

# Places for Struggling Teens™



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

February 2009 - Issue #174

## BEDSIDE MANNERS

By: Lon Woodbury

"Bedside Manners" is a term that comes from the medical field from a long gone era. The term brings about images of the "good" old days when General Practice Medical Doctors made house calls, and from being in the home knew how their clients lived, knew the whole family by name and were familiar with most of the life history of everybody in the family. The Doctor would sit by the bedside in the home of a sick patient and mix diagnosis and treatment in with comforting and reassuring talk about personal matters important to the patient. When they had good "bedside manners," the Doctor would be trusted as a friend and confidant as well as a professional.



With the tremendous advances in the life sciences during the last half of the 20<sup>th</sup> century, the medical profession, along with the mental health profession, began to see themselves as scientists. As a result, many of them adopted an objective perspective toward their clients, that is, they saw people more as patients to be treated by scientific techniques, rather than as humans needing healing. The days of the house call virtually disappeared, and patients started seeing their doctor only in the hospital or in his/her office during a quick session by appointment set long before. The art of the "bedside manner" seemed to be disappearing.

This trend seems to be reversing in the last few years, and I think for two reasons. First, I've seen several reports of studies that indicate Doctors with good "bedside manners" are less likely to be sued by their clients or their client's family. We've all seen anecdotal stories indicating this and it intuitively rings true. When something goes wrong, people are more likely to be hostile to someone they think is arrogant—the cool, distant and objective approach being interpreted as arrogant and uncaring.

Second, the research is clear that a patient's emotional wellbeing has a powerful influence on their overall health and ability to heal. By showing they knew the family and cared about the whole person, those old Doctors with good "bedside manners" knew what they were doing.

Basically, the term "bedside manners" refers to developing good and appropriate personal relationships with clients. It is now clear that success as a General Practice Medical Doctor depends largely on developing good positive relationships or appropriate friendships with their clients. Fortunately, it seems this perspective is making a comeback in the Medical Profession.

This lesson on the importance of personal relationships is one that needs to be learned by all professionals in all

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Kristie Henley, Assistant Director of Woodbury Reports, Inc. (daughter of Lon and Denise Woodbury) and Ron Campbell, IT Specialist for Woodbury Reports, were married January 24, 2009.

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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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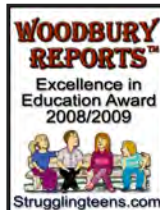


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**"Some Children just need to be heard, not cured."**

**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™**.

## COACH'S CORNER...

### **MANNERS:** CONTINUED FROM 1

fields. It is especially critical to schools and programs in the residential parent-choice network. A large part of our work is to help our students learn how to make positive relationships, and to do that adequately we need to be able to emphasize those relationships in our own professional lives.

To a large degree, the success of a private residential parent-choice school or program depends on how well the staff develops a type of "bedside manners" with the parents who are considering them or have enrolled their children there. It simply is bad for business when prospective parents feel the admissions person is trying to "sell" them on their school or program. It is also bad for business when the parents feel the staff is just going through the motions and that staff members don't really know or care about their child.

Our network of private residential parent-choice schools and programs was started by visionaries who understood that developing individual relationships with students was the foundation of success in working with these struggling teens. To these visionaries, thinking in terms of "one-size-fits-all" was out, and the basis of their success was helping one child at a time, which included that same thinking toward the parents.

In the last few years, some school and program administrators have come to consider the admissions department as primarily a sales department. This mentality tends to undermine the success of those schools and programs because it lacks "bedside manners." A staff mentality of treating all children and families the same will also undermine success, both with the children and financially. This too is poor "bedside manners."

In these tough economic times, it might be that those who are good at relationships with parents have the competitive edge.

Dreaming is a kind of insanity, a rush of visions, largely unconnected to reality, emotion-charged and symbol-drenched, arbitrary in content and potentially infinite in variety. Dreaming is very likely a side effect of the reorganization and editing of information in the memory banks of the brain.

~ Edward O. Wilson

*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.*

## GOING THE EXTRA MILE

By Bill Valentine PsyD, CC

"We never give up on a child." "Failure is not an option." "Providing second chances." "Going the extra mile."


Over the years many parent-choice residential schools and programs have used a number of catch phrases to assure anxious parents that special needs children at their program will not be lost in a homogenizing, "mainstream" culture. The memorable slogans are interpreted by emotionally and financially stressed parents as meaning that while their child may have been summarily expelled from previous schools, this school or program is especially skilled at working with difficult children and will not easily quit on a tough kid. And indeed, a lot of obstinate, oppositional teens and young adults have met their match in the skilled, patient adults who make up the line staff in many schools and programs.

However, there are those young people who can't, or won't, even minimally comply with the behavioral requirements of a non-locked facility. Usually, these kids have been given multiple consequences and equal chances to make more positive choices. Then, the call that every parent dreads comes: "We're afraid you are going to have to come and pick Junior up. He has become too difficult to control and a major distraction to the rest of the kids in the program. We are really sorry, Mrs. Jones, but we have to think about what's best for the program." For the parent who has been desperately hoping and trusting that this time the magic would work, that call leaves her feeling like a drowning person watching the rescue craft steaming away into the distance.

The unfortunate reality, especially for positive peer-based cultures, is that the greater good must take precedence over any individual child or family. However, the school or program truly committed to providing every opportunity for eventual success to its students and their families can still maximize those opportunities while, not incidentally, doing all they can to leave behind a degree of customer good will.

As it becomes clearer that they are dealing with a particularly difficult young person, the school or program must be proactive in sharing this information with the parent. Too often programs are hesitant to disappoint or appear to be renegeing on enrollment promises, and therefore keep the "bad news" from parents until the decision to expel is imminent.

CONTINUED: EXTRA MILE/ PG 4




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### EXTRA MILE: CONTINUED FROM 3

If an educational consultant has not been involved, the program can recommend that the parents engage one and provide several names of IECA members. If an educational consultant or other professional was responsible for the initial referral, that individual needs to be brought into the loop as soon as the first "alert" is sounded. A credentialed parent coach should also be recommended as an additional resource and strong support for an often confused, grieving parent.

By proactively communicating with the parent, and engaging other professionals early on, the program can help to ease a desperate situation while demonstrating its concern for the family's and student's eventual outcome.

Finally, and this is easily overlooked as the school goes back to its regular schedule after a dismissal, a staff member known to the parent should follow up with a call within the first month post departure. Again, just knowing that they are not forgotten and that the school really does care about them and their family's well being can go a long way toward comforting and creating good will with former clients.

The above has focused on the child and family forced to leave a school or program due to behavioral issues. However, in our work as parent coaches, we are seeing more parents having to remove their students from residential schools and programs due to financial issues. I suspect as the economy worsens, as most economists are gloomily predicting, we will see growing numbers of young people who will be facing the prospect of returning home before fully benefitting from the experience of completing a long-term program.

In some ways, the family that has a young person returning home prematurely faces more challenges than the family that must send their dismissed student to another program that is more equipped to deal with extreme behavioral dysfunction. In the former instance, neither parent nor child has received all the tools needed to successfully transition from a protective, learning environment to the freedom and uncertainty of the "real world."

A school or program has an important role to play in the eventual success of any transition. A program can demonstrate a high level of professional responsibility, first by suggesting transitional, on-going parent and family coaching and, if indicated, individual and family therapy. After the family's departure a follow-up call or two to the home can complete the "hand-off." Again, this is enlightened self-interest. Even a disappointed family can be a positive referral source if they feel they have been fairly treated and cared for.

Placing one's child in a residential school or program is a difficult, often highly emotionally charged experience, perhaps only surpassed by seeing one's hopes and dreams dashed by early departure from the protective embrace of caring professionals. We, as caring professionals, owe it to our clients and customers to go the extra mile.

To deal with men by force is as impractical as to deal with nature by persuasion.

~ Ayn Rand

## EXPLORING ALTERNATIVES

By Bill Valentine PsyD, CC

To paraphrase an old training sergeant of mine, fear has a way of sharpening your focus. Today, there is plenty to be afraid of: collapsing 401k accounts, major organization bankruptcies, mortgage foreclosures, downsizing, the Wall Street bailout, and on and on. For many parents of struggling teens and young adults, these harsh economic realities are making the difficult decision to place their child in an out-of-home school or program a near impossibility. It is incumbent upon all of us in the helping fields to assist our clients in exploring the most cost effective support for the dollars available.

Recently, we have been hearing from educational consultants, admissions people and parents themselves that, unfortunately, more than ever money is an object of considerable importance when trying to deal with an out-of-control child. Faced with the daunting prospect of a forty-day wilderness program followed by a year to twenty-four month therapeutic boarding school, parents are increasingly seeking options for maximum return on their considerable investment in money, time and emotion.

For a parent coach, exploring alternatives is a critical part of his service. Unlike much of family therapy, parent coaching is focused on the here and now and empowering clients to solve immediate, presenting problems. Referring consultants and their clients may want to explore the following alternatives.

### ***In-home pre-placement coaching***

For the parents whose child is displaying non-clinical, behavioral acting out, a certified coach who can work with them to frame clear rules and conditions, and then support them in the application of a Home Contract, is an affordable and often effective alternative to outside placement. For the more clinically challenging child, a combination of local individual and family therapy in conjunction with parent coaching can provide the kind of "wrap around" family support that may preclude more costly intervention.

An often overlooked benefit of pre-placement coaching is the greater parent commitment to a later placement. Even when the young person has been unable and/or unwilling to abide by the Home Contract, parents who have given their child this "final" opportunity will be far less likely to experience buyer's remorse when they send their child away.

### ***Post-wilderness, pre-program***

Most programs have long since found a wilderness experience to be an effective pre-cursor to their longer-term treatment modalities. Indeed, many programs now require wilderness intervention before admission. And while we strongly support wilderness as preparation for the longer and deeper work of a therapeutic boarding school, the current reality is that some parents will not be able to afford the additional costs.

Here is where a parent coach, working in tandem with a local therapist, can help prepare the family for the child's transition home. In addition, an experienced coach, with the help of the program's field therapists, can support the young

CONTINUED: ALTERNATIVES/ PG 4



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**ALTERNATIVES:** CONTINUED FROM 5

person's integration of newly learned skills and insights into the 'real' world of family, friends and school or work.

**Program incompletes**

One of the more disheartening and sad experiences of our many years in therapeutic boarding schools was the early departure of students for other than behavioral reasons. It was our experience that the majority of students who left schools and programs before scheduled graduation did so due to parent decision. Exit surveys revealed a number of reasons parents gave for their decision to prematurely terminate their child's experience. Among them, but not predominate, was the lack of additional funding. It is our belief that as the economy stays the same, or worsens, finances will increasingly account for more early departures.

It is becoming more common for schools and programs, therapists and coaches to provide transitional preparation and support for graduating students. There is ample evidence that this 'after-care' is a critical determiner of post-program success for the student and family. However, we would argue that transitional coaching support for parents and students is even more crucial when the young person leaves her program before completion.

A coach who is working with an early departing student and his family can help overcome parental guilt and student apathy or feelings of failure. By facilitating clearly articulated family values, teaching communication skills and coaching all members through the creation and implementation of a Home Contract, the parent and family coach can help turn disappointment into success for the family, former student and program.

**VISITS...**

**PATHWAYS ARGENTINA**

Mendoza, Argentina  
Founders: Rich and Wendy Simpson  
Coeur d'Alene, ID  
208-935-6195  
[pathways@cdreams.cc](mailto:pathways@cdreams.cc)  
[www.pathwaysedu.net](http://www.pathwaysedu.net)

Visit by Dr. Mark Burdick November 10-15, 2008.

*"Hi, would you like to hear my song? I wrote it last week and just finished recording it,"*

"Sure." I responded to the red haired 18 year old young man who sat here before me in a recording studio / living room, only two months after having graduated from a premier wilderness program where he did quite well. "Is it an original song?"

"Yes," he states with a broad grin that reveals his pride from ear to ear, "Yes, it is, and I hope you like it."

With that, I proceeded to witness a harvest of sound, a marriage of classic pop meets Argentine tang. This isn't strange, given the fact that I am sitting over 8,000 miles away from my office in California in the South American city of Mendoza, Argentina. What is different and unique at Pathways Argentina is how the program of a small number of young men can produce such positive changes within the foreign community by bringing in American good will, original music and strong stewardship toward others in orphanages and other venues.

Rich and Wendy Simpson are known to our educational community beginnings from the CEDU days of yore when

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values were everything and change occurred in youth on a daily basis. Rich and Wendy have worked a strong ethics and trust based system into a home in the well established and lovely fifth section of Mendoza. The purpose is to teach youth how to start living independently through building successful peer and adult relations in another country where life is well, more innocent.

“The boys learn Spanish, and they learn the Tango as they learn respect for themselves and Mendocinos,” Rich reports. “Family and music here in Argentina are important parts of Mendocino culture.”

Each day the boys participate in a reward based system that encourages individual and team growth. Community based service shows the fruit of their growth and respect for the other culture by learning to speak the indigenous Spanish of Argentina with its own little language variations such as “vos” for “tu” and a melodic sing-song phrasing that reveals a strong Italian influence.

After spending several days at Pathways Argentina, I found it an exciting unique transitional program that encourages a heightened degree of creativity and a broader world perspective. The boys look healthy, their eyes are clear, and their voices sound strong and focused.

Certainly the main drawback is simply the size of the program, but size isn't everything, and not everyone is willing to send youth such a distance. It is not for a complex clinical youth due to lack of therapeutic support. The program is best suited for a young man with adult transitional issues who would profit from experiencing living “the other side” of the equator. That said, it was worth every kilometer traveled to experience something

this unique and creative.

Rich let me in on a secret while down in Mendoza. The first Pathways Argentina CD, a compilation of original music will be available complete with a perfect Malbec at IECA San Francisco. Consultants will enjoy learning and experiencing the culture and history of Mendoza, Argentina. We'll see you in San Francisco, Rich and Wendy.

Hasta luego.

Dr. Mark Burdick

*Note: Dr Mark Burdick is a psychologist and international educational consultant who specializes in “outside the traditional box” options for creative and culturally curious youth. Visit [www.worldeducationalconsulting.com](http://www.worldeducationalconsulting.com) or [www.drburdick.com](http://www.drburdick.com) for more information on his services.*

If you get kids into a controlled environment where the expectations are high and there is a lot of adult contact and a lot of adult supervision, guess what? They do pretty good.

~ Gary Kaplan

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## CEDARS ACADEMY

Bridgeville, DE  
Admissions Director: Dottie Lank  
302 337-3200  
[www.cedarsacademy.com](http://www.cedarsacademy.com)

Visit By: Stephen Migden, Ph.D., ABPP, November 4, 2008

Cedars Academy, located in rural Bridgeville, DE, is a co-educational boarding school and young adult transitional program for students who have been diagnosed with Asperger's Disorder, Non-Verbal Learning Disorder (NVLD) and/or Attention Deficit Hyperactivity Disorder (ADHD), either the hyperactive-impulsive or the inattentive type. Cedars provides a college preparatory curriculum to a group of about 40 middle and high school students who live on campus.

There is also a smaller group of young adults living off campus in nearby community-based group residences who participate in a Life Skills curriculum involving independent living skills, vocational training and/or college classes. The students range in age from about 12 to 18 or 19 in the middle and high school program, and from about 18 to 21 in the young adult transitional program.

I visited Cedars Academy in mid-fall. At that time, I had the opportunity to be led on a tour of the compact campus by a group of four students, two boys and two girls. The group seemed like a fairly representative mix of older and younger students at the school; a couple of them had been at the school for about a year and a couple of them were newer to the program. The kids were eager tour guides, and all of them seemed to be pleased with their placement at Cedars.

They showed me administrative, residential and educational buildings on the campus, including the dormitories and the small school, which was in session. At the school, I also had the opportunity to meet with some of the other students, as well as a group of teachers and social workers, who, just like my tour guides, seemed very enthusiastic about their program. The students I observed and interacted with seemed to represent a wide range of abilities from well above average to well below average; nevertheless, the atmosphere among the students was consistently accepting and supportive, so that none of them seemed to be treated as an outcast or undesirable.

The campus buildings are unremarkable, though the setting is pleasant enough. Middle and high school students live in small dormitories, with two or three to a room. They share housekeeping chores and learn to do their own laundry. Computers are allowed in dorm rooms, although I was told that the only internet access is through the school's computer lab (an important issue among this type of student, who may often have problems with over-focusing on the computer.)

The students in the young adult post-secondary program live in two off-campus houses, one for boys and one for girls. I visited the boys' house, which was a lovely, well-maintained home in a nearby development that looked just like the other houses on the block. The kitchen, in which the young adults learn basic cooking skills, was spacious and modern. One of the residents of the house who takes classes at a local college happened to be in the house. Through the kitchen window, he proudly showed me the backyard where there was a wooden skateboard ramp he and some other residents had recently built. (I declined his offer to try it out!) There is 24-hour awake-staff for both the campus and young adult programs.



Students at Cedars participate in individual and group psychotherapy and, I was told, therapists are closely involved in all aspects of the residential and recreational program. Most individual therapy utilizes a CBT model, as do most groups. However, much of the focus of the all-important social skills aspect of Cedars is on in-the-moment interventions during the course of the day, rather than on social skills training in designated groups. This in-the-moment model is, in my opinion, often an effective way to address the social interaction problems of students with Asperger's Disorder and NVLD.

Parent involvement is also an important component of the Cedars treatment program; weekly family phone sessions are held, if indicated, and parents must participate in three required family visits on campus. There is a full-time nurse at the school and a psychiatrist who is available to meet with each student on a monthly basis. Unlike many other schools for students with Asperger's or NVLD, Cedars will consider for admission a child with a significant co-morbid psychiatric disorder in addition to Asperger's or NVLD.


The middle and high school programs at Cedars Academy operate on a 12-month schedule. There are six full-time teachers, one of whom is certified in special education. There is a daily study hall until 6:30 pm, and participation in after-school athletics is required of all students. The school, which follows the Delaware state curriculum, offers college counseling and a Cedars Academy diploma to its graduates.

During my visit to Cedars, I spent over an hour with John Singleton, the executive director of the school. John, who has been at Cedars Academy for over two years, was formerly at New Leaf Academy of North Carolina. He came across as a very enthusiastic leader who, like the students and staff that I met, was proud of the school. He pointed out the small staff-to-student ratio at Cedars, and some recent or upcoming developments designed specifically for those with Asperger's or NVLD.

Among the latter are broad spectrum lighting in the dorms (meant to be less upsetting and distracting to the students) and a quiet solitude room that will soon be available for those students whose sensory problems dictate the need for such a temporary respite from everyday over-stimulation. I came away from my meeting with John and my visit to the school with the impression that the combination of his enthusiasm and the school's small size (allowing for much individual attention) would probably make Cedars a good fit for many students with Aspergers or NVLD.

Cedars Academy, which is about a two-hour drive from Baltimore-Washington International Airport, is licensed by the State of Delaware Department of Services for Children, Youth and Their Families as a Residential Child Care Facility. The school is accredited by the Middle States Association of Colleges and Schools and by the Commission on International and Trans-Regional Accreditation. Cedars Academy is a member program of the Aspen Education Group.

**About the author:** *Stephen Migden, Ph.D., ABPP is a licensed psychologist and educational consultant who specializes in the needs of adolescents and young adults with learning, developmental or behavioral problems. He is the East Coast Liaison for Woodbury Reports. His office is located in Roslyn Heights, NY, and he can be reached at [drmigden@verizon.net](mailto:drmigden@verizon.net). His website is [www.psychologicalandeducationalservices.com](http://www.psychologicalandeducationalservices.com).*



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American educators need to ask whether, in moving away from skills and drills, phonics, teacher-led discussions, competition, and same-sex classes, they have not inadvertently been moving away from what works for boys.

~ Christina Hoffer Sommers



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Visit by Larry Stednitz, Oct. 30, 2008

I had the opportunity to attend Red Hill Academy's first open house. Several consultants, providers and friends of Red Hill attended the open house and were briefed on their program. Red Hill Academy is a specialized, co-educational day and boarding school for adolescents ages 14 to 17, located on 35 acres in San Anselmo, California. Red Hill's parent organization is Sunny Hills Services, a nonprofit organization that was founded in 1895. While a new program, Red Hill personnel have been operating day and residential programming for a number of years and have a seasoned staff.

Brad Freed, LMFT, Executive Director, has over 20 years experience working with learning disabled and emotionally troubled students. Brad has held a number of positions with the parent company, including serving as clinical director for a 40 bed residential treatment program. He was also the director of a school based therapeutic day treatment program in the San Francisco area. Jodie Mathison was a former principal of the James R. Sylla School for three years prior to accepting the position of Marketing Director for Red Hill. Jodie has held many positions in special education schools and holds a masters degree in education. What stood out at the open house was

the depth, experience and quality of a seasoned staff.

Red Hill Academy works with high school students with average to above average intellect, who have learning differences, such as dyslexia, dysgraphia, dyscalculia, NLD, ADHD or Asperger's Syndrome. Red Hill works with students who also have mild to moderate emotional and behavioral issues. While many of Red Hill's students have a variety of diagnoses including dysthymia, moderate depression, generalized anxiety disorder, social phobia, obsessive compulsive disorder and mild oppositional defiance, it is thought that their emotional and behavioral issues are directly related to the difficulties of struggling with learning differences. Red Hill does not enroll students who are assaultive, actively psychotic, have a history of running away or seriously involved in alcohol and drug abuse.

The program has been developed over the past two years, and Red Hill has a comprehensive approach in treating and educating its students. Red Hill believes that its students have often not felt safe in previous schools. Philosophically, they stress individualized strengths based approaches, recognizing the power of positive relationships with the students. Red Hill emphasizes the importance of relationships and positive peer influence through extensive work in staff training to assist staff and students in forming meaningful relationships. They have created an environment that supports students in influencing their peers in making the right choices.

Furthermore, Red Hill stresses the unique talent and interests of its students. Opportunities in the community allow students to be involved in normative and wide

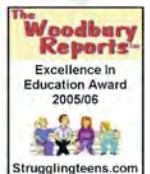


For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded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



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ranging activities on campus and the larger community of the area. A primary goal of Red Hill is to help students find their “passions” and learn how to achieve their goals related to the same. Brad reported that the school makes every effort to help each student learn friendship skills and the school attempts to help all students become life-long learners. Their over-arching focus is to provide a wide variety of experiences to help the students identify interests and find the “passion” in their lives. Within 20 miles of the campus, there are several lakes, beaches, and opportunities for enrichment trips into San Francisco and other close by communities.

Red Hill Academy’s mission is to work with students who have wide ranging learning differences, along with minor to moderate behavioral/emotional problems that have evolved out of the students’ responses to their learning differences. This is reflected in Red Hill’s choice of its marketing director. Jodie Mathison was previously the school principal and has a broad background in special education. Jodie told me that much of the curriculum focused upon “project based” learning in order to assist students in strengthening executive functioning skills. Along with a small teacher to student ratio, Red Hill uses the following teaching approaches:

1. Wilson Reading for decoding difficulties
2. Lindamood-Bell Visualization-Verbalization method
3. Kurzweil assistive technology
4. Michelle Garcia Winner’s social skill building curriculum
5. The Frostig Center’s success attributes for students with learning differences

Students are involved in group therapy three times a week and family therapy twice a month. The group work includes a variety of psycho-social topics including friendship skills, social skills, anger management, group processing and others. Psychiatric coverage is available in the community and Red Hill transports students to these services. It is important to note that Red Hill believes that group therapies along with a strong family component and enriched social exposure experiences combine to provide a powerful therapeutic impact. In those situations where it is felt that individual therapy is needed, parents can contract with a Red Hill therapist.

I visited a classroom where Red Hill’s current students were actively involved with the teacher working on a project which required cooperation, team work and planning. The students appeared to be engaged in the activity and enjoying the attention and fellowship. I met with the students after the class and all said they liked being at Red Hill. They felt that the individualized attention was very important to them. They also talked about having trouble being successful in the public schools because they got lost in the crowd. These students were clearly bright, while being socially uncomfortable, but they were very involved in what they were doing.

Red Hill Academy is licensed by the California Department of Social Services. It is also a State certified Non Public School.

The well-informed man, only,  
is really free. ~ Albert Pike

In 1983 Wilderness Treatment Center was the first program to successfully blend conventional treatment with a true wilderness expedition. Our in-patient center is located on a working cattle ranch in Northwest Montana. The setting is perfect for young men who can have a difficult time in the confinement of a conventional program. Treatment includes plenty of ranch work, group and individual therapy, educational lectures and films, attendance at AA/NA meetings in nearby Kalispell, plus a 16 to 21 day true wilderness expedition.

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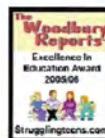
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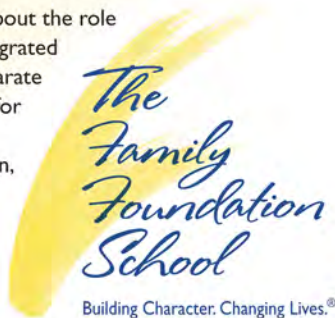


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For more information about the role of counseling in our integrated program, and in our separate middle school program for at-risk 6th, 7th, and 8th graders, contact Jeff Brain, Admissions Director.



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## NEW PERSPECTIVES...

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

### ACADEMIC SUCCESS, INC.

Gainesville, Florida  
Laura Turner-Reed, Admissions  
800-956-8966

[laura@academic-success.net](mailto:laura@academic-success.net)  
[www.academic-success.net](http://www.academic-success.net)

Academic Success, Inc. is a transitional program for young adults diagnosed with various learning disabilities, ADD/ADHD, visual and auditory processing disorders, traumatic brain disorders and Asperger's Disorder, who are looking to enter college or a vocational program and heading towards a more independent life.

Arlene English, BS, is the Executive Director of Academic Success, Inc. English has over thirty years experience working with people with various disabilities, and has won outstanding employee awards from the Association for Retarded Citizens-Broward and South Florida State Hospital and from the Florida Families Up Front organization. Angela Griglock, BA, Director of Guidance, is the guidance counselor. She tutors the students in English and writing, and informs the parents on the students' progress. Theresa Foster, BS, MS, PhD, is the Mentoring Services Advisor and serves as the liaison between Academic Success and the Disability Resource Center at Santa Fe Community College.

The main components of this program focus on tutoring, mentoring, life skills, career advising and social activities, with each student receiving an individualized plan that is customized to their strengths, needs and learning styles. Students live in furnished apartments, directly across the street from Santa Fe Community College, within easy access to a library, banking, shopping and theaters. Other college options include St. Leo University, Barry University or The University of Florida. Students receive support with one-on-one tutoring, supervised study halls and regular class reviews, in addition to meeting weekly with the Director of Guidance to assist them in self-assessment, communication and self-advocacy skills.

Students meet on a weekly basis with a mentor, receiving emotional support and assistance in their transition to college and apartment living. The Mentoring Services Advisor is available to help with coaching sessions between roommates, addressing communication, collaboration and equitable division of household responsibilities. Life Skills Coaches are available to help students with necessary skills to function independently and to assist with unexpected situations. Besides the local college social activities of clubs and sporting events, the students at Academic Success, Inc. participate in weekend brunches, movie nights, picnics and theatre nights facilitated by staff.

*[This information came from the Academic Success Inc website and brochure.]*

## ANSWERS FOR THE FAMILY

Huntington Beach, California  
Allen Cardoza, President of West Shield Adolescent  
Services  
714-898-9696  
[allen@transportingteens.com](mailto:allen@transportingteens.com)  
[www.answers4thefamily.com](http://www.answers4thefamily.com)

Answers for the Family is a weekly series of radio discussion programs intended to help guide parents to resources and insights regarding critical moments with their children. Topics range from thoughts on locating a runaway teen, family crisis intervention, self-defense, building self-esteem in all family members, dealing with addictions and international parental abduction.

Allen Cardoza is the President and Founder of West Shield Adolescent Services and the Founder of Answers for the Family. He is a licensed private investigator with over 30 years experience working with families dealing with at-risk youth, and is an instructor of Non-Violent Crisis Intervention. He is also certified by the National Crisis Prevention Institute, Inc.

Allen and West Shield Adolescent Services have teamed up with LA Talk Radio to host Answers for the Family, which airs at 11:00 AM (PST) every Monday. Some of the past interviews and subjects discussed include Teri Solocheck, PhD, with discussions on finding solutions for teens that struggle; Paul Curtis, an Internet Security specialist; Douglas Bodin and Kevin Kindlin, educational consultants from the Bodin Group, and Dr. Robert Fischer and Anne LaRiviera, the co-founders of the Optimum Performance Institute.

A list of past programs and links to listen to them can be found at <http://latalkradio.com/Allen.php>.

### DECISION POINT CENTER, INC.

Prescott, Arizona  
Bob Perrone, MSW, LCSW, Executive Contact  
877-772-3648  
[www.decisionpointcenter.com](http://www.decisionpointcenter.com)

Decision Point Center, Inc. is a co-ed residential treatment center for young adults 18 and over who struggle with chemical dependency, addiction and co-occurring disorders, trauma and abuse, co-dependency and compulsive behaviors. Founded in 1997, Decision Point Center offers a minimum commitment of 90 days, with an optional 3-6 month continuing care program available. A typical stay is 4-6 months

The founder of Decision Point Center is Nick DeGeorge Myers, LISAC, CSAT, NCAC I, SAP. Myers is also a member of NAATP (National Association of Addiction Treatment Providers), NAADAC (National Association of Addiction Professionals), NATSAP (National Association of Therapeutic Schools and Programs) and SASH (The Society for the Advancement of Sexual Health). Vice President of Decision Point is Tony Myers. He has been at the center for four years and has worked in all areas of the program including Treatment Coordination and as Facilities Director.

Decision Point Center believes in using a holistic

CONTINUED: DECISION POINT/ PG 12

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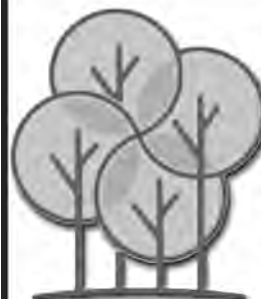
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**DECISION POINT: CONTINUED FROM 11**

treatment which engages the body, mind and spirit. They offer adventure therapy, equine therapy, nutrition and wellness therapies, ropes and challenge course therapy and traditional therapy. In addition, clients attend daily outside 12 Step meetings and participate in spiritual workshops.

With the belief that recovery can include having fun, Adventure Excursions (3-5 day trips) are planned once a month and include white water rafting, backpacking and hiking, which are led by licensed therapists and certified adventure staff. These trips also help the clients gain insight and challenge their own patterns, beliefs and core issues.

*[This information came from the Decision Point Center, Inc. website and NATSAP 2008 Directory.]*

An impressive body of scientific research has shown that the more we reward people for doing something, the more they tend to lose interest in whatever they had to do to get the reward.

- Alfie Kohn

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Ka Hancock, Director of Admissions

801-783-6399

[ka@cayenneranch.com](mailto:ka@cayenneranch.com)

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

Cayenne Recovery Ranch is a residential program designed to treat young men ages 12-18 with primary substance abuse as well as dual diagnosis related problems. Cayenne is located on a working cattle ranch near Moab, UT, and offers comprehensive treatment in a remote and natural setting. The program is long-term, six to twelve months, with emphasis on early addiction, mood stabilization, and academic success. They offer a holistic treatment approach that incorporates 12-Step principles as an overlay to all other aspects of care.

The Clinical Director, Dr. Kirk Thorn, a clinical psychologist, has over thirty years of experience in treating adolescents with a broad range of mental health issues. He has an acute understanding of dual diagnostics and the importance of addressing the underlying issues contributing to the problems of addiction. In addition, Larry Wells oversees the addiction treatment team. Larry is the founder of Wilderness Quest and has "an impeccable reputation in the industry". Two of his talented protégés have also joined the staff at Cayenne. It is their personal experience with recovery that drives them to lead others to sobriety.

Together Kirk Thorn and Larry Wells have created an integrated model that utilizes 12-Step, Cognitive Behavioral Therapy, Existential Therapy, Family Therapy, and includes a strong experiential component. Cayenne



Photo by Skyler Jensen

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## EXTENDED INSIGHTS...

### VALUE AND VALUES

By Randall Cook

also offer Equine Assisted Therapy lead by EAGALA certified individuals, who practice the natural horsemen techniques pioneered by industry greats such as Ray Hunt and Pat Parelli. Cayenne is a relationship-based program that is complimented by the work the residents do with horses, as well as the exposure they have with the responsibilities of cattle ranching.

The full service educational program is lead by award-winning teacher Damian Nash, who brings an enthusiastic teaching philosophy. Damian has dedicated his career to the success of young people. Every effort is made to bring the resident back to his educational baseline and beyond with an emphasis on college preparation.

At Cayenne, staff members are committed to a strong transition of care. As many of the patients come from wilderness programs or in-patient settings, the ranch implements policies to communicate directly with the boy's primary therapist. When possible staff make contact with the young man directly prior to his arrival at Cayenne as a means of introduction to optimize transition into the program.

The serene setting invites self-reflection, recognition of a higher power, and an appreciation for the gifts of life. It allows the emergence of a clear mind uncluttered by the chaotic activities of substance abuse to more effectively assess one's life and goals with honesty. The unspoiled land, the ranch setting, the clinical expertise and the program dynamics define Cayenne as "a premier treatment option for adolescent males at risk".

*[This information was submitted by Cayenne Recovery Ranch]*

In these tough economic roller coaster times, I take extra effort to consume information related to our field, as well as to emerging businesses. Recently I was listening to a radio personality speaking about these tough economic times and he stressed that the buyers or consumers in this economy will be more focused than ever on two things when parting with their hard earned money: **value and values.**

Those words really hit home for me since Core Solutions purpose is to create and support increased value between schools and their parents. He continued to strongly underscore the importance of the value people place on who they do business with. He stated that it is more important than ever that people are confident that the person with whom they do business, or business in which they are investing, absolutely stand on their values.

Core Solutions continually receives inquiries from parents who have actively done their homework as they research various placement options. I have noticed in recent weeks that the conversation has changed, the tone has changed and the questions have changed. With credit tightening, and in some cases ceasing to exist, there is no doubt we are seeing the trickle down effects. Parents realize they are taking a gamble, more now than maybe ever. A typical question I hear over and over is, "If my child gets kicked out of one school, or we place him/her and then regret our decision and want to then change schools, what are the chances of obtaining a second loan?"

Out of sincere respect for the difficult decisions their family is facing, my response has been direct and honest:

CONTINUED: VALUE/ PG 16



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they better get it right the first time. And they need to increase their odds of doing that. I recommend choosing a school/group that is based strictly on value and values. Here are some of my indicators for helping them evaluate their decision:

**Avoid run-of-the-mill schools** that only offer the basics, i.e., infrequent facility visits and phone calls home. These schools do not appear committed to partnering with the family.

Find out the details of the **school's zero tolerance policy**.

Pay attention to the **school's screening process**. How thorough is it? What steps do they take in preparing for your child's arrival? Or does it feel like a come-one, come-all process?

**Be wary of 'cherry-picked' parent references only.** In contrast, most schools with which we work offer the prospective parents an opportunity to login and communicate with other currently enrolled and even Alumni parents. They encourage them to post any questions, concerns or stories before investing even one dollar. Aside from an on-site visit prior to placement, this is the most transparent admission process they'll find. The school is able to showcase its results via its families and there's no cost incurred to the parent, nor a need for travel. A win-win for all concerned.

**How often can you participate** in your child's program? Because of tight monies, the vast majority of families cannot afford to travel to their child's school at their leisure. Right now, many parents find they have to hold off on visits and Family Seminars at the school. So what's the alternative? Let them participate, gain support, contribute and feel part of the process whenever they would like by having an online community that is free to them. Dollars are tight, and the more costs required for them to participate weakens the possibility of their child completing graduation.

**Determine the school's financial strength.** There have been numerous school closures, and likely more to come. How many empty beds do they have? What has been their consistent census?

Going forward, schools will continue to be more closely scrutinized. With more school closures, parents and Educational Consultants will become more determined to discover those that provide true and unique value in their services. I'm convinced there will be more demands for transparency and keeping the parents better informed and more involved in the family healing and solutions process. Ultimately, this will create greater value and quality across the board.


Core Solutions' value stems from the transparency and support we create for our schools with their individualized private, secure and online parent communities. Schools that stand by their values and create greater value for their families are the ones that will survive these tight times. Their high standards will articulate to parents and professionals that they do not cut corners when it comes to standing on their values. The schools that can separate themselves from the pack through exceptional services, transparency and competition will be able to whether this storm.

**About the Author:** *Randall Cook of San Diego, CA, runs Core Solutions, a business which administers several bulletin board systems in a "Family Friendly" manner. A program graduate himself, he administers the Struggling Teens parent support board as well as boards for numerous Programs, schools and Professional Organizations. For more information on setting up a board for family support, visit his web site at [www.CoreBB.com](http://www.CoreBB.com) or contact him at [randall@corebb.com](mailto:randall@corebb.com) by phone at 877-271-4427.*

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Aspen specializes in helping 13-17 year old adolescents who exhibit self-defeating characteristics such as: low self-esteem, depression, substance abuse, oppositional defiance, ADD/ ADHD, school failure, family conflict, negative peer relationships, manipulation and entitlement.

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Los Angeles Times Magazine

*"...one of the nation's most reputable programs..."*  
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**ASPEN ACHIEVEMENT ACADEMY HAS BEEN HELPING FAMILIES SINCE 1988**



# BOOK REVIEWS...

## INTEGRATED TREATMENT OF EATING DISORDERS: BEYOND THE BODY BETRAYED

By Kathryn Zerbe, M.D.  
New York: W.W. Norton & Company, Inc.  
ISBN 13: 978-0-393-70442-6

Reviewed by Leon Pyle, Ph.D.

*Eating disorders have the highest mortality rate of any psychiatric illness and cause significant medical and psychological morbidities in patients who do not succumb* (Zerbe, 2008, p. 1)<sup>1</sup>

As every parent who has tried to help a child with an eating disorder knows, if we are to be helpful, we need the best source of understandable, practical advice we can get. Dr. Kathryn Zerbe's new book, *Integrated Treatment of Eating Disorders*, based on her 25 years of clinical experience and painstaking research (her book includes over 750 professional references!), provides the most up-to-date resource available today.

In normal problem solving, one's thinking is directed toward the solving of an external problem using mental and other resources. For eating disordered patients, both the problem and the imagined solution (a different body shape or size) are internal. Thus, insulated from external reality, the patient is extremely difficult to reach and influence.

The patient's intention, Dr. Zerbe states, is to become a better person, but he or she creates instead a dangerous routine of purging, exercising far beyond what is physically healthy, binging, dieting, and the like. Because of the internal nature of the battle, these patients do not see the danger in their belief about how to create this "better person," and may put their lives at risk in pursuit of their delusional goal.

The complexity and medical implications associated with eating disorders are enormous and, at times, frightening. Dr. Zerbe makes the case that there is no single answer, no simple cure. What is required is a plan that integrates the best treatments offered by medicine, various forms of psychotherapy, nutrition and the like.

Dr. Zerbe's book, while written with mental health professionals in mind, is user-friendly, jargon-free, and will enable parents to better understand and evaluate treatment options offered by their team of practitioners.

Dr. Zerbe advises that treatment must begin with a thorough evaluation of possible medical problems caused by the disorder and an assessment of the nutritional interventions necessary to stabilize the patient. In severe cases, hospitalization may be required. Simultaneously, "talk therapy" is undertaken to begin to understand and support the patient. Dr. Zerbe warns that the patient's self-deception and denial prevent him or her from talking openly about aspects of his or her problem in the early phase of treatment. She also warns that parents and therapists need to avoid expectations that are too high.

Dr. Zerbe advises the reader on how to talk with the patient in ways that are both tactful and useful. Ironically, a good sign that the therapy is beginning to work is when the patient begins to complain more vociferously about treatment and the mental health professionals attending him or her. It is an indication that some of the negativity that has been inwardly focused is beginning to be externalized, providing a bit of relief to the patient (but dismay to the unprepared parent or therapist who is working so hard to be helpful).

Dr. Zerbe notes that, as therapy progresses, patients, parents and therapists will at times feel that the same topics are being discussed ad nauseam. It may be difficult to see the

CONTINUED: EATING DISORDERS/ PG 18

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progress that is being made as the subtle deepening of understanding occurs, and the two-steps-forward, one-step-backward kind of progress will at times be discouraging to all involved. But with “containment” of the problem, and empathic understanding of the patient, progress will occur. It is especially important during difficult times for parents and therapists to hold the potentiality of the patient in mind, reflecting back to the patient what is possible so as not to get lost in the struggle of the moment.

Even when therapy is completed, a perfect solution will not be obtained. However, the patient’s improved understanding of the negative consequences that the eating disorder has had on him or her and the painful feelings that led to the attempt to solve the problems through a change in bodily appearance will be vastly improved. The previously incessant self-preoccupation will diminish. The patient will begin to consider what he or she wants to do with his or her life, as well as what steps will be required to accomplish the new goals. Secrets will be exposed and lose their power. Self-forgiveness will occur. A capacity for intimacy will improve. A leap into the unknown future can be made.

Dr. Zerbe’s book is a Godsend to anyone who wants to be helpful to someone suffering from an eating disorder. It will help both parents and therapists think about the disorder and its solution in new, holistic and practical ways, as well as create new strategies to deal with the many issues involved.

*About the Reviewer: Leon Pyle, PhD, is a Licensed CA psychologist, an OR Licensed Professional Counselor, a Private Practitioner and originator of [www.tandemjourney.org](http://www.tandemjourney.org). He is located in Ashland, OR and can be reached by email at [leonpylephd@charter.net](mailto:leonpylephd@charter.net)*

1) Zerbe, K. (2008). *Integrated treatment of eating disorders: Beyond the body betrayed*. New York: W.W. Norton & Company, Inc.

## NEWS & VIEWS...

### AUDIO TRAINING HELPS DYSLEXICS

(May 1, 2008) Science Daily reports children with dyslexia are unable to process fast changing sounds. Audio training teaches children how to process these sounds and improves their ability to “manipulate words and their phonic components.” This translates into better reading.

### MEL LEVINE LEAVES INSTITUTE

(November 24, 2008) In a recent article from the New York Times online, Dr. Mel Levine, a pediatrician, who is facing five lawsuits in which he is accused of molesting young boys during their physical exams, has resigned from All Kinds of Minds, a North Carolina institute he founded in 1995.

### MORE PARENTS JAILED

(November 27, 2008) According to a British news source, The Guardian, since the year 2000, parents have had to face jail sentences and fines for failing to stop their children from “playing truant,” with the number of parents jailed for this offense increasing over the past five years.

### CONFLICT OF INTEREST POSSIBILITY

(November 28, 2008) In a recent editorial in the New York Times, Congressional investigators have discovered evidence of a conflict of interest of two prominent psychiatrists who received funding from drug companies. This casts doubt on both their research and advice they have given.

### PRIVATE SCHOOLS: \$2-\$6 A MONTH

(December 11, 2008) Forbes.com reports private school tuitions in the slums of Hyderabad, India, range from \$2-\$6 per child per month, where a British educator is working along with backing from a Singapore tycoon, to strengthen these schools via the Aristotle project.



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### WHY FEMALE PUBLIC SCHOOL TEACHERS TARGET BOYS

(December 20, 2008) World Net Daily reports female teachers who target boys for sex are putting themselves into the same peer group as their students. In their minds, they romanticize them and make them caring, sensitive, honest and insightful.

### EVIDENCE GAP: DRUG REHAB OR REVOLVING DOOR?

(December 22, 2008) The New York Times reports that very few rehabilitation programs used for those suffering with drug addictions have evidence showing they are effective, yet many clinics across the country have waiting lists to get in.

### WARNING LABELS NEEDED FOR CHILDREN'S BOOKS?

(December 26, 2008) the Dailymail.co.uk reports a former president of the National Association of Head Teachers believes children's books are becoming so violent and sexually explicit that they should have explicit content warning labels attached to the bookshelves where they are sold.

### INDICTMENTS DROPPED

(December 30, 2008) Channel 2 News out of Southern Utah reported indictments against Alternative Youth Adventures (AYA) Program Director James Omer, Medical Director Keith Hooker and emergency medical technician Ben Askins have been dismissed against them in the death of a 15 year old who died from a staphylococcus infection in May 2007 while attending AYA. Colorado officials closed AYA two months after the teen's death.

### JUVENILE JUSTICE SERVICES TAKE A HIT

(December 27, 2008) Tennessean.com reports that TN, SC, KY and VA have cut their budgets on juvenile justice

spending, which is forcing young criminals out of counseling programs, group homes and programs that try to rehabilitate children, into juvenile prisons.

### 'INDULGENT' PARENTS FUEL CLASSROOM DISRUPTIONS

(December 29, 2008) Telegraph.co.uk reports teachers say most problems with their students came from overly indulged children. In addition, teachers shared how they were confronted by irate parents after they attempted to discipline their child.

### RISKY BEHAVIOR ON MYSPACE STOPPED

(January 6, 2009) REUTERS reports a study of teenagers who use MySpace and their disclosures of risky behaviors that include substance abuse, sexual behavior and violence were curbed when they were sent a message from "Dr. Meg" who warned about the risks of disclosing personal details online.

### DEATH OF TEEN RULED HOMICIDE

(January 5, 2009) Fox News reports county coroners have ruled the death of a 17 year old teen girl at Parmadale Family Services a homicide. The teen died after being physically restrained by two staff members at the facility on December 13, 2008.

### DIVINE PRAYERS FOR DESPARING PARENTS

(January 8, 2009) A new book written by Susanne Scheppmann, titled "Divine Prayers for Despairing Parents: Words to Pray When You Don't Know What to Say," is available through New Hope Publishers. For more information on this book, contact Ashley Crafton at 205-991-4920.

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## SEEN N' HEARD

### OMH UPHOLDS SLS FINES

(July 5, 2008) LoHud.com reports the state Office of Mental Health issued a ruling to uphold fines of \$100,000 against SLS Residential, Inc, a private mental health facility that treats young adults, with violations that state inspectors found. To view this article, visit the struggling teens website.

### JUDGE APOLOGIZES TO SLS LAWYER

(July 18, 2008) LoHud.com reported the U.S. District Judge presiding over the SLS Residential, Inc. class-action lawsuit, apologized for blasting one of the SLS attorneys for lobbying the two former patients to opt out of a multimillion dollar lawsuit against the company. To view this article, visit the struggling teens website.

### SLS FILES SUIT

(September 15, 2008) LoHud.com reports Dr. Joseph Santoro, co-owner of SLS Residential, Inc defended his company, saying they had not been given a fair hearing by the state Office of Mental Health, in the alleged violations of laws and failure to correct them. SLS has filed a lawsuit in the state Supreme Court to reverse a ruling that puts their company in jeopardy of losing its state operating licenses. To view this article, visit the struggling teens website.

### JUDGE RULES IN FAVOR OF SLS

(December 8, 2008) LoHud.com, a New York news source reports a state Supreme Court judge has ruled in favor of SLS Residential, Inc, a private, mental health facility, stopping the state from taking action against SLS and cancelling \$110,000 in fines levied against them. Please view this article on the struggling teens website.

### OPENING OF GATEHOUSE IN THE WILDERNESS

(December 10, 2008) Gatehouse Academy in Wickenburg, AZ announced the opening of its new 90 day addiction and substance abuse experiential wilderness program for teens and young adult residents. Gatehouse in the Wilderness takes place in two locations, Arizona and Canada. This program teaches how to maintain sobriety through 12 step education, therapy and participation within a natural environment. For more information contact Glenna Conway, Business Consultant, at 888-251-9422.

### OLIVERIAN FORMS ADVISORY COMMITTEE

(December 11, 2009) The Oliverian School has formed an advisory committee to discuss the ongoing development of the school and its upcoming accreditation visit from the New England Association of Independent Schools. Committee members include: Jay Wolter; Buzz Quillen, parent of a prospective 2009 graduate; Dave Chabot, Jeanne Townsend, parent of a recent graduate; Jim McKeown (Chair); Heidi Derbyshire, parent of a recent graduate; Barclay MacKinnon, Head of Oliverian School; Carl Lovejoy, Director of Development at Kimball Union Academy; Arthur Eve and Tom Hoyt. Contact the Oliverian School, Haverhill, NV, 603-989-5100 for more information.

### JENSEN JOINS CARE

(December 15, 2008) Bobbie Jensen, 435-673-6111, announced she has joined Centers for Adolescent Recovery and Education (CARE) as Assistant Admissions Director. CARE Centers include Falcon Ridge Ranch and Red Rock Canyon School in Utah. Jensen exclaimed "I am excited about the growth that is occurring within our organization and [am] eager to get information out..." Jensen had previously been Admissions Director for Sunrise RTC.

### ROCKY MOUNTAIN REGIONAL CONFERENCE CALL FOR PAPERS

(December 18, 2008) The 2009 Rocky Mountain Regional Conference will be held Friday, May 8, 2009, at the Grant Creek Inn in Missoula, MT. They are now accepting Call for Papers for the conference, with a deadline of February 20, 2009. Submit your proposals by mail to: Sami Butler, Intermountain, 500 S Lamborn Street, Helena, MT, 59601. Or call 406-457-4744. Fax: 406-442-7949. Do NOT submit to the NATSAP office as they will be completing the close of the office during the month of February.

### ECHO MALIBU ADDS SEASONAL COUNSELORS

(December 20, 2008) Dr. Jeffrey Nalin, Executive Director at Echo Malibu, Malibu, CA, 800-780-3246, announced ECHO Malibu will have extra counselors on duty 24 hrs a day 7 days a week to provide

assistance to families who may be in crisis this holiday season. Parents or youth can call and speak with a counselor free of charge.

#### WINGATE ACCEPTS YOUNG ADULTS

(December 22, 2008) Brad Matheson, Director of Admissions at WinGate Wilderness Therapy announced the opening of a Young Adult Group for young men and women ages 18 to 25. The new young adult program will focus on clinical issues and emotional challenges. For more information call Brad at 800-560-1599 or 801-376-2880.

#### BUTTE JOINS EAGLE SUMMIT MANAGEMENT

(December 22, 2008) Angie Fusco, Program Administrator at Eagle Summit, Whiteside, MO, 931-729-3454 announced Deidre Sage Butte has joined the management staff at Eagle Summit. Deidre previously worked at Three Springs Duck River in the admissions and referral relations department and Provo Canyon School in the business development department. For more information or to contact Deidre call 931-729-3454.

#### PANNELL/ CHECKETIS ANNOUNCE IMPACT ON FAMILIES

(December 23, 2008) Impact on Families is a new treatment alternative for struggling teens and their families where parents are an important part of the treatment and assessment. During the intensive 7-day experience, family and individual problems are identified and are then provided a complete treatment plan. For more information on this new program, contact Janice Pannell.

#### MUSICIAN KEVENS CELEBRATES AT SOBER COLLEGE

(December 23, 2008) Sober College in Woodland Hills, CA was honored to have Reggae luminary Kevens pay a visit to its campus to celebrate his birthday with students and faculty. Kevens addressed the student body with a message of spirituality and hope for the New Year. For more information on Sober College, contact Annika Richards at 800-465-0142.

#### GOLDBERG NEW AT V3

(December 30, 2008) Ken Goldberg, Attorney at Law, has been appointed to the position of Director of Operations at V3 Tucson, Tucson, AZ. Ken has appeared on the Phil Donahue show, has been the subject of an ABC television documentary and has hosted a local radio talk show in Tucson called "Ken Goldberg's Law and Disorder." For more information please call Gale Standen, Founder of V3 at 877-838-8276.

#### RIGHT WAY AT 7 ARROWS AND STEP BEYOND CLOSED

(December 30, 2008) Woodbury Reports, Inc has been informed that both Right Way at 7 Arrows Academy in Woodville, FL and Step Beyond in Orem, UT have closed their operations. Although the website for Step Beyond is still online, their phone is no longer in operation. For more information, visit the struggling teens website.

#### DRAGONFLY TRANSITIONS EXPANDS

(January 1, 2009) Mona Treadway, Admissions and Owner of Dragonfly Transitions, announced the expansion of both their facility and services in this coming year, which will include a community center, complete with an industrial kitchen for cooking classes and a student run café. In addition, Dragonfly has posted several job openings on the struggling teens website. For more information, contact Mona Treadway, MSW, at 541-331-3287.

#### HEARTLIGHT'S "GUNS, GUITARS & GOOD FRIENDS"

(January 1, 2009) Heartlight Ministries is holding a fund-raising event titled "Guns, Guitars and Good Friends" on April 17 and 18, 2009. The weekend events include a Friday night dinner and concert with Paul Overstreet and some of his songwriting buddies, a Silent Auction, and on Saturday, there will be a Sporting Clays Shooting event, with winners receiving guns. For more information, contact Mark Gregston, Founder and Executive Director, at 903-668-2173 ext. 12.

#### TRAILS CAROLINA ACCEPTING STUDENTS

(January 2, 2009) Graham Shannonhouse, Executive Director, and Mark Oerther, Admissions at Trails Carolina, Lake Toxaway, NC,

CONTINUED: SEEN N HEARD/ PG 22



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

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## **SEEN N HEARD: CONTINUED FROM 21**

888-387-2457, announced that Trails Carolina is now accepting students. The program, designed for struggling teens ages 13-17, offers equine therapy, academic credits, integrated, wrap around family curriculum and wilderness expeditions. For more information call or email Mark Oerther.

### **ASPIRO YOUNG ADULT PROGRAM – KAIROS**

(January 2, 2009) Brian Church, the Director of Business Development at Kairos, Riverton, UT, 801-979-6301, announced Aspiro's Young Adult program now has its own identity, and is pleased to introduce the new name, Kairos, which was discovered by one of their young adult students. Kairos is an ancient Greek word which means "the right or opportune moment." In addition, Kairos has its own new website.

### **SPRING LAKE RANCH SUBJECT OF STUDY**

(January 2, 2009) The Psychiatric Rehabilitation Journal has published a study on therapeutic communities and mental health system reform, with Spring Lake Ranch as one of the subjects—a working farm where staff and residents who have had previous psychiatric inpatient stays can live and work together.

### **TAMPA BAY ACADEMY LAYOFFS**

(January 3, 2009) The St. Petersburg Times reports Tampa Bay Academy, a residential treatment center that houses a charter school and a group home, has laid off 125 employees due to state officials revoking their licensing for "fostering an unsafe environment for patients and employees."

### **WILKEY JOINS IN BALANCE**

(January 3, 2009) Patrick J. Barrasso, CEO, and Owner of In Balance Inc, Tucson, AZ, 520-722-9631, is pleased to announce Don Wilkey has joined the clinical team at In Balance Ranch. Don has a Masters in Counseling and has over 20 years experience, specifically in the field of working with adolescents. For more information contact In Balance.

### **NEW THERAPIST AT GREENBRIER ACADEMY**

(January 5, 2009) Greenbrier Academy in Pence Springs, WV, announced the addition of Chantal Desloges to their clinical department. Chantal, MA in Counseling Psychology from the University of San Francisco, has worked in wilderness/adventure therapy and in both private and school settings. For more information, contact Beth Ragland at 304-445-7790.

### **HORSE SENSE WINTER SPECIAL**

(January 5, 2009) Shannon Knapp, Horse Sense of the Carolinas, Inc, 828-683-7304, announced they are offering a "Winter Special" through February 2009. Participating businesses that make a 50% deposit prior to February 28 will receive 15% off the entire cost of their organization's training program. Using Equine Interactive Learning (EIL), Horse Sense's team building and leadership development programs can increase productivity, assist teams in identifying obstacles and create an opportunity to model new patterns of cooperation, communication, and leadership. All sessions take place on the ground with no horses being mounted by participants. For more information, contact Shannon Knapp.

### **ELAN STUDENT SURVEY**

(January 5, 2009) Students at Elan School in Poland, ME, participated in a school wide survey on the things they liked and disliked at the school and why. To view this survey in its entirety, visit the struggling teens website. For more information, contact Connie Kimball, Admissions, at 207-998-4666.

### **LANDMARK BRIDGE SEMESTER PROGRAM**

(January 5, 2009) Ben Mitchell, Director of Admissions at Landmark College, Putney, VT, 802-387-6718, announced classes will start January 27 for Landmark's Bridge Semester Program. The Bridge Semester delivers college-level instruction, advising and co-curricular activity in an environment tailored for students with Executive Function difficulties. For more information, contact Ben Mitchell.

### **BROWNSTEIN NEW EXECUTIVE DIRECTOR OF NATSAP**

(January 5, 2009) The National Association of Therapeutic Schools

and Programs (NATSAP) is pleased to announce the selection of Clifford Brownstein as its new Executive Director. Cliff has served as President and on the Board of Directors of the International Association of Association Management Companies (IAAMC). He is also a member of the American Society of Association Executives. More news from NATSAP includes the NATSAP office will relocate from Prescott, AZ, to the Washington, DC, area in late February 2009. For more information, contact Craig LaMont at 801-426-8800.

### **WILDERNESS FIRST RESPONDER COURSES**

(January 5, 2009) Idaho Educational Services (Ascent, Northwest Academy and Boulder Creek Academy) is hosting an "80 Hour Wilderness First Responder (WFR) Course" January 31- February 4, 2009, Cost: \$550.00. Also offered is "24 Hour Open Recertification WFR Course" February 6-8, 2009, Cost: \$200.00. Registration Deadline is January 21, 2009; from 9:00 am- 5:00 pm each day at Boulder Creek Academy, 378 Emerson Lane, Bonners Ferry, ID. For more information, contact Tai Komanec at 208-267-1210, ext. 2132.

### **GLENHOLME ANNOUNCES SUMMER SESSIONS**

(January 5, 2008) Daniel J. Tuttle, Marketing Director for The Glenholme School, Washington, CT, 860-868-7377, ext. 217, announced Glenholme is accepting applications for the 2009 Summer Sessions: Session I June 25 - July 27 \$10,395; Session II July 28 - August 29 \$10,395 and Full Summer June 25 -August 29 \$18,710. Program offerings include: English Literacy Development (ELD); Cultural Immersion through social events and activities, and Academics and Camp.

### **LETTER TO ALLDREDGE**

(January 5, 2009) There is a letter by former staff on the recent closure of Alldredge Academy on December 31, 2008. To view this in its entirety, visit the struggling teens website.

### **NEW HAVEN'S LAIRD, ENGLER, JENSEN HONORED**

(January 6, 2009) Three of New Haven's executives: Laurie Laird, MEd, New Haven's Education Director; Sarah Engler, LCSW, InnerChange's Director of Aftercare and Transition Services, and Kristie Jensen, New Haven's Marketing Director, were honored as prominent Utah businesswomen in the "Winter 2008" edition of the Utah Valley Business Quarterly magazine. Contact Ari Terry, Admissions and Marketing at 214-272-6882 for more information.

### **HILLSTEAD LEADS WILDERNESS RENEWAL AT DISCOVERY ACADEMY**

(January 6, 2009) Discovery Academy in Provo, UT, announced the addition of Dr. David Hillstead to its staff. He will lead Wilderness Renewal therapy groups. These groups will help students who have graduated from wilderness programs to build on that momentum during their stay at the Academy. Dr. Hillstead is a marriage and family therapist. He formerly practiced at Second Nature and Aspen Achievement. For more information, contact Steve Nadauld at 801-380-8819.

### **CORAL REEF DISCOUNTS TUITION**

(January 7, 2009) Bryan Marks, Admissions team at Coral Reef Academy, Western Samoa, has announced Coral Reef Academy will extend a 30% discounted tuition rate to clients from January 1, 2009 until March 31, 2009, as an effort to create an affordable treatment option due to the tightening economy. For more information, contact Admissions at the Nevada administrative offices, 702-233-0444.

### **PINNACLE SCHOOLS GRADUATION**

(January 8, 2009) Alexa Nuessle, Marketing for The Pinnacle Schools, Huntsville, AL, 256-518-9998, announced family, friends, faculty and staff gathered for the commencement ceremony for two graduates who received their high school diplomas. The graduation was held in The Pinnacle Schools' brand new 2,800 square foot learning center. Both students will start their first semester of college with academic scholarships

### **GRAND RIVER ACADEMY UPDATE**

(January 8, 2009) Grand River Academy in Austinburg, OH, announced it currently has students from 25 states and over 6 countries. In addition, the student population has 35 boys who have graduated from wilderness and therapeutic schools and programs.

For more information, contact Tom O'Neal, Development Officer, by phone, 440-275-2811, or email.

#### **SCHOLARSHIPS AT COOPERRIIS**

(January 8, 2009) Virgil Stucker, Executive Director at CooperRiis, Mill Spring, NC, wanted to make everyone aware of the scholarships available at CooperRiis. Some of the details are that each family must pay for the first two months of residency for their family member at their main campus, which is \$9800 per month; every family may seek a scholarship or a rate reduction as of the third month by submitting a one-page form with financial information. The CFO and Executive Director set the rate according to what the family can afford. In addition, scholarships may run for up to 18 months; with 6 months at the main campus and 6 months at each of their two step down programs which can follow. For more information, contact Virgil Stucker at 828-899-4673.

#### **INTERVIEW WITH OXBOW ACADEMY ON PORNOGRAPHY**

(January 9, 2009) A KCPW newscaster visited Oxbow Academy, a private residential treatment center that is exclusive to teenage boys with sexual behavior problems and interviewed residents to learn how sexual curiosity turns into an addiction. To view this interview in its entirety, visit the struggling teens website.

#### **CONDOLESCENCES TO KAY DAVISON**

(January 13, 2009) Al Davison, husband of IECA member Kay Davison, passed away in his sleep January 12, 2009. Though he had been experiencing some health problems for the last few years, his passing was sudden and unexpected. Kay requests that in lieu of flowers, donations be sent to the IECA Foundation. Kay's address is 19 N Vista De la Luna, Laguna Beach, CA. 92651. We here at Woodbury Reports wish to send Kay our prayers and condolences.

#### **CORELLI VISITS WOODBURY REPORTS**

(January 13, 2009) Todd Corelli, PhD from Kaysville, UT, was in North Idaho visiting some programs and stopped by the Woodbury Reports office for a visit. Todd had previously worked with adolescents at Second Nature.

#### **NEW HAVEN RECEIVES A+ RATING FROM BBB**

(January 14, 2009) New Haven, Provo, UT has been awarded an A+ rating by the Better Business Bureau. And it has been noted that New Haven has had zero complaints since it joined the BBB in September 2007. For more information on New Haven, contact Ari Terry, Admissions at 801-794-1218.



#### **SUIT REFILED AGAINST LOVE DEMONSTRATED MINISTRIES PASTOR**

(January 14, 2009) The San Antonio Express News reports a civil suit against Pastor Charles E. Flowers from the Love Demonstrated Ministries, a Christian boot camp, was filed by the mother of the 15 year old girl who accused Flowers of dragging her behind a van while attending the boot camp. A previous mistrial was declared when jurors couldn't reach a decision in an earlier criminal trial.

#### **NEW ADDITIONS ENHANCE SUNHAWK ACADEMY**

(January 14, 2009) Jeff Johnson, Director of Admissions at SunHawk Academy, 888-214-3878, announced the completion of a new student computer lab and enhancements to the activities field at SunHawk Academy. The student computer lab is equipped with 15 new "state-of-the-art" computers. Students have daily access to the lab and are able to utilize the computers for school work and research. The new field additions include a basketball court, a sand volleyball pit and a 1/5 mile oval running track. The field is three acres and also has a ropes course.

#### **BROWN/ JENKINS JOIN STONE MOUNTAIN SCHOOL**

(January 16, 2009) Susan Hardy, Executive Director at Stone Mountain School, Black Mountain, NC, 828-669-8639 announced the addition of two new therapists at Stone Mountain: Gretchen Brown, MS, P-LCSW and Sally Jenkins, MS, LCAS. Gretchen was previously the Field Supervisor for SUWS of the Carolinas and Sally was the Clinical Director at Phoenix Outdoor.

#### **BENCHMARK'S VALENZUELA EARNS CATC**

(January 16, 2009) Benchmark Young Adult School in Redlands, CA announced Primary Life Coach, E. Michael Valenzuela, III, has achieved his Certified Addictions Treatment Counselor (CATC) credentials through the California Association for Alcohol/Drug Educators (CAADE). In addition, Michael will pilot Benchmark's enhanced 12-Step curriculum, which has recently implemented the Matrix Model, an Intensive Outpatient Program (IOP) treatment for addicts. Michael joined Benchmark in 2005. For more information, contact Benchmark at 800-474-4848.

#### **MATRIX MODEL TO ENHANCE BENCHMARK**

(January 16, 2009) Jayne Longnecker-Harper, owner and CEO of Benchmark Young Adult School in Redlands, CA, announced the implementation of the Benchmark Recovery program featuring the Matrix Model, an Intensive Outpatient Program (IOP) which is an evidence-based treatment program for addicts, in addition to their 12-Step component. For more information, contact Benchmark at 800-474-4848.

#### **WOODBURY REPORTS 4<sup>TH</sup> ANNUAL NORTHWEST GET TOGETHER**

(January 16, 2009) Woodbury Reports, Inc. has announced May 15, 2009, will be the date of the 4<sup>th</sup> Annual Northwest Get Together. This event will be held at The Naples Inn, Naples, ID. This year's event will be informative, interactive and fun, making it an outstanding time to come and spend the day reconnecting with old friends and colleagues, meeting new faces and creating new friendships. For more information and registration request, please contact Laura Morton at 208-267-5550 or by email.

#### **BRAINWARE SAFARI WINS AWARD**

(January 16, 2009) Learning Enhancement Corporation announced that its flagship program, BrainWare Safari, is a winner of a 2009 Teachers' Choice for the Family Award, for quality and outstanding performance in the classroom and at home. Winners are determined by a panel of teachers who use the products in their classrooms and homes. For more information contact Betsy Hill at 312-239-2677.

#### **ASPEN ANNOUNCES REORGANIZATION**

(January 16, 2008) Aspen Education Group has announced the reorganization of its divisions to create a tighter continuum of care and a stronger clinical delivery. The new divisions are divided geographically into Eastern and Western United States. The Western Division comprised of 17 schools and programs will be overseen by Mark Dorenfeld, Senior Vice President of Operations. Mark has been with Aspen for 12 years. Jim Dredge will serve as acting Vice President for the Eastern Division, which is comprised of 12 schools, programs and camps. Aspen is a member of CRC Health Group. For more information, contact Kristen Hayes, Communications Director at 949-589-1765.

#### **MOUNTAIN MEADOW YOUTH RANCH—NEW NAME/NEW TOWN**

(January 20, 2009) 20 Peaks residential program has moved from Trout Creek, MT, to 60 acres of ranch country adjacent to National Forest lands located near White Pine, MT. 20 Peaks Ranch, owned and operated by Joe and Marilyn Friedls, is a group home for at-risk boys, ages 13-17, and has been in operation for 12 years. The program is building a new facility, has a new website and has adopted a new name, Mountain Meadow Youth Ranch, to celebrate its new location. For more information, contact Paul Clark at 406-827-4440.

Children like to be able to predict events. It gives them a sense of control.

~ Mary Pipher

# Many Classrooms...



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In the many classrooms of Aspen Education Group - a young person's journey begins.

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Every classroom is different, because every child has different needs. Each personal journey is unique.

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