

Places for Struggling Teens™

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

Published by - *Woodbury Reports, Inc.™*



November 2007

Issue #159

CONGRESSMAN MILLER'S DRAMA

By: Lon Woodbury



Congressman Miller treated us to a legislative drama on October 10, 2007. Make no mistake about it; his hearings were a first class, top quality, orchestrated high drama that was executed perfectly. All parties played their parts as he intended, making the emotional impact compelling enough to brush aside logic, reason, rationality, fairness and inconsistent facts. This is to not belittle the tragedy of the three parents who testified; those are real tragedies and all facts regarding those specific circumstances should be fully exposed. This is just to point out that their specific stories were useful to Congressman Miller's ambitions.

For an overview of the status of American youth, it is obvious many American teens are in trouble. The increasing incidents of attempted suicides, addictions, drug overdoses and poor preparation for adulthood, although still only a minority, are appalling. In response, vast resources are being put into residential attempts to help these teens, with mixed results and some tragedies, which I try to document in the Breaking News section of my website. I have talked with hundreds of therapists, attorneys, judges and parents who, for their children, are fleeing the all too frequent inhumane treatment found in public run and public-private residential facilities under the juvenile justice system, and state mental health residential facilities (For the most appalling example visit the Florida Boot Camp Index on my website, a public boot camp facility with both federal and state money, regulation and oversight, which was not seriously talked about in the Congressman Miller Hearings). The parents and professionals I have talked with often seem like refugees from public programs, people who are looking for quality private facilities and want to avoid the poor quality private programs. Any professional and experienced Educational Consultant will know about the poor programs, can steer the parent toward the ones with good reputations for effective

Continued: **DRAMA/** pg 3

INSIDE...

Essays

Do I Take My Child?	/ 5
Licensing Part II	/ 8

Visits:

Summit Preparatory	/ 12
Montana Academy	/ 16

New Perspectives:

Morningside Academic Institute/	18
Kleos Children's Community	/ 19
Marbridge Foundation	/ 20
Samaya	/ 21

Extended Insights

Are You Willing?	/ 21
Blistered Hands	/ 23

Book Reviews

Heart of Addiction	/ 24
--------------------	------

News & Views

/ 26

Seen N' Heard

/ 28

SEEN 'N HEARD...

Echo Springs Turns 14...
SkyView Academy Suspended...
New Academic Complex at Sandhill...
Knight Heads Wilderness Quest...
Cardoza New President of WAD...

NATSAP Testifies to Congress...
Bill Lane Visits...
Benchmark Completes Training...
Learning Clinic Accredited...
Murray Leaves Provo Canyon...
Growth at Shortridge...

Catherine Freer Responds to Hearing...
Holly Thompson Visits...
Discovery School of Virginia For Girls Opens...

Full SEEN N' HEARD/ Pg 28

[Essays and articles appearing in this publication are the opinions of the authors, and do not necessarily reflect the policy of Woodbury Reports, Inc.,™ or StrugglingTeens.com.™ We urge our readers to conduct their own investigation of the products and services identified herein.]

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

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

An important goal of these schools and programs is to teach self-discipline through consequences, so the child will learn to be more responsible for his/ her actions. How attitudes are changed and who is successful is at the focus of each issue of Reports.

WE THANK THE ADVERTISERS

Who make this newsletter possible!!

Woodbury Reports, Inc™ accepts advertising from a variety of schools and programs; however, inclusion in the Newsletter does not imply an endorsement of these schools or programs by WRI™

Places for Struggling Teens™ is published monthly. One year subscriptions are \$35 USD. Non-Continental US postal orders add \$5 USD.

Places for Struggling Teens™ is published by Woodbury Reports, Inc.™
Lon Woodbury, Publisher.

Copyright © 2007, by Woodbury Reports, Inc.™
All Rights Reserved. Use of materials is allowed without prior written approval if the proper author and publication attribution accompanies the copy. Duplication or republication must include the following information:

WOODBURY REPORTS, INC.™

PO Box 1107 • 7119 2nd Street
Bonners Ferry, Idaho 83805

208-267-5550 (p)

208-267-9127 (f)

lon@woodbury.com

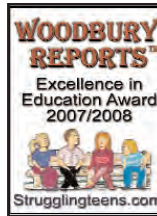
www.strugglingteens.com



ISSN: 1540-3718

Woodbury Reports, Inc.™

*Pioneering the Referral Service
for Schools & Programs.*



The Woodbury Reports, Inc.™ website award for Schools, Programs, & Consultants included in the Parent Empowerment Handbook™ - 2006/07

The Parent Empowerment

Handbook™ 2006/07

A Self-published Directory of 100+ schools and programs nationwide, screened for reputation, longevity and effectiveness. Includes Essays, Transport Professionals, Visit Reports, & Educational Consultants.

The Woodbury Reports Newsletter™

A monthly publication designed for professionals working with children and young adults that focuses on Emotional Growth Schools and Programs.

StrugglingTeens.com™

Over 10,000 pages
Website Design & Hosting
Award Winning Sites
Online Since 1995

Consultations

Personalized help for Parents In Crisis: We offer Educational Consultations to help parents think through the out-of-control behaviors their child is exhibiting and suggest appropriate placement options. All of our consultants have raised teenagers and helped many parents professionally. We believe that parents should be in charge in a responsible manner, and we believe in suggesting solutions rather than telling our clients what they should do.

Judi Bessette, EdD

Research Affiliate

jbessette@woodbury.com

For More Info Contact:

Kristie Henley

kristie@woodbury.com

208-267-5550

208-267-9127 fax

PO Box 1107

Bonners Ferry, ID 83805

www.strugglingteens.com



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™**.

DRAMA: Continued from page 1

and safe work and would love to see the poor private programs shut down.

With this national concern and activity as a backdrop, have you ever wondered why some legislation becomes law while other legislation languishes? Ignore your old high school civics lessons; they don't have much to do with it. In reality, the process most often used has been fine tuned over the decades, which consists of a few simple steps. When carried out successfully, not only does the legislation become law but the author of the legislation becomes famous. Bridges, schools and buildings are often subsequently named after him or her, and he/she is praised as a distinguished leader, all because he/she managed to get landmark legislation passed. The basis of all this opportunity for congressional fame and fortune is that we the voters want a problem fixed. That's what we elect him/her to do. Congressman Miller was obviously following these basic steps in his bid for Congressional fame by starting a process to solve a carefully crafted definition of a problem.

THE CONGRESSIONAL STEPS TO FAME AND FORTUNE

Step One:

Find a problem to fix! Find some tragedy, unjustness, abuse or similar thing that the average person would say, "That's not right!" This isn't hard. In an imperfect world where accidents and unforeseen events are around every corner, in a diverse country of a third of a billion people and having the benefit of 20/20 hindsight, opportunities are all around you.

Step Two:

Find a constituency. In this vast country, everybody is upset about something, and some of them can be enlisted in the good fight to conquer some perceived ill of the world through your legislation. Work with them and convince them you are on their side. If you are clever, you can even convince bitter enemies to join with each other to support you in solving this overriding concern you are refining.

Step Three:

Define/ Identify: Define the issue and identify a culprit (target of the planned legislation). Don't let conflicting facts confuse the issue. Your definition should be clear and simple, suitable for a sound bite on the news. If simple enough to fit on a bumper sticker, that is even better. The chosen culprit must be vulnerable to being painted very darkly (facts and

fairness have little to do with it, popular emotional perspectives are key – demonization is all-too-frequently the politics of choice in current American politics). Blur boundaries so that entirely different and competing approaches and philosophies that work with what is perceived as the same population can be lumped together. This gives you additional sources of ammunition and the tragedies of the non-targeted group can be used to confront the targeted group. That will put the defenders of the targeted group off balance. This also makes more effective the use of "Have you stopped beating your wife?" type questions, which are impossible to answer in the short sound bites favored by the media. So long as you can continue to define the issue and prevent defenders from establishing their definition, you will maintain the initiative.

Step Four:

Reassure: In preparing for the initial hearings, reassure the defenders of the targeted group that you want to be fair. Reassure them that they will have a chance to present their case, and that you just want to get to the bottom of these problems. Reassure them you want to work with them to eliminate the abuses they and all responsible people want to prevent. Be sure you keep your targeted group's focus narrow enough that associated groups working with the same or similar population feel unthreatened and so avoid defending the targeted group.

Step Five:

Alert the Media: Let the media know that there will be enough sensationalism and drama to satisfy them for days. Since the media nowadays is more inclined to parrot official offerings than to dig behind the story, especially of sensational drama, they will be there in full force. At this point all will be in readiness for the first preliminary public hearings.

Step Six:

Public Hearings: These hearings are ostensibly a preliminary report on research to determine if the problem is serious enough to warrant further research, future hearings and possible legislation. In actuality, this is drama, and you will know exactly what will be presented, the appearance and impact it will have, and already have in mind follow-up actions to further the cause and produce more headlines.

Selection of the testimony to be given is vital. This stage is purely emotion driven. Logic, reason or rationality has little or nothing to do with it. The deeper and more sensational the tragedy, the more effective and useful it is and the more impact on the

Continued: **DRAMA/** pg 4

DRAMA: Continued from page 3

public, resulting in expanding your constituency and chances of passing legislation. The most powerful image is of a parent grieving their lost child. Nothing he or she says can be challenged. Better yet is when some of the testimony also is directed against a program respected by the defenders, undermining the defender's sincerity and credibility.

Ambush is the term for the most effective approach. In the House, the minority party is usually kept out of the loop so they can be caught off guard and be unable to challenge the tone of the hearings. It is hoped the defenders of the targeted group will also be caught off guard and will appear to be confused, defensive and ineffective.

Step Seven:

Follow-up: Acting like this is the first time you have heard these outrages, you can use the tragedies presented as a foundation in expressing righteous indignation and call for further research to get to the bottom of the cause of these tragedies, push any action that might currently be within the power of the federal government and work to expand your constituency among people who are outraged by the emotion-driven revelations they have just heard.

Stay tuned as Congressman Miller's drama unfolds.

Since there is never a second chance to make a good first impression, the tone of the just completed hearings will strongly influence subsequent happenings. Will there be more focus on public program tragedies in the next round? Will definitions become more accurate? Will representatives of private programs be given a full and adequate chance to present their case? Will satisfied parents or alumni be called on to give balance for accuracy? Don't count on it.

The irony is few make the connection that in the October 10th hearings, they have just watched a polished politician in action providing a carefully orchestrated drama—a drama in this case that is intended to bring wholly private programs under the federal government influence just as juvenile justice and state mental health facilities already are. The possibility exists that this Federal legislation, if passed, would very well force private programs to start looking and acting more like their public counterparts. If this happens, parents will be the losers (and by extension their children) in having fewer choices, all in the name of protecting "the children."

Truth can be a dangerous thing. It is quite patient and relentless.

~ R. Scott Richards

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



At **V3 Tucson** excellence is the standard, and self-discovery the key. Our curriculum combines the fundamentals of 12-step recovery with coaching in the areas of intentional living, lifeskills development, social decorum, academic pursuits and/or employment strategies.

For more information, please call (888) V3 TUCSON or visit www.v3tucson.com today!



1309 N. Venice Ave., Tucson, Arizona 85712
 (888) 838 8276, (520) 299 4778
 info@v3tucson.com

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

DO I TAKE MY CHILD OR DO I HIRE STRANGERS?

By Chuck Selent

In the fall of 2005 I wrote an essay as vice president/director of operations for an adolescent transport company, regarding law enforcement training and whether or not it is beneficial in adolescent transport services. (*Is a Law Enforcement Background a Valuable Asset Adolescent Transports?* from November 2005.) My business partner and I have worked with numerous successful adolescent runaway interventions and recoveries over the years, and I recently incorporated my adolescent transport services with the private investigations agency I currently work with. We have found that the information in my first essay has more significance now than ever. This includes both adolescent transports and runaway interventions and recovery. I feel that bringing attention to this topic once again is timely.

Having worked with “at-risk” adolescents for twenty five years in various capacities, there are a couple things that are evident. First, it is clear what works and what does not in transporting a young person to a program. Second, certain patterns develop when working with young people over time. Some of these

are patterns young people tend to follow when they are faced with going to a “program,” whether they go with parents or with trained competent transport professionals. Bear in mind, these are generalized patterns. Every child is different and there are always exceptions, but in my observations these patterns exist none the less.

With the many schools and programs I have worked with, the one thing I have heard over and over is that the kids we brought, or those brought by other competent professionals, integrate into program quicker. In general these children are better prepared to deal with the changes and challenges they will face coming into a program than if their parents brought them under less than ideal circumstances.

Many parents or guardians faced with transporting their child to a program tend to think that if they have to resort to “strangers” to escort their child, they have either somehow failed or they feel the experience will negatively influence their child and their relationship with that child. It’s hard enough to face the fact that a child has to go to a program. Some feel that no matter how difficult the task, their

Continued: STRANGERS/ pg 6

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

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



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

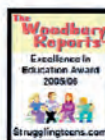
200 Hubbart Dam Rd., Marion, MT 59925
406-854-2832 www.wildernesstreatmentcenter.com

“Recovery is the best alternative.”



The First... The Finest!

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



STRANGERS: Continued from page 5

child will be better off if they do what it takes to get them there themselves, rather than sending them away with “strangers.” What these parents don’t realize is that many times these “feelings” are more of a way to help them rationalize and make an already difficult decision a little easier for them. This is very normal and understandable. As a parent, there is nothing harder than having to make the difficult decision of “letting go” and having to trust others with their child. Having to include “strangers” in this decision is even more difficult. As a parent it is in our nature to nurture, to be the ones that make things right and work for our children. Having to send a child to program is hard enough for most parents, but also having to resort to trusting someone else to take them there is even harder.

Let me explain a little more about the patterns that I have observed in transporting adolescents. When parents decide to take their child to a program, it is usually a less than ideal situation. The child typically doesn’t know where he/she is going and if he/she does, typically does not agree to it. Usually there is some form of “deception or lie” in getting the child to go at all. In most cases, this deception has to continue until that child arrives at the program. The child has no time to adjust or accept the fact that he/she is there to stay. Parents leave shortly after arrival, and the

child is left at the programs doorstep so to speak. The feeling of having been betrayed is much greater with no time to adjust before getting to the program. Is it any wonder the child has a difficult time adjusting and integrating into program quickly?

Here is another scenario of parents taking their child to program. The parents are up front and tell the child the truth that he/she is going to a program. Now they have to face the “tug of war” or “roller coaster ride” all the way to the program. A child in this scenario often believes there is a chance to change his/her parents’ minds, or at least work them over by trying to make them feel as guilty as possible. This creates tension for both the parents and child because the child has not fully accepted the fact that he/she is going to have to go to and stay in the program. It becomes a real “energy drain” at best, and often the child does not realize he/she is even fighting acceptance. This “fight” can be physical and/or emotional. In this scenario, the child has an even harder time integrating into the program.

In both of the above scenarios, the parents typically stress more, often wondering if they can even pull it all off. The thought of having to possibly abort the plan somewhere before or during transport because the child refuses or runs away, sometimes becomes reality.



woodland
SPRING LODGE

Building Relationships **THROUGH TRUST**

WOODLAND SPRING LODGE PROVIDES nurturing therapeutic residential care for children ages 8-17 who are experiencing emotional and behavioral problems. We work with families to help children establish rewarding relationships and goals. Our lodge is located near St. James, Missouri, 90 miles from St. Louis, in the beautiful Missouri countryside.

Visit us on the web at
www.woodlandspring.org

Or call our admissions office
at 573.265.3251



Woodland Spring Lodge is a program of Boys & Girls Town of Missouri.

In either scenario, the child and parents have a harder time with the transport and the child then has a harder time integrating into program smoothly.

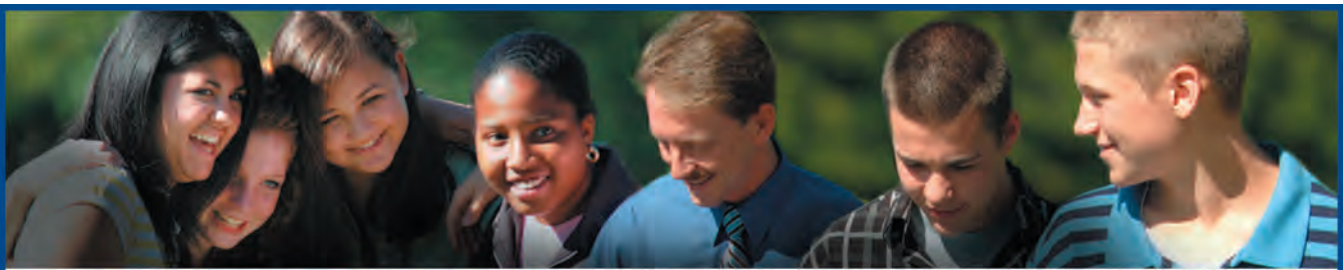
When agents from a competent transport company escort a child to his/her program, the transport is less traumatic during actual transport. Here is a different scenario. Agents arrive at the time of intervention and parents' roles are to lend credibility to why the agents are there, say goodbye and then leave the room. The least stressful tactic is to stay out of sight until the child is in the car. The "pickup" is usually the most stressful time and the child might take that opportunity to get their last cutting word or verbal jab in to the parents. When the child is with the agents, the dynamics are much different than if they would be with parents present. The negative parent/ child interactions are not there. Agents generally take control quickly and begin preparing the child for where they are going. The child accepts much quicker that he/she is going and knows that that there is not going to be a last minute way out. The child typically integrates into the program much smoother and quicker.

Another reason why a professional, competent transport agent is a good way to go is the dynamics between child and parent are usually much different

than those between child and someone outside the family. I have often heard parents say they are struggling with their child within the family, but non-related people think the child is just great. Interestingly the child rarely if ever "acts out" with others or with "authority figures." This is not unusual. Rather than battling the constant "roller coaster ride" or "tug of war" a parent might face during transport, agents rarely see that type of scenario, and if they do it generally is short lived.

As transport agents, we are actually the child's first interaction with "being in a program" and healthy redirection and choices. This translates into a smoother transition when the child arrives at a program. We become part of the therapeutic process versus just a service that transports a child from point A to point B. As transport agents, we are all an integral part of the picture and not just a detached part of the process. A competent transport agent should never resort to lies and deception in getting a child to program. Lies and deception have to be undone and are not conducive to smooth transitions. However, telling all the truth at once isn't the right thing to do either. Honesty in the right amount at the right time goes a long way in getting a child ready for

Continued: **STRANGERS/** pg 8



Not all troubled teens are into drugs and alcohol.

Many of them, including many Family Foundation School students, have no interest in drinking or drugs, but are defiant and self-destructive because of ADHD, ODD, depression, bipolar disorder, food issues, anger, social anxiety, even adoption.

Crucial to our program, which integrates the 12 Steps of recovery with daily therapeutic counseling, rigorous academics, tutoring and other learning support, is our nurturing family structure that fosters accountability, responsibility, and academic success. It's a program that works for teens who struggle with a whole range of emotional and behavioral problems, not just drugs and alcohol.

To learn more about the teenagers we serve, visit www.thefamilyschool.com or contact one of our admissions counselors today.



Hancock, New York
Phone 845-887-5213, x499
www.thefamilyschool.com

A private, New York State registered boarding school, accredited by the Middle States Association of Colleges and Schools. Member: National Association of Therapeutic Schools and Programs.

STRANGERS: Continued from page 7

the program to which he/she is going to. It is not beneficial to the child and/or the program to add more to a child during transport, which then has to be undone at the program. The goal is to get a child to the program in the best emotional condition possible and not just to get them there.

It is my hope this essay helps shed some light on this often very difficult decision and some of the dynamics involved.

***About the Author:** Chuck Selent is Co-Owner of Advantage ISS, Inc., an agency for adolescent intervention and transport. Chuck is a 17 year veteran Level One Reserve Sheriff's Deputy & Police Officer, and has over two decades of experience working in diversified environments with "at-risk" adolescents. For more information, visit www.advantageiss.com, email Advantageiss2@aol.com, or call 208-267-5807.*

Even when men league themselves mightily together to promote tolerance and peace on earth, they are likely to be violently intolerant toward those not of a like mind.

~ Eric Hoffer

LICENSING AND OTHER MATTERS OF IMPORTANCE:

PART II: DON'T FEEL SORRY FOR MONTANA PROGRAMS.

By Larry Stednitz

Last month I wrote about the licensing issues in the state of Montana. This essay cuts to the very heart of the licensing issue.

I believe that all programs and schools need some form of licensing. Licensing in and of itself will not solve problems in programs, but standards are an organized way to continually improve a program's consistency of its own approaches. I also think that other important areas of concern should be addressed like, insurance, back ground checks, emergency procedures, etc. I also believe that all programs should develop some cost effective ways to complete outcome studies.

The state *should* impose certain standards like responsible levels of training, emergency procedures, back ground checks and the like. Beyond a number of these basic standards, the state should be *provided*



Photo by Skyler Johnson

OXBOW
ACADEMY

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

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

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

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

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

by the programs many other areas of importance, namely clear enrollment requirements, models of care, appropriate levels of supervision, flexibility to continually improve the individual programs, outcome studies, and others. These suggestions should be determined in a collaborative manner with small and large programs alike.

Lately, there have been attacks upon the Parent Choice Schools and Programs. During the Woodbury “get together”, the main topics were unethical methods of recruiting students over the Internet and issues of licensing. The picture painted is actually quite critical and frightening. If I didn’t know better, I would question my own life’s work! There are some problems in this field, but I seldom see them except for Internet activity I come across. I certainly think there are good programs and bad programs. Consultants let their “feet do the walking” and simply do not refer to the ones who do not live up to high standards. Montana is in the center stage of “cleaning up” the bad apples in their state and this effort is being closely watched nationwide. I wonder if the state of Montana’s government agencies, the general Montana public, or for that matter, people all across the country realize what Montana programs have contributed to this important work.

As a consultant, I have lived and traveled extensively within the state of Montana as well as traveled to all other states. A simple visit to any number of programs in Montana would greatly open the eyes of any skeptic.

I first met Mary Alexine and Kenny Panell about ten years ago when I organized a conference in Montana, called “Beyond the Walls”. Mary and Kenny had just started their program called Chrysalis located in Eureka, MT. Both were known as quality people who were accomplished in traditional, experiential and adventure therapies. I invited them to discuss their approaches to the attendees. I am fortunate to have two girls at Chrysalis now and the only complaint that I have ever heard about the program is that there is never any room! Chrysalis is known and respected all over the United States as one of the top small programs for girls within the United States and beyond.

Montana Academy was developed 10 years ago as well. Located outside of Kalispell, this program is owned and operated by some of the top clinicians in the state of Montana. The breadth and depth of the clinical and educational work at Montana Academy is impressive. Montana Academy is known across the

Continued: LICENSING/ pg 10

Caring
*The Unspoken
Difference.*

**Solutions for
Families In Crisis**

- ✦ Escorts
- ✦ Locations of Runaways
- ✦ Temporary Holding

888.677.SAFE



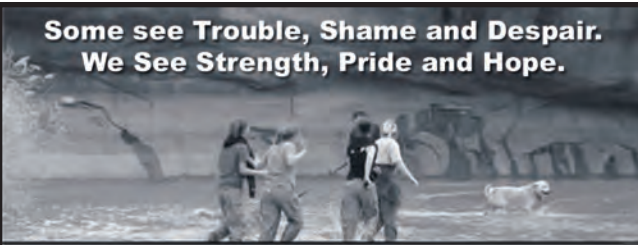

Take comfort in the fact that we have the personnel, skills and knowledge to accomplish even the most challenging assignments and are dedicated to doing so in a professional manner that supports a child’s best interests.

We work diligently to reduce a child’s fear and anger, striving to improve their emotional readiness for the program they are about to enter.



The Center for Safe Youth


**Some see Trouble, Shame and Despair.
We See Strength, Pride and Hope.**

Aspiro provides a more effective, more exciting, more powerful intervention than traditional wilderness models.

888-266-5136

Admissions@Aspiro-Inc.com
www.wherehealingstarts.com



PASSAGES TO RECOVERY

**COME INTO THE WILDERNESS
AND FIND RECOVERY**

Seven Week Treatment Program for Young Adults
with Substance Abuse Disorders and
Co-Occurring Mental Health Issues

Clinical Assessment includes Psychiatric Evaluation

www.passagestorecovery.com **866.625.8809**

Woodbury Reports
Resources For Professionals

Now Offering Expansion Banner Ads:

- Enhance Visibility On Multiple Pages
- Extension of Your Button Ad
- Top of Page Placement
- Ad Design and Creation

For more information on our rates

Contact: Kristie Henley

208-267-5550
kristie@woodbury.com ~ www.woodbury.com

LICENSING: Continued from page 9

country as one of the finest residential therapeutic schools in the United States. It is also difficult to get a child into Montana Academy. I have three families who are fortunate to have their son's enrolled in Montana Academy.

Monarch School, an emotional growth school with strong academics and an emphasis upon the arts, was founded in 2000, and quickly became the "darling" of the emotional growth schools across the country. They defined their student body early on, and work with bright and creative students who have not reached their potential. As all good schools, Monarch has stuck to its mission and families they have chosen to work with. As with the previous two programs, parents across the country work hard to get their child into Monarch.

Summit Preparatory, outside of Kalispell, also caters to intellectually average to above average boys and girls who are not reaching their potential. When I first visited Summit, I saw what I thought would represent the future of these types of programs. The physical plant and land was developed at a cost of seven million dollars and the result is a state of the art residential program for trouble kids. Summit is a not-for profit organization that makes every effort to provide a wide variety of treatments as well as extensive involvement in the Kalispell community.

Montana's Wilderness Treatment Center has been a national player in the treatment of substance abusers for many years. John Brekke, a national figure in wilderness programming, was the founder of WTC. One of the first wilderness programs in the country, WTC remains a respected and a nationally well known program.

Explorations has been the quintessential mom and pop program located in Trout Creek. Lorne Riddell and Penny James have been operating their expeditions and home base program for the past 17 years. Widely respected, Lorne and Penny are commonly referred to as "wonderful" people. Their very small program is intimate and they refer to themselves as being a "family style living" program. They also employ various experiential and adventure therapy approaches.

Three Rivers Montana is only three years old, but has quickly risen to a highly respected position in the country. An outdoor behavioral health program, Three Rivers leadership has extensive wilderness treatment experience. For seven years, they were in leadership roles in a state funded program called Alternative Youth Adventures. While in that capacity, the Three Rivers Montana management


staff successfully navigated complex wilderness regulations and group home standards in Montana. AYA was one the first programs to complete extensive outcome studies and did so for seven full years.

My last example of a unique program is less well known except for one of the founders of Galena Ridge and 20 Peaks. That person is Paul Clark, a former Montana legislator. Paul could have easily taken the road to “grow” these programs and achieve national prominence, but has chosen to stay intimately involved in a small manageable wilderness experience combined with a small ten bed program for boys. Paul has been credited for bringing the Outward Bound model to the state of Montana. He has also been singled out as the developer and key architect of Ascent Wilderness program located in Idaho. This past year, I have had three boys with the program and I have been highly satisfied with the gains these boys and families have made. These boys were selected because although they all struggled at home, they presented no serious psychiatric issues or serious behavioral problems.

This list and discussion of top notch programs in the state of Montana could be expanded to include many others, like Mission Mountain, Intermountain, Elk Creek Academy and others. However, the point is made. Parents across the country and abroad look to Montana for the best treatment they can find. Unfortunately, only those who are in the upper socio-economic range can afford these private pay programs. But then, it is a clear message that some of the brightest and most capable parents in the country choose Montana for their children. That says a lot. Montana is in the national spotlight and what happens in Montana may affect all states in some ways. However, don't feel sorry for Montana programs. They have an impressive start at providing some of the best care in the world. The PAARP board, in their efforts to improve programs through licensing mandates, should take on the physician's oath; “Do no Harm”. As one program director said, “For God's sake, regulate us, but also for God's sake, don't turn the bull loose in the China closet.”

There is only one honest impulse at the bottom of Puritanism, and that is the impulse to punish the man with a superior capacity for happiness.

~ HL Mencken




Copper Canyon Academy
A Trailhead to Success

Nestled in a scenic Central Arizona valley, Copper Canyon Academy offers a boarding school for girls ages 13-17 with behavioral, emotional or learning problems. We believe that by combining a warm, caring, structured environment, students will develop self-esteem, self-awareness, self-reliance, self-confidence, and self-management.

Our program offers:

- Comprehensive, therapeutic program including individual therapy, group therapy and family therapy
- Equine therapy and canine therapy
- Essential and extensive family involvement
- Intensive physical fitness as part of daily life
- Accredited college prep academic program



Contact Darren L. Prince for more information
(928) 567-1322

Email: admissions@coppercanyonacademy.com
www.coppercanyonacademy.com

An Aspen Education Group Program. Help for Today. Hope for Tomorrow.

T H E

TYLER RANCH

If your boy suffers from low self-esteem, anger problems, or is not reaching his potential in school, Tyler Ranch can help. Since 1978, our staff and home-based program have achieved positive results and created successful futures for our participants. Don't wait for the problems to get worse. The Tyler Ranch program can stop the downward spiral and bring hope to troubled boys and their families.

For an informative brochure, contact:

Tyler Ranch, Inc.,

4921 West Rosewood
509-327-6900

Spokane, WA 99208
800-368-7159



Clearview Horizons

A Therapeutic Christian based program

Please feel free to call us at 208-263-5894 if we can be of any further service to you.
www.clearviewhorizon.com

VISITS...

SUMMIT PREPARATORY ACADEMY

Kalispell, Montana
Jan Johnson, Admissions Director
406 758 8100

jjohnson@summitprepschool.org
www.summitprepschool.org

Visit by Larry Stednitz, PhD, September 12, 2007

I first visited Summit Preparatory School five years ago, and as most consultants, I waited for some time before I would entertain referring a student to them. Many consultants are cautious about sending students to new schools because of the difficulty in start-up and the inevitable changes that will occur in the beginning of any program.

Summit Preparatory School is a non-profit therapeutic boarding school outside of Kalispell, Montana, caters to intellectually average to superior boys and girls who are not reaching their potential due to clinical issues impeding their success. When I first visited Summit, I saw what I believe represents the future of these types of programs. The physical plant and land was developed at a cost of seven million dollars and the result is a state of art

residential program for troubled kids. Summit provides individually focused treatment within its consolidated "transformational" model as well as opportunities for extensive involvement in the Kalispell community. Summit employs over 80 full time employees for and generates revenue for their area of Montana, utilizing local services and goods which helps the community remain financially viable. All of this supports the entire community including Summit.

The designs of the buildings were well thought out and all buildings were carefully designed for their purpose, to work effectively with adolescents who need good supervision and ample activities. Ample space was allowed for freedom of movement and at the same time provides excellent ability to monitor students. The school has a great gymnasium with an excellent fitness area, full sized classrooms, an Olympic sized in-door swimming pool, a state of the art kitchen, and comfortable living quarters. Equally important, the school is close to Kalispell, an up and coming small Montana city with ample services that are made available to the students. Additionally, Kalispell is a ski Mecca and is growing rapidly, attracting wealth and sophistication to this part of Montana. Summit is close enough to Kalispell that Summit can attract reliable and well educated staff.

It's amazing
how treating
one kid can
heal a whole
family.



- Residential programs for boys and girls 12-18
- Unique strength-based treatment philosophy
- 89% success rate
- New 60-day fixed-base Outdoor Challenge Program
- Over 93 years of experience

Montcalm
SCHOOLS

www.montcalmschools.org
866.244.4321

The school accepts a “fairly” soft student who does not require constant supervision and is not prone to suicidal, assaultive or run-away behaviors. Otherwise, the students have a wide range of diagnoses. All are average to superior intellectually, with a low of 90 on standardized testing. Due to small classroom sizes, Summit can work with students who have mild learning differences. Students are accepted based on their ability to intellectually and socially connect with others.

The model of treatment is referred to as a Transformational model which is intended to redirect misbehaviors more effectively and move students up the maturity ladder. Rick Johnson, Executive Director, said that this treatment model is based heavily on the combination of structure and positive relationships. The focus is on relationship development which allows staff to confront misbehaviors more effectively. The school strives for an equal mix which creates an environment of trust, develops close relationships between staff and students, assisting the students in regulating their moods. As time passes, these students are better able to internalize and take on a leadership role supporting newer students or those who are struggling. Relationship building and structure are strongly supported through individual and group

therapies. The Master-level or PhD clinician is the lead person on the team, orchestrating the treatment with guidance from all team members. Summit has a one-to-ten, therapist-to-student ratio.

Another important treatment component is trying to find in a child what excites him or her. To this end, every student is involved in some form of sport or activity at all times. Summit also has a strong emphasis on art and music. These activities are not seen as a “carrot” or reward for good behavior, but a proactive way of engaging the students emotionally and helping them experience positive, hopefully life-long interest in the company of positive mentoring adults. The variety of activities is impressive and the school gives the appearance of being a regular college prep school. The following “clubs” are but a few examples of the rich variety of activities: Video production, fitness, fly fishing, rock climbing, lifeguard training, running, SAT/ACT training, and jazz/choir.

I met with students over lunch and they were very open, communicating well about the school. They were all pleased to be at Summit and felt that the school was helpful to them. We discussed boy/ girl relationships and other issues that would be relevant to any school. They were permitted, in a limited way,

Continued: **SUMMIT/** pg 14

“There is No Substitute for Experience”

- * Inpatient Treatment
- * Residential Treatment
- * Transitional Care
- * Outpatient Therapy
- * After Care Follow-up
- * Northwest (NAAS) Accredited High School
- * JCAHO Accredited

Specialized and Complete Treatment for Adolescent & Adult Women with Eating Disorders and Coexisting Conditions

For more information on our Eating Disorder Treatment contact Center for Change in Orem, Utah
 888-224-8250 | www.centerforchange.com | info@centerforchange.com | Est. 1994

CENTER FOR CHANGE
A place of hope and healing

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



**Low
Self Esteem?**

Unmotivated?

**Not Reaching
Potential?**

**Making Poor
Choices?**

**Abusing
Substances?**

St. Paul's Preparatory Academy

Education About Life. Education For Life.

- ✓ Study Skills & ADHD Coaching
- ✓ 100% College Acceptance Rate
- ✓ Small 8-12 Grade Classes
- ✓ Structured Environment
- ✓ Character Development
- ✓ Counseling Support

2645 E. Osborn Rd., Phoenix, AZ 85016
602-956-9090 www.stpaulsacademy.com



**TRANSITIONS
Of Galveston Island**

Transitions of Galveston Island is an 8-12 month transitional learning center for young men 18 and older. Our community is designed to help young men transition from residential treatment, drug and alcohol rehabilitation, wilderness programs, and therapeutic boarding schools to stable independence.

TGI Offers:

- ◆ Life Skills Training
- ◆ Mentoring/ Life Coaching
- ◆ Work Programs
- ◆ Internships
- ◆ Career Training
- ◆ Individualized Development Planning
- ◆ Relapse Prevention/12 Step
- ◆ Anger Management
- ◆ Exercise

We believe that by nurturing and polishing a young man's strengths, he will finally pave the path to a successful future, no matter what the endeavor.

1424 23rd Street
Galveston, TX 77550

281-313-1908
Fax 281-313-1934

sbutts@transitionsgi.com
www.transitionsgi.com

SUMMIT: Continued from page 13

to acknowledge that they had a girl or boy friend, but of course the school placed clear limits on any physical manifestation of the relationship. The issue became a clinical issue in the event the boy or girl had difficulty handling even this type of relationship. They were open and shared their reasons for being at Summit and discussed the progress that they had made. Across the dining room, it sounded like any normal high school at lunch time.

Because the professional and life experience of a program director tend to dictate how the school is run, Rick and I discussed his background and experience in detail. We first discussed the anomaly of Summit being a not-for-profit school which is unusual in this industry. Eighty percent of the programs west of the Mississippi are for profit. Rick felt that being non-profit allowed him and his staff to focus more directly on the student's needs. There were also other important benefits for Summit including the opportunity for Summit and their Board to apply for and receive an eight million dollar low interest loan supported by the Rural Development entity in Montana through the Department of Agriculture.

Summit is a certified school, accredited by the Office of Instruction through the State of Montana. Because of this certification, the non-profit status allows students from Summit to attend the Montana colleges and universities as residents. It also allows Summit students to compete with other local school districts in athletics and other competitive activities. Currently, Summit students compete in soccer and track and staff expects students to become competitive in swimming as well. Summit Preparatory School is accredited both by the Montana Department of Education and the Northwest Association of Schools; is registered with the State of Montana Board of Private Alternative Adolescent Residential Programs; is a full member of the National Association of Therapeutic Schools and Programs; and is a member of the Child Welfare League of America.

To gain a greater understanding of the man in charge of the school, we discussed a few of Rick's previous experiences in the field. Rick and his wife, Jan Johnson, MSW, Associate Director, both graduated from the University of Illinois in Chicago, a well respected school for social work students. Rick's first work in Montana was in Missoula as the Director of St. Patrick's Hospital at the inpatient facility. From there, he was recruited to start Pathways Treatment Center, an inpatient psych and chemical dependency facility connected with Kalispell Regional Medical Center, and was its first Administrative Director. He

left due to managed care entering the field, impeding any chance of needed treatment for the youth of the area. Rick later took a position working as Executive Director at a psychiatric and chemical dependency hospital in New Mexico where 90% of the population was Native Americans. This position required a great deal of creativity to combine the typical American medical model in substance abuse and psychiatric services with traditional Native American healing practices. This three-year experience challenged his creativity and satisfied his social work background. Following his experience in New Mexico, Rick returned to Montana and became the Head of School for Montana Academy for three years prior to starting Summit.

Finally we also discussed options for improving Summit. Rick shared that enhancing communication with consultants is an improvement goal, since 90 percent of the students referred come from consultants. Rick and Jan recognize the importance of the consultant's role in assisting parents with the stress both prior to and during the placement of their child. He shared that during the development of the program he placed most of his energy on students, programming and interfacing with the local community, and not enough on communicating with consultants.

Summit's willingness to explore improved communication with consultants (as representatives of the parents) will enhance an already fine program, and the best case scenario is for the broader community of consultants to become increasingly incorporated into Summit's regular communications regarding student decision making. In addition as part of their ongoing development, Jan will spearhead a questionnaire that will be sent to all Summit's referring consultants asking how they would like to be involved with the program and their families. I trust Summit Preparatory School will continue to refine their practices of relationship theories, integrate college prep academics and provide life experiences which will assist students in finding excitement and satisfaction in their lives.

Education rears disciples, imitators, and routinists, not pioneers of new ideas and creative geniuses. The schools are not nurseries of progress and improvement, but conservatories of tradition and unvarying modes of thought.

~ Ludwig von Mises

Healing Through Healthy Relationships

Founded in 1909, Intermountain is a long term residential program offering highly integrated therapeutic and educational services for children ages 4-12 at admission. Treatment gives these children the emotional and educational skills to be successful in their family, school and community. Our 40-acre campus includes four family-style cottages for 32 boys and girls. Intermountain has been treating children with a developmental relational model since 1982.



Accredited by JCAHO
Montana State Licensure
National Association of Accredited Schools

*Our relationship-based
treatment restores trust,
confidence and the joys of childhood.*



intermountain
restoring hope for children

Tina Johnson
Director of Admissions

500 S. Lamborn • Helena, MT 59601
tel 800-200-9112

tina@intermountain.org • www.intermountain.org

MONTANA ACADEMY

Kalispell, Montana

Rosemary McKinnon, LCSW - Admissions Director
406-755-3149

rosemarym@montanaacademy.com
www.montanaacademy.com

Visit by: Larry Stednitz, PhD and Kris Karge, LCSW,
September 10, 2007

Montana Academy is located on several acres of remote Montana land, 30 miles outside of Kalispell, Montana. This very special school was founded by John Santa, PhD, his wife Carole Santa, PhD, Rosemary McKinnon, MSW and her husband John McKinnon, MD. The brainstorming that gave birth to the Montana Academy eleven years ago came out of frustration over working in an emerging managed care environment that severely limited length of treatment, irregardless of the clinical needs of the student.

With the creation of their own program, Montana Academy has been able to develop and enhance their relationship based approach to understanding and treating adolescents. In this model, the student's therapeutic issues guide all aspects of interventions,

whether in therapy, in the classroom or in their residential life programming. A student at MA receives individual, group and family therapy. The emphasis on the clinical component is evident in the program's administrative team that consists of three PhD's, an MSW, an RN and two MD's. The seasoned clinical team also includes another experienced psychiatrist, Dennis Malinak. In addition to the clinical management team, Montana Academy also employs six PhD's/PsyD's and two additional LCSW's.

Montana Academy utilizes a multi-disciplinary team approach with a clinician, teacher and team leader responsible for ten students. The team manages the day-to-day interactions among student and their participation in all aspects of the program, providing a forum for clear communication and treatment planning.

Recognizing that success in academics is a key to treatment success, Montana Academy has emphasized their college preparatory work which includes AP classes, foreign languages, all sciences, music and dramatic arts. Small classes are provided allowing for individualized teaching and tutorial capabilities. Carole Santa, PhD, the Director of Education, noted that at least 50 percent of students



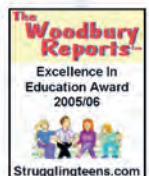
OPTIMUM PERFORMANCE INSTITUTE

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.



OPI Offers:

- Extensive therapy, counseling and emotional support
- Motivational stimulation utilizing mentors and unique opportunities for personal growth
- Boutique educational packages
- Weekend seminars, lectures, and outings
- A multifaceted chemical dependency program
- Special groups for those needing help with social skills



OPI is located in Woodland Hills, California near Los Angeles
For Admissions call (888) 558-0617.

www.opiliving.com

enrolled at MA presently with learning differences and a history of underachievement. With the individualized attention and organizational skills instruction these students are able to thrive academically at MA.

All the students are organized into "Clans". They are orientated to the school through weekly structure, provided a place for exploring their emotions, thought processes and life-limiting patterns, and guided in identifying personal goals for change. The "Clan" provides a family-like structure where students can experience trusting and healthy relationships. Each "Clan" changes psycho-educationally as a student progresses through the various developmental stages of the program. The Clans progress through the beginning orientation (Earth Clan) through the Moon Clan which is a focus on expression of feelings with an emphasis on individualized treatment. The Sun Clan centers on relationships and is the heart of family treatment. The Star Clan addresses goals, plans and leadership on campus. The Sky Clan is the final clan, focusing on shaping future direction and having a healthy and productive termination process with the MA community. The Clans meet once a week and are organized to deliver the psycho-social curriculum.

MA also organizes the students into teams which are considered their pseudo families. The students, "eat, sleep and do most group work by teams which includes stable adult "parental staff". Each team also includes the therapist, team leader and academic advisor.

This part of the country offers an abundance of natural experiential opportunities, of which MA fully takes advantage. These activities include a wide array of options such as horsemanship, hiking, skiing and wilderness experiences. This part of the program is designed to provide a vehicle for added insight and reflection, and enhances the therapeutic progress of the student.

A new development at MA is an improvement in their substance abuse treatment component. Upon enrollment, each student is administered the SASSI, a thorough substance history is taken and those in need begin a 12-week educational program which serves as an extended assessment period to further individualize their treatment plan. In the second phase, students work through a 12-step oriented workbook and participate in process groups five days per week. Phase three includes weekly support groups and students attend AA meetings.

Continued: MONTANA pg 18



Changes that Last a Lifetime

Adolescent Treatment Programs

- Beyond Parental Control
- Abusing Alcohol or Drugs
- Defiant
- Choosing the Wrong Friends
- Suffering from Attention Deficit
- Resistant to Outpatient Therapy

Therapeutically Intensive
A therapist lives in the field with clients throughout the expedition

Meeting Individual Needs
21 and 51-day wilderness therapy programs, therapeutic outdoor school, transition home program

Family Reunification
Daylong multi-family meetings and individual family consultation

Lasting Results
Longitudinal study demonstrates that 90 percent of graduates report wilderness treatment still effective two years later

A Healthy Environment
Stabilization, clinical assessment, and supervision

(800) 390-3983
cfreer.com

Catherine Freer
WILDERNESS THERAPY PROGRAMS

JCAHO accredited and licensed by the State of Oregon, Oregon Office of Alcohol and Drug Programs, and the Oregon Office of Mental Health Services



SOMMERVILLE
Young Adult Community

Sommerville Young Adult Community has been built from the ground up on current research and best practices for people with multiple diagnoses and neurobehavioral characteristics. Sommerville staff has been trained by—and will continue working with—leading professionals to understand the link between brain function and behaviors, establishing and strengthening relationships that are essential for healing and successful community life.

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

Sommerville is a healing community unlike any other, for young adults ages 18 and over.

Each of our community activities relates to the others, providing an integrated approach for exploring interests and maximizing each person's potential. These areas include:

- Life and Living – Understanding
- Nature-Based Ecological Activities – Interdependence
- Horses and Other Animals – Respect
- Overall Health – Self Actualization
- Individual Development – Passion

281-313-1908
650 Anthony Road
Cleveland, TX 77328

www.sommervilleyac.com

MONTANA: Continued from page 17

I met with three of my students during our visit to Montana Academy. All seemed generally happy to be at MA and were very insightful in relaying their issues and the progress they have made so far. One student had been in the program a year and had relapsed about a month ago. MA referred him and two other students to a wilderness program to emphasize the seriousness of the relapse and to get them back on the right track. From the reports I received this intervention was timely and appropriate.

MA reviews their applications very carefully to make sure both the child and family are a “good fit”. They accept students who have a wide range of psychological and psychiatric issues. All students are required to attend a wilderness program before applying which helps ensure students come with some motivation and ability to work on their issues. Admissions requirements include an average to above average intellectual and academic profile. Although they provide 24-7 supervision, they are not equipped to deal with serious runaway behavior, significant oppositional and defiant behavior or self-harm behavior.

Students must have some skills in self-regulation to benefit from the program as MA is a structured but not a restrictive environment. MA is committed to maintaining cultural diversity in their student body. In addition to careful screening of the student, families are assessed for their willingness to participate in the program and their commitment to a full course of treatment for their child.

As all high quality treatment programs, Montana Academy knows that their work is far more complex than a simple dose of therapy, group work, family work, structure, etc. They are a living example of a group of people who have come together and are well equipped to interpret behaviors and other subtleties necessary to orchestrate a powerful milieu. Montana Academy understands that running a program is the “Art of arts” and that all programs are a piece of work in progress.

A new scientific truth does not triumph by convincing its opponents and making them see the light, but rather because its opponents eventually die out, and a new generation grows up that is familiar with it.

~ Max Planck

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]

MORNINGSIDE ACADEMIC INSTITUTE

Newport Beach, CA

Paul Hamblin, Director of Business Development

949-307-0683

phamblin@morningsiderecovery.com

www.morningsiderecovery.com

As part of the Morningside Recovery program, the Director of Education, Brendan Bickley, and the Director of the College Program, Jana Triplett, established the Morningside Academic Institute in 2006. Morningside Academic Institute (MAI) is an extended care drug and alcohol residential treatment center for young adults who are “chemically dependent and need help beginning or continuing their college education.” Most residents have recently completed a treatment program; however, for those who have not, a 30-day minimum stay at Morningside Recovery is required.

The priority at MAI is treatment first and school second. Motivational Enhancement Therapy is used with the belief that “motivational strategies mobilize the client’s own change,” and is effective in producing change in problem drinkers. Students attend 12-step meetings, groups, sessions with their case manager and receive individual therapy.

MAI assesses students upon admission to determine the strengths and weaknesses, and reviews past transcripts and psychological or cognitive assessments as needed. A “Strategic Academic Action Plan” is created with recommendations for career testing, learning disability testing, special tutoring, skill enhancement training, life skills training and class recommendation lists. Students are given an individualized treatment and academic schedule that includes their classes, meetings, groups, etc. Students attend Orange Coast Community College, The Art Institute, FIDM, Chapman College or Saddleback College.

Residents reside together in a house on the beach in southern California which has been remodeled and equipped with wireless Internet and 24-hour supervision. For recreation, students participate in beach volleyball, surfing and swimming and visit local amusement parks. During winter months, students can go to the local mountains for skiing and snowboarding.

KLEOS CHILDREN'S COMMUNITY

Klamath Falls, Oregon
 Gordon Hankins, Founder/ Executive Director
 541-783-2220
info@kleos.org - www.kleos.org

Kleos Children's Community is a faith-based, residential childcare facility, licensed as a Foster Care Agency by the State of Oregon. The program opened in 1989, by its founder and Executive Director, Gordon Hankins and his wife Vicki. Kleos accepts children of all ages with placement occurring in one of two ways: privately or by the State of Oregon. Children placed at Kleos are from "fractured families, families destroyed, dissolved or devastated by drugs or by parents who are incapable of coping with the responsibility of child rearing and/ or parents who are incarcerated or absent without leave."

Kleos is located on 108 acres, with several homes that are managed and run by 24-hour a day, "house parents" who live with the children. The sense of community contributes greatly to the family life at Kleos, where chores are assigned, limits are placed and standards are held high. Meals are shared together as a family, with one meal a day prepared in the home to provide a "family meal-time." Breakfast and lunch are served in the community-dining hall. Currently, the number of children living per home is limited to seven.

In the center of the ranch, a large building houses the Chapel, Recreation Center and Riversbend Academy, the on-site school at Kleos which is accredited by the state of Oregon as an alternative school. Riversbend splits into preschool, Kindergarten, 1st-5th, 6th-8th, and 9th-12th grades. Within and between these groups, the older students are given the opportunity to assist the younger children with their academics. This promotes the notion of serving others and teaches the excitement of learning.

The ranch also consists of forestland, pastures for the animals, a barn and a marshland bird reserve. The ball field, volleyball court, playground, pool and recreation center provide the children with outdoor activities and fun. Children also have the opportunity to travel into Klamath Falls to go bowling, swimming, ice-skating, to the driving range, the

The most important things are the hardest to say, because words diminish them.
 ~ Stephen King

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.



BETTON HOUSE

501 Madison Ave., Scranton, PA 18510
www.bettonhouse.com • Ph: 877-723-8866

On your own, **but not alone.**



Michael & Roxanne Losicco, Directors-In-Residence - Owned and operated by The Family Foundation



Youth Care Residential Treatment Center for Troubled Teens

Youth Care is an adolescent, residential treatment center set in a home-like environment for youth ages 11 to 18 who are experiencing academic, emotional or behavioral problems including substance abuse.

Our intensive, therapeutic residential treatment for troubled teens is licensed to treat youth and adolescents with such issues as:

- ♦ Depression
- ♦ ADHD
- ♦ Social Withdrawal
- ♦ Self-Destructive Behavior
- ♦ Physical/ Sexual Abuse
- ♦ Thought Disorder
- ♦ Learning Disabilities
- ♦ Substance Abuse
- ♦ Poor Self-Esteem
- ♦ Family Maladjustment
- ♦ Pregnant Teens acceptable

Students live in a home-like setting, which includes living rooms, bedrooms and a large family kitchen. In this residential setting, students learn the value of chores, positive interactions with others, and developing family relationships.



For further details contact:

Youth Care, Inc.
 PO Box 909, Draper, UT 84020
 800-786-4924 or 801-572-6989
www.youthcare.com

MARBRIDGE FOUNDATION

Manchaca, Texas

William Hoermann, Director of Admissions

Ann Passino, Admissions Coordinator

512-282-1144 ext 300

apassino@marbridge.org - www.marbridge.org

The Marbridge Foundation, a private non-profit organization, is located on 170 acres about 12 miles south of Austin, TX. In 1953, when Ed and Marge Bridges could not find a program that could meet the needs of their son, Jim, who suffered brain damage at birth, Marbridge started as a small working ranch for just a few boys. The ranch quickly gained recognition and began to grow. Today, the community they have built at Marbridge offers three separate living environments on one campus – two assisted living programs and a skilled nursing facility. These communities serve men and women 18 years and older who have mild to moderate cognitive impairments.

Marbridge offers life-long living arrangements coupled with a wide variety of training opportunities each semester through their Abilities Centered Training program. Course offerings include Social Skills, Life Skills, Money Management, Personal

Hygiene, Job Skills, Cooking, Yoga, Current Events, Nature, Equine Therapy, Horticultural Therapy and, of course, Special Olympics.


The assisted living programs – both private pay – offer differing levels of support for new residents – many of whom come to Marbridge from public school programs. The Village offers the highest level of independence. Cottage living in the Village offers supervision and support while allowing up to 67 residents to experience as much autonomy as they are able to handle. Many Village residents work in the greater Austin area. Marbridge offers transportation to residents who hold jobs or do volunteer work in the community. The big news at the Village is that 14 new beds will open this coming spring.

The Ranch can accommodate up to 81 residents in dormitories – one for men and one for women. Ranch residents typically need more support, more structure and more supervision than do the residents of the Village. Many Ranch residents are employed on campus.

The Villa, a skilled nursing facility, offers residents from the Ranch and Village the opportunity for life-time care. The Villa provides Physical Therapies, Speech Therapy, Occupational Therapy and many more restorative and rehab programs. The facility can handle up to 81 patients and accepts Medicare, Medicaid and private insurance as well as private pay patients.

Marbridge is approved by the Texas Rehabilitation Commission and is licensed by the Texas Department of Aging and Disabilities. Senior staff, led by President Robert Fulbright brings a wide range of experiences from human services, the business world and non-profit management.

Research Associate Judi Bessette, EdD gathered information for this article from the Marbridge website and e-mail communication with staff.




FEMALE ADOLESCENT TREATMENT CENTER

Locally owned and staffed with Master Level Therapists, the philosophy is theoretically founded on Family Systems Theory. This small, private program offers a more personalized and nurturing experience for girls who are facing challenges in their home, school, or other relationships. New Haven is situated at the foot of the Wasatch Mountains amid a beautiful and serene agricultural setting on 24 acres and offers the following:

- Family, individual, group, & recreational therapy
- Family systems theory
- Cultural family style living
- Focus on internal locus of control
- On-site horse care, riding and gardening
- Master-level therapists
- Individualized accredited academic program
- 9 months average length of stay
- Limited enrollment for ages 13-17
- Limited 64 bed capacity
- Multi-dimensional therapy
- 3 day Family weekend every 8 weeks
- Funding options: insurance, private pay

Call today for a professional packet (801) 794-1218
P. O. Box 50238 - Provo, UT 84605-0238
e-mail: admissions@newhavenrtc.com
Website: www.newhavenrtc.com



**Four Circles
Recovery Center
828-891-2221
www.fourcirclesrecovery.com**

We take the best of traditional substance abuse treatment and wilderness therapy to create a uniquely powerful program that facilitates a sustained recovery. The pristine wilderness allows you to connect with the most essential and basic elements of self – allowing you to then rebuild your life through the transformational power of nature.

SAMAYA

Kaysville, Utah

Ian Feinauer, Executive/Admissions Director

801-444-9407

ian@samayartc.com - www.samayartc.com

Samaya is a new residential treatment center for adolescent girls ages 14-17 with diagnoses and behaviors including ADD/ADHD, struggles in school, exhibition of self-harming behaviors such as eating disorders and substance abuse and conflicts with family and peers. The average length of stay at Samaya is 10 to 12 months. The owners of the program are Ian D. Feinauer PhD, LMFT Executive Director, Emily Miranda MSW, LCSW, Clinical Director and Dan Phelps CFO. The Program Director is Stacey Stocking LSAC, TRS

Samaya is a Sanskrit word meaning "a commitment to willingly enter fully into life through self-awareness, intention and acceptance." These concepts are explored through individual, family, group and equine assisted psychotherapy and daily yoga practice. In addition, a "holistic treatment" approach of medication management, physical fitness, an organic and whole foods diet, recreational activities, community service opportunities and wellness education are all part of the healthy journey students learn while moving through the level system or "steps" of the program.

Accredited through the Northwest Association of Accredited Schools and operating year round, academics are a crucial component at Samaya. Students participate in a full rounded curriculum that includes math, science, social studies, language arts, foreign languages, PE, fine arts, financial literacy, applied technology and life management.

Community service is a fundamental part of the program, with students working with a local food pantry, a pet adoption center and an organic nursery. Students also participate in volunteer projects such as Make a Wish Foundation, Special Olympics, Habitat for Humanity, hospice care and Adopt a Highway.

Lacking guidance and discipline, and ignorant of their moral heritage, many American public school children are ill prepared for real life, confused about how to manage their personal lives and ethically challenged. Some, indeed, are lethally dangerous.

~ Christina Hoff Sommers

EXTENDED INSIGHTS...

"ARE YOU WILLING?"

Tucson, Arizona

Ann Bruno, MEd, Educational Consultant

520-370-9020

brunoann1@msn.com

www.annbrunoconsulting.com

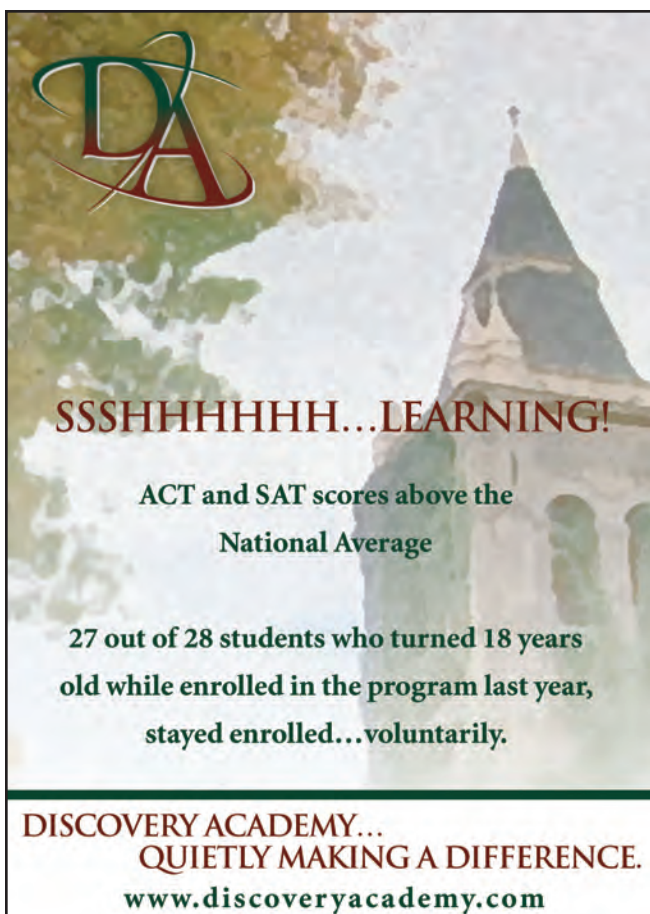
Six Ways to Solicit Participation from Parents of an Addictive Family System

The following are steps I have found very helpful in developing a positive and healing relationship when working with families in crisis, either as a placement professional or as a coach.

Find Their Pain: Ask questions of the parent in reference to what it has been like for them and other family members to have a child/young adult out of control. Because it is a family system problem, all members have been affected and deserve attention. The parents will usually admit that their child has been in control of the family.

Give Them Strokes: Parents are probably worn out emotionally and financially because of their child's "at risk" behaviors that may

Continued: **WILLING** / pg 22




SSSHHHHH...LEARNING!

ACT and SAT scores above the National Average

27 out of 28 students who turned 18 years old while enrolled in the program last year, stayed enrolled...voluntarily.

DISCOVERY ACADEMY... QUIETLY MAKING A DIFFERENCE.

www.discoveryacademy.com



Education. Therapeutic Services. Success.

Mount Bachelor Academy provides college prep education and specialized therapeutic support to students ages 14 to 18. Teens who have traditionally struggled elsewhere thrive in our nurturing academic environment, complete with experiential outdoor learning and personalized emotional support.

Why Families Choose Mount Bachelor Academy...

- We offer the nation's premiere grief, loss and adoption support curriculum for teens
- We provide therapeutic support for students struggling with both substance abuse and emotional disorders
- Our dedicated learning specialists provide students with ADHD and other learning disabilities with the personal attention they require to achieve academically

For twenty years, Mount Bachelor Academy has been helping teens overcome challenges and develop the academic and emotional skills to succeed in college, at home and in life.

Discover the Mount Bachelor Academy experience for your family.

800.462.3404 • www.mtba.com

Mount Bachelor ACADEMY

A program of CRC Health Group / Aspen Education Group


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.

For Additional Information
Contact us at:

801-947-1338
www.snwp.com



WILLING: Continued from page 21

include drug and alcohol abuse, defiance, school failure, social problems or mental health issues. Take the stand with parents that they have done all they know how to do to solve the problems and are now contacting you for solutions.

Ask the Question: After listening for a time and you should determine how long that would be, ask the question "Is what you are doing working?" And then "Are you **WILLING** to do what I recommend?" This will be the deciding factor if they are committed to do something different or if they are stuck and don't really want help. This may be the time to say that you may not be the right person for them and refer them to someone else.

Get a Commitment: After confirmation of "yes they are willing" to take your coaching and they do want help, then you can move along to do what needs to be done. And that may include a variety of interventions such as an intervention, a placement to a specialty program or school or family therapy.

Provide Direction: Be direct and provide clear instructions to parents as they would not be calling you if they could themselves. Working from a model of loving detachment with an addictive child may be required.

Ask Permission: If you need to bring to light some of the parents' codependent behaviors that may be hindering success, let them know upfront that what you are about to say may make them angry or feel uncomfortable and ask **PERMISSION** to proceed. I have found this step takes away any fear that I may have and sets a tone of **COMPASSION**. It provides a safe way to confront behaviors that need to be highlighted in order to start the process of doing something different.

About the Author: For the past 20 years, Ann has worked in the private addiction treatment field, including with nationally recognized facilities in Tucson, AZ. She shares her strengths from both her personal and professional experience with recovery and is now working as an educational consultant helping families secure treatment options for their son or daughter.

One of the secrets of life is to make stepping stones out of stumbling blocks.

~ Jack Penn

BLISTERED HANDS AND SATISFIED FACES:

New Haven Parents Clean Up Rural Town
By Alex Knudsen

Every two months New Haven's families get together for a "Parent Weekend" in order to make contact with their daughters, reform relationships and continue the therapeutic process. Semi-annually the parent weekends are at an off campus location to experience the beauties of Utah. This September we had all of our families go to Green River, UT, to experience the canyons of the San Rafael. Another important aspect we wanted families to experience was giving back to the community of Green River, a small rural city with large interstate demands.

The New Haven service project started in the park with a conversation from Joni, the Executive Director of the Green River Community Center. Joni talked to us about the inception of the community center and the importance of volunteers to help maintain its mission. The community center was initiated by local parents in an effort to decrease the number of teen pregnancies and to create a location for local youth to recreate and spend their extra-curricular time. Since its inception the number of unplanned teen pregnancies in a school population of just over 100 students has dropped from 14 in a year to 1. Joni also talked about the importance of service in the lives of the students at the center. The individual students often spend time participating in local service projects to help out in the community. It was a wonderful opportunity to share some of our time and talents to continue the great work they have begun. The community center has been a great success up to this point and will continue to be due to the dedicated individuals giving of their time and talents.

The service project specifically consisted of moving the local thrift store from a small building on the edge of town to a newer and larger building in the middle of town next to the city park. The building was donated as a direct result of the large number of volunteers that came out to help. Individuals also helped weed local community lots, fix up the yards around low income housing projects, write liability release forms for the center, organize the activities and games, and beautify the parade route. It was neat to see the dirty fingers, blistered hands, orange bags full of trash, and satisfied faces of those who participated. It was a joy to see all the wonderful things that a group of people could do with a common drive and purpose.

In all New Haven families and staff contributed over 200 people and 400 hours of service to the community over the span of two different days. Incidentally September 6th, the first service day of the trip, was considered the "Day of

Continued: **BLISTERED** pg 24



MISSION MOUNTAIN SCHOOL
A COMMITMENT TO EXCELLENCE

Changing Crisis to Opportunity since 1990.


Mission Mountain School provides adolescent girls with opportunities to successfully initiate their own heroic quest and overcome significant adversity to achieve accomplishment.

Our emotional growth program requires girls' active participation in their journey to discover and reach true potential.

For adolescents and families having difficulty, enrollment at Mission Mountain School means letting go of drugs, alcohol, negative peer groups and inappropriate relationships - in fact, it means giving up on their old lives to start anew.

Box 980, Guest Ranch Road
Condon, Montana 59826
www.missionmountain.com
For more information, call 406-754-2580
or e-mail info@missionmountain.com.


Swan Valley, Montana.



Rancho Valmora

Rancho Valmora is an 81-bed New Mexico Licensed Residential Treatment Facility providing therapeutic and education services to emotionally/ behaviorally troubled 12-18 year old males and females.

- Fully integrated therapeutic and experiential milieu conducted within the framework of Positive Peer Culture, a values-based and process-oriented model.
- NCA-CASI accredited on-site school.
- NATSAP Member.
- Accredited Horsemanship, Art, Horticulture and Lifeskills Programs.
- Beautiful 1,000-acre campus located near the Sangre De Cristo Mountains in Northern New Mexico.



Tel: (505) 425-6057 Fax: (505) 425-3522
Email: ranchovalmora@starband.net
Website: www.ranchovalmora.com

BLISTERED: Continued from page 23

Caring” for community centers across the state. Much of the funding received by the community centers is dependent on the numbers of volunteers that come out to help on that day. We were grateful for the opportunity to be a part of the “numbers” and contribute to a great community center in Green River. We hope to make it an integral part of our family weekends.

We would like to thank Joni, and all of her wonderful staff that were so kind and accommodating to the families and staff of New Haven.

***About the Author:** Alex Knudsen has been with New Haven for two and a half years and is a Residential Lead Supervisor at New Haven’s Spanish Fork campus. Alex can be contacted at alexk@newhavenrtc.com and 801-404-6379. New Haven is a residential treatment center for girls who struggle with virtually all diagnoses, including depression, anxiety, PTSD, eating disorders, and borderline personality disorders.*

The shocks of adult responsibility contribute as much to making non-learners of potential students as do poor teachers and disordered schools.

~ James Banner, Jr. & Harold Cannon

BOOK REVIEWS...

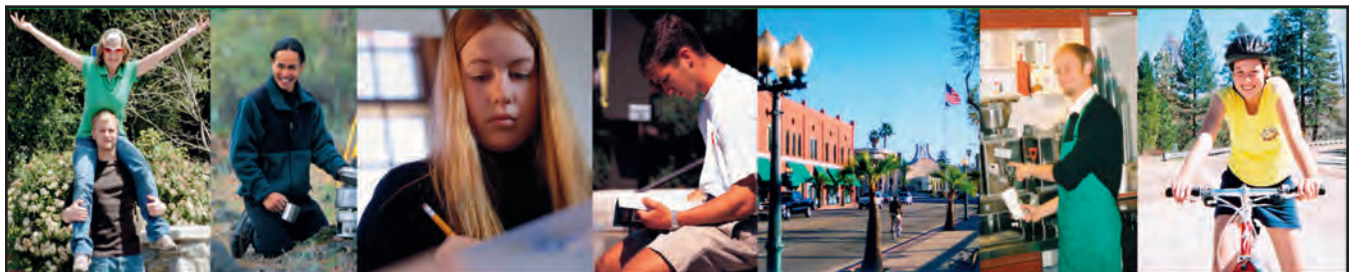
THE HEART OF ADDICTION

By Lance M. Dodes, MD
New York:HarperCollins:2002
ISBN-10: 0060958030
ISBN-13: 978-0060958039

Reviewed by: Leon Pyle, PhD, Ashland OR
www.tandemjourney.org

Dr. Dodes, assistant clinical professor at Harvard Medical School and past director of several well-known addiction clinics, makes a compelling case that the *meaning* of addictions of all kinds have similar roots in feelings of helplessness. His revolutionary thesis posits that it is an individual’s unconscious drive to overcome the feelings of helplessness that leads to addictive behavior.

Simply put, Dodes’ model of addiction proposes that a constellation of individual and environmental factors converge to render an individual psychically helpless, and, when under sufficient stress, he or she feels *something* must be done to relieve the overwhelming feelings of impotence. Through a combination of factors, the individual discovers that the decision to take some action, be it gambling, sex, drugs, alcohol or another focus of behavior, can bring a temporary



BENCHMARK YOUNG ADULT SCHOOL

The Solution for Troubled Teens & Young Adults

For students who are struggling to find success, Benchmark can be the answer. As a residential emotional growth school for young adults 18-28 years of age, Benchmark’s mission is to prepare young people to become capable of attaining their own level of emancipation and independence.

Benchmark’s proven results set the standard as a transitional living school by providing an environment built for success. Our established curriculum includes an exclusive combination of dynamic emotional growth classes, traditional educational options, independent living and relationship development situations, caring and experienced life coaches and mentors as well as real-life work skills opportunities. They will stretch their wings - and fly!



For information
and admissions call
Richard Brimhall

1-800-474-4848

admissions@benchmarkyas.com

Visit our web site at www.BenchmarkYoungAdultSchool.com

feeling of relief. The act is then repeated often enough to become a compulsive behavior and eventually an addiction.

Dodes states that addicts feel prevented from taking the unconsciously desired action that would directly relieve their helplessness, and learn to choose the *substitute* action in its place. The problems associated with the chosen substitute action are twofold: first, the decision to conduct the compulsive behavior only temporarily relieves the feeling of impotence; and, secondly, the compulsively repeated action often has disastrous side-effects resulting eventually in ruined relationships, poor health, interference with effective work and the like.

Dodes points to the statement of many addicts that they feel better the moment they *decide* to take action, concluding that the actual act of alcohol or substance use, gambling, etc., is secondary in importance. He further states that it is not the focus of addiction, such as gambling, drugs, sex, etc., that drives the compulsive action, but rather the individual's internal *psychological need*. As evidence, Dodes points to the ability of many addicts to readily exchange their focus of addiction among different drugs, sex, food or work, and other actions.

While acknowledging that a small minority of

individuals do benefit from 12-step programs, Dodes believes that some of the tenants of Alcoholics Anonymous and other similar programs can actually be harmful to persons struggling to overcome addiction. For example, because Dodes believes that psychological helplessness is the basis of all addictive behaviors, he believes that asking the addict to "admit to his or her powerlessness over addiction" sets the person up for almost certain relapse, making the problem even more difficult to overcome.


Dr. Dodes' model of addiction is seen by many, including Dr. Howard Shaffer, the director of the Harvard Medical School Division on Addictions, as a much-needed breath of fresh air for both individuals dealing with addictions and their therapists. *The Heart of Addiction* is presented in a very readable style, filled with interesting case studies, and may represent a turning point in how addictions are understood and dealt with.

For more information on the work of Dr. Dodes as applied to a specific teen case, see <http://tandemjourney.org/News.asp?NewsID=7>.

The dogmas of the quiet past are inadequate to the stormy present.

~ Abraham Lincoln


Troubled Kids Are Special.
Helping Them Succeed is Our Specialty.



Since 1968, Eckerd Academy has specialized in helping troubled kids turn their lives around:

- Serves boys and girls, ages 10 - 18
- Individualized treatment and academic plans
- Focus on emotional growth and long-lasting changes in attitudes and behaviors
- SACS CASI accredited, licensed, members of NATSAP

ECKERD ACADEMY
Brooksville, FL • Deer Lodge, TN
A program of Eckerd Youth Alternatives, Inc.
A National Leader in Outdoor Therapeutic Programs
800.914.3937 • www.eckerd.org



Universal Intervention
888.975.SAVE (7283)
Worldwide Service 24-7-365
www.universalintervention.com



Unparalleled Experience
Training & Professionalism

Teen Intervention-Transportation (100% success rate)
Young Adult Intervention ** Sober Coach/Companion
Runaway Location (98% success rate)
Extreme Crisis Intervention® (100% success rate)
Thousands of Impeccable References!

888.975.SAVE (7283)
www.universalintervention.com

NEWS & VIEWS...

VIRTUAL SCHOOLS GROWING

(August 17, 2007) eSchool News Online reports that between 500,000 and one million secondary students are enrolled in online courses. Many of these students were struggling in traditional classrooms but are doing much better academics in taking online courses.

HINTON GOES TO TRIAL/ TEEN TESTIFIES

(August 28, 2007) A weeklong trial is scheduled to begin Monday for the Royal Gorge Academy co-founder who faces allegations that he assaulted several teenagers who once attended the private boarding school. Randall Hinton, 32, is set to defend himself against seven counts of third-degree assault and two counts of false imprisonment. All charges Hinton faces are misdemeanors that carry potential jail time, if convicted. Testimony was provided Monday by a former Royal Gorge Academy student who described details of the alleged physical abuse he received on the part of the boarding school's co-director, Randall Hinton.

HIGH MARKS FOR INDIANA 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.

HINTON VERDICT

(September 1, 2007) Canon City, CO. After a six-hour deliberation, a six-person jury found Randall Hinton — the project manager and co-founder of the Royal Gorge Academy boarding school — guilty of one count each of third-degree assault and false imprisonment. However, jurors felt there was enough reasonable doubt to find the defendant not guilty of four other counts of third-degree assault and one count of false imprisonment as the weeklong trial ended late Friday evening.

TEEN GIRLS SUICIDE RATE SPIKES

(September 7, 2007) In a report from the national Centers for Disease Control and prevention, a report showed that female teen suicide rates increased dramatically from 2003 to 2004. The report also indicated that in 2004 there were 4,599 suicides among young people.



Excel Academy

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

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

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

For more information, contact:
Barbara Potignano

800-260-9178 or 936-447-4617



Fulshear RANCH ACADEMY LLC

*A Holistic Therapeutic Learning Community
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	281-313-1908
P.O. Box 1377	281-346-2225
Needville, TX 77461	Fax 281-346-2227

www.fulsheerranchacademy.com

TEENS ESCAPE FROM ACADEMY

(September 20, 2007) Four children, two boys and two girls are missing from the Gulf Coast Academy in Lucedale. Harold Dabel, the school administrator claimed the escape was planned, although boys and girls are kept segregated. Gulf Coast Academy is the most recent name for the teen boarding school. The Rev. Herman Fountain originally founded the school as the Bethel Children's Home in 1988. Student riots, runaways and charges of child abuse have plagued the school, which was closed in 1990, and reopened as the Bethel Boys Home. Later the name was changed to Eagle Point Christian Academy.

TEENS UNPREPARED FOR WORKFORCE

(September 20, 2007) The America's Promise Alliance (the Alliance) released "Under-Equipped and Unprepared: America's Emerging Workforce and the Soft Skills Gap," which finds that America's young people do not have the "soft skills," such as teamwork, conflict resolution, communication and leadership, that are necessary for success in the workforce.

UK VOTERS AGAINST PRIVATE EDUCATION

(September 24, 2007) The Independent Online news reported a poll concluding that "Only 29 percent of people believe parents should have the right to send their children to fee-paying schools." The main reason cited was an aversion to privilege in education.

PUBLIC PAY FOR PRIVATE TUITION

(October 1, 2007) An article in the Boston Globe Online regarding a case before the US Supreme Court regarding public payment for private tuition, reported "special education students placed in private schools at public expense has risen steadily, from about 2,012 pupils in 1996 to 71,082 in 2005, according to the US Department of Education."

ONLINE CHARTERS EXPANDING IN NEVADA

(October 1, 2007) The Las Vegas Sun discussed the rapid expansion of online charter schools in Nevada including the entry of national companies to meet the apparent demand from parents frustrated by the quality of public education and concerned about overcrowded classrooms, bullies and bored children in remedial classes.

EIA CONCERNED ABOUT NCLB

(October 5, 2007) Steve Pines, Executive Director of the Education Industry Association (EIA), Rockville MD, 800-252-3280, expressed concern about a move regarding the reauthorization of the No Child Left Behind national education legislation to limit the role of for-profits in contracting with public education systems. "We simply ask Congress to allow for profit

Continued: News & Views / pg 28

The common idea that success spoils people by making them vain, egotistic and self-complacent is erroneous; on the contrary, it makes them, for the most part, humble, tolerant and kind.

Failure makes people cruel and bitter.

~ W. Somerset Maugham

Cross Creek Programs

"Not Just Programs, But A Solution"

- Residential • Highly Structured • Therapeutic •
- Separate Boy and Girl Programs •
- High Values • Substance Abuse • Year-Around •
- Non-Denominational •
- Youth and Parent Seminars •
- Accredited Junior High and High School Programs •
- Full Psychological Testing Available •
- Community Service & Activities • Loans •
- Warranty Program ••

Call 1-800-818-6228



High Frontier

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

GOALS ARE TO:

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

**PO Box 1325
Fort Davis, Texas**

**432-364-2241
Fax: 432-364-2261**

**800-460-3796
highfron@yahoo.com**

NEWS & VIEWS: Continued from page 27

and non-profit organizations to compete on equal footing for school solutions and allow state and local procurement officials the flexibility to choose the partners that best meets their needs.”

KIDS UNDER AGE 14 BINGE DRINKING

(October 10, 2007) The Telegraph in the UK announced that one in seven of people taken to the hospital in the UK for drinking too much were under 14 years of age.

DIGITAL ‘SMART MOB’ COMING OF AGE

(October 19, 2007) The “Jena Six” protests in Louisiana are the latest and biggest example of how technology-spawned activism is sweeping the country’s young people. Without obvious leaders and based on text-messaging, blogs, etc., knowledge and rumors are sweeping schools throughout the country allowing group activism to flourish at almost an instant’s notice.

...according to our theory the people are wiser than the government. Here the people do not look to the government for light, for instruction, but the government looks to the people. The people give law to the government...

To entrust government with the power of determining education which our children shall receive is entrusting our servant with the power of the master. The fundamental difference between the US and Prussia has been overlooked by the board of education and its supporters.

~ **Brownson**

FREEDOM MOUNTAIN ACADEMY

Work - Study - Adventure

- A fine, traditional education relevant to life in the world today.
- Small classes with one-on-one, personal attention.
- Close-knit relationships between students and teachers.
- A healthy, safe, and structured environment.
- Pleasant private rooms in a rustic yet comfortable lodge.
- Staggered schedules and continual activity that channel energy and enthusiasm in productive ways, producing greater personal growth.

423-727-4905
519 Shingletown Road
Mountain City, TN 37683

www.freedommountainacademy.com

SEEN N’ HEARD...

KNIGHT HEADS WILDERNESS QUEST

(September 17, 2007) Troy Knight, MS, Executive Director for Wilderness Quest, Monticello, UT, 435-459-9223, announced he accepted the position of Executive Director for the Wilderness Quest team. Troy was the Program Director and Quality Assurance Director for Wilderness Quest for the past two years and has worked in the field of behavioral health care for over 15 years. Troy holds a Masters degree in Health Care Administration and has specialized training in Joint Commission standards and compliance.

WIEGRATZ NEW ROGERS OUTREACH REP

(September 19, 2007) Rogers Memorial Hospital, Oconomowoc, WI, 800-767-4411 x573, announced Mary Jo Wiegratz is the new Senior National Outreach Representative replacing Beth Baus who left to pursue a graduate degree at Vanderbilt University.

SUNRISE LAUDS CLINICAL TEAM

(September 23, 2007) David Prior, Executive Director for Sunrise Academy, Hurricane, UT, 435-635-1185, recognizes the clinical team of: Dr. Jack Hinman, Clinical Director, Michele Peterson, licensed clinical social worker and Brad Simpson a clinical social worker. Prior states “Sunrise’s clinical team is in a position of great strength”.

SCHMIDT ADMISSIONS DIRECTOR AT SUWS

(September 24, 2007) Kathy Rex, Executive Director at SUWS Adolescent and Youth Program, Shoshone, ID, 208-886-2565, announced Vincent Schmidt as the new Director of Admissions. Vince began his career as a primary therapist at a youth program in 1995. He then joined Aspen Education Group’s Academy at Swift River as a founding therapist, and worked his way up to become one of the program’s clinical managers. Vince discovered a passion for admissions, and became the Admissions Director at a therapeutic boarding school before joining SUWS.

NEW PROGRAM/ ACADEMIC DIRECTORS AT NORTHSTAR

(September 24, 2007) Sean Fievet, Executive Director for NorthStar Center, Bend, OR, 541-385-8657, announced Scott Fitzwater and Alice Huskey have been named Program Director and Academic Director, respectively. Scott once served as a Case Manager for NorthStar, and most recently as Program Director for SageWalk, the Wilderness School. Alice was promoted to Academic Director upon the retirement of Tina Linden-Levy, having served as an Academic Instructor for four years.

NEW ACADEMIC COMPLEX AT SANDHILL

(September 24, 2007) Linda Zimmerman, CEO of Sandhill Child Development Center in Los Lunas, NM, 505-866-9271, announced the Sandhill Center recently completed construction on a new academic complex for the 2007-08 academic year. The complex includes three new classrooms, additional computer lab space utilizing empirically validated A+ online interactive technology, and a neurofeedback lab.

NEW ECKERD ALTERNATIVE SCHOOL

(September 24, 2007) Tom Denham, Director of Communications for Eckerd Youth Alternatives, Suches, GA, 727-461-1236, announced its newly licensed and accredited outdoor therapeutic program and alternative school, Eckerd Academy of the Blue Ridge, GA, held an open house for the public October 3, and opened October 8.

CARDOZA NEW PRESIDENT OF WAD

(September 25, 2007) Angela Segal, PR Director for West Shield Investigations, Huntington Beach, CA, 800-899-8585, announced Southern California private investigator and business owner Allen P. Cardoza was elected as President of WAD (World Association of Detectives) for the 2008 term. Cardoza is President of West Shield Investigations.

THOMAS NEW ADMISSIONS AT PINE RIDGE

(September 25, 2007) John Thomas, Admissions Director for Pine Ridge School, Williston, VT, 802-434-2161, announced he is the new admissions director for Pine Ridge School, working under the new headmaster Dana Blackhurst. Thomas also announced the "school is entering its 40th anniversary" with an extensive re-evaluation resulting in progressive expansion in both physical plant and academic programs for students with learning differences.

BART STARR TO APPEAR AT ANASAZI GALA

(September 25, 2007) Virginia Robinson, Director of Admissions for Anasazi Foundation, Mesa, AZ, 800-678-3445 x109, announced Legendary NFL quarterback Bart Starr and his wife Cherry will join ANASAZI's Young Leaders to receive the 2007 "Turn for Peace" award at the Gala in November.

CORE SOLUTIONS OPERATES ONLINE PARENT SUPPORT

(September 25, 2007) Randall Cook, Operations Manager for Core Solutions, Winchester, CA, 877-271-4427, announced they were chosen to operate the new online Parent Community for Tipton Academy located in Tipton Kansas. The new online Parent Support Community is solely dedicated to parents who have a child currently enrolled at Tipton Academy.

SUNHAWKS NEW CLINICAL DIRECTOR

(September 26, 2007) Kristen Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, 562-467-5531, announced that David "Davee" Chandler, LCSW, has been promoted to Clinical Director of Sunhawk Academy, St. George, UT, 800-214-3878. Chandler has worked as a therapist for Sunhawk since 2005. In his new role, Chandler will direct the medical and clinical departments, and manage program development and implementation.

ECHO SPRINGS TURNS 14

(September 27, 2007) Echo Springs Study Transition Center, Bonners Ferry, ID 208-267-1111, announced they recently passed their 14th anniversary. Echo Springs has worked with 141 students since its inception in 1993.

TAEKWONDO YELLOW BELTS EARNED BY OPI

(September 27, 2007) Jodi Haines Blinn, Associate Director of Marketing for Optimum Performance Institute, Woodland Hills, CA 818-430-1714, announced one OPI participant and Program Director, Katie Mikolyski, received their yellow belts in Taekwondo from the International Taekwondo College.

BETTON HOUSE CELEBRATES TWO YEARS

(September 28, 2007) Michael Losicco, Director of Betton House, Scranton, PA, 877-723-8866, announced Betton House recently completed its second year of operation as a "sober dorm" for young adults, 18 to 24, making the transition from structured school, program or rehab to college.

CALO TRAINS AT VILLA SANTA MARIA

(September 28, 2007) Nicole Fuglsang, Admissions for Change Academy Lake of the Ozarks (CALO), Lake Ozark, MO, 866-459-1362, announced Landon Kirk and Rob Gent, two CALO therapists, attended an attachment and residential care special training conducted by Dan Hughes at Villa Santa Maria in New Mexico.

SKY VIEW ACADEMY LICENSE SUSPENDED

(September 28, 2007) The Bureau of Services for Child Care, Division of Child and Family Services in Carson, NV suspended Sky View Academy's license. According to the Notice of Suspension, the "suspension is in response to incidences where children in the care of Sky View Academy participated or experienced in sexual or physical assault when a lack of appropriate supervision by staff of Sky View Academy occurred." For more

Continued: **Seen N' Heard/** pg 30

SEEN N HEARD: Continued from page 29

information contact Amber L. Vestbie, Social Services Chief II, Division of Child and Family Services, 4126 Technology Way, Carson City, NV 89706.

LEARNING CLINIC ACCREDITED

(October 1, 2007) Robert A. LeGary Jr., MA, Director of Residential Services for The Learning Clinic, Brooklyn, CT, 860-774-1037, announced The Learning Clinic was granted accreditation by the New England Association of Schools and Colleges (NEASC). This status endorses their diploma and equates their education to Connecticut and New England non-public schools.

SOBER COLLEGE SWINGS WITH TRAPEZE THERAPY

(October 2, 2007) Annika Richards, Director of Public Education for Sober College, Woodland Hills, CA, 800-465-0142, announced a new therapeutic addition to their curriculum this month with Trapeze Therapy. The Richie Gaona Trapeze School, located just two miles from campus, allows individuals to walk a high wire, jump on a large trampoline and learn circus acrobatic skills. Many of Hollywood's stuntmen additionally train at Richie Gaona's school in preparation for an upcoming movie role.

NATUROPATH VISITS CLEARVIEW HORIZON

(October 4, 2007) Tami Gebhardt, Assistant Director of Clearview Horizons, Heron, MT, 406-847-5850, announced Dr. Joshi, a Naturopath doctor included Clearview Horizon in his list of schools to visit during his tour of Residential Programs. He met with some of the students and shared his philosophy of health and healing.

THOMPSON VISITS WOODBURY REPORTS

(October 5, 2007) Holly Thompson, Admissions Director of Hyde School At Woodstock, Woodstock, CT, 860-963-4758, stopped by the Woodbury Reports office to visit.

DISCOVERY SCHOOL OF VIRGINIA FOR GIRLS

(October 7, 2007) Chris Yates, Executive Director of the Discovery School of Virginia, Dillwyn, VA, 434-983-5616, announced their girls' program is now open. The Discovery School of Virginia and the Discovery School of Virginia for Girls serves young people who are experiencing emotional, behavioral, and learning problems.

BENCHMARK COMPLETES TRAINING

(October 8, 2007) Shelley Skaggs, Marketing and PR for Benchmark Young Adult School, Redlands, CA, 714-963-4148, announced the Primary Counselors at Benchmark have successfully completed the "Coaching Young Adults in Program" course and have obtained their International Coach Federation (ICF) sanctioned Life Coach Certificates, specific to coaching young adults in program.

WOODBURY REPORTS EXPRESSES OUR CONDOLENCES TO ETHNA HOPPER

(October 9, 2007) It is our sad duty to report that we were just informed by Educational Consultant Peter Sturtevant that long time Educational Consultant Ethna Hopper's husband, John Gordon Hopper, died on September 26, 2007. He had a brain injury 35 years ago and had spent the rest of his life supported and loved by his wife and children at a facility for brain-injured adults in Charlottesville, VA. That wonderful place is called Building a Bridge Foundation. If anyone has any wish to donate to a charity in memory of John, contributions may be made to the Building a Bridge Foundation, 712 Park Street, Charlottesville, VA, 22902.

MAUTZ JOINS PACIFIC QUEST

(October 9, 2007) Suzanne McKinney from Pacific Quest, Hilo, HI, 808-937-5806, announced Anthony (Toby) Mautz, MSW, is the new Counseling Director. Toby has a BA in Sociology and a Masters Degree in Social Work from Boston College. He worked for a nonprofit Residential Treatment Center for two years in the Boston area, moved to Salt Lake City where he worked on a grant for the public school system, then served as a primary therapist at Aspen Ranch and Aspen Achievement Academy before becoming Clinical Director at AAA in 2003. Most recently, Toby served as Director of Clinical Services for an educational consulting firm, coordinating student and family treatment services.

GROWTH AT SHORTRIDGE

(October 9, 2007) Hannah C. Mariotti, MA, LPC, Director of Admissions and Marketing for Shortridge Academy, Milton, NH, 603-755-3096, announced the completion of an extensive building project with new classrooms, office space, meeting rooms, art studio, yoga/dance studio, workout room, music room and a two story cathedral great room. In addition, she announced that Kay Patch, Psychiatric Nurse Practitioner has joined Shortridge as Clinical Director.



NATSAP TESTIFIES TO CONGRESS

(October 10, 2007) Jan Moss, Executive Director of the National Association of Therapeutic Schools and Programs, Prescott, AZ, 928-443-9505, testified to Congress in the Congressman Miller Hearings aimed at our network. "As the numbers of kids who attempt suicide, engage in destructive and criminal behavior, and fail to graduate from High School rise, concerned parents have turned to therapeutic schools and programs. We are committed to working with Congress, the states, other organizations, and parents to ensure that regulations and legislation provide for realistic and workable therapeutic programs that meet the highest standards of care."

MURRAY LEAVES PROVO/ CANYON CREEK

(October 10, 2007) James Murray announced his resignation as Director of Business Development at Provo Canyon School and the Academy at Canyon Creek, Provo, UT, 413-268-7022. Questions regarding either program should be directed to Brad Gerrard at 801-229-1038.

ESPLIN ADMISSIONS AT PROVO CANYON

(October 10, 2007) Susan Hawkins of Provo Canyon School, Orem, UT, 801-852-1138, announced Brent Esplin, LMFT is the new Admissions Director of Provo Canyon.

CATHERINE FREER RESPONDS TO HEARINGS

(October 11, 2007) Julia Andrick, Marketing Director for Catherine Freer Wilderness Therapy Program, Albany, OR, 208-265-8355, responded to the House Hearings with "We support Rep. Miller and the Education Committee in doing what is possible to eliminate abusive and neglectful programs. At the same time, we believe it is important to preserve viable options for children and families in need of responsible and ethical therapeutic schools and programs. Our program has consistently supported regulations and standards for the treatment industry and we currently hold the highest level of state licensing and national accreditation that is available to us today."

BILL LANE STOPS BY FOR A VISIT

(October 14, 2007) Bill Lane, Founder/ President of Bill Lane & Associates, San Diego, CA, 858-488-5319, stopped by to pick up his T-Shirt and get his picture taken by the Woodbury Sign while in town visiting.

VALLEY VIEW PARENTS WEEKEND

(October 17, 2007) Rick Bulger, Associate Director for Valley View School, North Brookfield, MA, 508-867-6505, announced that Valley View School recently celebrated another Parent's Weekend, with close to 200 parents and other family members

attending. The key speaker was nationally recognized expert Dr. Robert Brooks, who talked about the phenomenon of "resilience" as a component of adolescent development.

FFS NAMES CONSULTING PSYCHOLOGIST

(October 19, 2007) Emmanuel "Mike" Argiros, President of the Family Foundation School, Hancock, NY, 845-887-5213, announced that Mark P. Vogel, PhD, Clinical Psychologist, is a new consulting psychologist at the school. Dr. Vogel, whose practice includes child, adolescent, and family therapy, has worked extensively with educational institutions in the diagnostic testing of children with emotional problems and learning disabilities. He has taught numerous community workshops on parent/teenage relations and child-rearing techniques and is a specialist in alcoholism and substance abuse. His role at FFS will include the psychological evaluation of new students and individual psychotherapy as needed. The school's previous psychological consultant, Dr. Charles Moss, retired in September.

OPI WELCOMES DIRECTOR OF MARKETING

(October 22, 2007) Jodi Haines Blinn, Associate Director of Marketing for Optimum Performance Institute, Woodland Hills, CA, 818-430-1714, announced Sianita Calon is the new Director of Marketing. Sianita earned a Bachelor's degree from the University of Southern California with majors in Broadcast Journalism and Ethical Philosophy, and is currently pursuing a graduate degree from California State University, Los Angeles in Psychology and Counseling.

Strength does not come from winning. Your struggles develop your strengths. When you go through hardships and decide not to surrender, that is strength.

~ Arnold Schwarzenegger



Many Classrooms...



...One Purpose

In the many classrooms of Aspen Education Group - a young person's journey begins.

An Aspen classroom can be found in a sunrise hike on a Utah desert trail. Or in an inspired discussion of *The Sun Also Rises* at a New England boarding school.

Every classroom is different, because every child has different needs. Each personal journey is unique.

So no matter where your child is learning – in the great outdoors or in a more traditional school setting – they have the opportunity to become the extraordinary person they deserve to be – their best self. By helping young people discover themselves, Aspen helps heal families.

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

