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PRESSURE FOR ACADEMIC ACCOMPLISHMENT

by Lon Woodbury

I had a fascinating conversation on my Internet Talk Radio Show the other day, where my guest claimed that many studies conclude that the pressure for academic accomplishment is the major cause of unhealthy behavioral on the part of our children.

The speaker claimed that the pressure for all children to go to college, and preferably the top colleges, comes both from parents and from our government. It is creating so much stress on many children that some fall apart and start to bully others. Some of these kids get involved with substance abuse, suffer from obesity and/or lack of sleep. Many others drop out of school. In other words, these problems are not so much problems in their own right, but are symptoms from a root cause; the intense and unhealthy competition for academic accomplishment and gaining acceptance into the best colleges.

She has a point!

In my work with struggling teens, most are under performing in school or falling through the cracks. Some have said that they "can't learn" and/or "hate learning!" Of those students that are succeeding in school, many say they are bored, that school is not challenging. Some are placed in a residential setting because they are having problems that stem from lack of success in school, or a downright rebellion against school.

If my guest was correct in her assessment, then all our efforts to curb bullying, prevent substance abuse and to fight youth obesity are heading in the wrong direction. Attempts to provide individual therapy, or national efforts to encourage children to exercise more, or schools adopting zero tolerance policies or to require them to respect others are simply Band-Aids. They miss the root problem and thus things will never improve.

The common cause of these problems seems to be the way we have evolved academics in this country during the last century. A century ago schools were created and run by parents. Since then, states and now the Federal Government have imposed numerous mandates upon the local schools where the local school boards and educators are required to carry out numerous State and Federal policies.

One of these common policies is to consolidate school districts to take advantages of "economies of scale." The result is huge high schools with thousands of students. No local administrator can get to know their students and adequately meet their individual needs in these massive schools. And the further the decision makers are from the students, the less local educators are able to respond to the needs of the students they interact with every day.

Maybe the real discussion about problems such as obesity, substance abuse, lack of sleep and bullying should be more about how we run our schools. That discussion would do more to combat these problems than focusing on each problem individually and out of context.



RELATIONSHIP IS THE KEY TO FINDING A VOICE

By Rosemary McKinnon

Everywhere I have been in the past couple of weeks people have been talking about a new movie - *The King's Speech* - and telling me that I must go and see it. I thought perhaps this recommendation was based on a nod to my British heritage and a presumed interest in "the Royals" so didn't rush to the movie theatre. In the end I was relieved that it has stayed long enough in Kalispell for me to get around to seeing it with John. And, of course, I have along with multitudes of others discovered that there is more to this movie even than superb acting and an interesting portrayal of a well-known moment in British royal history when one king resigns to marry the woman of his dreams and another steps up to take his place.

Perhaps I should already have known that King George VI had a bad stammer. I did not. And even if I had I would not have grasped the importance of this flaw. Who among us, who has seen the movie, will now ever be able to forget the anguish of the trembling lips and the pain in Colin Firth's eyes as he endures the humiliation of his public exposure? This tour de force of acting brings us face to face with a particular form of torment which no amount of advice, cajoling, correcting or soothing can remove. And no amount of royal pampering or privilege can cover up.

As we exited the theatre John remarked to me that the Arts do a much better job of tuning in to understanding human suffering, its roots and sublimations, than any psychology textbook. Here Freud's wisdom lives on while it has been rejected and discredited in the field which owes its inception to his ideas.

I found myself thinking over the next couple of days about the nature of the relationship between Lionel and Bertie, and how it sheds light on the "art," rather than the science of therapy. Bertie is a classic, reluctant patient, dragged by his worried and persistent wife in search of a solution to an intractable and disabling problem. He "has it all" in terms of worldly rank and privilege and yet he struggles with a deep narcissistic wound which he guards with flashes of anger and defiance. When Lionel Logue first meets him and tries to understand the source of his trauma, Bertie immediately balks and defends himself with haughty rage. He has seen all the experts and they have not been able to fix the problem. There is no relationship, and until one develops, no work can take place. Lionel's first seemingly insurmountable task is to create a relationship between equals while still being aware of the special role of his royal patient, who wants none of this. He has no professional diplomas and works in an unorthodox manner which focuses attention on tension in the body. He correctly insists that the work must take place on his own turf, but must give his patient some early sign that he might have a chance at being successful. Bertie glimpses this only in a moment of utter despair and begins to permit a relationship to grow and to allow Lionel to begin to probe the roots of the problem in a series of childhood traumatic experiences and clumsy adult mishandlings. He begins to express his frustration and pent up fury in a scene of great cathartic angry swearing. The wound is opened, probed and cleansed, but this piece of the work is not, in and of itself, the cure. He still requires constant practice and must submit to the exercises that Lionel devises. He finally finds his voice in order to stand up for his coach and mentor when he can confront the Archbishop of Canterbury in the very premises of his coronation in Westminster Abbey. They are finally equals and yet the

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relationship is fragile and, when ruptured, is not easily repaired.

In the end it is the necessity of rising to a moment of great historical importance and of becoming a leader to the British people in time of war which puts Bertie's courage to the ultimate test of facing down his own fear publicly and moving beyond himself into his role as England's King George VI. He has worked valiantly for this, has been supported by his loyal and understanding wife, and has allowed himself to be helped by a commoner with an unorthodox approach whom he now calls friend. He is no longer a fraud and his personal majesty is evident to one and all. We can celebrate the fact that he has found his "voice."

What is it that we mean by this phrase to "find a voice?" I have for years been impressed by the work of Carol Gilligan, a professor both at Harvard and at Cambridge Universities in departments of education and gender studies, whose research with young women was conducted in the 1970's and is described in her book: *In a Different Voice*. Here she details the ability of young girls ages 10-12, to clearly articulate their thoughts and ideas and demonstrates how often they lose this capacity in their teenage years under pressure from society's norms for young women to act "nice," to get along and to present themselves in a way which would be pleasing to adults and young men. They are discouraged from saying things that are "inappropriate" or "unacceptable," for standing up for themselves and showing their anger and acting "selfish." I certainly can relate to such descriptions with their subsequent diminution of voice. My mother once criticized my raising of my young daughters for their "selfishness," when I felt strongly that I was teaching them to think for themselves and trust their own needs and wishes. I recognized that she had been taught, and done her best to teach me, to submit to wishes of others.

While the Feminist movement has done a great deal to provide new role models for young women and to begin to value the relational approach that women bring to all of their many societal roles, I also see that there are still significant struggles which manifest themselves in depression, disorders of body image and unrealistic aspirations for perfection. Such difficulties tend to melt away when young women succeed in finding their own "voices."

Carol Gilligan wrote again about this matter of "voice" 20 years after her original publication in a new forward to her book written in 1993. Here she writes, "By voice I mean something like what people mean when they speak of the core of the self... it is a litmus test of relationships and a measure of psychological health." She goes on to say, "To have a voice is to be human. To have something to say is to be a person. But speaking depends on listening and being heard: it is an intensely relational act." She also notes that relationships depend not only on the capacity for empathy and the ability to listen to others and learn their language or take their point of view, but also on having a "voice" and a "language." It is these skills that we hope all our students will learn and internalize during their tenure at Montana Academy.

Our students come to us with deep wounds and a terrible sense of personal failure which experts and well meaning family members have failed to help them fix. Many of them defend against their weaknesses and vulnerabilities with a shell of narcissism which makes it hard for them to allow the relationships which form the basis for healing. Yet, without a therapeutic relationship through which they begin to explore their own private world of pain, trauma and frustration, they cannot find their way forward. Parents and loved ones can lead them to a place where such healing might occur

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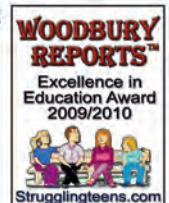


For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded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



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RELATIONSHIPS

but they have to do the hard work. First comes the establishment of the relationship (earth clan); then the exploration of old wounds, festering anger, defenses (moon clan); next the reappraisal of relationships with family and friends and working out of a new understanding and practice of new ways of relating to those around them (sun clan); and only after this, when they have begun to find their own “voices” and to listen to those of others, can they then step up to positions of leadership in the community and be expected to say publicly what is on their minds as many of them demonstrated in last Friday’s community meeting. In all of this, the relationship with the therapist is key. There is no way to medicate a way out of the problem or build and practice skills without the strong foundation of trust which allows for a shared humanity in which one person understands and guides another to be the best that they can be.

There has been a de-emphasis on the centrality of relationships in the field of psychology and psychiatry over the past two decades or more. Instead the focus has been on “skills training” and “manualized” therapy such as DBT and CBT where the human agent and relationship is relatively unimportant or the encounter with a psychiatrist is reduced to the prescription for a pill. Perhaps the tide is finally turning back towards psychodynamic therapy which has its roots in the insights of Freud’s legacy. A recent article in The Scientific American Mind journal (Nov/Dec 2010) reports the results of a meta-analysis looking at several studies, both randomized and controlled, comparing longer-term psychodynamic psychotherapy with CBT and found that the benefits of improvement from psychodynamic therapy were substantial and continued to grow even after therapy had ended. This does not surprise us. We know this intuitively, and all of us value the importance of relationships in our lives and understand their power to heal in the hands of skilled practitioners. The King’s Speech reminds us all how much this matters to each and every one of us.

About the Author: *Rosemary McKinnon, MA, is the Director of Admissions and Founder of Montana Academy, a therapeutic boarding school located in Montana that emphasizes treatment and education. For more information, contact Rosemary at admissions@montanaacademy.com, 406-858-2339 or visit the website www.montanaacademy.com.*

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to the overriding
importance of parents
and the more
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we accord them,
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VISIT REPORTS...

SUMMIT PREPARATORY SCHOOL

Kalispell, MT
Jan Johnson, Admissions Director
406-758-8112
jjohnson@summitprepschool.org
www.summitprepschool.org

Visit by: Kristie Campbell, BS Psy, May 25, 2011

The driving instructions to get to Summit Preparatory School just outside of Kalispell, MT are conveniently accurate for those wishing to visit this beautiful, remote campus for at-risk teenagers.

As I neared the top of the hill and pulled into the visitor's parking lot, it was quiet and overcast. When I opened the door to the main building however, the scene quickly changed. Inside it was bright and warm. I could hear kids and staff talking, laughter and the click of a dog's feet on the floors. Just outside the Administrative office was a plaque with pictures of the school dogs. Several dogs live on campus part time creating a feeling of comfort.

Barb Cunningham, Guidance Counselor, walked me through the entire main building, the class rooms, both those in session and empty ones, administration offices and then down another almost identical hallway of counseling offices. During our walk, Barb explained the architecture of the building, how it had been built specifically with therapy in mind. Every 'wing' was created equal so that each would be the same as the next, but also that it also created an open-air garden in the middle of the school for kids to go into if they needed time to center themselves.

I saw an art class in session in the hallway outside the art studio and quietly slipped in behind the students to observe for a few minutes. On the wall in front of them were sketches they'd done during another lesson, each using his/her own unique style. The teacher was discussing not only the similarities and differences in each student's depiction of the model, but also relating it to perceptions and real life situations. The kids definitely got it.


We visited a Spanish class where three students were working on an anti-drug campaign. They had created a video of fellow classmates working or playing a sport, explaining (in Spanish) how it would keep them away from drugs. They were excited to show me how they'd taken the separate recordings, spliced them together and created the video. They were very interactive with me and I could see how much fun this project had been for them.

After Spanish, we went to a History class where the students were taking semester finals. I was impressed with the level of academics in the History class. The students were doing projects that were at or above college level Anthropology classes in my experience, and they had to do it independently. The students were allowed to be on the Internet, using Google while they researched their project. Barb explained that students didn't try to abuse the freedoms given to them because they knew if they lost privilege, they would have to do manual research in the library.

All the classes felt like those in a "normal" school and all of the kids wore their own appropriate clothing. The girls were allowed moderate makeup and small, non-flashy jewelry.

The rest of the main building consists of a full library, a cozy lounge area, a roomy cafeteria with a complete industrial kitchen, a

CONTINUED: **SUMMIT PREP/ 6**




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SUMMIT PREP

full sized gym with a climbing wall and a swimming pool for athletics. In the lounge is also a staircase leading up to an office called the "Tree House," where the Learning Resource Specialist, Steve Gessler, works. Students appreciated the opportunity to visit Steve in the Tree House once they realize this is a stress free privilege.

After touring the school, I met with Rick and Jan Johnson, founders of Summit Preparatory School. My goal never being one of typical marketing, I asked them about their backgrounds. How they got started. Why they decided to start a school. I learned that they've both worked with children and families in many areas of the mental health profession for many years, bringing a wealth of knowledge and experience to Summit Prep.

Barb took me to the Academic office after meeting with Rick and Jan, where I met the heads of academics and planning. Shelley Eberhardy, Academic Registrar and Tom Kallay, Educational Director, explained the extreme level of education offered at Summit Prep. They discussed that each student's academic plan includes at least 15 months of planning, although it may be amended as the student progresses and as needs change. The list of Comprehensive Course Offerings at Summit Prep lines out three years of highly competitive, college preparatory courses.

At lunch I sat with three students, all of whom had been there different amounts of time. Each student shared their favorite parts of the school with me, but then also explained some of their struggles. Their body language was indicative of how long they'd been at the school. The cafeteria was filled with students and staff yet there was no chaos. The food served was both healthy and tasty.

After lunch a couple girls showed me their dorm. I'd seen the boys' before lunch, which was at the other end of the campus. Walking into the dorm, there is a mud room where all shoes and coats are left. Inside that is a community area separating each wing of the dorm. Each dorm has its own smaller, more family style kitchen where all the students eat breakfast. The students are responsible for keeping it stocked and taking care of their menus. There is also a laundry facility, an office for night staff, and a separation room connected to the night staff office where students can choose to go if they have an emotional blow out and need a night alone to process. The rooms were fairly tidy and each student had their own personal decorations to make their space more comfortable.

The last part of my visit included an impressive meeting with the therapists and counseling staff at Summit Prep. The staff we met included the Jon Worbets, Clinical Director, and the Clinical Therapists: Emily Krock, Kathryn Clements, Jason Calder, Joanna Legerski, and Marc Ruggiero. The most impressive aspect was the level of diversity in this department. Summit truly has a counseling team for so many different issues or co-issues that they can offer something for everyone. Students are broken into single-gender groups based on their needs, which may range from addictions, to abuses, to mental health issues and mood or anxiety disorders. In addition to their weekly meetings, the counseling staff participates with students in special focus groups, independent, family and group therapy, as well as Challenge Trips and family workshops. The school uses Best Notes for each staff member to log student happenings allowing all the staff to know what's going on with each student at any given time during the student's process. This enables the staff to work within the aspects the child needs them the most.

For anyone who is looking at placing a child at Summit Preparatory School, I recommend you not only read the admissions criteria and information on their website, but definitely schedule a visit.

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]*

BEND LEARNING CENTER

Bend, OR

Sanford Shapiro, Founder

541-383-3208

sanfordshapiro@bendlearningcenter.com

www.bendlearningcenter.com

Founded in 2005, Bend Learning Center is a resource for parents and children ages 4 and up who have learning differences which prevent them from reaching their full academic potentials. The facility specializes in students with dyslexia and other social skills weaknesses such as Asperger's.

Sanford Shapiro, M.Ed., founder and head of Bend Learning Center, has experience teaching in Australia, New England, New York City, California, and more. He served as Director for a San Francisco area K-12 school specializing in learning disabilities as well as at Boulder Creek Academy in Bonners Ferry, Idaho as Director of Academics. He received his master's degree from George Washington University. Heather Hoyt, educational consultant, is also affiliated with Bend Learning Center as an educator. She specializes in children with special needs and holds a master's degree in Education. She also serves as the Education Director for The School of Enrichment in Bend, Oregon.

The Bend Learning Center offers qualitative and quantitative assessments of children who struggle in educational settings due to academic differences. Through individualized and group tutoring, as well as personalized instruction, students address academic weaknesses and learn to capitalize strengths. Areas of tutoring focus include reading, spelling, handwriting, comprehension skills, writing expression, study skills, and elementary mathematics. The facility also offers summer classes for children ages 4 through 12 in reading, spelling, and writing. The classes are based on strategies proven effective in children with learning challenges.

The Center also offers college counseling assistance as well as boarding school placement services.

[This information came from the Bend Learning Center website.]



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New Beginnings at Seven D's Ranch is a residential ranch for teens ages 14 to 17 that need some time away from the current environment and vices such as drugs, alcohol, isolation, self-mutilation, etc. Many of these youth have been to a wilderness program prior to entering the Ranch's program.

Owners of New Beginnings, Larry and Ann Dixon, have served as host family parents for the last 15 years. Larry is a licensed substance abuse counselor in the state of Utah. He has served on Boards of Directors for several residential treatment centers and has operated a private practice as a counselor.

Upon arriving at the Ranch, residents have an individual treatment plan formulated with the help of counselors. These plans include input from previous therapists and therapy plans from the resident's wilderness experience. Group and individual therapy happens on a weekly basis and is guided by both a therapist and a substance abuse counselor. Family involvement is strongly encouraged in the healing process and weekly contact is made with the family of each resident to discuss progress. The ranch setting allows for equine therapy to be used in treatment of the youth.

Residents at New Beginnings participate in daily farm life activity such as feeding and caring for farm animals. They participate in all aspects of cattle ranching and through this learn responsibility.

[This information came from the New Beginnings at Seven D's Ranch website.]

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Anthony Lopez is the Program Director and Founder / CEO. He has over 20 years experience working with teens struggling with substance abuse and behavioral problems. He is a Certified Addiction Specialist, and Interventionist. Lynne Friedman-Gell, PhD/LCP is the Clinical Supervisor and Program Therapist. The Clinical Team consists of Doctoral and Masters Level therapists as well as Chemical Dependency Specialists.

In addition to therapy, Insight offers support groups. The groups explore underlying issues and utilize experiential techniques such as role playing, time lines, genograms, and journaling. A holistic approach is used in addressing not just the symptoms but also the underlying issues.

Insight offers a Sober School called Laurel Springs School for students who may need time away from a traditional school setting. Laurel Springs is a fully accredited distance-learning program and offers various levels of course work depending on the students needs. Parent support groups, multiple family groups, and parent coaching are offered.

(This information came from the Insight Treatment Programs website.)



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Kaufman, Texas and Elgin, Texas
Bethany Lutz, Director of Admissions
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Burning Tree is a long term drug and alcohol treatment center specializing in a 12-step relapse prevention curriculum, treating the relapsing client. The program works with coed clients with whom 30-day treatment has not worked. Alcohol and drug, rehab treatment, relapse prevention and a relapse prevention plan are the programs primary roles.

The program includes lessons in life-skills, 12-step and spiritual guidance, chemical dependency counseling, nutritional and physical activity counseling, family programs, and group/individual therapies. Clients earn family contact and visitation as they progress through the program. With the longer length of stay, the program has enough time to create habits and lifestyles that are conducive to long-term recovery.


Burning Tree is licensed by the Texas Dept. of State Health Service. Heidi Smith, LPC and David Houke, LMSW, LCDC make up Burning Tree's clinical leadership team. They will conduct a thorough assessment with the potential client to assure that the program can meet the client's needs for treatment. All of the programs counselors are licensed chemical dependency counselors, licensed chemical dependency counselor interns, licensed professional counselors, or licensed professional counselor interns.

Burning Tree is located in two cities in Texas, Kaufman and Elgin. The clients do not chose the location in which they attend treatment but can make a request. The final decision is made by the Admissions Assessment Team. If detox is needed the program can coordinate a brief stay with one of their detox partners before admission.

[This information came from the Burning Tree website.]

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Boys Town Graduates 120+: On May 22, 2011, over 120 students earned their high school diploma and graduated from Boys Town High School. 402-498-1973

Oxbow Academy Shares Statistics: Steve Schultz of Oxbow Academy recently submitted an update on happenings at Oxbow Academy. According to Schultz, Oxbow Academy just passed 5 years and is busier than ever. 801-380-8820

Statement Regarding Complaint Against Mount Bachelor Academy: "While we have not yet had the opportunity to evaluate the allegations in the complaint filed today, we would like to go on record that Mount Bachelor Academy was successful in resolving the dispute with the Oregon Department of Human Services last fall after abundant evidence was collected that showed the allegations of abuse made to the Department were unfounded," stated Greg Chaimov in a press release on July 6, 2011. 503-778-5328

Parent Choices Hosts Schafer: Robin Schafer was the guest on Parent Choices for Struggling Teens on July 4. The topic was about the push for academic accomplishments increasing children's stress levels. robinschafer@comcast.net

Mariotti Joins Vive: Vive is delighted to announce Hannah Mariotti as our Director of Sales and Marketing. Hannah has an extensive background in the field of mental health and independent education. For thirteen years, Hannah has worked in admissions and marketing, and direct clinical positions at traditional and

therapeutic programs in Hawaii, New Jersey, Colorado, and, most recently, New Hampshire. 303-517-0038

Saving Teens Collaborative To Evaluate Funds: Saving Teens recently launched a formal initiative for the industry relative to scholarships and matching them with needy families. Saving Teens already has a formal methodology for evaluating families from a financial and social perspective along with a network of pro Bono IECA consultants to assist in the matching of family to program/scholarship. 617-699-8245

Shortridge Academy Bids Farewell to Mariotti: Shortridge Academy bids a fond farewell to Hannah Mariotti who will end her role with the school on July 15th. Hannah has been a key figure at Shortridge since 2005, serving as Admissions & Marketing Director and more recently assuming the additional role of Girls Program Clinical Coordinator. 877-903-8968

Staff Changes at Spring Ridge Academy: Mary Hickey will be leaving Spring Ridge Academy July 15, 2011. Susan Coatney, who has been our assistant Admissions Director, will head the team of Suzie Courtney and Brandon Courtney. 928-632-4602

Living Well Clients Earn Service Medals: For nine Living Well Transitions clients - and a service dog! - Spring Break 2011 was an opportunity to serve and explore one of the treasures of America's National Parks - Bandelier National Monument. 303-245-1020

Parent Choices hosts Boys Town: Boys Town has evolved to meet the changing needs of children over its 93 year history. Doug Czyz was the featured guest on Lon's LATalkRadio show on July 18, 2011. According to Doug, "Father Flanagan started Boys Town 93 years ago to help boys who were homeless or had no parents to

CONTINUED: SEEN N HEARD/ 10

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SEEN N HEARD

take care of them during an era when boys without families were often jailed and/or punished. He was probably the first person to assert that 'There is no such thing as a bad boy and as more children suffered from drugs, bouts with the law and mental health issues, Boys Town modified its mission to also give homes for those children. 402-498-1973

Dr. Hans to Lead Island View RTC and Aspen Institute: Island View Residential Treatment Center and Aspen Institute for Behavioral Assessment, both programs of Aspen Education Group, have announced the appointment of Dr. David G. Hans as Executive Director. 801-773-0200

Seven D's Ranch Adds Support In Bay Area: New Beginnings at Seven D's Ranch will be facilitating a family support group due to the large amount of graduations in the Bay area of California, starting the second week of September. "Ann and I feel that since we have been such a big part of their treatment that we should be a large factor in their aftercare". 435-979-6372

Anthony Appointed to Admissions Officer: Shortridge Academy welcomes the appointment of Frank Anthony to the position of Admissions Officer. Frank has been helping with admissions since January but his journey with Shortridge started much earlier. Frank knows first hand what the experience of Shortridge Academy feels like as a parent, since his daughter is a successful graduate, and is currently in our post grad transition program. 877-903-8968

Updates from Rock Point School: Hillary Kramer of Rock Point School sent a letter updating us about the happenings at the school. CJ Spirito, who has been at Rock Point for the last 21 years in various capacities, will be the new Head of School. They said goodbye to John Rouleau after 40 years of service to the school.

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

Also, Rock Point School will be offering a Post Graduate Year for students who have not yet attended. In addition, our students requested an upgrade to the computer lab and helped raise funds to make it possible. By September, we will have all new computers and software. 802-863-1104

Shadow Mountain Recovery Welcomes Cameron: Shadow Mountain Recovery, a hybrid wilderness based treatment for young men ages 17-26, announces Carrie Cameron joined their team as Admissions Director. Carrie brings over fifteen years of experience with marketing and business development and a passion for helping families. 800-764-7250

Connecting With the Future on LA Talk Radio: "Parents are still the key to the success of students," asserted both Brandi Elliott and Kimball De LaMare, the featured guests on Parent Choices for Struggling Teens July 11.

Ridge Creek Responds To Fox 5 Report: Ridge Creek chose to not be interviewed by Atlanta's Fox 5 for a review because of commitment to professional standards of confidentiality and privacy of students and parents. In later/ unrelated news, Ridge Creek administrators decided to close the school.

La Europa Academy Welcomes Devine: La Europa Academy is pleased to announce that Trilby Devine has joined the team as Admissions Director. Trilby brings a significant depth of knowledge and understanding to her work with families.



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Some of her diverse professional experience includes fifteen years of acute psychiatric nursing (with children, adolescents and adults) in a variety of treatment settings. In addition, Trilby has experience working with both addiction and eating disorders. She served for several years as the Minor's Rights Advocate for Orange County, California. In this position she assisted with educational, legal and treatment issues affecting minors who were behavioral health consumers. During the past fifteen years, Trilby has been privileged to work within the private education industry. 801-755-8802

Parent Choices Features Anderson of ISPA: Andy Anderson of ISPA was the guest speaker on Parent Choices for Struggling Teens July 25, 2011, where he addressed the topic of smaller schools. 727-512-9144

Watson And Heminger Visit Woodbury Reports: While in North Idaho visiting local programs, David Watson and Al Heminger of the Howe School in Indiana, stopped by the Woodbury Reports office for a visit. 860-562-2131

Pacific Quest Holds First Alumni Event: Pacific Quest Wilderness Therapy, an outdoor therapeutic program for struggling adolescents and young adults, held its first alumni workshop in Boston, MA. Six families, each of which had a son or daughter at Pacific Quest, gathered together with one prospective family

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SEEN N HEARD

and a former student to share their experience and hope.
949-940-6068

First Step Continues To Expand: In addition to launching a new website, First Step Adolescent Services has also added international contact numbers in London, EN and Sydney, AU.
702-646-7763

Family Foundation Adds Summer Enrichment Program: The year-round academic program at the Family Foundation School in Hancock, NY, previously comprised of two 25-week semesters, now consists of two 21-week semesters and a six-week summer session. 845-887-5213

College Transition Program Offered By PRN For Families: The transition to living independently and going away to school can be a very stressful time in a person's life. As a result, PRN For Families provides the support needed for young adults to make a smooth transition to college or an independent living situation, providing assistance and support with a wide range of life skills, individualized plans, 24 hour crisis intervention, mental health and substance abuse support, education advocacy and employment guidance. 970-923-2323

Registration Open for Parent Coach Training Session: Parent Coach Trainers Academy announces the next 20-week training course will start on Wednesday, September 14, 2011. 541-504-5224

Heleva Assumes Admissions At Summit Prep: Summit Preparatory School in Kalispell, MT would like to announce a couple exciting changes in staff positions at the school. Judy Heleva MA has been named the Admissions Director at Summit Preparatory School. Also, Jan Johnson, MSW, LCSW, Summit Preparatory School Co-Founder (along with her husband Rick Johnson) and prior Admissions Director, will now take on the role of Associate

Executive Director of Program Administration. 406-261-9437

The Fray To Perform At Benefit Concert For Cumberland Heights:

Cumberland Heights is excited to announce that popular band The Fray will perform at the annual Concert for Cumberland Heights Tuesday, September 13 at 8:00 p.m. at Nashville's Ryman Auditorium. The Concert for Cumberland Heights benefits the John Hiatt Fund for Adolescent Treatment, making The Fray's appearance especially relevant and poignant. 828-577-1498

College For Autism Spectrum Enhances Clinical Services:

Gersh Experience announced several enhancements to its psycho-therapeutic services. These clinical enhancements began with the March hiring of Dr. Brian Moyer, a clinical psychologist with over fifteen years of experience working with children and adults with neurobiological disorders. Other changes include more sophisticated psycho-educational assessments, customized, ongoing treatment planning access to specially designed psycho-educational groups, processing groups, and individual psychotherapy all supervised by licensed clinicians and Ph.D. level psychologists. 716-693-4509

Kukuk And Wardle Join Northwest Academy Clinical Team:

Northwest Academy would like to welcome two new additions to our clinical team, Jeff Kukuk, LPC and Theresa Wardle, LCSW. Jeff became interested in working with young people in a therapeutic living environment and joined the clinical team of a therapeutic boarding school in Montana, where he spent six years before deciding to transition to the clinical team at Northwest Academy. Theresa is a licensed therapist who has specialized in working with adolescents for over fifteen years, including individual, family and group therapy, as well as extensive training in attachment and trauma issues. 800-974-1999

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

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WOODBURY REPORTS, INC.™
7119 2nd Street • PO Box 1107
Bonners Ferry, Idaho 83805
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