

Places for Struggling Teens™

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

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ARE FATHERS NECESSARY?

by Lon Woodbury



Father's Day seems to bring this question up more often every year. After years of sitcoms and advertisements usually showing fathers as well meaning dunderheads, and divorce courts seeing fathers as primarily "money-making machines," there does seem to be a wide spread sense in our society that fathers are incidental. Many people seem to have the attitude that fathers might be nice to have around, but the real work of raising a child is done by the mother. At the extreme, some seem to feel a single mother can provide everything a child needs to grow up into a mature adult – and that fathers are not necessary.

This attitude of dismissing the importance of the father to their children does a child no service. A fatherless home sometimes cannot be avoided, and more power to the mothers (and fathers) that tackle the job of a single parent, but this is not the ideal for a child. It is best when possible for a child to have both a loving mother and a loving father.

The Gurian Institute, writing under the umbrella of Rocky Mountain Learning Enterprises, Colorado, wrote a response (in their email on July 10) to an article that appeared in a national magazine for Father's Day making the case that fathers were relatively useless. The Institute published a number of statistics showing that children are in greater risk in a number of ways when raised in a fatherless home. Many examples can be found by simply entering into a search engine the term "Children Raised Without Fathers." Some of the statistics from examples that come up include:

- 63 percent of youth suicides are from fatherless homes (5 times the average) *US Dept. Of Health/Census*
- 90 percent of all homeless and runaway children are from fatherless homes (32 times the average)
- 85 percent of all children who show behavior disorders come from fatherless homes (20 times the average) *Center for Disease Control*
- 71 percent of all high school dropouts come from fatherless homes (9 times the average) *National Principals Association Report*
- 70 percent of youths in state-operated institutions come from fatherless homes (9 times the average) *US Dept. of Justice*
- 85 percent of all youths in prison come from fatherless homes – (20 times the average) *Fulton Co. Georgia, Texas Dept. of Correction*

This is something to think about the next time you see some article, sitcom, movie or advertisement depicting fathers as somebody to not take seriously. Is this attitude damaging the future of some children?

Visit parent-empowerment-blog.com/2010/07/12/are-fathers-necessary/ to discuss your opinion on this topic.

THREE QUALITIES THAT MAKE DADS GREAT

by Rose Mulligan

As we recognize fathers everywhere, parenting and education experts Laura and Malcolm Gauld share some words of wisdom about what they've seen work best for dads who are successful in their parenting.

As the president and head of family programs of the Hyde Schools, a network of prep and charter schools based in character education, Malcolm and Laura have worked with dads and their families for more than three decades. As the authors of "The Biggest Job We'll Ever Have" book and parenting seminars, they've seen what works – and clearly what doesn't.

"Every parent has the best intentions," says Malcolm.

"Nonetheless, it's easy to fall into common parenting traps that won't help your kids."

What are some of those traps?

"Believe it or not, one of the big traps is focusing on rules,"

Laura explains. "Every family needs some rules, as they offer specific boundaries. But applying new rules every time something starts to spin out of control, like 'No, you can't eat in that room, either!' will not help your kids."

This is what the Gaulds suggest instead:

1. Rather than focus on rules, place your primary focus on principles.

"Principles are the rock foundation that deepens your children's understanding of what it means to live a good, meaningful life," says Malcolm. "They are the values you live by, what you believe in, what you stand for. These are the things that will guide your children through life."

2. Make truth a priority — even at the expense of harmony.

Fathers who understand and practice the concept of placing truth before maintaining harmony in the family earn deep respect from their children and their parenting partners. All dads want harmony, but those that prioritize the truth over maintaining harmony raise families of strong character.

"We can all relate to not wanting to hurt someone's feelings by avoiding telling the truth to keep the peace, or wanting to please someone," Malcolm explains. "We often easily rationalize these

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

DADS

situations away as necessary acts of kindness or diplomacy."

But avoiding the truth only perpetuates the underlying issues in the family that create conflict.

"Trust in this principle: Encourage telling the truth at all times, and harmony in the family will follow," says Malcolm.

According to the Gaulds, these are ways fathers can encourage truth-telling:

Talk a lot about principles. Hold discussions with your children about which principles are most important in your family, such as honesty.

Write them down; display them on a cork board or the refrigerator; and, most importantly, talk about them with your children every chance you get. When issues in the family come up (and they will come up), the principles will serve as a map and compass. There is a definite right way and wrong way to go, and messages are less likely to be misconstrued.

Model what you convey to your children. Don't lie. And, if you do catch yourself in a lie or exaggeration, don't be afraid to talk about it with your children. Letting them know you are human and offering them a sincere apology for falling off-track will give them the humility to ask for help when they need it, and it will teach them that self-learning is a lifelong process.

Remember you are a parent and mentor to your child — not a buddy or friend. It is not your job to persuade, manipulate, or coax your children into doing what you believe is right. Rather, guide them with love and discipline toward their unique best. Our true test as parents is to arm our children with the tools they will need to be independent and productive members of their communities and to set the course for them to live fulfilling lives.

"It's important to keep these priorities clear as a family," says Malcolm, "as we are living in a culture increasingly gripped by a 'win at any cost' mentality."

As the schools focus on test scores, awards and aptitude tests, and the culture emphasizes competition, achievement and material success, the Gaulds explain it is understandable that parents may also fall into the pattern of reinforcing mixed messages.

"We want our children to succeed," says Laura, "but not at any cost — not by cheating, bullying, or actions at the expense of their character. In the end, there is a difference between winning and victory."

3. Value your child's ATTITUDE more than their aptitude.

For the Gaulds, the real victory lies not in our abilities, but in a strong character that can guide us through life. Let your children know that their efforts and their attitudes are more important than their aptitudes.

"Attitude means everything," says Laura. "An unchecked attitude can lead to trouble for kids as they grow into adults, regardless of their intelligence or skills. The kind of attitude your child carries will be reflected in the course they take in life, and in whom they will attract, both personally and professionally. In short, nothing can help the person with the wrong attitude. Nothing can stop the person with the right one."

"There are great fathers out there everywhere," adds Malcolm, "and some of the most successful ones really take this concept to heart...in everything they do. Their kids get a chance to learn life's most important lessons as a result of good modeling by their fathers and they are destined for the kind of lifelong success that will be measured by both their accomplishments and their character."

To learn more about Laura and Malcolm Gauld, their work at the Hyde Schools, and "The Biggest Job We'll Ever Have" book and parenting seminars, contact Rose Mulligan at 207-837-9441 or visit greatparenting101.com and hyde.edu.

IT DOESN'T HAVE TO HAPPEN IN MONTANA

By: Elizabeth Kohstaedt

Last month we saw the tragedy of a little boy, flying alone on an airplane to Russia returned by his adoptive mother to a place he barely recalled. This sad event became an international news story, if not an international incident. As with many tragedies, this one could have been prevented.

Intermountain, a 100-year-old children's agency, in Helena, MT, has worked for the past 28 years with families just like the one in the new story — families who are trying to raise children whose early years were spent alone in a crib lined up against the wall, or in chaos and trauma. We know that many of these children come into relationships unable to respond to the soothing or nurturing that parents offer. Instead, normal frustration turns into rage, and most of the rage is focused on the mother who is trying to soothe the child.

So, what's a mother to do? Mothers and fathers of these children must provide more than the average amount of structure that would normally help a child feel safe. They must, in a patterned, repetitive way, override their own propensities towards anger and frustration and soothe and contain the child often in ways that are appropriate for much younger children. They can rock the child in a rocking chair and play sensory-motor games even if the child is 10. These parents must regulate themselves as they feel the frustration and fear grow, and they must seek support and help to be the therapeutic parent that will help this child emerge from the isolation of fear into relationship.

Most parents cannot do this alone. They need the support and direction of therapists, case workers, teachers, psychiatrists, case managers, bureaucrats and insurance agencies who understand what early neglect and trauma does to a child's brain; who understand that parents need to learn specifically how to attune to a child who screams in rage when he really feels lonely or afraid. They need to learn how to take the child's relentless assaults less personally. And they need rest and respite, support and structure, because this is one of the most demanding jobs there is — to raise the unwanted children of the world.

In Helena and in Montana we have the expertise and the resources for this work. Intermountain trains parents and professionals all around the state, and has influenced the work and understanding of these children and families as far away as Scotland and Australia. In residential treatment, community-based services, and through public education, Intermountain works with children and families just like the family of the little Russian boy.

There are centers of excellence around the state, like the Partnership for Children in Missoula and community clinicians in Bozeman, Helena, Missoula and Kalispell who have specific training and expertise in working with attachment disturbances. The funding can be difficult to obtain and the children present as confusing constellations of disturbance that don't neatly fit into fundable categories. But there are answers and there is help.

Without that help even the most loving of parents can become so exhausted and defeated that they do the unthinkable — they abandon the very child they had hoped to save. It doesn't have to happen, especially in Montana.

About the Author: Elizabeth Kohlstaedt, Ph.D., has been the clinical director of Intermountain for 20 years. For information about Intermountain, contact Sami Butler, RN, Professional Relations Manager at 406-457-4744 or samib@intermountain.org, or visit www.intermountain.org.



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MUSIC IN THE LIVES OF TEENS: FRIEND OR FOE?

By Rich Simpson

Music through the ages has been regarded as having supernatural power to affect the human soul and psyche. Sound tracks are used in movies to prompt our emotions to feel beauty, joy or impending doom. It's truly amazing just how much music can affect our emotions and thoughts.

Try going back to the time in your life when you were completely swept away by music. Music seemed to reach deep inside you, assuring you, instilling confidence and reinforcing your ideas about yourself. Most would conclude that the period from early adolescence into our 20s was the time in our lives when music had the most power to make us feel. If true, why shouldn't we look into ways to utilize this unseen but powerful force to help our kids when they need it? Maybe it's because when most parents and professionals think of music and young people, what first comes to mind is all the damage that results when you combine the two.

It is phenomenal how completely some young people get caught up in the ideas and lifestyles of the current peer music culture. Many kids who are sucked into the world of skulls, blood and vampires walk around with their ears hooked up to their iPods playing a continuous succession of Death Metal bands like Slayer, Rob Zombie and Cannibal Corpse. Some of this music is so unpleasant to the uninitiated, that the FBI and other police agencies have been known to broadcast this music in order to break down the resistance of people in certain stand-off situations.

It's common to meet upper middle class 15 year old boys who speak with black gangster-style accents. Many have spent hundreds of hours or more with their heads wired to the sounds of rappers glorifying the rude and crude lifestyle of the urban, black

pseudo-gangster. This round-the-clock immersion reinforces a rap fantasy life which these kids play out in the suburbs with real life props like baggy clothes, drugs, "bitches" and sometimes even firearms. Some of the luckier ones caught up in this end up in good programs.

There are countless examples of how music reinforces an array of the bad ideas packaged and presented to young people, perpetuating an ever evolving peer culture projected by the modern media. In addition to music which inspires suburban gangsters and the death metal heads, there is also music to support the delusions of young punks, skaters, head bangers and ravers, to name just a few.

Acknowledging music as a powerful force in the lives of young people begs the question of how we can do more to reverse the music polarity from negative to positive. Empirical science has tended to overlook treatment modalities labeled as "right brain." Methods more difficult to quantify and analyze have often been considered quackery and unscientific even when shown to be beneficial.

Not long ago, medical science scoffed at the notion of treating disease with diet. In the last two decades, meditation has been gaining acceptance as a practice for treating anxiety and depression. More recently, "New Age" ambient music has been used as a meditation enhancer to induce brain wave changes in the mind. Daniel Pink, author of *Whole New Mind: Why Right-Brainers Will Rule the Future*, contends the future belongs to those who look for holistic solutions using intuition and imagination. The left-brain analytical thinking that has dominated since the industrial age has started to lose its grip, Pink contends.

Music as a deliberate mode of therapy for "at risk" students in programs has not been widely utilized, possibly because it could be regarded as a hard to measure "right-brain" approach. Or it hasn't been fully developed into enough programs for the benefits to

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become widely recognized.

When young people are sent off to an intervention, whether a wilderness program or special boarding school, their iPods are usually taken away as soon as they arrive. Students then begin a long “fast” from their music. While a necessary and important first step, in many cases, it is the only step taken regarding music. Guitars or hand drums are sometimes available with nonthreatening neutral music, but there are ways to use music proactively.

Providing instruments and lessons, and assisting students with performing, composing and recording, can bring about numerous long-term benefits. To present these opportunities effectively to at risk youth requires a certain investment in equipment and expertise. A well thought out music appreciation program can be wonderfully effective in opening up young people, reversing the mind numbing effects of the music that has dumbed them down.

Young people’s mental, physical and spiritual bodies are still developing. At a time when they are most sensitive to the effects of music, they are particularly open to assimilating new types of music after undergoing an extended period of no music at all. If you’ve ever fasted for a day or two you might remember the surprising burst of sweet flavor that came from the first bite of a simple carrot! Re-introducing music is similar to breaking a fast.

It’s best to go slowly and focus on one genre of music at a time. If Jazz is the initial focus, early Jazz could be explored first. As the guided audio tour progresses, movies and books should be made available. With a few students engaged, questions and discussions naturally begin to flow, drawing other students into the process. The hunger for music gradually evolves into a hunger for knowledge and experience as students begin to realize that Herbie Hancock, a meditation advocate and Jazz icon in his 60’s, is actually quite cool.

World Music in all its forms is wide open for discovery and offers an array of intelligent, healthy music directions. A concentrated focus on a foreign genre can lead students toward broadening their view of the world. With a huge selection of innovative music coming from Africa, South America, Europe and Asia, emerging styles often fuse different genres of music together, resulting in refreshing and intelligent new sounds. An exploration of World Music rarely fails to arouse the curiosity of students and can lead toward reading new books, watching movies, looking at maps and great conversation.

Another genre generating enthusiasm is Electro or Nuevo Tango, combining classical forms and instruments of tango with techno and jazz. It’s hip, sophisticated music which goes great with sipping yerba mate tea from a gourd. The rich history of Tango and the tumultuous political history of Argentina in the last century can be fascinating and intriguing especially when originating from a music focus which can be traced as events unfolded.

The wonderful thing about introducing fresh new genres of music to students is that it teaches them that listening to music intelligently can lead to a new way at looking at the world, sparking intellectual curiosity and an enthusiasm for learning about people from different cultures and histories. This process can lead students toward a healthier perspective of themselves and their place in the world which contributes to real growth and self-discovery.

About the Author:

Rich Simpson was a professional musician in his younger years. He is the director of Pathways Abroad, Coeur d’Alene, ID. See pathwaysedu.net or contact him at pathwaysedu@yahoo.com or 208-676-1275. Look for his next article about how music recording studios can be used in numerous creative ways to help young adults develop.

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Visit by: Lon Woodbury, MA, CEP, April 2010

Sunrise Residential Treatment Center is a program for girls ages 13-17. Founded about six years ago, it has earned a good reputation for working with hard to work with girls.

We were warmly welcomed by several staff including Executive Director Dave Prior, Clinical Director Jack Hinman and Recreation Therapist Cory Hickman. They currently have 31 girls, almost at their maximum of 32. The average stay is 7 to 9 months, with a general description of their typical student being those who are emotionally deregulated.

They have had success with Borderline students, those with serious relationship/attachment problems and Asperger's. At the heart of their therapy is Dialectical-Behavioral Therapy (DBT) which has become quite popular in recent years for its success with difficult students with Borderline and Attachment diagnoses. Jack Hinman promised me an essay or two for my newsletter describing some of the history of the development of DBT, and more fascinating, the Zen Buddhist influences onto it.

As they explained, academics are integrated in with the therapeutic plans for individual students. Therapeutically, each student has a chance to practice her therapeutic insights in another type of activity (the classroom), while the staff can monitor how well she is progressing therapeutically by seeing how she handles the classroom. Classes are no more than eight students (usually less) and each student is working at her own level of achievement in that subject. The teachers have learned how to balance teaching a class as a group while maintaining each student at her own level of achievement. Each girl's curriculum is based on that of her home state so a transition to her school back home is smooth. Sunrise thus balances an individualized approach with a normal classroom experience. They are accredited by the Northwest Association of Schools and Colleges as well as by the Utah State Board of Education.

Family work is emphasized, with parents invited to visit frequently, along with quarterly parent weekends. With the observation that the student will not work any harder than the parents at change, parents are given readings and a parallel program of their own to facilitate repairing family ruptures.

The decor in the main building is pleasant and upstairs where the girls' bedrooms are, are displayed art works by students produced in an art class. Some of the quality of the work was impressive. The girls I met were friendly, open to talking about themselves and the program, and seemed relaxed with a sense of safety. They met us with good eye contact, firm handshakes and a smile. The rooms were neat and comfortable.

Our tour guides were cute, in that they obviously were enjoying a break from the routine as well as a sense of responsibility by being selected as tour guides. It also was obvious from their manner and what they told us, that they had come a long ways from the negative self that had moved into Sunrise, but still had a ways to go. I sensed that these girls were some of the hard to work with ones, and despite obvious

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progress, they still needed to do a lot of work, though probably in some step-down or transition program.

They call themselves a community based program, based on how much interaction the girls have in the surrounding community. Volunteering is encouraged, and a few have jobs. All this is monitored by staff and the design is to help the girls get out of a focus on themselves and heal, by learning to focus on others. They have a chance to attend local sports events and other activities that give them a chance to interact in the community. When a student has earned level four or five, they are allowed to go into town on errands by themselves so long as they let staff know where they are, and of course don't abuse the privilege.

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Visit by Lon Woodbury, MA, CEP, February 2010

The drive to Summit Lodge was just a few minutes from downtown Fairview, UT, up against the mountains surrounding the valley. I was informed that just continuing up the mountainside road beyond the Center would bring me to all kinds of fishing streams and fantastic views, where many experiential outings take place.

Summit Lodge is a co-ed Recovery Center for young adults ages 18 and older. Founded in 2007, I have been hearing a lot of good things about them and was looking forward to seeing it for myself.

Not only was the program located in a very rural part of Utah, but the spacious main Lodge was away from the community and gave quite an isolated feeling. Something away from all the temptations of modern society is exactly what the residents need and is what the location provides.

Approaching the main building, it looks like an modern upscale home. The interior gave even more of a sense of a home, with a living room with comfortable chairs and sofas, tastefully decorated, and a kitchen table adequate for a large family. With no more than 16 residents, every effort is made to make the residents feel that while they are there they are part of a family. The grounds were covered with snow at the time, but it had been landscaped with trees, bushes, pathways and little coves to facilitate meditating and outdoor conversations when the weather is suitable. They have six acres, which gives plenty of room for outside activities close to the home. A quick trip up the mountainside offers easy access to adventure and experiential activities like fishing, hiking, camping etc., which are equal parts recreation and therapy.

In my quick tour of the building I found all the rooms were designed for comfort and restfulness. The bedrooms were more utilitarian than the rest of the house but clean and neat. Part of the program is to get the residents interacting with the other residents and the staff. They don't want the residents to have much of an opportunity to hide and avoid others so basic bedrooms are part of the plan and the residents are discouraged from spending more time there than absolutely necessary. The staff take great pains in

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Past operations were for troubled youth. This is an excellent opportunity for the right user to have a full service facility in the middle of NW Montana.

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mcollins@mt.gov

SUMMIT LODGE

providing a restful environment, reasoning that the milieu, that is the whole living environment, is an important part of the healing process. There were ten residents at the time of my visit which seemed a comfortable size.

Resident responsibility is another important element of the program, with the residents responsible for keeping their bedrooms tidy and helping with chores around the home. I saw several residents during my time there, and my impression was "relaxed activity." I sensed a calmness and sense of safety in them even though some were in sessions that seemed to be dealing with issues that were quite intense.

Summit Lodge is a dual diagnosis facility, with addiction being the primary diagnosis. They have the capability of providing detoxification services, so when a resident needs to detox, they can have a smooth transition from detox into the 45+ day program without the disruption of changing programs and all the potential upsets that can cause.

They consider the leading change agent as spiritual change. Church services are available in the nearby community and the spiritual aspect of their healing activities is referred to often. It is a 12-step program with usually six group types each day for each resident.

Family integration is an important emphasis. Families are invited to the facility on a regular basis for three-day visits and much of the visits are devoted to experiential activities, including equine and sweat lodges. The goal is to help both the resident and the family learn new and more healthy ways of interacting.

At the end of the tour, two residents, a male and a female, were invited into a room with me and they left the three of us to talk about the program. Both were articulate and spoke freely of their past problems, what they thought of the

program, and some of their hopes and dreams for taking back their lives after completing the program. Their eye contact was good and they presented well. Both had been in programs before, and described Summit Lodge as what they had been looking for in the previous programs but had been disappointed. When I asked one of my favorite questions as to what changes to the program might have been helpful to them, they really couldn't come up with anything. In their view, at Summit Lodge they had received exactly what they had needed. They were cautiously optimistic about their future, realizing that it would not be easy to stay clean after returning to mainstream society, but thought they now had the tools they needed.

I couldn't think of a better testimony for any program.

The fish trap exists because of the fish. Once you've gotten the fish you can forget the trap. The rabbit snare exists because of the rabbit. Once you've gotten the rabbit, you can forget the snare. Words exist because of meaning. Once you've gotten the meaning, you can forget the words. Where can I find a man who has forgotten words so I can talk with him?

~Chuang Tzu

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– Former Patient

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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]

MID-MICHIGAN TEEN CHALLENGE

Saginaw, Michigan
989-249-8818

info@midmichiganteenchallenge.org
www.midmichiganteenchallenge.com

Mid-Michigan Teen Challenge grew out of a smaller outreach program before merging with the larger national organization Teen Challenge in 1974. The Christian-centered ministry program is designed for men and women 18 and over who struggle with drug and alcohol abuse. The program is residential and lasts 14 months.

Executive Director of Mid-Michigan Teen Challenge is Pastor Salvador Flores, an ordained minister for the Assembly of God church. He has served as director of Mid-Michigan Teen Challenge for 27 years and has received special recognition from President Bush for 30 years of community service. Associate Director Alicia Flores is the wife of Pastor Flores and a graduate of The Latin American Bible Institute in Texas.

The program uses a strong Christian-centered ministry program with a focus on Bible study. By providing a structured environment, the students are better equipped to progress through their problems and strengthen their faith. The Mid-Michigan Teen Challenge utilizes the national parent organization, Teen Challenge's curriculum, which

emphasizes Bible study, love and acceptance of self, personal relationships with others, personal growth, attitude and obedience.

The campus encompasses a city block and may minister to 35 students at any given time.

[This information came from the Mid-Michigan Teen Challenge website.]

ECHO MALIBU

Malibu, California

Karen Kellejian, MA, Director of Marketing
760-625-7997

info@echomalibu.com
www.echomalibu.com

Echo Malibu, a residential treatment program works with young men and women ages 12-17 who are struggling with alcohol and drug addictions, behavioral problems and co-occurring disorders and dual diagnosis. With an average length of stay of 30 days, participants at Echo Malibu receive an individualized treatment plan based on a psychiatric evaluation and psychological assessment given upon admission.

Alonso Dominguez, MA, is the Executive Director, Karen Rubenstein, MA, MFT, is the Clinical Director and Steve Sager, MD is a child and adolescent psychiatrist, in addition to being responsible for all medical aspects of the program. Echo Malibu is licensed by the state of California, is an associate member of NATSAP, National Association of Addiction Treatment Providers, CRC Health Group, BBB, Malibu Chamber of Commerce and works in association with

CONTINUED: ECHO MALIBU/ 10



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For information
and admissions call
Shelley Skaggs

1-800-474-4848

admissions@benchmarkyas.com

Visit our web site at www.BenchmarkYoungAdultSchool.com

ECHO MALIBU

the Fulton Psychological Group.

Besides traditional individual, group and family therapy, teens also participate in animal assisted therapy, 12 step meetings, expressive art therapies that include art, music, writing and drama workshops and the dream project, which is a therapeutic interpretation of client's dreams including images and symbols of those dreams. Other therapies available include acupuncture, yoga, massage and recreational therapy.

Social skills training are a part of daily life for the clients and cover such topics as: avoiding fights and solving arguments, drug refusal skills, conversation and social problem solving skills. Echo Malibu has an onsite classroom for clients to stay current with their academics and tutors are provided by the University of California Los Angeles to work with those struggling in specific areas.

For healthy, fun and sober recreation, clients can choose from a wide variety of activities both onsite and off. These include: beach trips and surfing, hiking, sports and sporting events, trips to amusement parks, museum trips, sober parties and attending community 12 step youth groups.

[This information came from the Echo Malibu website.]

The more my life is accounted for by what already occurred in my chromosomes, by what my parents did or didn't do, and by my early years now long past, the more my biography is the story of a victim.

~ James Hillman

WHITNEY ACADEMY

East Freetown, Massachusetts
Ben Allen, Director of Admissions
508-763-3737
www.whitneyacademy.org

Founded in 1986, Whitney Academy is a specialized residential treatment for males ages 10-22 who have dual diagnosis of mental illness and a wide variety of sexual behavior problems that may include: aggression, sexual trauma, sexually abusive actions; disorders that may include mood, language, thought and anxiety disorders, hyperactivity and post trauma symptoms of abuse.

Whitney Academy is accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), the Massachusetts Department of Education approved and licensed by the State of Massachusetts. Founders and Directors of Whitney Academy are George and Sheila Harmon. In order to create a safe and homelike environment for the students, Whitney Academy maintains a highly monitored and staff secure program with a one staff to two student ratio, sleeping areas are based on age and peer relationships, and the usage of electronic surveillance cameras in the bedrooms.

Students are assessed at time of admission and given an individual behavior management plan and assigned a staff therapist who will provide clinical services that will include individual and group therapies. In addition, students participate in twice weekly social skills groups addressing



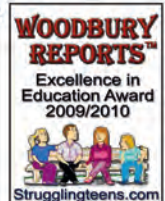
OPTIMUM PERFORMANCE INSTITUTE

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specific topics such as sexuality, anger issues, relationships and transition plans; experiential therapies also used include drama and role playing, play therapy, EMDR, biofeedback and movement exercises. Traditional academics are taught daily Monday through Friday in addition to vocational and life skills courses. Physical fitness rounds out the program in addition to staff monitored, social interaction in the community with weekly outings that include roller skating, bowling, going to the movies and mall shopping trips.

[This information came from the Whitney Academy website.]

CHEROKEE CREEK BOYS SCHOOL

Westminster, South Carolina
Betsy Deane, Admissions
864-647-1885

bdeane@cherokeecreek.net
www.cherokeecreek.net

Surrounded by state and national parks, forests, lakes and mountains, Cherokee Creek Boys School is a therapeutic boarding school for boys ages 11-15 and grades 5-9, who are struggling with emotional, behavioral, academic and personal issues that can include anger, oppositional defiance, depression, ADD/ADHD, adoption, divorce and learning disabilities and/or school failures and frustrations.

Founded in 2002 by Beth and Ron Black, Cherokee Creek is accredited by the Southern Association of Colleges and Schools, licensed by the state of South Carolina, approved by SEVIS and a member of NATSAP and SBSA. David LePere is the executive director, Clinical Director is Sharon Stricker, Paul Mathis is Cherokee Creeks' Treks lead instructor and

Beth Venable is the Communication and Development Specialist.

With an average length of stay of 15-24 months, boys receive both individual and group counseling; participate in focus groups and quarterly family seminars. Academically, students each receive an individualized plan with special education services available for those needing supplemental services. Cherokee Creek focuses on hands-on, experiential learning including field trips and service projects, PE; environmental studies that include the use of an outdoor classroom model for studying nature, water and the local ecosystem and monthly week end expeditions called Cherokee Treks. These treks teach necessary team building skills and lifelong interests and include horseback riding, camping and hiking, whitewater and flat water boating.

Recreational and personal enrichment activities include: martial arts, league sports, foreign language studies (French and Spanish), guitar lessons; swimming, fishing, field trips and recreational sports.

[This information came from the Cherokee Creek website and brochure.]

The budget should be balanced, the Treasury should be refilled, public debt should be reduced, the arrogance of officialdom should be tempered and controlled, and the assistance of foreign lands should be curtailed lest Rome become bankrupt.

- Cicero



Photo by Skyler Jenson

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

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434-983-5616 email: dsadmissions@yahoo.com

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406-758-8113



GLEN RIDGE

New Preston, Connecticut

Maryann Campbell, Executive Director

860-868-7377

www.theglenridgeschool.org

Glen Ridge, an affiliate of The Glenholme School and part of the Devereux network, which was established in 1912. It is a college and employment coaching program for young adults with learning disabilities and Asperger's disorder which focuses on building necessary skills for succeeding in these settings, in addition to developing social skills needed to build self confidence.

Built on a "relationship coaching curriculum," Glen Ridge utilizes academic coaches and the university disability services office to help students structure their time, offer support and help students create manageable schedules to gain independence. Some students may opt to participate in full time or part time work as an alternative to academics, therefore Glen Ridge has life coaches and job coaches to teach the necessary skills for future employment such as: applying for and interviewing for jobs, how to build confidence and succeed in the work place and how to act and behave appropriately in social situations. In addition, students learn life skills including money management, banking, and meal preparations and shopping that will lead to their independent living.

The clinicians at Glen Ridge take an active role in the student's life by identifying past behaviors that prompted difficulty for them and help them replace those with new positive skills they have learned and how to use these newly acquired skills successfully in social settings and in their relationships.

Students participate in a variety of community interactions either through recreational activities, study groups, joining community and school organizations of interest or by volunteering in the community. Transportation options include, public transportation, utilizing their own vehicle if applicable or by transportation provided by the school.

[This information came from the Glen Ridge program website.]

JAYWALKER LODGE, LLC

Carbondale, Colorado

Tyler Richardson - Admissions

866-529-9255

info@jaywalkerlodge.com

www.jaywalkerlodge.com

Founded in March 2005, Jaywalker Lodge is an alcohol and drug treatment center for men ages 18 and over that utilizes the 12 Step program of Alcoholics Anonymous daily, combined with wilderness expeditions in the Rocky Mountains of Colorado. Clients who enroll in this unique program must commit to a minimum of 90 days at the program and be in good health to actively participate in the wilderness expeditions and activities.

Founder and Director of Jaywalker Lodge is Bob Ferguson, who prior to opening Jaywalker was in senior management and business development at Promises Malibu, Crossroads Antiqua and Hazelden Foundation. Executive Director is Jeff Kremer, MS, LAC who worked with the Aspen Counseling Center as Clinical Supervisor; Program Director, and most recently as the Division Director for the organization's parent company, Colorado West Regional Mental Health Center and Dan Reed, CACII, LADC is the Clinical Director who previously worked at Hazelden Foundation for 12 years before joining the team at

Jaywalker Lodge.

Each client is given a Master Treatment Plan which includes individual goals, group therapy, individual meetings with a chemical dependency specialist, in addition to mandatory AA/NA/CA meetings that are held off Jaywalker property. AA step work is the foundation of this program, with an emphasis on Step One. The men also participate in alternative therapies which include: yoga, martial arts, guided meditation, and acupuncture. In addition, Jaywalker has an extensive expedition program with daily activities that include running, biking, weight training and Pilates and weekly and monthly mountain challenges which consist of camping, hiking, rafting, rock climbing, team sports and winter activities that include skiing, snowboarding and snowshoeing.

As part of the recovery process, Jaywalker delivers an experiential individualized four day family program designed to bring family members together to participate in group therapy and family therapy, in addition to experience and bond during an experiential outing.

[This information came from the Jaywalker Lodge, LLC website.]

THE WESTFIELD DAY SCHOOL

Rye, New York
914-967-2530

Peter Schoenholtz, Program Director
PSchoenholtz@westfieldschools.info
www.westfieldschools.info

Opened in 2000, The Westfield Day school is a private, day, therapeutic school for students in grades 7-12 and now offers a summer program open to all students needing to improve their academic skills and gain new interests in a wide variety of elective courses. Also included in this summer program is the option to receive therapy.

Peter M. Schoenholtz, LCSW is the President and founder of the Westfield Day School and is the acting Program Director, working directly with the students and families. Pamela Heldman, MS/Ed., is the Academic Director and has been with Westfield since 2007. Pamela has over thirty years experience as a teacher and leader in alternative education and is a recipient of the Jenkins Award.

This summer program offers individualized standard course curriculum for students needing to prepare for the NYS Regents exams, intensive preparation for the SAT's and academic remediation to fill in academic gaps, prepare for high school or gain organizational skills.

Electives are divided into three categories: Mind, Body and Spirit. Elective courses offered in the Mind category include creative writing, debate team, multimedia, graphic design and graphic novels. Fitness, weight training, aerobics and Zumba, nutrition, stress management and strength training are courses in the Body category and meditation, yoga, drama, guitar, journal writing fall into the Spirit category. All classes meet half days, Tuesdays, Wednesdays and Thursdays.

[This information came from the school's website and brochure.]

Adolescence is by definition a time of immaturity, of experimentation, of predictable mistakes. No human being, after all, is experienced before being inexperienced, wise before naive, polished before clumsy.

- William Ayers



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
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- Provide each resident with living skills
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- Develop a discharge/aftercare plan

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Fort Davis, Texas

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high.frontier@sleschools.org

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Admissions: 800.914.3937
www.EckerdAcademy.org

OHANA HOUSE

Bend, Oregon

Malia Mullahey, Founder

541-408-6873

malia@ohanahousebend.com

www.ohanahousebend.com

Ohana House, named after the Hawaiian term “family” is an independent living program for young women ages seventeen and half to thirty years old who are struggling with the transition into adulthood, with the required agreement to create a plan in collaboration with their family that incorporates achievable goals and personal values.

Malia Mullahey is the founder and owner of Ohana House and

specializes in working with young adults who struggle with substance abuse, trauma, bipolar disorder, depression and anxiety in addition to working with young women as a midwife and working with those who are having a difficult time in transitioning to parenthood.

Live in mentors monitor the progress of the women, assist with conference calls between the women and their families and participate in weekly group sessions with the women, in which respect, honesty and accountability are communicated. Based in downtown Bend, OR, this program is located in two spacious homes, with common living spaces shared and residents are responsible for all chores needed to maintain their home. Residents learn to live in a family environment and face their struggles and successes with support from their housemates.

[This information came from the Ohana House website.]

BOOK REVIEW

“SPARK: THE REVOLUTIONARY NEW SCIENCE OF EXERCISE AND THE BRAIN”

By: John Ratey with Eric Hagerman

ISBN-10: 0316113506

Review by: Beth Black

SPARK: The Revolutionary New Science of Exercise and the Brain hit the book stores and has taken off like wildfire. The storyline is simple, “Exercise is the single most powerful tool to optimize your brain function.”

This shouldn’t be a surprise to anyone. The “fitness /Mind-Body-Spirit revolution” has extolled the virtues of exercise for the heart and the rest of the body for many years. It stands to reason that, since the brain is part of the body, it would benefit from exercise as well. The surprise is that— in spite of the evidence that has been amassed for well over a decade—no one has “gone mainstream” with news about the transformative effects of exercise on the brain...until Dr. Ratey.

In *SPARK*, Ratey uses laymen’s language to weave together science, research, case studies and human interest stories into a fascinating book that proves that regular aerobic exercise has a dramatic effect on the brain. He tells us biologically, chemically, and physiologically the why and the how of these results.

Particularly relevant to those of us in the therapeutic world, Ratey says “I want to cement the idea that exercise has a profound impact on cognitive abilities and mental health. It is simply one of the best treatments we have for most psychiatric problems.”

His chapters on Learning, Anxiety, Depression, Attention Deficit and Addiction offer that:

1. Mental health professionals should be prescribing regular exercise for all patients, in addition to, and often in place of medication for anxiety, stress and depression.
2. Aerobic exercise has a positive impact on the entire range of depressive symptoms. It is now the first-line treatment in Britain. Exercise is even more important for prevention of depression than it is for treatment.
3. Focus and attention can be dramatically improved in attention-deficit hyperactivity disorder through on-going aerobic exercise.
4. A daily practice of sustained physical activity can be transformative for those in the early stages of addiction recovery.

The story of a revolutionary fitness program in Naperville, Illinois is compelling. The Zero Hour PE experiment turned 19,000 kids in the District 203 into not only the fittest kids in the nation but also some of the smartest. The goal of the program was to determine if working out before school would give kids a

boost in reading ability and other classes—proving that physical activity sparks biological changes that encourage the necessary brain cell connections that make the brain “ready, willing and able” to learn. The program was also dedicated to teaching fitness instead of sports, giving students the skills to maintain health and fitness for a lifetime! The results were astonishing with students outscoring top-tier schools in national tests but also scoring #1 in the world in an international science test.

The evidence is incontrovertible: Aerobic exercise physically remodels our brains for peak performance and has dramatic impact on Learning, Anxiety, Depression, Attention Deficit and Addiction. These findings challenge therapeutic programs to consider some new “best practices”:

Treatment Plans: Exercise will become a strategy for treatment plans: The best programs will have a daily exercise curriculum that includes up to 45 minutes of aerobic exercise.

Academics: A health & fitness curriculum will teach skills for a lifetime of wellness and provide a post-program exercise plan.

Program Scheduling: This exercise program will be offered first thing in the morning before the academic program commences to create optimal physical and mental conditions for learning.

Staffing Meetings: Students/clients/patients who arrive with diagnosis of anxiety, depression, ADHD, addiction issues, stress and learning challenges will be carefully monitored once they begin a daily exercise regime. A program of sustained exercise has proven effective in mitigating the symptoms of many mental health conditions.

Medication Management: Medical management will be monitored carefully since exercise has proven to improve the causes of many conditions. Studies have proven that medication may be replaced by exercise in many situations.

Measurement: If possible, programs will participate in longitudinal studies to document and validate the therapeutic effects of exercise.

Staff Call To Action: Staff will “lace up” with the students for aerobic fitness.

I’m sure there are many other BEST PRACTICES opportunities that emerge from this book but my mind won’t be its best until I go work out! The book should be on the “must read” list. It will change the way you think about aerobic exercise and the impact exercise can have on programs and healing. And perhaps, it will change your understanding of your own brain and your commitment to fitness.

About the Reviewer: Beth Black is the Founder/ Executive Director of Cherokee Creek Boy’s School in Westminster, SC. For more information, contact Beth at 864-638-8679, imbblack@mac.com, or www.cherokeecreek.net.

SEEN N' HEARD

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

OPENING:

Willow Springs Center celebrated the grand opening of a new, state-of-the-art residential treatment facility for children and adolescents. Talisman Academy for youth with Asperger's and other autism spectrum disorders will open next month.

NEWS:

Strugglingteens.com initiated the first phase of new advertising potential for clients. Aspen stated there would be continuity in the programs despite CEO Dr. Barry Karlin stepping down from his position at CRC. Academy at Sisters students attended the Shakespeare Festival in Ashland, OR where they attended an evening outdoor showing of The Twelfth Night. Shepherd's Hill Farm finds that spiritual awareness causes physical transformation in their troubled teens. Mike Wagner, of Eagleton School, headed a community support project in conjunction with Debbie L. and her culinary students to support the Relay for Life fundraiser in Pittsfield. Silverado Girls Program hosted a successful parent weekend, where the girls catered a dinner for their parents. Carol Gundry and Jodi Tuttle are sorry to have to announce that the Tuttle/Gundry Reunion Tour that was planned for September has been canceled.

PROGRAM ENHANCEMENTS:

For the past year, the PaRC team has been preparing for Joint Commission Accreditation and officially obtained TJC accreditation. Island View RTC has successfully completed its tri-annual Joint Commission unannounced survey in June. Aspen Achievement Academy recently began offering the first step of the 12-step program in the wilderness. Construction was completed at Carlbrook School and a new residence hall was opened for girls. Summit Preparatory School received accreditation through the Council on Accreditation (COA). Shortridge Academy Implements 'PRIME for Life', an evidence based component that helps students reduce risk for any type of drug or alcohol problem, and allows them to understand and accept any need to make changes to protect the things they identify as 'most valuable' in their lives. The Family Foundation School now provides recurring, individualized counseling with one of seven staff counselors to help students better understand themselves and their behaviors, and take full advantage of the academic resources and emotional support of the FFS environment. SLS Residential, Inc and SDL Case Management, LLC (collectively "SLS") have been re-accredited as of May 2010 by CARF (Commission on Accreditation of Rehabilitation Facilities) for 3 years, which is the highest level of accreditation awarded by CARF.

ANNIVERSARIES:

Paint Rock Valley celebrated 25 years of operation at a recent open house. The Paint Rock Valley campus opened its doors in the summer of 1985.

PEOPLE:

Dr. Melanie Weis is the new Program Manager at Four Circles Recovery. Dr. Richard A. Bernstein joined Spruce Mountain Inn as the new consulting psychiatrist. Betsy Deane, Admissions Director of Cherokee Creek Boys School was elected to the Small Boarding School Association Board of Directors. Ridge Creek School welcomed Donald Mull as the new Academic Director. Margaret Oak, LMFT, recently accepted an offer to serve as the new Admissions and Marketing Director at Logan River Academy. Pasadena Villa welcomes Patricia Adlerman,

MSW, LCSW as a Referral Relations Consultant. Dr. Karen Minden, CEO of Pine River Institute, has received the Order of Canada for social service. Awarded by the Governor General, this award is the highest civilian honour and recognizes those people who have demonstrated excellence, courage or exceptional dedication to service in ways that bring special credit to Canada.

UPCOMING AT A GLANCE:

August

- 118th Annual APA Convention, August 12 - 15, San Diego, CA
- Southern Utah Regional NATSAP Conference, August 27, St. George, UT

September

- National Conference on Addiction Disorders, September 8 - 11, Washington, DC
- Northeast Regional NATSAP Conference, Sept 16 - 17, Kennebunkport, ME
- 2010 National Association of Therapeutic Wilderness Camping Conference, September 19-21, Nashville, TN
- Summit For Clinical Excellence National Adolescent Conference, September 22 - 25, Scottsdale, AZ
- 21st Annual ATTACH Conference, September 23 - 26, San Antonio, TX
- 68th AAMFT Annual Conference, September 23- 26, Atlanta, GA
- 8th Annual Wilderness Therapy Symposium, September 24-26, Boulder, CO
- 16th Annual Counseling Skills Conference (Plus pre-conference Ethics workshop), September 30 - October 2, Las Vegas, NV

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

In the young boy or girl, healthy growth and harmless passing of the time are more to be cared for than what are vainly called "accomplishments," The mind of the child is to be -forged- rather than -furnished-, and fed- rather than filled-. Exercise, the joy of interest, or origination, of activity, of excitement, the play of the faculties,--these, and not the accumulation of mere words, are the true life of a boy or girl. The self-teaching that a child gives itself, remains with it forever, It is of its very essence. What is given it from without, and received mechanically and without relish, and without any energizing of the entire nature, remains perfectly useless, or even worse than useless. The young mind must -grow- as well as -learn-; and the young child, playing in the lap of nature and out of doors, acquires for life an amount of objective knowledge marvellous beyond any of our mightiest marches of intellect.

~ Albert Pike



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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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