



# Places for Struggling Teens™

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

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Issue #146

## SEEN 'N HEARD...

STICC NEEDS RESEARCH  
BASED SCHOOLS...

NEW THERAPIST AT TIMBER  
RIDGE...

ASCENT JCAHO ACCREDITED...

ICR ADDS NEW LOOK TO  
PHASE II...

KERSTEN AT SILVERADO...

MT PAARP BOARD  
RECOMMENDATIONS...

MELEAR PROMOTED TO CEO  
OF PROVO...

HLA FACES CLASS ACTION  
LAW SUIT...

[For details on these and others, read  
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De-Stress the Process

### Visits:

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Stone Mountain School

### New Perspectives:

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Emerge Over 18  
San Juan Wilderness

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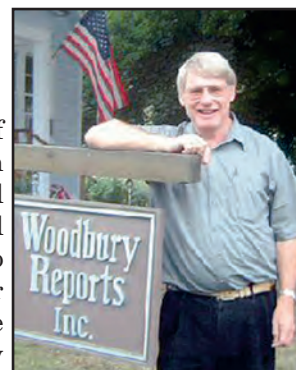
Transition Communication

## THE FALLACY OF PRECISION

By: Lon Woodbury

We live in a scientific world. Every day we learn of accomplishments by scientists that would have been considered miracles just a few decades ago. The speed of travel and communication is steadily increasing and the explosion of the Internet has allowed a person to find and instantly communicate with almost any other person on the globe. All of this, and much more, were made possible by scientists' abilities to gradually increase their capacity to conquer and control the physical world. These accomplishments depend largely on their skills to measure and categorize physical matter in a way that reflects reality very well. This ability was so astoundingly successful that comparable systems of precise measurement and categorization were developed for other disciplines.

This system of categorization and measurement was transferred in the early part of the Twentieth Century to what is called the life sciences. In the last century medical doctors expanded their capabilities to treat and cure many diseases that had been the scourge of mankind for ages. The progress in the treatment of disease has fostered better overall health and life expectancy for



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[Essays and articles appearing in this publication are the opinions of the authors, and do not necessarily reflect the policy of Woodbury Reports, Inc.,™ or StrugglingTeens.com.™ We urge our readers to conduct their own investigation of the products and services identified herein.]

**Woodbury Reports™** is an information source to help parents find the right school or program when their child has behavioral/ emotional problems. We are specifically concerned with children needing more intensive intervention than local resources or day programs can provide.

Our focus is on high quality and effective Emotional Growth and/ or Therapeutic schools and programs, which can include short- and long-term outdoor programs, family style living arrangements, highly structured boarding schools, therapeutic boarding schools, RTCs or psychiatric hospitals.

An important goal of these schools and programs is to teach self-discipline through consequences, so the child will learn to be more responsible for his/ her actions. How attitudes are changed and who is successful is at the focus of each issue of Reports.

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**Judi Bessette, EdD**  
Research Affiliate

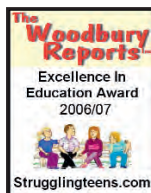
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**Lon Woodbury, MA**



**Loi Eberle, MA**



**Linda Zimmerman, LPCC**



**Larry Stednitz, PhD**

*"Some Children just need to be heard, not cured."*

**Lon Woodbury, 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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### **Fallacy:** Continued from page 1

our whole society. Because emotions and social environment are intangibles that affect our physical health in unpredictable ways, the measurement and categorization of physical health and diseases are not as precise as in the physical sciences. For example, if you are building an airplane, you never have to consider if the airplane is depressed. However, a doctor treating a physical disease in a depressed patient has unpredictable intangibles to deal with that can have considerable influence over the outcome. Thus, it is very true that the practice of medicine is as much an art as it is a science.

The next step in the early Twentieth Century was to apply scientific systems of categorization and measurement to the social sciences arena, which includes education and mental health. Although the vocabulary of precision, scientific measurement and systems of categorization are used extensively in these fields, in truth, all practitioners have learned early on that the appearance of precise measurement is only that--an appearance. For example, the main

system of categorization in the mental health field is the Diagnostic and Statistical Manual of Mental Disorders – Version Four (DSM-IV). A layperson looking at the DSM-IV sees a precise description of each disorder with a list of specific symptoms and recommended treatments. This appearance of precision does not reflect reality very well, however, because instead of the popular image that the DSM-IV is based on exhaustive scientific research through tests and measurements, it is really just a consensus of the view of leading practitioners at the time the manual was revised. It is developed more as a democratic exercise than a scientific one. This is a valid and useful approach, but when therapists talk as if they are basing their recommendations on precise scientific measurements, the client needs to remember this kind of precision does not exist in the mental health field. There are immeasurable variables. Although the DSM-IV is very helpful as a guide and starting point for trying to understand a client's problems, it is also susceptible to fads and political correctness creeping into the definitions. In

Continued: **Fallacy/** pg 4



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## **Fallacy:** Continued from page 3

addition, practitioners have learned that pending further information, any specific diagnosis is largely a judgment call because many of the categories bleed into each other. Therefore, many diagnoses have been totally overturned after a patient does not respond to the recommended treatment. The process is repeated until a treatment that seems to work is found.

We see the same thing in education. For years we have been told that the national high school dropout rate is about 15 percent, yet recent studies have concluded the real dropout rate is double that estimate. This assertion is based partly on the perspective that states and school districts have political and financial motivations to underestimate their dropout rates, and have thus found ways to “not count” certain groups of struggling teens, or maybe “just assume” that most of the students that leave a school have enrolled in another school and are not really dropouts. The debate continues on this issue of dropout rates, but it makes the point that even something as simple as measuring education dropout rates is not as precise as educators would like us to think.

My main point is parents must remember that when it comes to behavior, claims of precision tend to be an

illusion. We have been spoiled by the fantastic scientific accomplishments of the physical sciences which are based largely on their ability to precisely measure and categorize in a way that fairly accurately reflects the world in which we live. The equivalent talk of measurement and precision in the behavioral sciences like mental health and education needs to be taken with a grain of salt. A good therapist and a good educator will get good results. When they claim they are working with the type of precision that exists in the physical sciences they are really just marketing themselves. Their success comes more from their basic intuitive insight, which comes from internal wisdom and experience rather than from some external system of precise measurement and categorization.

*The greedy search for money or success will almost always lead men into unhappiness. Why? Because that kind of life makes them depend upon things outside themselves.*

~ Andre Maurois



For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded **Optimum Performance Institute** in 2004 to meet the needs of these young adults, ages 17-25.

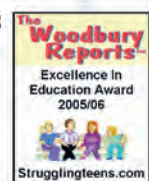


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## TO THINE OWN SELF, BE TRUE!!

### Or Am I Really Acting Like A Two-Year-Old?

By: M. Jerome Ennis, M. Ed.

Tuscaloosa, Alabama

205-523-1967

[Marvin.Ennis@VA.gov](mailto:Marvin.Ennis@VA.gov)

To thine own self, be true. We all have heard this or similar statements, such as "The Truth Will Set You Free." Socrates, a Greek Philosopher, made the statement, "The unexamined life is not worth living."

In connecting these thoughts, you have the ingredients for facilitating worthwhile and lasting change in your child's life.

From the time of our birth until the day we die, we go through developmental stages of emotional and psychological growth, and it is important to meet each milestone as it arises if we are to be prepared to meet future milestones. Unfortunately, most people do not meet these naturally occurring milestones in each stage adequately, which explains why it is not uncommon to see a 15-year-old behaving like a toddler emotionally when he or she does not get what they want. A two-year-old goes through a developmental phase where he or she tries to get what he/she wants by "pitching a temper tantrum",

which if successful reinforces the negative behaviors. Consequently the child fails to reach the next stage of more mature emotional and psychological development.


As life goes on, this child grows into an adult who never learned how to achieve the emotional and psychological development needed to find healthy and satisfying ways of dealing with life's problems. If these problems go unattended, the consequences persist and usually get worse, thus the importance of recognizing and correcting this problem at an early age.

Although self-help techniques are available, in most instances these self-help models do not offer the supervision and structure adolescents need to succeed. Even though it is up to each individual to make the necessary changes and put forth the effort to create a healthier lifestyle, the adolescent needs help to do that. Emotional growth programs for youth are the best way to help with these phenomena because they utilize concepts such as experiential learning in a structured and supervised setting.

For several years I worked in an Outdoor Therapeutic Program (OTP) where young males lived in peer

Continued: **Self/** pg 6

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## Self: Continued from page 5

groups of 10 students with 2 counselors for up to 18 months. I discovered this was an effective approach. After I left the wilderness program, I incorporated much of what I had learned into running self-contained classrooms in public schools. In fact, I made it part of my curriculum to take my class on two, week-long OTP type backpacking trips each year. The first trip occurred early in the school year to build a positive peer group that would transfer back to the classroom. This increased the classroom progress tremendously. We took the second trip in the spring and it was amazing to see the emotional, psychological, intellectual, behavioral and academic progress these students had made in such a short time. Many of my students progressed so well in all areas, including academics, that they frequently caught up to or surpassed their expected grade level proficiency. I found that an OTP enabled them to return to the regular classroom or something less restrictive than what they had been in before.

I cannot say enough about the benefits of emotional growth programs and schools for youth who are experiencing emotional and behavioral problems. In fact, if I could "wish upon a star" and get what I wanted, I would have all youth at some point during middle school or at least high school attend an emotional growth, experiential education type of program or school. I believe that if this happened, we would see a dramatic change in our schools and our society. If your child exhibits mild to serious emotional and/ or behavioral problems, I would strongly advise taking advantage of these types of programs. These problems do not simply go away. In fact, the problems will most likely worsen as time passes.

I now work with many adults in a homeless program run by an agency of the Federal Government. All of these men, and a few women, have serious life problems that include no money, homelessness, joblessness, hopelessness, various mental health problems, and alcohol and/ or other drug addictions. Due to these addictions, immature emotional/ psychological states and associated behaviors, many have legal issues or are repeatedly incarcerated. What is the common factor between these men and women and your children? These men and women also never achieved their emotional growth milestones in a natural, normal and healthy fashion, and for the most part their problems went unattended. Don't believe that old tale of "oh it's just a phase, and he or she will grow out of it." Rather than growing out of it, the child is likely to become more adept at "fronting" and hiding fears, inadequacies and behaviors, but the child will not be as happy, contented, balanced, stable and able to lead



a meaningful life as he or she otherwise could have been. Therefore, it is critical to get help now, before it is too late to help them make these emotional and psychic changes in their thinking, feelings and behaviors. If you are not sure of where to look for programs of this type, I would suggest finding a good Independent Educational Consultant. A skilled consultant can be worth many times their fee in finding a good emotional growth school or program for your child.

Honesty is the most important part of establishing a more meaningful, satisfying, contented and productive life. These young people have to be brutally honest with themselves and closely examine their thoughts, feelings and behaviors to determine if they lie or are dishonest at times. Once children become completely honest with themselves, they can "consciously" begin working on telling the truth and progressively moving forward.

The self-help models do not work well for most young people, especially adolescents, who experience mild to serious emotional problems since they lack the self-discipline and structure to be successful with them. The solution is placing these youth in a structured emotional growth type of program or school to help them achieve the skills and support they need to change these behaviors through positive peer group activities.

In short, as teens learn to be true to themselves through an emotional growth structure, they are less likely to act like a two-year-old.

*People who postpone  
happiness are like  
children who try chasing  
rainbows in an effort to find  
the pot of gold  
at the rainbows end...*

*Your life will never  
be fulfilled  
until you are happy  
here and now.*

*~ Ken Keys, Jr.*



*"One day I woke up  
and realized I  
couldn't find myself,  
no matter what I  
wore, or how I  
looked, or who my  
friends were, myself  
was nowhere to be  
seen. I was lost to  
me, and that's as  
lonely as it gets."*

*Elizabeth M.*

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## VISITS...

### ADIRONDACK LEADERSHIP EXPEDITIONS

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Visit By: Stephen Migden, PhD, ABPP, July 7, 2006  
[drmigden@verizon.net](mailto:drmigden@verizon.net)

Adirondack Leadership Expeditions is a character development Wilderness Program for troubled teens that is located in the Adirondack Mountains region of upstate New York. A member of the Aspen Education Group, Adirondack serves boys and girls, in separate, single-gender groups, ages 13 to 17. Founded about three years ago, Adirondack is a closer-to-home alternative for families living in the heavily populated northeast, who would otherwise have to turn to Wilderness Programs in the west and other regions of the country.

With administrative offices located in the skiing and outdoor vacation village of Saranac Lake, NY, Adirondack utilizes an expedition model during the spring and summer and a base camp model during

the late fall and winter. Students, organized into groups of eight, with three instructors for each group, hike the trails of the Adirondack Preserve (which I believe is the largest undeveloped area in the northeast) during the warmer months, and operate out of plain, rustic cabins in the woods during the colder periods of the year. Insight-oriented experiential learning, in conjunction with weekly individual therapy and weekly parent-therapist phone sessions, forms the core of the treatment program. Substance abuse education and treatment is addressed as part of the total program by the individual therapists and group instructors; it is not considered a separate program component.

The base camp area where the cabins are located includes a main, three-story building that houses an infirmary and communications center. I was told that an EMT is on duty in the infirmary 24/7. Groups that are in the field keep contact with the communications center via radio and satellite phone, calling in their locations at least twice a day, with the assistance of a GPS unit. The logistics and staff training center is located in a large, one-story building that was originally erected to house the reception center for the dog sled races during the 1980 Winter Olympic Games, which were held in nearby Lake Placid. It is very spacious, and the food,

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provisions, equipment and clothing rooms seem well stocked with the appropriate supplies for hiking and camping in this part of the country.

Students at Adirondack move through four phases of treatment. The earliest phase involves acceptance of placement and mastery of basic hygiene and physical wellness skills in a wilderness environment. The last phase involves a high level of personal and group responsibility, and being a role model for others. It is at this phase that students are informed of their discharge placement. The average length of stay is 45 days, with a minimum of 28. From Adirondack, students typically move on to traditional, therapeutic or emotional growth boarding schools or, more rarely, to an RTC.

During my visit, I had the opportunity to join a group of about eight boys who were out in the field. The group was led by a senior field instructor, who had clearly earned the respect and warmth of the teens; he was assisted by two other instructors, one male and one female. The group included boys from various parts of the US, mainly the east coast, and one international student (close space before the period). The boys, who introduced themselves to me at the start of a short group discussion, described problems with depression, academic

underachievement, defiance, entitlement, and drug and alcohol use. Most had been at Adirondack about two weeks, though a couple of "veterans" had been there for about four weeks. It didn't appear to me that any of them was ready yet to move on from Wilderness, though I did have the impression that each was productively addressing his unique issues.

The group discussion centered on a few important themes: Truthfulness, taking responsibility for one's actions, appropriate expression of feelings and not taking the gifts of life (including parents) for granted. The atmosphere was serious and introspective, yet also warm and mutually respectful. When I asked the boys what they would want to change about Adirondack, they genuinely seemed to have difficulty finding things to complain about. They all said that being in Wilderness had helped them. When I asked why, their reasons included the positive atmosphere created by their senior field instructor, and that the Wilderness provided them with the ability to focus on what's really important in life, without external distractions.


I met with members of the Adirondack leadership team, including Executive Director Susan Hardy,

Continued: **Adirondack/** pg 10

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## Adirondack: Continued from page 9

Admissions Director Nicole Roma, and Field Manager John Duckworth, who supervises the field instructors. Susan has been at Adirondack for about 18 months; before that, she was with Three Springs for 15 years. Nicole has been with Aspen for six years, the first three at SUWS of the Carolinas and the last three at Adirondack. I also met with one of the master's level therapists, a young woman who came to Adirondack about six months ago after working in a hospital in upstate New York. They seemed like a well functioning and capable group.

Adirondack takes teens who have been diagnosed with ODD, ADHD, mood and bipolar disorders. They will also consider students diagnosed with reactive attachment disorder, non-verbal learning disability and Asperger's disorder. Adirondack does not accept actively psychotic, suicidal, or violent/assaultive students, nor does the program do well with students who are diagnosed with mental retardation. The program also does not view a teen that is a significant AWOL risk as a good fit for Adirondack, in part because of the program's relative proximity to the large population centers of the northeast. The Adirondack admissions director told me that if such a student is referred to Adirondack, she would probably recommend him to one of the more remote Wilderness programs in the west.

### **About the Author:**

Stephen Migden, PhD, is a psychologist and educational consultant who works with behavior disordered, emotionally disturbed and learning disabled students of all ages. His office is in Roslyn Heights, New York. Visit Dr. Migden's website at [www.psychologicalandeducationalservices.com](http://www.psychologicalandeducationalservices.com) or call 516-625-0824 for more information.

*Emptiness or discontent  
motivates one to get filled up,  
however, sometimes at the  
expense of others  
and/or good sense.  
But the truly content  
are motivated out of  
their inner richness  
and overflowing love to  
share and care and do  
remarkable things.*

~ Anonymous



# LIFE DEVELOPMENT INSTITUTE

Glendale, Arizona  
Robert Crawford – Owner  
623-773-2774

[LDIinARIZ@aol.com](mailto:LDIinARIZ@aol.com)  
[www.life-development-inst.org](http://www.life-development-inst.org)

Visit by Kristie Henley, December 13, 2005  
[kristie@woodbury.com](mailto:kristie@woodbury.com)

Life Development Institute is a college-based program for young adults, typically between 18 and 26, with an IQ from the low 80's to the 140's. These young adults typically have a history of learning, attention, mood, anxiety, OCD, PDD (specifically Asperger's and High Functioning Autism), cognitive and neurological issues in areas that affect generalized learning and functioning in general. Life Development is a non-profit 501(c)(3), private organization that offers both a high school diploma program and post-secondary programs.

The high school, Academy of Lifelong Learning, is an approved private special education school through the Arizona Department of Education and Exceptional Student Services with diploma granting authority. LDI offers three post-secondary program tracks of two years or longer for students who are high school graduates. All college courses are approved and accredited by the North Central Association of Colleges and Schools.

The directions to get to Life Development Institute were clear and concise, and we pulled up to the office without any trouble. There were two doors, one labeled Student Entrance and one labeled Life Development Institute which led into the office.

A friendly receptionist greeted us at the door, and then promptly stepped through another door to find Rob Crawford, director of the program. As we waited, we observed the awards and certificates lining the walls, showing a lot of community involvement. A student came in while we waited and I had the chance to see a student/ instructor interaction first hand. I was impressed by the student's ability to clearly identify what he needed, determine the steps it would take to accomplish his goal and ask for help when needed. He politely engaged us in a conversation with good eye contact before returning to class to continue his studies.

After a short wait, Rob met with us and ushered us into the back office to begin our tour of the facility.

Continued: **Life Development/** pg 12



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## Life Development: Continued from page 11

School was in session when we visited and students were busy studying, researching online and working in small groups. Class sizes average 8-10 students, and each teacher keeps their students for the entire school year. Life Development Institute accepts both young adult, college-age students into their residential program and day students age 16 and up. The institute currently has 50 day and residential students. All students attend some sort of college or vocational classes in Phoenix and surrounding areas.

Life Development Institute is located in a professional park in Glendale, AZ, with the students living in an integrated apartment complex a couple blocks away. The students come voluntarily from around the country to work on independent living skills and college courses, specifically tailored to assist their special education needs and learning disabilities. Veronica Crawford met us after we watched classes for a bit, and explained the schooling process/ living combination for the students. She explained how each student is assigned a Program Mentor and Student Advisor who work together to help him/ her find all learning assistance needed. The Program Mentors are certified in their area and provide daily instruction and tutorial support to each of their assigned students. In addition, they help the more independent students find assisted learning

programs in surrounding colleges, universities and vocational training facilities.

The Student Advisors assist students in weekly menu planning, cooking classes, finances, budgeting and act as a support network for the students to learn to live independently. Advisors check the apartments sporadically to make sure the students are learning independent living skills and taking care of the living quarters responsibly.

We left the main building of the Life Development Institute and headed over for a tour of the apartment living part of the program. The Student Advisor who showed us around explained how the gated community apartment complex was considered more a supportive community than just supervised living. She also talked to us about teaching the students how to shop, budget, cook for themselves/ others, prepare for job interviews, etc.

After a few hours of visiting with the Crawfords and other staff at Life Development, we decided it was time to head out. We'd had a nice visit, said our goodbyes and drove off feeling impressed at what this independent living program for college-aged students with learning disabilities could offer those they serve.



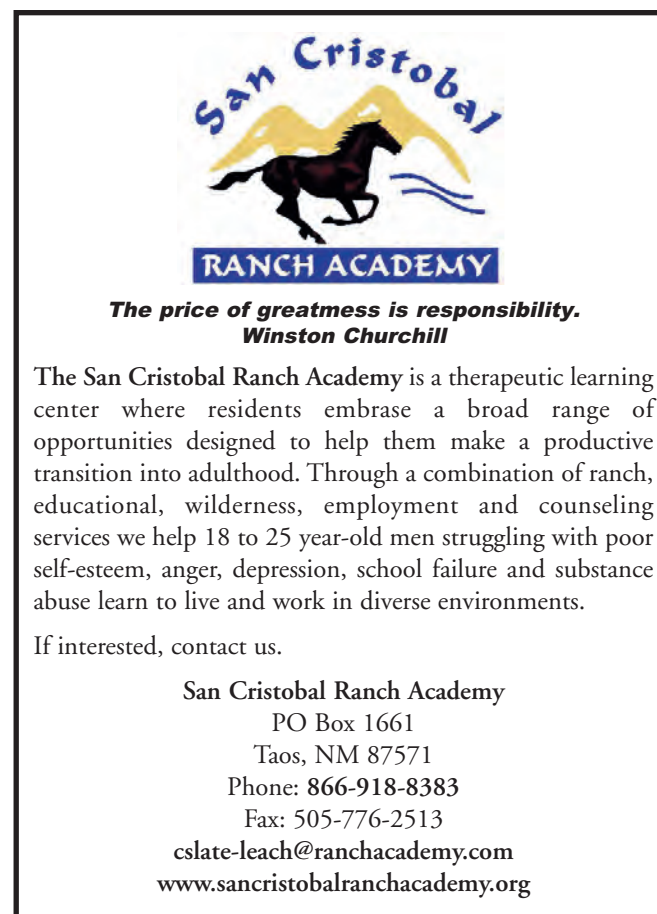
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## WEST RIDGE ACADEMY

West Jordan, Utah

Jared Hamner – Admissions Director

[www.westridgeacademy.com](http://www.westridgeacademy.com)

[jhamner@westridgeacademy.com](mailto:jhamner@westridgeacademy.com)

Visit by Kristie Henley, June 11-12, 2006,  
[kristie@woodbury.com](mailto:kristie@woodbury.com)

As I drove onto the West Ridge Academy campus, I was a bit awestruck by the size of it. In my mind's eye, I had pictured a quaint little administration building and a couple small dorm buildings. What I found instead was a small college style campus with eight cottages for the boys, a huge administration building complete with offices and classrooms, a parent apartment, two full-scale gymnasiums with one on the boys' campus and one on the girls, a classroom building and four cottages for the girls' campus, as well as a chapel. Both campuses are set up in an oval or circle shape, with buildings boarding

a large yard in the middle. I was impressed with not only the size of the boys' campus, but also by how beautifully groomed it was. The girls' campus is still very much under construction.

At the edge of the campus sat an unmanned guard station that showed the transformation from the old militaristic style that once housed the Utah Boys Ranch. This station, which is now in the process of becoming a music center, should be left standing to remind all past and future families of the considerable growth this program has undergone under its new management.

At one time, the West Ridge campus was just for boys, but recently they have added an adjunct girls program with the two campuses being adjacent to each other. However, both programs are run completely independent of each other, and although they currently share the cafeteria, they do not use it at the same time.

Continued: **West Ridge/** pg 14

With 50 years experience, Yellowstone Boys and Girls Ranch is a multi-service agency, serving severely emotionally disturbed youth and their families from across the nation. We currently serve more than 600 children and families daily in psychiatric residential care and community based services within several Montana communities.

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## West Ridge: Continued from page 13

As I pulled into a parking spot in front of the admissions office, I was greeted by one of the house parents because the office was closed due to my evening arrival. She instructed me how to get across campus to the on-site apartment where I settled in for the evening.

Early the next morning, as I got ready to begin my tour of the campus, I heard boys' voices in the yard and looked out the window to see them doing exercises. Then they all huddled up in a group for what appeared to be a pep talk of sorts as I prepared to walk across the yard to the office.

As I waited in the office and talked with various staff members, I began to realize that there are several family connections at West Ridge. Many staff members had chosen to return to the school either after attending the program themselves or having had sons who attended. West Ridge is a religious program with on-staff spiritual advisors, many of whom reported renewing their terms repeatedly. A few had entire families working there, which I felt indicated a high level of dedication and gratitude toward this school and its mission.

West Ridge Academy is a non-profit, non-denominational residential treatment center for boys or girls "who face challenges ranging from significant psychiatric issues to severe emotional and behavioral acting out." The program is appropriate for students with aggressive/ assaultive behavior, persistent disregard for parental authority, lengthy outpatient history without improvement, cutting or self-destructive behaviors, running away, suicidal ideation, substance use, sexual promiscuity, lack of enthusiasm/ motivation, and those typically slacking in or truant from school. The school is accredited through NAAS, and the clinical program is licensed by the State of Utah as a residential treatment center. All the therapists are Masters or Doctorate level. Perhaps the following: Each residence has at least one married couple (plus their young children if they have any) living in the cottages that function as primary mentors to the students. Each residence also





has at least one unmarried staff living in the cottages that also mentor the students.

Admissions Director Jared Hamner introduced me two of his assistants, Robynn and Lynn, who took me around campus and explained a normal day to me. After walking through the administration part of the office, we crossed over into the boys' school. Although housed in the same building, the school is kept separate from the offices. The principal's office is located in the center of the school and classrooms, though smaller, are arranged very much like a typical high school. There are also two classrooms for the nine middle school students. Another thing I noticed was the boys all wore a uniform of sorts and I saw four different colors. I asked about the significance and Robynn explained that the shirt colors are "progress markers" that give staff a quick reference as to how a youth might respond to them. Unlike a level system, the kids do not have to go through each shirt color and the color can change daily.

As we walked through the halls of the school, I could sense a feeling of excitement, which was later explained as anticipation for an upcoming musical performance. Many of the boys' had taken guitar and singing lessons and would be performing as a group in a mini-concert for the administrative team and me. We talked with a few boys along the way, some were shy, while others were outgoing, yet all radiated a quiet sense of pride that wasn't outwardly boasted about but definitely apparent. I couldn't help but feel proud of them as well. We talked with two of the boys who would perform later that afternoon; one was beginning to transition out of West Ridge, while the other had only been there a couple months. They both looked healthy with clear eyes and boyish smiles. I spoke in German to one who was excited to show a skill he'd learned, and discussed music with the other. Both felt they had grown on some level and readily told me what led them to West Ridge.

While heading back through the school toward the administration section of the building, I noticed a couple boys in bright yellow shirts standing in a line by the wall, and Lynn explained that these boys were on work crew because they did not want to participate in classes. The yellow shirts signified a lack of trustworthiness.

Ken Huey, Clinical Director, met me in the office to describe the program components. He also explained the program's non-profit status and fund-raising

Continued: **West Ridge/** pg 16



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activities that West Ridge uses to pay for everything in advance including various projects and facility enhancements such as the gymnasium, girls' campus and the ropes course. Ken took me over to the girls' campus and we began our tour in their gym, where West Ridge provides a day program (Sunshine Solutions) for underprivileged local kids, age five and up who need summer activities, positive mentors and emotional growth to help them learn how to make good decisions. We also walked through both the girls and boys dorms, which were all clean and decorated with homemade quilts, and picture boards that gave an organized yet very home-like feel. We finished with a walk through the chapel where students participate in non-denominational services.

After touring all the buildings, the two West Ridge campuses have to offer, it was time for lunch. The food was great, but the entertainment was even better. Twenty or so boys, who had only practiced together for a week or two by the time of my visit, gathered in the conference room and played/ sang a couple ensembles. I was impressed by the level of teamwork required to pull off such a task with little notice and little practice. We finished lunch, thanked the boys and left to watch the girls tackling the ropes course, before attending a graduation ceremony for one of the boys.

At the end of the day, Ken Allen, Executive Director asked me to come in for my own exit interview. As I talked about my observations, he took notes and pondered my input. I felt satisfied that the administration takes visitors concerns, opinions, etc into consideration. I observed a portion of the intake process as I sat in Jared's office with him and Amy Whittaker, Clinical Assistant. I was impressed by the communication and amount of screening detail they do on each student. The sun was setting on the nearby mountains, when I returned to the parent cottage to settle in for the evening. As I watched the boys playing in the yard, I felt at peace with the obvious sense of safety and well-being the boys and girls seemed to feel on this campus.



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At the Crossroads, located near St. George, Utah, helps struggling young adults (18 – 23) become successful by teaching the values and skills necessary to live independently in the real world. Students who want a fresh start on life and recognize that appropriate boundaries will help them achieve their individual goals are good candidates, especially if their parents are willing to begin treating them as adults. Students dealing with psychological and/or addiction issues are not appropriate.

While at Crossroads, students attend school and/ or go to work while also participating in life skills training. Over an 8 – 12 month period, students

develop an individualized plan that enables them to move through the life skills training – called Pathways – which encompasses Independence, Healthy Living, Spiritual Awareness and Strengthening Relationships. Students live a structured lifestyle in one of several adjacent three-bedroom homes. Formal educational opportunities including colleges and universities, vocational and trade schools as well as GED prep classes are available in the community.

Crossroads was founded by Michael Alger and his wife Jessica in an effort to help students graduating from more highly structured programs continue to move forward with their lives rather than returning to old patterns and destructive behaviors. Matt Eschler, LMFT, is the Clinical Director of the program.

*Note: The information used in this New Perspective came from the At The Crossroads brochure.*

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~ Marie Ray



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570-748-4543  
[www.BaldEagleBoysCamp.org](http://www.BaldEagleBoysCamp.org)

Bald Eagle Boys Camp, sponsored by the Mennonite Church, uses a wilderness setting to provide a non-punitive atmosphere where troubled boys can work through problems and move towards behavioral, emotional and spiritual wholeness. The program offers year-around residential treatment for boys aged 9 – 16.

After several years of research and planning, the camp opened in January of 1995. The program uses techniques developed by Campbell Loughmiller more than 50 years ago and successfully replicated across the nation. This method basically is based on the healing properties of long-term camping out by young people.

The camp can serve up to 30 boys. The average length of stay is 18 months. Bald Eagle is licensed by the Pennsylvania Department of public Welfare as a Residential Treatment Facility.

***Note:** The information used in this New Perspective came from the Bald Eagle Boys Ranch brochure and website.*

---

## **GOOD LIFE COTTAGE**

Thompson Falls, Montana  
Anthony & Teri Cristaldi, Co-Directors  
406-827-0416  
[hac0322@blackfoot.net](mailto:hac0322@blackfoot.net)

Good Life Cottage is a small, specialized home offering developmental support and behavioral guidance for struggling adolescent boys between the ages of 12 – 17. Up to six boys live with Anthony and Teri and function as a family. Boys in residence have typically experienced issues including drug and alcohol abuse, low self-esteem, defiance, aggravated family relationships, grief and depression.

Education is a primary focus of the program. While most of the boys attend the local public high school, an in-house distance-learning program is available. Students are encouraged to participate in school activities and community service. There is a carpentry and hobby shop available at home. Good Life out-sources therapeutic services as needed and helps the boys attend AA and/or NA meetings.

***Note:** The information used in this New Perspective came from the Good Life Cottage brochure and website.*



## INNERROADS WILDERNESS PROGRAM

Missoula, Montana  
Michael Hudson, Program Director  
406-721-2704  
[www.youthhomes.com](http://www.youthhomes.com)

The InnerRoads Wilderness Program opened by Youth Homes, Inc. in 2001 offers three wilderness options for teens from 13 to 17. Youth Homes, a member of NATSAP, offers families a sliding fee scale.

Expedition Plus, a six week program for teens showing signs of depression, school failure, substance abuse and/or deteriorating family relationships, helps struggling teens change direction, build self-worth and return home with support to enable them to become engaged in their family, school and their community. Four weeks of backpacking are followed by two weeks of community service. The last session for 2006 will start in September and sessions will resume in March of 2007.

The Adventure-Based Challenge Program and the Short-Term Wilderness Intensive programs are designed for teens looking to improve their self-esteem and to improve communication at home. Family members are encouraged to participate.

Full-time wilderness staff are licensed and credentialed at a Masters level. Seasonal staff have all had experience in wilderness programs and many return each year.

Youth Homes also provides therapeutic group homes, shelter care, foster care and adoption services. They partner with Intermountain Children's Home in Helena, MT to provide programming for children dealing with attachment disorders.

*Note: The information used in this New Perspective came from the Youth Homes, Inc. website and direct contact with program director Michael Hudson.*

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becomes easier to do,  
not that the nature  
of the thing changes  
but our ability to do it increases.*

~ Ralph Waldo Emerson

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## CHOTEAU YOUTH RANCH

Choteau, Montana  
Ron Daley, Program Director  
406-590-9152  
[rond@choteauranch.org](mailto:rond@choteauranch.org)  
[www.choteauranch.org](http://www.choteauranch.org)

The Choteau Youth Ranch is a private, non-profit organization that provides short and long-term residential care services for boys, ages 12-17. The program works with boys who exhibit a variety of problems including, anger management, rebellious, defiant, abusive behaviors, low self-esteem, depressed, manipulative, etc.

The Choteau Youth Ranch Early Intervention/ Aftercare and Behavior Modification Program is designed to teach teens how to lead a balanced life. Choteau is an inter-denominational, Christian based program that offers an individualized educational program for each student based on Montana's education standards.

Upon arrival into the program, students participate in online transferable credit courses from the Montana E-Distance Learning Consortium at [www.mscl.org](http://www.mscl.org). Students receive vocational training

skills in woodworking, automotive maintenance, lawn care, gardening and animal care as well as help in identifying careers, Resume writing, etc. Students participate in a variety of activities including, fishing, golfing, horsemanship, an on-site climbing wall, etc.

Choteau is a member of the Montana Private Alternative Adolescent Residential Programs and registered with the Private Alternative Adolescent Programs or Outdoor Programs of Montana.

*Note: The information used in this New Perspective came from the Choteau Youth Ranch website and Program Director Ron Daley.*

*"A new scientific truth does not triumph by convincing its opponents and making them see the light, but rather because its opponents eventually die out, and a new generation grows up that is familiar with it.*

*~ Max Planck*

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## EXTENDED INSIGHTS...

### ASHBY ACADEMY

Ashby, Massachusetts  
Dr. Alfred Allen, Head of School  
877-386-0055  
[aallen@ashbyacademy.com](mailto:aallen@ashbyacademy.com)  
[www.ashbyacademy.com](http://www.ashbyacademy.com)

Visit by: Nancy Masland, EdS, IECA, July 2006,  
[nancy@nancypmasland.com](mailto:nancy@nancypmasland.com)

Ashby Academy is a newly opened school for the clinically or behaviorally challenged boy with an average or slightly below average IQ. The school accepts boys, age 10-14, with language-based and non-verbal learning disabilities. Ashby accepts students with ADD/ADHD, Anxiety Disorders, Oppositional Defiant Disorder, Motor Tic Disorders, Dysthymic Disorder, Mild to Moderate Depression, or Asperger's Syndrome. The school will also work with students exhibiting a psychosis or bipolar disorder, if controlled by medication, and the student is not a danger to himself or others. Ashby is not appropriate for the physically challenged, thought disordered, fire setting, physically aggressive or sexually acting out boy.

Owners, Michael Beavers and Dr. Alfred Allen (founder of the Hunter School and Granite Hill School), pointed out that Ashby is a therapeutic middle school that

emphasizes academics, but it is not a program. The goal of Ashby Academy is to develop a safe, nurturing environment where the boys will learn personal responsibility and social skills. Ashby offers a wide range of therapeutic components including individual psychotherapy, speech and language therapy, occupational therapy, physical therapy and group therapy that will cover topics such as divorce, grief and loss, anger management, etc.

The school provides each boy with individual attention and a tight structure that includes an unlocked crisis unit, and a 'planning room' where the staff work with the boys to strategize causes and solutions for any current problems. One example of this strategizing includes filling out a form that asks a variety of self-examining questions such as, "What did I do? How was I feeling? What rule did I break? For whom did I create a problem? What did I want to happen? What did happen? If this happens again, what will I do differently?" Ashby uses a positive intervention model rather than a traditional point-level-privilege system.

Ashby is located on the former campus of the Shackelton School with over 70 acres of woods, streams, hills and gardens. IEP/ITP testing in the Carnegie Unit measures each boy's academic, clinical, and

Continued: **Ashby/** pg 22

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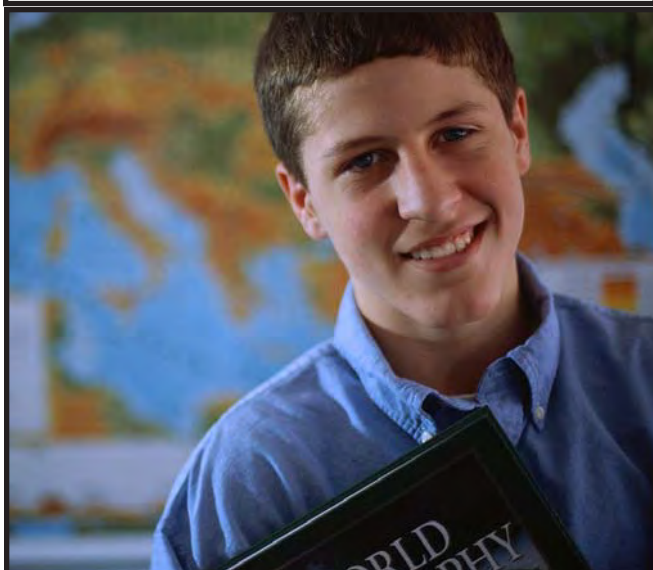
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## Ashby: Continued from page 21

social/emotional goals. When necessary, an Orton-Gillingham teacher is available to the students. Mayflower Hall, the central building, is a functional, state-of-the-art facility for the dorms and school.

The parent/family program is developing and will frequently communicate with families and consultants. The school is currently working toward obtaining accreditation from NEASC and JCAHO. Although there were no students attending the school at the time of my visit, the plans and format have proven to be sound in other schools.

*About the Author: Nancy P. Masland, EdS, is an Educational Consultant and founder of Nancy P. Masland & Associates, Tucson, AZ, 520-749-4220. A member of the Independent Educational Consultants Association (IECA), Nancy has more than 30 years of counseling, administrative and teaching experience.*

## PARENT MENTORING WORKS

By: Glenda Gabriel - Core Solutions  
 Everett, Washington  
 877-271-4427

[info@corebb.com](mailto:info@corebb.com) - [www.corebb.com](http://www.corebb.com)

Anxiety. Guilt. Fear. Shame. Isolation. These are constant companions for parents of at-risk teens. In contrast to parents of other children with special needs, they find little, if any, compassion and understanding. Rather, they are faced with overwhelming feelings of hopelessness, discouragement, failure, fingers of blame pointed at them, harsh judgment and criticism. Support withdraws. People turn away and walk a wide circle around them, as though their pain might be contagious. A pariah. The one to be avoided. I know first hand what it feels like to live in that dark, frightening place.

Despite everything you have tried, your child continues to self-destruct. You dread the phone ringing because it likely means more bad news from the school, your neighbors and/ or the authorities. None of their solutions are working either. Yet, the love for your child and your resolve to halt their downward spiral forges your sense of duty and responsibility to find a solution before all remaining options disappear.

With great courage, you research new alternatives and are heartened to find professionals dedicated to helping families just like yours. As you transition through the steps of placement, the roller coaster ride of emotions surge onward as you embark on a new chapter.

Although you may experience a sense of relief in knowing that your child is beginning to get help, you also feel the emotional void of not having them in your home,



a void that you must fill. As I moved on from being one of those people, to working with other parents experiencing the same things, I learned first hand how coaching and encouragement from peer parents can lift that enormous burden. For me, the giving and receiving of mentoring was an invaluable part of the family healing process.

Shortly after my child's placement, I was fortunate to be part of a parent support group. Through that unity and support, we not only helped ourselves, but also helped each other. Within that system of 'parent mentoring,' we saw our own direction better and became more capable of focusing on being part of the solution. For the first time in a long time, we had reason to hope.

Developing and strengthening our parent network allowed us to stop focusing solely on our child and 'tend to the wounds' of the other people in our family, including ourselves. The need for parents to take care of themselves is a frequently overlooked, fundamental basic. However, it's much like the flight attendant's speech at take-off, "if the need for oxygen becomes necessary, you must place the oxygen mask on yourself first before lending aid to someone else." There is a heavy toll placed on each member of the family of an at-risk teen, and to provide the best possible support for your child as they work to make and sustain the changes required, it is vital to "place the oxygen mask on yourself first."

As a result, the parent support mentoring system affords you a "soft place to fall," and you start to regain some balance in your life. There is strength in numbers, and from that strength, you build a reservoir of energies that allows you to invest in the support of your child's program. It also allows you to support the program in which you placed your trust and your child. With the support of your parent mentors, you know you're no longer tackling this challenge on your own. While mentoring one of your peer-parents, you often find that you not only helped to lift their spirits, but also lifted your own, thus creating a better day for both of you. As parent mentors, we invite you to join us in the excitement of looking forward to the parent conferences at your child's school and reaffirming those lessons with other peer parents when you return home. Your parent mentors will cheer you on and celebrate joyful days, as well as exchange concerns, information and offer practical ways to create solutions. You will learn from each other, laugh together and lead by example, which will create long-lasting bonds of friendship. In addition, these bonds will help you and your family to become an active and important member of your School's team effort.

Continued: **Mentoring/** pg 24

*If I focus on what I need, what I am not, what I've lost, who offended me, what I might have been, or what I'm doing without, I have an attitude problem.*

*~ Anonymous*



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## **Mentoring:** Continued from page 23

This is such a personal battle and there are no instruction manuals on how to make these big changes, but with the help of other parents who have already experienced and truly understand these challenges, it is easier. It's like the old adage of "it takes one to know one," that makes peer mentoring a benefit to parents as much as it does our kids.

On those days when you want to give up, draw on the strength and support of your fellow parent mentors. At this point it may be hard for you to visualize that light at the end of the tunnel. However, if you stay the course and take advantage of all the resources available to you, both you and your child will pull through it.

Remember . . . no one ever said it would be easy . . . just worth it!

*About the Author: Glenda Gabriel is an advocate for parents rights and the parent choice industry, for several years, she has worked to develop vital parent support services for structured residential boarding schools.*

*If you look at things differently,  
the things you look at change.*

*~ Dr. Wayne Dyer*

## **NEWS & VIEWS...**

### **FATHER STOPS HELPING GANGSTER SON**

(August 25, 2006) The Tampa Tribune reported that a father concluded after his son was arrested, he would not help him get out of his difficulties because his "son must learn his own hard lessons about gangs.

### **FRISBEE SUCCESS BEATS SATS**

(August 31, 2006) A study released by Dr. Michael Norden of Seattle, WA, found that college ranking in Ultimate Frisbee is a better predictor of academic performance than any other standard measurement including SAT scores, grades, faculty resources and financial resources.

### **TOP 20 PSYCHIATRIC DRUGS FOR 2005**

(August 31, 2006) PsychCentral lists the top 20 Psychiatric Prescriptions for 2005, including the number of US prescriptions by drug.

### **YOUNG MEN LOSING SENSE OF RELEVANCE**

(August 27, 2006) The Dailybulletin.com, in Ontario, CA, quotes various experts on what some call a "slacker epidemic" among boys and young men and possible solutions for it.

*Note: The full News & Views and all the links are available online at [www.strugglingteens.com](http://www.strugglingteens.com).*



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## SEEN N' HEARD...

### JONES OF NEXT STEP VISITS

(July 25, 2006)  
Vicki Jones, MS, CPC, with Next Step for Success, Redmond, OR, 541-504-5224, stopped by Woodbury Reports, Inc. for a visit.



### SOBER COLLEGE & SELF DEFENSE

(August 2006) Brian Brekke, LAC, Director of Operations, Sober College, Woodland Hills, CA, 818-679-0785, announced that seven women from the program participated in self-defense classes to empower them physically and emotionally as they tackle recovery.

### THREE SPRINGS IMPROVES TREATMENT

(August 17, 2006) Debra Dombrowski, Communications Manager, Three Springs, Huntsville, AL, 256-880-3339, announced the treatment team at Three Springs Paint Rock Valley now offers individual therapy and specialty group therapy in addition to traditional group process treatment.

### SCHEFF AND CACICA HELP FAMILY

(August 26, 2006) In a Press Release written by Isabelle Zehnder of the Coalition Against Institutionalized Child Abuse (CAICA), 360-903-3951, it was explained how both she and Sue Scheff of PURE, Florida, 866-798-2285, helped the Wood family obtain counsel for their August 25, 2006 lawsuit against Cross Creek Manor, the World Wide Association of Specialty Schools Programs (WWASP) and other entities.

### COOS COUNTY APPROVES FRANCES

(August 27, 2006) Dore Frances, Horizon Family Solutions, Bend, Oregon, 541-312-4422, announced she has "been accepted and recognized in the Circuit Court for the State of Oregon, in and for the County of Coos, as a court approved Parent Coordinator."

### STICC NEEDS RESEARCH BASED SCHOOLS

(August 28, 2006) Patricia R. Abreu, Executive Director, Saving Teens In Crisis (STICC), Sudbury, MA, 877-249-1336, announced they are looking for schools using research based methods. STICC received a \$100,000 grant from the US Office of Juvenile Justice and Delinquency Prevention, which they can use to scholarship students in schools that can document using research-based methods.

Continued: **Seen N Heard/** pg 26

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## Seen N Heard: Continued from page 25

### **BALLARD LEAVES DISCOVERY ACADEMY**

(August 28, 2006) Tori K. Ballard, Admissions Director, Discovery Ranch, Provo, UT, 801-380-8824, announced she has resigned her position at Discovery Ranch.

### **WHO'S WATCHING THE KIDS?**

(August 28, 2006) The Montana Public Broadcast Station produced an hour-long documentary on the private parent-choice schools for struggling teens titled, Who's Watching The Kids.

### **REMUDA RANCH STAFF RADIO TIMES**

(August 28, 2006) Remuda Ranch, Wickenburg, AZ, announced that staff members are discussing eating disorders on live radio shows on hosted by Dr. Tom Scales every Wednesday at 2 PM Pacific (5 PM Eastern).

### **HIDDEN LAKE HOSTS ARTIST LECTURE**

(August 29, 2006) Matt Paul, Director of Academics, Hidden Lake Academy, Dahlonega, GA, 706-864-4730, announced Artist Wendy Smawley, lectured on food art during the Welcome Back Day festivities following the August break.

### **NEW HAVEN STAFF UPDATE**

(August 29, 2006) Jennifer Jeppson Wilson, Admissions, New Haven, Provo, UT, 801-768-2495, announced that Emerald Smith has joined the Admissions Department.

### **COACH TRAINING TELECLASS**

(August 29, 2006) Penelope Valentine, Next Step For Success, Redmond, OR, 541-504-5224, announced the third teleclass is set to start on October 17, 2006. This 20-week teleclass is geared specifically to professionals seeking training in Coaching Parents of Struggling Teens and Young Adults.

### **ASCENT JCAHO ACCREDITED**

(August 31, 2006) Claudia Peterson, Admissions Director, Ascent, Naples, ID, 800-974-1999, announced the wilderness program has received accreditation from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO).

### **CONSULTANT & STAFF JOIN RACES**

(August 31, 2006) Susan Holden Walsh, Holden McClure PR, 303-449-2526, announced that a consultant and several program staff participated in the LiveStrong Challenge, Team Avengers race in Philadelphia, PA on September 10, 2006. The team included Elizabeth McGhee, Amanda Thomas, Beth Laughlin, Jude Rudolph and educational consultant Mike Balotti, as team captain.



### **CAMPBELL PARK OPENS IN SEPTEMBER**

(August 31, 2006) Nathan Tompkins, Founder/Owner, Campbell Park, Kurow, New Zealand, USA 213-988-0718, New Zealand announced the school is set to open on September 18, 2006, with the first students arriving on September 16, 2006.

### **SILVERADO BOYS RANCH OPENS IN 10/06**

(September 1, 2006) Denise Westman, Director of Admissions, Silverado Boys Ranch, Panguitch, UT, 435-690-9185, announced the program would open during the first week in October 2006. Student applications are now being accepted.

### **COLLEGE EXCEL OPENS ACADEMIC CENTER**

(September 1, 2006) Harold Olaf Cecil, Media relations Ad HOC, College Excel, Bend, OR, 541-388-3043, announced the opening of their new 15,000 foot Academic Center for Excellence.

### **OPEN SKY DONATES OVER \$30,000**

(September 5, 2006) Aaron Fernandes, Executive Director, Open Sky Wilderness, Durango, CO, announced the program has donated more than \$30,000 in scholarships and discounts during its first 100 days of operation.

### **NEW LIBRARY AT HIDDEN LAKE**

(September 5, 2006) Matt Paul, Director of Academics, Hidden Lake Academy, Dahlonga, GA, 706-864-4730, announced that on September 8, 2006, the program held a ribbon cutting ceremony for a new administration building, which houses the new library.

### **FORMER BLUE RIDGE SCHOOL HEADMASTER PASSES AWAY**

(September 6, 2006) William Darrin III, Admissions Director, Blue Ridge School, St. George VA, 434-985-2811, announced that former Headmaster of the School from 1962 to 1984, Hatcher C. Williams, has passed away.

### **SLS HEALTH LEADS INNOVATIONS**

(September 6, 2006) Al Bergman, Admissions at SLS Health, Brewster, NY, 845-279-5994, sent out a flyer that showed several significant innovations produced by SLS Health over the years.

### **CARLIN ASHBY ACADEMY'S DEAN**

(September 6, 2006) Dr. Alfred Allen, Head of School, Ashby Academy, Ashby, MA, 877-386-0055, welcomes Chris Carlin, MSW, as Dean of Students for this new therapeutic junior boarding school for boys, ages 10-14.

Continued: **Seen N Heard/** pg 28



## **TRANSITIONS** *of Galveston Island LLC*

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## **Seen N Heard:** Continued from page 27

### **SAMUEL DEVELOPS AULDERN PROFILE**

(September 6, 2006) Jane Samuel, MA, Head of School, Aulder Academy, Pittsboro, NC, 919-837-2336, developed an admissions profile for student enrollment into Aulder.

### **OSMOND TO RECEIVE ANASAZI AWARD**

(September 7, 2006) CoyLou Steel, Community Relations, Anasazi Foundation, Mesa, AZ, 480-892-7403, announced that on November 9, 2006, Children's Miracle Network founder Marie Osmond, would receive ANASAZI Foundation's Turn for Peace award at the nonprofit organization's annual scholarship dinner.

### **NEW THERAPIST AT TIMBER RIDGE**

(September 11, 2006) Virginia Short, Director of Admissions, Timber Ridge Preparatory School for Girls, Clarks Fork, ID, 208-266-0128, announced Ruth Rahimi, MA, ABD, is the newest Family Therapist for the program.

### **REMUDA RANCH ALSO IN VIRGINIA**

(September 12, 2006) Remuda Ranch, Wickenburg, AZ, 800-445-1900, announced its plans to open a new facility in Caroline County, Virginia.

### **YES & ALIVE ADVENTURES HOST RETREAT**

(September 12, 2006) Dr. Forrest Melton, Jr., Youth Empowerment Services (YES!) and Alive Adventures, Boise, ID, 208-331-2852, announced the Boy's And Men Empowerment Retreat is scheduled for October 14-15, 2006 in Cascade, ID.

### **SHOW RESEARCHES TEEN ANGER**

(September 12, 2006) Michele Friedman, Associate Producer, Dr. Keith Ablow Show, 212-506-4296, announced that the show is currently researching teen anger issues; and how those issues affect the teen's relationships with parents and friends. Families who want to participate can contact the producers.

### **DENUCCI AIM HOUSE EXEC DIRECTOR**

(September 12, 2006) Kelly Corn, Aim House, LLC, Boulder, CO, 303-554-0011, announced the appointment of Joseph Denucci as Executive Director.

### **PINTO NAMES ABUSIVE TECHNIQUES**

(September 12, 2006) In a symposium presentation at the August 21, 2006, Convention of the American Psychological Association in New Orleans, Allison Pinto, PhD, discussed the Exploitation of Youth & Families: Perspectives on Unregulated Residential



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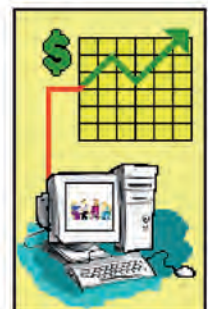
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[www.woodbury.com](http://www.woodbury.com)





Treatment, which named techniques (but not school names) abusive to children.

#### **FLYING H—NEW EMAIL ADDRESS**

(September 12, 2006) Shannon Shipley, Flying H Youth Ranch, Naches, WA, 509-658-2990, announced the Ranch has a new email address,

#### **MT PAARP BOARD RECOMMENDATIONS**

(September 12, 2006) The Montana Board of Private Alternative Adolescent Residential or Outdoor Programs (PAARP) submitted its summary of the Report of Findings and Recommendations to the Montana Legislative Economic Affairs Interim Committee, which included the Board's request to maintain its current structure, operation and responsibilities. To read the full report as well as additional information visit:

#### **ASSAULT AT IVY RIDGE**

(September 12, 2006) News 10 Now in New York, reported that Academy At Ivy Ridge, Ogdensburg, NY, expelled four 17-year-old boys after they allegedly beat a new 14-year-old student and sent him to the hospital.

#### **ASTART PRESS BRIEFING & SURVEYS**

(September 13, 2006) The Alliance for Safe

Therapeutic and Appropriate Residential Treatment (ASTART) is circulating two surveys; one is for parents/ family members of children who attended a Therapeutic/ Emotional Growth School or Program, the other is for students/ participants, for research indicating how much abuse goes on in these programs.


#### **CHANGES AT BRIDGES ACADEMY**

(September 13, 2006) Erick Scheiderman, Admissions, Bridges Academy, Bend, OR, 888-283-7362, announced David Hepburn has replaced Danny Frank as program director. Scheiderman also announced Bridges Academy has changed its Level System to a system of "Phrases," based on theories of positive peer culture, positive psychology and "resilience" theory. This system comes from the old behavioral modification approaches based on "token economies," point-based trust systems, isolation techniques, etc.

#### **MONARCH SCHOOL HAS NO RELATIONS**

(September 13, 2006) Lori Armbruster and Ranel Hanson, Admissions, Monarch School, Heron, MT, 877-955-2232, submitted a press release notifying educational consultants and wilderness program professionals that the Monarch School is not

Continued: **Seen N Heard/** pg 30



## THE RIGHT CHOICE FOR SO MANY REASONS

*"The most thorough evaluation I've found... This is a program I strongly recommend."*  
- Educational Consultant

*"My daughter was difficult but somehow the staff reached her. Now I have hope for her future and our family."*  
- Parent of former patient

*"This was the first program I got serious about. Thanks for not giving up on me."*  
- Former patient

If you know a young person age 12 to 17 struggling with behavioral health concerns - depression, ADHD, anxiety disorders, academic/family issues, chemical abuse - contact The Child and Adolescent Center at Rogers Memorial Hospital.

For an overview of services, visit [www.rogershospital.org](http://www.rogershospital.org).

Free, confidential phone assessments.

**THE  
Child &  
Adolescent  
CENTER**  
AT ROGERS MEMORIAL HOSPITAL

Call 1-800-767-4411 ext. 309 to speak with our National Outreach Representative.

## **Seen N Heard:** Continued from page 29

affiliated with the Monarch Family Healing Center or any other program, school or organization.

### **MELEAR PROMOTED TO CEO OF PROVO**

(September 14, 2006) James Murray, Director of Business Development, Provo Canyon School, Provo, UT, 801-491-3910, announced the promotion of David Melear to the position of Chief Executive Officer.

### **OPI PARTICIPANTS RETURN FROM PERU**

(September 14, 2006) Anne LaRiviere, Admissions & Marketing, Optimum Performance Institute, Woodland Hills, CA, 888-558-0167, announced program participants have returned from spending 10 days in Peru.

### **FOUR CIRCLES RECOVERY CENTER**

(September 15, 2006) Aspen Education Group, Cerritos, CA, announced the opening of Four Circles Recovery Center, Asheville, NC, 877-893-2221, with Jack Kline, MS, LPC, NCC, as Executive Director and Clarke Poole, MA, in Admissions. Four Circles is a wilderness recovery program for young adults ages 18-28.

### **NATSAP WHITE PAPER**

(September 17, 2006) The National Association of Therapeutic Schools and Programs (NATSAP) Board of Directors and representatives from its membership base have prepared a white paper to address several issues of concern to the industry of private parent-choice schools and programs. Dr. John Santa, PhD, NATSAP Board President, also issued an open letter and invitation to critics of private residential treatment programs.

### **BOZAK VISITS CAMPBELL PARK**

(September 18, 2006) Steve Bozak, CEP, Educational Consultant, 518-373-8069, visited Campbell Park in Kurow, New Zealand in June and wanted to share how impressed he was with the progress the program was making in preparation for its grand opening on September 2006. Campbell Park, founded by Nathan Tompkins, 213-988-0718, is now open and accepting enrollment applications for boys, ages 16-19.

### **ICR ADDS NEW LOOK TO PHASE II**

(September 19, 2006) Guy Leguyonne, Director of Communications Introspections Costa Rica (ICR), 888-280-4227, announced that ICR has created a new environment for its "Lecciones de Vida" phase by adding an apartment building to its campus, two blocks from the main house, designed to enhance the life skills necessary for students to move to "Viviendo" the independent living phase at ICR. In addition, ICR has added Benjamin Cheley, formerly the chef at The Bottom Line, a five-star restaurant in

Toronto, Canada, as culinary instructor and wellness nutrition advisor, and Gerardo Cheves, who owns Casa Osiris Studios and has experience in several yoga disciplines and a background in Ayurvedic Medicine, as the in-house Yoga instructor.

### **THE FAMILY SCHOOL ALUMNI MEET**

(September 20, 2006) Ann Kozak, Marketing Specialist, The Family Foundation School, Hancock, NY, 845-887-5213, announced that the first Annual Family Foundation School Alumni Reunion was held September 15 and 16 at the Villa Roma Resort in Callicoon, NY. The event drew more than 300 alumni, parents, staff and friends of the school, and marked the 50th wedding anniversary of school founders, Tony and Betty Argiros. The Family Foundation School began as a program for troubled teens in 1977 and has been a New York State registered and accredited boarding school since in 1987.

### **HLA FACES CLASS ACTION LAW SUIT**

(September 20, 2006) An article in the Dahlonga Nugget, a Georgia newspaper, reported that a federal class action lawsuit filed last Monday in the Gainesville branch of the United States District Court, accuses Hidden Lake Academy of "tragic mistreatment of troubled teenage students and families."

### **OPI STUDENTS COMPLETE COURSEWORK**

(September 20, 2006) Anne LaRiviere, Director of Admissions and Marketing at Optimum Performance Institute, Woodland Hills, CA, 888-558-0617 announced that one participant just received his Conditional Real Estate License and another has finished all the courses needed to get his massage therapy license. The Optimum Performance Institute is a "highly individualized therapeutic, educational and residential program for young adults ages 17-25-years-old."

### **KERSTEN AT SILVERADO**

(September 20, 2006) Denise Westman, Director of Admissions & Marketing for Silverado Boys Ranch, 435-690-9185, announced Greg Kersten has joined the team at Silverado. Greg is the founder of Equine Assisted Psychotherapy (EAP), a co-founder of Equine Assisted Growth and Learning Association (EAGALA) and the owner of the O.K. Corral, LLC. Silverado Boys Ranch is an owner-operated therapeutic boarding school for boys, ages 13-17 and is now accepting enrollments.

*Note: Links for October 2006 Seen N' Heard are available online at [www.strugglingteens.com](http://www.strugglingteens.com)*





"Helping Boys Find Their Way"

## THE FOUNDERS OF ASHBY ACADEMY

*Dr. Alfred Allen, Michael & Lynn Beavers,*

*Dr. Jim Powell & Brandi Elliott Proudly Announce*

# GRAND OPENING "NOW ENROLLING"

*ASHBY ACADEMY is a junior boarding school for boys ages 10-15 in grades 5-9, located in Ashby, Massachusetts. Ashby Academy provides exciting opportunities for learning, growth and personal development. While the Academy is "New" the staff is not. Our three top executives have 60 years of combined experience. To learn more call 877-386-0055 or go to [www.ashbyacademy.com](http://www.ashbyacademy.com)*

## THE LEADERSHIP TEAM

### **Dr. Alfred Allen - Head of School**

Dr. Allen brings a wealth of experience and knowledge to Ashby Academy.

Dr. Allen earned his graduate degrees from Boston University and Dartmouth College, was on staff for 10 years at Eagle Hill School, the Director of The New England Salem Children's Village, The Hunter School and most recently the Headmaster of the DO-IT School and its successor, Granite Hill School. Dr. Allen has also served as the President of the New Hampshire Association of Private Special Education Schools for many years. Dr. Allen's experience with middle school aged children and those suffering from language based learning disabilities, non-verbal learning disabilities and behavioral/ emotional challenges will lead the integrated curriculum and therapeutic program provided by Ashby Academy.

### **Christopher S. Carlin, MSW - Dean of Students**

As the Dean of Students, Chris will oversee the clinical and programmatic aspects of Ashby Academy. Chris has been working with adolescents and their families for over 15 years. He has worked within the therapeutic/emotional growth field in various positions, most recently as the Clinical Director for Valley View School. Chris's extensive background and experience are an integral addition to Ashby Academy's interdisciplinary team and will help guide the school's mission of educating and nurturing boys with learning and behavioral challenges.

### **Matthew A. Hart - Dean of Education**

Matt comes to Ashby Academy with a desire to help struggling young men develop self-confidence, respect for themselves and find academic success. Matt is a graduate of Westfield State College and an Alumnus of Landmark College. Growing up with dyslexia Matt has first hand knowledge of what it is like to struggle as a young man in the academic arena. Matt has many years of experience working with adolescents in alternative education settings from teaching, counseling to most recently directing the academic program for the Academy at Swift River. Matt also serves on his public school board at both the local and district levels.



"Helping Boys Find Their Way"

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