



Places for Struggling Teens™

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

July 2010 - Issue #191

SUPERSIZE ME!

by Lon Woodbury



Maybe McDonald’s restaurant chain is the Icon for most of the internal problems our country is facing. Use of fast food restaurants, and McDonald’s is probably the best known, has been commented on endlessly as a major part of the problem of increasing obesity of our young people, and adults too for that matter. For example, a report on a recent dieting binge experiment is discussed by the Family Foundation School in an article called *Fast Food Misery*. In this experiment, for a month the researcher ate only at McDonald’s restaurants. Not only was his weight increasing from this extreme fast food diet, but there were numerous other physical ailments developing that caused physicians watching him to start encouraging him to stop before the thirty days were up.

The conclusion that excessive use of fast food is unhealthy is obvious. But the reasons so many people eat too much fast foods is why McDonald’s might be the icon for many other problems in our society.

Now, I’m not against fast foods. I succumb to a “Big Mac Attack” from time to time, and a fast food restaurant often fits my busy schedule best. Part of the reason for their popularity is they are suitable to a busy lifestyle, but perhaps a more important reason is because they taste good. At least that’s what I hear from most people. And it is this immediate gratification of speed and taste that suggests an underlying attitude in all activities by much of our population that creates some of our other problems.

The problems with obesity and how it relates to the fast food industry can be summarized by the mantra made popular in the 1960s: “If it feels good, do it!” In this case, if it tastes good and doesn’t slow you down from your other activities, then go for it.

For this to happen there needs to be limited self-restraint, a desire for instant gratification, an ignoring of consequences, and a lack of self-control. All of these are implied by “If it feels good, do it!” All of them, and a weakness in emotional growth, play a part in excessive use of fast food. It is probably also key to other excessive activities.

These attributes probably can explain a lot of what is happening elsewhere in our society. Take politics for example. Washington DC seems to believe that if an idea is good, then we should do it, and we should do it NOW! Hang the consequences of what might be the results in the next few years and there is no need to hold back or provide priorities. Washington DC seems to almost fear setting priorities because that might mean rejecting proposals that some constituency favors. And we need to remember that we get the kind of government we, the voters, want. Just because we might not like what happens doesn’t mean that we didn’t get what we asked for, just like we get the taste and speed of fast food along with obesity and health problems. In both areas, we get what we asked for.

The housing bust came largely from people, encouraged and misled by bankers and politicians, who wanted that house of their dreams right now instead of saving to make a down payment. An ample home is a good idea, and so the attitude became do whatever it takes to move into that dream house now. Unfortunately, many of them are now facing foreclosure. They got the house they wanted, but forgot about or ignored the possible consequences.

Many times I’ve heard the term for young people as the “entitled generation.” We have seen a lot of them in our emotional growth and therapeutic programs. They “want what they want when they want it” and seem to feel deprived

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Self-acceptance comes from meeting life’s challenges vigorously. Don’t numb yourself to your trials and difficulties, nor build mental walls to exclude pain from your life. You will find peace not by trying to escape your problems, but by confronting them courageously. You will find peace not in denial, but in victory.

~ J. Donald Walters

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Lon Woodbury - Publisher - 208-267-5550 - Fax: 208-267-9127 - www.StrugglingTeens.com

SUPERSIZE

if it isn't forthcoming. Many are the ones who lived the "If it feels good, do it!" and placement in a program was the unanticipated consequence as adults try to straighten out the mess these kids are making of their lives.

So, not to pick on McDonald's, but they seem to have successfully grasped a mood of the country that pleasure right now is the highest goal. Since McDonald's is probably one of the best known of the fast food chains, studying their success, and the weaknesses in their customers, can tell us a lot about what is lacking in our national character, and the causes of other domestic problems.

A farmer who had a quarrelsome family called his sons and told them to lay a bunch of sticks before him.

Then, after laying the sticks parallel to one another and binding them, he challenged his sons, one after one, to pick up the bundle and break it. They all tried, but in vain.

Then, untying the bundle, he gave them the sticks to break one by one. This they did with the greatest ease.

Then said the father, Thus, my sons, as long as you remain united, you are a match for anything, but differ and separate, and you are undone.

~ Aesop

VISIT REPORTS...

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Visit by Lon Woodbury, MA, IECA, CEP, February 2010

The Aspen Institute for Behavioral Assessment building sits in the middle of a field in Syracuse, UT, which reduces distractions that might come from being located in a more developed community. Its closest neighbor is the Island View program. This proximity allows key staff to attend to responsibilities for both programs.

The Institute is a licensed hospital with 26 beds for those teens who show puzzling behavior. The average number of previous placements for their clients is two. Despite the efforts of these previous programs, staff there had been unable to determine the causes of the self-destructive behaviors. For the suitable child, usually those who are emotionally volatile, no intervention has worked. The next logical step is to obtain the complete assessment that Aspen Institute offers. Clients are referred from other programs all over the country.

The average stay in this secure facility is six weeks. The first week is used to establish a baseline, evaluating how they respond to the environment and determining the appropriateness of the medications with which the child arrived. With this information the Institute can then order tests and changes that will give a better idea of what might be causing the negative behaviors. The whole environment is used as a diagnostic tool. For example, several hours each day are devoted to school. The Institute is not an accredited school, nor do they grant credits for the work, although the school work is matched to the level of

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Lon Woodbury, Publisher - 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™*.

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achievement for each child. The primary purpose is to place the child in a normal school environment and watch the response. This can provide valuable clues as to the "why" of the negative behaviors.


Most of their clients need help with identity development rather than emotional growth. Although the typical resident is emotionally volatile, the Institute does not enroll those with extreme behaviors. For example, they routinely work with children with serious eating disorders, but if, for example, it has advanced to where they need feeding tubes, they refer them on to another facility better equipped to handle that severe a condition.

They have access to sophisticated testing equipment, using what seems necessary to determine exactly what is going on inside the client's thinking. Although they do have the equipment to do brain scans and sophisticated neurological testing, Associate Executive Director Mike Bulloch prefers at this time to outsource these tests, gaining the advantage of the insight of a highly skilled and trained neurologist.

As Mike Bulloch explained, the overriding goal for all clients is to help them find their humanity or essence. They do this by using the classrooms, the client bedrooms, groups, therapy and tests to tease out the puzzles of their behavior. At the end of the whole process is a very detailed report that hopefully gives a roadmap of what treatment and/or experience is needed for the client to heal and work toward having a healthy future.

The inside of the facility was clean, with warm colors as decor. The young clients seemed fairly relaxed. Some showed signs of distress that seemed to come from internal tensions rather than from the program since the staff seemed friendly and alert, treating them with respect and firmness. As an example of the staff treating the clients with respect, I was informed that restraints are never used. On infrequent occasions a therapeutic hold is used, but that is the extent of it, and then only when the child appears to be a possible danger to him/ herself or others, and then only until the child calms down.

Aspen Institute serves a very specific niche, that of emotionally volatile teens whose problems, despite the best efforts of professionals in the past, are a puzzle.



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Visit by Judith E. Bessette, EdD, March 2010

Diamond Ranch Academy is located between St. George, UT, and Zion National Park. To insure I didn't get lost once I made the turn onto a red, rutted road, Dan Borchardt from Admissions met me in Hurricane and I followed him to the property. The program is tucked between Gooseberry Mesa to the north and Little Creek Mesa to the south.

Founders Rob Dias and his wife Sherri dreamed for years about starting a boys ranch. Rob grew up in a family that generously opened their home to foster kids. Once Rob started teaching in southern Utah, he began volunteering at local programs serving troubled teens. In 1999, the dream became a reality when Rob and Sherry opened a small program near Boise, ID. The next year, he found the property in southern Utah and moved DRA to its present location.

I was greeted by three inquisitive alpacas...one brown, one black and one cream-colored...part of the small animal care program. I could see several neat rectangular buildings — dorms, academic buildings and the cafeteria...and a decorative stone wall bisecting the area. The dorms are clean and comfortable, housing up to four students per room. Students are invited to decorate their bunk area with pictures from home.

Dan and I met with Fotu Soliai, Executive Director, Ephraim Hanks, Clinical Director and Maurie Simons, Admissions Director in the cozy Administration Building. We reviewed the basics — DRA is a SEVIS approved residential treatment center serving boys and girls 12-18 on 4 separate areas of the property that are both age and gender specific. The Stone Ridge Campus houses 48 boys ages 12-15. Another 48 boys —16 to 17 — live at Lava Falls. The comparable girls campuses are Crystal Springs and Whisper Creek. There are 25 girls on each campus. The stone wall mentioned earlier separates the boys and the girls.

Recently, DRA opened Sage Canyon, a fifth campus for students who turn eighteen before they complete the eight- to ten-month program. Currently, Sage Canyon serves only DRA students, but that may change in the future. As of this writing, there are three girls and eight boys.

Students come with a variety of problems including depression, anger issues, ADHD, impulsiveness, oppositional behavior, low self esteem, issues around adoption, divorce and grief/ loss, broken family relationships, communication difficulties, academic struggles and substance abuse. Using a cognitive behavioral therapeutic model (CBT) with an emphasis on choice and accountability, DRA has fine-tuned a token economy using a "sophisticated extrinsic reward system" that runs through every aspect of the program.

Every student has a job — school. In addition to the clothing, bedding and the like that students typically get upon enrolling in any program, students here also receive a checkbook ledger to record the "wages" they receive for meeting their academic expectations. Students also receive wages for participation in therapy and for residential life.

To simulate the "real world," students must use their earnings to support themselves — first for basics like rent. Only if they have "savings" can they buy snacks or pay for extra activities like the movies. There's a place for altruism — students with large savings accounts can "sponsor" other students without savings enabling the latter students to enjoy an activity they cannot pay for out of their own funds.

Just as students meeting or surpassing expectations are rewarded, students falling short are issued citations. One can simply pay the citation or one can go to court. The court has several

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levels...just like the real world...or the Real Life Transition Program as it's known at DRA.

Students start at minimum wage and get raises based on achievement. The better the student is doing in academics, therapy and residential life — the more likely they are to be able to apply for additional jobs that range from kitchen helper to serving as a judge on the peer court.

There are ongoing activities in the lives of the students at DRA that do not “cost” the student anything, like birthday celebrations or scheduled weekend outings. The Real Life Transitions Program is designed to offer students a normalizing experience while emphasizing personal accountability.

There is also a level system at DRA. Each level has a series of requirements with staff and peers collaborating on the decision to move each student up. New students start on “O & A” or *Observation and Assessment*. *Student* is the next level...followed by *Supervisor*, *Manager*, *Director* and, finally, *Graduate*. Seventy-five percent of DRA students successfully navigate each level.

Students who are not meeting the requirements to receive the salary minimum and have no savings wind up on “unemployment.” When you are on unemployment, you get assigned tasks to complete while other students have free time. Tasks can be as simple as completing missing homework assignments or may involve additional writing assignments regarding an inappropriate behavior or therapeutic lesson. Tasks may also include campus maintenance and beautification.

Students on any level can wind up back on O & A based on circumstances. DRA thinks of this as a time-out; it is an opportunity to reflect then move forward. Once off O & A, a student returns to the level they left rather than needing to repeat levels. (Until recently, O & A was referred to as “being homeless.” Since students were never truly “homeless” this inaccurate description is no longer used.)

There are ten members of the clinical team, each with a case load of 12-15. All are licensed as professional counselors, family therapists or social workers with areas of expertise including play therapy, equine therapy, sexual identity issues and reactivity, trauma and substance abuse. A therapy session can happen on the basketball court or during a walk or under a shade tree on campus. Bilingual staff can work with parents who speak only Spanish.

The academic program is accredited by the Northwest Association of Accredited Schools (NAAS) and the Utah State Office of Education. Using an individualized approach that helps students “own” their learning process, students are supported by certified teachers in traditional classroom settings. DRA can manage IEPs and offers special education assistance and support for mild to moderate learning disabilities. DRA can accommodate a few students with Asperger's but these students must be able to comprehend the token economy.

An appealing aspect of life for parents and students alike is the school's commitment to sports and other extra-curricular activities like dance, speech and debate, and music and drama. In addition there are clubs like the small animal care club and alpaca care. Clubs meet every weekday for three-month blocks. Students get to choose their club activities. I had the pleasure of talking with several girls who had just completed the 4-H block and loved it. They were articulate as they described the service work 4-H involved.

Both boys and girls also have the opportunity to participate in competitive athletics including football, baseball and basketball. A sanctioned AA high school, DRA boys and girls take on other local schools — and sometimes take the trophy! (Cheerleading is one of the club activities that supports the DRA teams.) I met several young athletes and was impressed with how they interacted with one another and with me.

The DRA motto — healing families, one youth at a time — speaks to the value they place on parents. DRA offers several parent seminars throughout the year to help parents understand their role in creating and sustaining long-term change in their son or daughter.

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Visit by Lon Woodbury February 2010

Fieldstone Academy is not a program for troubled teens! The population they serve are teen age boys who are struggling in school, or perhaps floundering would be a better term. Their students have a history of either being bright but unchallenged and thus bored in school, perhaps an undetected learning difference, or a distracting chaotic home situation. Some will have behavioral problems, the ones that go away with proper academic challenges. Regardless of the cause, these boys are underperforming and do not need a specific therapy, but respond well to an academic challenge in a well structured and caring scholastic environment. They are reluctant to enroll a student brought by a transport agent, and they screen out boys with serious behavioral problems or serious diagnoses. What they have are boys who respond well to a male environment which includes physical activity and a strong academic challenge. In other words, they focus on working with boys who have scholastic problems more than behavioral problems.

Richfield can easily be described as being in the middle of nowhere. A three hour drive south from Salt Lake City or north from St. George, with 8-10,000 residents in the county, it is the population center of that part of the state. Just from their location, temptations are obviously kept to a minimum.

After a slight diversion from my GPS (which often has troubles with rural areas), I finally found the school which was in the middle

of transitioning into expanded quarters. As of my visit, classes and offices were on the second floor of an office building in the middle of downtown Richfield. Expectations are they will expand into the main floor also which will give them more valuable space.

After meeting four Forsythes (it's basically a family business), I met a group of the boys who were just finishing up a music session. They all stepped forward to introduce themselves. All their handshakes were firm, all had good eye contact and were open and friendly. The atmosphere was comfortable with a good sense of safety that I felt throughout the afternoon of my visit.

After a quick tour and introductions, I found myself in a classroom where a math class was just starting. It was a typical class size with only six boys. During class the teacher would periodically describe some mathematical concept for all the students. But most of the time each was working on his assignment for the day. Any time the student had a question, he would get the teacher's attention and help. Each student was working on his own individual education plan at his own unique level. The students in the class were fairly relaxed, engaged in their lessons and seemed to have a positive attitude toward the class and the subject.

Some were working on paper and pencil tests, but most were working from handheld calculators. The teacher showed me how they worked. Math, being an easily sequenced discipline, can be programmed into steps from the first basic addition and subtraction concepts through to calculus. The hand held computers had tests of increasing difficulty, and each student would bring up the step he was on and take the test. If the results were less than spectacular, the teacher and student would go over what concept might have been missed. This process would be continued with subsequent versions of that material until the student showed mastery and could move on to the next level of difficulty. The entire time I was there, the teacher was constantly busy with student questions, and it was obvious each boy received more individual teacher attention than would be possible in a regular classroom. In this sense, the teacher acted more like a mentor or facilitator who spent time on precisely the

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confusions each student would have, instead of the broadcast approach of typical classrooms which consists of presenting material while hoping it meets the needs of at least some of the students.

I sat next to one student who expressed satisfaction with his progress that day and then took some time to visit with me. He was dressed in a tie, slacks and a vest coat with a pocket watch, explaining that he liked to "dress nice." (Did I mention that a mildly "quirky" boy would be appropriate for this school?) He told me he was graduating this year and was looking at some trade schools where he could learn about computers. We discussed the various options, the difference in mission and options of trade school vs. college and a number of other subjects. He was open and friendly, contributing to my sense that the students had a good feeling of safety in the school. He also explained how poorly he had been doing in his previous school, especially in math, but that at Fieldstone he was up to grade level and doing well. Along with that was his sense of satisfaction at finally mastering something he knew was important (academics) on which he had previously done poorly.

The school owns a ranch outside town where the boys spend a lot of time doing repairs and caring for the animals. I couldn't visit that part of the school during my visit since it was snowed in from a recent storm and virtually inaccessible at the time except by snowmobile. However, it was explained that the ranch is used year-round and is great at sucking up some of the masculine energy of the boys. For many, spending time on the ranch is one of the highlights of their experience at the school.

This is one of those intriguing schools that I have to come back to during warmer months to more fully experience the physical activity part of it. Anybody who has worked with boys or young men knows physical activity is vital for males.

Children will not remember you for the material things you provided but for the feeling that you cherished them.
 ~ Richard L. Evans

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]

SOLTURA

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Carole Rosenberg, Executive Director/Co-Founder
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Soltura was originally founded in 2005 and based in Oklahoma and Texas, in 2007 Soltura moved to the west coast and in 2008 received nonprofit organization status 501(c)(3). Soltura offers personal growth workshops for parents with children in therapeutic boarding schools or programs, individuals in recovery in addition to those struggling with emotional or physical transition. Workshops are 4 to 6 days long, are gender specific, experiential in nature and become a journey to personal freedom.

Executive Director and Co-Founder of Soltura is Carole Rosenberg, MS, who has designed and facilitated emotional growth workshops at therapeutic boarding schools for students and parents for over 30 years. Alix and Steve Buckley are also co-founders, with Alix having experience with substance abuse counseling and the experience as parents of a struggling teen and as a family in crisis.

These single gender workshops are based on the books: *The Knight in Rusty Armor*, by Robert Fisher for the males and *The Wizard of Oz* by L. Frank Baum, for the female participants. Each workshop is part of a trilogy, building upon the work achieved in the previous one and contains educational and experiential exercises

CONTINUED: SOLTURA/ 8



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SOLTURA

with the use of music, art, drama, humor, writings and guided imagery techniques. Once participants complete their work in the trilogy series, Soltura also offers a part 4 workshop titled: Spirit Wave based on the book *The Dolphin: Story of a Dreamer* by Sergio F. Bambaren for those wishing to expand their journey. In addition, a workshop for those working through the grieving process due to personal loss or transition: The Grief and Healing of Loss, is open to all and not part of the regular Soltura series.

Participants stay in the main lodge on the Soltura property, located on the waterfront with the views of the Puget Sound and the Olympic mountains. All meals are provided and because these workshops are designed to create peace of mind, there are no televisions or phones available.

[This information came from the Soltura website and brochure.]

CASA PALMERA

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Betina Scott, Director of Admissions
866-768-6719
Diana@casapalmera.com
www.casapalmera.com

Casa Palmera is an inpatient/outpatient treatment center for adolescents and adults that focuses on four areas of care that include chemical dependency including drug addiction and alcoholism, eating disorders: anorexia, bulimia and binge eating, trauma treatment (PTSD) and pain management.

Dr. Shannon Chavez is the Medical Director at Casa Palmera, Dr. Joseph Shurma is the Chairman of the Pain Management Services and Maryann Rosenthal is the Director of Clinical Services. Casa Palmera is licensed by the Department of Health Services, State of California and accredited by the

Joint Commission.

Casa Palmera offers its clients an individualized treatment plan including a wide variety of treatment options such as individual, group therapies and family therapies, cognitive behavioral therapy, interpersonal therapies, nutritional counseling, and physical therapy. They also offer yoga, ropes course, nature walks and a climbing wall, as well as holistic alternatives like acupuncture, herbal and homeopathic medicines. Casa Palmera also utilizes traditional 12-Step approaches, art therapies and beach therapy and massage.

Situated on nearly 37,000 sq. feet, Casa Palmera has a fully equipped gym facility, organic garden, lounge area with television, massage salon, yoga garden and koi pond.

[This information came from the Casa Palmera website.]

MOUNTAIN HOMES YOUTH RANCH

Dinosaur, CO
Marty Bingham, Program Director and Owner
866-781-2450
www.mhyr.com

Mountain Homes Youth Ranch is a therapeutic growth program for struggling, co-ed teens ages 12-17, located on a 15,000 acre working cattle ranch in Colorado. MHYR works with young men and women with emotional, behavioral and academic issues that can include defiance and anger towards family members and authority figures, impulsive behaviors, lying and manipulation, negative peer relationships, drug and alcohol use, low self-esteem, emotional immaturity, running away and underachievement in school, truancy, ADD/ADHD and ODD.

Mountain Homes Youth Ranch is a member of the National



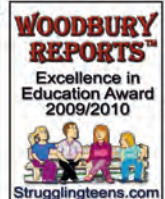
OPTIMUM PERFORMANCE INSTITUTE

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



OPI Offers:

- Extensive therapy, counseling and emotional support
- Motivational stimulation utilizing mentors and unique opportunities for personal growth
- Boutique educational packages
- Weekend seminars, lectures, and outings
- A multifaceted chemical dependency program
- Special groups for those needing help with social skills



OPI is located in Woodland Hills, California near Los Angeles
For Admissions call (888) 558-0617.

www.opiliving.com

Association of Therapeutic Schools and Programs (NATSAP) and the Outdoor Behavioral Healthcare Industry Council (OBHC) and is licensed as a Residential Child Care Facility in the State of Colorado. Program Director and owner, Marty Bingham attended Utah Valley State College and worked for a wilderness program prior to MHYR. Rob Caldwell, LCSW, is the Clinical Director/Owner. Prior to MHYR he was the Executive Director of Duchesne County and Uintah County Children's Justice Centers, has over 18 years of experience working with struggling teens, in addition to having a private therapeutic practice.

The MHYR program is based on three phases: beginning, advanced and ranch, and emphasizes cooperation and responsibility while learning ancient Indian skills that utilize the resources of nature that give the students life's basic needs. Throughout the program, participants receive an individualized treatment plan which provides goals and objectives, individual and group therapies in addition to wilderness therapy. During the final phase, students are involved in their academics via GED, high school and college correspondence courses.

[This information came from the Mountain Homes website.]

Some of the biggest challenges in relationships come from the fact that most people enter a relationship in order to get something. They're trying to find someone who's going to make them feel good. In reality, the only way a relationship will last is if you see your relationship as a place that you go to give, and not a place that you go to take.

- Anthony Robbins

ROCKIN R RANCH

Antimony, UT
Brandon and Brandi Hanks, Ranch Managers
435-624-3250

bnhanks@rockinrranch.com
www.rockinrranch.com

In operation for almost 40 years, the Rockin R Ranch, is a guest ranch and working cattle ranch, located near Bryce Canyon National Park, Zion National Park and Capitol Reef National Park, and is a unique alternative for families (whose children are placed in southern Utah programs) to spend time together during visits and share experiences.

Rockin R Ranch's managers, Brandon and Brandi Hanks (who previously worked as staff members at Discovery Ranch, are familiar with emotional growth, therapeutic programs) create experiences for visiting families, enabling them to grow closer and create lasting memories.

Rockin R Ranch is situated on 1,000 acres of meadows and fields that includes a three story western lodge which houses 37 rooms, a dining room, game rooms featuring ping pong, billiards and air hockey, a dance hall, reading room, weight and fitness room, an archery range, swimming pond, children's playground, fire pit and horseshoe pit.

Some of the activities that are available include horseback riding and lessons, guest participation rodeo events, hiking, fishing, summertime river floats, western dancing, campfires, a petting barn, pony rides for children and/or participation in a week long cattle drive as a "cowhand."

[This information came from the Rockin R website.]



Photo by Skyler Jensen

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

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

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



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

Answers and information are available at www.oxbowacademy.net or call Barbara at 435-590-7198

SEEN N' HEARD

The following updates were sent to Woodbury Reports during the month of June.

DISCUSSIONS ON STRUGGLINGTEENS.COM:

Scott Smith, Admissions at Ridge Creek School, submitted an interesting discussion. "Of the many difficult hurdles presented to those of us who work with families in crisis, perhaps the most daunting and hurtful are attacks from the very people that, in their time of need, sought our guidance and assistance. *Why Are There Negative Websites About Schools & Programs?*"

OPENING:

Greenwich Education & Prep, based in Cos Cob, CT, is launching a private, therapeutic boarding school for girls ages 10 through 14. The school is named The Lake House Academy, and will be located on Lily Pad Lane, in Flat Rock, NC. Insight Intensive at Gold Lake opened a young adult men's mentoring program in Colorado. Talisman Programs

opened Talisman Academy at the former New Leaf Academy campus in North Carolina.

NEWS:

Eckerd Academy consolidated the Deer Lodge program with Eckerd Academy of Blue Ridge. Cherokee Creek Boys School Team won MVP award and Coach of the Year from the Easley, SC recreational flag football league. There was a dispute over the Northwest Association of Accredited Schools (formerly known as NAAS) logo and the association was informed that the logo was denied by the US Patent and Trademark office. Any member schools must remove the logo and acronym from marketing materials until further notice. A graduation class of 31 students received both Family Foundation School and New York State Regents diplomas at ceremonies held on June 26. According to school principal Ann Janauer, 30 of the graduates have been admitted to 2- to 4-year colleges beginning this fall while one remains undecided. Eckerd Youth Academy was named the 2010 Nonprofit Business of the Year.

PROGRAM ENHANCEMENTS:


Catherine Freer Wilderness launched a blog offering interactive parenting tips from adolescent therapists. SAVING TEENS® In Crisis Collaborative (STICC) now offers Aftercare Scholarships to qualifying families of at-risk adolescents. For the second year running, Mountain Springs Prep Academy has taken its students on a white water rafting trip to learn teamwork, dependability, collaboration, trust and problem solving. Explorations Summer Program now offers parent coaching, academic credits and an aftercare component. Aldern Academy now accepts eighth graders. Recently, music greats Michael McDonald and Don Cook "scored" with Hyde School's character education. Michael McDonald is a five-time Grammy Award winner, world renowned songwriter, vocalist, musician, and producer, with a solo career and involvement with The Doobie Brothers and Steely Dan. Don Cook is one of Nashville's premier songwriters and producers, former chief creative director for Sony Music Publishing Nashville, with more than 30 years of experience working with the likes of Brooks & Dunn, Alabama, and The Mavericks. Shepherd's Hill staff has recently conducted research on Reactive Attachment Disorder and Developmental Trauma Disorder, and their residents recently visited the South Carolina Botanical Gardens. Fieldstone Academy now offers the College Jump Start Program, a new opportunity that allows high school students to complete college courses from an accredited University while in attendance and without having to leave the Fieldstone campus. Aspen Institute now offers two- to four-week assessments to help those kids that are already in treatment at a program, but need a short-term stabilization at a higher level of care in addition to their typical six-week evaluations.

ANNIVERSARIES:

St. Thomas More School celebrated as they finished their 48th year. Talisman Programs, summer camps for young people who have learning disabilities, ADD/HD, Asperger's Syndrome and high-functioning autism, is proud to celebrate its 30-year anniversary.

PEOPLE:

The Board of Trustees of the McGuffey Foundation School in Oxford, Ohio is pleased to announce the appointment of Dr. Alfred Allen as Head of School. Jonathan Mack opened a private practice in Santa Fe to serve children, adolescents, adults and families who struggle with a wide range of issues, including adoption and attachment problems. Learning Enhancement Corporation (LEC) announced that Dr. Jeffery Gilger will join the company's Scientific Advisory Board. Next Step Recovery welcomed two new staff members: Brian Nolan is the new Office Manager and Tom Ostrander is a WFR and NCI-CPI. Also Laura Haas will be overseeing Next Step Recovery's women's program with support staff Maria & Ashley. The team at Elements Wilderness Program would like to welcome Todd Merrill, our new Field Director. Reid Treadaway joined the team at Innerchange as the Admissions Specialist for New Haven, Sunrise and Fulshear Ranch Academy. Pam Parsons Dupuy retired after more than 15 years of providing direct care services, the last four and a half of which were with Open Sky Wilderness Therapy. Shepherd's Hill Farm named Walter Reed as the ordained minister chaplain at the dedication ceremony of their new chapel. Ann Bruno returned to Gatehouse Academy to provide clinical services at Gatehouse




Four Circles Recovery Center is a licensed substance abuse and co-occurring disorders treatment program for young adults 18-28.


We integrate the best of traditional treatment modalities with wilderness therapy to produce a unique clinical environment.

We utilize a 12 step philosophy in conjunction with sophisticated clinical practice to provide a foundation for sustained recovery.

Four Circles Recovery Center
877-893-2221 www.fourcirclesrecovery.com







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Tucson. Cheryl Tatangelo took the position of Assistant Director of Counseling at Ridge Creek. Dr. Jason Adams joined the Pacific Quest clinical team. He is a clinical psychologist with a broad background in therapy and psychological assessment in a variety of settings. Judith E. Bessette, Ed.D., left Woodbury Reports Affiliate Educational Consultants to pursue her own private practice. It is with great sadness we announce Paul Stockhamer of Brandon Hall School passed away. Dr. John Singleton was voted to the headmaster position by the board and will be assisted by Jeffery S. Holloway, MSW, as the new Assistant Headmaster/Director of Admissions & Communications. James Dredge is the new CEO at The Meadows in Wickenburg, AZ. Dynamy announced two staff members for Internship Year: Monica Potter joins as the first Director of Student Support and Greg Cappello, Internship Year's Director of Admissions for the past four years, is moving on to his next professional challenge as Director of Admission at Worcester Academy. Please contact Fred Kaelin, Executive Director, or Sarah Gilbert, Program Director, for any admissions-related inquiries or communication. Second Nature-Uintas promoted Allison Conover to Parent Coordinator. Oxbow Academy welcomed Tiffany Winder, CSW, to the clinical team. John Marquis, the new Executive Director of Academy at Swift River, wrote a letter explaining his observations of the school, introducing himself and explaining his vision for the academy. Barry Karlin, (former) CEO/Founder of CRC Health Group, the leading provider of substance abuse treatment and adolescent youth services, stepped down after 15 years with the company. Aspen Institute added two new psychiatrists recently: Dr. Cheronne Anderson and Dr. Mary Burris. Both of these physicians are child and adolescent psychiatrists who bring a wealth of knowledge to help work with the psychiatric needs of the residents.

UPCOMING AT A GLANCE:

- The Summer Institute, July 11 - 15, 2010, Colorado Springs, CO
- National Association of School Psychologists Summer Conferences, July 12-14, Denver, CO
- Association of Recovery Professionals Conference, July 21 - 23, Boston, MA
- National Association of School Psychologists Summer Conferences, July 26-28, Nashville, TN
- American Psychological Association Convention, August 12-15, Sand Diego, CA
- Southern Utah Regional NATSAP Conference, August 27, St. George, UT

MAY VISITS:

Traveling to visit schools and programs is a vital part of the job of an Independent Educational Consultant. The following are the schools and programs Woodbury Reports Educational Consultant Affiliates visited in May 2010:

- Brehm School, IL - Loi Eberle
- CALO (Change Academy of the Ozarks), MO - Loi Eberle
- Eagle Summit, MO - Loi Eberle
- Life Designs, WA - Larry Stednitz
- Ponca Pines Academy, NE - Loi Eberle
- Rogers Memorial Hospital, WI - Loi Eberle
- Ross School, NY - Stephen Migden
- Spokane Mountain, WA - Larry Stednitz
- St. Louis Life, MO - Loi Eberle
- Woodland Springs Lodge, MO - Loi Eberle

To view these articles in their entirety, visit www.strugglingteens.com.

I learned... that inspiration does not come like a bolt, nor is it kinetic, energetic striving, but it comes into us slowly and quietly and all the time, though we must regularly and every day give it a little chance to start flowing, prime it with a little solitude and idleness."

~ Brenda Ueland quotes



High Frontier

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

GOALS ARE TO:

- Build a positive value system
- Assess resident's level of functioning developmentally, emotionally and academically
- Develop & implement services to help the resident meet goals.
- Provide each resident with living skills
- Assist residents to work with their families
- Develop a discharge/aftercare plan

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Fort Davis, Texas Fax: 432-364-2261

high.frontier@sleschools.org

Troubled Kids Are Special. *Helping Them Succeed is Our Specialty.*



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- Individualized treatment and academic plans
- Focus on emotional growth and long-lasting changes in attitudes and behaviors
- SACS CASI accredited, licensed, members of NATSAP

ECKERD ACADEMY

A division of Eckerd Youth Alternatives, Inc.
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Admissions: 800.914.3937
www.EckerdAcademy.org



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How many ways... can you counsel a troubled teen?

In the therapeutic environment of The Family Foundation School, we counsel troubled teens a dozen different ways, all day, every day.

- Individual therapy
- 12-Step sponsor counseling
- Peer group counseling
- Family therapy
- College counseling
- Spiritual and pastoral guidance
- Special support groups for students struggling with
 - Substance abuse
 - Eating disorders
 - Anger management
 - Grief and loss
 - Social phobia
 - Sexual abuse/trauma
 - Adoption

Our new Director of Counseling, clinical psychologist Mark Vogel, Ph.D., leads a staff of four master's level therapists and five substance abuse counselors who provide daily therapeutic counseling to students. Our consulting psychiatrist spends several hours on-site each month meeting with students being treated with psychotherapeutic medications. And with a staff-student

ratio of almost one to one, students can always find a teacher, sponsor, family leader or coach available for a heart-to-heart conversation.

Students also benefit from a broad range of extracurricular activities and internships that



Mark P. Vogel, Ph.D.

provide the experiential therapy that builds self-confidence and independence.

For more information about how we integrate nonstop counseling with rigorous academics and the principles of 12-Step living, visit us online or contact FFS therapist and Director of Admissions, Jeff Brain, MA, CTS, CEP.

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