

Places for Struggling Teens™

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

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TEN COMMON MISTAKES PARENTS MAKE – PART II

By: Lon Woodbury



It is said that imitation is the most sincere form of flattery. If so, the essay named above has been very flattered. Since its original publication in December 2000, there have been three instances we know of where individuals published it word for word claiming their own copyright on it. One even claimed copyright from the 1990s, before that person ever even got into the educational referral business.

Then there was the rash of imitators. There were essays on nine common mistakes, or eleven common mistakes, and even twelve common mistakes. Many of them however, apparently lacking much creativity, used some of the same unique examples and much of the same wording. However, the changes were great enough to avoid copyright infringement charges.

In the meantime, for almost seven years, this essay on our site consistently receives hundreds of visitors a month, and we receive frequent thanks from parents struggling how to make sense of the wide variety of options when considering placement of their child in a residential situation for making very poor and often dangerous decisions. Obviously it has been accepted as one of the most important tools Woodbury Reports, Inc. has developed to help parents make sense out of this industry.

Although when taking another look at this essay I see several changes and/or additions that could be made, I'll resist the temptation, and danger, of trying to improve what has proven successful. For space considerations I'll just summarize the ten points here, and refer the reader to the full original essay for more detail www.strugglingteens.com/parents/tencommonmistakes.html

Continued: MISTAKES/ pg 3

INSIDE...

Essays:

Coaching Skills VI	/ 3
Animal Assisted Therapy	/ 6

Visits:

Auldern Academy	/ 9
Echo Springs	/ 13

New Perspectives:

Elk Creek Academy	/ 16
Valleyhead, Inc.	/ 17
Pasadena Villa	/ 18
Mountain Springs Prep	/ 18
True North Wilderness	/ 19

Book Reviews:

Oh, The Glory Of It All	/ 20
-------------------------	------

Extended Insights:

Relationships Key to Change	/ 22
-----------------------------	------

News & Views

/ 24

Seen N' Heard

/ 25

SEEN 'N HEARD...

New Head at Pine Ridge School...
Aspen Acquires Phoenix Outdoor...
Aspiro Hires Brad Carpenter...
Gatehouse Announces Scholarship...
Sunrise Academy Student Scores
Medals...
Vive! Expands...

Bruno Offers Parenting Teleclass...
September 14:
2nd Annual "Northwest Get
Together"...
Wittwer Leaves St. Paul's...
Henry Winkler At Starr
Commonwealth's Founders Day...

Mission Mountain Students Go To
Nationals...
AMATS Executive Committee
Formed/ Standards Adopted...
North Idaho And Montana Tours
Offered...
Full SEEN N' HEARD/ Pg 25

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Woodbury Reports™ is an information source to help parents find the right school or program when their child has behavioral/ emotional problems. We are specifically concerned with children needing more intensive intervention than local resources or day programs can provide.

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

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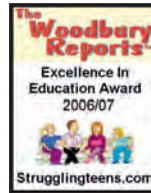
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Larry Stednitz, PhD

"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™**.

MISTAKES: Continued from page 1

1. We want a place close to home.

All parents want the best for their child, and it is far more important to find a place that best fits his/her needs than to emphasize the mere convenience of being close to home.

2. We want something affordable.

Except when a program has a large endowment or fund raising capabilities, low cost comes from cutting corners. Deciding on a place based on costs runs the risk of entrusting your child to a place with untrained minimum wage staff.

3. We want our teen fixed.

This view tends to come from looking at the child as an inanimate possession, and discards possible causal influences such as family dynamics, past trauma, or pathology. The child might have the problem, but the solution is likely to come from the whole family.

4. That school helped our friend's child.

This view seems to think of children with problems as all the same, and are interchangeable as a mass production item. Each child is unique, their problems are unique, and the solution/ intervention is going to be unique.

5. A six month placement should do it.

Children grow at their own rate, and necessary insights will happen in the child's own time. Setting up arbitrary time limits run the risk of setting up unrealistic expectations on the part of both the child and the parents which can sabotage the placement.

6. We are looking for a military school or a boot camp.

While a punishment oriented model might work for a child who is age appropriate emotionally, it will frequently backfire for a child with emotional/behavioral problems, and for these children can even be dangerous. This request all too often comes from parents who are angry at their child and want to punish them into submission, an unhealthy impulse.

7. We can trust what professionals tell us.

First, many people parading as professional in this business have no professional credentials whatsoever and should be avoided. Second, even legitimate professionals have a personal frame of reference or bias, and the parent should accept their advice only when it makes sense to the real authority on any child, his/her parents.

8. We don't need to tell the school/professional everything our child has done.

When a school or professional is blindsided by less than full disclosure by the parents, the child can be hurt by an inappropriate placement. It can result in something like trying to cure cancer through cold medicine.

9. We will save some money by finding a school or program by ourselves without the help of an educational consultant.

This is similar to answering charges from a criminal court without the benefit of an attorney who knows the rules, the law and the players. Just because there are some people who parade as educational consultants while accepting finders fees, or seem to be in it just for the money, doesn't mean that a legitimate educational consultant with credentials like membership in a professional organization or a good reputation among quality schools can't save you much grief and money.

10. We don't need to get the other parent involved.

A child needs to develop whatever relationship he/ she can with both parents. That is one of the strongest motivations a child with problems has to heal. Trying to cut one parent out of the placement intervention in most cases just deprives the child and reduces the chances of success.

If you place a child's needs as a priority, balancing it with the parents' needs, common sense will show that all these mistakes are obvious.

“IT WASN'T SUPPOSED TO BE THIS WAY”

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

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This six-part series is directed at those individuals, practices, schools 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 VI

Skill #5: Celebrating the Process

Coaching, of any kind, is a process. That simple sentence seems almost redundant, yet many clients – and coaches – approach the coaching process as though it was a didactic exercise, a purely teaching and learning experience. While much learning will occur by all involved, during a coaching relationship there are no time lines or procedural manuals that dictate how or when the learning will take place.

Continued: SKILLS/ pg 4

SKILLS: Continued from page 3

Impatient and/or in pain, clients will often want you to “speed up the process” or “just tell me what to do” as a way of gaining control of their crisis situation. Sympathetic (rather than empathetic) coaches can easily slip into the role of all-wise teacher. To do so, is to rob the client of one of the more rewarding experiences of coaching, celebrating the process.

In order to employ this skill, the coach, herself, must trust the coaching process. Remember, the ability to absorb new information and to affect personal change will vary widely with individuals. Indeed, the learning and growing pace will vary from session to session with the same individuals. The coach must realize that for some clients, resistance and denial must be experienced before they are ready to risk a change.

Discomfort is a sign that old thinking and ways of behaving are being challenged. As we have noted, nothing changes until we get uncomfortable. The coach honors the client’s struggles by acknowledging them and encouraging the client to continue to challenge his old ways of reacting.

Positive change takes time. It almost never occurs in neat, incremental steps. Two steps forward, one step backward is a more common description of most positive changes. The professional coach knows that

each triumph must be celebrated, regardless of how small, and set backs, while inevitable; need to be overcome through a focus on forward actions and positive plans for continued growth.

Often, the most learning occurs during the step backward. After the child, or the parent, has been making positive changes in their attitude and behavior, it is common to see a regression by one or the other in one or both of these areas. The client becomes fearful that the child is going to slip back into his old bad habits and the parent begins to display her old bad habit of cynicism and criticism. Such “relapses” are teachable moments in which the coach can point out to the client how she is setting up a self-fulfilling prophecy. This can be done with gentle humor.

Coach: So, how do you feel Brandon is doing?

Client: Well, all the reports from the school are that he is making real progress. He’s doing his chores on time without being asked and getting his homework done on time. But, I don’t know.

Coach: What don’t you know?

Client: I just keep waiting for the other shoe to drop. I’m waiting for him to go back to his old behaviors.

Coach: Be careful of what you wish for.

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

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

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A sense of humor is one of the coach's most valuable assets. Getting the client to see the humor in a glum situation is a skill and an art. However, applying a sense of humor toward oneself is often a more difficult task, especially for the coach who is heavily invested in the outcome of the client's process.

Self-effacing humor denotes personal adaptability and an inner confidence. Such a demonstrated ability on the part of the coach models the importance of keeping one's eye on the process and refusing to give in to self-doubt and temporary setbacks. Both coach and client will do well by reminding themselves that, "This, too, shall pass."

In our coaching practices, we make it a habit to close every coaching session by acknowledging some success on the part of the client. This can be difficult during times when a child is out of control, especially if one focuses only on what is going wrong. However, there is always reason to celebrate the process. If nothing else, the fact that the client has continued in the coaching relationship means that he is taking positive steps toward a brighter tomorrow.

Bringing experience and perspective to the process allows the coach to point out how today's small steps can lead to tomorrow's major changes. Experience

reminds the coach of the Chinese proverb that a journey of a thousand miles begins with a single step. Especially for parents who have been "stuck" in doubt and inaction, any new action on their part (or the child's) represents a significant success.

Let us remember, that while ultimately the client defines her own success, she may need help in seeing past her own unrealistic expectations. She may need the coach to assist her in recognizing and relishing small victories while she works toward more dramatic changes. One way to do this is to compare the client's present situation, behaviors and resources to those she had at the beginning of the coaching relationship.

Celebrating the process requires that the client be focused in the here and now, and not dwelling on the past. Process means progress. The stream you step in today will be completely different from the one you stepped in yesterday.

Celebrating the process is a critical component in coaching children since they can become frustrated easily and often lack the cognitive development to forecast positive outcomes from today's hard work of change. However, cognitive development does not

Continued: SKILLS/ pg 6

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— Former Patient

SKILLS: Continued from page 5

preclude adults from suffering from the same lack of perspective and projection. Indeed the adult's thoughts and behavioral patterns have usually been more rigidly affixed over time and are more resistant to challenge and change.

Like children, adults need constant encouragement and positive reinforcement during the process of change and growth. The coach must serve as keeper of the score card and provide continual, positive updates on the progress of the process.

Celebrating the process may be a foreign, even fearful, concept for many parents. Especially for successful business and professional people used to solving problems, enjoying a difficult and often painful process of introspection, and habit change represents a challenge to credibility. These parents come to us as they would to a corporate consultant; for analysis and solutions to their family problem. They are looking for results, not process. Yet the coaching dynamic is very much a process, and one that is largely in the hands of the client. It is our task to assist the client in understanding the dual relationship of doing and being in the coaching process.

While goal setting, action plans and initiatives are very much a doing, acceptance of what is and the flexibility to alter plans requires an ability to allow some things to be, while focusing on changing those things one can. (Remember the Serenity Prayer?) Taking action and letting go seem to be at polar opposites, yet often influence with others is gained only when control is surrendered. Again, this can be a difficult concept for those used to a command and control style in their business world.

Genuineness is a critical part of a coach's makeup and presentation. If, in celebrating the process the coach does not truly find cause for celebration, he will not be able to express a genuine appreciation for the client's efforts. Likewise, if the coach over-reacts to minor client success, he will come across as a cheerleader rather than a celebrant.

The coach's reactions should match the client's emotions. If the client is appropriately pleased but cautious about early progress, it is not a time for the coach to ring the church bells. If the client is appropriate in demeanor the coach must be as well.

Questions to get the celebration going

- ☞ How do you feel about what you have done so far?
- ☞ How can you really give this accomplishment to yourself?
- ☞ Is it OK to brag a little?

- ☞ How do things look now compared to last week, month, year?
- ☞ How can this have a positive effect on other parts of your life?
- ☞ So, what's next?

All work and no play make Jack a dull boy...and the client, tired, frustrated and unhappy. Parenting a struggling child or young adult is difficult work. Parents who take on the process of learning and changing need to be recognized for the heroes they are – and celebrated.

This series discussed coaching as compared to therapy or consulting and provided an overview of the five key skills of a professional coach. These skills form the foundation of the pyramid of 12 coaching skills featured in Next Step For Success's "Coaching Parents of Struggling Teens and Young Adults", a coach-training and credentialing program accredited by The International Coach Federation. Next Step For Success was founded by Bill and Penelope Valentine 541-504-5224.

ANIMAL-ASSISTED THERAPY

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Animal-assisted therapy programs are becoming more widespread as experience continually proves a myriad of benefits for the humans involved in these programs. A variety of animals are used in animal-assisted therapy programs developed to serve a variety of clients. Dog training and wildlife rehabilitation programs can even be found in correctional facilities. Equine-assisted therapy is becoming more common in residential schools for adolescents and young adults. And shelter dogs are part of a program called SHIP (Strategic Humane Interventions Program) whose target population is inner-city families exposed to family or community violence.

Animal-assisted therapy programs offer opportunities to consider the plight of other living beings, their needs for safety and competent care. Many people too injured and/or hardened to human concerns to respond well to human intervention will often connect with animals on a deeper level.

As Director of Training for FIDO (Federal Inmate Dog Opportunities), a prison dog training program at

Geiger Corrections Center in Spokane, WA, every day I witness the miracles born from relationships between shelter dogs and a group of incarcerated women. And though a very different population, the same potential exists for troubled teens.

In the FIDO program, shelter dogs are placed with female Federal Inmates housed at Geiger for six to eight weeks of training. The dogs are carefully screened by professional dog trainers before entering the program and are taught basic manners, including house training, crate training, loose leash walking, sit/ down/ stand, stay, leave-it, wait at the door and a various assortment of tricks. Dogs are available for adoption upon completion of the program.

Using Positive Reinforcement to Shape Behavior

FIDO focuses on positive reinforcement training techniques – specifically clicker training, which is a form of operant conditioning in which the dog learner earns rewards by offering behaviors. Karen Pryor, author of *Clicker Training for Dogs*, Sunshine Books, 1999, says, “When positive reinforcement alone is used for teaching and learning, the global behavior of the learner changes. A punished or correction-trained animal learns to give the minimum necessary in order to stay out of trouble. The learners are ‘good soldiers’: They do what they’re told and never volunteer. Under

this regimen, even if obedient, learners remain far more interested in their own doings and private life than whatever you or any voice of authority might want. They are therefore not only vulnerable to distractions, they are hoping for distractions. Furthermore, when pushed too hard or punished too much, these learners get mad or quit. This is just the suite of behaviors we see in most household dogs, in many employees—and in kids in schools.”

In Clicker training, the trainer uses an acoustic event marker, called a clicker, and an accompanying treat to flag noteworthy behavior. Clicker training relies exclusively on this pairing of an acoustic marker with a positive reinforcer to pinpoint and build repertoires of positive behavior. Training is done quietly, without touching the dog.

Positive reinforcers are anything found to be appreciated by the learner. For dogs, we use a wide variety of food treats, toys, praise, belly rubs, ear scratches, access to a playgroup, walking through a door to go outside. Reinforcers for the inmate handlers include chocolate, used liberally during teaching sessions to acknowledge effort, participation and praise in front of the group for jobs well done. “FIDO Bucks,” earned for meeting specific goals, can be used

Continued: ANIMAL/ pg 8



Not all troubled teens are into drugs and alcohol.

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ANIMAL: Continued from page 7

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Teaching Empathy and Patience

"The rudimentary skill needed for empathy is the ability to read the emotions in the faces of others. Animals can become excellent teachers for people needing to learn this skill. They express their feelings through explicit and predictable body language: wagging tail, bared teeth, alert ears." (Lynn Loar, PhD, LCSW and Libby Colman, PhD, *Teaching Empathy: Animal Assisted Therapy Programs for Children and Families Exposed to Violence*, a Latham Foundation Publication, 2004)

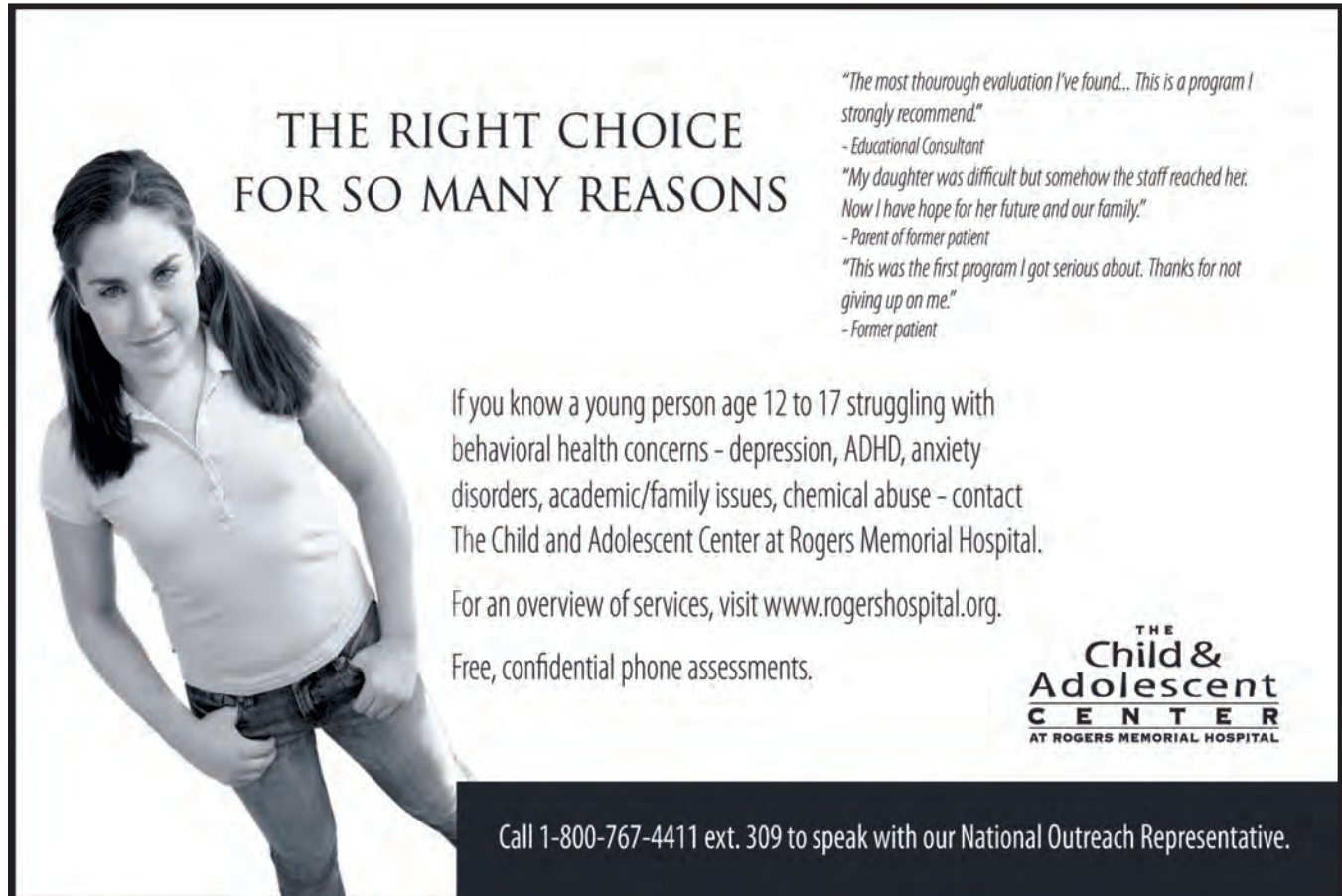
Inmate handlers are taught how to recognize what the dogs are feeling by observing body language. The emotional state of the dog impacts learning and stress, in particular, inhibits cognitive function. The more in tune the handler is with their dog's internal emotional states, the more swift the transfer of training to the canine. Inmate trainers are heavily rewarded for recognizing stress in their dogs and adjusting their interactions with the dogs accordingly. The rewards come from the professional trainers in the form of recognition and, perhaps more poignantly, from the dogs themselves. The communication between the dog and handler flows more smoothly, the dog becomes more trusting and the bond is deepened.

"Being a part of this (FIDO) program is a 24-hour commitment. My partner and I have to shape and mold our dog. This is teaching me patience and understanding, which is going to be a big part of my recovery. This program is also proving to me that I am good at something. I am not worthless. I am growing within myself because of FIDO. My family is seeing the change in me as well." (*Inmate Trainer, 2007*)

Teaching Goal-Setting and Self-Esteem

The inmate handlers obtain skills for teaching both dogs and humans. They learn how to apply the laws of learning to both animals and people. They also learn how to set goals for themselves, set boundaries for their dogs and work together as a team.

"Some of us come from harder lifestyles. But, these animals bring out the gentler more compassionate sides of us. With the FIDO program I have discovered a new confidence. Just like us, these amazing dogs are capable of becoming part of a wonderful family. I believe in them. And somehow, you can tell, I think they too believe in us. With each new dog I see a chance for success, not only in their ability to learn, but also in my ability to train and understand. We too are growing in patience, love and determination. We have new goals, new mindsets." (*Inmate Trainer, 2007*)



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Siler City, North Carolina
Jane Samuel, Head of School
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Visit by: Lon Woodbury, May 14, 2007

Auldern Academy is a college preparatory boarding school for young women grades 9 to 12, with a maximum of 45 students. The students are girls who have exhibited fairly mild behavioral or attitude

Developing Programs that Work

“Successful animal assisted therapy programs require more than just bringing animals and people together. All successful programs meet a few basic criteria: the structure ensures safety for all participants; the content promotes growth in the essential therapeutic components; and the program is measured to determine whether the goals have been met.” (*Lynn Loar, PhD, LCSW and Libby Colman, PhD, Teaching Empathy: Animal Assisted Therapy Programs for Children and Families Exposed to Violence, a Latham Foundation Publication, 2004*)

We all struggle, but teens are vulnerable to the challenges of making good decisions and finding purpose. Not every one of them will be able to master the wisdom, behavior and practice of dog training, but the principles to which they are exposed can be scaffolding for the rest of their lives.

***About the Author:** Lisa is a Certified Pet Dog Trainer and Canine Behavior Consultant. She owns Northern Tails Dog Training, where she teaches people how to train their own dogs. Lisa also developed and oversees the training program for FIDO, a prison dog training program at Geiger Corrections Center in Spokane, WA.*



Continued: AULDERN/ pg 10

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AULDERN: Continued from page 9

problems. The first glance upon driving up to the property is of a well kept, up-scale boarding school. Set on 82 acres in central North Carolina near Raleigh, the center of the campus is a large pond, surrounded by the school dorms, administration and



class room buildings. The pond is sometimes used for fishing, but the main use is as a natural spot for students to use the park benches scattered around it for quiet reflection or discussions with friends and/or staff. In addition, along the lines of multiple uses, the banks of the pond were planned as the site for the upcoming graduation. It was obvious this would be a very fitting scene for the completion of the 12 graduating girls' time at the school.

All the rooms in all the buildings are clean and well furnished. Some of the offices had student work displayed on their walls, and the talent of some of the students was very impressive. The students' rooms were also clean, comfortable and picked up. As in most places, just by observing how cozy their personal space was, it was fairly easy to pick out the space of those girls who were new and just beginning to settle in, from those who had been there some time and had grown comfortable there.

The dining room during lunch looked pretty typical of any group of students, with the buzz of chatting and visiting giving a pleasant sense of comfort on the part of the girls. The girls at my table were pleasant, open and willing to talk about their experience at the school. Of course, part of the buzz was from the excitement over the impending graduation ceremony.

One of the girls scheduled to graduate explained to me how hard it had been to adjust to the changes in policy she had seen while at the school. She said that at first she was against the changes but now knew that they had made things better.

The changes she referred to had been initiated by Headmistress Jane Samuel when she took over the reins of Auldern the summer of 2006, what Samuel explained was a tightening of the structure. Several

privileges had been removed after the staff determined they were counterproductive, which of course the students resisted at the time. For one example, the previous year the girls could have cell phones which, as you can imagine, opened up opportunities for distracting the girls, and also various manipulations you normally have in mainstream schools. Losing the cell phones was at first resisted, but after a time the girls began to realize that without that electronic distraction school was more fun with much fewer petty upsets.

I think an understanding of these changes is necessary for an understanding that Auldern is a different school than it once previously was. In my interview with Samuel, she explained that much of what she had done was to tighten up the structure. In addition to no longer having unlimited cell phone and laptop access, a number of other rules or agreements were instituted to reduce upsets and distractions, and make the students' lives more predictable. The payoff was a campus that was safer for the girls to more effectively work on their personal issues and their academics. The girls graduating would be almost all of those who had seen the policies change, leaving primarily girls who had enrolled under the new policies. In my view the changes were fairly radical and I was impressed that Samuel and the staff had pulled off this kind of tightening of structure with only minor upsets.

Another change was a tightening of the admissions process. In looking at past records, Samuel had found that some students had been enrolled who were marginal at best as to whether they were really appropriate for Auldern. Those who would have been more appropriate to a more structured therapeutic boarding school had taken an inordinate amount of staff time with only modest results. By better screening of those who would have their needs better met by a school or program with a much tighter structure, many problems were avoided this past year, and again with the result of a better quality program for those appropriate for Auldern.

One result was that as the campus settled down, more attention could be paid to improving academics. Auldern has compartmentalized classes so that new students will never be more than two weeks behind the others in the classes they are first assigned. Thus the rigidity of the typical semester or quarter arrangement is avoided to the benefit of the students. Reading requirements have also increased. For example, the requirement for Environmental Science is to read, discuss and report on 11 assigned books.

Continued: AULDERN/ pg 12


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AULDERN: Continued from page 11

The staff is actively studying the latest in brain research, developing classroom approaches that take advantage of the expanding knowledge of the differences between adolescent-adult and male-female brains. In addition, there are plans to start AP classes next year. The academic schedule is made to look and feel to the girls as close as possible to what you would see in a mainstream school, to ease the transition for those girls who complete the program and return to complete their high school education in a regular boarding school or back home.

Another initiative this last year has been to pull the various departments together into a more integrated cooperative whole. In the past there had been the all too common tendency for each department to work in isolation, so that the teachers really didn't know what the counselors were doing, and there was less than optimum communication from both with the student life staff. When Samuel took over, she focused on enhancing a communication system that included all departments. Some of the staff mentioned that they now felt more like a team.

The initial commitment upon enrollment is one year, though of course some girls stay longer. Each girl goes through up to four phases, each phase having fewer restrictions and increased privileges, including

increased involvement with the surrounding community. Use of medication occurs only when it is obviously necessary. Staff informed me that almost all the students come to the school on medication, but after review of their history and behavior, typically only a third of the students need to stay on medication.

In addition to emphasizing a strong academic program, a major emphasis of the school is to help the girls develop the life skills necessary for a constructive future. They rely heavily on natural and logical consequences and the ability to earn increased privileges and responsibilities. For example, they require each girl to be responsible for chores twice a day, largely as a self-esteem builder. When a girl enrolls, she develops a personal growth plan with help from the staff, which includes at least three specific goals to begin with. As time goes on, each girl revisits her plan and changes or expands depending on what makes sense.

The therapy emphasizes individual groups, specialty workshops and family sessions. Parents are encouraged to visit every six or seven weeks and the sessions emphasize experiential activities. Between visits, Auldern utilizes family sessions over the phone. In addition, there are two parent workshops



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every year. Outdoor activities are emphasized throughout the year with each student introduced to a variety of activities. During the school year, the students participate in a number of day trips, which become overnights during the summer.

The changes instituted last year seem to be solidly established, and the result is an impressive looking school for girls needing help growing up.

Our subconscious minds have no sense of humor, play no jokes and cannot tell the difference between reality and an imagined thought or image. What we continually think about eventually will manifest in our lives.

~ Sidney Madwed

ECHO SPRINGS - Phase I

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Visit by: Kristie Henley, April 12, 2007
Accompanied by Laura Morton

When we pulled into the driveway of Echo Springs Phase I near Bonnors Ferry, ID, we were greeted by the quiet, yet peaceful campus. It felt like we were pulling into the neighbor's driveway. Echo Springs is a transitional program for young adults age 17 to 24, who are struggling with personal failure, and with school. Many are on a solid path to some form of addiction recovery. Students at Echo Springs must show a desire to want to succeed in life. Since they are legal adults, students are allowed to smoke; however, because of their commitment to recovery, students are not allowed use substances/ alcohol while in residence.

We entered the main building on the campus, and were promptly met by Lisa Sutton, a key part of the administration at Echo Springs. Lisa explained that

Continued: ECHO SPRINGS/ pg 14



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.

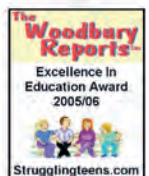


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ECHO SPRINGS: Continued from page 13

most of the students were at work in the community or at school, but there were still a few young men who either had afternoon jobs or had not been with the program long enough to have employment. Echo Springs requires students to find employment in the community, whether it is a paid job or volunteer work, and all students attend classes, either through North Idaho College or working toward their GED.

Lisa led us upstairs where we met four young men, all of whom had been at Echo Springs for a different period of time. We sat in a circle in a large, cozy living room, and as we did, Lisa returned to her office to allow us to visit with the students unmonitored. Although I got a sense of which boys had been at Echo Springs longer, it was more difficult than in a more highly structured boarding school to tell those who had recently come from those who had been there several months. I was impressed by their responsiveness and eagerness to share their newly formed, well-earned lifestyle toward success. They discussed their addictions, whether substance, Internet, gaming, etc., and how these addictions had sent them on a path toward unmotivated, underachieving, even introverted behaviors. All the students maintained excellent eye contact with both Laura and me, as they introduced themselves and we introduced ourselves.



When the introductions were finished, Laura and I asked the young men to describe the program to us. What was the staff like? How did they feel about the program? Explain a typical day. What were the high points, what were the lows...? I felt the students were sincere in their replies and felt satisfied with the answers they gave.

In Phase I, students work on their personal identity, relationships and learn how to set and implement their goals. Although schedules vary depending on the employment/ volunteer schedule, students typically spend their mornings doing life skills classes and personal awareness lessons. In the afternoons they work on their academic education. "There is structure

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to the program, with mentoring and guidance throughout, but the experience depends on the freedom to make choices, to pursue one's own interests, and to strengthen decision-making skills." I felt this statement was an accurate summary of my experience visiting Echo Springs.

After a pleasant meeting with the students, Lisa returned to the room to begin our "tour" of the facility. The young men of Echo Springs live on the second floor of the house while the young women live on the main floor. The rooms were well-kept and cozy, showing



some signs of college students inhabiting them. Also located on the second floor of the house, is the kitchen and dining area, which looks out into the spacious backyard. The students are responsible for maintaining a budget, and learn various life skills like buying groceries, planning and cooking their own meals, cleaning their housing, balancing checkbooks, etc. In addition, all residents are students and all find part time employment in the Boundary County community. Students enrolled in Phase I are also all working towards acceptance in Phase II of Echo Springs, a process that generally takes 7-9 months.

Students who haven't maintained the level of trust needed to work in the community stay on campus and do projects in the shop, such as wood working. Those who do have employment are responsible for their own transportation, and all students have a bicycle as a means for the majority of their transportation. (Since Echo Springs is atop a north Idaho mountain, this means that students ride up this mountain to return to campus, an impressive feat.)

Finishing the tour, Lisa left us to chat with program founder Doug Kim-Brown. We discussed appropriate students, program description, the community model Echo Springs uses, and modality of therapy. One thing that impressed me on this visit was that the

Continued: ECHO SPRINGS/ pg 16

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ECHO SPRINGS: Continued from page 15

information I received from the students was consistent with the information I received from the staff I interviewed. This consistency showed me that Echo Springs has their appropriate population and program fully defined and well implemented.

The atmosphere at the school was cozy and neighborly, and I felt we could have stayed chatting all day. But alas, all things must come to an end, and Laura and I had to return to work. We said our goodbyes and walked to the car, taking in one more glance at the beautiful property before driving away.

Experience with Echo Springs on a personal level: Several days later, I realized one of the students was a volunteer at my child's preschool. I chatted with him away from campus for awhile, and each time I went to pick up my child he appeared compassionate toward all the children at the school. They all appeared much attached to him as well. I was so impressed with his level of responsibility that I entrusted him with my most prized "possession"... my (then) three-year-old daughter. He recently graduated Phase I and moved on to Phase II in Coeur d'Alene. I wish him the best of luck on the second phase of his new life.

If your mind isn't open, keep your mouth shut too. ~ Sue Grafton

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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Heron, Montana

Loretta Olding, Admissions

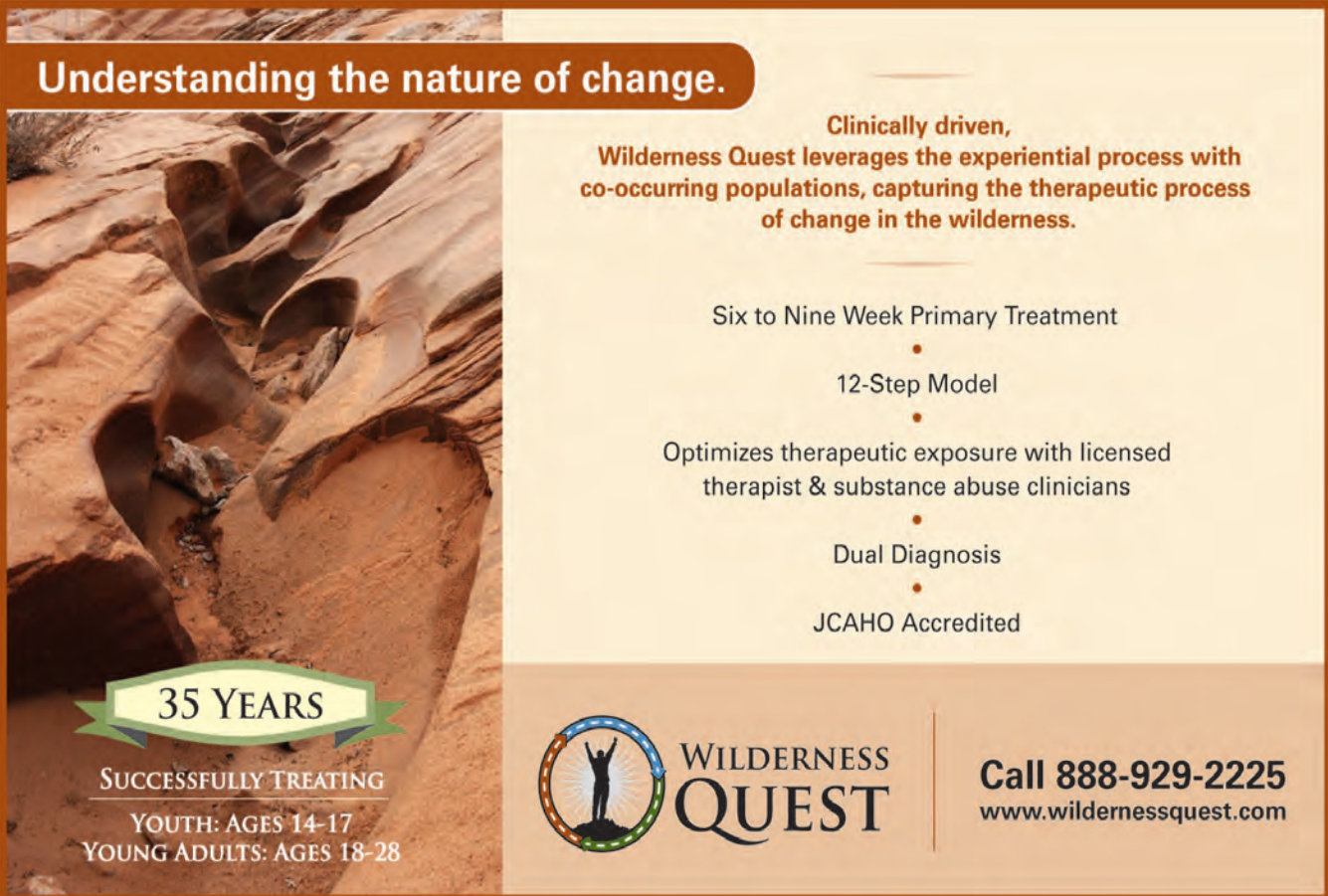
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Elk Creek Academy is a therapeutic boarding school for young men age 14 through 18 who have shown problems with substance abuse, social and family disorders, low self-esteem, learning disorders/behavioral disorders, ADD/ADHD and related clinical disorders. They may have abandonment issues, depression, psychosocial and environmental problems.

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Department of Education and the Department of Social Services, Valleyhead’s education program includes a balance of academic, vocational and creative arts, with students grouped based on age, instructional levels and emotional needs.

Girls at Valleyhead participate in team sports, community-based youth groups, and cultural events, off campus jobs, family visits and eventual enrollment at the local public high school.

Students receive individual, family and group therapy, and participate in the “adventure-based” counseling program. The Intensive Care Program at Valleyhead is for those who are “at risk for dangerous or unpredictable behaviors” and require 24-hour supervision. Once positive changes have occurred, students transition into the Basic Care Program where they learn to live “independently, productively and safely in a less restrictive setting.”

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Residents at Pasadena Villa also participate in recreational activities, including rock climbing and team building, bike riding, canoeing, hiking, walking, golf, tennis and martial arts. Additional independent living activities available to residents include cooking, cleaning, personal financial management, budgeting and life goal planning.

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Mountain Springs Preparatory Academy is a transitional residential boarding school for young men and women who are coming from a "treatment setting" and are not quite ready for home, or who struggle with a learning disability without behavioral issues. These students may have ADD/ADHD, are unmotivated and doing poorly in school. Mountain Springs offers college prep courses, tutors and SAT/ACT preparation and testing.

In addition to "formal classroom education," field trips or "knowledge treks" give the students hands-on

learning while they live and experience what they are studying, whether it is whitewater rafting down the Green River, studying biology or going to Washington DC to study history. International trips are offered twice yearly and students learn cultural differences, communication, history and lifestyles of different countries. Outdoor Leadership excursions include rappelling, rafting, climbing, hiking and backpacking.

Students also participate in week-end activities of cultural trips, movies, concerts, theatre and dance performances, along with regular outdoor recreation of softball, hiking, horseback riding and occasional rafting and climbing trips.

I can't do everything, but I can do something. If we all did something, we could conquer anything.

~ Robert L. Shimmel

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Waitsfield, Vermont
Tyler Maves, Program Director
tmaves@truenorthvt.com
www.truenorthvt.com

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BOOK REVIEWS...

OH THE GLORY OF IT ALL

By Sean Wilsey
New York, NY: Penguin Group: 2005
ISBN: 978-0143036913

Reviewed by Doug Kim-Brown, 208-267-1111

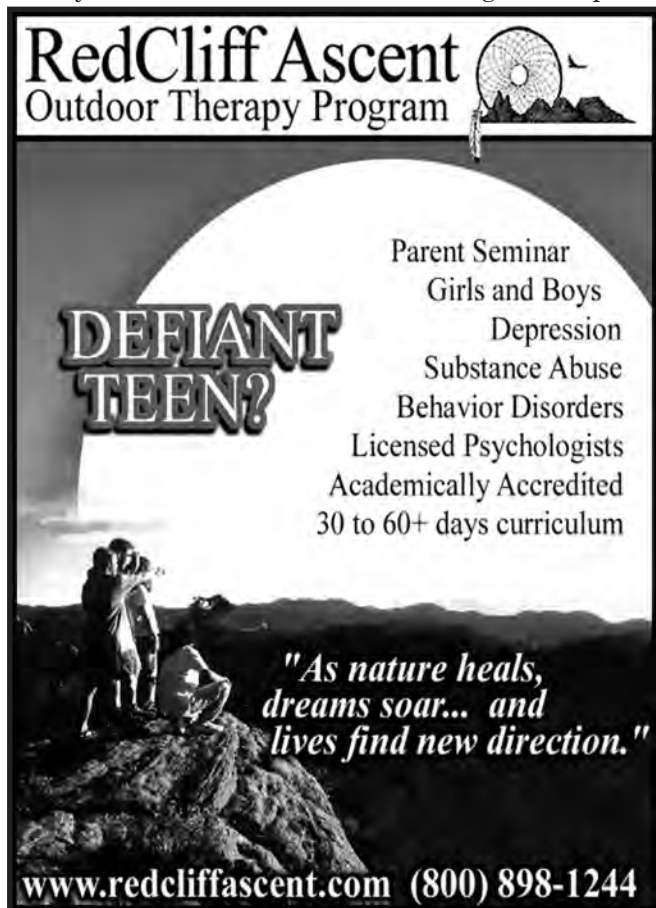
Sean Wilsey writes in *Oh the Glory of It All*, published 2005, his memoir of growing up in the eighties and nineties, that the book is essentially about identity; "Identity is the theme". (p. 476)

Reading it from the perspective of an educator who has worked with troubled teens and young adults during the same time frame and beyond, I find it more about healing – in a semi mythological journey to re-collect oneself. I also find it compelling, astonishing, embarrassing, infuriating, endearing, repulsive, provocative, fascinating and wonderfully insightful.


It is as if Huck Finn, Cinderella, Gloria Vanderbilt and Holden Caulfield all got together to make one persona, who narrates for us their young life. Anyone interested in working with young people in this field has a lot to gain by reading this work. I am unaware of any one else who has been through the special

schools "industry" taking the time to describe their life and experience in such detail, as they descend into hellish isolation, and then back again to some self-created sense of normalcy. The clear, living descriptions of divorce, conflict, sexual yearnings, insane antics, defiance, misdirected creative/destructive energy, ultimately leading towards redemption and a sense of inner safety and belonging, warts and all, are laid bare to witness. There are books and articles published about programs, individuals and families, written by parents, teachers or clinicians. OTGOIA is the first I have seen by a subject (victim?) of the genre.

Sean's story is, in a way, in line with the stories of so many of the students those of us working in therapeutic education have seen, perhaps minus the trappings of fame and serious wealth. He describes in detail place after place where he is sent to find help – only to add another layer of pain and defensiveness. He writes, "...I felt as if I was reinventing myself with every new place and every abandoned and replaced friendship. Reinventing myself, almost invariably, as a worse and worse person." (p. 283). Whether you agree with his descriptions of specific schools and programs or not, his account rings as authentic and sincere. His reviews of insights along the way are poignant reminders to us all to be mindful of the



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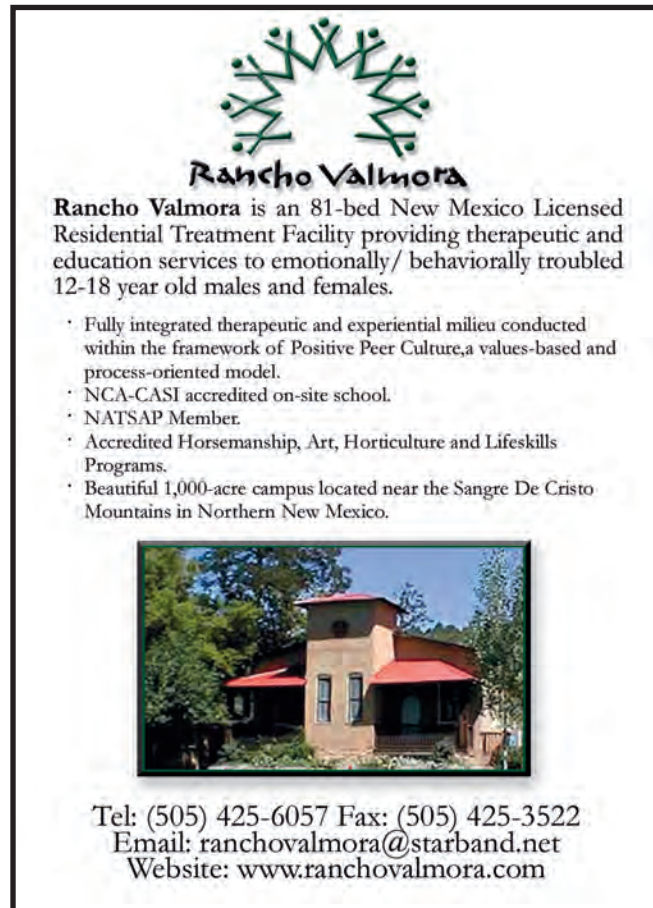


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interior landscape behind the acting out of the individual. And, that the absolute heart of the matter is the heart – a boy needing the acceptance and love of his father, and the no strings attached nurturing of a mother. His real healing begins in a now defunct school, Amity, where Sean states in a one sentence paragraph, “I felt safe.” (p. 366)

There are, to be sure, a lot of contradictions and loose ends – it is human drama. Why is one program faulted for a self-absorbed counselor telling him to shape up or in the next place he will get bent over and someone would “...shove a d*** up my a**”, (p.301) yet in another, beloved, program it is okay for a counselor to tell a female student that “You’ve got a cast iron c***”? (p. 373) Both statements are obviously subjective and could be construed as hurtful or illuminating. I say never mind the contradictions – they are just part of the puzzle of a guy desperate to find his truth, find his courage, and have validated the fact that he was ripped off for much of his childhood.

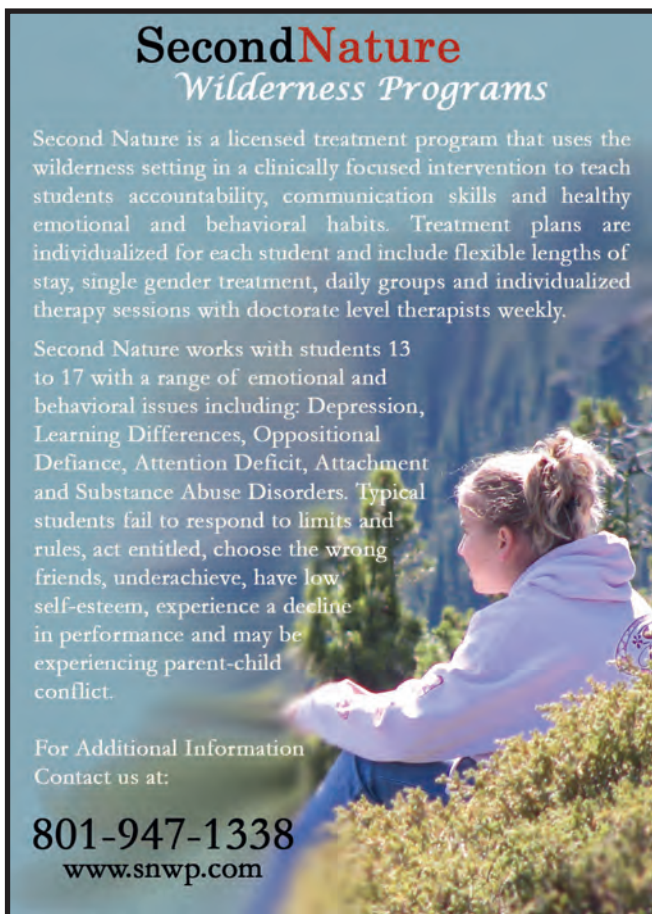
Another great aspect of this book for those of us working with students, and for parents and students no longer involved in programs, is the continuing of Sean’s saga – the book is not just about how he finds his voice, but later, how he uses that voice – to navigate the complexities of his family life, to stand

up to his interior and exterior demons, to find a vocation, to create his own family.

Sean’s memoir runs the emotional spectrum from self-loathing to joy – from despair and suicidal recklessness to a maturing compassionate love. Equally, the style seemingly free forms brash, self-absorbed denial with jarring harsh humor with lyric, neuron inspiring poetic phrasing. He is in a literary sense a descendant of Twain and Kerouac. He also wanders – into San Francisco history, family stories, little cul-de-sacs of possibly interesting areas.

But...If you work in this field, are a student in this field, have a child or two in this field, have been in some way associated with this work, and want insight into how you got there, how it feels to go through it, what you do with the experience; you should read this book. And talk to people about how it affects you.

***About the Reviewer:** Doug Kim-Brown is the Founder and Director of Echo Springs in Bonners Ferry and Coeur d’Alene, ID. He has worked with students for over 25 years. A graduate of Allegheny College, his master’s work was in Psychology. He was co-director of two schools, has practiced as an independent consultant, and was Headmaster of Cedu Schools from 1986-1993.*



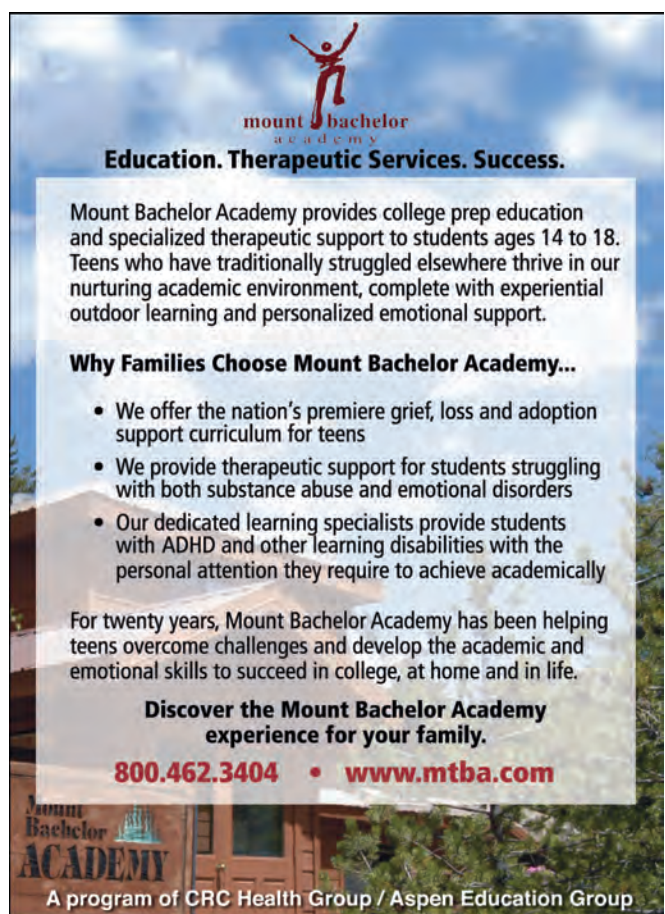
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Sommerville is a community, not a school or program. We believe in the importance of a sense of belonging, and of shared growth among all people in our community.

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EXTENDED INSIGHTS... RELATIONSHIPS ARE THE KEY TO CHANGE!

By: CALO Leadership Team
Change Academy Lake of the Ozarks
Nicole Fuglsang, Admissions Director
877-879-2256
nfuglsang@ca-lo.com
www.ca-lo.org

At Change Academy at Lake of the Ozarks (CALO), relationships are the primary change agent with our students. All treatment within the CALO program is connected to and derived from relationships.

Family Relationships-

Our push is to have our students' families on campus at least every 6-8 weeks, more if possible for individual family coaching visits. During these visits and during family therapy sessions, family relationships and parenting are directly coached. The leadership team, therapists and residential coaches are all part of this process. Attached parenting is modeled and parents are directly coached on how to utilize and implement therapeutic touch, coaching and rhythms in the home as it is utilized within the CALO program.

Staff Relationships-

Staff relationships are utilized for their mentoring power. Residential coaches are hand-picked to work with students. They are with the students throughout the day building intense, constructive and mentoring relationships with students. They provide and maintain the daily rhythms (schedules, structure) within the program, providing the students a safe environment which allows them the opportunity to be vulnerable and open themselves up to healing and the possibility of true attachment.

Due to the intensity of our students' struggles and the importance of relationships, our student to staff ratio is no more than 1 to 3 during waking hours and no more than 1 to 8 during sleeping hours. During sleeping hours we have staff awake throughout the night supervising the students.

Therapeutic Relationships-

Therapeutic Relationships are utilized to create a desire for change in the lives of CALO students. Therapists are an active part of the CALO therapeutic milieu. They facilitate group, individual and family therapy with students and families. The students participate in daily group, weekly individual sessions and bi-weekly two-hour family therapy sessions.

Peer Relationships-

Within the CALO program we utilize the strength of

positive peer relationships. CALO actively creates an atmosphere where positive peer relationships are the norm. Some have asked specifically about the use of a particular model, positive peer culture, within the CALO model. While it is not our central change agent due to the intensity of our students (they need a more staff-driven model), we do utilize positive peer dynamics within the community milieu to promote accountability and leadership among students.

Transferable Attachment-

Transferable Attachment through the care of purebred Golden Retrievers is a key, cutting-edge treatment aspect of our program. Where clinically appropriate, students have the opportunity to “adopt” a Golden Retriever and be responsible for feeding, training, cleaning and nurturing their new family member. The adoption process that students go through mirrors the adoption process that families have to go through when adopting a child (home study, petition for adoption, decree of adoption, etc.). All, and I do mean all, interactions with this animal are used therapeutically. After just a few days our students have bonded with their animal friend and would never dream of giving up their adopted charge. We talk of how the student’s parents feel the same way but with even stronger attachment to the student. As students struggle with poor behavior from the dogs and the difficulties of training the dogs, they are helped to understand those frustrations their parents have similarly felt. The students feel empathy for their parents. Empathy is the fertile soil where attachment can grow. This empathy is gained experientially, not through abstract discussion. Empathy and attachment are then transferred to the family relationship.

We want and encourage our families to be highly active in the CALO program and the change process. Parents are a part of the treatment team along with their student, the CALO Leadership Team, the student’s therapist, academic staff and the residential coaches. We do not accept students into our program; we accept families into our program.

Sometimes the subconscious mind manifests a wisdom several steps or even years ahead of the conscious mind, and has its own way of leading us toward our destiny.

~ Nathaniel Branden



Excel Academy

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

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|------------------------------------|-----------------|
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| Lack of Personal Responsibility | Anger |
| Negative Peer Relationships | Drugs & Alcohol |
| Divorce or Adoption Issues | Depression |
| Defiant or Out-of-Control Behavior | ADD |

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

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Barbara Potignano

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NEWS & VIEWS...

Review of Book Last Child in the Woods

(June 22, 2007) Bill Schneider, a writer from NewWest.Net, reacts to the new book by Richard Louv, author of Last Child in the Woods, which has asserted that childhood obesity, ADHD and a number of other modern ills of childhood come at least partly from the lack of children experiencing nature directly.

Chronic Ailments Affect More Kids

(June 27, 2007) The Washington Post reports research from the Journal of the American Medical Association that there is a significant increase in "chronic health problems such as obesity, asthma and attention-deficit hyperactivity disorder" in American children in the last four decades. "In 1960, 1.8 percent of children and adolescents were reported to have a chronic health condition that limited their activities. By 2004, the rate was 7 percent."

Money for Students to Learn Might Backfire

(July 2, 2007) Barry Schwartz, professor of psychology at Swarthmore College, makes the case that paying children for learning might backfire in the long run, by competing with intrinsic satisfactions from learning.

Middle Class "Brat Bullies"

(July 7, 2007) A UK publication calls the rise of middle class spoiled, entitled "princesses and little kings" the

result of a wide spread tendency of parents to not have enough quality time with their children, and indulging them too much.

Study: 1-in-58 UK Children Have Autism

(July 7, 2007) A new UK study concluded that autism among UK children is twice as prevalent, as previously thought, the estimate lowering to one in 58.

Problems with Licensing in Utah

(July 16, 2007) The Salt Lake Tribune reports Majestic Ranch in Randolph--one of four Utah boarding schools that cater to troubled teens--has, until recently, failed to become licensed as required by law. It is the only school to fall short of health and safety benchmarks imposed in October 2005. The hang-up, minor changes to an employee handbook, say regulators, who permitted the school to operate without a license for the past 18 months. Regulators say no harm was done; because Majestic is in good standing, they granted the school a probationary license on June 25.

Meditation Basis of New Zealand School

(July 15, 2007) A group of people are looking to establish a new school in New Zealand building on the benefits of Transcendental Meditation integrated into the standard New Zealand curriculum.

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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SEEN N' HEARD

Benchmark Graduates 16

(June 21, 2007) Shelley Skaggs, Marketing and PR for Benchmark Young Adult School, Redlands, CA, 714-963-4148, announced 16 students received their high school diploma from Redlands Adult School this June. Benchmark is a residential transitional living school for students 18-28.

Sober College Turns Addicts Into Academics

(June 21, 2007) Annika Richards, Director of Public Education at Sober College, Woodland Hills, CA, 818-795-8687, announced 40 Sober College students took a combined 87 college courses with an average GPA of 3.50. Other achievements include six high school diplomas, four GED's and one Linux certification.

New Head at Pine Ridge School

(June 22, 2007) Joshua Doyle, (former) Head of School for Pine Ridge School, Williston, VT, 802-434-2161, announced Dana Blackhurst is the new Head of School. Dana is a nationally recognized educator of, and authority on, students with dyslexia, and has been affiliated with the International Dyslexia Association since 1972.

Undiagnosed ADHD Related To Other Problems

(June 22, 2007) George Bright, MD, Adolescent

Health Center, Midlothian, VA, and Blackwater Outdoor Experiences, 804-794-8900, reports his office has found a high percentage of undiagnosed and untreated ADHD individuals often abuse opiates, many were molested and most suffer from Road Rage and Chronic Pain.

Pine River Institute One-Year Anniversary

(June 22, 2007) Karen Minden, CEO Pine River Institute, Ontario, Canada, 416-944-1453, announced Pine River Institute is excited to celebrate its one-year anniversary.


Aspiro Hires Brad Carpenter

(June 24, 2007) Brian Church, Admissions and Marketing for Aspiro, Riverton, UT, 888-266-5136, announced Aspiro hired of Brad Carpenter, PsyD. Brad has over 10 years of clinical experience working with adolescents in both therapeutic and assessments settings.

Out-Of-Control Teens – How Did We Get Here?

(June 25, 2007) Leon Pyle, PhD, Ashland, OR, 541-482-0491, licensed therapist and a parent who has placed a child in a parent-choice residential program, wrote an insightful essay on some factors in

Continued: SEEN N HEARD/ pg 26



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Los Angeles Times Magazine

"...one of the nation's most reputable programs..."
US News & World Report

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FAMILIES SINCE 1988**

Seen N Heard: Continued from page 25

our society he thinks contributes to the need for intervention for teens making poor choices.

Asheville House Opens Girls Residence

(June 25, 2007) Marlene Alligood, Director of Admissions at Asheville House, Asheville, NC, 877-606-3207, announced Asheville House opened and enrolled eight boys in April, and in June opened the girls' residence with six students. Asheville House is a 3-6 month residential program for boys and girls, ages 16-19 with substance abuse and addiction issues.

Doering/ Moses Receive ISPA Visionary Award

(June 25, 2007) Andy Anderson, MRA, Founder of the Independent Small Programs Alliance (ISPA), Clearwater, FL, 727-512-9144, announced the ISPA Visionary Award was co-presented to Dana Dean Doering and Martha Moses at the ISPA Dinner Meeting at the Union Club in Boston, MA.

Iceland Visits Wilderness Treatment Center

(June 26, 2007) Ben Dorrington, LAC, Director of Referral Relations at Wilderness Treatment Center, Marion, MT, 406-854-2832, announced that Mummi eda, Pall Einarsson and Jon por Kvaran from Gotusmidjan Treatment Facility in Iceland, came for a visit. The Icelandic government supplied grant money for the collaborative effort and afforded Gotusmidjan the necessities to learn more about adolescent and young adult treatment in the US.

Sainer Named Entrepreneur Of The Year

(June 28, 2007) Kristen Hayes, Communications Manager for Aspen Education, Cerritos, CA, 562-467-5531, announced that president and co-founder Elliot Sainer has been named the 2007 Ernst & Young Entrepreneur of the Year® in the Consumer Services Category for the Greater Los Angeles region. The award was presented to Sainer at the Beverly Hilton on June 26, 2007. Sainer has worked in the behavioral healthcare and education fields for over 30 years.

Harrison Heads Cherokee Creek Search

(June 29, 2007) Beth Black, President of Cherokee Creek Boys School (CCBS), Westminster, SC, 407-312-3098, announced Lorrie Harrison joined the CCBS team to serve as Transition Team Leader, picking up many of the Executive Director's duties. Lorrie has been a marketing and management consultant serving education, corporate, and non-profit clients for over 30 years. She taught English in Bogota, Colombia for two years, has been an adjunct professor of Florida State University and serves as a member of the adjunct faculty at Western Washington University.

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Aspen Acquires Phoenix Outdoor

(July 2, 2007) Kristen Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, 562-467-5531, announced Aspen Education Group acquired Phoenix Outdoor, a licensed therapeutic wilderness program that provides comprehensive substance abuse intervention and assessment for youth ages 13-17 located near Asheville, NC.

Sunrise Academy Student Scores Medals

(July 2, 2007) Bobbie Jensen, Admissions Director at Sunrise Academy, Hurricane, UT, 435-635-1185, announced a Sunrise Academy resident competed in the Utah Summer Games, receiving medals in the 3-mile Cross Country race, the 200 Meter Dash, the 400 Meter Hurdles and took Gold in the 100 Meter Hurdles.

Gatehouse Announces Scholarship

(July 2, 2007) Glenna Conway, Director of Marketing at Gatehouse Academy, Wickenburg, AZ, 928-231-5004, announced that John R. Campbell QC, Chairman of Gatehouse Educational Foundation, announced graduate Ian Norris received the annual Paul Earl Memorial Scholarship.

Bruno Offers Parenting Teleclass

(July 3, 2007) Ann Bruno, MEd, Ann Bruno Consulting, Tucson, AZ, 520-370-9020, and colleague Marion Heaton announced a five-week tele-class called "Breakthrough Parenting: Saying "No" is the Road to Yes" beginning August 27.

Shiltz Of Rogers Memorial Publishes Book

(July 3, 2007) Rogers Memorial Hospital, Oconomowoc, WI, 800-767-4411, announced Thomas J. Shiltz, MS, CADCI, published a resource book "Self-Injury Support Group Curriculum," which includes information on warning signs, self-injury behaviors and a support group curriculum complete with handouts. Shiltz has been at Rogers Memorial since July 1995.

September 14:

2nd Annual "Northwest Get Together"

(July 5, 2007) Lon Woodbury, MA, CEP, President of Woodbury Reports, Inc., Bonners Ferry, ID, 208-267-5550, announced the Second Annual "Northwest Get Together" will be held from 8 a.m. to 4 p.m. Friday, September 14, 2007, at the Sandpoint Community Center in Sandpoint, ID. This year's Get Together had been postponed from its original planned date in May due to a timing conflict with the Rocky Mountain NATSAP Regional Conference. Topics for interactive discussions will include "What Parents

Continued: SEEN N HEARD/ pg 28

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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.

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Seen N Heard: Continued from page 27

Are Learning (or miss learning) From the Internet,” “Elements and Factors That Influence Government Regulation Development,” and “Demonstration and Discussion: Neurofeedback Tools Currently Being Used In Programs.” Registration cost for the “Northwest Get Together” is \$30. Please RSVP by Aug. 31. For registration information, contact Laura Morton.

Sober College Opens Learning Center

(July 6, 2007) Annika Richards, Director of Public Education for Sober College, Los Angeles, CA, 818-795-8647, announced Sober College opened a “state of the art” Learning Center. The new 11,000 square foot building features networked computers and classrooms, and offices for clinical, admission and ancillary staff. There is also a social arena that includes 50's style diner booths, a study and lounge area with table games.

Yellowstone BGR Celebrates 50 Years

(July 6, 2007) Andrea Kenney, Director of Public Relations for Yellowstone Boys & Girls Ranch, Billings, MT, 406-655-2125, announced over six-hundred people gathered to celebrate the 50th anniversary of the Yellowstone Boys and Girls Ranch, which began in 1957 as a place for juvenile delinquent boys as young as 10-years-old. The goal was to help them find a new direction and prevent them from becoming hardened criminals. Since the ranch began, over 5,000 children have called Yellowstone their home.

Eating Disorders Across The Lifespan

(July 6, 2007) Remuda Ranch, Wickenburg, AZ, 800-445-1900, announced they will offer a presentation titled “Eating Disorders Across The Lifespan: A Closer Look” by Dena Cabrera, PsyD, Friday, August 24, 2007, in Boise, ID from 11:30am to 1:30pm.

Henry Winkler At Starr Commonwealth's Founders Day

(July 9, 2007) Dana Jacob with Starr Commonwealth, Albion, MI, 800-837-5597 x 2312, announced Henry Winkler, the actor known as “The Fonz” from the sitcom “Happy Days,” will appear at its 2007 Founder's Day event October 7, 2007, marking the anniversary of Floyd Starr, his family and 13 boys moving into Gladsome Cottage on October 3, 1913. Starr Commonwealth has expanded beyond its Albion campus to include sites in Battle Creek and Detroit, MI, as well as in Van Wert and Columbus, OH. The programs serve boys and girls through Montcalm Schools, families through foster care and day treatment and professionals through a variety of programs such as No Disposable Kids®.

Montcalm School For Girls Expanding

(July 11, 2007) Dana Jacob at Starr Commonwealth, Albion, MI, 800-837-5591, announced Montcalm School for Girls in Van Wert, OH, has plans underway to open a third cottage. This will allow opening of enrollment to 13 more girls.

Vive! Expands

July 11, 2007) Susan Holden Walsh, HoldenMcClure PR, for Vive! in Boulder, CO, 303-449-2526, announced Vive! moved the national headquarters to 207 Canyon Blvd., Ste. 202. The new space enhances Vive's ability to assist teens in transition with more private family meeting rooms, and will allow Vive! to host round table discussions and other referral and community building functions.

Mission Mountain Students Go To Nationals

(July 12, 2007) Colleen Harrington, Assistant School Head for Mission Mountain School, Condon, MT, 406-754-2580, announced four students participated and rode in a national horse show in Bozeman, MT. All four girls placed in each of their respective classes. The entire school attended the event to cheer them on as part of a multiple-day camping trip.

Phoenix Sun VP Talks to St. Paul's Students

(July 12, 2007) Donna Wittwer, MEd, Director of Admissions for St. Paul's Preparatory Academy, Phoenix, AZ, 602-956-9090, announced David Griffin, VP of Basketball Operations for the Phoenix Suns, spoke to students regarding his insights and wisdom about the qualities a person must develop to be successful in business.

New Dean At King George School

(July 12, 2007) Jay Ramsey, Director of Human Resources at King George School (KGS), Sutton, VT, 802-467-1200, announced Rebecca Vieth-Albrecht, MA, LPC, is the new Dean of the school. Rebecca comes to the KGS with fifteen years of experience directing residential and school programs. She obtained her Master's in Counseling Psychology from Webster University and has been in private practice for the last eight years. In addition to her clinical experience, Rebecca worked as a principal of a school in Missouri for the last four years.

KGS Approved For NonImmigrant Students

(July 12, 2007) Jay Ramsey, Director of Human Resources for King George School (KGS), Sutton, VT, 802-467-1200, announced KGS has approval of its petition to the Student and Exchange Visitor Program (SEVP) to accept Nonimmigrant Students. The SEVP is part of US Immigration and Customs Enforcement, which is a division of the Department of Homeland Security.

Wittwer Leaves St. Paul's

(July 12, 2007) Donna Wittwer, (former) Director of Admissions for St. Paul's Preparatory Academy, Phoenix, AZ, 602-956-9090, announced she will be leaving St. Paul's Academy to take a position as a Behavioral Health Counselor for the Maricopa Unified School District. In addition, Donna will be opening an educational consulting practice under the name of Pinnacle Educational Consulting in Phoenix.

Montana PAARP Board Meets

(July 12, 2007) Lon Woodbury, MA, CEP, IECA, Founder of Woodbury Reports, Inc., Bonners Ferry, ID, 208-267-5550, announced the Montana Private Alternative Adolescent Residential or Outdoor Programs (PAARP) Board met in July 2007. This Board was formed by the Montana Legislature to propose Registration and Licensing regulations for private residential schools in Montana. Part of the agenda included approving the Board minutes for both April 23, 2007, and June 21, 2007, which are not yet available (July 12, 2007) to the public on the Montana state web site.

New Director Of Marketing At Alldredge

(July 13, 2007) Anthony Geraci, Executive Vice President and CMO, Alldredge Academy, Davis, WV, 281-313-1908, announced Ashley Auchterlonie as the

new Director of Marketing. Ashley has extensive experience in the behavioral healthcare industry. Most recently, she served as Regional Marketing Manager for Psychiatric Solutions, Inc. in Austin, TX. Previously, Ashley was the Sales & Marketing Consultant for Appian Education in Seattle, WA, and National Sales Representative, Admissions Director and Clinical Case Manager for The Brown Schools in Austin, TX.

Auldern Graduates 12

(July 13, 2007) Debra Dombrowski, Communication Manager for Auldern Academy, Siler City, NC, 256-880-3339, announced Three Springs Auldern Academy recently graduated 12 seniors in a ceremony held on the campus. All graduates were accepted to institutions of higher learning.

Rocky Mountain NATSAP Calls For Papers

(July 13, 2007) The NATSAP 2007 Rocky Mountain Fall Regional Conference will be held September 13, 2007, in Kalispell/Whitefish, MT. The Call for Paper Submission deadline is July 20. Questions may be directed to Jan Moss, Executive Director of NATSAP, Prescott, AZ, 928-443-9505.

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



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Seen N Heard: Continued from page 29

Next Step For Success To Coach Staff

(July 16, 2007) Penelope Valentine, Co-Founder of Next Step for Success, Redmond, OR, 541-504-5224, announced that Benchmark Young Adult School has contracted Next Step for Success for “coach training” of the staff at their California-based program from August 6-10, 2007.

New Associate Director of Admissions At Hillside

(July 17, 2007) Susan Blair of Hillside School, Marlborough, MA, 508-485-2824, announced Matthew Kowalchick is the new Associate Director of Admissions and Financial Aid for Hillside School. Matt comes to Hillside from Cushing Academy where he spent the last three years as Assistant Director of Admissions, dorm parent and head lacrosse coach.

Smith Joins Provo Canyon School

(July 17, 2007) Brad Gerrard, COO of Provo Canyon School, Orem, UT, 801-229-1038, announced that Lane Farr Smith, MD, DLFAPA, has been appointed as the new full-time Medical Director for Provo Canyon School and Academy at Canyon Creek. Prior to his appointment with Provo Canyon, Dr. Smith served as Medical Director for the Aetna Behavioral Health Center in Salt Lake City, UT.

Staff Changes At Peninsula Village

(July 17, 2007) Kelly Roberts, Coordinator of Community and Alumni Relations for Peninsula Village, Louisville, TN, 865-380-4452, announced that Ashley Saint-Villiers and Martha Malone have joined the program as Family Therapists. Leaving the program is Lucia Alder, a family therapist who has been with the program since 2002.

Lone Star Expeditions New Clinical Director

(July 18, 2007) Kristen L. Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, 562-467-5531, announced Lone Star Expeditions has promoted Julie Elliott, LCSW/ LMFT, to Clinical Director. Julie previously served as a wilderness therapist for the program.

Introspections CR New Recovery Coach

(July 18, 2007) Guy LeGuyonne, Director of Communications for Introspections of Costa Rica, San Jose, Costa Rica, 541-410-4538, announced Richard Benson, MSW, joined the team at Introspections of Costa Rica. Richard spent 3 years at New Dominion Wilderness School as a staff trainer and Drug and Alcohol group facilitator. Richard received his MSW specializing in Substance Abuse



Photo by Skyler Jensen

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



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from the U. of NC, has attended the Substance Abuse Treatment Training Institute; the North Carolina Foundation for Alcohol and Drug Studies and holds a BA in Spanish.

Aspen Achievement Parenting Class

(July 19, 2007) Kristen L. Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, 562-467-5531, announced Aspen Achievement Academy now offers live online parenting classes that teach parent's skills they can apply to their child enrolled in the Aspen program.

Family Foundation School Graduates 41

(July 19, 2007) Ann Kozak, Marketing Specialist for the Family Foundation School, Hancock, NY, 845-887-5213, announced that 41 seniors graduated from the school on June 23, 2007. Each of the students received two diplomas: one from New York State for successful completion of the high school curriculum, and a second from The Family Foundation School for successful completion of the school's character education program. Each graduate has been accepted to a community college, four-year college, or university.

Natsap Principles Of Good Practice Summit

(July 20, 2007) Jan Moss, Executive Director of the National Association of Therapeutic Schools and Programs (NATSAP), 928-443-9505, announced NATSAP will hold a Principles of Good Practice Summit, in September 2007, to review the Principles of Good Practice, the Supplemental Principles of Good Practice and the recently developed Principles of Good Practice for Small Residential Programs. The existing Principles will be reviewed to ensure they continue to clearly address the best practices set forth by NATSAP.

North Idaho And Montana Tours Offered

(July 20, 2007) Kay C. Ford, Owner of CKC Consultant Tour Services, Crozier, VA, 804-784-3037, announced CKC Tours has put together a three-day tour of programs in the North Idaho/ Montana area the 10-12 of September. If you want more information or are interested in joining Judge Mason on this tour, please call Kay. Optional touring on Thursday the 13th may be arranged as schedules allow.

Brehm Preparatory School Celebrates 25 Years

(July 20, 2007) Donna Collins, Director of Admissions for Brehm Preparatory School, Carbondale, IL, 618-457-0371, announced Brehm Preparatory School will celebrate 25 years of success with several activities including an Open House and Ribbon Cutting Ceremony, August 14, 2007. For more

information about all the activities, contact the Admissions Department.

AMATS Executive Committee Formed Standards Adopted

(July 20, 2007) Jeff Johnson, Executive Director of the Association of Mediation and Transport Services (AMATS), 435-491-0398, announced AMATS elected an Executive Committee from the nine provisional members of the recently formed organization. Committee members are Cathy Villines of Center for Safe Youth, Bill Lane of Bill Lane and Associates, and Brian Shepherd of Right Directions. In addition to the executive committee, the nine provisional members include Adolescent Guidance Services, Journeys Adolescent Services, Safeguard Adolescent Services, Traverse Youth Transport, Youth Transportation Services, and Westshield Adolescent Services. In addition, Jeff announced AMATS has created and approved their "Outline of AMATS Standards".

New Stone Mountain Executive Director

(July 20, 2007) Paige Thomas, Admissions at Stone Mountain School, Black Mountain, NC, 888-631-5994, announced the new Executive Director of Stone Mountain School is Susan Hardy. Susan was formerly the Executive Director of Adirondack Leadership Expeditions, a therapeutic wilderness program New York. She has worked in the therapeutic education industry for over 17 years.

KGS Seeks New Admissions/ Marketing Director

(July 20, 2007) Karen Fitzhugh, PhD, Head of School for King George School, Sutton, VT, 800-218-5122, announced King George School is searching for a seasoned professional with private, therapeutic industry experience to direct admissions and marketing activities.

I get the feeling that most media in the country are on a search to show the unconventional is the norm and have unlimited capacity to find experts somewhere who will say just about anything, especially if it seems to make no common sense.

~ Michael Levine

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