

Places for Struggling Teens™

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

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2ND ANNUAL NORTHWEST GET-TOGETHER

By RJ Cohn & Lon Woodbury



For old friends and new acquaintances in what is often called the "struggling teens industry," the Second Annual Northwest Get-Together was both a reunion and an orientation of sorts for those involved with private parent-choice residential schools and programs. Over 60 people attended, representing quite a variety of therapeutic boarding schools, wilderness programs, residential treatment facilities, parent coaches, counselors and independent educational consultants. Woodbury Reports hosted the gathering, which was held at the Sandpoint Community Center in Sandpoint, ID, September 14, 2007. Although the parking was an issue, those who attended enjoyed a day of informative and interesting presentations revolving around business and industry trends, with plenty of time for individual networking.

The day began with a light breakfast and greeting, then jumped into a first-hand report on how the Internet influences parents — both positively and negatively — regarding residential treatment programs and facilities. The proliferation and ease of creating websites on the Internet has both helped and hindered the struggling teen industry. Parents have trouble knowing who to believe.

Several websites, such as StrugglingTeens.com, provide objective information about various programs and residential treatment facilities as honestly and professionally as possible. They are open about whom they are and emphasize their professional credentials and experience. These sites empower parents by providing them with more information than was ever possible in the past.

Other sites (most being anonymous with no indication of who is behind the site or their experience or credentials) use slick marketing techniques to gain parents trust and then sell them on specific schools that will be advantageous to the site's
Continued: **GET TOGETHER/** pg 3

INSIDE...

Essays:

Licensing & Important Items/ 4

Visits:

Introspections Costa Rica / 7
Four Circles / 10
Maryland Recovery / 12
Shadow Mountain / 16

New Perspectives:

OK Corral Seminar Series / 19
Metropolitan Serenity House / 20
Sommerville Community / 21
Storm Ridge Ranch / 22

Extended Insights:

The Gift, Not The Curse / 23
Letter from Lost Prairie / 24

News & Views / 26

Seen N' Heard / 27

SEEN 'N HEARD...

Family Foundation School Expansion
Greenbrier Academy Opens
Manuia Plantation Opens In Samoa
Selent Expands Advantage AAIS
Hitchcock Leaves Wilderness Quest
Sainer Retires from Aspen

Benchmark Consultant Tour
Betton House Marks 2nd Anniv.
Vive Opens in Chicago
Parker to Leave Soar
Substance Curriculum at Timber Ridge

Core Solutions Operates Forum
Ashby Academy Closes
Bynum Joins Woodbury Reports
Semester Program at Summit Achievement

Full **SEEN N' HEARD/** Pg 27

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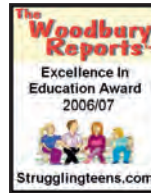
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"Some Children just need to be heard, not cured."

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™**.

GET TOGETHER: Continued from 1

owners. Often these sites are experts at telling parents what they want to hear, but make their money on some variation of “cash-for-kids” schemes. One concern is that from an analysis of web visits of various sites, there appears to be more traffic to anonymous sites than there is to sites openly identifying themselves, their credentials and experience.

Then there are some sites who only talk about the bad experiences, and accept only negative comments, accusing all other viewpoints of being on the take, naïve, or dishonest. Not knowing who to believe, parents are obviously going to be confused as to whose advice they should follow, and the whole industry is being smeared with an image of people who are only preying on desperate parents.

After a networking break, the sessions reconvened for a discussion by Woodbury Affiliate Larry Stednitz, Educational Consultant, and Paul Clark, Director of Galena Ridge Wilderness Program and member of the Montana Private Alternative Adolescent Residential or Outdoor Programs Board (PAARP). This discussion of the Montana Legislature regarding regulation for private parent-choice programs, and the process the state has undergone over the last few years generated much interactive discussion from the attendees.

The major issue is whether regulations of private programs should be developed by the state or developed by programs collaborating with the state. Paul explained how Montana and private child care providers in the state are in the middle of a difficult struggle regarding licensing. The process started in 2003 from legislation to explore requiring registering and licensure of all unlicensed alternative adolescent programs in Montana – including boarding and vocational schools, wilderness programs, faith-based and residential treatment programs.

The entire industry watches because out of this struggle could come an approach different than simply following regulator and legislative generated dictates. The state’s point of view is it has the primary responsibility to protect children being cared for within the state. But the providers assert that creativity and uniqueness is vital to be able to adjust to the real needs of the students, which can be done only through regulations that have provider input.

After the session on Montana Legislature, we broke for lunch. Some left the Get-Together to tour area programs, others left for lunch away from the group. (For those who left early, you really missed good one.)

For those who stayed, Jonathan Mack and Joel Smith presented a hands-on demonstration titled “Technology and Neurobiology; Practical Applications in the Treatment of Children with Regulation Difficulties,” representing Linda Zimmerman and the Sandhill Child Development Center in New Mexico, which was founded by Linda. At Sandhill Center, staff interventions treat behavioral and emotional problems using a therapeutic milieu integrated with neuro-feedback and clinicians.

“Before you can do the work with young patients prone to aggressive, emotional outbursts, you have to calm the brain,” explained Jonathan. “That’s the first priority.” Jonathan briefly summarized what Linda had spoken of at the First Annual Get-Together, then described how patterned and repetitive sensory input can produce a calming effect on adolescent’s “functional brain map.” He explained how specialists use computerized neuro-feedback as a tool for helping young patients who have been affected by early trauma or a confluence of painful events.

In neuro-feedback, the goal is optimal brain function by getting the brain to work more effectively and providing a workout for the brain. The neuro-feedback practitioner looks for a quieting of the nervous system. When patients calm down, they gain a sense of mastery over emotion. It’s not a replacement for other therapy. In a neuro-feedback session, it’s a way to get some kids to calm down so the rest of the therapy can take effect.

To demonstrate, Joel wired a volunteer from the audience to equipment that monitors brain waves, which was relayed to a screen. The audience could watch subtle changes in his brain wave patterns at various states of relaxed tension.

“I felt quite relaxed while listening to different rhythms of sounds,” said the volunteer.

To conclude the discussion and demonstration from Sandhill Center’s clinicians, Jonathan and Joel asked volunteers from the audience to help them demonstrate the effects of repetitive sensory input through “Dance Dance Revolution,” (DDR Therapy). DDR Therapy is a music video game, first introduced in Japan, which is played on a dance pad with the eight primary directional arrows, four arrow-panels in a cross-formation and four arrows in a plus formation with a circle in the middle to rest. The panels are pressed by the feet in response to arrows that appear on the screen, which are synchronized to

Continued: **GET TOGETHER/** pg 4

On the other hand, during and after the Woodbury “get together” in North Idaho, I was impressed with many of the attendees and their programs. I could see where this work is fueled by creative and caring people and it is these very people who have introduced many new and exciting approaches. There were people there who have worked with children for decades and from my experience with those who run small programs do so based on their own talents and creativity. Many of them had no license or accreditation because in Montana, there currently are no requirements at this time for licensure. As it turns out, Montana officials have placed the principal of Spring Creek into an important role that could dictate how all programs are licensed in Montana. This role is for the principal to be the chairman of the PAARP board, the body assigned the role of making recommendations to the Montana legislature as to how Montana should license their in-state programs and schools. One suggestion made by this group was to adopt Utah standards for residential treatment programs, placing the smaller programs in a difficult situation. This seems to me to be overkill and perhaps reduce new breakthrough ideas.

I once operated a program in the state of Montana and we were able to become licensed under group home

standards through relevant state departments in Montana. Group home standards are extensive in Montana, so those who fear a “lesser” license need not concern themselves. I would like to see some of the smaller programs situated similarly to group home or foster care standards. It is my opinion that programs need to be licensed in order to monitor their own policies and procedures as well as a training and supervision vehicle for their staff. In some instances, new licensure may give the very small programs a distinct disadvantage. I believe that the small programs may find that licensure may be a helpful tool, not an ominous dictate. However, my own experience with Montana license enforcement people is that some see themselves as “cops”, looking for petty ways to harass programs. The department often took the approach that “We know you are doing something wrong, and we will find it!” Hopefully, that mentality is a thing of the past.

There are bigger issues than licensing. I do not believe that those programs that are unlicensed need the licensing so that “big brother” can watch over them. I think more importantly, adhering to their own standards, assists program directors to monitor themselves and to have a tool that will help supervise staff.

Continued: LICENSING/ pg 6





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LICENSING: Continued from 5

Those who refer to smaller programs rely on the known integrity and transparency of the ownership and the people they work with. Licensing at any level, will assist programs to develop a certain routine of predictability in how they handle difficult situations. Standards support staff supervision, training and a certain awareness of the “big picture” of issues that need to be handled consistently. A simple example is that if a program accepts students who are on medications, there needs to be a predictable and consistent manner in which this is handled, as well as a documented history of these medications. There needs to be a routine system in place to search for students who run away from the program. These standards do not need to be complex and unyielding, but all involved need to follow these standards at a very high level. Supervision of staff is the vehicle by which a small or large program train and monitor the progress of staff.

Those who operate programs know the difficulty of managing even a handful of students. The social environment of a program includes a set of rules and standards, consequences for mis-behaviors, and strategies for creating a positive peer influence. Those programs that have developed clear strategies for managing these issues, know that even the best of programs still go through disruptive periods of time

and like an orchestra leader, the director and his or her staff lead the entire community through a predictable wave of difficult times, painfully bringing the students and staff back into harmony. This normal disruption is actually a predictable and normal aspect of adolescent treatment. However, this skill is not taught in graduate school, nor is it even discussed. There needs to be an organizational effort to share information and approaches to manage this phenomenon. Supervision of staff is the most important activity a program can undertake and should take place on a consistent weekly schedule. Lessons from the business world can help the process of supervision. First, it is unlikely that one supervisor can effectively manage, inspire, and supervise more than seven employees. This rule is perhaps violated more often than any other basic management strategy. In addition to the ratio of supervisor to supervisee, it is important that supervision takes place formally one hour per week with each employee.

An equally important movement in private schools and programs is the need to complete outcome studies. This would necessarily involve small programs as well as large ones. The bottom line here is what proof do any of the programs have regarding outcomes of their students. I recently read a



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dissertation completed by a colleague. This research indicated that students graduating from a parent choice program showed positive and sustainable progress in psychiatric, psychological, emotional and social issues. On the downside, a large number of students, 37%, continued to use after graduation and saw no problems with substance use. Approximately 40% had also tried a new drug after graduating from the program. This important piece of information has significant ramifications for this and other programs, and that is the need to beef up the substance abuse treatment. The programs of today's parent choice industry should not make the same mistake hospitals did in the 80's; neglect to make objective inquiry into the effectiveness of their work. All of us who work in this field today, including this author, have antidotal reports of progress, but under scrutiny, antidotal reports do not hold up.

Treating and educating adolescents is not for the feint of heart! It is serious business and there is room for appropriate licensing that will help all programs take on the significant responsibility of running a program for young people.

**What is not true in nature
can never be.**

~ Voltaire

VISITS...

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Visit by: Loi Eberle, MA, IECA, March 28, 2007

Recently I visited Introspections Costa Rica, located in a lovely neighborhood in the outskirts of San Jose, Costa Rica. In this transitional living environment for young adults 17 and older, residents earn "Independence with Responsibility" by acquiring progressively more skills as they move through the program's three phases.

I found Casa Blanca, the Phase I house, to be attractive with lots of common space, comfortable bedrooms, a swimming pool and beautiful gardens. In this phase, staff provides supervision and emotional support twenty-four hours a day, seven days a week. Residents share menu planning, meal

Continued: INTROSPECTIONS/ pg 8



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INTROSPECTIONS: Continued from 7

preparation, household maintenance, and the expectation of upholding community standards. The staff and students were friendly, speaking enthusiastically about Introspections in the limited time we had to talk in between their activities: going to the gym, doing community service work, shopping for groceries and attending group.

I asked about the beautiful masks and carvings through out the house. A student explained they learned to carve them from a member of the Barucas, a local indigenous tribe. Frank Darquea, Executive Director, elaborated: students prepare a “student narrative project” as part of the Narrative Therapy they use to integrate their past with how they want to re-invent themselves in the future. It involves being guided in daily journaling three days a week in groups. They also carve the balsa masks, do weaving and experiment with other forms of narrative art that symbolizes their unique individual processes. Frank explained the cultural integrity of the Barucas was an important metaphor for the Introspections participants because it enabled them to see themselves beyond their culture, giving them a different concept of family and tribe. One resident told me they carved symbols in the masks and totems to use as metaphors to resolve personal and group conflicts and for insights into a healthful and more mindful way of living.

After sharing a delicious meal prepared by students under the guidance of a mentor trained in culinary arts, I spoke with those students who didn't have to leave immediately for community service projects or internships. They showed me their rooms, which were personalized with their artwork and distinctive decorative style. Residents of the opposite sex are not allowed to enter each other's rooms, and there are strict rules forbidding romantic relationships between the residents. If these rules are broken, students are given the opportunity for further reflection, with staff, sometimes in one of the other Costa Rican settings, including the nature preserve, where they also conduct activities. In the rare case that the behavior continues, the parents must withdraw their student.

One resident was ready for Introspections as a result of insights she gained during her wilderness expedition. She said preparing her Human Potential Portfolio helped her understand how her previous behavior had impacted her, and what she now instead wanted for her life. Then she excused herself to work on an academic assignment, sitting down on the floor with her laptop. I asked if it was a distracting environment in which to study. She said she enjoyed the flexibility. Soon she was working

diligently, listening to music through ear buds to avoid the noise.

I accompanied another resident to his tutor/mentor appointment elsewhere in the house. I learned that the staff and students together selected which of the various accredited correspondence high school and/or college curriculums from the United States to use. A nearby learning center offers study skills classes for people with mild learning differences, however they are in Spanish. This is not much of a limitation, though, since all Introspections students are required to learn Spanish.

I spoke at length with Michael Lyles, founder and CEO, Frank Darquea, Executive Director, and Crystal Perdue-Villalobos, lead therapist. They explained that students and staff learned, worked, played and lived together, communicating frequently. Crystal said some students request individual therapy in addition to the narrative therapy groups, but for the most part the group work is sufficient. They also have SMART Recovery groups and a new chemical dependency counselor, both providing powerful ways for residents to explore how their drug and alcohol behaviors have interfered with their goals. Students are guided in learning to develop skills and a healthy lifestyle that better meets their needs than their previous behaviors.

I walked with a mentor to the Phase II independent living apartments, while he discussed how the SMART recovery process often reaches adolescents who do not respond to 12- step work. Sober living is a requirement for Introspection participants, and they are vigilant about maintaining this, through random drug tests, supervision and peer support. I suspect it is also maintained by how active they keep everyone!

The Phase II apartments were spacious, light, airy, attractive and very clean. After speaking with the residents about their complicated treatment backgrounds, I was impressed with their insight and at how well they were doing. Some were taking college classes and applying to four year colleges upon their return to the United States. Even though they live independently in Phase II, they continue to participate in therapy groups and program activities. I didn't see the Phase III apartments because none of the students were there. They were all working at their internships.


We found Michael Lyles, near his apartment, which is located in the Phase II complex. He asked if I had time to hear a student's poetry. After hearing it, I

Continued: **INTROSPECTIONS/** pg 10



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INTROSPECTIONS: Continued from 9

was highly impressed, both with his poetry, his knowledge of literature and history, as well as his insights gained through his work with narrative therapy.

My visit left me with a great deal of excitement about Introspections Costa Rica. This is an environment in which students can explore who they are and develop what they want to become. Although students appear to have more freedom here than in other environments, it is balanced with the great deal of support they receive. Founder, Michael Lyles, and Director of Communications, Guy LeGuyonne, have the challenge of deciding who will flourish, and who will abuse this setting. The participants I met indicate they have made good choices about who they will enroll. Introspections truly does foster independence with responsibility and provides an environment in which the skills of learning how to live a more balanced life can be nurtured.

If we place personality and character before us as the aim of education, we shall get neither personality, character, nor education.

~ Robert Maynard Hutchins

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Visit by Lon Woodbury, May 16, 2007

Designed for young people ages 18-28 years old with a primary diagnosis of substance abuse, Four Circles is also a dual diagnosis program. The program opened in August 2006 and is licensed for 28 residents with the usual number in residence so far ranging from 15 to 20.

During my tour, we circled up with several of the residents who were in base camp at the time. Since the participants were older than the adolescents in programs I've usually visited, there was some evidence of the hard edges from the additional years of experience and hard knocks they had gone through before arriving at Four Circles. Coming from that perspective, they were impressive in their appearing

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to come to grips with their substance abuse demons and in the parts of the program that had most impacted them. The only exception was one young man who had just arrived, but even he had been there long enough to have a tentative hope that perhaps this program would give him what he needed. Although this is a coed program, it just happened that only young men were at the base camp when I visited.

The 43 acre property had been originally developed for organization retreats complete with a huge conference center, the obligatory North Carolina pond behind the conference center, and staff housing. The previous owners had never been able to fully utilize the facilities for that purpose, so Four Circles was able to lease the property, which has almost unlimited growth potential in a virtually brand new facility. The property is ideally suited for an outdoor program, and my main feeling while touring the campus and talking with the participants was one of serenity.

When participants arrive, they start with a 3-5 day orientation at base camp. This orientation includes a physical and a full day with the three therapists. If it is found that a participant needs to detox, there is a hospital nearby where this can be taken care of,

with the participant returning to the program after detox. The full day with the therapists is partly to match the participant with the best fit with therapist and group. After the orientation, the participant then joins the group that has been selected as the best fit.

The average length of the program is 65 days, but some participants have needed to stay as long as 90 days, and sometimes a participant will graduate after only 42 days. Two-thirds of the participants' time is spent in the wilderness, with a routine of one week at base camp and two weeks in the wilderness. Their philosophical approach is to use the wilderness as the primary healing agency and using the wilderness as a metaphor for the participants' lives. The time at the base camp is largely a check on how the participant is internalizing the lessons learned in the field. The group size is typically eight participants with one-on-one sessions with the therapists two days a week, daily group meetings and daily AA sessions. Each participant has a community AA sponsor when at the base camp. This is all part of the push to prepare the participant for good results when returning to the outside community upon graduation.

Continued: **FOUR CIRCLES/** pg 12

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FOUR CIRCLES: Continued from 11

The participants go through five levels while at the program. When a participant reaches a higher level, he/she takes on responsibilities as a mentor to the newer participants. The fifth level is largely the preparation for graduation.

Families are fully integrated into the program. Parents are given a clinical workbook to work through while their child is progressing through the program, supplemented by weekly phone calls with the participant and the therapist working with the family. The workbook and phone contact has been well received by parents. The primary focus of the weekly phone calls is the progress of the participant and codependency work. Parents are then invited to the graduation, which includes two days of family sessions as a culmination of the program and preparation for aftercare.

Although the program had been in existence a little less than a year at the time of my visit, the implementation of the program reflected the years of personal experience the staff has. The only thing indicating this program had not been around for several years was that all the extra space in the

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Visit by Judi Bessette, EdD

From day one at Maryland Recovery Partners, clients learn that MRP is where one either gets well or one's family may need to love them in the future from afar – meaning that the client's use has so damaged the loving relationship that it's now sink or swim – get better, stay better or stay away.

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working to integrate their newly found sobriety with life in the real world. Clients come to MRP from primary treatment, including wilderness programs, to live under the caring umbrella of support in this extended care and sober living environment. MRA operates 35 beds in its extended care houses. Graduates – individuals who successfully complete about a four month program – are welcome to stay an additional six to twelve months in one of the 20 beds in the MRP sober living homes. Fully 80% of the young adults who complete the first phase of the program choose to stay.

My “tour guide” was Jon Feldman, one of three partners who own the program. Jon is the head of marketing and admissions. We met in his office in an old but attractively refurbished building in downtown Bel Air. The suite of offices houses administrative functions and therapy services. All of the dozen or so staff members are in recovery and are more than willing to share their stories with you. MRP has been in business for over twelve years.

We talked about the program’s philosophy in the office. Jon explained that there are two essential elements to the MRP extended care program. First and foremost, there is a strong emphasis on recovery through a highly-structured commitment to working the 12 steps of AA. The second element is a commitment to getting *and keeping* a job because MRP sees work as the way to rejoin the “real” world.

For young people, an entry level job is seen as the key to regaining self-esteem and a way for the individual to both “earn their keep” (or some of it, at least) and to be busy. In Jon’s word’s, “We’re not looking for a young man or young woman to get a job as the CEO of the company – there’s way too much stress involved with that! We want our young people to care about the job they are doing...but be able to leave work issues at work so in the rest of their lives, they can focus on their continued recovery.”

Because MRP works with adults as well, it’s important to know that these clients are professionals – doctors, lawyers, accountants, teachers – who are there to work their 12 steps as well. Because these individuals may be on disability from their regular positions back home, MRP helps them find volunteer work in a variety of local nonprofits. In fact, the local food bank is next door to the MRP offices.

Believing that “secrets make you sick”, another facet of the MRP philosophy is that all its clients sign away

Continued: **RECOVERY/** pg 14

Real World. Real Choices.

Cristen M. chose Betton House, a sober college dorm, as a transition step after leaving a very structured setting. For her, living in a nurturing environment with like-minded peers has made a big difference in her life. Having benefited from counseling, mentoring and an effective 12-step based lifestyle curriculum, Cristen is leaving Betton House better equipped for success and more confident in her ability to make good decisions.

“I have choices in life. I’m choosing to be serious about my recovery.” Cristen M.



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RECOVERY: Continued from 13

all rights to confidentiality from loved ones – be that Mom & Dad or one's spouse. Families are part of the solution at MRP in every way.

While we continued to talk, we walked to Jon's car and he took me to visit two of MRP's extended care houses. As we drove, Jon commented on the sense of neighborhood and community that is apparent in the well-kept homes and yards in suburban Bel Air. The MRP houses fit right in – not appearing in any way to be different from the single family homes on either side of them

The inside of each of the two homes was as well-kept as the outside, demonstrating both the house rules and the clients' pride in their living space. While neither house I saw was luxurious, each was cozy and comfortable – places where you can feel at home.

There was a living room, dining room and kitchen – the latter two being especially important because residents prepare and share the evening meal together every night followed by a meeting – as well as bedrooms and bathrooms. About six clients live in each house – with most sharing bedrooms. Outside, there was a place to sit and talk and a grill – another component of the shared meal philosophy. Each house has live-in staff and a senior resident, both

there to offer support to newer clients embarking on their journey to recovery.

At the men's house, I met two young men who had come home from work for lunch. While we did not have a lot of time to talk, these two healthy looking fellows were happy to answer my questions about the program while they made sandwiches. I was impressed with their openness and with their obvious commitment to the program. Both had jobs – one at a local grocery store and one at a big-box department store. They talked about the group activities that had gone on over Labor Day – with one young man sharing that he did not play in the co-ed softball game (one of the few activities that mixes the men and women in the program outside of meetings) because he needed to go buy new shoes – shoes designed to make him feel more comfortable given all the time he was on his feet at work.

In the first four months, to help avoid distraction and possible isolation, no one has a car, a cell phone or a computer. However, there is a phone in the house...computer access including the internet at the town library where you can set up an e-mail account...and almost everything is close enough to walk – helping residents get daily exercise to avoid extra pounds showing up as food is plentiful and



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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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always available. There are also strict curfews and random drug tests in each house.

I asked what happens if a client relapses and Jon replied that they typically allow the punishment to fit the crime. Some breaches are irreparable – violent behavior toward another client or staff or bringing drugs or alcohol into the house. More often, a relapse is handled by moving the client to an inexpensive motel for a few days, recommending the family not allow him or her to come home, suggesting they “beg for their bed” while agreeing to do whatever extra work or writing assignments they are asked to do in order to return.

Jon explained that Bel Air has become a haven for individuals in recovery because there are several other treatment centers nearby. He told me that the 20 or so AA and NA meetings held each week within walking distance of the houses are often SRO...standing room only...with between 80 and 100 people present.

I was impressed with MRP’s commitment to work and with how they handle clients’ wages. Each week, clients bring their checks to the MRP office where they are banked. Clients get \$60 each week in spending money. As part of the intake process, new

residents and their loved ones establish a plan for their banked funds. Some choose to help pay a portion of the monthly tuition out of their earnings (possible because of a very reasonable fee schedule) while others keep the funds banked for a future down payment on a car or for college or technical school tuition.

For the program graduates who stay on in the sober houses, fewer rules apply but there are still curfews and random drug tests. Residents can now have a phone, a computer and a car – and they can go to school or consider a job with more of a career path. Harford County Community College is a great opportunity for many and the greater Baltimore area also has much to offer including culinary schools, art schools and more. And, Washington, DC is not too far to commute if that appeals to a client.

For a young man or woman who is unsure about going on to school and who is committed to recovery and could see the adult clients around them as part of their recovery support system, Maryland Recovery Partners is worth considering.

**We lie loudest
when we lie to ourselves.**
~ Eric Hoffer

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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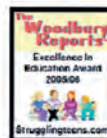
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Visit by Larry Stednitz, PhD, Visit August 17, 2007

Shadow Mountain Academy, a transition/recovery program for young men ages 17 through 24, opened its doors in May of 2007. Located 8.5 miles outside of Taos, New Mexico, Shadow Mountain is located on 37 acres surrounded by National Forest land. The program is operated out of nicely built and comfortable living, dining, and auxiliary buildings, providing a pleasant outdoor experience. The presence of wild life provides a venturous feeling at this remote Academy.

The program is owned by Robb and Deb Holub and the management & staff running the program. Jason Moscartolo, President/Program Director and Dana Taylor, Managing Director & Admissions, are the main contacts for the program. Pam Marsten is the Clinical Director who heads up the critical family workshop component and Ed Cardenas oversees the clinical/substance abuse training. The management team and staff include a diverse collection of people who are either in recovery or products of families who suffered from alcohol and drug abuse. The management team began its work in recovery at a variety of larger programs and was left to develop its own ideas about recovery and treatment of substance abusing young adults. Shadow Mountain Academy is focused on empowering its management and staff to proactively communicate with students and families emphasizing the family healing and teaching of a lifetime commitment to recovery.

The program is unusually diverse and includes a strong 12-step focus with each client, working with a therapist weekly and participating in a wide variety of activities. They believe it is necessary to substitute alcohol and drugs with exciting and healthy activities. Included in these activities are work projects around the property, full participation in a Taos baseball league, culinary arts, boxing, fly fishing, a complete recording music studio and woodshop. Healthy hot meals are served as part of the culinary arts program. The young men participate in four AA support groups, and one open to the community is held on site.

I spent the day with the staff and boys, beginning at 8:00 A.M. with a meditation group, followed by a full hour of rigorous boxing training. All boys are trained by Jason, whose career included amateur boxing and being a professional musician. The boxing is not focused upon actual “in the ring fights” but is more focused on fitness, heavy and light bag work, rope-jumping and basic and advanced boxing techniques. Jason said that peer leadership is a primary motivation of the boxing program. I participated in the hour long training and was impressed by the genuinely rigorous work out. The young men obviously enjoyed taking me under their wings and helping me to understand what they were learning. The training was conducted at a high level and participation is five days per week. The peer influence and support comes from those who have had enough training to assist the newer students.


Following boxing, the young men participated in 12-step group counseling which is held daily. The boys were comfortable sharing with each other, confronting when appropriate, and demonstrating respect and care for each group member.

I met with the three boys in the program. All had been in at least two programs prior to Shadow Mountain. One of the boys reported that he had been in other programs, but when he left the last program, he had been drinking and was hit by an automobile. He was seriously injured, being in a coma for several days. He had been at Shadow Mountain for several months. The other boys were equally involved in substance use and realized the importance of their sobriety. I asked them what their experience of Shadow Mountain was. One boy said that what he liked best was the usage of “teaching moments,” referring to participation in activities which provided great learning opportunities. The boys focused their attention on the wide variety of activities which provided constructive opportunities to work and play with staff. These activities allow for natural interventions in the “here and now” of their day. It was very obvious that the boys respected and enjoyed their relationship with the staff. These relationships were profoundly apparent the second evening of my visit. Jason and one of the young men performed at the Taos Center for the arts. The fundraising event for at-risk youth included top Taos performers and was attended by over one hundred people. The young men, the staff members and I were touched by the high quality performance that Jason and the young man presented. Of course only the Shadow Mountain staff and young men realized the magnitude of their great performance. Much was overcome that night

Continued: SHADOW/ pg 18

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SHADOW: Continued from 17

and the accomplishment of this young man was wonderful to see.

I left Shadow Mountain, again realizing the very high risk of substance abuse among teenagers and young men. These young men are at a serious cross road in their lives. Shadow Mountain's focus upon exciting activities that teach appropriate risk taking in the se young men seems to be a step in the right direction and the program has unique promise in the field. All of the critical components of recovery were available.

In light of recent closings of programs, I pursued a discussion with Robb Holub, the principal owner of Shadow Mountain. Robb said, "simply put, I have been involved in sales and marketing and have been an investment advisor for 25 years." He was proud of how they went into the property and program. The property is free and clear with no debt on the property. Robb and his wife Debb decided to fully fund the project with their own money without any obligation to banks or other lending entities. This provides them the flexibility to do what is right with the program.

He reported that "We are happy to say that within three months of start-up the program is on the status of break even cash flow." Their intention is to

continually upgrade the program and facilities in order to deliver quality programming for families and their young adults". At SMA, 25% of the program is owned by the management and staff. Robb said that they developed this arrangement for the purpose of assuring that they maintain stability. Robb and Debb see staff turnover as the greatest obstacle to a program success

Licensing for this type of program is not required in the state of New Mexico.

Discipline is a symbol of caring to a child. He needs guidance. If there is love, there is no such thing as being too tough with a child. A parent must also not be afraid to hang himself. If you have never been hated by your children, you have never been a parent.

~ Betty Davis



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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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EAP has been found to be very effective in the network of private parent-choice residential schools and

programs that have adopted it, as well as by many public programs for children making poor decisions. However, benefits extend to more than that, to being of value to anyone who deals with people and wants to learn how to build better relationships and strengthen their verbal and nonverbal communication skills. This can extend to helping people wanting to enhance wellbeing into their own daily lives or be more successful in their business.

Each seminar can lead to EAP and EAL certification and can be attended in any order. The five seminars include:

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Metropolitan Serenity House, founded in 1989 by Anne Bush Ambrose to treat young men between the ages of 15 – 28 with drug and alcohol issues, came about after she lived through the successes and failures her own three sons experienced in their addiction treatment in the late 1970s and early 1980s. Using a 12-step approach, this primary treatment program is based on three additional pillars for success – teaching abstinence in a real life setting, encouraging clients to make specific plans for their futures, including education, and providing options for continued care following graduation including supervised transitional living group therapy and individual counseling.

Serenity House is located in the rolling hills outside of Atlanta on the shores of a small lake. The residential program can serve up to 16 young men at any given time. Most clients spend about four months in treatment. The option for younger clients to complete high school is available through the Avner Bush Academy. Upon completion of the residential program, clients can move into a more independent living situation for up to another 18 months. During this time clients are pursuing more education, working or both. The team members who work with these young men include a psychiatrist, a psychiatric nurse, family and recreation therapists, educators and experienced addiction technicians.

Serenity House demonstrates its commitment to those who they have served by encouraging young men who are living a clean life to come back as mentors and chaperones to the program's recreational activities. Former clients who are trying to maintain their sobriety but having difficulties can re-enroll for up to 30 days at no cost.

Serenity House also maintains a separate residence for men up to 39 years of age who have been in treatment previously but have relapsed.

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

SOMMERVILLE YOUNG ADULT COMMUNITY

Cleveland, Texas
Terrence Mullaney, Director
281-592-4600

tmullaney@sommervilleyac.com
www.sommervilleyac.com

(Sommerville Young Adult Community is a part of Solacium Holdings LLC)

Sommerville Young Adult Community is an Asperger's and Fetal Alcohol Spectrum Disorder (FASD) community for young men and women ages 18 and over. The clinical model, based on current research and best practices for people with Asperger's and Fetal Alcohol Spectrum Disorders, multiple diagnoses and neurobehavioral characteristics, includes helping those, who have struggled at home, school and in other services and programs.

Key staff includes Director Terrence Mullaney who had been the Director of the San Cristobal Ranch Academy and Director of Admissions for Fulshear Ranch Academy, Treatment Director Sarah Seipel MSW and Director of Admissions Shay Butts.

Sommerville emphasizes working and living together, life and social skills development and healthy relationships and mentoring. Daily activities strengthen time management skills; teach residents to create and maintain a budget, change a tire, plan and cook nutritious and balanced meals, create résumés and understand how to conduct oneself in an interview. Together, the Life and Living component enhances growth toward independence and self-reliance.

Residents work daily with horses, and participates in equine therapy with certified instructors. There are kennels on the ranch where dogs and cats are bred, and the young adults care for rescued animals. AA and NA are part of the community and group discussions, to expand on the overall goal of teaching and supporting young adults to understand addictions and build relationships that help to develop new and more effective ways to solve problems. The adults learn impulse control, anger management and participate in relaxation therapy.

Sommerville residents also participate in daily exercise in the gym and pool, have access to the outdoors with activities such as hiking, backpacking, camping, canoeing, rock climbing, fishing, and basic survival skills, and may participate in yoga and meditation, as well as "communal creation" of arts and crafts, recreational activities and personal reflection and development.

SecondNature Wilderness Programs

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

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

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Storm Ridge Ranch is a Residential Treatment Center with two locations, licensed by the State of Utah and Department of Human Services, for boys ages 13-17 that are experiencing negative behaviors such as disrespect for others, disregard of authority, aggression, lying, stealing and fighting. They may have been diagnosed with ADD, ADHD, depression or oppositional defiance. In addition, the students have struggled with loss and grief issues, adoption issues, academic struggles, truancy, and poor peer relations. The average length of stay is 9-12 months. Storm Ridge North in Monroe has 16 beds, and Storm Ridge South in Marysvale has 24 beds.

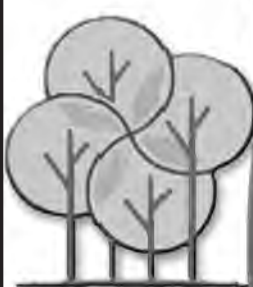
Designed as working ranches, Storm Ridge offers a structured environment for young men in academics and life skills. Accredited by the Northwest Association of Accredited Schools, students participate in year round school with a 1 to 12 teacher to student ratio. In addition to traditional

core classes, an integral part of the curriculum includes art, music, crafts, sports and service projects.

All therapists and counselors are licensed as LMFT, LCSW or LPC with the State of Utah and each boy has one hour of individual therapy, one hour of Substance Abuse counseling sessions (as needed), and seven hours of group therapy weekly. Family therapy, provided through phone conferences and on campus workshops, will assist students in learning "conflict resolution within the family system." The key staff in Storm Ridge North includes Mary Ann Larsen, program director, Richard Larsen, Farm & Ranch Manager, Brian Wood, Assistant Director, and Trina Swalberg as Academic Director. Key staff in Storm Ridge South includes Darren Swalbert, program Director, Mandi Molchan, Assistant Director, Kevin Mikhan, Assistant Director and SueAnn Swalberg as Academic Director.

Recreational activities include seasonal camping and fishing exhibitions, house boating trips to Lake Powell, sledding, tubing and winter snow hiking.

[Information for this New Perspectives was gathered from their web page]



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EXTENDED INSIGHTS...

THE GIFT, NOT THE CURSE, OF ADD

A Brief Commentary on Edwin M. Hallowell, MD
 Hallowell Center
 Needham, Massachusetts
 781-726-6698
drhallowell@gmail.com
www.drhallowell.com

Extended Insight by Judith Bessette, EdD

Imagine you are an adult with ADD (or ADHD)...that you and your spouse have three kids...that two of the kids also have ADD...and that it is your child *without* ADD who feels left out...that he (or she) wants to have it, too!

That exact scenario describes the family situation of Edwin (Ned) M. Hallowell, MD, an international expert on ADD and ADHD. Hallowell was recently a guest speaker to staff, donors and friends at Rogers Memorial Hospital – who graciously shared his visit with staff at Children’s Hospital of Wisconsin. Hallowell is a board-certified child /adolescent psychiatrist who specializes in working with kids and adults with ADD and ADHD.

Many parents and professionals working with troubled teens know of Hallowell’s book **Driven to Distraction**

and its sequel, **Answers to Distraction**. Written in the early 90’s, they remain the cornerstones of any reading list dealing with ADD and ADHD. The first describes the condition and offers coping strategies; the latter answers many of the questions posed to Hallowell and his co-author, John J. Ratey, MD.

I was not aware of the other books – another 12 to be exact – that have come from this prolific writer. Hallowell finds the time to see patients as he has for the past 30 or so years, lectures internationally and makes time for his greatest passion – his wife and three children. (He did give up teaching at the Harvard Medical School in 2003.) His most recent book speaks to the fast pace of the 21st Century, **CrazyBusy: Overbooked, Overstretched and about to Snap**.

He has written a charming children’s book, **A Walk in the Rain with a Brain** which fine-tuned a story he used to tell his daughter Lucy to help her understand her ADHD. And, in 2005, he (and Ratey) authored **Delivered from Distraction**, a handbook if you will, for those living with ADD and ADHD.

In the preface to the 2006 edition of **Delivered from Distraction**, Hallowell draws on one of his many non-ADD books – **the childhood roots of adult happiness** – and reframes our thinking about ADD. Hallowell

Continued: GIFT/ pg 24

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Defiant or Out-of-Control Behavior	ADD

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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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Los Angeles Times Magazine

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US News & World Report

ASPEN ACHIEVEMENT
ACADEMY HAS BEEN HELPING
FAMILIES SINCE 1988

GIFT: Continued from 23

suggests we begin to think about a strength-based approach to ADD rather than continue to think about ADD through the more traditional emphasis on the deficits it may cause. In an effort to help us understand the *gift of ADD* rather than *the curse*, he suggests substituting irresistible curiosity for distractibility, creativity for impulsivity and extra energy for hyperactivity. He points out that you cannot buy – or teach – these traits but that you can learn to control them and use them to their best advantage.

The childhood roots of adult happiness offers advice to all parents on rearing kids that will turn out to be happy, well-adjusted adults. The book elaborates on a simple 5-step cycle that keeps rolling forward as your kids grow up. The cycle includes (1) connection; (2) play; (3) practice; (4) mastery; and (5) recognition. His eloquent explanation of each step in the cycle and his many examples from his own family as well as from the families of his patients lay out a road map to success – helping parents help kids create and sustain lifelong joy.

Hallowell is an entertaining and informative speaker. If you have the chance to hear him in person, you'll be glad you did! **To learn about his speaking schedule, check out the EVENTS section of his website.** And, if not, take a look at his books. They are engaging and well-written...and offer advice on a wide range of psychological topics.

LETTER FROM LOST PRAIRIE

By Rosemary McKinnon, MSW

Summer is a glorious time in Montana. The days are long. It stays light till 10:00 p.m. The skies are blue and the water warms up enough for swimming and boating. The snow has almost finished melting in the high-country, the flowers are in bloom and the high country trails are open for hiking. On the ranch students recently spent the weekend bucking bales of hay to put in the barn for winter. This weekend some of them will drive down to Flathead Lake to a friend's orchard to pick cherries for the whole campus to enjoy.

We drive down Lost Prairie Road in a cloud of dust noting that the grass is dry and turning brown, and we begin to worry about forest fires and step up our practice drills. Four years ago there were ferocious fires in Glacier Park. The smoke plumes were visible across the mountains on the drive into Kalispell. Yet it is also possible to have snow almost at any time of the year in mountain country. Some years ago John and I were hiking the Hi-line trail in Glacier Park with our three young daughters in mid August to spend a night at Granite Park chalet. There was a freak snowstorm that night which dumped a foot of snow and closed Logan Pass. That same night there


was also an encounter between a backpacker and a grizzly sow with cubs. Both were using the same mountain pass in the blizzard. It was a sharp reminder of the speed with which danger can arise in the back country. Dr. Tim Corson, as you all know by now, was recently injured in a similar freak accident.

We want our students, your children, to experience the glories of this natural world safely. We have designed our calendar and our curriculum to take advantage of what Montana has to offer. We take three week-long breaks in the summer months to allow for off campus team trips, one long and two short. A couple of years ago our teams began to include parents in some of these shorter trips. These have, by and large, been important events. Parents have enjoyed time with their sons' and daughters' teams in Glacier Park, at Hot Springs and in various other locations. They have forged bonds with other parents and with staff and had opportunities to get close to their sons' and daughters' friends and teammates, to observe their struggles and successes. Parents have laughed and shared together and enjoyed some of Montana's superb scenery. Some have continued to meet with one another long after their children have graduated.

These wilderness experiences take a lot of planning by our staff. For example, Team 2 put in for the lottery to canoe the Smith River back in February. Katie Boyd, the Team 2 weekend team leader, who is also an experienced river guide worked with Victoria and Mary'l to organize a number of pre-trip training exercises to get the whole team ready. Back in mid May the staff held canoe training on chilly Lake McGregor. They took the students out one rainy weekend on the local Fisher River to experience river currents and to drill dumping and righting their canoes without panicking. Just to make sure that they were prepared, they took a final trial run on the Swan River with a local canoe expert. Mary'l and Victoria planned together with Katie, and the team's two senior leaders, for food and gear to last for 6 days on the river and prepared for various contingencies. The result was a resounding success. No one even dumped her canoe!

Other teams planned and executed other kinds of trips. Team 4 had a new team member with an injured knee who could not hike long distances, so they planned to make a base camp and took day hikes in Glacier Park. Team 6 was headed for backpacking in the Anaconda-Pintlar range. But Amy felt the team was not ready. So she and the staff stayed on campus a couple of extra days to practice working

Continued: LETTER/ pg 26



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- Develop a discharge/aftercare plan

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LETTER: Continued from 25

together as a team, doing low ropes experientials and trust exercises with the help of Greg Windham. When the staff was assured that everyone was working well together they left campus. They, too, had a successful trip. The boys' teams carefully planned and executed their three day trips. Team 5 changed plans after a new boy's brief run-away and productively stayed on campus. Good team work made all these trips successful.

We are impressed that these experiences create deep bonds among students and staff. They encourage competence rather than addiction and dependence. They promote the efficient and frugal use of resources, resilience in the face of stress and unexpected problems, and promote a sense of place. The majority of our students have attended wilderness programs prior to coming to Montana Academy. They experienced successes after substantial struggles at home. Our trips provide the opportunity to reconnect with these key experiences and to remind them of what they learned. The grandeur of the natural world puts human struggle, pain and doubt into perspective. Life reduces to its essentials. This experience is the more valuable because most of our students come from cities where they have not experienced the pleasure and solace of the natural world. Many have had little opportunity to explore nature and learn to love it. They have lived relying too much on TV, spent too much time on computers, and too much time indoors. Yet this is the generation which must repair the damage done to the earth in 200 years of industrialization. Our students, your children, can only engage in this task if they learn to love the natural world and – and become willing to fight to save it.

About the Author: Rosemary McKinnon is the Admissions Director of Montana Academy, Marion, MT, 406-858-2339, osemarym@montanaacademy.com, www.montanaacademy.com.

Education is one form of human engineering and will profit by measurements of human nature and achievement as mechanical and electrical engineering have profited by using the foot-pound, calorie, volt, and ampere.

~ Edward L. Thorndike

NEWS & VIEWS...

SOCIETY IS SOLVING THE "BOY PROBLEM"

(July 26, 2007) David von Drehle writes in TIME Magazine that the steady decrease in the performance of boys written about extensively in past years has leveled off and the situation is improving as multitudes of adults throughout society are re-learning ways to engage boys in modern society with what they need to grow up - activity, competition, experimentation and belong.

OBJECTIONS TO SHOCK TREATMENT

(August 20, 2007) Mother Jones magazine reports on controversies regarding the tax-payer funded Judge Rotenberg Center in Massachusetts that uses electric shock treatment for autistic, mentally retarded and emotionally disturbed kids. The critics claim the treatment is "inhumane."

"SOFT" COURSES/ RAISE GRADES

(August 22, 2007) The Tory Shadow Government claims students are being steered to "soft" courses to make grade achievement look better.

AUDITORS GIVE HIGH MARKS TO BOOT CAMP

(August 28, 2007) Auditors gave high marks in an independent analysis of Camp Summit, an Indiana Boot Camp, for positive attitudes, cleanliness and following policies and procedures.

A CRITICISM OF TEENSCREEN

(September 2007) Michael F. Shaughnessy, a senior columnist for EdNews.org interviewed writer, parent and researcher Doyle Mills about TeenScreen, a frequently used system to screen adolescents for tendencies toward suicide and serious acting out. The major criticism is it has no scientific validity, mostly creates paying clients for the Mental Health Industry, and violates parental informed consent laws.

BIPOLAR IS A DIAGNOSIS FOR THE YOUNG

(September 4, 2007) The New York Times reported a study of National Center for Health Statistics survey of office visits concluded that the number of American children and adolescent treated for bipolar disorder increase 40-fold from 1994 to 2003.

YOUTH SUICIDE INCREASES

(September 6, 2007) A new federal study has found the increase in youth suicides seems to correlate with decreased use of anti-depressant medications.

PARENTS PLAN SCHOOL FOR AUTISTIC

(September 17, 2007) The Herald, in Scotland, reports a group of parents are playing to start an independent school for autistic children using Applied Behavior Analysis (ABA) because mainstreaming children has had problems and they feel there is no school available that is suitable for their children.

SEEN N' HEARD

FAMILY FOUNDATION SCHOOL EXPANSION

(July 19, 2007) Jeffrey Brain, VP for External Relations, 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 extra-curricular 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".

SBSA CONFERENCE IN MARCH

(July 28, 2007) The Small Boarding School Conference (SBSA) will be held March 13, 14 and 15th, 2008, at The Rectory School, Pomfret, CT. For more information, call 860-928-1328

OPENING OF GREENBRIER ACADEMY

(August 20, 2007) Ashley Auchterlonie, Director of Marketing for Greenbrier Academy, Pence Springs, West Virginia, 304-445-7790 is happy to announce the opening of Greenbrier Academy set for September 24, 2007. Greenbrier Academy is a year-round, college preparatory therapeutic boarding school for girls grades nine through 12.

MANUIA PLANTATION OPENS IN SAMOA

(August 21, 2007) Sione Tavake, U.S. Marketing Office of Manuia Plantation (Apia, Samoa), Draper, UT, and 801-664-4880 announced the opening of Manuia Plantation, a therapeutic, high impact, indigenous intervention for adolescent boys, 13-18 yrs old. The program is located in the South Pacific island nation of Samoa. Length of program completion is 5 months. Students receive individual, group and family therapy, as well as substance abuse counseling. Manuia Plantation incorporates fully the Samoan Wilderness and Culture.

SELENT LEAVES AES NORTHWEST

(August 21, 2007) R. Roy Negrete, CEO and President of AES Northwest, Inc., San Bernardino, CA, 909-882-7540, announced the removal of Chuck Selent as Vice President of AES Northwest, Inc. He is no longer affiliated with AES-CA, Inc. or AES Northwest, Inc. in any capacity or reference, and should be removed from your contact list in association with these companies.

SELENT EXPANDS ADVANTAGE AAIS

(August 21, 2007) Chuck Selent, owner and Director of Advantage AAIS, Bonners Ferry, ID, 208-267-5807

announced their expanded services under their official new name, Advantage Adolescent and Interim Services (Advantage AAIS) which is under their corporate company of Advantage ISS Inc. (Advantage Investigations and Security Services). These services include Adolescent Escort/Transports, Runaway Interventions and expanded Interim Care for students between programs, programs and home and home and program.

NATSAP UNDERSCORES THEIR EFFORTS

(August 21, 2007) Jan Moss, Executive Director of NATSAP, Prescott, AZ, 928-443-9505 stated the National Association Of Therapeutic Schools and Programs members across the United States are saddened by the shocking instance of abuse reported in the ABC News story entitled "Boot Camp Pastor Charged in Girl's Dragging. And says this report again points out the need for state licensure and oversight of the programs and schools that serve our struggling young people.

DUNKER ADMISSIONS OF YOUTH CARE

(August 22, 2007) Kristen Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, (562) 467-5531 announced Denice Dunker has been appointed Admissions Director of Youth Care Residential Treatment Center in Draper, UT. Denice comes to Youth Care with over 25 years of sales and management experience. She has worked in admissions since 2001, for the Minnesota School of Business and, most recently, for Utah Career College where she received top honors for achieving the highest number of enrollments in April 2005.

SOLACIUM TO ACQUIRE WILDERNESS QUEST

(August 23, 2007) Annette Chandler, Solacium, Missouri City, TX, 281-313-1908, announced that Solacium, owner and operator of behavioral healthcare facilities, programs, and schools, has signed a letter of intent (LOI) to acquire Wilderness Quest. The acquisition [was] expected to be final the first week of September 2007. Located in Monticello, Utah, Wilderness Quest is a wilderness program focused on both adolescents and young adults.

ALLDREDGE TO DROP ACADEMIC PHASE

(August 24, 2007) Val H. Christensen, CEO of Solacium, Missouri City, TX, and 801-423-5298 announced Alldredge Academy would no longer offer the Academic Phase of their program. They are also changing the name to Alldredge Wilderness Journey. This change will not affect currently enrolled students, as they will make this transition slowly.

Continued: SEEN N HEARD/ pg 28

Seen N Heard: Continued from 27

HITCHCOCK LEAVES WILDERNESS QUEST

(August 24, 2007) Greg Hitchcock, Executive Director at Wilderness Quest, Monticello, UT, 435-587-2801, announced his resignation from his position with Wilderness Quest. If you have questions regarding Wilderness Quest, please direct your inquiries to David LePere at 435-587-2801.

BRINKMAN STOPS BY WOODBURY REPORTS

(August 25, 2007) David Brinkman, Admissions Director at Northwest Academy, Bonners Ferry, Idaho, 208-267-3524, stopped by the Woodbury Reports Office for his picture before taking off for a five-hour float down the Kootenai River with Lon Woodbury and Jack Douglas.



SEMESTER PROG AT SUMMIT ACHIEVEMENT

(August 27, 2007) Adam Tsapis, Admissions Director at Summit Achievement, Stow, ME, 207-697-2020, announced that Summit Achievement is pleased to announce the Summit Semester: an academically focused therapeutic program for students transitioning from wilderness programs and/or treatment centers to more traditional academic environments. The Summit Semester provides an effective, flexible length program for students requiring ongoing support and structure.

BROWNLEE LEAVES SOLTREKS

(August 27, 2007) Mark Gordon, Director of Soltreks, Inc., Two Harbors, MN, and 218-834-4607 announced the departure of Matt Brownlee, the Program Coordinator at Soltreks, Inc. Future programming coordination and vendor contracts, tax information and the continuation of business services should be directed to Mr. Mark Gordon. Matthew can be reached at 218-341-6502.

BYNUM JOINS WOODBURY REPORTS

(August 28, 2007) Lon Woodbury, President of Woodbury Reports, Inc., Bonners Ferry, ID, 208-267-5550 announced that starting Monday, August 27, Candace Bynum has joined the staff of Woodbury Reports Inc. Bynum, who has more than ten years experience in admissions and marketing for private parent-choice residential schools and programs, will develop the national database of resources available to parents of struggling teens. In addition, she will represent Woodbury Reports at conferences of professionals who work with families with struggling teens.

JACOB SCHOOL OPENS

(August 29, 2007) Carrie Straub, the school Director at The Jacob School, Winter Springs, Florida, 407-461-2800 announced The Jacob School, opened its doors on August 20, 2007 to serve as private alternative school for challenging teens. The Jacob School, a subsidiary of Stonesoup School, Inc., was created to meet the needs of families who wanted to avoid sending their children away to residential programs. The Jacob School is an option for teens that have difficulties in traditional school settings.

SEMINARS ON TEENS TODAY

(August 29, 2007) Mark Gregston, Co-Founder of Heartlight Ministries, Hallsville, TX, 903-668-2173, announced upcoming seminars for parents and professionals working with teens. The "Dealing With Today's Teens" seminar includes

how-to information for parents and youth workers critical to their role of dealing with teens today.

DR. JONES JOINS CALO

(August 30, 2007) Nicole Fuglsang, Admissions Director for Change Academy at Lake of the Ozarks (CALO) Lake Ozardk, MO, 573-746-7-1884 announced Dr. Christy Jones has joined the CALO Clinical Team. Dr. Jones worked as an Associate Director of Counseling at a therapeutic boarding school in Georgia, prior to joining CALO's clinical team. She received her Master's and Doctoral degrees in Clinical Psychology from Regent University. Dr. Jones currently lives in Osage Beach.

TRANSITIONAL LIVING PROGRAM FOR SALE

(August 30, 2007) Bruce Ahern, Chief Operating Officer at Asheville House LLC, Asheville, NC 770-650-8233 announced Asheville House, a short-term transitional living program for adolescents and young adults, along with its campus of residential and educational facilities in Asheville, North Carolina is for sale. Carolyn Bradfield, founder of Asheville House stated, "We suspended operations of the facility this month when our last group of residents graduated. Our goal is to work with a new owner to re-establish the program within the coming months."

THIRD PARENT WEEKEND AT SILVERADO

(August 31, 2007) Denise Westman, Director of admissions for Silverado Boys Ranch, Panguitch, Utah, 435-676-8482, announced seventy parents were recently on the Ranch for three days of their

quarterly conferences and visiting their children. The weekend concluded with the students putting together a musical talent show and slide show for their families.

ANASAZI RECEIVES RECOGNITION

(September 2007) Sean Rourke of ANASAZI Foundation, Mesa, AZ, 480-892-7403, announced ANASAZI was recognized by the editors of Leadership Excellence magazine in a ranking of the top leadership development programs in North America.

INCREASE OF SELF ESTEEM AT OPI

(September 2007) Anne LaRiviere, Director of Admissions for Optimum Performance Institute, Woodland Hills, CA, 888-558-0617 announced the results of a survey conducted by Alison Corso, for her Master of Social Work Degree at CSU Northridge. Students experience a significant increase in their self-esteem and levels of independence after six months at the Institute.

OPI DIRECTOR ATTENDS OCD CONFERENCE

(September 2007) Anne LaRiviere, Director of Admissions for Optimum Performance Institute, Woodland Hills, CA, 888-558-0617 announced Katie Mikolyski, Program Director, represented the Optimum Performance Institute at a recent conference on Obsessive Compulsive Disorder held at the Menninger Clinic in Houston, TX, and studied with John Hart, Senior Behavioral Therapist at Menninger's.

ASHBY ACADEMY CLOSSES

(September 3, 2007) Alfred Allen, PhD, the Headmaster of Ashby Academy, Ashby, MA 978-386-0055, Ext. 102 announced the closure of Ashby Academy, effective August 31, 2007. A less than expected enrollment for the fall of 2007 made it financially impossible for the organization to move forward. This occurred while the students were home on a scheduled vacation break.

BOZAK INTERVIEWED ON TV

(September 3, 2007) Steve Bozak, IECA, Clifton Park, NY, 518-373-8069, was interviewed by Dr. Randy Cale to talk about the value of short term wilderness programs for struggling teens.

SALE OF SAFE PASSAGE FINALIZED

(September 4, 2007) Harold Copus, founder of Investigative Solutions Inc. and SafePassage Adolescent Services®, 770-667-7467, Alpharetta, GA, is pleased to announce the sale of SafePassage to Holly D. Hunter. Hunter has been Director for SafePassage since March 2007, and has, "been

diligent in bringing SafePassage to a new level of service in the industry". Copus said the decision to sell SafePassage allows him to move comfortably out of the picture knowing that SafePassage "has found a new home and is in Holly's capable hands".

WHITMIRE NAMED PROGRAM DIRECTOR

(September 4, 2007) Glenna J. Conway, Director of Marketing for Gatehouse Academy, Wickenburg, AZ, 928-231- 5004 announced Bill Whitmire has been promoted to Program Director for Gatehouse Academy. Bill joined Gatehouse in 2001, was promoted to Education Director and in 2005 moved into the Residential area as Residential Director. Bill's new responsibilities include overseeing Gatehouse Academy's Main Property Program in Wickenburg, AZ and the Extended Campus Programs in Fort Edward, NY and Thunder Bay, Ontario.

ASPEN ACCREDITED BY CITA

(September 5, 2007) Kristen Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, 562-467-5531 announced that their network of schools has earned the prestigious CITA accreditation. CITA, the Commission on International and Trans-Regional Accreditation, is an agency dedicated to advancing the quality of education.

LUTMAN AT STONE MOUNTAIN SCHOOL

(September 5, 2007) Stone Mountain School, an Aspen Education Group program, Black Mountain, NC, 888-631-5994, announced that Greta Lutman, LPC, LCAS, has been appointed Clinical Director of the School. Lutman has worked in the human services field since 1992.

ECHO SPRINGS HOSTS RECEPTION

(September 5, 2007) Echo Springs Transition Study Center, Bonners Ferry, Idaho 208-267-1111 [hosted] a reception for the 2nd Annual Northwest Get-Together at the Beach House at the Edgewater Hotel in Sandpoint, ID, on September 13, 2007.

COLLABORATIVE COACHING ACCREDITED

(September 6, 2007) Ben Wahl, Program Coordinator for Collaborative Coaching Program, Seattle, WA 206-856-9490 announced the Collaborative Coaching Program has received national accreditation through COA (Council on Accreditation). The Collaborative Coaching Program is the first home-based transition program to receive accreditation.

ASHBY CLINICAL DIRECTOR AT ASCENT

(September 7, 2007) Janice Pannell the Admissions
Continued: **SEEN N HEARD/** pg 30

Seen N Heard: Continued from 29

Director for Ascent, Naples, Idaho 800-974-1999, announced that John H. Ashby has been selected the Clinical Director for the Ascent program. He replaces Nikole Brown, who has moved over to be Clinical Director at Northwest Academy. Ashby has been working with youth for more than 14 years and has a Masters Degree in Social Work, He was last employed as a Licensed Clinical Social Worker and developed two-day treatment programs for adolescents.

BEACH NEW PROGRAM DIRECTOR AT EXCEL

(September 10, 2007) Don Vardell, Executive Director at Excel Academy, Conroe, TX 800-260-9178, announced Liz Beach will be the new Program Director at Excel Academy. Liz comes to Excel from central Massachusetts where she worked with the state justice system. Liz is a licensed chemical dependency counselor, with a master's in justice administration, and currently working on her Ph.D. Liz has over 20 years of working with resistant clientele and the at-risk population.

SUBSTANCE CURRICULUM AT TIMBER RIDGE

(September 10, 2007) Virginia Short, Director of Admissions at Timber Ridge Preparatory School for Girls, Clark Fork, ID 425-398-6483 announced the new curriculum "Young Women in Recovery" at Timber Ridge, that incorporates current treatment methods and new discoveries in the science of addiction. Included will be, discussions, workbooks and DVD's with DBT (Dialectical Behavior Therapy) prominently featured.

SAINER RETIRES FROM ASPEN

(September 10, 2007) Elliot Sainer, President of Aspen of Education Group, Cerritos, CA 526-427-5507 announced his retirement as President of Aspen Education Group, effective September 30. Sainer has spent the last 18 years providing alternatives to troubled youth and their families, beginning with Mount Bachelor Academy, and leading to the growth of Aspen to what it is today. Jim Dredge, who has been the COO for the last 3+ years, will take over as President of Aspen Education Group. Sainer will remain on the Board of Directors of CRC Health Group as Vice-Chairman of the Board.

NOYES AT CENTER FOR CHANGE

(September 11, 2007) Dr. Michael Berrett, CEO of Center For Change, Orem, UT, 801-224-8255, announced Tamara Noyes as the new Business Development Director for the Center. Tamara has extensive experience in the behavioral healthcare industry, and most recently was the Admissions Director for Youth Care of Utah. Center For Change treats adolescent and adult women with eating disorders and many of the co-existing conditions that accompany the

disorder including trauma, abuse, depression, self-harm, anxiety, OCD, and substance abuse.

VIVE OPENS IN CHICAGO

(September 11, 2007) Amanda Thomas, MS, Referral Relations for VIVE, Boulder CO. 800-261-0127 announced Vive has been working with families in Chicago since August 15. Vive now has offices in Los Angeles, San Francisco, Colorado and Chicago.

NEW STAFF AT SILVERADO BOYS RANCH

(September 14, 2007) Denise Westman, Director of Admissions for Silverado Boys Ranch, Panguitch, UT 435-676-8482 announced the addition of several new team members to Silverado Boys Ranch. Brad Evans, M.S.W., C.S.W., Kelly Niess, M.A., M.F.T., and Jan Aston, M.S.W., C.P.C., to the clinical team. They join Executive Director, Kreg Gillman, Ph.D., and Program Director, Eric Fawson, L.C.S.W., who will continue to carry caseloads.

CORE SOLUTIONS OPERATES FORUMS

(September 15, 2007) Randall Cook, Operations Manager at Core Solutions, Winchester, CA 877-271-4427 announced Core Solutions has been chosen to operate the new online Parent Community for Meadowlark Academy. The new online Parent Support Community is for parents who have a child currently enrolled at Meadowlark Academy. It is a great meeting place for their parents seeking solutions and support from other parents who have been in their same place. Their online Community is a private, supportive resource available to them 24 hours a day.

LONE STAR CELEBRATES FIVE YEARS

(September 17, 2007) Mike Bednarz, Executive Director for Lone Star Expeditions, Groveton, TX 936-831-3133 announced Lone Star Expeditions would celebrate its fifth anniversary this month. Lone Star is a member of the Aspen Education Group.

CROSS ADMISSIONS AT SAN CRISTOBAL

(September 17, 2007) Don Purves, Marketing for San Cristobal Academy, Taos, NM 505-776-2524 announced Katryn (Kat) Cross-would be the new admissions director at San Cristobal Academy. Kat comes to her role with the admissions department, directly from two successful years as a teacher/mentor and supervisor in the San Cristobal Program.

SALT CENTER'S UPCOMING YEAR

(September 17, 2007) Scott Berren, MBA, the Assistant Director, Admissions and Outreach at Salt Center, Tucson, AZ 520-621-8493 has announced the

SALT Center has placed a high priority on outreach during the coming year, where they will be represented at many national college fairs and plan on visiting with counseling teams in many Arizona high schools. In the fall semester, they will be attending national college fairs and conferences in Texas, Minnesota, New York, Arizona and Washington, DC.

WHAT IS NEW AT THREE SPRINGS?

(September 17, 2007) Aida Porras, Director of Marketing, Private Programs at Three Springs, Huntsville, AL 256-880-3339 announced the expansion of their Referral Relations Division. The Referral Relations Team at Three Springs are as follows: Kathy Parker, Senior Referral Relations for New Dominion, VA and New Dominion MD; Joyce Latimer, Business Development Liaison and Referral relations for Auldern Academy; Deidre Butte, Southeastern Referral Liaison for Duck River; Karen Tisdell, Referral relations for Paint Rock Valley and Alan Plant, Western Regional Referral Relations located in UT.

PARKER TO LEAVE SOAR

(September 17, 2007) Ed Parker, Admissions Director at SOAR, Balsam, NC 828-456-3435 announced his resignation as Admissions Director for SOAR, taking the time for reflection and rejuvenation. SOAR plans to fill his position by November 1. In the interim, please contact Catey Terry, Director or SOAR's Administrative Team, with any questions concerning prospective clients. Her phone and email are 828-456-3435.

SUWS FOCUS ON VIDEO GAME ADDICTION

(September 17, 2007) Jeffery Derry, Clinical Director at SUWS, Shoshone, ID 888-879-7897 has announced SUWS wilderness therapy programs, has expanded its focus to include treatment of children and teens with video game addiction. Derry explains, "Video game addiction can impact school performance, development of real-world social skills, and family relationships."

LANEY TO FOCUS ON NATSAP

(September 18, 2007) Sharon Laney, President of NATSAP, 928-443-9505, announced she requested and was granted a flexible schedule at Three Springs, Huntsville, AL, 256-880-3339, to focus her energy on the needs of NATSAP.

BENCHMARK CONSULATANT TOUR

(September 18, 2007) Shelley Skaggs, Marketing and PR for Benchmark Young Adult School, Redlands, CA 714-963-4148 announced Benchmark Young Adult School has invited Educational Consultants to

participate in a special tour on Wednesday, November 7, 2007 from 6:30 a.m. to 12:00 p.m. The tour includes transportation to and from the Marriott Renaissance Hotel in Hollywood, breakfast, "meet & greet" with staff, students, and a full tour of Benchmark's campus and facilities.

DANCE DANCE REVOLUTION AT CLEARVIEW

(September 18, 2007) Tami Gebhardt, Asst. Director at Clearview Horizon, Heron, Montana 406-847-5850, announced that they have used the Play Station game Dance Dance Revolution in their program for the past three years and discovered at the Northwest Get-Together that this game is both fun for the girls and provides good practice in brain processing of visual cues into physical actions.

JEWISH SPIRITUAL ADVISOR JOINS FFS

(September 20, 2007) Ann Kozak, Marketing Specialist, The Family Foundation School, Hancock, NY, 845-887-5213, announced that Rabbi Michele Medwin has joined the staff of FFS as a spiritual advisor to Jewish students. Rabbi Medwin, who serves as rabbi at Temple Shalom in Monticello, New York, will conduct Judaism classes and will alternate with Ellen Singer, Director of Jewish Studies, in leading weekly Jewish services at the school. Approximately 15% of FFS students are Jewish.

BETTON HOUSE MARKS 2nd ANNIVERSARY

(September 20, 2007) Michael A. and Roxanne Losicco, Directors-in-residence, Betton House, Scranton, PA, 877-723-8866, announced that Betton House has completed its second year of operation as a transition program/ "sober dorm" for young adults, 18 to 24, emerging from a structured school, program or rehab, and starting college. The program has served more than 90 students from five Scranton-area colleges since opening its doors in September 2005. Residents receive professional and peer support in recovery, and in managing studies, work commitments and social activities.

FFS CONSULTING PSYCHOLOGIST RETIRES

(September 20, 2007) Emmanuel "Mike" Argiros, President of The Family Foundation School, Hancock, NY, 845-887-5213, announced that Charles A. Moss, PhD, school psychologist who has served FFS since 1988, retired in September. Dr. Moss was instrumental in the formation and development of the counseling department and in training the counseling staff. Prior to his work at the school, he helped create and taught the Alcohol and Drug Abuse curriculum at Sullivan County Community College in New York.

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