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HIGH SCHOOL GRADUATION AS IT COULD BE

By Lon Woodbury



[The following are some insights into a recent graduation ceremony I attended on December 23, 2010, held at Boulder Creek Academy, which is located in Bonners Ferry, ID and situated at the base of the spectacular Cabinet Mountains.]

The other morning I had the honor and privilege of attending a graduation ceremony at Boulder Creek Academy, an Emotional Growth/Therapeutic Boarding School of about 80 students here in North Idaho. Even though none of these four graduates were my clients, these ceremonies are one of the most pleasant parts of my work as an educational consultant because positive feelings run high.

These graduation ceremonies are both a celebration of the accomplishments of the graduates during their time at the school, and are also treated as the first day of the rest of their lives. Parents, staff and all the other students were there to cheer the graduates on and celebrate with them. It becomes a real community event in the best sense of the word. Everybody associated with the school comes together to honor the graduates and give them a well-deserved focus of their attention. In an almost measurable sense, all the graduates know they are honored, respected and cared for. There couldn't be a better send off for a young person facing the challenges of adulthood.

At events like this, it always comes to mind to compare these graduations with graduations of large schools, especially public schools which are based on the concept of mass education. Most public schools have graduation classes of a hundred, five hundred, or even more than a thousand graduates. There is no way each graduate can be shown the individualized honor, respect and caring for, I just saw that morning.

In a large school, instead of each graduate having a few minutes to bask in the attention of the community, the only individual attention each one gets is the few seconds when they walk across the stage to receive their diploma (hurry up and don't take too long), or the desperate attempt by a few to stand out from the crowd by wearing something silly. Otherwise most graduates of a mass education institution are just passive spectators, with only a small handful asked to speak for the whole class, usually the valedictorian(s) and perhaps the salutatorian(s). Instead of a real celebration of their accomplishments, for most graduates it becomes something to be endured.

In contrast, what I saw this morning was a typical introduction by the head of the school, followed by a staff member who told amusing and personal stories of his experiences with each of the graduates during their time at the school. Then, each graduate comes up front to receive his diploma and a rose, a symbol of completeness, and to address the group. For teenagers, they were remarkably articulate with a decently comfortable presence, remarkable largely because just a year or so earlier ever accomplishing anything like a graduation was problematic.

Once they had received their diplomas and shared with the group their feelings of appreciation for what had been done for them and their appreciation by name of special relationships they had developed at the school, the program was completed by a PowerPoint presentation of pictures from their whole life that had been shared by their parents.

Seeing what can be done for these graduates should be an inspiration for our society to figure out how we can do the same for all our graduates. A big order, but this morning convinced me the effort would be well worth it.

EDUCATION NEEDS REFORM BUT NOT THE WAY YOU THINK

By Malcolm Gauld

The kids have been back in school for a few short weeks, and already the term “reform” is in the air. Then again, the concept of school reform seems a constant syllabus in the American educational system. Articles about reform are back in the news and again focused on teachers.

As a 30+ year veteran of teaching and administrating in high schools rooted in character education, I can perceive that some pundits have valid points, and others are in fact beginning to see the light.

In a recent article, Washington Post columnist Robert Samuelson states that attempts at school reform have been disappointing, one reason being that “no one has yet discovered transformative changes in curriculum or pedagogy.”

More importantly, however, he suggests that the larger cause of failure is shrunken student motivation. “Students, after all, have to do the work,” he says. “If they aren’t motivated, even capable teachers may fail.”

He cites a 2008 survey of public high school teachers in which 21 percent judged student absenteeism a serious problem, and 29 percent cited “student apathy.”

But what is the cause of this student apathy in what is an increasingly strengthened adolescent culture, retail and media market? Let’s face it, the focus is on teens. It’s their time to take charge and shine. So why don’t they?

Thomas L. Friedman, in an op-ed to the New York Times,

looks to the culture and begins to get closer to the mark. He states, referring to Wall Street and the economic breakdown of recent years, that we have also experienced “a values breakdown — a national epidemic of get-rich-quickism and something-for-nothingism.”

In other words, a bail-out — heck, even a reward — for disastrous decisions and behavior.

Today’s kids are growing up in an educational culture driven almost exclusively by grades and test scores, a culture that identifies academic ‘winners’ and ‘losers’ at an early age and does not begin to address the personhood of the student as a whole: who the child is, and wants to be, how the child makes moral choices for self and for the greater good.

Instead, what they have seen is a gaudy display of the win-at-all-costs culture, which has indeed cost us greatly in its deplorable lack of character.

In other words, from the point of view of the student, why should we care about geometry, when it really is a dog-eat-dog world out there? What difference does it make to read Hamlet and Twelve Angry Men, and learn about the economic order of supply and demand, when the whole thing’s a farce?

Busted! We’ve been called on our behavior.

It is the character choices we make in life that make us who we are—not our external achievements. While it’s great to win the football game, drive the new car, wear the latest fashion, use the newest gadget, and score high on the SATs, these things do not add up to a defined personal identity or genuine self-esteem.

Meaning is found in the decision not to cheat to make the grade.

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

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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WOODBURY REPORTS, INC.™

7119 2nd Street • PO Box 1107

Bonnors Ferry, Idaho 83805

208-267-5550 (p) - 208-267-9127 (f)

lon@woodbury.com

www.strugglingteens.com



ISSN: 1540-3718

our level best, even it means we fail.

Growth comes from parental involvement and expectations, not just to get into a “good” college, but in raising the bar of learning, encouraging the child’s struggle and to avoid the quick fix, and supporting the child—win or lose. In short, adults and authorities need to model character.

Samuelson goes on to suggest that charter schools might break this pattern. From personal experience I know this to be true.

The Hyde Organization is a network of public and private college preparatory schools in Maine, Connecticut, New York and Washington DC focused on character and leadership development.

***About the Author:** For more information about Malcolm Gauld, Hyde Schools, and “The Biggest Job We’ll Ever Have” parenting book and seminars, contact Rose Mulligan at 207-837-9441, by email at rmulligan@hyde.edu and visit www.hyde.edu.*

A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely. ~ Roald Dahl

THE IMPACT OF A TROUBLED TEEN ON ADULT LIFE

By Susan Freeman

The day our child was escorted out of the house and carted off to a therapeutic wilderness program was the day I began a new life. I just didn’t know it at the time. When I walked back into the house, the outside January chill seemed to have penetrated our home. The silence was deafening. No more arguments. No more shouting matches. The stillness was eerie. No more lockdowns. No more fear of what was about to happen next.

My thoughts were strangely uncomfortable. I was disoriented and confused. Nothing was as it had been. Nothing fit any more. I had spent so much of my time, energy, and focus on living with and managing the extraordinary challenge of our child that I had never actually imagined what life would be like when he left our physical space.

At the time I couldn’t appreciate how much I had been challenged. I could not foresee how much I would change as a result of what happened. I would change even more as a result of what was to come. I wish that I could have had the benefit of receiving help for myself; help not aimed at looking backward, but instead looking ahead. After all, my child was getting intensive work to create a different future. Yet where was I as an adult woman? My personal growth had slowed down in a quest for simply surviving the whirlwind of my life. And I felt I had no one to help me reconstruct a different future; one I could not even fathom.

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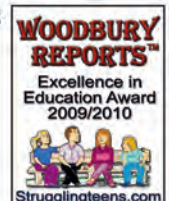


For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded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



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The unfolding events and experiences of the next several years affected me deeply. I learned to shift a lot of my beliefs, assumptions and fears. I had to learn many important lessons that don't often find their way into life unless hit by the great "2 by 4's."

What would I bring to this phase of my life as a parent, woman, wife and leader? Who would I need to be in order to navigate this extraordinary and difficult time? What would have to shift in the way I viewed and experience my own thoughts and feelings? How had the toll of coping affected my body and health? What and how would I learn to repair it? These were some of the questions that plagued me.

I embraced an extended period of reflection. I took it one day at a time, and my perspective embraced curiosity. I began to look at it all as one giant learning lab. I forgave my child and forgave myself. I began to detach from the outcome, taking the long view and keeping a vision of a future that was very different than the past had been.

What is now available to me as I approach life is quite different than what I had at that time. Out of my pain, fear, isolation and yes, shame, I forged a new identity. One that accepts what is without judgment of myself or others, one that is authentic and more at peace than ever before.

I spent seven years moving beyond the deep, dark night of my soul. My hope is that I can assist and influence others, men and women, who find themselves in a similar position. I am committed to using my skills and experiences to make a difference in the lives of people who are hurting. Adults who want to change patterns that they know don't work anymore; who want to celebrate, yes celebrate, the gifts they have received from their challenging children.

My offer is to simply listen and learn, and in that safe and sacred conversation, something different will emerge. And different is where change begins.

About the Author: *Susan S. Freeman is a Principal and Executive Coach with Heads-Up Performance. She works with parents of children in therapeutic residential programs who are struggling to break the pattern of post-traumatic stress so that they can move from a crisis-directed life to a self-directed one. Located in Tampa Florida, Susan can be contacted at susan@headsupperformance.com.*

Friends and neighbors complain that taxes are indeed very heavy, and if those laid on by the government were the only ones we had to pay, we might the more easily discharge them; but we have many others, and much more grievous to some of us. We are taxed twice as much by our idleness, three times as much by our pride, and four times as much by our folly.

~Benjamin Franklin

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DISCOVERY SCHOOL OF VIRGINIA

Dillwyn, Va
 Chris Yates -Director
 434-985-5616
dsadmissions@yahoo.com
www.discoveryschool.org

Visit By: Candace Bynum, August 2010

My expectations of The Discovery School of Virginia were high given my knowledge of Chris Yates, Director/Co-Founder, and his long-term experience with at-risk youth. He and the other founders of The Discovery School (Don Williams and Allan Jacobson) have over 25 years of experience each in the industry.

There are two separate campuses, one for young men (which opened in 1998) and one for young women (which opened in 2007) totaling over 500 acres separated by only 10 miles. The campuses are beautiful and lush, as you would expect this time of year. The schools are located in the heart of central Virginia, with easy access to several of the state's largest cities and are within driving distance from Washington DC and Raleigh, NC as well.

The school works with boys and girls, ages 11 to 17 who are experiencing emotional, behavioral, and/or learning problems. Most students are experiencing ongoing frustration or failure in the traditional or other non-traditional academic settings, often due to learning difficulties, attention issues and/or other unresolved emotional issue. Frequently, students have histories of acting out against school and parental rules. The

school does take children on psychotropic medications and has a consulting physician for medication monitoring and a consulting psychologist works directly with the staff.

Based on the concept originally developed by the Campbell Loughmiller's Salesmanship Club of Texas, the philosophy presents taking young people with problems out of their comfort zone and into the country, which helps them learn discipline, responsibility and teamwork. The addition of skilled counselors and structure creates an even more powerful constructive impact on these young people. Over the years, The Discovery Schools have developed a strong belief that long-term therapeutic camping is a setting that facilitates positive change. The owners and founders are actively involved daily in supervision and management of both programs.

I arrived on the Boys' campus first where Chris Yates greeted me. The young men were in great spirits; two students were graduating that morning and several other groups were preparing for "a night in town," accompanied by staff. Everyone was busy and excited.

One unique aspect of The Discovery School is that staff members do student assessments as the first phase of the program, similar to assessments done in a wilderness program. Each student is assigned to a campsite with eight to ten students. The buildings are semi-permanent tents that the students build and maintain.

My student guide at the Girls' campus was anxious to show me her campsite and her group's personal accomplishments. The building and maintenance of the campsites gives students a sense of ownership and accomplishment. The campsites were well cared for and the students' personal possessions, like

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clothing, were neatly hanging at the end of the beds. Each child had her own personal decorations and pictures as well.

Another aspect of the Discovery Schools is the focus on both the group and the individual. The primary task of the group is to provide for the most basic needs of the individuals, physically and emotionally, on a continuing basis. The primary task of the individual is to become and maintain one's self as a contributing member of the group. The Discovery Schools encourages the kids individually, and as part of a small family-like group, to deal with the non-negotiable tasks of living in a supportive community. The program works gradually, without a shock factor, providing the basic needs for the students (food, shelter, and clothing) and surrounding the students with a supportive community. When a student needs to be separated from the group, he/she will perform a work assignment with a staff member that proves useful to the entire group. Surrounding the boys and girls with positive relationships is never interrupted.

The Discovery Schools of Virginia are fully accredited secondary schools, serving middle and high school classes, as well as special education, remedial, and GED preparatory classes. They are licensed by the Commonwealth of Virginia Department of Education and accredited by the Virginia Association of Independent Specialized Education Facilities. Classes are small, averaging four to six students each and the teachers emphasize one-on-one individualized work, with each student working at his/her own speed. Although most of the teachers are special education certified, The Discovery Schools works primarily with children of average to above average intellectual abilities. They will accept a student with a lower ability to function on a case-by-case basis.

At the Discovery Schools of Virginia, attending school is a privilege. Students do not begin classes initially, but earn the right to attend a full school day by meeting therapeutic and academic goals. The school helps the student match college and future ambitions with the practical concerns that stem from personal readiness and family dynamics. The individualized academic experience is tailored to individual student needs. Every student participates in and receives credit for an integrated vocational curriculum. In special circumstances, the school is able to arrange off-campus internships with community businesses, based on the student's growth in the program. The average length of stay is 15 months, which enables students to catch up and get back on track academically and/or prepare for their college preparatory exams.



In speaking with the students on both campuses, I felt that they were genuinely happy being at Discovery Schools and had learned a lot during their time in the program. The children liked the feelings of accomplishment and pride they gained in working together, as well as building and maintaining their campsites. They explained that although they missed their families, they understood the needed separation, which allowed them to work on their relationship problems.

After my time at both campuses of The Discovery School of Virginia, I left with one parting thought; this visit did not disappoint my expectations.

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Ralph Waldo Emerson

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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]

TARZANA TREATMENT CENTERS, INC.

Tarzana, California
Stewart Sokol, Director of Youth Services
800-996-1051
www.tarzanatc.org
treatment@tarzanatc.org

Founded in 1972, Tarzana Treatment Centers operates ten locations to provide alcohol and drug, mental health treatment, and HIV/AIDS services for youth ages 12 to 17 and transitional age youth 18 to 23. The residential program utilizes the 12 Step program of Alcoholics Anonymous and counseling. Youth with sexual issues, those who are actively suicidal, violent tendencies, and a history of or propensity for starting fires are not accepted.

Founder and President of Tarzana Treatment Centers is Scott Taylor, who prior to opening the facilities gained years of business experience as well as earning a Juris Doctor degree from Loyola Law School in 1969. Director of Youth Services, Stewart Sokol, Ph.D., has been with the program since 1999 and has been featured in Who's Who in Healthcare as well as Who's Who in the World. He has also served as the director of South Bay Free Clinic's HIV/AIDS program, an advisory board member of Harbor-UCLA Medical Center Women's Healthcare Clinic, and a supervisor of the National AIDS Hotline. Tarzana

Treatment Centers are fully licensed by the state of California and accredited by the Joint Commission on Accreditation of Health Care Organization.

The Youth Services program at Tarzana Treatment Centers includes detoxification, residential and day treatment, outpatient therapy, and an accredited on-site school for residential patients. The program includes traditional treatments like the 12 Step Alcoholics Anonymous program as well as art and recreation therapy, process groups, psychiatric services, and family therapy. The type of therapy utilized varies by patient based upon a comprehensive assessment by staff as to the individual strengths and weaknesses of the youth.

Family is strongly encouraged to be part of the program to provide support in the healing process through therapy sessions.

[This information came from Tarzana Treatment Centers, Inc. website.]

Any intelligent fool can make things bigger, more complex, and more violent. It takes a touch of genius - and a lot of courage - to move in the opposite direction.

~E.F. Schumacher

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OLIVER-PYATT CENTERS

South Miami, Florida
866-511-4325

Vicki Kroviak, Founder/ General Manager
Vicki@oliverpyattcenters.com
www.oliverpyattcenters.com

Located in South Miami, Florida, the Oliver-Pyatt Centers offers both inpatient and outpatient care for women, ages 18 and older, that are struggling with eating disorders that include anorexia, bulimia, exercise addiction and binge eating addictions. For those choosing (or needing) to enter inpatient care, clients leave the treatment facility each evening and live in furnished apartments located in town, with staff support present.

Founder and Executive Director of Oliver-Pyatt Centers is Wendy Oliver-Pyatt, MD, FAED, CED, a Board Certified Psychiatrist, who previous to opening Oliver-Pyatt Centers, was the co-founder and Clinical Director of the Center for Hope of the Sierras and co-founder and Director of the Eating Recovery and Wellness Center of Nevada. In addition, Wendy has served at the Medical Director for the State of Nevada Division of Mental Health and Disability Services and as the Medical Director and Chief of Staff of Northern Nevada Adult Mental Health. Dr. Oliver-Pyatt is a member of the Academy for Eating Disorders, National Eating Disorder Association, and International Association of Eating Disorder Professionals. Dr. Oliver-Pyatt is also the author of the book, Fed Up! The Breakthrough Ten Step No Diet Fitness Plan. Dr. Melissa McLain, PhD, serves as the Clinical Director, Kirsten Garcia-

Brown, PsyD, is the Clinical Program Director, Amanda Mellowspring, MS, RD, LD/N is the Director of Nutrition Services and Liz Mershon is the Admissions Director.

Each client receives an individual treatment plan upon admission and participates in daily one on one therapy with a therapist in order to address the core issues that drive the eating disorder. Other client therapies include: Nutrition therapy, massage therapy and weekly group therapy which covers various topics such as CBT, Body Image and Psychodrama, Music and Expressive Arts, Media and Self Esteem and Spirituality. Whether a client opts for inpatient or outpatient therapy, each program has a maximum 10 participants. Built on the concept of "Naturalistic treatment", clients automatics and triggers are addressed while reintegrating back into real life through daily outings into the city once the client has reached an appropriate stage in their recovery process. Outings include Sunday Dinners at a restaurant, clothing shopping, trips to the beach, movies or going to church. These outings are always with staff support.

[This information came from the Oliver-Pyatt Centers website.]

LITTLE HILL-ALINA LODGE

Blairstown, New Jersey
Denise Moore, Admissions Director
800-575-6343
denisem@alinalodge.org
www.alinalodge.org

Since 1957, Little Hill-Alina Lodge has been providing residential treatment to men and women, 18 years and older,



Photo by Skyler Jenson

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who suffer from drug or alcohol addiction issues. Admission requires a complete history of the patient as well as a physical prior to entry into the program. Patients must also be fully detoxified before admission. Average length of stay is between 6 and 9 months.

Michael Hornstein, Executive Director, was a patient at Alina Lodge in 1981. He has served on the Board of Directors for 20 years and was previously employed by the Miami Dade school system for 25 years. He has also served as a group therapist for the Broward County Commission on Alcoholism. Alina Lodge is licensed by the New Jersey Department of Health.

Alina Lodge utilizes the 12-Step principles to educate patients. Patients also participate in family therapy, relapse prevention education, trauma resolution, reality therapy, group therapy, individual counseling, and community-based meetings. Specialty groups and clinics are also available to address additional issues such as eating disorders, grief, sexual compulsivity, relationship dependency, and personality disorders. As a smoke-free environment, Alina Lodge also utilizes nicotine cessation education. The facility recently created a special 90 day treatment program which caters specifically to people who have never sought treatment for addiction.

The facility provides 24-hour nursing services and psychological evaluations for patients. The campus is located on 77 acres in rural New Jersey. The six residential buildings on campus are all historic and predate the Revolutionary War.

[This information came from the Little Hill-Alina Lodge website.]

PADGETT CONSULTING SERVICES

Bend, Oregon

Marci Padgett, Founder/Owner

541-420-8878

marci@padgettconsultingservices.com

www.padgettconsultingservices.com

Marci Padgett, owner and founder of Padgett Consulting Services offers customized services for families struggling with their own unique issues and behaviors that hinder the family unit from communicating with respect and creating a more rewarding family experience.

Marci Padgett has over 37 years experience working with struggling adolescents and their families in several capacities, such as a Director of Therapeutics at therapeutic boarding schools in the United States and in Italy and most recently has created a therapeutic program for young girls that is currently in operation.

Services provided by Padgett Consulting Services include: working with families in their home and arranging subsequent family work to be done via phone conferencing; intervention services and transition assistance with the family when a young person is leaving a wilderness program or therapeutic boarding school. Marci will visit the child prior to leaving the program setting and establish a relationship, giving the child confidence that they will be supported when they return home. If necessary, Marci will visit the home prior to the return to meet with family members to address their fears and support them in this transition process. Another service Marci offers is parent coaching which is done by phone communication.

[This information came from the Padgett Consulting Services website.]



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LINDAMOOD TECHNIQUES IN BOULDER CREEK READING LAB

By Claude Bisson, M Ed and Martha Jones

The Boulder Creek Academy reading Lab is run by Martha Jones. Her interest in the reading process was prompted early in life as she watched one of her highly intelligent brothers struggle to learn to read and spell. She witnessed the indelible scars that struggle left; as far back as she can remember, she yearned to understand the underlying reason for reading difficulties. Her search for answers began with earning a Master's in Special Education, and then she broadened her knowledge by earning clear credentials as a Reading Specialist, Resource Specialist, Learning and Severely Handicapped and General Subject's teacher. Her search for an explanation of reading difficulties culminated with her training at the Lindamood-Bell Learning Processes Center in San Luis Obispo, California. She is deeply grateful for the influence and training provided by Pat and Phyllis Lindamood, which provided her with the knowledge and skills necessary to implement the LiPS (Lindamood Phonemic Segmentation) process for improving reading and spelling accuracy and to Nancy Bell for her research and work in writing the Visualizing/Verbalizing program for improving comprehension skills. Martha brings over thirty years of experience to Boulder Creek Academy.

When you walk into her lab, you are greeted with soft classical music at a tempo of 50 to 60 beats per minute, which is a research-based recording, designed to enhance increased


focus, intellectual endurance, and concentration. Referred students enjoy a hot cup of herbal tea, and then proceed through a battery of tests to explore the students' phonemic awareness, word attack, reading, spelling, spelling of sounds in pseudo words, comprehension, fluency, and vocabulary skills. Strengths and weaknesses are identified and students who qualify for remedial support are scheduled to work with Martha twice a week.

In her search for answers, Martha learned that the most critical underlying problem for reading and spelling disorders is *incompletely developed auditory conceptual function* or, more simply put, lack of *phonemic awareness*.

A *phoneme* is the smallest unit of sound in a word and *awareness* of phonemes is the ability to identify the *number*, *identity*, and *sequence* of sounds in words. This is a skill you are either born with or you are not; it is just a human difference, much like color blindness. While only 4% of the population are color blind, 30% of the population lacks the ability to distinguish sounds within words from a moderate to a severe degree. This problem appears randomly in the population and is not dependent on race, socio-economic status, gender, or intelligence.

Students who cannot perceive the individual sounds in words cannot benefit from phonics instruction. They cannot judge whether *what they say* matches *what they see*, which is the reason they omit sounds saying "steam" for "stream", or reverse sounds saying "gril" for "girl", or substitute sounds saying "litter" for "letter", or add sounds saying "equipment" for "equiptment".

When the LAC Test indicates inadequate sensory input about the number, identity, and sequence of sounds within




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words, Martha leads the student through the LiPS process, teaching the student to perceive sounds through input from a different modality, the oral-tactile modality. The student is taught that each letter of the alphabet not only has its own specific sound, but it also has its own specific mouth movement. The mouth movements are labeled to reflect the way the mouth moves when the sound is produced; for example, the sounds /p/ and /b/ are labeled *Lip Poppers* because the lips come together, and then pop open. Once this sensory input registers, the student becomes *aware* of the mouth movement and can then *perceive* those particular sounds in words. Once the mouth movement is perceived, is known, then *conceptualization* is possible; the concept that each letter has its own specific mouth movement allows letters to be perceived, labeled, discussed, stored, retrieved, and practiced. For example, when given a pseudo word like /spisp/ the student can demonstrate his/her ability to keep track of the sounds by laying out five blocks using three colors to indicate that five distinct mouth movements were *felt* but only three sounds were perceived (i.e. the student would lay out a pattern of colored blocks like the following to represent /spisp/: red, green, blue, red, green).

Martha refers to LiPS as a *pre-phonics* program; it levels the playing field for students who, like her brother, do not receive enough feedback from the aural part of the brain to hear the individual sounds in words. Training the oral-tactile modality creates a new learning pathway in the brain, which allows the student to perceive sounds in words and finally reap the benefits of phonics training. This can dramatically accelerate reading and spelling accuracy.

When test results indicate both reading and comprehension

as a problem, Martha will complete the LiPS process first, to ensure that inaccurate decoding is not the basis for poor comprehension, and then proceed with Nancy Bell's Visualizing/Verbalizing Program if comprehension training is indicated.

The lab also addresses poor spelling skills through the Stetson Spelling Program. The Stetson Spelling Test is a screening test that will identify the level for initial instruction based on spelling ability. It is a non-graded spelling program that contains the 3,000 words most frequently used in writing. These words represent 97% of the total words used in writing, so it makes sense to focus on the words most commonly written by students.

Marc Clarke is the Remedial-Tutorial lab assistant who provides tutorial support for students as needed. He has been trained in the Read Naturally Program, a program for improving oral reading fluency, as well as the Stetson Spelling Program.

About the Author: *Claude Bisson, MEd is the Director of Business Development at Boulder Creek Academy. Boulder Creek Academy is a coeducational therapeutic boarding school for young people with distinct learning, behavioral, and emotional challenges from 13 to 18 years of age, who may struggle in a traditional academic setting or face challenges from residential or acute settings. For more information, contact Claude at 877-348-0848 or Claude.bisson@uhsinc.com. www.bouldercreekacademy.net*

A family in harmony will prosper
in everything. ~ Chinese Proverb



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PREPARING YOUNG ADULTS FOR THE WORLD

By Michelle Markowitz

Transition... for those who have a developmental disability or know someone who does, "transition" can be a frightening word. In Massachusetts, students stop receiving funding and services from their local school system the day they turn 22. State funding for adults with disabilities is extremely limited, and programs designed to help individuals with disabilities lead more independent lives are also suffering as a result of the tough economic times.

Now, more than ever before, it is crucial that students with disabilities start preparing for their transition at the age of fourteen. Cardinal Cushing Centers, located in Hanover, MA, has several ways to prepare students for this crucial juncture. As the students approach their high school years, most make the transition from Cushing's academic focused track to the vocational program. Vocational students experience on-campus work opportunities in the Bass Village Café, the Cushing Thrift Store, the Cushing Trader, the Bottle Redemption Center, the Culinary Arts Department, and Central Supply.

The school also collaborates with Best Buddies Jobs, which has provided Cushing Centers with a dedicated job coach. Several transition-age students are now employed out in the community, working competitive jobs at Cohasset Cycles, Bruegger's Bakery, the South Shore YMCA, and Old Navy, to name a few. Kelsey Jordan, Employment Consultant, works directly with the students to help them find jobs and job

training opportunities that match their interests and skill sets. Jordan provides on-site job coaching and evaluations, as well as help with job seeking skills, including resume building and interview prep.

Nine students attend classes at Cape Cod Community College through a collaborative program, Project Forward and one student attends class at Massasoit Community College. Jeff K., a member of Project Forward, speaks highly of his experience attending community college. "I like it – it's a fun, college experience and it has a different feel from being on campus [at Cushing]. You work on all the basic skills you need for life." Jeff will turn 22 this coming August. He is planning to live on his own in an apartment. His dream job is to work in sports management.

Cardinal Cushing Centers' CEO, is Jo Ann Simons, an expert on transition and the author of "The Down Syndrome Transition Handbook", recently published in March of 2010. Jo Ann also travels to various conferences and organizations to speak on the topic of transition and will be speaking at the upcoming IECA conference in May of 2011.

About The Author: Michelle Markowitz the Director of Admissions and Outreach at Cardinal Cushing Centers, a 501 (c) (3) nonprofit organization that provides a life-centered approach in caring for children, adults and seniors with disabilities, offering residential, day, vocational and educational programs. To learn more please visit www.cardinalcushingcenters.org or contact Michelle at 781-829-1205 mmarkowitz@coletta.org.

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CHANGING NEGATIVE THOUGHT PATTERNS

By Jody Brand, LPC

We all have that little voice inside our heads that attempts to hold us back through the use of self despairing statements, whether the statements are about our looks, abilities, or the core of who we are. These statements then become part of who we are and keep us from becoming who we can be. These negative self-talk statements are worse for people who have depression or those with low self-esteem, because these statements keep the person trapped and do not allow them to move forward easily.

Replacing negative thought patterns is addressed through the use of the DBT (Dialectical Behavior Therapy) and in individual therapy. The DBT group addresses identifying negative thought patterns by introducing the idea of cognitive myths and teaching the students to challenge these myths that they tell themselves. An example of a myth that students learn to challenge is “it will kill me if he does not talk to me”. A possible challenge is “I won’t like it, but I will move on if he does not talk to me”. Other myths include “It does not matter; I don’t really care”. This one is generally used to avoid sharing feelings and managing emotions. Many students challenge this one with “I really do care and this is why”. Students are then taught: to identify their own myths and challenge them and then to use these challenges every time that myth comes to mind. They practice replacing that thought with the challenge.

The next step in DBT is to learn about “cheerleading statements” and to make their own statements, to give themselves encouragement and to empower themselves. These statements are particularly helpful for overcoming fears and helping the student to feel better about themselves and to build upon their strengths.

Learning to change negative thought patterns are very powerful in learning to feel better about oneself and in turn, change behaviors. Remember our thoughts are directly related to our behaviors.

For more information, contact Layne Bagley, Admissions Director at Sorenson’s Ranch School in Koosharem, Utah. Sorenson’s Ranch School is a coed Residential Treatment Center working with adolescents ages 12-18 since 1959. For more information about Sorenson’s and our use of DBT therapy, call Layne Bagley at 800-455-4590, layneb@sorensonsranch.com or visit www.sorensonsranch.com.

To be a great leader and so always master of the situation, one must of necessity have been a great thinker in action.

An eagle was never yet hatched from a goose’s egg.

~ James Thomas

SEEN N HEARD...

ANNIVERSARIES:

Wisdom Ranch School celebrated a decade of service.

January 2011 marked the completion of five years of operation and 598 students and families having come through the doors at Sober College.

Elk River celebrated their five-year anniversary.

NEW PROGRAMS:

Insight Psychological Centers and its affiliate Inspire Health opened a new program for adolescents between the ages of 12 and 18.

Ron and Kristie Campbell opened Blur The Curve, an incentive program designed to enhance employee engagement as well as other advantageous incentive awards for schools and programs in the private, parent-choice network.

Sequel opened Deer Valley Academy for adolescents with Asperger’s & other High-Functioning Autism Spectrum Disorders.

Remuda Ranch launched a new OCD program.

NEWS:

The staff and faculty of Bridges Academy in Bend, OR, participated in a day of professional development focusing on Cognitive Self Change.

Sandhill Child Development Center in Los Lunas, NM announced the upcoming completion of a three-year certification program for the implementation of the Neurosequential Model of Therapeutics (NMT). Sandhill is the first NMT Partner Site to complete the full certification, and the announcement was featured in the most recent newsletter.

The 21st edition of the Parent Empowerment Handbook became available, not only in print, but in the Kindle version.

Cedar Ridge Academy student Nisty Tharp was featured as an artist in an art show at a local coffee shop in Roosevelt, Utah, along with the boarding school’s art instructor and guidance counselor, Jim Munford.

Cedar Ridge Academy recently held tryouts for their competitive karate team.

Most people assume that Hollywood is the ideal location to hold a red carpet debut, but not for the students at the King George School, a therapeutic boarding school located in Sutton, Vermont. King George students recently participated in multi-media productions as part of Operation Skybound, an educational outreach program that focuses on character education through the arts.

Eating Disorder Hope launched a directory of non-profit organizations dedicated to helping eating disorder sufferers find recovery.

Catherine Freer presented “Positive Peer Pressure and False Positives: A Discussion of Adolescent Development vs. Peer Acceptance” at the annual NATSAP conference in Tucson.

Cumberland Heights is proud to announce that Hugh Nash has received two Professional of the Year Awards “In Recognition of his Contributions in the Field of Alcoholism and Drug Abuse” by MTAADAC (Middle Tennessee Association of Alcoholism and Drug Abuse Counselors) for Middle Tennessee and by TAADAC (Tennessee Association of Alcoholism and Drug Abuse Counselors) for the State of Tennessee.

Newport Academy announces the Chair of Addiction Medicine, David Smith, MD, was honored by the California Medical Association (CMA) with its prestigious Sparks

CONTINUED: SEEN N HEARD/ 14

Leadership Achievement Award.

PEOPLE:

Second Nature 360 announced the addition of Hawk Dykes to the 360-mentor team.

Richard Detwiler joined Mason Associates as Director of International Student Services.

Lois Gates, Recovery/Sober Living Coach and founder of Results-Coaching has recently received her NCAC II credential from NAADAC.

Janet Greenwood, an Educational Consultant from Florida and Nancy Ike, also an Educational Consultant from Ohio, were the recipients of two special awards by the Independent Small Programs Alliance (ISPA) in January.

Burning Tree Programs, a licensed long term drug and alcohol treatment center specializing in a proven 12-step relapse prevention curriculum, is proud to introduce David Houke, LMSW, LCDC, as the new Clinical Director at our Burning Tree Lodge facility.

Insight Intensive at Gold Lake is excited to announce the appointment of Ashley Auchterlonie to Director of Business Development.

Dayton Turberville, LISAC, MA, CSAT, CMAT, was named Executive Director of Prescott House, Inc. Dayton brings 13 years of experience in the addiction field to his new position, having been in private practice and in primary treatment facilities during that time. In addition, Greg Fine, CADAC, was named Outreach Director of Prescott House. Greg has spent the last seven years at Prescott House, Inc. as a clinician and primary therapist.

The Grove School is pleased to announce the expansion of its clinical team and welcome Richard O’Sullivan, MD and Jana Weiss Wuerth, APRN, MSN, BC.

After years as a primary therapist with SUWS of the Carolinas Lynn Wadsworth, MS, LPC has taken on the role of Program Manager for Phoenix Outdoor the substance abuse track of SUWS.

William (Bill) Grant returned to administration at Squaw Valley Academy.

Aspiro Group welcomed Dr. David Hillstead to the clinical team.

Bridge Back Interventions announced the addition of Ms. Sarah Kay Ramsey as Client Transport Specialist.

Blueprint Education, a nonprofit educational organization, announced the recent hiring of Mrs. Christine Sparacino, to the Blueprint Education family. Christine will work on grant writing for Blueprint.

Brenda Loring joined WinGate in Marketing and Admissions.



PROGRAM ENHANCEMENTS:

Turning Winds Academic Institute expanded their enrollment to 60+ students, adding new facilities to promote their learning environment.

Penrith Farms partnered with Learn To Burn School of Music to offer professional level music instruction as a part of the program.

Cardinal Cushing Centers utilizes The Rhythmic Arts Project to promote self-esteem and enhanced social skills, outside of structured therapeutic activities.

IQgistics, the recognized leader in the provision and support of real time vehicle tracking systems, has now launched its affordable consumer product, IQFamilyTrack, to give parents of teen drivers peace of mind.

Timberline Knolls offers teleconference through MentorCONNECT.

Sequel Youth and Family Services of Paint Rock Valley (formerly Three Springs) explained changes to the program, including the change to boys only, the minimum stay of 90 days and the change to a full day of academic classes allowing for better credit recovery. In addition, Paint Rock Valley started a day school called Deer Valley Academy for students who are diagnosed with Asperger’s and fall within the high functioning Autism Spectrum Disorders.

UPCOMING:

February

- NASP 2011 National Conference, February 22-25, San Francisco, CA
- LD 48th Annual International Conference, February 23 - 26, Jacksonville, FL
- AEE Rocky Mountain Region Conference, February 25-26, Orem, UT

March

- 12th Annual EAGALA Conference, March 9 - 12, Layton, UT
- Summit For Clinical Excellence, March 10-12, Chicago, IL
- 17th Conference on Counseling Skills, March 10 - 12, Las Vegas, NV

April

- Change Academy Lake of the Ozarks (CALO) announced an upcoming conference on Attachment and Trauma. The conference will be held on campus on April 14-15.

VISITORS:

Dan Tadlock, Director of Family Services at Northwest Academy visited Woodbury Reports

Ben Pearson, Primary Therapist for Second Nature Uintas also stopped by Woodbury Reports for a visit.





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