



Places for Struggling Teens™

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

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June 2007

Issue #154

SEEN 'N HEARD...

MAY VISITORS:

Robert Lane

COLLEGE ACCEPTANCE AT
MMS...

FAMILY SINGERS SWEEP
FESTIVAL...

BESSETTE JOINS IECA...

YBGR CELEBRATES 50 YEARS...

GATEHOUSE SUPPORTS MAKE
A WISH...

BRADLEY JOINS WEST RIDGE
ACADEMY...

RESEARCH SHOWS
IMPROVEMENTS LAST...

STEVENS RESIGNS FROM
CANYON CREEK...

JOHNSON JOINS MASLAND...

STUDENTS BREAK GPA
RECORDS...

FUTURE MEN SEVIS
CERTIFIED...

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

FULL DISCLOSURE

The Basis of Ethical Behavior

As discussion builds about proposed increased regulation of the troubled teen industry on both the state and federal level, it would be wise to step back and remind ourselves why this is needed, and how it can best be done. The "Why" is fairly easy. The purpose of course is to try to ensure our children-with-problems get quality care while eliminating, or at least reducing, fraudulent and abusive practices in both public and private programs.



How this can be done is the subject of debate. The usual first thought is for the government to mandate what is acceptable and what is not through regulations. This has the advantage of the regulators being able to force their mandates through the backing of the police. Since the government is the only entity that can legally use force to back their decisions, this works well as a last resort when other less intrusive approaches don't work in stopping abusive or fraudulent practices.

However, using governmental regulations as the main tool to ensure quality care for our troubled children has its disadvantages. Chief among them are the

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[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.

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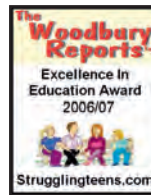
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Lon Woodbury, MA



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™**.

DISCLOSURE: Continued from page 1

unfortunate tendency of some regulators to impose their personal biases onto programs, what is called bureaucratic empire building, and insensitivity to parental complaints by public programs. (Boot camps exist primarily because of federal government support and funding despite research showing they are ineffective and sometimes dangerous.) For example, the news media reported there had been 182 complaints registered against the Florida boot camp recently in the news with no impact. It was only the 183rd complaint arising out of a widely broadcast death last year that caused the state to finally take notice and do something. See www.strugglingteens.com/news/florida_bootcamp_index.html for a list of articles. The Florida boot camps were then closed, but obviously they had not been responsive to parents and child activists. The state of Florida took action only after a national uproar forced the issue.

Pushing for Full Disclosure has more potential in fostering effective programs and ethical behavior. It is the secret deals and hidden agendas that corrupt an industry and eventually contribute to poor quality service, something that is very difficult for governmental regulations to stop. As a practical matter, in the public sector, partisan and bureaucratic politics seem to require secrecy as a normal everyday policy. When I was a career federal civil servant working with anti-poverty programs, one of the most common statements I heard in the agency was "They just would not understand" when it was suggested publicizing some internal agreement. This tendency is still rampant despite major efforts from sunshine laws, and other legislative attempts to force public disclosures.

There is a growing tendency toward secret deals and hidden agendas in the private parent choice industry also. Fortunately there are still a vast number of consultants and programs that refuse to stoop to any of these secret deals and hidden agendas. One of the most common questionable practices comes about from Finders Fees and various secret arrangements that are not shared with families or the public. Finders Fees are essentially unpublicized agreements for a program to pay a sum of money to a person who convinces a parent to enroll their child in the program. This practice is strictly prohibited by the two professional agencies in the industry, the Independent Educational Consultants Association (IECA), and the National Association of Therapeutic Schools and Programs (NATSAP). Both groups have ethics committees ready to investigate complaints of any questionable behaviors by their members. However, they have no power over anyone not a member of their own organization, and it is very hard

to prove many of these secret deals because... well because they are secret and documentation is hard to come by. However, any kind of disclosure of these practices will go a long way toward avoiding the corrupting influences these secret deals inevitably produce.

One simple test might help you determine if a practice might be ethical or not. Ask yourself if you would mind it being splashed on the front page of a major publication. For the most part, if you don't want it publicized, maybe you shouldn't do it.

In order to reduce or eliminate unethical practices, it is up to all of us to do what we can to disclose any of these questionable practices when we hear about them. It is only by good people taking action that we can ensure ethical professional practices dominate our industry. What IECA and NATSAP are doing is part of the job, and specific reports of questionable practices to them about any of their members can help them do a better job. Woodbury Reports is also trying to do its part in two ways. First, we require all advertisers to clearly identify who they are. Web sites, and especially referring web sites, that do not identify to the public who they are on their site, thus being secretive about their credentials and experience, are not allowed to advertise with us. In addition, we are willing to publish well documented evidence of practices that are questionable, of course assuming they are responsibly presented and pass legal muster.

Full Disclosure can be very effective as the basis of ethical behavior. That, backed up by the regulatory power of the government to force compliance in extreme situations, will be much more effective than either approach by itself.

We have a choice to make once and for all:
between the empire and the spiritual and
physical salvation of our people.

No road for the people will ever be open
unless the government completely gives up
control over us or any aspect of our lives.

It has led the country into an abyss and it does
not know the way out.

~ Aleksandr Solzhenitsyn

“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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www.nextstepforsuccess.com

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 IV

Skill #3: Revealing the Barriers to What Is

There is an old saying in the game of orienteering that you can’t get to where you want to go until you first ascertain where you are. So it is with parents wanting to change their parenting methods and family dynamics. Both coach and client first need to have a clear-eyed view of present conditions within the family if relevant and effective actions are to be taken to remedy existing problems. Before she can own the solution, the client must own the problem.

By “owning” the problem, we don’t necessarily mean that the client has to accept all the blame and all the

responsibility. Instead, owning the problem means that one acknowledges the factual description of the status quo and is ready to affect the changes over which she has control. The first step in owning the problem is acceptance of “what is.”

Acceptance, as we use it in parent coaching, is an active word as opposed to the passive sense in which many see it. Highly successful or strongly independent individuals will often resist the notion that they must bring more acceptance into their lives. These persons look upon acceptance as “laying down” or “giving in.”

Instead, we define acceptance as the acknowledgement of the reality of any given situation. It is the opposite of that long river in Egypt. By accepting, one is saying this is what is, like it or not. Acceptance requires a great deal of objectivity and honesty, especially when one’s own beliefs or actions are being examined. Acceptance of something or someone does not mean you have to like or agree with what you see, only that you are seeing what is truly there.

Acceptance can be a difficult first step for parents long used to denying or excusing their out-of-control child’s behaviors. In workshops with hundreds of parents of children in residential programs, we asked, “How many recognized your child’s behavior

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as out of your control long before you sent him or her to residential placement?" Most hands went up. For many parents, the level of pain has to exceed the level of denial before effective action can be taken.

Despite accepted wisdom that since Homer in the ninth century B.C. ("Young people are thoughtless as a rule") the "next generation" has been going to the dogs, it seems that never before have we been so willing to blame parents for the bad choices their children are making--this, in a society that continually offers more dangerous distractions to its least discerning members. Most parents will admit that a part (or all) of them believes the old saw that "good parents have good kids." Therefore, it should come as no surprise that most parents are slow to admit they have a dysfunctioning child in a dysfunctioning household.

As mentioned at the outset, both coach and client must have a clear-eyed view of the current situation in the family before effective action plans can be undertaken. So let's look at some of the barriers to acceptance – for both client and coach.

Client barriers to "what is"

Negative self-judgments – We all have some negative thoughts about ourselves. For some

parents the inner judgments, coupled with society's implanted beliefs about good parents and good children, add up to bitter self-recrimination. The result is often denial of one's ability to affect the outcome, or the blaming of outside forces for their family's difficulties.

Comparisons – Parents who compare themselves to "normal" families, or are compared by others to families who do not seem to have any similar problems, will often want to hide their situation from outsiders – and sometimes from themselves.

Family "secrets" – Dysfunctional families may often recognize their problems internally but, united in the belief that they cannot ask for or get help, will keep outsiders, including coaches, from knowing the truth about their situation.

Expectations – Dreams for our children, begun when we first held them in our arms, die hard. Indeed, many parents turn their dreams into expectations. When their child does not fulfill their dreams, they are disappointed, angry, yet still very reluctant to give up their expectations.

Culture – Some cultures are even more severe in their judgments against parents with struggling children than our own. The informed coach will

Continued: SKILLS/ pg 6

Ruth B.
2003 GRADUATE

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SKILLS: Continued from page 5

recognize these cultural barriers to acceptance and disclosure and work sensitively with these parents.

Lack of knowledge – Though not as common as some of the other barriers to acceptance, a coach may occasionally come across a parent who is genuinely clueless to what their child is into and how they are contributing to that child's out-of-control behavior.

Fear of change – When we talked with those parents who admitted to delaying for months, even years, taking the actions their child needed, many admitted that the greatest barrier to their acceptance was a fear of change. All of us have a certain hard-wired resistance to change. We will put up with quite a bit of discomfort before we will leave “the devil we know.”

Coach's barriers to “what is”

Over-identification – Losing one's understanding that every client and every family dynamic is different occurs when the coach starts to see herself in the client. This identifying with the client has the effect of halving the synergistic possibilities of the coaching relationship.

Judgments – Personal bias and stereotypes can influence our judgment of others. The acceptance process mentioned above must be

part of the coach's work as well as the client's. Acceptance does not involve the coach judging what is, simply acknowledging it.

Perspective – Separating personal perspective from reality will be the work of both the client and the coach.

Investment in the outcome – One of the hardest things a new coach must learn is that his natural instinct to want the coaching relationship to be an unqualified success is actually a hindrance to his ability to be a supportive partner in the client's self-empowering change process. An over-investment in the outcome can blind a coach to alternative actions and solutions that do not fit into his own game plan.

Need to have the answer – Clients may have many questions. And there are appropriate times for the coach to supply answers. However, feeling a need to answer all of the client's questions can force the coach into evaluating situations only as they lend themselves to solutions.

So, how do we as coaches begin to scale these barriers: our own and the client's? First, by being aware of our own barriers to acceptance, we continually work on our openness to what may come,

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our genuine belief in the client's ability to see himself and his family as they are, and controlling our underlying need to be right and in control.

Building the coaching relationship on mutual trust is essential for both client and coach. Trust in each other will help both client and coach to begin to trust the process. Bridges built between coach and client, constructed on a foundation of mutual trust and safety, allow each participant to drop ingrained defenses and move together to remove the barriers to acceptance of what is.

For the coach, this period of trust and safety building requires that she act as both passenger and navigator. She must allow the process to unfold while gently nudging it forward. Sensitivity to timing is an intuitive skill which is acquired over time and work with a number of parents. Some parents will move forward sooner and faster than others. Resistance will be greater or lesser even within couples.

Incremental progress is what we look for in the early stages of the relationship. Sudden epiphanies and breakthrough changes will often occur for the client, but only after they have accepted the reality of the present situation. By gradually revealing previously undisclosed areas of her life, and having those disclosures accepted

by a non-judgmental coach, the client becomes surer of herself and willing to attack new barriers to what is.

We discussed self-disclosure by the coach with Skill #2 - clean, clear concise communication. Self-disclosure can help build bridges to the client. However, before disclosing, the coach must check himself out by asking, "Why am I sharing this? Does what I am about to share serve the client's needs?" Sharing one's own barriers to acceptance as they have played out in one's life may be a catalyst for the client to open up.

Again, as we saw in Skill #2, powerful questioning is the most important skill, and greatest gift, that the experienced coach brings to the relationship. Combined with sensitivity, mutual trust, exquisite timing and a recognition of the human condition in every client – and oneself – the coach's powerful questions help the client open the doors to "what is".

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 V:

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CHANGE IS NOT A FOUR LETTER WORD

By Glenda Gabriel

Change . . . an amazingly powerful and often times emotionally charged word. Change can be a word that seems like such a great idea when directed toward someone else; i.e. how “they” can change in a way that will make your life better. At the other end of the spectrum, the word “change” can trigger fear and resistance in a nanosecond if someone says you need to do it. Or, it can be embraced and welcomed by choosing to move forward with an attitude of gratitude and appreciation for the opportunities change can bring to the quality of your life.

Whether you’re toying with the idea that something different needs to be done, have already made the decision things must be done differently, or moved to action to create a different outcome, change becomes part of the equation. Change happens in all areas of life. No area of change is seen more intensely then with families of struggling teens.

Needed change seems obvious in teens whose lives have gone off the tracks through poor choices and behaviors becoming a risk to themselves and/or others. When it’s determined that intervention placement in a private residential school or program is the responsible, loving decision needed, it is important to remember that your child’s true and lasting change will not happen fast, or on your timeline.

It is key to remember that your teen is just one member of your family system. For the optimal outcome, the entire family needs to be committed and open to change. For starters, what’s going on in a teen’s life affects all members of your family. Your teen has done a very good job of signaling “this system is not working,” waving a very large, very scary red flag. Wise parents will step up to the plate and willingly be part of the solution.

IT’S A PROCESS: There are specific stages of change that experts have identified. Lasting change is going to involve going through all of the various stages.

- ☞ Being in resistance, or denial, to any change needed.
- ☞ Considering the possibility of the need for change in the future.
- ☞ Decision that change is needed. Making a plan and setting gradual goals.
- ☞ Taking action. Putting specific plans into play.

☞ Maintaining and internalizing the change.

Incorporating the change into your life.

But don't expect change to be made in a straight line. They will go back and forth many times.

Look at the changes you've made in your own life: changes in diet, workouts, even cutting back on your work schedule. Can you see how these stages in change fluctuated and flowed? How many times did you repeat the steps? Start. Give up. Go back. Start again.

DON'T HOVER: The tendency for parents of children in treatment is to hover and hang on their child's every movement longing to hear a report or some evidence of a miraculous "ah-ha" moment. But change generally comes slowly. It evolves. It's a process of forward and backward movement. How well would it work for you if someone stood over you with the spoken or unspoken expectation of your needing to make changes in order to make them happy? Would that motivate you? Lasting change must come from within. It must come from their own desire of wanting something different for their life.

CARE VS. CONTROL: Be interested but don't attempt to maneuver or manipulate their changes through enabling, guilt-trips, anger or avoidance. Whether they tell you or not, you are the most important person in their life. Be willing to hear they are struggling. It's part of the process of change. It's also an important part of what they need to learn to be successful.

BE SUPPORTIVE: It's important that your child know you are in alignment, and in support of, their program and staff. If you have an issue or concern in those areas, do not discuss it with your child. Do not let your emotions or tone of voice betray you. If your child is in any resistance to change, they will see that as a chance to divide and manipulate. It's critical to your child's and your family's success, that you create a unified team.

NO SUGAR COATING: In your willingness to be part of the solution, be willing to openly hear the reports of staff. Don't set yourself up to expect glowing reports every week. You want to know what's real. Your child is in treatment because serious changes need to be made. It will take time. Yes, it is hard. But you're tougher. You have to be. Find things to be happy about, even when the reports aren't what you wanted to hear, i.e., be grateful your child is safe and with people dedicated to working with both of you.

Continued: **CHANGE/** pg 10

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CHANGE: Continued from page 9

BE A TEAM PLAYER: Make it easy for staff to work with you. These are people who do what they do because they care about making a difference. Do your part to make sure they were glad they showed up for work today.

RESULTS BASED: True change will show up in your child's results. Your child knows what you want to hear. It's their actions that will speak to their changes, in either forward or backward movement. Pay attention to how they are interacting with their peers, working with staff and responding or reacting to you.

SETBACKS: Sometimes successful change can be so frightening to a teen lacking self-trust and confidence that it triggers self-sabotage and setback. Recognizing setbacks are a typical part of the change process can help you prepare for measures on your part to help your child get back on track.

TAKE CARE: Instead of hanging your happiness and well-being on the status of your child's change, or lack thereof, be good to you. Give yourself permission to enjoy life. Pay attention to your changes. Take this time to restore the balance in your life. If all of your conversations and thoughts are consumed with your program child, then others in your life are getting shortchanged, starting with you. Your child needs a

happy, healthy parent who is modeling a life of self-appreciation and personal happiness.

You're the parent. Your child needs to know they can count on you to stay the course. Be open to learning and seeking ways you can contribute to the solutions your family needs. Be courageous enough to work with your staff, ask your child, ask your family members and self-inventory the changes you can make to create a successful home environment. By your example, your child needs to know that change is not a four letter word.

About the Author:

Glenda Gabriel of Core Solutions is a strong advocate for parents' 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.
www.CoreBB.com

Each year the child is coming to belong more to the State and less and less to the parent.

~ Ellwood P. Cubberley



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VISITS...

GRAY WOLF RANCH

Port Townsend, Washington
Woody Bernas, Program Director
800-571-5505
woody@graywolf ranch.com
www.graywolf ranch.com

Visit by: Lon Woodbury - April 3, 2007

Gray Wolf Ranch is a program for boys ages 15 to 25 whose primary diagnosis is Chemical Dependency and who have successfully completed a primary Chemical Dependency Rehab program. The optimum size of the program is 28 boys. The purpose of The Ranch is to be a follow-up and completion of that initial CD Rehab program. Staff members describe the program as being somewhere between a half way house and a psychiatric care provider. The program is clinically driven, and they use the term "Alcoholics Anonymous (AA) informed." The purpose of the Ranch is to complete the CD treatment that had been started by the initial program. Some of the programs the staff mentioned that have most frequently referred their graduates to Gray Wolf Ranch are Hazeldon, Caron and Wilderness Treatment Center.

To be enrolled a boy must be fairly stable and willing to commit to the program. While a minimum length

of stay is four months, the average is five months. There are houses in town that can hold up to 17 boys where a few boys can stay as a transition after the main program when it makes sense for them to stay in the area, for such things as jobs, school, etc.

The first impression upon entering the property is one of natural tranquility. There are twenty acres covered with natural growth, but it is maintained very well and seems more like a garden than wild and brushy acreage. The balance between nature and control contributes to the peacefulness of the setting. Buildings and offices are sprinkled around the property in a natural wood style that fits into the surrounding natural growth. Each building is connected by well groomed paths with adequate lighting at night that appears to be effective but unobtrusive

I had a chance to meet several of the students as I toured the campus, and all seemed to feel safe and comfortable with good eye contact. Many were heading to or returning from jobs, volunteer work or the study center. I also met some students putting in a shift in the student run tee-shirt silk screening and embroidering business in downtown Port Townsend

Continued: **GRAY WOLF/** pg 12



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GRAY WOLF: Continued from page 11

called Badd Habits. After hiring a professional manager, this business has been quite successful in attracting clients from all over the country and is now running in the black. The students who were working a shift while I was there seemed enthused about their work and seemed to be learning some good work skills.

Right next to Badd Habits is the Ranch's Learning Center. The room is filled with computers, and the students continue their academics there with the help of a certified teacher acting as a proctor/mentor. The students continue their education there either by working with their home district, or by using NovaNet, which provides online accredited High School courses. The older students either take college classes through a local college branch, or have jobs, or both.

The first week a boy spends on campus is a type of orientation with the clinical process starting immediately. This includes the student helping refresh his own social history and master plan which he then signs off on. After the first week, the student becomes part of a peer group. He then is involved with the routine of the group which consists of evening group, initially five AA meetings a week, and weekend outdoor challenges which are sometimes overnight.

The wilderness experience is seen as a very important part of the experiential approach to the healing process, so every six weeks each of the three groups goes on an expedition of six days or longer. These can consist of kayaking around the San Juan Islands, or expeditions into the Cascade mountains, or trips on the Washington Coast. These expeditions go out in all seasons and the students are fully outfitted appropriately for the season. In addition to the challenges of exploring nature during these expeditions, daily groups continue and the wilderness experience is integrated into the clinical master plan for each student. The pictures on the wall of the outfitting room show the students in a wide variety of climates including camping in sub-freezing temperatures, high on a mountain trail, hiking along the Washington coast and in a cove in the San Juans.

The structure is unobtrusive but fairly tight with the students being kept active almost all of the time. As one example of the structure they have evolved, the firewood for their fire pit is always in a locked shed. As an explanation, the staff explained that on one of the many paths crossing the property, they have a circle around an impressive fire pit which is used for house meetings from time to time. However, some

time back one student, probably reacting out of his addictive tendencies, decided he was going to try to build the world's largest bon fire. Fortunately, the fire never got out of the pit and none of the property was ever in danger, but to avoid wasting wood like that in the future, it was decided to lock the fire wood in the shed which became part of the structure creating a boundary for the students' safety. This kind of subtle but controlled structure is seen as vital in helping the students learn to manage their recovery and how to create their own boundaries in the future.

Most of their graduates continue on to boarding school, usually a therapeutic boarding school. Having the skills from Gray Wolf Ranch in managing their recovery, they still need time to learn about the rest of life in their process of growing into a mature adult.

NEW SUMMIT ACADEMY

Atenas, Costa Rica
 Heather Tracy, EdM, Executive Director
 414-921-1388 [USA Call forward]
heathertracy@newsummitacademy.com
www.newsummitacademy.com

Visit by: Loi Eberle, March 20, 2007

My recent visit to Summit Academy [NSA] revealed how this program has evolved from its origins as Coronado Academy, formerly on the Pacific Coast in Quepos, Costa Rica. While maintaining some original teachers and clinicians, its new owners have changed its name, developed its vision, and moved its campus to the mountains of Atenas. This transitional therapeutic boarding school now offers experiential education, personal growth and college prep academics to only 18 males, ages 15 to 18.

NSA seeks students appropriate for their milieu who are willing to enroll for at least one year. Clinical staff and the co-owners make admission decisions based on student essays and student and parent interviews. Co-owners include: Executive Director, Heather Tracy; Personal Growth Director, Mario Duran; Experiential Education Director, Andy Myers; and Operations director, James Woody. They rule out students with a conduct disorder diagnosis, chemical dependency, or psychosis, but will consider bipolar students who are stable on medication as well as students with diabetes. The staff carefully screens all students' medical histories for appropriateness for the week-long wilderness "Aventuras" occurring every five weeks and the periodic travel home.

Continued: **NEW SUMMIT/** pg 14

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Swan Valley,
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NEW SUMMIT: Continued from page 13

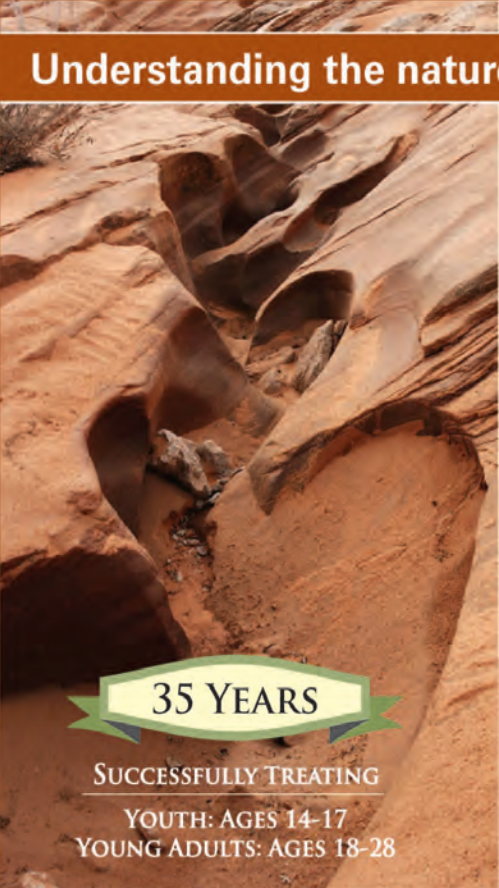
Students with serious drug behaviors are inappropriate though they will consider students whose drug history is a secondary issue of self-medication.

I toured the campus with some well groomed, friendly students who said they enjoyed being in Costa Rica. After a delicious lunch, I watched students' friendly exchange as they walked by the pool on the way to the student lounge in the administration building. Some students were already there, listening to music and reading in over-stuffed reclining chairs. When asked what they wanted in their lounge when it was being decorated, students had requested these chairs.

The school's architecture is typical of Costa Rica, as is the warmth and friendliness of the staff. The relationship between the students and teachers was friendly and engaged when they showed me examples of their work and discussed the Shakespeare play they were reading. Teachers gave me examples of how they used Multiple Intelligences education in their small classes. The four teachers provide: three levels of Spanish, English, Humanities, Science, Mathematics and Woodshop. NSA's academic program, accredited by SACS as a "Site of New Summit School", a day school in Jackson, MS, is currently undergoing the accreditation process to become an independent site.

While showing me their small but comfortable bedrooms, students talked excitedly about their honor code system, part of NSA's non-punitive process and relationship-based approach. Students can earn honor status and have input into the creation/modification of their rules and consequences by submitting proposals and interacting with administration during the decision making process. Students and staff also participate in Honor Council Meetings to determine natural and artificial consequences of incidents arising from negative as well as positive behaviors and attitudes. The students were very animated during our discussion, explaining their commitment to the process because it gave them a sense of ownership.

Students also spoke excitedly about their recent Aventura experiences. Andy Myers, Experiential Education Director, explained that Recreational Aventuras occur during quarterly school breaks. They can include a trip to Peru, taking a SCUBA certification course, or staying with an indigenous BriBri Indian family. The more challenging Integrated Aventuras, part of the academic curriculum, integrate personal growth activities, science instruction and experiential education. Different ecological zones are studied and used as metaphors for personal/family/community dynamics.




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Also during this time they can certify in Swift Water Rescue and Wilderness Advanced First Aid. I spoke with a student who proudly described his recent completion of the fourth Aventura, part of the graduation transition. Students had hiked Chirripo, the second tallest mountain in Central America, 13,000 feet in elevation.

Students spend Sundays with a Costa Rican family, usually attending church, joining in family recreation and sharing dinner. Once reaching the appropriate trust level, students can petition to “date” local Tica girls. NSA staff meets the girl and the family. If approved, the student is allowed a chaperoned visit at the family’s house, can invite her on NSA recreational activities or talk with her on the bench in the public park. This provides great motivation to learn Spanish! NSA also hosts dances and community picnics every seven to eight weeks.

Andy showed me where the NSA students had “real life” work experience internships in the town of Atenas. These include mechanics, cooking, movie rental, computer repair and working in a clothing store. Community service is also required of the students, which currently includes recycling, translating National Geographic magazines for the local library, teaching English classes for children

and organizing community video nights for local teens. NSA students speak fondly of the community and people in town express appreciation for the NSA student work. Before a student begins interacting with the local community, Andy and NSA staff hold meetings to “train” the host family and the “boss” who hires him.

The students also participate in individual and milieu therapy with three to four licensed Master level therapists who work on evenings and weekends to provide a more extensive milieu therapy experience for the students. The therapists use a humanistic, non-punitive, non-confrontational, individualized process, based on relationships and continuous personal growth. Students attend three groups per week, one for specialized group therapy, one for student to student “feedback,” and one that is a community meeting. Dr. Kogel, a psychiatrist, sees several of their students every two weeks. The therapeutic program is licensed by PANI (the Costa Rican child welfare organization) which requires strict regulations for student living standards, immigration regulations and treatment of students. Though not required to comply with US program licensing requirements, NSA chooses to comply.

Continued: NEW SUMMIT/ pg 16



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NEW SUMMIT: Continued from page 15

During my visit, I learned enrollment at NSA beyond the one year commitment is based on personal progress and the strength of the transition plan. I was very impressed with the enthusiasm the directors and staff had for helping their students develop academic skill, self-sufficiency, confidence, resourcefulness and independence. I became convinced of their premise that the NSA's cultural immersion helps students clarify values, relationships, and life goals and "looks great on a college application". Students at NSA are offered exciting opportunities, and I feel confident they will be nurtured, challenged and guided in ways that can help them for a lifetime.

NEW CREATIONS CHAPEL, INC.

Richmond, Indiana
Pastor Tim Cummings, Founder
Jeff Raatz, School Director
765-935-2790

www.newcreationschapel.org

Visit by: Judith E. Bessette, EdD - May 10, 2007

On a warm and sunny day in early May, I spent several hours with Pastor Tim Cummings and Jeff Raatz learning about the genesis of New Creations. Back in 1967, Tim and his bride, Bonnie, got the call to work with young people – teenagers – in trouble. For several years, the couple took children into their home in southern Indiana. The Cummings had three goals in mind – to help youngsters develop spiritually, to help them restore relationships with their families and to take each student as far as he or she could go academically.

Pastor Tim explained that these goals remain the same today – although today, children ranging in age from 12 – 17 live in dormitories and attend classes on the 600 + acre campus of New Creations Boarding School. It is important for families considering New Creations to understand that it is a Christian program – described in the school's materials as "offering Christ-centered training, education, counseling and care for young people and their families." There are currently 30 teens enrolled but New Creations has the facilities to double that number.

There is a two story, red-brick Federal style house – formerly the home of the farm family that had once owned the land – that serves as the office for New Creations. After visiting with Tim and Jeff for a while, two female students arrived to take me on a tour.

The first stop was the Chapel. Like all of the buildings Pastor Tim has built on campus, it is simple

in design yet functional. The large meeting room has chairs set up in three sections – seating for boys on one side of the room and for girls on the other with seating in the center section for staff, visiting family members and for the handful of local families who worship there. There are services on Sunday morning, Sunday evening and Thursday evening as well as a student-run service on Friday morning each week.

We walked through the Girls Dorm – a simple, concrete block building that was built in the late 70s. My tour guides showed me their bunk area as well as the common room that serves as a place for the girls to “hang out.” We walked by the Boys Dorm but did not go in because there was no male staff member with us.

There is a large building set deeper in the property with a gym, the boarding school classrooms and the cafeteria. There are also rooms that house a Christian Day School for the children of staff and for a few local kids whose parents want a values-based educational setting. Boarding school teens are able to join the day students upon reaching one of the upper levels of the behavioral program that is in place. The academic curriculum is a computer-based Christian program from Alpha Omega called Switched On Schoolhouse or SOS. Using 10 work packets in each of five subjects a year, students can work at their own pace to master material in Language Arts, Math, History & Geography, Science and the Bible.

My tour guides told me that while their faith had deepened and that they were both doing better in school than ever before, the best thing about the work they had done at New Creations was a renewed relationship with their families. One of the girls is graduating this month. Part of her transition plan is taking a mission trip to Africa – and her mother is going too. The trip was coordinated by New Creations in conjunction with other schools and churches. My other guide shared that she had been able to go with other students on mission trips to help families in need more locally.

The girls returned me to Pastor Tim and Jeff and we talked in greater depth about the school program, monthly meetings with parents and students and the role of the Christian environment in helping teens sort through their problems. Pastor Tim speaks eloquently about the role of Christian counseling there – counseling “in the moment” designed to help students find out who they are and understand their place in the world. Jeff is taking on more and more responsibility for the daily operations of the school

Continued: **NEW CREATIONS/** pg 18

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NEW CREATIONS: Continued from 17

while Tim is focusing his efforts more and more on fundraising.

My impression is that the student who would do well here is one who is having difficulty communicating with his or her parents and other authority figures and needs the structure that 24-7 care has to offer. Most of the teens at New Creations are bright – but have performed poorly in school. New Creations can handle kids on medication and can bring the kids to town to see a clinician – but that has not been the norm. However, Jeff is currently having discussions with a licensed clinical therapist with a strong Christian background who would deepen their counseling expertise. Students who pose a serious run risk would be a problem given the school's proximity to I-70.

Interestingly, while many teens with significant therapeutic needs would not be appropriate, several adopted teens with fairly significant attachment issues have done well – especially in cases where an older teen completes high school at New Creations and moves on in life. Staff members feel that they have had successes with other “tough cases” in the past – and are willing to look at applications from more complicated kids and family situations. The tuition at New Creations is reasonable and, for the family in


need because of a troubled teen but with limited resources, the program may be very attractive.

It was also quite clear to me that the staff – from Pastor Tim and Jeff to the teachers to the counselors (house parents in other schools) to the secretary – all have a heart for working with teens. In fact, their care for and commitment to the students is strong enough for you to feel it when they talk about their work. So, while the buildings are plain and, in some cases, in need of some cosmetic work, the relationship between students and staff shines through.

In 1984, New Creations added a Bible College to the campus. The school offers two and four year degrees of Biblical Studies in Residential Counseling, Christian Education, Pastoral Theology and Missions. Students are able to earn scholarships in the form of full or part-time employment – sometimes by working with younger students in the boarding school. They are currently 8 students enrolled at NCBC.

The last leg of my tour was a drive around the campus with Pastor Tim. The property and all of the buildings on it have been paid for by his fundraising efforts. The low tuition is offset by annual gifts to keep the school in business.

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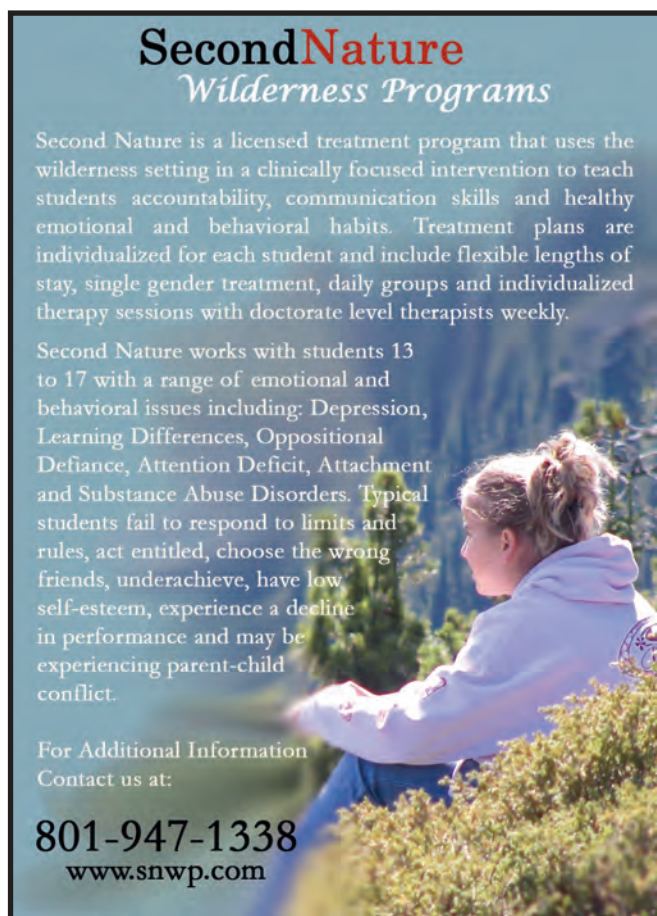
We drove to a beautiful 45 acre lake. The boarding school kids come out on day hikes and also spend time camping at the lake during the summer months. There is also a horse barn near the lake and students have the opportunity to ride and care for the horses. In the summer months, New Creations offers camp experiences for youngsters who are not students at the boarding school. Primitive camping facilities are also available for rent to community and corporate groups.

Two dreams for the future are underway. One is for a 38-room lodge just off the lake and the other is for two large cabins near-by. Both projects need additional funding but Pastor Tim is convinced that the "little miracles" that have made New Creations what it is today will continue and that, in the not-so-distant future, both projects will be completed.

New Creations complies with Indiana laws regarding boarding schools and is accredited by the International Christian Accrediting Association (ICAA). The school also belongs to the Oral Roberts University Educational Fellowship.

Large social organizations cannot succeed unless they focus on what they do best.

~ Diane Ravitch



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NEW PERSPECTIVES...

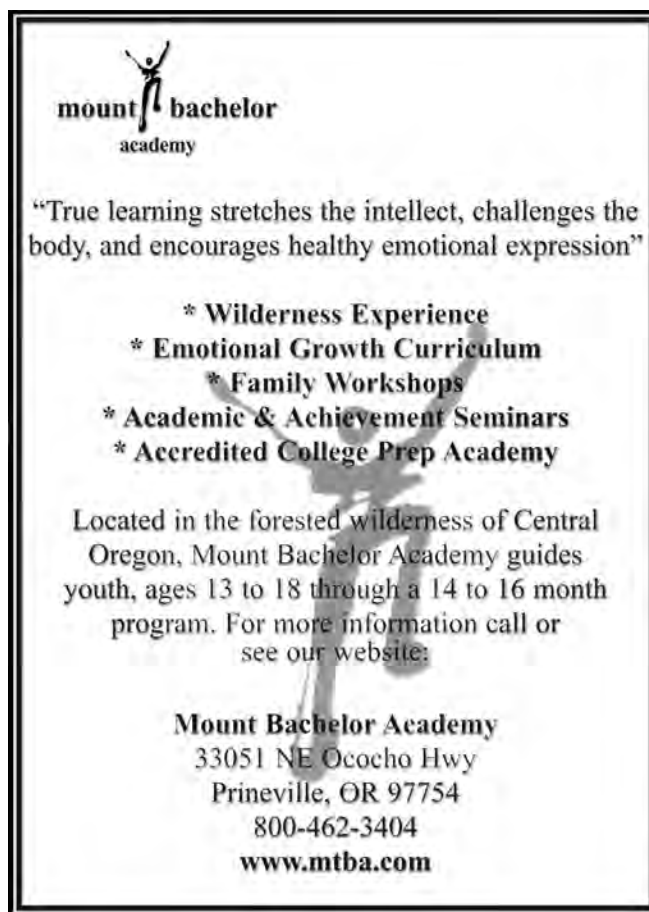
[New Perspectives schools and programs are those new to Woodbury Reports, Inc., and are presented to expand your knowledge, with the disclaimer that we know little more about them at this time than what appears here. Inclusion in Places for Struggling Teens™, of course, does not imply any endorsement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

COTTING SCHOOL

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Elizabeth Russell
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Cotting School is a day school for students ages 3-22 who may have moderate to severe learning disabilities or multiple physical challenges, with moderate to severe communication needs "requiring adaptive equipment and alternative communication systems", or students with complex medical conditions "requiring medical support services and closely monitored classroom settings," and students with "post-traumatic injuries requiring a rehabilitative setting.

The students at Cotting School are offered individualized academic, prevocational and vocational skills, which include working in the "Cotting Café," as well as other service projects.
Continued: **COTTING/** pg 20



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COTTING: Continued from page 19

Visual, creative and industrial arts, home economics and music courses are part of the curriculum.

Extracurricular activities for students include: the Drama club, photography, chess club, winter sports, and Chinese cooking. Students are involved in the Yearbook, school magazine, dances, yoga, ski trips and student concerts.

The Physical education program at Cotting is adapted for each individual student and includes several activities including basketball, golf, track & field, softball and jazzercise.

The campus also encompasses “Hope House”, a post-graduate transitional residence, as well as “The Mary Perry House”, which houses “the Intensive Services Program, for the youngest students with the most serious challenges.”

HAMPTON ROADS **YOUTH CENTER**

Suffolk, Virginia
Joyce Powell, Director of Operations
757-923-4948
jpowell@hryc.org
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Hampton Roads Youth Center is a residential program for 12-17 year old adolescents which provides residential counseling and personalized educational services for those who are experiencing emotional, social and family oriented problems. The average length of stay is between nine and eighteen months. Admission criteria are strict. Young people who have a pattern of aggression or history of violence, drug addiction, or other serious criminal activity will not be accepted.

Students attend Harvey L. Lindsay, Jr. School with a six to one ratio of students to teacher, enabling children to “catch up to their correct grade”. Monthly field trips are incorporated into the curriculum as well as nightly study time. Hampton Roads program is based off of four phases of treatment: Assessment, Initial, Work and Final, all of which lead to their successful discharge. During these phases there are specific goals and criteria to complete before moving up to each level

Each resident is assigned an individual counselor who provides weekly individualized counseling and will work with each resident to develop a service plan with strength-based goals and objectives. Residents participate in daily group counseling, a Life-Skills group that teaches skills needed to succeed from

financial responsibility to anger management, a Therapeutic group which allows residents to work toward their therapeutic goals, a community group that addresses issues that can arise while living at Hampton Roads and an opportunity to share goals with their peers, and a team-building group that utilizes activities to teach residents teamwork and good sportsmanship. To foster a successful return of the resident to his or her home, there is family counseling, which is an ongoing involvement by the entire family.

Give a little love to a child,
and you get a great deal back.
~ John Ruskin

UTAH PREPARATORY ACADEMY

Manti, Utah
Dana Dalton, Admissions Director
435-835-4475
www.utahprepacademy.com

Utah Preparatory Academy is a licensed residential treatment facility for students struggling with depression, anxiety, anger and low-self concept. Their students also have withdrawn from their families, are acting out rebelliously, have chosen poor peer relationships, have lost interest in extracurricular sports and hobbies and have failing grades or different learning styles- ADD/HD.

After completing an initial academic assessment, students create an individualized plan called AIM (Academic Inspiration Map). The AIM highlights the student's historical stumbling blocks (learning styles, emotional disruptions, peer-related distractions) that the student has been encountering and helps develop a plan of action to regain skills.

Therapeutics at Utah Prep are administered by licensed clinicians, with weekly individual sessions and a variety of five or more groups that are also conducted each week. In addition, parents are asked to participate in the therapeutic process via telephone conferences and parent weekends.

Daily exercise combined with a balanced diet and a good night's rest set the foundation for Utah Prep Students to branch out and pursue other recreational interests. Utah Prep encourages students to pursue extracurricular activities including equestrian lessons, piano and guitar instruction, outdoor adventures, as well as participating in community recreation leagues.



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

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TRINITY TEEN SOLUTIONS

Powell, Wyoming
Jerry and Angie Woodward, Directors
307-645-3384
www.trinityteensolutions.com

Trinity Teen Solutions is a Christian-based therapeutic residential treatment center for girls ages 12-17 years of age who may be experiencing depression, low self-esteem, grief/ loss negative peer influence, underachievement, rebelliousness, anger, defiance, impulsive or hyperactive behaviors, etc. The average length of stay is 8-12 months with a 45-day minimum.

This emotional growth program uses both individual and group therapies along with a “nutritional” therapy, Bibliotherapy, spiritual activities of prayer, daily Mass and group discussion. It also utilizes animal therapy and equine-assisted psychotherapy on a 4,000-acre ranch.

The academic program of Trinity Teen Solutions is taught through experiential, adventure, and environmental education, as well as course work for high school credit using an independent study course accredited by the Northwest Association of Schools, Colleges, Universities (NASCU) and the Commission on International and Trans-Regional Accreditation (CITA).

BOOK REVIEWS... BE MORE CHILL

By: Ned Vizzini
Hyperbion Books, 2004 New York
ISBN- 978-0786809967

Reviewed by: Janyce Lastman, LLB

CAUTION: *This novel is definitely NOT recommended for preteens, nor suitable for those easily shocked or offended by language or typical teen behaviors. It contains strong language, sexual content and descriptions of recreational alcohol/substances that often reflect today’s teen culture. However, the author ends by rather elegantly delivering a clear moral message about the self-empowerment of making good choices, without coming across as artificial or preachy.*

Jeremy, a decidedly non-cool high school junior who narrates this innovative novel, is obsessed with buying a coveted “squip” off the black market. To raise the cash, he must first steal, then sell off his favorite aunt’s prized Beanie Baby collection. For the uninitiated, a squip is a futuristic, pill-size super-computer that, when swallowed, implants itself into its owner’s brain and becomes a sort of uber-life-coach. Jeremy’s squip goes to work immediately on

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

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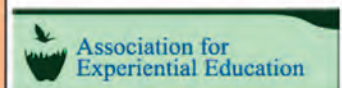
As always, W.T.C. has a licensed Chemical Dependency Counselor present for the duration of every expedition maximizing the therapeutic value. They meet some pretty big challenges facing life without chemicals; a good foundation based on a spirit of success and an ever increasing self-esteem is a great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



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his most glaring deficits, becoming a high-tech social skills coach and tutor rolled into one. The squip's voice instructs Jeremy in wonderfully pedantic detail, and it is precisely this real time "voice" that teens with NLD will initially connect to so well. The squip tells Jeremy exactly how a teenage boy "should" talk, walk, swear, dress to impress girls, party like there's no tomorrow, and paradoxically, how to charm his teachers, be seen as an ideal student, ace his assignments and fly through his SATs while he's at it.


True to its warranty, the squip is a very good instructor and Jeremy, a highly motivated pupil, is rapidly transformed. Though the squip's voice is always "on" inside his head, Jeremy's rapid learning curve means he relies on it less as he begins to generalize his newfound teen skills. Socially clued in and now looking the part, he quickly leaves his nerdy loyal best friend in the dust for his new best buds. He seeks out the coolest, "baddest" dudes and the hottest girls always ready for action. Even better, he's pulling off great grades by studying faster and smarter than he ever thought possible, while working the classroom atmosphere to his advantage.

So life should be beautiful... or is it? Unfortunately, the only thing lacking in this version of the squip

prototype, and thus lacking in Jeremy by association, is a sense of social responsibility and moral conscience (apparently this is an option planned for future versions of the squip not yet on the market).

Author Ned Vizzini was still in his teens himself when he began writing teen fiction. He is gifted-NLD and has struggled with mental health issues. Another of his books, *It's Kind of a Funny Story*, is a semi-autobiographical account of battling clinical anxiety and depression plus an OCD-related Eating Disorder, and concurrent psychiatric hospitalizations. In *Be More Chill* as in all his books, Vizzini's cleverly understated writing style allows his hero to make the requisite right choices and learn the necessary life lessons – all before the reader really catches on. The shift from a tantalizing read to a pro-social model is subtle yet sudden. Teen readers, especially those with NLD, have no time to back away, but instead are carried along toward the desirable conclusion almost despite themselves.

Visit www.nedvizzini.com for more on this and other novels, which are also suited to older teen readers with NLD. And for more information on the squip, Google it.



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EXTENDED INSIGHTS... 21ST CENTURY PARENT SUPPORT

By: Randall Cook

In this day and age, parents are eager, and in some cases demanding, more parent support and involvement from schools and programs. In attempting to bridge that gap, many Schools offer parent workshops, conferences and seminars. Yet the on-going needs parents have for information, connection and support during the time their child is in their program outstrips the best efforts of any staff. To each family, there is only one child in the Program ... their's. Yet at the same time, the Program Staff are already stretched thin working directly with all the students in their care. Recognizing the value of mentoring, some Schools have parent support groups meeting in various locations around the country. Yet, many families cannot attend because they do not live near enough to the city where they are being held. The issue of expanding services for parents is important, and a trend that has been going on for a long time as summarized by a November 2006 statement "One of the most important trends in private residential schools and programs for children with problems has been to bring parents into the loop." (Lon Woodbury, Woodbury Reports, Inc., November 2006, *Parents in the Loop*)


The solution? Simply bring the support group to them... in their own living room, home office, at work, airports, in the US or out. They can be connected anywhere and anytime. It is support they can access 24/7, any time of the day or night, 365 days a year. Parents have a need to connect to their peers who know exactly what they are going through. They need support and encouragement for their family's tough challenges. They want to celebrate with someone who will truly understand their joy as progress is made. Who better to do that than other families who have been there and done that? Connecting with other parents, sharing their own family healing, and offering encouragement to stay the course is now possible 24/7.

This is about the power of technology and especially the power to connect that the Internet allows. Through online parent support groups, schools and programs can make the next step in the evolution of private schools in serving the parents of their students. Several schools and programs have already experimented with developing online parent support groups for their parents, and are enthusiastic about the results.

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"We are very happy, but most importantly, our parents are delighted with this service," comments Richard Williams, Director of Marketing and Business Development, Three Springs Adolescent Treatment Programs, in talking about their own online parent support group.

Dean Porterfield, Program Administrator for Three Springs of Duck River, in talking about their online service, reports that this "... has been a very positive experience and has aided in our Program taking the support we offer our families to the next level. I have heard nothing but positive things from all of my clients. Many have asked, 'I can't imagine not having the support of the Community Board, how did we survive before?' It has aided in families sharing their emotional journeys of growth, and they know support for those tough days is only a click away. In addition, the support services have been exceptional."

Technology, and the desire of parents to be involved, will not fade away. Welcome this change that will create more opportunity for your parents to become part of the solution.

About the Author: Randall Cook has applied his experience in Internet systems to developing and administering secure online parent support systems as Operations Manager of Core Solutions, San Diego, CA. In the years since graduating an adolescent residential program himself, he went on to work in various capacities in the private youth placement arena. For more information, contact Randall at 877-271-4427, Randall@corebb.com, or visit www.CoreBB.com.

So when I, as a parent, face the challenge of raising a child who is going to have a habit of self-discipline and understands the importance of postponing gratification, I have to do that recognizing that the media culture is against me, the popular culture is against me, the market culture is against me because of the advertising issues, the educational culture is against me, and the political culture is against me, too. There simply aren't any allies out there, with the exception of one possibility--the religious culture."

~ Stephen L Carter

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www.fulshearranchacademy.com

NONVERBAL LEARNING DISORDERS

By Janyce Lastman, LLB

Teens with NLD (nonverbal learning disorders) have an unusual learning style: they are primarily highly visual learners when intaking information, yet excel at showing what they know verbally, or sometimes via speech, arts, drama or music. Decoding and surface retention for print comes easily to most students with NLD, but higher-level comprehension is more challenging. As a result, many prefer non-fiction - even textbooks or manuals - to novels, let alone teen fiction.

Struggling teens also diagnosed NLD can be particularly challenging in adolescent treatment. Very literal and often lacking in socially appropriate expressions of empathy or reciprocity, they can find group work awkward or uncomfortable. They tend to avoid reading that discusses sensitive issues such as those they now must confront. Whether in therapeutic wilderness programs, emotional growth boarding schools or RTC's, therapeutic staff and teachers often try but fail to find appealing, good quality stories with enough substance to stimulate self-reflection and sustain therapeutic guided discussion. Understanding the many shades of grey within the shifting teen social scene can seem an almost Herculean task for these teens, so books they will actually read and re-read that can improve their awareness, can be an important part of their successful integration into treatment group and ultimately back home. More information about the strengths and challenges facing teens with NLD can be found at www.nld.org

Key factors to look for in identifying high-interest novels for struggling teens with NLD:

- Books with very visual or graphic layouts (play-script or journal-style writing, courier-type font and much white space) are very attractive. In fact, students with NLD would be best served if all life's important lessons could be presented textual-graphically, i.e., as Power Point presentations.
- Books with "Revenge of the Nerds"-style plots where the non-cool crowd triumphs over the cool and often cruel cliques will make for easy character identification.
- Plots with self-deprecating humor will tend to present as reassuring and familiar.
- A first person or narrator style will make syntax and grammar simpler and easy to follow

(also reduces number of pronoun shifts which many with NLD find confusing).

- Using fly-on-the-wall descriptions of life behind the scenes, will help the reader with NLD become more aware of the social patterns in daily life. This allows them to fill in the blanks in their interpersonal awareness, while identifying with the central hero figure (typically a misunderstood, besieged but highly creative soul) at the same time.
- Real-time, realistic references to current or futuristic technology, video gaming, the entertainment industry, instant online communication, politics etc. will keep the NLD reader's interest.
- Plot lines that describe how to survive high school hi-jinks and hysteria and keeping your head while others around you are getting high will make these books high-interest and effective reads for teens with NLD in particular.
- Teens with NLD will find more detailed, almost pedantic, how-to be a cool teen passages genuinely eye-opening – as well as entertaining – though they may rarely admit it.
- After years of social alienation or rejection, teens with NLD who end up as struggling teens in treatment, have likely devoted their adolescence to desperately seeking unconditional peer acceptance. As a result, they often tolerate the theme of pro-social choices literally only when it is snuck in through the back door of the novel.

About the Author:

Janyce Lastman is an independent educational consultant with The Tutor Group in Toronto, Canada. For more information, contact her at 416-221-0018 or janycelastman@hotmail.com.

When your kid is doing something that is so obviously wrong, you should only have to say three words: "Knock it off!"

If the child doesn't stop immediately, you've got a problem.

But your child should suddenly have an even bigger problem, right then and there.

~ Bill O'Reilly

NEWS & VIEWS...

LA BOOT CAMP INSTRUCTOR ARRESTED

(April 25, 2007) The LA Times reported an instructor at a Juvenile Boot Camp, run by the LA County Probation Department, was arrested after allegedly threatening his coworkers. In addition to the alleged threats, authorities found loaded firearms in his car.

POT CAUSES PSYCHOSIS?

(April 30, 2007) Reuters reported on a study of brain scans in the UK, which explained how heavy consumption of marijuana “triggers psychosis and schizophrenia in a small number of people.”

FDA SEEKS SUICIDE WARNING

(May 2, 2007) According to KOMO TV in Seattle, WA, the Federal Food and Drug Administration asked makers of antidepressant drugs to expand warning labels to include young adults up to age 24. This request is due to studies that found “Young adults face an increased risk of suicidal thoughts and behavior when they first begin taking antidepressants...”

STATE PLACED YOUTH DIES IN WILDERNESS

(May 4, 2007) The Montrose Colorado Daily Press reported that authorities are continuing to investigate the death of a state-placed youth in an Alternative Youth Adventures (AYA) program. Initial reports indicate the youth died from natural causes; however the Mesa County Coroner released a statement which found the youth died due to “a methicillin-resistant staph aureus infection.”

MORE GIRLS ABUSE PRESCRIPTION DRUGS

(May 6, 2007) A new government study finds that prescription drug abuse is higher for girls than boys, and while boys use them to get high, girls use them to “increase confidence, cope with problems or lose weight.”

DRUG MAKERS AND PSYCHIATRISTS

(May 9, 2007) The New York Times discusses the apparent tie between increased prescriptions of drugs to children and payment to those psychiatrists.

RESTLESS PARENTS LEAD TO EDUCATIONAL INVESTING

(May 11, 2007) A theme in a recent futurist conference indicated that parental concern toward their child's education is causing a number of educational companies to be financially successful in creating curriculum and marketing innovative enhancement techniques in schools.

CHOICE SCHOOLS ARE BETTER

(May 14, 2007) A study published in the Hoover Institution's Education Next showed that schools of

choice (charter, private and home schools) often do a better job of boosting civic values than do traditional public schools.

A VIEW ON GENERATION Y

(May 15, 2007) Nadira A. Hira, writer-reporter for Fortune Magazine, wrote her perspective of Generation Y at work (published on MoneyCNN.com). Hira explains, “This current crop of twenty-somethings is having an impact on the working world... from their experience in being told all their life they are special... diversity... multitasking... entitled... mother participating in their job interviews... delaying marriage... and many still live with their parents.” She claims Gen Y is a force unlike anything the work world has ever seen before.

DOES THIMEROSAL CAUSE AUTISM?

(May 16, 2007) According to Judith H. Miles, MD, PhD, and T. Nicole Takahashi, researchers from the University of Missouri, their newest study regarding the causal link between autism and the mercury-containing preservative thimerosal, simply adds to the evidence showing there is no causal link.

UK STUDENTS NEED PSYCHOLOGISTS

(May 20, 2007) UK experts are concerned about the increasing need for psychologists to help students as young as eight cope with increasing stress from the growing number and importance of tests facing them.

CHILD EXPERTS DESTROY UNITY

(May 20, 2007) Julia Steiny, an education writer for the Providence Journal, reviewed the book “Raising America – Experts, Parents and a Century of Advice about Children” by Ann Hulbert. According to Steiny, Hulbert concludes that radical differences between experts' advice allows scientific objectivity to replace the common sense influence of community, parents and grandparents. Because of this trend, Steiny concludes, “It's no wonder parents are confused and defensive about child-rearing skills.”

BIG SCHOOLS, ONGOING PROBLEMS

(May 20, 2007) David W. Kirkpatrick, a columnist for EdNews.org, summarizes several decades of research that concluded student performance drops as high schools increase in size.

ATTORNEYS IN SPECIAL ED CASES?

(May 21, 2007) According to the Boston.com News, the US Supreme Court ruled that to facilitate parents' ability to challenge school district decisions regarding the education of special needs students, parents do not need to hire an attorney to represent them.

SEEN N' HEARD

RESEARCH SHOWS IMPROVEMENTS LAST

(April 26, 2007) Jan Moss, Executive Director of the National Association of Therapeutic Schools and Programs (NATSAP), Phoenix, AZ, 928-443-9505, announced the final phase of a multi-year long-term study of private, parent choice Therapeutic Schools and Programs indicates Longer-Term Personal and Behavioral Improvements can be Achieved at Private Therapeutic Residential Schools and Programs. The study was conducted by Ellen Behrens, lead researcher at Canyon Research & Consulting, Salt Lake City, UT, and audited and reviewed by the Western Institutional Review Board.

CHEROKEE CREEK CELEBRATES 4TH

(April 26, 2007) Betsy Deane, Admissions Director for Cherokee Creek Boys School, Westminster, SC, 864-647-1885, announced the School celebrated its fourth anniversary in April. Cherokee Creek is an emotional growth school for boys ages 11-15.

ASPEN EDUCATION GROUP APPLAUDS STUDY

(April 26, 2007) According to an article on PRNewswire, Elliot Sainer, President of Aspen Education Group (AEG), Cerritos, CA, announced "AEG is extremely pleased to learn of the very positive findings from the final phase of our industry's first long-term, multi-year clinical study

on the effectiveness of private therapeutic residential programs for adolescents. AEG will continue to advocate for new industry research that will further illustrate and promote the best practices and methodologies and enhance our industry's abilities to produce positive and long-lasting results in adolescent therapeutic education."

DBT AT TIMBER RIDGE PREP

(April 30, 2007) Virginia Short, Admissions Director for Timber Ridge Preparatory School for Girls, Clark Fork, ID, 425-398-6483, announced Timber Ridge has fully incorporated Dialectical Behavioral Therapy (DBT) into the therapeutic modality. Elizabeth Grace, MA, has been the key protagonist to ensure all staff and students are engaged in the approach.

STEVENS RESIGNS FROM CANYON CREEK

(April 30, 2007) Brad Gerrard, COO of Academy at Canyon Creek, Springville, UT, 801-491-3910, announced Karen Stevens resigned as Admissions Director of the academy to work on her personal education. Tori Ballard (801- 491-3910) will assume responsibilities for the admissions department.

JOHNSON JOINS MASLAND

(April 30, 2007) Nancy P. Masland, Educational Consultant, Nancy P. Masland and Associates,



Photo by Skyler Johnson

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Tucson, AZ, 520-749-4220, announced Dr. Dorothy Johnson, MD joined Nancy P. Masland and Associates as a Diplomat in Developmental - Behavioral Pediatrics. Dr. Johnson is available to speak, consult and teach in-service workshops to residential and therapeutic schools and treatment programs.

BESSETTE JOINS IECA

(May 1, 2007) Judith E. Bessette, EdD, an affiliate of Woodbury Reports, Inc., and Founder of Compass Educational Consulting, LLC, Nashotah, WI, 262-369-9603, announced she recently reached full Independent Educational Consultant Association (IECA) member status.

STUDENTS BREAK GPA RECORDS

(May 1, 2007) Greta Cheney, Enrollment Counselor for College Excel, Bend, OR, 541-388-3043, announced College Excel students earned a cumulative 3.52 grade point average during the winter term of 2007, breaking previous GPA records. The students took classes including microeconomics, calculus, financial accounting, literature, and tai chi at Central Oregon Community College and at Oregon State University.

SOBER COLLEGE PARTNERS WITH GYM

(May 2, 2007) Annika Richards, Director of Public Education for Sober College, Los Angeles, CA, 800-465-0142, announced Sober College has partnered with Spectrum Athletic Clubs to allow fitness opportunities for residents. With the partnership agreement, every Sober College student will receive a gym membership to one of the premiere athletic clubs in the greater Los Angeles Area.

SCHEIDERMAN LEAVES BRIDGES ACADEMY

(May 3, 2007) Erick Scheiderman, Admissions Director for Bridges Academy, Bend, OR, 888-283-7362, announced he has decided to pursue other career interests outside of the industry. Clark Wetzel, Executive Director will assume the Admissions Director role.

GRAND RIVER ACADEMY SUMMER SESSION

(May 4, 2007) Grand River Academy, Austinburg, OH, 440-275-2811, announced their Summer Academy which is coed and students can earn full academic credit will last for six weeks from June 24 to August 3.

YBGR CELEBRATES 50 YEARS

(May 4, 2007) Andrea Kenney, Director of Public Continued: SEEN N HEARD/ pg 30

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www.strugglingteens.com

SEEN N HEARD: Continued from page 29

Relations for Yellowstone Boys and Girls Ranch, Billings MT, 406-655-2125, announced plans for their 50th celebration on June 22nd to June 24th.

ELK RIVER UPDATES WEBSITE

(May 5, 2007) Beth Ragland, Admissions for Elk River Wilderness, Huntsville, Alabama, 866-906-8336, announced a full upgrade of their web site.

ANASAZI OFFERS COLLEGE CREDIT

(May 7, 2007) Mike Merchant, President/ CEO of Anasazi Foundation, Mesa, AZ, 480-892-7403, announced Anasazi is now offering college credit for students and instructors participating in the 42-day therapeutic wilderness programs. The credits are made possible through ANASAZI's partnership with Blueprint Education and Feather River College.

FITZWATER NAMED NORTHSTAR ADMISSIONS

(May 8, 2007) Sean Fievet, Executive Director of NorthStar Center, Bend, OR, 541-385-9657 announced Carrie Fitzwater as the newest member of the administrative team. Carrie joins NorthStar as Admissions Director after eleven years of experience in marketing and sales.

EVANS JOINS WHITE MOUNTAIN SCHOOL

(May 8, 2007) Joanna Evans, has been elected to be the Admission Director for White Mountain School, Bethlehem, NH, 800-545-7813. She started her formal duties on May 20.

FOUNDATION TO ASSIST STUDENT TUITION

(May 8, 2007) Jim Powell of Friends of Families Foundation With Children in Crisis, Arrowhead, CA, 951-317-3151, announced the Foundation's trustees have already paved the way for three students to continue their stay through to completion at their emotional growth schools. The Foundation is working to continue raising funds so that additional families can be equally assisted. While its website is under development, donations are welcome and brochures and information can be received by contacting the Foundation's representatives.

FUTURE MEN SEVIS CERTIFIED

(May 9, 2007) Aaron Boldman, Director of Future Men For God, Kirbyville, MO, 417-546-4171, announced Future Men has recently been certified as a Student Exchange Visitor Information System (SEVIS) school. This certification allows Future Men to enroll foreign students and gives the school Department of Homeland Security (DHS) approval.

NEW TALISMAN SUMMER PROGRAM

(May 9, 2007) Linda Tatsapaugh, Director of Talisman Programs, Asheville NC, 888-458-8226,

announced a new transition summer option for teens ages 13-17 who have completed a treatment program or therapeutic school and are in need of a supportive but non-therapeutic fun summer. The Waypoint program will be on a 42' catamaran sailboat in the San Juan Islands of Washington from June 20-July 10, or July 18-August 7.

GATEHOUSE SUPPORTS MAKE A WISH

(May 10, 2007) Glenna Conway, Assistant Director of Marketing for Gatehouse Academy, Wickenburg, AZ, 888-966-4800, announced the residents of Gatehouse Academy have raised more than \$30,000 by participating in the annual Walk for Wishes over the last two years. This fundraiser benefits the Make a Wish Foundation.

GILBERTS TO JOIN NORTHWEST ACADEMY

(May 10, 2007) John P. Schrom, LPC, MFT, Executive Director of Northwest Academy, Naples, ID, 208-267-3524 x 4020 announced the addition of Guy 'Gil' Gilberts, PhD, to the academic staff of Northwest Academy. Dr. Gilbert will be responsible for the Special Education Department at Northwest Academy.

TAGGART JOINS SPRING LAKE RANCH

(May 10, 2007) Spring Lake Ranch, Cuttingsville, VT, 802-492-3322, announced that Jim Taggart started his duties as Executive Director effective March 19, 2007.

CAHLIN SPEAKS TO UCLA

(May 13, 2007) Michael Cahlin, Academic Director of Sober College, Brentwood, CA, 818-795-8687, was a special Guest Speaker at UCLA for the ASMA (American Students Medical Association) premed chapter in Franz Hall. Cahlin openly discussed the epidemic of alcohol and drug abuse, and addressed issues of substance abuse and its impact on medical students and physicians.

THREE SPRINGS RESTORE PROGRAM

(May 14, 2007) Debra Dombrowski Communications Manager for Three Springs, Inc., Huntsville, AL, 256-880-3339 announced Three Springs is currently accepting admissions for the recently-introduced Restore Program. This nine-day summer refresher begins June 20 and provides youth who have struggled after returning home from residential care with a place to relearn and practice program skills.

BRADLEY JOINS WEST RIDGE ACADEMY

(May 14, 2007) Jared Hamner, Admissions Director for West Ridge Academy, West Jordan, UT, 801-301-6311, announced former NBA Player Shawn Bradley

joined West Ridge Academy as the new Vice Principal in January 2007.

COLES RESIDENTIAL DIR. OF SILVERADO

(May 16, 2007) Denise Westman, Director of Admissions & Marketing for Silverado Boys Ranch (SBR), 435-676-8482, Panguitch, UT, announced Sean Coles as the most recent addition to the SBR management team. Sean joined SBR as the Residential Director in March, quickly asserting himself in his daily role of supervising both students and staff.

COLLEGE ACCEPTANCE AT MMS

(May 17, 2007) Colleen Harrington, Assistant School Head at Mission Mountain School, Condon, MT 406-754-2580, announced that college acceptances on behalf of the eight students in the Class of 2007, now include Rutgers, Penn State, Gonzaga, Randolph Macon, Kent State, Ohio State, Delaware Valley, Linfield College, Wittenberg University, Chico State, San Francisco State, Johnson and Wales, Evergreen State and the Universities of Montana, Washington, Denver and Puget Sound.

RECOVERY SPECIFIC CAMPS AT SAGEWALK

(May 17, 2007) Larry Solie, Executive Director of Sagewalk, Bend, OR, 541-316-4800, announced Sagewalk will begin open enrollment on June 1 for SageWalk Recovery, a 30-day intervention featuring wilderness-based camps that specialize in adolescent addictions.

LANE VISITS WOODBURY REPORTS

(May 18, 2007) Robert Lane, Vice President of Bill Lane and Associates, San Diego, CA, 866-492-3400, stopped by the Woodbury Reports office for a visit while in north Idaho for a CPI training and recertification session of their Idaho personnel.



BETTON HOUSE COMPLETES 4TH SEMESTER

(May 18, 2007) Michael A. and Roxanne Losicco, Directors-in-residence, Betton House, Scranton, PA, 877-723-8866, announced that the program ended its fourth semester of operation as a sober college

dormitory and transition program with 12 students successfully completing the spring 2007 semester at Lackawanna College, Marywood University and Penn State Worthington. The students will be moving into college dorms next semester. In addition, the Losiccos' announced they will repeat their summer program for 2007, beginning July 1, running through August 15.

FAMILY SINGERS SWEEP FESTIVAL

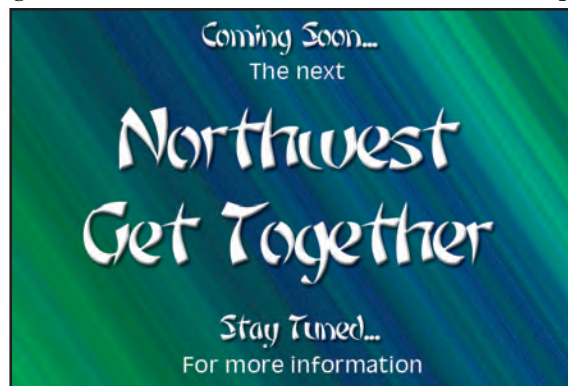
(May 18, 2007) Paul Geer, Music Director, The Family Foundation School, Hancock, NY, 845-887-5213, announced that school's "Family Singers" once again took home top honors at the annual North American Music Festival, a major adjudication/ competition for high school music groups. All four of the singing groups—men's chorus, women's chorus, mixed chorus and show choir—received "superior" ratings, the highest given. In addition, Ann Kozak announced the school's admissions packet and an alumni-focused magazine ad won "Genesis Awards" presented by the Communications Association of the Southern Tier, an organization of New York advertising, marketing and design professionals.

GUSTAVO AT ICR

(May 20, 2007) Guy LeGuyonne, Admissions Director at Introspections Costa Rica (ICR), 888-280-4220, announced Gustavo Gurrero has joined their leadership team as the Outdoor Activities Coordinator. Gustavo has a degree in Biotechnological Engineering. In the last 10 years he has been Instructor, Program Director, and Safety Consultant for Outward Bound in Costa Rica and Canada, Youth Challenge International, and the Costa Rican Mountaineering Club.

GARDEN/ SKATEBOARD AREA AT SILVERADO

(May 22, 2007) Denise Westman, Admissions Director for Silverado Boys Ranch, Panguitch, UT, 435-676-8482, announced that during Interim week, the break between academic semesters, the boys pitched in and prepared for a massive garden and designed and cut the wood for a skateboard half-pipe.



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