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

October 2011 - Issue #206

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IN IT FOR THE MONEY?

by Lon Woodbury



No matter how ethical a good or service of quality may be, there will always be some people whose agenda is something less than righteous; enter the human condition.

This is also true of the network of private parent choice residential schools and programs for struggling teens. Sometimes these are downright scams, but usually the reduced quality comes from owners who have different priorities than are usually accepted by professionals working in the field. The commonality of these "less effective" programs frequently sets money making as too high of a priority.

Mike Watson has worked with adolescent treatment programs for 39 years and has learned a lot about what it takes to run a good quality program, as well as seeing what causes a program to be less effective, ineffective or even dangerous. He recently presented several suggestions for parents interested in checking out residential programs for possible enrollment for their child.

On each of these suggestions, a weak answer should be a red flag that the program might not live up to its potential.

The first suggestion he had was to study the staff for their credentials and longevity. While specific academic credentials are important, it is the experience they have that is the most important. He correctly asserted that all staff that has anything to do with the children (whether directly or indirectly) are important. A good staff person is able to make a good connection with the children, and many people with very little education do great at that. He has also seen psychiatrists, with all the academic credentials in the world, unable to make a decent connection with a child.

Watson wasn't disparaging of therapists, but recognized that effective staff is based on more than just credentials. You have to look at the experience behind the credentials.

To run a successful program there needs to be a good balance between financial staff and program staff. When people who are strongest in financial and administrative matters try to control the day-to-day activities of a school or program, all too often the program is damaged. At the same time, when program people are the ones that are making basic financial decisions, they might obligate the school or program far beyond what the program is able to afford, which is also very damaging.

One thing that is often overlooked by parents is to ask who financially owns the business. When the program owner is primarily an investor, he or she might overstep their knowledge resulting in a negative impact on the school or program. If possible, parents should find out if the person speaking for the school is actually the person who owns the business. Knowing who the real owner is could avoid some unpleasant surprises in the future.

We discussed the importance of good marketing, however with that comes the reliance on a school's website. Web pages are usually primarily used as sales tools. The most telling part of the site, however, is the staff page, indicating the names, credentials and experience of the key staff. If a school or program's web site does not indicate who the key staff are and their backgrounds, it is what I call an anonymous site, and a parent should be very wary of working with them.

All too often, schools or programs assert they can work with all kinds of problem kids. This network of schools and programs is very much niche oriented and effective programs have a very clear and

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precise idea of the types of problems they are effective with. They will actually reject applicants that do not fit that profile. If a program takes all kinds of problem kids, it is likely that they do not do well with any of them.

In addition to knowing their appropriate, well-defined typical student, a good quality school or program will have a wide variety of growth or therapeutic processes to offer students. Examples include art therapy, equine therapy, wilderness expeditions, field trips, family workshops or numerous other supplemental processes. This indicates the management has put a lot of thought into how to reach each of their students individually and that staff use creativity in reaching a student who will not respond otherwise. Usually, these tools are developed by staff, from their ideas, suggestions and interests, which indicates a staff who is respected and encouraged to be creative.

Family work is important, and recently has become almost vital to enable a school or program to succeed. In the old days, the common attitude was to consider parents as the cause of the problem and they were shunted away from the healing process, which reduced effectiveness. Either the children were taught to disrespect their parents, or the students would graduate and be tossed back into a home environment that was still toxic to the child – often for reasons that were not really the fault of the parents. Parents should be cautious with lack of communication of program and those lacking a parent/family component.

The final red flag we discussed was the feeling that the school was presenting a sales job. This is true when the parent gets this

feeling just from talking with the admissions person that the admissions department is attempting to close a sale. It can also appear when visiting parents or professionals do not have free access to the students when touring the school. The students should seem comfortable and feeling safe, even when they were unhappy about being there.

Of course, in all of this, an independent professional, such as an Independent Educational Consultant, could help considerably. Usually, these professionals know a lot more about many schools and programs than a therapist or psychiatrist at a school. Professionally trained Independent Educational Consultants are better equipped to advise parents about schools and programs than are psychiatrists or therapists because consultants work with and visit schools and programs while the psychiatrist or therapist's focus is on working with their clients. Parents will have the most success when using both type of professionals and not confusing the expertise of the professional.

For families with struggling teens, selecting a residential program is often the last resort to help return the family to a normal level of functioning. The primary purpose for the existence of these schools and programs is to benefit both child and family and to help the family heal. These questions are posed as a reference point to help parents in their task of selecting which school or program is safe, effective and appropriate for their family.

It is better to correct your own faults than those of another.

~ Democritus




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SCREEN ADDICTION AND YOUNG ADULTS

By: Gayle Jensen-Savoie

In the past decade, the use and abuse of screen-based technology—smart phones, computers, handheld electronic games, tablets, etcetera—has exploded. In my work with young people in hospitals, residential settings and transitional programs, I have seen an epidemic of screen-based emotional disorders. These disorders typically stem from excessive use leading to isolation, unhealthy relationships, and social and emotional delays, i.e. lack of maturation. The result is a generation of young adults who lack age-appropriate social and emotional skills to assume the normal responsibilities of early adulthood. In addition, screen addiction can lead to a lost sense of personal control and the inability to form face to face “real” human relationships, creating a potential gateway to other addictive disorders. Finally, screen addiction can also lead to or exacerbate certain personality disorders. Young women in particular are prone to developing relationships very quickly online and becoming deeply engrossed in potentially unhealthy and artificial relationships.

Factors Driving this Trend: Numerous factors are driving this trend of screen-based emotional dysfunction. Like most highly addictive activities, availability and convenience are big causative factors for the proliferation of screen addiction. Since screen-based technology is replacing written media as the norm for communication, young people have increasingly high levels of

access to screen-based activities. So the technology itself is partly the culprit for this explosion of technology addiction. Also, adolescents and young adults often struggle developmentally with identity issues; communicating through screen based technology allows them to “try on” new behaviors/identities in a hidden or secretive way before they decide who they are in a face to face relationship. This can lead to delays in actually developing a stable independent identity.



Because of the hidden, secretive nature of screen-based technology, adolescents and young adults are also able to fulfill their need for thrills and rule breaking, so there is often a high incidence of high-risk or illicit online activity in this population.

Parents may also inadvertently promote the overuse or misuse of technology and should be attentive to this issue. This is because screen-based technologies provide an incredibly convenient parenting tool. Busy parents as well as those with their own emotional difficulties or life stresses may overuse this tool to avoid having to deal directly with their children’s difficult behaviors.

How to Address the Problem: By the time a parent suspects that their child’s use of screen-based technology is excessive, it generally is! At this point, a parent needs to know, believe, and understand they are in charge—even if the child is an adolescent or a young adult living dependently at home. Parents do not have to allow their children to own a cell phone, iPad, computer and etcetera. But whether the young person owns their own screen-based tools or just has access to family technology, parents should limit time spent on screen-based technology if their child is not self-regulating effectively. Putting technology in an easy to monitor place—e.g. the living room, kitchen or somewhere else the family spends time together—is another strategy to help control excessive screen time. If screen abuse reaches a point where you suspect it is truly out of control and is harming your child’s development, seek professional help. A therapist or psychologist with experience treating addiction can help assess the situation and offer appropriate guidance and treatment.

***About the Author:** Gayle Jensen-Savoie has spent more than twenty years running psychiatric hospitals and treatment facilities and is an expert on the impact of screen-based technology on adolescent development. Currently she works with Fulshear Ranch Academy, a treatment program for young women seeking to overcome emotional and behavioral issues. Fulshear prepares young women for a successful transition to work, college and independence. For more information, contact Gayle at 888-874-7503 or gayle@innerchange.com, or visit www.fulshearranchacademy.com.*

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VISIT REPORTS...

FAMILY FOUNDATION SCHOOL

Hancock, NY

Jeff Brain, MA, CTS, CEP

Dean of Admissions/ Director of External Relations

845-887-5213

jbrain@thefamilyschool.com

www.thefamilyschool.com

Visit by: Kristie Campbell, BS Psy, August 11, 2011

I have worked with Family Foundation School for many years during my career at Woodbury Reports, on projects such as our newsletter, the directory, and even the website. I've researched them for years; I have met with and held many discussions with administrative staff over the years, but never in the past 12 years had I had the opportunity to visit the school; until now.

My personal/ professional opinion? What a family.

The Family Foundation School was founded and is still based on family. Not only is the program run by family, both second and third generation, but it maintains a feeling of family, even though it is one of the larger programs I've visited.

Family Foundation School is a college preparatory boarding school for at-risk teens. Students struggle with a variety of behavioral, emotional and learning difficulties, and most have some sort of substance abuse issues needing a strong 12-Step program. Many are underachievers with academic potential and several of them struggle with depression and/or anxiety. Almost all have isolated from family relationships and have gotten into considerable trouble at home and in school.

When I arrived on campus, I saw several students were outside taking a break from what I later learned was a rather intense summer school experience. The students at Family Foundation have worked on a college-type summer school schedule with six-weeks of intense immersion courses to allow students the opportunity to take the New York State Regents Exams in several course offerings this fall.

I walked up the staircase to the main entrance, past an impressive trophy case and found my way to the office. Inside I was greeted by Darlene Karcher, one of the main assistants in the Admissions Department. Darlene coordinates all the enrollments at Family Foundation. I looked around the office and discovered that this part of the campus felt very much like a small community high school office. Students have access to administrative staff and are able to intern in the office as well. Jeff Brain, Dean of Admissions, and Sid Parham, VP of Academics, took me on a tour of the academic facility since the students were heavily involved in their morning classes.

I met a couple students in the journalism department who had been at the Family School for some time; one was excited



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about his future and was very outgoing while the other, though obviously proud of her accomplishments, still displayed a hint of self-doubt. They were working on the very impressive newspaper put out by the journalism class every month.

I was very impressed with the level of talent displayed throughout the entire school. As I mentioned earlier, Family Foundation School has an impressive academic facility. From the trophy case in the front hall, to the framed artwork lining the halls, to the yearbook the students produce annually and the monthly newspaper, to the drama productions the students participate in, there is an extreme amount of talent flowing through this school.

Besides the classrooms and full sized gymnasium complete with stage for major productions, there is an infirmary/ health office and a full counseling department right in the school so students have easy access to their counselors/ therapists. In the counseling department, I sat with Dr. Mark Vogel, Director of Counseling Services who explained the different groups and therapeutic phases available to the students.

After touring the school, we went back to the office and met with Drs. Gerald and Ann Janauer who coordinate not only the curriculum for the entire school, but they also coordinate all student schedules and counsel with the students and families about their academic standings and needs. In addition, they communicate with sending school districts and research and maintain all requirements for the New York State Board of Regents accreditation.

Just before lunch, the entire community meets in the center of the school for a brief meeting, birthday greetings and other community announcements. I met Mike Argiros just prior to this meeting. In addition to his role as Executive Director of the school, Mike is also the leader of a special club on campus lovingly referred to as "the Nerd Herd" where students get together with him to discuss Sci-Fi movies and their relation to reality.

During the summer immersion session, classes were finished at the end of this meeting. And yes, one can definitely tell when school is out, the shirts come un-tucked and the atmosphere relaxes almost as the second hand crosses the 12.

Each of the students at Family Foundation School lives in one of four smaller "family" houses, Talbot, Betton, Lake House and Mann. After touring the academic school, Jeff and I went to the Mann house to have lunch with students and their staff. Lunch was an experience for me because this is one of the places where students stand and address issues as a family. Typically the students have posed issues to the staff, and then as staff addresses the issues they invite other students to share input to find a solution. While I was visiting, one of the students received what the Family School calls an anchor pin; indicative of a student becoming an anchor in the community. There are only up to four anchors per house and

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those students have earned the title through hard personal growth work.

After lunch, a couple students took me on a tour of the rest of the campus. Student dorms were tidy and well-kept, yet at the same time; it was obvious to me that they were student dorms. Pictures of loved ones adorned the dressers and walls. I visited both boys' and girls' dorms, the difference was indicative of other programs; girls are more decorative and cleanly, and boys are more creative.

Leaving the dorms we visited the wood working shop, where it was obvious the students truly loved and bonded with JB, the woodcarving teacher, then on to the chapel, one of my favorite parts of the campus. The chapel is appropriately located on the very top of the hill that the campus is built on. All the students attend chapel daily, and each day it is a different denomination to allow for spiritual enrichment of the students. The chapel is ornately (and spiritually) decorated by the art teacher, Yuri, who obviously puts his soul into his work.

After the chapel we went to the dogs... literally. Family Foundation School now has a dog rescue and rehabilitation program, called Dog Corps., where students work with abandoned dogs and rehabilitate them to get them ready for adoption. This program's benefits are two-fold, first it helps dogs have a second chance with a loving family and second, helps the students see how sometimes, their resistant behaviors can be frustrating to the people in their lives who

try to help them. At the time of my visit, the students were working at weaning puppies from their mother and teaching the father not to bark so much. We left the puppies and went upstairs to the doggy-headquarters where Rita Argiros coordinates not only dog-handling and training with the students, but also her shepherd K-9s that she uses for volunteer search and rescue services and training throughout the State of New York.

After learning all about the canine program, we passed the thinking pond where students can request "pond-time" in their schedules for personal meditation and reflection, and walked down to the building that houses not only the laundry facilities, but also a music and dance room. Though it wouldn't seem like it by appearance, the acoustics in this room were amazing.

There are many other facets to the program that one simply cannot get to during one short report such as the Boy Scouts program and extra-curricular activities, one would have to visit to fully understand the program. Although I enjoyed my visit to the Family Foundation School, as with any program, each student's needs are individual and each program must be researched for appropriateness. I do recommend if you are considering the Family Foundation School, call them and schedule a visit; it will be an impressive one.

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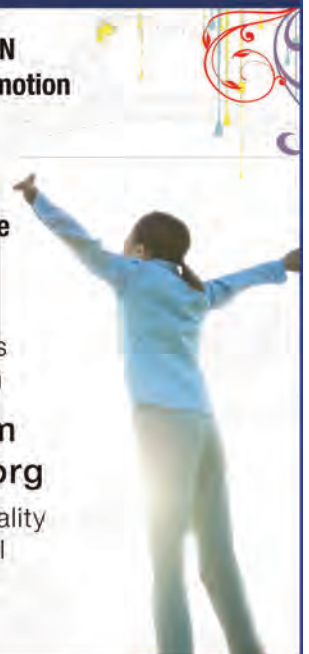
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NEW PERSPECTIVES...

[New Perspectives schools and programs are those new to Woodbury Reports, Inc., and are

presented to expand your knowledge, with the disclaimer that we know little more about them at this time than what appears here. Inclusion in Places for Struggling Teens™, of course, does not imply any endorsement by Woodbury Reports, Inc. -Lon]

THE RANCH

Nunnally, TN

Matt Eggleston, Admissions Director

866-413-4769

info@recoveryranch.com

www.recoveryranch.com

The Ranch is a residential treatment program for men and women over 18 years of age. The program addresses various issues such as chemical dependency, trauma, PTSD, dual diagnosis, grief/loss, eating disorders, depression, anxiety, bipolar disorder, and co-occurring disorders. Individuals admitted to the program must be willing to participate, mentally stable, and capable of basic self-care.

Clinical Director of The Ranch, Buddy Horne, MA, LPC, has over seven years' experience in the counseling of addiction field. He was formerly employed by The Prescott House as the primary therapist and by the Northern Arizona Veteran's Administration as a therapist in PTSD and addiction. Matt Eggleston, Director of Admissions, holds a JD. He was previously employed by the Integrative Life Center. He has

experience in the treatment field as a prior counselor, intern, and admissions coordinator.

The Ranch operates separate programs for both men and women patients—The River House Men's Program and the Hilltop and Spring House Programs for women. All patients undergo spiritual, physical, social, and psychiatric assessments to best address individual problems and challenges. Therapies used include equine therapy, cognitive/behavioral therapy, hypnotherapy, medication management, experiential therapy, and energy therapy. Addiction and chemical dependent patients participate in curriculum based on the 12 step program as well as AA or NA meetings and individual and group therapy. All therapies and activities are meant to treat not only physical and mental ailments, but also spiritual difficulties and challenges of the individual.

The country location of The Ranch enhances the spiritual and emotional growth and recovery of patients. The landscape allows for outdoor activities and therapy such as hiking and canoeing, as well as an extensive equine therapy program.

[This information came from The Ranch website.]

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~ Claud-Adrian Helvetius

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The Franklin Learning Institute serves bright, talented students with nonverbal learning differences and Asperger's syndrome. Students must be at least 18 years old and have a high school diploma, a GED, or enough credit to graduate from high school. It is a one-to-three year program modeled after Franklin Academy's college preparatory program.

The program was developed in the spring of 2009 with Chris Carlin, serving as the Director, and Chris Wenz, Program Administrator. The students are able to earn college credit while improving social and independent living skills. The program is centered towards living and learning. Through experiential learning, the staff helps the students work with their peers to become comfortable with the responsibilities of independent living.

Students are prepared for a productive and rewarding adult life by creating a safe and tolerant environment in which students can thrive as individuals. By working in situations, which require them to use problem-solving skills, work cooperatively with their peers, and provide for their own needs, students gain skills and confidence that will help them to succeed as independent adults.

Working with the communities that surround the FLI campus in East Haddam and the campus of Middlesex Community College, students have opportunities to gain social awareness, develop job-skills, and form working relationships with community members while improving the lives of others. Students are housed in apartments or houses on or nearby the Franklin Academy campus, allowing them easy access to Franklin's dining hall, gym, health center, and library facilities as well as the larger Franklin community. Transportation to and from Middlesex Community College is provided.

[This information came from the Franklin Academy website]

CAMP HUNTINGTON

High Falls, NY
Daniel Falk, Executive Director
866-514-5281
www.camphuntington.com

Camp Huntington is a co-ed, residential summer camp for children and young adult's ages 6-21 years old with Learning and Developmental Disabilities, ADD/HD, Autism Spectrum Disorders, Asperger's and PDD. Summer sessions run from June through August and campers can participate in one week to six week intervals.

The camp was established in 1961 as a private residential summer camp and is accredited by the American Camp Association. Dr. Bruria Bodek-Falik, Executive Director, has been with the camp since 1982 and has a Ph.D. in Clinical Child and Family Psychology and is a licensed New York State Certified School Psychologist, Behavioral Psychotherapist and Teacher. Daniel Falk, Executive Director, BA; MA, Special Education (in progress) is Dr. Falik's son and has been involved with the administration of the program for

over 20 years. He is a board member of the New York State Camp Director's Association (NYSCDA). He is also a member of the New York State Health Department's Medical advisory council.

Camp Huntington offers three distinct programs, recreation and social skills development for children with learning disabilities and ADD/ADHD; independence for the developmentally disabled and participation for children with autism, Asperger's and pervasive developmental disorders, that address social, emotional and environmental concerns for each group, yet are blended together within groups and on site to create positive connections between campers.

Recreational activities for campers include swimming, horseback riding, sports, ropes course, music, drama, arts and crafts, home economics, film making, computer and nature studies. For those campers with Autism, an air conditioned sensory room is available. In addition, off camp trips, birthday celebrations and musical and drama performances round out the summer activities.

[This information came from the Camp Huntington website.]

YOUTH CARE, INC.

Draper, UT
Denice Dunker, Admissions Director
800-786-4924
ddunker@youthcare.com
www.youthcare.com

Youth Care of Utah accepts adolescents ages 11-18 who are experiencing emotional or behavioral problems including depression, mental health issues, and/or drug or alcohol abuse. The students are clinically complicated and are in need of the extensive clinical and medical treatment they receive each day. Some of the diagnosis include pregnant teens, thought disorder, self-injurious behaviors, physical and sexual abuse, reactive attachment disorder, Asperger's syndrome, substance abuse, anxiety, bipolar disorder, oppositional defiant disorder and running away.

Youth Care was founded in 1989. Trina Packard is the Executive Director of Youth Care and has been with Aspen for over 10 years. Tanya May is the Program Director and a LPN, she has been with Youth Care for over five years. The team includes psychiatrists, psychologists, marriage and family therapists, social workers, chemical addiction counselors, a recreation therapist, professional counselors, certified secondary education teachers, certified special education teachers, and nurses. They hold a license with the State of Utah, Office of Licensing, Department of Human Services, and are accredited through; Joint Commission (JCAHO) Accreditation; and the Northwest Association of Accredited Schools.

Youth Care's adolescent treatment program is located in a suburb of Salt Lake City Utah. They are on three acres of land with three independently functioning homes. The program takes place in a home-like setting. Students learn the value of chores, how to interact respectfully and courteously with others, and how to develop and maintain strong, loving relationships. The program offers full chemical addiction counseling, which includes a weekly individual session, and group therapy that is substance abuse specific. The student will also have the opportunity to attend community based AA and NA group meetings weekly.

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

If you don't risk anything,
you risk even more ~ Erica Jong



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SEEN N HEARD...

New Admissions Counselor at Family Foundation School: Jeff Brain, MA, CTS, CEP, Dean of Admissions at The Family Foundation School, announced the addition of Marian Curtis, M.Ed., to the admissions staff. Ms. Curtis has experience as a teacher and therapist and will do admissions outreach for the school. She is the mother of three boys, two of whom had ADD/ADHD. 845-887-5213

Greenbrier Recognizes Clinical Director: The administrators of Greenbrier Academy for girls located in Pence Springs, WV, wish to recognize and congratulate Ron Schwenkler on all of his hard work in pursuing training in Brainspotting. 877-788-8422

Back 2 Basics Residents Learn Spanish/Earn Certificates: The Back 2 Basics model is both therapeutic and experiential, and emphasizes established modes of recovery. One way of doing this is through real life experiences. Recently, several residents took a trip to Mexico for full Spanish Immersion program while others remained state-side and earned their Wilderness First Responder Certification. 877-339-4222

Parent Choices Hosts Blueprint Education: The Future of Online Education was the title on Lon's LA Talk Radio show, Parent Choices For Struggling Teens, September 26, 2011. According to Doug Covey, CEO of Blueprint Education, "There are six different types of models evolving in which online education is blended with face-to-face education to better serve the individual needs of the students. To listen to the podcast free,

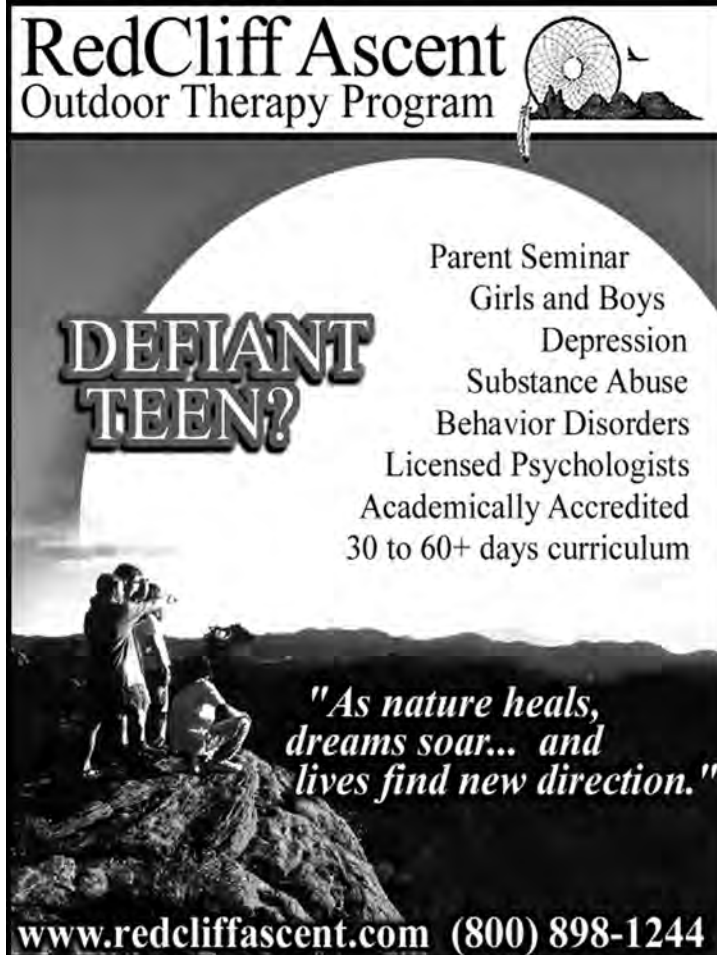
subscribe via itunes or visit www.latalradio.com/Lon.php for the archive. 800-426-4952

Outback Therapeutic Expeditions Announces Powell As Executive Director: Outback Therapeutic Expeditions announced that Andrew Powell was promoted to Executive Director following the appointment of Rick Meeves to Director of Clinical Services for Adolescents at Outback's parent company, CRC Health Group. 949-589-1765

Benchmark Transitions Celebrates 18-Years: Benchmark Transitions is proud to announce its 18-year anniversary. Founded in September 1993 by Jayne S. Longnecker-Harper, Benchmark has remained a pioneer in the industry of emotional growth schools and treatment programs for troubled young adults and is now one of the longest running programs of its milieu. 800-474-4848

Pacific Child Welcomes Dorenfeld As CEO: Pacific Child & Family Associates, LLC a provider of Applied Behavior Analysis ("ABA") therapy and ancillary services announced the appointment of Mark Dorenfeld as Chief Executive Officer. Mark brings 14 years of behavioral healthcare experience in various roles with the Aspen Education Group out of Cerritos, CA. 818-241-6780

SUWS Reintroduces Therapeutic Programming For Young Adults: SUWS, the nation's longest continually operating therapeutic wilderness program for struggling youth, is going "back to the future" with a new program that harkens



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- Develop a discharge/aftercare plan

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back to its founding days. SUWS Journeys is a therapeutic wilderness experience for young adult males ages 18-26. 888-879-7897

Leadership Changes At Alpine Academy: Corrie Norman was recently promoted to Program Director at Alpine Academy as Janet Mulitalo accepted her new role as Director of Strategic Development. 800-244-1113

Robichaud and Jacoby Join Clinical Team At Glen Willow: Cat Jennings, Executive Director for Glen Willow Academy announced the addition of Amy L Robichaud, MS, LPC as the new Clinical Director and Robert Jacoby, MS, LPC, NCC as the new Lead Clinician. 828-808-8356

Santiam Crossing Students Certified As Wilderness First Responders: Santiam Crossing School is partnering with Wilderness Medical Associates to certify all students as Wilderness First Responders. As part of the therapeutic boarding schools' professional development certification program, students will become certified to assist in a medical emergency when help is miles away and calling 911 isn't an option. All students who successfully complete the course will receive a Wilderness First Responder, Anaphylaxis, and Healthcare Provider level CPR certification. Students will also earn one-half of an elective credit by participating in this course. 208-265-8355

Parent Choices Hosts John Dewey Academy: Ken Steiner appeared on Lon's LA Talk Radio show September 19, 2011 in an interview on "Caring Confrontation." Caring Confrontation is what John Dewey Academy staff sees as direct and honest communication between staff and students as a way to build up their strengths, rather than the popular notion of confrontation being some kind of in-your-face tearing down. Download the podcast through itunes or visit www.lataalkradio.com/Lon.php to listen to the interview archive. 413-528-9800

Timberline Knolls Submitted An Essay on Eating Disorders: Titled "When Healthy Eating Becomes A Harmful Obsession," Timberline Knolls recently submitted an article on the severity of orthorexia nervosa. The article describes how some individual's pursuit of health can become lost in the maze of nutrition and they inadvertently turn their desire for healthy eating into an obsessive disorder. 877-257-9611

Legacy Outdoor Adventures Accepting Clients: Gil Hallows announced the launching of Legacy Outdoor Adventures, a wilderness treatment program for young adult males. Gil has brought together a team of experienced leaders in the field of outdoor treatment who have created a program that integrates the most effective components of adventure therapy into the powerful setting of the wilderness to guide young men through the difficult transition to responsible adulthood. The team includes Troy Faddis, Clinical Director, Ray Barlow, Program and Admissions Director, and Larry Bray, Operations Director. 435-836-2272

Laney Executive Director of Lake House Academy: After conducting a nationwide search, Lake House Academy is

pleased to announce that Sharon Laney, MS has agreed to assume the role of Executive Director. Sharon's vast experience, coupled with her love for working with families and young people, has been evident throughout her career. Most recently, she directed operations at Trails, Carolina. Previously, she was the Chief Operating Officer of Three Springs, a company with programs in 11 states serving youth in wilderness, residential, therapeutic boarding and transitional settings. In addition to her operational involvement in a wide array of programs, Sharon has also demonstrated effective leadership on a national level as the President of the National Association of Therapeutic Schools and Programs (NATSAP), a role which has benefitted programs throughout the country. 828-355-4595

Parent Choices Hosts Catherine Freer Wilderness: In an interview titled "How Wilderness Therapy Is Unique", Lon recently interviewed Katherine Eastlake, Clinical Director of Catherine Freer Wilderness Therapy Expeditions on his LA Talk Radio show, Parent Choices for Struggling Teens, September 12, 2011. "The effectiveness of wilderness therapy comes largely from fully immersing the children in a unique natural environment," Katherine emphasized. To hear the interview, subscribe to Parent Choices via podcast through itunes or visit www.lataalkradio.com/Lon.php to hear the archives. 800-390-3983

Parent Choices Features Bend Learning Center: "Learning Disability and Therapy" was the topic of Lon's LA Talk Radio show August 29, 2011. Sanford Shapiro explained, "The trend we are starting to see and definitely what is needed is for schools and programs to integrate best practice interventions into both Learning Disability problems and Emotional/behavioral problems." For more information about LD and Therapy, listen to the show at www.lataalkradio.com/Lon.php or subscribe to the podcast via itunes. 541-383-3208

Condolences To George Kirkpatrick And Family: Woodbury Reports would like to extend our thoughts and prayers to our colleague George Kirkpatrick.

Rainey Director Of Admissions At Kildonan: Kildonan School is pleased to announce Beth Rainey will serve as the new Director of Admissions and Financial Aid. Beth has been with Kildonan for the past two years as Director of Student Recruitment and Financial Aid and had previously been with The Forman School for ten years as their Director of Admissions. 845-373-8111

Hickey Joins TreeHouse Learning Community: TreeHouse Learning Community is delighted to announce the addition of Mary Hickey as Executive Director. Along with a passion for working with young adults and families Mary brings 15 years of experience working in residential treatment and mental health programing. Her previous work experience includes positions as a senior field instructor for a therapeutic wilderness program and teacher and facilitator

SEEN N HEARD

at a residential treatment center. Most recently Mary served as the Admission Director and Assistant Head of School at Spring Ridge Academy, where she was employed for 12 years. 928-308-2672

Levine Joins Pacific Quest: Pacific Quest Wilderness Therapy Program announced that Erin Levine recently joined its team as Clinical Admissions Director. Erin comes to Pacific Quest with an extensive clinical background and many years of experience in admissions and outreach with therapeutic programs. Erin is a Licensed Clinical Social Worker and Licensed Clinical Addictions Specialist with more than 21 years of experience treating individuals and families who are struggling to overcome behavior, relationship, mental health and addiction issues. 949-940-6068

Rosecrance Merges With Janet Wattles Center: Rosecrance Inc. has acquired Janet Wattles Center, a community mental health services agency, in a formal merger. The innovative merger makes Rosecrance the state's most comprehensive network of behavioral health services, delivering treatment for individuals with substance use and mental health disorders. 815-387-5605

Tomes At Glen Willow Academy: Bryan Tomes recently accepted the position as Academic Director of Glen Willow Academy in Weaverville, NC. Bryan has been designing and implementing educational environments for this specific population of young girls for over 7 years. He really understands the unique challenge they present. 828-808-8356

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Family Foundation School Students Perform Fall Musical: "She Loves Me," a Broadway musical about two Budapest shop employees who are unaware that each is the other's secret pen pal, was this fall's stage production at The Family Foundation School. The Family School Players, including more than two dozen student actors, singers, dancers, stage technicians and crew members, participated in the show. Tom Kovaleski was director and choreographer with musical direction by Paul Geer. A free performance for the public was presented on September 23, and a special Family Day showing for parents on September 24. 845-887-5213

Improved Academic Program At Greenbrier Academy: Greenbrier Academy for Girls has made several changes to their Academic Program to bolster the high school education program. Kim Morgam, Academic Director, announced they have worked hard to ensure the teachers are all qualified and certified allowing for dual enrollment college courses and three-prong academic preparation plan with a physical fitness component called SPARK. SPARK is an exploration of the connection between exercise and the brain's performance, linking even moderate exercise and supercharged mental circuits to beat stress, sharpen thinking, enhance memory and improve academic performance. Greenbrier also recently hired several new teachers and has contracted with New River Community College to allow for the dual enrollment opportunities. 877-788-8422

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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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