

Places for Struggling Teens™

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

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SINGLE SEX EDUCATION

By: Lon Woodbury

For most of the 20th century, it was a general assumption that co-ed classes were the only way to go in education. It got to the point that single-sex classrooms were considered inherently discriminatory according to federal guidelines. However, in the last decade, federal guidelines have been relaxed and a number of public schools have experimented with single sex classes.

The proponents mostly seem to argue that single sex classes help in practical terms in that grades usually improve and discipline problems decline. They often argue that the first step in healing is for children to get to know themselves before they take on the challenge of learning how to appropriately deal with the opposite sex. This is especially true for those children whose life style consists of promiscuity or other inappropriate relations with the opposite sex.

The opponents assert that not only does it tend to be discriminatory, but that it is important that these children learn how to deal with the opposite sex in a structured environment where role model adults can help guide them through rough spots and point out inappropriate relationships.

Private parent-choice residential schools and programs for struggling teens have been expanding their use of single sex classes and wilderness expeditions for several years. Most of those utilizing single sex activities are enthusiastic about them, claiming that it helps both sexes. It seems those people with concerns are more ideological based—their thinking is derived from the mainstream view that single sex classes and activities are inherently discriminatory rather than claiming any specific practical advantage that might or might not come about.

The first time I saw a private program experiment with single sex classes was in the early 1990's at an RTC in Utah. The program was co-ed and scheduling conflicts resulted in classes being held in the evenings. To solve this scheduling problem, they tried single sex classes so the classes could be held during the day when the students were more alert. The results were that grades went up across the board, and discipline problems decreased. The RTC was so impressed with the results that single sex classes became a fixture.

Since then, there has been a rapid expansion of all girls' and all boys' schools and program. Even in co-ed programs and schools, there has been an expansion of using a single sex option, as there has been in wilderness programs. In the co-ed schools and programs, there is often a mix, with single sex assignment when it seems appropriate, or co-ed when appropriate. Now parents looking to place their struggling teen can choose between either a single sex or a co-ed school or program, and even into a co-ed program with the option for extensive single sex work when the needs of the child are so indicated.

In private schools and programs, single sex schools, programs and activities are now well established without getting lost in the ideology of all single sex or all co-ed.

What do you think? Comments are welcome here, or on my blog that discusses this issue.



Inside...

Essays:

Impacting the Brain / 3

Coach's Corner:

Addressing Treatment
Fatigue / 5

Visit Reports:

Freedom Mountain
Academy / 7

Visits Continued:

Stevens Treatment
Programs / 8

New Perspectives:

Vista at Dimple Dell / 9
Renaissance Adolescent
Services / 10

Extended Insights:

Horse Therapy / 11

Seen N' Heard / 13

A good education prepares a child to be a good employee and a good citizen—in that order, with the importance of the former never exceeding the importance of the latter.

- Cullen Hightower

[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

Woodbury Reports™ is an information source to help parents find the right school or program when their child has behavioral/ emotional problems. We are specifically concerned with children needing more intensive intervention than local resources or day programs can provide.

Our focus is on high quality and effective Emotional Growth and/ or Therapeutic schools and programs, which can include short- and long-term outdoor programs, family style living arrangements, highly structured boarding schools, therapeutic boarding schools, RTCs or psychiatric hospitals.

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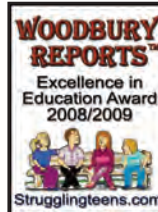


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"Some Children just need to be heard, not cured."

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™**.

IMPACTING THE BRAIN OF THE TRAUMATIZED CHILD

By Dave Ziegler, PhD

Have you noticed that your child or one you are working with does not think like other children do? If so there may be a good reason for this. From brain research we know that impacting the child's brain is the key to success in helping troubled children. Changing the brain starts with understanding a few principles and then investing energy into interventions that are not as complicated as you might think, or as some would have you believe.

Many troubled children have faced traumatic experiences of one type or another. A simple definition of a traumatic experience is *any event that overrides the ability of the individual to cope with the situation*. When our ability to internally cope with an event is lost, a cascade of events takes place in the brain that nearly always has strong and predictable results.

Short-term consequences of a traumatic experience can include mental, emotional and behavioral problems. The first is a "fight or flight" response. Other short-term effects of trauma can include emotional instability and a heightened need for support and comfort or a heightened state of fear. As difficult as the short-term results of trauma can be, long-term problems are generally much worse, due to how they can affect every aspect of the child's life. Long-term consequences include: the inability of the child to self-regulate emotions and behavior, heightened states of arousal, hyper-sensitivity to any situation that is a reminder of the traumatic event and a significant barrier to trusting others. In turn these impacts can produce: anger, violence, hyperactivity, difficulties in concentration, an inability or resistance to trust anyone and a lack of empathy and selfish thought patterns. These issues then produce social difficulties at home, at school and in the community, as well as serve to cut the child off from family, friends and any type of support system.

Does this sound familiar? When the above problems continue without disruption, the child starts down a path of isolation, pushing away anyone who can provide support and help. A support system is a key factor in healing from abuse and coping with the stresses of life. These negative impacts of trauma make every period of life more difficult. As these individuals mature they do not seize life, but instead, life seizes them.

Strategies to Alter the Child's Brain

After trauma, children often have difficulties with stress management, they overreact frequently, they do not seem to learn from past experiences, and they come up short in nearly all areas of reasoning or executive functioning. Therefore the solution is to change the child's brain to learn how to regulate or control the reactive center of the brain and use executive brain functions. Of course this is much easier said than done, but it is very doable.

The general goal of interventions that alter the reactive parts of the brain is to help the child react less and think more, such as:

- **Get on the same page with the child.** Temporarily do the child's thinking for him or her. Do what you can to let the child know that you understand the struggle he or she has, and that you have a plan to help.
- **Help the child learn self-regulation.** Teach self control by identifying feelings and use skills to modify these feelings.

CONTINUED: BRAIN/ 4

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BRAIN:

- **Teach relaxation.** A key step is to teach relaxation. Relaxing involves the use of mental abilities to calm down, stop intrusive thoughts, take deep breaths, and dozens of other strategies that children can learn.
- **Provide structure.** Predictable rules and structure for traumatized children provide an external order that eliminates the pressure of internal chaos and this comforts the child.
- **Make predictions.** Tell the child your prediction of what they will feel and how they will act in certain situations. The use of predictions can disrupt the habits of reactivity.
- **Develop a stress plan.** A stress plan begins with an acknowledgment (usually from the parent) that reactivity to stress is beginning to occur. Outline steps toward relaxation, such as picking a place and knowing when to reduce stress.

The primary goal of all interventions to impact the brain of the traumatized child is to reduce reactivity and increase higher reasoning centers. At the point the child moves away from reacting to the situation, the following interventions can promote even higher order brain functions.

- **Promote executive functions.** All interventions that encourage use of higher reasoning centers of the brain promote executive functions.
- **Encourage thinking.** Anything that encourages the child to think is a good strategy. Writing, drawing and making choices all require higher order reasoning.
- **Use your words.** When children are encouraged to verbalize thoughts and feelings they must use higher brain regions.
- **Teach self-mastery skills.** Work with internal control such as: visualize calming images, yoga, breathing exercises and aerobic activities like walking or jogging.
- **Use repetition.** Any helpful intervention to impact the

brain must be repeated many times to be effective. It is the repetition that builds capacities within the brain by literally forming new neurological structures that over time can replace negative habits where the child has become stuck.

Basic concrete steps like those described can be the most helpful and effective for the child because they alter the brain in positive ways. If you want to know more about how the brain works and how to help it work even better after trauma, my book *Traumatic Experience and the Brain* can outline the next steps. Every traumatic experience has a negative influence on the brain but also remember that every successful experience of coping has a significant impact on the brain as well. The ideas and examples provided here are doable and they work with some of the most damaged children. Therefore I am confident that with practice these concepts and approaches can work with most children.

About the Author: Dr. Dave Ziegler is a psychologist who oversees the Neurological Reparative Therapy at Jasper Mountain in the mountains of OR. Jasper Mountain has a 27 year history of producing significant improvements with young children who have experienced trauma, have attachment issues, and/or a variety of serious emotional and behavioral problems. More can be learned about the author's books and publications or about Jasper Mountain at their new website, www.jaspermountain.org.

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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.

A COACHING APPROACH TO ADDRESS TREATMENT FATIGUE

By Benjamin Wahl, MSW

Another title for this article could have been "Helping a client cross a non-existent finish line." Our industry has engaged in extensive discussion on how to address the treatment resistant client, but there has been less discussion on how to address the client with treatment fatigue.

Let's begin by looking at the dynamics that impact a treatment fatigued client. Many of the clients who are enrolled in wilderness programs, boarding schools or residential treatment centers have already worked with individual therapists, family therapists or other community-

based interventions. For both the parent and the child (and the therapist), these interventions may have felt like putting a finger in the dam; the issues were just too difficult to address in once-a-week meetings. The client may have felt that just as things would get a little better, he would have a setback and would be in the doghouse again.

Once in program, the client hopefully gained new insight, self-esteem, clarity and personal accountability. The client will have had an opportunity to see changes in his parents, as well. Things start to feel 'fixed'.


The issue at the heart of treatment fatigue is the fact that change (personal change and family change) is a process, not a product. The client who is preparing to come home and re-integrate with family will be better equipped if he understands that there are going to be setbacks. The statement often heard is that program graduation represents the start of the work, not the end.

The problem is that the adolescent brain is wired toward instant gratification; patience is not an innate skill for most adolescents and young adults. This means that a client coming out of a program, even if he intellectually recognizes the fact that there is more work to be done, may struggle to maintain patience and commitment to the process.

Yet there are ways to help the client remain engaged in his process of growth, even if he is fatigued. The coaching approach is ideally suited to the client at this phase for a couple of reasons:

The first advantage to the coaching approach is the emphasis on helping the client reference and build upon previous advances that he has made.

CONTINUED: COACHING/ 6



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COACHING:

The second advantage of the coaching approach is the fact that it provides a solutions-focused response for the client. During the post-program transition (or the later stages of residential treatment), the coach can provide tremendous support for the client simply by helping him remember the gains that have been made and also by helping him find ways to apply new skills in the home/community environment.

Let's take a hypothetical scenario:

Coach: I understand that there was a bit of a disagreement about the home contract over the weekend (or during the home pass).

Client: My mom doesn't ever listen and it makes me mad. We're right back to where we were before.

Coach: That sounds frustrating. Just out of curiosity what was the disagreement about?

Client: I don't even remember. I am just tired of home contracts and treatment b.s.

It is at this juncture in the conversation that the coach can address several different issues at play and help the client establish a different perspective.

One possibility would be to help the client explore gains that have been made. The coach might ask, "so what did you feel like doing?" The client could then explore the fact that in the past he indeed would have slammed a door (or punched a hole in the wall) and that in this case he did not, probably due to a new skill set. In this way, the coach is able to help the client see that even though there may be setbacks, the client's hard work in treatment has led to an increased resiliency in difficult situations. Once the client realizes that he is applying new skills to difficult situations, he may be able to explore other strategies as well. In this scenario, for instance, the client might be receptive to a discussion of other strategies to stay calm in stressful situations, such as progressive relaxation and new communication patterns with parents.

Another possibility in this situation is to help the client normalize the situation. Adolescents have an extremely strong desire to be accepted and "normal." Indeed, treatment fatigue can also be described as the fatigue of being different. The client in the hypothetical situation above could benefit from a coach who supports him in understanding that disagreement within the family system is normal and that it is the response to disagreement that is most important.

In closing, the client who is fatigued might be wondering when he will be finished with the hard work. A coach can help the client recognize gains he has made and the value of staying committed to the process. One final thought: the discussion above is equally relevant, perhaps even more so, to the fatigued parent.

About the Author: Ben Wahl, MSW, is the Founder, Program Coordinator and Lead Mentor of the Collaborative Coaching Program which was founded as a home-based support program in 2004. He has worked with adolescents for over ten years as the director of an outdoor education program and as a staff member in wilderness therapy programs and residential treatment centers. He holds a BA from Wesleyan University and an MSW from the University of Washington. benw@ryther.org www.collaborativecoaching.net

An idea is not responsible for the people who think it.

- Don Marquis

VISITS...

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Visit by Nancy Coulbourn Ike, MEd, CEP, April 27, 2009

I drove six hours from Cincinnati to Mountain City in eastern TN to visit Freedom Mountain Academy, a school that sounded so different from any boarding school I had ever seen. And it was different. FMA is tucked into a valley, a beautiful lodge designed and built by the Cullinane family which is surrounded by a farm that sustains the staff and students at the school. The students plant and maintain a garden, help feed and care for the farm animals, share cooking and cleaning at the lodge, take part in 5½ hours of academics 5 days a week, 4 hours on Saturday and participate in a four day expedition in the mountains once a month.

Kevin and Patricia Cullinane headed schools in northern Idaho and southern California and taught at Executive Training Seminars in South Carolina. In 2000, the Cullianes founded Freedom Mountain Academy. The school is equipped to house 20 students each in a single occupant room. The boys' dorm is entirely separate from that of the girls. There is no electricity in the dorms or schoolhouse. Light is provided by kerosene lamps. Meals are cooked on a beautiful old wood fired stove.

Students study in the mode of a one room schoolhouse. There are no computers or television but videos are shown on the weekend. Emphasis is placed on literature, ethics, composition and history. Students read Romeo and Juliet, The Fountainhead, 1984 and other classics. In history they study the nineteen civilizations that led up to the current one. Much time is spent on the etymology of the English language and students learn to be precise in the use of their language. Math is individualized with packets of material from the University of Missouri. Science is studied in the classroom and kitchen as Nutrition or in the out of doors during mountaineering.

FMA is a nine month program and almost all students attend for just one year. Their ages range from 15 to 17, and they either return home to finish high school or go on to college.

Freedom Mountain Academy is not a therapeutic program. It is a highly structured but nurturing alternative school for students who are flexible and open for change. If students have been prescribed a medication for ADHD, the Cullinanes ask parents to try the school without the meds. A therapist is available in Mountain City and the Academy has a good relationship with a physician there. Excellent hospital facilities are found in nearby Johnson City.

FMA will share a list of alumni parents who are willing to talk with or email the parents of prospective parents.

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- Bill O'Reilly

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Visit by Judi Bessette on May 22, 2009

Author's Note: In the fall of 2006, Larry Stednitz wrote about his visit to Stevens. On my recent trip there, I learned about their assessment service - an aspect of their program that I wanted to share with other professionals.

Occasionally, I run into a complicated case that calls for a higher-than-usual level of assessment. It may be that the client involved has many diagnoses from a wide variety of clinicians and nothing seems to be making sense...or it may be that circumstances dictate that the student needs to be tested in a secure environment...or it may be just that oddball case that seems to defy description.

Stevens Treatment Centers in MA, an attractive, well-run RTC, serves difficult-to-place teen boys — youth who are fire-starters, involved in inappropriate sexual behaviors or are dealing with genuine conduct disorders. They started offering just these kinds of services about two years ago. They call the program *Back On Track*.

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- **Educational Assessment:** Producing a description of learning styles, academic strengths and abilities as well as identifying areas of deficits;
- **Functional Behavioral Assessment:** Uncovering behavioral problems, the level of aggressive actions, social skills and the quality of relationships; and
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The *Back On Track* program is competitively priced and offers another way to look at the tough cases I talked about earlier. Give the program a call to learn more.

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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]

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Vista at Dimple Dell Canyon, a residential treatment center of Vista Treatment Centers, is for young women ages 13-18 who struggle with anxiety, depression, substance abuse, self esteem issues, eating disorders, self mutilation, ADHD, school failures or who may be victims of abuse and neglect or suffer with grief from a death or abandonment. Founded in 1991, Vista Treatment Centers created Dimple Dell with the belief that its clients be treated with dignity and respect above all else.

Vista at Dimple Dell has accreditation and licensure through the State of Utah, the Joint Commission (JCAHO) Accreditation, the Northwest Association of Accredited Schools (NAAS) and is a full member of the National Association of Therapeutic Schools and Programs (NATSAP). Ryan S. Pepper, MSW, LCSW, has been with Vista since 1999 and is the Executive Director, Primary

Therapist, a member of the Board of Directors and a partner. Jeff Kovnick, MD, is the Medical Director. He too has been with Vista since 1999. Steven Sawyer, MSW, LCSW, Clinical Director, has been with Vista since 2001 and previously worked at the Utah State Hospital, Day Spring and Odyssey House of Utah.

After an initial assessment, an individualized treatment plan is formed and then put into action by the treatment team. Therapy includes individual and group therapy, weekly family sessions which address home issues and behavior modification. Students also participate in recreational therapy and development in healthy relationship building skills through improving communication styles and social skills. In addition, weekly individual sessions with an addiction counselor are available to address addictive thinking and to incorporate the 12 step program of AA or NA if applicable.

Recreational activities that promote healthy living into the student's treatment include: dance, Pilates, yoga, hiking, camping, canoeing and river rafting.

[This information came from the Vista Dimple Dell Canyon website.]

When everyone in the room is thinking the same thing, no one is really thinking very much.

- Anonymous

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- Former Patient

RENAISSANCE ADOLESCENT SERVICES, INC.

Clearfield, UT
Dan Harrah, LCSW, Clinical Director
801-330-1763
2danwin@gmail.com
www.renaissanceadolescentservices.com

Renaissance Adolescent Services, Inc, is a small residential treatment and academic program for young women ages 12-17 who struggle with behaviors that can be harmful to themselves or others. These struggles may include addiction to drugs and/or alcohol, eating disorders, personality disorders, learning disorders, poor academic performance, depression, anxiety or grief related to loss or abandonment. In addition, they may have angry outbursts or try to control others through their acting out or withdrawal from their family, friends or activities.

Dan Harrah, LCSW, is the Clinical Director and Therapist at Renaissance. He holds a Bachelor's degree in Psychology and a Master's in Social Work from Arizona State University. Cami Clark, LPC is the Co-Clinical Director and therapist. She received her Master's in Professional Counseling from the University of Phoenix. Rebecca Ellis, BA, the Director of Education, previously taught in the Long Beach Unified School District and served as department chair of the English Language Learner department and the History Department.

Renaissance is accredited by the Northwest Associations of Schools and Colleges and licensed and governed by the State Department of Human Services.

The young women at Renaissance participate in several forms of therapy including addiction treatment, individual, weekly family sessions, and educational groups that zero in on specific issues of self esteem, social skills building and developing and maintaining healthy relationships. In addition, Renaissance stresses age appropriate recreational and experiential activities with structured team building and goals. Academics are individualized, with a custom curriculum created for each girl in which they are challenged to exceed their own expectations. Creativity is encouraged.

Recreational activities offered at Renaissance include hiking, camping, swimming, seasonal skiing, snowboarding and rappelling.

[This information came from the Renaissance Adolescent Services, Inc. website.]

In the long run, you hit only what you aim at. Therefore, though you should fail immediately, you had better aim at something high.

- Henry David Thoreau



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admissions@benchmarkyas.com

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HORSE THERAPY PROVIDES A JOURNEY OF FREEDOM

Contact:
 Andy Sapp, Ph.D.
 Founder and CEO
 Cherry Gulch
 Emmett, ID
 208-365-3437 ext. 502
DrSapp@CherryGulch.org
www.CherryGulch.org

By: Sonja Rhodes, Equine Therapy Specialist

There are many ways that we can define freedom or confinement. Some may feel restricted by influences in their environment or by internal restraints built up around ideas and beliefs they hold about themselves, while others may feel held back by physical limitations.

I believe that horses offer nuggets of wisdom in self-awareness. Horse therapy wisdom helps move our mental, emotional and physical limitations to a place of balance, harmony and inner-truth. When we find our rhythm and balance, it's like an internal light radiates out of every pore in our skin and we shine like stars in the night.

When I began working at Cherry Gulch boarding school near Emmett, ID, we were coming into winter. I started working in late November with two days of Equine Assisted Psychotherapy (Horse Therapy) each week and three days of riding over the weekend, starting on Friday.

Alex probably wouldn't have described himself as shining when he first started going out for horse activities, including horse therapy. Initially he didn't appear very interested in the horses. He had stated at different times that he didn't feel very safe around them.

Through the winter, the weather was sometimes damp, so in the beginning the boys would lead the horses on walks down the road or up in the hills with me. I wanted to get to know the ranch horses better so I would know which boys to match with each horse. Leading is good exercise for both the boys and the horses, and it is always fun to be out around the ranch on the trails or down the lane.

As time went on, I learned which boys were confident or experienced with horses and which horses would be safe for boys who had either not ridden before or had emotional triggers that might be upsetting to some horses. This is the basics of horse therapy.

We have one horse at Cherry Gulch that all boys ride first before I will allow them to ride the other horses. This horse is named Smokey. He is our little trooper! He is the smallest and oldest of the herd—an old barrel racing horse who will run with the experienced boys if they are persistent in asking and will stand stone still, eyes closed, waiting for the boys who are feeling intimidated and unconfident. Once they gain understanding and focus on what they need to do to communicate, then Smokey begins to travel. He gives the gift of awareness in attitude, focus and partnership. This translates as freedom from negative behavior, lack of focus and being self-absorbed.

Alex started on Smokey, and over the weeks he rode him in the round pen, the arena and down the Cherry Gulch lane.

CONTINUED: HORSES/ 12



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HORSES:

Alex experienced riding both saddled and bareback, trotting and cantering on Smokey. Next he moved on to Skipper as the next horse therapy step.

Skipper is a big, stout mountain horse. Alex's confidence had grown in leaps and bounds through the winter. It was clear from the big smile that stretched across his face as he rode that powerful horse with ease, that it was very rewarding for him. Skipper is very smooth to ride, so Alex trotted around the arena, becoming familiar with the movement of the horse and how to maintain balance and control. Skipper gives a gift in his gentle strength and power. Weighing in at nearly 1300 pounds, he can appear intimidating. His size is undeniable, yet he is managed with little more than a thought. Perhaps strength and power are determined more from our internal clarity than our external appearance...there is freedom in the wisdom of understanding these things.

Alex is sensitive to his surroundings, taking in and filtering through the activity, energy and attitudes around him—this is what horses do all day long and even in their sleep so they know naturally when they are with a person who has this type of awareness even if the person doesn't notice. When a person is tuned into his surroundings, yet stays calm and grounded, a horse can feel safe with him. This explains why some people seem to have a natural connection with animals.

Alex's sensitivity to energy and attitudes around him seem to represent his confinements. It is my perception that these things are the pressures that crowd him. This can be hard for a teenager to understand or describe, no doubt, as it can't be seen or heard. Horses are so tuned in to their surroundings. Being alert to attitude, energy and body

language is what keeps a horse alive in the wild.

On Saturday, February 21, Alex asked to go out for horse activities. He asked if he might be able to ride Duke, the tallest horse on the ranch, standing near 16 hands. He's a Thoroughbred cross, gray faded to white with the biggest, soft black eyes and a kind expression. Duke is a retired Ranch horse, 16 years of age. When I first started working with him, he was all business, rearing to go with no time to stand still. I had been riding him but so far hadn't let any of the boys ride him. Of all the boys, I felt Alex would make a good fit for Duke. So on that warm sunny day we agreed to saddle Duke up and give it a try.

Alex started in the round pen, climbed aboard and rubbed Duke on the neck. Duke was calm and relaxed and so was Alex. I asked Alex to walk around doing figure 8 curves and stops to show me he had control. Alex and Duke walked around together looking like they were of one body...Duke has not looked or behaved in such a calm, confident manner since I've been there—even with ME!

To say I was pleased is an understatement. Alex and Duke got familiar with each other in the round pen and after about 45 minutes he asked if he and Duke could join the other two boys and their horses in the arena.

Alex and Duke walked and trotted around the arena and as that became familiar and comfortable to them both, Duke broke into a gliding canter! Alex had never gone that fast on a horse so as they rounded the corner, I held my breath. They rounded another corner at a rapid speed, yet it felt like slow motion as I watched Alex look my way, making eye contact. I said "ok, Alex—breathe, sigh and ask your horse to stop." And he did. Duke came to a graceful stop, stood steady and relaxed—waiting for Alex's next cue.



Photo by Skyler Jensen

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

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Look at the freedom a young boy gave to a horse! To be able to run like the wind, emotions controlled, safe to move forward in the gentle, steady hands of his rider. And the horse gave Alex the gift of turning loose and allowing speed and movement to be an experience he could take hold of and enjoy! Together they filled in the gaps for each other to share a freedom they hadn't yet felt alone. This is horse therapy.

Harmony, balance, inner truth—to know they are capable, safe and willing to step out beyond the boundaries they've placed around themselves to reach a little higher, to shine like a morning star in the darkest hour of night...that is a journey toward true freedom.

Cherry Gulch is a ranch-style, therapeutic boarding school designed specifically for 10 -14 year old boys. Cherry Gulch's supportive, encouraging and respect-based approach is designed to build students up—rather than tear them down. Cherry Gulch is passionate about providing early intervention and prevention to help boys reach their full potential and become well-rounded, pro-social young men. We are dedicated to providing outstanding therapeutic and academic services to students and their families. This is accomplished in the context of a safe environment working toward "Building Brighter Tomorrows for the Boys of Today."

The reason we have two ears and only one mouth is so that we may listen the more and talk the less.

- Zeno of Citium

SEEN N' HEARD

Turning Winds Students Plant Trees:

(June 22, 2009) Carl Baisden, VP Public Relations, Turning Winds Academic Institute, Troy, MT, 208-755-5688, announced several students from Turning Winds, along with the school director, Jake Francom, and horticulturist, Jill Francom, planted 60 trees as a community service project in the Old Troy Dump on the hill overlooking the Kootenai River.

Open Sky—A Company to Watch:

(June 22, 2009) According to Danny Frazer, Business Development and Marketing Director for Open Sky Wilderness Therapy, Durango, CO, 970-382-8181, Open Sky Wilderness Therapy has been selected as one of Colorado's Companies to Watch (CCW). This annual award will be given when CCW hosts its Gala Celebration at Denver's Warwick Hotel on June 25, 2009, and will be presented by the Colorado Office of Economic Development and International Trade

Problems at National Deaf Academy:

(June 23, 2009) The Orlando Sentinel reports local police have responded to 369 calls in a 17 month period through May 27, 2009, to the privately owned National Deaf Academy in Mount Dora, FL. Police have had to break up fights between patients and staff, quell suicide attempts or search for missing residents. To view these articles in full visit the struggling teens website.

Benchmark and NWA Host Luncheon:

(June 23, 2009) Benchmark Transitions, Redlands, CA, CONTINUED: SNH/ 14



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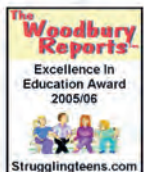



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SNH:

and Northwest Academy, Naples, ID, hosted a Summer Network Luncheon on the Benchmark campus on July 14, 2009. Guest speakers included Dr. James Powell, Clinical Director of Benchmark, and Brandi Elliot, Admissions and Marketing Director of Northwest Academy, speaking on "Parents as Partners: Bringing Family Members into the Treatment Process".

Utah AG Addresses Turnabout Stillwater:

(June 23, 2009) Students and staff at Turnabout Stillwater Academy, Salt Lake City, UT, 866-359-4600, were addressed by the Utah Attorney General, Mark Shurtleff, who spoke about his daughter and her struggles with suicide. He encouraged them to stand up for what is right and remember the support they have within the Turnabout program and the community.

Next Step Offers Certified Coach Training Course:

(June 24, 2009) Next Step for Success, Redmond, OR, will be offering their next 20 week telecourse titled "Coaching Parents, Struggling Teens and Young Adults" starting Tuesday, September 15, 2009. Upon successful completion of this coach training course, participants will have the designation of Certified Coach. For more information contact Penelope Valentine, Co-Founder, at 541-504-5224

Aspen Introduces "Stimulus Package":

(June 25, 2009) Aspen Education Group has announced its own version of a "Stimulus Package" to help parents afford treatment for their children. For a limited time, Aspen is offering special pricing on a selection of programs. From now until August 31, 2009, families working with a referring professional may select an Aspen wilderness treatment program plus an Aspen therapeutic boarding school for one low price. For more information call Aspen's Business Development Coordinator, Patricia Doty, at 317- 873-8692.

Letter Supporting Alpine Academy:

(June 26, 2009) Struggling Teens has received a new letter to the Editor in support of Alpine Academy. To view this in its entirety, please visit the struggling teens website.

Rogers Memorial Workshop:

(June 26, 2009) Rogers Memorial Hospital, Oconomowoc, WI, and the University of Wisconsin will collectively present a CE seminar on: Understanding and Treating Excessive Health Anxiety on Friday, August 14, 2009, from 8:15 am to 4:30 pm. Cost: \$150.00. Please contact the workshop coordinator at 800-767-4411, ext. 1356, for registration or for more information.

Naropa Hosts Symposium:

(June 27, 2009) Rob Meltzer, MA, CEP, Symposium Chair, Naropa University, Boulder, CO, announced Naropa University will be presenting the 7th Annual Wilderness Therapy Symposium to be held September 11-13, 2009, at the Millennium Harvest House in Boulder, CO. For questions, please refer to the email address.

Benchmark Congratulates Grads:

(June 29, 2009) Benchmark Transitions, Redlands, CA, 714-963-4148, is proud to announce that 13 Benchmark Young Adult School students received their high school diplomas during the Redlands adult school ceremony at Redlands Bowl on June 16, 2009. Four students were recipients of the Benchmark Young Adult School's nationally accredited private school diploma. The Benchmark Young Adult School educational curriculum is accredited by the National Association of Private Schools Association Group. These are the first diplomas ever awarded under their national accreditation.

Omega Transports Offers Custom Financing:

(June 30, 2009) Omega Transports, LLC, St. George, UT is now offering customized pricing plans and financing options for the families with whom they work. For more information, contact Danny Behymer, President of Omega Transports at 866-798-3658, ext. 706.

Richardson New Oliverian Headmaster:

(July 1, 2009) The Oliverian School, Haverhill, NH, 603-989-5100, is pleased to announce Randy Richardson has been selected as the new Headmaster of The Oliverian School. Randy most recently served as a consultant and sustainability specialist for the Breakthrough Collaborative. In addition, Randy has worked as a teacher, coach and administrator for over 20 years.

Horse Sense of the Carolinas Workshop:

(July 1, 2009) Horse Sense of the Carolinas, Marshall, NC, 828-683-7304, and CultureQuest co-presented a workshop titled "Is Your Message Getting Through? Communication in the Workplace". At the Horse Sense Farm in NC participants learned to enhance their communication styles by working with the horses. To learn more contact Shannon Knapp, President.

Arrowood HR Chief at Foundations Recovery:

(July 1, 2009) Foundations Recovery Network, 888-371-5727, announced Carol Arrowood is the new chief Human Resources Officer. Prior to joining Foundations, Carol was the Vice President of corporate human resources with O'Charley's, a restaurant company throughout 25 states, for the last 14 years.

Weiskopf at Living Well Transitions:

(July 2, 2009) Living Well Transitions, Boulder, CO, has announced the recent hiring of Marti Weiskopf as Director of Marketing. Weiskopf comes to Living Well Transitions after 17 years at St. Paul's Preparatory Academy in Phoenix, AZ, as Director of Admissions, Assistant Head of School, Marketing Liaison, and, most recently, Head of School. For more information on Living Well Transitions, call 303-245-1020.

Deck House NEASC Accredited:

(July 2, 2009) Tom Blackford, Headmaster for The Deck House School, Edgecomb, ME, 207-882-7055, is pleased to announce The Deck House School has been approved for accreditation by the New England Association of Schools and Colleges (NEASC). The Deck House School

CONTINUED: SNH/ 16



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SNH:

is a small boarding school for young men ages 15-19 located in mid coast ME. For more information, contact Tom by phone or email.

Newport Academy's Dr. Bar Honored:

(July 2, 2009) Dr. Iman Bar, Director of Pediatric Medicine at Newport Academy, Newport Beach, CA, 877-628-3362, has been recognized by the Orange County Medical Association, the largest physicians' network in the country, and was named as a 2009 Physician of Excellence.

Hillside School Sets Record:

(July 2, 2009) Hillside School, Marlborough, MA, 508-485-2824, has set a new record in Annual Fund donations for the school, which rose over \$587,000. They wish to thank trustees, friends, families and donors for their support and donations. Hillside School is an independent boarding and day school for middle school boys, grades 5-9.

Coyote Coast Reflections:

(July 2, 2009) Students enrolled at Coyote Coast Youth and Family Counseling, Orinda, CA, 925-258-5400, reflected on self definition and new commitments during this spring's excursions.

The young women explored ceramic art at the Berkeley Potter's Studio and spent a day of hiking at the Point Reyes National seashore, while the young men went on an overnight backpacking trip to Henry Coe State Park.

Parent Supports Alpine Academy:

(July 2, 2009) Woodbury Reports, Inc has received a new letter to the Editor from a parent in support of Alpine Academy. To view this letter in its entirety, please visit the struggling teens website.

Ventures in Peace Welcomes Baby Rookey:

(July 3, 2009) Owners of Ventures in Peace, Lolo, MT, 406-273-4273, Steven and Elissa Rookey and big sister Grace, age 3, are excited to announce the arrival of Cairn Christian Rookey, born June 21, 2009. In addition to the new arrival, Ventures in Peace is blessed to have 5 new students in their program. (Congratulations also from the team at Woodbury Reports, Inc.!)



Day Break Canyon 1st Green RTC:

(July 3, 2009) Larry McArthur, co founder of Day Break Canyon, Twin Falls, ID, announced their new RTC for boys ages 12-17 is up and running. Daybreak Canyon is the first "Green" Residential Treatment Center in the country. Located on 160 acres at historic Magic Hot Springs and completely off the grid, they generate all of their own electricity with a generator using





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waste vegetable oil collected from local businesses. The facility heats in the winter from hot water siphoned from one of the natural hot springs. They actively recycle, compost, garden, and reuse and reduce waste as much as possible. They also make their own bio-fuel from the collected waste vegetable oil to use in their vehicles. For more information, contact Larry at 208-655-4111.

College Living Experience Stands Alone:

(July 5, 2009) College Living Experience, Denver, CO, announced that as of June 30, 2009, CLE will operate as a stand-alone organization under the continued leadership of Stephanie Martin as President and Amy Radochonski as the Vice President. To learn more about College Living Experience, contact Amy Radochonski at 510-384-1978.

College Excel Staff Announcements:

(July 6, 2009) College Excel, Bend, OR, has several staff announcements: Dennis Crowell has resigned as Program Director, effective July 1, 2009, to open a private counseling practice in Bend; Mike Smith, Academic Director, is celebrating his third year with College Excel; Jody Gold, who holds a Bachelor's degree from Yale University and a coaching certification in behavioral coaching, has been with them since January 2008, and has stepped on board as Director of Student Life; Barbara Cass has permanently joined the College Excel team as an Admissions Counselor and Carrie Hardie has joined College Excel as the new marketing specialist. Contact Sue Harless, Executive Director of Operations, or Jeannie Crowell, Executive Director of Marketing, at 541-388-3043 for more information

Center for Change Opens New Program:

(July 6, 2009) Tamara Noyes, Business Development Director for Center for Change, Orem, UT, 801-224-8255, announced Center for Change, a treatment program for eating disorders, has a new program that is now accepting clients for their day program (PHP). It provides eating disorder treatment for 10 hours/day Monday through Friday. Please contact Center for Change for more information.

Buften Head of School at St. Paul's:

(July 6, 2009) St. Paul's Preparatory Academy, Phoenix, AZ, 602-956-9090, is pleased to have Robert E. Buften as the new Head of School for St. Paul's Academy. Rob was previously at Southwestern Academy, Beaver Creek Ranch campus, and has experience in working with young men as a spiritual director and pastoral counselor.

Echo Springs Featured:

(July 7, 2009) Echo Springs Transition Study Center, Bonners Ferry, ID, a transitional living program for young adults ages 18 to 24 years old, founded 16 years ago by Doug Kim-Brown, was featured in the Boundary County Digest, a local news source. Community integration and community service is an important aspect to this life skills program.

SUWS Welcomes Kemp:

(July 7, 2009) Kathy Rex, Executive Director at SUWS

Adolescent and Youth Programs, Shoshone, ID, 208-886-2565, is pleased to announce Dan Kemp, who has over 15 years experience working with adolescents and young adults, is their new Director of Admissions. His experience includes being involved in startup Residential Treatment Programs, Transitional Therapeutic Boarding Schools, Academic Boarding Academies and Outdoor Therapeutic Programs. To contact Dan directly call: 435-640-6970.

Echo Malibu PET Training:

(July 7, 2009) Echo Malibu, Malibu, CA, 800-780-3246, announced Carol Nalin a faculty member at Echo Malibu, provides parent effectiveness training (PET), based on Dr. Thomas Gordon's famous book, to families of teens who attend this residential drug rehab program, in addition to weekly counseling with the teens on effective communication skills. To learn more contact Echo Malibu.

Discovery Ranch Licensing Changes:

(July 8, 2009) Clinton Dorn, Executive Director at Discovery Ranch, Mapleton, UT, 801-489-3311, announced some recent changes to their licensing, which allows for ebb and flow with bed availability. This allows them to eliminate the variance process when a student turns 18 and chooses to stay at the Ranch.

Thomas Joins Breakthrough:

(July 9, 2009) James Murray, MS, Founder and Director of Breakthrough Interventions, Salt Lake City, UT, 413-268-7022, James Murray is proud to announce Amanda Thomas has joined Breakthrough Interventions as an interventionist Amanda previously worked at Vive! Amanda will be based in Northern Idaho and may be contacted at: 303-775-1779.

Newport Academy New Center:

(July 9, 2009) Scott Sowle, Executive Director of Newport Academy, Newport Beach, CA, 310-903-1155, announced Newport Academy will be opening an adolescent outpatient counseling center in Newport Beach, CA, on August 15, 2009. The outpatient center will include a full range of services including a multi-disciplinary treatment team consisting of a board certified addiction psychiatrist, internal medicine physicians specializing in the adolescent care, and therapists who specialize in the treatment of adolescent substance dependency and co-occurring disorders. The center will also offer individual, group, and family therapy.

First Step International Escorts:

(July 9, 2009) First Step is a family owned and operated escort service, which has been in operation since 2000. It was founded by Eddie Curry, President and Director, First Step Adolescent Services, Inc, who has been assisting families with troubled teens since 1993. First Step specializes in escorting teens in the US and Internationally. For more information, contact Eddie Curry at 888-633-6074, or from outside the US: 702-646-7763.

CONTINUED: SNH/ 18

SNH:

Arch Bridge at Wellspring Expands:

(July 9, 2009) Harvey Newman, Chief Executive Officer at The Arch Bridge School at Wellspring, Bethlehem, CT, 203-266-8000, announced the Connecticut State Department of Education has granted full program approval to Wellspring's Arch Bridge School for its special education program. The approval is for the period July 1, 2009 to June 30, 2014. The approval also allows the school to expand its program to serve 51 students between the ages of 6 and 21 in grades 1 through 12 who struggle with emotional issues.

Greenbrier's Arts in Education:

(July 10, 2009) Beth Ragland, Director of Outreach and Business Development at Greenbrier Academy, Pence Springs, WV, 877-788-8422, announced several exciting "Arts in Education" activities for July: Theatre artist and educator Jill Balch-Coon was on-campus in July leading professional development workshops with faculty and teaching students as part of the evening activities; visual artist Jennifer Brothers was on campus for a week in July; a school trip to Blackfriars to see "Much Ado About Nothing" and an arts showcase day are planned for the end of the month.

Pasadena Villa Launches New Website:

(July 13, 2009) Pasadena Villa, Orlando, FL, 877-845-5235, has successfully launched their new website. The new site is designed to create a more interactive internet experience with enhanced guides, multimedia and online applications, with easy navigation and more information. Contact David Nissen, Co-Founder and Managing Director for opinions and feedback.

Smoky Mountain Lodge Update:

(July 13, 2009) Located in the Smoky Mountains in eastern TN, Smoky Mountain Lodge is for young adults with Aspergers Syndrome and mild developmental disorders. It will also serve young adults with cognitive, emotional and social deficits. The opening of this new facility is planned for September 2009. For more information contact Chris Eckert, Referral Relations Manager for Pasadena Villa, Orlando, FL, 877-845-5235.

Young Adults Earn Diplomas at Oakley School:

(July 13, 2009) Oakley School, Oakley, UT, 435-783-5001, is licensed to work with high school students through their 19th year. Most of the 38 June, 2009, graduates were 18 and 19 years old. To learn more about Oakley School, contact Carrie Shoumatoff, Director of Admissions.

Greenbrier's Schwenkler Certifications:

(July 13, 2009) Beth Ragland at Greenbrier Academy, Pence Springs, WV, 877-788-8422 is pleased to announce that Ron Schwenkler has received two new certifications over the last several months: The first is Grief Recovery Specialist. He has also been approved as a Licensed Professional Supervisor, which allows him to supervise therapists coming out of graduate school who are working toward their licensure.

Dr. Sletcher Joins John Dewey Faculty:

(July 13, 2009) Tom Bratter, President and Founder of

John Dewey Academy, Great Barrington, MA 413-528-5662 is pleased to announce the latest addition to their faculty, Dr. Michael Sletcher, who has earned a PhD from the University of Cambridge after receiving his Undergraduate and Master's degrees from Carleton University. Michael's CV includes a Visiting Fellowship at Harvard, and most recently, he served as the Editor-Historian of The Yale University Indian Papers Project and as Assistant Editor-Historian for The Papers of Benjamin Franklin, also published by Yale.

SageWalk Helps Siblings:

(July 15, 2009) Mike Bednarz, Executive Director at SageWalk, Redmond, OR, 541-316-4841. ext. 112, is excited to announce that SageWalk has introduced a new sibling workbook to accompany the program's existing parent workbook. It is designed to help siblings understand what their brother/sister is going through in the program and helps them to feel a part of the process of change the family is experiencing. To learn more, contact Mike Bednarz.

Benchmark Partner, Irlen, Named Best:

(July 15, 2009) The Irlen Institute, partners of over 10 years with Benchmark Transitions, Redlands, CA, has been selected for the 2009 Best of Long Beach Award in the Individual & Family Services category by the US Commerce Association (USCA). Benchmark partnered with The Irlen Institute to help identify and correct a unique perceptual processing problem which can affect achievement, learning and performance for both struggling and good readers. Irlen then eliminates this problem using colored overlays and Irlen Spectral Filters worn as glasses or contact lenses. For more information, contact Shelley Skaggs, Director of Marketing, at 714-813-5002 (cell).

Passages to Recovery's Intervention Training:

(July 16, 2009) Passages to Recovery, Loa, UT, will be hosting the second annual Systemic Family Intervention Training/Certification in St. George, UT, at the Groon Golf/Spa Resort on October 19-21, 2009. For additional information, please contact Brandi Bradbury, at 435-836-1239 (office) or 435-691-1177 (mobile).

Crossroads Academy Hits 2-Years:

(July 17, 2009) Crossroads Academy in Ogden, UT, has recently hits its 2nd year anniversary and is in full swing with the opening of their skate shop /park last November and most recently a Frozen Yogurt shop. Boys who attend the Academy manage and gain work skills and life skills, open their own bank accounts and manage their money. To view a short video clip of both of the stores, please visit their website. For more information on Crossroads Academy, contact Sam Dahlin, PhD, LMFT, Owner and Clinical Director, at 801-369-0238.

Ponca Pines Girls Raise Money for Family in

Kenya: (July 17, 2009) Ponca Pines Academy students, Omaha, NE, 402-457-1421, were recently acknowledged for their efforts to provide assistance for a family in Kenya, by raising more than \$200.00 with a fundraising car wash called "Got Goat". This money was enough to

purchase a goat, a sheep and a chicken for the family. Contact Betsy Jacobson-Warren, Executive Director for more information.

Greenbrier's New Schwenkler Addition:

(July 17, 2009) Ron Schwenkler, Clinical Director at Greenbrier Academy, Pence Springs, WV, 877-788-8422, and his wife, Audra, drumming and dance



coordinator at Greenbrier, are the proud parents of a new daughter, Ava Leigh, who weighed 8 pounds, 10 ounces at birth. All of

us here at Greenbrier wish them the very best! (As do all of us at Woodbury Reports!)

Chaddock Opens New Cottage:

(July 20, 2009) Karol Ehmen, Associate Director of Marketing for Chaddock, Quincy, IL, 217-222-3865, announced they held a groundbreaking and naming ceremony for a new residential cottage on the Chaddock Campus, July 24, 2009.

Janauer New Principal at FFS:

(July 20, 2009) Emmanuel Argiros, President of The Family Foundation School, Hancock, NY, 845-887-5213, has announced that long time FFS principal Robin Ducey has stepped down from the position of principal to concentrate her energies in developing the FFS arts program. She will remain the middle school principal and continue to work with students. The new high school principal is Ann Janauer, PhD, daughter of Betty and Tony Argiros, the founders of FFS. After teaching at the university level for nine years, Dr. Janauer returned to FFS two years ago and looks forward to providing academic leadership to the high school.

Houses Named at FFS:

(July 20, 2009) The Family Foundation School, Hancock, NY, 845-887-5213, has replaced the school's six family units that had been identified by numbers with names of six heroes of recovery: Betton House for Betty and Tony Argiros, founders of FFS; Lake House for Handsome Lake; Mann House for Marty Mann; Smith House and Wilson House for AA co-founders, "Dr. Bob" and Ann Smith, and Bill "W." and Lois Wilson; and Talbot House for Matt Talbot.

Trails Carolina's Unique Component:

(July 20, 2009) Mark Oerther, Admissions Director for Trails Carolina, Lake Toxaway, NC, 888-387-2457, shared the unique family components that Trails Carolina incorporates in their programming. It includes a parent manual with all pertinent information, the assistance of the child's primary therapist who acts as a liaison, assistance from a

certified marriage and family therapist, parent workshops and webinars, plus access to their child's online personal website that is updated with photos and treatment information.

Call for Speakers/ Sponsors for Holistic

Conference: (July 20, 2009) Foundations Recovery Network, Brentwood, TN, announced they are planning the agenda for their next conference to be held at The Palms, Las Vegas, NV, from April 28-30, 2010. The event's working title is "Holistic Treatment: Changing the Way We Look at Recovery". Conference committee members are currently receiving and reviewing material from possible keynote & workshop presenters for the agenda as well as co-hosts and sponsors. For additional information, please contact Jesse Fortner, Conference Coordinator, at 615-371-5737.

McCoy Director of Admissions at New Leaf:

(July 20, 2009) New Leaf Academy of North Carolina, Hendersonville, NC, 828-697-5029, is pleased to announce Michelle McCoy as Director of Admissions. Michelle had previously worked at Four Circles Recovery Center as a Wilderness Field Guide. To contact Michelle directly, call 828-697-5029, ext 106.

New Leaf's Trip to Mexico:

(July 20, 2009) Six students and four chaperones from New Leaf Academy of North Carolina, Hendersonville, NC, took a 10 day trip to Merida, Mexico, which contains some of the oldest Mayan temples in the world. Students stayed at the home of Giles and Susan Collard, the fencing and dance instructors at New Leaf. Students were immersed in the local culture and participated in many adventures within the community.

CIM System for Special Needs Programs:

(July 20, 2009) SentryBlue CIM, South Egremont, MA, the first comprehensive critical incident management (CIM) technology solution designed specifically for private and special needs schools, has launched "SentryBlue CIM," which provides administrators with a comprehensive solution to streamline their federal and state compliance paperwork processes and simplify their critical incident management procedures. Contact Audrey Scolny, S3 Public Relations, at 973-257-5533, for more information.

In the United States, the majority undertakes to supply a multitude of ready-made opinions for the use of individuals, who are thus relieved from the necessity of forming opinions of their own.

- Alexis de Tocqueville

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