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EDUCATING THE FEMALE BRAIN

by Lon Woodbury



During the 1960s it was commonly believed there were no significant differences between males and females. The only real differences accepted were in a few aspects regarding the basic plumbing. As this thinking went, the perceived differences in abilities, interests and needs between the sexes were only social constructions, probably instituted by the "patriarchy" to maintain their dominance and to keep women in their place. These constructed views were seen as part of the oppressive and rigid thinking from the past that had to be torn down and abolished so women could take their place as true equals.

For years, all right thinking people believed this as accepted fact.

Then, in the early 1990s, a watershed event occurred. Time Magazine published an issue heralding recent brain research that showed conclusively that there were significant differences between the brains of females and males. That Time Magazine needed to make such an issue about this research showed more than anything else how ingrained the uni-sex thinking was. I still remember the shock waves this pronouncement made. Comments ranged from a gasp to shock. "You mean our parents might have been right about something?" "Will this kill the women's movement?" ...and so forth.

Our parents were not dumb; they did know a few things that were forgotten during the period while ideologies held sway before bumping up against reality. And, no, it didn't kill the women's movement, which has accomplished much since the Time Magazine research. In fact, it has probably accomplished even more since it became based more on reality than some wishful thinking ideology.

Over the last couple of decades brain research has clarified the differences between male and female brains with advantages to both. One of the advantages is the trend to get away from pursuing a mythological happy medium in elementary and secondary education to try to appeal to both males and females at the same time. Just a simple awareness of the differences can better inform the teacher's overall strategy. Single sex classes are becoming an option that is sometimes needed. Therapeutic schools and programs learned long ago that for some children, single sex classes are at times the best approach by far. At other times, coed classes can utilize and cross feed from the different perspectives. Fortunately, the rigid perspective that virtually all school activities must at all times be coed is losing ground.

The source of the main difference is the result of the hormone bath each child receives shortly after conception. The estrogen bath as a general rule produces girl babies with a brain hard-wired toward communication facility and oriented toward social interactions. The testosterone bath produces male babies who are as a general rule more physically active and oriented toward individual actions. This plays out in competitive vs. collaborative activities.

CONTINUED: FEMALE BRAIN/ 2

An example from the elementary school playground comes to mind. For girls, even though some girls are very competitive, they usually act within some team or collaborative activity, maybe striving to be at the top of the pecking order, to use a common and perhaps controversial metaphor. For boys, King of the Hill comes to mind, with every boy competing for himself against all the other boys, though occasionally a few will collaborate to gain an advantage over

the others.

While of course there are many individual exceptions, these generalizations tend to be backed up by years of research, largely brain research, and this is the point. We have to get out of the uni-sex mentality to approach our students in the way they can best learn. Taking into account the differences between male and female brains is a major step toward teaching to the child.

TURNING BACK THE CLOCK

By Rosemary McKinnon

“Here at Montana Academy we have turned back the clock. It is 1952 and Eisenhower was just elected.” John often uses this image to illustrate a point. Montana Academy is off the grid of modern communications and we control the lives of our students. Neither Blackberries, nor cell phones work on the ranch and communication with the outside world is limited and monitored. We make a virtue of disconnecting teenagers from social media so that they can stop the distractions, focus on the essentials and get down to the work of really growing up.

Last October I made a visit to Myanmar, formerly known as Burma, where the military government also controls the media and allows limited communication with the outside world. My BlackBerry would not work in Myanmar. Hotmail was inaccessible and Gmail tediously slow to connect. This is a police state where citizens must register at the local Police station if they spend the night anywhere other than their own home. Burma was the setting for George Orwell’s (Eric Blair) first novel, “Burmese Days”, which is widely available on the streets. Eric Blair, who had some family connections in Burma, was a young police officer there in the 1920s. “Burmese Days” is a testament to an ugly culture of anti-native; avowedly racist sentiment entrenched in British colonial life of the time. We all know that George Orwell went on to write *Animal Farm* and *Nineteen Eighty Four*, two dystopian novels which must have arisen out of his disillusionment and curiously foretell the sinister repression at work in Myanmar today. Emma Larkin, a Burmese speaking American journalist, sees and hears what the casual tourist cannot and explores the theme of repressive government in her perceptive book “Finding George Orwell in Burma.” Finally after 50 years of military rule there are beginning to be signs of change and increased openness in Myanmar. Aung San Suu Kyi has been released from house arrest, is holding discussions with the Generals in power and Hilary Clinton took the opportunity of increased openness to visit.

Yesterday I gave a presentation on Myanmar to the students in Rick Stern’s Geography and Global issues class. Our students read *Nineteen Eighty Four* as a regular part of the English curriculum and many have also read *Animal Farm* as well as *Lord of the Flies*, portraits of societies which are

fraught with horror. On campus their lives are restricted in an attempt to create a utopian society in which authenticity is valued and transparency between adults and teenagers will lead to healthy adult lives.

We are living in a time of rapid cultural change. I attended the early November IECA meetings in Dallas where the keynote speaker, Leonard Sax M.D., a family practitioner and psychologist from Montgomery County, MD spoke about the disintegration of teenage culture. The generational bonds between adults and children have been eroded, adults have conceded too much of their authority to children and allowed media to assume too great a role in the day to day lives of children. The adults have lost control of the culture and, small reason, then that so many of our young people are confused and at sea about the tasks of growing up. In place of adult role models and close relationships they have turned to each other – the blind leading the blind. I learned a new term “co-rumination,” which refers to teenagers who are hyper connected to each other, ask each other for advice and end up making each other more anxious, because they have no adult perspective to give. Girls receive an average of 135 text messages a day and spend hours each day on Face book – the hugely successful social networking site that seems to promote performing for others rather than presenting an authentic view of the self. This, in turn, suggests that life is always happy, upbeat and funny and so correspondingly the reality of boredom and loneliness makes teenagers sad. Boys have less interest in Face book but, being by nature more action oriented, they often get heavily involved in video games and avoid life’s disappointments by retreating into fantasy. Both genders struggle to find an authentic self which will pave the way to an adult identity.

Such cultural troubles are not occurring only in America today. I was shocked to read about the August riots in Britain. The Prime Minister, David Cameron, referred to these riots as evidence of a “slow-motion moral collapse” and characterized them as evidence of “irresponsibility, selfishness and behaving as if your choices had no consequences.” This, of course, sounds a lot like a description of a typical out of control teenager. What is the solution? Britain operates a sophisticated surveillance system and watches its citizens constantly. It has the most closed-circuit television cameras of any country in the world – one for every 32 people. Small wonder that the suspects in the 2005 Underground bombings

CONTINUED: THE CLOCK/ 5



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- Lee T. Feldman - Co-Chair & Chief Scientific Officer, Integrya; Executive Director and Member of the Managing Board, The Institutes for Human Security
- Dr. Marc Fishman, MD - Medical Director, Maryland Treatment Centers; Psychiatry Faculty Member, Johns Hopkins University School of Medicine; President, Maryland Society of Addiction Medicine
- Dr. Michael T. Flaherty, PhD - Founder, Institute for Research, Education and Training in the Addictions (IRETA)
- Dr. Norman G. Hoffmann, PhD - President, Evince Clinical Assessments; Adjunct Professor of Psychology, Western Carolina University
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THE CLOCK

were quickly found and brought to justice. Big Brother is alive and well here and yet this has not produced a responsible society. Something is missing.

The latest issue of The Family Therapy Networker features a cover article titled "Are Parents obsolete?" Adults are going to have to wrest back control of the culture from teenagers who should not be left in charge. How can they be expected to manage themselves without good role models and clear guidelines for responsible behavior? Montana Academy monitors and controls the environment. We do not allow free access to media. We search students on and off campus and know what is going on in their lives. We provide structure and containment for teenagers who do not have the wisdom to manage themselves. The adults are firmly in charge but they are also willing to engage with students on all levels. They eat lunch with them. They play with them. They attend daily

groups to talk about all aspects of their lives. They act as role models and create close relationships. Within the context of such relationships there are few aspects of life which cannot be discussed. The adults provide perspective along with affection and discipline. We have good reason to think that this model works. Our graduates are proof that with appropriate close adult attention teenagers can grow into responsible and thoughtful young adults.

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

VISIT REPORT...

ISLAND VIEW RESIDENTIAL TREATMENT CENTER

Syracuse, UT
Laura Burt, Admissions Director
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Visit By: Judith E. Bessette, EdD, October 2011

Island View RTC opened in 1994. Its founders, both experienced mental health professionals, envisioned a program that would help troubled teens build on their strengths, abandon self-defeating behaviors, understand their unique gifts and accept help. The building blocks for positive change at Island View included therapy, milieu programming, academics, recreation and psychiatry.

Today's Island View describes itself as building healthy futures on a solid foundation and uses the very same building blocks...continuing to help boys and girls 13 to 17 build on their strengths, abandon self-defeating behaviors, understand their unique gifts and accept help.

Have there been changes at Island View since 1994? Of course! Its ownership has changed, clinical leadership has changed and, recently, there have been several changes in the position of Executive Director. While the school at one time worked with 110 students, they've downsized – another change – with a current capacity of 76.

In my recent visit, I found that while all of those things had changed...there was much more that remained the same. I was struck by the longevity of the staff, not only the leadership and therapy teams, but also the academic team and the milieu staff itself.

When I asked about this legacy of longevity, staff members at every level talked about camaraderie, teamwork, and the

sense of family at Island View. I even talked with a student who, after telling me that Island View had saved his life, went on to say that while he knew the program was "owned by some big corporation" it felt to him like one big family...and a mostly happy family!

There was a sense of cohesion on clinical team. Jason Drake, Clinical Director, explained that several therapists have specialty areas...trauma, adoption, ADHD and executive functioning, sexual abuse, grief and loss to name a few...backed by on-going specialized training in several modern therapies.

Staff talked about the advantages to them (and to the students) of having their psychiatrists on site four days each week. All of this underscores Island View's ability to serve clinically complex cases.

Milieu staff talked about the ongoing training they get from the clinical team on a monthly basis. They talked about their sense of "really being heard" as an integral part of the treatment process and I could sense their pride in knowing that what they do, day in and day out, is critical to each teen's success.

David Hans, PsyD, Executive Director of both Island View and the Aspen Institute, is a clinical psychologist with over 25 years of experience in therapeutic programming and corporate management. Prior to joining Aspen Education Group in 2009, he worked with youth and families in a variety of settings including therapeutic boarding schools, residential treatment centers and in private practice.

David reinforced what I had learned from other staff members...that much of Island View's success with complicated teens is a result of a truly integrated program...a therapeutic setting where psychiatry, academics, milieu programming and recreation all have an equal role in treatment.

ISLAND VIEW

I sat down with two boys – one there for nearly a year and close to graduating – the other having been at Island View for only a couple of months. Talking with students is always something I enjoy. They explained that every student is part of a team...creating a more intimate group for every student within the larger environment. There are two teams of boys and two of girls. Team members learn problem-solving skills, develop accountability and serve as mentors to one another. While Island View is co-ed, the teams are single sex and there are limited and highly supervised interactions between boys and girls.

The boys also talked about having individual therapy and family therapy weekly (more often if necessary) and about having group sessions with their team as well as specialty groups for substance abuse and other issues like adoption. Both told me that they had learned a great deal about themselves through therapy. One of them, who had come to Island View from a psych hospital, had extremely complimentary things to say about his interactions with the psychiatrist assigned to his team.

Speaking of learning, the boys told me they liked the small class sizes (about ten students on average) and the range of classes offered in the fully accredited school. The school offers a rigorous college-prep curriculum. Both of these boys have every intention of going on to college once they graduate. I was under the impression that many of the other

students have similar intentions.

We ended our conversation with a discussion on the recreational offerings at Island View. Students participate in physical education every day. There is a weight room and a newly refurbished rock wall in the gym. Outside was an obstacle course. Many students participate in local 5K runs and half-marathons. In addition, off-campus trips are scheduled regularly to hike, camp, swim, ski and snowboard. The academic program mixes the beauty and wonder of Utah with recreation through an elective, Outdoor Classroom. Recently, a group of girls camped in Flaming Gorge, UT and learned about dinosaurs, astronomy, photography and biology.

My visit to campus ended with a walking tour through a pleasant and cheerful environment in the dorm areas, the school, the group rooms and the cafeteria.

I left feeling that the Island View Team is as strong as ever and remains an excellent choice for both troubled and more clinically complex teens. It is appropriate for kids who are depressed, bi-polar, abusing substances, suicidal, emotionally dysregulated, dealing with trauma, self-harming and/or dealing with other destructive behaviors, psychiatric disorders and other emotional issues. Call Laura Burt, Director of Admissions, to set up a visit and see just how solid this program is firsthand.

EXTENDED INSIGHTS...

LINGERING PERCEPTIONS ABOUT A NOT-SO-NEW MODEL

By Brian Church

While rapidly diminishing, industry perception (sometimes supported by our competition) is that Aspiro programs, including Aspiro, Kairos, and Vantage Point, are soft and “gimmicky,” a handful of consultants have indicated that some of the FUD (Fear, Uncertainty and Doubt) thrown out by admission folks is that high adventure activities “distract from the important personal issues at-hand.” These comments are coming from folks who have not studied the research, those who have never visited our programs, and/or are simply misinformed.

The fact is that students in Aspiro Group programs experience all the benefits of wilderness living - they are always in the outdoors. When it snows on Second Nature kids, it snows on Aspiro Group kids. When it rains on Outback kids, it rains on Aspiro Group kids. When the sun is beating down on Open Sky kids, it is the same for Aspiro Group participants. The difference is that when kids aren't simply hiking, often in large circles, our students are engaged in clinically rich activities where serious growth occurs. Not only do our students have the benefit of the challenges of weather and hiking, they are also engaged in

demanding high-adventure activities that consistently give us valuable information about how students handle novel environments and challenges. We believe these novel environments give us deeper information and a more accurate assessment about how the student may transfer into a new environment after wilderness.

For some who may not be as familiar with our programs, the perception might be that we simply do “recreational activities.” The truth of the matter is that our activities are implemented with serious clinical outcomes in mind. Wilderness guides, who are experts in teaching and mentoring through powerful high-adventure activities, drive the change process in astonishing ways. A wealth of clinically rich information is communicated to therapists, who can process and plan for upcoming itineraries and individual and group counseling sessions.

One of the most glaring underlying characteristics in most of our clients is an unhealthy level of self-efficacy. Self-efficacy is the basic internal belief that one can overcome any challenge with sufficient effort and drive. Those who lack a healthy level of self-efficacy believe they are incapable of finding success in specific areas of their life, and often in EVERY area.

One of the primary goals of Aspiro Group programs, are to significantly change the perception of one's personal abilities. We want students to understand just how capable they are, and

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PERCEPTIONS

to believe they can accomplish difficult tasks, overcome severe or even tragic life events. These challenges may include finding success in an algebra class, successfully graduating from a program or school, being able to communicate with a parent, or overcoming sadness as a result of grief and loss.

We know of no better way than to have students participate in activities that challenge one as they have never been challenged before. Participants in Aspiro Group programs will climb and summit high mountain peaks, or hike to and access a massive rappel -pushing the limits of one's comfort zone, and so on. These climactic activities are referred to as Overwhelming Mastery Experiences (OME).

These targeted, specific activities are life-changing events that require a great deal of time, training, effort, and the overcoming of fears and doubts. OME's are critical to changing one's belief system about one's abilities to succeed in specific environments. As students find success in these challenging activities over and over and over, and with the help of skilled therapists and field staff, self-efficacy increases. Students begin to believe in themselves. Thoughts within a student's psyche change from "I can't," to "if I can summit a 12,000 foot mountain peak, I can plan and work hard... I am capable of passing my geometry class."

Without the influence of a clinically sophisticated team processing activities, the connections back home most likely, would not take place. Aspiro Group programs have committed, savvy therapists who are as good as it gets in our industry. Our field teams are second to none in facilitating safe, exciting, clinically rich itineraries that provide students with the best possible opportunity for long-term change. You simply cannot find a better, more committed group of people with a sincere

desire to help facilitate change and improvement in students and families. "My experience of Aspiro vs. other programs is that the field leaders are very compassionate, and relationship based. The guides deeply care about the students," said Clinical Wilderness Therapist, David Hillstead, PhD, "I think the combination of deep care and connection by the guides, and discerning, experienced therapists are the perfect combination. Too much of one over the other can get a program out of balance. I guess it's the old parenting themes of relationship and boundaries. The guides have great relationships."

We believe strongly in our ability to reach kids and young adults. We believe in our powerful, unique model. Aspiro Group offers a fresh, healthy alternative to virtually all other programs in the country. Our success with students and their families have been consistent and strong. Our cutting-edge family systems approach is second to none. Our family workshops, mid-program, are interactive and extremely effective. Our workshops consistently draw rave reviews from parents. Aspiro Group Programs have grown into one of the premiere organizations in the country. One might say that our company "self-efficacy" is high!

We sincerely thank our supporters. For those who have not worked with us recently, amazing things have taken shape at Aspiro! We invite you to experience our programs again.

About the Author: *Brian Church is the Vice President and Founding Partner of the Aspiro Programs, headquartered in South Jordan, UT. To contact Brian, call 801-979-6301 or email bchurch@aspiroadventure.com. For more information on the Aspiro Programs, visit www.aspiroprograms.com.*

WHAT HAPPENS AT GRADUATION?

By DB Palmer

To any and all students who are applying to Alaska Pacific University and are looking into the APU Student Leadership Council:

You are making a great choice by choosing APU. In my own professional journey, I began as a wilderness instructor back in 2000, moved into senior staff positions across the western states and I've also directed programs, domestic and abroad. My doctoral dissertation is on Parental Factors within Wilderness Therapy, and I regularly present at the Association for Experiential Education (AEE) conferences on Wilderness Therapy.

In my current position as Director of Counseling & Wellness Center at Alaska Pacific University, I've developed a Wilderness Therapy Retreat Series here at our university and have enlisted staff and students who want to make it clear that APU is a great place for students who are transitioning from wilderness programs and therapeutic boarding schools. I am available to all students for traditional counseling services, at no cost and my office specializes in Active Sessions. In fact, I am featured in the (December 2011)

Counseling Today magazine of the American Counseling Association for my work in this field.

Students coming to APU have a wide range of academic opportunities, the best retention of all Alaskan schools, the lowest teacher to student ratio, intentional course design, simple access to academic accommodations for learning disabilities, alcohol-free dorms, a robust Outdoor Program and Wellness Center, and faculty who you'll see rafting and climbing as much as you see them in class!

In my own experience at Alaska Pacific University, I find it is an amazing place. People come to APU for adventure, whether that's the "outside" kind, engaging and discovering Alaska's vibrant Native cultures, tackling environmental issues and research through our Environmental Science/Marine Biology or Environmental Studies departments, engaging young learners through education, studying philosophy or creative writing within Liberal Studies, developing non-profit or corporate business ventures, researching Alaska's human service and psychological needs, or learning to lead epic adventure treks in our Outdoor Studies department. One thing is clear to me. APU students have come to the right place!

My own journey brought me from adventure leadership,

CONTINUED: GRADUATION/10

GRADUATION

to guiding within the field of Wilderness Therapy (WT), and then back to academia for formal graduate and post-graduate training in Counseling Psychology. One of the offerings I am blessed to be able to have brought to APU is the Wilderness Therapy Leadership Skills Retreat Series. This is a trek for students, although we are going to be offering continuing education for mental health practitioners in the near future. APU students are able to see what WT is all about. We address leadership in the greater sense (business, education, psychology, research, and environmental science), leadership from WT perspectives, career options, skills development, legality and ethics, and we also get hands-on, active learning which takes us from book-knowledge to contextual awareness. We don't simply talk about engaging principles of eco-psychology, active learning, active interventions, and the therapeutic use of the wilderness...we actually get out there and "DO" these things!

The personal journey that you have taken, or are completing now, involved a lot of soul-searching and work. You'll find that at APU, many of us, both students and employees have taken similar journeys. We've taken the time to ask life's tough questions. We've looked at the world, our choices, our connection to the environment, and many of us have come to Alaska to seek a mechanism to address these issues. In many ways, Alaska is still the "frontier" on so many issues, and people can make a lasting impact on issues, not

just locally, but worldwide. It is also a place of immense beauty and stark contrast. There are more adventures to be had here than one could ever accomplish in a lifetime. That is both incredibly humbling as well as challenging!

So whether you're still debating about your university of choice, or you're trying to convince a parent or guardian that APU is the right place for you; I am available to assist in the transition from your school/program. I am available via email and phone, and I'd love to meet with you during a campus visit or during orientation. Let me know how we can get you plugged in at APU, and we'll see you next semester!

About the Author: *D.B. Palmer, EdD (ABD), MA, LMHC, LPC, NCC, DCC, WFR, is currently the Director of Counseling and Wellness Center, in addition to Career and Disability Services at Alaska Pacific University. He is a nationally known presenter and practitioner in the field of wilderness therapy, member of the Advisory Council for AEE Therapeutic Adventure Professionals Group (TAPG), member of the AEE National Conference Proposal Review team which supports CORE, a member of the Board of Directors for the Christian Adventure Association (CAA), and is currently writing his doctoral dissertation on Parental Factors within Wilderness Therapy. To contact DB, call 907-564-8345 or email dbpalmer@alaskapacific.edu. For more information about Alaska Pacific University, visit www.alaskapacific.edu.*

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.]

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Susan Wiley, Director

clcreek@bellsouth.com | www.cloistercreek.org

Cloister Creek is a residential program for individuals aged 15 to 30 who have learning difficulties, language disorders, A.D.D., and A.D.H.D. A psychological and physical evaluation is required for admission.

Cloister Creek Chairman and co-founder, M. Miller Gorrie is also the President and CEO of Brasfield & Gorrie in Birmingham, Alabama. Director, Susan Wiley holds a master's degree in Education. Cloister Creek is a member of The Learning Disabilities Association of America, National Center for Learning Disabilities, The National Association of Private Schools for Exceptional

Children, and the National Association for Children and Adults with Attention Deficit Disorders.

Students at Cloister Creek receive assistance in the following areas: social skills, basic computer skills, applied academics, life skills, and employment assessments and assistance. Students live in two houses on the campus where they participate in daily chores such as cooking and cleaning as well as academic pursuits. Staff lives on-site and provide 24 hour a day supervision. Students also participate in community activities such as Boy Scouts to help enhance social skills and community involvement. Through individualized instruction and attention, students are better equipped to meet their goals and achieve their full potential.

The school is located on 20 acres in the Georgia country. The landscape allows for outdoor activities such as gardening, swimming, hiking, and biking.

[This information came from the Cloister Creek website.]

RIVER CENTRE CLINIC

Sylvania, OH | 877-212-5457

Michael Anderson, MD, PhD, President and Clinical Director

info@river-centre.org | www.river-centre.org

Founded in 1996 under the original name the Toledo Center for Eating Disorders, River Centre Clinic provides

treatment for children and adolescents aged 12 to 17 as well as adults who suffer from eating disorders of all types. Youth in the program can opt to participate in the residential program or commute from nearby.

The President and Clinical Director of River Centre Clinic, Michael Anderson, M.D., Ph.D., has previously been part of the medical faculty at University of Minnesota and has attended and performed emergency psychiatry research at

CONTINUED: RIVER CENTRE/13

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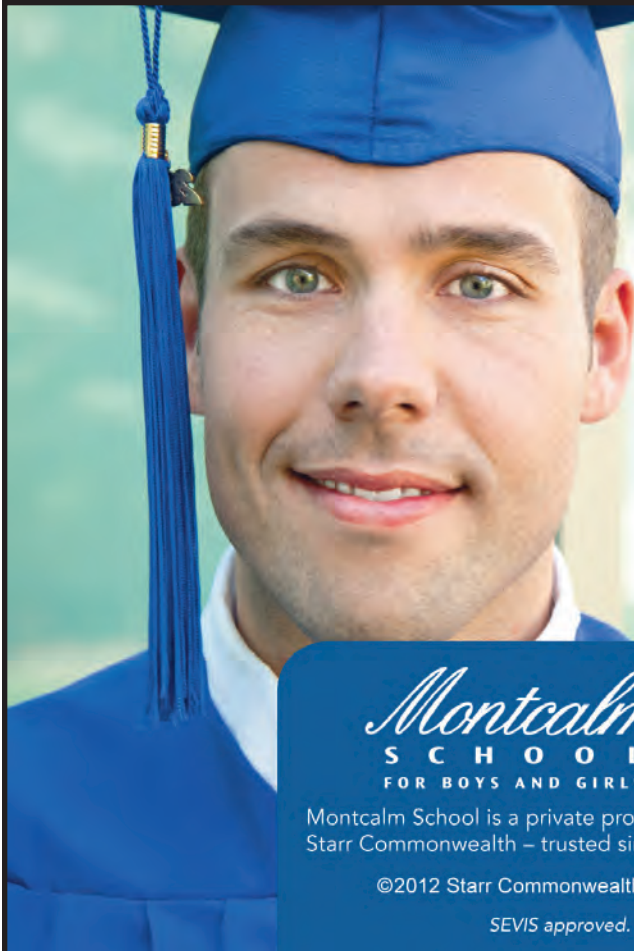
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RIVER CENTRE

multiple prestigious institutions. He has over 50 publications in the field of neuroscience. Director of the Adolescent Program, Melody Vaitkus, Ph.D., has significant experience with treating mood disorders and substance abuse. She worked in community mental health prior to her employment at River Centre Clinic. River Centre Clinic is accredited by the Commission on Accreditation of Rehabilitation Facilities

River Centre Clinic uses a highly specialized treatment plan for each client in order to fit the needs and issues of the individual. This plan is formulated through a comprehensive clinical assessment following admission to the program. The treatment plans used by the program follow the Enhanced Cognitive-Behavioral Therapy Model and are specific to eating

disorder issues. The plan can be modified or re-structured as the patient progresses. There is an emphasis on family involvement in the treatment and recovery process as well as group and individual therapies. Children and adolescents who need to attend school while in the program are provided with an education plan that may include attendance in the Sylvania school district or correspondence courses.

The treatment facility is located in a suburb of Toledo, Ohio and is a short walk from shopping and entertainment venues. Family and friends are welcome and encouraged to visit patients in the program.

[This information came from the River Centre Clinic website.]

ASPLINT

(ASPIes Linking with NTs)

Silver Spring, MD | 206-888-6090

Dr. Jeffrey Deutsch

Jeff_deutsch@asplint.com | www.asplint.webs.com

Dr. Jeffrey Deutsch provides life coaching services through phone and Skype and as a result, works with clients all over the world. His service is designed to help "Aspies" - Anyone on the autism spectrum which includes Asperger Syndrome (AS), High-Functioning Autism (HFA), Nonverbal Learning Disorder (NLD), Semantic Pragmatic Disorder (SPD) or Pervasive Development Disorder – Not Otherwise Specified (PDD_NOS). The goal is to help them learn how to connect and live in a world of

neurotypicals (NTs).

"It's a matter of learning how the world actually works, and then how to operate within it to get what you want and need."

Dr. Deutsch has several levels of support presented as three packages clients can obtain, which consists of materials and individual work one-on-one. The difference seems to be the amount of personal time provided by Deutsch and the depth of the information. The three packages are "Single Issue Coaching," "Extended Coaching," and "Life Redirection Coaching."

Deutsch also is available to provide presentations to interested groups, and available through Skype or phone for a no-cost conversation "to see how coaching can help improve your life."

BACK2BASICS SOBER LIVING

Flagstaff, AZ

Adam McLean, Director of Marketing and Admissions

877-339-4222

adam.m.mclean@gmail.com

www.back2basics-soberliving.com

Back 2 Basics is a family operated, community supported, sober living environment for young adults ages 18 and up. The program begins with a ten-week intensive outdoor adventure program followed by a structured curriculum in a peer driven, staff supported, stable home environment where residents can focus on their recovery from drug and/or alcohol abuse. The

average length of stay is six months.

This program, located in Flagstaff, AZ opened its doors in May of 2010. Roy Duprez, M Ed is the Director of Operations and has co-founded and developed various community programs. His professional career has taken him through the classroom, the outdoors, jails and juvenile and adult drug and alcohol treatment centers. The Clinical Director is Charles Horton, PhD, who specializes in therapeutic groups and individual therapy mainly for substance abuse, familial difficulties, disabilities, and life threatening illness. The staff includes a clinical team devoted to individual and group therapy and a residential team that focuses on the day-to-day living.

Residents participate in individual and group therapies, in addition to daily involvement and in-depth study of the traditional 12 step program. Back 2 Basics residents are responsible for preparing meals and gaining culinary art skills, community service work at the Flagstaff Community Garden learning about horticulture and sustainable gardening, masonry and "green" construction.

Healthy and sober experiential activities include daily participation in Kung Fu, Qigong, Tai Chi and Meditation; equine assisted learning and participation in Back 2 Basics outdoor adventure program, in which residents have the opportunity to hike and camp throughout the Grand Canyon, Mogollon Rim, Oak Creek Canyon, Sedona and San Francisco Peaks and white water rafting on the Colorado River while learning team building skills, group accountability and responsibility.

[This information came from the Back2Basics-SoberLiving website]

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SEEN N HEARD...

PARENT CHOICES HOSTS SPIVA OF VALLEY VIEW: "What Do We Mean By Therapeutic" was the topic of conversation between host Lon Woodbury and Philip Spiva, Executive Director of Valley View School. Dr. Spiva shared that "parents are confronted with a child who is oppositional, un-cooperative or doing poorly at home or in school and they are told that he/or she needs to go to a therapeutic program, yet there is no magic to it." Rick quickly pointed out that "therapy is based on trust and building relationships, and the person working with the child must have the ability to 'relate' to a child." This episode, along with all the rest, can be downloaded via podcast. Philip Spiva, PhD: 508-867-6505

ADIRONDACK LEADERSHIP EXPEDITIONS ANNOUNCES NEW EXECUTIVE DIRECTOR: Joe Maiurano was appointed Executive Director of ALE in Saranac Lake, NY. Joe brings over 28 years of youth development experience to ALE, with a substantial background in adolescent and family programming. 518-897-5011

CELEBRATING ACCREDITATION ANNIVERSARY: Catherine Freer Wilderness Therapy Programs celebrates 11 years of accreditation from the Joint Commission of Accredited Health Care Organizations. The company recently passed a performance review from the accreditation agency and will maintain their JCAHO endorsement until 2013, at which time they will go through another comprehensive site review. "We've been taking troubled teens on wilderness therapy expeditions for 24 years. It has always been our mission to provide the best and most therapeutically rich adolescent treatment program available. We're proud of our JCAHO accreditation and of our level of state licensing," explained Rob Koning, Executive Director. 208-265-8355

SMITH JOINS THE ASPIRO FAMILY OF PROGRAMS: Sandy Smith, LCSW, recently joined the Aspiro Family of Programs. Sandy brings more than 25 years experience working with families, adolescent and young adults in a variety of clinical settings. Her clinical experiences include working for The State of Nevada's Division of Child and Adolescent Family Services, 20 years private practice in Las Vegas, NV and 2 years in Salt Lake City, UT, as well as 5 years of clinical work in the therapeutic wilderness industry. 801-368-6367

SUNRISE WELCOMES PHILLIPS AS NEW ADMISSIONS DIRECTOR: Emily Phillips has joined the Sunrise Team as the new Director of Admissions. Emily was the founder/owner of Soul Continuum with a total of 13 years of experience in the mental health and adolescent treatment fields. 435-703-1633

FRUZZETTI JOINS WILLOW SPRINGS CENTER: Willow Springs Center is pleased to announce that Alan E. Fruzzetti, PhD, was appointed to the professional staff at Willow Springs Center to serve as clinical consultant to the Adolescent Dialectical Behavior Therapy (DBT) Program. 818-312-3089

TUTORS INTERNATIONAL WORKS TO BRIDGE THE GAP: Private tuition experts, Tutors International, are currently talking with a number of US-based wilderness therapy programs, about providing specialized, trained private tutors for children returning home from a period in a wilderness center. The goal of these talks is to bridge the gap between Wilderness programs and returning to "normal life." +44-(0)-1865-435135

NEW ADMISSIONS COUNSELOR AT NEW HAVEN: David Mayeski, LCSW has accepted the position of Admissions Counselor at New Haven. David comes to New Haven with diverse educational and professional experience within the field of residential treatment.

David received his Bachelor in Government and Politics from the University of Maryland, College Park. He earned his Master of Social Work from the University of South Carolina, Columbia. Since 2001 David has worked as a primary therapist, admissions and marketing specialist and aftercare coordinator. 801-380-4367

SAN CRISTOBAL ACQUIRED BY TRS BEHAVIORAL CARE, INC.: According to a blog post by the Right Step on January 19, 2012, San Cristobal has been acquired by TRS Behavioral Care, Inc. TRS is the parent company of Right Step and Spirit Lodge and will be able to greatly increase San Cristobal Treatment Center's geographic reach and leadership position in the chemical dependence treatment field. 866-918-8383

TIBBITS FAMILY WELCOMES NEW ADDITION: Dustin Tibbits, President and Chief Clinical Officer of InnerChange, and his wife Mia, have some exciting news! They welcomed a new daughter into their family in December 2011. 801-380-4367

SHORTRIDGE ACADEMY ARTICLE IN RECENT JTSP: Shortridge Academy Founder Adam Rainer and Research Consultant Dr. Kristine Baber recently co-authored an article in the Journal of Therapeutic Schools & Programs (JTSP). "Positive Youth Development: Bridging Theory into Practice at Therapeutic Schools and Programs," represents the second publication from Shortridge Academy describing its use of the strengths-based, authoritative community perspective based on Positive Youth Development (PYD). 877-903-8968

PARENT CHOICES HOSTS LANEY OF LAKE HOUSE ACADEMY: "Overcoming Resistance to Change" was the topic of conversation between co-hosts Lon Woodbury and Larry Stednitz and Sharon Laney, Executive Director of Lake House Academy on January 23, 2012. "Human nature is to be cautious and there is a natural resistance to change," stated Sharon. To listen to this interview or any of the others, download the podcast.

SOBER COLLEGE TURNS SIX: Sober College celebrates its sixth year and over 750 clients served. They look forward to continuing to change and grow in whatever way needed to keep Sober College on the fore-front of addiction treatment, as it has been since its beginning. "We absolutely insist on having fun in sobriety. We will destroy any misconception that being sober means enjoying life is over," explains Robert Pfeifer, Founder of Sober College. 818-274-0304 x 107

PSYCHOLOGY OF SKINNY DIPPING: Greenbrier Academy's Academic Director Mark A. Dennison will be a presenter at the 25th Small Boarding School Association conference in March at Grand River Academy in Austinburg, OH. 877-788-8422

SCHWENKLER RECEIVES NEW CERTIFICATION: Greenbrier Academy is pleased to announce that Ron Schwenkler, Clinical Director for the Academy, has received certification as a Phase 1 Brainspotting Trainer. 877-788-8422

FAMILY FOUNDATION SCHOOL GRADUATES TWELVE: Twelve students at The Family Foundation School received New York State Regents diplomas at ceremonies on January 14. According to FFS academic dean Dr. Gerald Janauer, all of the mid-year graduates have been admitted to 2- or 4-year colleges, including Texas Tech and the University of South Carolina. In addition to the academic requirements, the graduates completed a character education curriculum based on the 12-Steps of recovery. 845-887-4939

ASHEVILLE ACADEMY OFFERS PRICE REDUCTION: To help celebrate our grand opening, Asheville Academy for Girls is offering a "Founding Daughter" rate to families and professionals who enroll or commit to enrolling by March 1, 2012. Asheville Academy is a therapeutic

boarding school for girls ages 10 - 14. 800-264-8709

BRAINWARE SAFARI GRANTS PROGRAM: Learning Enhancement Corporation (LEC) announced the creation of the "BrainWare Safari Brain Awareness Week" Grants Program, leading up to the celebration of Brain Awareness Week, March 12-18, 2012. Criteria for the grants include demonstration of ongoing efforts to promote awareness and understanding of the brain among students, teachers and parents; a commitment to effective program implementation; and assessing, documenting and sharing the impact of the program within the applicant's community and with other educators and schools. 312-239-2677

PARENT CHOICES HOSTS GAULD OF HYDE: "Character Education" was the topic of conversation January 16 as Host Lon Woodbury interviewed Malcolm Gauld, President of Hyde Schools. In describing what Character Education means, Malcolm Gauld stated very simply "who we are matters more than what we can do. Placing and recognizing values and qualities such as courage, leadership, curiosity and concern for others is important here, along with attitude over aptitude." Malcolm Gauld, a Hyde graduate himself and the oldest child of Hyde's founder, Joseph Gauld, is a Harvard graduate with a master's in Education, the co-author with his wife Laura, of "The Biggest Job We'll Ever Have" and the author of "College Success Guaranteed- 5 Rules to Make it Happen." 207-443-7390

KNIGHT OPENS DOORS ON A NEW VENTURE: After leaving Fieldstone Academy in August, Thomas Knight remains at the forefront of the education consulting business. With an extensive number of phone calls and e-mails requesting information or help Mr. Knight has taken the next step and has created a new consulting firm. Global Perspective Education Consulting works with a wide variety of educational opportunities including residential treatment, boarding schools, student recruiting, study abroad and strategic partnerships. 541-870-0034

WEBB OF SOLE VISITS WOODBURY REPORTS: Dennison Webb, MA, Executive Director of Selkirk Outdoor Leadership and Education (SOLE), Inc., stopped by the Woodbury Reports office to introduce his outdoor experiential education program. SOLE offers a more short-term experience than a typical wilderness/ outdoor program. They have more than 20 years of experience designing and facilitating programming in the outdoor and experiential education field, and are professionally licensed, certified, and credentialed. 208-946-6960



SOLTREKS ANNOUNCES 2012 WINTER/SPRING

ADULT PROGRAM: Soltreks is excited to announce its winter and spring program with week-long men's and women's treks in Florida and New Mexico (no experience required). Four-day women's retreats (non field-based) are also offered. 218-834-4607

BLACK NOW A GURIAN INSTITUTE CERTIFIED TRAINER: Congratulations to our Cherokee Creek Boys School Founder, Beth Black, who has continued her commitment to creating healthy learning environments for boys by becoming a Certified Trainer for the Gurian Institute. 864-647-1885

SUWS OF THE CAROLINAS WELCOMES HINDS: SUWS of the Carolinas Welcomes Christopher Hinds as the New Clinical Director. Hinds' brings over 12 years of executive experience that includes the role

of Director at three mental health/substance abuse treatment programs. He also has a vast amount of clinical experience, having worked with adolescents and pre-adolescents as a psychiatric social worker, group therapist, family therapist and consultant in inpatient, outpatient, partial hospitalization, residential, private practice and high school settings. Most recently, he spent eight years at Pinkerton Academy in Derry, NH, providing support service initiatives and extensive counseling to a population of 3,400 high school students. 828-668-7590

BOYS TOWN HOTLINE NATIONALLY RECOGNIZED: The Boys Town National Hotline was nationally recognized recently when it was granted a renewal of a five-year accreditation from the American Association of Suicidology. 402-498-1973

TRAILS CAROLINA WELCOMES TURNER CLAIRE DAUBS: Congratulations to JD and Carlyn Daubs on the arrival of their new baby. Turner Claire Daubs was born December 13, 2011 and weighed 7 lbs, 9 oz. She was 21 inches long head to foot. JD is the Director of Admissions for Trails Carolina. 888-387-2457

STARSHINE ACADEMY PARTNERS WITH BRAINWARE SAFARI: Learning Enhancement Corporation (LEC) and StarShine Academy Schools announced that LEC's BrainWare Safari cognitive skills development program will be implemented as a core element in StarShine's visionary curriculum. BrainWare Safari incorporates neuroscience and video-game technology into a software program that develops the capacity to learn and think for users aged 6 to 106. In published research, users improved their cognitive ability by an average of over 4 years in 12 weeks of using the program. BrainWare Safari develops 41 cognitive skills in a comprehensive, integrated, and highly engaging way. The areas of skill development are grouped into: Attention, Memory, Visual Processing, Auditory Processing, Thinking, and Sensory Integration. 312-239-2677

NEW LEAF ACADEMY EXPANDS CLINICAL TEAM: New Leaf Academy is pleased to announce the expansion of our clinical team with the hiring of Jessica Sinacori. Jessica brings an extensive resume of work with children and families to her Therapist position at New Leaf. She received her B.A. degree from George Washington University in the District of Columbia and completed her graduate work in Marriage and Family Therapy at the University of Oregon. She has provided individual, group and family therapy in a variety of settings using a family systems approach, including her role as Therapist at the Morrison Center in Portland, Oregon where she provided comprehensive therapeutic services to children 2-18 years of age. 541-318-1676

CHANGES AND ADDITIONS AT CROSSROADS ACADEMY: Crossroads Academy has now been around for over four years and recently made a few changes. First, they have purchased a new home that will house 12 students, bringing the total houses owned to 3 for a total of 28 beds. With the addition of the new house, Jason Dalton has joined the team as a primary therapist. Jason has worked with adolescents for over a decade. His most recent employment was as a wilderness therapist at Second Nature for the past six years. Prior to that, he worked at Logan River Academy. In addition, although Crossroads will continue to use the fully accredited private school, Northridge Learning Center, to help students get

CONTINUED: SEEN N HEARD/ 16

SEEN N HEARD

caught up in school and boost their GPA's, for the students that aren't behind, they are following the advice of education consultants. They now offer courses from the fully accredited online school, Park City Independent. 801-369-0238

SEA CHANGE HAWAII SUSPENDS OPERATIONS: Matt Claybaugh and Brian Rossiter, of SeaChange Hawaii, announced that operations of their ship-based therapeutic wilderness program have been suspended. "We thank all of our many supporters who believed in SeaChange and have experienced the transformational powers of ocean voyaging. We look forward to working with you in the future and will keep you apprised of our plans as they unfold." 808-227-0631

PARENT CHOICES HOSTS ZIMMERMAN OF SANDHILL CENTER: "Reaching the Unreachable Brain" was the topic of conversation on January 2, 2012 when host Lon Woodbury interviewed Linda Zimmerman and Dr. Kurt Wulfekuhler of Sandhill Child Center. The brain has been a mystery for so long and ever since the 90's there has been an explosion of research. With both of these guest's having about thirty years experience working with struggling and emotionally challenged adolescents, both Linda and Dr. Kurt have been using new and cutting edge techniques in working with children who were unreachable before. With the use of key principals from brain research, they have found that 1) the brain is hardwired based on past experiences, 2) the brain develops from the bottom up and 3) the brain develops sequentially. To listen to this interview or any of the others, subscribe to them via podcast. 505-866-9271.

Parent Choices for Struggling Teens airs Mondays at 12pm pacific time on www.lataalkradio.com, channel one.

CONFERENCE CALENDAR ~ MARCH 2012

- March 4-7:** 25th Annual Children's Mental Health Research and Policy Conference, Tampa, FL, <http://rtckids.fmhi.usf.edu>
- March 8-10:** 3rd Annual Freud meets Buddha: Mindfulness as a Therapeutic Tool for Healing Trauma, Chicago, IL, www.BFIsummit.com
- March 14-16:** SBSA 2012 Annual Conference, Small Boarding School Association, Austin, OH, www.smallboardingschools.org
- March 15-17:** 3rd Annual Counseling Advances Conference, US Journal Training, Inc, Las Vegas, NV, www.usjt.com
- March 21-24:** 13th Annual EAGALA Conference - Utah, Las Vegas, NV, www.eagala.org
- March 22-25:** International Association of Eating Disorders Professionals Symposium, Charleston, SC, www.iaedp.com
- March 23-25:** AEE Rocky Mountain Region Conference, Durango, CO, www.aee.org
- March 23-25:** AEE Mid-Atlantic Region Conference, Radford, VA, www.aee.org
- March 24-26:** ASCD Annual Conference A Collective Call To Action, Philadelphia, PA, www.ascd.org
- March 30-April 1:** AEE Mid-South Region Conference, Little Rock, AR, www.aee.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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ISSN: 1540-3718