



Places for Struggling Teens™

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"It is more important to get it right, than to get it first."

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ESSAYS:

You're Sending Me Away To Boarding School? 2

VISIT REPORTS:

Copper Canyon Academy Expedition Therapy 3
5

NEW PERSPECTIVES:

Advanced Recovery Center 7
Denise Dryden Coaching 9
LifeStream Therapy 9
The Rose Of Newport Beach 9

SEEN N' HEARD: Page 10

SOUTHERN UTAH REGIONAL NATSAP CONFERENCE REVIEW

Lava Heights Academy, Toquerville, UT
October 26, 2012

By: Lon Woodbury



I always enjoy these small conferences. This one, my estimate was from 50-60 people in the room at the opening, was a perfect size - large enough to have a wide variety of talents, and small enough to be able to meet almost everybody (see an upcoming essay I have planned on the implications to this by Dunbar's Number).

The facilities were perfect. It was held at Lava Heights Academy of Performing Arts in Toquerville, Utah. Lava Heights is a new start-up just constructed by the Centers for Adolescent Recover & Education (C.A.R.E.) and is expecting their first students the week of October 29th. We had the run of the place and a good chance to tour the grounds and buildings before the conference started, without interfering with normal school activities.

Brian Pace, the CEO of C.A.R.E. schools welcomed the group over breakfast and explained the schedule. There were eight breakout sessions of 90 minutes each and the three I attended were outstanding, so I presume all the others were of equal quality.

The first one I attended that morning was "Ethical Considerations When Working with Adolescents" presented by Steven De Mille, MS, MHC, LAPC of Red Cliff Ascent and Stuart Squires, LCSW of Diamond Ranch. After presenting some of the legal requirements of reporting abuse, the major part of the session was an animated discussion by the group sharing knowledge and experience of many of the finer points of what is meant by mandated responsibility to report.



There were three early afternoon sessions to choose from and I attended the one titled "Integrating Brain Science into Residential Treatment" by Stephan C. Barrick, LPC, of Falcon Ridge Ranch. Stephan explained the development of this discipline through a PowerPoint presentation with some examples of brain wave patterns along with a description of what was going on with the subject at the time. He also explained how he was using it in working with the girls at the Ranch, and praised his wife for going along with his expensive "hobby" of buying the required equipment and software for exploring the fascinating potentials of this new emerging technology. The highlight for me toward the end of the presentation was when he asked for volunteers to be hooked up to the electrodes and since everybody was sitting on their hands, I volunteered for attaching the electrodes to my scalp and watch my brain waves splashed all over the screen. This

CONTINUED: NATSAP/ 2

was my first experience being “wired” to monitor my brain waves and I learned that some of the meditation techniques I had learned in the past helped in keeping the “beta” brain waves under some semblance of control.

Out of the three breakout sessions later in the afternoon, I elected to attend the one presented by Brandi Elliott of Northwest Academy titled “Parents as Partners.” Although I had heard what she calls her “rants” before on the subject, it still was quite enlightening. She did very well at presenting the competing dynamics of parents as both advocates and critics of the residential program their child is enrolled in. Packed with tips, astute observations and suggestions, I highly

recommend her presentation to anyone who has a chance to see it in the future.

The Conference was adjourned immediately after the last breakout sessions, and for some time a number of people lingered in small groups soaking up the collegiality of the group and exchanging insights and impressions on the various sessions. Lingered like that is a sure sign of a successful conference - it signals the participants didn’t want the positive experience to end and were hanging around to make the feeling last.

YOU'RE SENDING ME TO BOARDING SCHOOL?

KATE AND EDITH

By: David Altshuler, MS

“You’re sending me away to boarding school,” intones ninth grader, Melissa. “I’ll never speak to you again.”

“But, Honey, you know the schools here locally are terrible,” Mom responds. “You yourself said that you’re not learning anything... that your teachers are uncaring and borderline abusive, that your classmates can barely read.”

“I don’t care; I don’t want to go; I hate you.”

Melissa, please try to understand. Your father and I are making a big sacrifice both emotional and economic. You yourself said you wanted to go to boarding school.”

“I just said I’d go so you’d stop badgering me about it. I don’t want to go and I’m not going.”

“You most certainly are going, Young Lady. Now go to your room. And as a punishment, you are limited to only five hours of Facebook and texting tonight instead of your usual six.”

What’s wrong with this picture? Only everything. Indeed these parents might want to throw away the entire conversation keeping only the frame.

As parents, we are unlikely to be able to have it both ways. Our kids can like us. Or we can, now and again, not give our kids everything they want. We cannot “have our Kate and Edith too.”

When was the last time a five year-old waiting to get her inoculations for kindergarten said, “Yes, Mumsy, I acknowledge that there may be a modicum of physical discomfort involved in the forthcoming procedure, but I accept the necessity of these shots so that I may lessen the likelihood of contracting communicable diseases including but not limited to cholera, diphtheria, measles, mumps, and rubella.”

To the contrary, every child in the pediatrician’s office is hollering, “Don’t let some stranger hold me down and stick metal in my arm!”

As unpleasant as it is to insist that your child go through the pain of shots, it’s more difficult still to watch them and care for them with a real, honest-to-goodness, life threatening, disease.

Which brings me to some gentle advice regarding fussing children. If you have made up your mind that your decision is in a child’s best interest—getting shots, say—then: listen patiently as they explicate chapter and verse why you are wrong, allow them to voice their views, nod as they gripe.

And then: don’t respond.

Don’t engage; don’t get into it. Don’t repeat your point of view. At the risk of comparing your beloved 14 year-old child to a well-known barn yard animal: “Do not wrestle with a pig in mud. You’ll just get dirty and the pig enjoys it.”

Most decisions can and should involve your kids. Kids learn how to make good choices by—eh—making choices. Which shirt do you want to wear? What do you want to eat? With whom do you want to play? Do you want to help me wash the dog or help me clean the yard?

As kids get older, they should even be allowed to make bad decisions. Indeed, self-esteem comes not from never failing, but from learning that failure means another chance rather than the end of the world. I didn’t study and I got a C. Stuff happens.

And maybe I better study next time.

Your kids don’t have to like you when they’re kids. They’ll like you well enough when they’re older. It’s our job as parents to give our kids what they need. It is also our job as parents to ignore what our kids want.

Otherwise, we’d acquiesce to their requests for ice cream for breakfast and unlimited access to “Shoot, Shoot, Shoot, Blood, Blood, Blood, Kill, Kill, Kill.”

Being afraid of “What if my kids don’t like me?” is not the opposite of compliance. But when you signed up to be a parent you agreed to make the tough calls on occasion—which involves, now and again, an unhappy child.

About The Author: David Altshuler M.S. is an Independent Educational Consultant and a member of IECA. For more information, visit his website at www.davidaltshuler.com, or contact him at david@altshulerfamily.com, or 305-663-9394

COPPER CANYON ACADEMY

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Visit By: Lon Woodbury, MA, IECA, CEP, September 5, 2012

It had been seven years since my last visit, and there have been major changes to the property. What was virtually a vacant lot seven years ago with just preliminary plotting and excavations, is now the main part of the campus with most of the buildings clustered on what was a vacant lot. The main building housing dorms and administrative offices seven years ago is now just one of the dorms. Pathways wound between the buildings with tables scattered along the paths that would be perfect for outdoor discussions or therapy sessions. Below the main campus are the horse stables and facilities for the girls to ride if they wish, or participate in their equine therapy. I



could smell the slight but not unpleasant odor of animals and stables. All the grounds were clean and well kept, and the buildings freshly painted. The first impression is very positive, promising positive happenings and healing going on within.

What hadn't changed was the ideal location, tucked away at the end of the road that goes through the small retirement town of Rimrock, giving privacy and a comfortable 'tucked in' impression. Down the little valley bordering the campus was undeveloped land, ensuring that no road would ever bring traffic by the school unless the traffic was destined for the school.

A couple of years ago the school changed their licensure to become a Residential Treatment Center (RTC) with an optimum size of 90 girls licensed by the State of Arizona. They recently received their CARF accreditation, and the school is also fully accredited by the North Central Association Commission on

CONTINUED: COPPER CANYON/4



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COPPER CANYON

Accreditation and School Improvement (AdvancED). The girls are organized into three "Houses," or dorms, with each being somewhat self-contained. This gives the advantage of much of each girls personal experience with the program is within a smaller group of girls living in their dorm and therapists and house staff assigned to each specific dorm. Each therapist is assigned a case load of no more than ten girls who provide ongoing therapy for the girls they are assigned to. In addition each house has two groups a week. Also, each girl participates in a specialty group once a week. These groups contain girls from all three dorms and each focuses on an issue the girls in that group need to work on. This is one of the exceptions to the program being "house" contained with the girls in their own dorm.

School is the most common activity where the girls from all dorms interact together. Copper Canyon Academy has a college prep curriculum with flexibility to individualize the curriculum to the academic level of each student. The period of time devoted to academics is from about 8:30 AM to about 2:30 PM. They work very hard to not allow interruptions to the classes, working to schedule other activities and therapeutics outside of school hours, an indication of how serious they are about their academics. The curriculum is traditional with the material being presented in a traditional manner. I sat in a Shakespeare class where the girls were working on memorizing and interpreting portions of Shakespeare's more popular plays. The girls were attentive, prepared, and seem to be having fun with the subject matter.

Another indication of how serious the school is about their academics is teachers are routinely represented in the weekly treatment team sessions. If a student is doing poorly in her academics, if she is not trying, or not doing the work, etc., then this is important information for the therapists to use. I was invited to sit in one of those treatment team meetings and one student's petition to advance a level was delayed because although the therapist was pleased with her therapeutic progress, a poor performance in her academic effort was sufficient to hold her back. The goal is to have the therapists and the teachers working jointly as a team.

Residential staff are assigned to specific dorms and probably these people spend more time with the girls than either the teachers or therapists. I met with three house supervisors and all had been with Copper Canyon Academy four years or longer, indicating longevity, and they assured me the school recognizes the importance of these front line staff that have to deal with daily living with a group of teenage girls, complete with drama, upsets, downers as well as joys and successes. They assured me the house staff is reasonably paid and their input is important to treatment decisions.

One unique aspect of their program is what they call their Transitional Living program. Unlike the Transitional programs of other schools, the purpose here is for these girls to live apart from the others for a time in a more independent setting in preparation for home visits. Thus, it is a temporary situation



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focusing on an important event in a girl's program, and after the home visit the girls return back to their house.

The school has three Workshops, each being a milestone in the program, and each lasting three days. They estimate each participant spends about 30 hours in each. Also, both parents and the girls go through them as the girls work their way through the program. Workshop #1 is heavily experiential, focusing on helping them to learn to listen to themselves and to enhance their self-awareness. The girls and the parents each have their own separate workshop. The students I talked with told me workshop number one and three were very intense, that is, pretty emotional.

Workshop #2 is more educational, focusing on providing an opportunity to look at their relationships. Most of the material comes from the Arbinger Institute. Again, parents and girls each have their own separate sessions.

EXPEDITION THERAPY

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www.expeditiontherapy.com

Visit By: Lon Woodbury, MA, IECA, CEP, October 24, 2012

Expedition Therapy is an outdoor program for young adults ages 18 to 33. The staff emphasized to me their focus is customized treatment and adventure components designed to help each participant in the areas that he or she needs help in. They described how they do this by working with the student in designing weekly expeditions to challenge each participant in areas they need to work in. Therapists and staff then assess progress, and the next activity builds on the outcomes of the previous activity.

Flexibility is the hallmark of the program's philosophy and the activities reflect this. Activities take advantage of the rich variety of landscape in southern Utah and include backpacking, canyoneering, cultural exploration (this part of the country is rich in ancient ruins and pictographs), service & first aid in the wilderness, rock climbing, etc. In teaching leadership, student-led expeditions are common, and sometimes when schedules allow, an expedition will consist of the whole family.

It was explained that their goals for each participant are to help them learn essential life skills, discover who they really are, and to develop a personal guidance system for the future. These are done through the miracle of interacting with a natural environment with the guidance of experienced guides and therapists.

It was a long drive out to visit the students in their desert

Workshop #3 becomes more intense emotionally, with the girls and their parents experiencing them together. The premise is they are no longer looking at the past, but the orientation is to look forward. I presume this would mean part of the function would be to consolidate what they have learned so far in preparation for the future.

I did have a chance to visit with four students for some time. They were articulate, knew their own minds, were well on their way to developing plans for their futures, and had some definite ideas about how their experience at Copper Canyon Academy could have been made better as well as what it had done for them. From the emotional place they were at when they enrolled, it was obvious they had come a long ways.




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EXPEDITION THERAPY

campsite. I understand when following dirt roads out back there are few signs, often no GPS signal, and the groups are constantly on the move. However, it seems like almost every one of my trips to visit a wilderness group over the years has given me the bonus of a lengthy drive and an extra view of a lot of beautiful and scenic countryside. Usually we find the group (but not always), and fortunately we did find the Therapeutic Expedition group well before sunset.

The three young men there were settled in for a two-day stay and glad to share their experiences, (except for the one that had just arrived and was still testing consequences by taking a pass on all campsite routines). They talked of their recent experiences, what they had learned from them and their awe with the ancient pictographs and majestic views they had recently visited.

One of the students was still on a high from building his first fire through using a bow drill. This accomplishment is very meaningful in that to succeed it requires a combination of self-discipline, concentration, patience and persistence. All these are necessary attributes to having a successful life. Even the sense of success like this floods the brains pleasure centers.

After we had all introduced ourselves and talked a while, when asked for a fire drill demonstration this same student was more than ready to demonstrate all the steps. He very clearly and systematically went through all the steps,

describing why each was important, prepared himself, and started. All this by itself was very impressive. He did manage to get smoke, but not quite enough to have the embers that could be used to start a fire. And, shortly, he showed signs of getting tired and losing some of the control he needed. It wasn't through lack of trying or determination, but just normal physical limitations. He stepped back and allowed the refreshed wilderness guide to finish the job. The student then took the ember and blew on it to get a good fire going. He was impressive even at this, because there was no sign of disappointment or frustration with himself at his failure, but rather showed he had learned the concept of working as a team. Just this little demonstration showed he had learned well the basic lessons of life skills like self-management and confidence. In addition, it showed him knowing who he is and his new ability of living with his limitations.

We profusely thanked all of them for sharing with us and left them to get back to preparing for the end of the day at their campsite. To me, it was an impressive display that the program was producing what they promised.

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to someone's prayers.

~ Ezekial Sanchez
Anasazi



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Advanced Recovery Center provides treatment for individuals with co-occurring disorders for men and women ages 18 and over. Most have a history of chronic relapse and frequently have other complicating emotional issues that require intervention. The treatment program is designed to address critical, unresolved issues that are likely to lead to chronic relapse. ARC is able to quickly accommodate special patient needs without any delay.

Jerry Boriskin, PHD, is a clinical psychologist who specializes in co-occurring conditions and founded ARC in 1999. The clinicians utilize their professional training, personal experiences, and clinical skills to assure cohesive and compassionate treatment. The clinical continuum of care is divided into three phases. The average length of stay in each of the phases is dependent on each client's individual needs and treatment recommendations. Patients are expected to complete the three phases in sequence. Phase I is a full time structured treatment phase designed to complement and

enhance the therapeutic gains the client has made in their primary treatment experience. During Phase II, patients attend fewer groups and are assisted in integrating into the recovery community through part-time employment, education, or community service. Patients practice living and coping skills in "the real world," while remaining in structured housing. Phase III is a structured transitional level of care and clients are required to make a 3-month commitment before being accepted into this phase. Patients are required to have employment or attend school on a full time basis while remaining in supervised living quarters. Patients attend weekly continuing care groups and have contact with their primary therapist as needed.

All therapy takes place in a professional office environment where the ARC staff transports the clients each day. The patients live in upscale independent living quarters where they do their own grocery shopping, prepare their own meals, do their own laundry, and keep their living spaces clean. Entry gates at the condominium complex enhance security and each unit has individual security systems. ARC staff is on duty at the apartment community throughout the evening and night hours, and patients have immediate access to them via phone at all times. Transportation is provided for weekly shopping trips and scheduled recreational activities.

(This information came from the Advanced Recovery Center website.)

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Montcalm School sits on a beautiful 350-acre campus in Albion, Michigan. To view a virtual tour, visit us at montcalmschool.org.

866.244.4321
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DENISE DRYDEN COACHING

Whitefish, MT
Denise Dryden, Founder/Coach
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Denise Dryden Coaching is for anyone who is interested in taking a look at what they would like to change, creating greater self-awareness of what some of the real options are, and working towards change in their lives. Coaching can help with managing personal issues, interpersonal relationships, family concerns, marriage issues, and the hassles of daily life. People who have enough self-awareness to realize they need a helping hand can benefit from coaching. Taking responsibility by accepting where you are at in life and making a commitment to change the situation is someone who is ready for coaching.

With over 30 years experience as an educator, parent, facilitator, and Coach Denise enjoys working with women and

men as they address change. She received her bachelor's degree from Linfield College and then spent a year abroad at Oxford University. Denise is an educator by degree, worked in the public school systems as a licensed high school teacher and athletic coach, co-founded an alternative K-8 magnet school in Bend, Oregon. She has created a variety of support services including parenting workshops, radio shows and conferences in order to help parents learn how to approach their child's individual needs with some new tools. She is a member of the International Coaching Federation and a certified coach for parents of struggling teens and young adults through Next Steps for Success.

Coaches can be a tremendous asset to managing personal issues, interpersonal relationships, family concerns, marriage issues, and the hassles of daily life. A coach can provide a fresh perspective on a difficult problem or work with you as you create a solution. The benefits you obtain from coaching depend on how well you use the process and put into practice what you learn.

[This information came from the Denise Dryden Coaching website]

LIFESTREAM THERAPY

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LifeStream Therapy provides facilitator training in adventure therapy, program consultations to enhance existing services to youth and families, clinical supervision for LCSW, LPC, CADC candidates as well as adventure and experiential therapy modes, and adjunctive therapy supporting group homes, residential facilities and treatment programs. They offer help for children, teens, young adults, and families dealing with mental health and substance abuse problems. Aftercare support is provided following residential.

Russell C. Chamberlain, LCSW, CADCI, MAC, who leads this

practice, has twenty-eight years experience providing therapy, training and consultation services in adventure based programming. He has worked with youth, adults, and families throughout the United States. He is a level III Certified Addiction Counselor and a Licensed Clinical Social Worker. He is a member of the National Association of Social Workers, the Association of Experiential Education, and the Association for Addiction Professionals. He has had extensive training and experience working with teens and diagnosed with co-occurring mental health and substance abuse problems. He has done many trainings and consultations for programs that include Cumberland Heights, AADAC Youth Services, and Frances Lauer Youth Services.

The mission of LifeStream Therapy is to support therapists and counselors as well as treatment programs in providing client directed, family centered, strengths focused services that are action oriented, outcome informed, engaging and fun.

(This information came from the LifeStream Therapy website.)

THE ROSE OF NEWPORT BEACH

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www.roserehab.com

The Rose of Newport Beach addresses any underlying issues that stand in the way of lifelong sobriety, such as trauma, grief, anxiety, and depression. It is a small, female treatment facility located right on the sand of Newport Beach. The program is for women eighteen and over and they will work with pregnant women. The program was developed to provide a woman an unprecedented opportunity to build an extremely strong foundation for recovery during her first 30-90 days of sobriety while building a solid foundation for long-term recovery.

The Rose is a part of Sober Living by the Sea Treatment Centers, which has been successfully treating substance abuse,

eating disorders, and dual diagnosis since 1986. Both of these programs are part of CRC Health Group. The Rose of Newport Beach possesses treatment network facilities that are licensed in the state of California to perform alcohol detoxification. The Rose offers regular individual therapy with master's level clinicians, alternative therapies, and holistic components. Staff provides highly monitored 24-hour treatment.

The woman will undergo virtually all therapeutic activities in the private confines of The Rose facility. The program has on site 12-Step Meetings, and chaperone the women to outside 12-Step Meeting (gender specific) that are at an appropriate level to attend. A woman may be referred to an offsite therapist or other specialist depending on the assessment of the The Rose treatment team. Transportation is provided for all activities in The Rose treatment program. The program provides extensive continuing care planning and closely monitors clients during the first year after discharge.

[This information came from the The Rose of Newport Beach website]

SEEN N HEARD...

FFS Adds To Counseling Staff: Mark P. Vogel, Director of Counseling at The Family Foundation School, announced the addition of Curtis Newsome, LMSW, CCM, CASAC to the counseling staff in November. Newsome has more than twenty years' experience in the field of youth development, mental hygiene, addictions, and therapeutic residential services. He holds credentials in ministry and in alcohol and substance abuse counseling, a Certificate of Advanced Study in disability law, and is nationally certified as an activity director. His commitment to social services has earned him the Chancellor's Award for Excellence in Public Engagement from Syracuse University, and the Martin Luther King, Jr. "Unsung Heroes Award" from Loretto Healthcare System of Central New York. 845-887-5213

Four Circles Introduces Innovative Transition Program: Four Circles Recovery Center announced the launch of a new extended care transition program for young adult males ready to take the next step after primary substance abuse treatment. 877-893-2221

Eames Joins Abundant Life Academy: Abundant Life Academy recently announced the addition of a contracted licensed clinical social worker, Janice Eames, to its therapeutic team. Ms. Eames began her professional career working with teenagers at a local adolescent residential treatment center, excelling in providing the students on her caseload with comprehensive therapy services. Ms. Eames eventually established a Christian-based private practice in St. George. 435-772-5903

AFARY Helps Five Families In 2012: This past year youth from five families have been able participate in therapeutic programs as a result of a quarter of a million dollars of funding granted by nonprofits that have networked with Alliance for Families of At-Risk Youth (AFARY). 520-225-9740

Echo Springs Staff Focus On Well Being: This past summer Echo Springs staff spent two days focusing on well-being - for themselves. Led by Dr. Katherine Czesak, clinical therapist and advocate for the psychology of well-being movement, the faculty spent time discussing their personal goals, formulating strategies to accomplish them and celebrating what we are grateful for in our lives. 208-267-1111

reStart Featured on Rock Center With Brian Williams: Is Internet Addiction Real? Rock Center with Brian Williams explored this issue with the founders of reStart in a recent interview. 800-682-6934

Nunnelley Announced As Clinical Director For Whetstone: Whetstone Academy is excited to announce the arrival of their new Clinical Director, Jeremy Nunnelley. Jeremy brings over 12 years of experience in therapeutic programs including Cherokee Creek Boys School, School District of Oconee County (SC), and most recently, Trails Carolina. Jeremy is also self-employed as an Instructor of Parenting Classes for referrals from the SC Department of Social Services. 864-638-6005

Fire Mountain Featured on Extreme Couponing: Ever wish Organic food was cheaper? We all know how much sound nutrition can help support all kinds of issues. But boy can it break the bank! The teens at Fire Mountain, a Residential Treatment Program in Boulder, CO, have figured it out. 303-443-3343

Day Recognized At Headstrong Conference: Dr. Gordon Day recently presented and was recognized at the National Headstrong Conference on the work Aspiro and Wilderness Adventure Therapy has been doing over the years to treat the effects of Traumatic Brain Injuries. 801-349-2740

Carter Interim Admissions At Logan River: It is with mixed emotions that Logan River Academy announces the resignation of Ms. Margaret Oak, LMFT, as the Admissions Director. Larry Carter, Executive Director will step in as interim Admissions. 435-755-8400

Hitchcock Visits The Woodbury Office: Greg Hitchcock, Co-Director of InnerPathWorks, recently stopped by the Woodbury Office for a visit. While visiting, he updated us on the program. (Sorry Greg, the camera had a hard time keeping up with you to get a clear picture by the sign. Good thing you live close enough to come for a retake if you want it...bring Randy by for an updated picture, too!) 509-671-1598

ANASAZI Foundation Honors Jan and Tom Lewis: T.W. Lewis Foundation's Jan and Tom Lewis received the 2012 Turn for Peace award, presented annually by Phoenix-area nonprofit ANASAZI Foundation to individuals who have made a lasting impact on the lives of families in need. The couple received the award November 15, 2012, at ANASAZI's Scholarship Gala, which featured an extended performance by country music superstar Wynona Judd. 800-678-3445

Academy At Sisters Welcomes Warren: Academy at Sisters Welcomes the Return of Betsy Jacobson-Warren as Marketing Director. During her time away from the Academy, Warren was employed as the Executive Director of Healing Reins Therapeutic Riding Center in Bend, Oregon, (2006-2008), and most recently launched and directed Ponca Pines Academy, a therapeutic boarding school for at-risk girls located in Omaha, Nebraska (2008-2012). 800-910-0412

Migden Visits Woodbury Reports: Stephen Migden, Ph.D., ABPP, IECA is a Woodbury Reports Affiliate based our of Roslyn Heights, NY. Recently, Steve visited the Woodbury office on his way through North Idaho, Western Montana while in the area visiting programs. 208-267-5550

FFS Welcomes Maclean Back: Iris Maclean has returned to FFS in the position as Assistant Dean of Admissions & Director of Referral Relations. She will be heading the admissions process for The Bridge program, our young adult transition program. 845-887-5213

Abundant Life Academy Announces New Leadership And Program Initiatives: Abundant Life Academy, recently announced various improvements to its program and leadership that will help it revamp its mission to transform lives and restore families. The therapeutic boarding school, which has been in operation since 2000 and helped hundreds of struggling teens and families, has implemented a Board of Directors. Paul Branning assumed the Chairman of the Board position after purchasing the school just over a year ago. Mr. Branning, a native of New Jersey, is the parent of a former ALA student, and also spent years in various youth ministry positions. 435-772-5903

Limited-Time Offer From The Journey: The Journey is extending a limited-time introductory offer for youth enrolling in our

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SEEN N HEARD

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Next Training Course Announced: Penelope Valentine, founder, is pleased to announce the next certifying training course to start on January 23, 2013. Parent Coach Trainers Academy offers professional coach training designed primarily for individuals working with, or wishing to work with, parents of struggling teens and young adults. 541-504-5224

Asheville Academy Introduces Flora As Clinical Director: With pride and excitement, Asheville Academy for Girls announces the appointment of Mary Flora, LPC, LCAS as Clinical Director. With more than 12 years' experience working directly with at-risk youth and their families in wilderness-based and equine-assisted therapeutic programming, Mary is exceptionally qualified to lead the AAG clinical team in the treatment of socially, emotionally, and developmentally immature girls. 800-264-8709

San Cristobal Welcomes Tucker As Executive Director: John Tucker has accepted the position of Executive Director at San Cristobal Treatment Center in Taos, NM. John brings leadership and enthusiasm to San Cristobal Treatment Center as well as over 20 years of experience designing and implementing program services to young people. 928-600-5488

Academy At Sisters Welcomes Biancucci As New Therapist: Gemma Biancucci joined Academy at Sisters in September and has been a wonderful addition to our therapeutic team. Gemma believes in a holistic approach and advocates for collaboration between herself and other professionals who work with health, wellness, education and so forth (i.e.: doctors, acupuncturist, teachers, family advocate programs,) in her client's life in an effort to help

provide a sense of well-being, balance and whole body health. 800-910-0412

Ashcreek Receives JCAHO Accreditation: Ashcreek Ranch Academy has earned The Joint Commission's Gold Seal of Approval® for accreditation by demonstrating compliance with The Joint Commission's national standards for health care quality and safety in behavioral health care. 435-215-0500

AIM House - Earl Is For Men and Women: The Earl House at AIM House has transitioned to a co-ed transition and mentoring program for young adults. 720-289-1525

The Aspiro Group Welcomes Smoot: Aspiro is pleased to announce the addition of Dr. Carl Smoot to our clinical team! Dr. Smoot possesses a unique set of expert assessment, diagnostic, research and treatment skills. He brings a remarkable set of talents and passions to the Aspiro team. His reputation for expert assessment of students with very complex psychological, learning and neurodevelopmental challenges is unparalleled. 801-819-2353

Bestselling Author Gurian Presents At Cherokee Creek: Cherokee Creek recently had bestselling author Michael Gurian present at their Family Seminar in Dillard, GA. 435-215-0500

Spirit Lodge Welcomes Williams: Spirit Lodge, a holistic treatment center in Texas, welcomes Abi Williams, PhD to the clinical care team. She has spent many years providing high quality care at other prominent organizations. 888-900-5179

Vogel Appointed Executive Director At MVTC: On behalf of the Board of Trustees of the Becket Family of Services, it is with great excitement that I announce that Gregory Vogel, M.A. has been named Executive Director of the Mountain Valley Treatment Center (MVTC). 603-989-3500 ext. 7107

PLACES FOR STRUGGLING TEENS™

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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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