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CHANGING ATTITUDES OF YOUNG ADULTS TOWARD CHILDREN

By Lon Woodbury



Up until a couple of generations ago most adults were parents. This was just how the world worked, and becoming a parent was the standard expectation for young adults. This dynamic changed about ten years ago when census data showed that demographics had changed to where for the first time in the US at least, a majority of adults in the US were childless. Probably the same thing was happening in other western countries.

The implications are profound! For the first time the majority of citizens, voters and consumers establishing public policy and cultural norms do not have a personal parenting experience. Any successful parent has learned how almost infinite patience is needed to properly raise a child. They understand that children can be frustrating, demanding and requires parents to compromise their personal living standards. Parents understand this and most willingly make that accommodation because the rewards of helping a young life get a proper start in life are tremendous. But what happens when a majority of adults do not have that personal parenting experience?

Many "childless" adults seem to get into the "Don't bother me" mentality and establish "No children allowed" policies in some apartment buildings and other publicly accessed places. Other childless adults decide they want to help children, and sometimes establish policies to protect children from their parents. The mentality of "It's the parent's fault" often results from these childless adults, with the result parents often become defensive and doubt their parenting abilities.

This change has been evolving for several years, and the following seems to be a manifestation of how far public attitudes have changed from just a couple of generations ago. This study, reported by a pet supplement business, found that not only do a vast majority of young adults not want the responsibility of children, but would rather have a dog. Not only that, but in the last ten years attitudes have evolved to where most young people don't even want a young dog, but prefer an older dog that wouldn't require the time and effort of house-training a puppy.

MORE YOUNG ADULTS CHOOSING TO ADOPT OLDER DOGS INSTEAD OF HAVE CHILDREN

(Multiple Jobs & "Me-First" Culture Leave Less Time for Puppy House Training)

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Are more people adopting an older dog because they don't have the time, or patience, to train a puppy – let alone have children? Flexcin International, which operates the FlexPet Shelter Program to assist the adoption of older dogs, believes this trend is accelerating. Even George Clooney's girlfriend Elisabetta Canalis said recently she doesn't feel the need to have children because she's happy with dogs instead.

In an online survey, Flexcin asked approximately 1,250 pet owners nationwide between the ages of 21-30 and roughly 61 percent said they would rather adopt an older dog instead of a brand new puppy. The majority of these respondents (89%) said their reason was that they felt they didn't have the time, nor the patience, to house-train a new puppy because of working multiple jobs, or other

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time challenges to their lives. More than half (54%) also said they are choosing to have dogs instead of children because they're not sure they can handle the larger needs of a child.

"While we're not saying their decisions are right or wrong, it's clear that the stresses of working multiple jobs and a more 'me-first' society are impacting how people view puppies and children," said Tamer Elsayf, CEO and founder of Flexcin International. "Ten years ago the opposite trend was taking place where people always opted for the puppies instead of more senior dogs with less energy serving a companion role."

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When people accuse our political leaders of not caring about children, they are perhaps missing the mark. The real root seems to be a growing personal attitude of a greater number of adults just not wanting the bother of children.

The standard of proof for truth is far higher than for ignorance and prejudice.

~ John Day

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THREE WAYS NATSAP IS BROKEN AND HOW TO FIX IT

By Dustin Tibbitts, LMFT

(Dustin Tibbitts, LMFT, is the President of InnerChange and the Executive Director of New Haven. You can read more of his ideas at www.InnerChange.com. Tibbitts' programs are members of the National Association of Therapeutic Schools and Programs (NATSAP) and he hopes with this article to start a debate over the current policies and practices of NATSAP and what they should be. -Lon)

The first question that begs an answer is this: "Is NATSAP worth fixing?" Yes, in spite all of its problems NATSAP is worth fixing. It's the only forum for parent-choice programs to get together. It has the potential to be the most impactful organization in the world at raising the standard of care for youth in treatment.

Let's take a look at the three largest problems and some potential solutions.

MEMBER PARTICIPATION IS LOW

After a meteoric rise in membership in the first eight years, there has been only a smattering of growth to speak of lately. Members notoriously do not participate. Committees are sparsely populated. After four years the research initiative is still moving tectonically with only 20% of programs participating. Important calls to action are met with lukewarm response.

"Best practice" standards are not enforced

I've been told time and again that NATSAP is "a trade organization; we do not police our members". Saying we stand up


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for something is not the same as actually standing up for it. A handful of programs that purport to be giving good treatment are not, and yet they are still a part of our organization.

On the national scene NATSAP is viewed as the problem, not the solution

Representative Miller (D-CA) set us up and used us on a national scale to represent the “bad apples” in the treatment industry so that he could prove his point and push legislation onto the states that have none. We have done very little to correct the pistol-whipping we received years ago. Sure, we’ve made trips to Washington, D.C. and some of us have met with our local Senators and Representatives. We even had a few dozen of our alumni write letters in our behalf. But we’ve organized ourselves poorly around any semblance of a major publicity campaign and have done very little to improve our public image. Thus, we are playing defense when we should be making forward progress on the field.

PROPOSED SOLUTIONS:

How can we increase member participation?

If we really want our members to participate, we should be marketing to them heavily. We hardly communicate. Infrequent emails, infrequent personal phone calls, infrequent new Journal editions and infrequent newsletters add up to infrequent member participation.

Require member activity. We need to change the culture that currently exists of not holding our members accountable. Establish volunteer hour logs. Require our members to volunteer a certain number of hours per program per year. It needn’t take hours of manpower to track this.

Our alumni are our greatest asset and most loyal allies. We should be treating our alumni like royalty. Give them free admission to national and regional conferences. They are willing

to volunteer their time to our causes for free! They’ve already paid our member programs’ service fees. Why should we want to alienate them by asking them to pay us to volunteer in our behalf? Wouldn’t we attract more alumni participation this way?

Give awards to the staff of the programs, not the program heads. I’ve received the Outstanding Service Award three years in a row. While I’m grateful to be recognized, it doesn’t really inspire me to continue to serve because I already do. But think on this - how powerful it would be if we recognized a truly heroic residential employee in one of our member programs. If her organization flew her out to our conference and we all applauded her work, don’t you think we’d get more mileage out of that? You can bet it would inspire a whole new level of energy in her program. Don’t you also think this would increase the number of our Individual Affiliates?

We recognize leaders with a keynote speech and an award at our annual meetings. It’s always someone who served on the Board or was past president or some such. Why not find a therapist or an alumnus who has served us and recognize them? I think it’d be better deserved. Why not choose a more nationally-renowned individual who has championed youth - like a Senator - and recognize them instead? We could be generating national press rather than patting ourselves on the back. If we were getting national press at our conferences I’m fairly confident our membership would respond with increased attendance.

We all know that our members come to our national conference to network and market. I am not opposed to this, although the primary reason for NATSAP’s existence is for members to spend time with each other, furthering best practices. But because we are parent-choice, we need to sell our wares. We should establish some more formal ways of connecting members with referral

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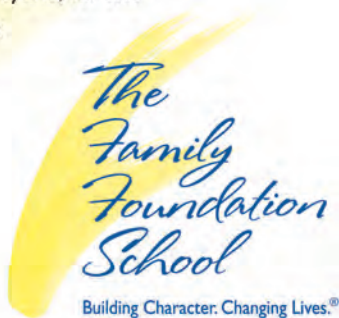
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partners. For example, NATSAP-sponsored sessions where Educational Consultants can meet with program leaders may be well-received. Why couldn't half a day of the NATSAP conference be similar to the wildly popular School Connections conferences? I'm sure members would pay for something like this.

How can we ensure that all of our members uphold NATSAP's values?

Folks in my organization were part of the creation of two of NATSAP's key Principles of Good Practice: Behavioral Support Management and the Best Practices in Academics. We spent loads of time and money on these, but for what? Just to have program heads sign a document stating their support of these principles once a year?

Over the years, the Board has debated back and forth about whether or not we should be policing our members. Why? Because they know that there are members who are not living up to NATSAP's agreed upon Principles of Good Practice.

I don't want to get into a debate about whether or not we ought to police our members (we ought). I simply want to break the stalemate and offer other creative ways we can bring NATSAP's core beliefs to the forefront of our members' minds.

We ought to require our members to DO SOMETHING with our Principles of Good Practice. We could require training and competency testing similar to the annual employee trainings we all use in our organizations. Watch an instructive video. Heck, make them create a video! Take a test. Fill out a questionnaire. Observe another program's implementation of the Principles once a year. Mentor a new member in revising their behavior management policies. There are myriad creative ways we could be utilizing our core beliefs about good treatment. Why is this not more of a priority?

How can NATSAP be more of a leader in national dialogue about parent-choice residential treatment?

Without member participation and emphasis on higher standards, we lose right out of the gate. If we'd fix the first two problems I listed, then we'd have a running start at fixing this one.

We should be partnering with the other major children and residential advocacy organizations. I was pleased with the Saturday panel NATSAP's Board put together at the national conference in Tucson. Inviting AACRC, CAFETY, and CWLA was a fantastic start. SAMHSA needs to be invited, as well as many others. I understand there will be another meeting of the major players in June, and I am hopeful that we will conduct ourselves wisely and politely. Who will be responsible to capitalize on the momentum that was created? Who will focus us and organize us?

National attention starts in our own hometowns. NATSAP's Public Relations Committee should be advising members heavily on how to fuel their own good press in their local papers. I can't remember the last time (or the first time) the Public Relations Committee reached out to me with an idea on how I could better communicate the good news about my agency.

The NATSAP website is antiquated and difficult to navigate. We need to update it, and it need not cost an arm and a leg. Lon Woodbury's site, for example, is not the most visually stunning thing in the world, but it is incredibly effective and enormously informative. Let's make our website more useful to those on the outside. It should be bristling with information about all the good things we do.

While we're updating our website, let's build it to support new social media exploits. Video is the new rage. A simple FlipHD camera can create cheap video and be uploaded quickly to YouTube. There should be a NATSAP YouTube account. We should be collecting video from all of our programs. Twitter is easy to use and many of our members are using it. It wouldn't be hard

for the NATSAP Board to have a joint Twitter account they all post to. Facebook just surpassed Google as the most visited site on the web. 4 million people with teens use Facebook. Why doesn't NATSAP have an account? It's really not that hard to maintain. We're running behind the ball. We need to use every communication tool at our disposal.

Whether we like it or not, we need to do research on our clinical outcomes! As stated before, there are only 37 programs who participate in NATSAP's research initiative. John Santa was visionary in starting it, but no one has really carried the torch since he got it going. Who leads this? Why are we not posting our results on the website? Why are we not driving the Journal? We may need to look at whether or not those who manage our Journal and our research projects are the right people for the job. If we want play on the national stage, we have to give our nation a reason to take us seriously. If we don't take ourselves seriously enough to conduct and report research on what we do, then nobody else will either.

So, what are the limiting factors to implementing these solutions? Money and willpower. We live in fear that these things will cost too much. NATSAP will become an organization just for those who can afford it, or so the reasoning goes. Not so. As of yet, we are not pricing members out of our organization. And if we continue to add value, we make NATSAP something that members can't afford NOT to belong to! The grumbling about price we hear from time to time is not because we are too expensive, rather because we are not yet giving members their money's worth.

As an organization we need to stop fearing that membership will drop like flies if we challenge them to be better or require more of them. People rise to expectations. It's time to expect more. It's time to be what we say we are. It's time to fix what's broken.

For more information, please contact Dustin Tibbitts at 801-380-4367 or by email at dustint@InnerChange.com.

NATSAP RESPONDS TO 'BEING BROKEN' ESSAY

By Glen Zaugg, NATSAP President

(Glen Zaugg is the President and CEO of Heritage Schools, Inc. in Provo, Utah and has just begun a two-year term as President of NATSAP, the National Association of Therapeutic Schools and Programs. This essay is in response to an essay we published from Dustin Tibbitts, titled Three Ways NATSAP is Broken and How To Fix It.)

Dustin Tibbitts, President of InnerChange and the Executive Director of New Haven, a longstanding member of NATSAP, recently posted a well-written, heartfelt, and conceptually accurate essay expressing his much-evident, deep feelings and care about his and our organization, our directions, goals, achievements, and challenges. In large measure, we agree with many of his assertions, including those describing membership involvements, best practice standards enforcement, and our proactive representation of our industry in terms of government relations.

NATSAP has clearly had many successes and has met many formidable challenges in its still relatively short history (1999). But there is much yet to achieve. And we're glad he has raised these points and focused some additional attention to them. I'd like to elaborate on them and offer some additional information as well. It is important to emphasize that NATSAP's Board continually addresses virtually all that he has mentioned,

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grapples with difficult issues, and has implemented numerous initiatives. Perhaps we could do a better job of communicating many of these actions to our membership and the public in general, and perhaps this essay is a beginning in that regard.

NATSAP continues to serve as the standard-bearer of the residential therapeutic treatment field. So let's address each of the points Dustin raised, along with several additional ones:

MEMBER PARTICIPATION

Dustin makes a good point when he describes NATSAP's rapid growth in our first eight years, and a leveling off of membership in the succeeding four years. It is quite common for any new membership organization to have initial rapid growth, followed by a plateau. NATSAP is no different. That is why we are actively engaged in a membership promotion campaign. We have been, for nearly a year, developing lead lists of qualified, prospective members, and continue to do so. We have attracted several quality programs to NATSAP thus far, but we are just beginning. It is an ongoing process.

In the last two years, the economic downturn in this country has hit many of our members particularly hard. Parents have had fewer options regarding funding sources, and consequently, more than a handful of programs have closed. We have added enough new members to stay even and now are taking steps to add more and continue the steady growth of the organization.

Dustin also astutely notes that member participation within NATSAP is very low. We couldn't agree more. Two years ago, we began a new process whereby committees are chaired by non-Board members, in order to allow more people to become active in NATSAP and to cultivate future leaders. It has not been easy finding people to serve on committees, but we have accomplished a good deal in that regard. We would like to see even more involvement.

Dustin also noted that only about 20% of our members are taking part in our research initiative. That 20% figure carries over into all communications within NATSAP. Our records indicate that only 20% of NATSAP's members even open their email from NATSAP, let alone respond to calls for action. If 80% of our members don't even read what we send them, read about opportunities to participate on Committees, to run for NATSAP offices, to submit newsletter articles, to speak at conferences, then how would they know about all the activities that NATSAP is engaged in? The answer is, they don't. And Dustin has hit upon the most formidable challenge we have.

It is not Chairman Miller introducing adverse legislation. It is not the economic downturn causing our programs to have too many empty beds. It is a low percentage of our membership truly participating in NATSAP-sponsored activities, be they committees, surveys, or member benefit programs. That is the real challenge facing NATSAP, and many other associations, as well. We agree that through mutual understanding, better two-way communication, and more opportunities for members to interconnect, this challenge can be met.

Dustin proposed several ideas for gaining greater member participation. More emails, newsletters, phone calls, and Journals. In addition to NATSAP's regular quarterly newsletter, we introduced our government relations bulletin, *The Youth Advocate*, in 2010. We publish our *Journal* based upon the number of accepted articles we receive, which for the last several years has been one annual edition. Our staff made visits to eight individual programs last year, with at least that many scheduled for this year, as well as weekly calls to member programs just to keep them engaged.

In 2010, we also distributed a survey to our members to ascertain whether the services provided by NATSAP were meeting their needs. We received some very good feedback, although again,

the percentage of responses was relatively low.

We welcome other ideas and suggestions for encouraging and achieving member participation. It has already been suggested that we provide a members' forum on our Web site, and possibly include an in-person version at our conferences.

We agree with Dustin's assertion of needing to hold our members accountable by requiring member activity. If only it were that easy to make it happen. We are a volunteer-driven association, and simply trying to force members to do certain things, with the threat of cancelling their membership if they don't meet their obligation, is not a proven way of accomplishing goals or growing an association. Members join for many reasons: to be a part of an industry, to support and advance a cause, to learn from each other, to grow, to receive services, and many more.

Dustin's suggestion about treating our alumni "like royalty" is also a terrific notion. They are crucial to our future, and are some of our most loyal supporters. To further exemplify this, for the first time in NATSAP's history, a member of our Alumni Council now has a seat on NATSAP's Board of Directors. We have an ongoing and active Alumni Council, and members of that Council do attend our conferences at no registration fee. However, offering free admission to all alumni to attend our conferences is fiscally irresponsible. If we were successful in attracting 100 alumni to a national conference, it would be terrific for attendance-and would cause us to financially ruin the association by running up expenses with no offsetting income. Taking Dustin's suggestion a step further, if there are member programs out there that are willing and able to underwrite the cost of more alumni attending our conferences, we would be most happy to accommodate them.

We have also looked outside of NATSAP to recognize individuals who have made outstanding contributions. At our recent Annual Conference in Tucson, our most prestigious award, our Leadership Award, was presented to Ken Stettler, Director of Licensing for the State of Utah. If there are others within our member programs who are worthy of recognition, we want to hear from those programs. We want more people involved in NATSAP, and it is our desire to instill a sense of belonging. Whatever opportunities we can create for that, we have and we will continue to do so.

In the last two years, we have introduced supplier-exhibits to NATSAP's conferences as a means of acquainting more of our programs with products and services important to them. Every year, our Planning Committee and Board consider new and different features of our conferences, and whether it's a forum for educational consultants to learn more about programs, or anything else, if it has merit, it will be seriously considered.

ENSURING THAT MEMBERS UPHOLD NATSAP'S VALUES

Again, we could not agree more with Dustin's contention that NATSAP has to have teeth to its Best Practice Guidelines. Our Board has wrestled with this issue for years. Although it may have been envisioned at one time that NATSAP might operate as a quasi-accreditation body, a decision was made by the Board some years ago not to, on the advice of legal counsel. It was decided that that work was best left to the true accrediting bodies that do this type of work full-time, along with state licensing agencies.

Having said that, the Board, at its most recent meeting in January, created a Best Practices Committee, which is charged with the task of creating methods of true "buy-in" by each of our members, as well as developing procedures for communicating with a member who is perceived as not following the best practice guidelines that they signed on for initially, and to which they pledge adherence on an annual basis. We are presently seeking more members to serve on this Committee, as it has been deemed a high priority for NATSAP for many important reasons.

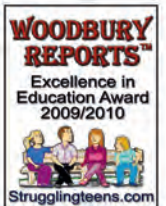


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NATSAP has taken a giant step in partnering with other organizations by virtue of our gathering at our recent conference in Tucson. What Dustin probably isn't aware of, is that SAMHSA, as well as several other organizations that did not participate, were, in fact, invited. The AACRC has partnered with us on taking the lead in the next edition of this community gathering, by offering to host a Summit Meeting in Milwaukee on July 21 and 22. In this meeting, we will get much more deeply into the issues at hand, and develop strategies, alliances, and partnerships with other organizations working in the same space.

Another example of partnering is our recent collaboration with Saving Teens in Crisis Collaborative, an organization set up expressly to raise money for scholarships for families in need. Effectively, Saving Teens has become NATSAP's foundation arm, and over time, this will result in our greater ability to accommodate families in crisis who otherwise would not be able to send their kids to private residential programs.

NATSAP has had solid, working relationships with others for years, including the IECA and the NAPHS, to name two. The Board has recognized the importance and benefits of such ventures, and has stepped up its activities in this regard. This is considered one of the most important areas that NATSAP can and should be engaged in, and it is happening.

PUBLIC RELATIONS AND COMMUNICATION

As we speak, we are planning a major revamping of NATSAP's Web site. This has been in the works for several months. We have also had a Facebook page for a year, have reminded members that it is there, but it is little-used. In 2011 and beyond, this and other social media are a prime focus of activity. Again, it is important to note that regardless of what social media we employ, it is only as good as the information that members contribute to it. And that

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is where public relations come in.

We have developed a "Members Only" section of our Web site, primarily for public and government relations purposes. Our reconstituted P.R. Committee has, just in the last several months, placed several press releases in national media on developments within NATSAP, including the aforementioned organization gathering at our Annual Conference. Additional plans are under way for developing pro forma press releases that can be used by members, guidelines for placing press releases with local media, and more.

Last summer, we distributed our first White Paper based upon our Outcomes Research to various media, sent it to all members, and placed it on our Web site. But if our members don't take the time to read what's there, or what's directly sent to them via email, they'd never know it.

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CONCLUSIONS

NATSAP has accomplished a great deal in its 12-year history. Like most other associations in all professions, it had rapid growth at the outset, and it has plateaued and maintained ever since. We have begun implementing methods for identifying and attracting new members. We have introduced new features at our conferences. We are leading a charge for creating lasting partnerships with other related organizations. We have been successful so far in working out our issues regarding proposed Federal regulation. We continue to wrestle with the challenges of more member participation and involvement, as do many associations. We have implemented additional methods for communicating with our members, and we are presently in the throes of enhancing and improving existing ones.

We are, hopefully, exiting an economic downturn that has affected many of our members, and we have come out of it whole.

We applaud Dustin Tibbitts for raising these questions and challenging the leaders of NATSAP to strive to do more and achieve all that was envisioned by our founders back in the nineties. And we look forward to his, and many other members', involvement and active participation in NATSAP as we move many of the projects described herein, and others that have not even been envisioned yet, from their conception to their integral place among NATSAP's services to its members.

We invite additional comments, thoughts, and ideas from everyone. Please email your suggestions and ideas on ways to build member participation, member benefits, more effective communication, and anything else important to you to: info@natsap.org. For specific questions you can also contact Clifford M. Brownstein, Executive Director of NATSAP at 301-986-8770, cliff@natsap.org.



VISIT REPORTS...

SEA CHANGE HAWAII

Home Port: Kāne`ohe Bay on Oahu
 Craig Norton, MFT
 Program Director
 808-227-0631
Craig@SeaChangeHawaii.com
www.SeaChangeHawaii.com

Visited by: Nancy P. Masland, Ed S, CEP, August 2010

Our introduction to SeaChange Hawaii, a new 28 day ocean based adventure therapy program for boys, ages 14-18, began with a sail around beautiful Kāne`ohe Bay in Oahu, aboard the SSV Makani Olu, "The Gracious Wind" 96 foot sailing school vessel. My shipmates included three other Educational Consultants: Susan Trueblood, Jenny Heckman and Steve Bozak.

Preceding our voyage, a passionate presentation of SeaChange's mission, model, methods, program, family component and staff introductions took place at the Yacht Club. We learned that Peter Nichols book 'SeaChange' was the inspiration behind the founders of this successful, non-profit, Marimed Corporation that serves adjudicated Hawaiian youth, to start a private wing.

This transformational ocean voyage experience interrupts problematic patterns of behavior and propels these young men (known on board as Cadets) on their journey of healing, growth and change. Beginning October 13, 2010, the goal of SeaChange is to set sail on 6 trips per year with 12 boys per voyage, where they will "meet their true selves and hope to find an improved one" on the journey.

SeaChange Hawaii has selected the following criteria for admission: boys with family issues, anger and defiance; social

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Life Strategies for Emerging Adults

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We offer practical application with skills-based and cognitive behavioral treatment, allowing students to learn personal responsibility and accountability through hands-on trials.

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Dual Diagnosis Treatment

We have a Dual Treatment option...


Recovery by Benchmark students are those who have a history of substance use or abuse.

Behavioral Health is for those students who have not exhibited any issues with drugs and/or alcohol.


Both programs include our comprehensive curriculum of education, vocational & work skills, life skills and clinical treatment.







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The Discovery School uses a structured and effective group process along with the natural environment to promote a student's overall positive development. Groups are composed of ten students and three adult staff. The goal of the group is for each of its members to gain the self-esteem, maturity, self-control, and problem solving strategies needed to be successful in his or her family, school, and community.

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A parent recently wrote to us "...Your approach gives the kids back something they lost along the way; self-esteem and inner strength. Which in turn gives them the power to make appropriate decisions for themselves on life's journey. I might add it gives the parents something back they had lost...their children."

Contact Us to Find Out More
www.discoveryschool.org
 434-983-5616 email: dsadmissions@yahoo.com

problems of entitlement, isolation, addictions, ADHD, low self-esteem, depression, mood, anxiety and grief issues and academic underachievement. Excluded will be complex mental health issues: dissociation, suicidal attempts, violence and explosive rage, personality disorder, psychosis, sexual predation, chronic depression, severe eating or self-mutilation problems; major physical or medical limitations even though a nurse and psychiatrist are available. Assessment is required and may be arranged in Hawaii.

Matt Claybaugh, CEO of SeaChange Hawaii, in a power point presentation, shared the reasons for choosing Hawaii and a ship for their mission. With conviction, he talked about the blue water experience and the open ocean and four channel crossings, the teaching of maritime skills with a therapeutically designed experience in a close group. He also shared the program's core values: *CHART*.

- *Community: recognize we are interconnected and interdependent*
- *Honesty: develop personal responsibility in rotating four hour watches*
- *Aloha: practice the 'Hello' beginning, and 'Goodbye' the end, the 'glue' that binds everything together*
- *Respect: reflect and tell stories of past, present and future actions and their impact*
- *Teamwork: essential to be part of a healthy, safe community*

On shipboard, we all took turns on watch: the helm, the bow, and navigation, and saw the metaphors evolve into reality. The motto, 'Real life experiences bring real change' was evident. Three boys were also crew with the captains Harry and Steve, both merchant mariners. We saw Kurt Hahn's Outward Bound's founder's thesis: 'students need to feel needed to feel empowered', in action. We felt the same way.

Erik Rehwaldt, SeaChange's therapist, who is stationed on board for the entire trip, presented the therapeutic model used in this unique program: (CBT & REBT: thought informs feelings which inform actions) which is taught in five phases:

- Preparation: three days learning skills
- Commitment: learn how to be clipped in the harness and agreeing to it
- Windward leg/challenge: rougher waters
- Mastery/way-finding: plotting future course
- Reflection: constantly throughout phases

Erik shared that he meets with the 'Cadets' for individual therapy three times a week and conducts group therapy seven times a week. He works with narrative therapy and has the young men journal during their 28-day adventure. The program includes celebration and ceremony as well, as an example; the color of t-shirts the young men wear indicates status with the 'graduates wearing a blue one with the ship's diagrams on the back.

For the few days on 'campus,' which could be pre-admission, the boys stay on the six acre farm in a new group home, with an equipment barn, a green house and gardens of taro. On sea and land there are service projects, hands-on experiences, and solos. There is a strong family systems approach, and families are involved from the beginning. They follow a program which mirrors their son's, communicating with Craig Norton, Admissions Director by webcam, weekly calls, portal, logs, and emails and consultants also receive the same contacts. The culmination of this ocean journey is a family workshop for 1 day with group exercises, and 'reunification' day on board with their sons performing their newly acquired skills.

We indeed found a 'voyage of self-discovery leading to the destination of home'. Our comments included affirmation to Shakespeare's *Tempest*: 'Full fathoms five thy father lies....And you return from the sea both 'rich and strange'. In the closing reflection with the staff, the emergence of a spiritual adventure was mentioned.

I must admit that I was 'richer and open', able to reconnect with peace and serenity in the stillness, and felt 'strange' able to go within. I could imagine the boys seeing "all they could be", beginning anew, assured that all was well, empowered and sad to leave. I certainly was. I recommend this experience.



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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]

ALLIANCE HEALTH CENTER

Meridian, Mississippi
Bill Patterson, CEO
601-483-6211

www.alliancehealthcenter.com

Alliance Health Center is an acute care psychiatric and chemical dependency hospital accepting patients ages 5 and up who suffer from behavioral disorders, chemical and substance abuse issues. The center consists of multiple units divided by age and issue. The center is accredited by the Joint Commission on Accreditation of Healthcare Organizations and licensed by the state of Mississippi.

CEO, Bill Paterson, MBA, MA, has been employed in hospital executive positions for 27 years. He received both a B.A. and M.B.A. from Southern Methodist University and a Masters in Healthcare Administration from Washington University. CFO, Robert Jackson, previously was employed by Health Trust as an auditor and Community Health Inc. as hospital CFO. He received two undergraduate degrees from Louisiana State University and is a CPA.

Upon admittance to Alliance Health Center patients are assigned a physician who formulates a Master Treatment Plan for each individual. This plan includes goals, needs, and therapeutic approaches unique to that person. Treatment plans are reevaluated at intervals. The Children's Unit of the hospital treats children ages 5 to 12 who are experiencing mild to serious behavioral issues. The Adolescent Unit treats 13 to 18 year olds with behavioral, substance abuse, or mental issues. This portion of the program also offers three separate treatment programs for adolescent males with severe mental illness or opposition issues as well as one for juvenile sex offenders. The adult programs include detoxification, chemical dependency, and psychiatric. The center utilizes activity therapy for patients as well as counseling.

The facility includes pharmaceutical services on site as well as social services to patients and family members. Children in the program are provided educational services from certified teachers.

[This information came from the Alliance Health Center website.]

A man's ethical behavior should be based effectually on sympathy, education and social ties; no religious basis is necessary. Man would indeed be in a poor way if he had to be restrained by fear of punishment and hope of reward after death.

~ Albert Einstein

THE NEW YORK INSTITUTE FOR SPECIAL EDUCATION

Bronx, NY
Kim Benisatto, Operations Manager
718-519-7000
kbenisatto@nyise.org
www.nyise.org

Founded in 1831 as the New York Institute for the Blind, the New York Institute for Special Education is an educational facility for students ages 3 to 21. The school accommodates children who have visual impairments, emotional issues, and developmental disabilities. The school consists of several different programs tailored to the needs of each of these types of children.

Executive Director Bernadette M. Kappen, Ph.D., previously served as the Director at the sister school of the New York Institute for Special Education, Overbrook School for the Blind. She was employed at Overbrook for 25 years and has done extensive traveling throughout the United States, Europe, and China, promoting and advocating education for the blind and disabled. The school is accredited by the National Commission for the Accreditation of Special Education Services.

The school operates four programs, Schermerhorn Program which educates the blind, Van Cleve Program for those with learning or emotional disabilities, Readiness Program which educates developmentally delayed pre-schoolers, and Camp Wanagua, a summer camp for the blind. All education programs conform to the New York State Learning Standards. The school offers both day school as well as a five day residential program for the Schermerhorn and Van Cleve Programs. Each student is given an Individualized Education Plan which lays out a unique plan for each students learning experience. Students receive counseling, career education, learn socialization skills, and life skills while attending the school.

Students participating in the Residential Program are offered homework assistance as well as participating in a Therapeutic Recreation program. The residents also have the opportunity to participate in other activities such as theatre performances, cultural programs, horseback riding, and canoeing.

[This information came from the website.]

SUNRISE HOUSE

Lafayette, NJ
Estela Rowe, Director of Patient Services
973-383-6300
estela.rowe@sunrisehouse.com
www.sunrisehouse.com

Founded in 1983, Sunrise House is a residential treatment center founded on the principal of treating individuals and families suffering from the affects of substance abuse and chemical dependency. The program accepts adolescents and adults suffering from substance abuse and chemical dependency issues.

CEO of Sunrise House, Philip Horowitz, Ph.D., is a Clinical Psychologist. He was previously employed by Saint Clare's Hospital and has authored numerous publications in the

health and chemical dependency fields. Dr. William C. Rainer, MD, Chief Medical Officer has been with the program since 1995 and holds a specialty certification from the American Society of Addiction Medicine. Kieran Ayre, LCSW, is the Chief Clinical Officer of Sunrise House. He is a licensed social worker and has 17 years experience working with children and adults. He is a board certified alcohol and drug counselor for the state of New Jersey. The program is licensed by the New Jersey Department of Health and accredited by the Commission on Accreditation of Rehabilitation Facilities.

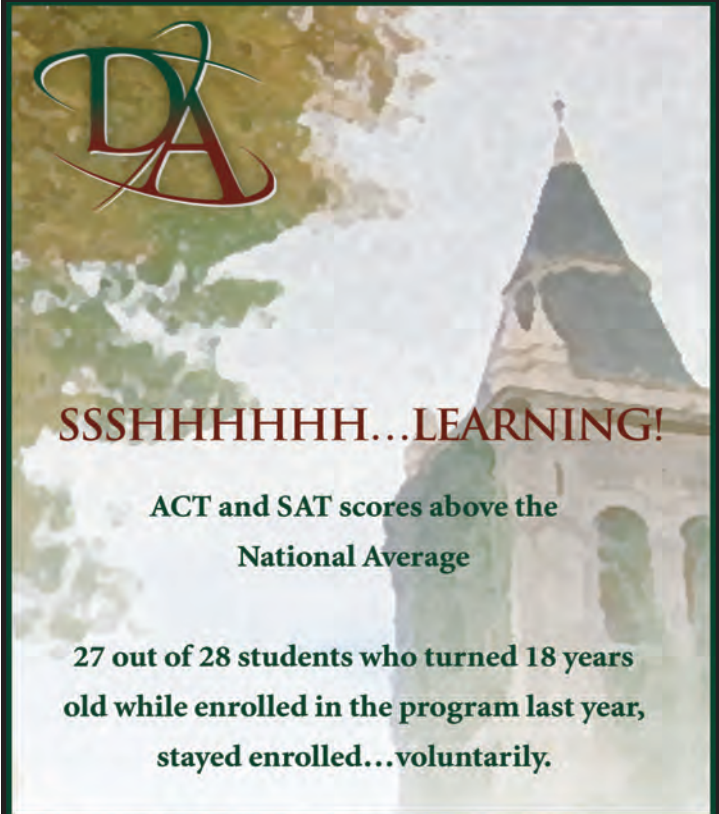
Sunrise House operates its program based on the philosophy that recovery and sobriety begins with healthy relationships and a supportive setting. The program utilizes a 12 Step Recovery and group therapy to assist clients in the recovery process. The Sunrise House program also strongly believes that substance abuse and dependency is a disease affecting the entire family and not just the patient. Therefore the program also includes a family program which educates the family on how to help in the recovery process and how to avoid “enabling” the patient. Counselors for the Sunrise House stay in contact with the families throughout the program and treatment period.

Sunrise House is located on a 22 acre campus in Lafayette, New Jersey and also operates a half-way home in Franklin, New Jersey.

[This information came from the Sunrise House website.]

A man who does not think for himself does not think at all.

~ Oscar Wilde



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Photo by Skyler Jepson

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NEW PERSPECTIVE:

LUTHERWOOD

Indianapolis, Indiana
Dennis Wilmer, Executive Director
317-359-5437
dwilmer@lutheranfamily.org
www.lutheranfamily.org

Lutherwood is a residential treatment center accepting boys and girls, ages 6 to 21 who are recovering from the emotional, physical, and psychological effects of abuse, neglect, or abandonment. Children with addiction and abnormal sexual issues are also accepted. A child with an IQ lower than 65 must be individually assessed before admittance.

Upon admittance to the Lutherwood program, an individualized treatment plan is created to address specific issues of each child. The plan is prepared by a treatment team consisting of a psychiatrist, the Director of Clinical Programs, educational specialist, and a youth counselor. The facility works closely with the Indianapolis Public School system and has several on-site classrooms with certified special-education teachers to assist in the remedial educational needs of the children. The educational curriculum meets all standards of the Indianapolis School District and includes one hour of individual therapy and one hour of group therapy for each child each week. The program strives for recovery and reunification with the child and their family.

[This information comes from the Lutherwood website.]

EXTENDED INSIGHTS...

BULLYING PREVENTION:

A WAY OF LIFE AT LITTLE KESWICK SCHOOL
By Terry Columbus

COMMUNITY CHAMPIONS

Bullying occurs in the majority of schools across the country today. It leads to lower levels of self-esteem and has a negative impact on a child's academic and social emotional growth. Currently a major effort is underway in America's school systems to combat bullying. Schools are getting better at implementing strategies to deal with this epidemic, but significant problems continue to arise from children picking on other children. Though bullying has recently been spotlighted as a national issue, Little Keswick School has prevented bullying for many years by creating a culture that develops values of respect and dignity that are the cornerstones of the school's community.

DEVELOPING VALUES AND CREATING CULTURE

At Little Keswick, we have adopted numerous policies and program elements that directly address bullying, and provide the students with skills to decrease the likelihood of bullying, and learn how to manage it more successfully. While many schools offer programs that teach students to recognize and defend against bullying, LKS focuses on the prevention of bullying by encouraging students to develop values that reflect a sincere belief in treating others with dignity and respect. Our primary tool in helping students develop these values is

creating a culture that exemplifies those beliefs. Unlike many schools that utilize a single program to respond to bullying, our school works through many facets of our culture. Staff at the school support these values and understand the potential that every student has in developing social relationships within each interaction. All staff constantly role model what it means to treat others in dignified ways. Through intensive support from staff, students grow in ways that help them rise above bullying and commit to being a positive influence in our community and in the world beyond our campus.

THE COMMUNITY ACTION COMMITTEE

The Community Action Committee at LKS specifically works to create a curriculum that addresses the issues of bullying in the community and to develop creative interventions to teach the skills necessary to build self-esteem and improve relations. The committee is comprised of teachers, residential shift supervisors, the academic coordinator, an intervention specialist, and a clinical psychologist. This group meets monthly to discuss topics for classroom and dorm meetings that create themes and skill-based lessons that allow the students to engage in fun activities while simultaneously building competencies to navigate the social arena. While other school programs focus on how to directly deal with bullies, this approach places more emphasis on the concept of building awareness and confidence in student's skills to manage peer dynamics. Instead of focusing on what not to do such as bullying, the program builds more positive skill sets in order that the students feel equipped to manage more challenging peer situations at school and outside of our community.

CIRCLE OF CHAMPIONS

Monthly student meetings known as the "Circle of Champions" address specific skill areas that will allow students to support the victim, indirectly defuse the situation, and/or know where to go for help. We emphasize to our students that there is more than one way to create a positive peer culture in our community.

The main goal is to have a more positive peer culture; this should have a direct impact on the amount of bullying that occurs in the school. This year the theme for the schools bullying program is focused around Extreme Sports and the concept that extreme athletes develop many different skills in order to perform their sport.

The student's develop a large skill base, as well as an awareness of what skills or strategies are most useful in specific situations. Many of the classroom lessons include hands-on activities which increase engagement and learning environment of the students.

COMMUNITY CHAMPION AWARD

One of the ways the school recognizes students who exemplify the characteristics of a positive role model in the community and someone who supports his peers is through the weekly Community Champion Award. Each week one student earns this award for supporting his peers for assisting students and showing respect for self and others in the community. By learning these skills students transition from the school prepared and empowered to make change.

CELEBRATING COMMITMENT

One recent recipient of this award wrote an article in his family's neighborhood newspaper in which he explains why the

award is important to him:

"I was recently honored... with the Community Champion Award in recognition of my efforts to stand up to bullying, to include others in activities, and to mentor younger students. I'm glad I can make life at my school better for others by helping to stop bullying and by teaching students... Life is really good when everyone gets along.

Recently an LKS alumnus became aware of the fact that several students were participating in cyber bullying of another student. That former student spoke directly to the school to help gain support for the child that was being victimized and spoke directly to the other students and encouraged them to change their actions. This former student maintained his commitment to being a positive influence after leaving the school. These stories illustrate how our focus on each student's personal commitment in supporting a community wide culture of respect has helped shape the students into leaders who promote mutual growth and understanding and respect for all people.

The program continues to evolve to meet the needs of our students specifically, and is addressing ways to generalize these skills to situations outside of LKS.

***About Little Keswick School:** Little Keswick School is a small residential therapeutic boarding school for boys ages 10 to 17 who struggle with emotional and social challenges in addition to those struggling with learning disabilities. For more information, contact Terry Columbus, Director, at 434-295-0457 extension 14, tcolumbus@littlekeswicksschool.net, or visit www.littlekeswicksschool.net.*

SEEN N HEARD...

ANNIVERSARIES

New Horizons Youth Ministries would like to announce they are eight months from marking their 40th anniversary, which means forty years of serving families in crisis.

CLOSURES

The first of the original Three Springs programs that was started in 1985, the Paint Rock Valley Boys campus after over twenty-six years will close it's doors.

NEW PROGRAMS

The Emily Program, which has provided personalized eating disorder treatment for more than 4,500 individuals, officially launched its Seattle office in April 2011 to address an unmet need in the community.

Dr. Karen Fitzhugh announced the creation of The Sovereign School.

The Monarch Center in Georgetown, CO scheduled to reopen. Journeymen For Young Men is scheduled to open in July.

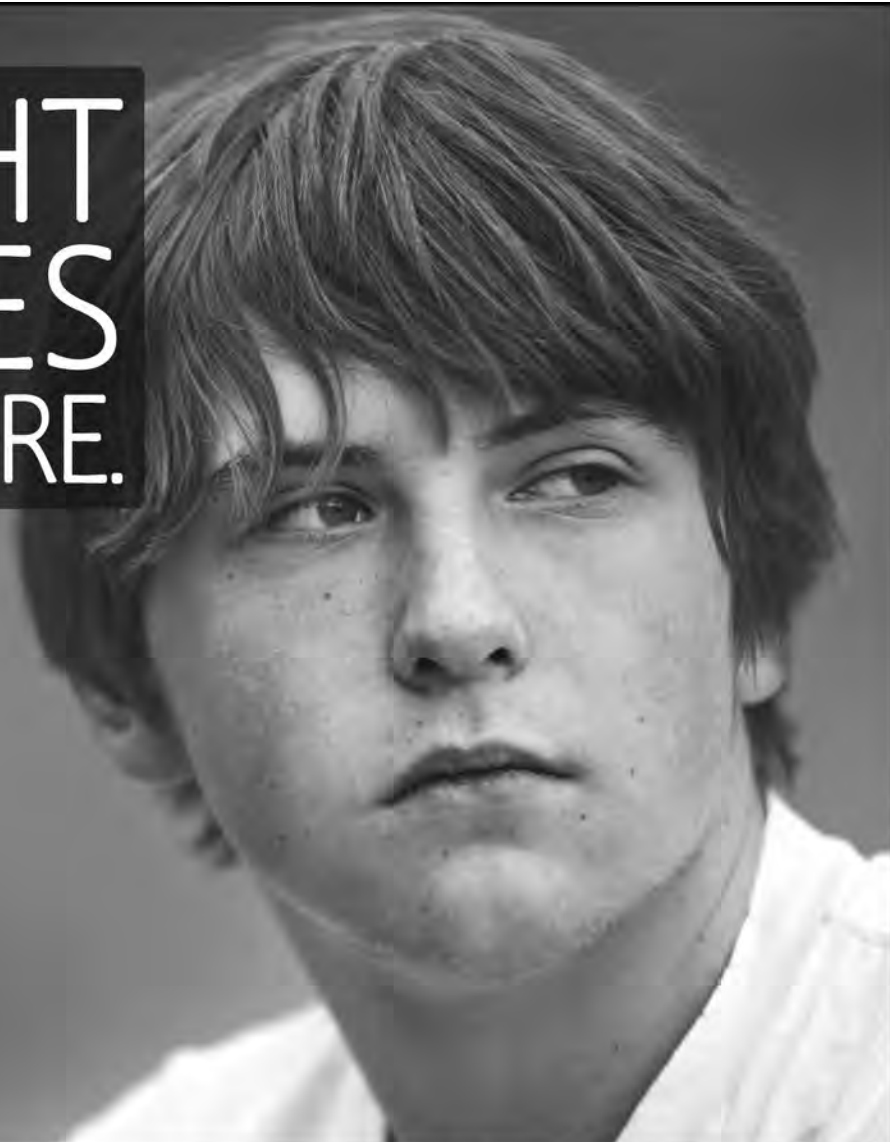
Maple Lake Academy opened a new school for boys.

NEWS

Sober College began teaching a Health and Wellness course through their existing partnership with Woodbury University. Taught by Dr. Ken Niemann, the class features an innovative curriculum incorporating individual fitness, volunteerism, service work, and the development of personal mission statements.

High Frontier was evacuated due to the fires in Texas. PaRC received the NAADAC 2010 Organizational Achievement Award.

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doug.czyz@boystown.org



SEEN N HEARD

Blueprint Education, a nonprofit educational organization, along with Feather River College, announced that Soltreks has raised the academic bar by offering college credits for its wilderness program.

Dean Doering And Associates moved out of our offices on Lake Washington where we have been for 15 years and onto Queen Anne hill.

Timberline Knolls Residential Treatment Facility announces the expansion of its residential facilities, which enables Timberline Knolls to accommodate more residents and paves a path for them to achieve lifelong recovery.

Blueprint Education announced a new partnership with StreetLight to help underprivileged children pursue a high school diploma.

A group of 12 students and five staff members from The Grove School completed a service trip to El Salvador during spring break.

Saving Teens In Crisis Collaborative has announced the expansion of its Educational Consultants Outreach Program, a volunteer corps of ambassadors who provide both insight and opportunity for increased awareness about the organization and its mission.

Greenbrier Academy announced the beginning of their High Adventure Season.

Benchmark announced new Gender Specific housing for the residents.

Remuda Ranch celebrates International No Diet Day.

Blueprint Education, a nonprofit educational organization is pleased to announce a new partnership with Outdoor Achievement Group, LLC providing accredited turnkey academic options for adolescents struggling with personal challenges.

Discovery Ranch announced they have broken ground on another remodel.

A new report issued by The Partnership at Drugfree.org says teens today don't see a big problem with downing five or more alcoholic drinks nearly every day and that there is an upward trend in marijuana and Ecstasy use among high school teens.

Devereux announced they created an Autism Transition Handbook to help individuals with autism spectrum disorders and their families with the transition into adulthood.

Austin Recovery enhanced their 12-Step experience by expanding their partnership with Communities for Recovery.

The Gersh Experience announced its intention to expand Autistic Spectrum Disorder Services by making its services available nationally.

Do2Learn.com an online provider of educational resources for individuals with special needs, is expanding its website to include JobTIPS.

The TreeHouse Learning Community announced the opening of its Sober Housing, residential, study-support program for college students ages 18-30 who are committed to recovery, self-discovery and higher education.

Soltreks wilderness therapy program has openings for its Summer Adventure Program.

While the recent closing of several Aspen Education Group residential treatment centers, and the consolidation of three others into existing Aspen facilities, is very unfortunate, the National Association of Therapeutic Schools and Programs (NATSAP) applauds Aspen for the care and conscientiousness it is exhibiting in its handling of the children and families affected by these moves.

Magnolia Creek Treatment Center For Eating Disorders is able to donate treatment to those most in need through partnership with the Manna Scholarship Fund.

PEOPLE

Kelly Ryan launched GPS Family Consulting, LLC.

Jennifer Stokes, administrator for Pasadena Villa, received a Specialty Certification in behavioral health from the National Council for Therapeutic Recreation Certification (NCTRC).

Daniels Academy announced the addition of Joshua Cluff, PsyD, to its team of professionals.

Bayside Marin, Northern California's premiere addiction treatment facility, has announced the appointment of Joe Tinervin, MSW, to Executive Director.

SUWS of Idaho announced Sarah Casson Rush joined the admissions team.

Ed Levin retires from Spruce Mountain Inn.

Shayna Abraham opened Bloom, LLC, an educational consulting firm.

Pacific Quest welcomed Denise Westman as Outreach Director.

Penrith Farms is pleased to announce that Dennis Vanderhause has joined the therapeutic team as Clinical Director.

CJ Spirito is the new Headmaster of Rock Point School.

Catherine Freer Wilderness Therapy Programs announces that Director of Business Development Sarah Mack is leaving the organization after 16 years.

San Cristobal Academy recently expanded the Addiction Treatment team, adding Bernie Leclerc and Ben Sutton.

UPCOMING:

MAY

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

2011 Southern Utah Regional NATSAP Conference, May 20, St. George, UT

JUNE

Hope Renews Parent Support Conference, June 3, Salt Lake City, UT

24th Annual Northwest Conference On Behavioral Health & Addictive Disorders, June 1 - 3, Seattle, WA

AFCC 48th Annual Conference, June 1 - 4, Orlando, FL

Long years of schooling are poorly spent if students do not emerge buffered against seductive appeals to their fantasies and desires, without a minimal ability for rationally based judgments.

~ Joan F. Goodman



The Parent Empowerment Handbook™

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.

The Parent Empowerment Handbook contains a breakdown of special categories, such as programs for children under 12 or older than 18, as well as single sex programs and those smaller in size with a family feel. Each of the top 100 schools and programs has an entire page of information, and an additional programs section contains the rest of the top quartile of programs. Also included in the directory are helpful essays, visit reports, and a list of the top 100 Educational Consultants.

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