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BBB Business Review

WE APPRECIATE OUR FRIENDS AND COLLEAGUES

The Woodbury Family would like to express our gratitude with the outpouring of heartfelt sympathies that have been offered by the many friends and colleagues of our family during this time of sadness.



[The following appeared on Strugglingteens.com in the news section on December 5, 2011.]

Condolences To Woodbury/ Downs Families

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www.strugglingteens.com



The staff at Woodbury Reports send our deepest sympathies to both the Woodbury Family and the Downs Family for the loss of daughter/ wife Ruth Woodbury (42). Born August 15, 1969, Ruth was the eldest daughter of Lon and Denise Woodbury. After a swift yet valiant fight with stage 4 melanoma, diagnosed in August 2011, Ruth passed away peacefully at home with her husband Marty by her side on December 3, 2011.

Ruth leaves behind her parents, Lon and Denise Woodbury, her loving husband Marty Downs and daughter Zoe Melanie Downs, brother Sam Woodbury (Rika), sister Kristie Campbell (Ron), her mother-in-law Allie Downs, brother-in-law Dave (Erin) Medina, one niece and three nephews. She was preceded in death by her mother Sarah, sister Melanie and all grandparents.

A Remembrance of Life Celebration will be scheduled at a later time.



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SUDDEN CARDIAC ARREST:

OCCURS IN ONE ADOLESCENT EVERY NINE DAYS

By Loi Eberle, MA, CPC, IECA

Too often this past year an apparently healthy adolescent football or basketball player has unexpectedly died from sudden cardiac arrest. Though shocking, it is estimated that this occurs in the U.S. every nine days. This year, Oregon high school football star Hayward Demison and Minnesota high school basketball star Zach Gabbard each collapsed playing football. Though fortunately both survived, tragically, most have not. Reggie Garrett, a star high school quarterback from Texas, collapsed throwing a touchdown pass and later was pronounced dead at the hospital. In Massachusetts, Michael Ellsesser, 16, took two hits after catching a football pass, got up, staggered, and then collapsed in cardiac arrest. Michigan high school basketball player, Wes Leonard, collapsed and died after scoring the winning shot for his team. The 16-year-old sophomore Angela Gettis of California suffered sudden cardiac arrest in while cheerleading at her high school's football game. Matthew Hammerdorfer, 17, from Colorado took a powerful hit to the chest during a rugby game, collapsed on the field, and was airlifted to a hospital, where he died. His situation was somewhat unique; his family knew of his genetic heart condition. Most families have had no prior warning. The apparently healthy athlete's sudden cardiac arrest leaves their family, coach, team and the community shocked and devastated. Outside of the sports arena, in past years there have also been the rare instances when an adolescent with a silent, lethal cardiac disorder tragically dies in a therapeutic wilderness program.

Many children die each year from cardiac conditions that do not make the news. Because there is no mandatory reporting system in the U.S., precise figures are not available. According to some estimates, more than 100 young athletes die each year in sports-related incidents, with close to half of these deaths attributed to sudden cardiac arrest. Recent retrospective research shows the rate of sudden cardiac death to be one in every 43,770 student-athletes per year, making it the leading medical cause of death among college athletes. Most are due to unrecognized heart disorders where the first indication of a disorder was the sudden cardiac arrest. Other times, there were clues that might have raised the suspicion of cardiac disease that could have been monitored. Apparently the cardiac lesions responsible for sudden death in children may be hidden, with no abnormalities found during their doctor's exam. A surge in adrenaline, an obvious element of sports participation, or in an adventure activity, is what typically triggers fatal arrhythmias.

Given the prevalence of this condition across the population, the occurrence of the rare death due to sudden cardiac arrest in a therapeutic wilderness program is not surprising. In these settings, just as in sports events, it is likely that the combination of an undiagnosed heart condition, in combination with a surge in adrenaline, is the likely reason for the sudden cardiac arrest.

Because less than half of athletes who die suddenly had symptoms of heart disease preceding their death, some physicians recommend ECG screening for young athletes, since the risk for sudden death is almost twice that of the non-athlete. Robert Myerburg, MD, University of Miami in Florida notes that "about 70% of the athlete deaths that occur among unscreened athletes are due to conditions that can reasonably be expected to be identified by ECG screening." Leigh Vinocur, MD, emergency physician and Director of Strategic Initiatives at the University of Maryland School Medicine questions

why ECGs aren't given as part of routine sports physicals. Recent studies from the Annals of Internal Medicine found adding an ECG to a routine sports physical doubled the number of cases of potential heart problems detected, and would cost an additional \$80 per athlete. Their computer model cost analysis showed the cost was actually "feasible". It is within the range of other accepted screening tests used today, as cost-effective as the PAP exam for detecting cervical cancer and the mammogram for detecting breast cancer.

Although the American Heart Association concludes it is neither prudent nor practical to recommend the routine use of ECGs for screening athletes, they do recommend ECGs for all children taking stimulant medications. In contrast to the competitive athlete, there is no evidence that routine ECG screening will prevent sudden death in children using stimulant medication. The link between stimulants and sudden death is tenuous at best. Based upon an FDA report of 12 sudden deaths in children less than 18 years old taking Adderall, autopsies among the deaths that occurred over a five-year period demonstrated five had silent cardiac disorders, during a time when 30 million prescriptions were written for Adderall. Given large number of children using these prescribed stimulants, occasionally children taking these medicines may also harbor silent, lethal cardiac disorders.

The tragic occurrence of a young person's sudden cardiac arrest emphasizes the need for careful assessment of family history for heart disease, along with careful documentation of any symptoms indicating risk, prior to engaging in any type of intense physical activity. School athletes are required to have routine PPE physicals. In addition, admissions protocol for therapeutic wilderness programs requires thorough medical histories of the applicant, as well as his or her family's medical history.

Dr. Silva, Pediatric electrophysiologist at St. Louis Children's Hospital warns "Certain symptoms prompt further evaluation: fainting, particularly during exercise, feeling of heart racing out of proportion to activity level (or at rest), chest pains, family history of sudden cardiac death, cardiomyopathy (heart muscle disease) or cardiac ion channelopathy."

Know the personal and family health history of each participant. The presence of an automated external defibrillator [AED] at sports events with appropriate instruction in its use is advocated by many. Though AEDs are obviously not possible at every wilderness activity, staff should have current training in Cardio Pulmonary Resuscitation [CPR] and knowledge of how to contact rapid responders. An undiagnosed heart condition in combination with intense physical activity and a surge in adrenaline is suspected to be to be the cause of sudden cardiac arrest. People who work with adolescents where high levels of activity occur should be as informed as possible about the health histories of individuals who participate, and be prepared to manage one of these unlikely, but disastrous events.

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 Todd Neale, Staff Writer, MedPage Today, [www.medpagetoday.com] April 24, 2011,
 Reviewed by Zalman S. Agus, MD; Emeritus Professor, University of Pennsylvania School of Medicine and Dorothy Caputo, MA, RN, BC-ADM, CDE, Nurse Planner
 The National Athletic Trainers' Association (NATA)
 Robert Myerburg, MD, University of Miami in Florida
 Data from the National Collegiate Athletic Association (NCAA), combined with media reports and colleagues Kimberly Harmon, MD, of the University of Washington in Seattle
 Circulation: Journal of the American Heart Association, April 19



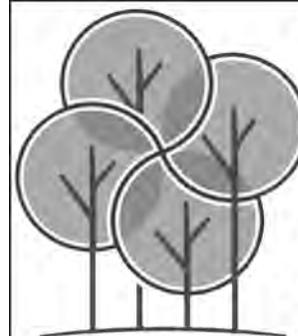
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VISIT REPORT...

JOHN DEWEY ACADEMY

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Visit by: Kristie Campbell, BS Psy, August 13, 2011

Last August I was honored with the chance to participate in one of the most unique graduations I've ever attended as six students ended their journey with the John Dewey Academy (JDA) and moved into the thrills of "the real world." Although a therapeutic boarding school for troubled youth located in mid-western Massachusetts, JDA is one of the most "real" programs that exist today. Their peer-based approach allows students to learn what is expected of them while on campus and teaches them how to behave off campus as well.

The John Dewey Academy is a year-round, college preparatory boarding school for students age 15-21. Housed in Searle's Castle in Great Barrington, JDA is for adolescents of high potential who have made poor life choices. They are often referred to as jerks who continue to make bad decisions... not caring about others around them, especially their families. They lack motivation in school, their grades have slipped and they have often turned to drugs or alcohol, engaged in risk-taking behaviors, etc. School refusal is a common presenting problem. They typically have very poor relationships with

their parents, siblings and grandparents or other extended family and use negative influences to fill the void of relationships. They are almost always anxious and depressed, and psychotropic medications have failed to address these issues to any meaningful degree.

The length of stay at John Dewey Academy depends on a variety of factors, including age at time of arrival, with a range of 18 to 30 months. Two years is the average. Students must commit to being at the academy and those who cannot or will not often find themselves in a wilderness program to help them through their resistance.

I understand the graduation ritual lasts approximately three days, during which family members come for parent/ family workshops. There is also an emotional/spiritual bonfire, time for graduates to leave campus with their families and primary group therapy sessions with all the non-graduating students and their families. I was on campus for the primary group sessions, went to dinner with a few non-graduating families off campus, spent the night in the castle with the students and then attended the graduate breakfast and graduation itself. This was a most impressive event.

As I arrived on campus, the graduates and their families were heading off campus for some personal family time. The rest of the families were headed into what the staff at John Dewey call Primary Group. I was glad to see Tom Bratter, Headmaster Emeritus, standing in the foyer of the castle as families separated into their groups. I later learned that Primary Groups are group with the student's primary therapist. Headmaster Ken Steiner and Dean of Students Andrea Esperat run the Primary Groups. Headmaster Emeritus Tom Bratter and Parent Liaison Lisa Sinsheimer co-facilitate groups for parents such as the Divorced Parents Group and the Senior Parents Group.



Photo by Skyler Jepson

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When I mentioned that JDA is one of the most real programs, I of course was referring to their no bull therapeutic style. Primary Group is one direct example. Ken led the group that I attended and his style was both full of compassion and reality. Students talk about issues, and their peers call them out on behaviors and ideas that aren't genuine. I witnessed a compassionate way of doing this the day I attended. One of the "rules" of confrontation (whether spoken or unspoken) was that if a student or staff called attention to a student's misbehavior, that person had to relate the behavior to their own life. An example, say I notice Sally is being manipulative and attempting to play her parents against the staff and I confront her in group. In order for me to validly confront her in group, I have to be willing to air my own experiences of manipulating my parents and explain what was happening with me when I was trying to create havoc. This strategy helps the rebellious student relate to other students and realize they're not alone in their issues and at the same time, helps the student create a peer group setting. It also helps the relating student remember what they've come through.

During Primary Group, one of the boys was "kicked out." He'd been at JDA only a short time and was not committed to working the program. His parents sat strong in the group and told him he'd run out of options, that he was going to a wilderness program because there was no way he could return home with his dysfunction. The boy pleaded that his parents let him come home because of this excuse or that. "It was too hard; he would change; he missed his room; he missed his little brothers." He was reminded by other students that he hadn't "been there" for his little brothers for quite some time and that until he fixed himself and his own dysfunction, he was truly unable to be a good big brother. He cried

as reality hit him that he would not be returning home to waste his life. Toward the end of the weekend, this boy had had time to think about his situation and was keeping an open mind to going to wilderness with the possibility of earning his way back to John Dewey Academy. (I have since learned that this student returned in October to JDA and is now fully committed to graduating.)

We left Primary Group and readied for a parent dinner. Each undergraduate student (except the boy who was leaving) was responsible for setting up dinner reservations off campus for them and their parents. I went with several families as well as the parents of the boy leaving for wilderness. During dinner, I witnessed students explaining their backgrounds to this couple. One boy in particular had a similar story and related his experience to reassure them they had made the right decision. He answered any questions they had. One thing that stuck out to me is that these students had chosen a life of complete sobriety. They firmly and politely explained to the waiter that no drink menus would be necessary, and gently reminded one of the parents who considered ordering an alcoholic beverage that our table was a "drug free" table by choice. During dinner, I watched their body language, their facial expressions; I listened to their tone of voice. I was impressed by their level commitment and self-control. I was further impressed by their self-confidence and sense of pride.

After dinner, I returned to the castle and turned in for the night. Most of the staff had left the campus at 5pm and students were left in the castle without direct adult supervision, although an adult is on campus 24/7 in case of emergency. This is what is meant by a true peer-based approach. Students consult adult house parents

CONTINUED: JOHN DEWEY ACADEMY/6

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when necessary, but they are clearly holding each other accountable. Because of the admissions process at JDA, and the fact that the students have to prove they want to be there, this approach works well with this population. I was able to observe the students, many of whom were unaware of my observation. This gave me a true sense for what happens in the castle when the staff is away. I was again impressed by the sense of community and self-control displayed.

The next morning I attended the graduate breakfast. All the students attended, dressed for a formal ceremony. All the faculty and staff were in attendance, as were the parents of the graduates. However, none of the parents of non-graduating students were invited. At the buffet style breakfast I was able to visit with the graduates and observed them giving back to their community in a special ceremony.

After breakfast pictures were taken and we left for the nearby theater where the graduation ceremony would take place. I was instantly transported back to my own graduation 17 years ago. Back when graduations from therapeutic boarding schools were small and personalized. This graduation produced a similar feeling. Each graduate was asked to speak and faculty and staff spoke about each graduate's journey. Parents came forward and shared their journeys. Undergraduates stood and shared their feelings and well-wishes for the graduates. There were many goodbyes, much laughter, and many tears.

Finally, there was an award ceremony where all deserving students were awarded with achievement awards they had truly earned. The class of 2011 was then presented to the audience. And at the end, six young adults stood before the audience, ready to spread their wings and fly off to prestigious schools (Vassar College, Wheaton College, Clark University, Johns Hopkins University, Columbia University and Carleton College), full of hope for a bright future and courage to conquer life.

"The longer I live, the more I realize the impact of attitude on life. Attitude is more important than facts. It is more important than the past, the education, the money, than circumstances, than failure, than successes, than what other people think or say or do. The remarkable thing is we have a choice everyday regarding the attitude we will embrace for that day. We cannot change our past. We cannot change the fact that people will act in a certain way. The only thing we can do is play on the one string we have... our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. ."

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EXTENDED INSIGHTS...

FLYING ABOVE THE RADAR

By Carrie Shoumatoff

Prior to enrolling at the Oakley School, many of our students have long relied on their excellent verbal and manipulative skills to avoid productivity and investment. Whether it is good grades, exceptional efforts on the sports field, polite interactions with adults or their stated goals to attend college, these strengths offered the opportunity for our students to present positively while in reality they have struggled. They have had difficulty developing healthy relationships with peers, their communication and honesty with their parents has suffered, they may have stumbled with substance abuse, and/or depression and anxiety. On the outside they looked fine, but a closer examination reveals a more complete picture.

One of the common themes of incoming Oakley students is their incredible ability to appear high functioning while things are falling apart around them. Our kids are masters at presenting as "all is well" while masking their struggles. As highly verbal, manipulative and avoidant, our kids demonstrate tremendous skills in regard to their need to appear confident and mature. They are for lack of a better term, "brilliant avoiders."

In order to impact the lives of these unique, bright and capable students, the role of the Oakley School faculty and staff is to create an environment where avoidance is not tolerated or allowed. Relying on the old coping strategy of presenting the external façade that "all is well" becomes quite hard to do in a setting as integrated and connected as the Oakley School.

Our students are exposed to real life challenges that don't exist in most small programs. They are engaging in AP and Honors level course work, playing on sports teams together, working collaboratively on community service projects, engaging in a multitude of group therapy modalities, and they are learning to live with one another. Oakley Students are expected to learn to navigate a whole host of adult and peer relationships within small group settings. In another smaller program these students would quickly learn the nuances of interaction within their program and begin to predict it. We keep our students on their toes and ask them to grow and learn through their experiences.

Daily staff meetings to discuss students who are showing positive or negative patterns, no matter how noteworthy or seemingly insignificant, provide a student's treatment team the information they need to keep our students responsible for living a life of balance. This level of accountability is not always comfortable, but it is the experience that students need in order to make change in their lives. At the Oakley School we bring dedicated professionals together under the same roof operating from the same plan. It is that level of consistency and connectivity that forces our students to develop new ways of approaching challenges and expectations in their lives.

To learn more about the Oakley School Social Model, please contact Carrie Shoumatoff or Katherine Nieroth in the Admissions office at 435-783-5001, or admissions@oakley-school.com.



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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 BUCKEYE RANCH

Grove City, Ohio
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www.buckeyeranch.org

Founded in 1961, The Buckeye Ranch is a residential mental health treatment facility for girls and boys aged 10 to 18 treating issues including, but not limited to, depression, attention deficit/hyper-activity disorder, bipolar disorder, and post-traumatic stress disorder. Children with alcohol and drug addiction issues are also accepted. There is no required stay time, but the average stay is between 3 and 6 months.

President and CEO of The Buckeye Ranch, D. Nicholas Rees formerly served as the program's Vice President of Development. He attended Ohio Dominican University. Executive Vice President of Programs and Services Stephen Richard, MS, LSW, is a licensed social worker and has previously been employed by the Department of Youth Services and Franklin County Children's Services. He has been with Buckeye Ranch since 1999. Clinical Director of Residential Services Molly Heit, MSW, LISW, RPT, has been with the program since 1996 and was previously employed as a social worker for the

Association for the Developmentally Disabled in Columbus, Ohio. The program is affiliated with the American Association of Children's Residential Centers.

The Buckeye Ranch offers outpatient care and counseling as well as a residential treatment program. Their treatment approach focuses on the individual issues of the child as well as family counseling. The organization operates 8 satellite locations throughout Ohio and a main residential treatment center in Grove City, Ohio. Therapies utilized by the program include art therapy, animal-assisted therapy, play therapy, music therapy, and horticulture therapy. The program also operates a substance abuse program, family counseling, and services for juvenile sex offenders.

The residential facility is located on a 150-acre campus in Grove City, Ohio. The program also includes an educational facility with 15 instructors and a pupil/instructor ratio of 5:1.

[This information came from The Buckeye Ranch website.]

THE SEVEN CHALLENGES, LLC

Tucson, AZ
Sharon Conner, Director of Program Services
520-405-4559
sconner@sevenchallenges.com
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make better decisions about future substance use. The program is designed to work simultaneously to address their drug problems and their psychological problems.

Robert Schwebel, PhD, who is still actively involved with clinical aspects and the implementation of it, developed the program. He is a psychologist specializing in couples and family issues and in the prevention and treatment of substance abuse, provides lectures and training sessions to professional and community audiences around the country and abroad. He developed the program in 1991 with adolescents in a Tucson, Arizona residential setting. In 2005, Sharon Conner became the director of Program Services. Her job is to assist organizations during their process of determining whether the Program is a good fit for their setting and if it is, then how to make a plan and arrangements for successful implementation. She also coordinates the licensing, training, and ongoing support process.

The challenges provide a framework for helping youth think through their own decisions about their lives and their use of alcohol and other drugs. Counselors using the program are teaching youth to identify and work on the issues most relevant to them. In sessions, as adolescents discuss the issues that matter most, counselors are able to integrate the Challenges as part of the conversation.

The books and journals used in the program are published by Viva Press and can only be obtained by people who have had the required training and are authorized. Some materials

are available to download as samples from their website.

In Utah, Elements Wilderness Program uses the Seven Challenges as a major part of their program. Elements is a well-known wilderness program in the network of private parent-choice schools and programs. Dr. Robert Schwebel just completed his "annual support and fidelity visit" to Elements Wilderness this September 2010.

[This information came from The Seven Challenges website.]

CAST RECOVERY

Santa Monica, CA
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 866-597-3422
 mike@castrecovery.com
 www.castrecovery.com

CAST (Complete Aftercare Support Team) Recovery is a service specializing in helping people recently discharged from an inpatient treatment program or experiencing an addiction relapse to transition into independent living and recovery. The program serves alcohol and narcotics addicts between the ages of

President, Founder, and Executive Director of CAST is Mike Bayer. He received a bachelor's degree in Alcohol and Drug Counseling from Metropolitan State University in Minnesota. He is a certified Alcohol and Drug Abuse Counselor in the state of California. Jose Hernandez Jr. serves as the Director of Recovery Services for CAST. He has been working in recovery for 4 years. He received his Drug and Alcohol Counseling certification from Loyola Marymount University in 2007. He assisted Mike Bayer in the development of the CAST program.

CAST Recovery offers a multitude of services to assist individuals in recovery through focusing on the recovery of the "whole person." Two of their most highly recommended recovery plans are The Aftercare Support Plan and The Sober Companion Plan. The Aftercare Support Plan is tailored to those individuals who may need some additional support or encouragement but are capable of managing their everyday affairs. Staff work with individuals using this plan to establish

CONTINUED: SEEN N HEARD/ 10



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THE DISCOVERY SCHOOLS

Of Virginia

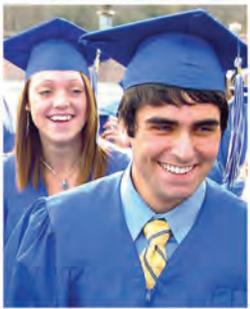
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Boys and Girls schools located on two separate campuses in central Virginia

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

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

Prep school with a...



therapeutic edge.

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

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

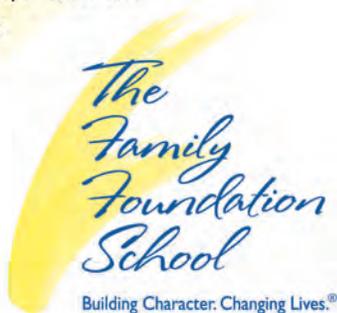
To find out how we combine top-notch academics and daily therapeutic counseling to help troubled teens succeed in college and beyond, contact Jeff Brain, MA, CTS, CEP,

Dean of Admissions,
at 845-887-5213,
ext. 499.

431 Chapel Hill Road
Hancock, NY 13783
845-887-5213 x499
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A private, New York State registered boarding school, accredited by The Joint Commission and the Middle States Association of Colleges and Schools. Member: National Association of Therapeutic Schools and Programs.



Accredited by
The Joint Commission

a specific recovery plan of action, set up an AA or NA meeting attendance schedule, and assist with medication management. The Sober Companion Plan is designed for individuals who require a little more assistance in their recovery. This plan includes a sober companion who accompanies the client home from treatment, sets up a recovery-conducive environment, creates a relapse prevention plan, and generally assists in the reintegration into society.

CAST Recovery also offers intervention services as well as family and friends counseling and education.

[This information came from the CAST Recovery website.]

I stopped believing in Santa Claus when my mother took me to see him in a department store and he asked for my autograph.

~ Shirley Temple

BRANCHES COUNSELING

Livonia, MI
Beth Bunn, Primary Therapist
734-377-4134
info@branches-counseling.org
www.branchescounseling.org

Branches Counseling is a company offering therapy to individuals, families, couples, and adolescents, specializing in adolescents and co-occurring disorders. Disorders or issues may include: ADD, ADHD, depression, low self-esteem, family conflict, trauma, grief, loss, anger, conduct disorder, ODD, anxiety, bi-polar disorder, self-harm, eating disorders, autism, and addictions.

Beth Bunn, partner and primary therapist at Branches Counseling holds master's degrees in Social Work as well as Psychology with Specialties in Health, Mental Health, Addictions, and Case Management. She is licensed by the states of Michigan and Indiana. Victoria Winebarger, partner and primary therapist, holds a bachelor's degree in Hospice Education and a master's in Social Work. She is a licensed Social Worker for the state of Michigan.

Therapies used by Branches Counseling include: cognitive behavioral, dialectical behavioral, motivational interviewing, gestalt, anger management, behavioral management, and rational emotive therapy. Depending on the specific needs of a client, an individualized plan is formulated which may include individual therapy, group or family therapy, couples therapy, or play therapy.

Branches Counseling also offers an addiction assessment including instant drug screening.

[This information came from the Branches Counseling website.]

SEEN N HEARD...

NEW ADMINISTRATIVE POSITIONS ADDED AT CALO: Ken Huey, PhD, Founder of Change Academy at Lake of the Ozarks (CALO), announced CALO has created a new administrative position and added two additional people to the leadership team. Abby Mayer has moved into the new role of Registrar and works with transcripts, credits, treatment team summaries and IEPs for CALO. Krista Allison has moved into the role of Academic Director and Chris Allison is taking over the position as Program Director. 866-459-1364

LITTLE KESWICK SCHOOL BREAKS NEW GROUND: Terry Columbus, Director of Little Keswick School, announced the ground breaking and construction of a new dormitory, the Monroe Dormitory. This project involves a major extension and renovation to the existing Cottage Dorm, which will double the space. Little Keswick School also plans on renovating several other areas of the campus as well. 434-295-0457

SANTIAM CROSSING SCHOOL IN THE NEWS: The mother of a Santiam Crossing School alumni student has started a fund to help a troubled teen in her community. 208-265-8355

COMPLETION OF A \$1 MILLION CAMPAIGN: Judy Emerson, Director of Communications for Rosecrance stated that Rosecrance celebrated the completion of a campaign to serve veterans and others who suffer from co-occurring substance use and mental health disorders. 815-387-5605

BRITEPATH - AN INTEGRATIVE GAP YEAR PROGRAM: Bradley Midgett, Co-Founder of Britepath announced the Britepath program is a response to the call that young people can benefit from being given space and encouragement to pursue their natural, creative and intuitive inclinations while also covering traditional learning. Britepath offers a Gap Year that works with college-aged young adults who are struggling to find their place in the world. 208-336-6023

CONFIDENCE THROUGH ADVENTURE AT ELEMENTS: Elements Wilderness Program is excited to announce new Adventure-Based programming that incorporates both Rock Climbing and Rappelling. Elements will be aligned with American Mountain Guide Association (AMGA's) standards and training to facilitate our adventure-based experiences. 801-505-8481

ANNOUNCING PHOENIX EDUCATIONAL FOUNDATION: Cat Jennings announced a new foundation meant to help committed but underfunded families get the help they need. Phoenix Educational Foundation is a 501-(c)(3), not for profit foundation whose mission is to create access for families who need to place their children in private therapeutic environments and are unable to afford the full financial commitment. 828-772-7200

PARENT CHOICES HOSTS JOHN WINTON OF BREAKWATER EXPEDITIONS: In an interview titled "Using Nature To Rebuild Families," host Lon Woodbury and co-host Larry Stednitz discussed the power of nature's healing qualities with John Winton. "When you get down to the brass roots of it, nature is earth and sky and land untouched by humans...something we really cherish," John said. 208-263-0277

SHORTRIDGE ACADEMY CELEBRATES NATIONAL DAY ON WRITING: Shortridge Academy celebrated the National Day on Writing with a slew of writing activities during a special topic/student assembly block in November. Students participated in a Six-Word Memoir Contest, a Create-the-Caption contest (student Elena H drew the cartoon), a Haiku contest, a Write-Your-Life-from-A-Z Contest, and on-going Scrabble Slam and Boggle games. 877-903-8968

HABILITAT HELPS HAWAII SCHOOLS RAISE MONEY: Habilitat, a nationally recognized substance abuse program, partnered with a local Christmas tree distributor to sell trees to raise funds for local schools in Hawaii. 808-235-3691

PINNACLE SCHOOLS WELCOME DR. SHAW: Dr. Aaron Shaw recently joined The Pinnacle Schools as a member of the clinical team at the Elk River Treatment Program. Dr. Shaw received a PhD in Marriage and Family Therapy at Brigham Young University after earning a Master's in Mental Health and Rehabilitation Counseling from the University of South Florida. He has several years of experience as a therapist working with children and families in outpatient and inpatient capacities. He comes to The Pinnacle Schools from private practice as owner and therapist at Therapy for Teens. 866-906-8336

PARENT CHOICES HOSTS DR. RUSSELL HYKEN AND STEVE WALTERS OF INNERCHANGE: In an interview with Steve Walters, Social Media Director for InnerChange and Dr. Russell Hyken, EC, host Lon Woodbury discussed the benefits of social media for educators and parents. With over 200 million blogs/bloggers in the world, with 50 percent of those on social media, Lon and his guests discussed not only the benefits but also some of the challenges involved. Dr. Hyken: 314-691-7640, Steve Walters: 801-376-7225

STAVROS IS NEW PARTNER AT CALO: CALO announced Lia Capital, headed by Alex Stavros, is the new investment and operating partner of CALO. Alex has an MBA from Stanford that will provide us with tremendous in-house talent relative to business growth and financial stability. He also has the right heart and life experience to be part of our mission. Alex has moved to the lake and will work at CALO with oversight in many areas. Alex, Landon Kirk, Nicole Fuglsang, Rob Gent, and Ken Huey will be the guiding force behind growth and innovation at CALO. 866-459-1364

NEW FACES AT MONARCH SCHOOL: Marney Sullivan, Admissions Director of Monarch School introduced the addition of several new staff members to the school. Chris Laviola, PsyD has recently joined Monarch School as their new Clinical Director. Chris received his Doctorate in Clinical Psychology at Pepperdine University in 2009 and has worked with adolescents in a variety of settings. Monarch School would like to welcome Mark Cheslic, the new Woodshop teacher and Ben Edstrom, who teaches drumming, and offers individual lessons in addition to facilitating a weekly group performance for the school. 406-847-5095

THE PINNACLE SCHOOLS HELP SPONSOR SOBER SPRING BREAK 2012: The Pinnacle Schools has partnered with several other national companies to offer the "Clean Break Spring Break 2012" for high school and college students, ages 17-22, who choose to be drug and alcohol free on their spring breaks. 866-906-8336

THE ACADEMY AT SISTERS FOCUSES ON BUILDING ENTREPRENEURIAL SKILLS: As part of the Learning Center at the Academy at Sisters, students meet with local business owners to discuss the secrets to their success. Business leaders meeting with the students range from executives and managers from successful companies such as Nike, Google, Microsoft, IBM, NBC, and Apple to local small business owners such as a coffee shop, organic farm, and a video production studio. 541-550-8930

FLYING ABOVE THE RADAR: One of the common themes of incoming Oakley students is their incredible ability to appear high functioning while things are falling apart around them. Prior to enrolling at the Oakley School, many of our students have long relied on their excellent verbal and manipulative skills to avoid productivity and investment. In order to impact the lives of these

CONTINUED: SEEN N HEARD/ 12

SEEN N HEARD

unique, bright and capable students, the role of the Oakley School faculty and staff is to create an environment where avoidance is not tolerated or allowed. 435-783-5001

PARENT CHOICES HOSTS LISA SINSHIMER OF JOHN DEWEY ACADEMY: Titled, "Are We Turning Our Kids Into Mental Patients?" Lon Woodbury recently hosted Lisa Sinsheimer, MD, in a discussion about over-medicating children. "In the past half century," explained Sinsheimer, "the use of psychotropic medications has grown dramatically, with the biggest rise in usage over the past 15 years." 917-597-7814

OERTHER JOINS INNERCHANGE: Mark Oerther, a veteran in healthcare program development and marketing has joined the InnerChange group of programs as a Clinical Outreach Manager. Mark's varied experience includes direct care and supervisory roles in outdoor therapeutic settings, therapeutic program management and admission responsibilities, as well as business development positions. He will be based in the Asheville, North Carolina area and will work closely with referral sources and programs primarily in the eastern United States. 801-380-4367

WISDOM RANCH EXPANDS FACILITIES: After 10 years of Yurt living, Wisdom Ranch School, who is currently celebrating their 10 year anniversary, has decided to mix things up a bit and have broken ground on "The Lodge", a 5000 square foot log home that will serve as the students' primary living facility. 208-527-4753

GLEN WILLOW ACADEMY OPENS: As folks in the industry may know, some all-stars in the middle school girls therapeutic boarding school world have been working hard to open up a new program in Western North Carolina. Glen Willow Academy (GWA) is now open. Bryan Tomes, previously Academic Director at New Leaf Academy NC, is current Head of School at GWA and the Program

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



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

The aim of education should be to convert the mind into a living fountain, and not a reservoir. That which is filled by merely pumping in, will be emptied by pumping out. ~ John M Mason

Director is Rebecca "Becca" Jefferies, who has over 7 years' experience managing residential programs for middle school girls. The Clinical team consists of Amy L. Robichaud, MS, LPC (Hidden Lake, Swift River) and Robert Jacoby, MS, LPC, NCC. Rob also runs the equine therapy program at GWA. Including direct care staff, the team has over 30 years' experience with middle school girls programming, and much more within the broader context of therapeutic, residential programming. 828-772-7556

SOBER COLLEGE FEATURED ON COLLEGE WEEK LIVE: Sober College's Corrine Barner, Academic Director, and Rick Macrory, Program Director, presented a keynote speech on The Challenges of Drugs and Alcohol on College Campuses: How to stay on track and maintain focus on College Week Live in November. 818-274-0304

PARENT CHOICES HOSTS JERRY MINTZ OF ALTERNATIVE EDUCATION RESOURCE ORGANIZATION (AERO): In an interview titled, "What Is Democratic Education?" Lon Woodbury discussed the basis of Democratic Education with AERO Founder, Jerry Mintz. "The basis of Democratic Education is a child's natural curiosity and urge to learn," Jerry explained. "A child has a voice in their own education, which often means a vote in how the school is run." 516-621-2195

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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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