

# Places for Struggling Teens™

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

Published by - **Woodbury Reports, Inc.™**



**January 2008**

**Issue #161**

## REACTIONS

By: Lon Woodbury



The Congressional Hearings by Congressman Miller's Committee on Education and Labor held on the 10<sup>th</sup> of October sent shock waves through the network of private parent-choice residential schools and programs for teens. There were two initial reactions. One was a kind of "grin and bear it," not get defensive, see the hearings as just politics and work to get on the record the facts of positive accomplishments schools and programs have made in helping children's lives. The other reaction was anger at the misrepresentations made and unfairness at the mischaracterization of private programs.

As some time has passed, this thinking has started to evolve in a direction of taking this as a challenge. The creativity that was the basis of the founding of the private parent-choice industry is again rising to meet this challenge in a way that could make the schools and programs more effective. This is a healthy development that could motivate schools and programs to take an honest look at what they are doing to improve their programs and staffing. A good example of suggestions along these lines is found in the next essay, by Dr. Bill Valentine and Dr. Jim Powell called "*Opportunity Knocking*."

Only time will tell whether the resulting changes from this call for program introspection will mean more effective services for the children of parents choosing residential resources or whether they will just provide better cover to satisfy regulators. In the meantime, it will be wise to keep in mind the realities of politics in Washington D.C. Congress is not necessarily a temple of wisdom. Power is the name of the game and decisions are not made so much on the basis of "seeing the light" as they are based on "feeling the heat!"

## INSIDE...

### Essays:

Opportunity Knocking /3

### Visits:

Timber Ridge /5

### New Perspectives:

Cayenne Recovery Ranch /7

Family First /8

Florence Crittenton /9

Harbor Oaks School /10

SCAR/ Jasper Mountain /11

Manuia Plantation /12

### Extended Insights

Cramer Creek Groundbreaking /13

Quantum Learning /16

Medicine Wheel as Mandala /18

Aulder Academy /21

Crossroads RTC /23

### Book Reviews

To Teach A Dyslexic /24

The Last Self-Help Book /26

### News & Views

/27

### Seen N' Heard

/28

## SEEN 'N HEARD...

Allredge Changes Name...

Discovery School Of Virginia  
Opens Girls School...

Family Foundation Graduates 31...

Mount Carmel Adds Program...

Third Annual Northwest Get  
Together Dates Set...

Kindlin Joins The Bodin Group...

New Online Community  
for NATSAP...

Freer Donations Help  
Flood Victims...

Shortridge Nears Accreditation...

Midnight Mountain Closed...

DHHS Finds YBGR In  
Good Standing...

Rectory School To Host  
SBSA Conference...

Oliverian Center Completed...

**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 © 2008, 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](mailto:lon@woodbury.com)

[www.strugglingteens.com](http://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™ - 2007/08

## The Parent Empowerment

### Handbook™ 2007/08

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 30,000 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](mailto:jbessette@woodbury.com)

### For More Information

### Kristie Henley

[kristie@woodbury.com](mailto:kristie@woodbury.com)

208-267-5550

208-267-9127 fax

PO Box 1107

Bonners Ferry, ID 83805

[www.strugglingteens.com](http://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™**.

# OPPORTUNITY KNOCKING

By Bill Valentine PsyD, CC  
and Jim Powell PhD

If opportunity can be found wearing the cloak of adversity, then this is a time of tremendous opportunity for parent-choice, private therapeutic programs.

Our industry finds itself under intense scrutiny from several sources. Some parents and congressional representatives have allied to paint public and private youth programs, regardless of their history of program safety, with the same damning brush.

Disgruntled former students or employees with passionate feelings post accusatory memoirs of their times in various programs. Serious incidents are reported in the media with little or no attempt to distinguish safe, effective youth treatment programs from the few bad apples that threaten the whole barrel.

The sum of these concurring events is that the clamor for governmental regulation of our industry is growing ever louder. Turning this serious challenge into opportunity is the focus of this essay.

As we see it, there are several options available to the industry in responding to this challenge.

## Option #1

We could jump into the ditch and start slinging the mud back that has been thrown at us. We could broadcast data on dangerous and shoddy programs being run in the public sector. We could call press conferences and denounce the vendetta style of Congressman Miller's hearings. We could hire the Madison Avenue attack dogs to discredit all who would dare to question the private industry's safety and effectiveness. We could hire lobbyists to "give 'em hell on the Hill." This is easily the most viscerally pleasing of the options. But what end is served by shooting the messenger?

## Option #2

We could look upon this threatening time of outside inquiry as a passing crisis soon to be forgotten by an attention-deficit society. Reassured by the knowledge that we only have the best of intentions for our clients and their families and that the vast majority of programs in the private sector have safe, effective records, we could go about our businesses doing the things we do so well – and as we've always done them. This is the easiest of the options.

## Option #3

To paraphrase Martin Luther King Jr., we can take the full measure of ourselves in these times of challenge and controversy. We can seize this opportunity to increase the professional expertise of our staffs. We can evaluate and elevate our safety standards while simultaneously challenging our own assumptions of our program's or school's strengths and weaknesses, policies and practices, treatment modalities and client satisfaction. We could find the value within the criticism. Would we be worse off to go through such due diligence? In our opinion, this is the option with the greatest opportunity for a positive outcome for all.

We believe the common denominator among the many different programs and schools represented by the National Association for Therapeutic Schools and Programs (NATSAP) is the healing relationships that healthy, skilled adults bring to the children, young adults and families within their care. This profound commitment cannot be guaranteed by graduate degrees, administrative resumes or time in operation. However, our evolving industry demands yardsticks to measure the safety and efficacy of our programs.

Continued: Opportunity/ pg 4



*Social Work Agencies:*  
*Are you looking to add*  
**Quality**  
**Diversity** and  
**International**  
**flair**  
*to your staff?*

Since 1986 American Youth Work Center has placed over 2,500 fully qualified early career human service workers from over 20 foreign countries with leading US children and youth service agencies for an 18-month term of continuous training and cultural/professional exchange. AYWC is growing and seeking new partnerships with US social work agencies. Contact us today so your organization can take advantage of the opportunities that AYWC offers.

*Benefits of a partnership with AYWC can include:*

- 18-month commitments from trainees
- College educated and qualified early-career professionals
- Spanish and other bilingual candidates
- Savings on FICA/FUTA benefits

**AYWC's International Work-based Training Program**

For more information and for agency references contact Director of Exchanges Nova  
Lolis at [nova@aywc.org](mailto:nova@aywc.org) . 202-785-0764 x107. [www.aywc.org](http://www.aywc.org)





## 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	ADD
Defiant or Out-of-Control Behavior	

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



**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.fulshearranchacademy.com](http://www.fulshearranchacademy.com)

## **Opportunity:** Continued from page 3

The answer, it seems to us, is to:

- \* Hire staff with demonstrated and accredited skills and then put them on a vigorous and documented track of personal and professional growth.
- \* Implement a thorough risk management program that is comprehensive in its scope.
- \* Operate in an inclusive environment that allows for objective assessment.
- \* Solicit and track outcome information from former participants, their parents and other stakeholders.
- \* Maintain a process that continually monitors all of the above.

Rigorous as these processes are, they are no firewall against potential exposure, liability or scrutiny. Nor do these actions guarantee that accidents won't occur. What they will do is demonstrate and document our commitment to safety and successful outcomes. In so doing, we will bring additional health and credibility to our industry and our respective missions.

In our next essay, we will take a specific look at these suggested policies and procedures and offer suggestions for their implementation.

### **About the Authors:**

*Dr. Bill Valentine is Co-Founder of Next Step For Success, Redding, CA 541-504-4748, [bvalentine@everhigher.com](mailto:bvalentine@everhigher.com), [www.nextstepforsuccess.com](http://www.nextstepforsuccess.com)*

*Dr. Jim Powell is Co-Founder of Powell & Elliott Collaborative, LLC, Lake Arrowhead, CA, 951-317-3151, [jimpowellphd@verizon.net](mailto:jimpowellphd@verizon.net)*

They cannot be successful as schools unless nearly all of their pupils gain literacy and numeracy, as well as a good understanding of history and the sciences, literature and a foreign language. The cannot be successful unless they teach children the importance of honesty, personal responsibility, intellectual curiosity, industry, kindness, empathy and courage.

~ Diane Ravitch

## VISITS...

### TIMBER RIDGE PREPARATORY SCHOOL FOR GIRLS

Clark Fork, Idaho  
Virginia Short – Admissions Director  
425-398-6483

[vshort@timberridgeprep.com](mailto:vshort@timberridgeprep.com)  
[www.timberridgeprep.com](http://www.timberridgeprep.com)

Visit by: Kristie Henley, November 28, 2007  
[kristie@woodbury.com](mailto:kristie@woodbury.com)

My original visit was scheduled for November 27, 2007, but due to weather, I had to postpone it a day. I was impressed that Timber Ridge Preparatory School for Girls could accommodate me so quickly with a date change. As I drove across the flats leading to Timber Ridge, the sun shone on the picturesque snow-covered mountains surrounding the school. I thought to myself how lucky these girls were to live so deep in the beauty of nature, so far from the distractions of any busy city.

I drove up to the school, parked and walked into the front doors of the main lodge. Timber Ridge is an emotional growth residential program for girls ages 13-17. Appropriate students include girls who struggle with low self-esteem, anger issues, oppositional defiant behavior, attachment issues, anxiety, emotional and behavioral issues, poor coping skills, etc. Most girls deal poorly with adoption, divorce, loss, grief and/or adolescent pressures. Academically, girls may struggle with school failure and frustration, low motivation, poor study skills and habits, truancy and connecting with negative peers.

I walked into the lodge and instantly noticed the beautiful log home feel. I walked past the living room and kitchen area, and proceeded down the hall to where the administrative offices are located. Elizabeth Grace, Timber Ridge's DBT Specialist/ Family Therapist, was the first to greet me. She escorted me into the staff kitchen where I met Marcia Pearson, Executive Director, and other staff members. We sat in the staff kitchen and discussed each of their roles and the basic

schedule of the program, complete with an outline of who the program worked for and how things flowed. Listening to the staff talking about the things they were doing with the girls, I sincerely felt they loved the girls like their own children.

The structure at Timber Ridge is fairly tight, and there is a heavy therapy component. Girls attend therapy sessions of one sort or another every day. On the day I was there, not only were girls attending



individual sessions, but a new DBT Therapy exercise was planned for the afternoon. In addition to individual and DBT Therapy, Timber Ridge utilizes Art Therapy, group and family therapy and experiential therapy.

After we finished our discussion with the staff, Marcia walked me through the living quarters which are on the second floor of the lodge. Typically, there are three to four girls per room, but there are a few



rooms that house only two girls each. The rooms were very tidy with all personal items put away and beds made. Girls had pictures of family and friends on bulletin boards near their beds, and almost every bed had an afghan on it that was crocheted by a student. Marcia explained to me that the girls are allowed to have pictures of their families, but the friends on the walls were either current students or students who had previously graduated.

Continued: Timber Ridge/ pg 6



## Timber Ridge: Continued from page 5

Therapy isn't the only structured aspect of the Timber Ridge program. Academics are very important as well. After we finished touring the lodge, Marcia walked me over to the school building, about 100 yards up the road from the main lodge. The girls were in class when we arrived, so we quietly entered and walked through. Marcia explained the class structure to me, describing the unique way Timber Ridge addresses education.

Timber Ridge is accredited by the Northwest Association of Accredited Schools (NAAS). Each student has an education plan tailored directly to her needs, which are assessed at enrollment. As I saw during my visit, all the girls sit in the main classroom working independently on their assignments. Teachers take a small group of girls to secondary classrooms for more personalized instruction sessions throughout the day. On the day I visited, I saw three girls in one secondary classroom with a teacher, two girls testing in another, and one girl was receiving individual instruction going over a recent assignment with the Academic Director.

Because Timber Ridge uses a rolling admissions process, girls enter the program at varying levels. The academic component addresses this with a genuine individualized academic plan. Each girl

works at her own pace in each of her classes rather than all the girls working in the same class at the same time. Mastery in each subject is mandatory before the student can move forward.

After observing the girls in all their classes, Marcia and I returned to the main lodge where lunch was about ready. Shortly afterward, the girls joined us and Marcia left me to have an unsupervised lunch with the students who were busily gathering their food and sitting down at tables by their friends. I joined a table of girls and quickly discovered I was sitting with students ranging from the shortest stay to the longest. The "oldest" girl would be graduating in just a few days, and it was obvious to me she had seen many visitors while at the school. She appeared to know much about me and was more than happy to discuss life in the program. She had excellent eye contact and talked about the school with a true sense of pride. The "youngest" girl had been at Timber Ridge only a few weeks. She emanated anger but was respectful and definitely listened intently as the other girls discussed their views of the program, turning to look at us only when she had input.

Although I had been invited to stay for the afternoon DBT Therapy session, after lunch I had to head out. I said good luck to the girls and left the lodge. On my

### 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](http://www.freedommountainacademy.com)

### 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                      432-364-2241**  
**Fort Davis, Texas              Fax: 432-364-2261**

**800-460-3796**  
**[highfron@yahoo.com](mailto:highfron@yahoo.com)**



way out, I noticed one girl was bundled up, sitting at the patio table outside the lodge, enjoying the view and taking a little time for self-reflection. I took one last look at the lodge, then climbed in my car and drove away.



There are few, if any, jobs in which ability alone is sufficient. Needed also are loyalty, sincerity, enthusiasm and team play.

~ William B. Given, Jr.

## 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]

### CAYENNE RECOVERY RANCH

Old La Sal, Utah  
 Ka Hancock, Admissions Director  
 801-414-3300  
[ka@cayenneranch.com](mailto:ka@cayenneranch.com)  
[www.cayennerecoveryranch.com](http://www.cayennerecoveryranch.com)

Cayenne Recovery Ranch opened January 2008 in the LaSal Mountains near Moab, UT. Cayenne Ranch is a dual diagnosis therapeutic program for adolescents between the ages of 12 and 18, who struggle with drug and alcohol addictions combined with emotional and behavioral issues. The average length of stay is six to nine months.

The therapeutic model is based both on the 12-Step program founded by Alcoholics Anonymous and by utilizing a positive peer culture. Dr. Kirk Thorn heads the team of psychologists, clinical social workers and substance abuse counselors who provide individual, group and family therapy, as well as

Continued: Cayenne/ pg 8

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

*Heartlight strives to provide the very best care to families caught in crisis situations that require an adolescent's removal from the home. Heartlight is a co-ed, year round program for 48 residents.*

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

**Heartlight**  
 MINISTRIES

PO Box 286 Hallsville, TX 75650 903.668.2173 866.700.FAMILY email [info@heartlightministries.org](mailto:info@heartlightministries.org) [www.heartlightministries.org](http://www.heartlightministries.org)



**Cayenne:** Continued from page 7

equine assisted therapy. Cayenne Recovery Ranch uses a "level system" to promote good behavior and teaches natural consequences for poor choices. What sets Cayenne apart from other programs with level systems is that students begin on a middle level, allowing them to either work in a negative direction relinquishing privileges and freedoms, or they assume personal responsibility as they apply these lessons to larger issues in their lives.

Cayenne Ranch evaluates each student to create an independent education plan that is used in conjunction with his/her independent treatment plan. Academics are taught by certified teachers five days a week with an emphasis on restoring the academic baseline of residents, preparing them for college or vocational training.

Because of the region's rich Native American history, traditional customs such as the medicine wheel and Native American Clan system are applied to the residents' therapy. These techniques allow students to focus on the importance of family, the role they play, and to identify their own individual journey.

*[The information in this New Perspectives article came from the Cayenne Recovery Ranch brochure.]*

**FAMILY FIRST ACADEMY**

Erie, Pennsylvania  
Gary Smallshaw, Director of Admissions  
814-860-9660  
[www.familyfirstacademy.org](http://www.familyfirstacademy.org)

Family First Academy is a new co-ed college preparatory boarding school for grades 8-12 opening January 2008. A non-denominational Christian school, FFA provides structure and defined expectations for students needing assistance with self-discipline and motivation.

Along with traditional college preparatory academics, FFA offers dual credit college courses through RCT's (Regional Choice Initiative) Dual Enrollment Program. Customized extracurricular and campus activities are the specialty of FFA, meeting the needs of each student with the use of sports, athletic and fitness programs. A full range of organized athletic programs including basketball, soccer, flag football, lacrosse, volleyball, track and field, cheerleading, martial arts, softball and golf provide structure and motivation for the basic beginner to the advanced athlete.

Students attend academic classes at the affiliate school, Erie First Christian Academy, a member of Accreditation of Christian Schools International,

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.

**“Recovery is the best alternative.”**

**The First... The Finest!**

- 60 day Primary Treatment
- Medically Supervised
- Designed for males 14-24
- 12 Step Modality
- 4 ½ day Family Program
- Covered by most Insurance

200 Hubbard Dam Rd., Marion, MT 59925  
406-854-2832 [www.wildernesstreatmentcenter.com](http://www.wildernesstreatmentcenter.com)








which is located 200 yard from the FFA residence hall. Students are “assigned” both academic and residential mentors that guide and monitor progress, and private tutoring and specialized programs for gifted and learning disabled are available.

FFA provides an integrated learning and living experience with defined expectations on personal responsibility and accomplishment, attention to homework, proper dress code, punctuality and fulfillment of commitments and obligations. At the same time, students also experience some of the freedoms of college as they live in dorm rooms and learn the independence necessary for college success.

The discipline system at FFA is based on the theory that students earn points each week in five areas that make up their daily life. They earn points by completing the expected tasks in each area, and the more points that they earn, the more privileges they will earn. Students are in control of their actions and choices, with positive choices resulting in more privileges, poor choices resulting in fewer privileges.

Family First Academy’s campus is on 75 acres with a dormitory, field house, 2 indoor soccer fields, 21 outdoor soccer fields, 5 basketball courts and an indoor golf driving range.

## FLORENCE CRITTENTON

Helena, Montana  
Barbara Burton, Executive Director  
406-442-6950  
[www.florencecrittenton.org](http://www.florencecrittenton.org)

Florence Crittenton specializes in therapeutic residential services for pregnant and parenting young women ages 12 to 21 who may have struggles with substance abuse, depression, truancy, runaway tendencies, ADD /ADHD or who are having trouble in school. Barbara Burton, Executive Director, Cathryn English-Straub, Clinical Consultant and Maria Nyberg, MSW, Bonding and Attachment Specialist head up the treatment team.

Young women in the residential program receive 24-hour supervision with individualized attention and treatment focus for them and their babies. Mental Health Therapists, Bonding and Attachment Specialists, Parenting and Independent Living Skills Specialists, a Lactation Specialist and a Chemical Dependency Counselor work on site to provide individual, and group therapy. Treatment courses include smoking cessation, job skills training, childbirth education, nutritional education, independent living skills and pre- and postnatal care.

Continued: Florence/ pg 10



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](http://www.woodlandspring.org)

Or call our admissions office  
at 573.265.3251

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

**Some teenagers**  
*just need*  
*a second chance*  
**to grow up.**



**T**he Family Foundation School is all about second chances. A second chance at a top-notch education ... to excel in sports, music, the arts ... to learn honesty, unselfishness and love ... and to get the kind of daily therapeutic counseling that deals in depth with issues like defiance, poor performance in school, mood disorders, anger, social anxiety, grief, adoption, compulsive eating—as well as alcohol and drug abuse.

With a high school that fully integrates the 12 Steps, and a separate middle school, our program is continually changing and evolving, and has never been more vibrant, compassionate or effective than it is today.

To see what a second chance can do for a troubled teen, call Jeff Brain, Director of Admissions, and schedule a tour.

*The Family Foundation School*  
 Building Character. Changing Lives.

431 Chapel Road  
 Hancock, New York 13783  
 Phone 845-887-5213, x499

[www.thefamilyschool.com](http://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.

## **Florence:** Continued from page 9

An individual treatment plan is created to meet the goals for each woman, written upon arrival by the treatment team. This plan incorporates treatment, educational and life goals and goals for the future of her child.

An on-site Child Development Center operates as an independent entity which enables the girls to continue their education or seek employment and to learn to negotiate the procedures of a normal daycare in readiness for when they leave the program.

---



---

## **HARBOR OAKS SCHOOL**

Mars Hill, North Carolina  
 Jim & Patricia Jones, Executive Directors  
 828-880-9173  
[Jpjones01@aol.com](mailto:Jpjones01@aol.com)  
[www.harboroaksboardingschool.org](http://www.harboroaksboardingschool.org)

“Harbor Oaks is a Christ-centered ministry designed to help struggling youth in today’s society.” The girls are ages 12-18 and the boys’ ages are not specified on their web site. They are registered with the State of North Carolina Department of Education and are accredited with the National Association of Private Schools and A.C.E. (Accelerated Christian Education through the School of Tomorrow. They report a self-paced curriculum and students receive a regular high school diploma upon graduation. They report they had been operating successfully for over fifteen years in Florida and now are in North Carolina.

The school reports full time house parents, teachers and program directors provide 24-hour supervision. The staff are trained in pastoral care and situational counseling, and “group sessions are conducted regularly by Licensed or Certified Counselors.” Executive Directors Jim and Pat Jones are both ordained ministers and Licensed Certified Counselors. Boys’ Program Directors Jeremy and Angela Jones have been with Harbor Oaks for over seven years and are working on their counseling degrees (Angela was named Teacher of the Year while teaching in Florida) and Randy Williams is Program Director for the girls’ program; Shane Sullivan is Director of Counseling for the Boys’ program and Sarah Regala, a Licensed Christian Counselor is with the Girls’ program; Boys’ Academic Director John Dyess has his Masters degree in Wildlife Biology; and Girls’ Academic Director is Dean Caldwell with a Masters in Criminal Justice.

The school reports that a major part of the experience includes extensive physical activities such as volleyball, softball, kickball, soccer, basketball or hiking which can earn them PE credits. Other



physical activities vary seasonally from water rafting, horseback riding, trail hiking and snow skiing/snowboarding.

*[The information for Harbor Oaks School came directly from their brochure and website.]*

---



---

## SCAR/JASPER MOUNTAIN


Jasper, Oregon  
 Dan Silver, Ed.D., Director  
 541-747-1235  
[Jmc4dan@yahoo.com](mailto:Jmc4dan@yahoo.com)  
[www.scar-jaspermtn.org](http://www.scar-jaspermtn.org)

SCAR/Jasper Mountain is celebrating its 25<sup>th</sup> year of operation this year. The agency was originally started to test whether some of the most challenging young children could be helped with some of the most effective treatment and educational methods available. The results over the years have been very promising.


The agency is physically located in the beautiful Cascade foothills of western Oregon not far from Eugene on two rural ranches. With over 100 acres of Oregon forest, wetlands and nature trails, the setting is often described by visitors as a healing place. The agency works with boys and girls under the age of 13 and provides a continuum of programs to help at every level of need including an intensive residential treatment program with a therapeutic school, a short-term residential assessment center and a treatment foster care program, among other services. SCAR/Jasper Mountain is nationally accredited by the Council on Accreditation and has been found to meet or exceed over 1,000 standards of excellence in its treatment and educational services. It is also a state certified mental health and educational program. The residential program has shown success working with children with behavior problems, learning problems and problems attaching and bonding to families. It has experience with adopted children including foreign adoptions and subsequent challenges for parents.

The program has extensive outcome research and formally tracks children from intake to graduation and for five years after leaving the program. Recent data indicates the children are doing much better at graduation compared to intake, and significantly better 1, 3, and 5 years later than they were doing at graduation. SCAR/Jasper Mountain currently works with children from around the United States and is now available for private placements.

*(This review was provided by SCAR/Jasper Mountain)*



**THE ACADEMY**  
at Sisters



**“Transforming Crisis and Chaos into Commitment and Change”**

- ◆ Private boarding school for girls, 13-18 years of age.
- ◆ Strong educational curriculum.
- ◆ Emotional growth counselling, emphasizing accountability and personal responsibility.
- ◆ Open enrollment, maximum 58 students.
- ◆ Accredited by the Northwest Association of Schools and Colleges.
- ◆ Licensed by the State of Oregon.
- ◆ Member of the National Association of Therapeutic Schools & Programs.

**800-910-0412**  
**Admissions:**  
 Chesley Strowd, [cstrowd@academyatsisters.org](mailto:cstrowd@academyatsisters.org)  
 Denise Kelly-Simpson, [dksimpson@academyatsisters.org](mailto:dksimpson@academyatsisters.org)  
 Fax (541) 389-2897  
 PO Box 5986, Bend, OR 97708-5986  
[www.academyatsisters.org](http://www.academyatsisters.org)

# Woodbury Reports

## Online

Now offering the following web services:

- ◆ Website Design
- ◆ Domain Hosting & Registration
- ◆ Website Maintenance
- ◆ Enhance Visibility In Search Engines

For more information on our rates and to set up your own personalized web page...

Contact:  
**Kristie Henley**  
**208-267-5550**  
[kristie@woodbury.com](mailto:kristie@woodbury.com)  
[www.woodbury.com](http://www.woodbury.com)



## MANUIA PLANTATION

Apia, Samoa  
Sione Tavake, Admissions  
800-972-6090  
[www.manuiaplantation.com](http://www.manuiaplantation.com)

Manuia Plantation is a therapeutic, residential treatment center for young men ages 13-18. Located in the South Pacific island nation of Samoa, this program is for teens struggling with issues which may include substance abuse, ADD, Oppositional Defiant disorder, Attachment disorder and depression.

The center is owned and operated by Galumalemana Alema S. Fitisemanu II, who grew up in Apia and is knowledgeable of Samoan culture. He was part of the management team at Provo Canyon School and Coral Reef Academy Samoa. Dr. Merav Nagel is the Clinical Director and Therapist, who has a MA in Educational Psychology from Haifa University, PhD in Sport Psychology from UNAM and yet another PhD in Clinical Psychology from Westbrook University. Dr. Merav is fluent in English, Hebrew and Spanish, and has served as an Officer and a Captain in the Israeli Defense Force and brings her military and physical fitness to Samoa's outback.

Training for staff was developed by the University Of Oklahoma National Resource Center for Youth

Services, which includes: Residential Child and Youth Care and Non-Violent Crisis Intervention. Behaviors are "challenged" through a series of required tasks which students complete through five levels of the program, with completion of the program generally taking five months.


Manuia Plantation incorporates the Samoan culture and wilderness into the program by focusing on individual strengths and potential. Students learn about the native language and culture through dance, art, community service and "cultural immersion" of the island.

Students receive individual, group and family therapy, along with substance abuse counseling.

*[The information for this New Perspective came from the Manuia Plantation web site.]*

Learning mentally, physically, emotionally and spiritually that they can survive on their own is vital for children's self-perception.

~ Robert T. Kiyosaki



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](http://www.montcalmschools.org)  
866.244.4321



# EXTENDED INSIGHTS...

## CRAMER CREEK GROUNDBREAKING

Part of Social Learning Environments (SLE)  
Missoula, Montana  
Elizabeth McGhee, Marketing  
415-218-1579  
[emcghee@earthlink.net](mailto:emcghee@earthlink.net)

Report by Lon Woodbury, August 23-25, 2007

A group of consultants and Social Learning Environments (SLE) staff were invited to Missoula Montana in late August to be introduced to the planned new addition of a Social Learning Environments school. The original SLE schools are Rancho Valmora in northern New Mexico and High Frontier in west Texas. Plans for Cramer Creek have been developing for years, and this will be the third school in their collection of schools. Planning to open for students early in 2008, the first steps in laying the foundation were just starting during our tour.

Plans are for Cramer Creek to be very similar to Rancho Valmora and High Frontier. These two schools have been steadily modified to emphasize their similarities, and when Cramer Creek is open, plans are for the similarities of all three schools to



outweigh any differences.

SLE President Bill McKay gave the introductory talk at the gathering, followed by SLE Vice-President Jonathan McKay who will administer Cramer Creek, and marketing head Elizabeth McGee. Also present was Barry Blevins, also a Vice-President of SLE and the head of High Frontier.

In a discussion of the philosophy of SLE, I was struck by some of the implications of its philosophy. It was pointed out that adolescents of today are the result of not having a responsible role in society. Whereas in

Continued: Cramer/ pg 14

Photo by SEylee Jensen

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.

**OXBOW**  
ACADEMY

**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](http://www.oxbowacademy.net) or call Barbara at 435-590-7198

**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**



**Four Circles  
Recovery Center**  
**828-891-2221** [www.fourcirclesrecovery.com](http://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.

**Cramer:** Continued from page 13

the past young people took on responsibilities as soon as they were able, in today's society young people are thrust into a kind of limbo of adolescence with few expectations and thus no role or responsibility to society. One result is all too often an attitude that it is not fashionable to act responsibly. The goal of SLE is to create a community of students where it is fashionable to participate and try new experiences, to see academics as fashionable, to have social interest



in the classroom and to see adults as mentors rather than just someone to be obeyed.

Another way of explaining the philosophy is their observation that relationships have been dropped from formal education. The goal of SLE is to bring relationships back into the children's education, largely based on facilitating students in developing constructive relationships with their peers as well as with the adults. According to SLE, it is when the students develop social interest that they become committed to their education.

They also presented an interesting perspective on the various types of authority we all have to deal with, and how they fit their school philosophy. There is the authority to punish, which is the primary tool used by government. Another authority is to reward, which is the primary tool of corporate America. The SLE approach to authority is to influence beliefs through positive relationships between students and with staff. It seems to me it follows that the quality of group work done in a program can be determined by the results. If students act fearful or manipulative, the authority they have been subjected to is of the first two types. However, if the students become able to think for themselves and are confident of their abilities, then they have experienced the third which is what SLE intends to foster.

Working with a well thought out philosophy of Positive Peer Culture (PPC), in the presentation they made an observation of why group work all too often has



negative results. The school asserts that good group work creates autonomous individuals, while bad group work creates group think. The difference is in viewing the students as humans rather than as objects.



They explained several other interesting concepts that were relevant to their philosophy:

- Their goal is to have the students practice what they will experience as adults.
- Moral development is learning to stop trying to control others.
- Students must learn how to differentiate between cognition and emotion, and
- The school approaches education by personalizing experience.

Cramer Creek is in a secluded valley close to Missoula, and if construction goes as expected it should be opening its doors for its first students in early 2008. Plans are to maintain the SLE culture by moving several students from Rancho Valmora and High Frontier to be the first students, who then can help orient those that are enrolled later as the school grows. This is the technique to ensure that the existing positive culture in High Frontier and Rancho Valmora is continued in Cramer Creek.

We are raising a generation that has a woefully small stock of ideas and interests and emotions. It must be amused at all costs but it has little skill in amusing itself. It pays some of its members to do what the majority can no longer do for themselves. It is this inner poverty that makes for the worst kind of boredom.

~ Robert J. McCracken

## 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](mailto:admissions@coppercanyonacademy.com)  
[www.coppercanyonacademy.com](http://www.coppercanyonacademy.com)

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

## THE 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](http://www.clearviewhorizon.com)



## QUANTUM LEARNING

Laurie Laird, M.Ed., Education Director of New Haven  
New Haven Female RTC  
Provo, Utah  
[www.newhavenrtc.com](http://www.newhavenrtc.com)

For the past couple of years the teachers at New Haven Residential Treatment Center have embraced a philosophy of teaching called Quantum Learning. Quantum Learning is a body of learning methods and philosophies that integrate how the brain organizes information and includes immediate classroom implementation. The methodology of Quantum Learning takes research-based best practices in education into a unified whole, making content more meaningful and relevant to students' lives. The goal of Quantum Learning is to integrate learning and life skills, resulting in students who become effective lifelong learners – responsible for their own education.

The Quantum Learning Design Frame that drives the presentation and facilitation of content was formulated from many years of research on effective delivery methods and is the structural frame upon which content is designed to ensure student mastery. As a school, we have implemented the Quantum Learning approach in our classrooms. This has been achieved through a number of different activities and

methods. We have focused mainly on VAK teaching which we felt encompassed the best of what Quantum Learning had to offer.

VAK stands for visual, auditory and kinesthetic. All individuals have a certain learning modality for which they have a preference. Each student in the classroom will prefer one of these methods of receiving information more than another. If instruction in the classroom matches their preferred modality, they are more likely to remember and effectively process information.

First, the students completed a modality survey which highlighted their areas of preference. Next, the teachers also completed the VAK modality preference to discover which style they preferred. Teachers are most likely to teach according to the modality they themselves prefer so it is important for each teacher to know which style they rely most on in the classroom. Based on these areas of preference, each department implemented different strategies and techniques to better facilitate student learning.

Below are some of the comments from the teachers on using the quantum learning methodology:

- "I have had the most success as I have tried to bring in more kinesthetic activities in the



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.



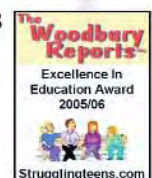
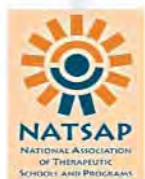
### OPI Offers:

- 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](http://www.opiliving.com)





classroom, although they have also been the hardest to incorporate. It is more difficult to make social studies a hands-on activity, but by giving students the opportunity to move around, they seem to have enjoyed and benefited from the additional kinesthetic activities.”

- “Playing review games demonstrate different strategies which help the students enjoy what they are learning and help them recall the information they have previously learned. They laugh and hopefully find math more fun. They get to interact with each other in a positive way, instead of just doing math worksheet one after the other.”
- “By using the VAK styles, I have been able to assist students in better comprehension and memorization of the materials. The students seem to really enjoy the activities and get more out of them than if they were simply reading silently or answer questions from a book.”
- “By using the VAK styles in English class, I have been able to assist students in better comprehension and memorization of the materials. The students seem to really enjoy the activities and get more out of them than if they were simply reading silently or answer questions from a book.”
- “Quantum Learning emphasizes the practical application of brain research in the learning process. Because I now better understand how

the brain codes memory, I can teach science in a way that helps students remember new information. I have learned how often, when and in what way to repeat new concepts to significantly improve the chances that students will retain the information. I also teach my students some of what I have learned about the brain to help them to realize why certain study habits are important.”

Quantum Learning provides teachers with a number of methods to engage students in a visual sense, an auditory sense and a kinesthetic sense. By utilizing these techniques and bringing more VAK strategies into the classroom, we have attempted to better meet the needs and learning strengths of our students to help them become stronger academically.

The hearts of children should be trained as well as, and even more than, their intellects. For the best definition of wisdom is, that it is that exercise of the reason into which the heart enters. ~ Albert Pike



*Changes that Last a Lifetime*

**Adolescent Treatment Programs**

**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

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

**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**



- 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](http://www.stpaulsacademy.com)



## **MEDICINE WHEEL AS A MANDALA FOR WHOLENESS**

By Deb Weir, PhD, LPC  
RedCliff Ascent Therapist for Medicine Wheel  
Enterprise, Utah  
435-590-7192

[debw@redcliffascent.com](mailto:debw@redcliffascent.com)  
[www.rcmedicinewheel.com](http://www.rcmedicinewheel.com)

My first introduction to medicine wheels was profound. I was in the wilderness of Montana with a small group of people on an advanced wilderness survival training. The instructor gave us a break from the grueling survival education and led us on a day hike across grassy fields under an immense blue sky. The destination was an ancient structure made from large stones on the top of a hill. The stones were placed side by side in a wheel formation that was probably fifty feet in diameter. There was a large boulder in the center, and stones reached in straight lines from this midpoint to the outer circle. The instructor excitedly pointed out how the wheel aligned with the four directions, and we gazed for miles from the stones indicating east, south, west and north. He further explained that the wheel was used by an ancient nature-based civilization for spiritual rituals. I felt an urge to move around the stones in quiet reverence, although I had no conscious reason for my actions. I imagined my steps aligning with the ancient beings that used this wheel for spiritual practice. It was a surreal experience.

Fast forward fifteen years and I'm now working as a therapist for a wilderness therapy program for young adults entitled *Medicine Wheel*. During this time I've studied counseling theories, Native American philosophy, Jungian concepts and eco-psychology. I've come a long way in understanding the symbol of the medicine wheel and its meaning of wholeness. Its roots go back through eons of time to the archetypal concept of the Mandala ("magic circle" in Hindu), a symmetrical arrangement of four parts around a midpoint. The circle represents cycles, and the quartered sections represent order and harmony. Carl Jung identified this symbol as a basic representation of the Self, self-awareness, balance and wholeness. He also taught how this symbol has shown up in cultures throughout time from lotus flowers in the Eastern world, to the stained glass rose designs in ancient European cathedrals, to the stone-sculpted medicine wheel that I experienced in Montana. The symbol suggests profound peace and healing (medicine) that comes from balancing the aspects that make up the individual, psyche, or spirit. It makes a powerful basis of recovery for my wilderness therapy students who are immersed in nature.

## **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](mailto:sbutts@transitionsGI.com)  
[www.transitionsGI.com](http://www.transitionsGI.com)



Although the quartered symbol indicates four basic directions, there are two over-riding directions of downward into the depths of the earth and upward toward the sky. One might start the journey of the medicine wheel with a meditative Yoga stance of the mountain pose. The feet are planted firmly on the ground, attention brought to the feeling of protection from the gravity that holds one steadily in place on earth. The arms are placed overhead with palms touching and fingers pointing upward to the heavens where guidance and wisdom are accessed. The eyes gaze comfortably ahead while the breath is slowed and deepened to promote relaxation. After a few moments of this stance for stabilization, one is now ready to explore the energies of the four directions.

**East:**

Facing east, one can imagine the sunrise bringing illumination to the day, marking a time of new beginnings. It is a time of intellectual preparation as one envisions what is to come. There is awareness of a new day, new light, new possibilities, a new thought, an opportunity for a new way of being. The season of spring-time and the color yellow are typically associated with Eastern energies. In terms of human life cycles, it represents birth, infancy and young childhood. Winged animals taking flight in air are associated with this direction, and one might ponder the question, "Where am I going?" from this vantage point. Illumination is brought to the distractions and dependencies that have been getting in the way of forward progress. One can say good-bye to those deterrents and commit to living a more responsible life of authenticity.

**South:**

Taking a quarter turn to the right, one now looks to the south and the bright light of daytime and action where the work of our intention is physically carried out. The season of summer and the color red are associated with the south. It represents youthful growth and development as one works to establish oneself. It represents the urge to courageously and passionately move and create. From this angle one can feel the body as it moves in perfect rhythm with laser-like focus, similar to the way an athlete feels when entranced in "the zone."

**West:**

Moving to the west, images of the setting sun, the ending of the day and a time for rest are brought to mind. It is a social time of relaxation and self-expression. The season of autumn and

Continued: Medicine/ pg 20

## 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

## **Medicine:** Continued from page 19

the color black are associated with the west. It is an energy of shadows and darkness. It is a time of introspection and going within. It is associated with the human life cycle of maturity. From this place one can ask the question "Where did I come from?" One can also ask "What else do I need to change?"

### **North:**

Cycling around to the north where winter dwells, there is an association of hibernation. It is a time of slipping deep into the abyss and preparing for a new journey. The color white is associated here, just as the hair of an elder turns white. This is the time after midnight, a dream time, a time of great healing. It is the time to be grounded deep within oneself. It is a time of understanding the wisdom that has been given and preparing for leadership. Here one might consider what is possessed that can be passed on to another, what can be given away.

### **Completing the Cycle:**

Turning once again to the east to complete the cycle, one faces yet another opportunity to start over, this time with even more awareness and elevation. Rooted within more strongly, and more connected to the guiding force above, one can advance with confidence and knowledge. It is a never-ending cycle of change and self-improvement as one learns from experience and mistakes. And it is a cycle that one must keep going to stay balanced.

During the fifteen years since that day in Montana when I walked that prehistoric circle of stones, I've cycled through this process many times and in many ways. I'm honored now to lead the Medicine Wheel wilderness therapy students through their own path of direction and enlightenment using this mandalic concept.

Although the current curriculum that has been developed for the Medicine Wheel students does not actually use the traditional aboriginal aspects of the medicine wheel concept, it is used metaphorically. The overall six-direction structure of this ancient mandala is a pattern for life that is taught and used to create change. The curriculum has been strategically designed to highlight and examine areas of personal deficiency that are keeping the students from progressing forward, such as lack of self-discipline, drug abuse, self-defeating behaviors and family conflicts. Each week an outline of psychological (east), physical (south), social (west) and spiritual (north) assignments and tasks are used to challenge the students. Through successful completion of the tasks and the interpretation that

the staff provides, there is the opportunity to turn the deficiencies into strengths. It is powerful medicine.

### **References:**

- Jung, C. G. *Man and His Symbols* (1964)  
Wilson, R I. *Medicine wheels: Ancient Teachings for Modern Times* (1994)  
Meadows, K. *The Medicine Way: How to Live the Teachings of the Native American Medicine Wheel* (1990)

**About the Author:** *Deb Weir, PhD, LPC, a certified hypnotherapist and co-author of "Controlling That Wild Inner Child: The Secret to Love, Sex, and Intimacy" (2006), is the primary therapist for Medicine Wheel at RedCliff Ascent wilderness therapy program in Enterprise, UT. This is a rigorous, life-changing wilderness experience for adults age 18-25. For more information visit their website at [www.rcmedicinewheel.com](http://www.rcmedicinewheel.com).*

We are a self-learning society, not a society that learns from its parents (as in the Agrarian Age) or from its schools (as in the Industrial Age).

~ Robert T. Kiyosaki

## **Taking the Next Step**

As a tottering child takes his first steps, helping him when he loses his balance is easy and natural. But when a teen stumbles, helping him regain his footing is more complicated. Betton House give students (ages 18-24) the guidance and mentoring they need, surrounds them with like-minded peers, and integrates an effective 12-step based lifestyle curriculum into all aspects of daily living.

*"Betton House was exactly what our son needed to move from a structured program to living on his own. He put the theories he had learned in other programs into practice in his life. He learned to recognize and make good choices."*

Pat K., parent of  
Betton House alumnus Andrew K.



**BETTON HOUSE**

On your own, but not alone.

501 Madison Ave.  
Scranton, PA 18510  
[www.bettonhouse.com](http://www.bettonhouse.com)  
Ph: 877-723-8866

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



# AULDERN ACADEMY

Siler City, North Carolina  
Jane Samuel, Head of School  
919-837-2336  
[auldern.admissions@threesprings.com](mailto:auldern.admissions@threesprings.com)  
[www.auldern.com](http://www.auldern.com)

Visit by: Randall Cook, July 6, 2007

Initially, I had no intention of actually writing about my facility visit and posting it. However, I was so taken by my experience at Auldern Academy that I felt it my duty to share it with the many parents, professionals and even critics who frequent the Struggling Teens hub.

“Auldern Academy” is Scottish for the “Academy by the River,” which well describes the 85 acres of lush grounds surrounding the campus. Auldern sits on a beautiful area with blooming flowers and hedges meticulously placed throughout the campus, tucked away in the North Carolina hills.

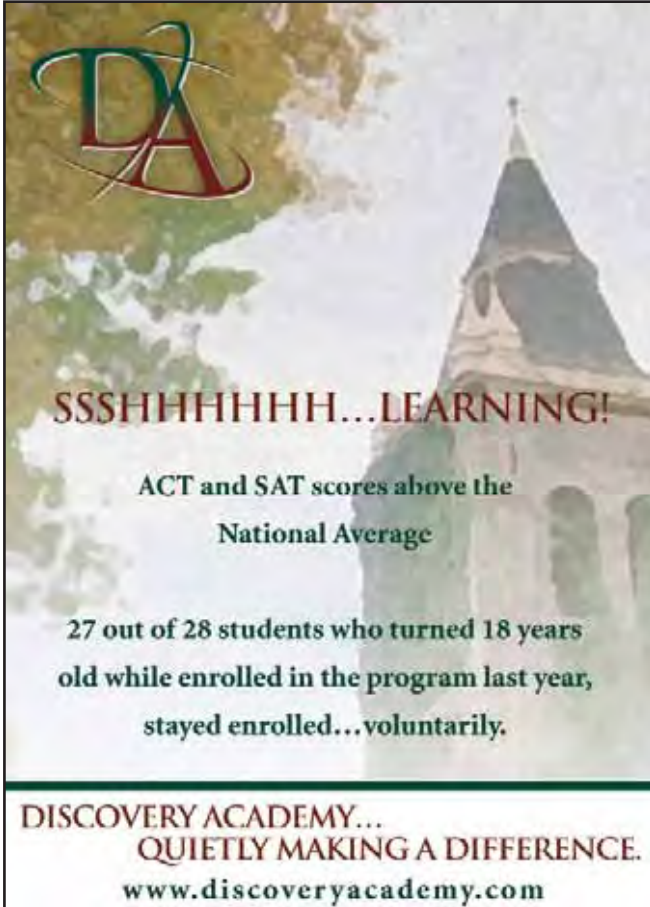
Auldern Academy is ideal for young women in grades 9-12 who would benefit from more structure and support than a mainstream school would provide. Auldern accepts students from traditional schools, as well as those who have had a successful experience in

an emotional growth or therapeutic program. Auldern enables students to best prepare themselves for the challenges of college environment and independence. Not just academically, but emotionally and socially as well. Auldern achieves this result through a combination of Academics, Arts, Crafts, Therapy, Exercise and Family Involvement.

My first impression upon arriving at the driveway of Auldern’s campus was so striking I had to stop my little rental car and get out and take a picture of the entrance. It was just so beautiful. As I continued my journey up the drive there were slight bends, well manicured lawn on both sides of the road, and each curve displayed well arranged flower beds outlined with rock walls. This awe inspiring experience was further enhanced by the cathedral-like trees standing watch.

After enjoying several minutes more of this pleasant drive I arrived at the main part of the campus. The road and trees opened up presenting some great Southern style architecture located around a very large pond, with water cascading from the center. I parked and exited my car just at the same time some parents were arriving at the Academy. I followed them into the main hall where I was immediately greeted by Staff and more parents. While visiting

Continued: Auldern/ pg 22



**SSSHHHHHH...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](http://www.discoveryacademy.com)



## 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](http://www.youthcare.com)

## **Auldern:** Continued from page 21

with Auldern's parents, it really stood out to me that they had taken the time to educate and familiarize themselves with both NATSAP and IECA. The overall atmosphere was one of true serenity and calmness delivered in a very professional way. It made a great impression upon me.

After some introductions were made, I was guided back to the office of the Head of School, Ms. Jane Samuel and joined by the Assistant Head of School, Mr. William "Bill" Grant. Again I was struck by their very warm and welcoming reception. As we visited, I was very impressed with their passion and pride for the accomplishments and changes that Auldern Academy has made since their arrival about a year ago. They are clearly professionals to be regarded as experts in their field.

We wandered out of the office and toured the campus. It was a great day to be outside. The July weather in North Carolina was better than what I had left behind in Southern California; I hadn't expected this. As we continued the tour, I was awestruck at the volumes of student artwork and crafts proudly displayed. Collections of paintings, charcoal sketches, pottery, watercolors, oil paintings, scrap booking, sculptures, etc. lined the walls, cabinets and shelf space in each room. It was amazing. There are clearly some incredible artists attending Auldern. I'm sure some have more interest or talent than others, but they certainly have an ample stock of art supplies that even someone like me could learn and enjoy an artistic outlet. In my experience in over a decade of visiting different Schools in different States, Auldern now joins a select few who stand out proud with such detail and character, and such personalized touches that so strongly reflect the talents and interests of their dynamic students.

After touring the computer labs, academic building and dining facilities, we strolled over to the residential housing. There were some young ladies sitting out front in rocking chairs, engaged in small talk, enjoying the beautiful day and appeared captivated by the sounds and movement of the water spraying up in the pond. They were very polite about our interruption and made certain to greet us on our way into the large dorm. Upon entering I could not help but again notice all of the artwork on display. This building really reinforced a home-away-from-home feel; very subtle and soft. It was remarkable. It made me reflect on how confident and comforting this would make me feel, as a parent.

Next, we took our time walking over to the recreation building, strolling past the immense pond. In that building they offer the young ladies a basketball

court, stationary bikes, a pool table, a pottery wheel, a wide variety of art supplies, a treadmill, and even an Ab Lounger.

Lunch time was soon approaching so we walked back to the dining hall. The dining hall is painted in a light yellow, with an off-white trim and large windows pouring in sunlight and overlooking the main area of the campus. It had the feel of a cozy Southern Bed and Breakfast. We were offered a very healthy buffet style meal. Jane, Bill, and I took a seat with a couple of students. Just like the young ladies encountered earlier, the parents on campus, and Staff, these students once again made it a point to welcome us to their table. During our meal I was struck by the genuine camaraderie and courteousness that was so evident throughout the campus. Everyone knew everyone else and was so polite to one another. I never got the impression there were any type of cliques or groups anywhere on the campus. Everyone treated each other with dignity and respect.

After lunch, we headed back to Jane's office. This gave me a chance to get a deeper understanding of Jane's and Bill's commitment and respect for the young women they are guiding and families they serve. I got a chance to get to know more about Bill Grant and was very impressed with his experience and education he has to offer. It's evident that Jane Samuel lives and breaths Auldern Academy, as well as having a good working relationship with the local community. It's clear she knows every inch of the property and every aspect of the program. She's in the moment and up to date on what's happening.

On my drive back I was anxious to call my little family and share my experience, because it had been that memorable.

I would like to thank Jane Samuel, Bill Grant, Crystal Cox, and the rest of the Auldern Staff members I met. They have a winning team. My thanks and appreciation extend to all of the friendly parents and young ladies I met as well. I am excited for what lies ahead for each of you.

**About the Author:** *Randall Cook is a program graduate who administers several bulletin board systems in a Family Friendly manner. He administers the Struggling Teens board as well as several program and organization boards.*  
[admin@corebb.com](mailto:admin@corebb.com), [www.corebb.com](http://www.corebb.com)

Never look down on anybody  
unless you are helping him up.

~ Jesse Jackson



## CROSSROADS RTC

Ogden, Utah

Sam Dahlin, Derek Bowles LCSW, Eric Dahlin, -  
Owners

801-369-0238

[www.crossroadsrtc.com](http://www.crossroadsrtc.com)

On July 10, Educational Consultants Nancy Greene, Lindy Kahn, Maria Simon and Imy Wax stopped by this planned program before any students had been enrolled and provided this report. What they found was a facility almost ready to open as a licensed residential treatment center for 12 boys, ages 16 and 17, who may be experiencing primary difficulties with addictions, depression and oppositional behaviors. The owners explained that students who would benefit from this program have an average to above-average ability to work within an insight oriented curriculum. Each of the owners comes to this new program with professional backgrounds and extensive previous employment with other programs.

Crossroads is planned to be therapeutically designed around building strong relationships, offering individual and group therapy, weekly family therapy sessions and quarterly educational workshops. Their addiction counseling will include a combination of 12-Step and the "7 Challenges."

The goal of this program is to develop passions as a way of substitution for unhealthy addictions. Activities included as a regular part of the program are skiing, snowboarding, skateboarding, wakeboarding, etc. These activities take place during the week and on weekends. Students will also have the opportunity to visit a cabin in rural Wyoming which will offer activities such as fly fishing.

This facility is a lovely remodeled home located in a residential area at the base of a mountain range. It allows for easy access year-round to both the town and recreational activities. The home is very comfortable and open with an area where students can study and use computers to enhance their studies. Plans for an indoor facility will include a skate boarding half pike.

Academics will be offered off campus at the North Ridge Learning Center, which is accredited by Northwest Association of Accredited Schools. Both Sam and Derek believe that students will benefit from the opportunity to go off campus to school. Learning will be individualized per student needs. Vocational opportunities will also be available.

Continued: Crossroads/ pg 24



**mount bachelor**  
ACADEMY

**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](http://www.mtba.com)**

A program of CRC Health Group / Aspen Education Group



**West Shield**  
Adolescent Services  
"Transporting Teens to A Better Future"

**ADOLESCENT TRANSPORT**

Certified in Non-Violent Crisis Intervention.

Safely transport adolescents to their designated program with care and dignity.

Our staff will coordinate all necessary ground and air travel arrangements.

Agents located throughout the US.

**RUNAWAY LOCATION**

Through our separate Investigative company, West Shield uses the latest technology and the most sophisticated methods for finding runaways.

Worldwide Affiliates \* 24-Hour Service  
\$2 Million Liability Insurance Protection

**Call 800-899-8585**

Allen Cardoza, President  
Transporting Teens & Locating Runaways  
Since 1981!

## Crossroads: Continued from page 23

Students will have the opportunity to learn activities of daily living including food preparation and daily chores around the home. As students grow and continue to take personal responsibility, they will have access to jobs in the community so they may learn how to deal with drugs and alcohol as close to “normalcy” as possible.

Sam Dahlin has a long history of successful clinical work with adolescent males with addiction backgrounds. He and his partner, Derek Bowles, are warm, caring, energetic and motivated. They should be excellent role models for their clients at Crossroads.

Your school may have done away with winners and losers, but life has not. In some schools, they have abolished failing grades; they will give you as many times as you want to get the right answer. This does not bear the slightest resemblance of anything in real life.

~ Bill Gates

## BOOK REVIEWS... TO TEACH A DYSLEXIC

Don McCabe

Clio, Mich: AVKO Dyslexia Research Foundation:  
2002,1995

ISBN: 1-56400-004-4

Review by: Lon Woodbury

*(A Dyslexic Tells How Luck Enabled Him to Learn to Read & How His Blissful Ignorance & Stubbornness Enabled Him to Discover an Easy, Common Sense Way to Teach Other Dyslexics to Read and Write)*

Born in 1932, dealing with personal dyslexic symptoms long before the term became popular, with a career of teaching most of his adult life, this book is part autobiographical and part what he learned during his years as a teacher. He states several times how fortunate he is that he was raised before the era of Learning Disability specialists. “If I had been born in 1972 instead of 1932, there’s no doubt in my mind I would be illiterate today.”

Written in an easy to read style, with engaging personal stories, he attributes his learning how to read, and to succeed in general, from high family expectations (confidence building), continuous

### 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

### 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

**40<sup>TH</sup>**  
ANNIVERSARY  
1968 ~ 2008



**Eckerd Academy**

Brooksville, FL • Deer Lodge, TN • Suches, GA

**Admissions: 800.914.3937**

**www.EckerdAcademy.org**



attention and play from an extended family (physical therapy), an older sister who loved playing teacher (personal tutoring) and his own innate stubbornness and desire to excel. Most of these are the attributes that used to be very common in the era of family based life before careers became everyone's major preoccupation, and before the development of scientific specialization regarding families and education. Several times he describes professional child development concepts and how in his childhood experience he received exactly that from normal family relations. For example, what is now called "intensive stimulation" was exactly what all family members playing with the baby were actually doing, if you had to put a scientific term onto it.


In Part II, he discusses his experience as a teacher whose first priority was to help children succeed, primarily by helping them to learn to read. Anyone who has been a teacher and been frustrated by "main office" bureaucracy, or tired teachers focused on one method only or teacher union priorities, will relate to and sympathize with his experiences. It boils down to his frustration in wanting to help kids but being given different directions by administrators who thought it more important he conform with accepted techniques, or as it is commonly referred to "team player."

In Part III, he explains that his founding of AVKO Dyslexia Research Foundation came from his learning that most education research is studying the wrong things and wanting to research what he had found worked and offer it to help people.

I'm not a learning or reading specialist, but as I understood his approach, he starts with the observation that our brains, whether dyslexic or not, are programmed to change what our senses detect to fit our inner map of reality. If a student doesn't understand common patterns of how the written word is presented, then the brain will interpret what the senses bring to it into a pattern that does make sense. Dyslexia, according to the author, is the result of the brain mal-adapting the sensual information by not knowing common patterns. Based on the author's observation that the problem is missing understanding of patterns, the author has developed several techniques to teach those patterns to students. Phonics is part of it, but the author insists phonics as it is usually taught doesn't go far enough and explains in detail exactly what he does to help students learn to read.

The author is proud of being an independent thinker, working out his own answers to problems and

Continued: **Dyslexic** pg 26



**MISSION MOUNTAIN SCHOOL**  
 P.O. Box 960  
 Goest Ranch Road  
 Condon, MT 59826  
 (406) 754-2580





**LEADING THE WAY SINCE 1990**

At Mission Mountain School, our goal is the reintegration of the student into the family and community. We view this process as the greatest adventure in life—the empowering adventure of finding one's true self.

Our students start their healing journey at MMS by learning that in spite of their past history or present difficulties they can have honest healthy fun. We integrate personal and community daily life skills, outdoor education, therapy, and academics into a sophisticated progressive, student-centered developmental curriculum that is solidly based on research proven theories of experiential education and therapy.

MMS is a small fully accredited, college-preparatory boarding school for high school girls. Candidates have a desire to succeed, but are not performing to true potential or are engaging in behaviors that endanger the realization of that potential.


Learn more at [www.missionmountain.com](http://www.missionmountain.com)

**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](mailto:ranchovalmora@starband.net)  
 Website: [www.ranchovalmora.com](http://www.ranchovalmora.com)

## **Dyslexic:** Continued from page 25

avoiding parroting what he is told by authority. He claims that that is a common attribute of dyslexic thinkers, along with a logical streak that is a little slow to pick cues from the mainstream as to what he should think. Actually, that streak of independent thinking, a strong sense of what's right or insistence on doing it in one's own way, seems to describe many of the students we work with in the residential struggling teens industry. Perhaps he is not describing dyslexics as much as he is describing students "listening to a different drummer" which would include students labeled as dyslexic along with ADD, ADHD or even milder conduct disorder students, many of whom have had troubles learning to read.

---

---

### **THE LAST SELF HELP BOOK YOU'LL EVER NEED**

**Repress Your Anger, Think Negatively, Be a  
Good Blamer & Throttle Your Inner Child**

By: Paul Pearsall

NY: Basic Books:2005

ISBN 0-465-05486-2

Reviewed by: Lon Woodbury

The basic nature of science is skepticism. So long as people can freely question the most respected theories of science, science will progress and sooner or later have a chance to get it right. It is when skeptics are shouted down on the basis of a consensus referred to as the final authority or a claim is made that certain questions are settled and we should not even debate them anymore, that the essence of science is lost and we get what is sometimes referred to as "junk science."

Some of the most widely accepted "pop psychology" beliefs in our current society are the importance of "self-esteem," "self-help" and "self-empowerment." Most discussions of human nature and behavior, as well as many governmental policy decisions, rest on those widely accepted assumptions. It is a sign of health in public discourse when skeptics step forward to challenge these beliefs. The skeptic might be labeled as simply a "contrarian," but all of our beliefs need a challenge from time to time to make sure they continue to match reality.

The author of this book is a neuropsychologist with extensive experience who clearly challenges these "self-help" assumptions. He is an adjunct clinical professor at the University Of Hawaii at Manoa, and a member of the board of the Hawaii State Consortium for Integrative Health Care. His book draws upon his years of experience and professional academic study

and work, and concludes that we must "question and critique every 'fact of life' that the self-help industry accepts as 'fact.' His conclusion is that these commonly accepted facts are simply wrong!

#### **For example:**

*Self-Esteem Is Vital For Healthy Living.*

The author instead says that "High self-esteem can be damaging to you and others around you. Try a little humility." He points out that high self-esteem "is in no short supply among psychopaths and school-yard bullies."

*You Must Love Yourself Before You Can Love Others.*

The author says "You have to learn to love others before you love yourself." He points out that those who are considerate of others are happier and healthier than those who emphasize their own needs.

He sees the popular world of self-help as candy-coated with simplistic comforting and fun ideas. But, if the reader would question and be mindful of its premises, and add to them the results of scientific research, then the reader could find a parallel self-help universe that could make the popular ideas really work.

Author Pearsall is a contrarian to the core! He challenges some of our most cherished beliefs in this book. Even those who reject his arguments will benefit from considering them. The book is an easy read and I highly recommend it.

In days gone by, character protected everyone. It protected children, who could play outside unsupervised, and who could go to school, ballgames and Saturday afternoon movies by foot or bike without supervision and return safely.

Character protected men from false accusations. It protected women from abuse, and families from dissolution.

Character protected people from themselves. Emotions were kept in check. Even when character failed and people were murdered for love, hate or money, no one fired indiscriminately upon strangers.

Character protected people from crime and gratuitous acts of violence. Even criminals had enough character to feel remorse.

Today government has undertaken to do what character once did. But government has no more character than the people in government who, in turn, have no more character than the people who elect them.

~ Paul Craig Roberts



## NEWS & VIEWS...

### **TONSILS TO BLAME FOR BEHAVIOR**

(November 19, 2007) According to an article on Crime Times, researchers reported children with enlarged tonsils and adenoids showed lower test scores and higher percentage of hyperactive, inattentive, sleepy behavior, and were more likely to have a diagnosis of ADHD before they underwent tonsil and adenoidal removal, than children undergoing other surgeries.

### **OMEGA-3 MIGHT REDUCE ADHD SYMPTOMS**

(November 19, 2007) Crime Times reported children with ADHD may improve markedly when they receive high doses of omega-3 fatty acids according to new research that strongly supports several earlier findings.

### **HORNBECK FOUNDATION FINDS RUNAWAY**

(November 19, 2007) Pam and Craig Akers, founders of the Hornbeck Foundation, helped find a girl who had continued to California on an airplane instead of returning to her school in Utah. Hornbeck Foundation was named after the Akers' son Shawn Hornbeck who was returned to them after missing for four years.

### **SUICIDE AFTER CYBER-BULLYING**

(November 21, 2007) Telegraph.co.uk, reported a 13-year-old girl in Dardenne Prairie, MO, hanged herself after she fell victim to a cyber-bullying campaign orchestrated by the mother of one of her classmates, who masqueraded online as a "good looking" teenage boy.

### **UK CHILDHOOD HAPPY, NOT TOXIC**

(November 19, 2007) BBC news reported scaremongering by adults has created a false impression of a "toxic childhood" according to England's Children's Schools and Families Secretary, Ed Balls. Balls issued a counterblast to pessimistic views of childhood, saying the "vast majority of children feel happy and safe," rejecting the idea that previous generations had better childhoods.

### **KIDS MEDICATION TESTING INADEQUATE**

(November 23, 2007) The Washington Post reported that a decade after the government began trying to ensure prescription drugs used to treat children work and are safe; doctors still have scant information to guide them when they administer many medications to kids.

### **ARE WE TOO QUICK TO MEDICATE CHILDREN?**

(November 5, 2007) Los Angeles Times reported studies have shown that kids are being diagnosed at younger ages, with a wider range of disorders and with more severe disorders than ever before, and in growing numbers, they are being medicated with drugs whose safety, effectiveness and long-range

effects on children have not been demonstrated by extensive research.

### **HOW DOCTORS MARKET DRUGS**

(November 27, 2007) The New York Times Magazine reports how Dr. Daniel Carlat, an assistant clinical professor of psychiatry at Tufts University School of Medicine and the publisher of The Carlat Psychiatry Report, recalls his five years as a drug-company representative.

### **SCHOOL TO PRISON PIPELINE**

(November 22, 2007) The Houston-Chronicle reported the public interest law group, Texas Applesseed, argues schools that suspend and expel students to Disciplinary Alternative Education Programs for minor misbehavior not covered by the zero-tolerance mandates, unwittingly funnel kids into the massive adult prison system in Texas.

### **ECONOMIC GROWTH IN FAMILY FRIENDLY AREAS**

(November 27, 2007) The Wall Street Journal reported most communities that are flourishing economically are family-friendly cities, rather than those oriented toward single professionals. It is lifestyle, not lattés, that parents look for. They also tend to be our most productive workers.

### **STUDY SUGGESTS TEA CAN HELP ADD**

(September 27, 2007) US News described research by John Foxe, a professor of neuroscience who found the amino acid theanine found in green, black and oolong teas, causes a decrease in the brain's "alpha rhythms" when people perform complex attention tasks, causing them to pay closer attention.

### **KINDERCRAMMING IS CONTROVERSIAL**

(November 28, 2007) TIME Magazine reported one of the fastest-growing markets for after-school tutors is preschoolers and kindergartners, whose parents hope that if their kids learn to read before first grade, it will ultimately help them get into college and get good jobs. Others, however, claim that problems can occur when young children are pushed too fast.

### **WISDOM OF THE HORSE 2008 TOUR**

(November 30, 2007) Brad Myers, President and CEO of Lone Eagle Ranch, Conifer, CO, 303-332-9230, announced a worldwide initiative "to introduce The Wisdom of the Horse™" and The Wisdom of the Horse™ Tour: "Five simple, yet incredibly powerful agreements demonstrated through the very nature of man's most prolific partner, the horse, provide this authentic experience of discovery."

Continued: News & Views/ pg 28

**News & Views:** Continued from page 27

### SCHOOLS ARE DROP-OUT FACTORIES

(December 9, 2007) A columnist for the Providence Journal reported researchers at Johns Hopkins University found that one-in-five high schools in the US graduate fewer than sixty percent of their students. One in ten schools graduates fewer than fifty percent. The press has dubbed these schools “dropout factories.”

### “LOCKDOWN” ENTERS PUBLIC SCHOOL LEXICON

(December 9, 2007) The Boston Herald reported that while the term “lockdown” used to refer to prisons, it now is also being used for public schools when there is a threat of violence.

### PERKINS RESIGNS IN MARYLAND

(December 13, 2007) Numerous articles have appeared concerning Chris Perkins, who was being considered for a state level appointment in Maryland. He resigned from his position as head of Victor Cullen Center for juvenile offenders in Maryland following the public release of a “Statement of Licensing deficiencies” report on a program Perkins had previously run in Montana, Swan Valley Youth Academy. Links to the various articles and documents can be found at the link provided online.

## SEEN N’ HEARD...

### SOLTREKS NEW DIRECTOR

(October 31, 2007) Lorri Hanna, MA, CTRS, Co-Founder of Soltreks, Two Harbors, MN, 218-834-4607, announced Mark Gordon is the new Director of Soltreks. Mark was previously program coordinator and director of a residential treatment center, where he helped develop wilderness program policies/procedures to meet industry and state licensing standards.

### MENNINGER HOSTS EDUCATION EVENTS

(November 20, 2007) Menninger Clinic, Houston, TX, 800-351-9058, will host two continuing education events in early 2008. A one-day eating disorders conference will be held at Menninger on February 22, 2008, and March 28 a national symposium on borderline personality disorder will be held at Menninger affiliate, Baylor College of Medicine. For more information, contact Stephanie Cunningham, 713-275-5039.

### DISCOVERY SCHOOL OPENS GIRLS PROGRAM

(November 20, 2007) Chris Yates, Director of the Discovery School, Dillwyn, VA, 434-983-5616, announced the opening of a separate program for girls: The Discovery School of Virginia for Girls. This program opened on September 10, 2007, with a current enrollment of 5 girls from Virginia, Maryland and New York.



## 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](http://www.BenchmarkYoungAdultSchool.com)



#### **FORMER WELLSRING HEAD TO APPEAL**

(November 21, 2007) The Roanoke Times reported Robert Serge Gluhareff pleaded guilty to two charges related to bank fraud, and one each to mail and tax fraud, while 49 charges were dismissed. His plea agreement set a sentencing range of 27 to 33 months, and US District Judge Samuel Wilson imposed a term of 30 months. Gluhareff, who pleaded guilty to fraud this spring, said he hopes he can appeal.

#### **RECTORY TO HOST SBSA CONFERENCE**

(November 21, 2007) Andrew Gray, Director of Admissions at Rectory School, Pomfret, CT, 860-928-1328, announced the annual Small Boarding Schools Association conference, will be March 13-15, 2008, at Rectory School.

#### **MANUIA PLANTATION HIRES NAGEL**

(November 21, 2007) Alema S. Fitisemanu II, President / CEO of Manuia Plantation, Apia, Samoa, 801-664-4880, announced the hiring of Dr. Merav Nagel to serve as Clinical Director and Therapist. Dr. Nagel comes with outstanding credentials and experience to offer to Manuia Plantation's indigenous intervention in Samoa, for adolescent males in a village/outback setting.

#### **KINDLIN JOINS THE BODIN GROUP**

(November 26, 2007) Doug Bodin of The Bodin Group, Los Angeles, CA, 800-874-2124, announced Kevin Kindlin, MA, CSAC, joined the Los Angeles office in August. Kevin is Bodin's 15<sup>th</sup> consultant and brings 12 years of experience working with struggling adolescents and their families.

#### **CBR YOUTHCONNECT APPROVED**

(November 26, 2007) Martin Masar, Administrator for CBR YouthConnect, Junta, CO, 800-790-4993, announced CBR YouthConnect is now an approved TRICARE provider and contracted with TriWest.

#### **SHORTRIDGE NEARS ACCREDITATION**

(November 26, 2007) Hannah C. Mariotti, MA, LMHC, Director of Admissions and Marketing for Shortridge Academy, Milton, NH, 603-755-3096, announced the New England Association of Schools and Colleges officially approved Shortridge Academy as a candidate for accreditation.

#### **FORMER COUNSELOR ENTERS PLEA**

(November 28, 2007) Louis Ladenburger, a former Catholic priest and former counselor at Elk Mountain Academy, Clark Fork, ID, 208-264-5318, pled guilty to an amended charge of aggravated assault against a minor the day before jury selection was set to begin.

#### **JEZ JOINS HOPE RANCH**

(November 28, 2007) Linda Carpenter, Executive Director of Hope Ranch/Star Meadows Academy, Whitefish, MT, 406-862-5903, announced Dr. Angela Jez joined Hope Ranch as Resident Psychologist. Hope Ranch is a Christian residential program for girls ages 14-18.

#### **REYES JOINS SOBER COLLEGE**

(November 29, 2007) Annika Richards, Director of Marketing for Sober College, Woodland Hills, CA, 866-757-6237, announced Dr. Rebecca Reyes joined Sober College as an Addictions Specialist. Dr. Reyes ran the psychiatric intensive care unit at Vista Del Mar Hospital in Ventura before opening her private practice in Calabasas.

#### **ARCHER/WELLS RECEIVE PROMOTIONS**

(November 30, 2007) Nicole Harmon, MA, Marketing Executive for CORE Health Care, Dripping Springs, TX, 512-894-0801, announced Scott Archer is the new Director of Long-Term Care at CORE Health Care, replacing Dale Barrett. Licensed as a Master Social Worker and Nursing Facility Administrator, Scott is also certified in Long-Term Healthcare Administration. Chrystal Wells, who has been with CORE for 11 years, was promoted to Vice President of Finance.

#### **MMS STUDENTS ATTEND THANKSGIVING**

(December 2007) Colleen Harrington, Assistant Head of Mission Mountain School, Condon, MT, 406-754-2580, announced The Mercer Family (John, Colleen, Lily and Rose) had all of the MMS girls over to their home for a traditional Thanksgiving dinner with roast turkey and all of the trimmings, including pies for dessert. John even cooked an elk roast, which was a special treat! It was a challenge to fit everyone in their small house, but the girls were great and pitched in with the cooking.

#### **HEATON AT SILVERADO BOYS RANCH**

(December 3, 2007) Denise Westman, Director of Admissions for Silverado Boys Ranch, Panguitch, UT, 435-676-8482, announced Scott Heaton, LMFT, has joined the team at Silverado Boys Ranch. Scott previously worked as a therapist and field instructor at Redcliff Ascent and Aspen Achievement Academy.

#### **THIRD ANNUAL GET TOGETHER SET**

(December 3, 2007) Lon Woodbury, MA, IECA, President and Owner of Woodbury Reports, Inc. Bonners Ferry, ID, 208-267-5550, announced the Third Annual Northwest Get Together will be held May 23, 2008. Mark your calendars so you don't forget. More information will be coming soon.

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

## **SEEN N HEARD:** Continued from page 29

### **ALLDREDGE CHANGES NAME**

(December 3, 2007) Marian J. Browning, Financial and Human Resources Director for Alldredge Wilderness Journey, Parsons, WV 304-259-2262, announced Alldredge Academy has changed its name to Alldredge Wilderness Journey.

### **SAINER NAMED FINALIST**

(December 4, 2007) Elliot Sainer, Vice Chairman of the Board of CRC Health Group, and founder and recently retired CEO of Aspen Education Group, was named one of four national finalists for the Ernst & Young Entrepreneur of the Year 2007 Award in the Services Category.

### **WHITE MOUNTAIN SUMMER CAMPS**

(December 4, 2007) Ben Mirkin, Director of White Mountain School, Bethlehem, NH, 603-444-2928, announced White Mountain School is offering three summer camps for 12 to 16-year-olds, for the summer of 2008.

### **DHHS FINDS YBGR IN GOOD STANDING**

(December 4, 2007) Andrea Kenney, Director of Public Relations, Media and Grants for Yellowstone Boys and Girls Ranch, Billings, MT, 406-655-2125, announced they received a letter from the Department of Public Health and Human Services, Division of Quality Assurance for the State of Montana, indicating that, following an investigation of an allegation of abuse, no licensing rule violations were substantiated and they are in good standing.

### **RASSMUSSEN JOINS NEW HAVEN**

(December 5, 2007) Ari Terry, Admissions for New Haven, Spanish Fork, UT, 801-794-1218, announced Kip Rasmussen, PhD, LMFT, joined the clinical team at New Haven. Kip has worked with young women suffering from severe eating disorders and has co-authored a non-fiction work geared toward adolescent females titled, "Frogbusters: A Girls Guide to the Dating Swamp."

### **NEW ONLINE COMMUNITY FOR NATSAP**

(December 6, 2007) Randall Cook, Operations Manager for Core Solutions, Winchester, CA, 877-271-4427, announced Core Solutions was chosen to operate the new online Member Community for National Association of Therapeutic Schools and Programs (NATSAP). This online, 24-hour a day, member only support community is a meeting place for Member Schools/Programs seeking solutions and support, and staying on top of the ongoing issues within the private youth care field.

### **REDCLIFF ASCENT FINANCIAL INITIATIVES**

(December 6, 2007) Stephen D. Nadauld, Admissions

Coordinator for Redcliff Ascent, Springville, UT, 801-491-2270, announced RedCliff Ascent is introducing four initiatives that will financially benefit clients.

### **MIDNIGHT MOUNTAIN CLOSED**

(December 7, 2007) Woodbury Reports was informed that Midnight Mountain Life Skills Training Center, Boyds, WA, founded by Randy Krohn, has regrettably had to close their operations. Although their web site is still online as of today, the phone number on the site is no longer operative.

### **MOUNT CARMEL ADDS PROGRAM**

(December 7, 2007) Mount Carmel Youth Ranch, Powell, WY, 307-645-3322, announced the addition of the Jude Thaddeus Home Recovery Program. The Jude Thaddeus Home Recovery Program is an Educational recovery program for alcoholism and drug addiction.

### **TIPS FOR TEENS WITH SEX ISSUES**

(December 7, 2007) Jennifer Jones, Public Relations, Oxbow Academy, Wales, UT, 801-682-2315, announced parents looking for therapeutic help for teens who struggle with sexual behavior problems can use tips given recently by Dr. Steven Bengis at a convention of the Association for the Treatment of Sexual Abusers (ATSA).

### **AMATS FOUNDING MEMBERS**

(December 7, 2007) Jeff Johnson, of OnPoint Consultants, LLC, Loa, UT, 435-491-0398, and Executive Director of AMATS, Bend, OR, announced the provisional founding membership of The Association of Mediation and Transport Services (AMATS) has been established. The eight founding members include: Adolescent Intervention Services, Bill Lane and Associates, Center for Safe Youth, Crossroads Youth Transport, Right Direction Crisis Intervention, Safeguard Adolescent Services, West Shield Adolescent Services and Youth Transportation Services.

### **MURPHEY BENEFIT FOR HEARTLIGHT**

(December 8, 2007) Mark Gregston, Founder and Executive Director of Heartlight Ministries, Hallsville, TX, 903-668-2173, announced Michael Martin Murphey, best-selling singer/songwriter of American Cowboy Music, put on a "Cowboy Christmas Concert," in December as a benefit for Heartlight Ministries.

### **LETTER FROM LOST PRAIRIE**

(December 10, 2007) Rosemary McKinnon, MSW, Admissions Director of Montana Academy, Kalispell,



MT, 406-755-3144, wrote a reflective letter to the upcoming graduates about the importance of silence and the need for the ability to hear your own thoughts and be able to manage your emotions and anxieties. The letter is available online.

#### **OLIVERIAN CENTER COMPLETED**

(December 11, 2007) Mike Doherty, Admissions Director for the Oliverian School, Haverhill, NY, 603-989-5100, announced construction on the new Student Center is complete. The Center includes a Grille and Snack Bar, a Gaming Center and Student Lounge and an Internet café. Phase II is now under way to construct a new library and technology center.

#### **ALPINE ACADEMY'S ED CENTER OPENS**

(December 11, 2007) Janet Mulitalo, Director of Alpine Academy, Erda, UT, 800-244-1113, announced the Grand Opening of the Gary & Ann Crocker Education Center, which will provide accredited education for the junior high and high school girls who attend the Academy.

#### **FETAL ALCOHOL CONFERENCE SET**

(December 12, 2007) Wendy Temko, Administrative Assistant for FASCETS, Portland, OR, 503-621-1271, announced a three-day training conference on Fetal Alcohol Spectrum Disorders on February 21-23, 2008, at the Mark Spencer Hotel in Portland, OR, for parents and professionals.

#### **FALLIS DIRECTOR AT PINE RIVER**

(December 13, 2007) Nancy Pujol, Executive Assistant for Pine River Institute, Toronto, Ontario, Canada, 416-955-1453, announced John Fallis is the new Executive Director. Fallis has spent 30 years in education including involvement in provincial "at-risk" youth initiatives as well as teaching experience in Australia, British Columbia, Michigan and New York State.

#### **CONSULTANTS COME INTO THEIR OWN**

(December 17, 2007) The Arizona Republic described parents are increasingly turning to Independent Educational Consultants in Arizona for help with children having learning/emotional behavioral problems.

#### **CLEARVIEW STUDENTS SHINE**

(December 19, 2007) Tami Gebhardt, Assistant Director of Clearview Horizons, Heron, MT, 406-847-5850, announced a Clearview High School student made the Honor Roll and one of the college girls was a photo contest winner. She is taking the Intro to Digital Photography class and will have a 13" x 19" print showcased.

#### **FAMILY FOUNDATION NEW WEBSITE**

(December 19, 2007) Richard Reeve, Executive Director of The Family Foundation, Inc., Hancock, NY, 845-887-5213, announced the launch of the foundation's new website. The 501(c)(3) nonprofit organization administers the financial aid program for students attending Family Foundation School and Betton House. Incorporated in 1984, The Family Foundation, Inc. revised its mission and hired its first full-time executive director.

#### **FAMILY FOUNDATION GRADUATES 31**

(December 19, 2007) Robin Ducey, Principal for Family Foundation School, Hancock, NY, 845-887-5213, announced 31 students were granted New York State Regents diplomas during graduation exercises on December 8, 2007. Each of the students was accepted to a post-secondary institution.

#### **CHRISTMAS ADVENTURE AT SANTIAM CROSSING**

(December 20, 2007) Julia Andrick, Marketing Communications Director for Santiam Crossing, Albany, OR, 800-390-3983, announced students and staff filled sleds, packed snowshoes and skis, and headed to Umatilla National Forest to spend the holiday snowshoeing and cross-country skiing.

#### **OREGON TRANSITIONAL HOMES ADDS GIRLS**

(December 20, 2007) Julia Andrick, Marketing Communications Director for Catherine Freer Wilderness Program, Bend, OR, 800-390-3983, announced Catherine Freer's Oregon Transition Homes have added a transitional living home for girls.

#### **FREER DONATIONS HELP FLOOD VICTIMS**

(December 20, 2007) Julia Andrick, Marketing Communications Director for Catherine Freer Wilderness Program, Bend, OR, 800-390-3983, announced Catherine Freer donated 200 pounds of bulk dried foods to a group of volunteers who headed to northern Oregon to aid those impacted by the recent storm that swept through the Pacific Northwest leaving numerous waterways brimming and in some cases resulted in flooding.

It is only by tracing things to their origin that we gain rightful ideas of them, and it is by gaining such ideas that we discover the boundary that divides right from wrong.

~ Thomas Paine

## 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, outdoor education and weight loss programs or contact us at 866.441.2694 or online at [AspenEducation.com/wr](http://AspenEducation.com/wr)

