

Places for Struggling Teens™

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

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December 2007 - Issue #160

WHO SHOULD CHOOSE?

By: Lon Woodbury



Congressman Miller's hearing on October 10, 2007, was among other things the start of a national government push to impose itself into the decision of where a struggling teen should be placed when residential placement is needed.

Traditionally, the decision of where to place a struggling teen needing residential treatment has primarily been the parents' prerogative. Court decisions have consistently upheld this right and responsibility of parents. The network of private residential parent-choice schools and programs we work in is based on this right and responsibility. The parents hire us, either as consultants or as programs, and we are pledged to do what is right for the children and their families. If the right and responsibility are ever taken away from parents, then our network would either disappear or be radically changed so as to look more like the current publicly funded and regulated schools and programs. Parents would no longer have a say in their children's placement and must accept what public officials decide regarding any residential placement. This radical change is unlikely in the foreseeable future, but once legislation is passed into law, it tends to expand its scope and authority over time.

Unfortunately, some parents either refuse to take on this responsibility when their child is having problems, or are unable to due to death, limited finances, crisis in the family, lack of sense of responsibility, etc. As a consequence over the years, all of the states have established several institutions to provide residential care for children with problems through several different agencies when the parents are unable or unwilling to place their children. For these good reasons, the right and responsibility of parents to choose residential programs are no longer absolute. This is now shared between States and the parents with some national government involvement through public institutions in a complicated mixture. At this point direct federal involvement in the private parent-choice network is virtually non-Continued: **CHOOSE/** pg 3

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SEEN 'N HEARD...

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FTC To Investigate Private Progs.
Timber Ridge Students Graduate
Living Well Director Returns
Spring Lake Ranch Celebrates 75
Yoga At Independence Center
20 Peaks Runners Win State

Ashby Academy Campus For Sale
FFS Debate Team Honored
Pathways Enrolls Year-Round
Gatehouse Parent Publishes Story

Full SEEN N' HEARD/ Pg 28

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

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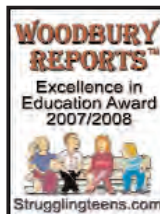
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“Some Children just need to be heard, not cured.”

Lon Woodbury, IECA, MA, CEP, is an educational consultant who has worked in schools and programs for emotional growth, character education, and consulting for parents of struggling teens since 1984. Prior to that, he taught in public schools and was involved in public policy while working for the US Senate and the Executive Office of the President. Lon received his BS and MA degrees from the University of Idaho. His practice includes a referral service for parents and professionals, and the publication of this Newsletter and the **PARENT EMPOWERMENT HANDBOOK™**, a resource of **Places for Struggling Teens™**.

CHOOSE: Continued from 1

existent. It is the parent's responsibility to choose within the range of schools and programs allowed to operate by the States.

It is this status that Congressman Miller seems to want to change and to bring the national government into the mix by introducing some kind of national government jurisdiction over the private parent-choice network of schools, programs and supporting professionals. If he is successful, the parent's ability to choose will be subtly restricted by having to share this responsibility with the federal government as well as with the several States.

This is not necessarily a bad thing! If the legislation that comes out of Congress is wise, if the regulations that are written pursuant to the legislation are sensible and true to the intent of the legislation, if the civil servants hired to administer the regulations are sensitive to the needs of parents, children and parent-choice schools and programs, and if they are effective and do their jobs, then national legislation would be good. One result would be that parents could have less chance of being preyed upon by irresponsible and incompetent private programs.

Another possible good that could come out of national legislation might be a restriction on those States that harass private parent-choice schools and programs. States empire-build by refusing licenses or positive reviews to programs that take only private pay adolescents and are not interested in enrolling State kids. I have heard stories of this empire-building for years, and State empire-building and hostility to private parent-choice schools and programs is one of the reasons there are so few private choices in some States. For an example that happened in Washington State, see *What Happened at Skyland Ranch* in my online archives.

Faith that Congress will get it right and come up with wise legislation that enhances parents' ability to make better choices on placement of their children when needed is very optimistic; some would call it Pollyannaish. An optimistic view depends on a faith that Washington DC will provide better decisions through relying on the "best and the brightest" to make decisions. A look at the track record of Congress is enlightening.

One example is the Health Insurance Portability and Accountability Act (HIPAA) passed by Congress in 1996. Among other things, the problem Congress was trying to fix was to ensure privacy of medical records consistent with competent health care. Every health professional I have talked with, off the record, is either dubious of how it has helped or asserts that

the legislation made the problem worse, partly from the vast amounts of additional paperwork and reporting required from healthcare organizations. From the (off-the-record) comments of health professionals that have to deal with this law, it sure doesn't sound like Congress got it right.

Another example is the 2001 Reauthorization of the Elementary & Secondary Education Act, commonly referred to as No Child Left Behind (NCLB). This legislation is currently the primary consideration of Congressman Miller's House Committee as it is due for reauthorization this year. It seems nobody is happy with this legislation, with the possible exception of the national Department of Education. Criticisms range from claims it undermines real education by forcing teachers to "teach to the test," to being grossly under funded by the national government, to claims it is an excessive intrusion by the national government into a traditionally state-local government and parent responsibility. From the sound and fury over this legislation, six years after passage, and considering American students still are not progressing as fast as those of other countries, it appears obvious Congress hasn't yet got this one right either.

Just because it is conceivable that Congressional action could help parents and their families does not ensure that Congress will get it right. Considering the ham-handed national government efforts in other areas, it more likely will result in a restriction on parents' choice that never could be measured since it would be impossible to count the programs that never start up, or shift to working with legal age young adults. Or, to put it another way, do parents really want the national government as a partner in choosing where to place their teen with problems?

When we are in competition with ourselves, and match our todays against our yesterdays, we derive encouragement from past misfortunes and blemishes.

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~ Eric Hoffer



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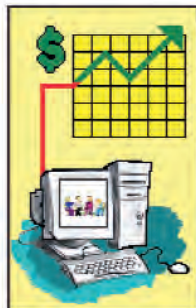
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SETUPS FOR SETBACKS

By Glenda Gabriel

With your child in treatment, it is absolutely essential that you are in alignment with program staff because you are an essential part of the team. From the get-go, seek to become aware of your own patterns of behavior that have contributed to the break down in your family. Continuing those patterns can slow or even sabotage your child's progress. Though the child is the one in a treatment program, parents who actively address this as a family process will set the tone for optimum success. Do you realize you are the most influential person in your child's life? With laser determination, heighten your awareness and accountability as to how you are showing up. Are your choices contributing to or sabotaging your child's success? Be willing to take your own inventory and honestly look at what is working and what is not working towards your goals. You can't change what you won't acknowledge.

The following are a list of issues parents create, often unintentionally, that undermine their child's program.

Time frames: Set any time frame for your child and he/she will be focused on 'waiting it out' instead of issues that demand change. It is critical from the outset that your child hears clearly from you that he/she is there until graduation. Period. Do not waver unless you want to undermine the progress and work in opposition to the staff. If you feel yourself wavering, talk to someone who can really help: a staff member or another supportive parent, but never, ever with your child.

Become a Special Case: Disregarding program protocol will instantly broadcast to your child that since the rules and standards don't apply to you why should they apply to him/her? Ask yourself how that is going to work for you when he/she returns home? Be clear that your child will know the guidelines better than you do and will pay very close attention to whether you follow them or not. It's also taxing on the facility when parents try to operate two programs: the one they enrolled their child in, and the one parents try to create by 'special casing' their child.

Blow off your involvement: An effective and honest program will expect parent involvement: online parent support services, parent workshops/seminars, family conferences, scheduled phone calls or even local parent support groups. Your efforts and your involvement send powerful messages to your child and are key to getting your family back on track.

Negative talk: If you have an issue with the staff or questions about the program, don't discuss them with your child. Doing so will setup blockades of disrespect and resistance, and will undermine authority.

Money references: No way around it, treatment for a child with special needs is costly. There is no benefit in discussing the financial cost, or strain, with your child. For starters, don't expect your child to care or even relate to how taxing it may be on the family. It will not motivate him/her. Rather, he/she often see it as "a way to get back at you" or drag things out so you'll think the program isn't working in the hopes you'll pull him/her early. Bottom line, even references regarding program costs are counterproductive to your child.

Dangle carrots. Comments like "I sure hope you'll be home by Christmas," "we'll buy you something if you make your next level," or "work hard to come home for our family trip to Disney World" are guaranteed to slow your child's progress. You might think it will motivate him/her, but you would be wrong. Your child will merely wait you out. Also stop to think about all the motivational-carrots you dangled prior to placement. If that tactic had worked, he/she would still be at home.

Dissing your Ex. Taking shots at your ex-spouse to your child is destructive. Don't use the details as a means to earn your child's approval. Comments like "I was going to come visit you, but you know how difficult Mom/Dad can be" are inappropriate. Whether your child admits it or not, it is hurtful and distracting. Your child still needs your encouragement to have the best relationship possible with both parents. Most likely your divorce played some part in the trouble your child got himself/herself into. If there's something that needs to be said about the divorce, step out of your own ego with something like, "I am sorry. I can only imagine how tough this has been on you. I hope you never have to experience a divorce personally. Learn and grow as much as you can, so you can do better than we did. Mom/Dad is still a great person and regardless of our differences, we stand united with you in this process."

One last note, setbacks are part of the process of change. Like all of us, your child's most valuable lessons will come via what he/she learned from setbacks and recognizing different choices he/she makes. Your child will naturally create that for him/herself, and it will be valuable. Let your child's lessons be his/her own. Become conscious of your actions and/or words that can sabotage and

Continued: SETUPS/ pg 6

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we as parents and professionals can learn to cast these misperceptions in a different light. Clearing up misperceptions can help alleviate our fears, put our minds at ease and instill the confidence we will need to see our family through a tough but rewarding journey.

As both educational consultants and parents ourselves, we acknowledge the validity of the fears associated with placing our children in the hands of professionals outside our protective home environments and the resulting disruption to everyone's lives. By acknowledging that the decision is not easy, let's look at how each misperception can keep us stuck and unable to make a necessary decision for our children's safety and well-being.

First, usually there is the geographic separation. Rather than focusing on the concreteness of location, we can focus on *what we will be doing as a family during the time* we are geographically separated. The schools/programs with which we work have a strong family therapy component. Therapeutic work is accomplished through letter writing, telephone calls with a therapist, periodic on-site visits, workshops/seminars, and eventually family visits near the school and at home. For most of us, we do not experience or engage in this kind of intentional,

deliberate communication or interactions with our children. Even if they are living at home, attending weekly outpatient therapy, individually or as a family, it is not of the same intensity. In our experience, families get closer emotionally during this time because they are in more frequent and attentive contact as a family. The separation can create a safe, less chaotic space to heal family relationships. It also helps to keep in mind that the time we spend physically away from each other is a short span of time in the bigger picture.

A second concern is losing our children for good. We fear they are going to be so angry with us that they will never forgive us. *We might as well sever all ties now because it is inevitable that they will disown us as parents because of what we did "to" them.* Truthfully, they will probably be pretty angry at the outset. They will probably be angry with us, with themselves, with everyone around them. We can expect their first letter to us pleading to bring them home after a few days—*You have made a big mistake; how could you do this, what were you thinking; I'm not like any of the kids here, other kids are far worse off than I am; I don't belong here because I've changed—really; you'd be amazed at how different I*

Continued: MIS-PERCEPTIONS/ pg 8



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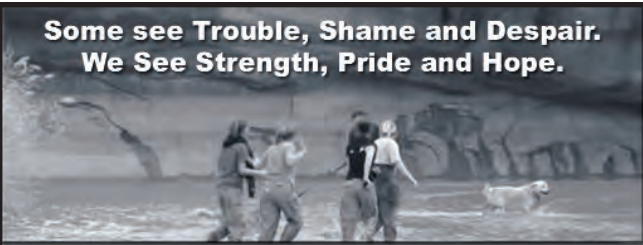

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MIS-PERCEPTIONS: Continued from 7

am; I promise I'll never do anything wrong again. There are times, however, when some teenagers are secretly relieved that their parents did something, because as children they were in over their heads and did not know how to get out or did not know how to ask for help (other than acting out).

As a comparison, if we think about how we as individuals have handled huge disappointments in our lives, all of us were probably initially angry and blamed others or circumstances for what happened "to" us. We felt terribly out of control of our lives and destiny, whether it was getting fired from a job, being rejected for a promotion, getting a divorce involuntarily, or learning that our parents were not going to support us anymore! At the time our situation was devastating. Looking back on those bleak times, most of us are glad that we did not get the job that would have been really wrong for us or that we are free from a relationship that at the time we could not see as oppressive. Teenagers tend to react similarly. Most often, when they have had a chance to examine themselves, recognize their risky behaviors, and the impact their behaviors had on others, they are in a position to say to you, "I don't want to be here, but I know I'm in the right place and I know what I need to work on." The translation is *thank you for being a parent and making a parent decision for me, your child.*

A more accurate way we can frame an out-of-home placement is that this is a gift to our children. Oftentimes, teenagers are screaming, "I need help!" through their acting out behaviors. If we ask ourselves how many children are given the opportunity to focus on themselves 24/7 with numerous professionals several times throughout the day and week or to get their lives on track so early in life, we realize how fortunate children are whose parents hear their cry for help and are in a position to do something that will be life changing. It can be, most often is, a life saving gift.

A third concern is that our children will never come home again. This misperception is rooted in the belief that we are sending our children away "to be fixed." A decision for out-of-home placement is not about identifying a child as "the problem": the person in our family who needs to change, to be different, to alter his/her personality and/or behavior. A more accurate perception is, "This is a family problem." Even though children need to be out of the home environment so they can work on their issues with trained professionals among their peers, the message is, "We're in this together. We have expectations of you and we have expectations of ourselves as we go through this process together." If we go through this

process together, then we end up together. Our children come home reconnected within healthier family relationships. Many parents have told us, "We're so happy to have our kid back." They are glad to have their children back physically. But what they really mean is they are happy to have the child they knew before he or she went so off track.

Parenting is the hardest job any of us will ever undertake in our lifetimes. Making decisions and following through with them on behalf of our children makes sense intellectually, but our emotions sometimes prevail and cloud our understanding of what we need to do now that will have a lasting, long-term effect. If we start from more accurate, realistic understandings, then we can better manage how we feel about the tough decisions we make in our children's best interest. Clearer thinking doesn't make the emotional pull go away, but it can help us to feel as though things are not completely beyond our control and instill a sense of calm in confusing and seemingly hopeless situations. We can rest on the knowledge that we're doing the best thing for our children at this time in their young lives.

About the Author: Betsy Grigoriu, PhD earned a BSE in Secondary English Education (1989), a MA in Clinical Community Psychology (1993), both from Mansfield University in PA, and a doctorate in the field of Educational Psychology (Cornell University, 1998). Dr. Grigoriu currently works for Educational Consulting Services, Ithaca, NY, 607-539-6413, bgrigoriu@gposner.com, www.gposner.com.

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~ Michael E. Berrett, PhD



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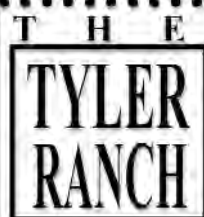
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Visit by Larry Stednitz, October 2, 2007

Family Foundation School is a college prep therapeutic boarding school founded 30 years ago. The school accepts students, grades six through twelve, who struggle with a variety of behavioral, emotional, learning differences and/or substance abuse issues. The middle school is separate from the high school to meet the unique needs of each population. Most students are underachievers with high potential for academic success. Common issues include difficulty relating to family, depression, promiscuity, eating disorders and other compulsive disorders. Approximately 70 percent of the students are involved with substance abuse/ dependency issues.

The School has three overarching and fundamental goals for all students:

- ◆ Maximize academic potential
- ◆ Develop spiritually and emotionally through a 12-Step program of recovery

- ◆ To grow and mature psychologically through the 12-Step program as well as group and individual therapies

All students are expected to participate in a rigorous academic program, and although the school can work with some learning differences, it is important that enrollees are average to above average intellectually. In many ways, the school looks and operates like a traditional boarding school, and boasts of 100 percent acceptance at post-secondary institutions. Students can take a variety of dual credit college courses while in school. The school has a capacity of 240 students and is divided into 8 family groups with an average length of stay being 18-24 months.

Family Foundation School has a rich variety of athletics and other activities as well. The school offers interscholastic sports including basketball, soccer and golf. Girls' soft ball and co-ed cheerleading are also offered. Other important activities include art, drama, photography, hiking, K-9 training, fly-fishing and Boy Scouts. Students may also participate in chorus and often compete nationally with other high schools.

The strong underpinnings of the program are the 12-Steps of Alcoholics Anonymous and this model is



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used for a wide variety of problems. Spiritual development is an important focus of treatment and students are regularly offered organized prayer and multi-denominational chapel services.

In addition to the 12-Steps, the therapeutic milieu includes individual, group and family counseling. The school has psychiatric coverage and those needing medications are monitored by their psychiatrist. Each student completes an abbreviated psychological evaluation and an interview by the clinical psychologist. The school believes the 12-Step model fits well with their cognitive behavioral approaches, with the belief that if you change thinking, behaviors follow. Individual therapy is provided to students intake personnel feel need additional clinical assistance. It is evident that Family Foundation School is making efforts to strengthen the clinical presence in the program.

I joined the students and faculty for a meeting at noon where many students received awards for competitive participation. The meeting is held daily and covers important events coming up in the day, announcements of important times for activities and granting awards/ recognition for achievements. This tradition serves to provide an important structure

and organization for the day and week and helps develop a sense of community.

This tightly run school has a wide range of treatment approaches. During lunch and dinner, the "Family" eats together and participates in what is referred to as Table Topics. The family, consisting of approximately 30 students and 6 staff, eat together each day and address various family member issues. The day I was there, one student who had progressed well recently "shut down" and the family explored with him what was going on and how to get him to re-engage in the community. The approach was respectful and engaging. I am confident that all students there were genuinely involved in the process. The Table Topics serve to provide a powerfully open and engaging intervention.

In essence, all students at the school are involved in two group counseling sessions daily, one at lunch and one at dinner; both incorporate the 12-Steps. In addition to this process, students have specialty groups including anger management, adoption issues, grief, eating disorder, social fears and group therapy on a weekly basis. The students appeared to be fully engaged and treated the opportunity as an important process.

Continued: FFS/ pg 12



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FFS: Continued from 11

Parents must also participate in a parallel program, and are required to attend six 12-Step meetings before they take their student off campus. In addition, they are provided Family Group Counseling, Parent Seminars, support groups and on-line support from other parents.

This 12-Step driven school has a well designed positive peer support model. The system is developed to help each student hold others accountable for their behaviors. Students serve as buddy, shadow and junior sponsors, laying the foundation for the positive peer support. For example, upon enrollment each student is assigned a student "buddy" who helps the new student understand the culture and expectations. The new students are also assigned a student sponsor and an adult sponsor, providing ample opportunity to learn what is expected.

Two students who had been at the school for several months toured me around campus. Both students felt the school was very helpful for them. It was clear they had explored their "higher power" and that this was important and central to their progress. Both students acknowledged that it took several months for them to fully understand the need for them to stay at the school until completion. The students knew all of the 12-Steps and were able to tell me what each one meant and why it was important to them. Additionally, they talked about the school's "Absolute" truths: Honesty, Purity, Unselfishness and Love.

I thought Family Foundation School was well organized and thoroughly understand the effectiveness of the 12-Step model combined with traditional therapy. They capitalize on a rich academic experience and extra-curricular activities needed to help young people exchange negative behaviors, by immersing themselves in life affirming activities.

The school is registered with the NY State Board of Education and accredited by the Middle States Association of Colleges and Secondary Schools. They are approved for international students as well.

When we long for life without difficulties, remind us that oaks grow strong in contrary winds and diamonds are made under pressure.

~ Peter Marshal

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]

ECKERD ACADEMY OF BLUE RIDGE

Suches, Georgia

Tuyet Case, BS - Referral Relations Representative

800-914-3937

TCase@Eckerd.org

www.EckerdAcademy.org

Situated in the Blue Ridge Mountains of northern Georgia, Eckerd Academy of Blue Ridge was originally founded in 1996, and was re-opened for private pay clients in October 2007. The Academy is a licensed and accredited outdoor therapeutic program and alternative school for students ages 10 through 17. It is designed for adolescents with low self-esteem, drug and alcohol abuse, school suspension or expulsion, negative peer pressure, defiance of authority, depression and confrontational behavior.

The program specializes on “Educationally Challenged Children” who may have difficulty with one or two academic subjects, is on the “borderline” with a learning disability and is unable to succeed in a regular classroom setting. The school features traditional academics and focuses on students with special needs, who may be missing the basic building blocks in their education by helping them “get caught up” in their core classes. State certified teachers utilize “Classworks,” a diagnostic/ prescriptive reading and mathematics curriculum that lets students work at any level, including advanced placement courses.

Students also participate in numerous experiential trips, including visits to museums and the symphony, nature hikes, mountain biking and an extensive seven-day canoe trip.

Eckerd Academy of Blue Ridge is affiliated with the Georgia Department of Education, the Southern Association of Colleges and Schools, Secondary Commission – Council on Accreditation and School Improvement (SACS CASI), Council on Accreditation of Services for Families and Children, Inc. (COA), and the National Association of Therapeutic Wilderness Camps (NATWC). The Academy’s Director is Tim McMahon; Clinical Director is Grafton Lamb, LCSW, and Academic Director, Ron Swiftek.

[The information for Eckerd Academy of Blue Ridge came directly from their website and from their brochure.]

SecondNature Wilderness Programs

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

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

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PENIKESE ISLAND SCHOOL

Woods Hole, Massachusetts
Pamela Brighton – Clinical Director & Referral
Information
508-548-7276 x 205
pbrighton@penikese.org
www.penikese.org

Penikese Island School is a small, surrogate family home for boys 15 to 18 years old that have repeatedly been unable to succeed in community settings and conventional treatment programs. Boys also generally come from broken homes. Average length of stay is 9-10 months, although the program does operate year-round.

The school has no household electricity and minimal indoor plumbing. Its buildings are heated with firewood the students chop themselves, and kerosene lanterns provide light at night. In keeping with the school's rustic atmosphere, Penikese students do not watch television, nor are they allowed personal radios, Walkmans or other electronic games or gadgets.

Students attend school six days a week in a one-room schoolhouse. Certified teachers guide students through a curriculum that emphasizes math, reading and writing. Students earn academic credit just as

they would in any school. With a two-to-one student-to-teacher ratio, the amount of individual attention given each student is substantial.

Penikese also provides clinical services including individual and group counseling. A method called "Communication without Violence" helps reduce the motivating factors behind acts of crime. Therapy also includes family support and intervention, substance abuse treatment, and if needed, psychiatric consultations.

Penikese uses a point system that targets behavioral abilities essential for growth and change. Students are rewarded with pay for each point earned. Acceptable behaviors and positive choices are reinforced with privileges including home passes.

The Penikese Island School was established in 1973, as a private, independent and Massachusetts-accredited Chapter 766 secondary school. It is a tax-exempt 501(c)(3) organization. Toby Lineaweaver is Executive Director of the program, Linda Navarro is Aftercare Coordinator, Pamela Brighton is the Clinical Director and David Ellison is the Special Education Coordinator.

[The information in this New Perspectives came from the Penikese website.]

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www.turningdranch.com

Turning D Ranch (formally known as TurnAround Ranch LLC, originally founded in 2004 by Sean and Denice Thorn) is a small facility for young men ages 12 to 17. The program is designed to address negative behavioral issues, which may include experimentation with drugs and alcohol, self-sabotaging, lack of motivation, low self-esteem, defiance and/ or manipulative behaviors.

Residents at Turning D Ranch attend group therapy on a daily basis. Therapy sessions are tailored to address specific issues and needs, allowing the students the opportunity to challenge old beliefs and logic, identify negative patterns and learn effective communication and listening skills. Western Montana Mental Health Center provides therapy services, as well as two therapists on staff for traditional and equine therapy.

Academic programs are designed for each individual through an accredited private school, providing courses and credits that are transferable. Students

may also follow an independent study program through their school district, which can be monitored by staff members. As students maintain consistency with the program, transitioning to the local public school is available as an alternative.

In order to participate in structural building projects which include a new bunkhouse and outbuildings on the ranch, students must keep up and maintain their academics. The young men learn teamwork and communication skills, along with basic carpentry skills. Students participate in several outdoor activities, utilizing the natural wilderness of the area. These activities include backpacking, camping, hiking, river rafting and swimming. Karate, taught to the young men individually by Grand Master Dave, teaches them self-discipline and trust.

[The information on Turning D Ranch came directly from their website.]

I have found the best way to give advice to your children is to find out what they want and then advise them to do it.

~ Harry Truman

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Greenbrier Academy is a therapeutic boarding school that integrates personal discovery, character development and academic excellence. Founded September 2007, Greenbrier is specifically designed to assist young women, grades 9-12, in their academic development and self-confidence.

Upon enrollment each student joins a team, which consists of a licensed therapist, academic advisor and nine other students. Students work together as a community, learning how to support one another and discovering unique ways of expressing their talents.

Students participate in academics both inside and outside the classroom through experiential and project-based curricula. College-prep curriculum includes English, Humanities, Science, Mathematics, History, Technology, Performance, Art, Music, Physical Education and World Languages and Cultures. They also engage in a wide variety of extracurricular activities.

Counselors and mentors work closely with students, providing support, encouragement and challenging them to look beyond themselves for meaning and understanding. Additionally, students learn the value of embracing an altruistic life purpose and have the freedom to embrace their personal relationship with a higher power. Students have weekly one-on-one sessions with licensed therapists and are involved in group discussions. These discussions help to resolve daily interaction issues, as well as individual issues concerning body image, addiction, peer influences and family relationships.

A unique component to the program is the opportunity to interact and work with an array of falcons. Students who exhibit an additional interest in the ancient art of "hawking" will have the opportunity to participate in Falconer's Club, where girls learn how to train and care for birds of prey and work towards licensure as a falconer.

Greenbrier Academy is licensed by the West Virginia Department of Education. The CEO and Headmaster of Greenbrier is Benjamin Hill, III. L. Sheffield, is the Academic Director, and the Clinical Director, Ron Schwenkler, co-developed and facilitated the Alldredge Academy After Care program.

[The information for Greenbrier Academy came directly from their brochure and website.]



TRANSITIONS
Of Galveston Island

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EXTENDED INSIGHTS...

SOBRIETY GROWS IN TREES

Wilderness Therapy Continues to Gain Credibility

By: Kevin Riley LCSW, CADC, Clinical Director

Albany, Oregon

800-390-3983

www.cfreer.com

The staff and adolescents who spend weeks in beautiful wild places working together have long known the power of substance abuse treatment in the wilderness. Parents who meet their children with dirty clothes and sparkling eyes can attest to its effectiveness. Nevertheless, some addiction professionals and funding bodies have been skeptical about treatment that takes place under open skies.

Wilderness therapy is often confused with recreation or leadership focused "Outward Bound" type programs that do not directly treat substance abuse. Also, some people may be worried about harsh, military style "boot camps" that bully kids into superficial compliance.

There is a growing awareness that the better wilderness programs use much of the same clinically sound and evidenced based practices as traditional "bricks and mortar" treatment facilities. They have master's level and state certified counselors who create detailed and individualized treatment plans. These counselors provide psychological-educational groups and process groups for the clients along with intensive individual sessions. Also, family involvement is made a priority. A couple of programs have even gone through the rigorous process to become accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO).

The difference in an outdoor program is that the groups take place under a star filled sky huddled around a glowing campfire. The adolescents spend the days challenging their minds and bodies by hiking or whitewater rafting. And they are far from the familiar scenes that keep them in familiar mindsets.

In a wilderness therapy program, clients spend the majority of their time outside, in a natural area, far from urban or suburban life. They are given the equipment and taught the skills that they need to flourish in that environment and then held accountable for putting in the effort. Usually clients carry all their belongings in their backpacks and hike with the group to a new campsite each day. They cook over an open fire that they have built without matches or lighters. Therapy groups usually take place at lunch or after dinner but individual sessions are happening all day long. The counselors are talking to the kids as they hike beside or while helping to cook dinner. This type of informal process helps to reduce typical teen defensiveness about walking into an office to be "therapized."

Continued: SOBRIETY/ pg 18

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SOBRIETY: Continued from 17

In 2003, a national non-profit organization, Drug Strategies, that studies and promotes “more effective approaches to the nation’s drug problems,” released a publication that surveyed and assessed adolescent drug treatment programs across the country and identified nine key elements of effective adolescent drug treatment. These elements are:

Assessment and treatment matching
Comprehensive, integrated treatment approach
Family involvement in treatment
Developmentally appropriate program
Engage and retain teens in treatment
Qualified staff
Gender and cultural competence
Continuing care
Treatment outcomes

Among the organizations assessed, a wilderness therapy program was chosen as a “promising” program, identified as having strengths in all nine elements.

Specifically, Drug Strategies said that this wilderness therapy program managed to engage and retain clients by providing “strong therapeutic alliances with most participants by having the field staff live with teens throughout the three weeks of a trek.”

Also, the program was identified as being “developmentally appropriate” in that it uses the wilderness to provide lessons in a “hands-on” fashion


and uses nature to provide natural consequences. Furthermore, the program offers a “comprehensive, integrated approach” to treatment by incorporating nature, which “provides an inspiring background” for discussions about the spiritual aspects of the 12-Step approach (Drug Strategies, 2003).

More importantly, clinical research has been published that confirms the efficacy of the wilderness treatment modality. The Outdoor Behavioral Healthcare Industry Council (OBHC) was formed in 1997 and to date includes ten programs that provide wilderness-based treatment to adolescents. Its purpose is to develop and promote standards for these types of programs.

OBHC teamed up with Dr. Keith Russell, an assistant professor and researcher now at the University of Minnesota, to conduct an outcome study of clients at the programs and determine the effectiveness of the treatment.



The 2001, 24-month study questioned clients and parents at admission, discharge, and at 12-months and 24-months following discharge. The assessments found:

◆On the Youth Outcome Questionnaire, which considers behavioral, emotional and substance abuse issues, clients admitted to wilderness treatment programs score near to those admitted to psychiatric hospitals. At discharge, they score



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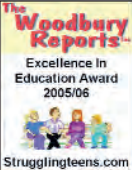
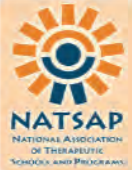


For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded **Optimum Performance Institute** in 2004 to meet the needs of these young adults, ages 17-25.



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just outside the normal range for community adolescents, and at 12 months, they maintain those gains.

- ◆ 80 percent of parents and 95 percent of youths perceived the treatment as effective.
- ◆ 24 months after discharge from the wilderness program 83 percent were doing “better” and 58 percent of the youths were rated as doing “well” or “very well” by their parents
- ◆ While 62 percent of youths had used some substance in the 24-month period following discharge (a percentage similar to more traditional adolescent treatment facilities), most of the youths were reported to be doing “well” in school and to have improved communication with their families.
- ◆ About 85 percent of the clients were treated for significant substance abuse issues. Of those, 27 percent reported being abstinent since treatment (at 24 months) while 15 percent continued to have a “significant struggle” with substance abuse.

The results from a second major study assessing the degree to which wilderness therapy influences motivation to change are expected in the coming year.

You cannot quantify the power of a red-tailed hawk soaring and shrieking above an afternoon group. It is difficult to develop an outcome study to measure the confidence boost of climbing to the top of a windswept ridge. However, as wilderness therapy continues to

become more recognized and as more evidence lends more credibility to this therapy as a proven effective adolescent substance abuse treatment option, hopefully addiction professionals, insurance companies, and other decision-makers will help make it possible for more teenagers to experience this unique healing option.

Resources

- Russell, Keith. (2004). *Two Years Later: A Qualitative Assessment of Youth Well-Being and the Role of Aftercare in Outdoor Behavioral Healthcare Treatment*. University of New Hampshire
- Russell, Keith. (2001). *Assessment of Treatment Outcomes in Outdoor Behavioral Healthcare*. University of Idaho – Wilderness Research Center
- Drug Strategies (2003). *Treating Teens: A Guide to Adolescent Drug Programs*. Washington, DC.

About Catherine Freer: Since 1988, Catherine Freer’s therapeutic wilderness program has provided thousands of troubled adolescents with the tools necessary to address behavioral and emotional issues and to make a new start. The program serves more than 300 adolescents annually. Catherine Freer is licensed by the state of Oregon as both a substance abuse and mental health treatment program, and operates under Oregon’s innovative Outdoor Youth Program guidelines. Freer is accredited by JCAHO, is a founding member of the OBHC and NATSAP. For more information, please visit the web site at www.cfreer.com or call 800-390-3983.

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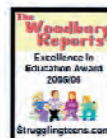
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AFTERGLOW

(For privacy reasons, the name of the author and her parents are on file at Woodbury Reports Inc.)

I remember the morning that I was taken to the mountain. It was New Year's Day, 2003. The escorts were in full uniform, handcuffs dangling from their navy blue pants and shiny black boots stomping in the hallway. I sat up in bed and nearly screamed. They told me they were taking me to look at a boarding school because I needed help with my behavior. I was literally dragged kicking and screaming from my weeping Mother and put in a van. I tried to pull on the door. "If you keep doing that, we'll use these." One of them told me, dangling the silver handcuffs in my face.

Why me? I was the typical product of an LA divorce, spinning out of control at the age of 13. I didn't see anything wrong with my household behavior. I did anything I wanted, staying out all hours of the night with Hollywood drifters and misfits. I had been locking myself in my room for days trying to figure out who I was and where I was going. I had completely lost sight of my innocence. My Mother sent me away to an 'emotional growth boarding school' in the mountains, where all of my freedoms were stripped from me. When I arrived they took my ID photo and sent me to my dorm, where I cried for hours.

When people discuss their time in Junior High, they describe it as a stepping-stone into a new chapter and a time of self-evaluation. During adolescence, we are so vulnerable and sensitive to our surroundings that the slightest adjustment of scenery can send us into complete panic. I experienced this on an extremely high level. The first few months of my stay, I would sit up in bed and wail all night long, begging for comfort I knew I'd never find in this strange place.

The students at this boarding school had come from peculiar situations, each differing in content and background. We were all haunted by a tormented past and were required to share these painful issues with each other. I was appalled by some of the stories I heard. There were confessions of severe child abuse and rape and disclosures filled with blood and deceit. All of the people sharing these life events were between the ages of twelve and fifteen.

As time passed, I became more anxious and overwhelmed. I realized that I needed to channel the feelings and memories that were rising to the surface like oil over water. I was made to attend multi-hour groups of intense emotional exercises. At one point, in an overnight group, I was made to sit directly across

from a stranger and scream insults in their face. I was told it was to relieve my anger, but I only left feeling sick inside.

One day, I was sitting on my bed with a blank piece of paper in front of me. When I picked up the pen, it became clear where my feelings were going to be channeled during the remainder of my stay at my program. The lines on the paper that were once blank were now a doorway to my thoughts and deepest emotions. During the events leading up to placement, I thought I was as free as a bird. Through my writing I could see clearly that I was actually caged in my own existence, gasping for air in my hellish existence that I called "freedom".

Although I had discovered a solid way to channel my emotions, I had hit a brick wall in my emotional growth program. I was refusing to move forward and carry out the things the staff members asked of me. In group therapy I was closed off and refused to engage. I did not see their methods of self-development as beneficial in my life. I recall sitting in various one-on-one meetings with staff members and countless hours on speakerphone with my parents. They were begging me to move forward and accept the completion of the program as my fate. I was growing weary of having people tell me what to do. The only place I was free was in my writing and music.

Giving into a bogus system seemed like it contradicted all the values I had attained as a 15-year-old-girl. I was convinced that I was going to stay the way I was for the rest of my life. Then one day, I was asked to sit in a hard, dark brown, single person desk and told to go outside and find a rock between twenty and twenty-five pounds. Confused, I walked outside the main office building and found a large, jagged rock sitting next to a pine tree stump.

My arms dangled below my waist as I nearly dragged the rock inside. I dropped it in the staff member's hands and she told me I was going to carry this rock wherever I went. I was put on a "restriction". She handed me my restriction folder and told me to sign the agreements. I was shocked and appalled by the fact I had to carry around a heavy rock wherever I went. I found it to be humiliating and cruel. Reading my agreements was even more shocking. I was not allowed to smile, laugh, talk to anyone my "team leader" didn't approve. I had to sit with a "support" at every meal and sit at the back table. In group therapy I was to talk every time, and accept harsh feedback about my uncountable faults as a human being.

Continued: **AFTERGLOW/** pg 22



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AFTERGLOW: Continued from 21

I was on this restriction for over a month, the whole while wondering what significance the rock had in my life. I wasn't allowed to have my own private books or writing and was punished if I was found writing outside of my restriction book. It was necessary for the staff to see my every hidden thought. The time I was unable to spend as my own person was completely intolerable. For the first time in my life, I was forced to face myself without any distractions. I started to think that I was a useless space on the planet and I would never be able to function in society.

It was also at this time that I began to look back on the events leading up to placement and accept the fact that my behavior was bizarre and unreasonable. I realized that the things I had been putting my family through were completely unnecessary and I was being extremely selfish. The rock represented what guilt and shame I was unable to get rid of in my life. The intense series of emotions I felt were unexplainable. Looking back on journal entries, my mind was going wild. I shamed myself for being so blinded by selfishness and for the fact that the only way I was able to realize the state of my heavy burden was to physically feel it.

After I was let off of my restriction, my outlook on life completely changed. I began to appreciate things at a new level and was writing more music and poetry than

I ever had previously in my life. A single rock created a spark of creativity I have never been able to relive. A single rock had taught me so much about empathy, endurance and tolerance.

In 2005 my program abruptly closed and I wasn't able to say goodbye to many of my close friends. I then transferred to an amazing art school in Ojai, CA, where I was finally free to express myself the way I really wanted to-through the arts. During my year and a half at school, I was able to process the endless trauma I felt at my program in the beautiful Ojai Valley. I even reconnected with some of my closest friends there. Sadly, poor health conditions steered me back to Los Angeles, where I currently reside.

Currently, I am a Senior in high school. More than ever, I am thinking about my rock and what it did for me. It helps me cope with the cruel behavior of others and reminds me to have good intentions in my actions, no matter how much pain I have in my heart. Although I constantly feel unaccepted and ostracized amongst my new peers, it doesn't bother me. I have a blank piece of paper and many things to write. I have an empty canvas and many things to paint. I have a future with endless possibilities and I never have to carry that rock ever again.

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

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TAKING LICENSING TO NEW HORIZONS

By Jacqueline Danforth, Ex. Dir.
New Horizons for Young Women
Springfield, Maine
800-916-9755

rhywed@earthlink.net
www.daughtersatrisk.com

My family was in show business and, years ago, they took me to a Broadway musical in which the lyrics of the show-stopping song went something like this, "I am what I am. I bang my own drum. Some call it noise. I call it music." I recall these lyrics because anyone who knows me describes me as a person who bangs her own drum and, sometimes, I can be noisy. I question authority, especially when I feel it does not seem valuable or necessary.

This brings me to the much discussed questions these days of licensing and designated standards. It may seem odd that I, who believe so much in independent thinking, feel that licensing for therapeutic programs is both valuable and necessary. Let me explain.

I believe that being a former student of Rocky Mountain Academy, an emotional growth school, has

been the biggest gift of my life. Rocky Mountain Academy (which is now closed) was formed and run by some wonderful, creative and "outside the box" thinkers. These people were visionaries looking for alternative ways for kids to grow and learn. It was a program with strict rules and regulations. I fought a great many of them, but when I was there, I knew that the people into whose care I was placed deeply cared about me and my growth. Fifteen years later, I found myself in the same industry that I, as a teen, fought tooth and nail not to be part of.

Now, older and somewhat wiser, I myself am running an outdoor emotional growth therapy program. It is called "New Horizons for Young Women." It is small in size, but large in commitment and integrity – a nine week program, only for girls age 13 to 18. We have 31 employees. It is not a boot camp nor a punishment program, but rather a structured environment in which young girls can grow in self esteem and responsibility. We have licensed therapists as well as wilderness instructors who believe in emotional growth. In short, I wanted to have, what I call, a therapy meets emotional growth environment. Some people had an issue with this philosophy because they felt one couldn't combine "regulated" professional therapists with "out of the

Continued: **NEW HORIZONS/** pg 24

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NEW HORIZONS: Continued from 23

box” self-help thinkers. But I felt that they could compliment each other and that the goals of both were the same; to help youngsters become healthy, not just physically but emotionally.

I understood that being in a business with living arrangements and employed therapists, I needed to have state licensing. I researched the existing licensing departments and realized that our philosophy didn't fit into any one license. I then made choices. I found the closest Department of Human Services license and applied. I then went to the Department of Mental Health and talked about what the role of our therapists was. At first, the various licensing departments could not understand just what our program was all about. There was a lot of work ahead for us to explain to the licensers what our goals were. Still we felt licensing was important because it gave guidelines to our program and reassured parents that I, myself, and the program were responsible.

Thankfully, the State of Maine worked with us. They realized we were not perhaps like other programs that existed, but that we could still qualify for licensing. We then obtained the two different licenses: one with the Department of Human Services and one with the Department of Mental Health. Both licenses were both logical and helpful. They dealt with issues of confidentiality to keeping things sanitized and emergency drills. These regulations did not affect my creativity or that of our staff. In some ways, they gave us more peace of mind to expand our creativity. We were very happy and reassured to receive both licenses.

After a few years with our two licenses, I felt the company was doing great things. But the more connections we made in the professional mental health world, the more I felt like society was asking me to prove it. Now that I realized that the licensing didn't hinder the philosophy, I felt we would benefit from a national accreditation.

I carefully researched two national accreditation organizations and decided to be under the umbrella of the Commission on Accreditation of Rehabilitation Facilities, known as CARF. I must say, I didn't know quite what I was getting into. CARF has very specific “core standards.” They scrupulously examined our day to day program as well our general philosophy. I had long reports to write and a major financial commitment. CARF also sent representatives to visit our program. At first, when I felt the strong arm of authority, I all but rebelled. But in getting prepared for the first CARF survey, I had help from our friends at the Three Springs program. When I said, “What do

I need this for?" they patiently explained how it would help our program. We did our best to show CARF just what a good, reliable and responsible program New Horizons is.

At first, CARF gave us accreditation for just one year. But after two years, we obtained the three-year accreditation. We are very proud to have this accreditation.

The reason I am writing all of this is to say that, although I consider myself independent and usually against all the red tape and bureaucracy, I feel our licensing has enhanced our confidence, that we are doing the right thing and, just as important, reassures the families of our girls that we are careful and responsible. These are no small matters.

The lessons I have learned through all this is parallel to my own life lessons and to the philosophy of New Horizons for Young Women:

- ◆ Standards and boundaries give you guidelines, which alleviate anxiety.
- ◆ When you alleviate anxiety, you have more energy for creativity.
- ◆ People have respect for others with standards and boundaries.
- ◆ Conforming does not mean giving up your own standards or boundaries.
- ◆ When authorities you must deal with know that you have qualified licensing, they are more apt to listen to you and to "hear" you.

In summary: I feel that our licenses and accreditation minimize risks and better prepare us for difficulties which may arise in programs and schools which deal with children at risk. They do not interfere with personal growth. They certainly have not interfered with mine but have, instead, helped me and my dedicated staff to grow and understand the complexities of the work we have chosen. I still bang my own drum but, with the help of others, the drum beat is getting louder and may indeed even lead to a glorious crescendo.

When an adolescent (or a person of any age, for that matter) begins to avoid his old friends and activities, it means that he is under a great deal of inner tension and should have psychiatric help.

~ Dr. Benjamin Spock

CLAN OF THE HAND

Third Honors Program Held by Redcliff Ascent

By Judith E. Bessette

As the sun set and the cool night began to unfold in the high desert area near Enterprise, UT, five men began playing drums – a selection entitled *Djabe* – signaling to those who had assembled that the third *Clan of the Hand* ceremony was about to begin. The *Clan of the Hand* is an honor society designed to recognize men and women who have made a significant contribution to working with troubled youth in a wilderness setting.

The evening activities were centered at the Outpost, a special place RedCliff has built for teaching outdoor skills to students as well as a place to hold ceremonies like their End of Trail graduation programs – and unique programs like the *Clan of the Hand*.

Guests followed the drummers, led by Clinical Director Dan Sanderson, PhD (Dr. Dan to those who know him) and were seated around a roaring fire in a pit at the Outpost's outdoor amphitheater. In a moving ceremony, George Church and Ken Stettler joined 2003 honorees Doug Nelson, Larry Dean Olsen, Ezekiel Sanchez, Larry Wells and David Wescott and 2005 honorees Kay Harris and Keith Hooker as the newest members of the *Clan of the Hand*.

While most of those previously inducted are well-known names in the outdoor and therapeutic world, this year's honorees share in being more behind the scenes – but every bit as important to the wilderness movement as their fellow *Clan* members.

George Church was one of the original four partners that breathed life into SUWS, managing the fledgling business's finances and recruiting its first students. His work is all the more remarkable when you realize that his only outdoor experience was a ten-day Winter Survival Course he completed while in the Air Force! George's son Brian, who accepted the honor on behalf of his Dad, continues the family tradition of working in the therapeutic world to improve the lives of troubled teens and their families.

Ken Stettler spent 30 years with the State of Utah Department of Human Services, working both directly with troubled youth and in administrative capacities. Ken worked tirelessly to get state standards passed in Utah that protected children in outdoor programs while insuring that the rules were

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such that programs could still operate. Ken has offered advice and counsel to several other states – demonstrating his continuing commitment to properly and safely operated wilderness therapy programming.

Following the introduction of the honorees and a response from Brian on behalf of George and one from Ken, they joined Scott Schill and other *Clan* members in the showplace of the Outpost – a replica of a Chaco Era Kiva – for the induction ceremony. The Kiva is an amazing underground structure – built recently by staff and students from RedCliff Ascent using the same techniques Native Americans used over a thousand years ago. Ken’s handprint is now on a special tile in the Kiva and George will be placing his handprint there soon.

In an interesting juxtaposition of history and technology, the “tech guys” at Redcliff were able to hook up a closed circuit camera and monitor so those of us around the fire pit could watch the ceremony in the Kiva and hear all that was said. New *Clan* members were greeted with hugs, handshakes and even a few tears as they emerged from the Kiva. The drummers who had called the *Clan* members to the Kiva with *Yankadi* signaled the end of the evening by playing *Dibon*.

Scott Shill, Field Director at RedCliff Ascent, was the driving force behind building the Kiva and the *Clan of the Hand* is his brainchild. Scott’s own words best sum up the evening. He recently wrote, “Almost 20 years ago, I came out here to join the field staff. One of our drivers was taking me out on my first trip and he stopped at an overlook so I could take in the view. Having grown up in Tennessee, all I could see then were rocks, sticks and some bushes. A year later, I returned to that same overlook and this time, I saw food, tools, fire, shelter, medicine – but most of all, I saw healing. That is what the *Clan* ceremony is about...honoring those that have recognized that healing potential.”

About the Author: *Woodbury Research Affiliate Judi Bessette, EdD, who wrote this article, had the pleasure of being present at The Clan of the Hand Honors program on September 29, 2007. You can reach her at 414-581-9146 or at judib@wi.r.com.*

Credit cards today are the tools of instant gratification. Unfortunately the end result is delayed trauma, when the bills arrive.

~ Robert T. Kiyosaki

DISPELLING MYTHS IN DISTANCE LEARNING SCHOOLS

By Doug Covey – CEO Blueprint Education
Phoenix, Arizona

Helping parents find the truth in distance learning providers:

When a distance learning school is recommended, parents need to rise above the common myths associated with such schools. With so many distance learning options, parents are often confused on where to get started.

To know the difference between a distance learning school and a traditional school, parents should first dispel the seven myths and find the truth in distance learning providers.

Myth #1 – Distance learning courses are easier than traditional courses.

On the contrary - distance learning courses can prove more challenging depending on the students’ learning style. A student in distance learning school must be self-motivated and goal-oriented.

Myth #2 – Distance learning students do less work than traditional students.

There are circumstances when distance learning students complete courses at a faster rate than traditional students. This does not necessarily mean they are doing less work. The learning environment in a traditional school is dramatically different; transition periods, breaks, classroom management are just a few interruptions in the course of a day for a traditional student. If the learning environment is the same for both learners, course work will likely be completed at the same rate.

Myth #3 – Distance learning schools are as expensive as private schools.

Prices vary. Some schools have semester tuition rates which include books and materials. Others charge tuition plus additional fees per course. Student needs (a credit or complete course load) will determine the costs. Parents should ask what is included in the tuition cost regardless of private or distance learning schools.

Myth #4 - Distance learning students don’t get enough socialization.

Most distance learning students are involved in a wide variety of outside activities; they interact

with a broad spectrum of people and make positive contributions to their communities. Experience has shown that distance learning students are well socialized and able to make lasting friendships across age and cultural divides.

Myth #5 – Distance learning credits won't transfer to traditional high schools.

Each year, hundreds of public and private schools seek accreditation. Accreditation is a voluntary method of quality assurance developed years ago by American universities and secondary schools. The goal of accreditation is to evaluate, verify and improve each school's quality. As long as the school is accredited, the credits should be able to be transferred.

Myth #6 – Struggling or troubled teens only take Distance Learning courses.

Distance learning schools focus on all types of learners for a variety of reasons: credit recovery, credit acceleration, schedule conflicts to name a few. Students might be professional athletes, accelerated learners, home school students, struggling teens, actors/actresses and even adult learners.

Myth #7 - Colleges won't accept diplomas from distance learning schools.

Students who have completed their work through a distance learning school have had and will continue to have their diplomas accepted by colleges around the country. In order to be widely accepted, a diploma must come from a distance learning school that is accredited from one of the six regional accrediting commissions. As long as this is covered, colleges will likely accept diplomas from distance learning schools in the same manner they accept diplomas from traditional schools.

About Blueprint Education: *Blueprint Education is a non-profit organization that has helped students succeed since 1969. Services offered include distance learning, curriculum design and alternative education. Blueprint Education's programs and courses meet the high quality standards of the NCA Commission on Accreditation and School Improvement, CITA, and the NCAA. For more info call 800-426-4952 or visit www.blueprinteducation.org.*

Personality is what seems to be.
Character is what you really are.

~ Alfred Armand Montapert

NEWS & VIEWS...

TAXES PAY DISABILITY TUITION

(October 27, 2007) As of 2005, more than 88,000 disabled students were educated in private settings at taxpayer expense, an increase of 34 percent over a decade, according to the National School Boards Association. School districts often acknowledge they cannot provide an adequate education and willingly pay for private tuition.

AUTISM GROWTH CHALLENGES SCHOOLS

(November 2, 2007) Explosive growth in the number of Long Island students diagnosed with autism and other neurological disorders is pitting parents who seek greater help for their children against school officials struggling to contain special-education costs. The number of school-age youngsters classified as autistic has jumped nearly 50 percent during the past three years alone, to more than 3,000. Figures at state and national levels have increased more than threefold over 10 years, making autism the fastest-growing impairment among American youths.

CENSUS DATA INDICATES INVOLVEMENT

(November 3, 2007) US parents are reading to their children more and placing more restrictions on television viewing. "It appears parents are more involved with their kids than they were 10 years ago," says Jane Dye, a family demographer with the US Census Bureau who helped compile the data from the 2004 Survey of Income and Program Participation.

FEAR 'STOPS CHILD DEVELOPMENT'

(November 3, 2007) Tim Gill, an author in the UK affirms "Youngsters are missing out on their childhood because we over-protect them." A reluctance to let children take risks could stop them developing vital skills needed to protect themselves, he adds.

DIAGNOSIS FOR AUTISTIC FUNDING

(November 4, 2007) In the latest estimate, as many as one in 150 children have some form of autism disorder nationally. However, the recent explosion of cases appears to be mostly caused by a surge in special education services funding for autistic children, and by a corresponding shift in what doctors call autism from other categories.

TEXAS YOUTH COMMISSION FAILING

(November 4, 2007) An investigation by The Dallas Morning News found the Texas Youth Commission, still struggling with the fallout from an abuse scandal, fails to properly educate and rehabilitate many of its inmates.

BULLYING INCREASING IN JAPAN

(November 17, 2007) The Daily Yomiuri Online (Japan) reported nearly 125,000 cases of bullying were identified in Japan's schools during the 2006 academic year--a six fold increase from the previous year, according to the results of an Education, Science and Technology Ministry survey announced Thursday.

SEEN N' HEARD

WELLSPRING FINANCIAL JUDGMENT

(October 2, 2007) According to Mike Gangloff of the Roanoke Times, Robert Serge Gluhareff, who headed the Wellspring Academy in Halifax County, VA, will spend 30 months in prison for a variety of financial fraud charges.

ALLDREDGE STUDENTS ASSIST

(October 22, 2007) Ashley Auchterlonie, Director of Marketing at Alldredge Wilderness Journey and Greenbrier Academy, Davis, WV, 281-414-3026, announced the Alldredge staff and students were involved in the search and rescue efforts to find a missing young man who was severely autistic. All students are intensely trained in First Aid, CPR, and wilderness first-responder-level care during their first phase of the Alldredge program.

KERSTEN SUES EAGALA

(October 22, 2007) Jennifer Kersten, MEd, of OK Corral Series, Ephraim, UT, 866-391-6565, announced Greg Kersten, President of OK Corral Series and Co-founder of the Equine Assisted Growth and Learning Association (EAGALA) of Santaquin, UT, filed suit against the nonprofit June 26, 2007, in the Fourth Judicial District Court of Utah. The lawsuit cites claims for relief for wrongful termination, defamation, breach of intellectual property license, conversion of intellectual property, and conversion of personal property. The full press release is online.

HOOVER/ NUGENT VISIT

(October 22, 2007) Trilby Hoover, Founder, and Jill Nugent, Admissions Director of Sheep Gate Services (SGS), Bonners Ferry, ID, 208-267-1093, stopped by the Woodbury Reports, Inc., Bonners Ferry, ID, 208-267-5550, to discuss their new program designed to create a system of accountability for young people in transition following completion of substance abuse treatment.



WOODLAND SPRINGS OPENS

(October 22, 2007) Marie McGeehan, Director of Communications for Boys & Girls Town of Missouri,

St. James, MO, 314-515-7911, announced Woodland Springs Lodge has opened. Woodland Springs provides therapeutic long term residential care for children ages 8 to 17 who are experiencing emotional and behavioral problems such as depression, substance abuse, impulsivity, grief, anxiety and trauma issues. For information, contact Sundhya Gelles, MSW, LCSW, Program Director, 573-265-3251.

GARDINER JOINS ASPEN INSTITUTE

(October 23, 2007) Auburn Guevara, Admissions Coordinator for the Aspen Institute, Syracuse, UT, 801-825-5222, announced Dr. Matthew Gardiner has joined the assessment team at the Institute. Dr. Gardiner comes to AI with a background of consulting for various residential treatment centers.

BLUEPRINT CEO ON NPR

(October 23, 2007) Marmy M. Kodras, MBA, MPH, Marketing Director for Blueprint Education, Phoenix AZ, 800-426-4952 x4840, announced Doug Covey, CEO of Blueprint Education, was a featured guest on "Here and Now", a production of KJZZ, the Phoenix-area affiliate of National Public Radio, to discuss online education in grades K-12.

LEPERE JOINS CHEROKEE CREEK

(October 23, 2007) Ron and Beth Black, Owners of Cherokee Creek Boys School, Westminster, SC 864-647-1885, announced David LePere is the new Executive Director for Cherokee Creek Boys School. He was Director of both CEDU Middle School and CEDU High School in California, worked at Mount Bachelor Academy in Oregon and recently served as the Executive Director of Wilderness Quest in Utah.

MCMAHON DIRECTOR OF ECKERD ACADEMY

(October 24, 2007) David Dennis, President/ CEO of Eckerd Youth Alternatives, Clearwater, FL, 706-747-1082, announced Tim McMahon was named Director of the new Eckerd Academy of Blue Ridge, a licensed, accredited outdoor therapeutic program and alternative school. McMahon was recently Director of the Appalachian Wilderness Camp, a Georgia Outdoor Therapeutic Program in Cleveland, GA.

BRATTER APPOINTED TO ICSPP BOARD

(October 24, 2007) Tom Bratter, Founder and President of John Dewey Academy, Great Barrington, MA, 413-528-5662 announced he was selected to sit on the Board of Directors of The International Center for the Study of Psychiatry and Psychology. Last year at the Ninth International Annual Conference, ICSPP gave Tom Bratter "the Lifetime Achievement Award" for founding The John Dewey Academy, a residential, college preparatory, therapeutic high school, which has a medicine-free environment where more than seventy-five percent of its graduates graduate from colleges of quality.

GIER JOINS AIS

(October 25, 2007) David Levin, Owner of Adolescent Intervention Services, LLC, Rockville, MD, 866-624-7247, announced Eric M. Gier is the Northeast Regional Director for AIS. Eric holds a Bachelor's degree in Criminal Justice and has an extensive work history with the State of New York's Child Protective Services.

TROY KNIGHT VISITS WOODBURY REPORTS

(October 25, 2007) Troy Knight, Executive Director of Wilderness Quest, Monticello, UT, 435-459-9223 stopped by on his way through Bonners Ferry to discuss the happenings at Wilderness Quest.



CLE FEATURED IN WASHINGTON POST

(October 29, 2007) The Washington Post ran a story on College Living Experience (CLE), Rockville, MD, 800-486-5058, about CLE providing the structure the autistic need for college life. CLE is a program that helps students with learning disabilities make the transition to college. CLE offers six campuses nationwide in Florida, Texas, Illinois, Maryland, Colorado and California.

SNODGRASS JOINS SILVERADO

(October 29, 2007) Denise Westman, Admissions Director at Silverado Boys Ranch, Panguitch, UT, 435-676-8482 announced Tere Snodgrass is now the Assistant Admissions Director. Tere has worked admissions and marketing for wilderness programs, clinical boarding schools and residential treatment centers including Aspen Achievement Academy, Three Springs, Auldern, Provo Canyon and Academy at Canyon Creek over the last 17 years.

CHANGES/EVENTS AT NEW HAVEN

(October 31, 2007) Ari Terry, Admissions at New Haven, Provo, UT, 801-794-1218, announced she was recently hired as Admissions Counselor. She also announced Jeana Lee, LCSW, and Logan Valentine, LCSW, were promoted to Assistant Clinical Directors. In addition, Ari announced parents, students and staff

participated in several events at New Haven over the last couple of months including the 2nd annual 5K run through Diamond Fork Canyon and a family weekend into Goblin Valley, where they participated in hiking, outdoor activities, evening programs and therapeutic family events. And finally, New Haven's History and Civics teacher, Larissa Talyor, was selected as the Utah participant for the Presidential Academy for American History and Civics.

STAFF CHANGES AT PENINSULA VILLAGE

(October 31, 2007) Kelly Roberts, Coordinator for Community and Alumni Relations at Peninsula Village, Louisville, TN, 865-380-4452, announced several changes with staff at Peninsula Village. Jonah Ruddy will serve as the special education teacher. John Dudley will teach wellness and science courses and Josh Mincey will teach English and social studies.

RUDMAN JOINS ID EDUCATION SERVICES

(November 1, 2007) Paul Johnson, Executive Director for Idaho Educational Services, Bonners Ferry, ID, 208-267-7522, announced Saul Rudman has joined the administration teams at Ascent, Boulder Creek Academy and Northwest Academy as Regional Director of Business Development. Saul is known in the therapeutic boarding schools arena, having played a part in their development over many years as former Admissions and Marketing Director for the CEDU schools.

LIVING WELL'S DIRECTOR RETURNS

(November 1, 2007) Julie Randall, Director of Operations at Living Well Transitions, Boulder, CO, 303-245-1020, announced Executive Director Bill Sell has returned to clinical work with the clients and families enrolled at Living Well. Bill began a medical leave of absence in October 2006, after being diagnosed with Ewings Sarcoma, a rare form of bone cancer.

TIMBER RIDGE STUDENTS GRADUATE

(November 1, 2007) Virginia Short, Admissions Director for Timber Ridge, Clark Fork, ID, 435-398-6483, announced several girls are graduating and have established "Goals for Success" that will allow them to continue the hard work they have already completed. In addition, they have been accepted at several of the nation's best art schools to include the Art Institute of Washington located in Arlington, VA and also the Savannah School of Art and Design located in Savannah, GA.

FTC TO INVESTIGATE PRIVATE PROGRAMS

(November 4, 2007) WASHINGTON, DC — US Representative George Miller (D-CA), chairman of the House Education and Labor Committee, asked the

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Federal Trade Commission to investigate allegations of deceptive marketing practices by residential treatment programs for troubled children.

LOGAN RIVER STAFF CHANGES

(November 5, 2007) Larry Carter, Executive Director of Logan River Academy, Logan, UT, 435-755-8400, announced Lindy P. Smith has moved into the Admissions Manager position, with Beth Kiester stepping in as her Administrative Assistant.

NORTHWOODS ANNOUNCEMENTS

(November 5, 2007) Matt Fitzgerald, President of Northwood's, Sagle, ID, 208-659-3455, announced the students from Northwood's Sagle farm entered the Kootenai River Race, set up by the Boundary County Rotary Club. All of the students finished the 25-mile class, and three others went on to complete the entire 67-mile (100k) race. Matt also announced Northwood's now offers chemical dependency services, including group sessions for designated students, facilitated by Sharene Heisler, LMSW, CCDC.

RED HILL ACADEMY OPENS

(November 6, 2007) Brad Freed, LMFT, Director of Red Hill Academy (RHA), San Anselmo, CA, 415-457-3200 x131, announced Red Hill Academy will open September 2008. Red Hill Academy is a new specialized day and boarding school for adolescents ages 14 to 17 who struggle with learning differences and emotional difficulties. RHA is a program of Sunny Hills Services.

YOGA AT INDEPENDENCE CENTER

(November 12, 2007) Judy Maizlish, Executive Director for Independence Center, Los Angeles, CA, 310-202-7102, announced Independence Center has added yoga (with a certified yoga instructor, who is also a therapist), to its recreational program in addition to: a swimming pool, tennis courts, a basketball court, billiards and a fitness center. Independence Center is a transitional, residential program for young adults ages 18-30 with learning disabilities.

20 PEAKS RUNNERS WIN STATE

(November 13, 2007) Paul Clark, founder of 20 Peaks, Thompson Falls, MT, 406-827-1957, announced four students from 20 Peaks contributed to the Thompson Falls High School cross-country team championship at the state meet in Helena this year.

TADLOCK JOINS NORTHWEST ACADEMY

(November 13, 2007) Janice Pannell, Marketing and Communications Manager for Ascent, and Northwest Academy, Naples, ID, and Boulder Creek Academy, Bonners Ferry, ID, 208-267-3626, announced Dan Tadlock, LMSW, is the Senior Clinician at Northwest Academy, previously working as a wilderness

therapist for the last three years.

SPRING LAKE RANCH CELEBRATES 75

(November 14, 2007) Pam Grace, Admissions at Spring Lake Ranch, Cuttingsville, VT, 802-492-3322, announced the 75th Anniversary of Spring Lake Ranch. Wayne & Elizabeth Sarcka founded the program in 1932. Spring Lake Ranch is a licensed, therapeutic community residence in the Green Mountains of Vermont.

DR. TAYLOR JOINS SIVERADO

(November 15, 2007) Denise Westman, Director of Admissions and Marketing for Silverado Boys Ranch, Panguitch, UT, 435-676-8482, announced the addition of Peggy Taylor, PsyD to the clinical team at Silverado Boys Ranch. Peggy has maintained a private practice from 1983 until 2003 and served in the roles of Clinician and Clinical Director at Chemical Dependency Outpatient Clinics, California acute care hospitals and several Utah based adolescent residential treatment facilities.

ASHBY CAMPUS FOR SALE

(November 16, 2007) Trish Williams of Glickman Kovago & Company, Worcester, MA, 508-753-9100 x 221, announced the former Ashby Academy campus is for sale. The property is comprised of 14 buildings with over 34,809 square feet of space and 6,404 square feet of maintenance and storage areas. The 69 acre college/university grade campus includes dormitory style housing, staff quarters, administrative offices, academic classrooms, study and recreation areas, a cafeteria and a library. For information, contact Jim at ext. 222 or Dave at ext. 230.

CENTER FOR CHANGE NEWS

(November 16, 2007) Tamara Noyes, Business Development Director for Center for Change, Orem, UT, 801-224-8255, announced Center For Change now offers a Mid-Track Intensive Program. This is a specialized intensive treatment track for clients that are currently in residential treatment and will be returning to the referring facility, with a 45- to 60-day program designed to aggressively treat the client's eating disorder.

BRATTER PUBLISHED

(November 16, 2007) Tom Bratter, Founder of John Dewey Academy, Great Barrington, MA, 917-597-7814, was just published in the Volume 30 of the Annals of the American Society for Adolescent Psychiatry, 2008, with chapters 7, 8 & 9: "Residential treatment for gifted and self-destructive adolescents: The John Dewey Academy", "Advocacy: Its impact on the treatment alliance with gifted, self-destructive, and drug-abusing adolescents," and "Confrontation—A potent psychotherapeutic approach with difficult adolescents." Listed as co-authors are Lisa Sinsheimer, Danielle Sara Kaufman, and Jonathan Steven Alter.

TROUBLED TEEN EXPERT VISITS FFS

(November 16, 2007) Jeff Brain, VP for External Relations and Acting Director of Admissions for The Family Foundation School, Hancock, NY, 845-887-5213, announced that educational consultant and author Dr. Carol Maxym recently toured the school and visited at length with students. Dr. Maxym is the author of "Teens in Turmoil: A Path to Change for Parents, Adolescents and Their Families."

GATEHOUSE PARENT PUBLISHES STORY

(November 16, 2007) Glenna Conway, Assistant Director of Marketing for Gatehouse Academy, Wickenburg, AZ, 928-231-5004, announced the release of a new book written and photographed by David Geliebter, the father of a Gatehouse Academy graduate. 'Underbelly: The Palm Beach No One Talks About' takes an in-depth look into the homelessness and drug addiction in the wealthy community of Palm Beach, FL.

FFS DEBATE TEAM HONORED

(November 16, 2007) Bruce Hutchison, Forensics Coach for The Family Foundation School, Hancock, NY, 845-887-5213, announced that the FFS team has received the Leading Chapter Award for the Iroquois District of the National Forensics League (NFL). The award is the most prestigious prize bestowed by the NFL. Of the 2900 registered member schools, only 104 awards (one for each district) are presented annually, and recipients can receive the prize only once every five years. Since the formation of the FFS team in 2002, The Family School has dominated local and district tournaments and has sent students to the nationals.

OPTIMUM PERFORMANCE STUDENTS HELP

(November 19, 2007) Sianita J. Calon, Marketing Director at Optimum Performance Institute, Los Angeles, CA, 818-610-3956, announced several students participated in the Adopt-A-Tree Event for the city of LA, in order to promote transforming Los Angeles into the cleanest and greenest metropolitan city. Students also participated in the 2nd annual Midnight Mission, a volunteer program that offers meal service to the homeless for Thanksgiving.

KAUFMAN AT SECOND NATURE

(November 19, 2007) Leah Halverson, Admissions for Second Nature, Duchesne, UT, 866-205-2500, announced Marla Kaufman is a new Family Support Coordinator at Second Nature. Marla's duties at Second Nature will include creating a Parent Mentor Program that will pair new Second Nature parents with those who have more experience, establishing an endowed scholarship fund, launching localized 2N parent support groups in various regions, continuing to organize semi-annual National Parent Seminars, and creating live web cast parent meetings.

BETTON HOUSE NEWS

(November 20, 2007) Michael A. and Roxanne Losicco, Directors-in-residence of Betton House, Scranton, PA, 877-723-8866, announced that six resident students successfully completed the six-month transition program and will be moving on to other schools to continue their education. Betton House, which serves students from five Scranton-area colleges, is also gearing up for its second annual "Cure for Cabin Fever" slated for mid-December to mid-January. The program offers fellowship, career and life goal counseling, and plenty of structured fun to new high school graduates and first-semester college freshmen looking to spend quality time with friends in a safe, sober, family-oriented environment. For registration information call 877-723-8866.

CARL AND OWEN BAISDEN VISIT

(November 20, 2007) Carl and Owen Baisden, who own Turning Winds with their brother John Jr. and father John Sr., a coed program up the Yaak River near Troy, MT, 406-295-5401, stopped by Woodbury Reports as part of an initiative to better introduce and explain their school to Educational Consultants. Since most Educational Consultants know very little about Turning Winds, the Baisdens want to welcome Educational Consultants, other professionals and parents to come visit.



PATHWAYS ENROLLS YEAR-ROUND

(November 20, 2007) Rich and Wendy Simpson, Founders of Pathways, Inc., Bonners Ferry, ID, 208-935-6195, announced starting January 5, 2008, they will be accepting participants for their Gap-Year program in Argentina on a rolling admissions basis.

NEW LEAF NC ANNOUNCES CHANGES

(November 20, 2007) Kathryn S. Huffman, Admissions Director at New Leaf Academy of North Carolina, Hendersonville, NC, 866-479-5323, announced Robiyn Mims was promoted from Program Manager to Director of Family Support Services, and Rebecca Jefferies will assume the role of Administrative Director, while Molina Beerman has accepted the position of Lead Counselor.

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