

Places for Struggling Teens™

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

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September 2007
Issue #157

WHERE DO YOU DRAW THE LINE?

By: Lon Woodbury



This will be the first issue of this newsletter that has a specific theme. However, the topic of what is workable and ethical in our practice in relationships between referring consultants and schools and programs has been receiving considerable attention over the last few years, so deserves expanded treatment.

We hope to encourage a full discussion of ethics in our industry, and are starting with several statements from within the industry of private parent-choice schools and programs and those professionals who work with these schools and programs. I encourage those who want to add their comments to please send them on to us. We will at least put them on line, and space allowing, in the print edition as well.

In any professional relationship, there is always the question of where to draw the line in what is appropriate and what is inappropriate in regard to professional relationships. The extreme on one side would have referring consultants with almost no contact with schools and programs outside making specific referrals. This could be because almost any other contact could be perceived as potentially a conflict of interest. Even a personal friendship between a consultant and a school or program staff could be plausibly claimed that a referral to that school or program could be based on personal friendship instead of what is best for the child and family. This extreme perspective would be unworkable because the consultant would be working in a vacuum with no or little knowledge of schools and programs outside of formal written materials and reports.

The other extreme could be called “anything goes.” Nothing is inappropriate if it brings in business. This could be paying money for each referral that enrolls, making promises to parents that the program or consultant cannot keep, referring to a program the consultant has an undisclosed financial interest in, schools or

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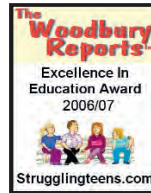
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Lon Woodbury, MA



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™**.

STANDARDS: Continued from page 1

programs hiring marketing people but encouraging them to advertise themselves as independent consultants, or selling parent names from a web site to the highest bidder among referral sources. Unfortunately, although each of these techniques have for years been soundly condemned by the Independent Educational Consultants Association (IECA) and the National Association of Therapeutic Schools and Programs (NATSAP), they have become more and more common among programs and referral sources who do not associate with either of these professional associations. We have written extensively about these activities in this newsletter (For some examples see:

Beware Non-Professional Advice

Full Disclosure

Transparency

Secrets

But I Found It On The Internet

Ethics Matter!

Do You Own Your Own Name-Part II

Do You Own Your Own Name - Part I?

[\(Links available in online version.\)](#)

In my opinion, the expanding proliferation of these practices is the most serious threat to establishing ethical standards. If someone cheats and is not held accountable, then that person gains at least a short term advantage.

Where you draw the line in these professional relationships depends on a balance between two elements. On the one hand, to best serve the children and their parents there must be considerable formal and informal contact between consultants and programs. It is through extensive contact that consultants can gain the intimate knowledge of programs in order to make appropriate referrals. On the other hand, these contacts cannot be such that they either feed or appear to feed self-serving behavior to either or both parties such as secret agreements, understandings, or payment of any kind for favored treatment.

Professional bodies such as NATSAP, IECA, AMATS and OBHIC have wrestled with where to draw this line for years. Included in this issue are statements from these professional bodies defining how, after years of consideration, they have determined where to draw the line.

However, the discussion goes on, with the issue of ethics being revisited regularly, as it should be. In this issue of the newsletter, we have included a statement by David Ventimiglia, Ex. Dir. and Founder of Monarch Center for Family Healing in Georgetown Colorado. Ventimiglia is making the

case that the line has been drawn by the professional bodies too loosely, and should be tightened.

We have tried in this issue to present a broad discussion of the issue, and welcome input from others as to where they think the line should be drawn. This will always be a sensitive issue because opinions are guaranteed to vary, and as situations change, ethics statements and where the line should be drawn might need to be changed to reflect changing circumstances. We welcome thoughts and suggestions from our readers.

As part of the ongoing discussion, it would be good to hear how other professions have drawn this line of how to conduct professional relationships between referrals and program services. How professionals have solved this problem, or failed to adequately solve it as the case may be, would be very helpful to see whether our current standards are too low or too high compared to other professions.

THE HEART AND SOUL OF AN INDUSTRY

David Ventimiglia - Exec. Dir./Founder

Monarch Center for Family Healing

Georgetown, Colorado

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www.monarchfamilyhealing.com

The private pay treatment industry is in great danger of losing its moral compass and it seems as though few of those involved are concerned or willing to redefine our course. In fact, the Boards of IECA, NATSAP and OBHIC have repeatedly shown a lack of courage and foresight in addressing the emerging ethical issues. As a result, there is a rising chorus of parents and legislators who are now stepping in to address the concerns themselves. It will take concerted leadership by a group of consultants, program administrators, therapists, field instructors, counselors, etc. to head off overly restrictive legislation and public distrust.

I believe we lost our way largely as a result of three factors: First, this is a relatively new industry (for all intents and purposes, having started only 20 years ago). Second, there is a great deal of money to be made in the business of helping kids and their families. Third, the families that we assist are generally in the midst of crisis and willing to quickly trust those with a

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sympathetic ear and a willingness to offer help. As a result of these three factors, many have realized the potential of being in business and have started programs and practices to fill the need. A way of doing business was set up early on, and few have questioned it along the way, even though some of it is at the expense of the consumer and the very people we started out to help.

Even more disturbing than “this is the way it’s always been done” mentality is the one of arrogance and greed that is becoming more prevalent among some program administrators and consultants. I question the ethics of a daily rate of almost \$500.00 when profit margins exceed 20%. One might be doing wonderful clinical work, but at some point a program crosses a line from charging a reasonable fee over to the extortion and manipulation of a parent’s desperation. I believe the recent raising of rates in some wilderness programs has more to do with the market being closed to healthy competition because consultants and programs have de facto cross referral arrangements. The reality is that if a consultant ever accepts a referral from a program, then that constitutes a conflict of interest and a dual relationship. And yet, many well intentioned consultants accept the referrals, and

programs continue to justify sending them. A consultant at some point will have benefited enough from the acceptance of referrals from a program that they are no longer looking for the most appropriate placement for a youth, but rather looking for how to keep the flow of referrals coming from that program. The ethics boards of IECA, NATSAP and OBHIC have all refused to specifically prohibit this practice even though each of their ethical guidelines forbids dual relationships and anything that might impair the judgment of their members. This reluctance to protect the consumer has undercut our industry’s integrity and betrayed the families that we work with. Even more grievous is the step recently taken by the NATSAP ethics board in which it removed discussion of this particular issue from future consideration and debate.

Representative George Miller has engaged some of his staff (led by Chief Investigative Counsel Michael Zola) to investigate the various ethical and illegal activities of our industry. I worry that arrogance and shortsightedness will make us complacent, feeling confident that their – and the families who call them with concerns – investigations will focus only on the well known bad apples in our midst. Miller’s staff, however, is fully aware of the blurred boundaries



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between programs and consultants. The recent student loan industry scandal has striking similarities to how many in the private pay treatment industry are now taking advantage of unwitting families, and Miller's staff will be looking for ways to again protect the consumer.

I am calling on the members of NATSAP, OBHIC and IECA to take the following steps immediately:

Adopt the following ethical principle:

A member program is prohibited from giving a referring party anything with a value of more than \$50.00, including gifts, referrals, travel expenses, etc. Likewise, a consultant is prohibited from accepting from a program anything with a value of more than \$50.00 including gifts, referrals, travel expenses, etc.

The discussion of the ethics of programs sending referrals to consultants is reinstated for discussion and debate immediately.

A delegation comprised of IECA and NATSAP members returns to Washington DC to meet with George Miller's staff to honestly and openly discuss

specific concerns that his office has. Earnest efforts are then made to resolve each of those concerns internally in an effort to regain the public trust and avoid unwieldy legislation.

A concerted effort should be made to reach out to the vocal and disaffected public in an effort to hear and address their concerns, as well as to reassure them of our shared concern.

I am, as always, open and interested in other viewpoints, suggestions and offers of support or encouragement.

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

~ Eric Hoffer



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IECA STATEMENT

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Continuing Leadership in Ethics and Professional Responsibility: One doesn't need to look beyond current news headlines in medicine, the college loan industry or professional sports to see that ethics are very much in the forefront of both media attention and the public's faith in areas that had been immune from such suspicion. This focus on honesty and credibility is welcome as the focus on education becomes sharper.

IECA is proud of the leadership it has shown in demanding the highest standards in professional ethics. As the wilderness therapy, emotional growth school and RTC industries have grown and changed, IECA's expectations of its members have also evolved with more exact and stringent guidelines governing member behavior.

For over 30 years IECA members have been precluded from accepting placement fees,

transforming what had been a common practice and ensuring that families were receiving advice based only on the best interest of their child.

IECA has moved to establish more stringent requirements for membership in recent years that include a review of marketing materials, professional references, and a demonstrated history of successful placement advice. Those working with teens in crisis are expected to demonstrate further competence that qualifies them with this difficult work. In recent years, working closely with NATSAP, experts in ethics and other leaders, IECA has adopted new, formal limits on the type and value of gifts its members may accept. These new rules have had an immediate impact as programs have redirected marketing funds to scholarships, foundation support and educational training. These new rules also preclude any two-way exchange of referrals, disallowed as a form of compensation. As before, IECA has led the way to guarantee that only the interest of the teen guides the consultant's work.

More information about the new Principles of Good Practice can be found on the IECA web site at www.IECAonline.com. Included is a complete copy of the principles that all IECA members are required to sign annually.



Photo by Skyler Johnson

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NATSAP STATEMENT

NATSAP Board of Directors
Headquarters: Prescott, AZ
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www.natsap.org

The National Association of Therapeutic Schools and Programs (“NATSAP”) and the Independent Educational Consultants Association (“IECA”) have conducted joint Ethics Committee meetings to formulate thorough and consistent ethical guidelines applicable to relationships between therapeutic schools and programs and educational consultants. The guidelines seek to define the proper boundaries of the relationship between programs and consultants. NATSAP and IECA continue to monitor this ethics issue individually and jointly to ensure that families can access specialized educational and therapeutic services for their children through transparent and reliable processes.

One of the hallmarks of the educational consultant profession is the obligation to exercise professional judgment in the best interests of children and their families. When a consultant stands to receive a financial benefit from a transaction, there is a

significant risk that the pecuniary incentive will materially limit the consultant’s commitment to the best interests of the child and family. As such, the anticipated receipt of a referral fee or other incentive could impair the free judgment of a referring party in deciding whether the services of an entity offering an incentive are most appropriate in light of the unique circumstances of the family requesting a referral.

Both NATSAP and IECA have established and informed their members that referral fees and other incentives, including gifts and trips, are inconsistent with their members’ professional obligations.

Through ongoing monitoring of professional trends and communication with practitioners, NATSAP and IECA have encountered a small yet vocal movement to deem inconsistent with ethical principles the cross-referral, *i.e.*, a consultant’s recommendation of a professional who has previously recommended the consultant. The objection to the cross-referral is based largely on the notion that it constitutes a *quid pro quo* relationship through which each party is rewarded for its referral of the other.

Continued: NATSAP/ pg 8

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The Center for Safe Youth

NATSAP: Continued from page 7

In June 2007, NATSAP convened its 2007 Ethics Summit, during which NATSAP members studied the cross-referral issue and thoroughly reviewed the NATSAP Ethical Principles. NATSAP determined that its Ethical Principles, notably Principles 5, 9, and 11 adequately spurn *quid pro quo* relationships (available at www.natsap.org/principles.asp) and, therefore, do not need to be amended to address the singular issue of the cross-referral.

As is consistent with precedent, NATSAP decided in June 2007 to review its Principles of Good Practice with the aim of providing further clarification on the cross-referral issue as a matter of "best practice." The 2007 Principles of Good Practice Summit will take place this September. NATSAP will issue a report to its members shortly thereafter as part of its ongoing efforts to promote professionalism in service to children and families.

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OBHIC ETHICS STATEMENT

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(The following is based on the ethical standards approved in the organization's January meeting)

The Outdoor Behavioral Healthcare Industry Council (OBHIC) is committed to improving ethical standards and is continually working to address questionable practices. We welcome the industry's increased awareness of potentially compromising "dual relationships," which can occur when programs refer clients to outside professionals.

OBHIC member programs are to avoid those activities which promote dual relationships with professional referral sources. This includes paying for referrals (directly or indirectly), providing a single or specific referral source for a family in need, and requiring a family to enlist the services of an outside professional before admission to the program.

We encourage our members to maintain objectivity in all recommendations and counsel they provide to families. Referrals to external professionals are to be based solely on the needs of the child and family, disregarding entirely the interests of the program and/or referral source.

We honor the Standards of Good Practice set forth by the Independent Educational Consultants Association (IECA) and support and encourage member participation in the ethics forums established by National Association of Therapeutic Schools and Programs (NATSAP).

It stands to reason that where there's sacrifice, there's someone collecting sacrificial offerings. Where there's service, there's someone being served. The man who speaks to you of sacrifice, speaks of slaves and masters. And intends to be the master.

~ Ayn Rand

AMATS STANDARDS FOR ETHICAL PRACTICES

Jeff Johnson, Executive Director
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- ☞ A Transport Agency recognizes its specific role in the care of its clients and does not attempt to circumvent or undermine the work of other professionals involved in the client's care.
- ☞ A Transport Agency shall avoid the appearance of impropriety, including, but not limited to engaging in inappropriate dual relationships, and the solicitation or acceptance of "referral fees" or other forms of compensation which are not related to the professional services provided.

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Visit by Lon Woodbury, May 16, 2007

Founded in 2005, and located in an impressive mansion on the top of a hill, this Junior Boarding School for girls overlooks their 50-acre campus that emphasizes natural beauty. Girls enrolled at New Leaf Academy of North Carolina are between the ages of 10 and 14. The 18- to 24-month program works with families to help girls work through issues surrounding growing up.

Most of the girls' activities take place within the mansion. The exception being classes held in temporary buildings in the back, and of course off campus sports, recreational activities, an Equine component and volunteer work in the community for those late in the program. Living quarters, groups, dance lessons and socializing take place primarily in the mansion, where there is plenty of room for the 58 girls who were there during my visit.



Turning into the driveway entering the school property, the view of the school above on the top of the hill is somewhat reminiscent of Scarlett O'Hara approaching her plantation Tara in *Gone With the Wind*. I'm sure that any girl enrolled, even somewhat aware of her surroundings, was amazed at the first sight of her future school. The girls I saw, however, seemed to have adjusted well and have taken it in stride that this is their school. This impression continues when entering through the huge double doors with the first inside view being cathedral type ceilings and a winding staircase leading up.

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After a brief orientation by staff, two girls were assigned to give me a tour. Both had been in the program for some time and they were open and very helpful, chatting about their experiences at the school and plans for the future as we explored many of the nooks and crannies of the facility. To me, they appeared



pretty much like normal early teen girls with more maturity and social skills than you would find in a typical girl of that age. After the tour, I was advised that one of them had come there with an Asperger's diagnosis. She must have progressed a long way at the school because I hadn't been able to detect that she suffered from that disorder.

Their bedrooms were neat and clean, with the usual variation of some girl's personal space being homey with pictures and stuffed animals on and near their beds, and others being a little more sparse, indicating roughly the length of time the girl had been at the school. The rest of the building was clean and

comfortable, also at least partly due to the girls taking on responsibility for the appearance of their home.

Staff explained to me that an underlying focus is to teach the girls new ways to communicate, and give them the tools they need to improve communication. They explain there are three steps in this:

- 1) Develop awareness of triggers that might interfere with effective and honest communication.
- 2) Learn techniques to interrupt reacting to their triggers.
- 3) Teach redirection of their reaction to more healthy actions.

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Continued: NLANC/ pg 12

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NLANC: Continued from page 11

students to a class. The personal development aspects are well integrated into the classroom as well as into the rest of the curriculum of physical development, recreation, responsibility and accountability.

Upon enrollment, the girls enter the first phase called the Sun Circle, which averages six months in length. This is largely an orientation to the boundaries and expectations of the school and learning how to be part of the school community. Part of this phase is the initial development of a formal Individual Academic Plan (IAP). Staff explained this was basically the same as an Individual Education Plan (IEP), but without government involvement. The IAP helps determine what areas a student needs to work on, including emotional immaturity issues as well as academic strengths and weaknesses. The two major tools used in this assessment are the Stanford Achievement Test Series Edition 10, and STAR Assessment, of course along with staff observations. The students take these assessment tools upon enrolling at the school, and multiple times throughout their stay to mark progress. Staff explained to me that the school had been quite successful in getting public school districts to pay the tuition even without a specific IEP, which is usually required for school district funding. The IAP and the other formal assessment tools have been sufficient for school districts.

The next phase, lasting approximately six months, is the Moon Circle. Here, students focus on relationships with parents and siblings and assume responsibility for their own personal growth. It is during this phase that personal learning style is investigated and assessed, and students work on the ability to form healthy relationships. As the girls work on family relationships, there is an emphasis to the parents as well as the children on learning and working with the progression of child growth and development. Family work is intensified in this phase.

The Star Circle is the third approximately six-month phase. Each girl takes what she has learned in the previous year and applies that to leadership skills. She also applies what she learned to help in the school community as well as through volunteer work outside the school. She works on handling complex responsibilities and demonstrating appropriate social skills. Home visits are regularly scheduled during weeklong academic breaks as the girl and her family plan for the future, both for graduation and life after graduation.

All in all, School Director Cat Jennings and her staff have put together an impressive program.

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NORTHWOODS

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David Yeats, Founder, idyeads@adelphia.net
Matt Fitzgerald, Co-owner,
matt@northwoodsidoaho.com
208-267-7371
www.northwoodsidoaho.com

Visit by Loi Eberle, March 19, 2007

Although I have previously visited Northwoods' North Idaho residential campuses in Bonnors Ferry and Sagle, this was my first visit to their Costa Rica campus. Northwoods is a transitional program for adolescent boys ages 12 – 17 [upon admission] that allows students to earn a general high school diploma either through accredited correspondence or through participation in the local public high school. They can accommodate up to 24 students on their three campuses on a year-round basis, with an average stay of about 12 months. Licensed as a Children's Residential Facility, it was founded in 1993 by Dave Yeats, a Licensed Social Worker in the State of Idaho. A licensed master's level therapist associated with Northwoods interacts with each applicant's data as part of the admission process, creating a treatment plan. Some of the students receive individual outpatient therapy in addition to the therapeutic, informal group process in which all participate.

Both the North Idaho campuses and the Costa Rica campus are in lovely rural areas. Periodically students from the North Idaho campuses travel to Costa Rica with Founder, David Yeats. They gain multicultural experience while continuing their correspondence courses. At the Costa Rica campus near the small town of La Tigra, students live in a five-bedroom, three-bath lodge. Nearby, a second three-bedroom, two-bath cabaña, accommodates staff and occasional guests. They also have 95 lush tropical acres which they are making into a nature preserve. Part of the time the students live with host families in the rural community of Cerritos, located on the Atlantic slope of the Tilaran Mountains. Northwoods students are required to learn Spanish so they can communicate with their host families, local townspeople and mentors while doing community service projects.

I visited the lodge where the teacher/mentor, Zack, sat at the table with four of the students, keeping them focused on their individual Keystone lesson notebooks. He seemed to understand their need for periodic activity breaks. The students were generally positive about this curriculum with some complaints

Continued: **NORTHWOODS/** pg 14

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NORTHWOODS: Continued from page 13

about how their tests were graded. Zack said if he sees too many errors or careless work, he has the student work on it more before sending it in for grading. One student was ready for the next step, so I didn't meet with him. He was living with a host family in the nearby town.

I talked with Northwoods students about their experiences in Costa Rica. They were enthusiastic, even though they were tired after spending the previous days in the hot sun at the beach, learning scuba diving. They showed me their living quarters and the impressive carpentry work they had done on the lodge. During the building process they also learned about the characteristics and habitat of the local trees. The front of the lodge was landscaped beautifully, a joint project between Northwoods students and the local part-time employees of Northwoods who are landscape architects. The self-paced academics allow students more flexible schedules for work projects with their mentors.



The students proudly described their recent community service project involving rebuilding a bridge on the dirt road that led to their lodge. They spoke of the local community's gratitude for their help. Later, when I ate at one of the local, family-owned cafés called a "soda," my waiter knew of the program and the students and described them with warmth and appreciation.

Zack later explained it was very easy to keep an eye on the students when they were in the community since the store clerks were usually related to Northwoods program staff. I greatly enjoyed meeting the parents and children of the large extended family who worked part-time with this program. I could see why Dave Yeats and the Northwoods students admired the loving relationships in this family and how they valued hard work, honesty, and their beautiful country.



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Founder Dave Yeats and Co-owner Matt Fitzgerald encourage all of the Northwoods students to spend a portion of their time at the Costa Rica campus. They explained how being in another culture helps their students learn to value people over material commodities. It also helps students overcome entitlement, learning instead to accomplish things through hard work.

After returning from Costa Rica, I re-visited the Northwoods campuses in Sagle and Bonners Ferry. These campuses are similar to the Costa Rica campus in that the students and some staff live in large houses, with 2 or 3 students per room, sharing chores and recreating together frequently.

In Sagle most of the students work with their teacher in a single computerized classroom on campus using self-paced accredited correspondence courses with periodic discussion groups. They learn basic carpentry with power tools in their woodshop. Occasionally a student attends Sandpoint High School, works part time and lives off campus with a Northwoods staff member's family. A second house on this campus is used for 18 year old residents, and/or as parent guest quarters. Sports equipment throughout the campus is one result of the students' participation in as many seasonal sports as they can when they aren't working

or studying. Kayaking, biking, snowboarding, and ultimate Frisbee are valued as important for physical fitness, stress reduction and motivation. On the Bonners Ferry campus, students live in two houses next door from each other with one house exclusively for the 18 and older students. Students attend the local high school, frequently participate on the high school sports teams, and usually work part time in Bonners Ferry.

All three campuses are accomplishing Northwoods' goal of fostering academic and personal growth by offering a "challenging and stimulating experience" tailored to individual needs. On each campus it appeared that students have been given opportunities to learn and practice new skills, earning progressively more responsibility as they gain competence.

Although the young men I saw on the three campuses had varying degrees of enthusiasm for the schoolwork, I observed many activities that indeed inspired a "zest for life," social responsibility and a sense of empowerment. This is truly a versatile and remarkable program for the young man who is at a more transitional phase in his life and is ready to comply with Northwoods's reasonable expectations and invitation to flourish.



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Visit by Lon Woodbury, May 15, 2007

The drive up the valley to the SUWS of the Carolinas base camp was reminiscent of west coast wilderness base camp locations. With a babbling brook and steep valley sides that are heavily forested, the only difference from western locations was the greater incidence of broad leaf trees. The drive up the canyon definitely gives the impression of remoteness and of heading out into the wilderness.

The base camp itself looks like it used to be a youth camp, complete with a swimming/fishing pond in the center. It is at this base camp that the students begin their wilderness adventure by being outfitted and receiving their orientation with their parents. From there, they hike out to whatever camp sites they have been assigned, depending on their age and what group seems to be the best fit for each individual student.

Students are brought first to the base camp for an orientation lasting one to two days and their initial clinical assessments. The orientation is to teach them the basics - what the program is about, the need for cooperation, rudimentary camping skills, and to assess which group would be the best fit for them, and even if the program is suitable for the child, although inappropriate children usually are screened out before arriving.

SUWS of the Carolinas operates two separate programs out of this base camp. The first, called Seasons, is for students ages 10 to 13. Working with younger children, the emotional growth lessons especially are more concrete and less abstract than the work with the older students. Group sessions are less intensive, and there are six levels representing smaller steps the younger children can more easily absorb since they are so easily distracted. A major goal is to foster hope for the future through a series of small step personal successes. Solos are used, but usually are much shorter than for the older students, maybe even just a couple of hours.

Licensed therapy dogs are an important part of the program to emphasize the emotional connections

that can arise from relating to them. I didn't have the opportunity to see the younger students work with the dogs, but the staff informed me that the relationships the children form with the dogs are extremely helpful to the children in their emotional growth.

Another aspect is the program is able to work more intensively with the parents since they are not as worn out as parents of the older students. Family solos are part of the graduation process.

The Adolescent program is for those ages 16 and 17. The wilderness skills needed are more intense and sophisticated than for the younger children. At that age they can handle more abstract relationship and responsibility concepts so the groups are more intense. There is more to the program on all levels. The adolescent groups are regularly on the move and travel greater distances from camp site to camp site which requires considerable logistical support



bringing in supplies and new students. As an exercise in self-discipline and patience, each student must be able to start a fire with a bow drill and to set traps. Traps are no longer used to catch forest critters as in the early wilderness programs, but they are used as a metaphor for trapping and discarding their negative emotions and as another exercise in self-discipline.

I watched one girl demonstrate making a trap using rocks, twigs and a shoelace, complete with trigger, in less than a minute. The demonstration was impressive. She then started showing off to the visitors by trying it blindfolded, an extremely difficult task. She got frustrated trying to impress us and the demonstration started going downhill, but what she did accomplish was still impressive.

Continued: SUWS / pg 18

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SUWS: Continued from page 17

The progression through the course is more clearly marked for the adolescents by obvious and significant increases in responsibilities and privileges. Some of them earn the privilege of mentoring the Seasons children, something they enjoy immensely. It is thoroughly enjoyed by the younger and older students with great benefit for both. There is also a 12-step substance abuse program integrated into the program, using the wilderness to demonstrate the 12-step principles.

Students age 14 and 15 who come to the program are referred to as "tweeners." Those that are immature for their age are assigned to a Seasons group, while those with more maturity are assigned to an Adolescent group. The determination as to which way a student should go is determined by the initial clinical assessment done in the orientation. SUWS also has "specialty" groups with the specific needs of each child a significant factor in determining which



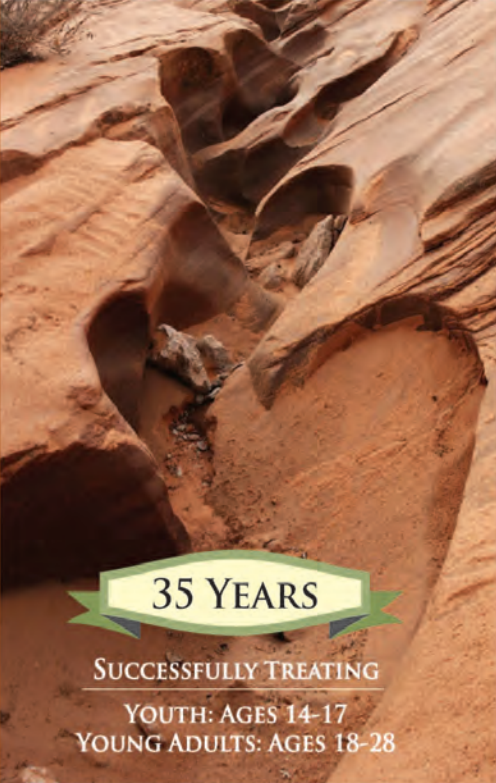
group would best fit the student's needs.

At the time of my visit SUWS of the Carolinas had ten groups in the field. We had an easy walk up a gentle slope along a stream to see a Seasons group. This group consisted of about a half dozen young boys with two staff members. It was down time that day, which is time between hiking from one

camp site to another, with the boys working on various projects, talking one-on-one with a therapist, writing in a journal or being children doing the important business of just quietly playing. They had tarps spread out to provide shelter, and had recently finished cooking breakfast on the fire. The location was a fairly level and pleasant spot by a stream.

The Adolescents range farther, so visiting their closest camp required hiking up a logging road to a ridge where they had perched their sheltering tarps in places where they could gain a foothold. At least


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they didn't require me to hike to the furthest group which on that day would have taken more than a half day to reach on foot. This camp of adolescent girls was more dynamic than the Seasons boys I had just visited, with a few "issues" spilling out while we were there. When we arrived, one girl exhibited a bit of an upset at "another" visitor disrupting their schedule, but she quickly controlled herself and was a gracious hostess, as were the rest of them. We circled up, and each introduced herself, where she was from and what brought her to SUWS. The contrast between the "new" girls and the ones who had almost completed the program was dramatic. The "new" girls had little to say, but the ones about ready to graduate were much more open and insightful about themselves and their plans. It was there that we were given a demonstration on making traps and other skills the girls were anxious to share.



We made one more stop to complete the tour. The road led up to a peaceful, secluded valley where

parent and family seminars are held. One part of it was a newly constructed Lodge with a large meeting room used by groups of parents and/or families, with a view down the valley. The other part was a series of rustic cabins where parents shared outdoor living with their children. Part of the time, all attending families will gather as a group outside for either

confidence or relationship exercises, or gathering around the campfire. It felt like a great place to use for getting in touch with nature while also developing relationships with other members of their families.

Success is to be measured not so much by the position that one has reached as by the obstacles which have been overcome while trying to succeed.

~ Booker T Washington

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NEW PERSPECTIVES...

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

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~ Thomas A Edison

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Benedictine offers a curriculum that provides instruction in traditional academic subjects — reading, math, social studies and science — supplemented with instructional and therapeutic services. These services include psychological and psychiatric services, occupational and physical therapy, vocational and community-based instruction, communications therapy, speech and language therapy, adaptive physical education and aquatics, behavioral programming and transitional services.

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Strive, Inc. is a non-credit, CEU, certificate granting, college campus and community based career life planning program for students 18 yrs. and older, with moderate to severe LD, who may have received special education services in high school, or students with tested abilities in the low average intelligence range.

Strive offers college bound LD students support with career planning, community based training and employment, academic referrals and courses through Northern Virginia Community College. Strives independent living residence, Cornerstone Foundation, has four components to its program: from total supervised transitional living to almost entirely independent living.

The residence at Cornerstone Foundation has a live-in counselor as well as rotating residential staff. Students have access to tennis courts, the neighborhood pool and public transportation.

CROSSROADS ACADEMY

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Crossroads Academy is a therapeutic boarding school for young men ages 16 and 17 years old who have experienced substance abuse with diagnoses of oppositional defiant disorder, mood disorders and ADHD and learning disorders.

The three main components of the program consist of therapy, academics and recreation. Students at Crossroads will receive individual therapy, daily group therapy and weekly family therapy sessions on the phone, focusing on communication, parenting skills and goal setting. Students will participate in weekly substance abuse/chemical dependency counseling, working towards a relapse prevention plan for post-graduation. Relationship building occurs through positive role modeling and experiential learning incorporating therapy.

Academics allow each student to obtain an individualized education plan, tailored to his needs. Academics work in tandem with individualized



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800-767-4411

www.rogershospital.org/child_adolescent_childcenter.php

The new Child Center (CC) at Rogers Memorial serving youngsters ages 8 to 11 has opened in response to families and referral sources clamoring for a residential program that offers more structure and treatment than intensive outpatient therapy can provide for youngsters with serious mental health issues. The program is the only residential setting in the country offering CBT (cognitive behavioral therapy) as well as treatment for early onset eating disorders for this age group. The Center also serves complicated ADHD, bi-polar disorder, OCD and OC-spectrum disorders.

Intensive daily psychiatry and CBT are balanced with age-appropriate experiential and adventure therapy. Activities are designed to assess and diagnose issues as well as develop responsibility and acceptable coping skills. Located at the hospital’s 50-acre Oconomowoc Campus, children have the

Continued: **ROGERS** / pg 24

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

Disrespect for Authority	Low Self-Esteem
Lack of Personal Responsibility	Anger
Negative Peer Relationships	Drugs & Alcohol
Divorce or Adoption Issues	Depression
Defiant or Out-of-Control Behavior	ADD

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

For more information, contact:
Barbara Potignano

800-260-9178 or 936-447-4617



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For Young Women 18-26*

The Fulshear Ranch Academy is a holistic therapeutic learning community where young women (18 and over) come together to experience an environment where their strengths, talents & passions can be discovered & applied.

At Fulshear Ranch Academy young women are invited on a journey of self discovery & education. Using a holistic model, participants experience both field-based experiential education & classroom academics, therapeutic groups & activities, life skills & career training, in an environment which promotes overall health & wellness.

Our program is divided into six areas of concentration. Each one of these areas has been created to help young women become healthy, strong, & sure of their own power. The six areas are Life Skills, Education, Nature-Based Skills & Therapy, Equine Skills & Therapy, Holistic Health, & Career Training.

Fulshear Ranch Academy
P.O. Box 1377
Needville, TX 77461

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

www.fulshearranchacademy.com

ROGERS: Continued from page 23

opportunity to use the lake frontage, the ropes and challenge course, the indoor gym and climbing wall – and keep up with their schooling during the four to six weeks most children are enrolled in the program. Parent involvement is an important aspect of the program. Staff members work to help parents learn how to coach their children once they are back home.

Dr. Lauri Green, MD a board-certified child and adolescent psychiatrist and Karin Beal, a veteran behavior management specialist, are leading the CC team. Peter Lake, MD, also a board-certified child and adolescent psychiatrist, is the Medical Director at this campus.

You don't have to see the whole staircase, just take the first step.

~ Martin Luther King, Jr.

TRANSITIONAL LIVING AND LEARNING CENTER

Orlando, Florida

David Nissen, MBA, - VP/Managing Director
407-246-0887

dnissen@pasadenavilla.com

www.TransitionalLivingLearningCenter.com

Transitional Living and Learning Center (TLLC) is a transitional living and life skills program for young men and women ages 18-30 that come to TLLC from a variety of settings including hospitals, wilderness treatment programs, residential treatment centers, addiction treatment programs and colleges and universities.

Clients live independently in apartments near the center, receiving individualized, training skills in several areas, including social, emotional, educational, vocational, budgeting, independent living skills, communication and coping skills. While at TLLC, young adults will either enroll in a local college or university, or enter the work force.

Recreational, cultural and social activities at TLLC utilize the many parks and museums in the Orlando area, with “free” time as one of the main components of the program, assessing how the clients function outside of the “external structure.”

(The information for this New Perspectives came from the TLLC website. Renaissance Healthcare Group, LLC owns and operates Pasadena Villa and Transitional Living and Learning Center)

EXTENDED INSIGHTS...

CEDARS ACADEMY

Bridgeville, Delaware
John Singleton, Executive Director
302-337-3200
www.cedarsacademy.com

Cedars Academy has changed its program and focus. The Cedars program is now focusing on children with ADD, NLD and Asperger's Syndrome. The new program, PEER Leadership Pyramid, was written and developed by John L. Singleton, Executive Director of Cedars Academy, and Marsha B. Rubenstein, Educational Consultant and Author.

It is the goal of Cedars Academy to educate the whole child (socially, emotionally, physically, behaviorally and academically) and his/her family, believing that every moment of every day presents a teaching possibility. By living with and teaching students not only in the classroom, they teach therapeutically at every opportunity. Building and sustaining the community inculcate skills in self-management and affective modulation which are crucial to successful social skills acquisition. Ultimately social skills are the vehicles by which optimal success is reached through a child's participation in the PEER Leadership Pyramid.

The PEER Leadership Program, by Marsha Rubenstein, is a system for teaching appropriate social judgment and behavior, while developing episodic memory that can generalize to continuing challenges. The acronym PEER stands for Preview, Experience, Evaluate, and Review/Revise.

Preview: PEER Leaders (faculty and/or students) preview an event or interaction, which requires social/emotional responsiveness. By describing positive characteristics of the anticipated experience, leaders help generate participation and excitement.

Experience: PEER Leaders initiate or facilitate previewed experience, taking care to generate and help imprint significant cognitive and emotional responses. PEER leaders can help students record the experience in varied modalities (artistry, photography, journals, etc.).

Evaluate: PEER Leaders help students formulate objective event analysis, including candid acknowledgement of success and/or failure.

Continued: CEDARS / pg 26

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Anyone can become angry. That is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way, that is not easy.

~ Aristotle



High Frontier

High Frontier is a non-profit Residential Treatment Center for emotionally disturbed adolescents, ages 12 to 18, with a documented history of severe behavioral and/or emotional problems who cannot be served in a less restrictive environment.

GOALS ARE TO:

- Build a positive value system
- Assess resident's level of functioning developmentally, emotionally and academically
- Develop & implement services to help the resident meet goals.
- Provide each resident with living skills
- Assist residents to work with their families
- Develop a discharge/aftercare plan

PO Box 1325 432-364-2241
Fort Davis, Texas Fax: 432-364-2261

800-460-3796
highfron@yahoo.com

CEDARS: Continued from page 25

Review/Revise: After reviewing the essential components of the experience and the resultant cognitive and emotional responses, PEER Leaders assist in the development of revised plans for optimal approaches to similar situations. Reviewing the experience in a peer setting and/or individually in relation to a social setting will help the child to assess their response in neurological terms as well as the overall experience. Making sure that each student has the language and the emotional capacity to develop a thorough review is essential for this process to work effectively.

The PEER Leadership Pyramid is a level system that reinforces positive social skills through a student attaining privileges at Cedars. Students must first understand their challenges, feel safe in their environment, and have their basic physiological and safety needs met. This first phase of leadership skill development will include joining in on activities and learning projects, having conversations with peers, being organized and communicating effectively in their environment. These basic, yet essential, skills build the foundation for the development of future leadership skills.

The second phase of leadership skill development is based on peer relations. Reading social signals, writing social stories, developing self-esteem and managing stress are emphasized. During this period, students are asked to contemplate four questions to initiate the development of self-leadership:

- 1) Who am I?
- 2) Where do I want to go?
- 3) Whom do I need and want to go with?
- 4) How do I get there?

Answering the questions and developing the skills results in confident students who are developing the need to be held in high regard by themselves and others, resulting in the understanding of respect.

The final phase of leadership development requires solving social problems, resolving conflicts and managing anger. This phase is more complex and abstract for students with learning differences which requires more patience from the educator and more time for student practice. With continual repetition, redirection and situational variance, students begin to develop leadership skills within their environment which can then be transferred to the community and world. The transferal of these leadership skills will

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



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

lead to the development of independence, initiative and integrity. Just as there is no single definition of leadership, there is no person eliminated for being a leader. Leadership is based on opportunity and experience. When students with ADD, NLD and Asperger's Syndrome are given the opportunity, experience and tools, they too can become strong leaders in society.

**And what is a good citizen?
Simply one who never says, does or thinks anything that is unusual. Schools are maintained in order to bring this uniformity up to the highest possible point. A school is a hopper into which children are heaved while they are still young and tender; therein they are pressed into certain standard shapes and covered from head to heels with official rubber-stamps.**

~ HL Mencken

NEWS & VIEWS...

BRAIN SCANS REVEAL WHY MEDS WORK

(June 29, 2007) As reported in LiveScience, a study found that "putting negative emotions into words calms the brain's emotion center."

FINGERPRINTING WITHOUT PERMISSION

(July 23, 2007) A UK Internet publication writes about recent policy where schools can take fingerprints and biometric data of children as young as five without parental permission, to help administration better serve the students.

SURVEY OF 70,000 UK CHILDREN

(July 24, 2007) A UK Online publication reports a research study into the lifestyles of 70,000 UK schoolchildren showing almost half teenage girls routinely go without breakfast and lunch to emulate skinny models, teens increasingly living with single parents or step families, girls are drinking more than boys but boys are increasingly carrying weapons.

ATYPICAL DRUGS SKYROCKETS

(July 29, 2007) The St. Petersburg Times reports the use of antipsychotic drugs, and especially the newer class of what is called "atypical" drugs, is skyrocketing even though there is little research indicating they are safe or effective.

Continued: NEWS & VIEWS / pg 28

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

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



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NEWS & VIEWS: Continued from page 27

CHINESE ILLITERATES LEARNED TO READ

(July 29, 2007) China News reports that illiteracy in the country has declined by 100 million in the last decade reducing the illiteracy rate among young at “only 9.08% in 2000, while it was 22.2% 10 years ago.”

‘LEARNING STYLE’ EDUCATION CRITICIZED

(July 30, 2007) A leading UK professor insists teaching to “learning styles” of students do them a disservice since humans have developed to learn from several senses in coordination, and a student needs to be able to learn in various ways depending on circumstances.

ONLY 21% PLAY OUTSIDE

(July 31, 2007) A new study found that only 21% of UK children regularly play outside, compared to more than 70% of their parents who had played outside when children.

EBOOKS COULD SPARK INTEREST

(August 2, 2007) According to eschoolnews.com, a team of researchers at Ball State University has released the results of a small-scale study suggesting that wireless handheld devices, or eBooks, could help encourage reading among students who are reluctant readers.

AUTISM PRESENTS DIFFERENT FOR SEX

(August 5, 2007) The New York Times presents an overview of traits of autism and how it might present differently in girls than in boys.

ADHD ASSOCIATED WITH SUBSTANCE ABUSE

(August 6, 2007) Two recent research studies might explain why those adults with ADHD are often substance abusers.

The secret of the superiority of state over private education lies in the fact that in the former the teacher is responsible to society... The result desired by the state is a wholly different one from that desired by parents, guardians, and pupils.

~ Lester Frank Ward

SEEN N’ HEARD...

WILDERNESS THERAPY BENEFITS

(Jan./Feb. 2007) Michael Conner, PsyD, a private practitioner in Bend, OR, published an article in the National Psychologist, titled “Wilderness therapy programs: A powerful intervention for adolescents”, which outlines the benefits of wilderness therapy and the results of research by Mentor Research Institute of 53 children referred to three separate wilderness therapy programs.

NEW CENTER FOR UTAH PREP

(July 16, 2007) Diana Robbins, Executive Director of Utah Preparatory Academy, Manti, UT, 435-835-4475, announced the expansion of the Utah Preparatory Academy to encompass a boy’s facility in Spring City, UT. The new boy’s center has 16 beds available for boys between the ages of 12 and 20. The new facility opened August 15, 2007.

FAMILY FOUNDATION SCHOOL EXPANSION

(July 19, 2007) In an open letter, Jeffrey Brain, VP for External Relations at Family Foundation School, Hancock, NY, 845-887-5213, announced they have added “at least half a dozen new masters- and doctorate-level teachers to the faculty,” have increased extracurricular activities by including hiking, running, weight-training, dog-training and fly-fishing, along with their own Boy Scout troop and Venturing crew. He also announced they have increased their counseling dept. from eight to twelve, developed special support groups, and have expanded their scholarship program by “awarding almost \$600,000 annually in tuition reductions to students in need who have made program progress.”

PATTY EVANS PROMOTED BY ASPEN

(July 23, 2007) Kristen L. Hayes, Communications Manager at Aspen Education Group, Cerritos, CA, 562-467-5531, announced the promotion of Patti Evans to Chief Marketing Officer/Senior Vice President of Sales effective July 20, 2007. Evans has over 20 years of sales and marketing experience in the behavioral healthcare industry. She joined Aspen in a full-time capacity in September 2001. Prior to that, she served as a consultant to multiple behavioral healthcare groups and hospitals, as well as Aspen, from 1996 through 2001. From 1987 through 1996, Evans worked for Charter Medical Corporation.

STUDENT FUNDED BY FRIENDS OF FAMILIES GRADUATES

(July 23, 2007) Brandi M. Elliott of Powell & Elliott Collaborative, LLC, 951-315-8320, announced the Friends of Families with Children in Crisis Foundation is pleased to announce that since its

reengineering efforts (fall 2006); their first benefitted family has graduated! In collaboration with the leadership at The Oakley School, in Utah, Katie was able to successfully complete her program and experience the excitement and pride of a job well done.

WOLZ JOINS NEW DOMENION MD

(July 23, 2007) Debra Dombrowski, Communications Manager from Three Springs, Inc., Huntsville, AL 256-880-3339, announced the addition of Gary Wolz to the staff of New Dominion of Maryland as the new Assistant Administrator. Mr. Wolz comes to New Dominion from the Bedford-Somerset MH/MR program in Bedford, Pennsylvania, where he worked for 10 years, most recently as Lead Therapist and holds a Bachelors Degree in Psychology and a Masters Degree in Counseling Psychology from Frostburg State University.

HORIZON FAMILY SOLUTIONS EXPANDS

(July 24, 2007) Dore Frances, MA, of Horizon Family Solutions, LLC, Bend, OR, 541-312-4422, announced the expansion of their service of assisting parents who have a child in a program, school or wilderness program, and need to take next steps: Student Assessment Services. The services offered locally in Oregon are now expanding to outside of the state.

BENCHMARK HIRES FORMER STUDENT

(July 26, 2007) Shelley Skaggs, Marketing Director for Benchmark Young Adult School, Redlands, CA 714-963-4148 announced Meghan Frawley a former student and Platinum Level graduate, has been hired as a part-time resident counselor.

RIGHT WAY TO MOVE TO FLORIDA

(July 26, 2007) Angelo Battisti, Director of Admissions of Right Way Academy, Waynesburg, PA 724-852-1802, announced Right Way Academy will no longer be operating in Waynesburg, PA as of August 3, 2007. The program moved to Tallahassee, FL and will be known as Right Way Academy at 7 Arrows. The parent company of 7 Arrows is Vision Quest, which has been in youth behavior therapy and educational programming for more than 30 years.

BUTTE REJOINS THREE SPRINGS

(July 27, 2007) Deidre Sage Butte, Southeast Region Referral Relations Liaison for Three Springs Inc, Huntsville, AL, and 931-729-3454 has announced her return to Three Springs to work as the Southeast Region Referral Relations Liaison, which began June 18, 2007. She is responsible for the marketing of Auldern Academy, Duck River, the New Dominion Schools in Maryland and Virginia and Paint Rock Valley.

BOZAK VISITS PINNACLE WILDERNESS

(July 27, 2007) Jennifer Bastian, Co-Founder of Pinnacle Wilderness Foundation, Richfield, UT, 888-896-5788 announced Educational Consultant, Stephen Bozak, CEP, Clifton Park, NY visited with students and attended graduation and a BBQ at Pinnacle Wilderness Foundation.

REMUDA EAST TO OPEN IN SEPTEMBER

(July 27, 2007) Remuda Ranch, Wickenburg, AZ, 800-445-1900, announced they will be opening a campus in Virginia named Remuda East. In August, they began reserving patient beds for September admission.

SKYDIVE TO CELEBRATE SOBRIETY

(July 28, 2007) Annika Richards, Director of Public Relations at Sober College, Woodland Hills, CA, 800-465-0142, shared that a Sober College student celebrated his sobriety at 13,000 feet, in a tandem skydive. In addition to now being hooked on Skydiving, the student is also a member of a very exclusive club...the Friends of Bill W Skydiving club.

DASKIVICH JOINS BOULDER CREEK

(July 30, 2007) Paul Johnson, Executive Director, Idaho Educational Services, Bonners Ferry, ID, 208-267-7522, announced Dr. Brian Daskivich, Psychologist will be the new Dean of Students/ Assistant School Director at Boulder Creek Academy. Dr. Daskivich has worked as a clinician and administrator in a variety of locales and settings, including hospitals and therapeutic boarding schools.

TV HOST LOOKING FOR PARENTS

(August 1, 2007) Gabe Griggs, Producer of the Steve Wilkos Show, 877-836-3424, announced Steve Wilkos, a former US Marine, Chicago police officer and popular TV veteran, is the host of NBC Universal Domestic Television Distribution's upcoming new daily series, "The Steve Wilkos Show". In addition, is looking for parents and families in crisis, who are looking for "straight talk and understanding from a no-nonsense host".

CHEROKEE CREEK UPDATES

(August 1, 2007) Betsy Deane, Admissions Director for Cherokee Creek Boys School, Westminster, SC, 864-647-1885, announced Lorrie Harrison will serve as Transition Team Leader, during the search for a new Executive Director. Lorrie also serves as a member of the adjunct faculty at Western Washington University teaching writing and community building. In addition, Betsy announced five young men graduated from the program in July.

DR. MALINAS JOINS WILLOW SPRINGS

(August 1, 2007) Pam Golden, Community Liaison

Continued: Seen N' Heard/ pg 30

Seen N' Heard: Continued from page 29

for Willow Springs Center, Reno, NV, 800-448-9454 , announced Dr. Philip Malinas is the new Chief Medical Officer to head up the Residential Treatment team for Willow Springs. He is Board Certified in Child and Adolescent Psychiatry.

ASHLEY AUCHTERLONIE AT SOLACIUM

(August 1, 2007) Ashley Auchterlonie, Director of Marketing for Alldredge Academy and Greenbrier Academy, Davis, WV, 281-414-3026, announced she will be joining Anthony Geraci and the Solacium Group as the new Marketing Director.

SOBER COLLEGE LACROSSE PROGRAM

(August 2, 2007) Annika Richards, Public Education Director at Sober College, Woodland Hills, CA, 818-795-8687, announced Sober College students are scheduled to play in the lacrosse summer league games held at Loyola Marymount University.

SUCCESS AT BENCHMARK

(August 5, 2007) Jayne Selby-Longnecker, the Executive Director and CEO of Benchmark Young Adult School, Redlands, CA 714-963-4148, announced the scholastic year of 2006-2007 produced successful, academic results for Benchmark students. Six students placed on the Dean's List in college, two students, featured as "Outstanding High School Students" were awarded financial scholarships and eighteen students graduated from Redlands Adult School with a High School Diploma. An average of 40 students enrolls in college courses each semester.

BURCHETT JOINS THREE SPRINGS

(August 6, 2007) Debra Dombrowski the Communications Manager for Three Springs, Inc., Huntsville, AL 256-880-3339, announced Kim Burchett joins the staff as a substance abuse counselor at Three Springs Duck River, an Outdoor Therapeutic Program for boys located in Nunnely, TN. Burchett is a Licensed Alcohol and Drug Abuse Counselor (LADAC) certified by the State of Tennessee, a Tennessee-qualified Clinical Supervisor and is a Nationally Certified Addiction Counselor II (NACACII), with 17 years experience in the field of addiction treatment.

NEW DEVELOPMENTS AT DRAGONFLY

(August 6, 2007) Mona Treadway, Owner and Admissions Director at Dragonfly Transitions, Klamath Falls OR, 541-850-0841, announced she has completed work on her MSW through Portland State University, and the program new staff include Tanya Bergen - Night Staff Mentor; Chanah Berman - Transitions Mentor; Asher Lyman - Transitions Mentor; Todd Merrill-Transitions Mentor & Wilderness Counselor and Shannon Mason - Recovery Group.

HINMAN CLINICAL DIRECTOR AT SUNRISE

(August 6, 2007) Annette Chandler, Solacium, Missouri City, TX, 281-313-1908 announced Sunrise Residential Treatment Center is pleased to welcome Jack Hinman, Psy.D., as the new Clinical Director. Most recently, he served as Dialectical Behavior Therapy Program Director for Island View Residential Treatment Center. Previously, he was the Clinical Psychologist/Field Supervisor for SUWS Adolescent and Youth Programs in Gooding, Idaho.

TV JOURNALIST LOOKING FOR TEENS

(August 7, 2007) Edie Magnus, 917-991-6727, a television journalist is researching a documentary about teens and depression. She is looking for teens or young adults who have battled depression - and who have overcome feelings of rage or violence, or thoughts of suicide. All conversations will be treated with absolute confidentiality and the utmost sensitivity.

BAUS LEAVES ROGERS MEMORIAL

(August 8, 2007) Beth Baus, National Outreach Representative, Rogers Memorial Hospital, Milwaukee, WI, 800-767-4411 announced she will be leaving Rogers Memorial Hospital, August 10, 2007 to attend a graduate program in psychiatric nursing at Vanderbilt University. She has been with RMH for 6+ years.

DRAGONFLY CONTINUES TO GROW

(August 8, 2007) Mona Treadway, Owner and Admissions Director of Dragonfly Transitions, Klamath Falls, OR, 541-850-0841 announced the addition of Phase 2 house at Dragonfly Transitions. The Phase 2 house provides students an opportunity for increased independence and the ability to demonstrate consistency and reliability. Most Phase 2 students are employed and are able to financially support their basic living needs. If not employed, they attend one of the local colleges, full time.

YELLOWSTONE HOSTS CONFERENCE

(August 9, 2007) Andrea Kenney, the Director of Public Relations, Media & Grants for Yellowstone Boys & Girls Ranch, Billings, MT, 406-655-2125 has announced Yellowstone Boys and Girls Ranch and The Region III Mental Health Center have partnered to bring Hugh F. Johnston MD, a clinical associate professor of psychiatry, to speak at a conference, titled "Bipolar Disorder from Cradle to Grave", in Billings, MT on September 20 and 21, 2007. Also presenting is Amy Rock, MSSW, LCSW, on "Behavior Therapy Treatment for Obsessive-Compulsive Disorder." Her clinical practice has focused on young clients who suffer with anxiety disorders especially Obsessive Compulsive Disorder with the use of behavior techniques.

WTC PARTNERS WITH BLUE PRINT

(August 10, 2007) Ben Dorrington, Director of Referral Relations at Wilderness Treatment Center, Marion, MT, 406-854-2835, announced Wilderness Treatment Center has “partnered” with Blue Print Education to provide high school credit for attending Wilderness Treatment Center’s 60-day chemical dependency program. This partnership helps Wilderness Treatment Center expand their services and provide educational credits in an inpatient addiction treatment setting.

ASCENT INVITATION

(August 10, 2007) Janice Pannell, the Admissions Director at Ascent, Naples, ID, 208-267-3626 has announced an invitation from Ascent for an “interactive experience” on their campus, September 12, 2007 And October 11, 2007 Naples, Idaho from 9:00am -11:30am for Morning Activities. There will be a noon barbecue and an afternoon “Tower Experience” from 1:00pm – 4:00pm. Please RSVP to: Susan Palacios at 800 974-1999.

TOM O’DELL, BEING TREATED

(Aus. 13, 2007) Marylou Marcus, IECA, Peterborough NH, 603-924-6888, advised us that Tom O’Dell, of Tom O’Dell Educational Options LLC, 215 Milton Road, Goshen, CT, 06756, has been diagnosed with cancer and is being treated at Yale/New Haven Hospital in CT. Tom has worked many years in admissions, at schools in the “struggling teen’s network” and has recently established an educational consulting practice. All of us at Woodbury Reports pass on our best wishes to him, and we are told that emails and cards would be appreciated to keep his spirits up.

NEXT STEP RECEIVES ACCREDITATION

(August 14, 2007) Penelope Valentine, co-founder of Next Step For Success, Redmond, OR, 541-504-5224 announced their coach-training course, “Coaching Parents, Struggling Teens and Young Adults”, has received accreditation from the International Coach Federation, the largest coach training accrediting body in the world. In awarding accreditation, the ICF program reviewers praised the course curriculum and stated that, “the ICF reviewers applaud your work and the solid anchoring of the Core Competencies within the program”.

DR. WALENTA AT WILLOW SPRINGS

(August 15, 2007) Pam Golden, Community Liaison for Willow Springs Center, Reno, NV, 800-448-9454 announced Dr. Jason Walenta as the new Medical Director of the outpatient program and attend to clients at Willow Springs Center. Dr. Walenta is a widely published and honored psychiatrist.

A LETTER FROM DON VARDELL

(August 15, 2007) Kristen Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, and 562-467-5531 shared a letter written by Don Vardell, the new Executive Director of Excel Academy that was written to students, families, staff and Referring Professionals of Excel Academy, sharing immediate and on-going goals and priorities for Excel Academy; at the completion of his first week on the job.

MISSION MOUNTAIN ATTENDS CONCERT

(August 17, 2007) Colleen Harrington, Assistant School Head of Mission Mountain School, Condon, MT, 406-754-2580, announced she took five lucky students to see Bruce Cockburn in concert in Missoula, MT on August 14th. Cockburn is a Canadian folk/rock musician and singer/songwriter, known for his phenomenal guitar playing and eclectic songwriting skills. The girls loved the performance!

CHUCK SELENT VISITS WRI

(August 17, 2007) Chuck Selent, Owner of Advantage Adolescent and Interim Services (AAIS), Bonners Ferry, ID, 208-267-5807, stopped by the Woodbury office for a visit, and announced that his company Advantage Investigations and Security Services, Inc. has expanded to include interim services.



FFS TEACHER FEATURED IN HIGHLIGHTS

Ann Kozak, Marketing Specialist, The Family Foundation School, Hancock, NY, 845-887-5213, announced that Jan Cheripko, FFS Middle School Principal and English teacher, is the subject of a recent Author Interview in Teaching Pre K-8 Magazine, a Highlights publication. Cheripko’s life experiences have led him to write six inspirational books for young adults. His first novel, Imitate the Tiger (Boyd’s Mill Press, 1996), won the International Reading Association Best Books for Young Adults.

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Self-discovery. Healing relationships. Reuniting families. **It all happens at Aspen.**

Take the first step...

With over 30 programs in 12 states, Aspen Education Group is the nation's most comprehensive network of therapeutic schools and programs. Ask your educational consultant or referring professional about Aspen's residential schools, wilderness therapy and weight loss programs or contact us at 866.441.2694 or online at AspenEducation.com/wr

