

Places for Struggling Teens™

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

May 2013 - Issue #225



(Articles and information appearing in this publication are the opinions of the authors, and do not necessarily reflect the opinions of Woodbury Reports, Inc., StrugglingTeens.com.™ or it's staff. We urge our readers to conduct their own investigation of the products and services identified herein.)

PARENT CHOICES FOR STRUGGLING TEENS:

Blondel Senior PhD

Advent Home

Betsy Hill

Brainware Safari

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CONSULTANT CHANGES AT WOODBURY REPORTS

By: Lon Woodbury



Lon Woodbury, President of Woodbury Reports Inc., announced that Loi Eberle has left Woodbury Reports Affiliates to devote herself full time to her own practice "Loi Eberle - Educational Consultant."

Eberle established her affiliate practice in 2004 after being an on-staff consultant and editor of Woodbury Reports Inc. newsletter for six years.

"We have enjoyed working with Loi and appreciated her knowledge of all the various private schools and programs that work with struggling teens," Woodbury said. "We wish her well on her endeavor and look forward to continuing a professional relationship with her over the coming years."

"It has been my pleasure working with Loi as part of the affiliate team" explained Larry Stednitz, PhD, Director of Woodbury Reports Affiliates who spent the most time working with Loi. Stednitz continued, "I also wish her well in her future work."

Loi can be contacted at 208-267-8906, loieberle@gmail.com or www.loieberle.com.

On a separate note, Lon announced that Kristie Campbell is now a full-time Educational Consultant for Woodbury Reports. Kristie's diverse background in the network of private, parent choice schools and programs for at risk youth includes every aspect.



In 1993, Kristie attended Explorations Wilderness Program in Montana. She then attended and graduated from Mission Mountain School, a therapeutic boarding school for girls. After graduation, Kristie returned to the network in a professional venue, working at Northwest Academy and Ascent Wilderness in Idaho.

After a few years away from the network to explore other options, she returned to the network and began working for Woodbury Reports in 1999. Kristie began as a secondary secretary and worked her way up to assistant director of the company. She later became an educational consultant working with families all over the country.

During her time at Woodbury Reports, Kristie returned to school and earned a Bachelor of Science in Psychology. She has visited numerous schools and programs around the country, often writing her reports on such visits. She has done several presentations on trends in the network and does annual research projects on the quality of schools, programs, and professionals in the network.

Kristie is a student member of the American Psychological Association (APA), an affiliate member of the National Association of Therapeutic Schools and Programs (NATSAP), and an associate member of the Independent Educational Consultants Association (IECA).

Kristie can be contacted at 208-610-9831, kristie@woodbury.com.

For more information on our consultants or services, you can reach us at 208-267-5550 or visit www.strugglingteens.com.

WHAT ARE WRAPAROUND SERVICES?

By: Kaela Haycraft

As the rates of children and young adults with complex emotional and behavioral issues continued to rise, there was an ever increasing demand for new and adaptive treatment solutions; this is how wraparound services came to be.

Wraparound services are individualized treatment plans designed to meet the unique needs of the client built upon their strengths.

But what does all of this mean?

Wraparound services consist of a group of professionals collaborating and working together to provide an adequate level of support for the client. Wraparound services touch on several different aspects of the client's life; from psychotherapy, to educational support, job skills training, medication management, life skills training, case management, and nutrition and exercise. Each treatment plan is built upon the client's individual strengths, and goals are designed specific to the level and functionality of the client.

Common Services

Psychotherapy- Psychotherapy services help individuals to process their thoughts, work towards personal goals, and gain the necessary skills and tools needed to become successful in independent living. Psychotherapy is provided by a licensed professional such as LPC, LCPC, LMSW, LCSW, LFMT, LMHC, or Clinical Psychologist.

Educational Support- Education support consists of education coaches, school psychologists, and special education teachers all working together collaboratively to help the individual get the specific assistance needed to become successful in an educational setting. Tools and skills taught include organizing, prioritizing, time management, individual mentoring, study skills, and accountability.

Jobs Skills Training- Job skills training includes a professional who helps the individual learn the necessary skills to obtain and maintain employment. Such skills include resume building, mock interviews, hygiene etiquette, social skills, and customer service skill building.

Medication Management- Medication management can include

a psychiatrist and registered nurse assuring that the individual is receiving the proper medication, and assist them with daily distribution.

Life Skills Training- Life skill training is incorporated to help the individual learn how to successfully live independently. Skills taught can include cleaning, organization, cooking, grocery shopping, budgeting, transportation, nutrition and fitness, and time management.

Case Management- Case management includes an individual that is working with all parties included in the wraparound services, ensuring that proper and adequate support is being met.

Structure

Wraparound services enable a client to live independently, while receiving support in various spectrums to enhance their overall success and quality of life. The team of professionals works closely with the client and the family, to help identify strengths and common goals of treatment outcomes. Treatment plans are then aimed to meet the goals of the individual, and enhance client efficacy along the way.

Wraparound services are often built on a scaffolding model. What this means is that the initial treatment plan includes a higher level of support from the team of professionals. As the client works through his/her plan, and is meeting the agreed upon goals, the level of support decreases. So, as the client begins to learn the necessary skills and tools to live independently and is gaining confidence in his/her abilities, the team of professionals slowly pull back support as the client takes more responsibility and control of their lives.

About the Author: *Kaela Haycraft is the admissions director for Northwest College Support, a company that specializes in Aftercare wraparound support services for young adults. Kaela has provided wraparound support services to clients and their families for over five years, and has worked her way up from managing an aftercare program to her current position as Admissions Director. For more information, contact Kaela at 877-485-2776, admissions@collegesupportnw.com, or visit www.collegesupportnw.com.*

VISIT REPORTS...

ALPINE ACADEMY

Erda, UT

Christian Egan – Admissions Director

cegan@alpineacademy.com

www.alpineacademy.com

Visit by: Ron & Kristie Campbell, March 12, 2013

Approximately half an hour up from Salt Lake City, UT in the small community of Erda, lays the campus of Alpine Academy. When you first drive up to the campus, it appears that you are arriving at a farm with really nice barn like structures. Although you know this is the right location, the feeling is that you are not in the right place at all.

The sign indicated that we had arrived so we parked, walked up to the door under the sign, and went inside.

We were immediately transported into a large, modern day preparatory boarding school with high vaulted ceilings, and a long bright open hallway. To the right was the receptionist, who greeted us warmly. A moment later, Jason Stout, Residential Supervisor and Christian Egan,

Admissions Director were in the hall to meet with us.

We followed them into the conference room where we also met with Janet Farnsworth, Director of Strategic Development, Corrie Norman, Program Director and Angie Alvey, Academic Director. As we sat there discussing the program, I described a girl I knew; her



situation, her behavior, her attitude. Each of the staff sitting in the room would ask questions about this girl and describe her a bit, then nod in amazement that I could define their student so well. I informed them that the girl I was describing was me as I realized this is the type of program that I would have attended back in my youth had they been around.

We went around the room and everyone had a chance to discuss their role in the program. When we got to Angie, and as she described the Academic portion, she began to glow with excitement at all the options available for the girls. Alpine Academy offers core curriculum in a fully accredited private school, with age appropriate classes for each young lady. Each class is taught by an experienced teacher. Since the emphasis of schooling is directed toward students who are not motivated academically, each girl receives tailored classes, individualized to meet her needs. Some of the programming includes vocational experiences as well. We left the conference room and began our tour of the facility, continuing to talk as we walked.



Alpine Academy has standard classrooms, typical of any high school, though on a much smaller scale with 8-12 students per class. Each classroom we visited looked different. Some were set up in a horseshoe format; some were more standard with rows, while others still were arranged in pods. One room had yoga ball chairs setup allowing for movement during study. The school also has a space in the center where girls can go study if they are having an emotionally difficult time staying in class. This room also hosts the only area girls can access the Internet, with permission, while they are working on research projects under supervision. At the far end of the schoolhouse are a kitchen and the dining hall, where girls bring sack lunches from home and eat family-style.

We left the academic building and walked over to the clinical building. All the art on the walls is amazing, but one impressive aspect of this building in particular, is that each of the therapy rooms has been named after a girl whose family contributed to the non-profit building fund at Alpine Academy. In

addition to therapy rooms, this building also hosts a large kitchen/classroom for the girls to learn what we called home-economics back in the day. They learn to cook, sew, budget, plan, and crafts, etc. At the other end of this building is a larger conference room where staff holds weekly meetings about each girl and parent conference calls.

After we left the Clinical Building, we headed over to one of the homes. The girls live in one of six single family homes. Each home houses a family room near the entrance, full kitchen, laundry, living room, den, and bedrooms. Two girls share a room, although in some houses, the rooms are separated by closets so it feels like they have more of a single room. They do their own laundry and chores on a rotation and each is responsible for her own space.

As we entered each house, girls would come up to us, look us in the eye and offer a hand to shake, welcoming us into their home. Although I'd gather it was a recommendation that they come to us to say hello, it was pleasant and did not feel forced. Girls interacted with the staff in a respectful manner, and were openly honest with things that were going on with them. Some were excited about upcoming activities, some were struggling with personal challenges, but they were all well-mannered and respectful.

One thing that stood out to me about Alpine Academy is that there are video cameras throughout the campus, motion sensors between the beds and alarms on the doors and windows. Each girl has a callbox as well in the event that she needs to get up in the middle of the night. When I asked about this, it was explained that the cameras were placed as a safeguard for both the girls and the staff and the alarms allowed the girls to depend on staff in the middle of the night if they needed to get out of bed. This allows the girls the ability to sleep through the night without a "night watchman" shining a flashlight in their faces every 15 minutes to make sure they are still in bed.



High Frontier

High Frontier is a non-profit Residential Treatment Center for emotionally disturbed adolescents, ages 12 to 18, with a documented history of severe behavioral and/or emotional problems who cannot be served in a less restrictive environment.

GOALS ARE TO:

- Build a positive value system
- Assess resident's level of functioning developmentally, emotionally and academically
- Develop & implement services to help the resident meet goals.
- Provide each resident with living skills
- Assist residents to work with their families
- Develop a discharge/aftercare plan

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Alpine Academy

Later in the program, a small group of the girls lives in one of the transitional dorm-type rooms to allow a feeling of transitioning into a college setting. This "dorm" had a much different feeling than the family-style houses, more of the transitional setting the staff hoped to accomplish.

After touring through a couple of the houses and meeting with several girls, we headed over to the large Gymnasium. The gym has a full-sized basketball court, locker rooms, a production stage, a large open dance studio, a room of treadmills and workout equipment and a kitchen for the transition students to use. It also contained a full art studio complete with a wall of windows pointing toward the mountains for inspiration. This building had a great feel.

From the single sex model, to the academics, to the horse program, to the whole family feel, Alpine Academy is a well-balanced program for adolescent girls struggling to find themselves. At the same time, they are licensed as a residential treatment center, although the campus feels nothing like a treatment center. I could go on about our visit with additional details as there is much to see and experience, and the 30-acre campus was clean, welcoming and peaceful. However, my recommendation is that if this program sounds like an appropriate fit for your client or daughter, call the staff and schedule a visit to see for yourself how it feels to you.

Alpine Academy is designed to provide treatment for girls, ages 12-17, experiencing behavioral problems or psychological problems including, but not limited to: adoption & attachment issues, PTSD, abuse issues, out of control behaviors at home, in school, or in the community, oppositional defiance towards authority figures, General or acute anxiety, truancy, minor delinquencies (non-adjudicated), experimentation/misuse of drugs or alcohol, lack of motivation or interest in family life, school, or activities, eating disorders not requiring hospitalization, lack of self-esteem, ADHD/ADD, non-psychotic teenage depression, medically controlled schizophrenia, adjustment disorders, bipolar disorder, and/or personality disorders. Alpine Academy is not appropriate for young women who are: adjudicated or court-referred, extremely aggressive, actively suicidal or homicidal, have addictions requiring hospitalization and/or detoxification, eating disorders requiring hospitalization and/or on-going nursing care, physical conditions/diseases requiring on-going nursing care, and or a full scale IQ of less than 80.

TUCSON TRANSITIONAL LIVING

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William Skinner, Program Director
william@tucsontransitionalliving.com
www.tucsontransitionalliving.com

Visit by: Lon Woodbury, MA, IECA, CEP, March 21, 2013

Located in a modest Tucson neighborhood, Tucson Transitional Living (TTL) makes a conscientious effort to stay low key visually. When I arrived at the address which was in a neighborhood of residential homes, I wasn't sure which building it was until I asked a neighbor across the street who happened to be a student living independently who had just graduated from the program.

I was met by CEO John Cimino and Program Director William Skinner who explained this coed recovery program for ages 18 to 25. They explained that the foundation of their program is a vision




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of the necessity of strong, committed sobriety as the foundation of building a life. They see alcoholism as a self obsessed disease and rely heavily on the twelve-step program as an integral part of the one year program. The main elements of this one year program are a focus on sobriety; enhanced family communication through contacts and family workshops, teaching life skills, community service, and formal education.

They had eight students there at the time of my visit (including 2 girls) and they feel an optimum size is 15. Based on a philosophy that actions create attitudes, the structure is very tight the first few weeks. The staff custom picks AA sponsors for each student and each student attends one outside AA group every day. They are exclusively focused on all the AA steps for the first 90 days and a staff is always with them.

There are two phases within the program, with a possible third if independent sober living with continued contact with the staff is what is needed after graduation. The first phase lasts six months and they call it transitional living. After the initial highly structured weeks, they either finish High School or start attending college classes. Everything is considered a privilege to be earned, and the basic requirement is to maintain good grades and progress in the other elements including passing urine tests. There are eight staff members available and these staff members are seen primarily as coaches.


The second six month phase is called Sober University which they describe as a finishing school where the students experience 12-step principles in their day-to-day life. Each student must take a 12 credit hours load at the University or a local community college, or hold down a full time job and attend school part time, as well as continuing daily outside AA meeting attendance. Community service is expanded and urine testing continues as well as increasing success in accountability and developing future plans with family involvement.

Some take advantage of the three month third phase which is designed to mimic self sufficient apartment life with the benefits of sober friends and supportive staff. The young man who directed me to the house the program was in was one of these living in an apartment across the street owned by the program. Continued urine testing was part of this phase as well as active participation with the others in the program, and demonstrating life skills such as money management, good relations with their employer and punctuality.

Although the program was established just last year, most of the staff has worked together for several years from the now closed V3 and Gatehouse Academy programs.

A tour of the facilities showed them to be clean, home-like and functional. The back yard was very large and included a swimming pool, pool table, basketball court, barbeque and plenty of gathering places for discussions, groups or individual counseling. To me it was very appealing because it allowed students the opportunity for some fun down time right there in the program.

I had a chance to visit some with the young man who had directed me to the right residence in the first place. He presented as a young man with a purpose and composed, knowing how he came to being enrolled in the program, and working on a better future than he had facing him before TTL. This was a student who had graduated. I also had the chance to visit with a couple of the students still in the program, and my impression was of young men with a future because they had a good idea where they were going.



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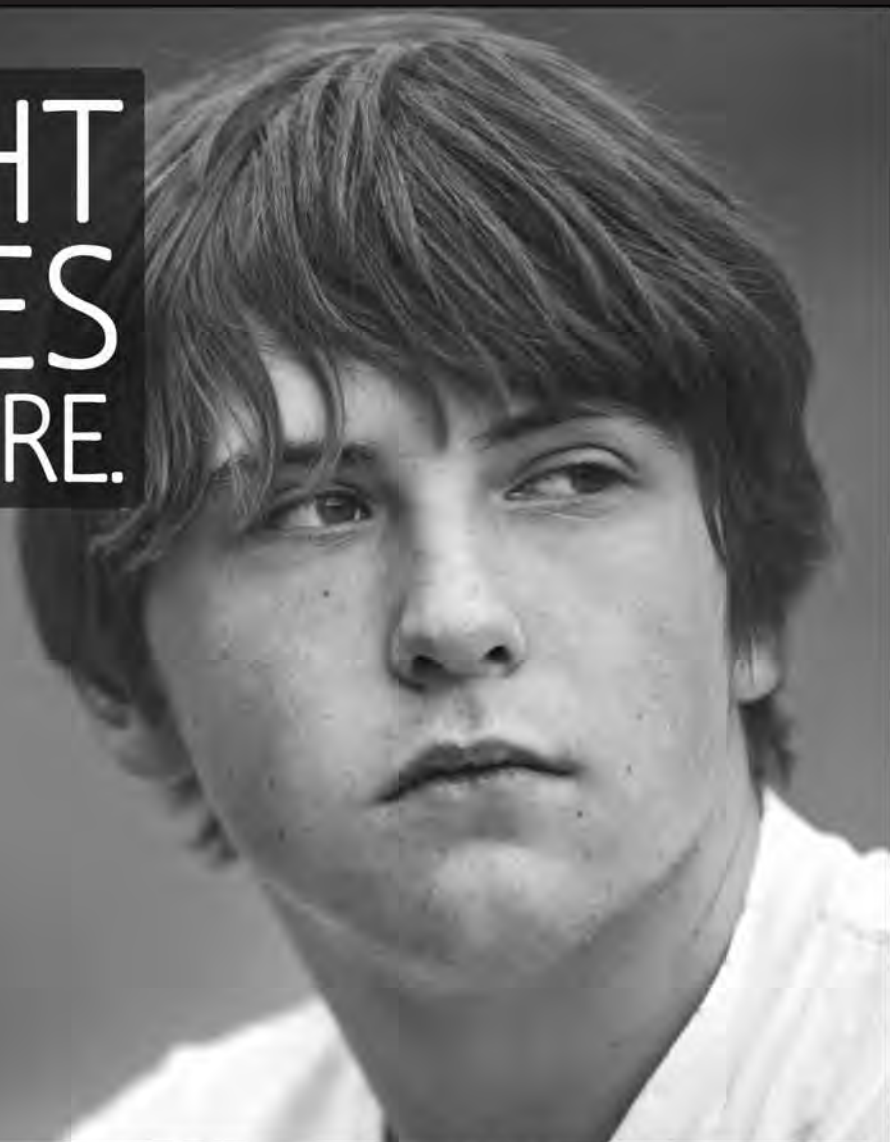


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Gail Reardon, Founder and Director

takingoff@takingoff.net - www.takingoff.net

Taking Off is a service for high school students, gap year students, college students and adults that are looking to take a gap year or more away from their current situation, be it: an alternative off-campus semester that provides credit, graduates who have no definite plans or are wanting to defer college, students choosing to take a leave of absence or looking for international experiences, and for those looking to change careers or wanting to take a break.

Founder and Director of Taking Off is Gail Reardon, who previously worked as a licensed independent social worker both at home and abroad in addition to designing, developing, and implementing various educational programs. Her partner Maureen Lavin-Arcand, M Ed,

previously worked as a Speech Pathologist in schools and medical settings and has always had a love of traveling.

Taking Off helps individuals clarify their interests and goals and puts into action a safe plan. Through a personally tailored experience, Taking Off helps individuals formulate an individualized plan of action for their gap year. The service uses a highly specific and detailed questionnaire to obtain information on individual goals, preferences, interests, and situation. These responses are used to establish a unique experience for each individual in countries and environments around the globe. Individuals who participate in this program can obtain real life experience in diverse locations as well as gaining independence, maturity, confidence and self esteem, and clarity about future goals and choices.

Each Taking Off experience is unique in both location and activities. Participants have the opportunity to travel to multiple locations around the globe including Central and South America, North America, Africa, Asia, Europe, the Pacific, and more.

[This information came from their website]

SEEN N HEARD...

New Vision West Coast Now Enrolling Adolescents: New Vision West Coast is now open for enrolling adolescents. We have been granted our Outdoor Youth Program licensure. Effective immediately, we will be enrolling adolescent clients. NVW West Coast is located in Oakridge, Oregon. NVW West Coast offers a unique blend of intensive psychotherapy and individualized approaches for fostering adolescent's and young adult's vision for their future. 855-689-8326

Year Round Programming At Life Designs: We would like to share our new 12-month programming at Life Designs. We have re-structured the program and payment model to support the needs of our clients and their families. The Learning Phase begins at our rural Lodge in Cusick, WA., and provides continuity for our many young adults who transition from wilderness programs. The Living Phase ensues at Kedlin House in Spokane, WA., and provides an urban setting for young adults to responsibly ease into independent living. 509-671-2487

Alpine Academy Honors Memory Of Founder: The young ladies at Alpine Academy had a wonderful opportunity to take a walk down memory lane with some of those that were closest to our founder, Lila Bjorklund. In the late 1960's Lila took it upon herself to fill the void of having a safe, comfortable environment for teenage girls to learn the skills that they need to better themselves. For more than 30 years following she worked tirelessly, volunteering her time and self to grow the largest charity in the state of Utah. This week the grandchildren of Lila shared some stories and Lila's love with the girls at Alpine. 800-244-1113

Eberle Leaves Woodbury Consultant Affiliates: Lon Woodbury, President of Woodbury Reports Inc., announced that Loi Eberle has left Woodbury Reports Affiliates to devote herself full time to her own practice. 208-267-5550

Comprehensive Summer Bridge Program Available: Cedar Ridge Academy announced their new Comprehensive Summer Bridge Program, a 90-day boarding school program that includes academic, therapeutic and physical fitness instruction. 435-353-4498

Learning Enhancement Corporation Offers BrainWare Safari for Brain-Behavior Research: The BRAIN Initiative announced in April by President Barack Obama has underscored the importance of better

understanding brain-behavior relationships and holds potential for deeper knowledge of the mechanisms involved in the development of the cognitive skills involved in learning and thinking. He also announced that his 2014 budget proposal will contain \$100 million in funding for a research initiative with the acronym BRAIN (Brain Research through Advancing Innovative Neurotechnologies), a 10-year \$3 billion initiative previewed in the President's State of the Union Address. The BRAIN initiative could help explain in a much more detailed way than is currently available to exactly how key cognitive processes involved in learning and memory are developed and modified, leading to even better approaches. According to Betsy Hill, president and COO of LEC, "The BRAIN initiative has been likened to the Human Genome mapping project, but there are some important differences. The order of proteins in the human genome can be determined and will be the same the next time you look at it." 312-239-2677

Neal Joins Remuda Ranch As Director Of Clinical Services: Remuda Ranch, a comprehensive treatment center specializing in eating and co-occurring disorders for women and girls, is pleased to announce that Libby Neal, MA, LPC, has joined Remuda Ranch as Director of Clinical Services. Neal is a Licensed Professional Counselor with extensive clinical training, project development and executive leadership skills. Her clinical specializations include eating disorders, addictions, trauma, brain mechanics, attachment disorders, and severe co-morbid pathology. 317-344-2922

FFS Adds Two to Counseling Staff: Mark P. Vogel, Director of Counseling at The Family Foundation School, has announced the addition of Ann Lewis, MA, CASAC and Thomas Walker, MS to the school's roster of therapeutic counselors. Lewis has more than ten years' experience in the field of addiction, emotional trauma, human development and family counseling. She is certified in Reiki techniques and emphasizes a holistic approach to healing. Walker, who holds a degree in criminal justice as well as counseling psychology, has experience working with severely emotionally disturbed youths and their families, as well as with adolescent victims and perpetrators of sexual abuse. His background also includes child-centered therapy and filial play training. 845-887-5213, ext 265

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Montcalm School for Boys and Girls is a private therapeutic boarding school serving kids and families from around the world. Montcalm School offers a traditional therapeutic program for boys and girls ages 12-18; Outside In, a program for boys and girls, ages 12-18, with autism spectrum disorders; and Structured Transitional Living, a life skills program for boys, ages 17-21. Montcalm School is part of Starr Commonwealth, an organization that has helped children and families for 100 years.

Seen N Heard

Mountain Valley Partners with Family Support Collaborative: Mountain Valley is pleased to announce that it is partnering with Penikese, Ocean Classroom Foundation, and the legendary McLean Hospital, to become charter members of the newly formed Family Support Collaborative. Family Support Collaborative (FSC) shares the collective resources of independent non-profit entities in a way that better and more efficiently supports parents and their children in achieving positive outcomes. 603-989-3500

Ventures In Peace Closes: Thank you from Ventures in Peace! It is with sadness in our hearts that we announce the closure of Ventures in Peace..

Capson Admissions At Logan River: Heather Capson has accepted our offer to serve as the new Admissions Director at Logan River Academy. Along with being young and energetic, Heather comes to us with a degree in Recreation Therapy and the experience of working at three other residential treatment centers. Although still on the learning curve with us at LRA, she is learning quickly and has proven to be very helpful and focused with our families. 435-755-8400

New Lifestyles Leaves ISPA: The 2013 Spring IECA Conference in Chicago marked the first conference that New Lifestyles was not a part of the Independent Small Programs Alliance. To have been a member of this unique group of individuals and programs has provided not only an opportunity for sharing resources and ideas but also an avenue for creating support historically absent for small programs in our industry. 540-722-4521 ext. 221

Spring Ridge Academy Welcomes Costello and Fogel: Susanne Costello and Cindy Fogel recently joined the clinical team at Spring Ridge Academy located in Arizona. Susanne comes from family systems and cognitive behavioral theoretical perspectives and has clinical expertise in addressing issues of neglect, abuse, trauma,

bullying, drugs/alcohol, sexual perpetration, domestic violence, victim pathology and mental health disorders. Cindy has extensive experience working with clients with Attention Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder, Reactive Attachment Disorder, adoption, Non-verbal Learning Disability, Depression, Anxiety, anger management problems, substance abuse issues, sexual acting out, learning challenges, school failure/withdrawal, personality disorders, eating disorders, self-harm, victims of physical and sexual abuse, grief and loss issues and issues related to self-image and self-identity. 928-632-4602 ext. 103

Sunrise RTC Plans Campus Expansion: Sunrise Residential Treatment Center announced plans to build a second campus. The new campus will offer treatment and transition services to 24 adolescent girls with emotional and behavioral problems. 435-635-1185

Aspiro Introduces Pure Life: After many months of research and program development the Aspiro Group is proud to announce the opening of Pure Life Wilderness Adventure Therapy in Costa Rica. Pure Life is a short-term Wilderness Adventure Therapy program that will focus intensely on life skills, community service, leadership training, career development, and self-efficacy. The program length will be 21 days with an optional 7-day Family Integration extension. Parents and/or siblings will have the option of spending up to one week with their son or daughter to practice learned skill sets before transitioning into their next environment. The program will begin serving young adults 18-30 years old with a primary history of anxiety, depression, and addictions. Pure Life will operate with a closed group model and will limit the group to 8 participants throughout the remaining 2013 year and will transition to rolling admissions in 2014. 801-349-2740 ext. 1

Continued: SEEN N HEARD/ 10

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Seen N Heard

Sunrise Announces Simpson As Clinical Director: Sunrise Residential Treatment Center (RTC) announced its plans to promote Brad Simpson LCSW, to the role of clinical director for the program. Simpson will be replacing Jack Hinman, who served as clinical director at Sunrise for the past 6 years. 435-635-1185

Deck House School Summer Semester 2013: We are now seeking students for our 2013 summer semester here at The Deck House School. Opening Day is Sunday, June 16, 2013. Session 1 runs Sunday, June 16 through Friday, July 19. There is an optional break from July 20 through July 27, however a School Program will be available upon request. Session 2 then begins Sunday, July 28 and runs through Friday, August 30. Travel Days are the first and last day of sessions. 207-882-7055

Oakley School Announces Dynamic Additions: The Oakley School is excited to announce dynamic additions to our program! We are not altering our mission, the profile of student we take, or the nature of the philosophical approach we have with kids. We will always work with college bound students who need real world experiences and family interaction to help them overcome adolescent challenges. Instead, the additions offer us more flexibility and creativity in finding ways to reach our students. The biggest additions center on three areas, Clinical Services, Academic Services and Experiential Education Services. Clinically, we now hold individual and family sessions every week. Academically, we will now hold classes five days a week, not four. Experientially, we will hold our module program on Saturdays and Sundays. Contractually, we are also altering our language. No longer will students be committed for a set period of time regardless of progress. 435-783-5001

SUWS and Skys the Limit Partnership: SUWS Adolescent and Youth Program recently became an approved partner for the non-

profit Sky's the Limit Fund. Sky's the Limit Fund is a 501(c)3, non-profit organization that assists families with the services and resources they need in times of crisis. The Sky's the Limit Fund helps alleviate families' financial barriers to treatment with financial assistance and support. Sky's the Limit Fund requires partner treatment programs to match financial assistance 100%, essentially doubling all donations. As part of the partnership, the SUWS wilderness program will give alumni families the opportunity to give back to the program that has helped transform their lives and futures through donations on behalf of their children. SUWS also will engage in fundraising activities for Sky's the Limit Fund, earmarking donations for prospective SUWS families that meet the criteria for financial assistance. 888-879-7897

New Boys Town Center for Behavioral Health Opens Doors: Since construction began in 2011, Pat Friman, PhD, Vice President of Outpatient Behavioral Health Services, and his staff, have been anxiously awaiting the Center's opening and the opportunity to treat more children and families from the state-of-the-art facility. The new Center provides a family-friendly atmosphere and takes outpatient mental health services for children to a new level. Children will be able to meet with therapists in therapy rooms designed for confidentiality, comfort and safety. Additional space is also available for individual meetings with families and staff training. 402-498-1973

Diamond Joins Remuda Ranch As Executive Director: Remuda Ranch is pleased to announce that Chris Diamond has joined Remuda Ranch as Executive Director. For more than 20 years, Diamond has dedicated his career to the behavioral health industry. "Chris is a proven veteran with significant success in behavioral health care," said Jim Dredge CEO for Remuda Ranch and The Meadows. "Chris's industry experience and passion for the field make him uniquely qualified to assume the leadership of Remuda Ranch." 317-344-2922



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Fusco Executive Director Auldern Academy: Angie Fusco has accepted the position of Executive Director of Auldern Academy. For the last 4 years, Angie has been the Executive Director at Eagle Summit in Missouri where she has not only overseen the day to day operations, but the marketing and staff development as well. Prior to this, Angie spent 13 years with Three Springs, Inc. where she first worked with students and then was promoted to several positions until she was named the Director of Organizational Development. 919-837-2336

Updates From Shortridge Academy: Shortridge Academy is one of only a few therapeutic boarding schools in the Northeast accredited by the rigorous New England Association of Schools and Colleges (NEASC) and the only school of its kind that explicitly utilizes the evidenced-based Positive Youth Development (PYD) perspective to guide the individualized therapeutic programming for students. As we solidly settle in to our Positive Youth Development, partnership and power-sharing model we are noticing some trends in terms of the profile of students recently accepted and who seem to benefit most for our school and program. Our community and milieu being more normalized than the typical therapeutic school fits well with a student population who have common characteristics such as school avoidance, family/parent conflict and anxiety. Our current enrollment patterns continue to show we serve students predominantly from the mid-Atlantic and Northeast with growing trends of students coming from the Midwest. 877-903-8968

Monarch Transitions Welcomes Jochum: Monarch Transitions announced Katie Jochum has joined the team. Katie brings more than 30 years of experience in marketing and business development, 16 of those years she held marketing and business development director

positions in well-known therapeutic schools and residential treatment centers. 406-847-5095

Journal Publishes Discovery Author: Dr. Triston Morgan, Admissions Director at Discovery Academy, has been published in the latest issue of Journal of Family Therapy. Dr. Morgan's article, "The Cost of Treating Substance Use Disorders: Individual Versus Family Therapy," appears in Issue 35, 2013. He co-authored the article with D. Russell Crane, Adam M. Moore and Dennis L. Eggett. Dr. Morgan is a licensed marriage and family therapist who joined Discovery Academy in 2009 after working for several years as a wilderness therapist. 801-682-2315

ISPA Awards Bessette Courage in Service Award: The Independent Small Programs Alliance (ISPA) awarded the Courage in Service Award to educational and therapeutic consultant Judith E. Bessette. 727-512-9144

Robinson of Rose Hill Appointed State Advisory Council: President and CEO of Rose Hill Center, Ben Robinson has been appointed to the Michigan Department of Community Health's (MDCH) newly established Behavioral Health Advisory Council. Robinson, a 40-year veteran in the mental health and human services community, will serve as an advocate for persons with mental illness, assessing the adequacy of mental health and substance use disorder services in the state. 248-634-5530

Oxbow Academy Welcomes Gallup: Oxbow Academy is pleased to introduce therapist Rachele Gallup. Rachele is a California native who migrated to Utah in the course of her schooling. She's a licensed clinical social worker who specializes in treating adolescent boys with sexual issues. 435-469-0683

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PARENT CHOICES FOR STRUGGLING TEENS:

The following Guests were featured on Lon's Internet Talk Radio Show, Parent Choices For Struggling Teens in April 2013, which airs Monday at 12:00pm Pacific Time on www.latakradio.com, Channel 1.

The Christian Therapeutic Boarding School

Dr. Blondel Senior PhD, Founder and Executive Director of Advent Home Learning Center in Tennessee, explains what composes a Christian School for Struggling Teens as opposed to a secular therapeutic boarding school. He adds that they do values teaching which is based on a biblical basis as an important healing component which are also generally the same values advanced by secular boarding schools and our society. 423-336-5052

Brain Training - Does It Work?

Betsy Hill, President and COO of Learning Enhancement Corporation, Chicago, explained the elements necessary for a successful educational software like their Brainware Safari are something that integrates most mental activities in the play, is fun to play, and is based on solid scientific research. Although everything we learn, like walking, talking, etc. is the result of training the brain, she has a more narrow working definition of combining fun software with specific measurable brain function improvements. 312-239-2677

Academic Pressure = Adderall Abuse

Dr. Ryan Anderson, Asst. Clinical Director for Outback

Therapeutic Expedition, Utah, talked about the increasing academic pressure in high school and college, resulting in numerous shortcuts such as cheating, abuse of Ritalin, adderall etc. One of the most dangerous of these is adderall abuse which gives high energy to help in studies, but also to party and over time might result in dangerous side effects of tremendous fatigue, depression, possible suicide attempts and permanent negative changes to the brain resulting in personality changes. 801-766-3933

Getting Them To Go

Bill Lane, President and Founder of Bill Lane and Associates Transports, and past President of the CEDU School in California talked about his 40 years working with young people with problems and their families. Most of the conversation was about all that goes into a safe, smooth, professional and caring transport to a program so that the child, parents and family feel good about the process. 858-488-7904

Empowering Success for Young Adults in the New Millennium

Ken Rabow, Life Success Coach in Toronto Canada and author of The Slackers Guide to Success (Available on Amazon.com). Ken talked about some of the problems Generation Y young adults are having in learning how to find success. His book and his practice emphasizes that in order to have a successful life a person has to first believe in themselves, and then expands that to a step by step process a person can do to change their thinking to believing in themselves. 416-633-4333

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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