

Places for Struggling Teens™

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

Published by - *Woodbury Reports, Inc.™*



March 2008
Issue #163

THE TEN ELEMENTS OF A QUALITY SCHOOL/PROGRAM

By: Lon Woodbury



Everybody seems to have their own ideas of what elements are the most important in the making of a quality school or program. This has been a topic of discussion among professionals working in the network of emotional growth/therapeutic schools and programs for years, and the opinions expressed vary widely.

Last month at the NATSAP conference, I was listening to Larry Dean Olsen, co-Founder of Anasazi Wilderness, give a talk on the ten most important elements of a wilderness program. It hit me that what he was presenting has wider implications than only for wilderness programs.

With appreciation to Larry Dean Olsen, here are the ten elements for a quality school/program to be successful. I slightly adapted them from his talk to broaden the spectrum from wilderness to the entire network.

1. The main focus of the school or program needs to be the good of the students. Money and other things are important but are only secondary to the needs of the students.
2. Every student deserves respect for their natural goodness. Even though the student might be secretive, manipulative or dishonest, he

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

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.

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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.

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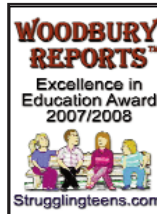
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Judi Bessette, EdD

Research Affiliate

jbessette@woodbury.com

For More Information

Kristie Henley

kristie@woodbury.com

208-267-5550

208-267-9127 fax

PO Box 1107

Bonners Ferry, ID 83805

www.strugglingteens.com



Lon Woodbury, MA



Loi Eberle, MA



Linda Zimmerman, LPCC



Larry Stednitz, PhD

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

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

Elements: Continued from page 1

or she still has the right to be respected for the unique person he/ she is even while the staff handles the negative behavior.

3. Each experience the student has should be as authentic as possible. Natural consequences are much more effective as learning tools than arbitrary punishment or contrived challenges.
4. The staff must be positive role models. The students will watch the staff closely and are much more likely to accept the lessons if the staff experience the activity right along with the students. Of course this means no special privileges for the staff while they are with the students.
5. When the curriculum evolves out of the students' experiences and are a response to a student's questions, it will be much more effective.
6. Therapeutic Interventions, to be effective, must be designed to awaken a change of heart in the student.
7. Parent involvement, as much as they are able to participate, creates a foundation for healing by creating a strong motivation for the student to bond again with parents. Nothing is a better motivator for the student than the possibility of regaining a good relationship with their parents.
8. Safety for the students, both physical and emotional, is always an overriding consideration for the staff. One of the best ways to help make experiences safe emotionally for the child is to listen closely to his/her concerns.
9. Spiritual well-being and growth must always be kept in mind since all real growth, one way or another has at root a spiritual aspect.
10. The staff must accept the concerns and rights of each child. How a student expresses concerns and demands rights can be used as clues and expressions of what is really important to the child. When properly interpreted, this means the child is telling you what he/ she needs.

These elements would actually apply equally well to residential boarding schools as well as wilderness programs. In fact, the ten most important elements are exactly what public schools or any educational organization needs to be successful.

MAXIMIZING HUMAN RESOURCES

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

As we have noted in previous essays, our industry appears to be at a crossroads. The last several years have seen an unprecedented scrutiny of private, parent-choice, residential programs for adolescents. Congress, the media and public officials at the state and federal levels, have called for governmental oversight and control. Thus, the crossroad of decision is now upon us.

One road continues forward with therapeutic programs and schools following the same operational highway as they have in the past. So far, that journey has been a relatively safe one. Although mostly anecdotal, reports from parents and their children along with increasing enrollments have indicated a high degree of client satisfaction and program efficacy. The temptation is to continue business as usual, trusting that the storm will pass.

However, we are advocating taking the road less traveled. In our last essay we gave specific suggestions for implementing a thorough Risk Management Program (RMP). An RMP can do more than manage risk, although that is an important component. The primary focus is to increase and inform quality of care. In addition, a rigorous and on-going RMP can provide a wealth of metrics on everything from average length of stay to client outcomes and satisfaction. We suggested that you manage your RMP initiatives "... consistently and relentlessly until everyone forgets there ever was another way to do things." It is "everyone" to whom we now turn our attention.

Ironically in this age of disembodied communication via Internet, cell phone and email, we remain an industry where human contact and inter-personal relationships remain central to a therapeutic school or program and the client's ultimate successes. Indeed, the human resources within a program, and the development and implementation of these resources, will largely distinguish the highest quality programs from the rest.

In the early phases of our industry, many staff members were recruited based upon their ability to bond with the children while maintaining a larger than life persona in the eyes of their charges. Their educational background was secondary to the person's inter-personal skills. In fact, the emotional growth curriculum was often created and directed by persons

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who were deliberately selected for their lack of connection with the psycho-medical establishment and its techniques.

Inter-personal skills are still the hallmark of great direct care staff, including therapists. However, as Dylan noted, “The times they are a-changin’.” With the above mentioned scrutiny, along with the increased competition and research based data, comes a need for development and documentation of solid staff skills and experience in direct care of troubled adolescents.

It is critical, it seems to us, that we must first hire staff with demonstrated skills and then put them on a vigorous and documented track of personal and professional growth. We recommend that Coaches be certified by accredited training; therapists be licensed and maintaining their knowledge base of new diagnosis and treatments through continuing education; and field staff possess certified first aid and wilderness living skills. All adult staff should have a thorough background check that includes regular monitoring and be engaged in a program of emotional intelligence development.

We are well aware that licensing, certification and accreditation of key personnel is often found in quality programs. Every parent considering enrollment of their child in a residential program should be made aware of all professionals and paraprofessionals involved and associated with the program and the responsibilities they have in the day to day operations and program delivery. What is harder to measure for the outside observer is the school or program’s ongoing commitment to safety and efficacy through all staff continual, personal and professional growth requirements. Such an all inclusive curriculum would also maintain compliance and keep current all training requirements as outlined by licensing or oversight agencies, accrediting bodies and other professional associations.

In-house development of adult relational skills is critical to a program’s success. We have all seen “natural” relational skills demonstrated by drivers, maintenance staff and night security personnel as well as new counselors and seasoned therapists. The investment in the continuing development of these skills through planned, regular training and education for all staff is returned many times through the increased exposure every child has to healthy, growing adults.

Some of the tools and strategies for reaching this high level of human resource development include:

- Career path programs
- Mentoring and mentors for every new staff member

- Off-site continuing education
- Tuition and schedule assistance for continuing education
- Certification courses for coaches
- Training in the program’s cultural model
- In-house certification paths for outdoor skills
- In-service training utilizing outside trainers/speakers
- Online course work
- Comprehensive new employee orientations
- Regular training time for all staff built into the work schedule
- Adult growth workshops and seminars
- Processes that continually document, monitor and measure each individual’s personal and professional development

A culture invested in personal and professional growth for all staff is often evident in staff morale and retention, student participation and connectedness, and parent and referral source satisfaction.

In the long run, the time, effort and organizational investment in the special people who work to bring health and healing to children and their families are an investment in the future of our clients, our industry, our country and ourselves.

About the Authors:

Dr. Jim Powell is Co-Founder of Powell & Elliott Collaborative, LLC, a consulting firm specializing in the struggling adolescent community, Lake Arrowhead, CA, 951-317-3151.

jimpowellphd@verizon.net

Dr. Bill Valentine is Co-Founder of Next Step For Success, a parent and family coaching service, is a division of Ever Higher, LLC, Redmond, OR, 541-504-5224.

bvalentine@everhigher.com

www.nextstepforsuccess.com

I shall pass through this world but once.

Any good, therefore, that I can do or any kindness that I can show any human being, let me do it now.

Let me not defer or neglect it, for I shall not pass this way again.

~ Stephen Gullett

TEN STEPS TO EMPOWERING/ LAUNCHING YOUNG ADULTS

By Randy and Colleen Russell

In the last issue we began a series for parents on how to empower and launch your child into adulthood. The key point from our introduction was 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 in which they plan to live.** In this issue we will look at the first two of the ten steps.

- **Be the example of a balanced and meaningful adult life worth emulating**
- **Courageously embrace your own transition into second adulthood.**

We look at these two together because they define the need and provide the rationale for the solution. The young person needs to see positive examples of adulthood and of how to embrace a life transition. The beauty is that the parents are normally in their own midlife transition as their child is moving into adulthood.

By the time children reach puberty, the opportunity to “tell them” *what* and *how to live life* has greatly diminished. Developmentally, the frontal lobe is awakening, moving them from concrete to abstract thinkers. What this means is that children will begin to form their insights and opinions about life through witnessing the actions of others and from their life experiences. “*Finding their own answers,*” is a part of becoming an independent adult.

What many young adults see when they look at the adults around them is a life filled with stress and responsibility. “Becoming an adult” to the younger generation seems too rigid for their awakening spirits. As a result, they are choosing to delay their commitments so they can live the adventurous life now. They have lots of freedom but run the risk of becoming narcissistic.

How do you as an adult parent provide a good example of adulthood while doing your own transition? Fortunately mid-life brings with it the ideal situation for this to happen. Taking good care of yourself can be the most powerful example you can provide for your adolescent or young adult.

Taking time out to explore the deeper meaning of your life as your kids leave home is an important

Continued: **Ten Steps/** pg 6

Taking the Next Step

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step. There are many ways to do this. Some are very old. Indigenous cultures used to help people reevaluate their life purpose through a rite of passage called a "vision quest." Each individual camped in a ten-foot circle in the wilderness to seek a vision for their own life. All alone, they fasted and prayed for four days and four nights, paying close attention to what the Creator would reveal to them. Whatever form you choose, by consciously stepping out of the dependent parent role and into the next step, you demonstrate a healthy life transition and living with purpose.

The task of the young adult is to leave the family and learn to live life on their own. At mid-life, the task is to shed the limiting and collective beliefs of your family and culture so that you can leave a legacy for the future generation. If you (as the parent) are still seeking the approval of your mother and father, or are striving to "keep up with the Jones's," your life is not your own. By your example you will be modeling for your children that it is important to conform to the needs and wants of others (to succumb to peer pressure) even if it means denying your passions.

The developmental tasks of young adulthood and mid-life are both difficult journeys. They require a passage into the unknown and a letting go of old

identities. Sometimes it is easy for adults to forget about their own changing needs when there is so much focus on their kids. Nevertheless, stepping fully onto the path and recognizing your own life challenges at mid-life is an important step in assisting your young adults through their own life transitions.

Watching you meet the challenges and make the necessary changes in your life can give them the courage they need to change.

About the Authors:

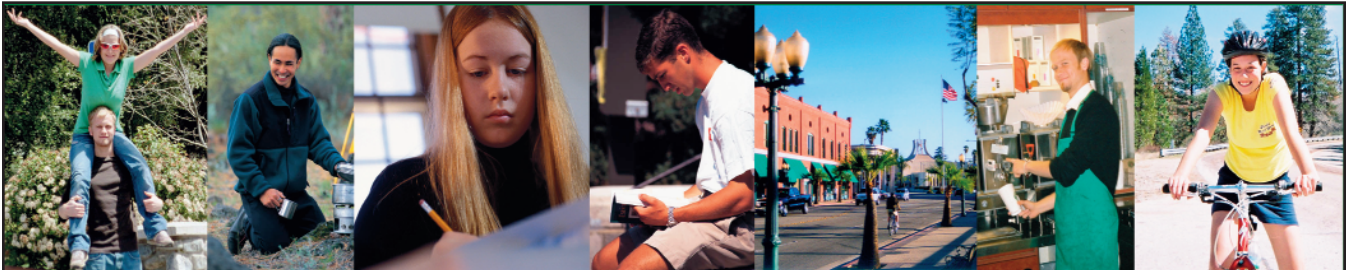
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~ Thomas Macaulay



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Visit by: Robert Kantar, Summer and Fall 2007

Ironwood, located in Morrill, Maine, offers a unique and promising option for young people in various states of adolescent turmoil. Students can be transported to Ironwood, but I think the best candidates are on the softer side of the spectrum. Ironwood is ideal for young people who can benefit from a highly structured but warm, nurturing environment. The program is appropriate for students who may need something longer than a wilderness program but may not be ready to be at home or go on to a boarding school. Young people who are struggling with lower level issues such as depression, oppositional behavior and mild substance abuse are best suited for this program. Truly delinquent adolescents may not thrive.

Ironwood is an experiential program with an academic component that can extend to six months with the goal of returning home for many

participants. The Ironwood model evolves from an initial placement at a brand new base camp called Frye, which is located on a large tract of land owned and operated by Rod and Marion Rodrigue. Frye currently has three heated cabins, bathroom facilities and a kitchen surrounded by a primitive camp site that is isolated in the woods.

Using a behavioral modification approach, students have time to contemplate their anger and frustration in clear view of staff as they spend time alone to settle down. Other students who have already settled in after the initial adjustment phase are indoctrinated into a small community environment. While at Frye, participants build walls, make campsite improvements and spend time talking around the campfire. Pet kittens, a bloodhound and staff dogs create an atmosphere conducive to adjustment of the students to their new environment with relative ease. Ironwood utilizes a color-coded level system, determined by sweatshirt color. Students change levels relatively quickly moving from the initial hunter orange to yellow and ultimately through a series of steps leading to regular changes in sweatshirt color.

Once students move through the initial stages at Frye, they head up to the main campus, a beautiful

Continued: **Ironwood/** pg 8



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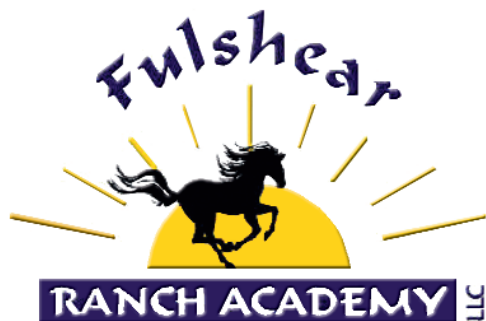
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estate home with a large horse barn attached, as well as an indoor arena. At this point in the program the students are relatively positive, and the lessons they learned while living primitively at Frye are expanded to a broader curriculum with more opportunities, including academic components. Academics are delivered through online instruction, with oversight provided by an on-site instructor. Participants work at the farm learning all kinds of skills including horse care and riding skills, dog training, gardening, maple sugaring and natural resource management.

Clinically, Ironwood has a very sound approach incorporating group, family and individual therapy into their model. Therapists communicate regularly with families and other professionals working with their clients. Staffing plans are built into the therapeutic process in order to ensure that therapeutic goals are transmitted effectively to all staff members. Therapeutic, academic and family plans are created for each individual student so that each participant's needs are looked at on an individual basis. The staff is a unique mix of local people, competent social worker therapists and caring owners who all contribute to a family like atmosphere. The ownership is deeply committed and, as parents of an adolescent who struggled, is in a position to truly understand the population they serve.

Having had the opportunity to visit Ironwood on several occasions I have always been impressed by the cleanliness of the facilities, the ongoing facility improvements that are taking place, the pleasantness of the staff and the level of engagement that the students have with the staff, each other and visitors. Although Ironwood initially had some growing pains and staffing challenges, I have seen the program transform and grow into a well-rounded stable treatment program. The staff members are well qualified individuals who all communicate effectively, not only with participants but with parents and other professionals. Ironwood is licensed in the State of Maine by both the Department of Education and Department of Health and Human Services which lends additional credibility to the program.

About the Author:

Robert Kantar is an IECA member in Vermont, who based this report on firsthand experience and visits over a period of time with this program. He believes it can be trusted to do what it says, concentrating its energies on the young people with whom it works. He accepts no fees from the program and does not write at the request of a program. Extensive evaluation of many factors, as each child is unique, determines whether this program would be appropriate for a particular student. For more information, visit www.bobkant.com, or call 802-626-4620.

INDEPENDENCE CENTER

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Judith Maizlish – Executive Director
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Visit by: Kristie Henley, November 8, 2007

While attending the IECA Conference Fall 2007 in Hollywood, CA, I decided to take some time to visit a local program. Independence Center is a mainstreamed residential program for young adults with learning disabilities. Residents stay at Independence Center for a minimum of one year. As Judy Maizlish, Executive Director, drove Nancy Masland and me over to the program, we discussed appropriate residents and the basics of the program.

Independence Center accepts young adults who struggle with broadly defined learning disabilities. Many have “labels” but basically lack concrete thinking. Judy explained that some residents have a low IQ, above the mentally retarded level, while others test in the gifted range. However, IQ doesn’t matter as much as history and ability. Judy prefers to look at individuals rather than their labels. Approximately one-third to one-half of the students look and sound like they belong in normal society, which makes it harder for them to accept they have a disability.

Residents live in apartments spread throughout in a large, gated community, allowing them to live independently with support of the staff and other residents. The schedule is fairly strict with meetings and gatherings, but gives ample opportunity for residents to be alone and put their learned skills to the test. Each resident has at least one roommate in his/her apartment.

Shortly after we arrived at Independence Center’s office, a resident came in to take us on a tour of the apartment complex. She was from a larger family, so adjusting to living in an apartment with only one other resident was a change for her. By the looks of her apartment, she was adapting quite well.

There are three basic components of the Independence Center program. The first focuses on Independent Living Skills. Independent Living doesn’t just teach residents how to cook and clean, but how to use and manage time effectively and manage money. Residents learn to get and keep employment, attend meetings and group activities, budget accounts, track their money, fill out forms, etc.

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The second phase focuses on Vocational and Educational components. We met with Dr. Marie Walbridge, Clinical Director and Vocational Coordinator, who works on the employment plan with all residents. Dr. Walbridge speaks with employers before residents apply for their jobs, prepares residents for application and interviews and, more importantly, teaches the residents how to keep their jobs. She assists them in finding jobs that will be most like their personalities and abilities to enhance the potential of success. We talked with a resident about her experiences with job related activities and she explained that the program was helping her discover her likes and dislikes, hobbies and abilities, and helping to match her with a part time job that would allow her to explore a career.

In addition to the Vocational component, Independence Center works with residents to further their education. Because of its location, Independence Center residents may work part time and/or attend one of the two community colleges. For those who do not wish to attend a local community college for a degree, the Venice Skills Center or a technical training program are appropriate for residents who need to learn to live within routines and schedules, and learn specific vocational skills.

The third phase of Independence Center focuses on “narrowing the gap.” Meetings, groups and

community activities help make life as normal as possible for the residents. They work on social skills such as entertaining guests and being a good host. Students set goals and work on problem solving and feedback with each other.

All activities at Independence Center are mandatory until residents are in the advanced stages of the program, unless the activity interferes with school or work. As residents advance, they also begin to do other tasks independently; such as attending outside activities and doing their own shopping and banking.

For residents who have completed the residential program, Independence Center offers an Outreach phase as well. Outreach residents live in their own apartments and have access to “life coaches” and other support services as needed.

As we finished our visit to Independence Center, Judy, Nancy and I sat in Judy’s office discussing staff at the program. An intriguing part of the hiring process for “field staff” is that employees, all of whom have at least a bachelor’s degree, must volunteer at the program for at least one week before being hired. This allows the Center to assess how they will fit in as well as determining how dedicated these staff members will be to the residents needs. They are then hired retroactively.

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.



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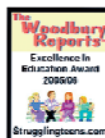
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Another intriguing component of Independence Center is their admissions process. Once staff has met the prospective applicant and received written reports about him/ her, the applicant is invited to stay for a three-day visit. Potential applicants stay those three days with a current resident, where they participate in meetings, groups and activities. Staff is also able to do informal assessments on academic skills, cooking and shopping and communication skills during this time. By the end of this three-day adventure, staff and residents discuss which applicants will be an appropriate fit for the program.

Independence Center is a 501(c)(3) corporation which is able to get grants to help pay program costs for families not able to pay the full cost. Although they are one of the least expensive programs in the country, the program is still costly. About one fourth of the families receive some amount of aid although no one gets a free ride. This helps ensure the family is dedicated to the success of the resident.

On our way out, Nancy and I met another student who was returning home after work. He greeted us at the gate and, not knowing anything about us, made excellent eye contact with a proud and gentle presence about him. We left the campus having a good sense of how Independence Center works with its residents with a feeling they were doing a great job for this particular niche.

THE CHILD CENTER

Rogers Memorial Hospital

Oconomowoc, Wisconsin

Mary Jo Wiegratz, Senior National Outreach Liaison
800-767- 4411

mwiegratz@rogershospital.org

www.rogershospital.org

Visit by Judith E. Bessette, EdD, January 8, 2008

Rogers Memorial Hospital in Oconomowoc (their lake country campus) has opened a specialized residential program that offers both diagnosis and treatment for children as young as eight experiencing complex behavioral and mental health problems. The program stay is flexible depending on each child's needs but averages four to six weeks.

Several years ago, Rogers in Oconomowoc successfully opened a program for 12 – 17 year olds. Peter Lake, MD, Medical Director at the adolescent campus told me that “educational consultants, families and other referral sources started asking about services for this younger group” and Rogers responded to the need.

The 10-bed program for children opened last April, offering a secure, supportive environment with a high

Continued: Child Center/ pg 12


Unreadable history books foster ignorance of history. I recently spent a day at an Ivy League campus, where a professor informed me that entering students—the creme de la creme of our leading prep schools—think that the Middle Ages began in 1 A.D. This accords with the finding of surveys which show that college students can't place the Civil War in the correct century. All this ignorance—at a time when we have more professional historians than ever before. It might lead a disinterested observer to wonder just what we, as donors and taxpayers and tuition-payers, are getting for our money.

~ Max Boot

Education is, among other things, a process of shaping the moral imagination, character, skills and intellect of our children, of inviting them into the great conversation of our moral, cultural and intellectual life, and of giving them the resources to prepare to fully participate in the life of the nation and of the world. But today in education there is a threat afoot to which I do not need to call your attention: the threat of high stakes testing being grossly abused in the name of greater accountability, and almost always to the serious detriment of our children.

Senator Paul Wellstone (MN)

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Child Center: Continued from page 11

staff to patient ratio. The new 37,000 square foot patient services wing gives much-needed breathing room to all of the programs on campus, catering to the educational and social needs of these little ones in particular.

Karin Beal, MEd, CYCP is Program Manager and Behavior Management Specialist for the program. Karin and Mary Jo Wiegatz from marketing were my tour guides. We started in the lobby of the new wing in a spacious reception area with several smaller waiting areas offering a sense of comfort and confidentiality to prospective patients and family members. In the Kubly Education Center on the second floor, kids can work at tables or computers in the classrooms, curl up in comfy chairs or even sprawl on the floor in the library. The new dining room and patio on the lower level offer patients a view of the outdoors year ‘round and “al fresco dining” from late spring through early fall.

Part of the Child Center is in the main hospital building that has been on the grounds since 1908. The kids’ rooms are all doubles – newly renovated and less institutional looking than in the past. Each room has a private sink and toilet, with private showers down the hall – used each day under staff oversight. I was intrigued by a large square of duct tape outside one of the rooms. I learned that it represents “part of the room” so kids with attachment issues (or other problems that cause them to think they have been forgotten if they are out of sight of the staff) can still be minding the rules during room time even if they are in the hall, as long as they stay in the taped-off area.

The group room, a former sun porch, was decorated very pleasantly with new wood-grained laminate flooring being installed the day I visited. Staff offices and individual therapy rooms completed the Center’s layout.

Because it was a very rainy day, the kids were having recess in one of the two gyms on campus, playing pool, foosball or shooting baskets. In talking with them, I found that while some of the kids thought the food was great... others did not... but that all of them really like recess!

I observed an experiential therapy session with a remarkably calm, soft-spoken, task-oriented therapist, a behavior specialist and five children. After circling up, each person led the group in a stretch of some sort and then shared how they were feeling (rife with teachable moments like learning the difference between *being bored* and *feeling sad*.) The “game” they played next involved sharing

information about themselves with the group while incorporating physical activity and problem solving skills in figuring out the various moves around the circle that needed to be made as each child's turn was completed. The session ended with participants summarizing information they had learned about one another. The kids were very interesting to watch – and it was fascinating to see the therapist make the session work for five kids with very different issues.

I spent about an hour with Karin, Mary Jo and Medical Director Lauri Green, MD. I learned that most of the day is spent in therapeutic activities – both individual and group work. Brad Riemann, PhD, nationally recognized for his work with patients with anxiety issues, especially OCD, has made cognitive behavioral therapy an important part of the treatment modalities at Rogers. He has modified the work so these young patients can reap its benefits.

There is also time each day for academics – and time set aside each day for fun. The team is expert at combining fun with therapeutic and learning experiences, taking full advantage of the 50 wooded acres and lakefront setting of the program. The natural setting provides kids with safe and healthy ways to express themselves using the ropes and challenge course, hiking, biking and camping – under the direction of experiential and recreation therapists.

Dr. Green – a board certified child & adolescent psychiatrist – works closely with the kids, varying her 20 to 25 hours each week on campus so she can see children at different times of the day each week. Every child sees her at least three times a week, one-on-one. She also sits in on various groups and family sessions – on campus or via phone.

Actively reviewing each new referral, Lauri evaluates how that child can benefit from the current group as well as what that child has to offer the group. While there are almost no complete rule-outs (outside of safety concerns with fire-starters and the like) she is constantly assessing the mix of kids as she considers new patients. Working to strike the right balance may sometimes mean a child cannot be admitted immediately – even if there is a bed available. While it can be frustrating for the family, in the end it's the right approach for the admissions process.

I asked each staff member to tell me one thing they felt was a real strength of the program. For Karin, it's the individualized approach to each child and family. To Lauri, it's the ability of the entire team to adjust based on each child's needs. Mary Jo is

Continued: **Child Center/** pg 14

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Northern Tour:

Sunday, April 27 – Thursday, May 1, 2008

Northwood School, Darrow School, North Country School, The Gow School, Hoosac School, Adirondack Leadership Expeditions. Contact Doug Cotter, 716-652-3450.

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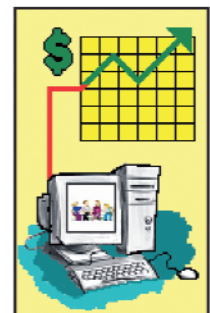
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Child Center: Continued from page 13

impressed that Dr. Green is so hands-on in the day-to-day treatment of each child.

As my tour ended, I visited with Dr. Lake – the creative force behind the Child Center and its “older sibling” – the Child and Adolescent Center. His pride in these two programs shows – and deservedly so. This program is a place that anyone who works with young children should definitely know.

No matter how disastrously some policy has turned out, anyone who criticizes it can expect to hear:

“But what would you replace it with?”

When you put out a fire, what do you replace it with?

~ Thomas Sowell

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]

LATHAM SCHOOL

Brewster, Massachusetts
Susan LaPlant, Intake Coordinator
508-896-5776

slaplant@lathamcenters.org
www.lathamcenters.org

Latham School is a special needs residential school on four acres on Cape Cod. Students range from 8 to 22 years old, and fall into two main groups. Some are girls who have coped with troubled histories, survived traumas and endured multiple placements. Others are both boys and girls living with Prader Willi Syndrome (PWS), a genetic disorder that includes insatiable appetites, mild to moderate mental retardation, emotional and behavioral problems and obsessive compulsive behaviors.

Anne McManus is Executive Director of the Latham School and Michael Marchese is Associate Executive Director. In addition, physicians, special education teachers, physical therapists, clinical psychologists

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and residential and vocational counselors make up the team working with the students at the school.

The school is accredited by the Department of Mental Retardation and the Department of Early Education and Care, is approved as a private special needs school by the Massachusetts Department of Education and has 501(c)(3) non-profit status. Classroom sizes are small, with one-on-one tutoring and counseling and an individualized program designed for each student. Students learn job skills and find employment with the assistance of vocational specialists acting as job coaches.

The school facilities include computer labs, a library and a fine arts studio. Students participate in biking and hiking near the beaches, ocean and woodlands for which Cape Cod is so famous.

[The information for this New Perspective came from the Latham School website.]

The most important things in life are the hardest to say, because words diminish them.

~ Stephen King

STEP BEYOND

Orem, Utah

Daniel Dayton, Program Therapist

801-592-4446

www.stepbeyondtlc.com

Step Beyond is a transitional living program designed for young men ages 17 to 24 who are transitioning from a treatment program, boarding school or home to independent living. They may be struggling with ADD/ADHD, learning disabilities or Asperger's, have graduated from high school or are pursuing their GED, and need extra support in their transition. Completion of the program generally takes six to eight months to complete, depending on the individual.

Programming is based on a four-step level system, with increased responsibilities and freedoms as the student moves up in levels. The young men at Step Beyond are required to either be enrolled in college or trade school full time, apply for a full time job or go to school part time while maintaining a part time job. Utah Valley State College and the Mountainland Applied Technology College (MATC) are both within walking distance of the transitional living center.

Continued: **Step Beyond/** pg 16



Photo by Skyler Jenson

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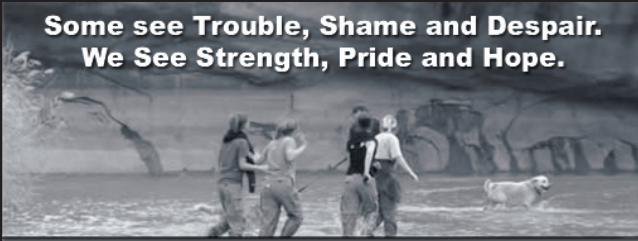

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Step Beyond: Continued from page 15

The young men meet weekly with the program's therapist, Daniel Dayton, and attend therapeutic groups with a focus on relapse prevention. Live-in staff presents living skills courses, which include cooking classes and grocery shopping, time management and scheduling, and basic chores for maintaining a clean home.

Students are encouraged to participate and be involved in the community, either by joining a sports team, church group or hobby group.

[The information for this New Perspective was obtained from the Step Beyond website.]

REDWOOD GROVE, TSI

Pleasant Grove, Utah
W. Christopher Tolen, PsyD, Founder and Clinical
Director
801-716-0320
information@redwoodgrove.org
www.redwoodgrove.org

Based in Utah, Redwood Grove Transitional Systems, Inc. is an after-care program for individuals directly out of a wilderness program or residential treatment center. The unique aspect of the program is an assigned therapist who comes to the client's home and community, spending between three to eight hours a week to establish a working relationship with both the parents and the client. During this first phase of the program, the therapist will provide individual and family therapy, coaching, crisis intervention and observation.

The therapists set up a network of support with the child's teachers, coaches, spiritual leaders and peers for the client as they work to meet goals that have been established by the family, the therapist and the client during the first sessions. Clients and their families identify strengths and weaknesses in five core areas including personal, family, social, spiritual and education, and develop a "family plan" of specific goals including: short-term, midway and long-term.

The program is divided into three phases and lasts from four to six months. Family members complete specific activities and therapeutic assignments during each phase. The therapist, through telephone or video conferencing, discusses the progress or concerns with the client and his or her parents weekly.

W. Christopher Tolen, PsyD, founder and Clinical Director for Redwood Grove Transitions, based this program on the "Multi-systemic Therapy" (or MST) developed by the University of South Carolina. "MST views individuals as being inextricably connected

within a larger community that includes peer groups, schools and neighborhoods. MST works with individuals within their own homes and embraces the larger community as a source of support and help for the individual.”

[The information for this New Perspective was found on the Redwood Grove website.]

RENOVO BOYS ACADEMY OF MO

Silex, Missouri
 Brian Allred, CEO
 573-384-5755
ballred@renovomissouri.com
www.renovomissouri.com

Renovo Boy’s Academy of Missouri is a residential treatment facility in a home-like setting for adolescent males, ages 13 to 18. Students present with a history of sexual issues or highly sexualized behavior, an IQ of 80 or above and the functional ability to participate in a treatment program. For some, enrollment at Renovo may be an alternative to the justice system.

At Renovo, boys participate in individual, group and family therapy on a weekly basis. Each student receives an individualized therapy plan and meets with his therapist on specific treatment issues. In group therapy, the young men meet twice a week and focus on illegal and harmful sexual behavior through intense and innovative therapeutic techniques.

Life and social skills trainings are in place to help develop a sense of responsibility while gaining independent living skills. Areas covered in training include money management, cooking and food handling, personal hygiene and appearance, instruction on household chores, learning to deal with anger appropriately and learning to make healthy choices that maintain dignity and respect for themselves and others.

Brigham Young University’s Independent Study High School Transcript Program allows the young men to continue their education by taking courses on-line. Certified teachers who specialize in core class subjects are available to provide tutoring during class time.

Indoor and outdoor recreational activities available include billiards, foosball, flag football, basketball, fishing and tennis. Off campus trips are also available, with trips to the movies, museums and the zoo, hiking and working on service projects.

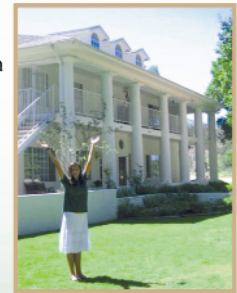
[The information for this New Perspective came from the Renovo Boys Academy website.]



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EXTENDED INSIGHTS... CIRCLING THE WAGONS

Why should parents detach with love when dealing with their addicted child?

By: Ann Bruno, MEd

When I work with parents of an addicted child, I spend time helping them see that their behavior is not only part of the problem but part of the solution. Getting the young person to a program is the first step and keeping him/her there is the second step. I remember taking my puppy to puppy training classes and the instructor saying to me that this is about changing MY behavior, not only the puppy's behavior. And that definitely proved to be the case for me.

In my work in the addiction treatment field, I found that working with the family is the key to a person's success in the recovery process. When a resident wanted to leave a program, a call went out to the parents and a process called "circling the wagons" went into action. This included boundaries from the parents like "you cannot come home," "don't call us," "don't email us," etc. "until you have successfully completed the program." The parents have to be supported in not caving to the demands of their child, and frequently, that is not easy.

I did an intervention on a 19-year-old male last year and sent him to a structured sober living program. He lasted about six weeks and took off having never even done a first step on his addictions, which meant he had not acknowledged that he had a problem with drugs or alcohol. He came back to Tucson and has not been sober, was assaulted, broke his collar bone, mom took him back in and the story goes on. I received a call from mom this week saying he is in jail, charged with six counts, including several felonies, so he is in serious trouble. I said I was so happy to hear he went to jail. She stopped crying and listened. I told her he won't be able to use and, maybe, he will see how his use has impacted his life. He wanted her to post bail, and I and everyone else in her life said NO. She agonized over it and did not do it but with much guilt.

She called yesterday to say that her son now admits to being an alcoholic and drug addict, so her next step is to get him back into the program in lieu of any legal actions and to do it soon.

The importance of the mother not posting bail gave her son the quiet time needed in a confined environment, allowing him to come to the conclusion that he was an addict and to get honest with himself and others. When the consequences became



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

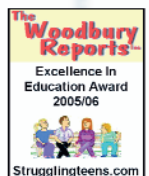


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significant enough, this young man became willing to be open for a change in his life.

I recommended to mom that she get into therapy to uncover why she feels the need to be an enabler and to detach herself from the problem with love. This recommendation plus participating in Alanon is a winning formula.

Fortunately, there was not a tragic event such as the death of this young man. "Circling the wagons" with the parent earlier would have created a quicker outcome by enabling him to stay in the program and get on with recovery. In any event, the family still can recover and get their son back.

About the Author:

Ann Bruno, MEd, is an Associate Member of the IECA, that works as an Educational Consultant specializing in addictions. She worked in the private addiction treatment field, including with nationally recognized facilities in Tucson, AZ. Ann shares her strengths from both her personal and professional experience with recovery and now helps families secure treatment options for their sons and daughters. For more information, call 520-370-9020 or visit www.annbrunoconsulting.com.

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www.choose-again.com

Visit by: Loi Eberle, March 20-23, 2007

Describing itself as "an alternative, spiritual program in a breathtaking natural setting," Choose Again predictably evoked a sense of peace and healing. What surprised me was the compassionate interaction and willingness among everyone there to question their limiting beliefs that had caused their dysfunctional and self-destructive behavior.

Developed and operated by Canadian-based therapist, Diederik Wolsak, RPC, MPCP, this program takes place in a re-converted villa in Costa Rica over-looking Lake Arenal. Upon arriving, we hiked with Diederik and the program residents through exquisitely green grassy meadows adorned with flowers, large trees and an occasional cow, eventually ending up at the shores of Lake Arenal.

Continued: Choose Again/ pg 20



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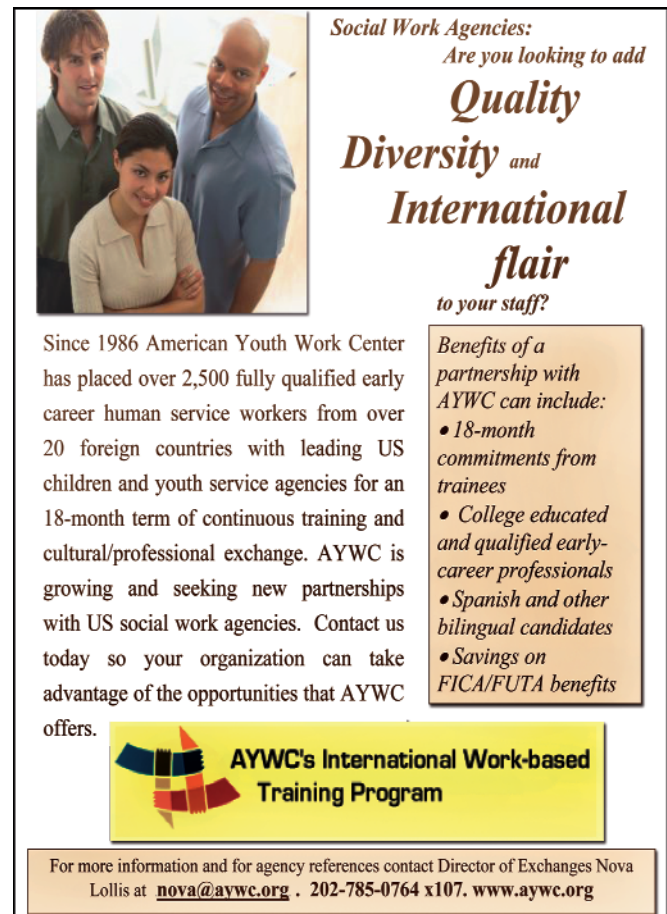
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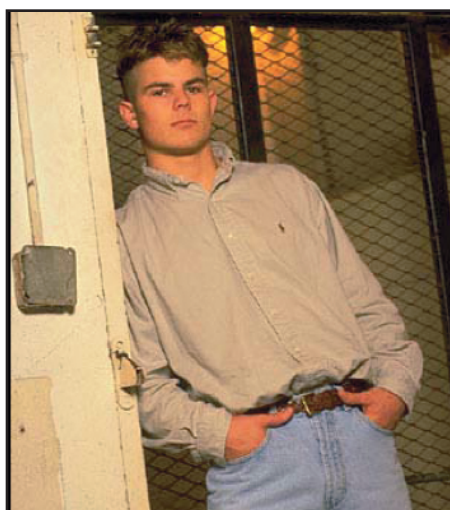
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Transitions of Galveston Island is an 8-12 month transitional learning center for young men 18 and older. Our community is designed to help young men transition from residential treatment, drug and alcohol rehabilitation, wilderness programs, and therapeutic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

TGI Offers:

- ♦ Life Skills Training
- ♦ Mentoring/ Life Coaching
- ♦ Work Programs
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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.

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Choose Again: Continued from page 19

While at the beach I asked residents why they were there. Their reasons included alcoholism, depression, trauma and relationship-based grief. All of them described their problem in the context of how their beliefs about themselves affected their behavior in the world.

It made sense that a program with "Attitudinal Healing" in its name would attract participants who respond to that line of thinking. Diederick explained "residents usually have a mixture of issues, which is beneficial; each participant quickly realizes that the presenting problem is not the issue. The real issue is their beliefs about themselves. By working together, they realize that everyone, from staff to clients, is working on this same issue!"

Residents have full participation in the daily running of the center. They help the staff prepare delicious meals from fresh local produce, eggs and fish, sharing the clean up duties as well. Part of the dinner is a gratitude circle in which clients and staff reflect on and express gratitude for the day's events, the insights volunteered by residents and an appreciation of the people present. Even during this more informal time, I observed everyone's willingness to communicate and participate in the physical and emotional work of changing their dysfunctional patterns.

After dinner and cleanup, people walk by flashlight to their cabins on flower-lined walkways revealing surprises like fireflies and beautifully colored frogs. A snake was once seen long ago, though I never saw anything more exciting than a tiny salamander crawling up the side of my shower. The rooms are small and simple, yet comfortable.

Early each morning a gong rings and a resident volunteer knocks on each person's door, signaling the beginning of quiet time. People are asked to observe a few hours of silence in the morning for meditating, reading or walking, which continues through breakfast. Group therapy/ discussions/ study sessions begin after breakfast, continuing until lunch.

During the morning sessions, processes developed by Diederik and his colleagues that include elements of Attitudinal Healing and Transpersonal Psychology are used to help residents gain insight about attitudes that no longer serve them. Residents are guided to reflect on early life events, sometimes traumatic ones, which had shaped negative beliefs about themselves and their world. They are guided to see that the beliefs were a "story"— not the actual truth. Choose Again teaches that one is 100% responsible for everything in one's life. Complete

accountability allows clients to move out of a victim position of blame and convert blame into empowered authorship. Feeling that one's experience in life is chosen by core belief made up at an early age, they teach that the self can be transformed. This is encouraged by reading passages from the *Course of Miracles* published by The Foundation for Inner Peace and writings from Pema Chodrun, Thich Nath Hanh and others. The readings and discussions encourage a re-connection with one's original self, born a faultless child of God, connected to the universal force. This intensive work of transforming limiting core beliefs is verbalized and compassionately supported by everyone there.

During the afternoons residents are free to participate in yoga, "Volcanic Hot Springs Hydrotherapy," holotropic breathing or meridian energy release therapy. Or, they may choose more individual pursuits of journaling, artwork, photography, swimming, forest hikes and/or gardening. Therapeutic massage, individual counseling sessions and small group work are also available.

With no media, limited trips to town and the directive to only read library materials about consciousness, a reflective, healthy lifestyle is promoted. People are asked not to bring recorded music, escapist novels or other distractions, instead being encouraged to enjoy the natural beauty and listen to the birds and breeze. With no major presenting problems, the pace might seem slow to an adolescent, as was the case with my daughter during the time of our visit.

A person who chooses to be in this environment to gain clarity about one's own negative, limiting core beliefs would have plenty of guidance and opportunity to experience the liberation of developing a different perspective. They also would have a great deal of encouragement to free themselves of dysfunctional behaviors and develop a physically active, healthy lifestyle.

The second phase is initiated through mutual agreement. It involves individual and group sessions and two-day family workshops held in Vancouver. Non-Vancouver participants are assisted in arranging follow-up with one of the over 110 Attitudinal Healing Centers around the world. I learned after I left that an educational component has recently been introduced allowing Choose Again graduates to qualify as "Registered Professional Counselor," a dedication recognized across Canada. Choose Again is committed to the idea to eventually

Continued: **Choose Again/** pg 22

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.



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Tina Johnson
Director of Admissions

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Choose Again: Continued from page 21

offer its program through the services of peers and graduates.

I am grateful for the opportunity to have experienced the healing, compassionate environment of Choose Again. Diederik is a very gifted therapist who is greatly assisted by his compassionate, insightful team: Claudette, Dawn, Elaine, Christie, Woodsy, Sarah and his daughter Saskia, with help from other returning guests/advocates of this practice. Their high staff to client ratio allows them to individualize the work being done in this unique milieu. The key element of this equation is the participant who is ready to be there, who truly wants to "Choose Again" so as to create a more empowered authorship of his or her life. In that circumstance, the depth of the work that is being done has the potential for being very transformative and empowering.

Show me a man who cannot bother to do the little things and I'll show you a man who cannot be trusted to handle the big things.

~ Lawrence Bell

BOOK REVIEWS... THE OTHER SON

One Family's Personal War on Drugs

By: Eva Pappas, PhD

Pleasantville, NY: Clean Slate Publishers Group: 2006

ISBN 0-9777187-1-9

Review by: Lon Woodbury

My first inclination was to skim this book enough to write a review. Instead I wound up reading it cover to cover—the story is that engaging.

The book can be read on three levels. First, it is a story of a family devastated by one of its children sinking into the drug culture, with the anger, lying, secretiveness and mistrust that come out of that. The mother slowly watches her real son fading away, replaced by this total stranger she calls "The Other Son." She cannot understand, predict or trust what this "Other Son" is or will do next. She describes in great detail the burden carried by everybody in the family who cared for him and hated what he was doing to himself and them. I think every parent who has gone through the process of a child or relative gradually self-destructing in this way can relate to this story on a very personal level.

The second level describes in painstaking detail how there are very few effective solutions available for

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



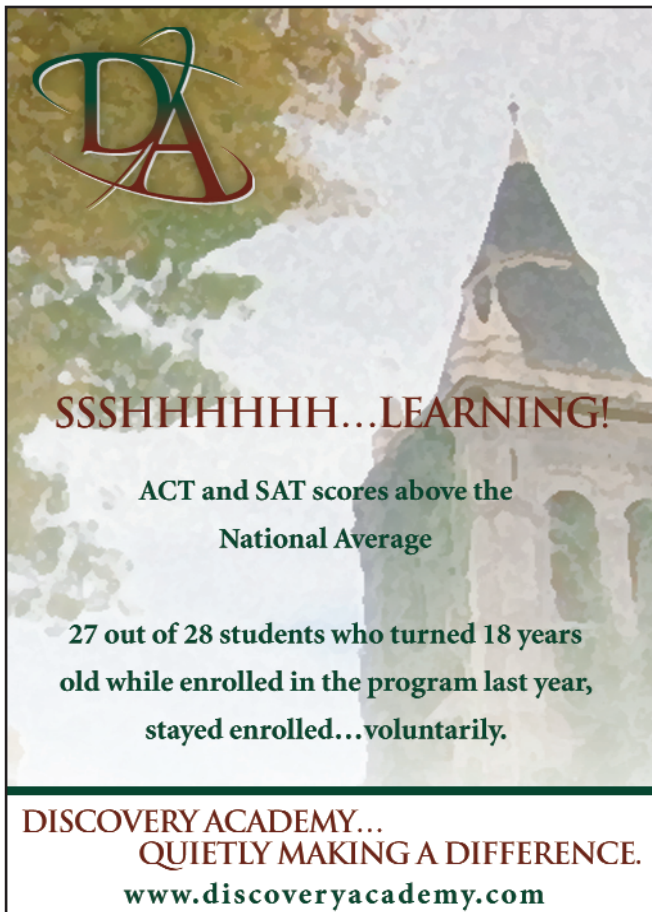
The Center for Safe Youth

parents with an "Other Son." The author describes how they tried the police, a voluntary treatment program and the courts, among other things, with no positive effect. In all these attempts, they learned that he had his "rights" which the law demanded be respected. Many of the people they looked to for help understood what was happening, and sympathized with what the parents were trying to do, but their hands were tied by the law. The author in an anguished cry asked about the rights of others he was abusing and if anybody gave any consideration regarding the responsibilities he was shirking. The response was at best an ineffectual expression of sympathy from all sides.

The third level is a detailed description of what it took to get his attention and gradually bring their real son back to life, out of the self-centered, pleasure-oriented, irresponsible "Other Son." After all these failed attempts, what finally worked was a private boarding school that works with children with these attitudinal and behavioral problems. Called Everest and placed in Connecticut in the book, in reality it is a long time boarding school in Maine called Élan. Élan (Everest) follows the model of a therapeutic community where the main curriculum is to teach the students to be responsible for their actions. Their main tools in accomplishing this are a tight structure (where, contrary to most youth institutions, consequences are immediate and appropriate) and utilization of a positive peer culture.

This book is probably the best description I have read of how a therapeutic community works in the lives of real people. What she describes regarding therapeutic communities is a key ingredient for success that has been adopted by many of the successful therapeutic boarding schools in the private parent-choice network of residential schools and programs for struggling teens. The ideas of a therapeutic community have heavily influenced not only Élan, but many other schools including John Dewey Academy in Massachusetts, the now closed CEDU schools in California and Idaho and all those schools with key staff heavily influenced by what they learned at CEDU, which is a significant percentage of the successful schools and programs in this network.

This book is more than just another chronicle of a family in crisis caused by their teen in crisis. It is also more than just a description of a family lucky enough to happen to find a specific school that worked for their son. It is an indictment of public attitudes and resulting public policy creating rights for irresponsible teens that parents and society can't handle, and it is an insightful description of a workable solution, which is the whole idea of a therapeutic community. Any professional working with struggling teens would benefit from reading this book and understanding the underlying concepts the author spells out so well, whether or not they agree with them.



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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:

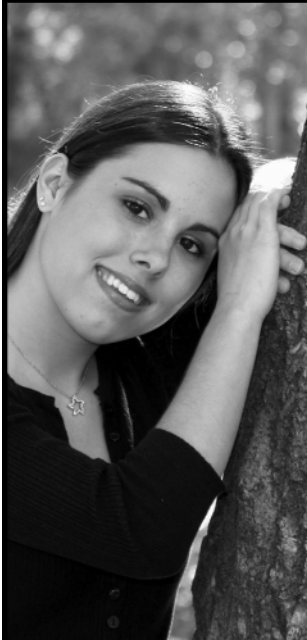
- ♦ Depression
- ♦ ADHD
- ♦ Social Withdrawal
- ♦ Self-Destructive Behavior
- ♦ Physical/ Sexual Abuse
- ♦ Thought Disorder
- ♦ Learning Disabilities
- ♦ Substance Abuse
- ♦ Poor Self-Esteem
- ♦ Family Maladjustment
- ♦ Pregnant Teens acceptable

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.



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 www.youthcare.com

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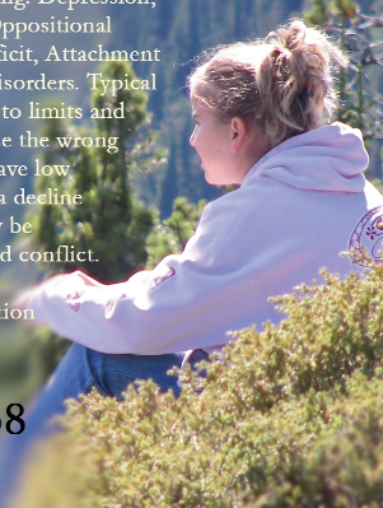
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Second Nature is a licensed treatment program that uses the wilderness setting in a clinically focused intervention to teach students accountability, communication skills and healthy emotional and behavioral habits. Treatment plans are individualized 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:

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NEWS & VIEWS...

TEEN DRUG ABUSE GROWING

(January 15, 2008) PR Newswire, Longview, TX, reported prescription drug abuse by teenagers and young adults is a growing problem in the US, with four types of drugs identified as commonly abused: pain-killers, stimulants, sedatives and tranquilizers. All of these are typically stored in medicine cabinets at home.

TEACHERS "PREJUDICED" AGAINST BOYS

(January 19, 2008) Telegraph.co.uk reported Dr. Jeremy Swinson, an honorary lecturer in educational psychology at Liverpool John Moores University, lectured "Teachers assume that boys are more badly behaved, possibly because the sort of bad behavior they engage in is likely to be louder." Thus, the "prejudiced" views of some teachers could be damaging boys' self-belief causing them to do badly in school.

RANCH FOR TROUBLED ADOPTEES

(January 20, 2008) The LA Times reported a Montana ranch offers intervention and structure for adopted kids, whose families cannot handle their disruptive conduct. These children are part of an expanding phenomenon known as adoption disruption, the official term for parents attempting to return their adoptive children.

REDUCING JUVENILE JUSTICE HELPS

(January 27, 2008) A column in The Providence Journal in Rhode Island entitled "Preserving Families," concluded that the effectiveness of state residential juvenile programs is so dismal that a reduction in state residential programs might be helpful in the long run for juveniles and their families.

MHA CRITIQUE ON JUVENILE BOOT CAMPS

(January 29, 2008) Mental Health America, formerly the National Mental Health Association, explained why they consider boot camps are not an effective "quick fix", because many teens lack the maturity and self-control to succeed in a military-style program.

APA CRITICIZES WILDERNESS PROGRAMS

(January 31, 2008) The American Psychological Association (APA) in their online web site quoted Alison Pinto in emphasizing "Some wilderness camps and other 'disciplinary' programs for teens are generating complaints of abuse and neglect— some of it fatal."

STIGMA AGAINST ASPERGER'S CHILDREN

(February 7, 2008) Telegram.com, a British publication, reported parents and school officials in Massachusetts are worried about a possible backlash and stigma attached to children with Asperger's syndrome, after the stabbing death of a 15-year-old boy by a fellow student with Asperger's syndrome.

SEEN N' HEARD...

AMATS ADOPTS STANDARDS

(January 2008) Jeff Johnson, Executive Director for the Association of Mediation and Transport Services (AMATS), Loa, UT, 435-491-0398, announced AMATS is accepting applications for membership for the year 2008. For information concerning membership standards please contact Jeff Johnson via phone or email.

GRAY WOLF RANCH CELEBRATES 10 YEARS

(January 14, 2008) Woody Bernas, Program Director of Gray Wolf Ranch, Port Townsend, WA, 800-571-5505, announced the recovery community recently celebrated ten years of service. Woody also reported Gray Wolf received their third consecutive, three-year accreditation from the Commission for the Accreditation for Rehabilitation Facilities (CARF) last year, and hired Scott Molyneaux as chef and Jud Haynes to replace long time counselor Peter Lack.

PELICCI JOINS SOBER COLLEGE

(January 15, 2008) Annika Richards, Director of Marketing for Sober College, Woodland Hills, CA, 866-757-6237, announced Dr. Gabrielle Pelicci is Academic Director at Sober College. Dr. Pelicci holds a Bachelor's degree in Psychology, a Masters degree in Education and a Doctoral Degree in Humanities. Since 2001, Dr. Pelicci has worked as an independent consultant and instructor for treatment centers, educational institutions, non-profit organizations, wellness centers and private clients.

AUDIO SHOW TALKS WILDERNESS THERAPY

(January 15, 2008) At Townhall.com, Dennis Pager talks to Brad Reedy and Vaughn Heath, founders of the Second Nature Wilderness Program, and Teri Solocheck, clinical psychologist, about the dealing with troubled kids who need special therapy.


GLUHAREFF FOUND DEAD

(January 17, 2008) According to Metro Briefs of the Washington Times, Robert Serge Gluhareff, founder of the now closed WellSpring Academy, Sutherlin, VA, was found dead in the woods of Person County, NC, from an apparent self-inflicted gunshot wound five days after he was scheduled to report to prison. Gluhareff was found guilty of financial fraud in an attempt "to keep WellSpring Academy open as it struggled financially. It closed in 2003."

HAPPENINGS AT PATHWAYS-ARGENTINA

(January 17, 2008) Rich and Wendy Simpson, founders Argentina Pathways, Coeur d'Alene, ID, 208-935-6195, announced a new component to their program. Students under the age of 18 are now being enrolled and have the opportunity to complete their

Continued: **Seen N Heard/** pg 26



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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.

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Seen N Heard: Continued from page 25

high school education through an accredited distance learning program while living at the main house, rather than with host families. Another bit of news, Scott Woodruff, a former Pathways student from 2003 graduated from Champlain College will help with volunteer projects and provide assistance in the recording studio.

POZATEK JOINS TRUE NORTH WILDERNESS

(January 18, 2008) Kate Romm of True North Wilderness Program, Waitsfield, VT, 802-583-1144, announced Krissy Pozatek, MS, LCSW, joined the clinical team at True North Wilderness Program. Krissy previously worked at Aspen Achievement Academy, Montana Academy and Second Nature.

NEW ACADEMIC DIRECTOR AT HLA

(January 18, 2008) Hidden Lake Academy, Dahlonega, GA, 706-867-1720, announced David Lee Carpenter is the new Academic Director at Hidden Lake Academy. With a Master's degree in Educational Administration, David's previous employment included teaching graduate courses at King's College and Assistant Director of Housing at Western Connecticut State University.

NEW TESTING AT PASSAGES TO RECOVERY

(January 21, 2008) Brandi Bradbury, Admissions

Director for Passages to Recovery, Loa, UT, 866-625-8809, announced the integration of psychological testing by Psychological Solutions into their regular program to better determine the strengths and weaknesses of their clients.

EIA HOSTS 8TH ANNUAL CONFERENCE

(January 22, 2008) Education Industry Association, Rockville, MD, 800-252-3280, announced they hosted the 8th Annual Education Industry Days in February.

NEW LEAF EXPANDS

(January 22, 2008) Betsy Jacobson-Warren, Admissions Director for New Leaf Academy, Bend, OR, 877-820-5050, announced they have expanded the facility by adding a new residence and a separate school campus for the girls at New Leaf Academy.

MCKINNEY JOINS LONE STAR EXPEDITIONS

(January 23, 2008) Michael Bednarz, MS, MBA, LCCA, Executive Director for Lone Star Expeditions, Groveton, TX, 936-831-3133, announced Linda McKinney joined Lone Star as Admissions Director. As well as her experience at various Aspen Programs, Linda is a Certified Addictions and Drug Counselor (CADC) and a Crisis Counselor.

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AEE CALL FOR ABSTRACTS

(January 23, 2008) Keith Russell, PhD, Co-Chair for the Symposium on Experiential Education Research (SEER), and Director of Outdoor Behavioral Healthcare Research Cooperative (OBHRC), University of Minnesota, in Minneapolis, 612-626-4280, announced a call for abstracts for the 36th Annual AEE Conference in Vancouver, WA, November 6-9, 2008.

BONNER COUNTY CALLS FOR SUMMARY JUDGEMENT

(January 25, 2008) Bonner County DailyBee.com reported Plaintiffs in a lawsuit accusing Bonner County officials of having maliciously prosecuted the operators of Turning Wings, a boarding school formerly operating in Bonner County, have failed to make their case, according to the county's defense counsel. The county is moving for summary judgment in the case.

ACHIEVEMENT VALLEY RANCH CLOSES

(January 25, 2008) Martha Larson, CoFounder/Owner of the former Achievement Valley Ranch, Westmoreland, TN, announced the program officially closed on January 12, 2008.

DRAGONFLY JOINS ISPA

(January 25, 2008) Mona Treadway, MSW, Admissions Director for Dragonfly Transitions and Adventures, Klamath Falls, OR, 541-850-0841, announced Dragonfly joined the Independent Small Programs Alliance (ISPA), founded by Andy Anderson, Clearwater, FL, 727-512-9144.

NOLAN AND POWELL OPEN IN LAS VEGAS

(January 28, 2008) Brandi Elliott of Powell & Elliott Collaborative, LLC, Arrowhead, CA, 951-315-8320, announced effective January 1, 2008, Jim Nolan and Mike Balotti of Jim Nolan & Associates and Access Education International, in collaboration with Dr. Jim Powell of Powell & Elliott Collaborative, LLC, are accepting clients in the Las Vegas, NV area.

DUCK RIVER CELEBRATES 20 YEARS

(January 28, 2008) Dean Porterfield, Program Administrator for Three Springs of Duck River, Nunnely, TN, 931-729-5040, announced Duck River will celebrate its 20 year anniversary as an outdoor therapeutic program, with celebrations throughout the year.

CALO PRESENTS DIAGRAMMATIC REPRESENTATION

(January 28, 2008) Ken Huey, CEO of Change Academy at Lake of the Ozarks (CALO), Lake of the Ozarks, MO, 866-459-1364, announced CALO has a new model to explain the treatment model. The model uses the CALO logo as the vehicle to describe phases

students go through in eventually realizing the goal of interdependent living. The tree in the logo is the symbol for that interdependency, as the tree relies on the sun, land, and water for sustenance.

HIDDEN LAKE HOSTS DOGWOOD TOUR

(January 28, 2008) Hidden Lake Academy, Dahlonega, GA, 706-867-1720, announced the Dogwood Tour, which will take place April 2-4, 2008. This is a spring tour of several campuses including: Hidden Lake Academy, Ridge Creek and Mountain Brook Academy. For information and reservations contact the admissions department.

DISCOVERY SCHOOL FEATURED

(January 28, 2008) Chris L. Yates, Director of the Discovery School of Virginia, Dillwyn, VA, 434-983-5616, announced the school was featured in the January 27, 2008, edition of the Richmond Times-Dispatch in an insert entitled "Private Schools" featuring private education options in Virginia.

TEACHER AT ECKERD PUBLISHED

(January 28, 2008) Rebecca Dukes, Educational Coordinator for Eckerd Academy at Deer Lodge, Deer Lodge, TN, 727-461-2990, announced Kathy Glenn, Resource Teacher, was recently published in the Education Journal Thinking Classroom. Kathy worked with two other students from the University of Tennessee's Education Department on a paper entitled "A Transformational Journey: Theoretical Foundations for an Integrative Approach to Teaching". Kathy joined the education staff at Deer Lodge in February of 2007. She recently completed the coursework requirements for her Masters of Arts in Education, and will sit for her comprehensive exams in May.

NEW ADMISSIONS AT BRIDGES ACADEMY

(January 29, 2008) Paige Tapia, Office and HR Manager at Bridges Academy, Bend, OR, 541-318-9345, announced Maureen Bidasolo accepted the expanded position as Admissions Counselor at Bridges Academy, as well as remaining the School's Nurse. Maureen has been with Bridges Academy for five years.

BEHRMANN RETIRES FROM CCA

(January 29, 2008) Tammy Behrmann, Founder and Executive Director at Copper Canyon Academy, Rimrock, AZ, 928-567-1322, announced her retirement as Executive Director of Copper Canyon Academy, effective March 1, 2008. Paul Taylor, Program Director for CCA since June 2001, has accepted the position of Executive Director. Taylor has a Bachelor of Science in Psychology and Sociology and a Master of Science degree in Special Education.

Continued: **Seen N Heard** pg 28

Seen N Heard: Continued from page 27

ROBBERY AT INTROSPECTIONS COSTA RICA
(January 29, 2008) Michael Lyles, Founder of Introspections Costa Rica, San Jose, Costa Rica, 520-320-9933, reported an armed robbery took place inside the Introspections Costa Rica compound in late December. No students or staffs were harmed during the assault. Upon receiving news of the robbery, Lyles flew to Costa Rica to ensure that immediate safety and security procedures were put in place. The day after the robbery all students were back to their daily routines. Michael would like to thank the students and parents for their perseverance and continued support during this difficult time.

DISCOVERY SCHOOL OF VA ACCEPTING STUDENTS ON MEDS

(January 30, 2008) Chris L. Yates, Director of the Discovery School of Virginia, Dillwyn, VA, 434-983-5616, announced the Discovery School of Virginia now accepts students who need psychotropic medications.

ECKERD ACADEMY GRADUATES SIX

(January 30, 2008) Rebecca Dukes, Education Coordinator for Eckerd Academy at Deer Lodge, Deer Lodge, TN, 727-461-2990, announced six students completed graduation requirements to earn high school diplomas, and four of the six completed the program.

TEMPLE JOINS CORE HEALTH

(January 30, 2008) Nicole Harmon, MA, Marketing Executive for Core Health Care, Dripping Springs, TX, 512-894-0801, announced Richard Temple, PhD joined Core Health Center as the new Vice President of Clinical Operations. Dr. Temple is a neuropsychologist with a doctoral degree in Medical/ Clinical Psychology with a Neuropsychology emphasis from the University of Alabama-Birmingham. Prior to joining CORE he served as the Director of Neuropsychology at the Transitional Learning Center in Galveston, TX.

NEW HORIZONS 2007 OUTCOMES

(January 30, 2008) Audrey Peavey, Admissions Director at New Horizons for Young Women, Orrington, ME, 800-916-9755, announced New Horizons for Young Women just published its Client Outcomes for 2007. These outcomes are tallied from anonymous surveys provided to students, families and referrals throughout the year. Full story can be found in the StrugglingTeens Media Center.

MOUNT CARMEL UPDATES

(January 30, 2008) Julie Ley, Admissions Coordinator for Mount Carmel Youth Ranch, Powell, WY, 307-645-3322, announced that in addition to recently updating the Mount Carmel website, the program introduced new pricing for the Frontier/Wilderness and Long Term programs as well.

NAWA SPRING RESCUE TRAINING

(February 1, 2008) NAWA Rescue, French Gulch, CA, 800-358-6292, announced their five and a half day Spring Rescue Training program to be offered twice in March: March 15-20, 2008 or March 24-29, 2008.

BLUEPRINT ADDS NEW FACILITY

(February 1, 2008) Marmy Kodras, MBA, MPH, Marketing Director for Blueprint Education, Phoenix, AZ, 800-426-4952 x4840, announced Blueprint Education will provide online and print-based courses for students at Sycamore Canyon, a new four-month program for junior high and high school students primarily from Pima County, who are referred to the program by court order.

MEYER JOINS MASON ASSOCIATES

(February 3, 2008) Ben Mason, Founder/ Owner of Mason Associates, Charlotte, VT, 781-209-0048, announced the addition of Kathryn Warshaw Meyer, MSW, to Mason Associates. Kathryn is a member of IECA and will see clients in Mason's new office in Kimball Junction, UT.

NEW STAFF/ PROGRAMS AT CARLBROOK

(February 4, 2008) R. Grant Price, MA, Director of Development for Carlbrook School, Halifax, VA, 434-476-2406, announced Gillian Smith, PhD, the former clinical director of Outback Wilderness, joined the board to chair the counseling department at Carlbrook. Floyd Wiseman, MD, a board certified psychiatrist, with over 20 years experience also joined the staff at Carlbrook. In addition, addiction specialists Jeffrey Georgi, MAH, LCAS; Rebecca Georgi, MS, LCAS, and Dr. Aaron White have developed a recovery maintenance module to fight the on-going problems of substance abuse. Another new aspect to come is the employment of four master's level Transition Counselors who work with the alumni for one year following their graduation.

NEW WEBSITE FOR COLLABORATIVE COACHING

(February 5, 2008) Benjamin Wahl, MSW, Program Coordinator for Collaborative Coaching, an adjunct program of the Ryther Center, Seattle, WA, 206-856-9490, announced the launch of a new website. Benjamin also announced that he and Vicki Schoettle, Program Parent Coach, have been selected to present at the Annual Conference for the International Association of Child and Adolescent Psychiatrists and Allied Providers (IACAPAP) in Istanbul, Turkey.

CENTER FOR CHANGE HOSTS WORKSHOP

(February 5, 2008) Tamara Noyes, Business Development Director at Center for Change, Orem, UT, 801-224-8255, announced they will host a five-

day, compulsive eating workshop presented by Mary Bellofatto, MA, LMHC, CEDS. The workshop is for adult and young women and will be held March 4-8, 2008. For more information contact Tamara.

FOUR CIRCLES OUTCOME STUDY

(February 5, 2008) Clarke Poole, MA, Admissions Director at Four Circles Recovery Center, Horseshoe, NC, 877-893-2221, announced the outcome study on the efficacy of wilderness therapy as an addiction treatment for young adults at Four Circles Recovery, a wilderness treatment program for young adults. The study, conducted by independent researchers, began collecting data at Four Circles in March of 2007.

CREIGHTON AT HOPE RANCH

(February 5, 2008) Linda Carpenter, Executive Director for Hope Ranch/Star Meadows Academy, Whitefish, MT, 406-862-7871, announced Dr. Victoria Creighton recently joined the therapeutic staff at Hope Ranch/Star Meadows Academy. Victoria received her doctorate in Clinical Psychology from Wheaton College, Wheaton, IL, and worked six years at Montana Academy

MARVELWOOD SUMMER PROGRAM

(February 5, 2008) The Marvelwood School, Kent, CT, 860-927-0047, announced their summer program will begin July 6, 2008, and goes through August 2, 2008, with a choice of two seminars: The Leadership Seminar, with outdoor skills training or The Theater Seminar with acting instruction.

LEELANAU ADHD SUMMER CAMP

(February 5, 2008) The Leelanau School, Glen Arbor, MI, 800-533-5262, announced the Ned Hallowell ADHD Summer Enrichment Camp at the Leelanau School will be July 13-18, 2008. This is for students entering grades 5 through 12 and open to adults. Dr. Hallowell is the founder of the Hallowell Center in Sudbury, MA, and author of "Delivered from Distraction: Getting the Most out of Life with Attention Deficit Disorder".

TEACHER RECEIVES ENERGY GRANT

(February 5, 2008) Linda Zimmerman, Founder and Program Director of Sandhill Child Development Center, Los Lunas, NM, 505-866-9271, announced a Sandhill teacher, Sandra Mack, won a grant from Beyond Petroleum, formerly British Petroleum, to work with her fifth through eighth grade students on various science projects. "SEAT", Student Energy Action Team, is one project aimed at educating the school and local communities on improving their energy choices.

EXCEL DEVELOPS "SOBER ACADEMY"

(February 6, 2008) Don Vardell, Executive Director at Excel Academy, Conroe, TX, 800-260-9178, sent a six-month update that reported the schools transition from their old model of a "therapeutic community" to what they call a "Sober Academy."

OLIVERIAN STUDENTS PREPARE FOR BELIZE

(February 6, 2008) Julie Gaffey of Oliverian School, Haverville, NH, 603-989-5100, announced Oliverian students are preparing for their experiential Intersession Trips to Belize.

SOBER COLLEGE CONSULTED BY DAILY NEWS

(February 6, 2008) Robert Pfeifer, MSW Founder & Managing Partner of Sober College, Woodland Hills, CA, 818-415-3456, announced the Executive Director of Sober College was interviewed by the Loree Cohen of the Daily News, for her expertise on prescription medication abuse and the death of actor Heath Ledger. This article is archived in a pay per view system on the Daily News website.

NATSAP HONORS LARRY DEAN OLSEN

(February 7, 2008) Sean Rourke of ANASAZI Foundation, Mesa, AZ, 480-892-7403, announced the National Association of Therapeutic Schools and Programs (NATSAP) named wilderness therapy pioneer Larry D. Olsen as the winner of the 2008 Leadership Award. The award, which honors individuals who have made significant contributions to the care of struggling young people and their families, was presented at NATSAP's annual conference in February in Savannah, GA.

OLIVEIRA RETURNS TO PENINSULA VILLAGE

(February 11, 2008) Kelly Roberts, Coordinator of Community and Alumni Relations for Peninsula Village, Louisville, TN, 865-380-4452, announced Dr. Marianne Oliveira, Administrator of Peninsula Village recently returned to employment with Peninsula. Dr. Oliveira also made an announcement that some of leadership team changed at the Village: Reggie Raman, MD is the full-time psychiatrist; Bob Pegler, CAS is Program Director; Barbara Taylor, PhD has returned to Peninsula Village as Clinical Director; Jean Bolding, LCSW joins the Village clinical team as Director of Family Therapy; and Todd Roberts, who has worked at Peninsula Village for 17 years, continues in his role as Director of Continuum Services.

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REDELSHEIMER JOINS MASLAND

(February 11, 2008) Nancy P. Masland, Educational Consultant in Tucson, AZ, 520-749-4220, announced Rebecca Therese Redelsheimer, SH joined Nancy P. Masland and Associates. Rebecca has over 30 years experience working in the field of computer, technical, legal and business practices.

RED HILL ACADEMY LEADERSHIP TEAM ESTABLISHED

(February 11, 2008) Brad Freed, Executive Director and Clinical Director of Red Hill Academy (RHA), San Anselmo, CA, 888-864-5437, announced RHA hired a leadership team. Jodie Mathison, MA, will serve as Head of School and Admissions Director. Cara Chambers, MA, joins as Assistant Principal and Robin Hughes, BA, will become the Academy's After School Program Director and Director of Residential Services. The Red Hill Academy leadership team brings over 60 years of experience in the delivery of specialized education and treatment services to vulnerable adolescents and their families.

CORRECTION:

(February 12, 2008) The print version of Places For Struggling Teens newsletter contained an article in February in which we misspelled a name. Adam Tsapis is the Admissions Director of Summit Achievement, Stow, ME, 207-697-2020 ext. 33. We apologize for our error.

FOREST HEIGHTS NEW PAVILION

(February 12, 2008) Linda Clefish, Executive Director at Forest Heights Lodge, Evergreen, CO, 303-674-6681, announced all necessary documents were approved and the building permit was issued for the construction of the new multipurpose gym and classroom building at Forest Heights Lodge.

GREENWOOD SCHOOL ANNOUNCES SUMMER PROGRAM

(February 13, 2008) Stewart Miller, Headmaster at the Greenwood School, Putney, VT, 802-387-4545, announced the Greenwood School developed a new summer program ("Connect") designed for middle school girls and boys, age 11-15, comprised of "hands on" community service projects and adventure based activities. Connect is accepting applications for enrollment for its three week (July 11-30) program. For information contact Adam Jones, Connect Director.

MORNINGSIDE RECOVERY'S NEW ACADEMIC BUILDING

(February 13, 2008) Glenna Conway, Business Development for Morningside Recovery, Newport Beach, CA, 800-420-2496, announced the grand

opening of a new building specifically for Morningside Recovery's school program, in addition to an onsite certification program for drug and alcohol studies, provided by Health Staff Training Institute, which has recently moved onto the Morningside Campus.

STONESOUP CAMPUS FOR SALE

(February 13, 2008) Carrie Straub, School Director of the Jacob School, Winter Springs, FL, 407-461-2800, an alternative-style day school near Orlando that caters to creative students, announced that Stonesoup School is no longer operating as a boarding school. The 60-acre property with a lake is vacant, zoned for a school, and up for sale.

SUMMIT PREP AWARDED MEMBERSHIPS

(February 13, 2008) Jan Johnson, Associate Executive Director and Director of Admissions for Summit Preparatory School, Kalispell, MT, 406-758-8112, announced Summit Preparatory School was awarded membership in the Child Welfare League of America (CWLA) Summer 2007, and Candidate Membership in the Pacific Northwest Association of Independent Schools (PNAIS) February 2008.

SOLTREKS SUMMER ADVENTURE 2008

(February 14, 2008) Lorri Hanna, President and Executive Director of Soltreks Inc., Two Harbors, MN, 218-834-4607, announces Soltreks is accepting enrollments for their six-week Summer Adventure Program, open to boys and girls ages 13-17 years old. For additional information contact the admissions department at 218-834-4607.

OPI STUDENT'S AWARD WINNING MOVIE ON NETFLIX

(February 14, 2008) Woodbury Reports was informed that the movie *Most High*, which was produced by Marty Sader and students from Optimum Performance Institute, Woodland Hills, CA, 888-558-0167, and screened at the IECA conference in Denver the spring of 2005, is now available for rent on Netflix.

9TH ANNUAL EAGALA CONFERENCE

(February 14, 2008) The Equine Assisted Growth and Learning Association (EAGALA), Santaquin, UT, 877-858-4600, announced the 9th Annual EAGALA Conference will be March 12-15, 2008, in Ogden, UT at the Ogden Eccles Conference Center. This is an educational and networking event for those working in or interested in the field of Equine assisted psychotherapy.

NATSAP REGIONAL CALL FOR PAPERS

(February 15, 2008) Alicia Arteaga, Executive Assistant for National Association of Therapeutic Schools and Programs (NATSAP), Prescott, AZ, 928-443-9505, announced deadline for Call for Papers

submissions for the Rocky Mountain Regional Conference was February 29, 2008. The conference will be May 2, 2008, in Sandpoint, ID.

FRIENDS OF FAMILIES THANKS BILL LANE

(February 18, 2008) Dr. Jim Powell, Co-Founder of Friends of Families with Children in Crisis Foundation, Lake Arrowhead, CA, 951-317-3151, announced The Friends of Families Foundation would like to thank Bill Lane & Associates for their generous contribution.

THROWER JOINS NEXT STEP

(February 18, 2008) Penelope Valentine, Co-Founder of Next Step for Success, Redmond, OR, 541-504-5224, announced Marsha Thrower, MA, CC, joined the Next Step for Success coaching services as an Associate Coach and Coach Trainer.

TIBBITS AWARDED FOR OUTSTANDING SERVICE

(February 19, 2008) Ari Terry, Admissions for New Haven Residential Treatment Center, Spanish Fork, UT, 801-380-4363, announced Dustin Tibbits, Executive Director at New Haven, was awarded the NATSAP Outstanding Service Award at the 2008 Conference in Savannah, GA. He was awarded for his hard work and dedication to both the Research Committee as well as his work on the Alumni Committee.

NEW HAVEN STAFF PRESENT AT NATSAP

(February 19, 2008) Ari Terry, Admissions at New Haven Residential Treatment Center, Spanish Fork, UT, 801-380-4363, announced Kris Kilpatrick, New Haven's Program Director, and Irene Kotter, Residential Lead Supervisor, were invited to present at the 2008 NATSAP Conference in Savannah, GA. They presented on Emergency Preparedness in Residential Facilities. The presentation included New Haven's Emergency Preparedness Program and offered suggestions for productive, cost effective emergency planning.

PRN GOES BACK TO BASICS

(February 19, 2008) Charles Elias, Founder of PRN For Families, Snowmass Village, CO, 888-762-5973, announced PRN for Families, an organization dedicated to family preservation, reunification and networking, starts a "Back to Basics" component. Charles describes *PRN for Families* as a "Real-life Nanny 911 for families."

PAINT ROCK VALLEY HORSEMANSHIP CAMP

(February 20, 2008) Kathy DeMellier, Director of Admissions at Paint Rock Valley, Trenton, AL, 256-776-2503, announced a new summer program.

Beginning July 13 through August 3, 2008, Paint Rock Valley will run a Horsemanship Camp for girls ages 13-18, where girls will learn basic horse care and riding skills from EAGALA trained staff members.

UPCOMING SOULORE WORKSHOP

(February 20, 2008) Randy Russell, Co-Founder of Soulore, Sagle, ID, 208-255-2290, announced the next Parent Workshop will be held on March 14 – 16, 2008, with the next available workshop on May 9 – 11, 2008.

GALLAGHERS LEAVE OUTBACK

(February 20, 2008) Sheri Gallagher, 435-615-1565, formerly of Outback Therapeutic Expeditions, Lehi, UT, 801-649-6330, announced that she and Shane have left Outback to pursue a new program.

PHOENIX HOUSE UPDATED

(February 20, 2008) Winnie Wechsler, Executive Director of Phoenix House of California, Lake View Terrace, CA, 818-686-3011, announced Phoenix House has three locations: Phoenix Academy of LA in Lake View Terrace, CA, 818-686-3194, Phoenix Academy of Orange County in Santa Ana, CA, 714-953-9373 x 4841, and Phoenix Academy of San Diego in Descanso, CA, 619-445-0405. She also announced the Phoenix Academy programs were listed by the US Dept. of Health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) as a nationally recognized evidence based program and practice (NREPP).

3RD ANNUAL NORTHWEST GET TOGETHER

(February 20, 2008) Kristie Henley, Assistant Director of Woodbury Reports, Inc., Bonners Ferry, ID, 208-267-5550 x 102, announced the Third Annual Northwest Get Together will be held on May 23, 2008. Contact Laura Steck-Morton at extension 107 for registration forms and information.

The natural inclination of a child is to take pleasure in the use of the mind no less than of the body. The child's primary business is learning. It is also the primary entertainment. To retain that orientation into adulthood, so that consciousness is not the burden but a joy, is the mark of the successfully developed human being.

~ Nathaniel Branden

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