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IS THE MARKET SATURATED?

By Lon Woodbury

(Written by Lon in Tucson, AZ while attending the 2011 national NATSAP Conference)



Today was the first full day of the annual National Association of Therapeutic Schools and Programs (NATSAP) Conference. This conference gives us a chance meet in person and catch up on the news around the network from those we have been talking with on the phone or through the social media during the past year. Along with simple socializing, these gatherings allow us to compare notes on issues important to the network of schools and programs for young people with problems that have been developing since the last time we have had a chance to talk in person. At the same time there are numerous training opportunities to learn of program developments and of new knowledge being generated by leaders in the network.

During this networking, one of the common questions I heard today was "Is the market saturated?"

To those professionals outside this network working in more traditional education and mental health programs surviving on public funding, this question might seem strange. To those professionals outside this network, the question of funding is a question of politicians and civil servants deciding who to fund and how much. Essentially this is a political question with decisions made based on political considerations.

To parent-choice programs such as those that are NATSAP members, however, it is parents who decide who to fund and the ability to survive financially is a question of who can best provide the services enough parents are willing to fund through paying tuition. When a category of service, such as services for young adults over the age of 18 needing a residential program satisfy those parents demand, the market is said to be saturated and the excess services will not attract enough parents to survive financially.

If the market is saturated it would be wise for a would-be founder of a program to expend their efforts elsewhere.

These questions got me to thinking about what determines if a market is saturated, and my answer was something like the following:

The market doesn't seem to be saturated yet because three important factors driving parent demand are still increasing....

First, every year more parents realize when they have a child in crisis; they can arrange a solution for themselves by enrolling their child in an appropriate private-pay program. They realize they no longer have to wait until some authority decides for them. When there are more parents looking for specialized services for their struggling teen, there is room for more programs to be successful, and the market is yet to be saturated.

The second factor is the possibility of developing a program individually tailored for the specific needs of a specific child is becoming more feasible every year. As computer capabilities increase, research is using the capability to better understanding child development, and the most important aspect of this is a rapidly increasing understanding of how the brain works, and especially how experiences influence the development of children's brains. This enhanced understanding can improve the chances of success, and even allow success in situations that would have had less success, or failures, just a few years ago. Better services with better or

CONTINUED: MARKET/ 2

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more common outcomes will increase the number of parents asking for those services. As this happens, again, through increased demand, more programs can operate successfully, and the possibility of market saturation is pushed back.

A third possibility is the concern that the current generation is worse off than preceding generations. There are conflicting claims on this question of course, and the question is controversial and has been for countless generations before. However, a plausible case can be made that the current younger generation has less effective guidance from the older generation, that effective child rearing has not kept up with a changing society, and that influences like the digital revolution are changing the way children's brains develop with unknown and unintended consequences. If this pessimistic view turns out to be correct, then that means greater numbers of children will need the more intensive intervention provided by residential placement. Again, this conclusion would indicate that the market is far from saturated.

So, is the market saturated? I'd love to hear what others think.

DIALECTICAL BEHAVIOR THERAPY (DBT) WITH GIRLS IN WILDERNESS

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Wilderness provides an excellent setting for girls to practice the four key skills of dialectical behavior therapy (DBT): mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. This model was developed to help clients struggling to manage overwhelming emotions and associated self-destructive behaviors. Much evidence¹ suggests that DBT is effective in treating such intense issues as: self-injury; suicidal thoughts; communication and interpersonal relationship conflict; poor management of anger, depression, anxiety, or other difficult emotions; and substance abuse.

When situations and/or emotions become too overwhelming, we naturally look for a means of control and coping—the question is whether our methods are healthy or not. When they are not, our negative coping behaviors often become self-reinforcing. For example, by exploding on her parents, Katy might immediately reduce her stress regarding school and feel better, suggesting to her that exploding on her parents works to relieve her stress. However, that short-term fix is only temporary and actually creates more problems. Because our emotions, behaviors, and thoughts are so interconnected, Katy probably also experiences secondary emotions of embarrassment, guilt, or shame, which feed her negative thoughts about herself or even her parents (if projecting that blame). In turn, those negative thoughts feed her negative emotions of

depression and anger, thereby creating a self-reinforcing cycle that can trigger self-injurious behaviors, substance abuse, more interpersonal problems, or other negative coping mechanisms.

Underneath these behavioral problems are issues of poor distress tolerance, emotion regulation, interpersonal effectiveness, and mindfulness: the core skills of DBT. This article will explain how DBT used in a wilderness therapy setting can be powerful and very effective for girls struggling with issues related to self-esteem, overwhelming emotions, communication, identity, and the associated self-destructive behaviors.

WHY USE DBT IN WILDERNESS?

Not only is DBT valuable for adolescent girls attending traditional therapy at home, residential treatment centers, or therapeutic boarding schools, but it also is quite effective in wilderness therapy programs. Many aspects of wilderness make it an ideal setting for DBT: using Nature as a catalyst for change; continuous supervision and intervention; daily challenges that necessitate healthy coping skills; and group dynamics that facilitate healthier communication.

There is something powerful simply being in Nature. Time slows, one's heart rate slows, and the stressors of life often dissolve. If you have ever noticed feeling calm while sitting in a city park, alert while walking to work, or centered after sleeping under the stars, you know what I mean. Your senses awaken, you key into your surroundings, and the only moment that exists is the present moment. Returning home or to work can often feel overwhelming! Wilderness helps girls practice the core DBT skill: mindfulness. In addition, removing the distractions, electronics, and hustle of the "real world" forces girls to look at themselves and their issues: there is no hiding or running from one's problems in wilderness. Solo experiences are particularly valuable to this end, during which girls sit alone in the silence of the desert.

Field instructors, well trained by therapists, spend every minute of every day supervising, intervening, correcting, and coaching girls in wilderness therapy programs. If a teachable moment presents itself at 10pm, the group can stop their routine to address the issue, thereby helping internalize interpersonal effectiveness, emotion regulation, and distress tolerance DBT skills. This level of care is unique to wilderness therapy, even surpassing that of residential treatment.

Living outdoors is not easy and girls frequently think they cannot do it. As such, girls have many great opportunities for daily challenges: challenges that tax their stress and coping levels. Learning to make a bowdrill fire using a couple pieces of wood and a rock often results in frustration and then giving up, yelling, walking away, or other poor responses. Hiking while carrying a third of your weight on your back can stress anyone. Earning natural or logical consequences when not prepared for the day or a rainstorm can quickly spin girls into their negative coping mechanisms, which can then be addressed directly. These daily challenges help girls internalize distress tolerance and emotion regulation skills. As they say, "crisis equals opportunity."

CONTINUED: DBT/ 4

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DBT

Finally, putting a group of girls together, who generally have poor communication skills, and asking them to work together to push a handcart, get camp chores done, or support each other frequently leads to interpersonal conflict and therefore, opportunities to practice interpersonal effectiveness skills, such as being assertive, expressing emotions and thoughts constructively, and negotiating.

HOW CAN DBT BE USED IN THIS SETTING?

Some ways in which I use DBT principles to work with girls in wilderness include individual therapy sessions; group therapy sessions; experiential activities; handouts; and modeling of the skills by therapist, field instructors, and senior group members.

Individual therapy sessions allow me to focus on girls' unique needs. During these meetings, I review and guide the communication between a girl and her parents, process events from the week, teach specific skills in more detail, and review specific assignments (e.g., an emotion log, in which they track their emotions during the week, connect them to specific events, and recognize their healthy or unhealthy responses).

Group therapy sessions make dissemination of information to the whole group possible, thereby encouraging girls to work on skills together, normalizing their experiences of using unhealthy behaviors to manage overwhelming emotions, and having fun.

Girls learn specific skills as a group, such as DEAR MAN (Describe, Express, Assert, Reinforce, stay Mindful, Appear confident, and Negotiate) and then practice that skill to improve communication, getting peer and staff feedback.

I-feel statements are taught and used in the same manner. Several times throughout the day, everything stops when someone wants to share how she is feeling using an "I-feel statement," after which another girl will reflect it back to her, ensuring understanding and reinforcing the importance of listening in communication. Frequently, staff or other students will stop someone giving an I-feel statement in mid-statement to coach her on the format and delivery.

We make self-care boxes as a group: the girls collage on the outside how they want to be seen or are seen by others (masks) and on the inside how/who they really are. In the box, they then place ideas for self-care, coping skills, mindfulness exercises, and communication tools that they can take home.

Groups can also be experiential to facilitate deeper learning and retention of the skills. For example, I often lead a group on assertive communication in which the girls act out different styles of communicating, using real-life examples.

Girls can carry simple handouts to remind them of the specific skills they are practicing, helping our visual learners. For example, all the girls I work with carry a couple pages of distress tolerance exercises and a DEAR MAN handout.

Modeling of these DBT skills is done by the therapist during weekly visits, by the field instructors as previously described, and by the senior group members who can coach the newer girls.



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Wilderness can be a powerful setting for anyone, and it can be particularly potent for adolescent girls struggling with issues related to emotions, self-esteem, identity, communication, and the self-destructive behaviors that are frequently associated with those issues. Incorporating DBT skills training and practice into a wilderness therapy program, girls can develop a skill-set transferable to home, saving themselves and their relationships with others.

References:

1. Summary of research current to 2007, supporting DBT's effectiveness:
<http://behavioraltech.org/downloads/dbtSummaryOfData.pdf>
2. Frauman, E. (2010). Incorporating the concept of mindfulness in informal outdoor education settings. *Journal of Experiential Education*, 33(3), 225.

LIFE-SAVING TIPS FOR PARENTS OF A BULLIED OR EXCLUDED CHILD

By Jodee Blanco, Founder of the Blanco Group
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As a bullying survivor turned activist who travels the nation's schools sharing her story with students, teachers, and parents in an effort to save lives, Jodee Blanco understands firsthand the mistakes many adults make when trying to help their bullied son or daughter.

Whether your child is being overtly abused by his or her classmates, or simply made to feel invisible every day, talked about instead of with, the student who may not get bullied per se but who no one at school ever goes out of their way to include in anything either, as a parent, you CAN help. Here are some tips to get started — and always remember, bullying isn't only overt acts of cruelty; it's also the deliberate omission of kindness, the invitations denied, the warmth withheld, the acceptance just out of reach.

Never tell a bullied child to ignore the bullies and walk away, that the bullies are just jealous, or that you know how the bullied child feels. Vague references to the future are equally ineffective. Using adult logic on kids won't work.

Instead of offering well-meaning clichés, find your child a fresh social outlet where he or she can make new friends. This will buy you time to address the larger issues with the school, because your bullied child is bleeding in the form of loneliness, and your priority must be finding new friends with whom your child can feel a genuine connection. Best sources: the park district and the local public library the nearest next town over (far enough away that they don't feed into your child's school). The sooner you do this, the better, because the lonelier your child gets, the more danger he or she is in — new friends will literally be a lifeline.

Ask your child for the names of other kids at school who are also being bullied and forge a "parent coalition." A school may try to ignore one concerned parent, but there's credibility in unity, and no school can effectively ignore a determined, organized group of concerned parents.

Document, document, document! Keep a "journal of

To handle yourself, use your head. To handle others, use your heart.

~ Donald Laird

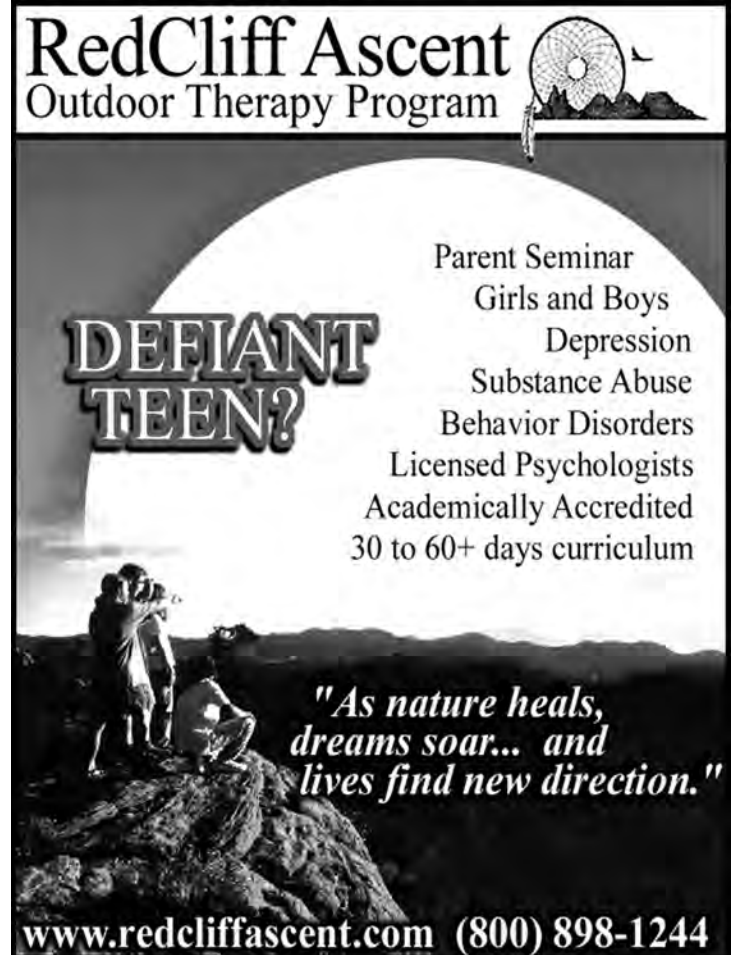
abuses," jotting down dates, times, and details. And if it's cyber-bullying, print out every nasty piece of evidence, every blog or Facebook posting, every IM, etc. Document threatening or demeaning cell phone texts as well.

When you do finally approach your child's school, keep taking it up the chain of command. If the principal doesn't give you a response, go to the superintendent. If that doesn't work, present your case in public at the next school board meeting. Every school district is required to hold a monthly school board meeting open to the public. Air your grievances there and bring your documentation!

And if that still doesn't yield any action on the part of the school, contact the education writer at your local newspaper. You'd be surprised how quickly a school administration will respond when reporters are asking questions.

And above all — don't give up. Keep on fighting for your child's rights! And remember, you're not alone. There are people who can help.

***About the Author:** Jodee Blanco is a bullying survivor turned activist who travels the nation's schools sharing her story with students, teachers, and parents in an effort to save lives.*



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Visit by Lon Woodbury, MA, IECA, CEP, February 2011

As we watched the pod of whales spouting and playing in their Hawaiian winter waters this afternoon, the SeaChange Hawaii staff were explaining to us, this is a common scene for the cadets who are learning to crew the 98 foot sailing vessel SSV Makani Olu (Gracious Wind) around the Hawaiian Islands. Whales are common to Hawaiian waters during the winter months up to the end of February, but the rest of the year many other sea creatures are spotted playing around the ship, including dolphins. Of course any sighting like this is exciting to the struggling teens that compose the cadets and crew in training.

The occasion today was a visit by several Independent Educational Consultants (including myself) from around the country to view and better understand this relatively new program based on ocean going experiences. The group

included Educational Consultants: Jim Noland of Pennsylvania, Ginnie Reiss of California, Kristie Karge of Vermont, Judi Robinovitz of Florida and her husband Alan, and me, hailing from North Idaho.

The parent organization is Marimed Foundation which has been working with public pay troubled teens for some twenty years. SeaChange Hawaii was formed to make this unique opportunity available to parent-choice, private pay parents while drawing on the experience and resources of Marimed Foundation

Essentially, SeaChange took the ideas of wilderness programming, such as teamwork in overcoming the challenges of nature and solos for introspection, and adapted them to ocean going experiences. The source of the name SeaChange comes originally from one of Shakespeare's plays and refers to the various concepts of a milestone, a crossroads, a breaking point, a turning point, or a moment of truth. All of these expressions best describe an experience that will change the lives of the boy and girl cadets for the better. In every sense, this is intended to be a "working ship" with real sailing challenges and real experiences.

At first I expected the program would screen out difficult to work with teens, but was assured by SeaChange staff, that their experience has been successful in working with children with severe problems that otherwise would have had to go to a clinically based Residential Treatment Center. Their major concern in admissions is if a student has a tendency toward violence. If a student tends toward

violence in reacting to situations, then on board a ship might not be the best place for that child. Thus, they look very close at students diagnosed with a Conduct Disorder to ensure that any possible violent tendencies are either exaggerated in the reports, or might make life aboard a ship unsafe for themselves and the other cadets. They informed me they have an excellent safety record and there have been no serious incidents since Marimed Foundation started ocean voyages as a healing experience since about 1990.

SeaChange Hawaii is for boys and girls ages 14-17 that have personal challenges needing interventions to learn how to overcome those challenges. Most of the 28 day program is spent on board the SSV Makani Olu (Gracious Wind), a Coast Guard certified and inspected 98 foot Sailing School Vessel with sophisticated navigation equipment and sleeping, living and classroom space for 20 people.

They have identified four significant channels in the Islands the ship is to cross, each used as a phase in the program and each loaded with intentionally designed experiences that challenge core beliefs, feelings and behaviors. Accompanied with experienced sailors and Master's Level Voyaging Therapists, the cadets (crew in training) all have increasing responsibilities for the smooth functioning of the ship and overcoming daily challenges that are an inherent part of sailing. Cadets are helped to make connections between lessons learned at sea and their challenges at home.

As graduates have observed, the challenges are real rather than contrived, and each cadet has increasing responsibilities throughout the voyage. Each cadet becomes necessary to the successful functioning of the ship. "Being necessary" is something many of them have never experienced before. Learning teamwork, and fitting into the team by providing their contribution to the whole team, is a powerful and transformational experience.

The result is a maritime experience, coupled with therapeutically designed experiences, with the ultimate destination being home, usually through some long term program like a therapeutic boarding school.

Along with their crew responsibilities, the program is working with BluePrint Education in developing a curriculum that will allow the students to receive academic credit. In addition each cadet receives individual therapy at least three times a week, daily group therapy, psycho educational lessons, and regular therapeutic journaling.

Parents are heavily involved. A parallel land based parent voyage is developed for parents designed to therapeutically mirror their cadet's voyage. In addition, through the sophisticated triple redundancy communication systems, parents have weekly phone or web-cam therapy sessions with their child, parents can track on the Internet the progress of the ship's voyage, be informed of important daily events of the ship's activities, participate in multi-family workshops and at the end, a re-unification day with a day of sailing with the cadets demonstrating to their parents their maritime skills and ability to operate the ship as crew rather than cadets.

Today was a shortened version of a voyage. Although lasting only two hours, we consultants were pressed into

Real joy comes not from ease or riches or from the praise of men, but from doing something worthwhile.

~ Sir Wilfred Grenfell

service to help the crew in the operation of the ship, taking the place of the cadets. The goal was to give us a slight taste of what a full voyage would be like and what would be expected from the cadets, and to get the feel of what the cadets would be going through. We sailed out of the harbor toward Diamond Head and slowly turned around and headed back to the ship's berth. We were divided into teams to reflect the three watches the cadets would be assigned and helped with everything from checking the engine room and other areas for possible developing problems, to taking the helm for a time, and watching for obstacles off the bow.

Unfortunately, the last cadets had graduated, and the next ones had not yet arrived, so we didn't have the opportunity to observe the kids. However, the actual experience was very impressive by meeting the staff, having a chance to work with them, and to experience a brief sailing experience. It gave a good idea of how things would work on a real voyage with cadets on board. I was impressed with how smooth they worked together. This is a unique program, and might have a unique appeal to some kids badly needing this approach in getting closer to nature.



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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]

LOGOS SCHOOL

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Founded in 1970, Logos School is a therapeutic day school for middle and high school aged students. The program accepts students who have not succeeded in a traditional school environment or struggle with a range of issues including autism, anxiety, ADHD/ADD, Asperger's, chemical dependency problems, OCD, Tourette syndrome, and other behavioral or emotional disorders.

Stephanie Koller, Admissions Director of Logos School, has been with the school since 2007. She was employed by St. John's Mercy Medical Center as a family support coordinator and is a licensed social worker. She received her bachelor's degree from University of Kansas in psychology and a Master's degree in Social Work from Washington University. Logos School is accredited by the Illinois State Board of Education, the Missouri Department of Education, and the Independent Schools Association of the Central States.

Logos School utilizes an alternative education program to help meet the needs of student who have not been successful in more traditional school settings. A three part model is used consisting of academics, therapy, and parental involvement. The school operates year round and is divided into six academic terms. Each student is given an individualized education plan to meet their unique needs. This plan also includes therapeutic sessions with on-staff, full-time licensed therapists. Some of these therapeutic programs include individual counseling, conflict mediation, crisis intervention, anger management, behavior modification, and chemical dependency support education.

The program strongly emphasizes parental involvement in the educational process. Parents attend mandatory weekly group meetings facilitated by Logos School staff members and educators. These groups are used for discussion and problem solving support in which parents can interact with one another as well as with school personnel.

[This information came from the Logos School website.]

Common sense is the best distributed commodity in the world, for every man is convinced that he is well supplied with it.

~ Rene Descartes



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MAKE-LIFE-REWARDING COACHING

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Make-Life-Rewarding Coaching is a life coach service assisting individuals who have been diagnosed with bipolar disorder and the resulting mental and emotional challenges. The service applies to any age client diagnosed with bipolar disorder and seeking help facing the challenges involved.

Founder and operator of Make-Life-Rewarding Coaching, Marcy Rubin, CPC, has struggled with undiagnosed bipolar disorder for most of her life. Through her own experiences and challenges she developed and launched a coaching firm to assist others with similar stories. Marcy is a certified life coach through the Institute for Professional Excellence in Coaching. She is also a member of the National Association of Mental Illness and the Depression and Bipolar Support Alliance.

Make-Life-Rewarding Coaching program consists of multiple call sessions with Marcy as well as group call sessions. In the first call, the Discovery Session, the client is assessed on life goals, challenges, and life outlook. After this call the client will participate in multiple other call sessions called Single Coaching sessions which are 50-60 minutes long and focus on progress made as well as new and existing challenges. Group Coaching calls are also used as part of the program. This is where participants in the program call in together to provide support for goal achievement. Support is also available via e-mail.

Participants in the program become more self-disciplined, build self confidence and belief, become more motivated, and learn how to change their negative thoughts and patterns to positive ones.

[This information came from the website.]

ASPERGER MANAGEMENT

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www.aspergermanagement.com

Malcolm Johnson is the founder of Asperger Management, a website and blog that provides support and information for adults working in senior professional management positions, who have Asperger's Syndrome.

The author of "Managing with Asperger Syndrome", published in 2005, Malcolm Johnson presents much of the information for this site from the contents of his book which features his own personal experiences working in senior management positions. This site also provides articles and additional information and services for those wanting to learn more about Asperger's.

The Asperger Management website offers case studies, and covers such topics for those adults with Asperger as

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In its 20th year, the nonprofit ANASAZI Foundation helps to restore and strengthen parent-child relationships.

ANASAZI's confrontation-free outdoor behavioral healthcare services are ideal for adolescents and young adults struggling with entitlement issues, defiance, mild-to-moderate mood disorders, and self-defeating behaviors. ANASAZI's renowned parenting program and aftercare services allow committed parents to create a home environment that enhances family unity and promotes a lasting change in family behavior.

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Business: career development, managing people and Corporate Politics; Personal topics such as learning and listening, anxiety and stress and Inter Personal issues: conflict and socialization. Other categories within this site include: Viewpoints on such topics as coping with nervousness and overcoming self-doubt; dealing with criticism, dealing with difficult employees and others. In addition, Asperger Management hosts a blog forum in which viewers are invited to participate and supply feedback and discussion or share their own experiences with dealing with their Asperger's.

[This information came from the Asperger Management website.]

TURN AROUND COACHING

Duluth, GA
C. Barrington Hart, President
770-277-3804
Cbhart-tac@hotmail.com
www.turnaroundcoaching.org

Turn Around Coaching, Inc. is a non-profit program for struggling young men and women, ages 10-20 years of age, offering life coaching and tutoring services. This is a self elect program, whereas the student wants to change the direction of their life. Life coaches are assigned to each young person, with boys-a male coach and girls, a female coach and after an initial meeting, a schedule is put in place for meeting on a weekly basis and telephone numbers are

CONTINUED: TURN AROUND COACHING/ 10

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TURN AROUND COACHING

exchanged. These coaches offer mentoring and are there to listen and coach their client in regards to difficult situations they may be facing, offering choices, building confidence and raising self esteem.

As part of this coaching, rather than highlighting on negative choices and decisions made in the past, coaches focus their clients on the next step and what positive direction they would like to go by assisting them in writing a plan of success for overcoming situations, creating goals and working with them to acquire the necessary life skills to obtain these goals. At the same time their children are receiving life coaching, parents receive tutoring from professionals: school and drug counselors, doctors, police officers and others to assist them in acquiring parenting skills for creating a successful environment for their child.

C. Barrington Hart who has a master's in Counseling serves as President and Chairman of the Board for Turn Around Coaching Inc. Dorien B Hart serves as Vice Chair of the Board and is presently employed as a high school teacher and basketball coach. John Dance is the Secretary of the Board and is Sales and Operations Manager. for Pepsi Bottling Group (a division of PepsiCo) and Frank Kulendran, also a member of the Board, graduated from the University of London with a major in computer science, is presently employed as Executive Vice President for Datamatics Consultants Inc.

[This information came from the Turn Around Coaching, Inc. website.]

CREATIVE CARE, INC.

Malibu, CA
Henry Ortega, Director of Admissions
800-832-3280
www.creativecareinc.com

Founded in 1989, Creative Care Inc. is an addiction treatment center for men and women 18 years and up that utilizes 12 Step Counseling, group, and individual therapy to treat substance abuse as well as patients diagnosed with other disorders such as depression or bipolar disorder. Clients enrolling in this program must be in good health and able to care for their own hygienic and mobility needs.

Founder and Executive Director, Morteza Khaleghi, Ph.D., received his doctorate degree in Clinical Psychology and has been working in addiction recovery field since. He envisioned Creative Care as a dual diagnoses program with highly individualized services. He meets personally with each client and their family. Clinical Director Deena Manion, Psy.D., has been with the program since 1999. She is a licensed therapist and has extensive experience in hospital and private practice settings.

Each client in the program works with a group of professionals to create a treatment plan unique to their needs and issues. The specialization of the program is dual diagnosis or alcohol/drug addiction as well as a mood, personality, or behavioral disorder. Creative Care uses a Biological-Psychological-Social-Spiritual Model to best



Photo by Skyler Jensen

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understand the needs and individual treatment options for each patient. Therapy includes 12 Step Counseling, individual therapy, and up to 5 hours of group therapy daily. Clients may also participate in family therapy, nutrition therapy, detoxification, expressive arts therapy, and equine assisted therapy.

The facility is located ocean-side in Malibu, California and each residential house has ocean views. Clients have access to yoga and exercise classes as well as personal training and massage therapy.

[This information came from the Creative Care, Inc. website.]

CAL FARLEY'S BOYS RANCH

Amarillo, TX
Dan Adams, President
800-687-3722
info@calfarley.org
www.calfarley.org

Founded in 1939, Cal Farley's Boys Ranch is a residential campus for youth ages 5 to 16 that are considered "at risk." The organization accepts youth experiencing family issues, school problems, aggression, anger, substance issues, minor legal trouble, emotional issues, and personal boundary issues. The organization does not accept youth who are sexual predators, overly violent, actively suicidal, mentally disabled, pregnant, or significant drug/alcohol addicts or users.

President and CEO of Cal Farley's Dan Adams has been with the organization since 1996. Dan received his undergraduate degree from Southwest Texas University and his Master's in Social Work from University of Texas. He has had work experience with direct care and teaching of youth. Dan currently serves as Vice President for the Texas Alliance for Children and Family Services as well as being an adjunct professor at West Texas A&M University. In 2009 he was awarded the Charles I. Wright Distinguished Alumni Award from the University of Texas School of Social Work.

The organization offers three different programs to serve the needs of at-risk youth, residential, educational, and community-based. The residential program provides housing on the campus as well as on campus educational facilities. Community-based services provide counseling and other services to children and families in the area. The Boys Ranch houses an independent school district for the state of Texas that offers K-12 education. Residents attend this school.

Cal Farley's Boy Ranch School offers athletics, cheerleading, drama, music, and other extra-curricular activities. The program also has a horsemanship program which allows residents to experience a true Western pastime.

[This information came from the Cal Farley Boys Ranch website.]

Nature acts without masters.

~ Hippocrates



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EXTENDED INSIGHTS...

ENGAGING AND ACCREDITED ACADEMICS KEY TO SERVING TROUBLED ADOLESCENTS

The following article is the result of an interview with Sarah Wagner, Academic Director of Shortridge Academy, by Alumni Parent Frank Anthony.

I recently had the opportunity to sit down with the Director of Academics, Sarah Wagner, BA, M.Ed, who has been teaching at Shortridge since 2002, and was appointed Academic Director in 2007. She was recently recognized for her role in helping Shortridge Academy gain the accreditation of the New England Association of Schools and Colleges (NEASC). Shortridge Academy stands alone among its peer schools in this prestigious achievement.

Frank: What brought you to Shortridge Academy?

Sarah: I grew up in a family of educators in Cambridge, MA. My father has long focused on education reform and you might say that a commitment progressive education is in my blood. After graduating from Brown University, I started working in environmental education. This was an ideal platform for introducing the concepts of experiential education to engage reluctant learners who were falling through the cracks in traditional classrooms. In 2002, I met Adam Rainer and learned about what he was hoping to create at Shortridge Academy. I immediately knew that I wanted to be part of this



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community that is so intentional about finding success by growing trusting relationships and connections with students while so many other schools of our type remain stuck in a cycle of struggling to manage behavior.

Frank: How has the curriculum evolved over the years?

Sarah: We have certainly added greater depth and more challenging course offerings to what was already a solid college preparatory curriculum, but the more important changes have focused on introducing innovative ways to engage our students in more relevant learning strategies. We have a great track record of providing individual attention and creating trusting relationships with students, and we wanted to act on research that re-affirmed the need to connect them to the actual curriculum to show them that they can indeed be both capable and successful. For example, we find that our students learn best how to gain the mastery of studying history in history class, rather than in a separate class about how to develop better study skills without the practical link to the actual material. We have a similar approach to one of the latest themes in education theory - experiential education. While we continue to offer field trips and outings, we find much greater success embedding experiential components into our core curriculum. Since so many of our students are hands on learners, this really connects them to the concepts we are teaching. On a given day, we have controlled explosions in Chemistry, mock UN trials in History, zany game shows conducted in Spanish, and continuing work on a Field Guide to our property in Environmental Science. Our faculty is constantly finding new ways to generate excitement in the learning process, creating a dynamic curriculum that is experiential, meaningful, and relevant.

Frank: How do you find and develop faculty?

Sarah: The recruiting part is pretty easy, with the University of NH and the wealth of higher education institutions in Boston nearby. Great teachers tend to find us based on our proximity to the NH seacoast, the White Mountains, and the college town environment that UNH creates in nearby Durham, NH. They are attracted to Shortridge Academy due to our unique Positive Youth Development approach along with the freedom and autonomy to be creative and innovative in the classroom. When observing faculty in the classroom, I look for a

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healthy balance of structure and creative engagement. I look for connection with every student, and a pattern of student involvement where they feel safe and comfortable debating and learning with one another. We are constantly evaluating and providing feedback through a robust teacher mentor program where peer teachers provide confidential feedback outside of official performance reviews. We also devote specific time as a faculty to collaborate on the curriculum and to share strategies for reaching and engaging individual students.

Frank: How do you incorporate new students with rolling admissions and different ages and stages of development?

Sarah: We initially design an individual schedule based on the transcript from their last school, allowing for partial credits since many of our students left at some point during the school year. With our small class sizes and quarter long academic units, it doesn't take long for them to get into the swing, especially with the help of older students who often serve as peer tutors. Our faculty is particularly effective at meeting each student where he is and individualizing a support plan that will engage him in his own learning process. Beyond an initial review, we are constantly tracking progress, since our students often display much greater potential as they regain their self-confidence and curiosity.

Frank: How does the academic program relate to the therapeutic program?

Sarah: We integrate each student's academic goals into his Positive Development Plan (PDP), since an emotional foundation has to be established before they can regain confidence and optimism about the future. The academic advisor and the counselor team up to build on the important work that Wilderness Therapists do in the weeks before our students arrive at Shortridge. After we understand each student's learning style and the reasons why they struggled to fit in at previous schools, we can build the trust and connections that are essential to making real progress. Over the years, we have found a strong correlation between faster student engagement and consistent parent involvement in this process.

Frank: What about outcomes? What do you see 5 years after graduation?

Sarah: This is another area where academics tie in to the broader positive development work. Our graduates have



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Doug Czyz, National Admissions

Office: (402) 498-1973

Cell: (402) 990-5371

doug.czyz@boystown.org



a strong sense of self, and they use the skills they learned at Shortridge to find the help and the resources they need to succeed. They do well at college both socially and academically; we often hear that they tire of adolescent behavior, as they are more thoughtful and ready to get serious about their lives than are many of their peers. After college, they tend to find opportunities with meaning, and to contribute to something that stirs their passion.

Frank: At the end of the day, that's really what we all want for our children. Thanks for sharing your thoughts and for your inspired leadership at Shortridge Academy.

Shortridge Academy is a year round, college preparatory, therapeutic boarding school for young men and women ages 14-17 years old at enrollment, grades 9-12. Shortridge Academy is one of only a few therapeutic boarding schools in the Northeast accredited by the rigorous New England Association of Schools and Colleges (NEASC) and the only school of its kind that explicitly utilizes the evidenced-based Positive Youth Development (PYD) curriculum to guide the individualized therapeutic programming for students. Since 2002, Shortridge Academy has been helping students and families who are struggling with academic performance, loss of interest in activities and increased conflict in family or peer relationships. For more information call 877-903-8968 or visit www.shortridgeacademy.com.

CLOSURES

Elan School closed after 41 years

Aspen Education Group has closed five programs: Bromley Brook School (Manchester Center, VT), New Leaf Academy of Oregon, NorthStar Center (Bend, OR), Aspen Ranch (Loa, UT) and SunHawk Adolescent Recovery Center (St. George, UT).

Teen Mentor Academy, a WWASP program in Costa Rica, was closed by authorities following allegations of abuse.

Remuda East Eating Disorder Treatment Facility in Milford, VA closed at the end of March, 2011.

The Meeting School decided they will take a sabbatical for the 2011-12 school year.

There will be a Jobs Board available at Spring IECA Conference in Philadelphia spurred by the recent notice of closings and consolidations by Aspen.

LETTERS TO EDITOR

Janice Lastman posted a series of letters from a client, that updates the growth and transformation of their son.

NEW PROGRAMS

Whetstone Academy will open May 1.

La Paloma Treatment Center is opening a new outpatient treatment center on Brookhaven Circle in East Memphis to complement residential services provided at its main campus.

Summit Lodge at Zion National Park in Rockville, UT just opened a new adult Residential Treatment program for males only.

NEWS

In preparation for the upcoming Annual Northwest Get Together, Woodbury Reports is extending a call for presentation proposals, to identify items of interest among the northwest population of private, parent-choice schools and programs. The Northwest Get Together will be held Friday May 20, 2011 at the Naples Inn.

The Family School Players took to the stage March 11 and 12 in two crowd-pleasing performances of the Neil Simon classic "Barefoot in the Park." Drama Department head Sidney F. Parham, PhD directed the play, one of two major stage productions performed by FFS students each year.

Summit Lodge's Fairview location is now female only.

Brain Potential Institute is becoming the new destination spot for Spring Break, as an influx of new students are enrolling for brain training at the country's "premiere cognitive training center."

Timberline Knolls is piloting a new program to utilize Skype technology to clinically enhance and improve its family therapy sessions.

In the wake of the recent news about a WWASP program (Teen Mentor Academy) being closed by child welfare (PANI) authorities in Costa Rica, New Summit Academy Costa Rica confirms information about their relationship with PANI Costa Rica.

The National Association of Therapeutic Wilderness Camping (NATWC) announced an important event they have collaborated with Peak Experience on a unique counselor certification training opportunity.

Aldern Academy incorporated a gender specific, evidence based curriculum in the Counseling Services Department, called Voices, which is designed to assist young women in finding and expressing themselves in a challenging world.

Aspen Education Group is restructuring several of its existing programs: Aspen Achievement Academy (Loa, UT) will consolidate with Aspen's Outback Therapeutic Expeditions in Lehi, Utah; Youth Care (Draper, UT) will be moving onto Aspen's Island View campus in Syracuse, UT, maintaining its established brand name; and Passages to Recovery (Loa, UT) will be relocating to Shoshone, ID, to add a young adult substance abuse treatment component to Aspen's already existing SUWS Adolescent & Youth program.

John Dewey Academy announced in the wake of school closures across the industry, that they are not only still operating as a New England school, but that they are flourishing.

Red Rock Canyon School now accepts applications from international students.

According to the 2010 results of a family survey, families involved with Living Well Transitions report receiving lasting benefits from their experience.

Summit Achievement announced the groundbreaking of the expansion of their School House.

Penelope Valentine launched Parent Coach Trainers Academy.

Next Step For Success Under New Ownership

Barbara Cass and Vicki Jones purchased Next Step For Success coaching services.

Inner Odysseys opened enrollment for 2011 expeditions.

Willow Springs offers a new teen DBT program.

College Excel students braved the icy waters of the Deschutes River in sub-zero weather to raise over \$1,700 to support Special Olympics Oregon in the 2011 Bend Polar Plunge.

WestBridge celebrated the start of construction of its newest residential treatment facility on a ten-acre site.

Legacy Trek, a non-profit organization newly formed in collaboration with World Educational Consulting and the Emerge College Success Program announced its inaugural International Adventure.

Stetson School now offers a new Behavioral Disorder Track. SeaChange Hawaii Joins The ISPA

Former - Jersey Boys - Headlines Rosecrance Foundation Benefit. In addition, Rosecrance launched an Adolescent Addiction Treatment Program In Frankfort.

In a study just completed Discovery Academy students taking the Stanford Achievement Test, or SAT 9, raised their test scores by more than 21 percent.

Shelterwood is sending 20 staff and students to Haiti on a trip to restore hope.

The Hampshire Country School will be offering their Timbertop Camp summer program again this year.

A limited number of student scholarships have been made

available for families seeking placement for their son at Eagle Summit.

Veteran Rosecrance counselor Pat Spangler will speak at a national behavioral health conference in Las Vegas in April about a cutting-edge program Rosecrance is using to meet the unique needs of young adults seeking addiction treatment.

Greenbrier Girls are able to enter their favorite pieces of art in local art shows and competitions.

Karen Lee, President and CEO of the Pinnacle Schools, proudly announces Nashville star's Edwain McCain and Jeffery Steele will hold a concert for Teens Path For Success Foundation.

The Rocky Mountain and Northwest Regions invite everyone from both regions to join in the upcoming combined NATSAP Regional Conference.

Soltreks joined the Independent Small Programs Alliance (ISPA).

Ridge Creek basketball team placed third in state at the recent state championship tournament.

Boulder Creek Academy has earned a highly competitive accreditation as an approved Idaho Special Education Facility.

PEOPLE

Cumberland Heights announced Kathryn Huffman as the new Outreach Coordinator for the Adolescent Program.

John Rouleau retires as Headmaster of Rock Point School.

Pacific Quest welcomes Alicia Goldman as Alumni and Family Services Director.

The Meadows announced the addition of several new staff members to their operations and clinical staff: James Dredge as CEO; Shelley Uram, MD as a triple board-certified psychiatrist and Senior Fellow; Jerry A. Boriskin, PhD, CAS, as a licensed psychologist specializing in trauma, PTSD and addictive disorders and Senior Fellow; Michael Cooter, MSSW, LCSW, as Coordinator of Counseling Services; and Kathleen Golden, MAPC, LPC, CSAT, as Director of Extended Care.

Greenwich Education Group announced that Clinical Director, Dr. Tammy Moscrip, will assume the role of interim Executive Director of The Spire School.

Hannah Mariotti has taken on some additional responsibilities as the Girls Program Clinical Coordinator at Shortridge Academy.

Calli Anderson, Board Certified Behavior Analyst, has joined the Willow Springs Center treatment team.

Kreg Gillman, founder and former director of Silverado Academy, has joined RedCliff Ascent.

Greenbrier Academy bids farewell to Liz and Jim Gordon and welcomes Mark A Dennison as their new Academic Director.

Alison Forman joins Discovery School of VA as a Family Worker.

Austin Recovery expanded its medical detoxification team today with the hiring of Maria Talamo, M.A., R.N., as chief nursing officer.

Devon Racz left Bellefaire JCB and the Monarch Center to pursue new career.

Kimball DeLaMare Partners With InnerChange

Arthur F Goodearl, Jr was appointed as the sixth Head of School of the Marvelwood School.

Ponca Pines Academy upgrades staff: Linda Beckstead has joined PPA as the Lead Teacher; Bailey Wrenn has joined PPA as a Co-Teacher in the classroom; and Michelle Davis, LMHP, LCSW, PLDAC permanently joined PPA as Lead Therapist.

Woodbury Reports would like to extend our thoughts and prayers to our colleague, Rhea Wolfram, and to the entire Wolfram Family. We are saddened to hear of the loss of Rhea's husband of almost 70 years, Dr. Julius Wolfram. In lieu of flowers, contributions may be sent to the University of Texas Southwestern Medical School, Baylor Medical Center, Temple Emanu-El, or other charity of choice.

www.northdallasfuneralhome.com/index.cfm

(Put "Wolfram" in search box)

UPCOMING

April

AEE Northeast Region Conference, April 8-10, Beckett, MA

AEE Southeast Region Conference, April 8-10, Chattanooga, TN

Research & Evaluation in Adventure Programming (REAP), April 13-15, Washington, DC

Attachment and Trauma Conference, April 14-15, Lake Ozark, MO

AEE Mid-South Region Conference, April 14-17, Pottsboro, TX

2011 AED International Conference on Eating Disorders, April 27, Miami, FL

NATSAP Regional North West and Rocky Mountain, April 28 - 29, Missoula, MT

AEE West Region Conference, April 29 - May 1, North Lake Tahoe, CA

May

25th National Conference on The Self & The Family, May 2 - 5, Santa Fe, NM

IECA's Spring Conference, May 4 - 7, Philadelphia, PA

25th Annual Addiction: Focus on Women Conference, May 10-13, Hendersonville, NC

2011 NAATP Annual Conference, May 14 - 17, Phoenix, AZ

2011 APA Annual Meeting, May 14 - 18, Honolulu, HI

6th Annual Northwest Get Together, May 20, Naples, ID

VISITORS

Jodie Redding and Amy Topp stopped by the Woodbury office to introduce their program, One Change Group, and announce they are providing "Real Change Workshops" around the country for parents.

One man with courage makes a majority.

~ Andrew Jackson



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Now in its 21st edition, *The Parent Empowerment Handbook* is the leading resource of places for struggling teens available. This book is nothing like any other guide because we derive the contents based on a unique survey system involving Independent Educational Consultants across the country; not just basing inclusion on our own opinions of which programs we like.

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