
- Over 93 years of experience

Montcalm
SCHOOLS

www.montcalmschools.org
866.244.4321

NEWS & VIEWS: Continued from page 27

Angeles Times of the disconnect between rising grades (grade inflation) and lower or flat scores in the National Assessment of Educational Progress (NAEP).

STUDY DEBUNKS VIDEO GAME/VIOLENCE LINK
(March 7, 2007) The iTnews, an Australian online publication, discussed an American Sociological Association (ASA) report that claims there is no link between violent video games and homicidal behavior in children.

THERAPEUTIC ADVENTURE BEST PRACTICES CONFERENCE

(March 7, 2007) Michael Young announced the 2007 Therapeutic Adventure Best Practices Conference will be held June 22-24, 2007, at the University of New Hampshire in Durham, NH. Registration information is available at www.aee.org.

STUDENTS RESTIVE UNDER RAIN OF RULES
(March 11, 2007) Ian Shapira writes in the Washington Post about student frustration with ever-increasing rules and restrictions from security conscious, risk-adverse "helicopter administrators."

SOBRIETY HIGH IN MINNESOTA

(March 12, 2007) The Voice of America website reports on the success of a student in one of eight Sobriety High schools in the State of Minnesota.

BOYS TOWN PRESS CATALOGUE AVAILABLE

(March 12, 2007) The Boys Town Press, available from Father Flanagan's Boys' Home, Boys Town, NE, offers resources on Parenting, Teen Relationships, At-Risk Youth, Character Development, Teacher Development and other topics.

PARENTAL ALIENATION AWARENESS DAY

(March 13, 2007) Robin Denison and Sarvy Emo, founders of The Parental Alienation Syndrome Awareness Campaign have set April 25 for the 2nd Annual Parental Alienation Awareness Day.

VIDEO GAMES CAN IMPROVE VISION

(March 20, 2007) The journal Psychological Science reported that researchers from the University of Rochester in New York found that "playing action video games for an hour or so daily actually helps sharpen visual acuity."

"Psychology as a science dares not imagine what it cannot measure."

~ James Hillman

SEEN N' HEARD

BRANDON HALL SUMMER SCHOOL

(February 15, 2007) Marcia Shearer, Director of Admissions for Brandon Hall School, Atlanta, GA, 770-394-8177, announced their coeducational day and boys' boarding summer program will have several sessions between June 11 and July 20, with a major emphasis on study skills.

ASHBY ACADEMY ENROLLING

(February 19, 2007) Alfred Allen, PhD, Headmaster of Ashby Academy, Ashby, MA, 877-386-0055, announced that their Middle Boarding School for boys with NLD, Asperger's Syndrome or other social/behavioral challenges now has five boys and they are actively processing additional applications.

BARTOLOMEO INTERIM DIRECTOR ASR

(February 19, 2007) Don Vardell, Executive Director of Academy at Swift River, Cummington, MA, 800-258-1770, announced he has taken a position with another company and that Frank Bartolomeo, LICSW will serve as Interim Executive Director of Academy at Swift River until a replacement can be found. Don also announced Bo Turner, Senior Vice President of the Aspen Eastern Regional Residential Schools will assist Frank and will be responsible for leading the search for a permanent replacement.

JEFF BRAIN STOPS BY FOR A VISIT

(February 23, 2007) Jeff Brain, Admissions Director for Family Foundation School, Hancock, NY, 845-887-5213, and for Betton House, Scranton, PA, 877-723-8866, stopped by Woodbury Reports, Inc., for a visit and got his picture taken by the Woodbury Sign.



NATSAP MEMBER LICENSURE PERCENTAGES

(February 23, 2007) Jan Moss, Executive Director of The National Association of Therapeutic Schools and Programs (NATSAP) Prescott, AZ, 928-443-9505, announced the Association has completed its 2007 Annual Renewal of membership. During this process, NATSAP found 76.3 percent of the members that serve children and adolescents are licensed, 30 percent are accredited by the Association of

Experiential Education, Commission on Accreditation of Rehabilitation Facilities, Council on Accreditation or Joint Commission (JCAHO), and 69.2 percent are accredited by an academic accreditation agency.

FUTURE MEN SEES GROWTH

(February 26, 2007) Aaron Boldman, Director of Future Men For God, Kirbyville, MO, 417-546-4171, announced the school has successfully completed another year of accreditation with the North Central Association. Aaron has also recently been certified by the NCA as an Advanced National Chair.

WHITE MOUNTAIN SUMMER

(February 26, 2007) Ben Mirkin, Director of Summer Program for White Mountain School, Bethlehem, NH, 603-444-2928, ext. 72, announced applications are open for their three-week summer adventure classroom from June 30 to July 21.

BILLINGHAM AT RYTHER CHILD CENTER

(February 26, 2007) Ben Wahl, Program Coordinator for Ryther Child Center, Seattle, WA, 206-856-9490, announced two new members have joined the Collaborative Coaching Program. Kerry Billingham, MA, LMHC as a program mentor, and Doug Kerr, PhD has been contracted to provide clinical consultation for program staff.

TROUBLED TEENS HEAD INTO THE WOODS

(February 27, 2007) Katie Strang, writing for the Columbia News Service, a publication of Columbia University, explains how the wilderness is used as a tool helping troubled teens, including as resources the National Association of Therapeutic Schools and Programs (NATSAP) Educational Consultant Marvin Goldberg of Educational Options, LLC, ANASAZI Wilderness Foundation, Dr. Keith Russell, director of the Outdoor Behavioral Healthcare Research Cooperative, Educational Consultant Lon Woodbury, founder of Woodbury Reports, Red Rock Canyon School, Admissions Director Todd Hockenbury, author Maria Szalavitz, and Assistant Director of Woodbury Reports, Kristie Henley.

CROSS CREEK GIRLS B-BALL GOES TO STATE

(March 1, 2007) Rita Nugent, writing for the Cross Creek newsletter, Cross Creek Programs, LaVerkin, UT, 800-818-6228, reported that the girls' basketball team earned a spot at the Utah State Basketball finals.

MARVELWOOD SUMMER PROGRAM

(March 1, 2007) The Marvelwood Summer Program, Kent, CT, 860-927-0047, ext. 1011, announced they are accepting applications for their summer program

designed to provide a "secure, supportive and challenging environment in which a diverse group of young people can achieve academic and personal success."

MITCHELL COLLEGE OPEN HOUSE

(March 5, 2007) Mitchell College, New London, CT, 800-443-2811, announced their Spring Open House will be March 24 and April 28, 2007, which includes an overview of their strong LD and academic support services.

PAUL JOINS FSI

(March 6, 2007) The Northeast Georgian, Cornelia, GA, announced Financial Supermarkets, Inc. (FSI) hired Matthew Paul in January as a training consultant. The firm identified Paul as having formerly been Director of Academics for Hidden Lake Academy in Dahlonega, GA.

ROYAL GORGE ACADEMY FEATURED

(March 7, 2007) Vic Vela, writing for the Canon City Daily Record in Colorado reports on a day she spent observing Royal Gorge Academy. The article includes comments on the situation of co-director Randall Hinton who was arrested and charged for inappropriate behavior with students.

BRUCE WILSON VISITS WRI

(March 8, 2007) Bruce Wilson, Program Director at Shortridge Academy, Milton, NH, 603-755-3096, stopped by Woodbury Reports, Inc. for a visit while in north Idaho visiting friends and family.



JOHNSON FORMS ONPOINT CONSULTING

(March 8, 2007) Jeff Johnson, Founder of Onpoint Consultants, LLC, Loa, UT, 435-425-3625, announced he opened Onpoint Consultants, LLC. OnPoint Consultants mission is to bring high-level training to new and established schools and programs across the country, in addition to training phone staff for consultant offices. Jeff said, "As a consultant working with a program(s) or office(s) in

Continued: **SEEN N HEARD/** pg 30

Seen N' Heard: Continued from page 29

this capacity, I am also able to offer support with program and business development and marketing."

WATKINS JOINS SUMMIT PREP

(March 9, 2007) Jan Johnson, Director of Admissions for Summit Preparatory School, Kalispell, MT, 406-758-8112, announced that Business Teacher Wes Watkins is joining their academic staff.

SANTIAM CROSSING SCHOOL ACCREDITED

(March 9, 2007) Julia Andrick, Marketing Communications Director for Catherine Freer Wilderness Therapy, Albany, OR, and Santiam Crossing School, Bend, OR, 800-390-3983, announced that Santiam Crossing School's curriculum has been accredited by the Northwest Association of Accredited Schools.

ANN CAROL PRICE TO RETIRE

(March 10, 2007) Ann Carol Price, MEd, IECA, Columbia, SC, 803-252-5777, announced it is with mixed feelings that she will retire effective June 1, 2007.

CAMPBELL PARK SCHOOL CLOSES

(March 11, 2007) Nathan Tompkins, Founder of Campbell Park, New Zealand, 213-988-0718, announced that due to a change in the New Zealand law affecting the management of children in schools, and an inability to serve appropriate boys within a realistic time frame, Campbell Park School closed March 9, 2007.

FAMILY SOLUTIONS NETWORK SUES SHERIFF

(March 11, 2007) John William Baisden Sr., John William Baisden Jr., Carl Spencer Baisden and their spouses, principals of Family Solutions Network and operators of Turning Winds (Troy, MT and formerly of Cocolalla, ID) filed suit against the Bonner County Sheriff's Office in Sandpoint, ID for being wrongly accused of assaulting a runaway student and maliciously prosecuted.

ER ACTOR VISITS SOBER COLLEGE

(March 13, 2007) Annika Richards, Director of Public Education, Sober College, West Hills, CA, 800-465-0142, announced that ER Actor, Deezer D (Nurse Malik) visited Sober College to talk with residents during its monthly Motivational Conference Series.

SFYI SUMMER PROGRAMS

(March 13, 2007) Katie Jochum, Director of Marketing & Admissions for the Southern France Youth Institute, 877-997-7686, announced the summer program for students ages 15 to 20 will be from June 25 to July 22, 2007, and the two week session for students ages 11 to 13 will be from June 13 to June 25.

WEST SHIELD GATHERS STORIES

(March 13, 2007) Allen Cardoza, President of West Shield Adolescent Services, Huntington Beach, CA, 800-899-8585, announced West Shield is looking for success stories about incredible turnarounds, from teens or families that have overcome extreme hardships to do great things, to stories where someone has gone over and above the call of duty to help others.

WOLFEBORO SUMMER SESSION SET

(March 13, 2007) Edward Cooper, Head of Wolfeboro Camp School, Wolfeboro, NH, 603-569-3451, operating since 1910, announced their Summer Boarding School session will run from June 27 to August 11.

ASPEN INSTITUTE OPENS

(March 14, 2007) Kristen Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, 562-467-5531, announced the Aspen Institute for Behavioral Assessment is officially open in Syracuse, UT. The Institute offers comprehensive, customized assessments for clinically complex young people who were previously difficult to diagnose due to a lack of coordinated clinical data.

CLE ANNOUNCES SUMMER PROGRAM

(March 14, 2007) Laurie Dennis, Admissions Coordinator for College Living Experience - Denver, Denver, CO, 303-825-2533, ext. 5102, announced CLE will hold their first summer program in Denver, July 8 - 28, 2007. Students with learning differences will be taking an introductory college class at the Community College of Denver and receiving tutoring while living in a dorm-style setting learning independent living skills, social skills and participating in many social activities.

DENNIS PRESIDENT AND CEO OF EYA

(March 14, 2007) Tom Denham of Eckerd Youth Alternatives, Clearwater, FL, 727-461-2990, ext. 332, announced Eckerd named David Dennis as its new President and Chief Executive Officer. David comes to EYA with 18 years in leadership roles at private and public juvenile justice, mental health, behavioral health, governmental and social services agencies. He has held numerous leadership roles with the Devereux Foundation, as well as the Oklahoma Office of Juvenile Affairs, and Lutheran Social Services of the South.

EDITOR'S CORRECTION

(March 14, 2007) In the print edition of our March Newsletter, issue 151, Woodbury Reports, Inc. reported an error in the staff changes at Auldern Academy, Pittsboro, NC, 919-837-2336. Brienne McKay was promoted to Assistant to the Academic Dean.

SILVERADO OPENS SECOND CABIN

(March 14, 2007) Denise Westman, Admissions Director for Silverado Boys Ranch, Panguitch, UT, 435-690-9185, announced Silverado has opened a second cabin allowing them to enroll more students.

VARDELL AT UHS

(March 14, 2007) Beverley Cordray, Executive Secretary of UHS, Inc., Ponte Vedra Beach, FL, 800-927-3288, announced Don Vardell is now the Divisional Director of Business Development, Behavioral Health Division of UHS, Inc in King of Prussia, PA.

NEWES TEACHES CLINICAL FIRST RESPONDER

(March 15, 2007) Scott Bandoroff, PhD, founder of Peak Experience Training, Ashland, OR, 541-951-4329, announced that Sandy Newes, PhD has joined Peak Experience Training as a principal trainer of the Clinical First Responder curriculum. Dr. Newes has served a variety of roles within the wilderness treatment industry over the past ten years. Dr. Newes will also be involved in developing and teaching a new training for wilderness therapists to be launched in the fall of 2007.

TIMBER RIDGE ACCREDITED

(March 16, 2007) Virginia Short, Admissions Director for Timber Ridge Preparatory School for Girls, Clark Fork, ID, 208-266-0128, announced Timber Ridge was regionally accredited by the Northwest Association of Accredited Schools (NAAS). Timber Ridge was also approved by the State Accreditation Committee for the academic year 2007.

ALL GIRLS SUMMER COURSE

(March 19, 2007) Julia Andrick, Marketing Communications Director for Catherine Freer Wilderness Therapy, Albany, OR, announced Catherine Freer is offering two all-female expeditions this summer, beginning July 8 and August 5. The expeditions will be led by three female staff, including a therapist with CADC certification who resides in the field for the entire expedition. Groups will focus on issues such as body image, boundaries, trust building, substance abuse and healthy relationships.

MMS STUDENTS EARN SCHOLARSHIPS

(March 19, 2007) Colleen Harrington, Assistant School Head of Mission Mountain School, Condon, MT, 406-754-2580, announced that several members of the Class of 2007 received a variety of unsolicited merit based scholarship offerings. One student was awarded the Provost Scholarship from Wittenberg University in Ohio. This is the most prestigious scholarship offered by Wittenberg, at \$64,000 for four years. Other merit based scholarship offerings included \$42,000 from Randolph Macon College in

Virginia, \$39,000 from Linfield College in Oregon and \$24,000 from Gonzaga in Washington.

FFS ADDS WEIGHT TRAINING/ ALUM GOES PRO

(March 20, 2007) Bill Musgrove, Athletic Director, The Family Foundation School, Hancock, NY, 845-887-5213, announced that weight training classes are now part of the PE curriculum at the school. The fitness-based classes are held in the newly completed weight room and focus on proper work-out techniques and musculature, rather than on body building. Instructors Musgrove and Geoff Westby are certified AFPA (American Fitness Professionals & Associates) trainers. In other news, Ann Kozak, Marketing Specialist, announced that Wells Thompson, starting midfielder for the 2001 Family Foundation School soccer team, was chosen by the New England Revolution as the number five overall draft pick in the 2007 Major League Soccer (MLS) Super Draft in Indiana in February. Thompson attended The Family School in 2000 and 2001 and completed the program.

TEMPORARY CHANGES AT SAN CRISTOBAL

(March 20, 2007)

Christy Leach, Admissions Director for San Cristobal Academy, Taos, NM, 866-918-8383, announced that Don Purves will temporarily be stepping in as Admissions contact while Christy takes maternity leave.

UPDATE: Congrats to Travis and Christy Leach... It's a Boy!



STICC BENEFITS FROM RIVER RUN

(March 21, 2007) John David Reuben, Chairman/ Founder of Saving Teens In Crisis Collaborative (STICC), Sudbury, MA, 877-249-1336, announced the proceeds from the New Charles River Run on June 24, 2007, in Cambridge, MA, will go to support Saving Teens in Crisis Collaborative.

PROMOTIONS AT ST. PAUL'S ACADEMY

(March 21, 2007) Hal Elliott, Headmaster of St. Paul's Preparatory Academy, Phoenix, AZ, 602-956-9090, announced the development of a new focus management team which included, effective March 26, the promotions of Rich Nastro assuming full-time duties as Dean of Academics (replacing Linda Gill), Dennis Moran as Dean of Students, Mike Testa as Director of Residential Life and effective June 1st Dan Utrera as Director of Counseling.

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

