



Places for Struggling Teens™

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than to get it first."*

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Issue #153

SEEN 'N HEARD...

APRIL VISITORS

Ellen Aronis Heard
Linda Cain

NEW ADMISSIONS AT AULDERN...

FFS DEBATERS QUALIFY FOR NATIONALS...

FRANKLIN ACADEMY SUMMER SOJOURN...

CRAIG AND CHRISTY CHRISTIANSEN RETIRE...

STICC FUNDS FIRST AT-RISK YOUTH...

INDUSTRY VETERANS MERGE...

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TRANSFERABLE ATTACHMENTS AT CALO...

JDA COLLEGE ACCEPTANCES...

NATSAP INCREASES REQUIREMENTS...

REMUDA EAST...

[For details on these and others, read
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JOURNALISTIC STANDARDS

By: Lon Woodbury



Anyone who has watched the news or TV talk shows has seen this. A program host or a reporter invites a person to go on the air to talk about his/her activity. Then, when they are on the air, surprise accusations are hurled at the guests that put them in a position to either condemn their own work or defend abusive practices. Of course time restraints don't allow for an adequate explanation, and the guests wind up stumbling around and looking like they are either incompetent or are hiding something. This type of "gotcha" journalism, or "Ambush Journalism," has been summarized by the classic question, "Have you stopped beating your wife?" Within tight time restraints, with this kind of question, it is impossible to make a good impression. However they respond the guest or subject looks bad.

Something similar frequently happens in print journalism also. We all have read news stories of meetings we have attended and wondered if we had attended the same meeting the reporter did. Sometimes the overworked reporter just didn't really understand what the meeting and the group was all about. Other times, the reporter came with a bias and essentially had already

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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™**.

STANDARDS: Continued from page 1

written the story, at least in its essentials, before even attending the meeting.

But there is a more insidious method sometimes used. That is, the reporter interviews a person and charms them into talking naturally and freely. The reporter either doesn't reveal the context of the article that will be written, or takes quotes of the interviewee out of context. Either way, the interviewee looks like they are endorsing abusive practices, or are incompetent and/or naïve. Although this method is considered unethical among conscientious journalists with professional standards, it still happens all too frequently.

However, if this happens to you, there sometimes is a remedy. You can complain to the publisher, and a publisher with high standards will move to correct it. This recently happened to one of our affiliates Larry Stednitz, and he did achieve some sense of satisfaction.

In the fall of 2005, he was interviewed on the phone by reporter Michelle Chen. In the interview he talked positively of emotional growth and therapeutic boarding schools and the therapeutic benefit of the work ethic practiced by these schools. He had specifically talked about Mission Mountain School in Montana and his observations while visiting it as being positive.

When the article by Michelle Chen was published by The NewStandard online on Nov. 21, 2005, it was a hit piece with the title "At Some Youth 'Treatment' Facilities, 'Tough Love' Takes Brutal Forms." <http://newstandardnews.net/content/index.cfm/items/2619#corrections2619>. The article mischaracterized Mission Mountain School as a prime example of an unregulated, harsh, punishment-oriented work regime contributing to stories of "horrific experiences reported by young people...." The comments attributed to Larry Stednitz in this article would lead the reader to conclude that Larry Stednitz approved of these harsh practices, which is not true. In other words, he had been "set up!"

He complained to the publisher about the unfairness of the use of his name and quotations and eventually received the following reply, which was then added to the article.

"A source in this 2005 article wrote us recently to complain that a quote and paraphrase representing him were not placed in appropriate context. After serious review, we have agreed that he was correct. Our reporting suggested that Larry Stednitz, an educational consultant who refers parents to youth facilities and had

visited Mission Mountain, was in favor of the "work regimens" described in this story. But a review of the interview transcript original revealed that he was not informed during the interview of the specific practices attested to in the article by other sources. Therefore, we have decided the quote and paraphrase were inappropriate, and have removed them entirely."

Fortunately, some in the media still do their best to exercise high standards, and ambush or "gotcha" journalism is not always accepted and approved.

"IT WASN'T SUPPOSED TO BE THIS WAY"

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

Bill Valentine PsyD, CC

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This six-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 III

Skill #2: Clean, Clear, Concise Communication

Communication has been defined as "message sent, message received." Too often, our public conversations are better described as soliloquies or competing monologues – self-propelled agendas not concerned with another's reception.

The last several decades have been described as the Communications Revolution. Certainly, more messages, using more forms of media, are being directed at us every day. But communication? It seems that more people are feeling less heard than ever before.

Common coach communication errors:

1. Talking too much
2. Not checking for understanding and/or meaning
3. Fluff and sugar coating
4. Inappropriate or irrelevant self-referencing
5. Lecturing rather than questioning
6. Using jargon (program, hospital, psychological)
7. Environmental or physical distractions
8. Blocking

The coach is responsible for the quality of the communication in every session. That means being

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aware of what you say, how you say it, what you hear and how you are heard.

Our choice of words is something to which we don't normally give a lot of thought. However, when dealing with fearful or distraught parents, the coach's words can serve as balms or inflammations. Especially when framing questions, the coach must choose carefully.

Avoid using "you" or "you're" or "your" as much as possible. Especially early in the relationship, the coach doesn't know the client well enough to make statements about them. In addition, guilty parents need to focus outside of themselves for a while. Keeping observations or statements to "I" words will keep you on familiar turf while the relationship builds.

Now here comes one of those apparently contradictory concepts. While you want to keep early conversations away from making statements or observations about the client as much as you can, and you want to use "I" statements, it is necessary that you check yourself regularly regarding the amount of personal sharing in which you engage.

Personal sharing and self-disclosure can be powerful bridge-builders to the client. They can also be off-

putting and self-indulgent at the expense of the client's need to be heard. Before making a personal disclosure, ask yourself, "Why am I sharing this? Does what I am going to say serve the client's needs, or my own?"

One of the key roles of the coach is to serve as a mirror for the client. Through reporting what she hears and what she observes about the client, the coach provides invaluable feedback. None of us can see ourselves as others see us. In order to accurately judge our impact on others, we must rely on honest feedback from caring individuals.

In providing feedback, the coach must be especially aware of how and what she is saying. Being "brutally" honest is a guaranteed turnoff and can cost you a client. Likewise, "sugar coating" needed feedback does the clients the disservice of abandoning them to their own limited awareness.

Asking for feedback can be a hard thing to do for coaches who are unsure of themselves. Still, feedback is one of the most helpful teachers of new coaches. Even veteran coaches benefit from regular feedback from clients, mentors and peer coaches.

To be sure you hear the feedback, try detaching yourself emotionally from the words. Instead of viewing feedback as a measurement of your deficiencies, listen carefully for ways to apply the feedback to your growing skill base. Look upon feedback as another tool for making you the best parent coach you can be. Asking for feedback at the end of every call is the way you extend your professional growth and learning.

Often ignored in our casual conversations, is how we say things. Keeping in mind that at least half of normal face-to face communication involves interpreting body and facial language, when coaching via the telephone, voice quality and speech delivery become nearly as important as the selection of wording.

The most effective way to improve your vocal skills is to regularly tape your phone conversations. A simple phone adapter to your cassette recorder will allow you to hear what others hear. Of course, you must always receive the listener's permission to tape over the phone.

Your recordings will allow you to check for tone, speed and verbal "tics." Throw-away words such as "Uh" "You know what I mean?" "Like" "Know what I'm saying?" and the many other meaningless inserts into our conversations are simply verbal crutches we lean on while pausing to think of what we are going to say next. They reflect our fear that if we don't fill



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the airspace the other person will jump in and interrupt us. (How dare they!)

We describe “hearing” as reaching for the meaning in what someone is saying. In order to really hear someone, we must suspend our need to interject and interrupt. Really hearing another requires effort and focus. Since you, as the coach, are responsible for what you hear as well as what you say, when in doubt, check for understanding. “Am I hearing you say ...” or, “I’m not sure I’m following you” or even, “Let me check for my understanding.”

Most of us are better listeners than we are hearers. To overcome a lifetime of tuning out and paying half-attention to what others are saying, the professional coach must first be aware of his frequently applied blocks to hearing. Once aware of his blocks, new hearing skills must be practiced and practiced. **Hearing the client is the most important skill and the greatest gift in the coach’s kit.**

Common Blocks to Hearing:

Judging – While critiquing the other person’s history, character or choice of words, the meaning of what they are saying is lost. Suspending judgment requires an open mind.

Identifying – Mentally identifying with what the other person is saying shifts your focus from them to you and leads to

Comparing – Again the focus is on you. You look for their similarities to you instead of their uniqueness.

Mind Reading – Is a lazy way out of doing the hard work of really hearing the meaning in what someone is saying. It almost always leads to

Interrupting – One of the most common and devaluing habits of our increasingly combative society. When utilized by a coach it is, at best, arrogant, and at worst, insulting.

Drifting – A wandering mind must be reined in if the coach is going to hear her client. Removing all distractions in the immediate environment is one defense against drifting.

Advising – Possibly the most prevalent block to hearing among helping professionals. True, our clients come to us for help. Yet, the greatest help we can provide is assisting the clients in finding their own answers. There are times for advising, however, they come only after you have heard what is truly needed. (Sometimes clients only need to be heard).

Deflecting – For some, hearing unpleasant news or views is too uncomfortable. They will try to change the subject or sweep the subject under a verbal carpet. When we are deflecting, we are

in a closed, defensive posture. We are afraid to hear that which we don’t want to hear.

Rehearsing – Coaches lacking experience or self-confidence will often be focused on what they are going to say next that will resonate with the client forever. Or, they may feel under personal or professional attack and begin to prepare their rebuttal before the client has even stopped talking. Obviously, concentrating on what I will say keeps me from hearing what you are saying.

Finally, to be sure you are communicating, and not engaged in soliloquy, you need to be aware of how you are heard. As suggested above, when in doubt, check for understanding. A great way to keep yourself in check, and engage the client, is to occasionally ask, “Do you follow me?” or, “Does that make sense?” or, “Any questions?” and then wait for an answer.

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 IV:

Revealing the Barriers to “What Is”

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ANGER: GOOD NEWS AND BAD NEWS

By: Will Laughlin, MA, MEd

The Good News: Anger Can Save Your Life

Legend has it that when noted wilderness-survival expert Tom Brown slipped through thin ice and into a frigid lake miles from help, he immediately employed one of his most potent survival tools—anger! His anger at himself for having fallen into the lake in the first place, the story goes, gave him the boost of adrenaline he needed to pull himself out of the lake and run twelve miles in subfreezing temperatures to the nearest house. Brown credits anger as the fuel that saved his life.

“Anger is an inborn, natural emotion that can indeed save your life,” agrees Dr. Kenneth Mills, a psychologist in Chapel Hill, NC, and an expert on aggressive behavior. “If you have a bump to get over...sometimes you need to get angry to overcome it.”

Anger that manifests as assertiveness can be a positive coping skill, says Mills, and one that is difficult for many people to pick up and master.

“Anger appropriately expressed in the moment is good because it lets people know how we feel and that we are upset and want a change,” according to David Herz, president and founder of Vive! Inc., a program that works with troubled teens and their families. Even more importantly, says Herz, “anger is good in that it can tell us that we are avoiding a deeper feeling or we are not being adequately expressive toward someone else.”

Current research indicates that the assertive expression of moderate anger can help people solve problems, communicate more effectively, engage in activism, succeed in the workplace and possibly even improve their physical health.

The Bad News: Anger Can Kill You

But the news about anger isn't all good.

“Despite the positive aspects of anger,” says Herz, “anger held inside or improperly expressed can actually eat you away physically. Long-term anger can kill.”

“Anger itself is not toxic,” says Mills, “but it is cheap. It's an easy fuel to access, so it tends to get overused by some—especially adolescents. When overused, anger becomes toxic.”

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This toxicity may manifest as hypertension, high blood pressure, or depression, according to the American Psychological Association. Current research indicates that chronic anger increases blood cortisol levels and may exhaust adrenal stores, both of which can cause serious, even deadly, health problems.

In addition to making anger toxic, the overuse of anger tends to snowball like an addiction. In contrast to the traditional “pressure cooker” theory of anger, which held that unexpressed anger builds up in the mind until it boils over or explodes, many psychologists now agree that the habitual expression of anger actually increases, rather than relieves, anger. “If you use anger to solve a lot of problems,” Mills says, “the anger in the person and the family system will grow. Anger perpetuates itself.”

Mills, who has applied his expertise in aggressive behavior to driver-training programs for police officers, truckers, teenagers and others (www.disciplined-attention.com), cites an unexpected consequence of poorly managed anger. “When we get behind the wheel, we drive our personality,” he says. “If you’re an angry person, you will tend to drive aggressively, angrily. New studies are showing that aggressive driving is killing or hospitalizing more people than drunk driving!”

Keeping the News Good

So how do you ensure that your anger is a positive rather than a self-destructive tool? It’s not easy, Mills warns, especially for people well down the path of anger over-use. “Anger management is an easy topic to give advice on, but it’s difficult to put into practice.”

Nonetheless, if anger occasionally gets the best of you, there are ways to improve your anger-management skills. “If your anger reaches a point that requires management,” suggests Herz, “I recommend exercise. I love to take the kids I work with out to the basketball court; it’s a great way to take a time out and de-escalate.” Herz also recommends meditation, deep breathing exercises and removing yourself from situations that trigger anger. “When my twins were two I would often give myself timeouts or I would lose my temper. I would take a walk or go into my bedroom, close the door and hit pillows. That helped!”

Herz recommends that once the immediate anger has been managed or has passed, it’s important to explore the deeper reasons for the anger—is it really sadness, anger at ourselves for not communicating well with someone, or even fear? Mills suggests that the first

Continued: **ANGER/** pg 6

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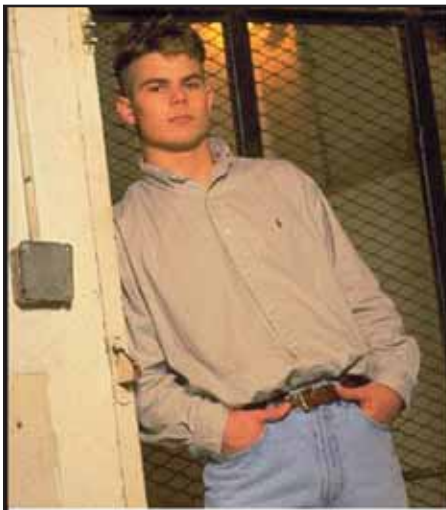
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question to ask when you become angry is, "what am I really afraid of or sad about?" Once the real problem behind the anger has been identified, it's time to address that core problem calmly but directly.

For those for whom the overuse of anger has damaged relationships, led to self-harm or violence, or become an intractable issue—along the lines of an addiction, the assistance of a trained psychotherapist may be a critical tool for lasting change.

About the author: Will Laughlin, MA, MEd, has been a teacher, professor, and program director in both traditional and special needs education for the past twenty years. He is currently the Director of Business Development for Vive! Inc. Vive! is a therapeutic, action-oriented program that works with troubled youth and at-risk teens and their families in the home environment. For more information, contact Vive! at 800-261-0127, www.vivenow.com, or HoldenMcClurePR at 303-449-2526.

PERSEVERANCE

A Perspective from our Parent/Student Surveys
By Judith E. Bessette, EdD

Over six years ago, Woodbury Reports began collecting surveys from parents who had placed their children in private, parent-choice special needs residential programs. As part of my role as Research Affiliate with the organization, I spend time reviewing and analyzing the more than 450 surveys that have now been submitted. Occasionally, the respondent is a former student, but more often than not, the surveys are completed by parents or guardians.

If you are a parent (or former student) let me encourage you to add to our knowledge base by completing a survey. To complete a survey online, just go to www.strugglingteens.com/survey.html -- it's easy to do and your experience may prove invaluable to another parent.

Having spent some time recently reviewing the surveys that have now been completed by parents and former students, the word perseverance kept coming into my mind. I decided to pursue this line of thinking to see where it took me. Let me say that these responses were not scientifically selected and we use a number of open-ended questions that are not easy to evaluate and rate. However, there are patterns that emerge – and we try to make meaning of those patterns to better inform our readers.

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The dictionary defines perseverance as *the steady adherence to a course of action in pursuit of a goal – despite difficulties, obstacles or setbacks*. Synonyms for perseverance include tenacity, persistence and pertinacity. The American Heritage Dictionary, which offers commentary on words as well as definitions, suggests that perseverance implies a praiseworthy sort of patience. It's unlikely that most kids who are enrolled in emotional growth or therapeutic school are ever described as having a praiseworthy sort of patience – or of even having any goals – by those completing their application forms.

Conversely, most of the teens who graduate from such programs have, in fact, demonstrated perseverance – despite the difficulties, obstacles and setbacks that no doubt occurred during the course of the program.

One of the last questions in the survey asks the respondent to rate the overall experience and effect of the program. We use a Likert Scale with ratings from 5 to 0. A rating of 5 stands for Very Effective; 4 means Very Helpful; 3 – Helpful; 2 – A Little Helpful; 1 – No Positive Effect and 0 – a Negative Effect. I wondered if there was a relationship between overall ratings of the therapeutic school experience and the notion of the student's ability to persevere – that is, to complete the work at the school or program in question.

Of the 332 surveys that rated the overall experience as a 3, 4 or 5, only 39 students left early – or – did not persevere. Of the 116 who rated the experience at a 0, 1 or 2, a whopping 78 left early. (For those of you who don't like to do the math...that means that in the *good to glowing* rating categories, just 11% of the students left early while in the *less than adequate to negative* ratings, nearly 70% left early.)

So, what can we glean from these numbers? It occurs to me that a student who stays the course – who perseveres – might have a better experience than a student who leaves early simply because he or she stayed. It's important to remember that the benefit of these programs does not result in progress that is linear – that is to say that attending 50% of the prescribed program does not necessarily mean the student now has 50% of the benefit. In fact, in many cases the full benefit of these experiences may not be fully realized until well after graduation!

We'll never know if the 0 – 1 – 2 ratings from the surveys regarding any given student who left his or her program early would have moved up – to a 3 or 4

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Healing Through Healthy Relationships

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or even a 5 – but it may be that the platitudes we heard growing up...*finish what you start, that patience is a virtue and just don't give up* are grounded in what turns out to be good for us all.

So, to the teen who says *I can't take this anymore or I'm just fine leaving early – I've learned all I need or to the parent who says but five more months seems so long or but she's doing so well*, based on the results of our surveys, I say consider the value of perseverance. While there may be situations where leaving a program is the right course of action, that decision needs to be carefully weighed against the benefit of *the steady adherence to a course of action in pursuit of a goal* – the goal of completing a program in spite of *difficulties, obstacles and or setbacks*.

As Vince Lombardi once said, "It's not about the number of times you fall down, it's about the times you get back up and keep going."

When the appeal of a higher moral purpose is absent, men seek their own sensual satisfactions.

~ EB Castle

WHEN DOES A BOY BECOME A MAN?

By: Matthew Bruner

As a child of the '70's now with three young sons of my own, I have been asking this question... "When does a boy cross that line and become a man?" I find myself thinking often about my own sons and the men they will someday be. I think about my influence on them as a father, and then compare their lives to my own childhood. I look back through my history and think about the men who were coaches, mentors, and fathers in my life that helped push me across that line into manhood.

Boys need men in their lives. Women obviously play a role that is irreplaceable in a boy's adolescent experience. However, there is something that can only be imparted from another man....something that despite all of men's weaknesses and flaws can only come through a male figure. It is for that reason that I look at our culture and challenge the parameters of responsible adulthood and the definition we have given for maturity and manhood. I suggest that we have lost our definition of manhood and thus lost the pathway to manhood. Young men need older men in their lives to establish various 'rite of passage'

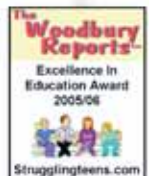


For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded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



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opportunities that would mark the defining moments of coming into manhood.

In America we tend to look at age for the most part as the indicator for "maturity." At 13 the boy is now at least kind of a "little man", busting out of the kid years and into the teens, which in our culture means finding independence (i.e., giving your parents hell for the next 4+ years). Teens seem to view this span of 13-18 as a small stint in the teenage phase with 18 as the release into true adulthood. This is because our culture has a whole set of laws for 18 year olds and crossing this line marks some significant things.....voting, buying smokes (legally), and joining the military, to name a few. Then, there is that magic 21. Yes, this is the age when you are now not only mature enough to vote, smoke, and fight for your country but you can consume alcohol at a plethora of establishments one had to formerly sneak into. In most states 21 is that magical time when the young man should be able to drink responsibly. Oh, I almost forgot, another "man establishing" moment culturally...the loss of virginity (at an ever decreasing age I might add!).

After turning 21 there are no other big steps of maturation associated with age, with the exception of the 65 mark. This is the age when we as a culture

have said, "You deserve to retire; you're old." (I am a little biased against this age defined marker as I am personally surrounded by "old" family members that do not believe in retirement.)

Age happens. We can't stop it and every year we are a year older--no matter how mature or immature we may be. We all know 14 year olds that are more mature than 16 year olds and 16 year olds that should not be behind the wheel of any type of vehicle. I realize I have taken a broad sweep of American culture in relation to age and that in fact there are very mature teenagers out there...somewhere. There are also very mature 21 year olds that have successfully crossed through these age defining moments.

What if we are looking at it all wrong? What if we broaden our definition of manhood and maturity to include concepts like bravery, responsibility, self control, meekness (power under control), discipline, empathy toward others, self sacrificing, etc? Then, what if we set up specific opportunities that would challenge and test boys and qualify them for manhood?

Continued: **BOY** / pg 12

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Author Robert Bly reminds us, "The ancient societies believed that a boy becomes a man only through ritual and effort--only through the 'active intervention' of the older men." He tells of such a ritual in Africa where the boy has to take a sort of pilgrimage before he can be called a man. He first has to go out and find a wild bee hive, collect the honey in it and bring it back to the elders. He endures the stings and pain of this event, but that is only the beginning. While mom takes the honey he gathered and makes a honey beer, he goes off for a couple of nights alone in the wilderness (a quest if you will). He returns then to the elders where he is circumcised. If he cries or screams, he has failed his test. If he endures, he celebrates as a man with the elders, has his honey drink, and later that day is introduced to his mother as though it is the first time he has ever met her.

I realize that this is a radical example, but it is black and white. After reading this short explanation, we know now what it takes to be a man in this ancient culture. It is definable and can be measured. It is a "pass / no pass" test!

Young men that have failed to cross that line into responsible adulthood desperately need men in their lives to call them into manhood and acknowledge their bravery, responsibility, sacrifice...whatever! I am thankful for the men, fathers, coaches, and mentors that have set up definable and achievable rites of passage for my life....to push me out of immaturity and into manhood!

(Robert Bly, "Iron John")

About the Author:

Matthew Bruner is the Director of Men of Valor Ranch in Northport, WA. Prior to founding Men of Valor Ranch, Matthew worked for Straight Arrow. For more information, contact him at 509-732-8936, matthew@menofvalorranch.com, or visit his website, www.menofvalorranch.com.

The object of a public school education is not to learn anything useful or indeed to learn anything at all. It is to have the character and mind trained, to have the right social image, and to make the right friends.

~ Anthony Glyn

VISITS...

CASA DE AMMA

San Juan Capistrano, California
Andrea Erickson, MEd, Executive Director
949-496-9001
aerickson@casadeamma.org
www.casadeamma.org

Visit by Judith E. Bessette, EdD, January 30, 2007

Just the name of the city – San Juan Capistrano – conjures up an image of old world elegance brought to the California coast by the Spaniards over 200 years ago. Built in 2003, Casa de Amma's handsome facility and flawless grounds measure up to that image and more.

The name of this facility, a unique apartment community built to be a life-long residence for special needs adults, combines the Spanish heritage of the area – Casa means house or home – with the Icelandic word – Amma which means grandmother. In this case, the name pays homage to the grandmother of one of Casa's first residents, a young adult whose parents were the driving force behind the creation of this wonderful facility. They continue to be active on the Board of Directors. While their teen was completing high school at Riverview, on Cape Cod, they began looking for the right next step. When they could not find "the right place" the idea of building Casa de Amma began to take hold.

Casa de Amma serves young adults with complex learning or mild developmental disabilities as a primary diagnosis. Most have fallen between the cracks of existing services and programs. All residents have mastered self-help skills and possess the behavioral and emotional skills that allow them to live in a close community, be employed and lead a full, adult life. One thing that all residents have in common is that they cannot live on their own – they all need a safety net around them and a social net as well. Another thing the residents share is that they come from families who want them to be challenged to achieve their potential, belong to a community and experience a full life in an accepting environment.

It was a pleasure to tour this facility with Andrea Erickson, the Executive Director. About four years ago, Andrea, who has worked to help people with disabilities achieve greater independence for nearly 30 years, joined the Board of Directors. At the time, she was the head of a large social service agency in the San Diego area. When the Executive Director's position opened up, she was immediately approached by fellow board members but initially turned them down. And then, one day about two years ago, she

Continued: CASA DE AMMA/ pg 14



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CASA DE AMMA: Continued from page 13

looked around Casa de Amma and realized this place was the dream come true she had envisioned for so many former clients...and the rest is history!

Andrea's enthusiasm for all that goes on at Casa de Amma is palpable when she takes you on a tour. We looked at both a one-bedroom apartment and a two-bedroom unit, 800 square feet and 1200 square feet respectively. Each has a kitchen, living room and dining area and a bedroom. The two-bedroom units also have two baths. Each unit has a private patio area. There are also gorgeous common areas including an outdoor pool and spa, both indoor and outdoor dining areas, indoor and outdoor activity and exercise areas and a movie theater outfitted with comfortable high-backed leather chairs – and even a popcorn machine.

There are 27 one-bedroom and 4 two-bedrooms unit at Casa de Amma. A few openings are available. While the idea is that Casa will become a resident's home for life, there are some circumstances that may result in resident coming to a decision to live elsewhere. Certainly, health needs may dictate a move – but it is also important to recognize that residents are expected to behave in ways that maintain the safety net for the entire community at Casa de Amma.

Casa de Amma is designed for young adults but over time there will be a broader age span. The vision is that as openings occur in the future, new young adult residents will join the existing residents. Because Casa de Amma is a community, it is essential that residents "fit" and older residents may choose to live elsewhere in their later years. A number of the current residents are former Riverview alumni. A growing number have come as referrals from educational consultants.

I learned that while the annual fee covers nearly everything, including "rent", breakfast each day and dinner six nights a week, major maintenance issues as well as keeping up the grounds and common areas, water, trash and gas, residents are responsible for electricity, television, phone, cable and internet. Residents are also able to furnish their apartments themselves. There is a requirement for a checking account with a balance of \$1000 as well as proof of medical insurance and a plan (either insurance or private pay) to meet dental needs.

Each resident has an individualized life-plan that organizes their week. All of the residents either work – full or part-time – or are involved in vocational experiences or as volunteers in the community. The staff assists residents with the Department of Rehabilitation, adult education and community

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college courses, job development, mentoring and employment monitoring, and in working with community resources. During my visit, residents were coming and going – some by cab, some on bikes and even a few in their own cars (but never with other residents as passengers).

Casa De Amma likes to think of itself as “a family of families.” There is an active Family Association that supports resident services. Social events like the Monthly BBQ bring families and friends together on a regular basis. There are also weekly activities planned for residents that include the things Southern California is known for...biking, going to the beach, skiing, fishing...and excursions to events like the Orange County Fair and music at Newport Beach.

The staff members are all a part of the family at Casa de Amma. All have college degrees and participate in weekly in-service sessions. Staff come with social work backgrounds, with work experience with special needs populations and with specialties in vocational rehabilitation and recreation therapy. As I met various staff, I was struck by their energy and excitement about their work.

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Visit by Larry Stednitz, March 2, 2007

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Vista at Dimple Dell is a 16-bed residential treatment home for girls. Appropriate girls for the program include those who are diagnosed as depressed, dysthymic, bi-polar, eating disordered, oppositional defiant, post traumatic stress disorder, attachment problems, substance abuse and borderline personality disorders. Learning disabilities are not uncommon. A full 85% of the girls

Continued: VISTA / pg 16



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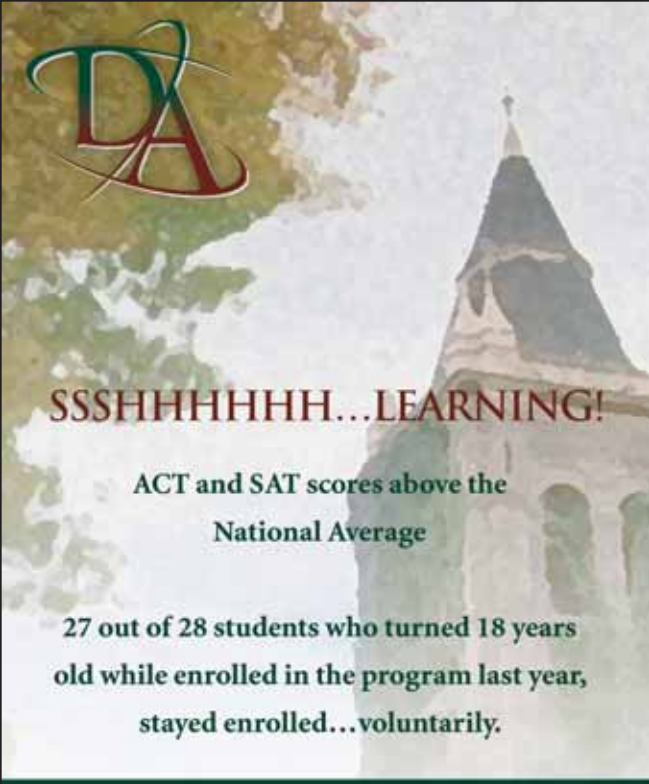
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VISTA: Continued from page 15

have been involved with alcohol and drugs. The program cannot accept fire setters and those who are severely assaultive. Steve Sawyer, clinical director, emphasized that the program works well for average to above average girls capable of abstract thinking capabilities. The typical girl is bright, creative, articulate and manipulative.

Vista at Dimple is relationship based, as are their other three programs. Their first focus is the relationship the girls have with themselves. Many girls have had trauma related difficulties and the program assists them in identifying lost hopes and dreams. The effort is to rekindle their interests in lost excitement and enthusiasm for their futures and their relationship with a higher power.

The second focus, interpersonal relationship work, is directed at helping the girls develop the skill needed to develop long term healthy relationships. Many of the girls have good social skills but are unable to maintain healthy relationships over time. The program helps the girls identify and correct inaccurate perceptions and feelings about how to relate to others in a healthy manner. The third important component of relationship work is to help the students understand how they fit into the larger world. This work addresses “What is my purpose, and where do I fit in?” This relationship skill assists girls in learning how they contribute to others.

Each student has a therapist they see in weekly individual and group therapies and is seen by the psychiatrist on a weekly basis. The clinical team meets weekly to evaluate each girl’s progress and adjusts treatment when indicated. The therapist also serves as the direct communicator with the parents. The students have six group therapy sessions weekly, including dialectic behavioral therapy to help the girls manage their emotions. There are also body image and survival groups as well as equine therapy, dancing, and other recreational therapies. Each girl rotates through equine therapy. Dancing is perhaps the primary physical activity and experiential tool at Dimple Dell. Those girls who have a strong interest in dance can participate in off campus dance studios and competition.

The clinical team meets weekly to evaluate each girl’s progress and adjusts treatment when indicated. Each girl is seen by the psychiatrist on a weekly basis.

I met with five girls in various stages of treatment. They discussed how difficult it was to manage the tight structure. They also discussed how they

adjusted to the structure and felt safe over time. One girl said, "The biggest thing is the relationship with the other girls and the staff. " They also volunteered that the therapists and staff are dedicated and the staff and therapists care about them. Another said, "This is the safest place I have ever been." The girls talked about various "interventions." For example, one girl said that when she came to Dimple Dell, she wore only black. Each morning, two girls were assigned to her and helped her pick out clothes. They gave her ideas of how she could improve how she appeared. Over time, her new appearance helped her feel better about herself and the girls became very close to each other.

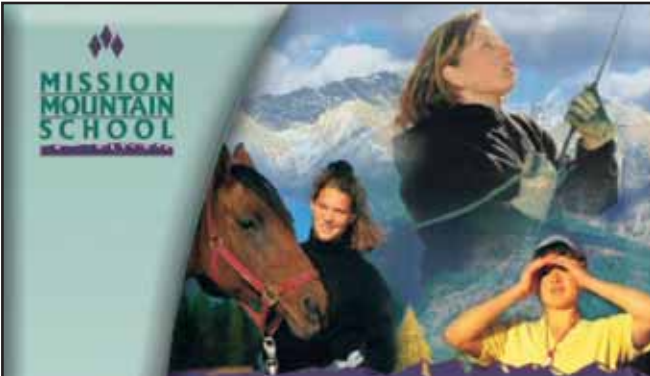
Another girl said she had difficulty asking for help. Her assignment was to ask for help for everything she did throughout the day. She said that over time this made it easier to ask for help when she really needed it.

One girl said "This is not a drug-rehab place. A lot of us have used "fun" drugs, but we all have lots of different issues." The girls also said that when a team is struggling, they will spend the entire day in therapies. It was apparent that the program has developed a variety of specific interventions that assists the girls in staying on track in their treatment. Overall, it was apparent that the girls exemplified the program's emphasis upon relationships and the positive effect on the girls.

Vista is licensed by the Department of Human Services, Office of Licensing; accredited by JCAHO; accredited by the Utah State Department of Education; accredited by the NW Association of Schools and Colleges.

Perhaps the most disturbing single piece of data in this book comes from a massive survey of parents and teachers and shows a world wide trend for the present generation of children to be more troubled emotionally, more lonely, depressed, angry and unruly, nervous, prone to worry, impulsive and aggressive.

~ Daniel Coleman



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NEW PERSPECTIVES...

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

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Adventure Academy USA is a Christian alternative to “troubled teen programs or therapeutic boarding schools and residential treatment centers, providing spiritual renewal and discipleship training for teens.” Adventure Academy is intended as a rigorous academic adventure program for Christian teens, and an alternative for students who may have had some trouble in the past but are capable of moving forward.

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While not on an adventure trek, students stay at the choice of two Wilderness base camps: Wilderness Trails in Southern Oregon, or historic Joseph, Oregon at the Flying Arrow Resort. Both camps are supervised twenty four hours a day, seven days a week by staff mentors. Down time is utilized for rest, re-supply and planning their next adventure.

At AA-USA, students attend local fellowships, participating in group events such as basketball, ultimate Frisbee and concerts. They travel into town for Sunday worship services, and staff-led Bible studies and devotionals.

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would dwell in harmony.

~ Lao-tzu



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Four Circles Recovery is set in the Blue Ridge Mountains and offers outdoor expeditions, hiking, meditation, gardening and yoga.

ADOLESCENT ESCORT SERVICE


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Roy Negrete - President
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Adolescent Escort Service is a nationwide youth transport service that offers crisis intervention, juvenile transportation services, bodyguard and escort services and runaway location services. The company is comprised of individuals who are current, retired or reserve law enforcement from various agencies.

Agents assist and specialize in transporting "troubled" or "at risk youth" from home to program or from program to program. With safety as a priority, Adolescent Escort Service uses at least two agents for each youth transported. All agents are CPR and First aid certified.

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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
P.O. Box 1377
Needville, TX 77461

281-313-1908
281-346-2225
Fax 281-346-2227

www.fulshearranchacademy.com

ACADEMY AT SISTERS

Bend, Oregon
Chesley Strowd
800-910-0412

www.academyatsisters.org

(Although Academy at Sisters is not a new program, we have never written a New Perspectives on them.)

Academy at Sisters is a small boarding school for teen girls ages 13 thru 18. Located at the base of the Three Sisters Mountains in Oregon, the Academy is tucked into the lodge pole pines at the bottom of the Cascade Mountains. The typical student profile may include at-risk girls who have run away, chosen poor peer relationships, have poor boundaries, have difficulty in school with truancy or learning disorders, have ADD and/or ADHD, have drug or alcohol issues or anger issues, or young women who have put themselves in dangerous situations and are beyond parental control.

The Academy offers a “personal growth program in tandem with academic requirements”. Using the “Cognitive Behavior Therapy model, the cognitive structure shapes attitudes, values and belief systems which in turn reinforces cognitive structure and determines behavior”. The clients are provided with weekly therapeutic groups with a minimum of one individual counseling session per week. Accredited by the Northwest Association of Accredited Schools and registered with the Oregon Department of Education, the Academy has year round school, operating on a system of five terms annually with a spring, summer and holiday recess.

With the wilderness areas so close, Central Oregon provides a backdrop for the young women to participate in “team building exercises” along with many challenging and recreational activities which include rock climbing, river rafting, skiing, camping, hiking and canoeing. On campus they offer soccer, sand volleyball, court sports and an extensive Equestrian program.

If you get kids into a controlled environment where the expectations are high and there is a lot of adult contact and a lot of adult supervision, guess what: they do pretty good.

~ Gary Kaplan

EAGLE VALLEY YOUTH RANCH

Tropic, Utah
Sheila Harper, Admissions
866-842-8336
Sheila@eaglevalleyranch.us
www.eaglevalleyranch.com

This residential therapeutic treatment program is for young women between the ages of 12 and 17 who may have experienced drug and alcohol abuse, runaway behavior, low self-esteem, ADD/ADHD, and may be impulsive, have negative peers and poor relationships with their families.

Eagle Valley Youth Ranch provides structured behavior modification along with individual and group counseling, academics, life skills training and agricultural care partnered with equine assisted psychology.

Located near Bryce Canyon, the girls have the opportunity for exploring and hiking the canyons of the Colorado Plateau and are introduced and taught by Native Americans, skills indigenous to this culture. Outdoor activities include soccer, basketball and volleyball along with a self-defense training course.

BIG HORN BASIN ADOLESCENT PROGRAMS

Basin, Wyoming
Lynne Davies - Director
800-575-7620
bghrn@tctwest.net
www.basinhome.com

Big Horn Basin Adolescent Programs provide long term care for youth ages ten through seventeen years old, who are non-violent and need a structured behavior modification program, including those who have been victims of sexual or physical abuse or who have emotional difficulties, who may have drug and alcohol involvement, runaway behavior or have a hard time building relationships with their peers or authority figures.

Each child has an individualized "Plan of care" which guides them socially and emotionally and steers them toward their educational growth. Life skill courses

Continued: **BIG HORN** / pg 22

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

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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

BIG HORN: Continued from page 21

are offered each child where they learn to manage a household, money and management skills. For those 17 and 18 years old who will not be returning home, there is an Advanced Independent Living Skills course offered. The children attend public schools in the area, while living at the group homes. In order to reach their academic goals, staff members from the group home are involved with the students in acquiring good study habits.

Physical activity and the use of outdoor recreation helps these children build self confidence and create positive relationships. Community resources are used to instill lifelong habits of fitness. Set in the beautiful Big Horn Basin in North Central Wyoming, they feel it is the ideal place to help children become healthy, happy and productive young people.

Wealthy parents in this country have a difficult dilemma. They must say no to children for abstract rather than concrete reasons.

~ Mary Pipher

TIMBERLINE KNOLLS, LLC

Lemont, Illinois
Guy Oberwise
877-257-9611

www.timberlineknolls.com

Set on 43 acres of forested, rolling hills outside of Chicago is Timberline Knolls residential treatment center for adolescent girls over the age of 12. This program targets young women struggling with eating disorders, drug or alcohol abuse, co-occurring disorders including depression, panic, anxiety and mood disorders, psychological challenges that also include self harming behaviors, post traumatic stress and social alienation.

Timberline Knolls offers “psychiatric and psychological therapeutic approaches coupled with constant attention to each woman’s strength and disorders”. They create individualized programs using evidence-based outcomes and supported practices along with cognitive and dialectical behavioral therapy, integrated cognitive therapy, motivational interviewing and family therapy. Provided through art, dance, yoga and exercise,

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

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



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

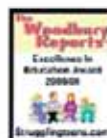
200 Hubbard Dam Rd., Marion, MT 59925
406-854-2832 www.wildernesstreatmentcenter.com

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is the best
alternative.”*



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



expressive therapy promotes “an overall sense of relaxation and well being”. Having partnered with Meier’s Clinic, they are able to provide Christian based therapy for those who request it. A comprehensive on-campus educational program licensed by the Illinois State Board of Education and taught by Master’s level teachers, certified and trained as Learning Behavioral Specialists, follows a quarter-based academic calendar and offers a six-week summer school program as needed.

Close to Chicago, cultural experience field trips are available as well as on campus volleyball, soccer, badminton and gardening.

When an adolescent (or a person of any age, for that matter) begins to avoid his old friends and activities, it means that he is under a great deal of inner tension and should have psychiatric help.

~ Dr. Benjamin Spock

INNER CONNECTIONS

Keene, New Hampshire
 Christopher Cotton, Program Director
 603-283-7215
www.innerconnections.com

Inner Connections offers coaching and mentoring programs for young adults and parents who are “transitioning from a structured living environment of home, boarding school, or an emotional growth setting”.

Options for coaching vary from “Coaching House Intensive Program for 18-24 year olds” in which the young adult lives independently in an apartment, in Keene, while participating in the program and being mentored by a life skills coach. The “Distance Intensive Coaching” option is available for young adults who live in the surrounding area, who must attend all morning focus meetings and three weekly group sessions. “Distance Coaching” is individualized and the student participates in one coaching session per week, either by phone or in person.

Parent coaching is available for parents or guardians looking toward improving their relationship with their child. This is offered either one-on-one by phone or in person or group Tele-class bi-weekly.

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!



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 (888) 838 8276, (520) 299 4778
info@v3tucson.com

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

BOOK REVIEWS...

WINNING THE DRUG WAR AT HOME

By: Kathy Pride
Living Ink Books, 2006
ISBN-13: 978-0-89957-082-2

Reviewed by: Lon Woodbury

This is the book the author was looking for and couldn't find when she was dealing with her son's marijuana addiction. Since she couldn't find one when she needed it, she wrote this one to help parents following her in this kind of crisis.

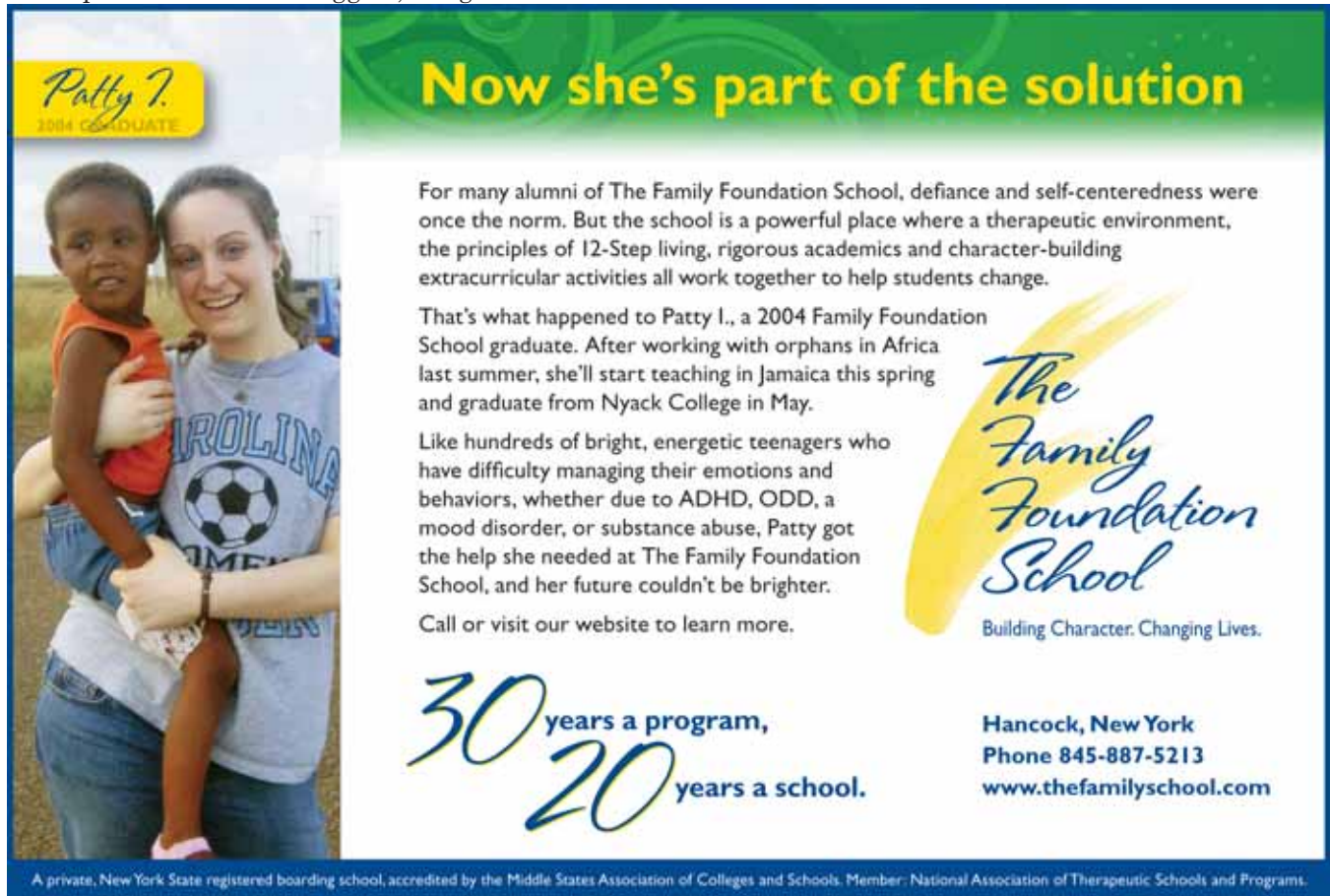
This book is another in the growing line of parents who have been touched by the Struggling Teens residential program industry. Among the impressive endorsements are positive comments by Trilby Hoover, who was then the Executive Director of the Passages to Recovery program, and Brad Reedy, Ph.D., Director of the Second Nature Wilderness program which was one of the programs her son attended. Both of these programs are well known and respected among the network of private parent-choice residential programs.

Throughout the book is the author's progressive description of her struggles, anger and soul-

searching during that critical 16 months of dealing with the crisis in which her son found himself and into which he drug the rest of the family. Each chapter narrates the events that were occurring, starting with her son being court ordered to attend a therapeutic wilderness program in Utah.

It is very evident that the author's faith was a major source of support and understanding of the craziness her family was going through. Each chapter is punctuated with bible verses that make a point relating to the situation and concerns of the moment, along with her observations and understanding of what the Bible was teaching her about what she was experiencing. Also included are pertinent segments of her son's letters from the wilderness showing a gradual dawn of realization of how to learn to control himself and accept his limitations.

Not only is the book an inspiration of how a family can endure through all the craziness an out of control teen can produce but also an inspiration of how a well founded faith can provide the hope that will see a family through. By the end of the book, her faith and hope were well founded as it ends with her sending him off to college. This book is a testimony to family survival through a mother's refusal to give up on her child.



Patty I.
2004 GRADUATE

Now she's part of the solution

For many alumni of The Family Foundation School, defiance and self-centeredness were once the norm. But the school is a powerful place where a therapeutic environment, the principles of 12-Step living, rigorous academics and character-building extracurricular activities all work together to help students change.

That's what happened to Patty I., a 2004 Family Foundation School graduate. After working with orphans in Africa last summer, she'll start teaching in Jamaica this spring and graduate from Nyack College in May.

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

Call or visit our website 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.

EXTENDED INSIGHTS...

THE VALUE OF ACCREDITATION

By: Doug Covey

Where do parents find the most appropriate school to fit their family needs? First, they must understand that not all schools are alike. The starting point is determining whether a school is accredited. Accreditation is one of the most important concerns for parents who wish to provide trustworthy education for their child.

A school accredited by the appropriate accrediting agency can grant credits that lead to seamless transitions into secondary and post secondary institutions. However, a credit that is given by an unaccredited school can turn out to be a waste of time, talent and treasure.

Parents need to know the facts about accreditation before their child enrolls into a course with any school.

What is accreditation?

Each year, hundreds of public and private schools seek accreditation. Accreditation is a voluntary method of quality assurance developed years ago by

American universities and secondary schools. The goal of accreditation is to evaluate, verify and improve each school's quality.

What are the benefits to students?

• Increased Performance:

Accreditation focuses a school on improving learning for all students.

• Transfer of Credits:

Accreditation eases the transition for students as they move from one accredited school to another. This ease of transition applies across the nation due to reciprocal agreements between regional accrediting agencies.

• Access to Programs and Scholarships:

Accreditation benefits students as they participate in specific sports programs, apply for federal grants or scholarships or pursue admission to colleges, technical schools or military programs that require students to come from regionally accredited schools.

What are the benefits to parents?

Accreditation assures parents that the school is focused on raising student achievement, providing a

Continued: ACCREDITATION/ pg 26

"There is No Substitute for Experience"

- * Inpatient Treatment
- * Residential Treatment
- * Transitional Care
- * Outpatient Therapy
- * After Care Follow-up
- * Northwest (NAAS) Accredited High School
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A place of hope and healing

"My experience at the Center for Change has been the most valuable experience of my life. I came in with little expectation of recovery. I felt hopeless, scared, and incapable of ever getting my life back. But now I am leaving with the confidence that I will have a full recovery."

— Former Patient

ACCREDITATION: Continued from page 25

safe and enriching learning environment, and maintaining an efficient and effective operation.

Who grants accreditation?

The six regional accrediting commissions and the states in which they accredit schools and institutions of higher education are:

New England Association of Schools and Colleges:

Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island and Vermont

Middle States Association of Schools and Colleges:

District of Columbia, Delaware, Maryland, New Jersey, New York and Pennsylvania

North Central Association:

Arkansas, Arizona, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, New Mexico, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin and Wyoming

Southern Association of Colleges and Schools:

Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia

Northwest Association of Schools and Colleges:

Idaho, Montana, Nevada, Oregon, Utah and Washington

Western Association of Schools and Colleges:

California and Hawaii

What if my school is not accredited?

If you choose a school that is not accredited, your child may find many secondary and post secondary institutions will not accept course credit or the high school diploma. It may be difficult to convince institutions to take the credits seriously, specifically in the core subject areas of Reading, English, Math and History.

About the Author:

Doug Covey is the CEO of Blueprint Education. Blueprint Education is a non-profit organization that has been helping students succeed since 1969. Services offered by Blueprint Education include distance learning, curriculum design, and alternative education. Blueprint Education's programs and courses meet the high quality standards of the NCA Commission on Accreditation and School Improvement, CITA, and the NCAA. For more information call 800-426-4952 or visit their website at www.blueprinteducation.org.



Photo by Skyler Jensen

THE GATE OF HISTORY SWINGS ON SMALL HINGES, AND SO DO PEOPLE'S LIVES.



OXBOW
ACADEMY

With the click of a mouse your son may be stepping into a trap carefully laid to prey upon his own developing body. More than 11 million teens view pornography on line (Washington Post 2004). *Early intervention can help your boy break free.*

Oxbow offers treatment *specifically designed for teenaged boys who struggle with sexual dependency.* Here students can acknowledge their behaviors more quickly, then learn to overcome them.

If you fear your son may struggle with sexual dependency, don't make him fight alone.

Answers and information are available at www.oxbowacademy.net or call Barbara at 435-590-7198

NEWS & VIEWS...

MEDIA SEXUALIZATION IS UNHEALTHY

(February 19, 2007) The American Psychological Association (APA) reported evidence that "proliferation of sexualized images of girls and young women in advertising, merchandising, and media" results in negative effects on girls including "cognitive functioning, physical and mental health, and healthy sexual development."

CHILDHOOD OBESITY - GLOBAL EPIDEMIC

(March 7, 2007) MSNBC reported according to the World Health Organization data, prevalence of childhood obesity increased in almost all countries. It is going to be the first generation to have a lower life expectancy than their parents.

ATTENTION PROBLEMS DISMISSED AS CHILDISH BEHAVIOR

(March 9, 2007) According to a study sponsored by Cogmed America, Inc. eighty-seven percent of parents mistake attention problems for normal childish behavior.

ANOTHER MENTALLY RETARDED SCANDAL

(March 23, 2007) In addition to the building controversy over the Texas Youth Authority for incarcerated youth, a new report criticizes the care by the state of the mentally retarded and states that 186 had died in state custody in an 18 month period.

SPINS ANNUAL SPRING RESOURCE FAIR

(March 26, 2007) Students & Parents' Information Network Support, Inc. (SPINS), Bronx, NY, 718-558-9593, announced their 2nd Annual Spring Resource Fair for families of students with learning differences on May 8, 2007. For further information, contact Nanci Brody at 212-679-7007 or Theresa Peduto at 718-885-1150.

UK PROPOSING MONITORING CHILDREN

(March 27, 2007) The Daily Mail reports a proposal by the UK Prime Minister Tony Blair to monitor all children throughout their lives to detect those at risk of turning into criminals.

FINDERS FEES HITS COLLEGE LOANS

(March 28, 2007) The New York State Attorney General Andrew Cuomo announced plans to file a lawsuit against an educational loan firm that pays fees to institutions that steer loans to the firm.

BRIBING KIDS MAKES ENTITLED KIDS

(April 16, 2007) Martha Irvine writes about reports indicating parents increasingly reward (bribe) their children to behave in positive ways and suggests this has a possible result in the children becoming entitled.

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

Heartlight strives to provide the very best care to families caught in crisis situations that require an adolescent's removal from the home. Heartlight is a co-ed, year round program for 48 residents.

We are committed to the belief that an atmosphere of relationships creates an arena for change.

Heartlight
MINISTRIES

PO Box 286 Hallsville, TX 75650 903.668.2173 866.700.FAMILY email info@heartlightministries.org www.heartlightministries.org

SEEN N' HEARD...

GOLDBERG IS A GEM

(March 12, 2007) Andy Anderson, MRA, Founder of Independent Small Programs Alliance (ISPA), Clearwater, FL, 727-512-9144, announced Leslie Goldberg, MEd, President of Leslie S. Goldberg & Associates, LLC and the Goldberg Center for Educational Planning, was awarded the first annual ISPA Gem Award for selfless service, professionalism, leadership and compassion.

ASHEVILLE HOUSE TO OPEN APRIL

(March 23, 2007) Carolyn Bradfield, founder of Phoenix Outdoor, Roswell, GA, 877-761-5700, announced that their new Asheville House, a short term residential treatment program for adolescents, age 16-19 will open for boys in April, and hopefully girls will be added in May.

EAGLEBERGER TALKS TO BLUE RIDGE SCHOOL SUPPORTERS

(March 24, 2007) Lawrence S. Eagleberger, Secretary of State under President George H. W. Bush, was the guest of honor at Blue Ridge School, St. George, VA, 434-985-2811, for the Board of Trustees first Annual Trustees' Circle Reception held in Charlottesville. In his talk, he observed the school "could play as a model for schools everywhere" and that if he had known about Blue Ridge School when he was deciding where to send his sons, "they would be Blue Ridge alumni now."

WAGNER ACADEMIC DIRECTOR OF SHORTRIDGE

(March 27, 2007) Hannah Mariotti, MA, Director of Admissions and Marketing for Shortridge Academy, Milton, NH, 603-755-3096, announced Sarah Wagner was appointed as Academic Director of Shortridge Academy. Sarah has worked at Shortridge since its inception in 2002.

SOLTREKS/ MITCHARD FEATURED ON MORE.COM

(March 27, 2007) Author Jacquelyn Mitchard wrote an article on More.com, an online magazine devoted to women, about one of her experiences with Soltreks wilderness expeditions, Two Harbors, MN, 218-834-4607. Her story can be found online.

CAMP HUNTINGTON JOINS ASPEN

(March 28, 2007) Kristen Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, 562-467-5531, announced Aspen Education Group has acquired Camp Huntington, High Falls, NY, 212-678-0089, a co-ed summer camp for children and young adults with autism and related special needs.

COTTAM EXEC. DIR. TURN-ABOUT

(March 28, 2007) Kristen Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, 562-467-5531, announced Myron Cottam, Med, has been appointed executive director of Turn-About Ranch, Escalante, UT, 800-842-1165. Cottam replaces Max Stewart who is retiring after running the program for the last 14 years.

FAMILYIQ DEBUTS ON DR. PHIL

(March 28, 2007) Shari Landes, Administration/Support for FamilyIQ, 888-249-9596, announced FamilyIQ was introduced and featured on the "Dr. Phil Show." Mark Hobbins, founder of FamilyIQ, was invited by Dr. Phil to appear on the show to lend his expertise to assist with a family intervention.

ALAN RANCH FOCUSES ON AGAPE

(March 29, 2007) Paul Lithgow, Founder of Alan Ranch, Queen Creek, AZ, 480-688-5003, announced they will close down and transfer efforts to helping Agape Youth Ministry Ranch Program, Phoenix, AZ, 480-471-8253,

NATSAP INCREASES REQUIREMENTS

(March 29, 2007) Jan Moss, Executive Director of the National Association of Therapeutic Schools and Programs (NATSAP), Prescott, AZ, 928-443-9505, announced effective May 1, 2007, all programs applying for membership in NATSAP must meet the following requirements. Programs must maintain licensure by the appropriate state agency, therapeutic services must be overseen by a qualified clinician, and schools must be in compliance with the NATSAP Ethical Principles and NATSAP Principles of Good Practice.

GLENHOLME SUMMER PROGRAM

(March 30, 2007) Brian Samuelson, Public Relations Director for the Devereux Glenholme School, Washington, CT, 860-868-7377, announced Glenholme is accepting applications for their first Summer School Program, which will run July 9 through August 24.

BENCHMARK LAUNCHES PARENT-STUDENT WEEKEND

(April 2007) Shelley Skaggs, Director of Marketing for Benchmark Young Adult School, Loma Linda, CA, 714-963-4148, announced that Benchmark recently launched a new Parent-Student Weekend Retreat program to create an atmosphere for parents and mid-level students to begin to reconnect.

SHORT: CHANGE OF ADDRESS

(April 2, 2007) Virginia Short, Admissions Director at Timber Ridge Preparatory School, Clark Fork, ID,

425-398-6483, announced that although she's moved her office, she is still available for admissions information, brochures or scheduling tours of the school.

ACTIVE SPORTS AT SUMMIT PREP

(April 4, 2007) Jan Johnson, Director of Admissions, Summit Preparatory School, Kalispell Montana, 406-758-8113, announced that the school is expanding their very active sports schedule through a Kalispell indoor soccer league last winter and will compete this summer in an informal outdoor soccer league with teams from similar private therapeutic programs locally and students will participate in cross-country running in community-sponsored events around northwest Montana.

NEW THERAPIST AT ASHBY ACADEMY

(April 5, 2007) Dr. Alfred Allen, Head of School, Ashby Academy, Ashby, MA, 877-386-0055, announced Richard Keeland has joined their staff as a Master's level Therapist. He has extensive experience in providing therapies for those who are diagnosed with Asperger's, along with general group and one-on-one counseling for students and families.

REMUDA EAST

(April 5, 2007) Remuda Ranch, Wickenburg, AZ, 800-445-1900, announced the anticipated opening of Remuda East to provide the same Remuda Ranch treatment in Virginia.

NEW ADMISSIONS AT TGI

(April 6, 2007) Anthony Geraci, Founder/ President of Wellcore, LLC, Sugar Land, TX, 281-212-1908, parent company for Fulshear Ranch Academy, Sugar Land, TX, and Transitions of Galveston Island (TGI), Galveston, TX, announced Shay Butts is the new Director of Admissions for TGI. Shay is also Admissions Director of Sommerville Young Adult Community, Cleveland, TX.

SOMMERVILLE OPENS

(April 6, 2007) Shay Butts, Admissions Director of TGI and Sommerville Young Adult Community, 281-313-1908, announced Sommerville is currently accepting applications for enrollment. Sommerville Young Adult Community is a community for individuals with Fetal Alcohol Spectrum Disorder (FASD) and other neurobehavioral conditions.

INDUSTRY VETERANS MERGE

(April 6, 2007) Anthony Geraci, Founder/ President of Wellcore, LLC, Sugar Land, TX, 281-313-1908 announced Wellcore, LLC, has merged with Solacium Holdings, LLC.

TRANSFERABLE ATTACHMENTS AT CALO

(April 8, 2007) Nicole Fuglsang, Admissions Director for Change Academy at Lake of the Ozarks (CALO), Lake of the Ozarks, MO, 877-879-2256, announced that CALO has adopted four purebred Golden Retriever puppies as part of their Transferable Attachment Program.

FOUR CIRCLES IN THE NEWS

(April 9, 2007) The Citizen-Times of Asheville Citizen Times, NC, carried an article about Four Circles Recovery Center, Horse Shoe NC, and their success in helping young drug abusers through therapy in the wilderness.

LEELANAU SUMMER ACADEMY 2007

(April 9, 2007) The Leelanau School, Glen Arbor, MI, 800-533-5262, a boarding school for students who learn differently, announced their summer academy for students entering grades 10, 11, and 12 will be from July 8 to August 4.

ON-TRAC EXPANDS

(April 10, 2007) David Nissen, Director of On-TRAC Ventures, LLC, Winter Springs, FL, 866-566-8722, announced On-Trac College Success has expanded to a sixth location. On-TRAC now has services available in Orlando, FL; Gainesville, FL; New York, NY; Ithaca, NY; Chicago, IL; and Austin, TX.

MILLER REPLACES BOYD AT LOGAN RIVER

(April 10, 2007) Larry Carter, Executive Director of Logan River Academy, Logan, UT, 435-755-8400, announced Doug Miller has been appointed Admissions Coordinator, replacing Andrea Boyd who has handled admissions for the past two and a half years and is leaving the school for other commitments. Miller has been managing their communications department for over a year.

NEW OWNER OF SAFE PASSAGE

(April 10, 2007) Holly Hunter, Director of SafePassage Adolescent Services, Atlanta, GA, 800-811-7911, announced she recently took over as Director of Operations for SafePassage, formerly ISI SafePassage.

JDA COLLEGE ACCEPTANCES

(April 10, 2007) Tom Bratter, President and Founder of John Dewey Academy, Great Barrington, MA, 413-528-9800, announced the class of 2007 will attend Brown University, Colby College, Columbia University, Mount Holyoke, St. John's, Skidmore, and Vassar Colleges. John Dewey Academy's college acceptance rate remains at 100 percent since its inception 22 years ago.

Continued: Seen N' Heard/ pg 30

Seen N' Heard: Continued from page 29

HEARD/ CAIN VISIT WOODBURY REPORTS

(April 11, 2007) Ellen Aronis Heard, Founder/ Owner of Ellen Aronis Heard, Inc., Kensington, MD, 301-946-1998, and Linda Cain, Founder/ Owner of At Risk Alternatives, LLC, in Boulder, CO, 720-299-8844, stopped by Woodbury Reports for the once in a life time opportunity to be the first recipients of the Woodbury Reports T-shirts.



AIM HOUSE EXPANDS WOMEN'S PROGRAM

(April 11, 2007) Kelly Corn, Director of Operations at AIM House, Boulder, CO, 303-554-0011, announced the opening of Merge House, an expansion of the girls program.

LANDMARK COLLEGE SUMMER PROGRAM

(April 12, 2007) Landmark College, Putney Vermont, 802-387-6718, announced their summer session for "College Students Who Learn Differently" will be from July 1 to August 4, 2007.

NWA HOSTS SUBSTANCE ABUSE SEMINAR

(April 13, 2007) Jay Cohn, Communications Manager for Idaho Educational Services, Naples, ID 208-267-3626 x 5025, announced Heather Hayes gave almost 25 clinicians and therapists an in-depth look at effective ways to treat substance abuse among juveniles and young adults.

FRANKLIN ACADEMY SUMMER SOJOURN

(April 13, 2007) Keith Curry, Director of Summer Sojourn, Franklin Academy, East Haddam, CT, 860-873-2700, a school for students with nonverbal learning differences, announced two session of their summer Sojourn, June 30-July 20, and July 21-August 10.

THREE SPRINGS CREATES SCHOLARSHIP

(April 16, 2007) Debra Dombrowski, Communication Manager for Three Springs, Huntsville, AL, 256-880-3339, announced board of trustees of the

Three Springs Foundation voted to create an Aftercare Scholarship.

CRAIG AND CHRISTY CHRISTIANSEN RETIRE

(April 16, 2007) Kristen Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, 562-467-5531, announced Roberta O'Kelley of NorthStar Center will become Executive Director of New Leaf Academy, Bend, OR, 541-318-1676, beginning June 1, 2007. O'Kelley replaces Craig and Christy Christiansen who are leaving for retirement. In addition, Sean Fievet has been promoted to Executive Director at NorthStar Center, 866-313-7580.

WELLSPRING OPENS IN HAWAII

(April 16, 2007) PRWeb posted an article announcing the opening of Wellspring Hawaii, the first summer weight loss camp in Hawaii. Wellspring Hawaii will serve young men and women ages 13-18, with campers expected from Hawaii and the mainland, as well as from Asia, Australia, and Europe.

INTERMOUNTAIN CLEARS THE AIR

(April 17, 2007) Sami Butler, RN, Professional Relations for Intermountain, Helena, MT, 406-457-4744, announced there has been some confusion about Intermountain since changing the name of the program last year from Intermountain Children's Home and Services to Intermountain. Intermountain is located in Helena, MT, and not affiliated with any other program.

MINUCHIN CONFERENCE SPONSORED BY VIVE!

(April 18, 2007) Susan Holden Walsh, HoldenMcClure PR, Boulder, CO, 303-449-2526, announced Vive! recently sponsored Dr. Sal Minuchin at a conference in Denver, CO in April 2007, hosted by the Denver Family Institute.

RED HILL ACADEMY TO OPEN SEPTEMBER 2008

(April 18, 2007) Brad Freed, Director of Sunny Hills Services, San Anselmo, CA, 415-457-3200, announced they will be opening Red Hill Academy (RHA) as a specialized day and boarding school specializing in adolescents with an array of learning challenges, in the San Francisco Bay area in September 2008.

NEW ADMISSIONS AT AULDERN

(April 18, 2007) Debra Dombrowski, Communications Manager for Three Springs, Inc., Huntsville, AL, 256-880-3339, announced Barbara

Bisso is the new Director of Admissions for Auldern Academy, Siler City, NC, 919-837-2336.

NY CONSULTANTS TOUR FFS

(April 18, 2007) Jeff Brain, V.P. for External Relations & Acting Director of Admissions, The Family Foundation School, Hancock, NY, 845-887-5213, reported that six educational consultants participated in the New York Boarding School Association's annual tour of the school on April 18. The event included a breakfast reception, a student-led tour of the campus, and a performance by the school's nationally ranked mixed chorus.

FFS DEBATERS QUALIFY FOR NATIONALS

(April 18, 2007) Ann Kozak, Marketing Specialist, The Family Foundation School, Hancock, NY, 845-887-5213, announced that members of the school's debate team have qualified to compete in the National Forensics Tournament for the second year in a row. This year's event will be held in Wichita, Kansas, June 17-22. The school is currently ranked 2nd in the four-state Iroquois District, the largest in the country.

FFS HOSTS 400 FOR PASSOVER SEDER

(April 18, 2007) Ann Kozak, Marketing Specialist, The Family Foundation School, Hancock, NY, 845-887-5213, reported that more than 400 students, staff, and family members enjoyed Passover Seder at the school on April 3. Jewish students planned, organized and led the service.

FUTURE MEN CONSTRUCTION UPDATE

(April 18, 2007) Aaron Boldman, Director of Future Men For God, Kirbyville, MO, 417-546-4171, announced that Future Men is continuing to press forward on the new school site. The campus now has a road and the well has been drilled. House plans are complete and are being reviewed for approval. In addition, Future Men is accepting applications for two students beginning in May.

ALAMAR RANCH TO OPEN IN 2008

(April 19, 2007) Amy Jeppesen, LCSW, Executive Director of Alamar Ranch RTC, southern Idaho, 208-514-4543, announced they have submitted a new Conditional Use Permit application for a new location approximately 30 minutes from Boise, ID. They anticipate breaking ground later this summer and plan to open early 2008.

ASHEVILLE HOUSE OPENS

(April 19, 2007) Bruce Ahern, Chief Operating Officer for Phoenix Outdoor LLC, Roswell, GA, 770-650-8233 x 322, announced Asheville House, a short-term residential program for adolescents ages 16-19,

opened April 16 in Asheville, NC. For more information about Asheville House, contact Carolyn Bradfield, 877-761-5700.

RITTER AT LIFE DESIGNS/ GRADUATES GIVE BACK

(April 20, 2007) Dee Boeck, Office Manager for Life Designs, Cusick, WA, 509-671-2487, announced that Anngeela Ritter joined the Life Designs Ranch professional Team. Annge previously worked at Wilderness Quest for 15 years. In addition, Dee named several Life Designs graduates who are working at different programs within the industry.

CAREY BOCK EXPLAINS HERSELF

(April 21, 2007) Carey Bock, who was the defendant in a defamation law suit won by Sue Scheff for more than \$11 Million, in a press release explains what brought her to be critical of Sue Scheff and Bock's personal situations that prevented her from adequately defending herself.

STICC FUNDS FIRST AT-RISK YOUTH

(April 22, 2007) John D. Reuben, Founder/ President of Saving Teens in Crisis Collaboration (STICC), Sudbury, MA, 877-249-1336, announced they are now in the process of funding and supporting their first two troubled teens. STICC has been awarded a federal grant of \$100,000 from the Office of Juvenile Justice and Delinquency Prevention, secured tens of thousands of dollars in pro-bono services and scholarships, and has further established an infrastructure to ensure that almost every penny donated to Saving Teens goes directly to helping troubled teenagers.

Most people can't think,
most of the remainder
won't think,
the small fraction who do
think can't do it very well.
The extremely tiny fraction
who think regularly,
accurately, creatively,
and without self-delusion
--in the long run--
are the only people who count.
~ Robert Heinlein

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