

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:

Into The
Wilderness 2

VISIT REPORTS:

SUWS
Wilderness 5

NEW PERSPECTIVES:

Connect For
Healthcare 6
Wolf Creek
Academy 9
DaySpring RTC 9

SEEN N' HEARD:

Page 9

HELPING STRUGGLING TEENS

By: Lon Woodbury

Raising adolescents was not considered much of a problem for ancient societies. As children, they were considered little adults and given adult responsibilities and privileges as soon as feasible (usually about the time of puberty). For the most part the girls were quickly married off and became housewives and mothers, while the boys joined the men in their work as seemed appropriate for their size and skill. Any teen angst that we know of today was absorbed into the adult culture with adult punishment if needed.

Childhood became recognized as a unique stage of life in the late middle ages in Western culture. What we now think of as the teen years was a kind of grey area. Childhood was sometimes extended but teens that acted out were punished as adult criminals. Another approach was to knock arrogance out of male adolescents by enlisting them in the military which was developed partly to make men out of boys, or sent them to sea or to the colonies for the same reason.

Urban areas in this country during the late 19th and early 20th centuries had the problem of gangs of young males (and a few females) running riot in the streets. The famous novel *The Adventures of Oliver Twist* by Charles Dickens describes some of what was happening in London, which was similar to what happened in the United States. The boy problem, or what we would now call Struggling Teens, was expected to be handled by the law, which included imprisonment, severe physical punishment or perhaps commitment to a mental institution.

What we would now call a teen problem was approached in several other ways in the US during the late 19th century and the early 20th century. Reform schools were established, which were basically a prison for young people. Significant public funds were expended on punishing and locking up young people, and yet the problem showed no sign of improving. As another attempt, the mandatory school attendance movement flourished at the beginning of the 20th century to redirect that youthful energy into something that was hoped would redirect these young people into a more positive direction and prepare them for adult work and life.

A backlash to the all too common punishment mentality occurred in the early 20th century. One of the best known was Father Flannigan who founded Boys Town in Nebraska in 1917. His philosophy was based on the idea that he had never met a bad boy, just those in bad circumstances such as loss of parents. This more humane approach caught on and over the years a number of other similar residential programs, both Christian and secular, were established, including later many boys ranches around the country.

However, the punishment mentality continued strong through the 20th century and up into the early 21st century with boot camps and juvenile justice facilities, all for the most part focused on compliance through punishment. In addition, by the middle of the 20th century, psychological treatment was being accepted and a large number of hospitals, residential treatment centers and drug treatment centers were established exclusively to treat teens and young people in general.

By the 1970's, in these teen oriented mental health residential programs, scandals erupted,

Continued: **HELPING TEENS/ 2**



outcomes were mixed, tragedies occurred and insurance abuse created a crisis and lack of confidence. By 1980, a few visionaries had concluded there were very few decent facilities for struggling young people from either the mental health or juvenile justice approaches. They decided they could do better by young people through establishing their own school or program. They gambled on the desire of parents to do anything within their power to get help for their children, and established schools and programs on the basis of parent's right to enroll their child in any school they deemed appropriate for their child.

These new schools and programs tended to avoid the punishment mentality found all too often in public or private mental health or juvenile justice facilities. They did this by establishing highly structured private schools and programs with a goal of healing and teaching rather than simple punishment. Many early schools founded this way were called Emotional Growth schools or Whole Child Education, reacting to the abuses in mental health residential programs by specifically not using therapists. They evolved by combining therapy and emotional growth, and the common current term is Therapeutic Boarding School. As the years went on, other visionaries established wilderness therapy programs through using the wilderness as a healing tool, or established Residential Treatment Centers emphasizing licensed therapists on a platform of a highly structured boarding school.

Starting in the 1980's there was a tremendous explosion of startups with experimenting with many models and approaches. Just as there are many ways for teens and young people to fail at growing up, the variety of approaches to meet this variety of needs expanded. There are schools and programs to help with serious eating disorders, there are schools and programs to help with students without serious mental disorders but are bored or just floundering, there are schools and programs to meet the needs of young adults having trouble transitioning to adulthood, there are schools and programs specializing in chemical and other dependencies and there are schools and programs to help children with learning differences or disabilities, to just name a few categories.

Many are non-profit, and many are for profit. Each form of legal organization has its advantages and disadvantages. So far as effectiveness, every time I have compared these two types of organizations from the perspective of benefit to the students, I can see little difference in effectiveness, safety or tuition.

The survival of these schools and programs depends on the satisfaction of the parents and referring professionals. A school or program that does not do well, or has what might be preventable accidents, will tend to disappear (go out of business). I think this is superior to the all too common reaction to serious problems in public programs of increasing funding or simply fire a few people and reorganize.

INTO THE WILDERNESS

By Cliff Stockton

"It is easier to resist at the beginning than at the end."

~ LEONARDO DA VINCI

Parents often ask me: What is the benefit of taking my child into the wilderness? What is different about being out "there" in the woods that makes them more willing to look at their own issues? Wouldn't it be safer to have them closer to civilization? What about access to hospitals? Wouldn't it be easier for therapists to get to them if they are having an emotional crisis? Etc.

My experience is that the perceived remoteness and isolation of a wilderness program creates an atmosphere where students are more willing to cooperate; more readily participate in team building and less likely to act out in destructive fashion. It is, in short, more effective, and safer. Yes safer.


It might seem like a paradox, but my experience is that the further out we are, the less they act out, the more cautious they are with their movements and make far fewer attempts to elope from the program.

As a wilderness leader in Montana, Idaho and Alaska, I learned long ago that the best way to ride out the difficult

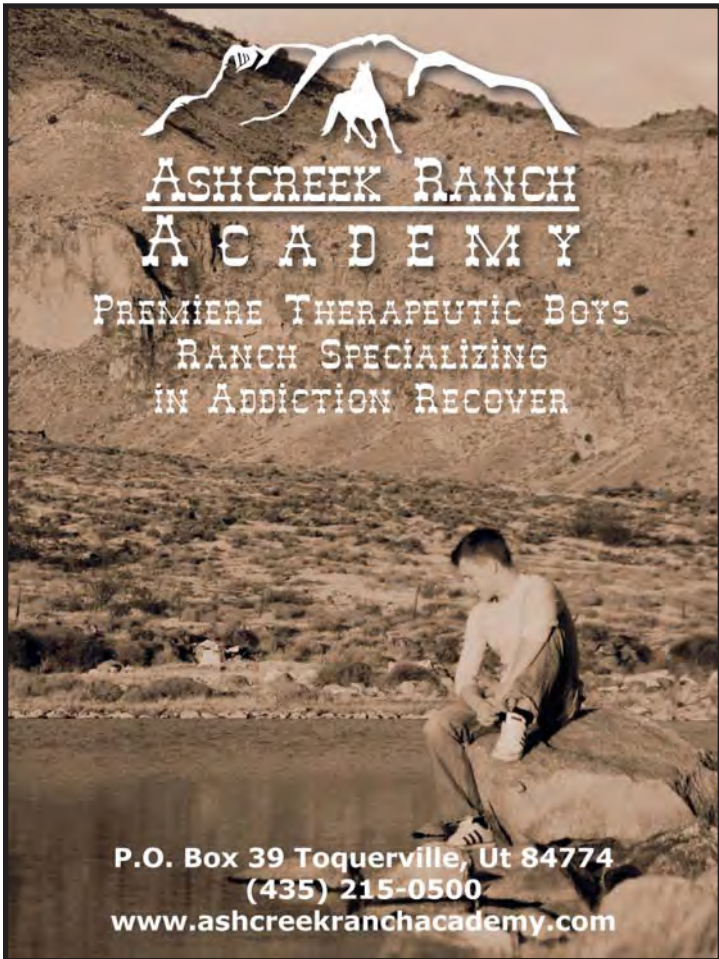
beginnings of a journey with a group of young people is to get them out of sight and sound of civilization as quickly as possible. Most of the students I worked with were "reluctant" participants. Many were escorted there by professional transport companies, others were brought by their parents, and some were even surprised about what type of program they were "enrolled" in. There were some who looked forward to the experience, but not many. Camping with them near a road, in sight of the lights of civilization actually increased their anxiety. Those sights were a constant reminder of friends they missed and activities they were missing out on. It also feeds the idea that they can get out of doing the work they are being asked to do and nurtures the notion that they can "get out".

Way back in-the-day, when I first began taking trips with kids in a wilderness program, we actually started in the middle of the night, driving a dizzying, circuitous route to the trailhead, and then hiked until the morning. So, when they woke on their first day, there were no signs of civilization, no sights, no road, no lights, no buildings nothing but wilderness. The purpose was to create a sense of isolation, reinforcing the concept of interdependence on team members, even if they didn't know them. I have since discovered that you don't have to go to that kind of extreme to achieve those goals, just being out of sight and sound is generally enough.

But, when faced with a difficult student or rough group



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WILDERNESS

dynamics my first inclination is to get them as far out as I possibly can and that has always worked for me. Groups settle down, cooperation increases, even the most reluctant participant sees the benefit of cooperating, even if just for a while to make their life easier, and to be responsive to the needs of other members of their group.

It is not only important in the beginning, but throughout the trip to avoid contact with civilization. For Example up in Alaska I was paddling with a group of boys off a remote island. They had been in the program for 3 weeks at that point and nearing the halfway point of the trip. Soon they would be paddling home. The boys had settled in well and most were beginning to enjoy the journey and looking forward to the turnaround when they would begin the trip back home. We had very little contact with civilization up to that point and had only seen a couple of boats, at a distance. When we came around a bend there was a mining camp, making mechanical noises and that was the topic for the next several days among the boys. Could they get there? Would the miners give them a ride back to town? Did they have cigarettes?

They were reluctant to perform chores that they had been doing without complaint up to that point, became resistant to participation in group activities, some were openly defiant. After a couple of days, without the sight and sounds of civilization, things again calmed down and they were able to focus on their own issues again. All that chaos stemmed from the mere sight of a mine at a remote location halfway through the program.

This is not a new concept. Legend has it that when Cortés

landed in Mexico he burned his ships to motivate his men. Not entirely accurate, Cortes was not stupid; he merely incapacitated his ships by scuttling them so his mutinous crew couldn't take them. Even so it worked. Cortés men were very motivated. He really knew how to start a trip.

I understand that parents with limited camping experience could struggle with this concept. Those with backcountry experience know it, because they have experienced it personally. It is like trying to describe a strawberry to someone, when the best explanation is just eating one. While the program you are looking at is probably not as isolated as I was up in Alaska I would still be asking them how to they manage to keep their groups out of sight and sound of civilization, but close enough to provide safety and other resources to them?

At the beginning of every journey there is this moment of doubt; both for you and your child. Will I be able to do this? Will they be able to do this?

What will it mean about me that I sent my child to a wilderness program?

Doubt is the consistent emotion. After the beginning you learn. You learn that you can cope. You learn that your child can cope. And you learn that you can trust, and that they can succeed. The doubts diminish, and hope begins to rise.

"Begin at the beginning and go on till you come to the end: then stop." ~LEWIS CARROLL, *Alice in Wonderland*

About The Author: Cliff Stockton has extensive experience working in wilderness based therapy in many different capacities. For more information, visit www.cliffstockton.com, or contact him at cliff@cliffstockton.com or 208-308-3166.

VISIT REPORTS...

SUWS WILDERNESS PROGRAM

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Kathy Rex, Executive Director
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krex@suws.com
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Visit by: Kristie Campbell, BS Psy, IECA, on July 12, 2012

SUWS of Idaho is one of the longest running wilderness programs in the private, parent choice network of emotional growth/therapeutic schools and programs. For over 30 years, this program has been impacting the lives of troubled adolescents; breaking through the emotional barriers and allowing youth and adolescents the chance to gain tools to build strong foundations of hope for their futures.

We arrived on campus at 9am, realizing that the warm summer temperatures would soon be approaching and we would be visiting a group of students, close to high noon. We met with Executive Director, Kathy Rex, who has successfully run SUWS for 10 of the program's 30+ year history, and her

team of therapists. They introduced themselves, each of their roles and some of the breakthroughs they've seen in the current groups in the field.

One thing Kathy stressed during our visit is that SUWS wilderness programs excel at addressing the underlying cause of negative, unhealthy behaviors and working through impasses brought about by internal struggles, rather than confronting outward behaviors only. Common behaviors, symptoms, and diagnoses that manifest negative feelings and beliefs include anger, defiance, manipulation, grief/ loss, failing in school, rebellion, generally being out-of-control, poor impulse control, drug/ alcohol use, and/or running away. In addition symptoms and diagnoses may include low self-esteem, ADHD, anxiety, mood disorders and/or attachment difficulties.

After our meeting in the office at headquarters we drove out to rendezvous with a group of adolescent girls. When we arrived, the girls had come out of their camp to circle up with us on the desert floor. It was quite a contrast, as we showed up looking all fresh and summery while the girls were desert worn with their long sleeve shirts and pants, sun hats and bottles of water. Their time on the trail was well-documented in their

appearance, being covered in trail dust.

We sat and talked for a bit, each of us introducing ourselves, where we came from, how old we were, something we liked about the desert and something most people didn't know about us. As is common in the early days of SUWS, the girls who had just arrived within a week or so wouldn't make eye contact. They just started at the ground and said the bare minimum about themselves. They were negative about life in general but also about being nowhere in the desert. Those who had been there longer, though, were grateful for the peacefulness of the desert, for the beauty they experienced at sunrise, for the quietness and the lack of technology and distraction. All the girls agreed that the camaraderie was a bonus and the staff treated them very well. Most even admitted to discovering themselves in the desert and that it truly was a healing experience.

The day we visited SUWS was one of the hottest days I've ever experienced. The SUWS staff demonstrated their proficiency in managing their clients, with Mother Nature being a key piece of daily living in an outdoor treatment program. At 111 degrees Fahrenheit with wildfires in the surrounding area, it was truly impressive to witness the level of communication and planning capabilities of the staff. SUWS had logistics well in hand and fully planned out to keep both staff and students safe and well cared for. Field staff was aware of any changes in weather and adjusted the group's agenda accordingly. For example, one of the many regulations SUWS follows is when temperatures reach 90 degrees in summer, they stop hiking. Obviously they were on hiking restrictions the day we visited. Each group was settled in at their designated campsite, shaded in an area with two evacuation routes mapped out for each group of students.

Every day the students at SUWS have time for personal hygiene. They brush their teeth and clean off. Two days a week they are stationed at a campsite, where their days include structured therapy for individual and group sessions. They engage in hands-on therapeutic activities such as ropes course initiatives, equine therapy and service projects. They also work on primitive skills such as trap building and bow drilling (rubbing two pieces of wood together to create fire). During this time they may also enjoy a few minutes of free time to do laundry, write letters, play games and take a well-deserved shower. Every other week that shower is at base camp (office headquarters) where students come to work on ropes course initiatives or equine activities and take real running water showers.

At SUWS, the average length of stay for adolescents is six to eight weeks. Youth typically stay from 45 days plus. Each child/adolescent also has the opportunity to participate in Family Camp around mid-way through their stay. At Family Camp, about 4-5 families come out to the field for a 5-day immersion experience reconnecting with their child and learning about the changes the child has worked through. This camp is designed to give families a chance to experience the wilderness elements in which their child is already fully immersed. Students and their parents are guided on the journey that addresses specific treatment themes, supports long-term planning and provides a clinically supervised opportunity to reconnect.

The SUWS program is not easy, neither physically or emotionally. The kids don't like it at first; they're dirty, they're tired; but every single girl we met with appreciated the program, the staff, and the experience. Most of them appreciated the rewards that come from this experience.

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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Connect for Healthcare is a subscription-based web service that uses modern technologies that include the Internet, e-mail and text messaging by healthcare providers to inform and maintain regular updates with family members whose loved ones are in long-term care. In addition to this service, Connect for Healthcare will be offering their web service to those that have a family member, child or loved one in the behavioral health field, including addiction

treatment facilities. In this way, the family benefits by staying informed, feeling connected and comforted and prepares them for their loved ones successful recovery once they come home.

Founder and CEO of Connect for Healthcare is Neil Moore. Craig Gordon, the Director of Business Development and Strategic Alliances, is also the driving force to incorporate these services with behavioral healthcare, as he too, as a father, knew firsthand the importance of communication between the provider, family and referring clinician when his own son was in a residential substance abuse facility.

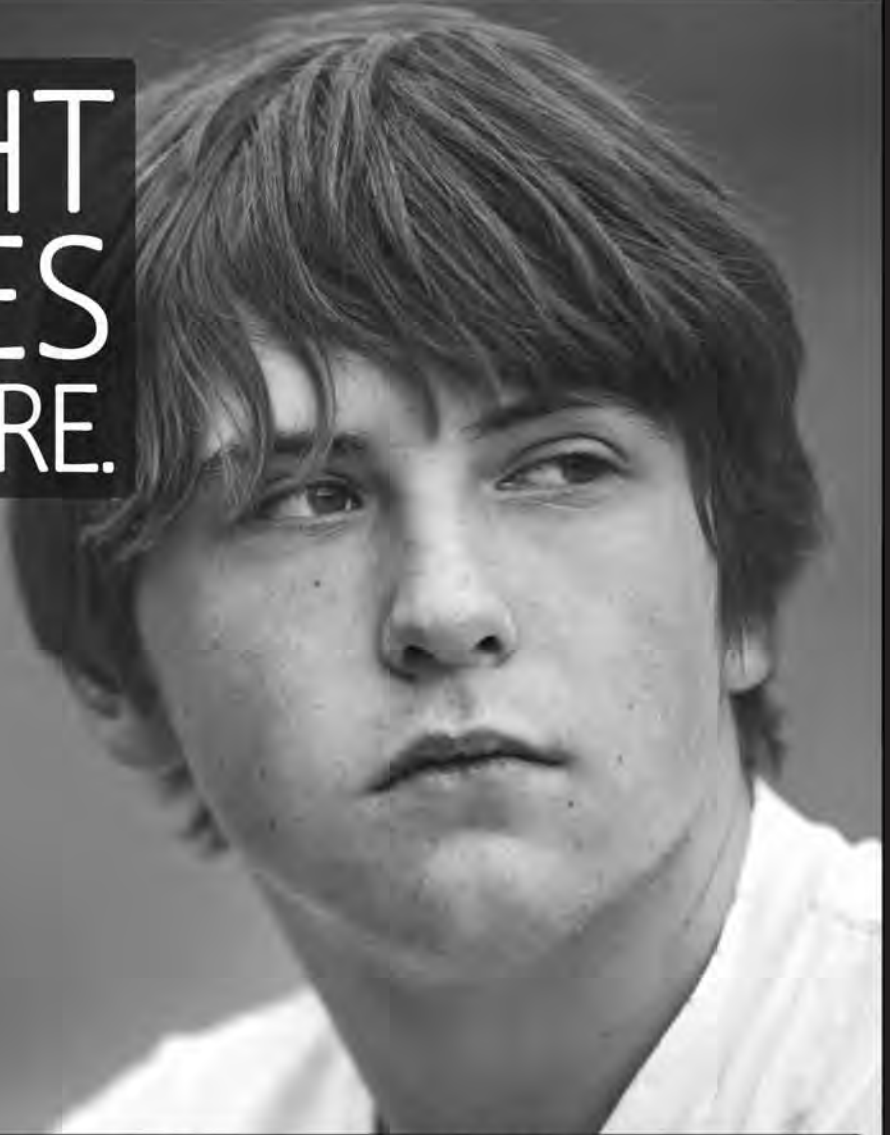
For providers, this service improves communication with the families, assists with documentation and charting and gives the families what they really want, which is information and peace of mind.

[This information came from the Connect for Healthcare website.]

If you see in any given situation only what everybody else can see, you can be said to be so much a representative of your culture that you are a victim of it.

~ S.I. Hayakawa

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~ Thomas Sowell

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Wolf Creek Academy is a therapeutic boarding school for girls and for boys ages 13 - 17 with behavioral therapy problems. Located in the mountains of western North Carolina, Wolf Creek Academy is designed to improve behavior for teenagers with a history of behavioral difficulties, loss of academic performance, strained family relationships, or emotional or substance abuse issues. They are a faith-based program with the goal of instilling integrity, accountability, responsibility, and character while providing the teen girl or boy behavioral counseling and an education. The average length of stay is six months to one year.

The Wolf Creek program was originally founded in 2002 under the name of Harbor Oaks Boarding school, by Executive Directors,

Jim and Dr. Pat Jones. Dr. Pat Jones has a Master's Degree and Doctorate of Philosophy in Clinical Christian Psychology through Cornerstone University in Lake Charles, LA, and a BA degree in Clinical Christian Counseling from Calvary Theological Seminary in Jacksonville, FL. Group sessions are conducted regularly by Licensed or Certified Counselors, and individual counseling is also available on a weekly. Certified teachers work in small classrooms providing academic support. Education and counseling for the whole family is included in the therapeutic treatment plan for a successful transformation of the struggling teen.

Wolf Creek Academy, a dual enrollment partner with Lighthouse Christian Academy, is accredited through the Southern Association of Colleges and Schools and the Council on Accreditation and School Improvement (SACS CASI). Students attending on campus use the A.C.E. Curriculum and will receive an accredited transcript and upon graduation a diploma. Credits are transferable to most other schools and universities. The school is on-site where the students learn in a small class environment offering individualized attention.

[This information came from the Wolf Creek Academy website]

DAYSPRING RTC

Singapore
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administrator@dayspring.org.sg
www.dayspring.org.sg

DaySpring RTC accepts adolescent girls of secondary school age (12 to 16 years) who have experienced the trauma of abuse. DaySpring RTC accepts 12 girls at one time with an average length of stay of six months. At DaySpring RTC, a safe and structured environment is created offering clinical excellence in the context of caring relationships through trauma and recovery groups, general group therapy, individual therapy, family therapy, psycho educational groups, and a variety of recreational therapies.

DaySpring Residential Treatment Centre is set up and managed

by HighPoint DaySpring. Alice Heng founded the counseling center in 2006, before she passed away from a rare type of cancer. DaySpring is a self-funded initiative under Highpoint Community Services Association. They are a member of the National Council of Social Services and recognized as an Institution of Public Character.

The program is relationship based and works on a values based levels system. In working through these levels the adolescent girl will take positive control of her life by changing from being externally motivated to becoming internally motivated, which leads to a more sustainable change. The Treatment Center brings hope and healing to young teenage girls who have experienced the trauma of abuse, whether it be physical, sexual, emotional, or neglect. With a "team based approach" where all residential staff and clinical staff are working with the student to achieve her therapeutic goals. As the teen moves toward completion of the program, she will prepare more for her transition back into her family environment.

[This information came from the DaySpring Highpoint website.]

SEEN N HEARD...

Uinta Academy Announces Staff Updates: Jeff and Becky Simpson, owners and founders of Uinta Academy, are pleased to announce the promotion of two key team members and the introduction of a new therapist. Russ Pryor, LCSW, MBA, has been promoted from Primary Therapist to Associate Executive Director. Russ has been with Uinta Academy since March, 2011. Adaleen (Adie) Krumbule, MA, CMHC, NCC, has been promoted to our Clinical Director position. Adie has been with Uinta Academy since 2006. In addition, Hollie Archibald, PhD, joined the clinical team at Uinta Academy in December of 2012. She is a licensed psychologist who has worked with youth and adults in various settings throughout her career, including schools, community mental health centers,

private practice, hospitals, juvenile detention centers, and most recently, residential treatment centers. 435-760-3445

Oakley Welcomes Spanish Exchange Students: For the past decade Oakley has participated in an exchange program with a small school in Huesca, Spain. This past spring, a group of Oakley students traveled to Spain to visit our sister school. In return Oakley School students welcomed a group of nineteen Spanish students to campus for eight days in early December. 435-783-5001

The Benefits of Single Sex Education: As a firm believer that boys

Continued: SEEN N HEARD/ 10

SEEN N HEARD

and girls are wired differently, Tim Viands of Grand River Academy strongly feels that we are doing a disservice in teaching our kids in a cookie cutter way. Tim discussed with Lon Woodbury the benefits of a single gender model of education versus the options of a 'co-ed' education. 440-275-2811

Adolescents Often Safer In Wilderness Than At Home: According to the Outdoor Behavioral Healthcare Research Cooperative (OBHRC), directed by Dr. Mike Gass, the public perception of outdoor behavioral healthcare programs can be misconstrued as dangerous and unsafe. This perception can often be linked to a lack of knowledge regarding this innovative method of treatment, unfamiliarity with the extensive risk management techniques used in such programs, the inappropriate practices of less developed yet seemingly similar programs, and the vulnerable and problematic states of many of its clients. 603-862-2024

Woodbury And Sapp Interviewed Nationally Following Tragic Shootings: With the tragic killings of 20 innocent children Friday, December 14, 2012 in Newtown, CT, the subject of mental illness is the hot topic affecting many families, schools and professionals across the United States. Huff Post Live, Lon Woodbury, an Independent Educational Consultant and Founder of the web-based resource StrugglingTeens.com, was one among a panel of guests invited to address the topic. The panel also included Dr. Andy Sapp, PhD, President/Founder of Cherry Gulch, a therapeutic boarding school for boys in ID, Christina Shaver, a mother of a special needs child from IL, Steven Dickstein, a Pediatric Psychopharmacologist from NY and Brian Lombrowski, co-chair of the Youth Advisory Group for the Building Bridges Initiative, and former President of the Community Alliance for the Ethical Treatment of Youth. The panel discussed what we can do as a nation to help families and children struggling with mental illness. 208-267-5550

Aspiro Speaks Out On Asperger's and CT Tragedy: We at Aspiro, like all parents and professionals who dedicate their working lives to helping children, were extremely saddened by the recent mass shooting in Connecticut. Do people with a diagnosis of Asperger's or Autism lack empathy and did this contribute to the shooter's actions? In Gordon Day's experience, the idea that those with Asperger's do not desire social relationship is a myth. Read the entire letter at:

www.strugglingteens.com/artman/publish/AspiroBN_121218.shtml

Sober College: From Residential Treatment To Independent Living: One of the biggest challenges for young adults in a residential addiction treatment program is transitioning from treatment back into everyday life. While most treatment programs focus solely on the residents' addiction and getting them off drugs and alcohol, Sober College's dual-diagnosis drug treatment curriculum is different. 818-274-0304 ext. 107

Right Turn Announces Gerry Cotter Scholarship Fund: Right Turn has grown to become a main support for so many creative people in the community seeking recovery and professional services for substance abuse, alcoholism, and mental health. The Gerry Cotter Scholarship Fund, which assists with the funding of treatment to someone who desperately needs it but cannot afford the cost was recently established. Gerry was one of the beloved therapists, who passed away in 2010. His presence touched many lives and helped many friends. 781-646-3800

Dr. Feder Joins Aspen Counseling: The newest psychiatrist to join

Aspen Counseling and Consulting is Dr. Susan Feder. Dr. Feder has extensive experience in the psychopharmacologic treatment of children, adolescent and adults. Her areas of interests and expertise are: ADHD, PDD/autism, depression, anxiety, PTSD, and bipolar disorder for patients ages 2 to 55. 815-387-5605

Dr. Melillo Discusses DSM-V Changes In ASD Terms: How Will The DSM-V Autism Changes Affect Children. The DSM-5 will use autism spectrum disorder (ASD) as an umbrella term to cover mild to severe forms of autism, eliminating the terms Asperger's Disorder and Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS). According to the APA, the widening of the term is an effort to more accurately diagnose all individuals showing signs of autism. 312-854-8816

ISPA Announces Cedar Ridge As New Member: Andy Anderson, MRA, Founder and President of ISPA announced today that Cedar Ridge Academy has become a member of the Alliance. Cedar Ridge Academy has a 16 year history of excellent service to families and young people in need of top level residential, educational and clinical services. 727-512-9144

Eating Recovery Center Offers Holiday Treatment Resources: In response to the anxiety that can accompany heightened exposure to food-centric gatherings of friends, family and colleagues, treatment professionals often observe an escalation of eating disordered thoughts and behaviors and lapses in recovery during this time of year. Throughout the holiday season in 2012, Eating Recovery Centers operated uninterrupted treatment programming throughout the holiday. 877-218-1344

OBHIC Announces 2013 Wilderness Symposium: Mark your calendar now for the 2013 OBHIC Wilderness Therapy Symposium. The Symposium will be held Thursday, September 5 - Saturday, September 7, 2013.

Echo Springs Focus On Safe Zone: Echo Springs hosted officials from the University of Idaho Human Rights office and the LGBT office to conduct a Safe Zone training for the entire faculty. 208-267-1111

Cottle Joins CALO As Outreach Coordinator: CALO is pleased to announce the hiring of Caleb Cottle as Program Outreach Coordinator. He was our Program Director and Recreation Therapy Supervisor for five years before leaving for a short time to set up schooling for an MBA. After that brief period away, Caleb is back to meet with referral sources from Kansas City to California as he coordinates their requests for information and access to CALO leadership. In addition to referral source duties, Caleb will be in charge of our alumni council. He will also keep his hand in day to day operations through direct care trainings with supervisors and front line coaches. 866-459-1362

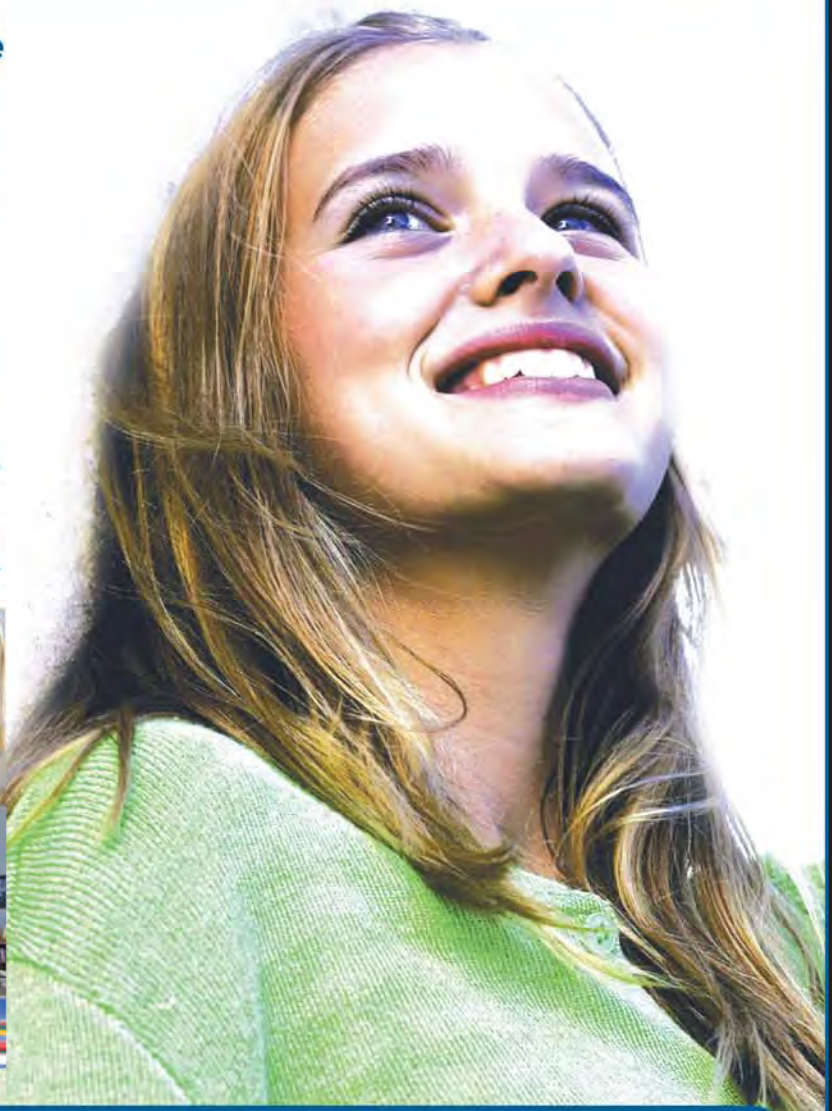
Rosecrance Expands Marketing Team: Rosecrance announced that two new members have joined the marketing team. The first is Carla M. Chludzinski, Community Relations Coordinator, MSW, LCSW. Next is Rev. James E. Swarthout, Clergy Community Relations. 815-387-5605

Q&A Associates Launches Willow Creek Lodge: Willow Creek is one component of Q & A's programming that offers a complete continuum of care for young adults. Willow Creek Lodge is a retreat program for young adults (18-26 years old) just west of Asheville, North Carolina. This intensive 30-45 day program combines cutting-edge clinical interventions with a strength-based focus on brain biology, mindfulness, and health and wellness. 304-642-9070

We have so many positive things to talk about.

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Monarch Transitions Now Open: Michelle and Patrick McKenna, founders of Monarch School and Monarch Transitions, are really excited to share that Monarch Transitions is now open. Monarch transitions offers additional support for graduates from Monarch, other programs or young adults transitioning from home to college to practice skills they've learned to live independently in a larger community. 406-847-5095

Ashcreek Ranch Recommended For Full Accreditation: Ashcreek Ranch Academy was recently recommended to the Northwest Accreditation Commission (NWAC) as a candidate for accreditation, the first hurdle in the process toward full accreditation. Mr. Rob Stillwell, a representative of the Utah State Office of Education accreditation committee, announced his positive findings to the staff at ARA after determining the school's accreditation readiness. 435-215-0500

Rainer Admissions and Marketing Coordinator At Shortridge: Shortridge Academy owner and co-founder, Katie Rainer has recently moved into admissions and marketing position. Since Shortridge opened its doors in November of 2002, Katie has been working within the milieu as a residential staff, overseeing off-campus activities and special programming for female students. Starting this month, Katie will be supporting the admissions and marketing functions assisting Don Vardell with parent and referral source tours, marketing events and communications support. 877-903-8968

Redemption Christian Academy Expands To Linden Hill Campus: Redemption Christian Academy has been in search of a rural campus for expansion of our successful boarding program. We are excited to announce that Redemption Christian Academy is

presently contracted to purchase the former Linden Hill School, recently closed in June. 518-272-6679

Chaddock Featured On Illinois Stories: Chaddock was featured on the Emmy award winning series Illinois Stories on Thursday, December 6, 2012. Host Mark McDonald was on campus and conducted several interviews with Chaddock staff and parents including President/CEO Debbie Reed. 217-222-0034 ext 324

CooperRiis Welcomes Dr. Caston To Clinical Team: CooperRiis Healing Community welcomes new Psychiatrist J. Christopher Caston, MD - Expert and Dedicated Member of our Clinical Services Team. Dr. Caston is Board Certified by the American Board of Psychiatry and Neurology and is licensed in both North and South Carolina. He has an extensive knowledge and background in bio-chemistry, including presenting papers at international research conferences. 800-957-5155

Whetstone Academy Names Advisory Board Chair: As Whetstone continues to march through its second year of operation, it is pleased to announce the formation of an Advisory Board. This Board will be chaired by Mr. Todd W. Singer, father of Whetstone Academy's first graduate. 864-638-6005

Mlinarik Leads Trek With Treehouse Learning Community: Kim Mlinarik and Eric Fulgenzi in conjunction with Treehouse Learning Community, took a group of young adults to Costa Rica. 208-352-2242

Youth Care Welcomes Falatea As Admissions Director: Youth Care is excited to announce the appointment of Charles Falatea as the new Admissions Director. Charlie has been working in the mental health field for over nine years. He has held various positions in his career ranging from Residential Counselor, Shift leader, Positive Control Systems Trainer and Residential Supervisor. He has been employed with Youth Care since 2005 and has emerged as a phenomenal trainer, communicator and ultimate team player. 800-786-4924

Academy At Trails Carolina Welcomes Stang: Trails Carolina is pleased to welcome Jon Stang to the Academy. Jon is excited to jump in, meet the boys and integrate his clinical expertise in outdoor adventure and leadership to further enhance programming at the Academy. 828-885-5920

FAMILY SCHOOL UPDATES: Paul Geer, musical director at The Family Foundation School, conducted a choir of 100 high school singers, including 18 from FFS, on stage at Carnegie Hall in December. The event was the world premiere of The Christmas Rose by composer Tim Janis. Geer has brought The Family Singers to the national stage in the past through his collaborations with Janis, including performances of Celebrate America in 2009, America Christmas Carol in 2010 and Night of the Shepherds in 2011. In addition, a group of mail FFS students were among the scores of volunteers who pitched in with relief efforts last month following Hurricane Sandy. Led by four FFS staff, the group spent a day in Queens and Long Island, New York helping devastated residents clear out debris from the storm. The school also contributed blankets, fire logs, coats, jackets, socks and Home Depot gift cards as part of a larger relief effort. Finally, Dr. Gerald Janauer, Academic Dean at The Family Foundation School, announced that 11 students received high school diplomas at graduation ceremonies on December 22. The Family School graduates earn their diplomas by completing a character education curriculum as well as meeting standard academic requirements.

PLACES FOR STRUGGLING TEENS™

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