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IS ANYONE LISTENING?

An epidemic of parent guilt

By: Lon Woodbury



I work primarily with parents of teens with behavioral/ emotional problems. Parents call me from all over the country seeking information on residential programs that can help their child make better decisions. When they first call, I am usually flooded with details of what has been happening with their child, often even before I have a chance to explain my business and what I might be able to do to help them. On my part, handling the overwhelming emotional release on the part of parents is one of the most intense and exhausting parts of my work.

At first I thought this intense emotional release was simply caused by the turmoil and pain the family was in, of which the acting out of their child was simply either a cause or symptom. But as time passed and I talked with more and more parents, I began to sense that something else was also going on. There were several clues that it was not as simple as I had first thought.

The first clue I noticed was the not uncommon comment by parents that I was the first professional who seemed to understand what the parents were going through. These comments were from parents who had been working with therapists, treatment programs and their child's school for years. This comment startled me at first, but I found that many other educational consultants had heard this same comment from many of their clients.

Then there have been some of the stories parents have told me about their dealings with other professionals. The story that stands out in my mind is the mother who told me of a session with a therapist working with the mother and her acting out daughter. They had been talking about some of the issues and problems the daughter had been having, and the therapist put her finger in mom's face and asked what changes mom was going to make to solve the problem. In other words, the daughter's behavior was mom's fault, and the mother, not the daughter, had to change.

The picture began to emerge that many of the parents contacting me were fleeing the mental health and education establishments. I have no idea if these parents are the exceptions falling through the cracks of the education and mental health systems, or if they are representative of the majority of parents in this country. However, one thing is clear. There are many parents who will do anything to help their child, and have not been well served by established systems. This includes enough parents to keep myself and dozens of other educational consultants around the country extremely busy.

I began to suspect the intensity of these parent's emotional release was also a sense of defensiveness on the part of parents. I began to realize these parents were desperately trying to convince me they were good parents; they emphasized they had tried everything and nothing had worked like it was supposed to. Why so many parents felt defensive became clear after a conversation with a mother who was looking for a wilderness program for her son who had just started acting out. She recounted for me how critical her thinking was of a mother down the street who had placed her son in a wilderness program the previous year. She recalled thinking how poor a parent the other mother must have been to "have to send her son away", and felt blessed that she was not "that kind of parent." Now that this mother was facing the same irrational conduct by her own son, she said she finally understood what the other mother had faced the previous year.

We seem to have developed a culture in our country that concludes that a child with emotional/behavioral problems is proof of poor parenting. And, that poor parenting deserves no sympathy or compassion. This might fit a small minority of parents who neglect, abuse or abandon their children. It definitely is unfair and

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PARENT GUILT

even harmful to judge all parents with children with emotional/behavioral problems as unworthy.

No wonder parents with acting out children are defensive and feel guilty. There is a stigma of having an acting out child that results in criticism, blame, and in some cases condemnation and legal action. This criticism seems to come at them from all sides, including many child care professionals, the authority figures in established institutions, and even from other parents. Worse of all, many parents seem to accept this unfair blame. The resulting guilt is often the major obstacle to finding an effective solution.

So when a parent has an acting out child, is anyone listening? It doesn't seem very many are, and that's a tragedy. Because, that's the time when parents most need to be self confident and sure of their love and knowledge. They need advice, support, sympathy, and experienced mentors whom they can trust. Instead, from a culture of criticism of parents, children are being deprived of the best efforts of those very people who know and care for their children more than anyone else, their parents.

A HEAVY BURDEN

How do we raise healthy kids in a weight obsessed culture?

By Dr. Deborah Russo and Amy Spahr, LCSW

Have you ever noticed that babies don't have a trace of body image insecurity? They play, giggle with glee and just delight in themselves. How can it be that 40 to 60% of preteens and adolescents report being dissatisfied with their bodies? What happens between infancy and adolescent years that transform that joy to insecurity? And, how can we help kids navigate toward healthy attitudes and choices related to food and weight in this weight and diet trend obsessed culture?

We've learned a lot working with more than over 10,000 women and girls suffering with eating disorders for the past 20 years. For instance, (1) eating disorders including body image issues are complex and involve a myriad of interrelated contributing factors, (2) physical perfection has no form and, therefore, can never be attained, (3) popular media and marketing will never let you believe this, and (4) friends and family are too often the worst sounding board for negative thoughts about body image.

Dissatisfaction with physical appearance is a growing trend among females and males and affecting younger ages. Bedford and Johnson (2006) compared body image concerns in younger and older women and revealed no age-related differences in body dissatisfaction.

WHERE DOES ALL THIS START? It is not so easy to point to one influence on children. The influencing factors of weight related and body image issues are complex. Eating disorders and obesity are caused by many factors that interact with each other. Individual characteristics, including genetics and temperament, family factors, peer influences, community factors, and societal factors all may play roles in causing weight related issues and body dissatisfaction. Numerous studies confirm that body dissatisfaction is closely linked to self-esteem in adolescents, more so than in adults. Thus, if a teen is struggling with body dissatisfaction, it may interfere in the development one's self-concept and sense of identity. Regardless of our levels of sensitivity to our own imperfections, vulnerability to criticism increases during the developmental years as puberty brings both physical and emotional changes. Society's narrow standard of beauty confuses most children. We often hear teen girls say..."Those images are living

inside of me; how am I supposed to be feminine without being overly sexual?," "How do I see my strengths apart from my looks?"

Studies indicate a growing trend of preteen girls believe they must restrict their food intake to become thinner and they just can't measure up. This internalized sabotaging critic may be carried throughout life. As example, Brown & Slaughters' (2011) study examined body attractiveness and normality in females ages 4 to 26 and found that all age groups rated photos of women who were significantly thinner as more attractive than women they viewed in normal weight ranges.

It is clear that given the countless ways children are bombarded with messages that reinforce negative body image, parents play a powerful role in shaping weight-related ideals and must start within themselves to encourage healthy perceptions, beliefs and actions in their children. Schuman (2010), a recent study of the correlation between parents' weight related ideals found that parents' overt and covert restriction of children's food intake were significantly associated with child body dissatisfaction. The research demonstrates that both direct and indirect parent weight-related attitudes and behaviors can negatively influence a child's body satisfaction.

What can you do? The following is a list of ten ways to help children build resilience, make healthy food choices, and maintain positive body awareness.

Inner Dialogue: Pay attention to your own inner dialogue related to body and weight attitudes – they are directly linked to a child's inner sense of "fit" inside their own body and attitudes related to weight and food choices. Listen, process, and engage. Listen to how your child speaks to herself/himself during play - you can learn a lot about how they are processing emotions and resolving conflict. Purposeful play can be a vehicle to introduce respect and regard for diversity of body sizes and people in general. It is never too early. These are precious times to engage this developmental phase to build bridges of healthy cognitive functioning including healthy body awareness and image!

Puberty: Body Image is influenced throughout our lives by multiple factors. Puberty experiences and changes greatly influence body image and can remain fairly constant through life. Puberty brings windows of opportunity to guide as the body changes and the desire to meet expectations of "fitting in" intensifies. This is a perfect time to emphasize appreciation for different body sizes and shapes. Parental modeling of this is a powerful teaching tool.

Sites like *Kidshealth.com* provide creative ways to talk about questions related to body, growth and esteem. They can also teach kids how to respond to peers who may be overly focused on unhealthy ideals.

Sports and Games: Kids who are involved in athletic endeavors tend to have a healthier body image than those who don't. Encourage parents to involve kids in fun and doable sports that will challenge, and provide experience of mastery. These activities will help kids find their own unique physical strengths and provide excellent ways to reduce stress and increase mood and energy levels.

Modeling Body Gratitude: You are the most powerful model for your children. Teach them ways they can appreciate about their own bodies and its function. It is important they see you living in your body in peace. For example, catching you smiling at yourself in the mirror, or expressing gratitude for your strong legs, bright smile, and skillful hands.

Critical Thinking Skills: Media messages about food and bodies

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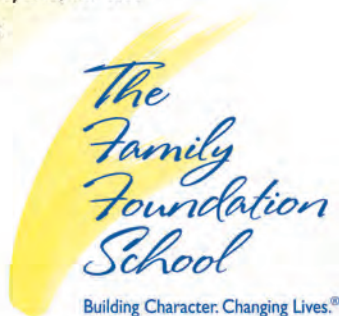
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are often distorted and kids are the most vulnerable to these messages. But, not if they are taught to be watchdogs of the media! Help them question advertisement messages and use “talk back” techniques with your kids when hearing messages that both discourage healthy realistic attitudes and behaviors related to eating and weight. The National Eating Disorders Association has project ideas to build resilience and tips on how to be proactive against negative media messages.

The Whole Picture: Take a realistic approach to your family’s health. Identify free seminars on nutrition and activity lifestyles for families. Parents have the most difficult job in the world. Lead kids to resources that provide building blocks for healthier choices. Balance, variety and moderation are wise templates to help kids create their own internal healthful boundaries with food and weight. There are multiple tools that are free and easily available to guide families to making the right choices to improve eating and exercise health and to make the best of their bodies! Bodyworks at www.womenshealth.gov is one excellent resource.

Genes versus Jeans: Broaden understanding of the influence of genetics on body types. Biological traits speak a great deal to body shape and individual frames. We all benefit from knowing the “how to’s” of working with our genes versus the energy, time and failed attempts to be something they are not. Keep the goal on body health and move away from fitting a form that is not true to you. What’s on the inside is what counts.

Family Adventure: Include activities that promote physical movement as well as problem solving and communication skills. Experiential and adventure activities help families get “out of the box” and get into new awareness and learning through fun challenges.

Tool Kits: More than ever kids need guidance and assistance related to overall health and nutrition. Keep your resources plentiful. Include updates of online and community resources such as free educational seminars on nutrition, family stress busters, healthy esteem and body image enhancers.

Red Flags: Know the warning signs that might indicate over

concern with poor or distorted body image. This may indicate deeper problems. Sometimes it is difficult to see the forest through the trees and even committed parents may miss early detectors indicating a concern. One behavior does not cause eating disorders; however, some behaviors can be an indicator that one could be more vulnerable to an eating disorder. Some of these include:

- *Anxiety that does not resolve*
- *Isolation and withdrawal*
- *Extreme change of attitude and mood*
- *Unrelenting disparaging talk about hating their body*
- *Increasing rigidity about food to point of cutting out healthy and needed food for proper growth*
- *Over-exercise and calorie counting that seems obsessive*
- *Strict and fad dieting practices*

Visit www.remudaranch.com to learn more about the indicators of both eating and anxiety disorders in youth. View our calendar of free continuing educational events for treatment professionals in your area.

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THE IMPORTANCE OF A MENTOR

By: Steven Cessario

Your teenager graduated high school, and is finally off to college! Mission accomplished, right? Not necessarily. The transition between high school and college is tremendous. During this time, teens are dealing with the stress of becoming an adult, and are beginning the process of defining themselves. In a brand new social environment, they juggle high academic expectations, homesickness, household responsibilities, many times job responsibilities, and the often tricky prospect of making new friends and finding their place on campus.

According to Transition Year, a guidebook for parents of college students, “...studies show that emotional issues, from stress and anxiety to conditions like depression and eating disorders, are a leading impediment to academic success among college students today.” And it’s friends first, not parents, that these struggling students statistically turn to for help.

That’s where a mentor comes in.

“I don’t know if all of this is for me.”

Those are the words I heard from Joe, a freshman I met when I was once serving as a Welcome Weekend counselor, and those words are heard all too often at colleges all over the country.

Joe, like so many other new high school graduates, needed guidance. As a senior, and a student very active in campus life, I invited Joe to check out a community service group I was involved in. During the first meeting, Joe came alive. He was interested and enthusiastic. He obviously wanted to become part of the group, and had the potential to really thrive.

But Joe began hanging around with a crowd of kids that lead him astray. He started failing classes and getting into trouble. Like any teenager embarking on this new, adult lifestyle, Joe was struggling to find his identity away from the safety and structure of high school and home. Facing the pressures and challenges of being a teenager can be overwhelming.

Indeed, the process of self-development takes time, and often the guidance of a peer that the teenager trusts and respects- a mentor- helps smooth the rocky trail from adolescence into adulthood. Eventually Joe made some positive changes, and was thankful that I was there to help him along the way.

“Steve was always there to show me another side of how things were, how something bad can become positive,” he said. “My grades went up, my attitude changed and I was able to move on from getting in trouble and hanging with the wrong crowd. Steve

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MENTOR

cared and always saw potential in me.”

Joe eventually gained his footing, became more confident, and pursued the path in life that made him happy.

He was fortunate, because according to the U.S. Census and American College Testing Program, 34% of college freshmen drop out after their first year! Surprisingly, it's not just academic stress that generally causes freshmen to quit school.

While some teens choose another career route that takes them away from college, many quit because they are having a hard time balancing all of their new responsibilities. Add in the huge task of figuring out who they are, where they fit in, and what they want to do with the rest of their lives, and this transitional period can become overwhelming.

But that doesn't have to be the case for your teen. With help, they can make sense of it all, like Joe. Having a supportive relationship with a mentor can powerfully influence your teenage college student's life, enough so to keep them bound for a cap and gown. You want nothing less than success for your child. But you can't be everything to them, nor should you be. This is where a mentor, an older and more mature individual, can step in and help fill some very important shoes. They become a confidant, a "tour guide," a counselor, tutor, and a friend.

Joe and I had a good mentor relationship. Because we had a lot

in common, we were able to spend quality time together doing things that we both enjoyed. It never felt like a chore... it was never forced. We had a friendship rather than a commitment. Trust came easily, and it's that trust which allows a mentor to have positive influence in a teen's life. Someone to trust, someone to talk to and just form a bond with, is especially important at this vulnerable point in a teenager's self-construction.

My recommendation is to find a well-matched mentor for your teenager, whether they are college-bound, career-bound, or simply trying to figure out their next step in life. You can find mentors through college and university programs, community based organizations, churches, or simply through friends and family.

Your teenager has already accomplished too much, and come too far. Don't let your child become a statistic. Get them on the road to success and happiness. Help them find a mentor now.

About The Author: Steven Cessario is the founder of CT Youth Mentoring and Coaching. CT Youth Mentoring & Coaching focuses on helping young people identify and achieve personal goals, provides advice on career paths, bullying, spirituality, fitness and health, observing work and actions, providing comments on execution, and teaching skills which may need improvement. For more information visit www.ctmentorandcoach.com, or contact Steve at 860-338-9856 or contact@ctmentorandcoach.com.

VISIT REPORTS...

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Visit By: Kristie Campbell, BS Psy, IECA, APA, June 21, 2012

The day my family visited New Leaf Academy, parent workshops were in the beginning stages. Half of the girls were out with their parents; the rest of them were at school, eagerly awaiting their turn to see their parents. They were buzzing with excitement as many hadn't seen their families in a couple months. For such young girls, I would think a program like this could be a trying experience; however the girls we met seemed very well adjusted and eager to share their progress with their families.

New Leaf Academy is an all-girls therapeutic boarding school for 10-14 year olds at time of admission. They work with girls who may struggle making and keeping friends, have difficulty regulating and controlling anger and emotions, have trouble following family rules or sticking to limits, exhibit poor decision-making skills that may potentially lead to high-risk adolescent behaviors down the road, and tend to struggle in school, either because the learning

environment is not tailored to her needs, or because her emotions interfere with her learning. Some of the clinical diagnoses include mood disorders, anxiety disorders, spectrum disorders, etc.

We arrived at the office late morning to a quiet campus. We were greeted at the office by Craig Christiansen, Founder and Executive Director. After a discussion of the history of the program we left the office and drove to the living area of the campus. The campus is setup in a type of triangle setting: the office is separate from the living quarters, and both are separate from the school component. This gives the girls a feeling of normalcy with separation of school and home life.

At the Residential Campus, I instantly felt that this home was for little girls. There was a cozy tree house built for playing, two rabbit houses, a community building for students to lounge and attend community and therapeutic sessions, two separate dorm-style residences, and the Great Hall for dining and community in the middle of the dorms.

When we walked into the first of the dorms, I had an instant emotional attachment to the program. Emotional attachment is often triggered by sensory perceptions and the trigger for me here was the pleasant smell. It smelled just like the school I had attended almost 20 years ago and a comforting feeling swept over me. As is typical for a well-run program, the dorms were well kept and organized. Each girl's space was personalized with



Continued: **NEW LEAF/ 9**



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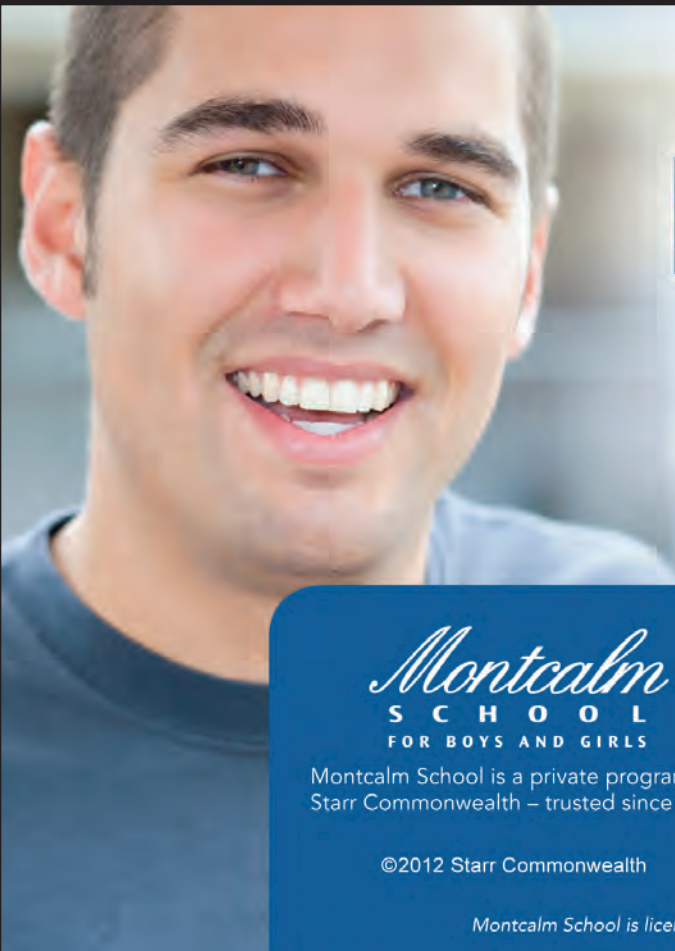
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NEW LEAF

stuffed animals, pictures, and personal effects. The rooms were very bright and colorful as well, bringing a cheerful feeling. Also in each dorm is a staff station that is manned at all times even while the girls are away at school. Staff members are able to organize each student's Residential program and be available to meet each of their individual needs promptly.

As we walked through the Residential Campus, I noticed there were stations for rewards for the girls and there were also areas where girls could request a time out. Time out is not typically used as a punishment; however girls learn quickly that it can be a great tool for their own self-regulation. And of course, before we left the Residential Campus, we visited the bunny houses that New Leaf Academy is known for. Each girl receives a bunny that she then learns all about and enters into the county fair each year. Recently the girls planned, designed and painted the bunny houses. They did a great job!

We left the Residential Campus and drove to the Academic Campus, less than a mile down the road. The girls attend school in the Angeline Young Historical School House. This small school is the perfect size for the girls at New Leaf Academy. At the school, girls were playing in the yard as lunch was being prepared. We met with Elaine Smith, MA, the Academic Director who explained the academic program at New Leaf. One of the most impressive aspects with New Leaf is their ability to get young girls to self-regulate their studies and their emotions. It's a whole child program that focuses on promoting independence and self-direction. The school has four main classrooms and quite an impressive library that has become a motivator in itself with positive peer pressure. Girls at New Leaf become avid and excited readers as they learn fairly quickly that reading is a "cool thing to do."

When a student begins her journey at New Leaf Academy, she is assessed in reading, writing and math skills to place her in a grouping of peers who share skill development. Each girl receives an Individualized Academic Plan (IAP) tailored specifically to her

needs, based on her academic history, strengths and weaknesses, personal learning style, etc. Goals are set and then shared with each girl so she can prepare her educational program at New Leaf and actively participate in her next placement. This component was foreign to me in the younger programs.

We talked with one girl who had recently went on a school visit with her parents to determine which school she would attend after New Leaf. She had made a great decision on the school she chose, and was able to give direct pros and cons about the choices and reasons she chose the program she did. It was well thought out and she was confident she'd made the right decision.

I was completely impressed with the manner in which all the girls came up and talked with us that day. They walked up unprovoked, introduced themselves and then just started talking with us. They were curious about who we were and genuinely friendly with us. It was clear they "owned" this school and were completely at home in their environment.

New Leaf Academy appropriately fills a much needed niche in our world. The program is tailored to the developmental, social, emotional and academic needs of their girls. I recommend that if a girl seems appropriate for this program, go visit them and learn how they work. We left feeling a real sense that these girls were in a nurturing place that would help them learn to self-regulate every aspect of their lives and become active mentors for society as they grow up.

Kristie Campbell is the youngest daughter of Lon and Denise Woodbury. She has worked for Woodbury Reports, Inc. as an intern and a consultant since 1999, working her way up to Assistant Director of the company. Kristie graduated from Explorations Wilderness in 1993 and Mission Mountain School in 1994. She has written articles for the Woodbury Reports Newsletter based on her experiences, has visited numerous schools and programs, attended and presented at IECA and NATSAP Conferences and is the editor of the Parent Empowerment Handbook, Woodbury Reports Newsletter, and Strugglingteens.com. Kristie graduated with a BS in Psychology in 2011. Member: APA, IECA, Affiliate Member NATSAP. 208-267-5550, kristie@woodbury.com.



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.]

VISTA VOCATIONAL AND LIFE SKILLS CENTER

Westbrook, Connecticut
Helen K. Bosch, Executive Director
860-399-8080
admissions@vistavocational.org
www.vistavocational.org

Vista Vocational and Life Skills Center is an educational program which assists young adults 18 and over who have a neurological disability. Students accepted into the program must be motivated to work and have the potential to live independently. They must commit to the program and have the ability for basic self-care. The program can last anywhere from a few months to long term assistance.

Helen Bosch, M.S. is the Executive Director of Vista Vocational and Life Skills Center. The program is accredited by the National

Commission for the Accreditation of Special Education Services (NCASES).

Vista encompasses 5 communities on the shoreline of Connecticut. The average Vista student has completed high school but due to neurological disability of some kind needs extra help to prepare for the "real world." The program uses a four level system to identify the amount of support each client needs in their daily life. The clients learn vocational and life skills to assist them in job market as well as in their personal lives. The program employs job coaches to assist the clients in locating and maintaining employment in the community. Other skills taught include money-management, self-care, food-management, household skills, and travel.

The program includes options for residential or outreach programs. Vista offers club and recreational activities to its clients including photography, sailing, tennis, crafting, bowling, painting, softball, basketball, and many more.

[This information came from the Vista Vocational website.]

SEEN N HEARD...

Tucker To Leave Wisdom Ranch School: It is with a heavy heart that John Tucker announces his departure from Wisdom Ranch School. Wisdom Ranch has been his world for the last 11 years, however, he feels it is now time for him to move on. John will continue to work in the network and will announce the next part of his journey soon. 208-398-0103

Peavey Changes Position: Recently Audrey Peavey announced her departure from Right Direction Adolescent Services. She joins Q and A Associates and Wisdom Ranch as their Admissions and Marketing Director. Even though these programs are separate entities, the owners are longtime friends and have worked at programs together in the past. 207-356-0930

Fire Mountain Graduate Updates: Fire Mountain kids spend their time learning and striving to live as functional, contributing members of society free of substance abuse and self-destructive behaviors. Recently, three of them were accepted at Eagle Rock School. 303-443-3343

Masland and Redelscheimer Visit Woodbury Reports: Nancy Masland, Independent Educational Consultant and Certified Educational Planner (CEP) from Arizona, with Rebecca Redelscheimer, representing Nancy Masland and Associates, stopped by the office for a visit. 520-749-4220

New Medical Director at Willow Springs Center: Citing her "undying compassion for the quality of medical services for those entrusted to our care," Willow Springs Center CEO Jim Serratt announced the appointment of Dana M. Arlien, MD, to Medical Director. Dr. Arlien previously served as a staff psychiatrist, then Chief of Staff and recently held the post of Interim Medical Director during the nationwide search for medical director. 818-312-3089

FFS Students Complete Summer Expedition: This summer, students from The Family Foundation School got to return to wilderness through a summer-long program designed and facilitated by therapist and Dean of Admissions Jeff Brain. Students who had begun their healing and recovery journey in wilderness were able to gather their back-packs (emptied of text books), tarps, hiking boots, and bow-drilling gear and head out into the wilderness of the beautiful Catskill Mountains. 845-887-5213

Can Face Book Really Be an Addiction?: Lon interviewed Dr. Jaunts on Parent Choices For Struggling Teens. Cutting right to the chase, Dr. Jantz stated, "Here's what we know. Without appropriate boundaries, the use of electronics and social media can over stimulate the brain, leading to an addictive brain. And with poor regulation on usage of these devices, we are seeing that kids and adults prefer a "virtual relationship" as opposed to a real life relationship."

Second Nature 360 Staff Updates: As 360 continues to grow we look forward to keeping you updated. Jen Murphy has left to pursue other options. As Jen transitions we look forward to welcoming two therapists, Jeffrey Peyton and Daryn Plancher, to the 360

team. Both Jeffrey and Daryn along with Jen Rapp-Sheridan will work families as their child transitions home from treatment. 919-428-0048

New Summit Academy Opens Bridge Program: New Summit Academy Costa Rica is proud to present our new "Summit to Summit Bridge Program" that opened in July 2012. Summit to Summit is a gap program with therapeutic support, for 8-10 young men age 18-22. Residents stay approximately 6-12 months in the program and have either completed high school or are very near completion. 414-921-1388

Bender To Retire From Carlbrook: It is with mixed emotions that we announce the future retirement of Dr. Glenn Bender, our Dean of Academics and founding member of the Carlbrook School Board of Regents, at the end of this year. Glenn has been with us since the school's inception and it is with a heavy heart that we prepare to bid farewell to such an impactful, unique and beloved individual. 434-476-2406



Alpine Executive Earns Ernst & Young Award: Alpine Academy is thrilled to announce Eric Bjorklund was presented with the Ernst and Young Entrepreneur of the Year Award. This prestigious accolade was presented to Eric in recognition of the leadership and foresight he showed in finding creative new strategies for keeping our large non-profit agency financially viable in a difficult economy. 800-244-1113

Auldern Academy Welcomed Pat Nizzi, EdD As Dean of Academics: Dr. Nizzi has a rich history in a variety of

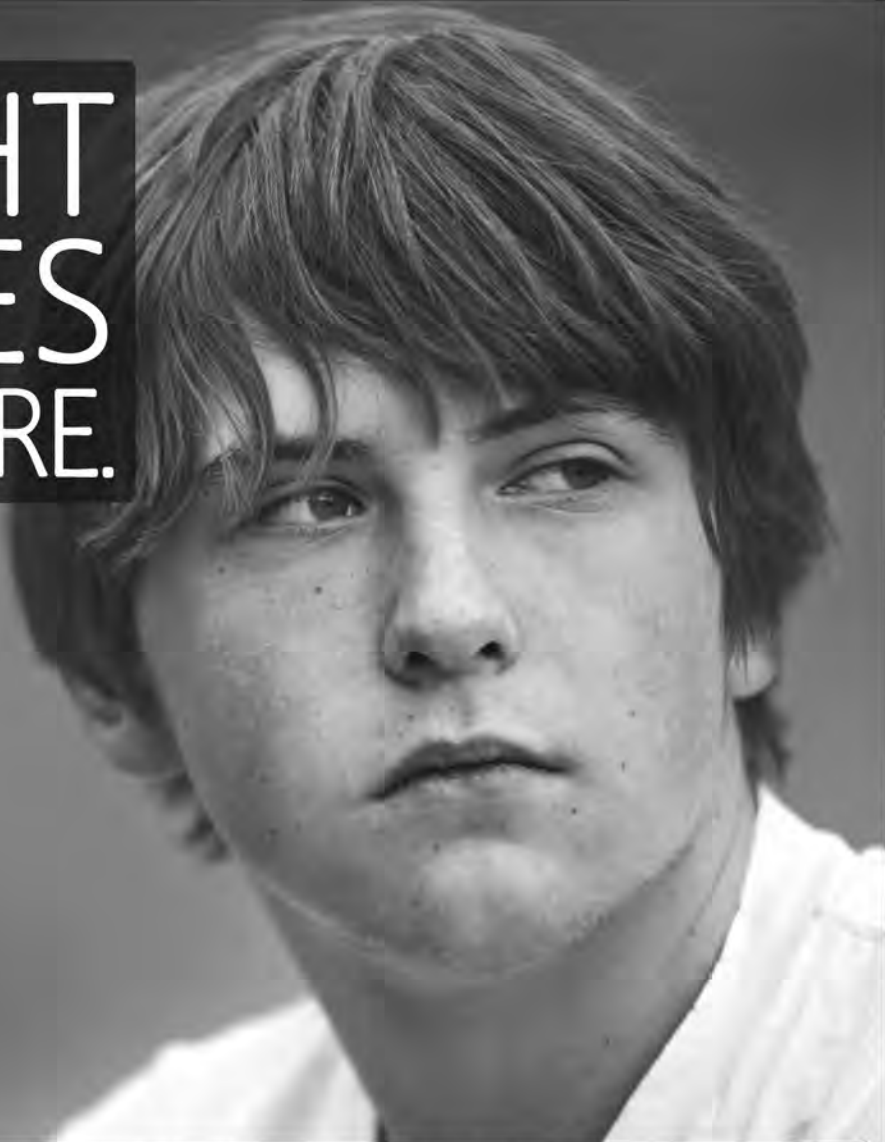
educational settings, beginning as a teacher and eventually moving into administration. He has worked in both public and private educational settings primarily focused on special needs. 919-837-2336

PQ Announces New Location For Young Adults: Pacific Quest opened its young adult program in 2010 and began offering its unique and effective brand of quality programming to young adults who could benefit from the Pacific Quest Sustainable Growth model. Recently, the young adult program moved to their new location. Pacific Quest at Reeds Bay operates on a beautiful, five-acre, ocean front property, which boasts an 8,000 square ft. facility complete with a large, commercial kitchen and, simple yet modern, sleeping quarters. 808-896-3688

Jimenez Launches Focus On Teens Returning Home: Author, speaker, and coach Ruben Jimenez (LCSW) has launched a new website focused on helping parents with teens or young adults returning home from therapeutic treatment. On the website is also a book called "The Road Home: A Guide for Parents with Kids Returning from Treatment." 970-426-9227

Parlett Joins Great Lakes Educational Consulting: Great Lakes Educational Consulting welcomes Mark Parlett to the team. Mark

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Doug Czyz, National Admissions
Office: (402) 498-1973 | Cell: (402) 990-5371
doug.czyz@boystown.org



has over 16 years of experience working with at-risk adolescents and young adults in a variety of settings from wilderness programs to residential treatment facilities. 847-441-8911

Four Circles Celebrates Six Years: Four Circles Recovery Center is celebrating their sixth year of service in the industry. "The growth of Four Circles over the years has been both a challenging and exciting process," founder and Executive Director Jack Kline, MS, LPC, LCAS, CCS explains. "Looking back, we are delighted to be a part of helping so many people achieve recovery and look forward to continuing to do so." 877-893-2221

Montcalm School Begins ASD Program For Girls: Montcalm School opened a new program for girls ages 12-18, with autism spectrum disorders. 517-630-2434

St. Mary Awarded Colorado Professions Scholarship: Jason St. Mary has been awarded a Colorado Health Professions Scholarship to assist in his pursuit of a Masters in Social Work (MSW) through the University of Denver. 970-759-1894

Updates From First Step: First Step has a few things we are celebrating this month. First, Eddie Curry is celebrating 20 years of service. Also, First Step has added a new contact number in Sydney, AU. 02-8607-8001

OBHIC Revives Wilderness Therapy Symposium: The Outdoor Behavioral Healthcare Industry Council (OBHIC) will be reviving the annual Wilderness Therapy Symposium (WTS) beginning in 2012. Sponsorship of the Wilderness Therapy Symposium is a natural fit with the mission and scope of OBHIC. OBHIC was founded in 1997 when representatives from a small number of wilderness treatment programs got together to discuss common issues. <http://obhic.com>

True North Welcomes Twombly: True North Wilderness Program is very excited to announce the addition of Will Twombly to our growing clinical team in the role of Parent Therapist. Will comes with a tremendous breadth of professional and personal experience and is no stranger to wilderness therapy. 215-888-1318

How Quantum Learning Can Help Students with Special Needs: According to Sharon Murphy, Education Director at Glenholme School, Quantum Learning helps those students with special needs by tapping into all of the different learning styles and into all of the students strengths. 860-868-7377

Ashcreek Ranch Academy Receives Approval For Operation: We are so excited to announce we have received our official license with the Utah Department of Human Services, Office of Licensing as a Residential Treatment Center and we are now enrolling students. Ashcreek Ranch Academy is a residential treatment center for troubled boys ages 14 -18, who suffer from substance abuse or addiction disorders, in combination with co-occurring issues. 435-215-0500

Monarch School Announces Monarch Transitions: With excitement Monarch School announces a new transition program offered to students who have graduated. Monarch Transitions is an option for those who need extra support transitioning from attending Monarch School to living independently. 406-847-5095

Transitioning Graduates into Successful Alumni: Academy at Sisters is utilizing a transition phase to allow girls more opportunity for success upon graduation. They explain that long before students graduate, the transition of the next phase in their lives needs to be carefully planned so they continue in a positive direction. 800-910-0412

Cherry Gulch In Country and Abroad: Cherry Gulch's Shakespeare class travelled to England in June 13, to delve deeper into a study

of British History and history's most famous playwright, Shakespeare. Another trip in 2012 included Cherry Gulch's annual Yellowstone National Park tour, where students continue their Geological studies through real life experiences. 208-364-3437

Condolences To Bratter Family and JDA: With sadness and a sense of loss, Ken Steiner announced that Tom Bratter died late Friday night August 3, 2012. Tom had been fighting the odds of his deteriorating heart and diabetes for twenty years. Having started the John Dewey Academy in 1985, Tom spent a very fruitful life proving that when treated with caring confrontation that maintains high expectations, lost adolescents can turn around their lives. Our thoughts and prayers go to the Bratter Family and all the staff/ students/ alumni of JDA. 413-528-9800

Valley View School Partners With Betsy Deane: Dr. Phil Spiva is pleased to announce the Valley View School's partnership with Betsy Deane of bdeane IMC in South Carolina. Betsy supports the school in the areas of marketing and business development with an emphasis on strengthening relationships between Valley View and educational consultants. 508-867-6505

Insight Intensive Celebrates Two Years: Since our introductory launch in July of 2010, Insight Intensive has graduated over 100 young men! We are profoundly grateful and honored to have the opportunity to work with so many young men and their families and to be an integral part of their journey towards a better life. 877-952-1444

CONFERENCE CALENDAR

~ OCTOBER 2012

October 3 - 6: ICF Annual International Conference, International Coach Federation, London, England, www.coachfederation.org

October 11 - 13: 3rd Western Conference On Behavioral Health & Addictive Disorders, U.S. Journal Training, Inc., Las Vegas, NV, www.usjit.com

October 14-16: School Connections Therapeutic Workshop, School Connections, San Diego, CA, www.schoolconnections.org

October 17 - 20: The 30th Annual Research and Treatment Conference, Association for the Treatment of Sexual Abusers, Denver, CO, www.atsa.com

October 19 -21: AET 34th Annual Conference, Association of Education Therapists, Washington, DC, www.aetonline.org

October 24 - 26: 14th Annual Process Addictions Conference, Summit For Clinical Excellence, Scottsdale, AZ, www.bfisummit.com

October 24 - 27: National Association for Gifted Children 63rd Annual IDA Conference, International Dyslexia Association, Baltimore, MD, www.interdys.org

October 24 - 26: ASCD Fall Conference "Revolutionizing the Way We Lead and Learn", Association for Supervision and Curriculum Development, Atlanta, GA, www.ascd.org

October 23 - 28: 59th AACAP Annual Meeting, American Academy of Child & Adolescent Psychiatry, San Francisco, CA, www.aacap.org