



# Places for Struggling Teens™

Published by

Woodbury Reports, Inc.™

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

July 2008 - Issue #167

## WHAT ABOUT THE PARENTS?

By: Lon Woodbury



Parents have the primary responsibility for raising children in our society. This includes deciding which school or treatment facility the child should attend for whatever reasons the parent thinks are important. This responsibility is not absolute however since parents must conform to certain basic standards like mandatory school attendance laws and laws against abuse, neglect, abandonment, etc. The schools and programs they might choose must and should conform to these basic standards as well. However, for the most part our laws and the courts have protected this right and responsibility of parents to raise their children in the way the parents think best.

In general, the more options parents have to choose from, the better choices they are likely to make. This is part of what in this country we call freedom, that is, as some have stated in other issues, "Freedom is choice!"

Congressman Miller, in the first draft of his HR 5876, seems to be focusing on restricting parents' right to choose regarding when a child needs residential placement. This isn't stated in so many words of course, but the intent of the proposed legislation is to allow parents to choose only those schools and programs that have the stamp of approval from the federal government. How much restriction depends on the wording of the final legislation, the biases of the federal employee regulation writers, and the intentions of the federal regulators assigned to monitor conformity to the written regulations.

One possible outcome would be to virtually eliminate the existence of private parent-choice residential programs, which would force parents back into the bad old days before the network of private parent-choice residential schools and programs came into existence. That is, the choice of placement would be up to law enforcement or mental health professionals, leaving going along with what the officials decide being the only choice parents might have. In this worst-case scenario, parents would lose the options now provided from the parent-choice network, and in reality, would have almost no options in the matter of residential placement when needed for their own child. In this scenario, responsibility would be taken from parents and turned back to "professionals".

This worst-case scenario is plausible for a couple of reasons. First, the "Inside the Beltway mentality" in Washington DC seems to be heavily tilted to favor control freaks. The colossal egos common in DC truly believe they have better answers

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### Bulletin Board...

#### NEWSWEEK SEEKING PARENTS/ ALUMNI

(June 26, 2008) Jennie Yabroff, writing for Newsweek, is researching for an in-depth and fair story on wilderness programs and therapeutic boarding schools. She wants to focus on the experience of girls and their families. Jennie would like to talk to parents who are anywhere in the process and want to share their story. Nobody will be quoted without his or her express permission. Jennie can be contacted at [Jennie.Yabroff@newsweek.com](mailto:Jennie.Yabroff@newsweek.com) or 212-445-5788.

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

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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.

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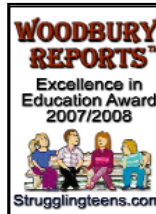
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**Larry Stednitz, PhD**

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

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

## **PARENTS:** Cont. from 1

than anybody else to society's problems, including what is best for children needing residential placement and their parents. Second, the two hearings orchestrated by Congressman Miller were stunning in their lack of fairness or balance. Ex-student testimony was presented that was very critical of the schools and programs they had attended, with no attempt to solicit testimony from other ex-students with positive experiences who were available if the Committee had wanted to hear from them. NATSAP (National Association of Therapeutic Schools and Programs), the professional organization for private residential parent-choice schools and programs, was hamstrung in a way that it would have been impossible for NATSAP to present a balancing viewpoint. In addition, statistics were presented in a way that led the media to blame private parent-choice schools and programs for public boot camp or public mental health tragedies.

Although it was never stated in so many words, the hearings deck was stacked against parent rights and against this network that has come into existence to serve families and their children needing residential help. These parents sometimes sacrifice their fortunes to get their children much needed help. The network of private residential parent-choice schools and programs was founded on parent choice, and an attack on the schools and programs in this network is essentially an attack on parents' right to choose the school or treatment facility they think is best for their child.

There is no argument that there are some very scary private parent-choice schools and programs, just as there are some very scary public programs. In all of the "scary" public and private programs, the children and their parents are very poorly served. However, the impression from Miller's Congressional hearings, the wording of the first draft of HR 5876 and its title, is that so far as residential placement, parents are clueless and must be protected from themselves. Congressman Miller seems to want to control the choices parents now have. Parents should be outraged or at least deeply troubled by this mentality coming from the US Congress and Congressman Miller's belief that he knows a child's needs better than the parents of that child.

Self-esteem is a function of status *within* the group. People judge themselves on the basis of how they compare with other members of their own group.

~ Judith Rich Harris

## **TEN STEPS – Part V**

By Randy and Colleen Russell

In this issue, we look at the fifth step of the 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.**

### **5. Help your child discover their unique strengths**

Our current cultural methods do not support the nurturing of many of our children: their strengths or uniqueness. "*No Child Left Behind*" is not about celebrating or honoring the individual, and how he/she would best expand, learn, and grow. Instead, it trains kids to conform and to become good consumers who do not make waves.

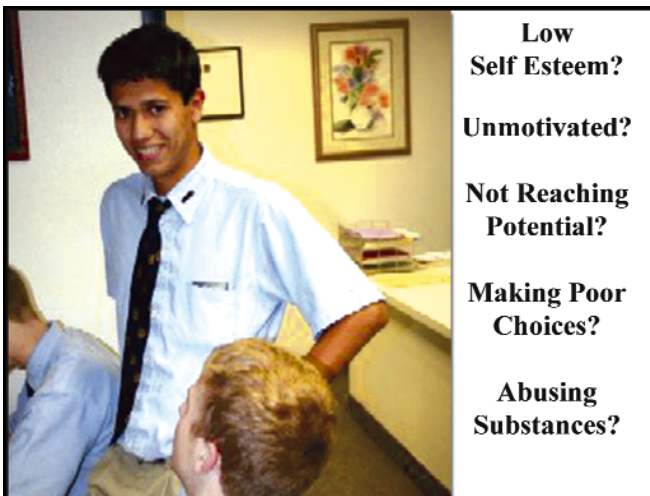
This type of "assembly line" education is one reason why many youth believe "something is wrong with them". The system does not match their interests or utilize their learning styles. Many of these children think they are stupid and won't amount to anything, even if they are exceptionally bright and talented in many areas.

We forget that so many of today's children fit outside the box of the traditional educational system. We try to mold children to be like everyone else. Their gifts need to be recognized. Kids can become depressed, bored and find it hard to connect with other people when their gifts are unrecognized. They may turn to addiction, gangs, violence or even commit suicide because a vital part of who they are feels like it is being rejected.

This gives our children two choices: either conform to the cultural norms or rebel. The conformist will learn to squelch their own gifts and do whatever they can to "fit in" even at the cost of their inner identity. They will never feel fully appreciated for who they are. The rebel will take one of two roads. They may become "hopeless" and reject parents, school, religion and anything to do with a culture that gave them no way to be authentic in a positive way. Or, they will become a hopeful rebel who will try to transform the culture by working within it or at least on the fringes of it.

One of the ways parents can support their children is to recognize that each one comes with their own soul identity. The deeper nature, that we call the soul,

Continued: **Steps/** pg 4



**Low  
Self Esteem?**

**Unmotivated?**

**Not Reaching  
Potential?**

**Making Poor  
Choices?**

**Abusing  
Substances?**

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### **STEPS: Cont. from 3**

holds the seeds of who they could become. When the environment supports a human being in their natural growth (stages of human development), there is a high potential for that "soul-seed" to produce incredible fruit that benefits us all.

If you can nurture and receive your child at the soul level, they will grow up with an authentic sense of their purpose and meaning. They will find learning and growing both rewarding and exciting. They will have the courage to move through rough life transitions (childhood to adolescence to adulthood to Elder). The problem is, our current society is basically an adolescent culture, which means many of us haven't fully made our own passage into full adulthood. Bill Plotkin, in his book *Nature and the Human Soul*, is exceptional in contrasting a society that honors the authenticity that produces mature adults and one that does not.

Parents can help their children by their personal expansion and by healing their own childhood wounds to follow a path with "soul". If your life is still a reaction to your parents, (attempting to prove dad wrong or still wanting his approval), or to social class expectations, you may not have moved into the "soulful identity of adulthood" and have some work to do. Notice if you are holding onto jobs or relationships that no longer feed your soul. Remember we lead our children more by our examples, than by our words. If you want them to become bright shining empowered individuals, you must lead the way.

Second, find a way to be present with your child. Listen to them with an open mind and try to hear what they are saying. Try to hear the "real me" that needs support in order to come through. In the Disney movie *Hook*, starring Robin Williams, there is a great scene that mirrors this. One little lad – one of Peter's old childhood friends – tweaks and twists the face of the grown-up Peter Pan. He finally finds just the right angle, smiles and says, "Oh there you are Peter!"

The greatest gift you can give your child is to seek to recognize their true self or soul self. It will give them a sense of "belonging" that we all need to be able to move out of childhood and begin our journey to become authentic and thriving adults. What we all long for more than anything else, is for someone to see us for who we truly are.

### **About the Authors:**

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

## COACH'S CORNER...

The Coach's Corner is a section of the newsletter devoted to family coaching, and the use of coaching skills in working with parents of struggling teens and young adults in their homes, or while they have a child in program. Coaching in this case can be either an alternative to residential placement when appropriate, a resource for program staff or as an aid in supporting families of young people transitioning home from wilderness or residential programs. The COACH'S CORNER welcomes submissions regarding Coaching (such as essays, research, articles, news, etc.) from anyone.

The Coach's Corner was started by Woodbury Reports, Bill Valentine, Founder of Next Step For Success, and the accredited coaches of Next Step Coach Training, with "real life" condensed snapshots of what Coaching is about.

### SETTING CLEAR GOALS

By: Bill Valentine PsyD, CC

One of the most effective uses of a parent coach is to assist unsure parents in the difficult decision to place - or not to place - their child in a wilderness or long-term residential program. By employing the coaching model of building on inherent strengths, setting clear goals and expectations and empowering the client to be accountable for their decisions, the coach can help mitigate the emotions in a highly emotional decision.

**Coach:** I understand your educational consultant has advised placing Justin in a wilderness program. How do you feel about that?

**Mom:** Oh, I just don't know what to do. Justin is becoming more than a single mother can handle. Still, it seems so heartless to send him away.

**Coach:** I can hear the pain in your voice. Tell me what Justin is doing that is making him so difficult.

**Mom:** Ever since his dad and I divorced, he has been surly, he stays out past curfew, and his grades are going down because he blows off his homework.

**Coach:** I see, and what have you been doing about this behavior?

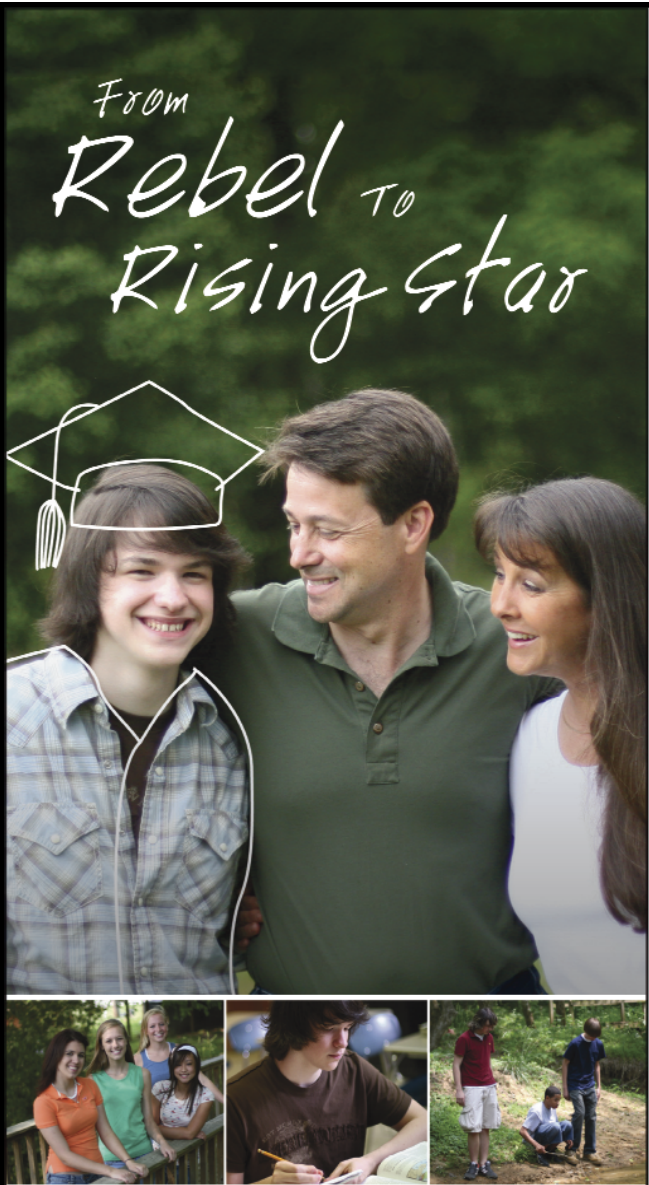
**Mom:** Well, like I said, I feel like I can't handle this much more. I try to make him do his homework, I say up late waiting for him to come home and I repeatedly ask him to treat me with respect.

**Coach:** You have been trying to be Mom and Dad. It sure isn't easy being the single parent of a teenager. May I share an observation with you?

**Mom:** Please do.

**Coach:** You seem to be working much harder at this than your son. What if we made it his decision whether he stays in your home or goes to the wilderness?

Continued: Goals/ pg 6



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## **GOALS:** Cont. from 5

**Mom:** *What??!! He will never agree to go to a program.*

**Coach:** *Maybe not, but by clearly spelling out your requirements for him to live in your house and what the consequences are for violating the home agreements, he will have to make choices whether to follow the rules or suffer the consequences.*

**Mom:** *So how do I go about this?*

**Coach:** *We can work together to draw up a Home Contract that spells out rules, consequences and incentives for compliance. We'll then engage Justin to get his input but there will be some non-negotiables. What do you want them to be?*

**Mom:** *Well, being respectful and coming home on time for starters.*

**Coach:** *Excellent! Not doing his homework has natural consequences that he should have to deal with, not you. And may I add that the ultimate consequence of being sent to wilderness if he is consistently ignoring or breaking the rules should also be non-negotiable.*

**Mom:** *I get it! By not hedging or negotiating in the beginning, Justin will know ahead of time what his bad choices will bring him.*

**Coach:** *That's right. And you will have given him the chance to demonstrate what he is willing and able to do to stay in your home.*

This coach has empowered the client, and though he may not understand it – Justin as well, by making each accountable for that which they can control. The coach will have to work closely with Mom to help her through the stressful times and conflicts that are bound to occur. By having a “contract” in place and a coach to support her, this overwhelmed parent can teach her son, and herself, the power of personal choices.

### **About the Author:**

*Bill Valentine, Redmond OR, 541-504-4748, [bvalentine@everhigher.com](mailto:bvalentine@everhigher.com) and his accredited coaches of Next Step Coach Training give “real life” condensed snapshots of what Coaching is about. Next Step For Success, is a parent and family coaching consortium offering non-therapeutic, skill-based support for parents of struggling teens and young adults. Next Step Coach Training offers accredited certification training for coaches.*

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~ Christina Hoff Sommers



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# VISITS... FLORENCE CRITTENTON HOME

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Visit by Judith E. Bessette, EdD, May 20, 2008

In an unassuming one-story building on a quiet, residential neighborhood in Helena, Montana, some truly amazing work focused on attachment and bonding is happening with pregnant and parenting teens. Sixteen girls and several babies live in a therapeutic, relationship-based milieu designed to ensure that each girl has – or is working toward – a positive, trusting relationship with one or more caring adults. Establishing and nurturing the bond between the teens and the adults helps each girl form a strong attachment to her baby.

The Florence Crittenton Home (FCH) teaches the girls living skills, since life with baby – or the first few months after choosing adoption as a parenting choice – is complicated and demanding. FCH also addresses the mental health needs of the girls and any chemical dependency issues the girls may have. Girls continue

their education while at FCH – either at the local high school, through GED classes or classes beyond high school at a local college or online.

Recently, I spent several hours visiting staff, talking with the girls and even had the chance to play peek-a-boo with one of the youngest residents of FCH. It was a wonderful experience.

My visit began in Executive Director Barbara Burton's office. Burton has a background in fundraising and business, and is pursuing an advanced degree in non-profit management. Pam Ponich, MS, LCPC, Clinical Director, and Liz Flynn, Director of Marketing, joined us. Knowing something about homes for unwed mothers in days gone by, I was eager to know how this organization had developed their current emphasis on attachment and bonding.

Burton, who has been at FCH for almost ten years, told me that about seven years ago, the agency hired a Master's level therapist with specialized background and training in attachment work with mothers and their newborns. About the same time, somewhat serendipitously, new members of the Board of Directors began talking about the benefits of including some of the basic tenets of attachment theory to the program.

Continued: **Florence Crittenton/** pg 8

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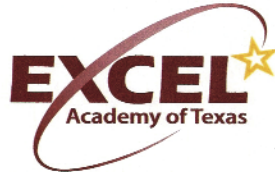
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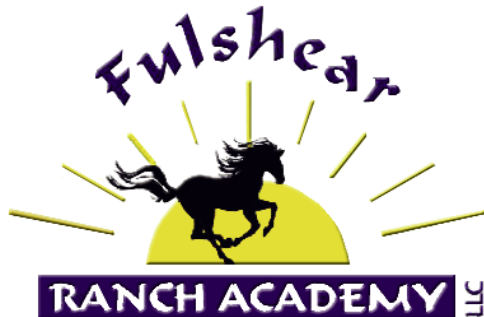
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## FLORENCE CRITTENTON: Cont. from 7

Jim FitzGerald, CEO at Intermountain Children's Home in Helena, a current board member and a past President of the Board of Directors at FCH, told me, "Crittenton is a nurturing program providing cutting edge clinical services to pregnant and parenting adolescents in a structured setting."

Specialized therapy gives each mother-to-be the opportunity to explore her own attachment history and consider how it might relate to her ability to bond with her baby. Each girl has individual as well as group therapy around these issues.

FCH uses videotaping as a teaching tool. Using split-screen technology, the new moms can watch themselves on DVDs, carrying out various activities and watching how their babies react. I watched one young mom in her first filming – following instructions she had been given to the letter, but with little or no feeling. I was then able to see the same mom, doing the same activity several months later – and it was obvious that she had fallen in love with her baby in the intervening months. Their bond was palpable...even through the TV screen.

Each girl has her own room, which is designed to house her baby, too. There are eight such rooms in the center of the building, along with a kitchen, the day center, a living room and some offices. On each end of the building, there are living areas for four girls – complete with a kitchen and a common area. These areas have an apartment-like feel while providing the safety and staff interaction of the rooms in the central living area.

One young woman I met was baking cookies while her four-month old napped. She told me that an educational consultant had helped her family find FCH. She'd been there for over a year and in that time, finished high school while learning how to care for her baby. She talked about the classes and therapy at FCH and about how much they had helped her. She also said that she had learned a great deal from the other girls in the program and had come to think of them as part of her family.

At the end of the summer, she's moving back to the Midwest and will be living with her brother, his wife and their new baby. Her brother and his wife have played an active role in the family therapy FCH offers.

This young woman has been accepted at a community college back home and will study nursing – because, as she told me "Nurses are in demand these days and hospitals have been at the fore-front of offering on-site daycare." She feels like she knows how to evaluate good child care because she has had the opportunity to observe the childcare center at FCH, which serves the



children of clients, staff and even a few children from the community. The plan is that she and her sister-in-law will share childcare responsibilities while she is in school. She also wanted me to know that when her life is more stable and her daughter is older, she will do more to pursue her dream of becoming a baker.

While many of the girls at FCH come from Montana and the Pacific Northwest – and are often paid for by state or local governments – an increasing number of girls are private pay clients. More than one girl has come to Crittenton upon discovering she is pregnant at her wilderness physical.

For you history buffs...in 1883, the first of what grew to 76 Crittenton Homes in the US and abroad was founded by pharmacist and self-made millionaire, Charles Crittenton. Intended to serve “lost women and wayward girls” the homes were named after Crittenton’s daughter who had died from scarlet fever. The Helena facility opened in 1896.

Today, the remaining 20 + Crittenton organizations and the newly reorganized National Crittenton Foundation (offering the independent Crittenton facilities across the country opportunities to collaborate in many important ways) have indeed *come along way, baby*.

While remaining true to their mission to serve pregnant and parenting young mothers, agencies across the country today talk about safety, hope and opportunity...about healthy babies, nurturing mothers, education and jobs – even about services for the expectant father and programs designed to bring him into the circle of the family.

While incorporating the entire attribute mentioned above, FCH or Florence Crittenton of Montana is unique in its application of attachment and bonding theory each and every day with its program participants. The Helena program certainly lives up to its motto — *changing the future...two lives at a time*.

In the words of Barbara Burton, “A teen pregnancy provides a unique opportunity for growth and change. We can help two generations, a teen mom and her baby, form healthy attachments. Through clinical intervention now, we can prevent a lifetime of difficulties...in fact, two lifetimes.”

Limiting the power of government to liberate the individual was the great American revolutionary insight.

~ John Taylor Gatto

## Real World. Real Choices.

Cristen M. chose Betton House, a sober college dorm, as a transition step after leaving a very structured setting. For her, living in a nurturing environment with like-minded peers has made a big difference in her life. Having benefited from counseling, mentoring and an effective 12-step based lifestyle curriculum, Cristen is leaving Betton House better equipped for success and more confident in her ability to make good decisions.

*“I have choices in life. I’m choosing to be serious about my recovery.”* Cristen M.



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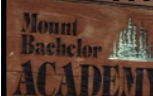
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## SHORTRIDGE ACADEMY

Milton, New Hampshire  
Hannah Mariotti - Admissions Director  
603-755-3096  
[hmariotti@shortridgeacademy.com](mailto:hmariotti@shortridgeacademy.com)  
[www.shortridgeacademy.com](http://www.shortridgeacademy.com)

Visit by: Linda Cain, March 28, 2008

Shortridge Academy is located on 350 acres in a beautiful area of rural, southeast New Hampshire. It is a co-educational school enrolling students ages 14 – 17, who struggle with emotional or family difficulties. Some common issues include anxiety, opposition, depression, low self-esteem, ADHD, grief and loss, adoption, experimentation with substances, academic struggles, negative peer groups and poor decision-making. Most of the students come from a therapeutic wilderness program but that is not a requirement. The student body is bright and capable of handling a college preparatory curriculum.

The average length of stay at Shortridge is 16-18 months during which time a student will move through three phases: Foundations, Relationships and Leadership. In each phase, students participate in groups, activities and various learning opportunities. For the last year, Shortridge has thoughtfully and systematically instituted the Positive Youth Development (PYD) philosophy. The

“PYD” perspective believes all adolescents have strengths that need to be supported. These assets – referred to as the “Five Cs”, Competence, Confidence, Connection, Character, and Caring – should be nurtured in a youth’s developmental years. Encouraging the progression of these five C’s in adolescence will bring about a 6<sup>th</sup> C – a committed young adult who “Contributes” to society.

Dr. Richard Lerner from Tufts University, and Dr Christine Baber from the University of New Hampshire, are strong proponents of “PYD”. For the past year, they have consulted with Shortridge, put on workshops for the staff, educated the students about PYD, and finally, helped to implement the actual use of the PYD concept. Staff, students and parents all agree that the inclusion of PYD has been very positive.

The main building on campus is where the majority of the student’s time is spent. It consists of student locker (open cubbies) space for day storage, classrooms, teacher offices, comfortable gathering areas for the students, the dining hall, industrial kitchen, large multipurpose great room, music studio and administration and counselor offices.

The single sex dorms are modern cabin like buildings that have a large common area, four bedrooms, bathrooms, a laundry facility and an apartment for live-in staff. I visited the girl’s dormitory that felt



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and admissions call  
Richard Brimhall

**1-800-474-4848**

[admissions@benchmarkyas.com](mailto:admissions@benchmarkyas.com)

very welcoming and homey. Many girls had stuffed animals and personal photos adorning their bunk bed or personal cubby area.

Student life at Shortridge is rich with activity. Some of the athletics and activities include soccer, lacrosse, golf, surfing, basketball, skiing, snowboarding, swimming, hiking, a weight room, a dance/yoga studio and a bike shop. There is also an art studio and a music-recording studio. The students are afforded numerous off-campus experiences that range from cultural events to apple picking.


Shortridge Academy is licensed by the State of New Hampshire Department of Education. It is currently an active candidate for accreditation by the New England Association of Schools and Colleges. Due to the small class size and encouragement of the teachers, students who had lost interest in academics, were failing classes, or falling behind in credits at previous schools, experience success and pride in their academics. I saw more than one example of caring rapport between teachers and students. Shortridge students take four core curriculum classes, PE and an elective. SAT Prep is offered on campus. Graduating students go to college, traditional boarding school or return to their home high school with success. Although there are no specific learning disability support services such as remediation or a learning center, students with mild learning disabilities are flourishing academically

within the small class sizes and wealth of individual attention.

The students and staff were not only willing, but also eager, to share their enthusiasm for Shortridge with me. Many students shared their appreciation for the opportunity to be at Shortridge and work through personal struggles with such supportive adults. A girl – who was just a few weeks away from graduating – told me that although she had not wanted to be at Shortridge in the beginning, she now felt it was the greatest gift her parents could have given her. Her face radiated as she said she felt so supported at the school that she was able to do the hard work of learning to love herself again, care for herself and trust herself. She said she was also going to leave with something she didn't possess when she arrived: personal integrity. I felt very welcomed by everyone and reluctantly departed the warmth displayed at Shortridge Academy.

**About the Author:**

*Linda D. Cain, MSED, is an Educational Consultant and owner of At Risk Alternatives, LLC, in Boulder, CO. She works with behavior disordered, substance using, emotionally disturbed or learning disabled students of all ages. For more information call 720-299-8844 or visit [www.atriskalternatives.com](http://www.atriskalternatives.com).*



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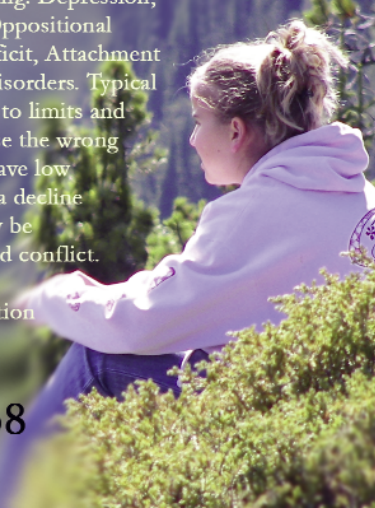
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Second Nature is a licensed treatment program that uses the wilderness setting in a clinically focused intervention to teach students accountability, communication skills and healthy emotional and behavioral habits. Treatment plans are individualized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

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## NEW PERSPECTIVES...

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

### VENTURE ACADEMY

Kelowna, British Columbia, Canada

Teresa Hay, Service Coordinator

866-762-2211

[info@ventureacademy.ca](mailto:info@ventureacademy.ca)

[www.ventureacademy.ca](http://www.ventureacademy.ca)

Venture Academy is a residential treatment program in Canada for young men and women ages 14-18 that may be experiencing struggles with drug or alcohol abuse, and/or having problems at school with suspensions or underachieving. In addition, they may have family difficulties or emotional difficulties such as low self-esteem, depression or be clinically diagnosed with ADD, Conduct Disorder or Oppositional Defiant Disorder.

Gordon Hay, BGS, is the principle founder and Agency Director at Venture Academy. Vincent Matlo, BA, is the Program Director and Behavior Specialist for the program.

A unique aspect at Venture Academy is where the students live. Students reside in staffed "Therapeutic Support Homes" with a ratio of one home for each student. Each home includes a clinical team consisting of a parent counselor, youth counselor, substance use counselor, teacher, psychologist, clinical supervisor and medical doctor.

Each student receives an individual service plan outlining the student's goals and objectives, as well as emotional growth support, post-secondary education options and daily living skills. Personal development strategies include communication, anger management, problem solving, conflict resolution and substance abuse prevention.

Venture Academy is located in the Okanagan Valley among pristine mountains and lakes, which offer the students summer activities such as swimming, hiking, camping and sailing. In the winter, outdoor activities include snowshoeing and cross-country skiing, and each student receives a season pass to Big White Ski Resort.

*[This information came from the Venture Academy website.]*

I believe that by empowering the mother, you empower the son.

~ William Pollack

## CUSTOM YOUTH SERVICES, LLC

Prineville, Oregon  
Albert and Nancy Johnson  
541-447-3383  
[cys\\_ais@centurytel.net](mailto:cys_ais@centurytel.net)  
[www.customyouthservices.com](http://www.customyouthservices.com)

Custom Youth Services, LLC offers Christian transport services for struggling teens travelling to boarding schools, emotional growth programs, treatment centers and wilderness programs. Escorts are conducted with two agents, from time of pick up until the teen reaches his or her destination. Communication throughout the transport is provided to the parents and educational consultant, outlining the details of the transport and observations of the child's behavior and demeanor.

Custom Youth Services, LLC was established in 1996, founded and operated by Albert and Nancy Johnson. CYS agents are certified in CPR, licensed, bonded, and registered with the State of Oregon. Experience of agents includes Law Enforcement, Youth Care, Searching for Runaways, American Sign Language, Licensed Private Investigators and many years of parenting experience.

In addition to teen transport, CYS offers investigative services—AIS (AGAPE Investigative Services) providing services to individuals, corporations, law firms and government and non-profit groups. Services include surveillance, interviews, witness location and identification, background checks, fraud detection and prevention and law enforcement assistance.

*[This information came from the Custom Youth Services website.]*


### THE WICK HOME FOR EMOTIONAL GROWTH AND RECOVERY

Cottonwood, Arizona  
Jay Wick, Director and Founder  
928-639-9425  
[director@thewickhome.com](mailto:director@thewickhome.com)  
[www.thewickhome.com](http://www.thewickhome.com)

The Wick Home for Emotional Growth and Recovery was founded in 2007, and offers both 60-day and 90-day therapeutic programs for young men and women ages 12-17. Appropriate candidates may struggle with alcohol and substance abuse, depression, bipolar disorder, anxiety, oppositional defiance and/or ADD/ADHD.

Jay Wick, Founder of The Wick Home, obtained his BA in political science and spent 22 years working

Continued: **Wick Home/** pg 14



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## **WICK HOME:** Cont. from 13

with special needs youth. Shawn Bowen holds a Master's Degree in Counseling Psychology and is licensed in Arizona. Todd Rosenblatt, Program Director, has a BA in both Philosophy and English, a Secondary Education Teaching Certificate in English and a Master's in Educational Leadership from Northern Arizona University. The Wick Home is state licensed through the Arizona Department of Health Services.

Each student enrolled receives an individual treatment plan, which includes individual and family counseling, peer group therapy, life skills and social skills training, in addition to daily 12-Step meetings, art therapy and self-esteem workshops. Parents participate in a two-day workshop discussing boundary setting, effective communication and relapse prevention planning. Students participate in daily chores and are responsible for keeping their personal dorm space clean.

Located near Sedona, AZ, students participate in several outdoor activities including hiking, jeep tours of the surrounding mountains, fishing at the Verdi River and Dead Horse State Park, and playing basketball and volleyball.

*[This information came from The Wick Home website.]*

## **ADVANTAGE ADOLESCENT AND INTERIM SERVICES**

Bonnars Ferry, Idaho  
Chuck Selent, Owner and Director  
208-267-5807  
[Advantageiss2@aol.com](mailto:Advantageiss2@aol.com)  
[www.advantageiss.com](http://www.advantageiss.com)

Advantage Adolescent and Interim Services (AAIS) specialize in home-to-program and program-to-program therapeutic transports for at-risk adolescents, investigations and security services, and short-term interim care for youth needing a safe and structured placement location during an interim period between programs.

AAIS agents and interim care providers have a minimum of two years experience working with adolescents in a law enforcement, therapeutic school or program, crisis intervention, interim care, or transport capacity, and have passed an extensive background check. All agents are registered with California's Trust Line Registry.

Chuck Selent is the owner and director of Advantage ISS, Inc., and is a 17-year Level One Reserve Sheriff's Deputy and Police Officer veteran, and a private

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.

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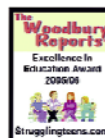
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investigator. Chuck previously worked for CEDU and the Brown Schools for 12 years as the Special Service Manager. He is CPI, CPR, and First Aid Certified and is an instructor in Non-Violent Intervention Techniques. Mike Decker is a retired police officer and private investigator, and has worked with at-risk youth since 2001.

The umbrella corporation of Advantage AAIS is Advantage ISS, Inc. Advantage ISS, Inc., investigators provide services that include surveillance, locating missing persons, personal and property security, process service, Workman's Compensation and insurance fraud and defense.

*[This information came from the Advantage ISS website.]*

Men, it has been said, think in herds.

It will be seen that they go mad in herds, while they only recover their senses slowly, and one by one.

~ Charles Mackay

## GROVE SCHOOL

Madison, Connecticut  
Kathy Kimmel, Admissions Director  
203-245-2778  
[kathyk@GroveSchool.org](mailto:kathyk@GroveSchool.org)  
[www.groveschool.org](http://www.groveschool.org)

Grove School is a college preparatory therapeutic boarding school for young men and women ages 11-18 years old. Students have average or above average intelligence yet struggle in their home settings, schools or with peer relationships.

Founded in 1934, Grove School is licensed by the Connecticut State Department of Children and Families (DCF), and is a member of NATSAP, the World Federation for Mental Health and the American Academy of Child and Adolescent Psychiatry. Richard L. Chorney, President/ CEO, started at the Grove School in 1986 as Executive Director. Peter Chorney, BA in Psychology and School Psychology, MS in Special Education, is the school's current Executive Director. Dr. Richard Ruben, Medical Director, has worked at the school for 20 years and Kathy Kimmel, Admissions Director, holds a Master's in Social Work.

Continued: **Grove School/** pg 16

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

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

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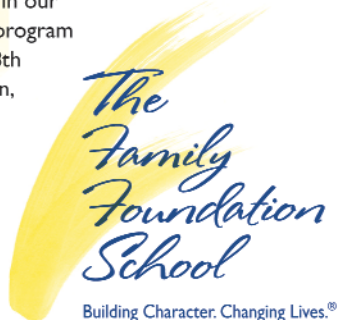
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## **GROVE SCHOOL:** Cont. from 15

The Grove School's college-prep courses include English, Math, Social Studies and Science, in addition to a vast array of electives such as music, drama, fine arts, computer science, Spanish and journalism. Students also participate in bi-weekly individual therapy and weekly group therapy.

Varsity and junior varsity levels of soccer, basketball and baseball, and intramural team sports in hockey and tennis, are part of the recreation program at Grove School. Off-Campus activities include skiing, snowboarding, fishing, camping, hiking, golf, sailing and canoeing.

*[This information came from the Grove School website.]*

## **EXCELSIOR YOUTH CENTER**

Aurora, Colorado  
Terry Hoffman, Director of Admissions  
303-693-1550  
[www.excelsioryc.org](http://www.excelsioryc.org)

Founded in 1973, Excelsior Youth Center is a residential treatment program for young women ages 11-18 years old, situated on 33 acres at the base of the Rocky Mountains. The program is designed for adolescents with emotional and behavioral problems, including abuse, self-destructive behavior, and involvement in gangs or cults, or those who have been adopted then relinquished.

Excelsior's key staff includes Joan Gabrielson, BSW, MBA, Executive Director, Carol Beauchamp-Hunter, CACIII, BA in Law Enforcement, MA in Psychology, Guidance and Counseling, LPC, Arnold Goldstein, Associate Director, BA Accounting and MBA in Finance and Terry Hoffman, Director of Admissions, BS in Rehabilitation Services and MEd in Guidance and Counseling. The Center is accredited by the Council on Accreditation of Services for Families and Children, Inc. (COA) and the North Central Association for middle and high school curriculum.

Each girl receives an individual treatment plan upon entry, which includes therapeutic, academic and vocational education, and life skill goals. Therapy treatment consists of individual and group therapy, family counseling and recreational therapy. Vocational training programs include a licensed Cosmetology School, Business, Food Service Training, Bicycle Maintenance and Repair, and Graphic Design. Basic academic courses include math, English, social studies and science. Art, music, home economics, physical education and computers are offered as electives.



Excelsior also offers a day treatment education program – with transportation provided – for young women who can emotionally and behaviorally reside at home, yet cannot function in public schools.

*[This information came from the Excelsior Youth Center website.]*

## PONCA PINES ACADEMY

Omaha, Nebraska  
Christy Roubicek, Admissions Director  
402-457-1400  
[croubicek@PoncaPinesAcademy.org](mailto:croubicek@PoncaPinesAcademy.org)  
[www.PoncaPinesAcademy.org](http://www.PoncaPinesAcademy.org)

Ponca Pines Academy is a new residential, therapeutic boarding school for young women, ages 17-19 years old that focuses on girls struggling with substance abuse, family conflict and relationship issues, adoption and attachment issues, trauma and poor academic performance. It is associated with Uta Halee Girls Village, a 501(c)(3) non-profit program established in 1950 for at risk girls, accredited by the Joint Commission on Accreditation of Health Care Organizations (JCAHO), Licensed by the State of Nebraska as a Child Caring Agency and Mental Health Center and approved by the Nebraska Department of Education.

Betsy Jacobson-Warren is the Executive Director who previously worked at Academy at Sisters, an all girl's boarding school for troubled teens in Bend, OR. Christy Roubicek, MSW, PLMHP is the Academic Director.

Using the Sanctuary Model® of treatment – founded in 1980 by Sandra Bloom, MD – students focus on SELF (Safety, Emotions, Loss and Future) by way of individual, group and family therapies, in addition to experiential therapy that includes art, equine-assisted psychotherapy and recreational therapy.

Academics encompass a college preparatory curriculum in partnership with the University of Nebraska-Lincoln, where students can earn their diploma from the Independent Study High School, an accredited program offering on-line and printed courses. For those students not college bound, career and vocational skill building is available.

*[This information came from the Ponca Pines Academy website and information packet.]*

Families need control over the professionals in their lives.

~ John Taylor Gatto



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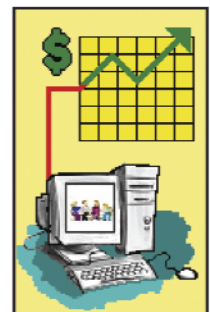
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## LANDMARK EAST SCHOOL

Wolfville, Nova Scotia, Canada  
Graydon Mitchell, Director of Admissions  
902-542-2237  
[gmitchelle@landmarkeast.org](mailto:gmitchelle@landmarkeast.org)  
[www.landmarkeast.org](http://www.landmarkeast.org)

Founded in 1979, Landmark East School is an international coeducational boarding and day school for student's ages 11-19 diagnosed with learning disabilities. Diagnosis may include dyslexia, attention deficit disorder (ADHD) or a non-verbal learning disability (NLD).

Timothy Moore is the Head of School, Glen Currie is the Director of Students and Grant Fedora is the Director of High School. Landmark East is an approved school through the Nova Scotia Department of Education, and its high school program and diploma are recognized by the Government of Nova Scotia. Landmark East is a member of the NSSAF (Nova Scotia School Athletic Federation) and ACIS (Atlantic Conference of Independent Schools).

Landmark East offers small class sizes, daily study hall time and a 3:1 student to teacher ratio. The middle school program uses a multi-sensory phonetic

approach and incorporates language based programs utilizing the Orton-Gillingham method. The high school program has both required and elective courses that follow the guidelines of the Nova Scotia Public School Program, through "adaptive strategies" designed for each individual student. Landmark has an English Literacy Development (ELD) program for international students who are from countries where English is not the primary language of communication, with daily individual language tutorials that focus on developing language skills in the areas of listening, reading, writing and speaking.

Students participate in a daily athletic program, which includes both individual and team sports. Some of these sports include aerobics, basketball, cross-country running and skiing, dance, gymnastics, lacrosse, soccer and swimming. Recreational weekend activities scheduled to help build leadership and social skills include art, an equestrian program, music and school clubs.

*[The information for this New Perspective came from the Landmark East School website.]*

Who dares to teach must never  
cease to learn. ~ John Cotton Dana



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Which makes us a great option.**

When you refer a child to Montcalm Schools for Boys and Girls, you're giving them the best chance at a new life. That's because we see the good in every child. We focus on a child's strengths, building them up instead of tearing them down. We instill hope instead of fear. It's a philosophy that has consistently succeeded for almost 100 years. So when you want to do the best for a child, consider Montcalm Schools. We have two beautiful campuses; one for boys in Albion, Michigan and one for girls in Van Wert, Ohio.

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# YOUTH CARE ACADEMY

Draper, Utah  
Denise Dunker, Admissions Director  
800-786-4924  
[ddunker@youthcare.com](mailto:ddunker@youthcare.com)  
[www.youthcare.com](http://www.youthcare.com)

Founded in 1989, Youth Care Academy – a member of the Aspen Education Group – is a residential treatment center for young men and women ages 11-18 years old. These students may struggle with substance abuse, school failure and learning disabilities, ADD/ADHD, oppositional defiance, reactive attachment disorder, depression, body image issues, sexual acting out, poor self-esteem, bipolar disorder and Asperger's Syndrome.

Youth Care is accredited and licensed through the State of Utah, Office of licensing and Department of Human Services, Residential Treatment and the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). Trina Packard is the Executive Director and holds a Masters of Educational Counseling from the University of Phoenix. Trina has been with Aspen Education Group for over 10 years. Tanya May, Program Director is a licensed Practical Nurse and has worked for Youth Care for over five years. John Paul Parraga is the Clinical Director and joined Youth Care in 2008. He has a BS in Psychology

from Brigham Young University and holds a MS in Mental Health Counseling from the University of Phoenix.

Therapy for students at Youth Care includes individual, group and family therapy. In addition, students participate in recreational therapy, behavior modification, and if necessary, substance abuse counseling. Academics are accredited through the Northwest Association of Schools and Colleges, with a 4:1 student to staff ratio.

Students live in a home-like setting, which includes living rooms, bedrooms, and a large family kitchen rather than large dormitories. Recreational activities include the use of the gymnasium, snowshoeing, cross-country skiing or climbing and service based projects in the community.

*[The information for this New Perspective came from the Youth Care website.]*

As I grow older, I pay less attention to what people say, and just watch what they do.

~ Andrew Carnegie



Photo by Skyler Jeppson

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



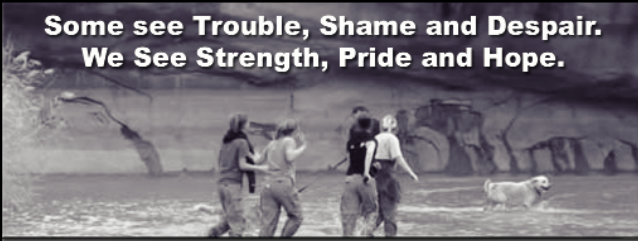

With the click of a mouse your son may be stepping into a trap carefully laid to prey upon his own developing body. More than 11 million teens view pornography on line (Washington Post 2004). *Early intervention can help your boy break free.*

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

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## BELLEFAIRE JCB

Shaker Heights, Ohio  
Devon Kovi, National Outreach and Admissions  
800-879-2522  
[kovid@bellefajcb.org](mailto:kovid@bellefajcb.org)  
[www.bellefajcb.org](http://www.bellefajcb.org)

Bellefaire, JCB was originally founded in 1868 as a Jewish orphanage. Bellefaire's residential programs include four levels of treatment: Intensive, Intermediate, Transitional Living and Independent Living. Bellefaire also operates the Monarch School and Monarch Boarding Academy, appropriate for students with autism.

The Intensive Treatment Program is a short-term intervention requiring a locked facility, for young men and women ages 11-17 with severe social, emotional and behavioral problems that necessitate 24-hour supervision. Depending on the extent of the crisis, treatment can vary in duration from 72 hours to three months. On rare occasions, treatment may be long-term based. Treatment is individualized, multidisciplinary and centered on the complex needs of each client and his or her family. At least weekly, the treatment team meets to discuss each client's progress. Treatment team members include psychiatrists; psychologists; clinical counselors; social workers; individual, family, and group therapists; child care workers; nursing staff; and educators.

Bellefaire's Intermediate Treatment Unit serves males and females, ages 11 through 18, who have severe social, emotional, and behavioral problems. These clients require the 24-hour care that only a full-time residential facility can provide. The Intermediate Unit is an unlocked facility from which clients are able to leave for specialized services, such as education, psychotherapy, art, and recreation. Clients may leave for home visits on the weekends, and they may participate in activities in the community when it is part of their treatment process or transition back to community living. The average length of stay varies between 32 days to six months.

The Transitional Living Program is a structured, on-campus, group living program for young men and women 17 and older who are nearing the age of independent living, but who have mental health issues and are deficit in skills required to function in an independent living setting. The curriculum is based on independent living skills training, vocational training and employment education. Clients who need to complete their high school education may attend a community school or work towards their GED. Residents receive individual transition plans at time of enrollment, which include individual and family counseling, goal setting and skills assessment.

Bellefaire's Independent Living Program is for individuals 17-23 years old. Clients live in apartments within the community and participate in extensive life skills training, individualized counseling and meet weekly with their case manager to discuss goals and receive training and support.

Founded in 2000, Monarch School is a chartered nonpublic school in Ohio that provides ideal special education programs for children with autism. The Monarch Boarding Academy is a residential learning environment created specifically for children and teens on the autism spectrum.

Bellefaire is accredited by the Joint Commission on Accreditation of Healthcare Organizations, The National Academy of Early Childhood Programs and the Council on Accreditation of Services for Families and Children. Licensed and Chartered by Ohio Department Of Alcohol and Drug Addiction Services, the Ohio Department of Education, the Ohio Department of Jobs and Family Services, the Ohio Department of Mental Health and the Ohio Department of Mental Retardation and Developmental Disabilities.

*[This information came from the Bellefaire JCB website and brochure.]*

## THE MEETING SCHOOL

Rindge, New Hampshire  
Michelle Bos-Lun, Director of Admissions  
603-899-2033  
[michelle@meetingschool.org](mailto:michelle@meetingschool.org)  
[www.meetingschool.org](http://www.meetingschool.org)

The Meeting School was founded in 1957 by three families who visualized a school where Quakerism could be a way of life, working together as a community and where students could become inner directed. The school is a co-educational boarding and day school – and working farm – for students in grades 9-12. This school is best suited for students who are bright, self-disciplined and have struggled with traditional learning environments.

The Meeting School is accredited by the New England Association of Schools and Colleges and is a member of the Friends Council on Education, National Association of Independent Schools, the Independent Schools Association of Northern New England, Small Boarding Schools Association and the National Coalition of Alternative Community Schools.

Students and faculty live and work together in five faculty houses on a working organic farm, complete with

Continued: **Meeting/ pg 22**



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

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59937



[admissions@hoperanchmt.org](mailto:admissions@hoperanchmt.org)  
[www.hoperanchmt.org](http://www.hoperanchmt.org)

**MEETING:** Cont. from 21

cows, sheep and chickens. Chores are shared by all students and rotated on two-week shifts. Learning is hands on and part of the experiential program.

Academics include traditional subjects including math, history, science, literature, the arts and Spanish, with a study hall offered every Monday, Wednesday and Friday.

Students also participate in "Intersession", an annual independent study project. Each student chooses an area of special interest to them, researches, designs and creates the project, and participates in it fulltime for four weeks. The project might be an internship, travel, a service project, or any other educational opportunity that they can participate in full-time for four weeks.

*[This information came from the Meeting School website.]*

[Parents] have the greatest interest in the schooling their children receive, and they are the ones who have the greatest competence in the matter.

~ Dr. Milton Friedman

**EXTENDED INSIGHTS...  
SHAKE, SHIMMY AND DANCE:  
Neurological Considerations**

By: Jonathan Mack, LPCC, and Joel Smith, BA

In a presentation at the third annual Northwest Get Together sponsored by Woodbury Reports, Inc., Jonathan Mack and Joel Smith showed how a neurodevelopmentally-sensitive perspective could be tremendously helpful in effectively treating troubled children.

Speaking in Naples, ID, to more than 60 professionals from around the country in the private parent-choice network of therapeutic/emotional growth schools, Mack began with a quote from Dr. Bruce Perry about the goal of the Neurosequential Model of Therapeutics. "The goal is to find the appropriate set of therapeutic activities that match a child's current need in various domains of functioning (i.e., social, emotional, cognitive and physical)."

This process begins, Mack stated, with a thorough assessment of the child, which considers the child's history, as well as emotional, behavioral and physiological symptoms. Mack then identified three of Dr. Perry's key principles of neurodevelopment and neurobiology.

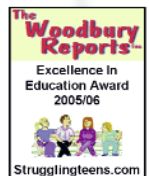


For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded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



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The first principle is that the brain develops in a sequential fashion. Certain parts of the brain develop primarily in utero, while other parts develop primarily in infancy, early or later childhood and adolescence. If exposed to stressors at these various points of development, the developing brain is impacted in ways that can have potentially massive impacts on brain development and functioning. Mr. Mack showed a slide of a precarious stack of blocks from the popular game “Jenga” to illustrate the point that problems in these early parts of the brain can have tremendous impacts on other areas and functions of the brain.

The second of Dr. Perry’s key principles presented by Mack was that “incoming sensory input enters the lower parts of the brain first.” Mack explained that sensory data, whether from the outside world or from one’s own body, goes through the brainstem, the most primitive part of the brain, first. If problems exist in that part of the brain, then incoming data can trigger “false alarms.” One result of this can be an individual who lives in a near-constant state of alarm. The development of a child’s attachment template further determines one’s neurobiological relational and stress-response system. Later trauma can also contribute to problematic patterns of response to stress. These difficulties are often layered.

The third of Dr. Perry’s key principles stated, “Neurons and neural pathways are use-dependent.” Mack explained that this suggests, simply put, that the brain becomes better at what it practices. If a child “practices” being in a state of fear and hyper-arousal, these neural pathways are reinforced. This also suggests that the brain can make changes. The way this may be the most effectively done is through interventions that specifically target particular areas of the brain where problems exist. If a problem exists in a more primitive part of the brain, Mack explained, doing insight-oriented therapy, which tends to target the cortex and pre-frontal cortex, may not be helping the brainstem “practice” functioning in a more regulated, organized manner.

Again referencing the work of Dr. Perry, Mack stated that activities that tend to impact areas of the brain that are more primitive (i.e. the brainstem, diencephalon, limbic system) are likely to differ from traditional therapeutic approaches. Activities that meet Perry’s criteria of being rhythmic, repetitive, relational, rewarding, respectful and relevant include therapeutic massage, rhythm/drumming, animal interactions, music and movement, treadmill/hiking, swimming, performing arts and play therapy. When effectively used in conjunction with assessments

Continued: **Dance/ pg 24**



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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.

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

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



**For further details contact:**  
 Youth Care, Inc.  
 PO Box 909, Draper, UT 84020  
**800-786-4924 or 801-572-6989**  
 www.youthcare.com

## **DANCE:** Cont. from 23

identifying areas of the brain requiring remediation, they can effectively help calm and organize areas of the brain that cannot typically be reached by insight-oriented or cognitive-behavioral therapies.

Mack and Smith discussed the use of neurofeedback as an effective method of calming and organizing the brain. "What we found is that neurofeedback can be remarkably effective for calming the brains of kids who have lived with a great deal of fear," said Mack, whose children's residential treatment center incorporates cutting-edge neurological research into treating children with emotional difficulties. "Our clients are telling us that neurofeedback sessions make them feel incredibly calm and relaxed, as though they're in a beanbag chair. It gives them a sense of control over their level of arousal, often for the first time. To be able to do that is monumental."

One child with severe anger issues whom Smith treated with neurofeedback has had close to 25 sessions. Drawings the boy made five months ago, before treatment, show faces with rigid, fearful expressions, while pictures of people were small with their arms close to their bodies. After the sessions, however, the drawings were looser, with smiling faces, arms open and a clear sense of humor.

"These approaches have helped this child make a shift towards a less fearful, less labile, more emotionally and cognitively available state of functioning," Mack explained. "The social learning model we use in our milieu is an essential component of our treatment model. Adding neurodevelopmentally-informed approaches such as neurofeedback have helped many children become more available to the relationships in the milieu and to the other types of therapeutic, relational work we offer."

### **About the Authors:**

Jonathan Mack, [jmack@sandhillcenter.org](mailto:jmack@sandhillcenter.org), is the Clinical Director and co-founder of the Sandhill Child Development Center, [www.sandhillcenter.org](http://www.sandhillcenter.org), in Los Lunas, NM. Joel Smith is the Neurofeedback Supervisor. They co-presented "Shake, Shimmy, and Dance: Neurodevelopmental Considerations in the Assessment and Treatment of Troubled Children" at the third annual Northwest Get Together hosted by Woodbury Reports. They previously co-presented, "Technology and Neurobiology; Practical Applications in the Treatment of Children with Regulation Difficulties" and demonstrated "Dance, Dance Revolution!" at the second annual Northwest Get Together.

## **NEWS & VIEWS...**

### **MENTAL HEALTH WORSENER BY SELF-MEDICATING**

(May 9, 2008) A Press Release by the White House Office of National Drug Control Policy reported a finding that depressed teens self-medicating with marijuana and other drugs tends to make their situation worse.

### **INCONSISTENT ADHD DIAGNOSES**

(June 1, 2008) The Vancouver Sun reported children who show signs of ADHD are regularly misdiagnosed in every province of Canada except Quebec due to their guidelines for diagnoses. Diagnoses can vary from doctor to doctor.

### **ORGANIZATIONS RESHAPE EDUCATION**

(June 19, 2008) The New York Times reported *Teach for America* and *Knowledge Is Power Program* (KIPP), are two new organizations looking to reshape US education by creating new charter schools and getting more smart young teachers into needy classrooms.

### **INTERNET ADDICTION A 'CLINICAL DISORDER'**

(June 19, 2008) Telegraph.co.uk, a British news source reported a British psychiatrist claimed obsessive Internet use is a public health problem that is so serious it should be officially recognized as a clinical disorder.

### **COUNSELING SKILLS CONFERENCE**

(June 19, 2008) US Journal Training, Inc., Deerfield Beach, FL, 800-441-5569, announced the 14<sup>th</sup> Annual Counseling Skills Conference will be held October 2-4, 2008, at the Las Vegas Hilton in Las Vegas, NV. The agenda includes special training track on pain and addiction, with a special focus on Mindfulness and Recovery, Compassion, Fatigue, Personality Disorders and Trauma. For more information on registration, refer to their website.

Here is the crux of the difference between education and schooling...

The former turns on independence, knowledge, ability, comprehension and integrity, the latter upon obedience.

~ John Taylor Gatto



## SEEN N' HEARD... BOULDER CREEK STUDENTS INVITED TO PRESIDENTIAL INAUGURATION

(April 22, 2008) Paul Johnson, Executive Director, Idaho Educational Services, Bonners Ferry, ID, 208-267-7522, announced eight Boulder Creek Academy students and teacher Claude Bisson, participated in the Presidential Scholars Program in Washington, DC, which offers students a "backstage pass" to the inner workings of our federal government. In addition, these BCA students and staff have received a special invitation to attend the inauguration in January 2009.

### FINAL GAO REPORT FOR LEGISLATION

(May 2008) The United States Government Accountability Office report to the Chairman, Committee on Education and Labor and House of Representatives found improved data and enhanced oversight would help safeguard the well-being of youth with behavioral and emotional challenges.

### CONG. MCKEON'S STATEMENT ON HR 5876

(May 14, 2008) Republican Howard P. "Buck" McKeon, ranking minority member of the House Education and Labor Committee, issued a statement on Markup of HR 5876, the "Stop Child Abuse in Residential Programs for Teens Act".

### BURTON RECEIVES ICCW AWARD

(May 21, 2008) Elizabeth Flynn, Marketing Director for Florence Crittenton of Montana, Helena, MT, 406-442-6950, announced Barbara Burton, Executive Director of Florence Crittenton, received the 10<sup>th</sup> annual Interagency Committee for Change by Women (ICCW) Excellence in Leadership Award from Lt. Governor John Bohlinger at the State Capitol. Burton was nominated by the staff at Florence Crittenton Home where she has worked as the Executive Director since July 2006. Burton has worked at the Home for the last nine years.

### JAN MOSS COURTNEY TO RETIRE

(May 27, 2008) Jan Moss Courtney, Executive Director for the National Association of Therapeutic Schools and Programs (NATSAP), Prescott, AZ, 928-443-9505, announced she advised the Board (of NATSAP) of her intention to retire in early 2009. Jan has served on the founding Board of NATSAP for almost ten years, six of which she served as the Executive Director.

### MONTANA ACADEMY ON CONG. MILLER

(May 27, 2008) John A McKinnon, MD, CoFounder of Montana Academy, Marion, MT, 406-858-2339, submitted a letter to parents that addressed House

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

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tina@intermountain.org • www.intermountain.org

## **SEEN N HEARD:** Cont. from 25

Bill H.R. 5876 and Congressman Miller. The letter is online [StrugglingTeens.com](http://StrugglingTeens.com).

### **ASPIRO'S MOMENTUM WILDERNESS EXPERIENCE**

(May 27, 2008) Josh Watson, Admissions Director for Aspiro, Riverton UT, 888-266-5136, announced Aspiro's new 30-day wilderness adventure "Momentum", a multi-element course, began its first expedition in June.

### **NATSAP LAUNCHES SEARCH DIRECTOR**

(May 27, 2008) Jan Moss Courtney, Executive Director for the National Association of Therapeutic Schools and Programs (NATSAP), Prescott, AZ, 928-443-9505, announced the Board of Directors will begin a search for a new Executive Director. The position will be posted on the NATSAP website within 30 days.

### **IECA TO STUDY MILLER BILL**

(May 28, 2008) Mark H. Sklarow, Executive Director for the Independent Educational Consultants Association (IECA), Fairfax, VA, 703-591-4650 ext. 12, announced the IECA Board will study the bill sponsored by California Congressman, George Miller (HR 5876), after which they will explain the bill and its direct impact on IECA members. IECA will also suggest appropriate actions that members can take.

**ARMBRUSTER LEAVES MONARCH SCHOOL**  
(May 28, 2008) Patrick McKenna, Founder of Monarch School, Heron, MT, 406-847-5095, announced Lori Armbruster resigned to pursue new opportunities. Lori joined Monarch School in September 2004.

### **CORE SOLUTIONS MARK TWO YEARS**

(May 28, 2008) Randall Cook, Operations Manager for Core Solutions, Winchester, CA, 877-271-4427, announced Core Solutions celebrated its second anniversary. Core Solutions monitors and maintains private, secure online bulletin boards for school websites where parents access their student's schools online community, as well as the discussion forums for Woodbury Reports and NATSAP.

### **NATSAP SOUTHEAST REGIONAL DATES**

(May 28, 2008) Sandy Schmiedeknecht, Aftercare & Alumni Coordinator for Eckerd Youth Alternatives, Clearwater, FL, 800-554-4357, announced the 2008 Southeast Regional NATSAP Conference will be held on Friday, October 24<sup>th</sup>. There will be a welcome reception held the evening of the 23<sup>rd</sup>.

### **OLIVERIAN SUMMER SESSION II**

(May 29, 2008) Mike Doherty, Admissions Director for Oliverian School, Haverhill, NH, 603-989-5100,

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

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Community

Intention



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[info@v3tucson.com](mailto:info@v3tucson.com)

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

announced the second session of the Oliverian summer program begins July 20, 2008.

#### **NATSAP PRESENTS TALKING POINTS**

(May 30, 2008) Jan Moss Courtney, Executive Director of the National Association of Therapeutic Schools and Programs (NATSAP), Prescott, AZ, 928-443-9505, submitted a letter from Donelyn Gamble, Parent Member of the NATSAP Alumni Advisory Council, which contained an introduction to HR 5876 and talking points that specifically covered parental concerns regarding the content of the bill. The letter can be found on [StrugglingTeens.com](http://StrugglingTeens.com).

#### **APPRECIATION FOR FRIENDS OF FAMILIES**

(June 1, 2008) Catherine Jennings, Executive Director at New Leaf Academy of North Carolina, Hendersonville, NC, 828-697-5029, announced she wrote a letter of endorsement for Friends of Families, an organization devoted to assisting the families of children in crisis, founded by James H. Powell, PhD, and Brandi Elliott. The letter is posted on [StrugglingTeens.com](http://StrugglingTeens.com).

#### **BECKET HOUSE AT WARREN TO OPEN**

(June 2, 2008) Julie Gaffey, Marketing and PR for Becket Family of Services, Orford, NH, 603-359-5951, announced Becket's plans to open a new 8 - 10 bed residential program called the "Becket House at Warren." The program will be located at the current site of the Warren Village Inn in Warren, NH.

#### **SCULLY JOINS SANTIAM CROSSING**

(June 2, 2008) Kirsan Rostad, Director of Milieu Services at Santiam Crossing, Scio, OR, 503-394-4294, announced David Scully, LCSW, CADC, is the new Clinical and Family Services Manager at Santiam Crossing. David previously worked at Catherine Freer Wilderness Therapy Programs as the Coordinating Therapist.

#### **BENCHMARK STUDENT HONORED**

(June 2, 2008) Shelley Skaggs, Marketing & PR for Benchmark Young Adult School, Loma Linda, CA, 800-474-4848, announced Benchmark student, Morgan D., was recognized for his academic achievement this year with a Crafton Hills College Outstanding Student Award during a recent Honors Convocation ceremony. Morgan also serves as Benchmark's Student Government President, a peer leadership role in which he facilitates communications between staff and students at Benchmark.

#### **ART THERAPY PROGRAM AT ECKERD**

(June 3, 2008) Tim McMahon, Director of Eckerd Academy of the Blue Ridge, Suches, GA, 706-747-1082,

announced Eckerd Academy of the Blue Ridge is incorporating Art Therapy into their program, including visual art and land art with natural site-specific installations. Adrienne Cox directs this program and holds a BFA in Painting/Art from East Carolina University and a MFA in Visual Arts Painting from Clemson University.

#### **EX-EMPLOYEES SUE THAYER**

(June 3, 2008) The Kansas City Star reported five former employees of Thayer Learning Center, Kidder, MO – who were previously sued by Thayer Learning Center in a case that was dropped – have sued for alleged malicious prosecution. Allegations of child abuse at Thayer Learning Center came to light when a 15-year-old teen died November 2004.

#### **ARMBRUSTER AT SECOND NATURE**

(June 3, 2008) Leah Halverson, Admissions Director for Second Nature, Duchesne, UT, 866-205-2500, announced Lori Armbruster joined the Admissions Team at Second Nature.

#### **TIMBER RIDGE STUDENTS PARTICIPATE IN RELAY FOR LIFE**

(June 4, 2008) Virginia Short, Admissions Director for Timber Ridge Preparatory School for Girls, Clark Fork, ID, 208-777-1615, announced the girls at Timber Ridge Prep participated in the American Cancer Society Relay For Life in June. Girls requested pledges from friends and family to sponsor them in an overnight walk/ jog-a-thon and bake sale to help raise funds.

#### **MUSINSKY RETIRES**

(June 4, 2008) Bonny Musinsky of Musinsky & Associates, Weston, MA, 781-899-5759, announced her retirement, after being in practice for 20 years and a member of IECA since 1990, to care for her ailing husband. She wishes to thank her fellow IECA members for their generosity and friendship and support.

#### **BLUEPRINT/ PACIFIC QUEST PARTNER**

(June 5, 2008) Marmy Kodras, MBA, MPH, Marketing Director for Blueprint Education, Phoenix, AZ, 800-426-4952, announced Blueprint Education has partnered with Pacific Quest, Hilo, HI, to provide print-based curriculum to students.

#### **NEW HAVEN FAMILY TRIP SUCCESSFUL**

(June 5, 2008) Ari Terry, Admissions at New Haven RTC, Provo, UT, 801-794-1218, announced New Haven students and parents completed their seventh annual family river trip, which included rafting the Green River, exploring Native American petro

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glyphs, family therapy and camping for three days in the wilderness.

### **BLUEPRINT EDUCATION RE-ACCREDITED**

(June 5, 2008) Marmy Kodras, MBA, MPH, Marketing Director for Blueprint Education, Phoenix, AZ, 800-426-4952, announced the accreditation by the Commission on International and Trans-Regional Accreditation (CITA) re-approved Blueprint for an additional five years. In addition, Blueprint Education announced that the organization was approved to offer high school courses in Montana for state-approved credit.

### **SUNRISE/ NEW HAVEN OFFER TRANSITION/ AFTERCARE**

(June 5, 2008) Ari Terry, Admissions at New Haven RTC, Provo, UT, 801-794-1218, announced Sunrise and New Haven joined together to offer aftercare and transition services. Sarah Engler, LCSW will be the Director of Transition Services. Sarah has a BS in psychology from Brigham Young University, a double Masters in Social Work and Marriage and Family Therapy from the University of Wisconsin-Milwaukee.

### **DAVENPORT/ FAHNESTOCK/ COWAN JOIN NEW HAVEN**

(June 5, 2008) Ari Terry, Admissions at New Haven RTC, Provo, UT, 801-794-1218, announced additions/promotions to the staff at New Haven. Janette Davenport, CTRS, CPCI, a primary therapist, graduated from BYU in Therapeutic Recreation, and has a Masters in Counseling Psychology and School Counseling from Central Washington University. Amanda Fahnestock was promoted to Lead Supervisor for the Sacagawea House on New Haven. Amanda graduated with a degree in Human Development and Family Studies from Colorado State. Finally, Ashley Cowan, TTRS, joined New Haven as an experiential therapist. She graduated from BYU with a degree in Therapeutic Recreation.

### **DAVILA OPENS AFTERCARE PRACTICE**

(June 6, 2008) Mark Dávila, LICSW, Cambridge, MA,

617-771-0810, announced the opening of his private practice in psychotherapy. Dávila is a psychoanalytic psychotherapist and an Associate in Psychiatry in the Harvard Medical School. He has completed fellowships and advanced training programs with the Program for Psychotherapy at the Cambridge Hospital and with the American Psychoanalytic Association. Mark is a former graduate from Rocky Mountain Academy, a former CEDU school and a graduate of the Smith College School of Social Work in Northampton, MA, where he obtained a master's degree in social work. He graduated *summa cum laude* from Boston University in Boston, MA, with a Bachelor of Science degree in psychology.



### **SHORT VISITS WOODBURY**

(June 6, 2008) Virginia Short, Admissions Director for Timber Ridge Preparatory School for Girls, Clark Fork, ID, 208-777-1615, stopped by the Woodbury Reports office for a visit.

### **LIFE DEVELOPMENT SELECTED AS SCHOOL OF EXCELLENCE**

(June 6, 2008) Rob Crawford, CEO of Life Development Institute, Glendale, AZ, 623-773-2774, announced the Life

Development Institute was selected as one of 17 National Schools of Excellence by the National Association of Special Education Teachers.



### **KNIGHT VISITS WOODBURY**

(June 6, 2008) Janice Knight, MEd, LPC, LSAC, Clinical Director of Wilderness Quest, Monticello, UT, 435-459-9223, stopped by the Woodbury Reports office while in north Idaho visiting local programs.

### **FUTURE MEN PARENT LETTER POSTED**

(June 6, 2008) A thank you letter was submitted by a parent regarding Future Men, Kirbyville, MO, 417-546-4171. This letter is posted under Future Men in the Letters To The Editor section of the StrugglingTeens.com.

### **WINGATE WILDERNESS THERAPY OPENS**

(June 9, 2008) Brad Matheson, Director of Admissions for WinGate Wilderness Therapy, Kanab, UT, 801-376-2880, announced WinGate Wilderness Therapy, a wilderness program for struggling youth ages 13-17, opened in June and is

accepting applications. The WinGate Partners include Shayne Gallagher - Program Director, Scott Hess, LMFT – Clinical Director, Clark Hammond, PhD LMFT – Primary Wilderness Therapist, Amy Jeppesen, LCSW – Primary Wilderness Therapist, Brad Matheson – Admissions Director, Sheri Gallagher – Director of Operations and Tim Dupell – Founding Capital Partner.

#### **RACZ VISITS**

#### **WOODBURY REPORTS**

(June 9, 2008) Devon Racz, National Outreach and Admissions Specialist for Bellefaire JCB, Shaker Heights, OH, 216-320-8317, travelled to Idaho to visit the Woodbury Reports office and staff, as well as other north Idaho programs.

#### **REMUDA RANCH PUBLISHES BOOK**

(June 9, 2008) Remuda Ranch, Wickenburg, AZ, 800-445-1900, announced they have published a book, *Eating Disorders: A Handbook of Christian Treatment*, a guide and handbook on eating disorders, which is available through Remuda Ranch.

#### **BECKET STUDENTS HELP FISH AND GAME**

(June 10, 2008) Julie Gaffey, Marketing and PR for Becket Family of Services, Orford, NH, 603-359-5951, announced Becket students recently helped NH Fish and Game stock local water supplies with Atlantic Salmon Fish Fry. Students volunteered as “bucket runners” carrying over 140,000 salmon fry (baby fish) to areas of the river that they are most likely to thrive.

#### **EYA STUDENTS PARTICIPATE IN YOGA**

(June 10, 2008) Tom Denham, Director of Communications for Eckerd Youth Alternatives, Deer Lodge, TN, 727-461-1236, announced Rebecca Dennis, Director of Laughing Bodies Yoga and Pilate’s studio, recently visited the Eckerd Academy at Deer Lodge campus to lead a class of yoga for students and staff members, as part of their wellness curriculum.

#### **TURNABOUT/ STILLWATER RECEIVES NASET RECOGNITION**

(June 11, 2008) Marilyn Prettyman, Principle at Stillwater Academy, Salt Lake City, UT, 866-359-4600, announced Stillwater Academy, an accredited private school linked with Turnabout, received recognition as a National Association of Special Education Teachers (NASET) School of Excellence—the highest honor

awarded a private special education school by NASET. Only 40 schools have been chosen as NASET Schools of Excellence for 2008-2009.

#### **ALLDREDGE ACCREDITED BY JCAHO**

(June 11, 2008) Ashley Auchterlonie, Director of Marketing for Solacium, Orem, UT, 281-414-3026, announced Allredge Wilderness Journey, Davis, WV, 281-414-3026, became one of the first wilderness programs in the country to receive a comprehensive accreditation from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO).

#### **EYA NATIONALLY ACCREDITED**

(June 12, 2008) Tom Denham, Director of Communications for Eckerd Youth Alternatives, Deer Lodge, TN, 727-461-1236, announced Eckerd Youth Alternatives (EYA) achieved national accreditation from the Council of Accreditation (COA) and Praesidium, the national leader in abuse risk management.

#### **BENEFIT HELD FOR CHILD TO ATTEND WELLSRING**

(June 16, 2008) The Citizen Times, a news source in Ashville, NC, reported a local restaurant hosted a benefit titled “Table Talk, City Walk”—a meal and walking tour, with proceeds going to an Ashville teen to attend Wellspring’s health camp program.

#### **CHEROKEE CREEK SEVIS STATUS**

(June 16, 2008) Betsy Deane, Admissions Director for Cherokee Creek Boys School, Westminster, South Carolina, 864-647-1885, announced Cherokee Creek Boys School was approved for I-20 status by SEVIS (Student and Exchange Visitor Information System).

#### **O'DONNELL RETURNS TO SUWS**

(June 16, 2008) Kathy Rex, Executive Director at SUWS Adolescent and Youth Program, Shoshone, ID, 208-886-2363, announced Justine O'Donnell, completed her Doctorate in Clinical Psychology at Pacific University and is returning to SUWS. O'Donnell previously worked at SUWS for six years.

#### **CONGRESSIONAL STAFF VISIT SILVERADO**

(June 16, 2008) Denise Westman, Director of Admissions at Silverado Boys Ranch, Panguitch, UT, 435-676-8482, announced Michael Empey, Southern Utah Field Representative for Congressman Jim Matheson, and Bryan Thiriot, Southern Utah Area Director for Senator Bob Bennett visited Silverado Boys Ranch. They met with Kreg Gillman,



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Silverado's Executive Director, to discuss the HR 5876 (the Miller bill) and the potential effects of the bill on Congressman Matheson's congressional district and the state of Utah in general.

### **NEW HAVEN WINS UTAH'S BEST OF STATE**

(June 16, 2008) Ari Terry, Admissions at New Haven RTC, Provo, UT, 801-794-1218, announced New Haven RTC won the Utah's Best of State Award in the category of Youth Treatment Center and was honored at a black-tie dinner. Nominees for the Best of State Award are judged in three areas: service to the community, innovation, and overall excellence.

### **DISCOVERY ACADEMY ACADEMIC CENTER OPENS**

(June 16, 2008) Mari Allman, Admissions at Discovery Academy, Provo, UT, 801-374-2121, announced the commencement celebration for the opening of their new Academic Center will be July 29, 2008.

### **WHY ANASAZI WORKS**

(June 16, 2008) The Anasazi Foundation, Mesa, AZ, 480-892-7403 published an article written by C. Terry Warner, Chairman of the Arbinger Institute, titled *Don't Fix Them; Let the Goodness Come Out*, explaining his perception of why the programs at Anasazi work.

### **BRANDI MILLOY TO HOST ANASAZI DINNER**

(June 16, 2008) Virginia Robinson, Director of Admissions at ANASAZI Mesa, AZ, 800-678-3445, announced TV star Brandi Milloy, from Oprah's Big Give, will serve as emcee of ANASAZI'S November Scholarship Dinner. For reservations, contact ANASAZI.

### **COFFMAN JOINS PACIFIC QUEST**

(June 16, 2008) Marney Sullivan, Admissions Director at Pacific Quest, Na'alehu, HI, 808-937-5806, announced Mary Beth Coffman, MSW, has joined the counseling team at Pacific Quest. Mary Beth has an undergraduate degree in psychology from the University of Nevada and a Masters Degree in Social Work from the University of Utah. She previously worked at Second Nature Wilderness program as a primary therapist for two years. In addition, Pacific Quest has added a new camp to accommodate 10 additional students, along with a new bunkhouse and kitchen.

### **GOVTRACK.US TRACKS HR 5876**

(June 17, 2008) GovTrack.us, a private website, printed an overview of the progress of HR 5876, called the "Stop Child Abuse in Residential Programs for Teens Act of 2008," sponsored by Rep. George Miller (D-CA).

### **GREETINGS FROM NWA'S ADAM MCLAIN**

(June 17, 2008) Dr. Adam McLain, Executive Director at Northwest Academy, Naples, ID, 877-882-0980, wrote a letter of greeting to colleagues as the new Executive Director at Northwest Academy. The letter is posted on StrugglingTeens.com.

### **AMERICAN IDOL CONTESTANT VISITS**

#### **WEST RIDGE**

(June 17, 2008) Wendy Ballard, Communications for West Ridge Academy, West Jordan, UT, 800-262-2697, announced David Archuleta visited the West Ridge campus to perform for the staff and students, and answer questions about his American Idol experience.

### **RAGLAND MARKETING DIRECTOR FOR GREENBRIER**

(June 17, 2008) L. Jay Mitchell, President and Founder of Greenbrier Academy, Pence Springs, WV, 877-788-8422, announced Beth Ragland joined the team at Greenbrier Academy as the Director of Marketing. She has been in the marketing and management of programs for struggling teens since 1994, most recently at Elk River Wilderness.

### **WOODLAND SPRING LODGE JOINS NATSAP**

(June 17, 2008) Marie McGeehan, Director of Communications, Woodland Spring Lodge, St. James, MO, 314-535-7911, announced Woodland Spring Lodge was accepted for membership by the National Association of Therapeutic Schools and Programs (NATSAP).

### **BRINKMAN LEAVES NWA: THANKS FRIENDS**

(June 17, 2008) David Brinkman, Ex-Admissions at Northwest Academy, Naples, ID, 877-882-0980, announced his departure from Northwest Academy and wanted to thank friends and colleagues for their support and friendship while working at NWA.

### **GREENBRIER ACADEMY GROWS**

(June 17, 2008) Beth Ragland, Director of Marketing at Greenbrier Academy for Girls, Pence Springs, WV, 877-788-8422, announced Greenbrier Academy was accepted as a member of the National Association of Therapeutic Schools and Programs (NATSAP). In addition, Greenbrier is moving forward in its educational accreditation process and is now a Candidate School, a pre-requisite for full accreditation, by the National Independent Private Schools Association (NIPSA).

### **RUDOLPH AIM HOUSE ADMISSIONS**

(June 19, 2008) Daniel Conroy, CEO at AIM House, Boulder, CO, 303-554-0011, announced Kathy Shingler resigned her position as Admissions Director to move to

Tucson, AZ. Jude Rudolph will pick up those responsibilities. Jude has worked as the Marketing Director for AIM House since January 2007.

#### **REMUDA RANCH SEEKS EXPANSION**

(June 19, 2008) Jena Savage, Chief Development Officer for Remuda Ranch, Wickenburg, AZ, 928-684-4252, announced Remuda is actively searching for a facility to house an additional Midwest location. Remuda Ranch provides Christian-based, intensive inpatient programs for eating disorders in Arizona and Virginia.

#### **SERRATT CEO OF WILLOW SPRINGS**

(June 20, 2008) Tricia Larmer, Executive Director of Business Development at Willow Springs Center, Reno, NV, 775-284-5477, announced Jim Serratt was appointed as Chief Executive Officer, of Willow Springs Center and Willow Springs Outpatient Services, replacing Scott York. Jim has a Master's from the University of Texas Tyler and previously worked at Willow Springs RTC from 2005-2007 as the Western Regional Director of Referral Development. In addition, Jim held leadership positions in Healthcare Administration for the past 20 years.

#### **FFS GRADUATES 44**

(June 20, 2008) Robin Ducey, Principal of the Family Foundation School, Hancock, NY, 845-887-5213, announced 44 seniors received both Family Foundation School and New York State Regents diplomas at graduation ceremonies held in June. Family Foundation School awards diplomas in June and December, and this June's class was the largest in the school's 21-year history. Ducey also reported all graduates applied for, and were accepted to, a community college or a 4-year college or university. Also honored were thirteen students who completed the 18-month Family Foundation School character education curriculum, and have returned home to finish high school.

#### **BETTON HOUSE GRADUATES SIX**

(June 20, 2008) Michael A. and Roxanne Losicco, Directors-In-Residence at Betton House, Scranton, PA, 877-723-8866, announced the program ended its sixth semester of operations as a sober college dormitory, with six students successfully completing the six-month program and their first semester of college. One of the graduates will be moving into the dormitory at Marywood University in Scranton, and four others will transfer to colleges in Virginia, Ohio, Tennessee and New York City. The sixth will begin full-time work in Scranton.

#### **NEW SUMMIT STUDENTS DANCE**

(June 20, 2008) Heather Tracy, Admissions Director of New Summit Academy, Costa Rica, 414-921-1388,

announced the students organized a school dance for local friends and families.

#### **CHEROKEE CREEK CELEBRATES FIVE**

(June 20, 2008) Beth Venable, Communication and Development Specialist for Cherokee Creek Boys School, Westminster, SC, 864-647-1885, announced the school recently celebrated its fifth anniversary.

#### **NATSAP CALL FOR PAPERS DEADLINE**

(June 20, 2008) Sean Fievet of Northstar Center, Bend, OR, 541-385-8657, and Conference Co-Chair for the Northwest Regional NATSAP Conference, announced the deadline of the Call for Papers is July 28, 2008. The application is available on the NATSAP website.

#### **FFS RUNNERS COMPETE IN FUNDRAISER**

(June 20, 2008) Ann Kozak, Marketing Specialist for the Family Foundation School, Hancock, NY, 845-887-5213, announced that 20 students and staff competed in a 5K race on June 14 to benefit the Leukemia & Lymphoma Society of America. The Rhulen Rock Hill Run, a top local road race held in Rock Hill, NY, attracted a field of 700 runners. One FFS student earned 4th place overall in the 16- to 19-year old division.



#### **HITCHCOCK VISITS WOODBURY REPORTS**

(June 20, 2008) Greg Hitchcock of AIM House, Boulder, CO, 208-265-2268, stopped by the Woodbury Reports office for a visit.

...one way of rescuing a kid who is heading for trouble is to get him out of his neighborhood and away from his delinquent peers.

~ Judith Rich Harris

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