



Places for Struggling Teens™

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Woodbury Reports, Inc.™

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

September 2008 - Issue #169

OPEN ACCESS

By Lon Woodbury



One of the major strengths of our network of private parent-choice residential schools and programs for struggling teens has been its innovation, creativity and ability to rapidly apply new insights and research toward helping children. This has resulted in a wide variety of approaches to helping children, each school or program dealing with problem areas in which they are especially strong.

When parents decide their child needs residential placement, they now can choose from among many quality schools and programs to find the right match between a school or program's strengths and their child's needs. The resulting network of choices for parents and their children is vastly superior to the old hospital and RTC one-size-fits-all system that was all too common before this network came into existence.

The growth of this network has been amazing. We are currently tracking about 650 private parent-choice residential schools and programs around the country, and even with the economy being in the doldrums, there are still a significant number of new start-ups seemingly every month.

The growth of this dynamic network has been possible because in the past it has been relatively easy for a dedicated individual to open a program. In the past, all an educational visionary who wanted to establish a residential program needed to do was prepare some space and activities for the children, conform to minimal basic state licensing (perhaps just a foster home approval) and get the word out. Some very successful schools and programs started in this "bootstrap" manner allowed by open access. Essentially, anybody who had a desire could try. Deep financial pockets were helpful but not necessary.

However, the screening out process starts immediately and never ends. Those who really didn't know what they were doing rapidly learned there was much more to providing a program than just providing room and board for kids. These naïve startups consequently closed fairly rapidly, if they even ever opened. Others with no marketing contacts or knowledge never received any inquiries and gave up. Still others couldn't gain the confidence of any parents or referring professionals and rapidly closed. Then too some didn't have the monetary resources to withstand slow periods or charged too little for tuition so they also closed.

Continued: **Access/** pg 3

Inside...

Essays:

Luggage Checks / 5
Empowering Young Adults Part VII / 7

Visit Reports:

Sycamore Canyon Academy / 12

Extended Insights:

Motivational Enhancement / 16
Combating Addiction / 18

Coach's Corner:

Coach Certification / 10

New Perspectives:

Camp Huntington / 14
Sommerset / 15

Seen N' Heard

/ 22

A new scientific truth does not triumph by convincing its opponents and making them see the light, but rather because its opponents eventually die out, and a new generation grows up that is familiar with it.

~ Max Planck

[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.

An important goal of these schools and programs is to teach self-discipline through consequences, so the child will learn to be more responsible for his/ her actions. How attitudes are changed and who is successful is at the focus of each issue of Reports.

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"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™**.

ACCESS: Cont. from 1

Those schools and programs that survived for the most part were those individuals who had some experience working with struggling teens and either knew what was required or rapidly learned, had some experience and knowledge of how to market themselves, and were financially strong and sophisticated enough to pay the bills while getting established. Once established, the founders needed to have the insight to modify their school or program to meet the actual needs of the students and parents, thus gaining a reputation that resulted in future enrollments.

This is an ongoing screening process and many schools and programs that were initially successful floundered and were forced to close down for many reasons. Even schools and programs that had been successful for years sometimes lose their edge, or made unwise financial decisions, and either overextended themselves or were forced to close in the face of declining enrollments.

The CEDU schools are a prime example of how even a flourishing system of schools can flounder from a series of bad management decisions. This is healthy in that the inadequate are forced to go away, and those that survived were the ones that gained the confidence of parents and child-care professionals, usually because they provided quality services.

These automatic and natural screening-out processes work to protect the students and parents from inferior schools and programs. It is not perfect, of course, and inferior schools and programs unfortunately do manage to survive, but I have seen many poor programs go under because they were weak or lost their competitive edge.

One thing that happens when there is open access is that established schools and programs need to maintain their flexibility in quality service to their students and parents. If they don't, new start-ups with new approaches and ideas based on recent research will start to attract students away from the more established schools. Thus open access is a major factor in creating a dynamic network that continually improves the quality of services available to children and their parents and keeps up with the times.

However, what might happen if this open access becomes extremely restricted? This is something that is very possible if proposed state and federal regulations become too intrusive. A certain amount of regulations and oversight is necessary of course; schools and programs operating in total isolation from society without any kind of oversight can too easily become abusive and harmful. But when regulation

Continued: **Access/** pg 4

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ACCESS: Cont. from 3

becomes draconian, students and parents lose the protections provided by the system I outlined above.

The natural protection that comes from a dynamic interaction between professionals, schools and programs, and the parents would be lost in exchange for the overriding decisions of civil servants who might or might not know much about working with struggling children. Although with heavy regulations the government might actually close down a few inferior schools and programs that are abusive or harmful to children, several other things would also happen that are not in the best interests of the children and their families:


There would be fewer start-ups, thus reducing the pressure on established schools and programs to respond to competition and changes in children's needs and new insights from on-going research. Schools could more easily stay in their comfort zone with the mentality that "if our program is good enough for this year, it will be good enough for the next 30 years." This mentality tends to be very common in the public sector.

Investor money will become more important for a person wanting to start a new program because considerable finances are necessary to survive bureaucratic hurdles. This will increase the number of

situations where the real owner, as opposed to the child care professional, will make management decisions based more on profits and money matters than the child-care professional's priority of what is best for the children.



It will increase corporate ownership of multiple programs as opposed to individuals or small businesses owning schools and programs because large corporations have more resources to respond to regulatory criticisms or legal challenges and the resulting costs, both in becoming licensed and in defending themselves.

It is important we find a balance between totally open access and heavy regulations. The goal is to regulate totally open access enough to give the government enough authority to close down schools and programs that virtually all would agree should not be allowed to operate. But if we go too far and create a heavily regulated environment, the result will tend to be static schools and programs primarily run by money interests. That would not be good for children nor their parents. We need to retain enough open access that this network of private parent-choice residential schools and programs can continue to provide dynamic and constantly improving services for struggling teens and their parents.



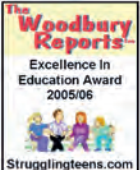




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LUGGAGE CHECKS

By Laura Morton

When parents enroll their child into a wilderness therapy program or an emotional growth/therapeutic school or program, it is important that the child not bring in tools of his or her self-destructive behavior. Items such as weapons, cutting implements, gang colors, posters representing fear and anger, and/or anything associated with their negative behaviors must be screened out. Consequently, the student's luggage and personal items will be screened.

This is a necessary chore based on several factors: getting an accurate inventory of the student's items, marking the student's items with the name for easy identification and, lastly, to ensure safety, contraband, weapons and valuables are not to be brought on to the property. This is usually done in the student's presence to keep things open, honest, and above-board.

Whether the child is enrolling into a therapeutic boarding school, emotional growth boarding school, residential treatment center or outdoor therapeutic program, three main agreements exist:

- No drugs (includes alcohol, cigarettes, marijuana and other illegal drugs, music CD's and drug image clothing).
- Nothing representing violence (knives, gang colors-depicted through clothing, bandanas and hats,

guns and music (via hard core CD's).

- Nothing associated with sex (this can often be portrayed through provocative clothing, explicit magazines or posters, condoms and music CD's)

It is important to note that these items your child so dearly loved were not working for them at home, so removing them from this new environment gets rid of the distraction these items create. Banning these items from the schools/programs creates a safe environment for the child, staff, visitors and parents, and starts the process of helping the real child to shine through without the image they try to portray or emulate.

The concept behind removing these items is to get the students out of their comfort zone and puts everyone on equal footing— no division of groups by images such as skaters, druggies, Goth, Emo or gangster; and there is no division by socio-economic images such as the "best" name brands of clothing, shoes or gear.

It is amazing what some students have tried to bring into the schools and the associations the student make with these items. These are usually not items left out in plain sight, but they can have very powerful but subtle associations, like ripped clothing (of course the latest trends), or posters depicting some of their favorite bands (picture in your mind Marilyn Manson,

Continued: **Luggage/** pg 6

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LUGGAGE: Cont. from 5

Eminem, 50 Cent or Metallica). In addition, contraband might include a bevy of CD's and magazines, cell phones, game boys, iPods, jewelry and assorted bling- bling, cigarettes, lighters and money. You name it, staff has seen it, and has learned the negative associations the students might have with items often overlooked or thought not important by a person who is not keyed into the thought processes of a self-destructive teen.

The real trick in clothing checks and move-ins is looking for the unexpected in unexpected places. Here are some examples:

- Money hidden behind the labels in jeans and pants
- Alcohol swapped out for mouthwash
- Pills buried under the mints in Altoid tins or in tic tac boxes or inside empty candy wrapper bags like Skittles and M&M's, inside CD cases, pencil cases, eyeglass cases, soap boxes, inside make-up cases, in fake lipstick tubes or empty compact cases, inside over the counter medicine containers like Tylenol bottles, inside books that have the pages cut out, buried in the dirt of potted plants, or dropped onto such things as envelope flaps, stamps or shoe laces

In conducting searches, I have taken apart standard Bic pens and found powdered drugs hidden inside. I've also known students who use the aerosol spray cans of deodorant to huff, found razor blades hidden in diaries for those who cut on themselves, safety pins that students have used to pierce their ears, noses and belly buttons, and the list goes on and on.

Depending on the circumstances, and how the child arrives at the program, it is ALWAYS easier to have the staff weed items out of the student's luggage than it is for parents to have to go to battle with their child over such items. It also allows the staff to set guidelines in place and lets the child know up front what is acceptable at the school/program and what is not. A child will do anything to hold on to old self-destructive and negative emotions. The first step in healing is for the staff to understand what is going on in the mind of the enrolling student and remove the crutches that foster the negativity.

As a former staff member, I know that it was sometimes difficult for parents to understand why some clothing items were "unacceptable" or why their child was not allowed to keep certain items. It came down to the agreements of the program and getting the children "back to basics," which meant taking away the props they had used to personify a certain image because they feared their authentic selves were not acceptable or good enough and they would not fit in without them.

***About the Author:** Laura Morton currently works for Woodbury Reports, Inc. Prior to working here, she worked in programs in this network over 20 years, both as a team leader and a counselor.*

TEN STEPS TO EMPOWERING AND LAUNCHING YOUNG ADULTS - Part VII

By Randy and Colleen Russell

In this issue we look at the seventh 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.**

7. Wean your adolescent from “being parented” into inspired “self government”

If you want your child to become a self-reliant young adult, start training them before they leave home. As children get older, they need to learn how to make healthy and trustworthy decisions on their own. Parents often make the mistake of moving into controlling their children’s lives rather than allowing them to make mistakes.

They think if they control their child’s behavior and choices, they can keep them from making painful mistakes. Others use control because they know what is best for their children. However, as children move into adulthood, they have to separate, make their own mistakes, and find *their own way* in life.

Making all the decisions for your children can actually cripple them when they go out into the world. If young people don’t have experience in making decisions, they will look to others to protect them and make decisions for them. This means that they will either remain dependent upon the parent, or will become dependent on someone else. Dependency of any kind keeps people from being fully empowered and erodes self-esteem.

Another way parents control is through anger, criticism, and feelings of disappointment when their children don’t live up to their expectations. This brings on feelings of guilt and shame, and traps the child into performing in order to please their parents. Doing things to please others, leads to a loss of identity in the child, and also to feelings of low self-esteem because they can never do anything right.

Families, where one or another of the parents is unable to connect emotionally, set up another dynamic. In this type of environment children will do

Continued: **Part VII/** pg 8



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PART VII: Cont. from 7

anything to try to get the love or approval they so desperately need. Children will abandon their own souls in order to get the love and sense of belonging they need for healthy survival.

Once I had a friend who went to law school to please her father. After law school, she took the board exams and joined her father's law firm. After she won a near impossible law case, her father was able to give the praise he had withheld most of her life. When her father came into her office and gave her the praise for winning the case she said, "I have waited all of my life to hear those words from your lips. Thanks! And I quit!" Then she walked out and never practiced law again.

I know of another man who went to an Ivy League school to become a lawyer because he was smart and that's what his dad wanted for him. After all the years of college, he became a carpenter because he felt much more comfortable working with his hands in an outdoor environment.

When children feel they can never do anything right, or feel overly controlled, they may resort to rebellion in an effort to get some control of their own lives. These types of children tend to become defiant against all authority figures. They spend much of

their lives fighting against something rather than moving towards what they really want. As a result, they find it challenging to becoming the authority of their own lives. They spend most of their early years fighting or causing trouble of some kind.

Mistakes and natural consequences are important teachers. When parents move into control, they take away valuable lessons their children need to become strong and confident. When they react to their mistakes with anger that causes shame and blame, they miss the opportunity to guide their children in learning how to problem solve to get different results. It is healthier if you can own your feelings, and rather than reacting immediately, take some time to find out how you can find a healthier response.

Ideally, you want your children to start seeing how their choices and decisions impact their lives. That means allowing them to experience the consequences of their choices, both the rewards and the pain. You want them to learn that mistakes are a part of life and that they just need to find another way. As you do this, you move out of the "manager role" and begin to ease into the "consultant" role, and you teach them that they are responsible for their lives.

It's important that both parents be unified in how they will respond to mistakes. If one or the other



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parent rescues, the child will not learn. Parents can benefit by creating a vision and defining the expectations before hand of how they will respond to their children. Puberty is a good time to put your plan into action. The timing matches the natural functions of brain development associated with becoming an adult. The more “cause and effect” the training and the clearer the parental boundaries, the better.

Put your intentions in writing. For example: *I intend that my adult child will have the skills to have fulfilling relationships; independently sustain themselves; and pursue meaningful life experiences.*” Make a checklist of the necessary skills, and then reward them with freedom (self-management opportunities) when they have mastered each skill.

Remember, problems are there to enrich us. When a problem arises, start by defining what the problem is. Look for at least two or three solutions to the problem that match the skill level of your child. Then before giving answers, help them to discover the solution themselves. In addition, don’t take on their emotions. They need the feelings to grow.

Celebrate your child’s successes and acknowledge failures as a path to growth. Our scholastic concept

of grading has jeopardized our willingness to attempt difficult projects, because we fear failure. Failure is a small step towards success and is always present as a guide to discovering the best. Embrace it as a tool for wisdom.

One of the best suggestions we can offer is for you to remember the long-term vision. Do not get lost in the individual challenges, but keep the picture of what you are seeking to provide for your child: self-reliant independence, personal empowerment and a prepared and valuable world citizen.

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.

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~ Judith Rich Harris

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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.

COACH CERTIFICATION

A Standard of Professionalism

By: Vicki Jones, PCC

For the past several decades the profession of coaching has grown from a small group of individuals typically affiliated with the human resources departments of various businesses to a recognized industry supporting thousands of individuals in reaching their stated professional and personal goals. As this growth occurred, a number of coaches came together to create specific criteria for the expanding profession. These individuals recognized the need for consistency in skill training, identified standards and ethics, and self-regulating methods for the industry as a whole. Eventually, the International Coach Federation was established. Although there are other credentialing organizations, the International Coach Federation is recognized as the largest international resource for business and personal coaches. Currently, ICF has more than 13,000 members in 80-plus countries and 162 chapters in 45 countries.

There are a number of programs currently offering training to be certified as a coach. Some of these programs have met specific International Coach Federation requirements as an accredited school. These requirements include following an adherence to specific skill development, a commitment to certain standards and ethics, and approval from the ICF for specific course content and methodology. Thus, the organization doing the training has established criteria for their students to meet in order for them to be recognized as a certified coach. The ICF credential is awarded to professional coaches and coach training agencies that show they meet or exceed the minimum standards.

The International Coach Federation offers levels of credentials based on specific requirements involving hours of training, supervision of coaching calls, documented coaching hours, letters of

recommendation and completion of their application process. There are currently three levels of credentialing available; Associate Certified Coach (ACC), Professional Certified Coach (PCC) and Master Certified Coach (MCC). In addition to full certification, the ICF recognizes certain schools and programs as providers of ICF Approved Coach Specific Training hours. These hours may be applied against the requirements for full ICF certification and are specific to a particular area of coaching. The NEXT STEP FOR SUCCESS® coach training, “Coaching Parents, Struggling Teens and Young Adults”, is such an ICF approved program.

When asking the question as a prospective client or coach “why bother with coach certification?” be advised that in the recent ICF Global Coaching Study, conducted by PricewaterhouseCoopers, 52 percent of coaches report that their coaching clients expect the coach they hire to be credentialed. Within the last five years, public exposure to the profession of coaching has grown tremendously and it follows that those seeking services of a coach will question their training and professional commitment.

A certified coach:

- Demonstrates a commitment to professionalism
- Shows a commitment to following a code of ethics
- Offers a knowledge base and specific skills training
- Provides client with confidence that they are a credible professional

As the coaching professional continues to grow and meet new challenges of public scrutiny, the issues of certification will be an on-going question. For additional information check with the International Coach Federation and other training programs to assist you in making the right choice for you, your staff and families.

When used by teachers who saw activities as a better way of teaching subject matter rather than as a way of avoiding it--as means to an end rather than ends in themselves--the activity program was valuable. But in the hands of teachers who lacked subject matter knowledge, the activities became ends in themselves.

~ Diane Ravitch

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Visit by Nancy P. Masland, Dr. Susan Smith and Rebecca Redelsheimer, June 2008

LOCATION! LOCATION! LOCATION!

Located 12 miles from Oracle, AZ and 6 miles from San Manuel in a canyon of 80 acres with a year-round spring and creek through the middle of campus, tall 500 year old trees and shade, Sycamore Canyon has it! Director Ike Shipman, a visionary leader, is heading a shorter term boys' (13-17) program, currently for 30 'softer' youth from the juvenile system. They are handpicked for motivation and willingness to take responsibility. 'The boys change quickly and like it here.' It will grow slowly to 50 in the next year. Part of a larger organization, Ike is developing a private pay program, begun in 2007, 4-6 months, with some unique features. The boys were enthusiastic and invested in their progress. The atmosphere is positive, compassionate and enlivened.

An inter-denominational chapel on the hillside is nestled among many 'cottages'— some for students of different levels and staff (who stay over half the week); buildings which hold administrative, clinical and academic ; rooms for weights , dining , and visitation for weekly visits from parents; an outdoor amphitheater, basketball court, bridges and open areas.

The model is quasi-military though non-punitive, regimented with uniforms and Positive Peer Culture, where students take on real responsibilities for their peers. We witnessed a GGM (General Group Meeting) where peers bring up issues and resolve them with staff assistance; peer circles are called at any time when needed. The boys were accountable and willing to be responsible.

The school is a major part of the day, with competent teachers, some with Special Ed. Degrees, and a curriculum from Blue Print, a fine on-line program with self-paced packets for Math and English, used successfully by other programs. The boys are ecstatic about the gains they have made academically.

The medical staff has its building with secured medications, a sick bay and facilities for treating minor injuries. There is a full-time therapist who meets boys both one on one and in groups, as well as a case manager who keeps detailed records. The psychiatrist and psychologist are in an Oracle clinic



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to which boys are taken regularly. The Coach/Counselor (on line staff) ratio is high, and the relationships are easy despite their size and commanding presence.

Community Service is a significant part of the program; the higher level boys go off campus to clear the nearby famous Arizona Trail, help with Horse Rescue and other needs of the wider community. Ike is clear that he does not want any project to be a 'work crew' detail. He is reaching out to Tucson (about an hour and a half away) for additional service opportunities. The lower level boys help beautify the campus with gardens, paint, and kitchen and maintenance work. They petition for the latter positions while obtaining food-handler and maintenance credentials, and they have excellent relationships with the staff. The food is balanced, outstanding tasting, nutritious and served on china.

Safety and Risk Management is exceptionally sound: there is a helicopter pad to evacuate for emergencies. Up-to-date fire equipment is essential, as wildfires are a threat during the summers. A T-1 high speed internet connection is being installed for broad-band, high-speed communication.

Recreation is mandatory with "18/20's" (18 exercises of 20 repetitions each and a 3 mile run every morning); the fitness program is state-of-the-art.

The model is Behavior Modification for the Phase system. It begins with Orientation where they wear gray Tee shirts, and develop peer bonding with a 'thigh slapping' regimentation, drill and barrack-type living with bed boxes under their bunk beds. They are never 'out of line of sight'. The Phase 2 "Interns" wear coats and ties, living in a more cottage-style dorm. Phase 3 is named RAMS, short for Respect and Motivation Students. They wear jackets with pride and lead the other students. All participate in the seven levels of confrontation, a stepped method of addressing behaviors, starting with non-verbal correction.

Sycamore is licensed and accredited by the Arizona Department of Economic Security Office of Licensing, Certification and Regulation. It is also accredited by the Arizona Board of Accreditation, North Central Accreditation Region, and is evaluated by the Arizona Standardized Evaluation Protocol (STEP).

Parents and families are encouraged to visit, and workshops are given each Sunday. Video conferencing is being set up for those who cannot attend; all are invited for a meal and tour of the campus.

Because of these unique features and spectacular setting, Sycamore Canyon has our vote for placement of boys with ODD and ADHD and mild clinical issues. They currently have several private-pay students... and more to come.

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Camp Huntington is a co-ed, residential summer camp for children and young adults, ages 6-21 years old, with Learning and Developmental Disabilities, ADD/HD, Autism Spectrum Disorders, Asperger's and PDD. Summer sessions run from June through August and campers can participate in one week to six week intervals providing fun-filled days while maximizing their potential while finding their strengths and hidden abilities.

The camp was established in 1961 as a private residential summer camp and is accredited by the American Camp Association. Dr. Bruria Bodek-Falik, Executive Director, Emeritus, has been with the camp since 1982. She has a PhD in Clinical Child and Family Psychology and is a licensed New York State Certified School Psychologist, Behavioral Psychotherapist and Teacher. Daniel Falk, Executive Director, working on his Masters degree in Special Education, is Dr. Falik's son and has been involved with the administration of the program for over 20 years. He is a board member of the New York State Camp Director's Association (NYSCDA). He is also a member of the New York State Health Department's Medical Advisory Council.

Camp Huntington offers three distinct programs: recreation and social skills development for children with learning disabilities and ADD/ADHD; independence for the developmentally disabled; and participation for children with autism, Asperger's and pervasive developmental disorders. Social, emotional and environmental concerns for each group are addressed, yet are blended together within groups and on site, to create positive connections between campers.

Recreational activities for campers include swimming, horseback riding, sports, ropes course, music, drama, arts and crafts, home economics, film making, computer and nature studies. For those campers with Autism, an air conditioned sensory room is available. In addition, off camp trips, birthday celebrations and musical and drama performances round out the summer activities.

[This information came from the Camp Huntington website.]

SOMMERSET

Springville, Utah
Brent Esplin, LMFT, Admissions Director
800-848-9819
Brent.esplin@uhsinc.com
www.sommersetprogram.com

Sommerset program, previously the Academy at Canyon Creek, is a residential treatment center for boys and girls ages 10 – 14. It is owned and operated by Provo Canyon School and is a subsidiary of Universal Health Services. This program is designed for adolescents with behavioral, emotional, educational and substance abuse issues, including self injury, poor peer relationships, Asperger's, ADD/ADHD, oppositional defiant disorder, obsessive compulsive disorder, attachment disorders and parent/child conflicts.

Key Management at Sommerset includes, Jeremy Cottle, Ph.D. as the Chief Executive Officer, Brad Gerrard is the Chief Operating Officer and Larry Winn, LMFT is the Clinical Director. The program is licensed by the Utah Department of Human Services and accredited by the Joint Commission on Accredited Healthcare Organizations (JCAHO). Sommerset is a member of the National Association of Therapeutic Schools and Programs (NATSAP) and the elementary and middle schools are accredited by the Northwest Association of Accredited Schools (NAAS).

With an average length of stay of 9-12 months, Sommerset offers separate male and female academics and therapies which include individual, group, family and recreational therapy. Academics are provided Monday through Friday for elementary and middle school students and include four core subject areas, study hall, PE and an elective. The average class size is 10 students to one teacher and Special Education classes and curricula are available.

Recreational activities include swimming, basketball and court sports, fitness training, canoeing, fishing, hiking, cross country skiing, snowshoeing and rock climbing. In addition, students participate in winter and spring overnight trips, community service projects and weekly life skills classes.

*[This information came from
the Sommerset website.]*

Give a little love to a child, and
you get a great deal back.

~ John Ruskin



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EXTENDED INSIGHTS...

MOTIVATIONAL ENHANCEMENT & INTERVIEWING

By Bob Pegler, CAS

Over the past two decades there has been a movement to integrate various models of addiction into a more comprehensive approach. There are several themes that have changed the way we see our patients. These themes include emphasizing the patients' strengths and competencies rather than simply focusing on their limitations.

There has also been a movement away from authoritative standardized treatment approaches to an approach based entirely on the patient's individual needs. In the traditional medical model patients received treatment from practitioners. Now the client is seen as a partner who works with the staff on treatment goals. There has also been an increased understanding of the need for empathy rather than authority and power to encourage change. Finally, there is greater integration of treatment approaches for patients with co-occurring disorders.

Beginning this spring, Peninsula Village has embarked

on a more client-centered approach which incorporates the changes mentioned above. This approach is called Motivational Interviewing (or Motivational Enhancement). We are currently training our staff in this approach. As the name applies, the focus of this counseling technique is to utilize each young person's own motivation to help them change.

There are five stages of change in recovery according to this model (Prochaska & DiClemente, 1984).

1. *Precontemplation* – the patient is not considering change and is at least partially unaware problem exists.
2. *Contemplation* – the patient is aware that problem exists, but is ambivalent about change.
3. *Preparation* – the advantages of change outweigh status quo.
4. *Action* – the patient chooses strategy for change and begins to pursue it.
5. *Maintenance* – the patient learns to detect and guard against triggers. Relapse can be part of this learning process.

Relapses are simply understood as a recurrence to one of the earlier stages of change and are a normal process of change. This helps us understand why our patients so frequently return to old behaviors soon after experiencing success with new behaviors.



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Research into this approach compared to other treatment methods has been very positive. Project MATCH was the largest clinical trial ever conducted comparing different alcohol treatment methods. It consisted of a variety of patients with different severities of problems, most of whom met the diagnostic criteria for Alcohol Dependence. Short sessions of Motivational Enhancement Therapy yielded long term outcomes as good as or better than longer outpatient methods (Project MATCH Research Group, 1997a).

The central element of Motivational Enhancement is the FRAMES approach:

Feedback – assessment of the patient’s substance abuse or other destructive patterns

Responsibility – responsibility for change lies with the patient

Advice – advice on how to change is presented to patient in non-judgmental manner

Menus – change and treatment options are offered to the patient

Empathy – warmth, respect and understanding are emphasized

Self-Efficacy - optimistic empowerment helps patient encourage change

centers like Peninsula Village are often challenged when we try to make changes. Over the past couple of months Peninsula Village has experienced some staff loss as we have begun to make these changes. Teaching and practicing a new treatment approach with over 100 staff has been both exciting and challenging. For the Village, as for our patients and families, change is a process and it will not occur overnight. The difficulties and setbacks that we experience will provide us with experiences we can learn from and are not failures.

We appreciate the feedback and support we have received from our staff, patients, alumni, families and referral sources during this process. Your feedback helps us navigate these changes.

About the Author: *Bob Pegler is Program Director of Peninsula Village. He is a Certified Addiction Specialist, a Certified ROPES Facilitator, and a Certified Interventionist. Pegler is a member of the Tennessee Association of Alcohol & Drug Abuse Counselors and the National Association of Alcohol & Drug Abuse Counselors. He founded the Family Relapse Prevention Group for patients and families*

Just as change is difficult for our patients, treatment

Interviewing: Cont. on 18



Photo by Skyler Jensen

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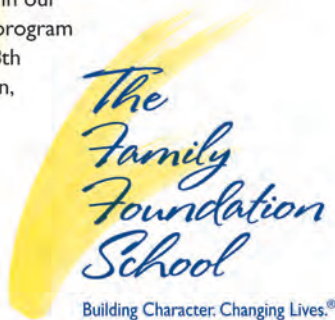
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INTERVIEWING: Cont. from 17

nearing program completion. Currently, Pegler co-facilitates alumni and family support groups in Atlanta, GA, and Raleigh, NC. This article is reprinted from the Summer 2008 Village Vision Newsletter published by Peninsula Village, Louisville TN, 865-380-4452 and used with permission.

COMBATING ADDICTION WITH DBT:

Teens Learn Life Skills in the Woods

By Meghan Vivo

Dialectical-behavioral therapy (DBT) combines cognitive and behavioral therapies to teach people healthy ways to handle painful emotions through acceptance and change. Originally developed in the 1970s by Marsha Linehan, PhD, to treat borderline personality disorders, DBT emphasizes skills like taking an emotional timeout, being present in the moment using all five senses, evaluating pros and cons and thinking about logical consequences in order to treat behavioral issues. Because borderline personality disorders often co-occur with substance abuse disorders, DBT has been adapted in recent years for the treatment of drug and alcohol addiction.

Treating Addicted Teens

Addiction is a disease characterized by impulsivity. When it occurs in already impulsive teenagers, addiction can be particularly difficult to treat. Instead of turning to drugs and alcohol, DBT uses four skill sets – interpersonal effectiveness, emotional regulation, distress tolerance and mindfulness – to improve people’s coping skills. Because a primary lesson of DBT is managing emotions and impulsive behaviors, it is a natural fit in the addiction arena. Through DBT, teens learn how to increase awareness, control self-defeating thoughts and handle the stresses and urges that will likely be with them the rest of their lives.

“You can’t avoid discomfort in life. But you can learn to accept it, learn from it and move on,” says Laurie Wilmot, LCSW, a therapist at SageWalk, a therapeutic wilderness program for troubled teens aged 13-17. “If teens are feeling angry, sad, hurt or frustrated, DBT shows them it’s okay to feel negative emotions without acting out in negative ways. In adolescence, feelings become cluttered so quickly – it’s helpful to have a specific set of skills that help teens sort through their emotions and determine the best way to respond.”

DBT is also easy to understand and implement, which makes it a good match for teens struggling with substance abuse. Mirroring the 12 steps, DBT offers a succinct and understandable approach that puts a label on each skill so that teens have practical things they can do in the moment to make the situation better. As teens master specific skills, they are more aware of problem behaviors, are able to think before they act and feel confident in their ability to deal with conflict in healthy ways.

“DBT creates a mental map of how to cope in a given situation,” says Wilmot. “If a parent is yelling at you, you can use radical acceptance or breathing exercises. If you’re stressed or anxious, you’ll know to use imagery. If you’re angry, take a timeout and find a healthy distraction. Whatever the situation, teens can assess their emotion, tie it to a DBT strategy and call upon a specific skill to handle the stresses of daily life.”

DBT Takes to the Wilderness

Some of the most cutting-edge treatment programs have begun incorporating DBT into their approach for combating drug or alcohol addiction. SageWalk, the Wilderness School, is licensed by the State of Oregon as an outdoor youth program, a private school and a chemical dependency treatment program and has intensively trained its therapists on utilizing DBT skills in the wilderness.

Wilderness programs like SageWalk have always integrated cognitive-behavioral therapies, the Stages of Change by Prochaska and DiClemente, the 12 Steps and other methodologies into their treatment of drug and alcohol addiction. But SageWalk is one of the first programs of its kind to introduce DBT concepts into the wilderness setting.

“DBT is a great tool to help teens learn life skills in the wilderness,” says Meghan Flaherty, a therapist at SageWalk. “By taking kids out into the wilderness where they are exposed to the elements and a new set of peers, we can figure out how each teen deals with stressful situations. In the field, our staff can call out problematic behaviors and provide specific instruction on healthier ways to resolve problems right on the spot.”

At SageWalk, therapists utilize DBT skills to walk each student through a chain analysis of problem behaviors. If a teen acts out, yells at the field staff or refuses to participate, a therapist begins an immediate chain analysis by asking detailed questions about what triggered that behavior and

Combating: Cont. on 20

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COMBATING: Cont. from 19

what techniques he or she could have used to respond differently.

“In traditional talk therapy, kids sit down with a counselor one hour a week and try to understand why they have a problem. But these teens also need practical, real-life skills that will actually solve those problems. And that’s where DBT comes into play,” states Sandy MacDonald, Clinical Director at SageWalk.

Sharing Skills with Parents

According to dialectic theory, problems happen when people see the world in polar opposites – right or wrong, all or nothing, using or not using. DBT seeks to bring all extremes to a balanced center and to help teens find a middle ground. The theory holds true, not only with substance-abusing behaviors, but also in the way teens interact with their parents.

Through family workshops at SageWalk, parents learn the same DBT skills their child has been practicing in the field. They are taught that rather than simply saying yes or no, they can open a dialogue about the rationale behind a given rule or opinion. Rather than the parent being right and the child being wrong, or vice versa, they can share opinions and negotiate outcomes that are beneficial

to the entire family. Using DBT, parents and teens learn to take a break when they are angry and find ways to avoid making difficult situations worse.

“DBT teaches emotionally reactive teens to step off the emotional roller coaster and find the middle path,” explains Trudy Godat, a therapist at SageWalk. “In our program, parents are learning the same skills as their teens, so when their child returns home, they’re speaking the same language.”

A Lasting Impact

DBT is more than a therapeutic approach – it is a set of life skills that can be applied by anyone, at any age, in any situation. Long after their wilderness experience, teens are still using the skills they learned at SageWalk to create healthy relationships, resolve conflicts and abstain from drugs and alcohol.

For some teens, DBT is so useful that formal instruction continues after camp ends. Laurie Wilmot shares the story of a young, intellectually gifted boy who arrived at SageWalk with very few behavioral issues but severe patterns of OxyContin abuse. A highly sensitive child who was diagnosed with depression, his identity was wrapped up in being a depressed, drug-abusing teen.

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– Gale Standen (founder)

As part of his individualized treatment program, the therapists at SageWalk introduced him to the DBT skills of mindfulness and distress tolerance, and he gradually began to make progress. But after he returned home, he relapsed and began seeing a well-known clinical therapist recommended by SageWalk who specialized in dialectical-behavioral therapy. For months, no one heard how this boy was progressing, whether he had returned to his former ways or was thriving in his new environment, until Wilmot received a letter from the boy's family.

She learned that he had successfully graduated from high school, was about to start college and was making excellent progress with his DBT therapist. This once-depressed, drug-addicted teen did his senior project on "Sixty Days in the Wilderness" and how SageWalk had changed his life.

As Wilmot looked over his graduation picture and skateboarding photos, she said, "I was reminded once again how much the work we do really matters.

About the Author:

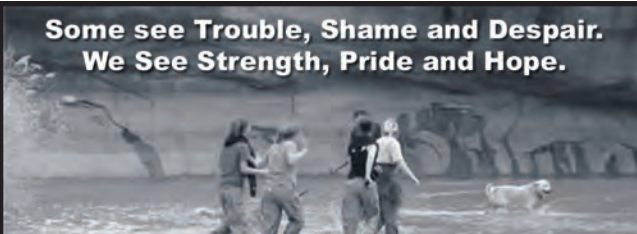

Meghan Vivo is a writer who joined Aspen Education Group after working at a publishing company specializing in alternative health and wellness. A former corporate and immigration

attorney, Meghan graduated from Syracuse University College of Law, magna cum laude, in 2003, and has been pursuing her passion for writing ever since. Contact Meghan at mvivo@aspeneducation.com.

"...according to our theory the people are wiser than the government. Here the people do not look to the government for light, for instruction, but the government looks to the people. The people give law to the government.... to entrust government with the power of determining education which our children shall receive is entrusting our servant with the power of the master. The fundamental difference between the United States and Prussia has been overlooked by the board of education and its supporters."

~ Brownson


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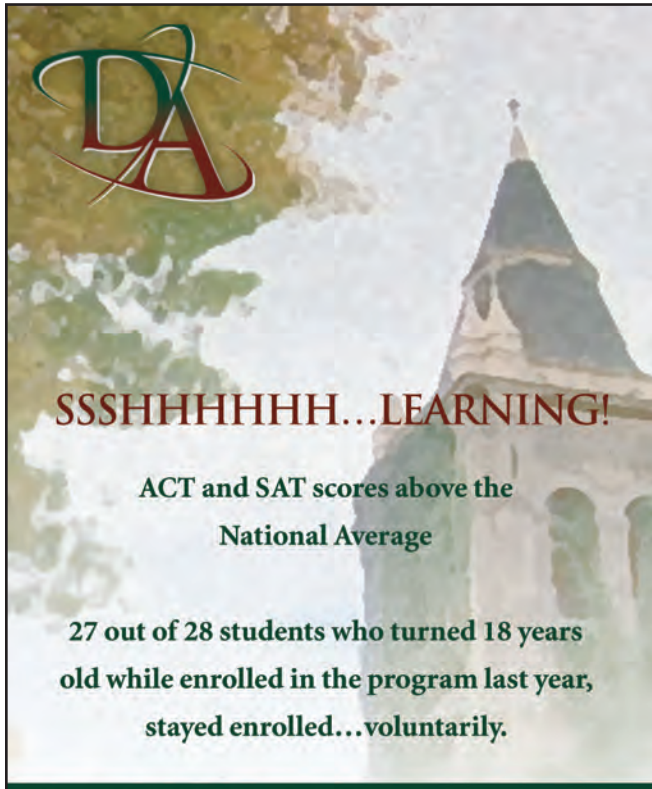


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SEEN N' HEARD...

AEG'S SHAW IN US NEWS

(May 7, 2008) US News featured an article about parents concern with the amount of time their adolescents are spending on "on-line video game" playing. Aspen Education Group's therapist, Aaron Shaw says families are turning to wilderness therapy with a back to nature approach to ending this gaming obsession.

MILLER'S BILL UPDATE

(June 24, 2008) House Republican Leader John Boehner (R-OH) issued a statement following the Democratic leaders abruptly pulling the bill after "Rank-and-File Democrats" signal support for GOP Parental Rights Proposal. To view this article in its entirety, visit the StrugglingTeen's website.

THANKS TO WATERFALL CANYON

(July 1, 2008) There is a new letter on Struggling-Teens.com, from parents recommending and thanking Waterfall Canyon Academy in Ogden, UT.

NEW STAFF AT ST. PAUL'S

(July 17, 2008) St. Paul's Academy in Phoenix, AZ recently hired two new staff members that have experience dealing with substance abuse issues with adolescents. Jessica Benevento, MC, joined the counseling staff as one of the school's therapist. Jordan Arshnt joined the dorm staff as a third counselor on one of the shifts. Jordan is in recovery, having completed the Gatehouse program in Wickenburg, AZ. In addition, Jamshed Ghouse, a former instructor of mathematics at Arizona State University was hired to replace Julie Mancinelli, a seventeen year employee at St. Paul's who retired last year.

A BANNER YEAR FOR ISPA

(July 22, 2008) The Independent Small Programs Alliance (ISPA) celebrated three years of operation. Four new members joined ISPA in the beginning of 2008: Dragonfly Adventures in Klamath Falls, OR, Mount Carmel Youth Ranch, in Cody, WY, Life Development Institute (LDI) in Glendale, AZ and Wilderness Treatment Center in Marion, MT. In addition, Sue Bigg and Nancy Masland, independent educational consultants, were the recipients of ISPA's 2008 Gem Award.

NEWS BLAZE FEATURES WELLSPRING

(July 23, 2008) Wellspring Programs were featured in an article in News Blaze, regarding kids gaining more weight during the summer months than during the school year, which comes as a surprise to parents. Wellspring offers summer camps for kids and parents designed to teach skills for weight loss and long-term weight control.

ALASKA CROSSINGS IN NINTH YEAR

(July 23, 2008) Alaska Crossings, now in its ninth year, a wilderness program in Wrangell, AK, founded by Mark Walker and Steve Prysunka, was featured in

an article in the Capitol City Weekly News. To view this article visit StrugglingTeens.com.

CERTIFIED COACH TRAINING

(July 23, 2008) Next Step for Success will offer their next 20-week telecourse titled "Coaching Parents, Struggling Teens and Young Adults" starting Tuesday, September 16, 2008. This course has been approved by the International Coach Federation. For more information contact Penelope Valentine at 541-504-5224.

WELLSPRING HAWAII IN THE NEWS

(July 24, 2008) Wellspring Camp in Hawaii was in the Honolulu Advisor.com news source, with campers arriving from New Zealand, London, Mexico, Japan, Thailand, Texas, Georgia, New York, Colorado and California. Wellspring Camps, also runs nine other camps on the Mainland, in the United Kingdom and Australia.

PINE RIVER AWARDED GRANT

(July 25, 2008) Pine River Institute in Toronto, Ontario, was awarded its first research grant. The Provincial Centre of Excellence in Child and Youth Mental Health at CHEO has awarded \$30,000 toward their program evaluation research

VALLEY VIEW WEBSITE UPGRADED

(July 25, 2008) Rick Bulger the Associate Director at Valley View School, North Brookfield, MA 508-867-6505 is pleased to announce Valley View has a brand new comprehensive website, which will provide parents and consultants a much clearer picture of what Valley View School is all about. The site address remains the same.

RANDALL PROMOTED AT LIVING WELL

(July 25, 2008) Living Well Transitions in Boulder, CO has announced Julie Randall was named Executive Director. Julie has worked at Living Well since its founding in 2004, as the Director of Operations, as well as the Acting Executive Director since the death of founder Bill Sell in March 2008. For information, call 303-245-1020.

WELLSPRING'S A FIRST FOR UK

(July 28, 2007) Wellspring will be opening Britain's first boarding school for obese teenagers, ages 11-18 years old, in three years, which will teach food science and weight management in addition to the national curriculum.

TRANSITIONING LD/ADHD STUDENTS

(July 28, 2008) Renee LeWinter Goldberg, EdD, a member of The Independent Education Consultants Association (IECA) wrote a comprehensive plan for educational consultants with students with learning disabilities, transitioning to college.

CORE'S CONCUSSION AWARENESS

(July 29, 2008) CORE Health Care distributed

Continued: **Seen N Heard/** pg 24



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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SEEN N HEARD: Cont. from 23

educational information packets about concussion awareness to all the Dripping Springs Middle & High School Coaches, with plans to schedule future presentations from CORE's clinical team for their students. For information about CORE Health Care, contact Nicole Harmon, MA, NCC, 512-894-0801.

DRAGONFLY SHIFTS TO TRANSITIONS

(July 29, 2008) Mona Treadway and Glenn White, owners of Dragonfly Adventures and Transitions announced they will no longer offer wilderness adventure trips through the Dragonfly Adventures program, and will dedicate their time and energy to the Dragonfly Transitions program. For more information, contact them at 888-437-2112.

PARENTS UNDERESTIMATE DRUG USE

(July 30, 2008) Sagewalk has found that parents seem to be somewhat naïve about their teen's drug and alcohol use. In their experience, parents often learn more about their child's drug usage being at least double what they knew about, and much longer lasting, during their child's experience in the program.

FUNDRAISING FOR HORIZON HIGH

(July 30, 2008) Jan Fulwiler, a parent of a 2001 CEDU graduate, is asking for help for Horizon High School, Central Wisconsin's only Recovery High School. Jan is helping in fundraising for this school which provides "a safe, secure, supportive alcohol and drug free place to go to school" to help teens make new lives.

UK WELLSPRING IN THE NEWS AGAIN

(July 31, 2008) A Scottish news source, The Daily Record, featured an article on Wellspring UK, a pioneering weight loss camp in the Lake District, which is transforming dozens of overweight youngsters' lives forever.

GRAND RIVER ACCEPTS SPECIAL NEEDS GRADUATES

(August 1, 2008) Grand River Academy in Austinburg, OH, will enroll students that have completed many wilderness and therapeutic programs this fall, with several of these returning students being offered merit scholarships to return.

CROKE REVIEWS BENCHMARK

(August 1, 2008) Thomas J. Croke of FamilyLight Consultants and a member of Independent Educational Consultants Association (IECA), recently reviewed Benchmark Young Adult School as "the pace setter for young adult programs." He continues to make referrals to their program.

WELLSPRING NC IN THE NEWS AGAIN

(August 1, 2008) A 15 year old girl from South Wales whose weight is life threatening, will attend Wellspring Academy in North Carolina.

CARDOZA'S PARENTAL ABDUCTION CASES

(August 4, 2008) Answers for the Family radio talk

show, owned and hosted by Allen Cardoza, the President of West Shield Adolescent Services, Huntington Beach, CA, 800-899-8585, featured Logan Clarke, well known for his experiences in conducting specialized investigations and trouble shooting in foreign countries. They discussed some of the parental cases he has worked on in Los Angeles, the Middle East and the Sudan. For more information, contact Allen Cardoza at 714-898-9696.

KILDONAN'S CENTER NEARS COMPLETION

(August 4, 2008) The new athletic center at Kildonan School in Amenia, NY, is looking good and nearing completion. Kildonan is a school designed specifically for the needs of students with dyslexia or language based learning disabilities. For more information, call 845-373-8111.

SCHEFF BOOK RELEASED

(August 4, 2008) Sue Scheff, owner of PURE, a referring agency from Weston FL, announced the release of her new book "Wit's End: Advice and Resources for Saving Your Out-of-Control Teen."

NEW HAVEN MIRACLES PUBLISHED

(August 4, 2008) Kristie Jensen, Ari Terry and Jacqueline Fairbanks, the Admissions team at New Haven, Spanish Fork, UT 801-794-1218 are excited about the publication of the book *New Haven Miracles*, compiled from letters and emails the program has received from their alumni over the last 13 years. The book includes personal experiences at New Haven.

BOULDER CREEK ACCEPTS INT'L STUDENTS

(August 4, 2008) Boulder Creek Academy is now a US Department of State designated sponsor organization and authorized to issue Student and Exchange Visitor Information System (SEVIS)-generated documents such as the I-20 visa for international students approved for enrollment. For more information, contact Paul Johnson at 877-348-0848.

DISCOVERY ACADEMY OPENS NEW CENTER

(August 5, 2008) Guests from throughout North America and the Bermuda Islands recently attended an open house for Discovery Academy's new academic center. The \$3-million dollar facility is an expansion of the school's campus located in Provo, Utah. Discovery Academy is a therapeutic boarding school with separate programs for boys and girls ages 13-17.

NEW HAVEN FITNESS WALK/RUN

(August 5, 2008) New Haven held its third annual 5K race for parents and students in conjunction with the July Family Weekend activities. This is the third year for the walk/race event, which both campuses (Spanish Fork and Saratoga Springs) held on separate Saturdays in the month of July. Over sixty families participated along with teachers, therapists, recreational therapists, and staff from New Haven.

SOAR'S SEMESTER OPPORTUNITIES

(August 7, 2008) SOAR is now offering new semester opportunities, which include: Semester in the Rockies and Yellowstone, Sept. 9- Dec. 6; Semester in the Appalachians, Sept. 8-Dec. 5; Southeast Coastal Semester, Jan. 7- May 3, 2009 and Semester in the Southwest, Jan. 8-May 4, 2009. For more information on all the courses, contact Richard Lance, Director of Admissions at 828-456-3435.

WILDERNESS TREATMENT CENTER IS 25

(August 7, 2008) Wilderness Treatment Center celebrated its 25th year anniversary this August and would like to sincerely thank all of the professionals and families that have supported them throughout the years. They look forward to the next 25 years.

SAN MARCOS SERVES 9-YEAR OLD BOYS

(August 7, 2008) Programming is now available at San Marcos Treatment Center, San Marcus, TX, for boys beginning at age nine. This programming also includes their Prescription Plan. In addition, San Marcos Treatment Center has updated its website. For more information, contact Michelle Miller, Admissions Coordinator, at 512-754-3208.

ANASAZI'S DECEMBER GALA

(August 7, 2008) As part of ANASAZI Foundation's 20-year anniversary celebration, they will be holding a December Gala on Friday, December 5 and Saturday December 6, 2008. Friday's festivities will feature dinner, a reception and awards at the Scottsdale Westin Kierland Resort and Spa. Saturday's activities will be held at the Mesa Arts Center with a BBQ and concert. For more information, contact President/ CEO Michael J. Merchant of ANASAZI Foundation at 800-678-3445.

NWA ACCEPTS FOREIGN STUDENTS

(August 7, 2008) North West Academy is now a US Department of State designated sponsor organization and authorized to issue Student and Exchange Visitor Information System (SEVIS)-generated documents such as the I-20 visa for international students approved for enrollment. For more information contact Dr. Adam McLain at 877-348-0848.

DYNAMY CELEBRATES 39 YEARS

(August 7, 2008) Greg Cappello, Director of Admissions at Dymamy Internship Year, Worcester, MA, 508-755-2571, announced Dymamy Internship will start its 39th year this fall. In addition, several new staff members have joined the team, including Sarah Gilbert as Program director and Advisors Jesse Gingras and Patricia Mallios.

BENCHMARK ALUMNUS ON DEAN'S LIST

(August 8, 2008) Benchmark Young Adult School graduate, Alumnus Philip Furnari, was nominated for the Dean's List at California State University, LA, College of Natural and Social Sciences, because of his outstanding academic achievement. For additional

information, contact Richard Brimhall, admissions at 800-474-4848.

THREE SPRINGS PROMOTES AND HIRES

(August 8, 2008) Three Springs has had several staff hires and promotions. Dana Hampson is now Group Administrator of the Paint Rock and Duck River Programs. Dean Porterfield was promoted to Director of Clinical Programming for Private Programs for Three Springs while continuing as Program Administrator at the Duck River Program. Joining the team is Sarah Raynor as staff psychologist at the Paint Rock Programs and Douglas W. Adams, MD was appointed as Consulting Psychiatrist

THAYER ESCAPEES NABBED

(July 30, 2008) Cameron, MO, Two youths assaulted a security guard while escaping from the Thayer Learning Center located in Kidder Missouri. Local law enforcement apprehended the two and they were taken into custody.

BECKET STUDENTS OBSERVE OWLS

(August 7, 2008) Under the guidance of Forestry and Wildlife teacher, Bill House, Becket students have diligently observed the progress of Peregrine Falcons nesting on Owl's Head cliff located in the Oliverian Valley. For several years, the Forestry/Wildlife class has monitored the cliff, getting an opportune chance to witness the world's fastest animal thriving in their natural habitat. For information, contact Jeff Caron, MEd, at 603-359-5951.

HAPPENINGS AT CLEARVIEW

(August 7, 2008) Clearview students recently served 400+ people at the Annual Noxon Pig in the Park Celebration. In addition, three students graduated the program, with one student attending North Idaho College and two students continuing their high school education closer to home.

VIVE! EXPANDS TO EAST COAST

(August 8, 2008) VIVE has developed an east coast team of therapists to serve families in need of aftercare and early intervention services. The current team consists of Dr. Josh Carpenter, East Coast Parent Coach and Julie Brown, New York Mentor

GREENBRIER'S EQUINE PROGRAM

(August 8, 2008) Beth Ragland, Greenbrier Academy, Pence Springs, WV, 877-788-8422, announced the opening of an Equine program and completion of the stables for the horses. The Equine Program Director is April L. Hart. Hart has 25 years experience operating riding/ training schools of horsemanship, as well as working with special needs program.

NATWC SEPTEMBER CONFERENCE

(August 11, 2008) Tick McClintock, Executive Director of the National Association of Therapeutic Wilderness Camping (NATWC) is pleased to announce the new

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

SEEN N HEARD: Cont. from 25

website of NATWC is up and running in time to preview the NATWC Annual Training Conference, September 21-23 at Villas by the Sea, Jekyll Island, GA. The conference features a State of the Industry symposium, with guests from NATWC, NATSAP, AEE, IECA, OBHC, as well as politicians and college and university representatives. For more information, contact Tick McClintock at 724-329-1098.

STROWD AT NORTHSTAR CENTER

(August 12, 2008) Chesley Strowd has joined NorthStar Center as the Admissions Director. Chesley has a Bachelor of Arts degree in Psychology from the University of Mississippi, and had previously worked at a therapeutic boarding school for six years. For more information, contact Sean Fievet, Executive Director at Northstar Center, 541-385-8657.

CORAL REEF INTRODUCES MY CHOICE

(August 11, 2008) My Choice Program is a new drug free residential therapeutic community for young men ages 18-24 with addiction issues. The program is located in Samoa, and is part of Coral Reef Academy. The key staff consists of Craig Hughes, Residential Director; Allison Hughes, Academic Director; Nathan Sellers, MSW, Primary Therapist; Dortha Mills, MA, Clinical Assistant. Andy Ferguson, MSW, is the new Primary Therapist at Coral Reef Academy, Julia Ferguson is the Parent Liaison and Nick Lawrenson, is the Experiential and Cultural Coordinator of both programs. For more information, contact Bryan Marks, Admissions Coordinator, 702-233-0444.

FALL EVENTS AT LIFESPAN

(August 11, 2008) According to Steven Curtis, PhD, NCSP, Lifespan in Bainbridge Island, WA, is offering the following workshops and groups for parents and children: Puzzling Behavior Support Group for Parents, September 17; Help Your Child Find Success Parent Workshop, October and Navigating the Adolescent Social World for Girls, September 16. For more information, contact Steven Curtis at 866-645-2470.

RECOVERY MONTH AT EXCEL

(August 13, 2008) EXCEL Academy of Texas, Conroe, TX, 800-260-9178, a division of CRC Health Group, will host a variety of activities to celebrate Recovery Month 2008, which will include a breakfast buffet, guest speakers and a BBQ. After lunch, everyone will participate in a simultaneous release of environmentally friendly balloons along with over 100 other CRC and Aspen Education Group programs. For more information, contact Don Vardell, Executive Director.

SHINGLER AT SYCAMORE CANYON

(August 13, 2008) Sycamore Canyon Academy in Oracle, AZ, announced Kathy Shingler as Admissions Manager. Contact Kathy at 520-896-9391 ext 103.

HIRED POWER BRIDGES THE GAP

(August 14, 2008) Hired Power uses certified personal

recovery assistants (CPRA) in its program to bridge the gap between treatment centers and living in recovery at home by collaborating with family members, treatment programs and addiction professionals. For more information, contact Monique Harding, Director of Operations, 800-910-9299 or Nanette Zumwalt, Owner, at 714-964-6730.

REAMER & SIEGEL'S NEW BOOK

(August 14, 2008) Frederic Reamer, PhD, and Deborah Siegel, PhD, (husband and wife) are professors at the School of Social Work at Rhode Island College, and are the authors of a guide for parents and professionals, called *Finding Help for Struggling Teens*. Their new book, *Teens in Crisis: How the Industry Serving Struggling Teens Helps and Hurts Our Kids* will be out this October. For more information on this article, go to the Tehran Times English website.

BLAINE LEAVES DUCK RIVER

(August 14, 2008) Janna Blaine, formerly Director of Admissions at Three Springs Duck River, Huntsville, AL, 931-729-5040, announced she is leaving Three Springs, moving back to Canada to be closer to her family and to start school. Deidre Butte will take the reins as Director of Admissions, a position she previously held for five years.

FERRERO AT SAN CRISTOBAL

(August 14, 2008) Marty Ferrero has joined San Cristobal Ranch Academy as the Director of Recovery and Residential Services. In his new role, Marty will provide leadership for all aspects of SCA's chemical dependency and residential programs. For information contact Don Purves, Marketing Director at 866-918-8383.

MISSION MOUNTAIN TAKES SABBATICAL

(August 15, 2008) After 19 years of service, John Mercer, MS, School Head, and Colleen Harrington, Assistant School Head, Co-founders of Mission Mountain School in Condon, MT, have decided to take a sabbatical from running the school. All of the current students graduated high school, completed the program or transitioned to another placement. John and Colleen thank everyone for their support over the years. The wrap up can be found on their website.

WEIGHT LOSS SCHOLARSHIPS

(August 17, 2008) The New York Times reports several weight loss camps, including Wellspring, offered free or subsidized stays at their summer camps, with applications in the hundreds. Wellspring is seeking corporate sponsors to help provide more scholarships.

GREENBRIER DENIES CHARGES

(August 18, 2008) The Charleston Gazette reported a former employee of Greenbrier Academy for Girls in Pence Springs, WV, has sued Greenbrier Academy. The school's statement denying all charges can be found on StrugglingTeens.com.

SHELTERWOOD OPENS IN MISSOURI

(August 18, 2008) Jane Lawrence, Program Marketing and Admissions for Shelterwood in Kansas City, MO, announced the opening of Shelterwood, a Christian, non-profit residential care facility for troubled teens, and a member of the Doulos Ministries. Shelterwood also has an accredited school on campus. For more information, contact Jane Lawrence at 800-584-5005.

BRAIN A TRAUMA SPECIALIST

(August 20, 2008) Jeff Brain, MA, Vice President for External Relations and member of the counseling staff at The Family Foundation School, Hancock, NY, 845-887-5213, has recently been certified as a clinical trauma specialist by the National Institute for Trauma and Loss in Children, a national program based in Michigan. Many of the troubled teens served by the school have experienced physical or sexual abuse, rape, death of a parent or other traumatic episode, and the school is increasing its emphasis and expertise in the growing field of trauma intervention with specialized training for its counseling staff. For more information, contact Ann Kozak, 845-887-5213.

TIMBER RIDGE GRADUATES TWO

(August 19, 2008) Two students have graduated the program at Timber Ridge Preparatory School for Girls. Megan Casey will attend North Virginia Community College and Ashlie Conley will complete her senior year in high school. Congratulations to both from everyone at Timber Ridge.

OLIVERIAN TEACHES CPR

(August 20, 2008) Students at The Oliverian School in Haverhill, NH, participated in an on-campus CPR instruction course. Students learned how to perform CPR and First Aid on adults, children and infants, as well as how to use various AEDs. Students also demonstrated how to respond to a choking situation. All students successfully passed the course and many students said they learned much from this course because of the very realistic approach the instructors used with role-playing activities.

PRIVATE SCHOOL FAIR UPCOMING

(August 20, 2008) Andrew Stawicki, Owner of Our Kids Publications, Ltd in Mississauga, Ontario, announced the Vancouver Private School Fair will be held November 15, at the Empire Landmark Hotel. For more information, contact Agnes Stawicki, Managing Editor, Special Projects, 905 272-1843, Ext. 31

FURBUSH OF OPI INTO DBT

(August 20, 2008) Misty Furbush, MFT, Optimum Performance Institute (OPI) therapist, will attend specialized training for Dialectical Behavior Therapy (DBT) certification in order to train other OPI therapists in this technique. The training will be done at the Portland Dialectical Behavior Therapy Program in Portland, OR. Ms. Furbush is Director of Milieu Services and Staff Development at OPI in Woodland Hills, CA.

FAZZOLARI AT PHOENIX OUTDOOR

(August 20, 2008) According to Sue Crowell, SVP Outdoor Division for Aspen Education Group, Jennifer Fazzolari was appointed Executive Director of Phoenix Outdoor in Roswell, GA. Jennifer joins Phoenix Outdoor with eight years of experience managing therapeutic programs. She previously served as director at both Parkersburg Treatment Center and Pressley Ridge Schools in West Virginia.

VALLEY VIEW'S NEW WEB SITE

(August 20, 2008) Valley View School has an exciting new web site that gives a clear overview of Valley View and a personal letter posted from the Director. For more information, visit their website.

RUTZKES VISIT WOODBURY REPORTS

(August 20, 2008) Frank and Jacqueline Rutzke from Grace House in Thompson Falls, MT, 406-827-4208, stopped by Woodbury Reports, Inc. to discuss their new program, which is designed as a girls' residence for Arts and Creative Education, accepting girls ages 12-19. For more information, contact Jacqueline Rutzke.



ABC 20/20 TO AIR ADOPTION DISRUPTION

(August 20, 2008) According to Joyce Sterkey, Director of The Ranch For Kids, Eureka, MT, 406-889-3106, ABC's 20/20 is planning to air a program about adoption disruption on September 5th, 2008, which was filmed in part at The Ranch For Kids. The September date is the most recent rescheduling, so the actual airing could be later.

Whenever children are gathered into groups by compulsion, a pecking order soon emerges in which malice, mockery, intimidation of the weak, envy, and a whole range of other nasty characteristics hold sway.

~ John Taylor Gatto

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