

Published by

Woodbury Reports, Inc.™

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

June 2011 - Issue #202

(Articles and information appearing in this publication are the opinions of the authors, and do not necessarily reflect the opinions of Woodbury Reports, Inc., StrugglingTeens.com.™ or it's staff. We urge our readers to conduct their own investigation of the products and services identified herein.)

ESSAYS:

- Tiger Mother 3
- Post-Induction
Therapy 5

VISIT REPORTS:

- Family Foundation
School 7

NEW PERSPECTIVES:

- Raymond Estefania,
LMHC 9
- Cinnamon Hills 9
- Higher Art, LLC 10
- Amity Circle Tree
Ranch 10
- Greenwich 11

EXTENDED INSIGHTS:

- Life After RTC 11
- Students In
Community 12

SEEN N' HEARD:

13

CONNECTING WITH THE FUTURE

By: Lon Woodbury



One of the most common questions I receive from professionals in the network of private parent-choice residential schools and programs for struggling teens is what the future holds for our work. My initial answer is usually rather flippant, mumbling something about the crystal ball being rather fuzzy. However, it is a serious question and deserves a serious answer.

I had the opportunity last week to help develop a serious answer through participating in a panel that addressed that very issue of social trends at the Annual Northwest Get-Together help in Naples Idaho, which is a very small town between Bonners Ferry and Sandpoint Idaho. Participating in that panel were myself, Kimball DeLemare from Interchange, and Brandi Elliott from Northwest Academy, calling the subject "Connecting with the Future."

I started off with a review of seven trends I see in society that will likely have some kind of impact on our network in the next few years for better or worse. Each is of course debatable but for sure something is changing in each of these.

1. Parent Empowerment. The whole growth of our network is based on the willingness and ability of more and more parents with struggling teens to take matters into their own hands to find and enroll their child in a school or program that they think can help their child with behavioral and/or emotional problems. This parallels a similar trend for an increasing number of people taking more responsibility for their own health in insisting they make the final decision for health treatment instead of the traditional meekly accepting "doctor's orders," and as part of that by the increasing decision to diet and take diet supplements.
2. Regulations. Everything seems to be coming under government attention, and regulations on both the state and federal level are constantly increasing. Many fear that if someone is working with a child without some regulatory agency looking over their shoulder that is a formula for abuse. In addition, more and more disapproved behaviors are being criminalized, requiring additional areas of regulation.
3. Parenting Changes. Parents have increasingly acted to change and expand their understanding of the "protect and provide" role to include protecting their children from consequences from their own decisions. Risk aversion is increasingly the norm in custom and official policy with parents increasingly making decisions for their children from "play dates" to college and career decisions. In addition our children seem to be learning from their parents that the goal is to win at any cost.
4. Therapeutic Nation. Psychological knowledge is rapidly increasing which can make professionals working with children with problems more effective. At the same time this knowledge is used by more people to justify claiming victim-hood status (Through no fault of my own) and using medication as quick-fix solutions for all kinds of problems.
5. The Hurried Child. There is a push for increased adult rights and privileges for children at younger and younger ages. This includes things like beauty pageants for 5-year-olds, sleepovers by members of the opposite sex, and children in effect running the family.

CONTINUED: **CONNECTING/ 2**

CONNECTING

6. Extended Adolescence. Through child labor laws, increasing minimum wages laws, mandatory school attendance laws and longer years of required schooling for job preparation, most children and young adults are not able to find employment to have the opportunity to make meaningful and purposeful contributions to society. Two of the results are a youth value system of looks over ability, and passing time playing and hanging out that lasts into adulthood.

7. Relationships Changing. All service organizations are complaining about the difficulty in obtaining enough members and volunteers in community assistance. Part of what is happening is we are becoming isolated and detached from each other and our community, perhaps resulting in an apparent increasing fear of strangers and lack of trust of our neighbors. Feeding this is the growth of digital ways of entertaining ourselves instead of the traditional community involvement for entertainment.

These were boiled down by Brandi Elliott of Northwest Academy, into two basic ways of defining what is happening. The first is a question: - "Who's In Charge... kids, parents or regulators?" In our work, we see many families where through manipulation or otherwise, the kids have been running the family with disastrous results. The desperate act of enrolling their child in a therapeutic school or program is part of the parents attempting to reassert their parenting responsibilities and regain control of their family. In the

background behind these family dynamics, governmental regulators are being called on to take enough power to protect children even from their parents or force the parents to do what the regulators have determined is good parenting.

The second area is how as a profession we seem to be moving away from a child development process as a basis for intervention. Traditionally, many schools and programs work from the concept that a child moves progressively through stages as he/she grows up, and part of an intervention is to recreate those stages to help the child learn the lessons and maturity skills that might have been missed. A reduction in focusing on the child development process might inadvertently allow gaps in maturity skills to continue into adulthood. Those gaps might be more adults unable to exercise responsibility, build positive relationships or feel self-confident.

Kimball DeLemare pointed out that demographics are going to impact our profession in the next few years. We are moving into a time that will have decreasing percentages of the population being teenagers as today's teenagers move into young adulthood. The need for young adult programs will increase as the need for teen programs decreases.

Also, as increased knowledge is gained of sophisticated therapeutic interventions, there will be more "niche" type specialized school and program interventions. One of those would be children and young people who are "digitally impacted and socially impaired." In addition, addictive

Personalized Help For Parents In Crisis

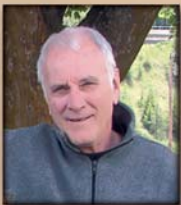
Woodbury Reports Educational Consultations help parents think through the out-of-control behaviors their child is exhibiting and suggest appropriate placement options. All of our consultants have raised teenagers and helped hundreds of parents professionally. We believe parents should be in charge of decisions regarding their children so we research options to make educated suggestions rather than telling our clients what to do.



Lon Woodbury, MA



Loi Eberle, MA



Larry Stednitz, PhD



Stephen Migden, PhD

Pioneering the Referral Service for Schools & Programs

Call Today

208-267-5550

208-267-9127 fax

PO Box 1107

Bonnors Ferry, ID 83805

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

The **Places for Struggling Teens™** Newsletter is published monthly. One year subscriptions are \$35 USD.

Non-Continental US postal orders or International orders add \$5 USD.

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

Lon Woodbury, Publisher - IECA, MA, CEP, is an educational consultant who has worked in schools and programs for emotional growth, character education, and consulting for parents of struggling teens since 1984. Prior to that, he taught in public schools and was involved in public policy while working for the US Senate and the Executive Office of the President. Lon received his BS and MA degrees from the University of Idaho. His practice includes a referral service for parents and professionals, and the publication of this Newsletter and the *Parent Empowerment Handbook™*, a resource of *Places for Struggling Teens™*.

© Copyright 2011, by Woodbury Reports, Inc.™

All Rights Reserved. Use of materials is allowed without prior written approval if the proper author and publication attribution accompanies the copy. Duplication or republication must include the following information:

WOODBURY REPORTS, INC.™

7119 2nd Street • PO Box 1107

Bonnors Ferry, Idaho 83805

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

lon@woodbury.com

www.strugglingteens.com



ISSN: 1540-3718

behavior will be seen in more areas.

In the discussion that followed, it was predicted that there will be an increase in community based services and more family system work instead of focusing on the problems of a single child or young adult.

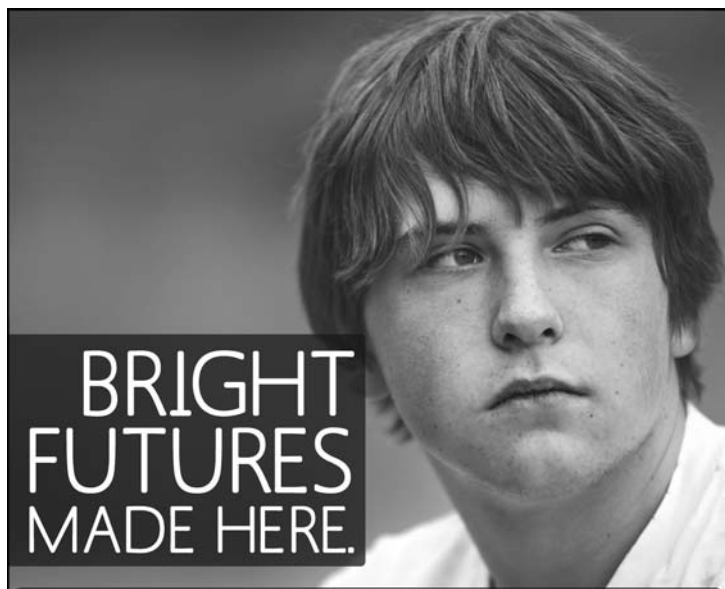
Another suggestion was there will be a process of recreating the village in a new way with all the support that the old rural communities had and has been lost through urbanization. Part of that will be a process of teaching children to be better critics of culture instead of just passively accepting whatever seems to be the current fad or promotion.

So, there you have it - a review of an exploration of what the future will have for our work. All you have to do is consider the various trends, decide which ones make sense to you, and make your predictions.

One last thing....The crystal ball still seems to be rather fuzzy, doesn't it?

Boys need discipline, respect and moral guidance. Boys need love and tolerant understanding. They do not need to be pathologized.

~ Christina Hoff Sommers



**BRIGHT
FUTURES
MADE HERE.**

Comprehensive Research | Unmatched Care | Life-Changing Results

For more than 90 years, Boys Town has been saving children and healing families across America. As one of the country's largest privately funded organizations caring for at-risk youth, Boys Town is a leader in the care and treatment of boys and girls who desperately need love, compassion and guidance.

For more information, please contact:
Doug Czyz, National Admissions
Office: (402) 498-1973
Cell: (402) 990-5371
doug.czyz@boystown.org



TIGER MOTHER AND THE CLASH OF PARENTING PHILOSOPHIES

By Lon Woodbury

I had the pleasure of hearing in person, Professor Amy Chua, author of the bestselling book: *Battle Hymn of the Tiger Mother*, at the spring Independent Educational Consultants Association (IECA) Conference, held in Philadelphia, PA, May 6, 2011.

Her presentation was not what I expected. Having just finished reading her book while traveling to Philadelphia, I expected a professional defense of her child rearing methods and an explanation of what she called the "Chinese Way" of raising children. Instead, what we got was a mom, talking about her parenting memoir of raising her two daughters the "Chinese Way" in an American Culture. She was very personable, very human, with a lot of observations and few definitive answers. Several others in the audience said they attended prepared to dislike her, and by the end of the presentation had warmed to her sincerity.

She recognizes that any generalization is an over-generalization and in both countries there will be wide spread variations of child rearing methodologies. However, in general, what she refers to as the "Chinese Way" is an almost

CONTINUED: PHILOSOPHIES/ 4



*A Safe Journey
To Higher Ground
Since 1981*

SUWS

Adolescent & Youth Programs

A licensed treatment program in Southern Idaho that specializes in providing a fresh start for struggling teens who are experiencing:

- | | |
|-----------------|-----------------------------|
| Family Conflict | Substance Use |
| Low Self-esteem | Oppositional Defiance |
| Entitlement | Attention Deficit |
| Manipulation | Learning Differences |
| Isolation | School Failure |
| Depression | Negative Peer Relationships |
| Running Away | |

Programs for ages 11-13 and 14-17

Highlights include flexible length of stay, Search & Rescue metaphor, small groups, web-based student updates and Master-level therapists.

Ask for free brochure

888-879-7897

www.SUWS.com

PHILOSOPHIES

single minded focus and preparation for success, and coming in at any rank other than number one in any important activity, is cause for concern. The basis for that thinking is that discipline and concentration are required for success. On the other hand, the "American Way" she sees as very permissive and motivation is largely up to the child to choose his or her own way. Her "memoir" was a personal story of the clash of those two philosophies in her own family. She is parenting the "Chinese Way", attempting to raise her daughters as she was raised by her immigrant parents, but with the influence of the "American Way", which is creating a conflict within her family by strongly influencing her Americanized daughters.

The story played out with significant different reactions between the two girls to her mother's methods. Sophia, the older, said later that she choose to go along with her mother and approved of her mother's methods. Louisa, the younger daughter, had always been rather stubborn and resistant, and at the age of 13 totally rebelled to the extent that the mother gave up and said she had been humbled by a 13 year old. Louisa then chose her own priority, and showed the same determination at tennis as the mother had been attempting to instill in her for the violin.

It seems the popularity of this book is due to both being a touching human story, and being published about the time the country seems to be on the verge of another national debate over how to raise children. We have had these public debates before. For example, in the 1950's Dr. Spock was criticized as being too permissive, helping change attitudes away from the common methods of strict discipline and "children should be seen and not heard," along with the attitude "spare the rod and spoil the child." (Hmmm, doesn't that traditional American attitude of our grandparents sound more like the "Chinese Way" than the "American Way"?). Currently, the volume is increasing about why so many of our young people are doing so poorly. Problems ranging from frequent drug abuse, to high teen pregnancy, and frequent failure-to-launch of young adults are among problems being debated and are causing people to ask if we need to change the ways we raise children. This book and her presentations come at a perfect time to inform our national public debate.

Professor Chua's book and presentations provide material to help explore several important questions:

1. How children are different in their needs and each need a different kind of parenting.
2. How too much structure can backfire, even with loving children.
3. How mixing cultural assumptions can create confusion and conflict if not properly handled.
4. What is the role of a parent?
5. is there a best way to parent, or do parents need to learn different parenting styles depending on the inclinations of each child?

Professor Chua, in an article published in USA TODAY shortly after the IECA presentation, presented the mix



High Frontier

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

GOALS ARE TO:

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

PO Box 1325 432-364-2241
Fort Davis, Texas Fax: 432-364-2261

high.frontier@sleschools.org

Troubled Kids Are Special.

Helping Them Succeed is Our Specialty.



Since 1968, Eckerd Academy has specialized in helping troubled kids turn their lives around:

- Serves boys and girls, ages 10 - 18
- Individualized treatment and academic plans
- Focus on emotional growth and long-lasting changes in attitudes and behaviors
- SACS CASI accredited, licensed, members of NATSAP

ECKERD ACADEMY

A division of Eckerd Youth Alternatives, Inc.
Campuses: Brooksville, FL • Suches, GA

Admissions: 800.914.3937
www.EckerdAcademy.org

between the “Chinese Way” and the “American Way” that she sees might be the solution in blending the best of both worlds.

The “Chinese Way” is good at teaching discipline and concentration through rote learning, but is weak on teaching creativity and individual leadership.

The “American Way” is good at encouraging creativity and individual leadership, but weak on teaching discipline and concentration.

Her suggested solution is to emphasize the rote learning in the primary grades to teach discipline and concentration. In other words, take from the “Chinese Way” at that age.

However, in secondary school and college, parents and teachers back off some and encourage the students to “find their own way” more. Thus, with a foundation based on discipline and the ability to concentrate, the students are ready to accomplish great things following more their own creativity and learn individual leadership.

Sounds like a plan to me!

POST-INDUCTION THERAPY FOR TRAUMA RESOLUTION

By Gary D. Hees, MA, LPC

One of the most tragic trends in our culture is the rising number of physical assaults, sexual assaults, rape and other trauma perpetrated against young women. The fear and shame carried by the victims of these horrific acts, added to the confusing and downright scary reality of PTSD symptomology, leaves these women a legacy of anxiety, undeserved guilt and fear that negatively colors their life experience. Fortunately, there is an effective methodology for dealing with the aftermath, formulated by Pia Mellody. It is called Post-Induction Therapy (PIT), sometimes called feelings reduction, and is the method we use at Spring Ridge Academy to facilitate the empowerment and healing of our clients who have suffered physical abuse, sexual abuse, rape and other trauma, including emotional and relational trauma suffered in their family of origin.

The basis of the PIT intervention is the concept of carried fear, shame and other feelings. No person would ever rape another if they were feeling their own appropriate level of fear and shame; fear of the consequences and shame for inflicting themselves upon another and harming that human being. Given that fear and shame are not being felt by the perpetrator, who is feeling those feelings? The victim, of course! We know this from the statements made by many of the victims that “I should have fought harder”, “I could have avoided the situation”, or the many variations of “I should have...” The PIT intervention allows the victim the “give back” those feelings of fear and shame and guilt that they carry FOR the perpetrator.

Before even thinking about starting the PIT process, the foundational therapeutic steps must be completed. These are building rapport and trust with the client, the establishment of

CONTINUED: RESOLUTION/ 6

Prep school with a...



therapeutic edge.

Getting into college is a tall order for teens struggling with ADD, ADHD, ODD, mood disorders, social anxiety, or substance abuse—no matter how bright they are. But graduates of The Family Foundation School do it all the time, thanks to a rigorous college prep curriculum and a therapeutic environment that provides the individual counseling supports these students need.

Our program also includes a full range of interscholastic sports, outdoor activities, and award-winning programs in art, drama and journalism, as well as character education based on the 12 Steps of recovery.

To find out how we combine top-notch academics and daily therapeutic counseling to help troubled teens succeed in college and beyond, contact

Jeff Brain, MA, CTS, CEP,

Dean of Admissions,

at 845-887-5213,

ext. 499.

431 Chapel Hill Road

Hancock, NY 13783

845-887-5213 x499

Fax: 845-887-4939

www.thefamilyschool.com

The
Family
Foundation
School

Building Character. Changing Lives.®



A private, New York State registered boarding school, accredited by The Joint Commission and the Middle States Association of Colleges and Schools. Member: National Association of Therapeutic Schools and Programs.

Accredited by
The Joint Commission

RESOLUTION

the program as a safe and supportive environment and the establishment of the caseload group as a supportive team for the client's work.

The PIT process begins by debriefing the facts surrounding the incident that is to be worked. The clinician will be asking for a recounting of what occurred and will closely observe the reactions of the client during that process. Naturally, it is not at all uncommon for emotional content and reaction to surface during the recounting of the event. This is good for the client and is a rich environment for the clinician to begin to empathize and emphasize that what happened to the client was NOT their fault. It also creates the first of many opportunities for the clinician to let the client know that the shame and fear they are feeling is carried for the perpetrator. Given this opportunity, the clinician will often have the client begin to repeat key phrases such as, "I feel shame right now but this is not my shame it is his shame and I'm going to give him back his shame." This creation of a present-time intention to do something is key in shifting the client's perspective from that of a helpless victim to an empowered person who is rightfully and righteously outraged by what happened to her. It is the foundation of putting responsibility where it belongs, on the perpetrator.

This debriefing will continue over multiple sessions. The event will be explored and expanded with the clinician watching carefully for reactions of shame and fear and guilt upon which to intervene. Careful attention will be paid to whether the client has any tendency to regress to a younger ego state and if she does, work grounding her in the present reality will be done before proceeding with feeling reduction.

Once the above preparation has been done, the next step will usually be asking the client to write a letter to the perpetrator. The client is coached as to the content of the letter. It will include what happened, what the client felt, how the incident impacted the client's life, what the client believed about themselves after the event and what the client knows to be true in the present about the event and herself. This letter will usually be reviewed in therapy or group. This will give the client an opportunity to rehearse what will happen in feelings reduction and will give the clinician an opportunity to observe the client and assess the client's readiness for feelings reduction.

Feelings reduction is usually done in caseload group. It is a

Wiser societies set tough rules for adult alcohol use and provide safe settings for children and teenagers to learn to handle drinking as they grow up.

~ Mike Males

Two-Fisted Double Standards
Youth Today, June 2000 p. 54

Gestalt process using imaging of the perpetrator. The client is asked to relax and focus breathing regularly and when ready is shown the empty chair. The client is allowed to position the chair as near or far from her as she desires, reinforcing that, unlike the original occurrence, she is in control of what happens this time. When the chair is positioned and the client prepared, the client is asked to imagine the perpetrator and bring him to the door outside the group room. The client then is supported in commanding the perpetrator to enter the room and sit in the empty chair. The client often may 'see' the perpetrator smirking or acting out in some other way. If this happens, the therapist will support the client in commanding the perpetrator to stop smirking, sit in the chair and listen. If need be, the client will be encouraged to intervene on the disrespectful behavior such as metaphorically putting tape over the perpetrators mouth.

Once the perpetrator is 'listening' to the client, the letter is read. The client may embellish what they have previously written if they desire. After the letter is read, the clinician will prompt the client through repetitions of giving back the shame and other carried feelings to the perpetrator. These are structured and roughly are, "When you raped me, I felt shame. It's not my shame, it's your shame, and I give you back your shame. I won't carry your shame any longer." This part of the process can become quite intense and the client is encouraged to feel whatever they feel and do what they need to do but not to rage. Focused, clear anger and intention are the goals of the exercise. Feelings reduction usually concludes with the client being supported by the clinician and her group to tell the perpetrator what she deserves in life and from herself and others. When the client has become complete in this process she then commands the perpetrator to leave the room and metaphorically returns him to the place where she found him.

The group then concludes with the client's observations of her experience during the process followed by supportive feedback from her caseload members.

While some incidences may need to be revisited, many clients profess significant resolution through the process of Post-Induction Therapy.

About The Author: Gary D. Hees, MA, LPC, is the Clinical Director at Spring Ridge Academy.



Four Circles Recovery Center
877-893-2221

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

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

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

www.fourcirclesrecovery.com



VISIT REPORTS...

FAMILY FOUNDATION SCHOOL

Hancock, NY

Jeff Brain, MA, CTS, CEP

Director of External Relations & Dean of Admissions

845-887-5213, ext 465

jbrain@thefamilyschool.com

www.thefamilyschool.com

Visit Report by Judith E. Bessette, Ed D,

Compass Educational Consulting, LLC

Dec 16 - 18, 2010

Do you know how to get to Carnegie Hall? It's an old joke...and the standard answer is practice, practice, practice...but here's another...join the chorus at the Family Foundation School!

It's true — this past December, 21 voices from the Family School were invited to perform with students from 10 other schools at this famous venue — the dream of many young musicians...but one that is seldom realized at the high school level.

Just before the holidays last December, I visited the school and had an opportunity to observe the mid-year graduation of about 20 students and learn about the chorus trip. It was an amazing experience and I refreshed my memory about the

school.

The FFS is a college prep boarding school that has been working with at risk teens for more than 25 years. The school incorporates the 12-step approach to recovery and its spiritual principles for all its students. While in many ways, FFS looks and feels like a traditional high school, the 12-step emphasis and the group and individual counseling that leans heavily on cognitive restructuring, allow FFS to work with students with a variety of difficulties including ADHD, ODD, mood disorders, addictive behaviors such as drug and alcohol abuse, computer and internet use, sexual promiscuity, cutting and disordered eating.

The wide-ranging college-prep curriculum includes calculus, earth science, biology, chemistry, and physics, four years of Spanish, and standard four-year sequences in history and English as well as several college-credit classes. Some of the extra-curricular activities have an arts emphasis — like chorus, drama, and woodworking. Other offerings include debate, journalism and a wide variety of inter-scholastic sports. Academic support is available as needed and, recently, the school added a Special Ed teacher to the faculty.

While the Family Foundation School sets individualized emotional growth goals for each student, their character education goals for all students are the same: to become responsible for themselves and considerate of others, to grow in self-respect and self-esteem, to mend relationships, develop a spiritual life and begin to discover and use their

CONTINUED: FAMILY SCHOOL/ 8



Photo by Skyler Jenson

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

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

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



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

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

FAMILY SCHOOL

talents. Since its inception, the school has embodied “The 4 Absolutes - Honesty, Purity, Unselfishness and Love.” The 12 Steps of AA are actually an expansion of the Four Absolutes of the Oxford Group, an organization that started in the early 1900s.

The school is divided into four houses of about thirty students each. Everyone from the president of the school to the maintenance staff is assigned to a house. Each house has two family leaders who serve as “mother and father” for the house.

One of the hallmarks of FFS is a unique form of group counseling called Table Topics...structured interactions that take place in each house at lunch and dinner every day. Students are able to discuss both good things are happening as well as issues they are dealing with in a format that offers help and guidance from staff as well as the other students in the house.

But enough about the facts at FFS...let’s talk a bit about heart. My tour guides included a student I placed at the Family School about 18 months before my visit. While at the school, she literally discovered her voice...and made the trip to NYC. She was ebullient about the trip...about the performance at Carnegie Hall...about her parents being able to see her perform...and now, she was about to graduate.

There was a beautiful Baccalaureate ceremony on Friday night. Graduation was Saturday morning. Each of the graduates had a few minutes to tell a bit about themselves — both why they wound up at FFS and about how they had changed. There was not a dry eye in the room as the handsome captain of the boy’s basketball team talked about moving from pain and despair to finding hope and love. Beautiful young women said things like I didn’t know who I was before I came here...and I didn’t care. Several other students talked about learning who they could be from constant, shared insight from both staff and peers.

Graduation was a moving experience...made even better by my student’s parents thanking me for helping them find a place that gave them their daughter back.

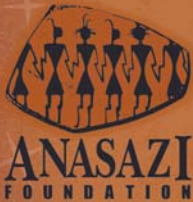
If you are looking for a therapeutic school with a traditional feel and with a wide variety of classes as well as extra-curricular activities, and a place that values the spiritual side of its students, consider the Family Foundation School!

Judith Bessette, Ed D, has a private consulting firm, Compass Consulting, LLC, which she founded in 2003. Her primary focus is working with families with teens and young adults with emotional, behavioral and/or learning issues. Judith can be reached at: 414-581-9146 or by email at: drjudib@me.com or through her website at: www.compassconsultingwi.com.

Wisdom is that exercise of the reason into which the heart enters.

~ Albert Pike

Celebrating 20 Years of Turning Hearts Homeward



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.

Scholarships are available for those in need.

800.678.3445 | anasazi.org



Benchmark Transitions

Life Strategies for Emerging Adults

Young Adult Transitional Living

Benchmark is a residential, co-ed therapeutic transitional living program. Our model is peer group and community based, using a life coaching and therapeutic approach.

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

The core component of our curriculum requires a minimum commitment of six months to complete Level I and Level II. The second component of the program is optional and includes on and off property independent living, which makes the typical length of stay a total of 10-12 months. We also offer extended care programs from 12-24 months.

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.



1971 ESSEX COURT
REDLANDS · CA · 92373

WWW.BENCHMARKTRANSITIONS.COM

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]

RAYMOND ESTEFANIA LMHC, CAP

South Miami, Florida
 305-479-8253
restefania@bellsouth.net
www.restefania.com

Raymond Estefania offers therapy for adolescents, adults and families, specializing in the treatment, intervention and placement of those struggling with substance abuse and chemical addictions. Placements include residential treatment, wilderness programs and therapeutic boarding schools. Other services and treatments Raymond specializes in include: conflict resolution, stress management, parenting support and family counseling, life coaching and crisis and case management. In addition, Raymond Estefania works with individuals with depression, ADHD, Oppositional Defiance disorder and other diagnosed disorders.

With over 15 years of experience, Raymond Estefania, who received his graduate degree from Nova Southeastern University, is a licensed Mental Health Counselor and a certified Addiction Professional in the state of Florida. His other accolades include: Internationally Certified Alcohol and Drug counselor, is qualified as an expert in substance abuse by the Miami-Dade County Eleventh Judicial Circuit Court; is a provider for Professionals Resource Network and a provider for Intervention Project for Nurses. Raymond is a member of the American Counseling Association, IECA, NATSAP, the City of South Miami's Drug Free Coalition and a board member for Informed Families, the Florida Family Partnership.

Before starting his own practice, Raymond Estefania was the Director of two different chemical dependency programs in Florida, one of which was South Miami Hospital's Adolescent Program, where he had worked for over 10 years.

[This information came from Raymond Estefania's website.]

CINNAMON HILLS YOUTH CRISIS CENTER

St. George, Utah
 Sherry Shake, Admissions
 435-674-0984
info@cinnamonhills.com
www.cinnamonhills.com

Cinnamon Hills Youth Crisis Center is a therapeutic residential treatment program designed to assist youth with behavioral issues, chemical dependency or addiction issues, mental health issues, and or dual diagnosis. Boys and girls, ages 12 to 17 are accepted into the program. Students commit to a 90 day treatment program and parents can elect to extend the treatment period as necessary.

CONTINUED: CINNAMON HILLS 10

Do you know a teen struggling with anger, anxiety, academic decline, drugs, or depression?

SUMMIT
 PREPARATORY SCHOOL
Where Transformations Happen
 A NON-PROFIT INDEPENDENT THERAPEUTIC BOARDING SCHOOL | KALISPELL, MT
 AGES 14-17; CO-ED

Information • Campus Tour: www.summitprepschool.org Admissions Confidential Line: **406-758-8113**

NATSAP SEVIS OPI
 Member Office of Public Instruction



Grove School
 A THERAPEUTIC BOARDING SCHOOL
 175 COPSE RD, MADISON, CT 06443

For 75 years Grove School has been recognized as the leader in providing clinical expertise & college preparatory education for adolescents, with average to gifted intelligence, who face social, emotional & academic issues.

Grove School offers:

- A year round, CT approved academic program for grades 6-12 plus post-graduate
- 90 member professional staff for 105 students
- 4 Psychiatrists, 2 PhD Psychologists, 6 LCSW/LMFTs, and 30 certified teachers
- Individual therapy twice weekly, group therapy weekly, family & milieu therapy
- Diverse cultural, athletic & experiential activities

To learn more, please call **203.245.2778** or visit our website www.groveschool.org

COURAGE • INTEGRITY • COMMITMENT • ACCOUNTABILITY
 CONSIDERATION • LEARNING • OPEN MINDEDNESS



CINNAMON HILLS

Cinnamon Hills is accredited by the Utah Department of Human Services, JCAHO, and the Northwest Association of Schools and Colleges.

Upon admission, clients have an individualized treatment plan assembled that may include group or individual therapy, 12-Step Substance Abuse Treatment, vocational training, social skills training, physical conditioning, and life skills preparation. The plan is reevaluated by the youth's treatment team as necessary to gauge adequate progress in each part of the recovery process. The youth also take the Woodstock/Johnson assessment upon admission to the program in order to test their academic placement. A team of certified teachers then prepare a Student Education Plan to address the client's educational needs. Youth in the program are constantly monitored by staff members to ensure the complete safety of the children.

Cinnamon Hills is located in southern Utah, 2 hours northeast of Las Vegas. The dryer climate produces mild winters and hot summers, allowing for a myriad of outdoor recreational activities including picnics, swimming, hiking, softball, and volleyball.

[This information came from the Cinnamon Hills Youth Crisis Center website.]

HIGHER ART, LLC

Manalapan, NJ
Elissa Bowes, Founder
732-252-5489
elissa@higherartnj.com
www.higherartnj.com

Higher Art focuses on using art therapy as a healing tool "for children, teenagers and families who have difficulty positively expressing and managing their behaviors and feelings." The various programs offered include a 6-month Art Therapy Support System, a 3-month Art Therapy Intervention Program, a Girl Power Group and providing consulting for existing programs. All art therapy programs are designed for adolescents who are struggling with low self-esteem, anxiety, depression, anger and aggression, stress, grief and loss and fears or phobias. In addition, Higher Art works with families and young people who have oppositional behaviors, social and relationship issues including divorce issues, acting out or shutting down behaviors and/or developmental and learning differences.

In describing Art Therapy, Elissa Bowes, founder of Higher Art says it "adds another dimension to self-exploration by providing a concrete tool, the created art object, allowing for an even further examination of life patterns and behaviors, through symbolic expression and metaphors."

Elissa works with emotionally challenged and at-risk children, adolescents, adults and families. Although most of her work in the past has been in New Jersey, she is open to bringing her services to other parts of the country. Elissa Bowes, MA, ATR-BC, and LCAT is a nationally board certified,

registered Art Therapist and the founder of Higher Art, LLC and is a member of the American and New Jersey Art Therapy Associations. In addition to working with families and at-risk or emotionally challenged youth, Elissa is a consultant to organizations throughout New Jersey. The Community YMCA of Monmouth County, YWCA of Eastern Union County, Very Special Arts of New Jersey, the CPC Behavioral Healthcare, Children's Partial Care Program /Circle of Friends, Red Bank and Meridian Health, Manor by the Sea have all implemented Higher Art therapy into their programs.

[This information came from the Higher Art, LLC website.]

AMITY CIRCLE TREE RANCH

Tucson, Arizona
Robin Rettner, Director of Enrollment & Family Services
520-749-7178
rrettmer@amityfdn.org
www.circletreeranch.org

Circle Tree Ranch is a long-term residential alcohol and drug addiction treatment program with varying lengths of stay ranging from 90 days to 14 months. This program offers treatment to those 18 and over, pregnant mothers, couples and families, who may also be struggling with co-occurring mental disorders, eating disorders, trauma or PTSD, have a gambling addiction, are victims of violence or are involved with CPS or the criminal justice system.

Founded in 1969, Amity Circle Tree Ranch, originally known as Tucson Awareness House, currently has treatment programs in California, Arizona and New Mexico. Rod Mullen is the President and CEO; Naya Arbiter is the creator of the current curriculum and has been with Amity since 1981. Together with Rod Mullen, Bette Fleishman and Fernando Mendez, Naya has created a unique program that allows parents to bring their young children (from birth to 8 years old) to the treatment facility, where they attend daycare or the community elementary school.

Circle Tree Ranch utilizes the 'Extensions Curriculum' in which students study topics that include family dynamics, trauma, prejudice, violence, individual strengths, moral development and emotional literacy in addition to the basics of the 12 step program and group circles, topic based workshops and the utilization of community, friendship and family in the student's recovery process.

Circle Tree Ranch is located on a 56 acre campus that includes semi-private residential accommodations, a dining area, Gathering Hall, meeting and group rooms, state of the art fitness center and walking trails, volleyball and basketball courts, swimming pool, music and art rooms, authentic Native American sweat lodge and an outdoor pavilion for weekly celebrations and ceremonies.

[This information came from the Circle Tree Ranch website.]

GREENWICH EDUCATION AND PREP

Cos Cob and New Canaan, CT
Dede LeComte, Admissions Director
203-594-9777
kdeconti@greenwichprep.com
www.greenwichprep.com

Greenwich Education and Prep provides a myriad of academic and educational services and resources. The company deals with students, grades K-12 who require some additional assistance in any number of areas including educational counseling, consulting, tutoring, and test prep to assist in meeting the individual student's academic goals and needs.

Victoria Newman, MS Ed, Executive Director and Founder of GEP has previously served as a teacher in both the Greenwich and Stamford school systems. She currently works as an educational consultant for students needing placement in day and boarding schools. Tammy Moscrip, Ph.D., is the Director of Clinical Services for GEP. She specializes in cognitive behavior and neuroscience. She graduated from Columbia University.

Greenwich Education and Prep operates two facilities in New Canaan and Greenwich which provide tutoring and test prep services to students. With a staff of over 60 teachers and specialists, the facility provides highly specialized tutoring and academic assistance in all areas of study. GEP also provides educational consulting service to assist in the placement of students in appropriate educational facilities such as boarding and day schools, summer programs, college admissions programs, and therapeutic programs. GEP also operates 3 schools, Beacon, The Spire School and Lake House Academy. These schools address learning disabilities and challenges as well as other issues such as depression and anxiety. The company also offers homeschool services, transitional programs, and summer school programs.

GEP offers Parent Education classes to help educate parents in how to more effectively assist children with learning disabilities, ADD, and Autism Spectrum disorders.

[This information came from the Greenwich Education and Prep website.]

Freud's conception of the unconscious, by focusing attention on hidden irrational processes of the brain, was a fundamental contribution to culture.

~ Edward O. Wilson: *Consilience*
The Unity Of Knowledge
NY: Vintage Books: 1999 p. 81

EXTENDED INSIGHTS...

LIFE AFTER RESIDENTIAL TREATMENT

By Janyce Lastman, Independent Educational Consultant
The Tutor Group
Toronto, Ontario, Canada
416-221-0018
janycelastman@hotmail.com

(One of the most common questions I get from parents is how successful are these programs? Although there are a few studies, and some outcome reports, real information is rather scarce. This is probably because once a student successfully completes a residential, therapeutic school or program, the past is seen as a nightmare both parents and child would rather forget. Also, the child is busy getting on with his or her life and doesn't want or need to revisit the difficulties of the past.

As a consequence, the following series of letters by parents is unique; reporting their son's steady improvement post-treatment and expressing their appreciation for the help their consultant gave them. The parents were kind enough to not only share with their consultant how things were going post-treatment, but also gave permission to publish their comments so long as the information could not be used to identify any of them. We respect that wish and appreciate the parents' willingness to share that even with the most horrible turmoil a teen child might have put them through, there is still hope. -Lon)

This is from the parents of a very bright but troubled son with complex emotional, behavioral and learning challenges, and developing mental health concerns (no substance issues). His level of conflict with the family members was extreme at the time of his placement. He attended therapeutic wilderness, followed by a specialized American residential treatment program where he also started and completed his high school studies. He graduated high school within his RTC after many ups and downs, and several challenging years of individual and family work, and then returned to his home community for post-secondary studies. These updates cover a 6+ year period after completion of the specialized residential program. -Janyce Lastman

Fall 2005:

Our son has made a good adjustment (after high school graduation from an American RTC). He is living with relatives near the University during the week, and visits us on weekends and some weekdays. He's doing very well in all his courses - his favorite is psychology, and he's thinking of possibly majoring in it. He's been seeing a local psychologist himself (to continue personal counseling). He has reconnected with the old local friends who were always a good influence,

CONTINUED: LIFE AFTER RTC 12

LIFE AFTER RTC

and kept in touch with former classmates and staff from his RTC. He's active at the gym, started back playing his favorite team sport, and accompanies us to social events and visits. Friends and family tell us that he has changed into a mature young man.

We are grateful for everything good that has happened, especially as we acknowledge that it hasn't been a smooth ride. Thanks for all you have done for us, Janyce. Our son may not be completely out of the woods yet but he is certainly headed in the right direction and we are eternally grateful for your help.

Best Regards, Dr. and Mrs. P, Alberta

Fall 2006:

Our son continues doing well. Last year, he earned two scholarships for his efforts. This year is more challenging but he appears to be working hard and motivating himself without anyone around to push him.

He continues to live with relatives and we see him at least once a week. He earned his driver's license and uses the car when he visits, but takes the bus otherwise. Last summer, he spent time with me, his brother and his grandfather visiting Eastern Europe - we had a grand time and it was definitely an unforgettable experience for all, especially the boys. Two weeks afterward, he left for a 10-day trip to Alaska to visit one of his former RTC school mates. We are planning another big family trip shortly.

We'll keep you posted on further developments...

Dr. and Mrs. P, Alberta

Fall 2010:

Our son is currently completing his nursing degree in our home community. After a medical mission to South America in 2008 he was inspired and encouraged by many individuals to pursue a nursing career. He is very happy with the choice, doing well in school and getting marks in the B+ range. He studied Spanish by immersion, and later travelled around Central America for more Spanish instruction. He will soon embark on his third medical mission with CAMTA as a Spanish translator. Last year, he moved into a downtown condominium blocks away from school and lives with his brother now who is also in university. It is wonderful and incredible to us parents that these two can live together successfully. He is currently self-supporting, along with student loans for school. Someone he worked with in South America has offered him a summer job in a hospital here in town. He spends his spare time weight training, yoga and cooking and has a wide circle of good friends. He may return to visit his old RTC shortly when he visits his sister who is completing her medical specialist degree out East.

Thank you once again Janyce. We will be forever grateful for all you have done for us!

Dr. and Mrs. P, Alberta

March 2011:

Our son recently returned from his fourth medical mission to Quito, Ecuador, where he worked as a Spanish translator and also helped in the operating room and on the nursing ward. This experience has had a profoundly positive influence on his life and has kept him passionate and motivated. He is completing his second year of nursing at Grant MacEwan University and plans to work as a nursing attendant during the summer.

Dr. and Mrs. P, Alberta



STUDENT PARTICIPATION IN COMMUNITY SERVICE

By Christine Haggerty

At Cedar Ridge Academy there has been a focused effort to become more involved in community service within the community of Roosevelt, UT, where Cedar Ridge Academy resides.

Students of Cedar Ridge Academy are tutoring local middle school students in reading and math each week. Every Thursday morning, seven of our boarding school students travel to Roosevelt Middle School to work with fourth, fifth and sixth graders who read below grade level and are at risk of falling further behind in academic skills if they don't get the help they need now.

The Cedar Ridge students have been well received by the local community of Roosevelt for their service efforts this year and they are learning to gain the civic responsibility it teaches, as well as the therapeutic value of giving selflessly to others.

The focus on community service is partly in response to a civic service and leadership elective required by the academy for graduation, emphasizing not only community involvement, but also leadership in recognizing civic needs and responding to them.

In addition to their tutoring, Cedar Ridge Academy students have adopted a section of local highway that they clean-up three times each year, have decorated a tree that was auctioned to support the local Family Support Center, and organized and donated several items to send to shelters in the state. Students also help to maintain a hiking trail on public land in the Uintah Mountain foothills.

Cedar Ridge Academy strives to instill a lifelong sense of community involvement and civic responsibility in both our boarding school and therapeutic school students. To learn more about our school or see what our students are involved in, please read the student-authored articles in our newsletter at www.cedarridgeacademy.net

Cedar Ridge Academy believes in cultivating student talents, and our teachers and guidance department assist our graduates with moving on to college, including art schools. For more information, contact Christine Haggerty, Dean of Academics, at 435-353-4498, Christine@cedarridge.net.

SEEN N HEARD...

FFS Show Choir Wins First: The Family Foundation School (Hancock, NY), performing for the 18th consecutive year at the North American Music Festival in Hershey, PA, brought home the usual armload of trophies, including a First Place award for the Show Choir. Choral director Paul Geer and choreographer Tom Kovaleski directed the award-winning song and dance troupe. The school's Women's Chorus and Mixed Chorus received Second Place awards, and the Men's Chorus received an Excellent. Senior student, Samuel M., received an Outstanding Soloist Award. 845-887-5213

Ridge Creek Student Receives Scholarship Award: The faculty and staff at Ridge Creek School would like to take a moment to congratulate Senior Clay H. for earning a \$40,000 scholarship from Millsaps College. 800-394-0640

Stone Mountain School Welcomes New Executive Director: Jake Weld, M.Ed. has been promoted to the position of executive director of Stone Mountain School. 949-589-1765

Four Circles Introduces Garden Project: At a time when young people are far from home battling their addictions, they can still get a taste of home-grown. At Four Circles Recovery Center, a state-of-the-art North Carolina substance abuse treatment program, a new project introduces young adults to the therapeutic benefits of gardening. 949-589-1765

Deepest Sympathies to the Stednitz Family: Terry Stednitz's life ended after a nearly five year struggle with breast cancer. 208-267-5550

Adderall Adds Nothing: The pressure to achieve has created unparalleled stress in today's college students across America. It has also created bad habits, including cheating, plagiarizing and copying from the Internet just to make the grade. Now comes the latest response to this pressure: Adderall. According to Malcolm Gauld of Hyde Schools, students are pushed to succeed in a grade-based system that starts naming winners at an early age. A 'win at any cost' philosophy takes over. Kids are gripped by these powerful influences that can and do manifest themselves in potentially harmful ways, including the current abuse of Adderall. 207-837-9441

Knight Named VIP Of The Year In Education: Fieldstone Academy and Cambridge Who's Who of Business Executives are proud to announce that Thomas G. Knight, Director of International Recruiting for Fieldstone Academy, was named the VIP of the Year in Education. 801-419-6266

Explorations Adventure Course for Students in Transition: Explorations is pleased to offer the Summer Leadership Adventure Course. This unique program will incorporate high adventure activities and certification, service learning, leadership opportunities and vocational instruction with continued emotional growth and high school credit. Students and families will also participate in the signature Explorations Parent Float Trip. 406-827-3863

Looking Back At The Redcliff Reunion: Graduates had been pleading with the RedCliff team for years to host an event where they could reunite with peers, therapists and staff.

This year administrators decided to give it a try - not certain whether they could meet the day to day demands of running a therapeutic wilderness program and plan and execute a two-day event. The reunion turned out to be a great success! 801-682-2315

Former Three Springs Duck River Campus To Sell At Auction: A 352-acre retreat along the Duck River that was once home to a program for troubled teens will sell at auction Saturday, June 25. 500-551-3588

Guidelines for General Practitioners: The Academy for Eating Disorders (AED) is pleased to announce a new informational resource on Eating Disorders, "Eating Disorders: Critical Points for Early Recognition and Medical Risk Management in the Care of Individuals with Eating Disorders," which is now freely accessible on their website. Check the end of this report for a link to download this publication. 847-498-4274

Turning Winds Announces NIPSA Accreditation: Turning Winds Academic Institute is pleased to announce its accreditation and membership with the National Independent Private Schools Association (NIPSA). 800-845-1380

6th Annual Northwest Get-Together A Success: The Woodbury Reports Northwest Get-Together was Another Success. The function was attended not only by program people from around north Idaho, but also included attendees from several other western states including Utah and New Mexico. 208-267-5550

Dr. Bingham joins Pacific Quest: Dr. Bingham graduated from Skidmore College and went on to earn a Master's Degree in Counseling Psychology from The California Institute of Integral Studies. He continued at CIIS and received a PhD in Psychology. Dr. Bingham is a Rosen Method practitioner and Biodynamic cranio-sacral therapist. Dr. Bingham will be available to work with PQ students in June. 808-936-6363

Student Art On Display: Art created by students at Penrith Farms was publically displayed during a local 'Creatives Art Walk' in Everett, WA. 509-447-0665

Bipolar Disorder Misdiagnosed And Unrecognized: Bipolar disorder, also known as manic depressive disorder or manic depression, is a psychiatric disorder that causes extreme shifts in mood, energy, activity levels, and the ability to carry out everyday tasks. It is a serious mental illness requiring specialized treatment, but the problem, according to Kimberly Dennis, M.D., medical director at Timberline Knolls Residential Treatment Center, is that bipolar disorder often gets misdiagnosed by professionals and is unrecognized by loved ones. 877-257-9612

Center For Change Announces Tricare Certification: Center for Change, a nationally known and respected eating disorder treatment program, is now a certified TRICARE provider. Center for Change has become a certified provider for the residential (RTC) level of care and will treat active duty military, their family members, as well as eligible dependents of retirees. 801-224-8255 x 267

SEEN N HEARD

Clark Behavioral Health Financing Introduces New Loan: The only educational loan available in the United States for all adolescent therapeutic schools and programs, The Clark Educational Loan offers the highest unsecured financing available, with the longest terms and lowest rates. 888-755-3079

Exciting Changes And Key Initiatives At Remuda Ranch: Over the last several months, the clinical staff of Remuda Ranch have continued to meet on an on-going basis to discuss the needs of current and prospective patients for the facility. One major change is the revolving length of stay. To support the financial needs of the patients of Remuda Ranch, the facility is working closer than ever with health plans to arrange for assignment of benefits to cover health care costs. 800-445-1900

Alex Boye Performs At West Ridge Academy Spring Gala: Alex Boye, pop-star phenomenon turned Mormon Tabernacle Choir -tenor, was the featured entertainer at the annual spring gala fundraiser at West Ridge Academy in West Jordan, UT. 801-282-1000

Musical Production Highlights Awareness of Learning Differences: Minnesota Life College in Richfield, MN; Minnesota West Community and Technical College; and

Shopko of Worthington produced a lively, upbeat musical featuring Twin Cities recording artists alongside graduates of Minnesota Life College. A portion of the proceeds went to benefit Minnesota Life College. 612-869-4008

Summer Camp at Eckerd Academy: Eckerd Academy of the Blue Ridge, located about 90 minutes north of Atlanta in Suches, GA, will offer an eight-week Therapeutic Summer Academics and Adventure Camp emphasizing academic credit recovery and personal growth through outdoor adventures. 800-914-3937



One Change Group Stops By Woodbury Reports: Jodie Redding and Amy Topp, Founders of One Change Group, stopped by the Woodbury Reports office to introduce their program and announce that One Change Group is providing Real Change Workshops around the country for parents. 208-265-9914

Tibet Course For College Students In Recovery: The TreeHouse Learning Community, Prescott College, and the Pureland Project (out of Penn State

University) are offering a rare opportunity for 16 students to travel and study among the nomads of Eastern Tibet. 847-804-6508

Benchmark Transitions Partners with the Family Bridge: Benchmark Transitions is pleased to announce the new Benchmark Transitions Family Bridge Parent Portal, providing a seamless and efficient communications process for program, client, family and consultant. 800-474-4848

Greenwood School Announces 9th and 10th Grade Program: With the construction of a new cottage dormitory, Greenwood School in Putney, Vermont has officially begun a fully accredited 9th and 10th grade program. 802-387-4545

OPI Announces New Center for Borderline Treatment: The Optimum Performance Institute announces a new, unique treatment approach for Borderline Personality Disorder at Roanne Manor, a home environment in a secure setting in Malibu, California. The new Roanne Program is based on developmental milestones combining proven, evidence-based treatment modalities for BPD with proven techniques OPI established in 2003 to help young adults achieve balance and independence in their lives. 888-558-0617

Soltreks Gears Up For Summer Sessions: Soltreks, Inc. announced they are offering structured therapeutic summer experiences and are currently taking enrollments. Session openings: June 13- August 5 (BOYS), June 20-August 12 (GIRLS), Open Enrollment/Rolling Admissions begin: June 27 (BOYS), July 6 (GIRLS). 218-834-4607

Sarah Mack Joins Explorations Team: Explorations is pleased to announce that Sarah Mack has joined the team as the Director of Development. 406-827-3863

RedCliff Ascent
Outdoor Therapy Program

Parent Seminar
Girls and Boys
Depression
Substance Abuse
Behavior Disorders
Licensed Psychologists
Academically Accredited
30 to 60+ days curriculum

DEFIANT TEEN?

*"As nature heals,
dreams soar... and
lives find new direction."*

www.redcliffascent.com (800) 898-1244

The advertisement features a black and white photograph of a person climbing a large rock formation. The text is arranged in a clean, professional layout with a mix of bold and italicized fonts. A small graphic of a mountain range and a sun is located in the top right corner of the ad.

Lynn University - 20th Anniversary: For the past 20 years, Lynn University has been offering services to assist students with learning differences. In 2002, Lynn's Institute for Achievement and Learning was founded to offer those students opportunities for greater accomplishments in higher education and career realization by providing them with a tutoring center, testing center, and assistive technology services. 561-237-7967

San Cristobal Hires New Directors: Weeks after hiring a new clinical staff, Dave Johnson, CEO and Owner of San Cristobal, has also decided to hire Devon Nanton, LSAC and Andy Coffin, CADC to take charge of San Cristobal's residential treatment offerings. 866-918-8383

Congratulations Kristie Campbell: Woodbury Report's Assistant Director, Kristie Campbell, BS, who graduated with a Bachelor's Degree in Psychology from the University of Idaho. 208-267-5550

Jason Gorham To Oversee Adolescent Residential Services: Jason Gorham has been promoted to the position of Administrator of Residential Services at the Rosecrance Griffin Williamson Adolescent Campus. 815-387-5605

King George School Closes: In a letter from Gerart Jones, Head of School at King George, it was announced that the King George School closed at the end of the current semester and graduation in early June 2011. 800-218-5122 ext. 101

Redcliff Ascent Opens Discovery Connections: RedCliff Ascent family of therapeutic programs is growing and we are happy to announce the opening of Discovery Connections in Orem, UT. Discovery Connections is a 12-bed program designed for boys ages 13-17 who may have poor impulse control or be pre-conduct disorder. This small, focused milieu specializes in treating boys who, in larger programs, may have been disruptive or even acted out. 801-491-2270

Oldest Wilderness Therapy Program Celebrates 30 Years: SUWS Wilderness Programs, which has been in continuous operation longer than any other therapeutic teen wilderness program in the United States, is celebrating 30 years of life-changing service to teens in crisis and their families. 208-735-4458

SUWS Programs Welcomes Sarah Casson Rush: SUWS Programs of Shoshone, ID, one of the nation's oldest and best-known wilderness therapy programs, is pleased to announce the newest member of its admissions team, Sarah Casson Rush. 949-589-1764

Outward Bound Announced Study Outcomes: Outward Bound, the world's foremost experiential learning program, recently announced results from a one-year study on student outcomes related to Outward Bound's educational framework. The unprecedented results show an impressive degree of growth in student leadership, confidence, and commitment to service post-course. Results illustrate that Outward Bound's outdoor programs deliver on their mission to empower students to be a positive force for change in their world. 866-846-7745

Benchmark Announces Gender Specific Housing: Benchmark is pleased to announce New Gender-Specific housing for our young adult students. Benchmark will be vacating the current 18-unit apartment complex, which is outdated and in need of extensive updates and repairs, and will relocate students into two separate apartment complexes within the community of Redlands. Both apartment complexes will be fully staffed with Residential Life Coaches on a 24 hour, 7 days per week, awake basis. 800-474-4848

Auldern Students - Run for Our Heroes: Auldern Academy Run Club participated in their first 5k run: Run for Our Heroes, which was formed to help police departments nationwide host events to raise funds for families of officers slain in the line of duty. 919-837-2336

Boulder Family Therapy Offers Desert Trips: Stuart Marshall, founder of Boulder Family Therapy offers young adults ages 17-21 in need of guidance of discovering who they are and who they truly want to become, a six day desert wilderness adventure. 303-475-4625

Web Service Increases Communication: Connect 4 Healthcare, LLC will officially launch their newest service, Connect for Healthcare for Behavioral Health TM, at the National Association of Addiction Treatment Providers (NAATP), 2011 Conference. 614-256-4454

Insight Intensive at Gold Lake Launches Residential Program: Recovery and behavioral-health expert Joseph DeNucci proudly introduces Insight Intensive at Gold Lake, an innovative, therapeutic residential program for young men who are unprepared to meet the demands of adulthood. 512-516-7257

Journeyman For Young Men To Open In July: Journeyman is a month long program for young men ages 16 and up. The program combines a wilderness experience with an apprenticeship in the craft of timber framing (timber framing is a traditional form of house building that was common before the widespread use of metal in construction). 208-610-5566

Remuda Ranch Celebrates International No Diet Day: Millions of Americans have tried dieting and have ultimately failed. Diets do not work because they are unsustainable and bring about feelings of guilt. Remuda Ranch, the nation's leading eating disorders treatment center, celebrated International No Diet Day 2011, in order to increase awareness of the pitfalls of dieting. 602-332-9026

Cornell Biologist Conducts Lab at FFS: Biology students at The Family Foundation School, Hancock, NY, participated in a gel electrophoresis lab conducted by guest lecturer Mike Yerky, Ph.D, a Professor of Biology at Cornell University and outreach coordinator for the Cornell Institute of Biology Teachers. FFS biology teacher Ed Leung, Ph.D. coordinated the event. Professor Yerky visits more than 80 high schools annually and has performed the lab for the past several semesters at FFS. 845-887-5213



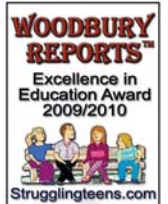
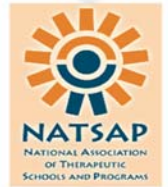
OPTIMUM PERFORMANCE INSTITUTE

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



OPI Offers:

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



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

www.opiliving.com

Montcalm School. You'll feel good about your choice. She'll feel good about everything else.

Montcalm School: A therapeutic boarding school where children thrive.



When you refer a child for treatment, you want to feel confident in your choice. Choose Montcalm School. Our treatment is based on nearly 100 years of experience working with children. We've gained the trust of families and counselors alike because we make boys and girls feel special. Montcalm School offers excellent academic instruction, coupled with small class sizes, in a beautiful campus setting. Children learn valuable life skills, helping them transition to college, rewarding jobs and more. At Montcalm School, children find hope. And a future.



A family of Starr programs for boys and girls: Therapeutic Boarding School • Outside In, for ASD youth • Crossroads, for young adults



866.244.4321
www.montcalmschool.org

Montcalm School is SEVIS approved.
Montcalm School is a private program of Starr Commonwealth, trusted since 1913.