

# Places for Struggling Teens™



Published by

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

March 2009 - Issue #175

## TROUBLED TEEN VS. STRUGGLING TEEN

By: Lon Woodbury

The terms Troubled Teen and Struggling Teen are frequently used interchangeably. I think that is an error because the connotations for each are different.

The term Troubled Teen is usually heard in the mental health field, most often referring to children with serious disorders and with serious problems that do not respond to normal family or society interventions. A bi-polar child or one who is severely depressed would be examples. These children seemed compelled by what in a previous age would have been called "demons." Something internal is driving the child to the extent that the child is unable to control it, and the child is unable to respond positively to external interventions like punishment, encouragement or discipline. The connotation is that the child needs treatment in order to lessen, control or eliminate these compulsions.

The term Struggling Teen has broader connotations. As we use it at Woodbury Reports, it can include a Troubled Teen with serious disorders but primarily includes teens who, for some reason or other, are floundering or failing in mainstream society and schools. These might include children floundering because of an undetected Learning Disability or Learning Difference. It might also include children that have an "entitled" mentality, or ones who internalized some criticism in the past and have lost all semblance of self confidence.

The Struggling Teen child might also appear to be "driven," but the cause is closer to being a gross misunderstanding of how the world works. The cause might not be traced to a serious diagnosis; but these Struggling Teen self-destructive behaviors, apparently throwing away their future, were of serious concern. Serious enough that residential placement was worth considering since they seem to be their own worse enemy.

I first learned of this difference when I was the Admissions Director for an Emotional Growth Boarding School in the 1980s. Many of the teens I was enrolling had been tearing their families apart and were engaging in serious self-destructive activities, thus the reasons the parents decided on residential placement. For many of these children, psychological evaluations had indicated they were more or less psychologically intact.

The most frequent manifestation was that they were emotionally immature for their age. The term often used at the time was "sixteen-years-old and going on four." That they seemed mature by demanding all the rights of an adult was misleading because they were reacting emotionally like a young child. For a child like this, treatment to a diagnosis was often ineffective, but emotional growth structure and experiences often were effective. In essence, what these children needed was to learn how to grow up.

It is important for a school, program, professional or parent to know the difference between a Troubled Teen and the broader implication of a Struggling Teen. Relying primarily on therapeutic treatment of a child whose primary trouble is a Learning or Immaturity problem is ineffective and sometimes can be harmful.

By the same token, emotional growth experiences for a Troubled Teen is ineffective and can be harmful, except when done in conjunction with professional treatment and therapy.

A good school or program will know the connotations of Troubled Teen and Struggling Teen and will act accordingly.



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The child-centered, therapeutic style of education under which boys do not do well appears deeply entrenched in many of our 'best' school systems.

~ Christina Hoff Sommers

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

Lon Woodbury - Publisher - 208-267-5550 - Fax: 208-267-9127 - [www.StrugglingTeens.com](http://www.StrugglingTeens.com)

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**Places for Struggling Teens™** is published monthly. One year subscriptions are \$35 USD. Non-Continental US postal orders add \$5 USD.

**Places for Struggling Teens™** is published by Woodbury Reports, Inc.™  
**Lon Woodbury, Publisher.**

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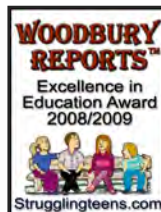


ISSN: 1540-3718

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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™**.

# MONTANA ACADEMY

Kalispell, MT

Letter from Lost Prairie:  
What is “therapy” anyway?

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February 23, 2009

Periodically I join a group or run one when a therapist is absent. This is an opportunity for me to dip into the ongoing clinical work at Montana Academy, a therapeutic boarding school, and test the waters to see what our students are learning. Recently I sat with a boys’ team. They spent the first half hour talking about their concerns and anxieties in preparation for the addition of a new student who was arriving that afternoon.

They were thoughtful, remembering their own arrivals with their attendant confusion and sense of being overwhelmed. They also valued the gains that they had made, the comfort that they took in their team which had not had a new member in some months and their worry that a new student would upset the cohesion of the existing group. Yet they were at pains to tell each other that it was important to set the tone of the team so that the new student would find them functioning well and discover a culture where he would be expected to do likewise.

We turned to the subject of therapy and I asked them what they thought that “therapy” actually was. One student said that he really didn’t know, but that he was struggling just to be honest about what he was thinking and feeling. He said that his father didn’t think much of therapy but that his mother “believed it was helpful.”

This was confusing as he began to have a better relationship with his father and cared what he thought.

Another said that he saw his mother using therapy for advice and that he was skeptical about this approach.

One young man said that he thought that he was doing therapy all day long, not just with his therapist in the office, but with his friends in serious conversations and with staff that he had come to know. He was trying to increase his self-awareness, to say what was on his mind and to work on improving his relationships, knowing that this therapeutic milieu would help him to avoid “crashing and burning” as he had done at home.

A fourth, who had been in treatment for 18 months, said that he didn’t really think about being in therapy or at a therapeutic boarding school any more, but that his therapist and team leader were so much a part of his everyday life that consideration of their thoughts and approach was integrated into everything he did and not separate from it. Not one young man referred to therapy as something which was done to him or as a set of learned skills. Each one was in his own unique way attempting to follow a path of mindfulness and improvement of day-to-day relationships.

CONTINUED: MONTANA/ 4



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## MONTANA:

Some months ago John Santa urged me to see the film "Lars and the Real Girl" in which a depressed, lonely and help-rejecting young man, Lars, orders a mail order blow-up doll which he insists on treating as though it were a real girlfriend. At first his relatives and larger community are shocked and confused about how to treat this fantasy relationship, but gradually they decide to suspend normal expectations for his social behavior and settle into an acceptance that this strange relationship must be important to him somehow and should not be denied.

The entire community behaves in an unusual manner. They go along with the fantasy. A compassionate physician deftly uses this imaginary relationship to treat the young man. When Lars is ready, he gradually lets go of his blow-up girlfriend and reenters the world of real relationships. Odd as this may sound, this is as moving and compassionate a depiction of therapy as I have ever seen. The community suspends judgment of strange behavior, loves and cares for Lars as he finds his way back to them.


Oftentimes our students need this same forbearance and understanding. One young woman developed a relationship with a plastic horse which she named and took everywhere with her, pretending to be its mother, feeding it, loving it and protecting it from all teasing and flippant hurtful horseplay. She took this parenting role very seriously and resisted all suggestion from our well-meaning staff to grow up and get over it. It turned out that this girl's parents had recently had a serious marital

fight which had left her feeling scared and lonely. She sought refuge in her active fantasy life and acted it out, much as a younger child might do.

Many of our students tell outrageous lies and stories which serve to both hide and reveal their worries. While we regularly challenge students to move on from childish behavior, we also try to do this in the context of understanding what their behavior means and why they cling to it. We do our best not just to pay attention to the melody line of their chatter and behavior, but also to listen for the deeper sounds of the cords. There is, after all, an underlying meaning to most of human behavior and it is this meaning that we seek to understand in therapy, so that our staff can be in tune with our young people in more than a superficial manner.

Thoughtful therapy is not something that can be imparted from books or seminars alone and is much more than a set of skills which are delivered willy-nilly according to the adolescent's diagnosis. We are not simply in the business of instruction. It takes years to develop a "third ear," to hear the underlying themes of a person's life story and to help him or her to learn to pay attention to his or her own thoughts, so that eventually they can do this for themselves. The physician in "Lars and the Real Girl" is such a skilled therapist, who listens, understands, does not simply confront or instruct, but patiently helps Lars to ease his pain and to move on in his life. The first steps in healing are to be heard and understood.

This therapeutic milieu work of recognition is different from another aspect of work in a therapeutic boarding



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school. That is the push to grow up. We make this push explicit with our students. We challenge them to think not just about themselves, but about each other and the needs of their team or the larger community. We encourage them to distinguish between their own wishes and needs and those of others. We recognize that they do not yet share the values of adults, and that these are rarely instilled by lectures or coercion.

We attempt to create some discomfort with their childish narcissism. We ask them to express themselves honestly and clearly, but also to consider themselves in the context of relationships with teammates, staff and parents. We do not try to rescue them from the struggles of their own ambivalence about such tensions. Indeed, we are glad to watch them wrestle with their own selfish wishes, knowing that if they indulge these they may hurt those who love and care for them. This is the work of growing up and the chief work of a therapeutic boarding school.

We also do our best to create the kind of community exemplified in "Lars and the Real Girl"—one in which individuals can be heard and feel deeply understood and where idiosyncratic behavior may be tolerated while a young person works through pain and misunderstanding to find his or her way back to solid real relationships with peers, staff and parents. Such is the healing offered in our milieu.

Warm regards,  
Rosemary McKinnon  
Montana Academy

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## COACH'S CORNER...

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

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

## COACHING FOR CONSISTENCY

By Bill Valentine PsyD, CC

"Rita", a 38 year-old single mother and successful attorney, came to us distraught and "at wits end." Her daughter Jennifer, 15, was becoming increasingly rebellious and confrontational, and Rita lacked the energy and knowledge to handle the difficult teen.

Rita and her husband, Ramon, also an attorney, had divorced two years ago. Since the divorce, Ramon had maintained only sporadic and unpredictable contact with his daughter. Jennifer's rebellion dated from the time of the divorce.

In our first interview, we spent considerable time with

CONTINUED: COACHING/ 6

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## COACHING:

Rita exploring the chronology of Jennifer's contrary behavior and the methods Rita had employed in her attempt to provide structure and discipline for her daughter. At the conclusion of the first interview and after carefully explaining the difference between coaching and therapy, we assisted Rita in finding some local sources for family therapy and contracted with her for parent coaching.

What follows is an abridgement of the next several coaching sessions.

**Coach:** Rita, what do Jennifer's recent behaviors say to you?

**Rita:** That she doesn't respect me and wants to go live with her father.

**Coach:** I see. And how do you feel about that?

**Rita:** [Almost in tears] It really hurts. I've tried so hard to be mother and father to her over these last few years, and she doesn't seem to recognize or care about how hard I've tried.

**Coach:** I can appreciate how much that must hurt. And I encourage you to explore these feelings with your therapist. What about the possibility of her going to live with her father?

**Rita:** That will never happen. He barely sees her now as it is. He's all wrapped up in his work and his new girlfriend.

**Coach:** Supposing, for a minute, that he would take in Jennifer. How would you feel about that?

**Rita:** [Long pause] If that is what she wants and if Ramon would commit to being a real father AND I could have her spend time here on a regular basis ... I guess it would be all right.

**Coach:** Have you ever discussed this possibility with Ramon?

**Rita:** No. But I know he'd never agree.

**Coach:** Well then, let's put that down as one of our goals; to come up with a plan and method for discussing this prospect with your ex-husband. Is that something you will be willing to do?

**Rita:** I guess so, yes.

**Coach:** Fine. Now let's turn to the present. What does Jennifer **need** now rather than what she **wants**?

**Rita:** What she needs is someone to say 'NO' and mean it.

**Coach:** Do you have trouble saying no and meaning it?

**Rita:** That's funny because at work I have to say no a lot and I can do it without hesitation when it's necessary. But with Jennifer, she knows just how to push my buttons, and when to do it.

**Coach:** What do you mean?

**Rita:** She is always asking for something or looking for a fight just after I get home from a long day at work. I am often so tired that I just don't have the energy to debate with her.

**Coach:** So what happens?

**Rita:** She usually gets her own way even after I have said no.

**Coach:** So, are you saying there are no, or few, real rules in your home?

**Rita:** Oh, no. There are rules, and I try to stick by them. It's just that sometimes I'm too tired or weak to enforce them, I guess.

**Coach:** Rita, do you think rules of behavior are important for children?

**Rita:** Yes.

**Coach:** Why?

**Rita:** Well, I know for myself, when I was Jennifer's age, there were a lot of temptations to get in trouble and slide by at home. But my parents were kind of strict, I guess. I always knew what my boundaries were.

**Coach:** What other ideas does that give you about what Jennifer really needs?

**Rita:** She needs to know what the boundaries are and that I am here to make sure she stays within them. She needs me to be consistent.

**Coach:** You've got it. We can talk later about whose responsibility it is for Jennifer to stay within her boundaries, but let's first talk about a method for setting boundaries and remaining consistent. Have you ever heard of a Home Contract?

**Rita:** No, but I do know about contracts.

**Coach:** Great. Give me a brief description of a contract.

**Rita:** Well, it is an agreement between two or more people, written or verbal, in which there is a mutual responsibility to perform certain actions.

**Coach:** Terrific! Now, applying that framework to a Home Contract, we also need to add the concept of actions that must be **refrained** from as well. Also, consequences and rewards are spelled out in the Home Contract. Finally, the Home Contract needs to be discussed between all parties and signed by them. Before our next call, why don't you fill in your vision of how a Home Contract between you and your daughter would look.. Send me a quick email of how that would look and come to the call ready to discuss how such a document might help you and Jennifer in getting what you **both** need.

Several important things were demonstrated by the coach on these calls. First, she clearly separated coaching from therapy in the first call. She then kept Rita focused in subsequent calls on action-oriented problem solving rather than venting or exploring past, unresolved hurts and issues.

She acknowledged the possibility of Jennifer's moving in with Dad, but since this has not yet been addressed aloud, she moved that topic into the "parking lot" and kept the discussion moving toward practical, in-the-present solutions to the chaos in her home. Finally, she focused the client on seeing the Home Contract as a framework for later sessions, putting off for the time being whether Jennifer would go along or need to be policed.

Attention deficit disorder is a perfect example of pharmacratic control of a social problem: how to educate children.

~ Thomas Szasz



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## VISITS...

### BOULDER CREEK ACADEMY

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Visit by Loi Eberle on January 22

Recently I visited Boulder Creek Academy (BCA), in Bonnors Ferry, ID. Now owned by Universal Health Services, Inc., this Therapeutic Boarding School accepts 13-18 year olds with learning differences and behavioral or emotional problems that have hindered their academic performance. I observed that this school has grown and changed, still retaining its original vision. Though planning began last year, some changes have only become apparent in the last few weeks.

Boulder Creek Academy has moved its academic program to the Emerson building on the former Rocky Mountain Academy (RMA) campus located at the East end of the property. BCA therapeutic staff and activities are largely located on the West end of the property, centered in Quixote Lodge, which also houses the study hall computer lab, a game room and eventually a sewing room. Some elective classes take place on the West end of campus. Students walk between the two ends of campus on a new path near the road. Not only providing safety from traffic, the new path offers an unimpeded view of students while they walk between the boys' and girls' dorms.

Near Quixote lodge is the music barn, where I watched

a small group of students work with their music teacher to hone their performance skills with electric guitars, drums and singing. They also were learning to negotiate performance issues with each other. Downstairs is a workout room with a large number of workout stations. The adjacent building that once housed the BCA dining room remains set up for meal preparation, used now by culinary arts students. Also used for creative activity, student art, pottery wheels and art materials adorn the room where their licensed art therapist facilitates regular Art Studio times. The woodshop, greenhouse, gardens and farm are also on the West end of campus.

At the other end of campus, the Emerson building buzzes with academic classes. I spent time in an American Lit class where I watched a 'battle of the poets.' One student was passionately reading one American poet out loud to another student who was enthusiastically reading out loud a poet expressing the opposite view. It was entertaining and exciting to watch the class participation and fervor.

Nearby in the comp TA class, students were learning how to become computer technicians, with the opportunity to test for certification. I talked with one of the students in the class who described the computer simulations they worked on to learn computer networking. I saw classrooms where Spanish, French and German were taught by teachers who also used the Rosetta Stone instructional materials. To my surprise, I saw where three different lab classes were offered in Chemistry, Biology and Physical Science, each one offering a full lab credit.

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**The Center for Safe Youth**



In some of the rooms students' academic skills were being assessed. Shawnale explained that upon enrollment students are in the Voyageur phase a minimum of 3 weeks, a change from the earlier requirement of six months. This programming is offered from 8am – 3pm each day for the purpose of creating a healthy transition into a new environment, assessing each student's academic abilities and teaching students to work with the farm animals. The treatment team determines when a student has shown adequate respect, safety and accountability, and is ready for the challenges of the classroom setting so that he or she can move to the next phase. Advancement is based on individual progress rather than that of the peer group, as had once been the policy.

Shawnale Wilson, Boulder Creek Academy Admissions Director, and I walked across campus and met a student and instructor, both carrying shovels. After introductions, the student answered questions in a pleasant and respectful manner, even when Shawnale asked them to do a rather challenging task: shovel a path in the frozen snow that blocked the entrance to one of the buildings. The student seemed quite willing, with no evidence of "attitude."

Later, Shawnale explained BCA now attempts one-on-one campus interventions when a student's behavior becomes so disruptive they cannot be allowed to participate in normal student activity. Instead of sending them to a wilderness program, they assign the student to complete a project, working at all times along side a staff member. Although the additional staff time may be billed to the

family, in many cases it can prevent needing to send the child to a therapeutic wilderness program. It also provides a more personalized approach to teaching skills that are needed to maintain safe and responsible behavior on campus.

Later we saw the student and instructor again, this time sitting in front of a lovely fire they had built in the fireplace of the [former RMA] dining hall. The student's performance, attitude and cooperation had won him permission to return to regular student activity the next day. The sun had set and wonderful smells of dinner wafted through the lounge and dining room combined with flickering firelight; the room felt warm and cozy.

In compliance with Idaho law, all 18 year old Boulder Creek Academy students live in separate housing in the dorm. Appropriate 18 year old students are allowed to live in on-campus student apartments. The apartment I visited, a short walk from the dining hall, could house up to 6 young women. One student showed me each of the three bedrooms where 3 young women currently lived somewhat independently, cooking their own meals and doing their own laundry. She explained how happy she was to be there.

Earlier I had seen her working on her laptop and asked why she wasn't taking part in class. I learned that she was a HS graduate and was taking online classes through North Idaho College (NIC). By having the wireless internet accessible only in supervised classrooms, BCA is able to monitor internet activity.

CONTINUED: BOULDER/ 10



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### BOULDER:

Overall, I was impressed with the feeling of participation and enthusiasm I saw among BCA students. My student/client talked excitedly about his various expeditions, especially his first time dog sledding. In addition to hearing about snowboarding, I saw photos of BCA students kayaking in Alaska, hiking in Glacier Park, and receiving equine training in the nearby indoor/outdoor arena. The students appear to be having fun and engaging in academics.

Having visited BCA many times, I was surprised at how the recent changes have created even a more enthusiastic feeling on campus among staff and students. I also realize the challenges sometimes encountered by students at this school are consistent with learning and developmental issues and social skills that are not well developed. BCA staff appears well suited to help students academically and emotionally to overcome their dysfunctional coping mechanisms and develop more effective ones. Director Paul Johnson expresses a willingness to continue developing and expanding their approach, rather than simply relying on the progress they have made in the past.

## SYCAMORE CANYON ACADEMY

Oracle, AZ

Kathy Shingler, Admissions Director  
800 390 7425

[info@sycamore-academy.com](mailto:info@sycamore-academy.com)  
[www.sycamore-academy.com](http://www.sycamore-academy.com)

Visit by Larry Stednitz, January 27, 2009

Sycamore Canyon Academy, a program of Rite of Passage, was founded in 2008 and is located on twenty acres approximately thirty minutes outside of Tucson, Arizona. Rite of Passage is a not-for-profit organization that has worked with youth throughout the country, typically from the juvenile court system. Although Sycamore Canyon opened its doors just two years ago, they transitioned several staff members who have lengthy experience with Rite of Passage. Unlike its parent company, Sycamore Canyon also works with private pay youth and has eight youth funded privately and twenty youth funded by Pima County Probation Department. The program accepts "softer" youth from the Department and carefully screens those that they accept. Sycamore Canyon administration is committed to offering services to the youth of Arizona. The typical length of stay is between four and nine months.

The director is Ike Shipman, MSW. Ike has over 12 years working with troubled families and youth. His wide ranging experience includes being a teacher, coach, therapist, case manager and program director. It was apparent that Ike is thoughtful and well experienced. Throughout my visit and inquiry into the program model, the program is well thought out with several "best practices" components.

The students, aged twelve to seventeen, typically have shown oppositional behavior, histories of alcohol and drug abuse, and involvement with negative peers in their communities. Many may carry a wide range of diagnoses including conduct disorder.



As one would expect in working with this population, structure is very important. There are three broad goals: to help youth break old habits and develop a healthy routine, good nutrition and normative life style choices. Accountability is carried out with high expectations of the students, and the program implements a modified positive peer culture which has been recognized as a viable approach to working with this population. The students are never out of sight from staff members. The program implements three phases, each phase resulting in more privileges and freedoms, with students moving from large open dormitories to individual rooms as they reach the highest level.

Guided groups are held regularly, as are scheduled team meetings to deal with day in and day out functioning of the program. The students can call "spontaneous" groups to deal with student or staff concerns. Individual therapy is available to the students, but group work is stressed. The therapist works closely with the students through psycho-educational life and coping skills. This component includes "best practices" in order to improve their life and coping skills.

Included in this approach, Sycamore Canyon implements a program called Pathways which addresses issues such as anger management and alcohol and drug abuse as well as self discovery and skills to make changes in their lives. Aggression Replacement Training (ART) is a multi modal psycho-educational intervention designed to increase pro-active choices in their life and assists youth in managing their behaviors. The overall therapy program uses a cognitive behavioral approach.

Family work is important. The families who live in Pima County attend a parent seminar and visit every other week. They are on the telephone with the case manager weekly. The program uses another "best practice" used in parent seminars. This program is called Active Parenting which is designed to increase family cohesion and reduce family conflict. The parents who live outside of Arizona are expected to attend four parent meetings within a year they are at Sycamore.

Another treatment focus is their fitness program. The components of this focus are regularly scheduled calisthenics, running and, when ready, participation in cardio-vascular work on a circuit course. Eventually, all students are required to run three miles within thirty minutes. This program component is designed to develop confidence, discipline and improved overall health.

Education is offered in a variety of ways. The classroom teacher ratio is one to fifteen. They are well organized and provide traditional education, as well as experiential and computer driven course work. Special education services are provided as Sycamore Canyon has several students with IEPs. The program offers computer programming for academics as well. This school component allows a student to begin a course which he can continue at home on his own computer after leaving the program.

Part of Sycamore Canyon Academy's academic program is the Sonoran Desert Curriculum where students have the opportunity to enroll in college level seminar classes at the community college. The focus of the Sonoran curriculum is to teach the history of southern Arizona. Students also

CONTINUED: SYCAMORE/ 12



## High Frontier

High Frontier is a non-profit Residential Treatment Center for emotionally disturbed adolescents, ages 12 to 18, with a documented history of severe behavioral and/or emotional problems who cannot be served in a less restrictive environment.

### GOALS ARE TO:

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- Assist residents to work with their families
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## Youth Care Residential Treatment Center for Troubled Teens

Youth Care is an adolescent, residential treatment center set in a home-like environment for youth ages 11 to 18 who are experiencing academic, emotional or behavioral problems including substance abuse.

Our intensive, therapeutic residential treatment for troubled teens is licensed to treat youth and adolescents with such issues as:

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

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



**For further details contact:**

Youth Care, Inc.  
PO Box 909, Draper, UT 84020  
**800-786-4924 or 801-572-6989**  
[www.youthcare.com](http://www.youthcare.com)

## SYCAMORE:

collaborate with local archaeologists to learn about those who lived there around 780 AD. Metaphorically, the students learn the local place of which they are a part, expanding this concept to learn their positive role in their own community. Trail maintenance and other community based services are also offered.

Sycamore Canyon is licensed by the State of Arizona Department of Economic Security. The program operates an on-site charter high school accredited by the North Central Association of Colleges and Schools.

I took a tour with two of the boys, one from California and one from Arizona. Wearing their highest levels letter jackets, these boys were courteous, knowledgeable and well groomed. They discussed the program components of the program and were obviously in sync with the staff's descriptions. One was excited about the possibility to return to the program as an intern. The boys were able to articulate the group work, the family sessions, and knew the three phases in detail, including how to move up to phase three and express clearly what was expected of them. Not surprisingly, the running program was their most difficult part of the program. Both boys discussed their fears of going home and staying away from negative peers, but they also talked about how much they have learned and their hope for a better and more productive life.

If you have to demand it, you probably haven't earned it.

~ Anonymous

## SEEN N' HEARD

### SAFE HARBOR CELEBRATES 15 YEARS

(January 5, 2009) Safe Harbor, a treatment center for women in Costa Mesa, CA is excited to be celebrating its 15<sup>th</sup> Anniversary. They announced the addition of Dr. Tami Brannon-Quan, PhD, MFT, and CAS to their treatment team. Dr. Brannon-Quan, who specializes in the treatment of women with eating disorders and body image issues, has co-authored the book "Love Your Body: Change the Way You Feel About the Body You Have." For information on Safe Harbor, contact Stephanie Fierman, VP of Public Relations at 205-533-0737.

### ELK MOUNTAIN ACADEMY CELEBRATES 15 YEARS

(January 15, 2009) On January 15, Elk Mountain Celebrated its 15<sup>th</sup> Birthday. Elk Mountain Academy, founded by Carl and Loretta Olding in 1994, is a small program in Heron, MT, for boys and is a member of NATSAP and the National Association of Independent Schools. For more information, contact Carl at 406-847-4400.

### SPRING CREEK LODGE CLOSED

(January 16, 2009) Spring Creek Lodge in Thompson Falls, MT, originally opened almost 30 years ago by Nancy and Steve Cawdrey, closed its doors January 9, 2009. The Lodge, which once had over 500 students enrolled, was a residential boarding school for adolescents with drug, alcohol and behavioral issues. Enrollments over the past several years had dwindled down to less than 50.

### 7<sup>th</sup> ANNUAL WILDERNESS THERAPY SYMPOSIUM

(January 20, 2009) The Call for Papers for the 7<sup>th</sup> Annual Wilderness Therapy Symposium's deadline is March 1, 2009. The Symposium will be held September 11-13, 2009 in Boulder, CO. For specifics and more information, contact Rob Meltzer.

### MOODRIDGE STUDENTS' MUSIC ON LIVE RADIO

(January 20, 2009) While taking some students on tour of the radio station at Southern Utah University to explore vocational opportunities, the radio host invited the girls in to talk on the air and



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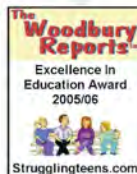


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also invited them to sing. Impressed with their abilities, they have been invited to return in late January to perform some of their own music. For more information on Moonridge Academy, Murray, UT, contact Tawny Davis, Director, at 435-890-9180.

**JULIAN GREENE LEAVING IN BALANCE RANCH**

(January 20, 2009) Lynda Hendricks, Academic Director at In Balance Ranch Academy, Tucson, AZ, 520-401-2112 announced Julian Greene has resigned from her position in the Academic Department. Candidates for the position are being interviewed and the students' academic programs will continue with coverage by the rest of the academic team. For more information, contact Lynda Hendricks.

**MOUNT PROSPECT ACADEMY EXPANDS LEARNING PROGRAM**

(January 21, 2009) Mount Prospect Academy, Plymouth, NH, 603-536-1102, part of the Becket Family of Services, recently expanded its applied learning program. It offers its students vocational skills in Automotive Repair, Building Trades, Outdoor Education, and pre-employment training and guidance. Dave Morrill, the Automotive Instructor, supervises the students as they perform all stages of auto repair, primarily on Becket staff and community vehicles. For more information contact Executive Director of Mount Prospect, Jeff Caron at 603-536-1102.

**THE KILDONAN SCHOOL OFFERS SUMMER SCHOOL**

(January 21, 2009) Dunnabeck at Kildonan is a six week summer program which helps boys and girls with dyslexia succeed in school. The program offers summer camp activities in athletics, the arts, equestrian programs and water sports. Students receive daily intensive and personalized one to one Orton-Gillingham tutoring. For more information contact Christine Thompson, Director of Language Training at 845-373-2020.

**THE NEURO ASSESSMENT AND DEVELOPMENT CENTER**

(January 21, 2009) Partha Gandhi, PhD, Clinical Neuropsychologist at the Neuro Assessment and Development Center in Salt Lake City, UT, 801-649-5300, has submitted a letter of introduction about the private, multidisciplinary center with a "Neuro" specialty approach toward assessment and treatment. To view this in its entirety, visit the struggling teens' website. For more information, contact Partha Gandhi.

**LIFE DESIGN RANCH STUDENTS HELP COMMUNITY**

(January 21, 2009) Life Designs Ranch students organized a food drive with the local Newport School District in WA over the holidays. They gathered 600 canned food items and assembled 16 holiday dinner baskets. Owner of Life Designs Ranch, Vince Barranco, provided hams for each of the baskets. For more information on Life Designs Ranch contact Vince at 509-445-0185.

**YOUTH ODYSSEY EXPANDING TO NEW MEXICO**

(January 22, 2009) John Worbets, Executive Director for Youth Odyssey, Inc, Corpus Christie, TX, 877-834-4430, announced Odyssey's expansion, which will include Wilderness Odyssey, a 42 day therapeutic wilderness program in the mountains of NM. This program will be offered at a reduced rate of \$9600.00 for the 42 days. For more information call or visit their website.

**DR ABELARDO BRENES-CASTRO JOINS INTROSPECTIONS COSTA RICA**

(January 22, 2009) Michael Lyles, founder of Introspections Costa Rica, San Jose, Costa Rica, 888-280-4227, announced Dr. Abelardo Brenes-Castro has joined Introspections Costa Rica as Program Director. He has over 30 years experience in the mental health field working with adolescents, young adults, couples and families in Costa Rica.

CONTINUED: SNH/ 14

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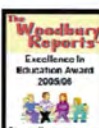


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## SNH:

### JOHN GRAGO JOINS GREENBRIER

(January 23, 2009) Beth Ragland, Director of Marketing for Greenbrier Academy for Girls, 256-682-8690, announced the addition of John Grago to its staff. John will work as a liaison with the admissions and therapeutic departments as an Admissions Counselor. Previous to joining the team at Greenbrier, John worked at Alldredge Academy. John has a BA in Psychology from West Virginia University and a MA in Counseling from Marshall University.

### ED LACEY NEW GATEHOUSE CEO

(January 23, 2009) Gatehouse Academy, Wickenburg, AZ, announced the appointment of Ed Lacey to the post of CEO. Ed has almost 30 years experience in the addiction and eating disorder treatment field. For more information, contact Michael Baldassare at 928-231-5004.

### PRN FOR FAMILIES CELEBRATES 5 YEARS

(January 23, 2009) Charles Elias and the PRN for Families team, Snowmass Village, CO, 888-762-5973, announced PRN is celebrating their 5<sup>th</sup> year in providing in-home guidance, counseling and mentoring for families in need. For more information on PRN, contact Charles Elias.

### PACIFIC QUEST ANNOUNCES PARENT PROGRAM

(January 23, 2009) Pacific Quest, Hilo, HI, announce their 2-Day Parent program, where upon admission, parents receive a parent manual that parallels the PQ program and includes parent assignments. Parents will attend a group and sharing session with other parents and then spend the day with their child participating in experiential and work experiences. For more information, contact Marney Sullivan, Admissions Director at 808-937-5806

### JEFFERSON HOUSE NEW PROGRAM AT GATEHOUSE

(January 23, 2009) Michael Baldassare, Admissions and Marketing Coordinator for Gatehouse Academy, Wickenburg, AZ, announced Jefferson House, Gatehouse's new residential drug and alcohol

rehabilitation program that treats young people who experience the effects of both substance abuse and mental illness. For more information on this new program, contact Michael at 928-231-5004 or 1-888-327-2245.

### CHAPEL HAVEN WEST ON ABC'S WORLD NEWS TONIGHT

(January 23, 2009) Chapel Haven West in Tucson, AZ, was profiled on ABC's World News with Charles Gibson as part of their Spirit of America series, which focused on young adults with Autism taking classes to learn daily life skills. In addition, these students enrolled at Chapel Haven West are taking at least one class at the University of Arizona and are gaining skills through U of A's work study program: Strategic Alternative Learning Techniques (SALT) Center. For more information, contact Catherine Sullivan-DeCarlo, Vice President and Admissions at 203-397-1714 ext. 148.

### LON WOODBURY APPEARS ON LA RADIO "ANSWERS FOR THE FAMILY"

(January 26, 2009) Lon Woodbury, Ed Consultant and Publisher of the Woodbury Reports industry newsletter and the Parent Empowerment Handbook, was a special guest on LA Talk radio, Answers for the Family, with Allen Cardoza, owner of the talk show and West Shield Adolescent Services. The show aired live on January 26, 2009, and can still be downloaded from the archives.

### DR VAUGHN HEATH RETIRES FROM SECOND NATURE

(January 26, 2009) Dr. Vaughn Heath, one of the founders of Second Nature, Duchesne, UT, 866-205-2500, has announced his retirement from Second Nature. To view his letter in its entirety, please visit the struggling teens' website. For more information, contact Leah Halverson, Admissions Director at 801-453-0042.

### CLARK EDUCATIONAL LOANS - ALIVE AND WELL

(January 26, 2009) Clark Educational Loans, Coeur d'Alene, ID, is alive and doing well despite the rocky environment of the US financial crisis,

## Special support groups: another way we're helping troubled teens.

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and has posted the services available to clients along with questions and answers to some commonly asked questions. For more information on Clark Educational Loans, contact Chelsea Dickinson, Director of Marketing and Program Relations at 888-755-3079.

**PAULA RIGGS LEAVES WILDERNESS QUEST**

(January 26, 2009) Paula Riggs, Director of Admissions at Wilderness Quest, Monticello, UT, has left her position at Wilderness Quest to assume the position of Director of Admissions at Casa Palmera in San Diego, CA. For information regarding Wilderness Quest, contact Philip Webb at 435-587-2801. To contact Paula, call 909-499-2748.

**SUMMIT PREP REVISES TUITION AND FEE SCHEDULE**

(January 26, 2009) Summit Preparatory School, Kalispell, MT, 406-758-8112, has revised their tuition and fee schedule for their therapeutic boarding school to make services more manageable for families in response to the current national economy. For more information on these changes, contact Jan Johnson, LCSW, and Associate Executive Director/Director of Admissions.

**CEP STANDARDS: THE FOCUS OF NATSAP PANEL**

(January 27, 2009) How "Ethics and High Standards Are Good for Schools and Programs for Struggling Teens" was the topic of a panel chaired by Lon Woodbury, CEP, AICEP, and President of Woodbury Reports, Inc., publisher of the "Places for Struggling Teens" monthly newsletter, the annually

updated "Parent Empowerment Handbook" and the strugglingteens.com website, was joined by fellow commissioners Patti Murphy, RN, MPA, CEP of MD and Steven R. Antonoff, PhD, CEP of CO, at the National Association of Therapeutic Schools and Programs (NATSAP) Annual Conference in Austin, TX, January 30, 2009.

**REMUDA RANCH HOSTS CONFERENCE**

(January 28, 2009) Remuda Ranch will host "Hungry for Hope" conference to be held June 3-5, 2009, at the historic Glen Eyrie, a Christian retreat center in Colorado Springs, CO. This conference is designed to cover the areas of body image and disordered eating with a special focus on the role of identity in recovery. For more information contact Remuda Ranch at 800-445-1900 or by email.

**MONARCH CENTER EXPEDITION TO HOPI INDIAN RESERVATION**

(January 28, 2009) The Monarch Center's upcoming work/study project for youth, ages 12-18 years old, is "The Hopi Indian Reservation Leadership Expedition", March 22-28, 2009, with a cost of \$750.00 per student. For more information or to get an enrollment packet, please call 303-569-0767.

**SUWS' JEFFREY DERRY STOPS BY WOODBURY REPORTS**

(January 29, 2009) Jeffrey D. Derry, MA, LCPC, NCC, Clinical Director at SUWS, Shoshone, ID, 208-886-2565, stopped by Woodbury Reports, Inc. for a chat and a visit with Lon Woodbury, while up in North Idaho visiting programs in the area.

**BOULDER CREEK ACADEMY IN THE NEWS**

(January 29, 2009) Boulder Creek Academy in Bonners



CONTINUED: SNH/ 16

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www.EckerdAcademy.org

**SNH:**

Ferry, ID, was featured in an article in the Boundary County Digest, in which school director Paul Johnson felt he had seen many positive changes in the school since it reopened four years ago after it was purchased by UHS. He said the current program is clinically-focused and includes a flexible-level system where students earn privileges and activities based on behavior, attitude and performance, with the hope that students will leave BCA ready to work or go to college and make good choices for themselves as they grow older. Currently, BCA employs 86 faculty and staff members, with about two-thirds of its employees living in Boundary County.

**DAVID TUTTLE JOINS KILDONAN SCHOOL**

(January 30, 2009) David J. Tuttle has joined The Kildonan School, in Amenia, NY, as the new Director of Admissions. David has a BS in Business and Human Services and has worked in special needs education for 22 years, most recently at The Glenholme School, where he served as Residential Dean and Lower School Program Director and, for the past 5 years, worked in Admissions and Marketing. For more information, contact The Kildonan School at 845-373-8111.

**NEW PSYCHIATRIST AT FAMILY FOUNDATION**

(January 30, 2009) Dr. Meryl Manley has joined the team at The Family Foundation School in Hancock, NY. Dr. Manley is a licensed psychiatrist, certified by the American Board of Psychiatry and Neurology and was a professor of psychiatry at New York University School of Medicine. For more information on Family Foundation School, contact Jeff Brain, MA, CTS, CEP and Vice President for External Relations and Director of Admissions at 845-887-5213, ext. 499.

**FAMILY FOUNDATION OFFERS RUSSIAN LANGUAGE COURSE**

(January 30, 2009) The Family Foundation School is now offering Russian as a foreign language this semester for their students, taught by Natalya Kuchukov. For more information, contact Jeff Brain, Vice President of External Relations and Director of Admissions at 854-887-5213 ext. 499.

**FOUNDATIONS RECOVERY OFFERS "PROCESS ADDICTIONS"**

(February 1, 2009) Foundation Recovery is offering an 18 hrs of continuing education certification conference: Process Addictions, April 22-24, 2009 in Las Vegas, NV. Dr. Claudia Black, Clinical Consultant of Addictive Disorders and a Senior Fellow for The Meadows, Dr. Patrick Carnes, Executive Director of the Gentle Path programs at Pine Grove and Robert Weiss, Founder and Executive Director of SRI, are among the numerous professionals who will speak at this conference. For more information on registration, call 877-345-3357.

**MEMORIAL HERMANN ANNOUNCES NEW ADOLESCENT PROGRAM**

(February 2, 2009) Jane Barnes, Director of Business Development at Memorial Hermann Prevention and Recovery Center (PaRC) in Houston, TX, has informed us that Memorial Hermann has opened a new adolescent residential chemical dependency program for adolescents ages 13-17 who have substance dependence or struggle with co-occurring substance abuse and psychiatric disorders. For more information about the program please call Jim Williams, Program Director at 713-329-7343.

**ODYSSEY WILDERNESS ACCREDITED BY NAAS IN 2006**

(February 3, 2009) We have learned that Odyssey Wilderness Programs, Bellingham, WA, Tim Brockman, Program Director, 360-671-4999, was accredited by The Northwest Association of Accredited Schools (NAAS) in 2006, preceding the accreditation of Second Nature that we had erroneously identified in December as the first wilderness program accredited by this body.

**OLIVERIAN'S INTERSESSION TRIPS**

(February 4, 2009) The students at The Oliverian School, Haverhill, NH, 603-989-5100, have been busy so far this year by participating in many Intersession trips that include: restoring vegetation and improving the



Photo by Skyler Jensen

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



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

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

**If you fear your son may struggle with sexual dependency, don't make him fight alone.**

Answers and information are available at [www.oxbowacademy.net](http://www.oxbowacademy.net) or call Barbara at 435-590-7198



general habitat at Joshua Tree National Park in CA, working and learning about the Navajo culture in Arizona, and one group has traveled to Ecuador to the Lalo Loor Nature Preserve. For more information on Oliverian School, contact Mike Doherty, Admissions Director.

#### **DONOVAN AND MACKENZIE TO JOIN INNERCHANGE AND FULSHEAR RANCH**

(February 4, 2009) InnerChange and Fulshear Ranch Academy are pleased to announce Kathy Donovan, LICSW, has joined the InnerChange leadership team as the interim Executive Director at Fulshear Ranch Academy, succeeding Tracy Schrunk who has been the director for the past 4 years. Previous to joining InnerChange, Kathy was a therapist in the Second Nature Wilderness Programs. Also joining the team in May 2009, is Eilean Mackenzie, LCPC, who will become the ongoing Executive Director at Fulshear Ranch Academy while Kathy Donovan will assume other clinical leadership roles within InnerChange. Eilean has over 25 years of clinical experience and has served as the Clinical Director for New Horizons for Young Women for the past seven years. For more information, contact Ashley Auchterlonie, Director of Marketing, at 214-272-6880.

#### **ECKERD-BLUE RIDGE OFFERS SUMMER PROGRAM**

(February 5, 2009) Eckerd Academy of the Blue Ridge, Suches, GA, is offering a seven-week Therapeutic Summer Camp for boys, ages 13-18, which emphasizes academics and personal growth through outdoor adventures. Camp begins June 14, 2009. For more information call Angie Senic at 304-308-1571 or Micha Mathis at 800-245-2305.

#### **CORE HEALTH CARE OFFERS DVD ON BRAIN INJURIES**

(February 5, 2009) CORE Health Care, Dripping Springs, TX, has developed an instructional DVD and manual (The CORE Family Trainer) designed to train families to interact with their loved ones who have suffered a brain injury. For more information contact Nicole Harmon, MA, NCC, at 512-894-0801, Ext 23, or to order a DVD, call 866-683-1007.

#### **2<sup>ND</sup> NATURE EMPHASIS ON FAMILY SERVICES**

(February 5, 2009) Dr. Bad Reedy, Executive Director of Second Nature, Duchesne, UT has issued a statement explaining the family services at Second Nature. To view this article in its entirety visit the struggling teens' website.

#### **TELOS OPEN HOUSE ON FEB. 19**

(February 5, 2009) TELOS Residential Treatment Center, Orem, UT, held an open house to the public on February 19, 2009. Guests toured the TELOS facility, including the new 20,000 square foot addition, and had a chance to meet the youth who reside there and learn about the program. To learn more about TELOS, contact Jody Long at 801-426-8800.

#### **YVONNE GARTON NEW THERAPIST AT CALO**

(February 5, 2009) Yvonne Garton, BSN, MA, has joined the team at Change Academy Lake of the Ozarks (CALO), Lake Ozark, MO, as a new therapist. Yvonne completed her MA in Counseling, Marriage and Family Therapy in 2008. For more information contact Nicole Fuglsang at 866-459-1362.

#### **RAPPER TI SPEAKS TO WEST RIDGE ACADEMY**

(February 6, 2009) While on tour recently, Rapper TI stopped by West Ridge Academy, West Jordan, UT. His hope in visiting was to give inspiration and encouragement for a more positive future and better things to come. To learn more about West Ridge Academy contact Wendy Ballard at 801-282-1000.

#### **ROTMAN JOINS ST. THOMAS MORE SCHOOL**

(February 6, 2009) Gabe Rotman has joined the team at St. Thomas More School, Oakdale, CT, 860-823-3861, as Assistant Director of Admissions. Gabe is a graduate of Trinity College. For more information on St. Thomas More School, contact Timothy Riordan, Director of Admissions.

CONTINUED: **SNH/ 18**



## **BENCHMARK YOUNG ADULT SCHOOL**

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Benchmark's proven results set the standard as a transitional living school by providing an environment built for success. Our established curriculum includes an exclusive combination of dynamic emotional growth classes, traditional educational options, independent living and relationship development situations, caring and experienced life coaches and mentors as well as real-life work skills opportunities. They will stretch their wings - and fly!



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## **SNH:**

### **MARVELWOOD SUMMER PROGRAMS**

(February 6, 2009) The Marvelwood School, Kent, CT is offering two different sessions of their summer programs for 2009: Academic and Leadership Program, from July 5-August 1, 2009, for students entering grades 8-11, and English Language Learners' (ELL) Program, which runs August 2-15, 2009, for international students entering grades 8-11 who plan to enroll in an American school for the 2009-2010 school years. For more information, contact Caitlin Lynch, Director of Summer Admissions at 860-927-0047 Ext 1011.

### **ASCENT OFFERS NEW FUNDING OPTION**

(February 6, 2009) Guy Hardcastle, Director of Business Development at Ascent, Naples, ID, 208-610-3346, reports that Ascent (a division of UHS), in an effort to provide financial funding options for families, announced a new program where parents can extend student tuition payments or access interest free loans direct through UHS. For more info, contact Ascent.

### **GATEHOUSE ACADEMY EXPANDING**

(February 6, 2009) In an article featured in Treatment Magazine, Gatehouse Academy is expanding their services, with bed capacities growing from 90 to 175 and the expansion of a new youth center which will specialize in college age addicts.

### **TALISMAN LAUNCHES WEBINAR**

(February 8, 2009) Talisman Programs, Zirconia, NC, has launched a series of live, interactive discussions online to help parents navigate Internet social networking sites, with hands-on instruction, advice on what to watch out for and the ability to ask questions and get immediate feedback. For more information contact Aaron McGinley at 888-458-8226.

### **MONARCH CENTER EXPEDITION TO NAVAJO RESERVATION**

(February 9, 2009) The Monarch Center is offering a work/study leadership expedition for youths, ages 12-18, to a Navajo Indian Reservation on March 29 through April 4, 2009, where students will participate and learn the Navajo culture. For more information or to receive an enrollment packet call 303-569-0767.

### **EAGLE SUMMIT SET TO OPEN FEB 25**

(February 9, 2009) Eagle Summit in Silex, MO, a new adolescent residential treatment center for young men ages 13-18 with significant emotional and behavioral challenges, is set to open its doors February 25, 2009. Eagle Summit is licensed by the Missouri Children's Division and accredited by the Council on Accreditation. For more information on this new program, contact Deidre Sage Butte, Director of Business Development and Admissions, at 615-306-8043 or Program Administrator, Angie Fusco, MS at 573-485-4650.

### **THE RETURN OF THE SILVERADO OUTLAWS**

(February 9, 2009) Silverado Boys Ranch basketball team, the Silverado Outlaws, remains undefeated. Brett Haderlie, the PE teacher at Silverado, is coaching the team this year and says over half of the student body showed up for tryouts. Students must maintain a 2.4 or higher GPA to remain on the team, as well as a positive attitude and self control. For more information on Silverado, contact Denise Westman, Director of Admissions, at 435-676-8482.

### **ECKERD-BLUE RIDGE STUDENTS MAKE HONOR ROLL**

(February 9, 2009) Keith Bishop, Master Counselor at Eckerd Academy of the Blue Ridge, 706-747-1082, is pleased to announce 15 of the 17 students enrolled at Eckerd- Blue Ridge achieved Honor Roll status this past semester, with two students named to the A honor roll, eight students to the A/B honor roll and five students to the B honor roll.

### **DR. REDWINE APPEARS ON LA RADIO**

(February 9, 2009) Dr. Chuck Redwine, Director of New Horizons Youth Ministries appeared as a special guest on Allen Cardoza's LA talk radio show "Answers for the Family" February 9. For more information about this show, contact Answers for the Family's website.

### **OPENINGS AT HOMELINES**

(February 10, 2009) Richard and Karen Armstrong, owners of Homelines in Moyie Springs, ID, have announced they currently have openings at their program, Homelines, for young men ages 18 and older, which offers vocational skills training and mentoring in a traditional home setting. For more information contact Richard Armstrong at 888-267-7797.

### **GREENBRIER ANNOUNCES STAFF ADDITIONS**

(February 10, 2009) Greenbrier Academy in Pence Springs, WV, announced the addition of several new staff to their team: Dr. Carole Giunta, PhD and Dr. James Orth, PhD, ABPP, who will conduct psychological and psycho educational assessments at the academy; Mike Beswick, LICSW, BCD, Chantal Desloges and Sara Hunter as new therapists; Les Call as the new Human Resources Director and Rachel Call as the Director of Food Services and Management. For more information on these new additions or about Greenbrier Academy, contact Beth Ragland, Director of Marketing at 877-788-8422.

### **EAGALA'S 10<sup>TH</sup> ANNUAL CONFERENCE**

(February 11, 2009) The Equine Assisted Growth and Learning Association (EAGALA) 10<sup>th</sup> Annual Conference was held March 11-14, 2009 in Asheville, North Carolina at the Crowne Plaza Conference Center.

### **PA JUDGES ACCUSED OF JAILING KIDS FOR CASH**

(February 11, 2009) Two Pennsylvania judges have been charged with taking millions of dollars in kickbacks to send teenage juvenile offenders to two privately run youth detention centers. The judges have been charged and removed from the bench by the Pennsylvania Supreme Court.

### **CALO ANNOUNCES REDUCTION IN TUITION COST**

(February 12, 2009) According to CALO'S (Change Academy Lake of the Ozarks) CEO, Ken Huey, CALO will be reducing their base tuition rate to \$8,850.00 per month due to the economy tightening and families having to struggle with the expense of treatment. For more information, contact Ken at 877-879-2256.

### **DANNY FRAZER PROMOTED BY OPEN SKY**

(February 12, 2009) Open Sky Wilderness Treatment in Durango, CO, has announced the promotion of Danny Frazer to Business Development and Marketing Director. Danny is a founder and owner of Open Sky. For more information, contact Aaron Fernandes, Executive Director at 970-382-8181.

### **VACCINES EXONERATED ON AUTISM**

(February 12, 2009) The New York Times reports a special federal vaccine court issued verdicts that would help demolish the fears that childhood vaccines can and have caused autism.

### **DR. GABRIELLE PELICCI JOINS SOBER COLLEGE**

(February 12, 2009) Dr. Gabrielle Pelicci has joined Sober College, Woodland Hill, CA, as its new Academic Director. Dr. Pelicci received her Bachelor's degree in Psychology and Masters Degree in Education from Teachers College Columbia University, and a Doctoral Degree in the Humanities, with a focus on Integrative Medicine. Since 2001, she has been working as an independent consultant and instructor. For more information contact Annika Richards, Director of Marketing at 800-465-0142.

### **DR. LONGHURST NEW DIRECTOR OF MONTCALM SCHOOLS**

(February 13, 2009) Dr. James Longhurst has been appointed the Director of Montcalm Schools. Dr. Longhurst has been with Starr Commonwealth and Montcalm Schools for more than 35 years and is a member of the Michigan Psychological Association, the American Psychological Association and a charter member of the International Positive Psychology Association. For more information contact Norm Ostrum, Director of Admissions at 866-244-4321.



### **MONTCALM ADDS NEW PROGRAM**

(February 13, 2009) Montcalm Schools and Starr Commonwealth announced their new program, Montcalm Crossroads Structured Transitional Living, for teen boys who are leaving a traditional residential program but are not ready to return home or be completely independent. For more information on this new program, contact Norm Ostrum, Director of Admissions at 866-244-4321.

### **IECA SPRING CONFERENCE 2009**

(February 15, 2009) The Independent Educational Consultants Association (IECA) spring conference will be held in San Francisco, CA, at the Hyatt Regency from May 1-2, 2009. For more information, contact IECA.

### **THREE RIVERS MONTANA TO CLOSE FEB. 28**

(February 16, 2009) Marylis Filipovich, Executive Director for Three Rivers Montana, a wilderness program for teens, will close its program February 28, 2009, laying off its 37 employees. Opened five years ago, Three Rivers has felt the recent, tightened credit market, with a drastic drop in enrollments, with no enrollments in January, their biggest admissions month.

### **NOVUS MENTORS – NEW OFFICE IN MISSOULA**

(February 16, 2009) James Morton, Jr, CEO of Achievement Transition Group, Inc., announced the new office location for Novus Mentors is 512 E. Broadway in Missoula, MT. Their telephone number, 406-542-6687, and mailing address of PO Box 9254, have not changed.

### **ROCKY MOUNTAIN REGION NATSAP CALL FOR PAPERS**

(February 16, 2009) NATSAP's 2009 Rocky Mountain Regional Conference will be held Thursday & Friday, May 7-8, 2009 in Missoula, MT, with a deadline for submission of papers: Friday, February 20, 2009. For more information, contact Sami Butler at 406-457-4744.

### **SOBER COLLEGE SETS SIGHTS ON AMERICAN IDOL**

(February 16, 2009) Sober College Music Director, James Fuchs, announced Sober College and its Music Program are preparing student Madi Thompson for Season Nine auditions of American Idol with the use of Monthly Open Mic Nights, quarterly Talent Shows and access to an on-campus professionally built recording studio to help provide the framework for her growth as a singer. Contact Anika Jensdotter-Richards, Director of Marketing at 866-757-6237 for additional information.

### **GREENBRIER GIRLS FEATURED IN VIRGINIA HORSE MAGAZINE**

(February 2009) April Hart, Equine Program Director at Greenbrier Academy for Girls, in Pence Springs, WV, has written an article for the Virginia Horse Journal, with the contributions of personal reflections from several students describing the wisdom, revelations and inspiration they have received from their relationships with the horses in the Equine Program at Greenbrier.

### **SHADOW MOUNTAIN OPENS WOMEN'S HOUSE**

(February 18, 2009) Shadow Mountain Academy in Taos, NM, is pleased to announce it has opened its program to include young women, ages 17-30 years old. The Women's House is located on their 38 acre campus. For more information, contact Trilby Hoover, Admissions at 877-743-9686.

### **EAGLE SCOUT RANK FOR FFS STUDENT**

(February 18, 2009) An 18-year old student at The Family Foundation School in Hancock, NY, received his Eagle Scout ranking in February after completing an 8-month tree-planting project on the school campus. The student, a member of FFS Boy Scout Troop 174, conceived, planned and executed the beautification project under the direction of Scoutmaster Bruce Hutchison. The student is the fourth FFS Boy Scout to achieve the Eagle Scout rank while enrolled at the school. For more information on FFS contact Ann Kozak at 845-887-5213 ext 452.

### **REMUDA RANCH LOOKS AT EATING DISORDERS IN MALES**

(February 18, 2009) Sam Lample, Assistant Clinical Director of ReddStone, a Remuda Ranch Program for Boys, shared that Remuda Ranch is looking to increase awareness of Eating Disorders among males during National Eating Disorders Awareness Week (NEDAW), February 22-28, 2009. For more information on ReddStone/Remuda Ranch contact Mary Anne Morrow at 602-332-9026.

### **OPI YOUNG ADULTS PLENTY BUSY!**

(February 19, 2009) At Optimum Performance Institute (OPI) the students have been quite busy this year taking classes at Santa Monica City College, Pierce Community College and West Valley Occupational Center. They've also worked at local restaurants, volunteered at the Sunrise Senior Living Center and the Boys and Girls Club, and have been serving as the scorekeeper at Lanark Recreation Center during this winter's basketball season. For more info on OPI contact Anne LaRiviere, Director of Admissions at 888-558-0617.

### **NEW SUMMIT NEWS**

(February 2009) Heather Tracy, Executive Director at New Summit Academy in Costa Rica, shared that several students and staff at New Summit will be spending a week doing community service by assembling prefabricated housing for families who lost their homes in the 6.2 earthquake in January. One Costa Rican family will provide the group with food and shelter during this work week. To learn more about New Summit, contact Heather at 414-921-1388.

### **AGAPE BOARDING SCHOOL HOLDS 4<sup>TH</sup> ANNUAL WALK A THON**

(February 19, 2009) Scott Smith, School Supervisor at Agape Boarding School in Stockton, MO, wanted to let us know the students at Agape are gearing up for their 4<sup>th</sup> annual "Walk For the Future," walk-a-thon fundraiser, scheduled for May 29, 2009. For more information on Agape Boarding School, contact Scott at 417-276-7215.

### **GROVE SCHOOL EXPANDING**

(February 20, 2009) The Grove School in Madison, CT, has recently expanded to accommodate 10 additional students in its therapeutic day program. It has also acquired another 4 bed home for the Transition program, which started in 2008, that serves young adults who have graduated from high school but still need additional support and structure. These students attend community college, work in the community and participate in the clinical services at Grove School. For more information, contact Kelly Webster, Assistant Director at 203-245-2778.

### **ACADEMY AT SISTERS GOES GREEN**

(February 20, 2009) Students at Academy at Sisters in Bend, OR, have connected with the Oregon Green Community this month by starting a neighborhood environmental club. The club has the goal of networking with other Central Oregon E-clubs in an effort to provide education opportunities and promote caring for the planet. Their first project was to start composting, complete with their own crew of worms, which will be perfect for this summer's vegetable garden. The club is overseen by Janet Bedell, one of the Read Campus teachers. For more information, contact Guy LeGuyonne, Admissions at 800-910-0412.

To me the word "village" implies that children have many adults involved in helping them grow.

~ Mary Pipher

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