



# Places for Struggling Teens™

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

October 2009 - Issue #182

## BEST PRACTICES VS. INNOVATION

by Lon Woodbury



"Best Practices" has become almost a buzz word lately. The idea is very plausible, that is encouraging youth programs to use those practices that have been shown through scientific research to be most effective. This popular concept is simple and straight forward – nothing but the best for our children – right?

At the same time our society is rapidly changing in many aspects. Students now in private emotional-growth, therapeutic parent-choice residential schools and programs often present significantly different problems than they did even just ten years ago. For example, computer game addiction, or computer addiction in general, is becoming quite common. Ten years ago it was uncommon, and it was virtually unheard of only a generation ago.

Presented this way, the possible contradiction is obvious. How can you rely exclusively on "Best Practices" for problems that were almost unheard of a few years ago? Internet Addiction is a good example. It is true that treating Internet Addiction would be similar to treating Substance Abuse Addictions. However, reports are that putting an Internet Addict in with a group of Substance Abuse Addicts just doesn't work, despite the fact that they are all addicts. Although there are many similarities in the addictions, and thus treatment and healing, it is becoming apparent that Internet Addiction must be approached in a way unique to itself. Internet Addiction is a new enough phenomena that there are no "Best Practices" on which to rely. The professionals may be "informed" by Best Practices from Substance Abuse treatment, but to succeed they must innovate in new uncharted territory. There is no other way to keep up with the changes in society.

In my view, small owner-operated independent private programs are the laboratory of innovation. Not hampered by a multitude of state or corporation imposed guidelines, the operator is free to draw upon professional knowledge and mix this with his/her own creativity and experience with the primary focus being the good of the children. The results will speak for themselves as to whether the operator is on to something or not. As a result, some of these "experiments" will become the "Best Practices" of the future.

I see these innovations being created all the time in the schools and programs with which I work and have also read of others in the news. Sometimes the innovations are just minor tweaks to a long established approach. Other times the concept is a radical diversion from common practice. In both cases, some will succeed and some will fail. The ultimate result is a treatment and healing network gradually adjusting to the changing needs of a changing society. Without that, intervention will become static and not only will it not work well, it will become irrelevant.

One response to this newly perceived Internet addiction need is an Associated Press story claiming the formation of the first "Internet Addiction Center Opens in US." I know of several other schools and programs that have developed special "support groups" for their students with this problem, so obviously there are innovative responses developing for this new problem.

Another innovation lately in the news was when AIM House in Colorado developed a partnership with a local business for some of its students to work in the business. It was explained that the program is using local work as part of therapy. Not only do the students learn a work ethic, they also learn how a business runs. Both of these can be key to healing.

Another intriguing innovation is Greenbrier Academy in West Virginia. Their basic philosophy was developed with the help of a Brigham Young University professor, calling it "Strong Relationality." This school's program is based on some unique theoretical assumptions about human nature and human relationships and this new school has developed a program based on these concepts. My visit report, which explains a little bit about "Strong Relationality" can be found at [www.strugglingteens.com/artman/publish/GreenbrierAcademyVR\\_090916.shtm](http://www.strugglingteens.com/artman/publish/GreenbrierAcademyVR_090916.shtm). The school is now in its third year of operation, and the students seem to be quite positive about their school and their experience there.

Regarding my original question, of Best Practices vs. Innovation, it is obvious that there always needs to be a balance. The successful school or program for struggling teens will stay current with the changing needs of its students through continual innovation while staying grounded in what has been learned through what is called Best Practices. The good administrator is one that is skilled at maintaining this balance.

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Determination and perseverance  
move the world; thinking that  
others will do it for you is a sure  
way to fail.

- Marva Collins

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

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**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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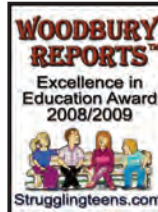


ISSN: 1540-3718

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

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# A WAY OF LOOKING AT THINGS

By Linda Houghton

Erik H. Erikson, known for his work in child and human development, used this phrase when he was interviewed concerning his groundbreaking work, *Childhood and Society*.

He said, "I have nothing to offer except a way of looking at things."

This writing is a response to requests asking that I share some of my views on the current state of what I coined as Emotional Growth Education in the mid 1970's. I too want to state that I have nothing to offer except a way of looking at the field I continue to call holistic education, which encompasses the behavior of learners, their families and their human potential.

My interest in child development and human development began when I was president of the Future Teachers' Association at my high school in 1959. I had the idea that teaching was broader and deeper than the current view of the profession. My life's journey took me in many directions after high school and as I developed my own vision of what a school should be, I landed in Running Springs, California, at the Cedu School. When I walked onto the campus where students were excited and very alive, I knew some part of my own vision had been realized there.

The school incorporated many personal growth and human potential methods popular at the time, and most were very effective. I was asked to train faculty in Child Development after I noted the workshops used at the school reflected Erick Erikson's theory of Child Development. At this time the founder of the program was interested in becoming recognized as an innovative educational program. There was no interest in being what has come to be called a "therapeutic school". This was one of the reasons I was so interested in the program at this school. I knew that so many of the young people taking advantage of this and other programs had not been helped by traditional psychotherapy. This school was a learning community and many of these students were experiencing great breakthroughs in learning and change in behaviors. In essence their lives were greatly expanded. They developed "a new way of looking at things".

After years of working in this new educational movement and founding two other schools with my view of emotional growth and the arts, I became disenchanted with the direction the field was taking. As commercial interest in this type of education blossomed, a great number of schools of this type were developed. This created what I call "back to the future programs." Many of these schools have now become more like the treatment centers that were part of the medical model in the 1950's and 60's. Schools began to call themselves "therapeutic." This term in Western Culture implies diagnosis and treatment. Emotional Growth Education does not belong in that arena.

Emotional Growth should be part of all educational programs both public and private. The early programs that were developed by Mel Wasserman, other pioneers and me were intended to focus on health, growth and learning not on diagnosis and treatment. In my view there should be a clear distinction in these programs. There is certainly a need for therapeutic programs. However, the blend of emotional growth and therapeutic is confusing to parents and professionals in the field of education and medicine. Education is an art not a science. It is based on learning relationships and experiences offered in a traditional

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**LOOKING:**

classroom as well as outdoor classrooms, travel classrooms, daily living classrooms and work ethic classrooms.

Erik Erikson was first an artist and later came to the field of Human Development. He brought his view as an artist to the work, as did Robert Coles, Marie Montessori and other giants in the field of education.

It is my hope that Emotional Growth Education will stand on its own and continue to offer expanded healing and learning experiences to young people and their families. Emotional Growth Education is a very "alive" method. It must operate outside the box of diagnosis and treatment in order to be meaningful.

***About the Author:** Linda Houghton has had a lengthy history in the emotional growth industry, founding the original parent seminars at the CEDU Schools, Mt. Bachelor Academy for College Health Enterprises, King George School and The Institute for Emotional Growth Education. She can be contacted by email at [konka8mn@aol.com](mailto:konka8mn@aol.com).*

The first lesson of economics is scarcity: There is never enough of anything to satisfy all those who want it. The first lesson of politics is to disregard the first lesson of economics.

- Thomas Sowell

**VISITS...**

**LIFE DESIGNS, INC.**

Cusick, WA  
Vincent Barranco, Director  
[www.lifedesignsranch.com](http://www.lifedesignsranch.com)



Visit by Larry Stednitz, May 5, 2009

The Life Designs transitional program for young adults, ages 18-26, is housed in a large home overlooking the Selkirk Mountains and the Pend Oreille River. Loi Eberle published a visit report three years after the program was founded in 1998. Loi reported: "Life Designs program director/owners Randy Russell and his wife Colleen welcome up to 10 residents into their home, offering them a safe space where they rekindle, or find for the first time, their creativity and passion for life. Life Designs is an opportunity for the residents to decide what direction they want to take in their future education or training. It is a way to help them develop their insights and skills so that when they are ready to take that next step, in some other setting, they can be successful." At this time, the program is under new ownership; Vince Barranco and his wife Bobbie are the new owners as of 2005 and Vince serves as the director.

Vince worked as the program director at Life Designs for three years before assuming ownership. Formerly a teacher and a coach, it is clear that he has a passion for what he does, assisting young adults to learn a strong work ethic and integrity in all that they do. Their motto is, "work hard and play hard."

Kim Minarik is Life Designs clinical director, with 15 years of experience, including as a therapist at Wilderness Quest. She is also a licensed therapist and addictions counselor.

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Many of the students struggle with alcohol and drugs issues, and the program utilizes the 12 step model, holding several 12 step groups in the community and at the Ranch. All students receive individual therapy as well. A primary focus of the Ranch is to assist young adults to find their passions as a substitution for alcohol and drug use. I met several of the staff, and all appeared to be focused on their work and served as Life Coaches as well.

In January of 2005, Randy and Colleen Russell announced the sale of Life Designs to the program director, Vince Barranco. Randy and Colleen have developed another business addressing the training of parents whose young adults are moving on to adulthood. They continue to be involved with Life Designs by leading the Parent Workshop designed to assess the family and assist the parents in developing successful ways of helping their young adults gain successful independence. Randy also facilitates the "Rites of Passage" ceremony for each student making the transition into adulthood and their families.

The typical Life Designs student is an 18 to 25 year old young man or woman who has sabotaged his/her progress in life and "thinks out of the box." The program uses a wide variety of activities to help these young adults discover their potential, their dreams and the vision that helps them grow into adulthood. The program length of stay is 5 to 7 months. Tutoring is available for students wanting to complete a GED. College classes are also available online.

To achieve these lofty goals, the program uses varied activities to ignite a greater depth of self-understanding. Most activities are experiential in nature and include hands on work like taking on the responsibility of managing their own house. All students, men and women, take on the responsibility of shopping, cooking, house cleaning, managing their own money

and all chores associated with life on their own. Other hands on experiences include preparing and harvesting an organic garden. Each day students work in the garden, learning work habits and knowledge as well as awareness of the entire process of growing, harvesting and the preparation of their own food. The garden allows for "in the moment" interventions that expose maladaptive and healthy approaches to work. This allows many work situations to become teachable moments day in and day out. The work in the garden and other activities provides opportunities to be involved in a realistic life experience.

The program also involves the students in many activities of interest to young adults. For example, the students built their own music facility. There is an art studio, a fitness course developed and used by the students, snowboarding, hiking, kayaking and many other outdoor activities. Other activities include a sweat lodge, use of an outpost camp, culinary arts and a meditation hut. Another significant activity involves a Mastery Project. When ready, each student will design a project that contributes to the community. For example, some will develop a demanding project in the community. One recent activity, a competitive skateboarding contest, was developed by a student who happened to be a good skateboarder. In order to take this on, he had to meet with the mayor of the town, present his plan to the city council, and identify a location to hold the competition. This project required a wide range of tasks, like developing and putting up "fliers" to market the event, planning a schedule for the project and making sure participants received the appropriate location for the event. Additionally, the work included raising money through acquiring sponsors. All of the money earned from the event, \$1,000, was donated back to the town's youth.

CONTINUED: LIFE DESIGNS/ 6



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**LIFE DESIGNS:**

When students have reached the Mastery Project level, they have to demonstrate the discipline and courage to take on a large community project. It is a challenging effort, to say the least. Each young adult has a staff mentor who assists the student in exploring his or her project and overcoming the fear that comes along with the project. Another project currently in process is for one student to develop a short film about his journey in life including his life experiences prior to arriving at Life Designs. All of these activities, daily work and group support are used as a catalyst to enable the students to find their passions and to overcome self limiting beliefs.

I met with all of the students and they invited me for dinner. The students rotate the tasks involved in dinner. Some do the cooking, some do clean up and others shop and harvest food from the garden. They were orderly and organized. We had a great dinner! All of the students talked about how they got to Life Designs, what they had learned and grappled with, and what they were going to do with their lives. They were surprisingly thoughtful in their discussion of the journey that led them to the program. Others were grappling with whether they should go home or relocate to another part of the country, and what they might do when they graduate from Life Designs.

Parents are encouraged to be involved and active in the process. The parents are involved in family work over the telephone every other week and participate in a three day workshop and a rites of passage ceremony with their son or daughter.

Vince and his staff are currently working on opening an Independent Living Phase in 2010.

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Visit by Sue Bigg, MPH, CEP, June 23, 2009

In search of therapeutic programs in the Midwest, I traveled to Eagle Summit, a brand new residential treatment center for boys, on June 23, 2009.

As I approached the campus, I was reminded of many summer vacations past, when my family drove through (and beyond) Midwest farmland and all its bleak beauty. I was happily welcomed as we entered the similar campus, 160 acres of an old farm, and approached the beautiful new campus building.

The building appeared home-like and attractive, decorated in soothing beige furniture and coordinated walls. Everything was clean and in spiffy condition. Each boy, at capacity (14), will share a room and bathroom with another boy. The boys do their own laundry, typically on 2-3 days each week. Although there are Three Springs reminders, Eagle Summit definitely has its own flavor.

The boys can earn cooking privileges and thus can assist the staff in preparing the meals. The staff, in the pervasive Midwest openness and friendly acceptance, had prepared a nutritious lunch for us, replete with veggies, fruit, and other wholesome treats.

The administrator, Angie Fusco, is warm, confident, humorous and enthusiastic – just the type of person who engages well with even the most difficult youth.

The two boys were hard at work in their classroom, not easily distracted from their studies as the outsiders strolled by

with questions. At present, both students were sexual abuse victims. Although therapy with this group will be geared toward helping the boys process this and all their issues, it is not presently intended to be a sexual abuse victims' facility.

At present, the academic curriculum is through National High School, a SACS accredited curriculum. All classroom time is supervised by certified teaching staff, and immediate help is available from the teacher and tours online at NHS. Eagle Summit is in the process of developing its own academic curriculum and will be seeking licensing through the Missouri Department of Elementary and Secondary Education. Accreditation will be sought through the most appropriate accrediting body.

Adventure based trips will fill many weekends and will include, but not be limited to, hiking, canoeing and white water rafting.

Monthly on-campus Family Weekends are scheduled. Parents and other family members will be able to spend the weekend engaged in structured therapeutics with their son, other students and their families. Families prepare meals as a family unit. There is no extra charge for these activities and families can stay on campus at no charge. Eagle Summit is able to transport visiting relatives to and from campus as part of their tuition.

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Visit by: Lon Woodbury, June 25, 2009

The drive onto the 140-acre property is impressive, from the manicured lawns to the towering "mansion" dominating the property from the top of the hill. The "mansion" is the heart of the school with administrative offices, lunch room and many classes and dorms there.

The "mansion" is about a century old and has a timeless feel to it. It has had a checkered history: at various times it was a resort, a penal facility for women, a hotel, a speakeasy, and now, a school for girls. It is spacious, and feels well lived in, with a charm from a past era.

On the tour I could see the rest of the grounds were also well cared for. Toward the back of the property were housed the horses. All the girls participate in equine therapy and also have the choice of riding and caring for the horses. Next to the equine complex is a very sturdy Yurt which is used for a variety of group functions, including drumming.

During the tour, I could see groups of students moving from class to class and others sitting on park benches busy with their studies. All seemed to be in good spirits and serious about their academics. In an interview with a few of the students, the girls spoke of their plans, spoke highly of their experience at Greenbrier and seemed confident. The girls seemed safe enough to be open and relatively comfortable, considering they were meeting a stranger. All in all, my experience at Greenbrier was very pleasant and the environment felt positive. Incidentally, most of the students come there from successful wilderness programs, which allow them to start working the program quickly.

My first interview was with Karen Hurt, the Academic Director. The school conforms to the West Virginia

CONTINUED: GREENBRIER/ 8

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## GREENBRIER:

recommended curriculum and is based on four years of four core subjects: English, Science, Math and Social Studies. Hurt explained that their focus is on developing critical thinking with a broad integration of academic and experiential education through a theme approach. Important in each theme is an expanded understanding of differing points of view.

Recent common themes have been: "What is Truth?" (i.e. Hamlet) and "Enjoy the Summer." Integrated as part of the common theme of each trimester would be Art (Student art work covers the walls), African Drumming (earning music credit), and working with various animals (falconry for example is one option available). A wide variety of experiential approaches are utilized and integrated in with the other classes. In addition to the ones I just mentioned there are also group trips, reader-writer workshops, and many physical activities.

A discussion with Founder L. J. Mitchell covered the highlights of the major concepts behind the program. Working with Brent D. Slife, PhD, at Brigham Young University, they developed the concept they call "strong relationality." The assumptions inherent in its theory about human nature and human relationships guide the major part of the program of the school. One way of explaining that is the importance of the presence of virtue in relationships, present, past and future. The goal is to help the girls learn how to aspire to have virtue in all five types of relationships. Of course this includes relationships about how a girl feels about herself.

The Five relationships are identified as Trust of Self and Others, Respect of Self and Others, Humility and Honor, Courtesy and Compassion, and Empathy and Forgiveness. These are presented as the Five Aspirations of Relationship. Each of the courses is well defined and described with each girl

with specific behaviors that will indicate increasing mastery. During their time at the school, each girl is focusing on one of the Aspirations of Relationship, moving among them based on what she needs.

The first Aspiration a girl starts to work on is Respect. In all five Aspirations, they are broken down into more specific guides or objectives called "TOTES." A TOTE is a written plan as a guide to learn the virtue of that Aspiration and the TOTES accompanying it, with each TOTE having an objective agreed upon by the therapist and student. There are four to seven TOTES for each Aspiration, with the student working on one TOTE at a time. As you can see, this concept of Strong Relationality permeates every aspect of the students' lives while at the school.

Another aspect of this theory is the idea of strong and weak relationality. Weak relationality is a relationship that is the means to an end (I'll be your friend if you give me something), while a strong relationality itself is a goal. In practice, at the school, a student's obstacle becomes an objective for a TOTE.

The idea is to work on the beliefs of the students regarding who they are by creating a context and experience to provide a threshold experience that ruptures the false beliefs with which the students arrived.


There is considerably more to this, but if you are interested in digging deeper into their theory, L. J. Mitchell will be happy to supply an ample supply of research regarding or relating to this. A search engine search on the name Brent D. Slife will also bring up all kinds of information that relates to his philosophical perspective that has formed the program at Greenbrier Academy.

From my brief visit, the theory seems to be working and girls are maturing well at Greenbrier. It belongs on a list of girls' schools that consultants and parents should consider.

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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]*

## RESOLUTION RANCH

Cameron, TX  
Scott McGarrahan, Founder  
512-923-9636  
[www.resolutionranch.com](http://www.resolutionranch.com)

Resolution Ranch, founded in 2004, is a therapeutic residential program for young men ages 13-17 years old who struggle with negative behaviors and patterns which may include lack of respect and hostility towards family, irresponsibility, lack of motivation, skipping school, drug or alcohol use, negative peer relationships or depression and low self esteem.

The founder of Resolution Ranch is Scott McGarrahan who, before founding the ranch, played professional football in the NFL for eight years and volunteered for Habitat for Humanity, Children's Miracle Network and the DARE program. Neil Staab is the program's Administrator and joined the Ranch in 2005. Neil is a licensed child care administrator, holds a degree in sociology and criminal justice from the University of Texas, El Paso, and is a member of the International Association of Non Violent Crisis Intervention Certified Instructors. Chris Langley has been the Program Director since 2005. Chris holds

an MS in Marriage and Family, in addition to certificates in alcohol and drug abuse and family life education. Prior to joining the Ranch, Chris was Program Director at Rancho Damacitas and a Social Services manager at St. Frances Home for Children in Sacramento, CA.

Resolution Ranch is situated on a 500 acre working longhorn cattle ranch where the young men learn hands-on ranch work. Throughout the program, Resolution Ranch uses the acronym R.A.N.C.H. (Recovery and Academics through Nature, Counseling and Healing) with each of the five levels they reach. In keeping with the Ranch experience, names of the levels include: Ranch Hands, Cattle Men, Ropers, Wranglers and Cowboys, and with each are five main concepts students work with both in written work and activities.

Students participate in individual, group and family therapy, in addition to AA and NA step classes and equine therapy. Recreational activities included hiking, camping, horseback riding, ranching, gardening, fishing and water sports.

*[This information came from the Resolution Ranch website and their Parent Introduction Packet.]*

"... morals and tradition, rather than intelligence and calculating reason, lifted men above the savages..."

- F.A. Hayek



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- Provide each resident with living skills
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# SOUL CONTINUUM

Ogden, UT  
 Emily Phillips  
 717-209-0290

[info@soul-continuum.com](mailto:info@soul-continuum.com)  
[www.soul-continuum.com](http://www.soul-continuum.com)

Soul Continuum is a new program that offers International and domestic therapeutic adventures for young adults ages 16 and over. They may be struggling with family conflict, low self esteem, anxiety or depression or have been diagnosed with PTSD, NVLD or ADHD. Also appropriate for this program are young adults in transition status such as those between programs, including graduates of wilderness programs, residential treatment centers or therapeutic boarding schools who may be in need of a structured option or for those who may be having a difficult time leaving the nest or individuals experiencing difficult stage of life changes such as moves, divorces or death.

Owner and founder, Emily Phillips, a graduate of the Utah State University, started Soul Continuum in 2009. Emily has worked at Aspen Youth Alternatives as a field specialist, Tahoe Turning Point group home, Island View and Aspen Institute. Assisting in the field is Michelle Murphy, LCSW, who specializes in child and adolescent care. She worked as a therapist in both private and public practice. Lisa Hampshire, LCSW, who has worked with families for the past 15 years, is the coordinator for the weekend retreats.

This program offers 28 day therapeutic interventions overseas, incorporating service projects, adventure, language and cultural education with exposure to different economic situations, different societies and religions. Participants explore their past, present and futures and learn to overcome fears through self discovery and relationship building while exploring such places as Nepal, Peru, Thailand and Croatia. Also offered at Soul Continuum are weekend retreats designed to reconnect relationships for Mother/Daughters, Father/Sons, Couples, Siblings and Alumni. Individual therapy, group therapy and activities are designed to target these connections with a wide and varied menu of activities to choose from.

*[This information came from the Soul Continuum website and brochures, in addition to correspondence with Emily Phillips.]*

## EXTENDED INSIGHTS...

### HAPPY DAYS AT CHERRY GULCH

By Sonja Rhodes

So, I went to work and was met at the lodge stairs by the little boy (fairly new) who said "Ms. Sonja, can I go out to the horses today????!!!!!!" In his face, I saw this look of doubt, or worry, or anticipation. His little eyebrows were raised and his forehead wrinkled with question.

I asked "Well, how are things going for you today?" And he said "Pretty good, I haven't gotten into too much trouble." So I said that he could probably go, his face lit up and he ran across the room, then back and asked "Can I get ready?" The shift manager said he could go because his behavior had been fairly good so I sent him off to get ready.

I found another boy to go with us and off we went—happy chatter all the way to the horse barn warming my heart.

We brushed, cleaned hooves and saddled. This boy did it all with such care and constant questions "Is this right Ms. Sonja? Did I do it good? Oh... Thank you!!!" Smiley, smiley, smiley.... And lots of anticipation of getting on, but we had to wait till all the horses are saddled, and for him it must have felt like an eternity!

Finally we headed up to the arena and he was instructed on how to get on the horse safely and how to direct the horse... His horse was Lucky. His FAVORITE horse, in fact, he told me, Lucky was his BEST friend! They understood each other, he said!

So I instructed him as he told me "Yeah, I know—I rode at other schools I went to" but Lucky wouldn't go forward. We discussed some things, gave him a little more slack in the reins, shifted his energy forward, and looked where he wanted to go... Finally he was off, but it was a bumpy start. The horse chewed his bit, walked very, very slowly (mirroring the boy's energy that was stuck on idle without his knowing it)... The boy said that this horse just wouldn't listen, what was wrong with him?

I said "Well, it's not really that he won't listen, it is just that you don't understand each other yet." I continued to give instruction and he continued to work really hard to figure it out, yet I could see the concern in his face. This was so much work, he thought. Why isn't this working? He wondered.

Then the other boy that was riding got called away for an outing. Disappointed, the other boy slowly got off his horse and walked away, head hung—yet obedient and polite, saying he'd ride the next week.

This left the little boy on Lucky with all my attention. I was able to keep his focus and reveal the simplicity of horse language. Simple, yet so complex, I suppose.

This boy found his focus; he watched and mirrored the way I rode. I showed him a way to just pick that rein up the tiniest bit and turn the horse. He was happy, it was no longer work.

Another boy came out, and began barrel racing. So this young boy on Lucky followed and learned the pattern. As he did I gave him more little tips, toes up, back straight, focus—awesome! Perfect! Great job!!!!

And next thing he was trotting and then loping and he was in harmony with his horse. His face was covered with a smile that spread from ear to ear!

Another boy came out and joined us too; they loped around the arena together. The other two boys eventually tired of riding but this boy wanted to stay forever! He rubbed Lucky's neck and talked softly to him as they walked around together cooling down. He came over and asked me "So do you think I did ok today?" I told him "You were amazing, I am very proud of what you learned—it wasn't hard anymore was it? It became really easy didn't it?" He smiled and said "Yeah it did!!!! And it's sad, because at first it was really hard and I thought about giving up on him. I'm glad I didn't—he's a really good horse, he and I are good friends—we understand each other."

This little boy went on to unsaddle, put everything away, straighten the boot area, and help with all the animal chores and then went on to coach a boy in the lodge who was bent on negativity... And I noticed no matter how that boy pushed him away and tried to continue to be difficult, this young man stayed with him and coached him to a better place.

How rewarding to be a part of such growth and learning. It never ceases to amaze me how a horse can teach a lesson in a day that would take people months to do simply because we're willing to listen to the horse.

God bless the horses, and God bless the little boys.

**About Cherry Gulch:** *Andy Sapp, PhD, is Founder and CEO of Cherry Gulch, 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. They are dedicated to providing outstanding therapeutic and academic services to students and their families, accomplished in the context of a safe environment working toward "Building Brighter Tomorrows for the Boys of Today." Dr. Sapp can be contacted at 208-365-3437 ext. 502, [DrSapp@CherryGulch.org](mailto:DrSapp@CherryGulch.org), [www.CherryGulch.org](http://www.CherryGulch.org).*



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## SEEN N' HEARD

**Three Springs Introduces Substance Abuse Treatment:** (August 21, 2009) Three Springs at Englishton Park, Lexington, IN, opened a new Substance Abuse treatment program for adolescents on September 1, 2009, with clinician Cheryl Ritter, LMHC, CADAC IV, as supervisor of the new program. Contact Chris Halbleib, Admissions Director, at (812) 599-3567 for more information

**Mountain Springs' Yellowstone Trip:** (August 23, 2009) The staff and students of Mountain Springs Preparatory Academy, Cedar City, UT, 435-691-0245, returned from a 7-day trip to Yellowstone National Park, the Grand Tetons and Jackson Hole. Highlights included: visiting the hot springs in Lava Hot Springs, ID; seeing the Natural Bridge, Old Faithful, Inspiration Point and upper and lower falls at Yellowstone; swimming in the boiling river at Yellowstone; boating on Jenny Lake and hiking the Grand Tetons; riding the Alpine slide at Jackson Hole; and finally taking a short whitewater rafting trip down the Snake River.

**Cedars Academy Closes:** (August 24, 2009) Karen E. Fitzhugh, PhD, Senior Vice President - Northeast Division at Aspen Education Group (A division of CRC Health), 802-274-1544-cell, 802-592-3344-office, announced the closure of Cedars Academy in Bridgeville, DE. Cedars Academy specialized in helping children who were diagnosed with ADHD, Asperger's Syndrome and Nonverbal Learning Disorder. The remaining students will transfer to other AEG locations, including Stone Mountain School, Southeast Journeys (the Talisman Semester Program) and ultimately a new program and location to be unveiled in 2010.

**Herschman to Lead AEG:** (August 24, 2009) Aspen Education Group, Cerritos, CA, announced that Philip Herschman, PhD, will take on the leadership role for the 21-year-old organization. Herschman assumes operational responsibilities from Aspen's former president, Jim Dredge. Dredge will be exiting Aspen as of October 1. Dr. Herschman has been with Aspen's parent company, CRC Health Group, for more than seven years. He serves as President of the company's Healthy Living Division, which now includes Aspen Education Group, as well as the company's weight loss and eating disorder programs. Contact Kristin Hayes, Communications Director, at 949-589-1765 for more information.

**CoachNetwork Survey:** (August 25, 2009) Renee Hasseldine, Director of CoachNetwork in Australia, is conducting a Coaching Industry Survey. All who consider themselves coaches are welcome to participate. Please call: Australia (Toll Free): 1300 553 884.

**Deck House Celebrates 30 Years:** (August 25, 2009) The Deck House School in Edgecomb, ME, founded in 1979, celebrated its 30 year anniversary in September. The Deck House School is a small residential, college preparatory high school for young men ages 15-19 who have struggled in the academic mainstream. Contact Tom Blackford, Headmaster, to learn more about the school at 207-882-7055.

**Ponca Pines Celebrates:** (August 25, 2009) Christy Roubicek, Admissions Director at Ponca Pines Academy, Omaha, NB, 402-457-1421, announced Ponca Pines celebrated its one year anniversary in September. In addition, planning is under way for the third Parent Workshop planned



Photo by Skyler Jensen

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for October 22 - 24, 2009. This event provides the opportunity to get to know their families, increase parental involvement and build on the team work for everyone involved.

**Eating Disorder Hope Webpage:** (August 25, 2009) A new web site called "Eating Disorder Hope," a one-stop resource for everything about eating disorders, is now available online.

**Consultant Comments in SmartMoney:** (August 25, 2009) In an article titled "10 Things Your Private School Won't Tell You," several well known Independent Educational Consultants were quoted in warnings about some of the things that can happen in private residential schools. Comments from Consultants include Diane Arnold-CO; Christopher Covert-AZ; Marcia Brown Rubinstein-CT; Peter Sturtevant-DC; Loi Eberle-ID; Michael Spence-MA; Lindy Kahn-TX and Nancy Coulbourn Ike-OH.

**Grand River Academy Fields Football Team:** (August 26, 2009) Sam Corabi, Admissions for Grand River Academy, Austinburg, OH, 440-275-2811, announced that for the first time in almost a hundred years, this fall the school will be fielding a football team. The school will also have a soccer team for their eighth season and a golf team.

**NATSAP Northwest Conference in October:** (August 27, 2009) Registration for the Northwest NATSAP conference to be held October 14-15, 2009, is underway. This conference will be held at The Riverhouse Hotel, Bend, OR. Contact Karen Francisco at 301-986-8770 for more information.

**Mindfulness Based Stress Reduction and Horses:** (August 31, 2009) Cara Sams, Program Director at Medicine

Horse Program, Boulder, CO, 720-406-7630 shared Medicine Horse will be conducting an "urban retreat" October 9-11, 2009 which will focus on cultivating mindfulness and stress reduction in everyday life. This weekend program is modeled on the program developed by Jon Kabat-Zinn at the University Of Massachusetts Medical School.

**Strategies for Families New Parent Resource:** (September 1, 2009) Strategies for Families, a new online parent resource, provides a cost effective, support service membership for parents looking for help for their teenagers and children. Services offered include tele-coaching, webinars, workbooks, confidential social networking and much more. Contact Trevor Lloyd, MS, at 800-572-7086 for more information.

**Mentalizing Treatment for Adolescents and Their Families Workshop:** (September 1, 2009) Menninger, Houston, TX, 713-275-5060 announced they held a two day continuing education workshop at Baylor College of Medicine in Houston, TX for professionals who treat adolescents and their families that focused on mentalization-based individual, group and family treatment.

**Life Development Institute Finalist for International Award:** (September 1, 2009) Rob Crawford, CEO at Life Development Institute, Glendale, AZ, 623-773-2774, announced Life Development Institute has been recognized as one of 15 finalists in the Pluralism category of the 2009 World Innovation Summit for Education (WISE) held in Doha in mid-November. To learn more contact Rob Crawford.

CONTINUED: SNH/ 14

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## SNH:

**John Dewey Academy College Acceptance:** (September 1, 2009) Tom Bratter, President and Founder of John Dewey Academy in Great Barrington, MA, 413-528-5662, announced the 7 graduates of John Dewey Academy class of 2009 will all be attending excellent four year colleges, with two of them attending Columbia University, two to attend the University of Chicago, Grinnell College, Skidmore College and Vassar College, with one accepted at Oxford University but electing to attend the University of Chicago.

**Agapé Students "Take the Challenge" At Camp:** (September 2, 2009) In August, students from Agape Boarding School in Stockton, MO, 417-276-7215 participated in challenging team activities that included high ropes courses, rifle shooting, obstacle courses and camping in the wilderness at a camp in Lexington, KY.

**Shouting at the Sky Now in Paperback:** (September 3, 2009) Anita Anderson, Publicist, 415-309-0939 has announced the book by Gary Ferguson: *Shouting at the Sky: Troubled Teens and the Promise of the Wild* is now available in an updated version in a paperback edition offered by Farcountry Press at \$15.00.

**Carlbrook School Begins Construction:** (September 3, 2009) Carlbrook School, Halifax, VA, 434-476-2406, announced the construction has begun on their new girls' dormitory. The new 6,000 square foot building will also contain a student lounge, a study area and a small fitness room.

**EAGALA Training in October:** (September 4, 2009) EAGALA, Santaquin, UT, 877-858-4600, is offering Part 1 training for the certification process in the EAGALA Model Equine Assisted Psychotherapy and Learning in Helena, MT, October 15-17, 2009. Certification with EAGALA involves taking the Part 1 training (required pre-requisite for the Part 2), followed by a Part 2 training and submission of a Professional Development Portfolio. Contact EAGALA for information on a training near you.

**Oliverian Honors Mackinnon:** (September 5, 2009) The Oliverian School, Haverhill, NH, 603-989-5100 is pleased to announce The Barclay E. Mackinnon, Jr., Fund for Faculty Professional Development established in 2009 to honor The Oliverian School's founding Headmaster. This new endowment fund will be used to promote the ongoing professional growth and support the continuing education of the school's faculty. To learn more contact The Oliverian School's Director of External Affairs, Carl Lovejoy.

**New Staff for HealingQuest Ski Therapy:** (September 7, 2009) For the 2009-2010 ski season, HealingQuest's Ski Therapy™ family therapy program, Boulder, CO, will be supervised by Naropa University professor Katie Asmus, MA, LPC, Clinical Supervisor, according to Andrew Rose, Ski Therapy™ Program Director. Jody Radtke, MA, LPC, The Women's Wilderness Institute's Program Director, will also join this season as Program Clinical Director. Contact Andrew Rose, Ski Therapy™ Program Director at 303-225-2708 for more information.

**New Lifestyles' Luna and Duncan Receive Doctoral Degrees:** (September 7, 2009) New Lifestyles, Winchester, VA, 540-722-4521, is pleased to announce that upon completion of their internships on July 31, 2009, Kristen Luna and Kirk Duncan received their doctoral degrees and will continue with advanced training as postdoctoral residents at

New Lifestyles. Kristen obtained her doctorate degree from Indiana University of Pennsylvania in Indiana, PA, and Kirk received his doctorate degree from George Washington University.

### **Adirondack's Miller Presents ODD Training:**

(September 8, 2009) Patrick McAvoey, Admissions Director at Adirondack Leadership Expeditions, Saranac, NY, 518-897-5011, announced Thomas Miller, LCSW, and Clinical Director for Adirondack Leadership Expeditions, will present a training seminar on oppositional defiance at NATSAP's Northeast Regional Conference, September 24-25, 2009, in Kennebunkport, ME.

**Island View's Green Team goes Camping:** (September 8, 2009) Island View RTC, Syracuse, UT, 866-952-7930, created a unique family seminar experience for its Green Team students and parents this past August, by taking the families camping on a two day, one overnight, trip as a collaborative inspiration by the Green Team Residential Director Shaun Smith and Recreation Director Jon Griffith. Various groups were held throughout the seminar, including parent support, individual family therapy, and multifamily therapy.

**Cates Joins Academic Answers:** (September 9, 2009) Executive Director, Chris Kocurek, MEd, and Carolyn Kocurek, Founder of Academic Answers, Austin, TX, 512-306-8567, are both pleased to announce the addition of Melvin Cates as a Family Consultant with the Success Plans Division of Academic Answers. Prior to joining Success Plans, he was a Program Director for SUWS of the Carolinas and the Executive Director for Lone Star Expeditions in TX. Melvin holds a Master's Degree in Community Counseling and a Bachelor's Degree in Psychology. He is also a Licensed Child Care Administrator in the state of TX and has served on the national board of directors of the National Association of Therapeutic Wilderness Camping.

**CooperRiis Cited by Dr. Sacks:** (September 9, 2009) Virgil Stucker, Executive Director at CooperRiis, Mill Spring, NC, 828-899-4673, shared with us that acclaimed neurologist and author Dr. Oliver Sacks has an article in the current issue (9/24) of The New York Review of Books entitled "The Lost Virtues of the Asylum," within which he describes his experience at CooperRiis and offers his observations of the impact of our work.

**Current Happenings at Ventures in Peace:** (September 9, 2009) Steve and Elissa Rookey, Owners and Directors of Ventures in Peace, Lolo, MT, 406-273-4273, shared some exciting things happening at their program including the enrollment of six students, the massive production of fresh produce coming out of their 3,000 sq. ft. garden, the completion of a 1-mile walking path and the installation of a 12X30 horse barn. Projects that are getting underway include the addition of a wall tent or yurt at the top of their mountain and the setup of an Equine Therapy program. Please visit their website, which has been updated, and if you plan on being in northwestern Montana this Fall, please stop by for a visit.

**Lakeland Girls Home Offers Tips for Parents:** (September 10, 2009) Gregory Del Valle, Executive Director at Lakeland Girls Home in Lakeland, a division of Teen Challenge, FL, 888-383-3646, has offered tips for parents on how to identify and avoid online parent-help scams, which include avoiding organizations providing fake help or offer parents a reduction in tuition for enrolling other parents, that sell their leads or

offer free videos, online testing and surveys. To read this in full, visit the struggling teens' website.

**AEG Extends Stimulus Package Offer:** (September 10, 2009) Aspen Education Group, Cerritos, CA, 760-918-8703, has extended its version of the "Stimulus Package" to October 31, 2009, and families working with a referring professional may combine an Aspen wilderness treatment program and an Aspen therapeutic boarding school for one low price. In addition, Aspen is continuing its new therapeutic education loan program sponsored by parent company, CRC Health Group, with monthly payment options available. For more information, call Aspen's Business Development Coordinator, Patricia Doty, at 317-873-8692.

**Prescott College Honors Knapp of Horse Sense of the Carolinas:** (September 10, 2009) Shannon Knapp, President of Horse Sense of the Carolinas, Inc., in Marshall, NC, and of Horse Sense Business Sense, LLC, has been named graduate advisor to the only master level EAL (Equine Assisted Learning) program in the country at Prescott College in AZ. The college offers a Masters in Education with an Equine-Assisted Learning concentration. Contact Shannon Knapp at 828-683-7304 to learn more.

**New Roads Treatment Centers Opens Transition Program:** (September 10, 2009) New Roads Treatment Centers, Orem, UT, has opened a Transitional Living Program for young adults, complete with furnished apartments, Licensed, Master's Level Clinicians and Life Coaches available 24/7, individual, group and family therapy, life skills, individual treatment plan and employment and academic assistance. The fee for this program is \$3,500.00 per month and scholarships are available if necessary. Contact Staci Bradley, Director of Admissions at 801-910-9329 (Cell Phone).

**Cole Joins Paula Feldman:** (September 13, 2009) Paula G. Feldman, MS, IECA/Certified Planner, 949-759-0330, announced Kelly Cole has joined her as an educational consultant. Kelly holds a Bachelor's degree in psychology and a Master's degree in social work. Prior to joining Paula, Kelly was the California Director at Provo Canyon School. Kelly can be reached at: 951-699-5295.

**Benchmark Launches Clinical Assessment Center:** (September 13, 2009) Benchmark Young Adult School, Redlands, CA, is pleased to announce the establishment of the Benchmark Transitions Clinical Assessment Center which is directed by Robert Record, PhD, a clinical psychologist who holds licenses in both CA and ID. Dr. Record will team with Benchmark's Clinical Director, James Powell, PhD, to provide neuropsychological assessments to Benchmark students. In addition, Brent Bowers has joined the team as a clinical outreach specialist. Contact Benchmark at 909-307-3973 for more information.

**Wisdom Ranch Receives Highest Accreditation:** (September 14, 2009) Wisdom Ranch School in Arco, ID, 208-527-4753, has recently been awarded the highest level of accreditation by the Northwest Association of Accredited Schools, granting them a six year term. Wisdom Ranch School, an alternative experiential boarding school serving students in need of academic and personal success, is located on a 2,000 acre working cattle ranch in central ID. Contact John W. Tucker, Director of Admissions, for more information.

**Three Springs Foundation Announces Scholarship Awards:** (September 14, 2009) Aida Porras, VP Marketing for Three Springs, Huntsville, AL, 256-880-3339, announced the Board of Trustees for the Three Springs Foundation, a nonprofit organization that disburses scholarship funds for worthy Three Springs alumni, has issued \$4,454.00 for spring 2009 applicants and \$4,000.00 for fall 2009 applicants. Funding comes through donations from Three Springs' employees and from families of Three Springs' alumni.

**Three Springs NC Announces Plan for Expansion of Services:** (September 14, 2009) Three Springs North Carolina, Pittsboro, NC, announced plans to expand programming on campus. In addition to their outdoor therapeutic program, the addition of a day treatment program which will serve students from the local school district is scheduled for opening during the month of October. Three Springs also plans to establish a 36 bed Psychiatric Residential Treatment Facility for males and females at the Pittsboro location. Contact Nikia Bland, Admissions Director at 919-542-1104 for more information.

**Turning D Ranch Students Involved In Community Service:** (September 14, 2009) Students at Turning D Ranch in Thompson Falls, MT, have been involved in several community service projects including working with TRACS, an animal shelter where the boys have constructed kennels and have worked with the animals. In addition, students have been preparing food boxes at the local senior center to be distributed to struggling families in the community. Sean Thorne, Owner of Turning D Ranch, can be contacted at 866-581-9121.

**Family Foundation School Performs Fall Musical:** (September 17, 2009) Ann Kozak, Marketing Specialist for The Family Foundation School, Hancock, NY, 845-887-5213, reported that "My Favorite Year," a musical comedy about a 1950s television variety show, was this fall's stage production by the Family Players. More than two dozen student actors, singers, dancers, stage technicians and crew members participated in the show, which was choreographed and directed by Tom Kovalski, with musical direction by Paul Geer. A free performance for the general public was presented on Sept. 11, with a special Family Day showing for parents on Sept. 12.

**Students at FFS Observe High Holydays:** (September 17, 2009) Rabbi Michele Medwin, Director of Jewish Studies at The Family Foundation School, Hancock, NY 845-887-5213, led Jewish students in observances of the High Holydays in September. Students attended services at the synagogue in Livingston Manor, NY, on Sept. 18-19 for Rosh Hashanah, and on Sept. 27-28 for Yom Kippur. Rabbi Michele held a series of dinners and discussions early in the month, and held a Tashlikh ceremony at the pond on campus on Sept. 21. The all-school Sukkot program is scheduled for Sunday, Oct. 4. More than ten percent of FFS students are Jewish.

The profoundest truth of war is that the issue of battle is usually decided in the minds of the opposing commanders, not in the bodies of their men.

- BH Liddell Hart

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