

# Places for Struggling Teens™

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

October 2008 - Issue #170



## WHATEVER HAPPENED TO 'LATCHKEY KIDS'?

By: Lon Woodbury

A big issue in the 1980s and 1990s was the phenomena of what was called Latchkey Kids. Essentially, this was seen as a byproduct of the expansion of two-income families and single parents, that is, kids were on their own after school because there were no adults at home.

The concept of kids raising themselves and being on their own without adult supervision in the afternoon and early evening was considered dangerous and a serious problem. Since then, we have an increasing percentage of two-income families and more single parents, but the problem of latchkey kids seem to have gone away, at least so far as public discourse. If we are to believe the news media, the problem seems to have gone away and maybe even been solved.

What happened? Has the problem been solved and Latchkey Kids a problem only of the past? Have parents learned how to juggle their schedules so an adult is at home when the kids return from school? Have day care and after school activities expanded so there is a place for children to go so they no longer are without adult supervision?

I don't think so. The network of private parent-choice residential schools and programs are full of children that in the past would have been called Latchkey Kids. Many of the students in these schools and programs have been raised by their peers, learned to accommodate to and listen to negative peer pressure, and are used to ignoring adult influence.

Being motivated by a natural desire to control their own lives and be accepted as adults, but not yet allowed the rights and responsibilities of adulthood, they have looked to peers for guidance and to develop their life style in irresponsible activities of expanded childhood with few if any responsibilities. Those who succumb to this adult-free lifestyle often make self-destructive decisions and desperately need the intervention offered by Emotional Growth/Therapeutic schools and programs to help them out of peer driven life styles. These kids still need adult help in order to grow up!

The disappearance of the concept of Latchkey Kids as a problem might be an example of what sometimes is called "defining deviancy down." What used to be considered a serious problem is now considered a normal part of

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#### DIRECTORY OF TEXT MESSAGE SHORTHAND

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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.

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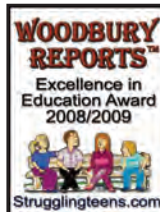
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**Larry Stednitz, PhD**

“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™**.

## **LATCHKEY:** Continued from 1

adolescence and is simply accepted as a fact of life. We have gotten used to the existence of Latchkey Kids. So far as public discourse, it is no longer considered a problem. It seems to just be part of the reality in our society we have to accommodate.

However, those of us who work with struggling teens are aware that not only does the problem identified in the past as coming from Latchkey Kids still exist, it seems to be expanding. We seem to be seeing more kids who are living totally without any parental or adult supervision or control at all, not just in the afternoons after school. The numbers of teens in juvenile justice facilities are increasing, especially among females. Research is showing that more and more young people are refusing to grow up and are avoiding adult responsibilities into their twenties and even older, especially among males.

The problems that were identified as coming from the existence of Latchkey Kids in the last decades haven't gone away. Perhaps we don't hear about them any more because it understates the problem of teen and young people's self-destructive decisions due to lack of adult supervision or control.

"Home Alone" only after school is maybe only a minor factor contributing to the phenomena of the apparently expanding teen culture, where teens exist independently from adult influences, rejecting adult responsibilities and developing more self-destructive tendencies. Apparently we don't hear about Latchkey Kids anymore because the problem has become so much more that words fail us. However, in the schools and programs in our network, the problem remains obvious.

About 1 in 5 Americans have some kind of disability, and 1 in 10 have a severe disability. And, with the population aging and the likelihood of having a disability increasing with age, the growth in the number of people with disabilities can be expected to accelerate in the coming decades.

~ Census Brief, Dec 97  
US Department of Commerce

## **WORK DETAIL: INSIGHT OR PUNISHMENT?**

By: Laura Morton

Your child's group leader is on a phone call with you and he tells you your child was placed on work assignment today due to an outburst that occurred in his group therapy.

(Please note: work assignments (a/k/a work detail, chores, etc) are often a source of controversy, mainly due to the name, yet are quite useful for many reasons. They teach a child beginning, middle and end which are often the foundations for creating a positive long-lasting work ethic, for learning to finish that which is started and creating value for them in accomplishing a job well done. Yet, the child will put a spin on it and complain about the work and deem it "abusive".)

Based on his actions (throwing a chair in group), he had gotten out of agreement with the rules at the school/program and his work assignment was designed to assist him in slowing down and taking a look at the consequences of those actions.

He has been put on work assignments for creating unsafety in his group and will be given direction on both the physical part of the work assignment and direction for the contemplative aspect of the assignment. (In laymen's terms, it means slowing down and taking a look at your actions. Why did you throw the chair? What were the feelings that got kicked up for you in there? And what could I have done instead.)

The group leader tells you that your child will still have their assigned phone call tonight and that your child himself needs to tell you about the incident that occurred, what his work assignment was and what he got out of it (understanding the emotions that are related to what happened in group).

In response, as a parent, it is important to not buy into the negativity and possible manipulation your child will throw at you concerning his consequences, placing the blame on the school, his group leader and even you for "making him go to this stupid school," trying to create a wedge between you and the school. Instead, your job on this phone call is to deflect his pessimism and keep the conversation on track. The following is an example of how a parent should handle this kind of phone call.

Continued: **WORK DETAIL/** pg 4



**WORK DETAIL:** Continued from 3

When the time arrives and the phone rings you ask him about his day.

From the other end of the phone, your child is complaining about having to do a work assignment which consisted of splitting and stacking firewood (or weeding in the garden or deep cleaning the dining room, etc. etc.)

The conversation goes something like this:

**Child:** Yeah...they made me work all day long. I had to wear work boots and carry around a water bottle with me all day.

**Parent:** Well, why did you get put on work assignments?

**Child:** I don't know

**Parent:** Did they tell you why?

**Child:** yeah

**Parent:** And what did they say?

**Child:** A bunch of lame stuff, like breaking the rules and taking safety away from the school and others. I don't know, I think it's a bunch of bull anyway.

**Parent:** So, (my darling child) what rule did you break?

**Child:** No big deal...I got mad in my group today and threw a chair. There was a kid in there that ticked me off and I didn't want to listen to him anymore, so

I got up and threw my chair out of the way. It's not like I threw it at anyone!

**Parent:** So, tell me about your work assignment.

**Child:** I had to split like a million logs and then stack all of it. I told them my parents didn't send me here to do all of their manual labor.

**Parent:** Well, good for you, learning how to split wood! Did you get a lot done?

**Child:** yeah, enough to stock the wood bin in the main house.

**Parent:** Good work. I bet the other kids will be glad to have that wood for a fire this evening. Good job. So, why did you get so mad and throw the chair in group today?

**Child:** Cause that other kid was making me mad. I didn't like it when he was asking me questions about why I was at the school and how I really felt about being there. It was like everyone was looking at me and waiting for me to answer and I got embarrassed.

**Parent:** So, then what happened?

**Child:** I wanted to say I hated it here and I missed home. But I started to get sad and I didn't want to look like a wimp, so I got mad and told them to "back off."

**Parent:** Well, what could you have done instead?

**Child:** I could have told them how I really feel. And I guess I kind of scared some of the other kids that

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were in there. My group leader said that some of the kids have had some hard times with violence and that what I did kicked up stuff for some of them and that I made it unsafe for them.

**Parent:** Sounds like you learned some things from this and I am proud of you for telling me about this and for being honest with me.

For this child, slowing him down and giving him a chance to think about his actions gave him the chance to examine his feelings, give back to the school (via a fresh stack of split logs for a cozy fire) and allowed him to open up and communicate honestly with his parents about his behavior, his feelings and the end results.

**About the author:**

*Laura Morton works for Woodbury Reports, Inc. She has over 20 years working in various positions in the parent-choice private program industry, including as a team leader.*

Depend on the rabbit's foot if you will, but remember it didn't work for the rabbit.

~ RE Shay

## TEN STEPS TO EMPOWERING AND LAUNCHING YOUNG ADULTS: Part VIII

By Randy and Colleen Russell

In this issue we look at the eighth 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.**

### Enlist support for mentoring your child through adolescence.

Several years ago Hilary Rodham Clinton wrote a book entitled *It Takes a Village: And Other Lessons Children Teach Us*. Clinton recognized the positive and negative influences individuals and groups have on the young minds of children. She advocated that we consciously create villages to support the basic needs of all children so they can grow up healthy and happy. Villages (filled with positive role models) are

Continued: TEN STEPS/ pg 6



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## TEN STEPS: Continued from 5

especially important when it comes to moving a young person through the transition into empowered adulthood.

Parents, schools and churches are the natural support systems for preparing and launching a young adult. These systems may, however, lack the understanding or the agenda to successfully guide this launch. Some young people find support here; others feel lost, down and frightened about growing up. They lack trust in the adults and authorities around them. Some young people may appear to be doing well on the college track but finish college with no direction or training for "real life." This is where mentors can help.

We would also like to point out that there is a difference between preparing someone solely for "success" in this consumer culture and preparing someone for a "purpose-inspired" life. The later requires mentors who can guide the initiate through a soul-searching exploration which leads to authentic adulthood and service.

Tribal cultures were adept at providing mentors and elders for launching their young people into adulthood. As soon as a child reached puberty a mentor or elder would move in to help the child use

his or her natural abilities for self-exploration and for finding a meaningful service. They would use the child's curiosity, propensity for risk and youthful energy and set up experiences that would allow the child to harness this energy for the well-being of the tribe. The pubescent child would be put through a formal "rites of passage" that would formally end childhood. They would move from dependency on parents to becoming contributing members of the tribe. The last step before adulthood was initiation and welcoming them into adulthood.

A child in Western culture will often hate it when a parent tries to give advice. They can hear advice from other people like aunts, uncles or grandparents, even when they are saying the same thing the parents are saying. This happens because the child is trying to separate and become the authority of his or her own life. They feel belittled and disempowered when parents offer advice.

It's wise not to take this distancing personally. Look around at how you might find other trusting people to mentor your young person. Our first suggestion would be to create a larger support community before your child reaches puberty. Start sharing adventures with other families who have children and finding elders to invite on family outings. Sometimes you

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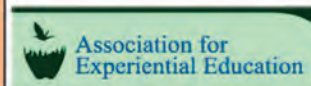
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can enlist the support of relatives. Even long distance relationships can be helpful, but also have local support, even if they are not related. Sometimes relatives may not be capable of giving the best support. Find individuals that you feel good about what they will provide your child.

There are programs for young adults which provide essential life training rarely available in traditional schools. These programs provide mentors who consciously guide the young adults through the missing developmental components necessary to make the passage into authentic adulthood and leadership. Colleen and Randy have founded two of these schools, Life Designs Ranch and our newest program, Launch Training.

There are wilderness and society-based trainings to assist stalled or depressed young adults who haven't fully launched into adulthood. Other programs provide valuable services for young people caught in addiction. Most of these programs are listed here at [StrugglingTeens.com](http://StrugglingTeens.com).

Training is also available for those adults who would like to learn to be an effective mentor. Our *Parent Workshop for Empowering Young Adults* assists parents and mentors with the tools to effectively launch their adult child. Jon Young, Mark Morey and Paul Raphael conduct *The Art of Mentoring* workshops worldwide, providing invaluable experience and understanding for making the most of the human experience ([www.8shields.org](http://www.8shields.org)). Jon Young has a new book out, *Coyote's Guide to Connecting with Nature* that provides both the secrets to mentoring and incredible routines that inspires positive transitions. A very detailed understanding of the journey into authentic adulthood can be found in Bill Plotkin's book, *Nature and the Human Soul*.

You, as a parent, are still needed to hold boundaries,

provide safety, and guide the transitional experience while your young person is an adolescent. It isn't yet time to trade parenting for friendship. This happens after the next transition; the one into adulthood.

**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). Additional links on information in this article are *Life Designs* [www.lifedesigns.com](http://www.lifedesigns.com) and *Coyote's Guide To Connecting with Nature*. [www.coyotesguide.com](http://www.coyotesguide.com)

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~ Diane Ravitch



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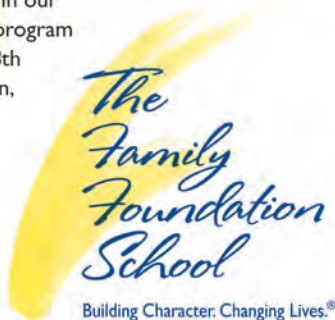
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## VISITS...

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Visit by: Pamela Tedeschi, July 2008

On a gorgeous July morning, a small group of educational consultants toured Little Keswick School. The 45-year-old school sits on 25 bucolic acres and is located seven miles from the historic University of Virginia in Charlottesville. The lush, wooded grounds include a stable, pool and fishing pond that provide a peaceful backdrop for this therapeutic school. The edginess one develops living in the DC area was replaced with a relaxed feeling as my group strolled along the campus.

In the summer of 1963, Robert and Elizabeth Wilson started a small boys' camp. They opened their home to provide study skills and healthy outdoors fun, canoeing and hiking in the nearby Blue Ridge Mountains. After three summers, several parents asked the Wilsons to start a year-round program. In the early years, the boys at Little Keswick School lived in the Wilsons' home and ate at their kitchen table. As the school grew, more buildings and staff were added. Today the committed, knowledgeable staff of 40 works with the 31 boys at the school. Although the Wilsons still live on the school property, Headmaster Marc Columbus and Director Terry Columbus have run the school for many years. Terry has worked at the school for 32 years; her husband joined the school 15 years ago.

I first visited Little Keswick in July 2000. At the time, I was impressed with Little Keswick's program for pre-teen and teenage boys. They accepted and worked with boys who had IQs ranging from the 70s to the 140s. Some of the lower-functioning boys would stay as long as seven years. The old dorms were built many years ago when Little Keswick was still quite young; they resembled camp cabins.

If you have not visited the school in the past year, you need to return. The school has evolved. The dorms and academic buildings have been rebuilt and are state of the art. They no longer accept students with low IQs; their current population has IQs that range from low average to very superior. Terry and Marc have kept the best parts of the program from years ago and improved other areas.

The current population is comprised of complex, complicated boys. They may have LD, NLD, Aspergers, bipolar disorder, anxiety, depression, OCD, ODD, ADD; many of the boys have a



combination of two or more of these problems. These are naive boys, not street-savvy, substance-abusing boys. The age range is from 10-17, though they must be no older than 15 at the time of admittance. The average age is 12 ½, and the average length of stay is about two years.

The clinical team carefully reviews all testing and supporting documents for each applicant. If the student looks appropriate, he is asked to come for an overnight visit before being accepted. This helps to ensure that new students will fit into the community. There is a strong family component and parents must agree to be involved with the program as a condition of their son's acceptance.

The students are housed in three dorms according to their ages. There is also a guided independent living dorm for some of the older, more mature boys. Each dorm is a little community. The inviting dorm rooms house one or two boys each. Each dorm has a sitting room (where students can meet privately with parents or new visiting students can spend the night), a room for the night staff, and a comfortable lounge with board games. The games are used for fun and to build social skills. This homey atmosphere helps each boy to feel comfortable. Nightly dorm meetings serve as group therapy and a time to wind down for the evening. These meetings usually have a theme that enhances goals the boys are trying to achieve. All rules and the reasons behind them are clearly and positively stated at eye level.

Little Keswick School uses points, levels, a token economy and positive reinforcement to help the boys work towards their goals. The residential piece and educational piece are based on a relationship model. Students receive one or two sessions of individual therapy a week. Marty Thomson, the Clinical Director, has developed a wonderful curriculum called *What We Learn: A Guide to Success at Little Keswick*. The handbook is colorful with easy to understand information and amusing pictures. It illustrates several different skills broken into steps and levels.

The school calendar is similar to that of a boarding school with one exception: the boys also attend school for a six-week summer program. All vacations are carefully planned with each student, his family and Little Keswick staff to help the student to practice his new skills at home. The summer program includes a morning of academics and an afternoon of electives.

All of the academic classes are housed in the new building. Each spacious room has four computers, and every class has a lead teacher and an aide with at least a Bachelor's degree. The maximum class size

Continued: **KESWICK/** pg 10

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## **KESWICK:** Continued from 9

is eight boys. The classrooms were cheerful and the students were engaged. All of the boys were dressed neatly in casual summer clothes. A variety of teaching approaches are used to promote academic growth. One group of boys in math class eagerly showed us how to solve the weekly brainteaser. In an English class, the students were participating in a lesson about the parts of speech. Several boys had their hands raised, ready to answer questions. In a third class, two students worked diligently with two adults on individual work. As our group walked through the academic building, I saw calm, interested students in the process of learning—not something one often has the pleasure of observing in the middle of the summer.

The tuition is \$92,000 a year. If the student needs to work with an occupational therapist, a speech therapist or a private tutor, there is an extra cost. We were lucky enough to observe one student in OT. He seemed slightly annoyed that we were interrupting his session and was eager to get back to work.

The electives and clubs are every boy's dream. Daily electives rotate and include horseback riding, art, woodworking and athletics. Clubs are based on students' interests and may include chess, board games, extra woodworking, Boy Scouts, fishing, etc. Little Keswick's basketball and soccer teams play

against other small schools. Weekends may include outdoor adventures, going to a UVA sporting event, shopping for school supplies and fishing on campus. All boys learn to give back to the community through community service.

What is next for the boys when they graduate from Little Keswick? The options vary according to their needs. Some go home to public schools, others attend small independent day schools and others attend a range of boarding schools. One thing is certain: the boys all have a new set of skills to use in school, at home and in life.

Little Keswick is licensed by the Commonwealth of Virginia Interdepartmental Regulation of Children's Residential Facilities, and the Virginia Association of Independent School Educational Facilities. The school belongs to the Small Boarding School Association, the National Association of Private Special Education Centers and is a full member of NATSAP.

### **About the Author:**

*Pamela Tedeschi, [pam@gkrivin.com](mailto:pam@gkrivin.com), is a Certified Educational Planner and Educational Consultant with Georgia K. Irvin and Associates, 301-951-0131, [www.gkrivin.com](http://www.gkrivin.com), in Chevy Chase, MD, specializing in day, boarding and therapeutic school placement.*

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

Visit by: Larry Stednitz, August 4, 2008

Sunrise Academy is a licensed residential treatment program located in Hurricane, Utah. The program has a capacity of 32 girls and is designed to address the unique needs of young women. The program works with girls who have a wide range of diagnosis and behaviors.

The last time I visited Sunrise Academy was about six years ago. Although a fledgling program at that time, Sunrise provided basic residential services, but lacked a clear definition of their milieu and struggled with coordination between residential services and the clinical services. These issues have been resolved and the leadership team has produced a tightly coordinated program and the milieu has evolved into a strong treatment program.

The executive director, Dave Prior, emphasized his team's efforts in refining the inter-department coordination. Corey Hickman, the residential director, stressed the importance of all disciplines and the

importance of their working closely together. I was able to attend a multidisciplinary case conference and it was clear that at Sunrise, all disciplines play an important role in carrying out the treatment of their girls.

Sunrise has a well defined milieu and a skilled multi-disciplinary team. An extensive fitness program has been developed and all girls who enroll at Sunrise Academy develop a comprehensive fitness plan. The fitness program includes running, bicycling, swimming, yoga and dance. This aspect of the program importantly involves all disciplines, including teachers, direct care staff, clinicians and administration staff. The fitness program not only helps the girls, but staff as well. A large number of staff participate with the girls, resulting in a common purpose and that is effective in the development of positive relationships between staff and the girls. Joel Beckstrand, the academic director, lost over forty pounds participating in the fitness program. Joel also has improved the academic component by moving away from BYU distant learning to textbook teaching of the State of Utah academic curriculum.

Along with the fitness milieu program, Sunrise utilizes a Family Systems model driven by an "Authoritative Guidance" philosophy. This component of the program requires all to be involved in a nurturing, supportive

Continued: SUNRISE/ pg 12

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**SUNRISE:** Continued from 11

environment. Sunrise believes that students must learn that trust, respect and communication are essential to the development of healthy relationships.

The clinical department is directed by Jack Hinman, PsyD. The clinical component emphasizes the importance of providing creative clinical services unique to each girl's needs. The ratio of clinician to girls is one to eight, allowing flexibility in the provision of services. Dr. Hinman, formerly a clinician at Island View RTC, said that although each girl's clinical progress is officially documented each month, it is not uncommon to hold two or three treatment reviews a month depending on the needs of the girls. Individual and family therapy are provided weekly and specialty process groups are held five days per week.

Substance abuse groups utilizing the SMART Recovery approach are integral to the programming. DBT sessions are also provided as a basic aspect of weekly groups. Dr. Hinman is foundationally trained in DBT.

I met with two of the girls who had been at Sunrise, three and five months respectively. The girls spoke of their difficulties prior to Sunrise. Both felt that they were making progress and grateful to be at Sunrise. Of particular importance to the girls were the values incorporated into their level system. The levels were identified as Discovery, Belonging, Integrity, Independence, and Generosity. Each value level coincides with developmental progress within the program. For example, Discovery, the first level, stresses the importance of family, respect for self and others as well as an emphasis upon supporting others.

I also spent time watching a dance class in operation, several girls cooking and girls relaxing in the living room. They appeared to be relaxed, well dressed and well groomed. The atmosphere was pleasant and the girls were enjoying themselves.

Overall, Sunrise has arrived at a place where the clinical, direct care staff, teachers and administrators have reached a good level of smooth, integrated functioning. Located in a business district of Hurricane, the program has expanded its back yard into a large grass covered area and includes a small sized Olympic style pool. The area is large enough for the girls to spend time and obtain a feeling of isolation from the neighborhood. The proximity of Sunrise Academy to businesses enhances the older girl's opportunities in working and participating in the community.

Utah has a number of small residential treatment programs of approximately the same size as Sunrise. Sunrise Academy provides a good value for its families. Sunrise Academy is accredited by the Northwest Association of Schools and licensed as an RTC by the State of Utah.



# WISDOM RANCH SCHOOL

Arco, Idaho  
John Tucker, Admissions  
208-527-4750  
[john@wisdomranch.org](mailto:john@wisdomranch.org)  
[www.wisdomranch.org](http://www.wisdomranch.org)

Visit by: Peter Sturtevant, April 22, 2008

It was great to see Wisdom Ranch School so grown up after my last visit several years ago. The place “felt” the same in many ways: relaxed, informal, boyish—the kind of school Huck Finn could have chosen had he the chance. This isn’t to say that time at the Ranch is like floating down a river. The school is well-developed and the administrators, teachers and staff are smart, committed, experienced and serious about reaching each boy personally and intellectually. How often do you see Hamlet successfully taught in a yurt on an Idaho cattle ranch to teenage boys, most of whom have become actively allergic to school and learning?

As I adjusted my internal gyroscope to the sudden transition to ranch place and time from the “rat race” pace of my work, I noted how simply the expanse and scale of this secluded community ten miles down a dirt road outside of Arco was phenomenological. As I allowed myself to feel how different this must be for boys who have become so estranged from feeling good about their accomplishments and their relationships, I fell into preachy thoughts about the ills of a technologically-oriented, capitalistic society as it relates to the challenges of growing up whole, clear, confident and settled. Let’s just say that for most boys, experience over time at the ranch provides natural rhythms and structure, helps patiently develop responsibility and accountability for their community and for the ranch itself, and encourages solid and engaging academics in which each boy takes a central role in his learning guided by purposeful and caring and connected adult mentors.

Let’s not forget this is a ranch. The notion of a “ranch” in our work usually either speaks to a rugged, behaviorally-oriented setting or a pleasant campus with a Western feel and experiential options. Each of these settings serves a good purpose for the right child. Wisdom Ranch raises 250 head of cattle for market, and each year the boys play a vital role in the care of the herd, including all-night watches during the birthing season, raising winter feed for the cows, irrigating fields, participating in the annual cattle drive to distant pastures, care and feeding of the horses and even operating heavy equipment.

Continued: WISDOM RANCH/ pg 14

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## **WISDOM RANCH:** Continued from 13

When I was greeted by the three principal founders of WRS- Monte MacConnell, John Tucker and Tom Harvey- who have been here since its humble beginnings seven years ago, we looked across to the east and observed a number of boys on horseback moving part of the herd up into a fold in the hills. When I inquired if this was a special activity, from Monte’s easy manner, it was clear that this was simply part of ranch life.

There are other opportunities to work with one’s hands, whether that means performing individual senior “projects,” building things out of wood or metal, working on ranch vehicles, or taking and developing photos in the school’s darkroom. Some boys on occasion will play sports for the local high school, and there are boundless opportunities for regular outdoor recreation from skiing and snowboarding, to fishing and camping, to snowmobiling, riding horses and even golf, though I doubt this takes place on the nearby lunar landscape of Craters of the Moon National Monument.

Wisdom Ranch is an educational setting in the fullest sense of the term. In this way it is “therapeutic,” though the approach is natural, relationship-based, experiential and cognitive—not clinical. Students

receive lots of feedback and support but they are not coddled. A boy may be struggling, sensitive, immature or simply lost and looking for deeper connection with himself and his world and--if he is open to the experience of living in a rustic community that is active and educational--there is the probability that he may just find it here.

Parker Palmer, the renowned Quaker educational philosopher, writes eloquently about the need first to conceive of schools in terms of community and relationship and speaks about a kind of “malaise” that has affected our educational institutions. Here, he could be talking about the kind of “pain” that seems to overwhelm the kids we work with on many fronts: school, family, community.

I call the pain that permeates education “the pain of disconnection.” Everywhere I go, I meet faculty who feel disconnected from their colleagues, from their students and from their own hearts. Most of us go into teaching not for fame and fortune but because of a passion to connect. We feel deep kinship with some subject; we want to bring students into that relationship, to link them with the knowledge that is so life-giving to us; we want to work in community with colleagues who share our values and our vocation. But when institutional conditions create



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more combat than community, when the life of the mind alienates more than it connects, the heart goes out of things, and there is little left to sustain us.

Here Palmer contemplates what each of us feels at times in our world--a sense of disconnection and lack of life-sustaining purpose.

Great schools feel like communities, not institutions or "programs;" they educate each person within the community to invest in the notion of becoming caring citizens, critical thinkers and lifelong learners and teachers. An authentic community respects and empowers each individual while keeping somehow sacrosanct the notion that the community itself has greater meaning than any one person. Within this careful, almost intuitive balance, a community feels alive and, at its best, inspiring and serves as an antidote for the well-documented isolation and anxiety of contemporary society.

Wisdom Ranch provides such a community. Here, students are respected with expectation, with regard for their self-worth and capabilities, and they are given the caring, natural structure they crave that comes with life on a working ranch staffed by intelligent and progressive educators who balance limits and freedom in a thoughtful way. It would be

much easier to manage the place with more rules and systems- much easier on the staff and the kids. But--sophisticated education is hard, messy and patient and requires good judgment and constant communication. I know of no other learning community which blends sophisticated mentoring, coaching and teaching with the real experience of living and working in what's left of the authentic American West.

*Peter Sturtevant is an educational consultant practicing in Washington, DC. 202-333-3530  
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[www.schoolcounseling.com](http://www.schoolcounseling.com)*

Here was the way to produce a perfect slave. Demand from him unconditional submission, impress upon him a sense of innate inferiority, and instill in him a sense of complete dependence.

~ Martin Luther King, Jr.

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*[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]*

### SALEM RANCH

Flanagan, Illinois  
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[www.salemranch.com](http://www.salemranch.com)

Salem Ranch is a licensed residential Christian boarding school for young men ages 12-18 years old who have issues with substance abuse, running away, truancy, poor grades, disregard for rules and curfews, violent outburst and hostility at home toward family members, sexual promiscuity and body disfigurement.

The original Salem Orphanage changed its name in 1944 to Salem Children's Home and in 1985 the introduction of an equine program became part of Salem's ministry. In 2001, with the integration of academics, life skills training, equine experience and Christian based teachings, Salem Ranch was developed. Salem Ranch became a licensed boarding school in 2006. Administrative staff at the Ranch includes Brent Ketring, MDiv, is the Executive Director, Mike Hansen is the Principal and Jo Simmons is the Equine Director.

Students at Salem Ranch participate in Christian counseling with daily devotions, Bible studies, chapel, church, Sunday school and youth group and individual therapy and equine therapy.

Approximately 70 horses are donated annually for the students to tend. This includes feeding, grooming, cleaning the stalls, learning to ride and show the horses, and taking part in training. They also take an active role in conditioning and preparing the horses for the Ranch's annual auction.

Salem Ranch is located on 100 acres, with a gymnasium, tennis courts, a ball field, a park, an equine center with a heated indoor riding area and a heated wood working shop.

*[This information came from the Salem Ranch website.]*



# SANTIAM CROSSING SCHOOL

Scio, Oregon  
Kirsan Rostad, Director of Milieu Services  
503-394-4294  
[www.santiamcrossing.com](http://www.santiamcrossing.com)

Santiam Crossing School, operated by Catherine Freer Wilderness Therapy Programs, is a co-educational outdoor therapeutic school for young men and women ages 13 to 18 years old. This program is designed for teens who have completed a therapeutic wilderness program and struggle with issues that may include alcohol and drug abuse, academic difficulties, anger and defiance, depression, low self esteem, negative peer relationships, impulsivity or hyperactive behaviors.

Founded in 2004, Santiam's team of key staff includes Kirsan Rostad, MA, the Director of Milieu Services, Dan Coyle, CADC-1, the Director of Program Services, David Scully, LCSW, CADC, Clinical and Family Services Manager and Kevin Riley, LCSW, CADC-1, Clinical Director of both Santiam Crossing and Catherine Free Wilderness Therapy Programs. Santiam Crossing is accredited by the Northwest Association of Accredited Schools and a member of NATSAP.

Students participate in academics, individual and group therapy, camp chores, homework and group projects on campus Monday through Thursday, leaving campus Thursday evening for a wilderness adventure activity that may include climbing, river rafting, mountain biking or horsemanship, returning to campus Sunday evening. Students reside in tent cabins equipped with wood stoves housing up to twelve students each and staffed by two live-in counselors. These same tent groups do their own cooking and clean up at a designated cooking area in their campsite.

Parents take part in family therapy with their child via twice-monthly conference calls and participate in on-campus therapy one weekend a month. Partnered with Next Step for Success, parents also participate in parent coaching sessions during their child's enrollment.

*[This information came from the Santiam Crossing School website and brochure.]*

A great man is he who has not lost the heart of a child.

~ Mencius



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Telos Residential Treatment, LLC, is a small, residential therapeutic program designed for young men, ages 13-17 years old and grades 7-12, who struggle with depression, anxiety, low self esteem, drug abuse or may have learning disorders, social problems or have experienced self harm or adoption and attachment disorders.

Heading the team at Telos is Craig LaMont, CEO, founder and the President-elect of the National Association of Therapeutic Schools and Programs (NATSAP); Tony Mosier is the Program Director and Greg Rush is the Director of Clinical Services. Telos is accredited by the Northwest Association of Accredited Schools and a member of NATSAP.

Students attending Telos participate in individual therapy, family therapy and daily 60 minute groups that explore areas that may include substance abuse,

emotional management and specialized group issues. Recreational therapy includes daily peer group runs and fun recreational sports that consist of mountain biking, hiking, snowboarding and camping. A unique aspect at Telos is triathlon training, which happens two hours a day, six days a week, with students divided into three groups at respective levels, with the idea that triathlon training is a natural extension of the skills students learned at their respective wilderness programs and helps students challenge their inflexible ideas of what they think is possible for themselves.

Class sizes at Telos are small with 6-8 students per class. Parents can monitor their child's academic progress using Telos' Powerschool online tracking system. Academic tutors are available as is a 12 week SAT/ACT preparation class.

*[This information came from the  
Telos Residential Treatment website.]*

If everything's under control,  
you're going too slow

~ Mario Andretti




Photo by Skyler Jensen

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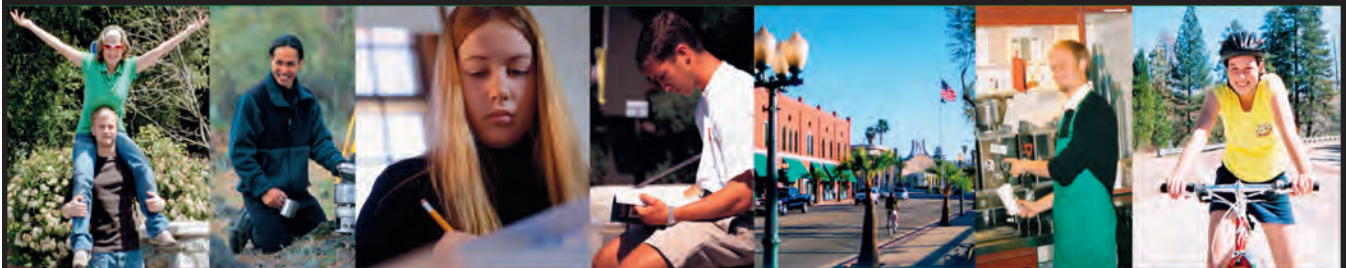
Wingate is a wilderness therapy program for young men and women ages 13 to 17 years old with emotional and behavioral issues that may include anger, depression and anxiety, eating disorders and low self esteem, lack of motivation, struggles with academics, learning differences, ADD, OCD, negative peer relationships and substance abuse.

Shayne Gallagher is the Executive Director at Wingate and has been working with adolescents since 1986. Scott Hess, MA, LMFT is the Clinical Director and a Primary Therapist. Clark Hammond, PhD, LMFT, and Amy Jeppeson, LMFT, are also Primary Therapists.

With an average length of stay of eight weeks, students begin their stay with an in-depth clinical assessment and individualized treatment plan. Therapists are in the field with their students two days a week and conduct individual and group therapies. Family participation is included in their program, with a parent seminar during the first part of their child's stay, weekly phone calls with the primary therapist and a graduation ceremony at completion of the program. Wingate works with the family, student and next program to prepare for transition to the next step, setting the expectations prior to enrollment.

Wingate operates in the western section of the Grand Staircase-Escalante National Monument situated between Lake Powell and Zion National Park, which creates a backdrop for students to learn primitive skills including bow drilling, leatherwork and hand-made musical instruments.

*[This information came from the  
Wingate Wilderness Therapy website.]*



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## EXTENDED INSIGHTS... DISCOVERY ACADEMY OPEN HOUSE

Provo, Utah  
 Brent Hall, Executive Director  
 Mari Allman, Admissions Director  
 801-371-2121  
[www.discoveryacademy.com](http://www.discoveryacademy.com)

Visit by Judith E. Bessette, EdD, July 29, 2008

On a warm sunny day in late July, I had the pleasure of attending an Open House for the new \$3 million dollar Academic Center Discovery Academy (DA) has built on its compact campus in downtown Provo, Utah. All of the staff there — from the Academy as well as Discovery Ranch, Oxbow and RedCliff Ascent — were excited and anxious to show off the new space. And...with good reason!

This new building was designed with the program in mind. It's both beautiful and functional. Kudos to Admissions Director Mari Allman who served as the resident interior designer for this project. Various aspects of the layout reflect the *process of discovery*; that is, the experiential process which is at the center of therapy, academics and residential life at Discovery Academy. Developing strong and healthy relationships is a hallmark of the Discovery process.

The classrooms are small — but that's in keeping with the small-sized classes at Discovery Academy. Students have specialized learning plans. The classrooms support individual work and also have a place for one-on-one teaching opportunities between student and teacher. The academic staff have the credentials to serve kids with learning differences as well as kids who can handle AP classes.

The new building now houses the girls' dormitory — a boon for the boys who will continue to be housed in the vintage buildings — because their dorm rooms are getting a new look. The current set-up houses boys in groups of twelve. Because the former girls' space is now available, each dorm grouping will be reduced to eight and each group will have a comfortable sitting area in their dorm space — another way Discovery Academy is backing up its belief in the importance of relationships as part of the Discovery process.

Dorm assignments echo the importance of relationships as well. Believing that students in treatment basically fall into one of two general categories — socially or emotionally disregulated — DA has discovered that assigning students who are alike to live together works better than assigning students who are different to live together. Brent Hall, Executive Director, says "socially maladjusted students *act out*, and emotionally maladjusted kids tend to more *act in*. Assigning dorms this way has helped us to curtail incidents among peers in their



living areas. It creates a more treatment friendly environment because students tend to feel more comfortable in their dorm setting from the very beginning of their program.”

The new building houses a fine arts theater — a great space for the drama therapy work going on at DA — as well as a science lab, library, cafeteria, exercise area and comfortable common rooms with ping-pong, pool and video equipment available for use in the students’ free time.

As proud as staff is of the new building, Brent Hall was passionate in making sure all of the Open House guests understand the RedCliff Ascent belief that while facilities can enhance a program, it is their people and their commitment to the relational base of the Discovery process that really makes the difference in their students’ lives.

All of the staff who spoke — Headmaster Lee Jensen, Clinical Director Matt Hendry and Drama Therapist Nate Mitchell — demonstrated the high caliber of people who work at Discovery Academy, and, through a variety of experiential presentations given by them during the open house, they also demonstrated their expertise in engaging DA students by engaging those of us in the audience.

Discovery Academy works with boys and girls (typically in separate groups) between the ages of 13 and 17. They are able to let a student who turns 18 continue in the program until they graduate because they have separate housing for older students. Most DA students come from a wilderness program or are stepping down from a higher level RTC.

Members of the Student Council were with us for the morning of the open house. These energetic, attractive young men and women spoke about the value of this experiential- based program and how the adventure aspects of DA — outings, the ropes course, equine and drama therapy and the like — made a difference for them. They also spoke about how the level system at DA let them know how they were progressing in the program and what they needed to do to move forward. Most of the students who spoke were at the Honor Level — meaning they were actively involved in community service, part-time jobs, college courses and learning independent living skills. And, they were invaluable assets to the other guests in completing many of the experiential activities that challenged the other open house participants!

I left this Open House with very positive feelings about Discovery Academy. It seems to me that the new building is a tangible expression of the genuine commitment the DA staff, in fact the entire RedCliff Ascent family, has to healing troubled teens through relationships that promote respect and responsibility.

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**ASPEN ACHIEVEMENT ACADEMY HAS BEEN HELPING FAMILIES SINCE 1988**

## BOOK REVIEWS...

### THE CASE AGAINST ADOLESCENCE

#### Rediscovering the Adult in Every Teen

By: Robert Epstein, Ph.D.

Sanger CA:Quill Driver Books/Word Dancer  
Press:2007

Review by Lon Woodbury, MA

The main point the author makes in this book is that the stage of life we call "Adolescence" is a modern and artificial creation coinciding with the Industrial Revolution. He bases this partly on the observations that the concept of adolescence doesn't really exist in pre-industrial civilizations and that third world societies rarely even have a word that can accurately be translated as adolescence. The author concludes that children in these societies transitioned from childhood directly into adulthood upon puberty. He says this is the naturally evolved life schedule of humanity.

He points out that until the fairly recent past, young people had almost always been accepted as adults after puberty and were expected to be responsible for themselves. He cites examples of tremendous accomplishments throughout history by young people

in their teens, and even that it was common for teens to have married and created their own independent families before either parent reached the age of 20. He argues that the human species had evolved in a manner where young people after reaching puberty frequently had the urge and capability of taking their place as adults shouldering adult responsibilities.

Against this facet of evolution, industrial society for a variety of reasons began extending childhood. A teen's strong urges toward independence and a desire to be accepted as an adult with adult responsibilities and rights flow naturally from how we evolved. At the same time society demands that the teens postpone adult status. This extension of childhood he concludes conflicts with the teens natural inclinations.

The result is the teen becomes infantilized, put into a conflicting limbo of desires conflicting with societal limitations. The result, he asserts, is teen rebellion that only occurs in industrialized societies which require teens to postpone starting their adult lives.

This almost 500 page book is the author's attempt to make a complete case that many of our problems with young people are caused by the artificial extension of childhood. He points out that measurements of

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maturity show the existence of maturity potential is nearly as common in teens as in those society legally accepts as adults.

Tests show teens' ability to use common sense, solve problems and use moral reasoning are about as common as those of legal adults, with about the same percentage of teens having maturity potential as that of legal adults. The only significant difference between teens and legal adults is in tasks that require years of extensive training.

The author concludes that the widespread immaturity of teens we currently see is the result of restrictions that prohibit them from adulthood responsibilities and rights. To buttress his case, he also points to many examples of ostensibly immature teens immediately acting with great maturity and responsibility when some emergency or tragedy demanded it. In other words, even in our current society, many teens can rise to the occasion when necessary.

He points out that many teens are ready to take on adult responsibilities and rights, as well as desiring to control their own lives, but are prohibited simply by being part of the general category of "minor." So they assert what control over their own lives they can

by rebelling, participating in risky behavior or doing a form of dropping out by developing their own peer driven teen culture.

The solution, the author suggests, is to allow a teen to have rights and responsibilities when they can demonstrate competence. Thus, if a thirteen year old can demonstrate the capability and maturity to handle the responsibility of driving a car, that that teen should be allowed to get a driver's license, instead of the current situation of assuming that no thirteen year old is competent in that area. The same would hold true with marriage. If a teen can demonstrate he or she knows what they are getting into and can show they are as competent as adults in making a wise decision and shouldering that responsibility, it should be allowed. He makes similar suggestions in a number of other areas. In other words, get away from labeling all teens as incompetent and totally dependent, and treat them as individuals.

He makes the comparison with senior citizens. Not too long ago, people aged 65 and older were labeled as losing their ability to contribute to society and were almost universally forced to retire from work and

Continued: **CASE/** pg 24



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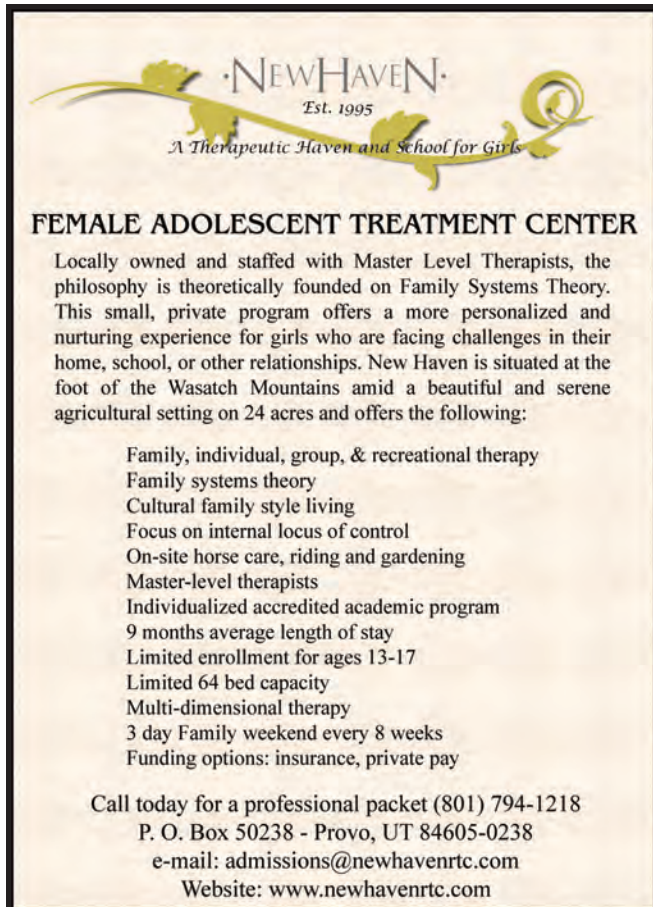
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**CASE:** Continued from 23

were sidelined. Society since has changed its attitude and senior citizens are now accepted as contributing adults so long as they can demonstrate competency. The author is suggesting a similar change in attitude toward youth, that is allowing rights and responsibilities as young people demonstrate their competency.

He thinks that could go a long way to reduce teen rebellion, teen crime, unwanted pregnancies and all the rest of the problems that we consider are part of the teen world. His assessment of the problem and suggestions for possible solutions are radical and fly in the face of numerous deeply held assumptions about young people and what they need. However, re-exploring our basic assumptions about the stage of life called adolescence might be very helpful. Who knows what might be discovered if we really question and debate our current attitudes and laws!

**NEWS & VIEWS...**

**3000 FALSELY ACCUSED PARENTS**

(May 18, 2008) World Net Daily reports the Illinois Department of Children and Family Services incorrectly labeled 3,051 innocent people as child abusers by placing them on the state's official list. With a 27 percent error rate of parents falsely accused of abuse, once on the list, people are required to remain there for a minimum of five years.

**SANDLOT BASEBALL DISAPPEARING**

(July 22, 2008) Tuscaloosa Times reports baseball coaches and sociologists say the reasons for the demise of sandlot baseball go back to the changing family structure, video games, parents' fear of crime, and the proliferation of organized and so-called "select" teams for more-talented kids.

**UK: REDUCING TEEN PREGNANCY**

(July 23, 2008) Telegraph.co.uk, a British news source reports a UK government study indicates parents should be encouraged to discuss sex and relationships with children as young as 11 to cut down on risky behavior in their teens.

**GOVERNMENT WANTS TO CONTROL PARENTS**

(July 24, 2008) Just in from World Net Daily, The U.S. House of Representatives is scheduled to debate two bills: HR 2343 "Education Begins at Home Act" and HR 3289 "Pre-K Act" that could give the federal government unprecedented control over the way parents raise their children.

**Additional News & Views items are available online [Strugglingteens.com](http://Strugglingteens.com)**



# SEEN N' HEARD

## WEISKOPF VISITS WOODBURY REPORTS



(July 8, 2008) Marti Weiskopf of St. Paul's Academy, Phoenix, AZ, 602-956-9090, visited the Woodbury Reports office on her way through Bonners Ferry.

## JOHNSON VISITS

(July 25, 2008) Jeff Johnson Executive Director of the Association of Mediation And Transport Services 435-491-0398, stopped by the Woodbury office while visiting programs in



## HESS INTRODUCES WINGATE

(July 25, 2008) Scott Hess, Clinical Director of WinGate Wilderness Therapy in Kanab, UT, 800-560-1599, stopped by the Woodbury Reports office to discuss the opening of WinGate and explain the



north Idaho, eastern Washington, and Montana. Recently, Jeff accepted a position as Director of Admissions for Sunhawk Academy in St. George, UT.



uniqueness of the program.

## LIFE DESIGNS STOPS BY

(July 25, 2008) Anngela Ritter and Kim Mlinarik LHMC,

## MCKENNA VISITS WOODBURY

(July 30, 2008) Patrick McKenna, founder of Monarch School in Heron, MT, stopped by our office to explain the new and exciting things happening at Monarch.



CDP, of Life Designs in Cusick, WA, 509-671-2487, stopped by for a visit this summer.

## THEM COMES FOR A VISIT

(July 25, 2008) Dori Them, Executive Director of Passages To Recovery in Loa, UT, 866-625-8809, stopped by the Woodbury Reports office for a visit on her way through Bonners Ferry.



## NEW HAVEN IN HERITAGE SCHOOL'S RIDE FOR TEENS

(August 2008) New Haven students participated in Heritage School's Ride for Teens, an event designed to bring positive attention to the great work teens in treatment are doing. The girls started at Heritage School in Provo, UT, riding a few miles up Provo Canyon to Bridal Veil Falls and back. New Haven's students sang songs and were laughing most of the bike ride. One student said she liked being with the group and biking together. Most of them said the ride up was most difficult, but coming back down the canyon was free and easy! Staff commented that it was awesome hearing the girls like to do hard things. The girls also said they enjoyed looking at the information booths on display about mental illness, such as celebrities with various disabilities.

Continued: SEEN N HEARD/ pg 26

### **TEN CADC CERTIFIED AT CATHERINE FREER**

(August 21, 2008) Ten staff members at Catherine Freer Wilderness in Albany, OR, recently received their Certified Alcohol Drug Counselors (CADC) certification. To obtain a CADC certification one must have 150 hours of alcohol and drug education, take part in 1000 hours of supervised experience in addiction counselor competencies and pass an exam. All Catherine Freer field staff are required to work toward their CADC. For more information, contact Julia Andrick, Marketing Director, at 800-390-3983.

### **SANTIAM CROSSING PARENT COACHING**

(August 21, 2008) Parents of adolescents at Santiam Crossing in Scio, OR, 800-390-3983, will participate in three parent-coaching sessions upon their child's enrollment. On these calls, parents will learn how to become fully engaged in their child's treatment and discover how to best support their child. The certified coaches will also help prepare parents for the first on campus visit with their child. Santiam Crossing is partnering with Next Step for Success to provide the coaching.

### **STUDENTS SUCCESSFUL AT COUNTY FAIR**

(August 21, 2008) Oregon Transition Homes (OTH), a program of Catherine Freer in Albany, OR, announced the girls enrolled in Oregon Transition Homes recently came away from the local County Fair with almost too many ribbons to count. Entries included junior gardening, best no bake cookies, water melon eating, the busiest baker and more. OTH is designed for adolescents ages 13 to 18 who have completed a wilderness therapy program. For more information, contact Darci Knight, MEd, CADC-1, and Oregon Transitions Homes Director, at 541-517-8153.

### **CLARK BEHAVIORAL LOANS OFFERS FINANCING**

(August 22, 2008) Despite hard economic times in the country, Clark Behavioral Health Financing continues to be able to provide financial loans to families in need. Schools and programs need not be connected with Clark in order for families to be approved. For more information, contact Chelsea Dickinson, Director of Marketing and Program Relation, 888-755-3079.

### **COPPER CANYON GOES TO THE DOGS**

(August 24, 2008) A new program component at Copper Canyon Academy, Rimrock, AZ, 928-567-1322, features a canine therapy program, which partners students with dogs and is used as an alternative for students who feel more comfortable around dogs than they do with the horses in their existing equine therapy program. Susannah Fox is the lead therapist in this new program. For more information, contact Darren Prince at 928-567-1322.

### **APRIL HART NEW AT GREENBRIER**

(August 25, 2008) Beth Ragland, Director of Marketing for Greenbrier Academy for Girls, Pence Springs, WV, 256-682-8690, announced the appointment of April Hart as the Equine Program Director at Greenbrier. April has worked with Dr. H.L.M. Van Schaik, an Olympic medalist and teacher of the classical dressage of the horse. April has operated riding and training schools for 22 years.

### **WTC—THANKS FOR 25 YEARS**

(August 26, 2008) Wilderness Treatment Center, Marion, MT, 406-854-2832, is celebrating 25 years in the addiction treatment industry and would like to thank everyone for all the support throughout the years.

### **FAMILIES AT WELLSPRING WEIGHT LOSS**

(August 26, 2008) Wellspring Camp, weight loss camp for young women in New York's Adirondack Mountains was featured in an article by the Associated Press, in which parents and siblings are invited to share the camp experience to help campers stay motivated when they return home. Parents attend classes on cooking, exercise and shopping for healthy food.

### **BECKET HOUSE AT WARREN OPENS**

(August 27, 2008) Becket House at Warren officially opened its doors with, eight students moving in to their new home on 8/18/08. Under the direction of Mount Prospect Academy's Executive Director, Jeff Caron, the program "offers services to students trying to overcome co-occurring substance and behavioral issues." For more information, please contact Jeff Caron, MEd, CAGS, Executive Director, Admissions at 603-359-5951.

### **CLEARVIEW'S SUNDAY SERVICE**

(August 28, 2008) Tami Gebhardt, Assistant Director at Clearview Horizon, Heron, MT, 406-847-5850, announced the young women at Clearview Horizon helped in the "Serving Sandpoint Sunday" community service project, by cleaning graffiti off the Long Bridge, picking up garbage, planting flowers and other various tasks to help.

### **ASPIRO THANKS CONSULTANTS**

(August 28, 2008) Dr. Day and everyone at Aspiro would like to express sincere thanks to all the students, families and referring professionals who have supported us over the past few months. "We look forward to the months and years to come as we assist the students and families we are blessed to serve!" In addition, Brian Church, and his band will play in Baltimore at the upcoming IECA Conference, November 7, 2008, at 9 pm. Call 801-979-6301 for more information.

### **BENEVENTO JOINS ST. PAUL'S**

(August 29, 2008) Marti Weiskopf, Marketing Liaison at St. Paul's Academy, Phoenix, AZ, 602-956-9090,



announced Jessica Benevento has joined the counseling team at St. Paul's Academy. Jessica received her Bachelor's Degree from the University of Rhode Island and her Masters Degree in Counseling at Monclair State University. She has experience working with drug dependency, domestic violence, and anger management as well as other clinical issues.

#### **SLIFE GETS APA CITATION**

(August 31, 2008) Beth Ragland, Director of Marketing for Greenbrier Academy for Girls, Pence Springs, WV, 256-682-8690, along with the staff and students at Greenbrier Academy, wish to congratulate Dr. Brent D. Slife, PhD on being awarded an APA Presidential Citation at the annual APA conference in Boston, MA. Dr. Slife is a co-owner, executive board member, therapist/counselor trainer, family program facilitator and consulting clinical psychologist at Greenbrier Academy.

#### **TIBBITTS MAKES "TOP 40 UNDER 40"**

(September 2008) Dustin Tibbitts, LMFT, New Haven's Executive Director, was honored this month as one of Utah Valley Magazine's "Top 40 Under 40" in the magazine's Utah Valley Business Quarterly edition. Briana Stewart, author of the article, writes, "This year's crop of youngsters have it all – brains, vision, ambition, energy, luck, pep, passion. . . . Find out why these 40 pros are the apple of Utah Valley's business community." The article notes Tibbitts' leadership in quality of care, with 90% of New Haven's students going home or to college after treatment. Tibbitts is featured with other honorees on page 31 of the magazine.

#### **ELEMENTS WILDERNESS/ SEVEN CHALLENGES®**

(September 2, 2008) John Karren, Owner of Elements Wilderness Program, Huntington, UT, 801-505-8481, announced Elements Wilderness Program is collaborating with The Seven Challenges Program, which was created by Dr. Robert Schwebel, well known for his work in the prevention and treatment of adolescent substance abuse. Dr. Schwebel and Lynn Smith, a founding partner of Elements Wilderness, will present an overview of the Program on September 30, 2008. For more information, contact John Karren.

#### **BROWN SCHOOL 401(K) SUIT**

(September 2, 2008) Forbes.com reports the US Employee Benefits Security Administration (EBSA) is suing the fiduciaries of the 401(k) plan for employees of the Brown Schools—a group of psychiatric hospitals and boarding schools based in Austin, Texas—for failure to forward employee contributions to the company's 401(k) plan and misusing those assets to pay the operating expenses of the school.

#### **TIMBER RIDGE GIVES BACK**

(September 3, 2008) Virginia Short, Director of

Admissions at Timber Ridge Preparatory School for Girls in Clark Fork, ID, 208-777-1615, explained as part of Timber Ridge's community service projects, students will maintain the landscape, care and tidy up the grave sites of the old Cabinet Gorge Cemetery. This tiny cemetery has been abandoned and in need of repair and care.

#### **CRC/ASPEN GROWTH PLUNGES**

(September 3, 2008) Treatment Magazine, a news source covering addiction industry news, reports the acquisition by CRC of therapeutic boarding schools leader Aspen Education, has been "hit by the credit crunch" as parents are unable to access second mortgages and tuition loans to finance the huge cost of helping their children.

#### **COLLEGE EXCEL EXPANDS**

(September 4, 2008) Shelley Dougherty, Admissions Director for College Excel, Bend, OR, 541-388-3043, announced College Excel has expanded its Academic Center for Excellence (ACE Center) annex, which will provide additional space for academic support, instruction, tutoring, computer labs and specialized equipment, including voice activated software to accommodate students with learning differences.

#### **FOUR CIRCLES CELEBRATE TWO YEARS**

(September 4, 2008) Jack Kline, Executive Director at Four Circles Recovery Center, Horse Shoe, NC, 877-893-2221, is pleased to announce Four Circles Recovery celebrated its two year anniversary in September. Four Circles is an addiction treatment program for young men and women ages 18-28 that combines traditional counseling with a series of wilderness expeditions.

#### **SOBER COLLEGE SEMINAR**

(September 4, 2008) Sober College University, Woodland Hills, CA, 866-757-6237, is pleased to announce an upcoming seminar, "Young Adult Addiction: The Sober College Model," October 14, 2008, to be held at the Celebration Restaurant, 4503 West Lovers Lane, Dallas, TX, 214-351-5681. For more information or to RSVP, contact Melissa Jennewein at 310-877-0314.

#### **SCHROM TO MOVE**

(September 5, 2008) John and Julia Schrom are excited to announce Schrom Therapeutic Home Care for Boys has outgrown its current home and is moving to a larger residence with 28 acres, still situated in Bonners Ferry, ID. The transition to their new location will be completed by October 1, 2008.

#### **PASSAGES TO RECOVERY HOSTS TRAINING**

(September 5, 2008) Brandi Bradbury, Director of Admissions at Passages to Recovery, Loa, UT, 866-625-8809, announced Passages to Recovery will be hosting a three day intervention certification training from October 20-22, 2008, to be held in St.

Continued: **SEEN N HEARD/** pg 28

## **SEEN N HEARD:** Continued from 27

George, UT. The educational sessions will be presented by Wayne Raiter, MA, LICSW, LMFT, author of the new Systemic Intervention Model and former clinical director of the Johnson Institute. For more information, contact Brandi Bradbury.

### **WILDERNESS THERAPY & DATING VIOLENCE**

(September 5, 2008) A study by a graduate student at the University of Colorado at Denver titled "Exploring the Influence of a Wilderness Therapy Program on Reported Emotions and Attitudes about Teen Dating Violence" is available online. This research explored the attitudes about teen dating violence, definitions of dating violence, previous exposure to dating violence and changes in attitude attributed to their time at the wilderness therapy program. New Horizons for Young Women collaborated in the data for the basis of this study. To view this study in its entirety, visit the struggling teen's website.

### **KNIGHT AND POWELL FLOAT WITH LON**

(September 7, 2008) Program Director, Troy Knight and Clinical Director, Dr. Jim Powell, both from Ascent Wilderness Program in Naples, ID, 800-974-1999, joined Woodbury Reports publisher, Lon Woodbury, in a 17 mile river float trip from Montana to the Twin Rivers Resort, located a few miles north of Bonners Ferry.

### **TEEN CHALLENGE IS 50**

(September 8, 2008) Rebecca Boone, Program Manager, Teen Challenge Columbus Girls Academy, Seale, AL, 334-855-3695, announced this year Teen Challenge is celebrating its 50<sup>th</sup> anniversary and recently held a three-day conference in New York City, where Teen Challenge was founded which was attended by people representing 38 nations and 200 Teen Challenge Centers. In marking its golden anniversary, attendants heard speakers from around the world in addition to the founding fathers, David and Don Wilkerson.

### **NEW HAVEN STUDENTS PUBLISHED**

(September 8, 2008) The staff at New Haven Female RTC, Provo, UT, 801-794-1218, are proud to announce eight of their students who were enrolled in the summer creative writing course were chosen to be published in Creative Communications Anthology: A Celebration of Poets, Summer 2008, which accepted entries nationwide. This is a great honor for these students and New Haven looks forward to seeing their work in the hardbound copy.

### **CROKE EXPANDS REVIEWS**

(September 8, 2008) Tom Croke, Founder and Owner of Thomas J. Croke and Associates, Inc. and Family Light, Greensburg, PA, 775-890-0597, is expanding the content on his website to include in depth reviews of schools and programs in the private pay, parent choice industry.

### **NWA STUDENTS REWARDED**

(September 8, 2008) As a reward for volunteering their time to build a Habitat for Humanity home, three Northwest Academy students were able to take an unforgettable flight on a 182 Cessna aircraft through the Northern Idaho Mountains. For more information on NWA in Naples, ID, contact Janice Pannell at 887-882-0980.

### **TEEN CHALLENGE AT WHITE HOUSE**

(September 8, 2008) Diane Hernbrode, director of Casa Grande's Home of Hope, a faith-based recovery program for women 18 years, represented Teen Challenge of Arizona, Tucson, AZ, 800-346-7859, at President Bush's "Remarks on Volunteering" event at the White House. This occasion highlighted the accomplishments of the president's Faith-Based Initiatives and to honor and thank volunteers and organizations like Teen Challenge that make a difference in America.

### **UHS ANNOUNCES SALE/ACQUISITION**

(September 9, 2008) UHS has sold Central Montgomery Medical Center, a 125-bed acute care hospital in Lansdale, PA, to Abington Memorial Hospital. In addition, UHS has purchased Summit Ridge Hospital, a behavioral health hospital, located in Lawrenceville, GA and has completed the renovation of the 120-bed Central FL Behavioral Hospital and expects to be open for business before the end of the month.

### **FRIENDS OF FAMILIES SETS UP MONARCH FUND**

(September 9, 2008) The Friends of Families with Children in Crisis Foundation, Lake Arrowhead, CA, 951-315-8320, announced the establishment of a Monarch Alumni Association Fund under the umbrella of The Foundation, the 1<sup>st</sup> such fund designed for one of its participating schools. This fund allows friends of the Monarch School in Heron, MT to donate to the Foundation to provide financial support for future families in need. For more information, contact Dr. Jim Powell or Brandi Elliott.

### **MEDIA INVITED TO PONCA PINES**

(September 9, 2008) Ponca Pines Academy, Omaha, NE, 402-457-1421, opened its doors to the media during a special open house event in August 2008. The event gave members of the media access to the new private pay therapeutic boarding school. In addition, Christy Roubicek, Admissions Director at Ponca Pines, has announced several new staff hires at the Academy: Kelly Lewis, M Ed, as a lead teacher, Krystal Boose as the Para educator and Carrie Iwen, the academy's Program Coordinator.

### **COOPERRIIS HAS NEW "COMMUNITY"**

(September 9, 2008) Virgil Stucker, Executive Director of CooperRiis, Asheville NC, 828-899-4673, announced the program is expanding by developing



an "urban" 24-bed therapeutic community next door to the University of North Carolina in Asheville. The new program will supplement their existing rural 36-bed campus, bringing total residential capacity to 80.

#### **WILLIAMS, HALE & LOWRIE JOIN GREAT LAKES EC**

(September 9, 2008) Gwynne Hales at Great Lakes Educational Consulting, LLC, Northfield, IL, 847-441-8911, is pleased to announce the following additions to Great Lakes Educational Consulting: Jolene Williams, office manager; Dr. Heather Hale, PsyD, LCPC, CADC, Director of Special Needs Services and Kim Lowrie-Jenkins, MSW, CADC, educational consultant.

#### **WHITE/ GAMBLE JOIN COLLABORATIVE COACHING**

(September 10, 2008) Ben Wahl, Collaborative Coaching Program Coordinator, announced that Michele White and Donelyn Gamble will be co-facilitating the Fall Parent Growth Group. The group is for Seattle parents of current or recent program students.

#### **EVANS JOINS DISCOVERY ACADEMY**

(September 11, 2008) Steven Schultz at Discovery Academy, Provo, UT, 801-491-2270, announced Bradley Evans, CSW, has joined the therapeutic team at Discovery Academy. Bradley has a Bachelor's and Master's degrees in social work and was formerly employed at Silverado Boys Ranch.

#### **UHLENKOTT JOINS STONE MOUNTAIN**

(September 11, 2008) Susan Hardy, Executive Director at Stone Mountain School, Black Mountain, NC, 888-631-5994, announced Leigh Uhlenkott has joined Stone Mountain School as the new Clinical Director. Leigh holds a Master's degree in Mental Health Counseling and is a Licensed Professional Counselor, a Licensed Mental Health Counselor and is nationally certified. Leigh's previous employment includes working at SUWS of the Carolinas and counseling in the Broward School system and for Memorial Hospital.

#### **WILLOW CREEK CLOSING**

(September 11, 2008) Tori K. Ballard, Director of Marketing at Willow Creek School, Provo, UT, 801-377-2215, announced a decision was made September 10, 2008, after all other options had been exhausted, that the Willow Creek School will no longer be doing business. Based on the economy, in combination with other factors, circumstances prevented the school from continuing to remain open. Families and students will be transitioned to alternative placements by the end of September. For more information contact Tori Ballard.

#### **THREE SPRINGS NEW DOMINION MARYLAND CLOSES**

(September 11, 2008) The Cumberland Times News

reported Three Springs New Dominion Maryland, located in Old Time, which has been in operation for 27 years serving at risk young men ages 11-18, has closed its doors. Three Springs, which operates 24 programs in 22 locations across eight states, has said the decision to close was not a financial one. The remaining students were transferred to another facility.

#### **AUSTIN SENDERO GRAND OPENING**

(September 12, 2008) Austin Sendero, Granger, TX, 866-549-5031, announced a Grand Opening event was held September 17, 2008, in celebration of opening their doors to patients and their families earlier this year. Austin Sendero, a member of CRC Health Group, is a residential eating disorder facility for males and females, ages 17 and older.

#### **WELLSPRING FOUNDER FROM CANADA**

(September 12, 2008) An article in Globe and Mail, an online news source, featured an interview with Ryan Craig, a Canadian and Yale law graduate, founder of Wellspring Academy, who devoted himself to creating two boarding schools and 14 summer camps in the United States and another in Britain to help heavy children slim down, a need that needed to be addressed.

#### **WEIGHT TRAINING AT WELLSRING**

(September 12, 2008) Wellspring Academy was featured in an online news source from Canada, explaining in depth a typical day in the life of its students and the strict requirements of the program and certified high school to help reprogram teens struggling with obesity, to relearn healthy, wiser choices in their calorie intake and incorporate exercise into their daily lives.

#### **NATSAP MIDWEST CONFERENCE**

(September 12, 2008) National Association of Therapeutic Schools and Programs (NATSAP), Prescott, AZ, 928-443-9505, announced the 2008 Midwest Regional Conference will be held October 16 and 17, 2008, at the Doubletree Hotel in Chicago/Oak Brook, IL. For more information, contact NATSAP.

#### **"BE POSITIVE" FINISHING THE CHAD MARATHON**

(September 12, 2008) Jay Marshall, Assistant Director of Mount Prospect Academy, and his 8 yr. old son, Cameron, recently ran in the CHaD Half Marathon, raising over \$2,770 for the Children's Hospital at Dartmouth. While Jay completed the full 13.1 mile loop through Hanover, Cameron ran "Cam's Course," a 1.5-mile loop especially designed for children and families in support of Cameron. Just over two months ago Cameron was diagnosed with T-cell leukemia.

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

### **UPDATES AT SILVERADO**

(September 12, 2008) October 31st marks the anniversary of Silverado's second year in business. "We are planning an Open House some time next spring to celebrate our accomplishments, show off our new school, and honor those of you who have been so instrumental in our success." In addition, Silverado has added a parent portal for viewing of student pictures and reports, and has a large parent alumni group that remains involved with prospective, new, and current families, "providing support and encouragement for parents throughout the treatment process." For more information about Silverado, contact Denise Westman, 435-676-8482.

### **BENCHMARK ADDS DBT**

(September 15, 2008) Benchmark Young Adult School enhanced the Sober Living and Emotional Growth curriculum to include DBT (Dialectical Behavior Therapy) through the acclaimed series, "From Chaos to Freedom" by Marsha Linehan, PhD. Benchmark's staff and students will all be participating in the training sessions, which will be an adjunct and ongoing process to our emotional growth and addiction curriculum. For further details, please contact the Admissions department at 800-474-4848.

### **WELLSPRING NC IN THE NEWS**

(September 15, 2008) An article featured in knoxnews.com chronicles a young man's positive journey going to Wellsprings Adventure Camp in the Blue Ridge Mountains. The young man attended eight weeks and reached his weight goal while reducing his body mass index and continues to maintain the lessons he learned while attending. For more information, contact Wellsprings Camps.

### **POWERS NEW KILDONAN HEADMASTER**

(September 16, 2008) Marcie Wistar, Associate Director of Admissions, Amenia, New York, 845-373-2012, is pleased to announce Ben Powers is the new Headmaster at Kildonan School. Ben has been with the school for nine years and has served as Chair of the History Department, Boys' Dorm Head, Orton-Gillingham tutor and College Counselor. Other good news at Kildonan includes the completion of the Athletic Center, with a building dedication set for October 18, 2008. For more information, email Ann Sheeley.

### **ACADEMY AT SISTERS WELCOMES LEGUYONNE**

(September 17, 2008) Stephanie Alvstad, Executive Director of J Bar J Youth Services welcomes Guy LeGuyonne to the Academy at Sisters team in Bend, OR, 800-910-0412. Guy's position will be as Marketing and Admissions Coordinator. He will be working with Denise Kelly-Simpson in the admissions office. The Academy is excited to add Guy's professionalism and experience in the industry to the Academy at Sisters staff.

### **REMUDA RANCH OPENS PROGRAM FOR BOYS**

(September 17, 2008) PRNewswire reports Remuda Ranch Programs for Eating and Anxiety Disorders has opened Reddstone, a Remuda Program for Boys. This is an inpatient program for boys 17 and under who are struggling with anorexia, bulimia and binge-eating disorder.

### **ACADEMY AT SISTERS STUDENTS COMPLETE SUMMER PEAK EXPERIENCE**

(September 17, 2008) Thirty-eight girls from the Academy at Sisters have recently completed their annual summer peak experience. During their five-day camping adventure two groups of students participated in separate experiential curriculum that included rock climbing in Smith Rock State Park, hiking on Mt Hood, rafting the rapids of the Deschutes River, and a great deal of fun. The young women report being excited and rejuvenated as they look forward to the fall term. For information on Academy at Sisters, contact Guy Leguyonne, 800-910-0412.

### **RED HILL ACADEMY OPENS**

(September 17, 2008) – Brad Freed, Executive Director of Red Hill Academy (RHA), announced the grand opening of the new campus-based school program for high school age children with learning challenges and the mild to moderate emotional disturbances that often accompany those challenges. For more information, contact Brad at 415-256-9312 x 131.

### **RUNGE RETIRES AT FFS**

(September 18, 2008) Emmanuel Argiros, president of The Family Foundation School, has announced the retirement of Bob Runge, Human Relations Director. Runge, who previously worked with FFS founders Tony and Betty Argiros, joined the school in 1990 as a Student Advisor after a 20-year career in construction contracting and real estate. He was instrumental in developing a formal admissions process for the school and served as its first Admissions Director. His early promotional efforts included building relationships with educational consultants. As Human Relations Director, he reached out to parents, increasing their role in the recovery process, and functioned as an ombudsman for the staff. Although officially retired, Runge, whose home is on the FFS property, will continue to serve the school as a volunteer working predominantly with the students.

### **WILLOW CREEK SCHOOL CLOSES**

(September 18, 2008) Brad Reedy, Willow Creek School, Provo, UT, 801-377-2215, has issued a letter concerning the recent closure of Willow Creek School. To view this letter in its entirety, visit the StrugglingTeens' website.



### **LIFE DEVELOPMENT INSTITUTE'S NEW STAFF**

(September 18, 2008) Rob Crawford, CEO at Life Development Institute, Glendale, AZ, 623-773-2774, welcomed new staff to the team at Life Development: Elissa Levine, MC, LPC, is Manager of Program Services with oversight of direct service outreach specialists and residential program staff, Moniecia Hill is joining the LDI team as an Outreach Specialist and Estelle Esposito takes over the function of Resource Support Coordinator. In addition, both Rob Crawford and Veronica Crawford presented workshops at the Southern Utah NATSAP conference.

### **FINAL FRIENDS IN CRISIS RETREAT OF 2008**

(September 18, 2008) The final Friends in Crisis retreat will be held October 23-25 in the Heartlight Conference Center, on the 100-acre wooded campus located near Longview, TX. The retreat will focus on what may be causing your teenager to spiral downward, how to stop this freefall to disaster, how to intervene and deal with specific situations and capably provide the appropriate response to intense arguing, anger, defiance, and rebellion. To register, call 903-668-2173, email Mark Gregston.

### **CHANGES AT SHADOW MOUNTAIN**

(September 18, 2008) Trilby Hoover, Admissions Director at Shadow Mountain Academy, Taos, NM, 435-836-3022, announced several happenings at Shadow Mountain. They are celebrating the program's one-year anniversary. Ann Bruno, MEd, stepped into the role of Program Director. Jim Myklebust, MA, and Trilby Hoover have joined the team in the admissions and business departments. In addition, Executive Director Dana Taylor had a new baby daughter, Elizabeth McNeil.

### **FIRST DAY OF SCHOOL AT OLIVERIAN**

(September 18, 2008) Oliverian welcomed the largest student body group ever to walk through Oliverian doors on the first day of school, September 7, 2008. In addition, Oliverian now offers Honors Curriculum in: English, History, Physics, Calculus, and Spanish. The Oliverian School is an alternative college preparatory program crafted for students who struggle in traditional settings. For more information, contact Mike Doherty at 603-989-5100.

### **NEW JEWISH CLASSES AT FFS**

(September 18, 2008) The Family Foundation School is offering two new classes for Jewish students. Rabbi Michele Medwin who conducts Jewish services at the school now offers a Beginning Hebrew class specifically for Jewish students who did not receive Bar Mitzvah or Bat Mitzvah at home and would like the opportunity to do so. Rabbi Medwin is also teaching "The Jewish Approach to the 12 Steps," which provides additional support to Jewish students

in the school's integrated program of academics, therapeutic counseling and the 12 Steps of recovery. Approximately 20 percent of the current student body at FFS is Jewish.

### **BENCHMARK CELEBRATES 15 YEARS**

(September 19, 2008) Jayne Selby Longnecker, Executive Director/ CEO and Founder of Benchmark Young Adult School in Redlands, CA, 800-474-4848, proudly announced Benchmark celebrated its 15 year anniversary on September 9, 2008. The school was originally founded in September 1993.

### **OPI EXEC ON THE RADIO**

(September 19, 2008) Robert Fischer, MD, Executive Director of the Optimum Performance Institute (OPI), and Anne LaRiviere, Director of Admissions, talked about current issues facing young adults on the Answers for the Family radio talk show owned and hosted by Allen Cardoza of West Shield. For further information, contact Anne LaRiviere at 888-558-0617.

### **QUAM AT SUWS OF THE CAROLINAS**

(September 19, 2008) Kristen Hayes, Communications Director for Aspen Education Group, 562-467-5531, announced SUWS of the Carolinas in Old Fort, NC, is pleased to announce Jesse Quam as the new Clinical Director. Jesse worked as a Field Supervisor and Program Manager for Seasons at SUWS of the Carolina.

### **KILDONAN OFFERS 2009 SUMMER PROGRAMS**

(September 19, 2008) Marcie Wistar, Associate Head of Admissions for the Kildonan School, Amenia, NY, 845-373-2012, announced the Kildonan School, which serves the needs of students with dyslexia, submitted the dates for next year's summer programs, June 26, 2009, thru August 7, 2009. Half day, full day and boarding programs are available for student's ages 8-16 years old. For more information, contact Marcie Wistar.

### **ASCENT FILLS OUT LEADERSHIP TEAM**

(September 20, 2008) Ascent Wilderness Program, Naples, ID, 800-974-1999, a division of UHS, announced the new leadership team at Ascent. Chris Ankney, BA Political Science, is the Executive Director and has been with Ascent for six years. Troy Knight, MA, is the Healthcare Administration Program Director. Jim Powell, LMFT is Ascent's new Clinical Director. Guy Hardcastle is the Director of Business Development, and Dan Kemp, BS Psychology, is the new Director of Admissions. For information, contact Chris Ankney.

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