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WHY DO CHILDREN LEARN?

By: Lon Woodbury



The mainstream theory seems to be that children in school will do as little as possible. That left to their own devices, they will just play and goof around. To deal with that perceived mentality on the part of the children, educators have developed a highly structured authoritarian system with all kinds of rewards and punishments to motivate the students, depending on how well they do on standardized tests. The major decisions on curriculum, time allowed for various activities, testing, rules and expected deportment are made at the top. These decisions flow down to the teachers who do their teaching within the confines of these administrative decisions. The students have very little say in the whole matter, being considered in some ways as a product.

Public education currently dominates the country's education system and the basic philosophy was adopted about a century ago, modeled after the organizational miracle of the time, the industrial factory. At the beginning of the 20th century, the organizational system of the factory was producing miracles in production based on a rigid top down system of decision making for mass production. Part of the breakthrough was that not only components to be assembled were interchangeable as were the finished products, but the workers were interchangeable also. The average worker at that time was not well trained, and often spoke English as a second language, so this factory model was considered a miracle because it brought together hundreds of relatively untrained workers into a cohesive whole, capable of unbelievable production. The world had never seen anything like that before.

With the factory model being so successful, it makes sense that the early 20th century developers of public education adopted this very successful organizational scheme and philosophy to expand the benefits of education to everybody. It worked well for many years, but it began to show weaknesses about fifty years ago, and efforts to tweak the system have increased every year. School consolidation to take advantage of economies of scale, state and later federal aid to education, major upgrading of buildings, increased spending on education and the addition of numerous support experts at the school, district, state and federal levels to administer all these additional resources changed the public school landscape in every way but the underlying assumption, that students will not learn unless they are forced to by educators through a system of rewards and punishments.

The irony is that the original model adopted by industrial factories has changed radically over the last century. A better trained work force has contributed to various systems of shared decision making between the workers and management, radical changes in technology has reduced the need for an extensive middle management, and increased world-wide competition has forced a close look to justify every expenditure.

At the same time, in public education, decision making has been increasingly centralized to local administrators, and to state and federal administrators. Middle management continues to

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expand as more expertise is needed to manage testing and other programs dictated by state and federal authorities. In other words, while our industrial system has been throwing out the early 20th century model of centralized decision making to force workers to be productive, our school system has embraced additional methods to force students to learn.

As the old philosophy and ways of doing things has led to increasing problems in our public school system, calls for change and reform in education are not only increasing but getting strident at times.

I had the opportunity to interview earlier this week on my Internet talk radio show Jerry Mintz, the founder of Alternative Education Resource Organization (AERO) and a proponent of a totally opposite way of thinking about education that he calls Democratic Education.

Democratic Education has as an assumption the exact opposite of the prevailing perspective of the early 20th and 21st century public education. Democratic Education assumes that children are naturally curious and want to learn about the world around them. Democratic Education starts with the idea that children are natural learners, and if left to their own devices will learn what they need to. It believes that with motivating themselves based on their own interests, they will learn any subject they need much faster than students who are in a system forcing them to learn subjects they might or might not be interested in. And more importantly, Democratic Education believes that the students will be interested in learning what they need in order to be productive and functioning adults in the future they will be living in. Further, it is asserted that the reluctant student we so commonly see is not a natural condition, but the result of being in a school system that takes little note of what the student might be interested in and motivated to learn.

Anybody who observes the almost universal curiosity and enthusiasm for learning of pre-school children and compares that with reluctant teens after several years in our present school system will have to admit, AERO might be on to something.

Maybe children should have more say in their own education. Maybe we need to rethink our basic assumptions as to why children learn.

Education is one form of human engineering and will profit by measurements of human nature and achievement as mechanical and electrical engineering have profited by using the foot-pound, calorie, volt, and ampere.
~ Edward L. Thorndike

TIPPING POINT

Re-Making American Public Education

By: John M. McLaughlin, PhD

In the early 1990's, there was an excitement and anticipation that American education was on the precipice of dramatic and rapid change. Market-based ideas were gaining force. The concept of vouchers to provide families with school choice was sprouting. Private enterprise was focusing upon public schools. Education Alternatives, Inc., a publicly traded company in Minneapolis, was stepping into the management of public schools. The freshly launched Edison Project proposed to build a private school group that would become the gold standard of education excellence. Technology was just beginning to show its promise for a new design of education. Change was in the air.

But alas, the hope of that heady era met reality. As vouchers were debated across the country, charter schools emerged as a compromise. Education Alternatives, Inc. was destroyed in a public market debacle. Edison gave up on its idea of private schools and focused on charters. Technology met a status quo that was anything but an early adopter. The change that was in the air blew away like dust from a chalkboard. Public education performance became a top issue of national political debate. Standards defined the day, test scores reigned, and dropout rates soared.


Now, some twenty years later, change is once again in the air. This time, however, school reformers are not the creators. Demographics, economics, and omnipresent technology are forces that are about to re-make American public schooling. This re-casting will have a significant impact on all forms of schooling - public and private. An aging society, fiscal challenges, and technological possibilities are making a potent recipe for change.

Ever since they were born, members of the Baby Boom Generation have had an unprecedented impact on shaping the American economy. Schools expanded to serve the young Boomers, then colleges and universities, the housing market, the luxury car market, a host of other markets, and soon the retirement home market will accommodate this demographic bubble. As Boomers shift from being Social Security tax payers to Social Security benefit receivers, the effect on the public purse will be palpable. In the early 1990s, more than 50% of every state budget was dedicated to education. Now, in most states, the percentage of money targeted to schools is in the mid-forties. The pressure states have to maintain their infrastructures, and shoulder their portions of public healthcare will only become more severe as roads, sewer systems, airports, public buildings, and citizen's age. Consequently, education funding will receive less public money in coming years, if not in terms of total dollars, at least in terms of its portion of the public pie.

Further exacerbating the economic challenges, public education is significantly funded by property tax. The devaluation of homes across the nation since 2007 lowers the tax base of support for public schools. East Coast, West Coast, urban, suburban, small town, location doesn't matter; it's a rare community that is an exception to this new reality. Most economists forecast that the return of property values to their 2006 levels will take another ten years or so. Boomers downsizing their homes and reorienting to retirement residences has an additional negative effect on property tax collections. Sales tax and special taxes such as those on lotteries and gambling are another source of funding for schools in some states. While the economic condition of the nation is better in 2011 than in was in 2009, factors such as an aging society, the green movement, and a new found appreciation for saving money will hamper the generation of sales and special revenue taxes.

So the economic problems facing public education are serious. What is going to happen? Will schools learn to do with less? Will pupil-teacher ratios go through the roof? This is where the Boomers who are at the peak of their elected power will begin to re-define education and endorse a technology-supported framework that will create a very different schooling in the years to come. Elected officials and state department of education administrators will oversee a metamorphosis of education that will fulfill states' mandates

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TIPPING POINT

to provide schooling under an era of fiscal constraint and technological expansion.

Here are some things to expect in the coming years:

The structure of schooling will change. Five day a week, seven hours a day will fade. Shorter weeks will predominate. Some districts will move to students attending every other day and learning online those days not present in a school building. There are already public school pilot programs where students report to the school building one day a week and are self-schooled, home-schooled, or otherwise responsible for themselves the other four “school days” each week.

There will be greater differentiation of diplomas in keeping with students pursuing academic versus vocational tracks within secondary schools. This multiple paths structure will support demands from employers and postsecondary schools for high school credentials that are meaningful and consistent.

The “per pupil” cost of public school will decrease. Technology will support an increasing portion of the curriculum; teachers will morph into resource people, guides, and mentors rather than knowledge providers. Teacher-assisted web-based courses will allow 24/7 access to learning and drive education costs down. Schools will be resource centers. Students will be scheduled, tested, and accountable, but not in attendance 35 hours a week. Credits and matriculation will be based on mastery, not seat-time. Collective bargaining will be under severe pressure from political and fiscal conservatives.

Voucher programs will be increasingly adopted. Students with special needs around the country will see more voucher opportunities such as those found in Florida and Georgia before the concept gains traction with mainstream students. Cost containment, more so than parental control, will be the rationale that eventually increases voucher programs for the mainstream.

The re-making of American education will be driven by the public sector due to financial exigency. Private and parochial schools, while certainly not unaffected by the economic times, have less pressure to quickly evolve compared to their public school counterparts. If indeed public schools burst forth in coming years with flexible scheduling, multiple learning paths, mastery learning, and meaningful diplomas and certificates, private schools with “traditional” structures may also evolve with the times or may find even greater support by holding to their long-standing models.

About the Author: John M. McLaughlin is a school founder, former tenured professor, and the director of research for Educational Services of America, with headquarters located in Murfreesboro Pike, Nashville, TN. John can be reached at: 615-361-4000 or by email: jm@mclaughlincompany.com.

Character is not what you do,
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~ James Hillman

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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]

RIVERVIEW ACADEMY

Thompson Falls, MT
Mickey Manning, Director
406-827-0301
mickeymanning@mac.com
www.riverviewmt.com

RiverView Academy is a boarding home for teenagers who are starting to become "at risk" or out of control. RiverView Academy uses a community-based residential approach and adventure experience for positive long-term behavior changes and improved relationships with their families. The programs empower the students to conquer behavior problems such as anger, drug abuse, disrespect, low self-esteem, and depression.

The school opened in May 2010. Mickey Manning is the Director of the school. He has spent 30 years in education as a teacher and administrator, and he has exclusively worked with at-risk teens since 2004. He is currently working on a MA for mental health in clinical counseling at Bellevue University. Diane Morrin M.A. is the therapist for the program and she

received her degree in Transpersonal Counseling Psychology from Naropa University. The parents contract with her on an individual basis for therapy. Peak Experience, directed by Dan Ward, contracts all adventure experiences for RiverView Academy.

The Adventure Experience has many activities that build on traditional backpacking with activities such as peak and rock climbs, snowshoeing, cross-country skiing, biking and river trips. The various activities promote experiential learning. All during the adventure experience a licensed therapist works with the child and the family as well as the parents attend trips and workshops. 28-day Assessment Experiences are offered every thirty days. These are more intensive and challenging in order to make a valid assessment concerning the teen's issues and possible solutions. The program is individualized to fit the needs of the teen.

Students attend school in the local community. They may attend local 12 step meetings. They may also participate in sports and activities within the community.

[This information came from the RiverView Academy website]

Growing up is a terribly hard thing to do. It is much easier to skip it and go from one childhood to the next.

~ F. Scott Fitzgerald

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Couch, MO

David Bosley, Pastor and Administrator

417-938-4711

boz@mastersranch.org

www.mastersranch.org

Masters Ranch and Christian Academy is a Christian boarding school and academy for young men ages 12-17 that are having difficulties in school, have been expelled or have a history of truancy; are exhibiting violent behavior or are verbally abusive, have trouble with authority figures, are maintaining negative peer relationships, are depressed and withdrawn or are involved with drugs and alcohol.

David Bosley B.D., M.Div., is the Pastor and Administrator at Masters Ranch. Academics are tutored one to one and the Masters Ranch and Christian Academy uses the School of Tomorrow Educational Program for the curriculum.

Operated as a family environment, the young men live in a structured and disciplined routine, with daily chores that include indoor basics to milking the cows. Vocational training is instilled in the young men learning computer basics, carpentry, welding and plumbing and students also are taught animal husbandry, learning and working with horses and dogs. Students attend Bible study, church attendance and devotions, in addition to participating in counseling with staff.

“Good clean fun” is stressed to the boys as they participate in swimming, horseback riding, playing basketball and softball as well as playing indoor board games.

[This information came from the Masters Ranch website. This is all the information on staff and programming available.]

VENTURES IN PEACE

Lolo, MT

Steven and Elissa Rookey, Directors and Founders

406-273-9003

venturesinpeace@hotmail.com

www.venturesinpeace.com

Ventures in Peace, which opened in September 2008, is a new transition program for young men and women ages 18-24 years old, who may have graduated from an emotional growth boarding school or long term care facility that will no longer accept them due to program completion or based on their age or is ready for college, yet may not be ready to make healthy choices in other areas of their lives.

Steven Rookey and Elissa Rookey are the Co-Directors at Ventures in Peace. Steven has spent the last twenty-four years involved in alternative education initiatives which include fifteen years as a Wilderness First Responder, with full training, has been a fifth grade teacher at the Sandpoint, ID Waldorf School, and most recently, was a peer group leader and senior life skills manager at the Monarch School in Heron, MT. Elissa,

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graduated from Skidmore College in New York, with a Bachelor of Arts degree in psychology, early childhood development and studio art. She has taught pre-school at the Sandpoint Waldorf School and previous to opening Ventures in Peace, worked at Monarch School in Heron, MT as a life skills instructor and college counselor. Both Steven and Elissa are licensed Master's of the Avatar Course.

Young adults that enroll at Ventures in Peace have the opportunity to continue their education in several different manners; they may complete their high school courses through correspondence with their previous school or they can obtain their diploma through Blueprint Education or Indiana University, in addition to getting their GED through the Lifelong Learning Center in Missoula, MT. if they choose to do so. College courses are available through distant learning options, or students can enroll part time or full time at the College of Technology or the University of Montana, both in Missoula, MT.

While at Ventures in Peace, students may opt to participate in vocational studies that include culinary arts, organic gardening, farming and food production from the sustainable one acre garden space, alternative energy study/installation and maintenance, in addition to household organization and personal finance.

Personal growth will be explored through regularly scheduled experiential workshops presented by Steven and Elissa Rookey.

[This information came from the Ventures in Peace website.]

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Whitted, Cleary and Takiff, LLC, represent parents, institutions, and professionals in the greater Chicago area, Cook County, Lake County, DuPage County, and throughout northern Illinois. The firm is a focused education, disability, and child advocacy law firm located in Northbrook, Illinois. The firm is closely involved in education advocacy and policy throughout the community, working with educational and juvenile organizations, House and Senate representatives, school boards, and other groups.

They have extensive experience in the field of education and child advocacy law. Representing the firm of lawyers are a board president of an education corporation; a former school board member; former special education and elementary teachers; current and former law professors; a professor of psychiatry; a former juvenile court probation officer; a former attorney for the Cook County Office of the Public Guardian; former public defenders; a former judge; and a number of board members and directors of educational,

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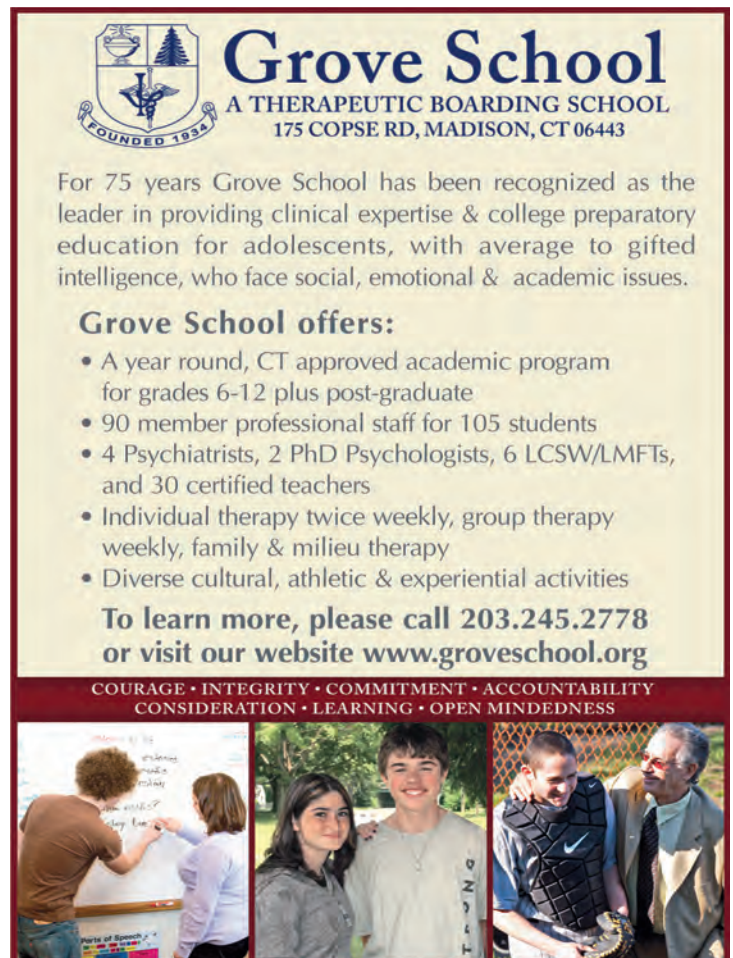
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[This information came from the Whitted, Cleary, and Takiff, LLC website]

The intelligence tests made it easy to decide which children would get a broad liberal education and which would be placed into a vocational track or into a watered-down general curriculum that led nowhere.

[talking of IQ tests popularity in the 1920s]

~ Diane Ravitch
Left Back

NYSimon*Shuster: 2000 p. 161

SEEN N HEARD...

Parent Choices Hosts AERO: 'What Is Democratic Education?' was the topic on Lon's Internet talk radio show on October 31, 2011. According to Jerry Mintz, "The basis of Democratic Education is a child's natural curiosity and urge to learn." To listen to the podcast free, subscribe via iTunes or visit www.latalradio.com/Lon.php for the archive. 516-621-2195

Scholarships Available At Eagle Summit: Angie Fusco, Executive Director of Eagle Summit, announced that a limited number of student scholarships have been made available for families seeking placement for their son at Eagle Summit. 866-924-0304

New Beginnings At Seven D's Ranch Expands: New Beginnings at Seven D's Ranch is excited to announce the acquisition of a new ranch home in Southerland, UT. This new facility is about 10 minutes from the main ranch house in Delta and allows the program to house five additional residents. 435-979-6372

Sober College Welcomes Maclean To Admissions: In a definitive move to keep itself on the forefront, Sober College hired an admission's professional who holds a Master's Degree in Addiction Counseling to head up its' enrollment process. Iris Maclean, formerly in the admissions department at Family Foundation School, has recently accepted the position as Director of Admissions for Sober College. 800-465-0142

Parent Choices Hosts Aldern Academy: Lon Woodbury interviewed Jane Samuels and Elizabeth Guarnaccia of Aldern Academy on his LATalkRadio show on October 24,

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2011, where they discussed Educating the Female Brain. "Almost from conception, the female brain is bathed in estrogen which produces different needs in a female as opposed to the impact of the testosterone bath experienced by males," explained Elizabeth. To listen to the podcast free, subscribe via itunes or visit www.latakradio.com/Lon.php for the archive. 919-837-2336

Exciting Announcements From Wediko: Wediko has several exciting things happening on their campus... including the addition of five new classrooms being constructed right now, which will allow an expansion of academics they can offer students. In addition, Cynthia Ebelacker MSN is the new Psychiatric Nurse Practitioner. 603-478-5236

Shortridge Academy Searches for Director of Counseling: Shortridge Academy, a private therapeutic boarding school located near the Lakes Region of southeastern New Hampshire, is searching for a Director of Counseling to support its Positive Youth Development-informed residential and academic component and help direct the strengths-based counseling program for adolescents in 9th through 12th grades. 877-903-8968

Boys Town Team Wins Third Consecutive Championship: The Boys Town High School Varsity Boys Cross Country Team celebrated its third district championship in three years in October. This year's District Cross Country Meet also saw Boys Town host for the first time ever. 402-498-1973

CONTINUED: SEEN N HEARD/ 10



High Frontier

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SEEN N HEARD

Equine Journeys Now Open: Aspen Ranch was recently closed by its corporate owners and many of the staff, including the directors who were left with some hard choices after spending so many years in the adolescent treatment world. Rather than relocate and work for other programs, the staff decided to open Equine Journeys in Loa, UT. 877-277-4401

Update From New Directions for Women: For the fifth year, New Directions for Women hosted The Addiction Treatment Centers and Professionals Consortium of California (ATCPC) in Santa Barbara this past July. In addition, at the 2011 National Conference on Addiction Disorders (NCAD), Becky Flood's presentation focused on the changing demographics of the addiction field and what the future may look like for women in the industry. 800-939-6636

New Eagle Scout At Family Foundation: Scott Cole, Scoutmaster of Boy Scout Troop 174 at The Family Foundation School, has announced that a senior troop member achieved Eagle Scout status in October. The young man, whose Eagle Scout project involved refurbishing a local community cemetery, was honored at an Eagle Court of Honor ceremony at the school. More than half a dozen FFS students have become Eagle Scouts since Troop 174 was formed on campus in 2005. 845-887-5213

Shadow Mountain Recovery Launches Non-Profit: The Holub family has worked diligently over the past several years in founding and designing a solid addiction recovery program. Shadow Mountain Recovery is pleased to announce the formation of a 501(c)(3) public charity effective immediately. Shadow Mountain remains a school of recovery. 925-838-6260

Skelton, Thomason and Associates Announced Portland Office: Deborah Thomason and Sarah Mack are pleased to be partnering with our office neighbor and colleague, Barbara Avila of Barbara Avila Consulting, who provides family autism support. Skelton, Thomason and Associates serves families nationwide and abroad, assisting families in determining appropriate placements to meet the educational and treatment needs of their children. 541-990-5629

Youth Care RTC Welcomes Legg As Clinical Director: Youth Care Residential Treatment Center for Troubled Teens Welcomes Bobbie Legg, PhD, LCSW, as Clinical Director. Dr. Legg brings over 15 years of experience working with adolescents in mental health treatment, including the last eight in a residential treatment center. She utilizes advanced psychotherapy techniques including Psychodynamic Therapy, Cognitive Behavioral Therapy, Dialectical Behavioral Therapy, addictions recovery, family therapy, play therapy, neuroscience, cross-cultural therapy and expressive therapies including sand tray, writing therapy, and art. 949-589-1765



Virginia Consultant Joins National Professional Association: The Independent Educational Consultants Association (IECA), announced Lucy Pritzker of Scotch Plains has been accepted as an associate member in the association. IECA associate members are professionals in the process of transitioning to a career in educational consulting. 908-370-8021

Parent Choices Features Dr. Kevin Ross Emery: "The Gift Of ADD," discussing Attention Deficit Disorder (ADD/ADHD) as an evolutionary process not a disability, was the topic of Lon's radio show October 17, 2011. To listen to the podcast free, subscribe via itunes or visit www.lataalkradio.com/Lon.php for the archive. 603-433-5784

Santiam Crossing Brings Nutritionist To Campus: Santiam Crossing School has hired Nutritionist Dana Train to work with students to help them assimilate healthy eating habits into their lives. Train is a registered and licensed dietician and brings to Santiam Crossing science-based nutritional knowledge with a real-world approach. 208-265-8355

Columbia University and Birdseye RTC Train Graduate Students: The combined efforts Dr. Lisa Miller PhD, professor at Columbia University Department of Counseling and Clinical Psychology and the Birdseye RTC clinical staff of Dr. Gary Weaver PhD, Jared Rockwood LCSW, Jared Hill APC, created a partnership allowing graduate student from Columbia University to participate in a therapeutic wilderness experience in south central Utah. 877-467-1681

Woodbury Hosts First-Ever Live Tour of Fulshear Ranch: Lon Woodbury hosted a "real-time" tour of Fulshear Ranch Academy where his visit was recorded and aired live on the Internet, without edits. Partnering with InnerChange's Director of Social Media, Steven Walters, who filmed the tour and streamed it live, over the Internet in real-time, Lon interviewed Fulshear's Director, Dr. Gayle Jensen-Savoie, her staff and students. The tour included footage of Fulshear Ranch's facilities as well as a brief equine-assisted therapy session. 801-380-4367

Expedition Therapy Welcomes York In Admissions: Expedition Therapy proudly announced the addition of Jason York as Director of Admissions. Jason began his career in 1995 with Aspen Achievement Academy as field instructor, gradually moving up until he was promoted to Director of Admissions of three Aspen programs. Next he worked with Second Nature as Admissions and Marketing and then as an Educational Consultant specializing in therapeutic placements for adolescents. 435-899-9115

Chaddock Raised Awareness For Breast Cancer: During the month of October Chaddock supported the fight against breast cancer by participating in a "Think Pink" attire day.

Cozzens Visited Woodbury Reports: Ken Cozzens recently stopped by the Woodbury

Reports office for a visit while in the northwest. Ken is currently the National Outreach and Business Development professional for Palm Beach Institute in West Palm Beach, FL. 928-231-2918

Boys Town Achieves National Recognition: Boys Town achieved national recognition as one of America's Promise Alliance's 100 Best Communities for Young People presented by ING for its initiatives to help young people. 402-498-1973

Parent Choices Hosts Dr. Kim Dennis: "Although disordered eating is fairly widespread and can usually be helped by family and local resources, clinical Eating Disorders are fortunately less common but a very serious and potentially deadly problem." explained Dr. Kim Dennis, Medical Director of Timberline Knolls on Lon's LATalkRadio Show October 10, 2011. To listen to the podcast of "The Trauma Beneath Eating Disorders" free, subscribe via itunes or visit www.latakradio.com/Lon.php for the archive. 630-343-2332

Auldern Names Gustafson Director Of Counseling: Auldern Academy is pleased to announce that Gail Gustafson was promoted to the position of Director of Counseling Services. Gail is a Licensed Clinical Social Worker in both North Carolina and California. She first joined Auldern in January of 2010, accepting a position as a clinician. 919-837-2336

Hardy Joins Lake House Academy: Lake House Academy is pleased to announce that Susan Hardy, MEd will be joining the team as Academic Director. Susan obtained her master's degree in Special Education from Vanderbilt University. This experience launched her into a career of over 20 years working with students with behavioral and learning needs and their families. 828-355-4595

Valley View School Update: The summer program offered numerous opportunities designed to provide youngsters with explorative learning experiences and many of these endeavors are highlighted in a new area on our website. Valley View School has added several sections to highlight numerous community based field trips as well as other productive summer events. 508-867-6505

Hayes Joins Montford Hall Board Of Directors: Montford Hall is thrilled to announce that David Hayes has joined our Board of Directors. With his experience in finance and management, active support of the local community, and commitment to advancing Montford Hall's mission, David is an invaluable asset to our organization. 828-333-2034

Parent Choices Hosts Ron Thompson: "Common Sense Parenting" was the topic of interview on Lon's radio show October 4, 2011. "Common Sense Parenting is the result of more than 22 years of research in studying what works with at-risk children," explained Ron Thompson, Director of Boys Town Research Institute. "Through our own research and formal collaboration with several research centers, we have evidence of what works best in working with children with problems and can provide practical parenting advice training to around a thousand parents a year throughout the country." To listen to the podcast free, subscribe via itunes or visit

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www.latakradio.com/Lon.php for the archive. 402-498-1254

Saving Teens Announces Latest Scholarships: SavingTeens.org awarded two additional aftercare scholarships for families of struggling teens. Both scholarship recipients qualified on the basis of financial need, successful completion of a residential program, and an appropriate aftercare plan as they return home. These most recent scholarships highlight STICC (Saving Teens in Crisis Collaborative) continuing to provide assistance to families struggling with abuse and other emotional issues. 978-852-2144

Breakwater Expeditions Visits Woodbury Reports: John Winton, Co-Founder of Breakwater Expeditions stopped by the office of Woodbury Reports recently to explain what the Breakwater program is all about. Breakwater Expeditions, founded by John Winton and Lars Hall, provides community building short-term adventures for individual families, young adults, adolescents and schools and programs. 208-610-2234

New Transitional Program Launches: Building on over 10 years of experience providing young adults with transition to independent



If you won't be better tomorrow than you were today, you don't need tomorrow. ~ Jewish saying

living experience and support, Sean Fievet and a team of passionate, skilled professionals have launched a new program in Bend, Oregon: Cascade Crest Transitions. Cascade Crest Transitions (CCT) is a residential program that works with young adults, aged 18-25, who have struggled to effectively transition into adulthood. These difficulties are related to drug and alcohol using behaviors, mood disorders, learning issues and motivation issues. 866-357-6357

Expedition Therapy Adds Family Expeditions: Expedition Therapy announces the addition of a highly customized Family Systems Expedition to its comprehensive Therapeutic Expedition Mentality® curriculum. Family Expeditions are self-contained and limited to parents, the student, and Expedition Therapy staff. Expedition activities and destinations are customized for the participants' interests. Family Expeditions can include hiking, rock climbing, canyoneering, kayaking, service projects, and expressive arts projects, which take place at a wide variety of spectacular locations on our permitted land throughout the Desert Southwest. 435-899-9115

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Lon Woodbury, MA



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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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