

# Places for Struggling Teens™

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

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## 2007 IN REVIEW

By: Lon Woodbury



The year 2007 might wind up being a pivotal year for the network of private residential parent-choice schools and programs for struggling teens. We might have just gone through a paradigm shift in the environment we work in several areas. It is unclear at the present whether the changes might be good or bad for the needs of the children.

The main change is the visibility of the network. For years we operated “under the radar,” partly due to the inability of the media and state regulatory agencies to fit the wide variety of approaches in our network into neat simple categories, and partly because of the relatively small size of this network. (Estimates are our private pay residential network brings in about \$2 billion nationally, which as a comparison is not much more than the total public school spending in Idaho alone). We have gradually become more visible in recent years, but with the October 10, 2007, hearings by Congressman George Miller, we became a national story and are an object for possible federal national policy. The media and public scrutiny will only be increasing.

There are several distinguishing characteristics of the schools and programs in this network that in the past have made it different from traditional residential mental health, substance abuse, hospitals, Social Service and Law Enforcement programs. Those elements include private parent-choice, small student bodies, relatively easy entry for new programs, use of alternative education concepts, use of wilderness, personal relationships between staff and students and a strong influence from therapeutic community concepts (structure). It is these elements that make this network of schools, programs and consultants different from traditional programs for troubled teens.

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Life Designs student runs half marathon...

Many Additional Staff Changes...

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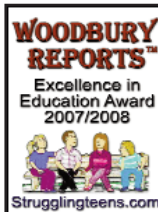
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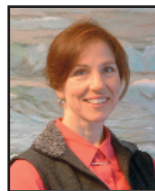
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**Larry Stednitz, PhD**

“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™**.

## **REVIEW:** Continued from 1

Corporations and moneyed interests have discovered this struggling teen network and have become major players, well on their way to perhaps dominating the network. This is significant because one of the original distinguishing characteristics of this network was that most schools and programs had their origins as small startups with modest capitalization. However, as demands increased for credentialed clinicians and as state regulatory requirements have increased their focus on these schools and programs, deep pockets for start ups are becoming more frequent. The increased importance of deep pockets might be the reason I've been hearing reports from around the country that new programs based on the old pattern of one or a few visionaries developing funding are less common, and that more start-ups are funded by deep pocket corporations. This trend might even have accelerated in 2007.

The requirement for credentialed clinicians in schools and programs has become almost universal in all but the smallest family style schools and programs. This is a significant evolution because this network started as an alternative or "protest" to the mental health and hospital chains of the 1970s where expensive treatment was widely available, delivered as an impersonal service (diagnose and treat formula, commonly referred to as the Medical Model). If the clinicians working in this network accept the value of personal relationships with students and reject impersonal managed care type thinking, then this evolution can help improve the quality of services.

Finder's Fees (cash for kids) are an increasing phenomenon in schools and programs outside the National Association of Therapeutic Schools and Programs (NATSAP) and the Independent Educational Consultants Association (IECA), the two major professional standards organizations relating to this industry. Both organizations have strong statements against accepting fees for placement considering that as unethical and contrary to the best interests of the children. Finder's Fees, however, are fueled by parents thinking they are getting free advice (which sometimes ends up being the most expensive) that they often don't understand they will pay either directly or in some hidden manner. However, this type of Finder's Fees arrangement seems to be becoming more common, and there are increasing rumors that even some members of NATSAP and IECA are participating in this practice in order to increase their business. Unless there is an effective campaign to explain to the public and parents the implications, we could be sliding into a commonly accepted view that virtually everybody markets this way. In the 1970s, this was an almost

universal marketing tool of consultants referring to boarding schools, and IECA was originally organized to fight this marketing scheme, seeing it as unethical and that the needs of the students were being lost to a priority of cash flow. In 2007, we seem to have moved one more step back to the 1970s view.

Whether this past year was a pivotal point or just another year with the usual amount of change will not become clear for some time. However, it has been an interesting year and we can only hope that it has been one where more kids are getting better services than before.

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## **MANAGING FOR SAFETY AND SUCCESS**

By Jim Powell, PhD and Bill Valentine, PsyD, CC

In our last essay we discussed the current intense scrutiny under which our industry finds itself and proposed that this time of seeming adversity is really "a time of tremendous opportunity for parent-choice, private therapeutic programs." Key to seizing this opportunity, in our opinion, is careful selection, training and on-going mentoring of all staff. In addition, we feel that "implementing a thorough Risk Management Program (RMP) that is comprehensive in its scope" is a tool that can, and should, be put in place and monitored continually.

It seems like everyone these days is talking Risk Management. And certainly Risk Management is central to all reputable programs. However, a "thorough and comprehensive" quality RMP can provide much more than simply managing risk. Documentation of due diligence and good faith efforts has the potential to not only reduce risk but to also:

- limit potential exposure
- support regulatory compliance
- identify trends and patterns
- inform programmatic decisions
- provide pro-active feedback on program effectiveness
- inform financial and other resource allocation
- improve student outcomes and satisfaction
- increase parent participation and satisfaction
- improve customer service with referring professionals
- decrease insurance rates
- improve staff morale

While we agree that all business has risks, our industry has some in particular that make an RMP so vital. We know the basic areas - compliance and

Continued: **Managing/** pg 4

## MANAGING: Continued from 3

regulatory mandates, medication management, staffing and supervision ratios, human resource and labor laws, exposure to the elements and occupational safety and hazard regulations to name a few. But, what about some of the more unique, challenging and often subtle risks? Contractual conflicts with our customers, custody and family dynamic issues, privacy and personal rights, interstate transporting of minors, use of paraprofessionals and the clinical complexities of the populations we serve also require our attention.


So where to start? First, take a look at the pieces already in place. What kind of information do you currently track? Is the information recorded in a way that is simple, clear and easy to understand? Does the tracking system allow you to easily see trends and patterns? Is there a way to compile the information so that you can review multiple indicators in one sitting? Is information recorded in real time so that it may be acted upon proactively?

Some of the basic information to track might be: accidents, incidents, physical holds, runaways, enrollments, departures, program completions. What is the average length of stay? Is it in line with your recommended program duration? What is your retention rate? What days do you have the most

runaways? What activities bring the most accidents? Could you evacuate your entire program for an extended period of time and still provide quality care? Just tracking this basic data can provide you with a wealth of feedback for your school or program.



- What about the more subtle information you can glean from the data? Here are other questions for consideration:
- Is it a coincidence that referral source X's clients don't seem to complete your program? Does he/she not understand your student profile or do you not have a comprehensive enough screening criteria and process?
- Why do divorced parents tend to have the lowest satisfaction rate? Does your parent communicator get frustrated hearing them constantly bad mouth each other and subconsciously give them less attention and service?
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You might be surprised at the answers. Anything can be tracked. Each one is like a page in a book - providing a piece of the story and a glimpse into the subtle unspoken messages your program may be expressing. Objective evaluation of the data will allow you to make more informed decisions about your staff, your participants and your program.

We believe that implementing an RMP should be a top priority for all schools and programs. It should evolve and expand over time, being open and flexible to accommodate your school or program's growth and development. It should be as prevalent in your day to day operations as anything else you do. It should be articulated and understood with the same clarity and importance by staff at all levels of your organization.

It sounds clichéd, but the easiest way to implement your RMP initiatives is to take them one at a time and manage them consistently and relentlessly until everyone forgets there was ever another way to do things. Find the person on your team who is the critical thinker, the most detail oriented or the pit bull, and give them permission to remind you everyday (without retribution) of the initiatives and timelines to which you are committed. Like any good habit, it takes practice and a commitment. Before you know it, you will have an RMP in place that is thorough and

comprehensive in its scope. And with it safety and success will follow – for you, and your clients.

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## TEN STEPS TO EMPOWERING & LAUNCHING YOUNG ADULTS

By Randy & Colleen Russell

The journey from childhood to adulthood is one of the most important developmental tasks a young person will face in his or her lifetime. To become adults, they will have to leave the comforts of home and face a world of unknowns. It is the ultimate hero/ heroine's journey fraught with obstacles and setbacks. These are necessary trials and tribulations for developing the strength and purpose for being a healthy adult.

These same adolescent obstacles can also be challenging for parents as they struggle to let go. Knowing how to empower, rather than enable, is sometimes confusing. This is why it is helpful for a parent to keep in mind that the underlying goal of healthy parenting is to prepare sons and daughters to be self-reliant, independent individuals who are at home on this planet and in the culture they plan to live in.

Your parenting is most effective when it matches your child's learning style and developmental stage of maturity. As they move from early adolescence to adulthood it is best to systematically expand them into "self-management" rather than "parent-management." This can be done by reinforcing wise actions with positive emotional support and earned freedom.

It is vitally important to have adult mentors to assist with this maturation process. Other adults can say and do transformative things with your young person where you as "the parent" might be resisted. In indigenous cultures this mentoring role was preformed by the other adult tribal members and especially the Elders. The Elders would personally mentor budding young adults to initiate the discovery of authentic identity and refine their skills for success.

Many parents do not understand the significance and timeliness of their own life transitions. In most cases, parents are entering the second stage of adulthood (midlife) while their children are entering first adulthood. This is actually an advantage if the parents will bravely embrace their own life changes. The parents' example will positively benefit their maturing young person.

The Ten Steps to Empowering and Launching Your Young Adult are:

- 1) Be the example of a balanced and meaningful adult life worth emulating

- 2) Courageously embrace your own transition into second adulthood
- 3) Make “child parenting” your job rather than your identity
- 4) Treat adolescence as a necessary temporary multi-chaotic identity phase
- 5) Help your child build a foundation through self-discovery of their unique strengths
- 6) Teach your young person to focus on assets rather than fears
- 7) Wean your adolescent from “being parented” to inspired “self government”
- 8) Enlist other adults to mentor your child through adolescence and early adulthood
- 9) Encourage and support at least one “life-altering adventure”
- 10) Create and perform rituals that formally end childhood and begin adulthood

In the next issues, we will explore ten steps a parent can take to successfully empower and launch their adolescent into adulthood while expanding their own life in the process.

**About the authors:**

*Randy and Colleen Russell direct Parent Workshops for Empowering Young Adults and lead workshops and coaching for families and individuals. For information call 208-255-2290 or visit [www.empoweringyoungadults.com](http://www.empoweringyoungadults.com).*

A lower middle class which has received secondary or even university education without being given any corresponding outlet for its trained abilities was the backbone of the twentieth century Fascist Party in Italy and the National Socialist Party in Germany. The demonic driving force which carried Mussolini and Hitler to power was generated out of this intellectual proletariat's exasperation at finding its painful efforts at self-improvement were not sufficient.

~ Arnold Toynbee

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## VISITS...

### CHERRY GULCH

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Visit by: Lon Woodbury, September 22, 2007

Cherry Gulch is a ranch-style therapeutic boarding school for boys ages 11 to 14. The school is devoted to early intervention and prevention of more serious problems in later life. Problems that bring boys to Cherry Gulch vary widely, but at the time my wife Denise and I visited I was informed that the most common diagnosis was bipolar. Diagnostic prevalence varies, of course, over time, but it was obvious the goal was to create a boarding school/ home-like environment for boys with fairly serious emotional problems. It appeared to be quite successful at providing a safe environment. The boys seemed to be reacting to their environment as a home rather than as an institution, which is a very important part of the healing process.

The Lodge sits atop a ridge overlooking a majestic river. The drive up to it is a typical rural road, twisting and turning as we climbed past sagebrush and scattered homes in various degrees of repair and comfort. It was definitely a very rustic and pastoral setting. Interior construction is still underway in the new two-story



lodge, but it is serviceable and fits their needs well. The finished structure will be very impressive. I look forward to seeing it when the lodge is completed.

We arrived about noon on a Saturday. It is always a little problematic visiting a school on a weekend. The schedule is not as filled with activities as it would be during the week, so the structure of the program is not as tight. The contrast in the students' reactions to the different levels of structure was obvious during our visit. Andrew Sapp, PhD, Clinical Director, Founder and President, was on a field trip with several of the boys. There were about a dozen boys there for our visit. We shared a basic lunch of sandwiches and fruit with the



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students downstairs in the dining room and although they had been acting appropriately, I sensed a feeling of uncertainty on their part. It was like they were feeling a little more freedom than they were used to.

This sense of tension disappeared as soon as the boys went back to the more structured environment upstairs. The staff understood the boys were starting to feel uncertain and very effectively reintroduced safety back into their lives by moving all of us to the common room upstairs, where they were surrounded by personal items and reminders of the program. The boys played board games, talked with staff and visited with us. I was cornered by one boy who could be described as a

computer geek. He reminded me of what an obsession does to a conversation.

After lunch the boys seemed quite comfortable socializing with us, and all engaged in quiet one-on-one conversations with staff. Their bedrooms were just a few steps away from the common room which was a contained area surrounded by signs of program activity. It had the feeling of safety and comfort and the boys responded positively to that structure.

Outdoor physical activities are an important part of the program. The boys are responsible for raising chickens, turkeys, other small and midsized animals, and as they earn the responsibility, they care for seven horses as well. The school is spread out over several acres along the ridge with majestic views in every direction. Part of the program is equine assisted psychotherapy, as well as care for and riding of the horses when a boy is ready.

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Continued: **Cherry Gulch/ pg 10**



**woodland**  
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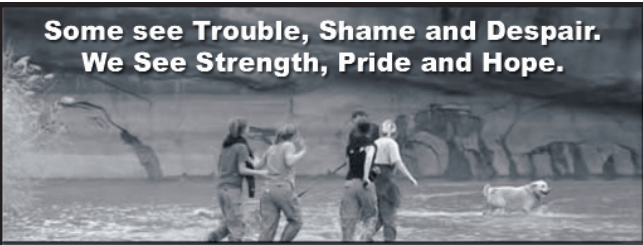

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## **CHERRY GULCH:** Continued from 9

The common room and bedrooms were clean and well organized, looking and feeling comfortable. There were many stuffed animals on the beds and throughout the area. On the wall of the common room were numerous charts reflecting several token economies that help the students visualize their progress and ability to earn special rewards. Behavioral and academic progress is measured in small steps making it easy to advance so each boy knows how they are progressing.

Of course there were no classes being conducted since we visited on a weekend, but I was informed that academic strategies are research-based, stressing experiential, hands-on learning, small class sizes and individualized academic plans for each student. The stated goal was to rekindle students' natural love for learning.

Being a relatively new program, just like the lodge is relatively new, it is in continuous development and refinement. It was obvious the boys were responding positively to the program. The major factors contributing to healing were a pleasant and beautiful environment, a program focused on the natural inclination of boys toward the outdoors, academics and an empirically-based approach by a staff very well tuned to the emotional needs of the boys.

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## **SUMMIT ACHIEVEMENT**

Stow, Maine  
Adam Tsapis, Admissions  
207-697-2020  
[admissions@summitachievement.com](mailto:admissions@summitachievement.com)  
[www.summitachievement.com](http://www.summitachievement.com)

Visit by: Robert Kantar, December 2007

*(Robert Kantar has visited Summit Achievement many times. This report is a compilation of his numerous visits.)*

Summit Achievement is in Stow, ME, quite close to the New Hampshire border, on the eastern side of the White Mountains looking up at Bald Face and down the road from a beautiful federal park and Evans Notch. This land of mountains, ponds and notches is not only remarkably scenic, but prime space for young people to work out their troubles. The program is located near Fryburg, ME, and North Conway, NH. It is a reasonable ride from airports in Portland, ME, Manchester, NH, and Boston, MA.

No transports are allowed for this program, which combines a lot of experience, excellent therapists and a strong educational component into an excellent program for male or female adolescents needing structure, direction and a few months away from families, negative friend influence, cleaning up the less

dramatic substance abuse issues and other problems on the softer side of the adolescent spectrum.

Operated by co-founders Chris Mays, Executive Director, Adam Tsapis, Admissions Director and Will White, LCSW, Clinical Director, this program has matured over the past ten plus years, offering loyal staff, experienced leadership, local ownership and intense carefully planned work with adolescent children. The main lodge provides dining facilities with a first class chef to serve the students on the three days they stay at the school campus. The staff is able to conduct individual therapy sessions at the lodge, group process meetings and implementation of a strong academic focus continuing work on high school courses and learning the necessary study habits to return home or continue on to a long term program.

I have been able to arrange independent testing for some of my placements over the years. As I often visit my clients in programs, I have an opportunity to meet with staff, meet with my students and develop a good understanding of the needs of each child.

There are several relatively new cabins for students to stay on campus and several outreach cabins for additional space.

The students are friendly, busy and engaged in meaningful work, learning a great deal in the wilderness over the four days a week they are out in the field. They trek through some challenging mountain terrain and engage in group sessions to work on the dynamics of working as a team. They also address the personal issues that are identified from both intake information and field experience. This program is ideal for youngsters open to learning about themselves and working on strategies to solve their problems.

The equipment students' use is appropriate for the range of temperatures and conditions they must face in the White Mountains. The mountains have deer, moose and bear with a lot of challenging and beautiful wilderness to trek. The structure is natural given the program of navigating the mountains, working with therapists and continuing their education. It is not a program for severely handicapped learning issues, but it is a place where lots of individual and small class instruction can pay off.


The staff is very successful working to shift the attitudes of moderately oppositional children and substance abusers using experimentally or as an avoidance mechanism. It is NOT a program for children who are physically acting out, are truly delinquent, or

Continued: SUMMIT/ pg 12



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## **SUMMIT:** Continued from 11

who would not benefit from a peer support model. The program is approved by the State of Maine and takes pride in its concern for student safety, its orientation toward nurturing young people and its attention to the details of their program. More recently Summit Achievement has opened a door for students that need to stay beyond the short term program and invited some students who may have completed a short term program, but because of the timing and the wait for a long term program, might need an extended stay in order to improve their academics.

The female staff members, who include Ms. Tracy Tryder (Admissions) and Margie Lannon (Program Director), are also very experienced. Check their website for specific staff backgrounds, application and quality information that can be trusted for its accuracy and is realized in its execution in the field.

While not a program for hard core students, this program uses experienced staff at the field and therapeutic levels, with a management team which is dedicated to the quality of their facilities, program and personnel. The staff genuinely enjoys children and treats children with respect, kindness and safety. Children readjust their sleep patterns, eating patterns, exercise vigorously, stay away from negative influences, clean out their systems from the effects of

inappropriate substances and gain insights into accepting responsibility for their behavior and actions.

Through my frequent visits and track record of close to a dozen placements over the years at Summit Achievement, I am impressed with the care and professionalism of the program. They provide consistent quality feedback and assistance to parents and they communicate effectively with consultants.

### **About the Author:**

*Robert Kantar is an IECA member in Vermont, who based this report on first hand experience with a dozen placements over the years. He writes only unsolicited reports on programs he has found concentrate their energies on the young people with whom they work. He receives no compensation for the reports from the programs. Extensive evaluation of many factors are taken into account as to whether this is an appropriate placement recommendation, as each child is unique. For more information, visit [www.bobkantar.com](http://www.bobkantar.com), or call 802-626-4620.*

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~ John Taylor Gatto




Photo by Skylee Jensen

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## NEW PERSPECTIVES...

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

### CATALYST

Brigham City, Utah  
Kreg Edgmon, PhD, LMFT, Executive Director,  
Co-Founder/Owner  
435-723-4600  
[kreg@catalystrtc.com](mailto:kreg@catalystrtc.com)  
[www.catalystrtc.com](http://www.catalystrtc.com)

Catalyst is a residential treatment center for boys ages 13-17, focusing on substance abuse and dual diagnosis. Students may have coexisting disorders of ADHD and academic problems, depression or suicidal ideation, adoption issues and relationship problems, low self-esteem, eating disorders and self injurious behaviors. Catalyst is a member of the National Association of Therapeutic Schools and Programs.

The four owners of Catalyst operate the program. They are Kreg Edgmon, PhD, LMFT, Executive Director, Seth Geisler, MS, MFT, LCSW, Therapist, Adam Poll, MS, MFT, LSAC, Clinical Director and Trevor Loria, LSAC, Program Director.

As a therapy intensive program, boys receive fifteen hours of clinician directed therapy each week, which can include individual therapy, family therapy, group therapy, recreation therapy, animal-assisted therapy, education groups and Twelve-Step meetings.

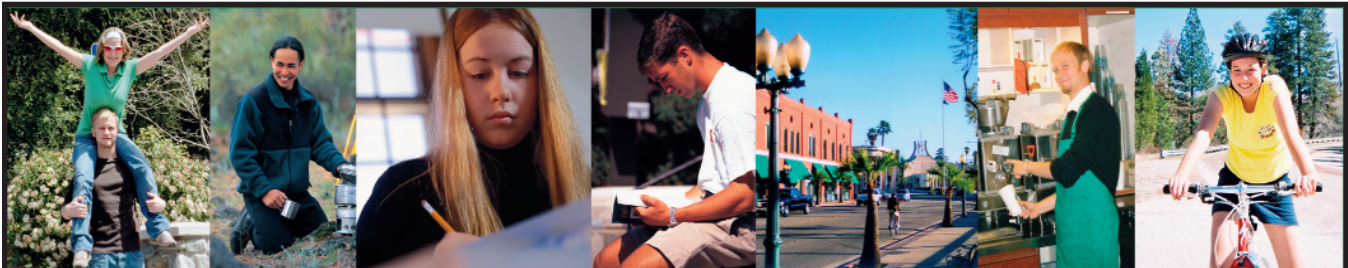
Boys receive 10-12 hours of triathlon training each week with one or more of the owners. The focus of the triathlon training is to help students challenge their preconceived notions of what they think is possible for themselves.

Accredited academics at Catalyst include courses in core areas of math, science, English and history. Independent courses are also available through Brigham Young University. Art therapy, leisure education, spiritual devotionals, skill development groups, career development nights and service projects are all part of the weekly schedule.

*[The information for this New Perspective came from the Catalyst website and brochure.]*

Democracy requires an educated public, not just an educated elite.

~ Diane Ravitch



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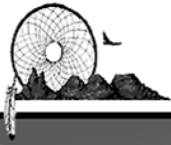
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With two main facilities, the Lodge and the Studio, overlooking Mount Timpanogos, Cirque Lodge is a residential treatment center for drug and alcohol addictions, offering both primary and extended care for adults. Covering a wide variety of drug addictions, Cirque Lodge works with individuals addicted to methamphetamine, marijuana, heroin, cocaine and prescription drugs, as well as alcohol abuse.

Accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and licensed by the State of Utah's Department of Health and Human Services, Cirque Lodge's treatment team is comprised of professionals with experience in addictions and co-occurring disorders, including eating disorders and mood disorders. Betty McElroy, MD, PA, Medical Director, Beverly Roesch, LCSW, Clinical Director and David Beck, CPA, Director of Experiential Therapy head up Cirque's treatment team.

The main foundation for treatment is based on the 12-Step program, including step work and meetings. Individual and group therapy, along with indoor and outdoor experiential activities such as equine therapy, hiking, cross-country skiing and ropes courses, help enhance health and wellness. Staff members teach recovery skills and experiences that can be "life altering" when clean and sober.

Based on location, both the Lodge and the Studio provide privacy for residents, with access for guests permitted only by the resident. During a four-day period beginning every third week, families are welcome to attend a special drug rehab program, which includes group classes and therapy with the resident along with participation in the equine program.

*[The information for this New Perspective was obtained from the Cirque Lodge website and brochure.]*

It is for each generation to solve its own problems and no man has the wisdom to guide or control the next generation.

~ Dr. Will Mayo

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The Discovery School of Virginia for Girls is an outdoor residential school for students, ages 12-17 with learning difficulties, ADD/ADHD, negative behavioral issues, or those who may have difficulty in a traditional or non-traditional school. They may act out verbally or physically towards siblings and parents, have minor delinquent offenses, history of running away, low self-esteem or have an inability to make healthy personal and social decisions.

Each student is assigned to a group that includes ten students, two adult group leaders and a supervisor. Each group lives in a rustic campsite village comprised of 8-10 cabin-sized tents, which the students design, maintain and replace as needed.

The Discovery School for Girls offers middle and high school credit classes, as well as special education, remedial and GED preparatory classes. Girls initially engage in experiential learning to earn credits. Once they demonstrate "a willingness to deal with their emotional and behavioral problems in a responsible manner," they are able to join the other students in the formal school.

The goal of the group is to help members gain the self-esteem, maturity, self-control and problem-solving strategies they need to be successful in their family, school and community. Problems are dealt with in the group as they arise, and each day the group has a meeting to deal with unresolved group or personal issues.

Founders and co-owners, Chris Yates, Allan Jacobson and Don Williams, have worked with troubled youth and their families for over 25 years. The girls' program is licensed by the Commonwealth of Virginia Department of Education, is a member of the National Association of Therapeutic Schools and Programs (NATSAP) and will establish accreditation after a year of operation.

*[The information for this New Perspective came from the Discovery School website and brochure.]*

## SecondNature Wilderness Programs

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

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

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414-526-5747  
[dhornbeck@newvisionwilderness.com](mailto:dhornbeck@newvisionwilderness.com)  
[www.newvisionwilderness.com](http://www.newvisionwilderness.com)

Two experienced outdoorsmen, with a passion for the wilderness and the lessons it can teach, coupled with a commitment to make such experiences available to more teens in the Midwest, have started a new program that takes advantage of the Chequamegon National Forest in northern Wisconsin. The program focuses on teens ages 12 to 18. Students may be struggling with issues such as: Relationships, Alcohol and Other Drug Abuse, Low self-esteem or, Legal Problems, lack of motivation, Trauma/Abuse Histories, Decision making, ADHD/ADD, Anger management, Bi-Polar Disorder, Impulse control, Anxiety, Communication, Depression, Trusting others, and/or School attendance.

Drew Hornbeck spent several years as field staff in programs out west, including serving as director of a wilderness residential program prior to his work as the lead experiential therapist at Rogers Memorial's Child Adolescent Center. Steve Sawyer, MSW,

APSW, CSAC, the Clinical Director, recently left a similar leadership position in a Milwaukee outpatient clinic to devote more of his time to New Vision. In addition to his clinical expertise, Steve is an expert in survival skills and wild edibles, and has worked in other adventure-based programs. Drew and Steve work closely with new staff members as they join the New Vision team.

New Vision was launched last summer with several 5-day treks. Starting in March, New Vision will offer eight or more 21-day sessions with the option for a participant to return after some time back home for a 5-day refresher. The 5-day trips are also open to teens that have completed wilderness programs elsewhere but are in need of a "tune-up."

The program believes in empowering youth – not in breaking kids down. Using a strength-based approach, staff works to build self-esteem by using nature's vulnerability to build self-confidence. Group therapy activities including issues like family dynamics, Alcohol and Other Drug Abuse (AODA) issues and stress management are built into the schedule twice each day. Individual therapy sessions are scheduled at least once each day and include work trauma resolution, somatic interventions and AODA relapse prevention planning. Staff members

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teach HeartMath techniques in the field and administer pre- and post-experience assessments.

Clinical services are licensed through the Wisconsin Department of Family and Human Services. In addition to the necessary insurance coverage, the program is authorized to operate in the National Forest through the US Forestry Service. The per diem rate is highly competitive.

*[Research Associate Judith E. Bessette, EdD, gathered information for this article from the New Vision website and conversations with key staff.]*

## **SAFE HARBOR TREATMENT CENTER FOR WOMEN**

Costa Mesa, California  
Velvet Managan, NCRS - Founder/ Executive Director  
949-645-1026  
[info@safeharborhouse.com](mailto:info@safeharborhouse.com)  
[www.safeharborhouse.com](http://www.safeharborhouse.com)

Safe Harbor Treatment Center for Women is a drug and alcohol addiction treatment center for women age 18 and older. The center opened in October 1993, and is licensed as an "extended care" drug and alcohol rehab. Young women are medically stable with a willingness and commitment to a recovery

experience. They must be 72 hours chemical free or commit to 72 hours of medical or social detoxification.

The treatment team, headed up by Velvet Managan, CADC, NCRS, and Jack Platt, MA, MSW, MAC, CADC II Clinical Director, consists of professionals who specialize in substance abuse, codependency, mental health problems such as anxiety and depression, eating disorders, sex and love addiction and/ or trauma. Several counseling options are available to clients, including individual, group, marriage and family counseling, as well as 12-Step meetings. Treatment also includes the instruction of yoga, Tai Chi and meditation.

The program at Safe Harbor is divided into three phases. The first phase focuses on healing. The second phase, called the Life phase, focuses on integrating work, family and spirituality into daily lives. Finally, the third phase teaches residents how to develop tools to prevent relapse.

Safe Harbor is located less than a mile from Newport Beach, CA, where swimming, surfing and bike riding are available for outdoor recreation.

*[The information for this New Perspective was obtained from the Safe Harbor website.]*



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## BOOK REVIEWS...

### THE PRICE OF PRIVILEGE:

**How Parental Pressure and Material Advantage Are Creating a Generation of Disconnected and Unhappy Kids**

By Madeline Levine, PhD  
New York: HarperCollins: 2006  
ISBN: 9780060595845

Reviewed by Leon Pyle, PhD  
Ashland, Oregon  
[www.tandemjourney.org](http://www.tandemjourney.org)  
[leonpylephd@charter.net](mailto:leonpylephd@charter.net)

Our most current data suggests that as many as 30 to 40 percent of 12- to 18-year-olds from affluent homes are experiencing troubling psychological symptoms (Levine, p. 21)<sup>1</sup>

How can it be that emotional problems and their symptoms of drug and alcohol abuse, depression, self-harm behaviors and the like are appearing among teens of affluent families at a rate that we once thought was only associated with child abuse and deprivation?

In *The Price of Privilege*, Madeline Levine, PhD, exposes both the epidemic of mental health issues occurring among the youth of affluent families and sheds light on why it is happening.

Dismayed that her own teen patients were showing more and more signs of angst, hopelessness and a general malaise of "emptiness," Dr. Levine contacted colleagues in disparate areas of the country and found the phenomenon to be disturbingly ubiquitous.

Dr. Levine's subsequent research pointed to many commonalities shared by these disturbed young teens and their families, some of which are the following:

- Parents who are over-involved in their teens' lives, but who are at the same time emotionally disconnected from their children
- Permissive parenting styles
- Families who focus on money and materialistic ideals
- Teens who are pressured to succeed in a manner defined by their parents, with little regard for the intrinsic needs and talents of their children
- Competition replacing co-operation among siblings and teen friends
- Emotionally immature teens who have little concept of values such as responsibility, serving others, respect for themselves and others, the value of hard work and the like

Although some of what Dr. Levine describes may make us uncomfortable, her goal is not to reprimand us as parents but to remind us of what is truly important in our relationships with our children, such as:

- Guiding our children to find themselves rather than pushing them to fulfill our dreams and narcissistic needs
- Being firm about expectations, which includes both the “how” and the “why” of parental demands
- Learning how to be “in control” without being “controlling”
- Helping teens see and maximize their strengths rather than pushing them through criticism and rejection

Dr. Levine is clearly aware of the difficulties of parenting and empathetic with the added complexities that accompany today’s career-oriented mothers as well as fathers.

As Dr. Levine clearly illustrates through numerous riveting case examples, children who grow up with too much material abundance often experience the same problems as children who grow up with too little. Both phenomena result in the child’s inability to negotiate the developmental milestones of life and leave him or her with precious little understanding of who he or she is and what his or her place is in the world.

For more on this topic, please see *Out of Control Teens - How Did We Get Here?* by the reviewer. [www.tandemjourney.org/News.asp?NewsID=5](http://www.tandemjourney.org/News.asp?NewsID=5)

### References

- 1 Luthar, S. S., & Sexton, C. (2005). The high price of affluence. In Kail, R. (Ed.), *Advances in child development*. San Diego: Academic Press, as cited in Levine, M. (2006). *The Price of Privilege*. New York: HarperCollins Publishers, Inc.
- Levine, M. (2006). *The price of privilege: How parental pressure and material advantage are creating a generation of disconnected and unhappy kids*. New York: HarperCollins Publishers.

### About the Author:

Leon Pyle, PhD, is a Licensed CA Psychologist, an OR Licensed Professional Counselor, a High School Therapist and is the originator of [Tandemjourney.org](http://Tandemjourney.org). Leon has worked in schools, community and urban psychotherapy centers, with male spousal abusers, with male and female prison populations, and has maintained a private therapy practice for adults and adolescents.



## TRANSITIONS Of Galveston Island

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# EXTENDED INSIGHTS...

## VALUABLE LESSONS IN BASEBALL

By Wayne Brock – West Ridge Baseball Coach  
[www.westridgeacademy.com](http://www.westridgeacademy.com)

High school athletics at West Ridge Academy is valuable in so many ways. During this year's season our team learned many lessons both on and off the field. This is a great opportunity for us to incorporate sports and therapy together. Here at West Ridge we have a truly unique situation. When we start a new athletic season, very seldom do we ever get returning players from the pervious year so every season we get to start over. We compete against other 1A teams that have played together for years and can build their program.


We picked our baseball team on July 30<sup>th</sup>, had our first practice the next day and played our first game a week later. As you can imagine there was a lot of work to do with a brand new team, but we as a coaching staff could see a lot of promise within our new team and wanted to keep the expectations high.

At each practice or game we could sit back and observe each player and be able to tell how they were doing individually in their program because it

reflected in their actions and attitude on the field. At the beginning of the season one of our starters "Sam" was not coachable. He would talk back to the coaches and wanted to do things "his" way. When he'd get up to bat he'd always swing for the fence, and would strike out with people in scoring position. He wanted to hit the home run instead of trying to just get a base hit and score those on base.



During our third game of the season we were losing and Sam's body language showed that he'd given up and didn't care any more. He was our most athletic player, a senior and a leader on the team; our younger players started to follow him.

Our fourth game was the turning point for Sam. We were losing again, 0-8, and while the coaching staff was talking to the team, Sam walked off. As one of the coaches approached him, he started to swear and yell at him, and then started to leave the dugout. He was told if he left the dugout he could turn in his uniform and gear and he'd be done for the season. He stayed and sat down on the bench and was emotionless the rest of the game. With some reluctance we decided to start him in the next game. We pulled him aside and let him know that we were giving him another chance and he needed to be a positive leader for his peers. We explained that a lot







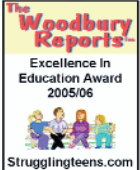
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of the younger boys looked up to him and that he needed to think of what was best for the team and not just play to get glory for himself.

During that game Sam helped us win our second game of the season. His attitude was great and he seemed to process through a lot of negative actions from the game before. He wanted to prove to us that he was coachable and that he would do what was best for the team. That win was the first of nineteen straight wins. During one of those wins Sam was the first player to hit a home run on a brand new baseball field, and have everyone remember his name. During one of the games as he was going to the plate in the last inning, we pulled him to give a non-starter an at bat so he could get in the game. Sam smiled and told the other player to go get a hit, patted him on the back and cheered him on. He got a base hit and it was fun to watch Sam be excited for his team mate.

We won our Region 17 championship with a 12-0 record. During the quarter finals of the state playoffs we were the home team and were down 2-3 in the bottom of the seventh inning. This was our last at bat. We had the tying run on third base, and the winning run on second base. Sam was the next one up to bat. While he was coming up to the plate, he looked at us coaches smiled and said, "I know, a base

hit wins it." With a full count he hit a single between the outfielders, which scored both runs to win the game and advance to the semi-finals.

We went on to win the semi-final game as well, but did not bring the state title home. In the championship game we lost to the reigning state champs the "Badgers" who were the number one ranked team in the state. We had four players make the All State team with Sam being one of them. Sam is very typical of the youth that we coach and teach at West Ridge Academy. He let himself trust and obey the authority of his coaches. He let it serve him in a positive manner and found success, and proved to himself that he could be a team player.

#### **About the Author:**

*Wayne Brock has two years experience working with at-risk youth at Youth Developmental Enterprises in Maui, Hawaii, and is currently serving his 10th year at West Ridge Academy as Weekend Supervisor serving in several capacities including those in the departments of Recreation and School. Wayne has also served as Assistant Coach for the past five seasons in baseball and as Head J.V. Basketball Coach. For more information on West Ridge Academy, visit their website or call 801-282-1000.*

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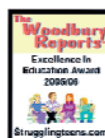
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Visit By:

Stephen Bozak, CEP, IECA, January 27, 2007

Written By:

Jake Peart, with approval from Stephen Bozak

Horizon Academy is a co-ed school that serves students grades 8 to 12. It provides an environment to help the students reach beyond their limits and excel academically and behaviorally. Horizon Academy is a boarding high school to help families and teens who are making poor choices. There are three main categories from which the problems range. These are home problems, academic failure and poor choice of friends. The school is 136 miles from Las Vegas and the students soon pick up the positive attitude found at the school on any given day.

Riley, one of the directors at Horizon Academy, led Steve Bozak and me through the Zen garden, football and soccer field, basketball court, fire pit, pond, walkways and into the dorm rooms. The goal is to be a beautiful oasis in the desert that bequeaths to families and students a refuge, an opportunity and hope to these previously troubled teens.

Along the way we met a mom visiting her son at the school. This young man is now past the age of eighteen, meaning that he is here on a voluntary basis. Riley asked the mom to share with us her experience of Horizon Academy. Delighted, she began to share with us how Horizon Academy has saved not only her son's life but also hers. She told us that along their journey they have learned to communicate, hold one another accountable, have expectations for one another that will help them reach their potential and to cherish one another. Her son looked at us and back at his mom with a contagious smile that told us how well they were doing. We could see the normalized love and respect he now had for his mom and himself.

Steve Bozak said: "The highlight of my visit at Horizon was the mother who was coming in to take her son out for a weekend visit. The interaction between this mother and son was very refreshing. Any family would hope for such a positive relation with their child. This family is a good reference for the positive effect of this school."

Horizon Academy uses a number of different models and techniques to overcome these problems and

create lasting results. Some of the models and techniques used are group therapy for the students and parents, and a positive peer culture environment. The merit system and level system are paramount in helping these students learn there are consequences for their actions. This school offers a self-paced academic curriculum. Teachers look out for the well-being of the students and families, a health and nutritional plan is in place to ensure the physical well-being of each student and traditional one-on-one counseling is available as needed.

Men, it has been said, think in herds; it will be seen that they go mad in herds, while they only recover their senses slowly, and one by one.

~ Charles Mackay

## CHRISTMAS IN THE CITY: CLEARVIEW STYLE

Clearview Horizons  
Heron, Montana  
By: Ali Schmidt


An annual winter trip to Spokane is a tradition at Clearview Horizons. It offers the girls a weekend of fun, relaxation and bonding away from the lodge in Heron. Life at the house can be busy, with lots of hard work, but this weekend was set aside just to have a good time.

On Saturday, we packed up our sleeping bags and weekend supplies, stuffed ourselves into the bus and headed to Spokane. Almost there, we stopped at the Hot Rod Café in Post Falls, ID to grab a bite to eat. A large cheeseburger, a milkshake and quite a few laughs later, we were back on the road headed toward Polka Dot Pottery in Spokane. There we all selected pottery to paint to give as presents over the holidays. We lovingly painted our pottery, our recipients in mind.

Next we began our Christmas shopping. With forty dollars in hand, we hit several stores: Target, Value Village and Fred Meyer. With our shopping buddy, we scoured the shelves for affordable presents we could buy for our families.

After our extensive shopping, our stomachs were rumbling and with an overwhelming vote for Crunch-wrap Supremes we headed to Taco Bell. We all sat

Continued: **Christmas/** pg 24



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## **CHRISTMAS:** Continued from 23

together, savoring our food and basking in the positive, jubilant energy surrounding us.

Exhausted by our day we headed back to our director, Mary's house in Spokane where we bunked down for the night. In our sleeping bags on the floor, all huddled together, it felt like a humongous sleep-over, complete with abundant good-will and feelings of sisterhood.

In the morning, a few girls went with the house mom to Albertson's where they picked up donuts and Starbucks for our breakfast before we headed to church. After we got dressed in our Sunday finest, we headed to a large church in Spokane, Life Center, where we heard a wonderful sermon about giving. The message resonated with me personally, as it is the holiday season and giving is synonymous with the holidays.

After church, we grabbed a quick bite to eat at Carl Jr.'s and headed to the Spokane Civic Theater to watch *The Christmas Schooner*. The play, telling the story of the Christmas tree in Midwest America, was touching and helped to get us all in the Christmas Spirit.

After the play, we all voted to go to Sonic, our favorite eating destination on trips to Spokane. There we huddled together, warmed by our piles of blankets and pleasure of an exciting weekend well spent,

enjoying our slushies and tater tots, together as a family. Then once again, with a renewed bond and cheered dispositions, we climbed back on the bus to head back to Heron.

These weekends are more than just an opportunity for us Clearview girls to eat the food we miss and shop at the stores we once frequented. They allow us to bond as sisters without the expectations of the house. And they show us the huge amount of fun that is waiting for us, clean fun with no regrets, only great memories.

### **About the Author:**

*Ali Schmidt is a student at Clearview Horizons.*

### **About Clearview:**

*Clearview is a Christian residential program for troubled adolescent girls located in Heron, MT. Mary Thielbahr is the Director of Clearview. For more information, you can reach Mary at 208-263-5894, [www.clearviewhorizon.com](http://www.clearviewhorizon.com).*

History has taught us that freedom cannot long survive unless it is based on moral foundations.

~ Margaret Thatcher

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— Gale Standen (founder)



# TODAY'S NATIONAL ASSOCIATION OF THERAPEUTIC WILDERNESS CAMPING (NATWC)

Markleysburg, Pennsylvania  
724-329-1098

[natwc@qcol.net](mailto:natwc@qcol.net)  
[www.natwc.org](http://www.natwc.org)

By: Rick McClintock - Executive Director, NATWC

The scene is post World War II, a different world than today in many ways, but the same world none the less. The place was East Texas. The man, a professional with several degrees in higher education, yet an outdoorsman with the patience of Job, and a knowledge and deep respect for all living things, especially the boys that were campers at Camp Woodland Springs.

Campbell Loughmiller was hired by the Dallas Salesmanship Club to run a camp for underprivileged children in the Dallas area during the summer and on weekends. The magic that occurred by accident, as well as by Campbell's purposeful design, soon led to the first long term Therapeutic Wilderness Camp.

If time is the ultimate test, some 60 years later, through trial and tribulation, Therapeutic Wilderness Camping still exists and is utilized by a variety of organizations and agencies throughout the United States and internationally, to serve special needs groups and their families. Indeed, some programming evolution has transpired since Campbell Loughmiller first authored "Wilderness Road" and the subsequent "Kids in Trouble," two priceless gems that address the rationale, mission and story of Therapeutic Wilderness Camping.

In the 1980's, the nation was swirling with need for therapeutic programs and schools to effectively serve the burgeoning swell of youngsters getting caught up in a society's push to have them "grow up" before their time. Many new programs evolved from that original, successful first camp in Texas.

Outdoor programming milieu developed regionally to suit the local environment, whether woodlands or high desert. Philosophies varied, based on personal experiences of the staff empowered to develop those programs; adventure based programs like Outward Bound, as well as short and long term base camps were created and modeled after the original Camp Woodland

Continued: NATWC/ pg 26

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## NATWC: Continued from 25

Springs. Many short term trekking style programs with a therapeutic component came into being.

Programming also evolved based on funding streams and private pay; for profit programs emerged along side non profits providing services to juvenile justice and youth and family agencies. As with any growing industry, there were growing pains. Recruitment and training of staff willing to endure the challenges of nature, and troubled and troubling adolescents, became a dire but often misplaced need. Most programs were successful; however, some were not.

It was with this setting that the National Association of Therapeutic Wilderness Camps (NATWC) was founded in the early 1990's. NATWC's first Annual Training conference was held at Black Mountain, NC, in May of 1994. Since then NATWC has worked to solidify the field, raise public awareness about the effectiveness of outdoor therapeutic treatment with troubled youth, promote high standards of care and provide training opportunities for those in the field.

Throughout the years, NATWC's Annual Conferences have brought together outdoor treatment and education professionals for three days of renewal and celebration. Conference goers have networked with Grover Loughmiller, psychologist

and son of Campbell; William Glasser, of *Reality Therapy and Choice Theory*; Dr Tom Smith of the Raccoon Institute and *Raccoon Circles*; Gary Ferguson, author of *Shouting at The Sky*; Dr. Keith Russell, outdoor treatment's research guru and professor at the University of Minnesota; Dr. Lee Gillis, Georgia College; Dr Scott Bandoroff, *Clinical First Responder*; and a plethora of outdoor professionals who have presented clinical and outdoor skill workshops.


NATWC has worked to raise the industry standards, by participating with the Council on Accreditation (COA) in drafting the original Therapeutic Wilderness Camping standards. Those original standards were labeled MM, but were updated to the S28 standards available today.

NATWC also created the *National Board Certification in Wilderness Counseling*, the only nationally recognized certification specifically for counselors in the field of wilderness therapy. It is a primary mission of NATWC to provide both the standards for best practices among wilderness counselors and recognition they deserve as professionals in a challenging and effective field.

NATWC has historically been an all volunteer organization to assist in keeping the cost of membership low. Recently, however, NATWC appointed a part time Executive Director to assist in keeping up with the emerging demands and various inquiries of the National Association. Rick McClintock, recently retired Director of Pressley Ridge at Ohiopyle, an outdoor treatment and education program in the Appalachian Mountains of Pennsylvania, assumed the charge. Known by many as "Tick", his nickname is derived from his 29 years of experience as a wilderness counselor and nightly readings to his campers of Rudyard Kipling stories, especially the *Mongoose* and *Cobra* story, *Rikki-Tikki-Tavi*. Kids loved the moralistic stories where animals were personified.

Tick has had the past pleasure of mentoring with Campbell Loughmiller himself, and spent many days taking a "ramble with Campbell". Campbell's positive presence and message of the worth of a boy has guided Tick down many a trail. Tick has also had the unique experience of working with the Ministry of Justice of Portugal to open Portugal's first Therapeutic Wilderness Camp at the Villa De Fernando. Tick's wife, Sandy, is the Administrative Coordinator for NATWC.

The NATWC Board has recently been expanded. Current members include: Board Chair, Linda

<b>ASPEN ACHIEVEMENT ACADEMY</b>	<b>Discover the Fire Within...</b>
800-283-8334 Fax: 435-836-2477 www.aspenacademy.com admissions@theaspenacademy.com	Aspen Achievement Academy is a licensed treatment program with an accredited academic component that integrates a sophisticated therapeutic model with an experiential education curriculum in a healing wilderness environment.
<ul style="list-style-type: none"><li>• 15 Years of Experience</li><li>• M.A./Ph.D. Clinicians</li><li>• Fully Licensed and Accredited</li><li>• Multi-Day Family Workshop</li><li>• Accredited Academic Component</li><li>• Individual and Group Therapy</li><li>• On Site Psychological &amp; Educational Testing Available</li><li>• Psychiatric Services Available</li><li>• JCAHO Accredited</li></ul>	Aspen specializes in helping 13-17 year old adolescents who exhibit self-defeating characteristics such as: low self-esteem, depression, substance abuse, oppositional defiance, ADD/ ADHD, school failure, family conflict, negative peer relationships, manipulation and entitlement.
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## NEWS & VIEWS...

Tatsapaugh of the Talisman Programs in North Carolina; Vice Chair, Reginald Jackson of Timber Ridge Treatment Center in North Carolina; Secretary, Deb Hibbard of New Horizons for Young Women in Maine; Treasurer, Shep Young, corporate member from Dry Box in Florida; Mike Angstadt of Twin Cedars Youth Services, Corporate Sponsor and liaison to the Council on Accreditation; Jason Brode of Diakon Youth Center in Pennsylvania; Steve Cockerham at East Tennessee State University and the editor of *The Journal of Therapeutic Wilderness Camping*; Emily Darnell, corporate member from Diamond Brand in North Carolina; Holly Hunter, corporate member from SafePassage Adolescent Services in Georgia; Meghan McIntosh of Three Springs in Alabama; Eric Morlino of Stone Mountain School in North Carolina; and Angie Senic of Eckerd Youth Alternatives in West Virginia.

*NOTE: Several NATWC board seats still are open due to recent retirements.*

The NATWC name changed in 2006 to The National Association of Therapeutic Wilderness Camping to dispel the perception that only a camp could be a member. Many organizations with an array of services to special needs groups, but using some element of outdoor programming, have voiced their support for a national organization that has kept membership and conference costs affordable and prioritizes the training, recognition and celebration of the direct care Wilderness Teacher Counselor.

Get acquainted with current NATWC priorities including: the 15<sup>th</sup> annual conference at Jekyll Island, GA, September 21-23, 2008; the christening of the new website at [www.natwc.org](http://www.natwc.org); the impact of the *Journal of Therapeutic Wilderness Camping*; the value of personal credentialing through the National Board Certification in Wilderness Counseling; perspectives on Representative George Miller's Committee on Education and Labor hearings on Residential Child Care and more industry news in upcoming publications.

### **About the Author:**

*Rick McClintock is the Executive Director and Membership Chairman for the National Association of Therapeutic Wilderness Camping. For more information, you can contact him via email at [natwc@qcol.net](mailto:natwc@qcol.net), by phone at 724-329-1098 or by mail at 264 Brown Hill Road, Markleysburg, PA 15459.*

Struggles are not meant to break us, they are meant to make us.

~ Anonymous

### **SHOCK TREATMENT FOR PRANK CALL**

(December 18, 2007) WCBV TV, Boston, MA, reported State officials are investigating complaints that staff at the Judge Rotenberg Education Center gave three people, including two teens, unnecessary electric shock treatments after receiving a prank phone call from someone pretending to be from the office of the school's founder.

### **UK FORCING GENDER NEUTRALITY**

(December 27, 2007) The Telegraph, a UK publication, reported British schools must enforce gender neutrality through teaching boys traditionally female subjects such as netball, drama and dance, while encouraging more girls to study traditional male subjects like math and science. This is a part of a government campaign against "gender stereotyping."

### **BIBLICAL PRINCIPLES IN TAX POLICY**

(December 25, 2007) The New York Times Business section reported professor Susan Pace Hamill of the University of Alabama Law School researched into the moral basis of tax and spend policies and how the taxing policies of the various states conform to biblical principles.

### **COLLEGE PROFESSORS INTIMIDATED**

(January 5, 2008) The Washington Times reported there is an article in the Chronicle of Higher Education in which professors report they are being "physically intimidated by their students."

### **BRITISH OVER-PRESCRIBING DRUGS?**

(January 5, 2008) ABC News reported the British Federal Health Minister, Nicola Roxon, says there are indications ADHD drugs are being over prescribed so there need to be clearer rules governing the use and prescription of drugs that treat attention deficit hyperactivity disorder (ADHD) in children.

### **HELICOPTER PARENTS LAND IN ENGLAND**

(January 3, 2008) Education Guardian.co.uk reported "helicopter parents," so-called because they hover over their children, interfering and directing their lives, a phenomenon already established in the US, has struck British universities, particularly at career fairs.

### **ORGANIZATION TUTORS INCREASING**

(January 1, 2008) The New York Times reported high priced tutors and college counselors have jumped into the ring by charging as much as \$100 an hour and up to assist boys with their organizational skills since boys generally seem to have more difficulty getting organized and multitasking than girls do.

**Full version available online.**

## SEEN N' HEARD

### PREDICTORS OF SUCCESS

(May 2007) Patrick Barrasso, MSW, LCSW, Founder and Executive Director of In Balance Ranch Academy, Tucson, AZ, 520-390-4426, wrote an essay entitled "Youth Substance Abuse Treatment – Predictors of Success," an astute analysis of the factors that increase the chances of success in residential treatment and how that has helped form the development of their program.

### KARLIN HIGHEST PAID ADDICTION EXECUTIVE

(November 1, 2007) Ted Jackson, publisher of Treatment Magazine, Delray Beach, FL, 561-702-4235, reported that at \$12 million total compensation last year, Barry Karin, CEO and founder of CRC Health Corporation, is "by far the highest paid executive in the US addiction treatment industry, and one of the highest paid executives last year among medical services providers." In addition, his top three lieutenants each earned \$3 million.

### TREATMENT MAG. SPECULATES ON CRC

(December 1, 2007) Ted Jackson, Editor and Publisher of Treatment Magazine, Delray Beach, FL, 561-702-4235, speculated that CRC Health Corp., which includes Aspen Education, with almost 72 percent of its revenues coming from private pay, is

especially vulnerable to problems if the country moves into a recession environment, since it is more dependent on private-pay as opposed to public-pay.

### WHEN HURT PEOPLE HURT PEOPLE

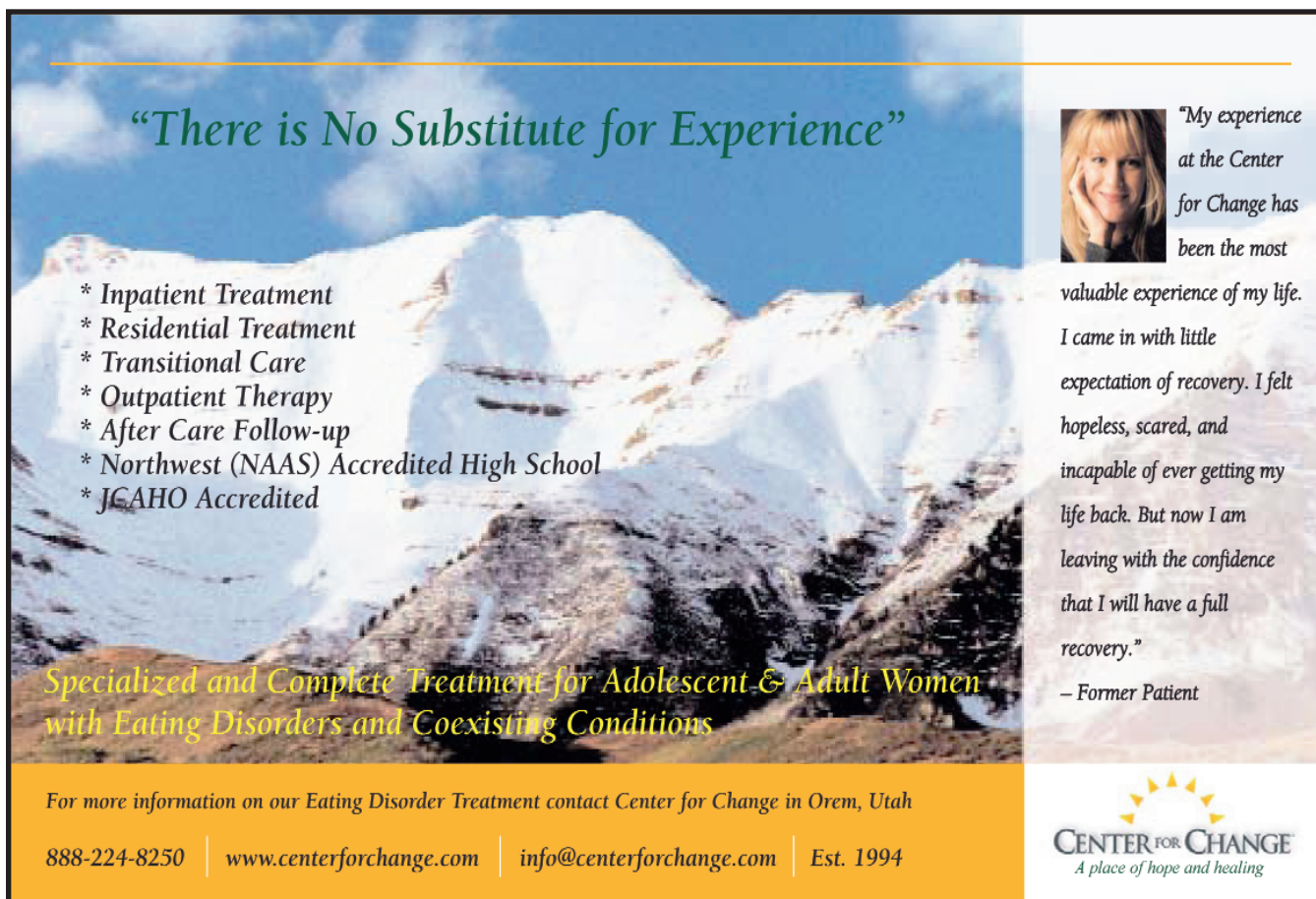
(December 19, 2007) Mark Gregston, Founder and Executive Director of the Heartlight Ministries, Hallsville, TX, 903-668-2173, a Christian boarding school, in an analysis of school shootings, observed that a common attitude is a sense of hopelessness and abandonment causing them to "pay-back" mankind for their misery. He concludes with some suggestions "to bring light to the life of a hopeless teenager."

### NEW MARKETING REP AT DISTANT DRUMS

(December 20, 2007) Mark Wardle, Founder of Distant Drums, Nephi, UT, 435-623-0548, announced Distant Drums has a new marketing representative, Lu Ann Peckenpaugh. Lu Ann is a graduate of Indiana University with a Bachelor of Science degree in Management and a minor in Psychology. Chase Bank, Indianapolis, employed Lu Ann for 19 years.

### CONWAY LEAVES GATEHOUSE

(December 27, 2007) Jacquie Arcand, Media Contact for Gatehouse Academy, Wickenburg, AZ, 888-730-0905, announced Glenna Conway left Gatehouse Academy effective December 28, 2007. Glenna's new



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email address is [Glenna@morningsiderecovery.com](mailto:Glenna@morningsiderecovery.com) and phone number is 949-929-6822.

**PENINSULA VILLAGE WELCOMES THERAPIST**  
(December 28, 2007) Kelly Roberts, Coordinator, Community and Alumni Relations for Peninsula Village, Louisville, TN, 865-380-4452, announced Heidi Poore, MS, CTRS, is the new Boys Program Activity Therapist at Peninsula Village. Heidi has a Masters in Therapeutic Recreation from the University of Tennessee.

**HEARTLIGHT LAUNCHES RADIO PROGRAM**  
(December 28, 2007) Mark Gregston, Founder and Executive Director of Heartlight Ministries, Hallsville, TX, 903-668-2173, announced a new short-feature daily radio program will be launched by Heartlight, called *Parenting Today's Teens*, on January 7, 2008. The program is slated to be aired on over one thousand radio stations and available free via podcast through various Internet sources including iTunes and Internet radio stations.

**ROBERSON RETIRES**  
(December 31, 2007) Kelly Roberts, Coordinator, Community and Alumni Relations for Peninsula Village, Louisville, TN, 865-380-4452, announced Ina "Charlie" Roberson retired from Peninsula Village in July 2007 after 35 years of service. Charlie started her career as a nurse at Peninsula Hospital in 1972 and was the first nurse hired by the Village when it opened in 1986. She served as the Utilization Review Supervisor for the next 21 years. Claire O'Donnell will step in as the new Utilization Review Supervisor. Claire started at the Village in August 2005 as an RN.

**BOLDMAN VISITS WOODBURY REPORTS**  
(December 31, 2007) Aaron Boldman, Founder/Director of Future Men for God, Kirbyville, MO, 417-546-4171, stopped by Woodbury Reports, Inc., for a visit while in north Idaho.



**PENINSULA VILLAGE TAKES PART IN FILM CAMP**

(December 31, 2007) Kelly Roberts, Coordinator, Community and Alumni Relations for Peninsula Village, Louisville, TN, 865-380-4452, announced the Coyote Clan of Peninsula Village took part in "The PSA Film Camp," a pilot program, in conjunction with Children's Theater of Knoxville. The goal of the camp was to produce two broadcast quality PSAs (public service announcements) while learning and using basic life skills gained and honed through the filmmaking process.

**ANKNEY INTERIM DIRECTOR OF ASCENT**

(January 2, 2008) Janice Pannell, Communications Director for Ascent, Naples, ID, 208-267-5626, announced Chris Ankney was appointed Interim Executive Director of Ascent, a wilderness program in north Idaho. Ankney has worked in the outdoor industry for ten years, five of those with Ascent.

**2008 PARENT EMPOWERMENT HANDBOOK™ AVAILABLE**

(January 2, 2008) Kristie Henley, Assistant Director for Woodbury Reports, Inc., Bonners Ferry, ID, 208-267-5550, announced the 18th Edition (2008) of the Parent Empowerment Handbook™ is now available. This annual tool for parents considering residential placement for their at-risk children was compiled from the advice of hundreds of practicing professionals and consists of private schools, programs and Independent Educational Consultants with the best reputations for safety and effectiveness. To order the 18th Edition of the Parent Empowerment Handbook™, visit the Places For Struggling Teens™ online store, or order by phone at 208-267-5550.

**MONTCALM FOR GIRLS EXPANDS**

(January 2, 2008) Dana Jacob, PR for Montcalm Schools, Van Wert, OH, 800-837-5591, ext. 2312, announced Montcalm School for Girls opened a third cottage in January 2008, to meet the growth in service. Montcalm School for Girls is a private referral residential treatment program for young women ages 12 to 18.

**STRAWN SECURITY SUPPORT NAME CHANGE**

(January 3, 2008) Rick Strawn, President/Founder of SOS Juvenile Intervention and Transportation, Suwanee, GA, 866-788-3367, announced he changed the name of his transport company from Strawn Security Services to SOS Juvenile Intervention and Transportation.

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### **SCHROM RESIGNS FROM NORTHWEST ACADEMY**

(January 3, 2008) Janice Pannell, Marketing and Communications Manager for Northwest Academy, Bonners Ferry, ID, 208-267-3626, announced John Schrom, LMFT, resigned his position as Executive Director of Northwest Academy, member of Idaho Educational Services, Bonners Ferry, ID. Paul Johnson will assume the role as interim Executive Director. A national search for this position is currently underway. Please direct all questions or inquiries to Paul at 208-267-3626 or 208-290-5057.

### **LIFE DESIGNS STUDENT RUNS HALF MARATHON**

(January 4, 2008) Dee Boeck, Office Manager for Life Designs Ranch, Cusick, WA, 509-445-0185, announced a current Life Designs resident, Patrick Devlin, ran in the Diamond Valley Lake half-marathon to celebrate his 21<sup>st</sup> birthday on January 19, 2008.

### **LEGUYONNE RESIGNS FROM INTROSPECTIONS**

(January 5, 2008) Michael Lyles, Founder of Introspections Costa Rica, Tucson, AZ, 888-280-4227, announced Guy LeGuyonne tendered his resignation effective December 31, 2007, stating "personal responsibilities make it important to direct my energies closer to home." If you have any questions regarding Introspections Costa Rica please direct them to Michael Lyles.

### **GATES JOINS EMERGE**

(January 6, 2008) Andrew Bryan, Director of Emerge, Baker City, OR, 541-519-4072, announced Lois Gates, MS, joined Emerge as a coach and facilitator for the residential program and distance coaching.

### **MAHAFFY VISITS WOODBURY REPORTS**

(January 7, 2008) Samuel Mahaffy, Development Consultant for Hope Ranch/ Star Meadows Academy, Whitefish, MT, 406-862-7871, stopped by the



Woodbury Reports, Inc. office for a visit and introduced the Hope Ranch newsletter for Educational Consultants, which is oriented toward therapy.

### **JOHN DEWEY'S EARLY DECISION**

(January 8, 2008) Ken Steiner, Dean of John Dewey Academy, Great Barrington, MA, 413-528-9800, announced the John Dewey Class of 2008 was admitted to Brandeis University, Columbia, Goucher, Sarah Lawrence Colleges and the University of Chicago. One was wait-listed by Amherst College and one rejected.

### **CREIGHTON JOINS HOPE RANCH**

(January 8, 2008) Linda Carpenter, Executive Director of Hope Ranch Star Meadows Academy, Whitefish, MT, 406-862-7871, announced Dr. Victoria Creighton joined the staff as a resident psychologist. Creighton comes from Montana Academy where she was a therapist for six years.

### **KEMP RETURNS TO NORTH IDAHO**

(January 9, 2008) Janice Pannell, Marketing and Communications Manager for Ascent, Naples, ID, 208-267-3626, announced Dan Kemp has accepted the position of Admissions Director for Ascent Wilderness Program. Dan has worked with both wilderness programs and long term therapeutic boarding schools for over thirteen years and holds a bachelor's degree in psychology with a minor in sociology and teaching from the University of Utah.

### **BOULDER CREEK GRADUATES FIVE**

(January 9, 2008) Janice Pannell, Marketing and Communications Manager for Boulder Creek Academy, Bonners Ferry, ID, 208-267-3626, announced five students graduated December 21, 2007, from Boulder Creek Academy. School Director, Paul Johnson, delivered the opening of the ceremony, reflecting on the students' hard work.

### **LITTLE KESWICK EDUCATION SYMPOSIUM**

(January 10, 2008) Terry Columbus, Admissions Director for the Little Keswick School, Keswick, VA, 434-295-0457, ext. 14, announced the Little Keswick Foundation for Special Education's Tenth Annual Education Symposium will be held Thursday, October 23rd, 2008, 7:00-9:00 pm, at the V. Earl Dickinson Fine and Performing Arts Center at Piedmont Virginia Community College. This year's Symposium features nationally renowned author and speaker Sam Goldstein, PhD, of the Neurology, Learning and Behavior Center, Salt Lake City, UT, 801-532-1484. Dr. Goldstein will present "Changing the Lives of Challenged Children Every Day," A Presentation for Parents, Caregivers and Teachers of Special Needs Children.

### **ONPOINT CELEBRATES 1<sup>ST</sup> ANNIVERSARY**

(January 11, 2008) Jeff Johnson, owner of OnPoint Consultants, LLC, Loa, UT, 435-491-0398, announced his company, OnPoint Consultants, celebrated its one year anniversary, and has been busy working with a number of treatment and wilderness programs, assisting in hiring and training Admission Directors, training established admission staff and restructuring admission departments.

### **WEISKOPF RETURNS TO ST. PAULS**

(January 14, 2008) Hal Elliott, Headmaster at St. Paul's Preparatory Academy, Phoenix, AZ, 602-956-9090, announced Marti Weiskopf has returned to St. Paul's. Marti is the Marketing Liaison for St. Paul's, working with Education Consultants, programs and other potential referral agents. She will be traveling to programs, visiting consultants, attending conferences in addition to frequent visits to Phoenix and daily contact with the school.

### **BROMLEY BROOK LICENSED BY VERMONT**

(January 15, 2008) Kristen Hayes, Communications Manager for the Aspen Education Group, Manchester, VT, 562-467-5537, announced Bromley Brook School, a Vermont boarding school for girls ages 14-18, has completed the licensing process for the State of Vermont Department for Children and Families to become a Residential Child Care Facility.

### **SCHROM THERAPEUTIC HOME CARE**

(January 15, 2008) John and Julia Schrom, Owners and Operators of Schrom Therapeutic Home Care for Boys, Bonners Ferry, ID, 208-267-6569, have announced their new program, Schrom Therapeutic Home Care for Boys, is now open and accepting applications. They work with 13-18-year-old male students whose special needs require a small, intimate, family-style setting.

### **ELK MOUNTAIN CELEBRATES 14 YEARS**

(January 15, 2008) Carl Olding, Co-Founder of Elk Mountain Academy, Clark Fork, ID, 208-267-3626, announced Elk Mountain Academy celebrated its 14<sup>th</sup> Anniversary in January 2008. Carl said, "It is by the grace of God we've been able to help so many families over the last 14 years. We want to thank the families and professionals we have worked with over the years. We've been truly blessed."

### **PHOENIX OUTDOOR ON NATIONAL RADIO**

(January 17, 2008) Kristen Hayes, Communications Manager for the Aspen Education Group, Cerritos, CA, 562-467-5531, announced Phoenix Outdoor's Program Director, Sally Jenkins, was interviewed for a segment on the national radio show "Family News in Focus" about a SAMHSA study that reveals over 3

million teens ages 12-25 admit they have used over the counter cough and cold medications to get high.

### **POZATEK JOINS TRUE NORTH**

(January 18, 2008) Kate Romm of True North Wilderness Program, Waitsfield, VT, 802-583-1144, announced Krissy Pozatek, MSW, LICSW, recently joined the clinical team at True North. Krissy has over 10 years of experience in Wilderness Therapy and the Residential Treatment field. She graduated from Middlebury College with a joint undergraduate degree in environmental studies and geography.

### **THE FAMILY TIMES WINS GOLD**

(January 21, 2008) Christopher Stein, Journalism Department, The Family Foundation School, Hancock, NY, 845-887-5213, announced the school's student newspaper, *The Family Times*, was awarded a Gold Medal by the Columbia Scholastic Press Association. The student-produced paper received a total of 975 points out of a possible 1000 for coverage, writing and editing, graphic presentation and business operations. This is the third year *The Family Times* participated in Columbia's Medalist Critiques and its second Gold Medal.

Moses wanted to turn a tribe of enslaved Hebrews into free men. You would think that all he had to do was to gather the slaves and tell them that they were free. But Moses knew better. He knew that the transformation of slaves into free men was more difficult and painful than the transformation of free men into slaves... Moses discovered that no spectacle, no myth, no miracles could turn slaves into free men. It cannot be done. So he led the slaves back into the desert, and waited forty years until the slave generation died, and a new generation, desert born and bred, was ready to enter the promised land.

~ Eric Hoffer

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