

ESSAYS:

Stop The
Madness 2

VISIT REPORT:

Willow Springs
Center 6

NEW PERSPECTIVES:

Step Family
Systems 9

SEEN N' HEARD:

Page 10

CONFERENCE CALENDAR:

Page 12

WHAT WE ARE TEACHING

by Lon Woodbury



Recently a colleague sent me a short list titled "The Seven Blunders of the World". The list was attributed to Mahatma Gandhi, who was supposed to have scribbled them in a note to his grandson shortly before his assassination in 1948.

Regardless of the source, this list is very profound and provides a lot of food for thought.

The list of blunders is:

1. Wealth without work.
2. Pleasure without conscience.
3. Knowledge without character.
4. Commerce without morality.
5. Science without humanity.
6. Worship without sacrifice.
7. Politics without principle.

The application of this list is easily understood when applied to our society around us, but it also can give us some insights into what teens who are struggling are learning from parents, schools and other adults. My question is, "Is this what we are teaching our children?" Many of these blunders can explain the problems these teens are having. For example:

Wealth without work. For some time, young people have been referred to as the "entitled" generation. That is, many of them receive almost everything they want without any effort on their part. Many parents (and our society) seem so focused on providing everything they can for their children, and protecting them from anything that may make them feel bad, that children are deprived of learning how to handle failure or overcoming challenges. Thus, in a very real sense, these children experience "Wealth without work" and are unprepared for adulthood.

Pleasure without conscience. The mantra made popular in the 1960s, "If it feels good, do it!" seems to have become institutionalized in our society, especially among the young. Having fun, feeling good right now and the Peter Pan attitude of never having to grow up, is a common attitude despite the longer term consequences. Movies and popular sitcoms usually glorify what is fun, glossing over unpleasant consequences like unwanted pregnancies, sexually transmitted diseases, the inability to get a job, or the harm from shallow relationships. News programs at times touch on these consequences, but those consequences are rarely shown to relate to earlier irresponsibility. If having fun harms or disappoints others, the frequent attitude by many young people is "That's their problem and has nothing to do with me!" Too many young people are learning this stunted lesson that immediate pleasure is the only value. Schools perpetuate this through valuing only high scores on tests and ignoring any character implications of how the high scores are obtained.

Knowledge without character. The expressed goal by many educators and politicians is for every person to have a college degree. We have a system of higher education with a quality that attracts students from all over the world. The knowledge passed on in our Colleges has helped fuel an amazing growth in scientific knowledge and standard of living. But, except for adding a few courses in ethics in recent years, it seems we are teaching knowledge by itself without consideration about the purpose

CONTINUED: TEACHING/ 2

TEACHING

of obtaining all that knowledge except for the self-satisfying idea of “getting a better job.” The lesson to our students is that knowledge by itself is what is important and applying character values is of little importance.

Commerce without morality. “Whatever it takes!” is a legitimate motivator. However, this slogan is all too often taken to mean there are no boundaries. As an example, the recent recession was cooked up in Washington DC and Wall Street providing a role model to young people that success is obtained by misrepresentation, spin, hiding the real agenda and empty promises. Often, the person who tries to provide a legitimate valuable service or product, if successful, is suspected of doing something underhanded to achieve success. The person with the most money, no matter how obtained, is glorified, teaching young people that the only consideration is acquiring lots of money, and adding morality to business is for suckers.

Science without humanity. It seems like we almost worship science. In a dispute, if someone can make the claim that their perspective is “scientific,” their argument almost always carries the day. Science is usually seen as the engine of progress, and what follows from that is if scientists are capable of doing something, then they should simply do it. Any other considerations, like if a course of action is humane, tends to get lost. The arguments and decisions as to whether we should do something that is scientifically possible tend to be passed on to legislative bodies, where politics, vote counting and political considerations tend to carry the day. What we are teaching our children is that the main question is if we can do it, rather than if we should. It goes even further. On some issues we have so much faith in the ability of scientists to accomplish what we want, we tend to adopt governmental policies on the faith that scientists will progress at the speed we want, as if they can do miracles. Schools tend to perpetuate both these concepts, by curricula emphasizing knowledge without serious concern on ethical issues, and teaching to political visions without questioning their feasibility.

Worship without sacrifice. Worship is usually spoken of in religious or spiritual terms. It typically teaches that we should orient our lives to that faith/belief. This automatically assumes a sacrifice of some of our lives to that belief. However, many people have got into the habit of professing a religious belief, but comfortably reserving that for Sunday mornings, not letting it interfere with the rest of our lives. What we teach our children is that religious worship is not all that important and not worth sacrificing our ambitions or comforts.

Politics without principle. Can an honest person survive in politics? Most thoughtful people who watch politics would be doubtful. We see people of modest means get elected, and by the time their political career is over, they are millionaires. We see people accused of wrong-doing and we don't know if the accused or accuser is most at fault. We hear of voter fraud and of secret unsavory deals being made in our legislative bodies. Millions of people are outraged in general at our political process, but confused as to who is at fault. Many people wind up simply blaming all politicians. Others buy into somebody's agenda as to who to blame, thus perpetuating the problem. How can our children see all this and believe there are very many

politicians, and their supporters, who are acting on principle?

There is little any one of us can do to change these attitudes in society, but we can influence what schools are teaching, and maybe even counter some of these blunders. There are many private, emotional growth/ therapeutic boarding schools I work with that take character education seriously. Actually, one of the most therapeutic elements successful schools adopt is to teach character as a healing influence. The best way to help a struggling teen is to teach the opposite of these blunders, not only in what the staff and teachers say, but also by how they act. There is no reason our public schools can't do this as well. Some are, and that is one of the important reasons they are successful.

STOP THE MADNESS:

Alternatives to Hospitalizing Children and Teens

By: Lucy Pritzker, MS

*(*Names and identifying information have been changed.)*

Aaron was only nine, but had already been in psychiatric hospitals three times. “We felt like we had no choice,” says his mother, Lisa Thomas*, of New Jersey. “He was so out of control. He had rages that lasted hours, he wouldn't go to school, and on the rare days that he did, he would spend most of his time throwing up in the principal's office.”

Aaron is diagnosed with ADHD, bipolar disorder and anxiety. When medication, weekly therapy, and even intensive daily therapy didn't work, the Thomas' followed the advice of Aaron's psychiatrist and admitted Aaron to a regional hospital offering inpatient psychiatric care for children. “We thought the hospital would stabilize him, get his meds sorted out and give us our boy back,” remembers Thomas. Instead, Aaron was discharged three days later. “They started him on new meds that wouldn't even start working for a few weeks. His separation anxiety was worse than before and he was so embarrassed by the hospitalization, he wouldn't leave the house.”

The Thomases aren't alone. From 1996 to 2007, the rate of psychiatric hospitalizations rose by more than 80 percent for 5 to 13-year-olds and by 42 percent for older teens¹.

The Thomas's wanted an alternative. “I've heard people say that the definition of insanity was doing the same thing over and over and expecting different results,” says Thomas. “Well, that was us. We kept sending Aaron to the hospital, expecting that *this* time he'd get better. *This* time we'd get the meds right. *This* time he'd come home and be okay. But he wasn't.”

“We started searching for other options on our own, but were quickly so overwhelmed with our choices,” says Thomas. “My husband and I had no idea if Aaron needed a wilderness program, a regular boarding school, a therapeutic school, or a residential treatment center. It was information overload.”

After reaching out to parents she met at a support group, Thomas and her husband called an Independent Educational Consultant who specialized in kids like Aaron.

Independent Educational Consultants (IECs) help families locate schools and programs that work well with particular

children. IECs work with families in crisis and find suitable solutions for kids with oppositional behaviors, learning disabilities, ADHD, mood disorders autism spectrum disorders, substance abuse and more. IECs are paid by their clients and *never* by the places have they referred children to. According to the Independent Educational Consulting Association, IECs typically spend 20 percent of their time visiting and evaluating schools and programs.

And it pays off.

“Aaron just started his second year at the boarding school our consultant matched us with. The difference in him is amazing,” says his mother. “He is happy, motivated, doing well in school. He is off his med ‘cocktail’ and only takes one medication for attention now.” Best of all, Aaron has not returned to the hospital. “He’s climbing trees, joking with his buddies and reading Harry Potter. That wouldn’t have happened without this school.”

A quick glance at the National Association of Therapeutic Schools and Programs (NATSAP) www.natsap.org website reveals over 150 schools and programs – from boarding schools for young boys like Aaron, to wilderness programs for out-of-control teens.

“An educational consultant plays an invaluable role in the search for alternatives to hospitals,” says Mark Sklarow, Executive Director of the Independent Educational Consultant Association. “There are so many options available for a wide range of issues. There’s also a wide continuum within the programs themselves. Many programs are extremely effective, but some shouldn’t even be operating,” he says. “Only someone who specializes in these places, who has visited and talked with directors and therapists,

CONTINUED: MADNESS/ 5



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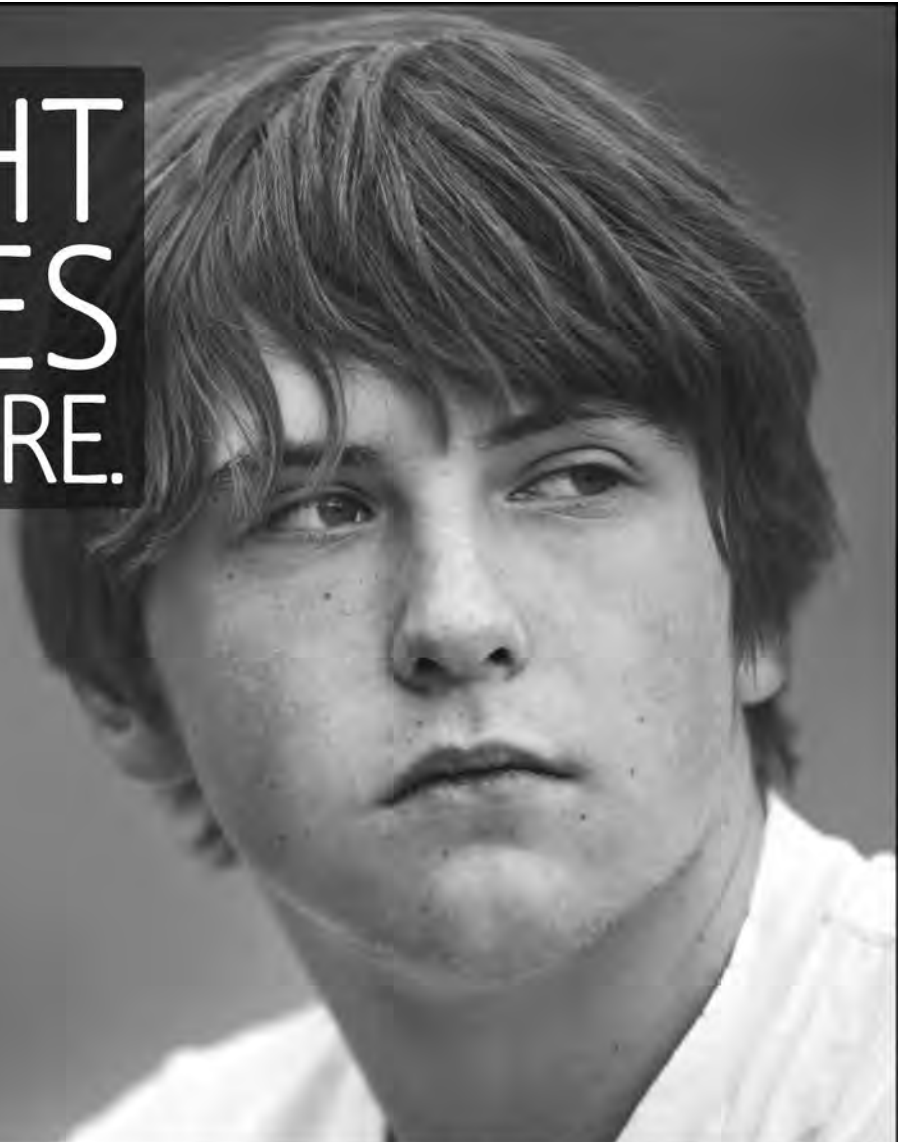
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MADNESS

can possibly know which is the best match for a family in crisis.”

The Conswack* Family of Austin, Texas couldn't agree more.

“Melissa was your typical girl next door. She had nice friends in the neighborhood, she did well in school and played on our town's soccer team,” says her mom, Sheila Conswack. But at the end of ninth grade things changed. “It was your typical downward spiral. Her peer group changed, she stopped doing school work and often didn't even make it to school.” says Conswack. But, conventional interventions didn't work. The Conswacks tried grounding Melissa, they hired a tutor, they went to family therapy, and had Melissa evaluated by a psychologist. “I felt like we left no stone unturned and it wasn't helping.”

Melissa's 17 year old brother, Doug, gave the family the reality check they needed. “She's turned into the kind of girl you wouldn't want me bringing home,” he told his parents. Doug filled them in on the alcohol and marijuana use, and the promiscuity.

“Basically he gave us a laundry list of all her misdeeds and we were scared,” says Conswack. “I remembered hearing through a friend that a neighbor's son had ‘gone away’ for similar issues and was now happily attending a good college. So, I called her and she gave us the name of the program her son went to and the name of the educational consultant that had found the program.”

After much deliberation, lots of tears and arguments, Melissa went to a Wilderness Program where she spent ten weeks living primitively, focusing on her behavior and learning how to handle issues within her family. “At first I was dead against it,” recalls Conswack. “I thought it was going to be a boot camp where she would be mistreated, but it was actually completely the opposite.”

Melissa's program was headed by PhD level psychologists, who did one on one therapy with the students, ran groups and helped the teens make life changes. “Believe it or not, Melissa actually thanked us at graduation. She said we saved her life.”

After graduation, like most teens who complete a wilderness program, Melissa enrolled in a therapeutic boarding school. Therapeutic boarding schools emphasize academics like their traditional boarding school counterparts, but therapeutic schools also support the student's social and emotional issues — usually through a structured daily program and individual and group therapies.

For some struggling teens, a therapeutic boarding school may not be enough. Residential Treatment Centers offer a higher level of care than boarding school and are suited for more psychiatrically involved cases. While academics are addressed, the main goal of RTCs is to help the student gain control of their behavior. There is typically psychiatric care onsite as well as intensive group and individual therapies.

“Boarding school was our last resort,” says Thomas, “I only wish it would have been our first.”

1. Joseph C. Blader, PhD *Arch Gen Psychiatry*. Published online August 1, 2011. doi:10.1001/archgenpsychiatry.2011.84

About the Author: *Lucy Pritzker, MS, is an Educational Consultant who finds the right schools and programs for children and teens with special needs. For a prompt response please contact Lucy at 908-370-8021 or at www.ConsultingForSpecialNeeds.com.*



Photo by Skyler Jepson

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Visit By: Larry Stednitz, PhD

Willow Springs, located in Reno, NV, is a 116 bed, locked facility founded in 1988. Accredited by the Joint Commission, Willow Springs provides evidenced based individualized treatment. The programs treat a wide range of disorders including depression, Bi Polar, Anxiety, PTSD, schizoaffective, schizophrenia and substance abuse disorders.

Willow Springs has three distinctive programs, including the Pediatric, Latency, and Adolescent Programs. All programs include CBT, survivor's group for those suffering with sexual abuse. The programs treat ages 5 to 17. Each age group is separated into separate dorms and there is no overlapping in programming. The Pediatric program is designed to help children 5-12 make successful transition from childhood to early adolescents. Children this age need a supportive and structured approach to work with complex developmental issues. The Latency program is for those children who have reached puberty. The Adolescent program covers age 13 through 17. The Adolescent Program uses a positive peer model of treatment. It also uses a level system to help the adolescent to manage behavior. All programs are multidisciplinary and have a full array of family, individual, group and experiential therapies.

The treatment team includes Medical Doctors, Child Adolescent Psychiatrists, licensed therapists, Alcohol and Drug Counselors, Registered nurses, case managers, Dietary Services, Education Staff, and Mental Health Services.

Willow Springs stresses relationship supported programming emphasizing staff-modeled behaviors and compassion, in an effort to provide meaningful relationships with the patient and family. The programs are driven by positive relationships focusing on active family, patient, and staff relationships. Staff models positive social skills, close communication, and respect of the patient and family. The intended outcome is to instill confidence and value to the patient and family's lives. The milieu includes instilling a sense of value and worth to each individual; listening with an open mind, accepting where the patient is upon admission along with identifying and uncovering a patient's positive attributes as well as their strengths.

Throughout my visit, it became clear that the program offerings and their dedication to families, patients and each other was genuine. Each and every staff member that I spoke with stressed the overriding attitudes and philosophies of treatment provided by Willow Springs. For a hospital the size of Willow Springs, one would think it would be difficult to ingrain philosophical approaches throughout the entire hospital. But it was apparent that all staff members I spoke with were passionate about what they did.

Their Mission Statement sums up the quality of leadership at Willow Springs: "We are compassionate, committed and

caring people, dedicated to inspire hope, as well as the ability to achieve and celebrate success through the power of relationships developed with children, families, and the communities we support."

I found many examples of "committed staff" during my visit. For example, the Principal and Education Director of the school, Terri Peltier and I discussed the significance of bullying within any population of teens. Terri takes her influence beyond Willow Springs. She has been active in the local community, being involved with the Attorney General and Nevada State Department of Collaborative Task Force on Bullying in 2002. She also was involved in the development of the Ant-Bullying program for Wahoe County School District. When so many of the general population among young kids were either victims or bullies, one can only imagine what percentage of hospitalized youth have been bullies or victims. Willow Springs has their own expert resulting in assurance at the leadership level that this issue will be promptly addressed at Willow Springs should the need arise.

The Willow Springs School is a licensed private school providing kindergarten through high school-level education with class size of 15 to 19 at the high school level and a ratio of one teacher to 8 students.

Another example of Willow Spring's leadership is their 20 bed DBT program. The entire treatment team did it right, by having the entire team trained under the founder of DBT, Marsha Linehan. Those trained include psychiatrist, therapist, nurses,

CONTINUED: **WILLOW SPRINGS/ 8**



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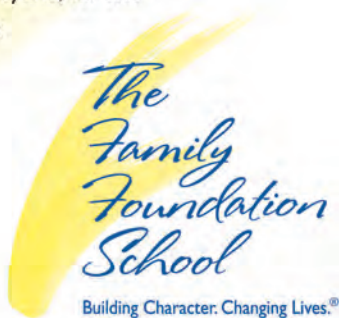
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I also had the opportunity to meet with David Briggs, LCSW, LCADC, Director of Clinical Services. Interesting enough, David worked with Catherine Freer Wilderness Program and has a keen interest in experiential programming.

They have developed a ropes course called Challenge by Choice. This is a three-phase program of outdoor group activities. The program uses a series of elements including ropes, cables, and logs that create challenges to the patients, which are designed to develop communication skills, leadership, and problem solving skills and are voluntary activities.

I spent most of my time in the dormitory and living space areas. Both the boys and the girls were orderly and respectful to staff as well as to this writer. It was clear that order was well kept. The boys and girls appeared to be actively engaged in

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whatever activity they were in.

Willow Springs is a program that has been successful at working closely with insurance companies. This could be an opportunity for parents to obtain some financial opportunities in this slow economy. I had a boy in the hospital a few months back. When working with the family, the boy appeared to benefit from a two-month treatment and returned home to live with his mother. Instead of wilderness, a patient could be

stabilized at Willow Springs. All necessary assessments can be completed at Willow Springs with minimal cost due to insurance payments. Upon completion of treatment, the treatment team, parents and consultant can collaborate to make plans upon discharge from the hospital. The program is a preferred provider for TRICARE, accepts most major health care insurances, and is Medicaid Approved.

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]

STEP FAMILY SYSTEMS

Corona, California
Tricia Powe, President
951-313-1984
tpowe@stepfamilysystems.com
www.stepfamilysystems.com


Step Family Systems is a unique online resource to assist a single parent, remarried parent, or stepparents in a co-raising situation. The website offers a variety of resources both for free and minimal monthly costs to aid the step Family or blended family in overcoming challenges present in these types of living situations.

President of Step Family Systems, Tricia Powe, has been a


member of a step Family all of her life. She holds certifications in Philanthropy and Divorce Mediation. She has done extensive research in step Family assimilation management planning (SAM). She is also the Creative Director of *A Richter Blend*, *Step Family Chronicles*, a prime-time print series.

Step Family Systems provides four options for people seeking help in this area. The first is a free column written about the myriad of issues involved in step and blended family situations, called *Dear Step Family Strategist*. The second is a mix of column resources as well as help making an individual SAM plan. The third option provides all of the resources listed previously as well as extra guidance through the first 45 days of the SAM process. The fourth is a special Step Family Planning Focal Points notebook available for order online.

[This information came from the Step Family Systems website.]



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SEEN N HEARD...

Four Receive SAR Certification at FFS: Four students involved in Dog Corps, a popular extracurricular activity at The Family Foundation School, were certified in basic Search & Rescue (SAR) procedures by the New York Department of Environmental Conservation in November. Certification took place at the annual conference of the New York State Federation of Search & Rescue Teams. A fifth student was certificated in Crime Scene Preservation. The students joined nine SARS teams from New York, Pennsylvania and New Jersey who participated in the conference, represented by some 67 trainers and 42 dogs. 845-887-5213

Parent Choices Hosts Ken Rabo: When asked to define what mentoring means to him, Ken Rabow, a life empowerment coach out of Toronto, Canada, described a mentor as "a person who imparts wisdom, life ideas and values, and yet allows a person to walk their own path, with guidance." Ken was the featured guest on Parent Choices for Struggling Teens with Lon Woodbury. Interview: Mentoring Teens Through Life Coaching. 416-633-4333

Parent Choices Hosts Joel Horowitz of Friends of Families Foundation: As a parent who has laid awake at night, worrying about their child, whether she will come home that night, and whether she is safe, alive, or dreading but hoping the phone will ring, Joel Horowitz, co-founder of Friends of Families with Children in Crisis and the Director of Tommy Hilfiger Company, shared his personal experience as a parent with a struggling teen on Parent Choices for Struggling Teens with Lon Woodbury

and Larry Stednitz. Interview: Help for When Your Child is Lost Within. 786-838-0888

A Unique Holiday Celebration at Santiam Crossing School: Instead of the traditional decking of the halls and presents under the Christmas tree, students at Santiam Crossing School left campus during the holidays for their annual holiday pilgrimage to northern California. Students participated in a bouldering and rock climbing trip, creating new traditions and lasting holiday memories. 208-265-8355

Wellspring Announces New CEO: Wellspring is pleased to announce the appointment of Dan Murray, Psy.D., as Wellspring's new Chief Executive Officer. Dr. Murray is a 27 year veteran of the mental health industry, joining Wellspring in 1991 and serving as Wellspring's Chief of Professional Services since 2005. He replaces Harvey Newman, MSW, who has retired. 203-266-8027


Innerchange Partners With Cressey & Company: InnerChange is pleased to announce that it has partnered with Cressey & Company, a private investment firm that works with leading healthcare companies. Val Christensen, who founded InnerChange in 2006, will remain a minority shareholder and the chairman of InnerChange. Additionally, other members of InnerChange's executive team have become minority shareholders and will continue to lead the company. These individuals are Lance Davis, InnerChange's chief executive officer and chief financial officer; Dustin Tibbitts, LMFT, who serves as the company's president and chief clinical officer; and Kimball DeLaMare, LCSW, who is InnerChange's senior vice president. Cressey & Company has purchased a majority ownership position in InnerChange. 801-380-4367

Ellwood Crowell Joins The Aspiro Group: The Aspiro Group family of services is pleased to announce the addition of Ellwood "Woody" Crowell to our family. Woody's primary roles at Aspiro will include working to strengthen relationships with consultants, clinical professionals, programs and hospitals. He will also work to develop new clinical programming in addition to other integral components of the Aspiro programs. 801-349-2740

Shortridge Academy NEASC Two-Year Interim Report Accepted: The Commission on Independent Schools of the New England Association of Schools and Colleges (NEASC) accepted the Shortridge Academy Two-Year Interim Evaluation Report at their meeting in mid-November. 877-903-8968

A Big Thank You To Mollie Mylar For Her Service At Sunrise: It is with sadness that we say good bye to Mollie Mylar as our Admissions Director at Sunrise. 866-662-1957

Asheville Academy For Girls Welcomes Kathryn Huffman As Admissions Director: Asheville Academy for Girls, a therapeutic boarding school for girls ages 10 to 14, is thrilled to welcome Kathryn Huffman to the team as Admissions Director. With an extensive background that includes developing, marketing, and providing admissions support for the first therapeutic wilderness program in the country for 10 to 13-year-olds, followed by her role in opening and serving as Admissions Director for the first emotional growth boarding school for 10 to 14-year-old-females on the East Coast, Kathryn is uniquely qualified to help professionals and families determine the best



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Summit Preparatory School Expands Leadership Team: The Board of Directors of Summit Preparatory School in Kalispell, MT, announced the decision to have Rick Johnson, Executive Director, redirect his efforts full time to oversee and promote Summit's Therapeutic Model. Todd A. Fiske will succeed Johnson as Executive Director to lead the school into its second decade, effective July 1, 2012. 406-758-8112

FFS Wins Sectional Soccer Championship: In keeping with its outstanding soccer tradition, The Family Foundation School's 2011 boys soccer team ended the season as New York State Section IX champions. The Falcons went on to bid for the State Class D title, but lost 1-0 to Section II champs, Fort Ann. FFS competes interscholastically in soccer, basketball, softball and golf. Its boys soccer team won the Class D championship in 2005. 845-887-5213

A Letter From Saving Teens in Crisis: John Reuben, Founder of Saving Teens in Crisis Collaborative, recently submitted a letter to the editor updating the network on progress and needs of the foundation. 978-852-2144

Upcoming Saving Teens in Crisis Collaborative Charity Events: We here at Saving Teens in Crisis Collaborative are excited to announce the STICC Charity Scramble Golf Tournament to be held Wednesday, February 8, 2012. This tournament will be a pre-NATSAP Conference event and will begin at 1:00 pm at Disney's Osprey Ridge Golf Course in Lake Buena Vista, Florida. 978-852-2144

Echo Springs Accredited Member Of NIPSA: Echo Springs Transition Study Center is pleased to announce that they have become fully accredited members of the National Independent Private Schools Association (NIPSA). Echo Springs is a young adult program in north Idaho that focuses on character, discipline and direction. 208-267-1111

Parent Choices Featured Special on Failure To Launch: Guests Doug Kim Brown, Founder/Director of Echo Springs, and Brandi Elliott Marketing and Admissions for Northwest Academy discussed the young adult population. They are referred to as boomerang kids, endless adolescence, perma kids or twixters. These are that large number of young adults, roughly in the age group of 18-25 years old, that are taking a long time to grow up, thus the term failure to launch. Doug: 208-267-1111; Brandi: 877-882-0980

Asheville Academy For Girls Opens: Brian Tomes, Head of School for Asheville Academy for Girls announced the school opening. Created for students' ages 10 to 14, Asheville Academy for Girls offers a developmentally-appropriate, clinically-sophisticated, and relationship-driven therapeutic experience to struggling girls and their families. 828-484-9901

Academy At Sisters Sets The Bar High For Academic Success: The Academy at Sisters is proud to announce our academic results. Over the past year, academics have improved as girls are accelerating by at least 2 grade levels in the core curriculum. 800-910-0412

Updates from Tutors International: Tutors International, the specialist private tutoring service based in Oxford, has just signed an agreement with Polo Times to become a regular

columnist and contributor to the world's leading polo magazine. In addition, they have been named as a finalist in the prestigious Education Investor Awards 2011. adam.caller@tutors-international.com

Evergreen Elementary School For Sale: Boundary County School District has listed Evergreen Elementary School for sale in Moyie Springs, ID. The building has 15,436 square feet that includes 7 classrooms, bathrooms, cafeteria, multi-purpose room and office. The site is 7 acres +/- . The current appraisal is for non school property which is listed at \$400,000. The appraiser listed the property as a non school property sense the district was no longer using it as a school. 208-267-3146

Jeff Johnson Joins The Legacy Team: Jeff Johnson has joined the team at Legacy Outdoor Adventures as Director of Admissions. In the last few years, Jeff has been working specifically in substance abuse treatment, and has worked with adults in several treatment settings. He understands how powerful the outdoors and a 12 step model are for recovery, and is committed to providing every family he works with the best possible opportunity to find success. 435-836-2272

Parent Choices Hosts Katie Gill: In an interview titled "Mean Girls 2.0: Cyber Bullying," with actress Katie Gill, Lon discussed how engrossed people are in technology, and the impacts this has had all the way down to bullying. Twenty first century bullying has been dubbed "cyber bullying" and everywhere you look today, you see young teen's texting, face booking and tweeting. 310-300-0950

Now Casting Families With Kids Of All Ages: Lifetime is launching the all-new unscripted series. "America's SuperNanny," marking the first true US version of the hit show. supernanny@shedmediaus.com

Mindstream Academy Students Have A Great Fall Semester: MindStream Academy recently shared some of the highlights of their fall semester and extracurricular activities. MindStream Academy, a rather new co-ed therapeutic boarding program for teens, ages 14-18, focuses on the mind, body and spirit to achieve a healthy weight and lifestyle, while building self esteem. 843-757-2192

Shortridge Academy Announces Publications And Research Activity: Shortridge Academy Founder Adam Rainer and Research Consultant Dr. Kristine Baber were invited to co-author a chapter in the series, "Advances in Child Development and Behavior." This chapter represents the first publication describing in detail Shortridge Academy's redesigned program for embracing Positive Youth Development (PYD) while systematically implementing its formal Program Evaluation. 877-903-8968

Annual Award Presented During Homecoming & Family Weekend: Rosecrance President/CEO Philip Eaton received 2011 Alumnus of the Year Award from Trinity College. The award comes at the 40th anniversary of Eaton's graduation from Trinity. He received a bachelor's degree in Sociology in 1971. Eaton went on to get a Master of Science in Community Mental Health from Northern Illinois University. Through the years, Eaton has been an officer or board member for many

SEEN N HEARD

professional groups, and he continues to hold numerous leadership roles. Those affiliations include: National Association of Addiction Treatment Providers; Illinois Alcoholism and Drug Dependence Association; Northern Illinois Chemical Dependency Services Network; American College of Addiction Treatment Administrators; Rockford Health Council; Winnebago County Crime Commission; Northern Illinois University College of Health and Human Sciences Advisory Board; and the Joint Commission Behavioral Health Advisory Board. 815-387-5605

Sandhill Responds To The Plight Of Starving Endangered Horses:

In the last few weeks Sandhill Child Development Center has been privileged to be involved in an amazing effort to rescue rare horses from starvation. The center was contacted by the Colonial Spanish Horse Conservancy Project with dire need to help a rare band of horses. The children at the Center have shown tremendous interest in caring for the animals and helping nurse them back to health. 505-866-9271

Parent Choices Hosts Kelley King of Gurian Institute:

There are considerable gaps that today's boys are facing in education and learning. These gaps include significant reading gaps, higher discipline reports, more learning disabilities among boys, substance abuse, more D's and F's for boy's, higher retention in school, more drop-outs and a significant drop in enrollment in college. The program focused on Educating the Adolescent Male Brain. www.latakradio.com/Lon.php; Kelley: 719-635-0651

CONFERENCE CALENDAR

February 2012

February 5- 7: 42nd Annual CASE-NAIS Independent Schools Conference, San Francisco, CA, www.case.org

February 9-11 : NATSAP 2012 National Conference, Orlando, FL, www.natsap.org

February 13-16: 33rd Annual Training Institute on Behavioral Health & Addictive Disorders, Clearwater, FL, www.usjt.com

February 21-24: NASP National Conference, Philadelphia, PA, www.nasponline.org

February 22-25: 49th Annual International Conference on Learning Differences, Chicago, IL, www.ldanatl.org

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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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7119 2nd Street • PO Box 1107

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

lon@woodbury.com

www.strugglingteens.com

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