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January 2006

Issue #137

SEEN 'N HEARD...

SPIRIT DANCE OPENS...

**EAGALA ANNUAL
CONFERENCE..**

SOAR SPRING ADVENTURES...

**NEW EXEC. DIRECTOR AT
BROMLEY...**

**TIPPET ACCEPTS NATSAP
POSITION...**

GLAESER DROPS BY...

**ASPEN: PROPERTY SALE/
LEASEBACK...**

**BLACKWATER HIRES AMY
ERNEST...**

**NEXT STEP OFFERS
TELECLASSES...**

DRAGONFLY RELOCATES...

**UHS ACQUIRES CENTER FOR
CHANGE/OSTEEN PROMOTED...**

CKS TOURS 2006 SCHEDULE...

NAWA RESCUE TRAINING...

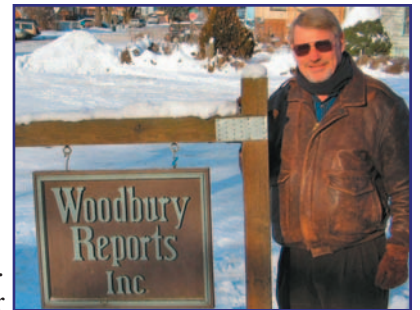
EAGALA FOUNDER FILES SUIT...

*[For details on these and others, read
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WHAT THE STUDENTS SAY

Partial Results From The Woodbury
Reports Parent/Student Survey

By: [Lon Woodbury](#)



For the past few years, Woodbury Reports, Inc. has collected surveys from parents and former students who were involved with a private parent-choice residential school or program, www.strugglingteens.com/survey.html, that are specifically designed to meet the special needs of their students. To date, we have received 404 completed surveys, including 52 (13%) from people who have personally attended one of these residential schools or programs.

The surveys from former students include information about their experiences at the various programs that both contradict and agree with the accusation that many of these programs are harmful, abusive and only in it for the money. Although these 52 surveys provide a hint of the students' individual experiences, they represent only a small sample of the thousands of students who have attended these programs over the years.

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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.

Woodbury Reports™ is published monthly.
One year subscriptions are \$33 USD.
Non-Continental US postal orders
add \$5 USD.

Woodbury Reports™ is published
by Woodbury Reports, Inc.™
Lon Woodbury, President.

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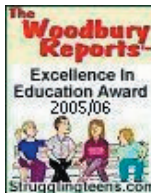


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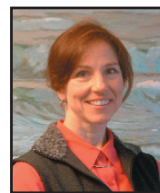
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"Some Children just need to be heard, not cured."

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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Students: Continued from page 1


At the end of each survey, participants are asked to give an overall rating of their experiences on a scale from zero to five, with zero meaning they thought the experience affected them in a negative way, and five indicating their experience was very effective and appropriate. Of these responses, the average was just a shade over three, indicating the average experience, in their opinion, was helpful. This average was mildly positive, neither a ringing endorsement nor a condemnation of the industry as a whole.

Comparing the comments from the former students was very interesting also. For example, I looked at the comments from two students who attended the same boarding school at approximately the same time period. It is likely these two students were exposed to the same program, the same staff and pretty much the same peers. The student that rated her experience a zero described the school as “emotionally abusive” and “depressing, traumatic, painful, sad and deeply disturbing.” However, the student

who attended the same school at approximately the same time period and rated her experience a five, described it as *“hard, thoughtful, life changing, physical, demanding and the best time of my life!!!!”* It is clear that these two radically different subjective reactions describe the respondents more than they describe the school. This suggests that one student was in a place that was wrong for her, while the other was exactly where she needed to be. It indicates whether or not the placement was appropriate, more than it describes the school itself.

To take a closer look at the collection of 52 surveys and evaluate the differences between them, I’ll compare the group who thought their experience was harmful and gave it a zero with the group that rated it a five because they felt the experience was very effective and appropriate. The following two tables will explore the statistical differences between the groups, as well as some thoughts on what these statistics might be telling us.

Continued: **Students/** pg 4



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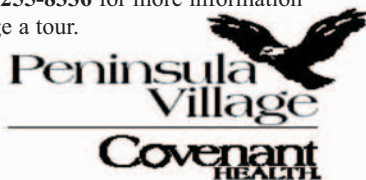
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Students: Continued from page 3

(After the survey was discussed and debated on the Fornits website a few months ago, we received a rash of submissions from former students. This is a site that tends to be very critical of these residential schools and programs, and the site participants were encouraging people to express their negative views in our survey. Ironically, these recent submissions hardly changed the average at all for former students, since the high ratings balanced out the negative ratings).

Overall Rating of Zero—13 Surveys (25% of student responses)

Female—8 (62%)

Male—5 (38%)

Students who exited a Program 7+ years before filling out the survey—8 (62%)

Graduated the Program—7 (54%)

Left Early—6 (46%)

In the Program more than one year—8 (62%)

In the Program less than one year—5 (38%)

Overall Rating of Five—22 Surveys (42% of student responses)

Female— 17 (77%)

Male—5 (23%)

Students who exited a Program 7+ years before filling out the survey—4 (18%)

Graduated the Program—19 (86%)

Left Early—3 (14%)

In the Program more than one year—16 (73%)

In the Program less than one year—6 (27%)

The first observation is that almost twice as many former students gave the top rating as those that gave the lowest rating: 22 (42%) to 13 (25%). This alone suggests that those former students who were positive about their experience significantly outnumber those who were negative about their experience. It also appears that females are slightly more likely to give a positive rating than males.

In looking at those finishing the program more than seven years before filling out the survey, there is a significant difference between the two groups. Of those who had finished their program more than seven years ago, 62% indicated a zero and only 18% rated it a five. This might suggest that the longer a student has to reflect on their experience, the more negative the experience becomes to them. However, when looking closer at these results, it showed that almost half of those giving a zero rating also indicated it had been 15-20 years or more since they had finished, whereas, none

of the students rating the experience a five had been out of a program for that long. This suggests that much of the criticism and feelings of it being a negative experience comes from former students who were exposed to a different type of program such as Straight, Inc. Although they were in style many years ago, programs like Straight are harshly criticized by many of the current programs who see their approach as radically different.

The survey results from those who graduated as opposed to those who left early shows another significant difference. A ratio of 46% to 14% respectively, indicates that those rating it a zero were much more likely to have left early, in comparison to those rating the experience a five.

The comparison between those in a program for more than or less than a year doesn't seem significant, which indicates the length of time for a program does not seem to have much relationship to whether attitudes toward the program are positive or negative.

We will continue to report our findings from these surveys from time to time in an attempt to get an idea as to what parents and former students think about their experience after they are finished. We encourage both former students and their parents to log on and complete the survey www.strugglingteens.com/survey.html on their experiences with private, parent-choice schools and programs. The more surveys we receive, the more helpful and accurate the results.

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ACCOUNTABILITY

Revisiting Mel Wasserman

By: [Larry Stednitz](#)

The “Parent Choice” industry is looking for a home. Should programs be designed by and overseen by clinicians and monitored by government regulations? On one hand, there is pressure for programs to conform to societies’ general acceptance of having clinically trained personnel operate programs for troubled youth. On the other hand, there are a vast number of programs that have been known to be effective with youth and their families without the traditional or accepted, identified agencies or professions. Most notable of course is the CEDU emotional growth model. When CEDU was at the top of the industry, they were operating eight programs and worked with over five hundred youth daily. Numerous other programs were developed from the CEDU model. It is well known that Mel Wasserman, Founder of CEDU, was not a clinician, nor was he particularly supportive of clinicians.

In virtually all programs, accountability is stressed whether the program has been derived from clinical

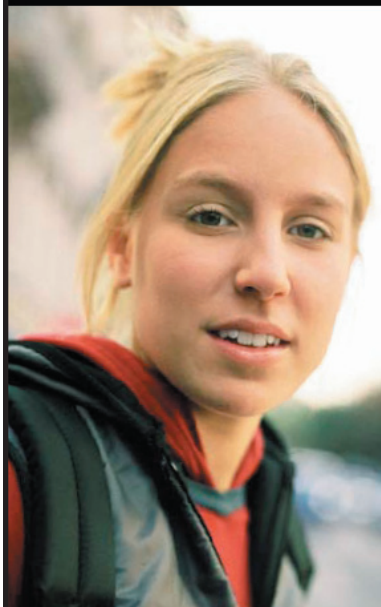
principles, adventure therapy practice or a “mom and pop” program’s way of looking at and developing character in their charges. This essay will look at one aspect of programming and accountability from the perspective of Mel Wasserman, a non-clinician.

Over the years, CEDU documented a great deal of their philosophy and this essay examines Mel’s thinking on accountability. The following information was obtained primarily from a document that represented training on accountability that Mel conducted with the staff of Rocky Mountain Academy in December of 1990. The essay is also supplemented by other trainings given by Mel over the years.

First off, Mel felt it was important to let the students know that CEDU had something special to give and that they would not receive it unless they followed CEDU’s values and agreements. In a sense, he created an aura and a system that would facilitate in students an interest and desire to belong.

Accountability is a cornerstone of CEDU’s emotional growth curriculum. While relationships were deemed important by Mel, the focus on relationships should not be mistaken as a “fuzzy” approach. Boundaries need to be absolutely defined and in Mel Wasserman’s language,

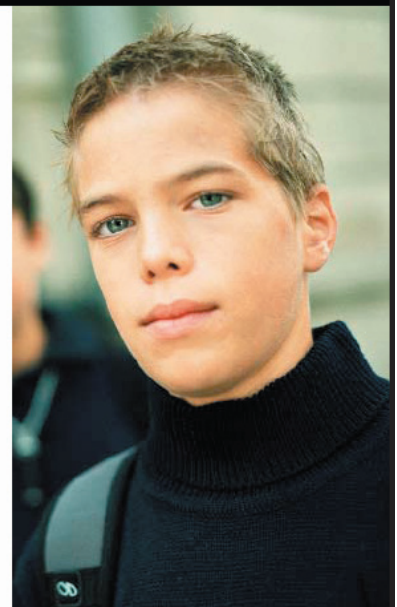
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“rigid.” This line of thinking supports the notion that many of our students have come from families who have had difficulty setting clear limits. When students sense that the boundaries are fuzzy, their anxiety increases. With clear boundaries their security increases. Mel Wasserman said, “We use ‘values not bars,’ and we as a staff do not have to be burdened with guilt when we set limits.” His point of view was that most students are not “broken;” they need boundaries and values to live by.


Mel said, “Prisons are full of people who refuse to live within the boundaries (of society). ‘No one can tell me what to do!’ So actually, society ends up telling them what to do every single minute!” He added that adults/ staff are not doing students a favor by letting them slip and slide. If you do, you are doing the student a disservice for your own personal comfort, allowing the student to take steps toward his or her incarceration. Mel went on to say that staff and parents should never apologize for setting boundaries and that a parent or school should not wait until the students are on the verge of breaking the rules.


Mel would say, “I am in charge, you’re not! This is my house and if you want to be in it you are going to live by my rules. They are not negotiable.” His point of view

was that being at CEDU was a privilege. He stated that every student who comes through the door should be told that being at CEDU was a privilege and that if the student cannot abide by CEDU’s rules; they cannot be in “our home.” Of course, Mel saw the audacity of saying this to students who did not want to be there in the first place!

It was Mel’s belief that it was important to tell students what to do because if they were told what to do, they would feel more comfortable. He felt that reasoning with students increased their level of anxiety. It was his point of view that if you do not enforce boundaries, you actually take freedom away from the student. He said, “Raising healthy children is not a popularity contest.” For example, CEDU imposed a relatively low dollar amount on Christmas gifts given by the parents to the students. He would say that parents who want to give excessively expensive gifts to their children at Christmas were trying to buy their child’s acceptance at the price of the health of the child. He went on to say that “children cannot handle *acceptance/approval* buying by their parents.” Mel often ran into parents who did not like the rules as well. He would tell parents who could not live within CEDU’s boundaries, “If you cannot live

Continued: **Accountability/** pg 8






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Accountability: Continued from page 7
within our agreements, where would you like us to send your child?"

Mel said that setting clear boundaries supports health. He stressed this point by saying, "Take away boundaries and bring in a sewer, a biker society. The magic is not in the building itself, it is in the setting of boundaries, a certain posture and a certain way we act inside them, and then we have something which facilitates what we are trying to do here." Out of the clarity established by the rules, or agreements as CEDU said, students can make choices, hopefully good choices. If a student feels safe in knowing the boundaries and consequences, he or she can make choices that will move him/her toward health. Boundaries are at the core of what Mel taught.

Mel believed that it was important to set boundaries clearly because the students would know that they were truly cared for. He would say, "It is important to set the limits and then put your arm around the student." It is through this process that meaningful relationships were developed. Mel consistently taught that the child should always be accepted, but not always the behavior. Once the students know the boundaries, life gets much easier for them.

We are raising a generation
that has a woefully small stock
of ideas, interests and emotions.

It must be amused
at all costs
but it has little skill
in amusing itself.

It pays some of its members
to do what the majority
can no longer do for themselves.

It is this inner poverty
that makes for the worst
kind of boredom.

~Frank J. McCracken

VISITS...

KIDSQUEST WAGON TRAIN

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Dr. Jim Powell
Clinical Director
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Visit Report By: Larry Stednitz, October 27, 2005

I first heard of VisionQuest in 1976 and have followed the VisionQuest Wagon Train program for the past 25 years. In the early days of the Wagon Trains, I imagined that the kids going through this experience were delinquent gang members who were the "baddest" of the bad, and the staff was a bunch of tough guys who routinely got into physical tussles with their charges and had to be tough as nails to survive this work. It conjured up in me the romantic idea of the rough and ready Old West and a feeling of wanderlust. This was their last chance and if they failed this experience, they were told to get "out of Dodge" and never come back. Of course "out of Dodge" really meant prison.

The reality was much different than my fantasy. I met a group of decent guys who were busy working on the wagons, doing school work, seeing therapists and handling much of the necessary work involved with running a wagon train. They were going about their work in a positive and purposeful manner. Although these were not the toughest kids in the west, many had been in some form of trouble with the legal system, but would be considered low level offenders who had a good chance of escaping a long difficult life of trouble in their communities and their families. A few were not in the juvenile justice system, but rather in the child-protective services divisions of social services. Those kids had no legal difficulties but were victims of not having good role models to learn from and a stable home.

I sat with one boy who had been referred to KidsQuest by an educational consultant. He was somewhat sullen as he had just learned that he was going to Samoa after the Wagon Train trip was over in two weeks. Nevertheless, he was working right alongside the other boys taking care of the Wagon Train camp. He told me that he enjoyed working with the horses, learning to see that "I am not the only one who has needs. The horses made me feel good and I was able to take care of them." My myth of the Wagon Train working with the "baddest of the bad" was quickly dispelled.

Continued: **KidsQuest/** pg 10



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is as unreal
as a sheet of paper
which has only one side.

~Felix Morley

KidsQuest: Continued from page 9

Another myth that was dispelled was that this was a ragged group who struggled to get these wagons, mules and horses across a roadless desert. Not true. The program works closely with the various state and federal agencies as well as the Department of Transportation to map out a well planned trip on public roads and dirt roads that cut across the desert. Like a well mapped out wilderness trip, the program sticks to rigid rules and regulations so as not to hurt the landscape nor put the staff or youth at-risk. VisionQuest has written the book on following local, state and federal rules very closely. The focus of their requirements are on safety, appropriate handling of children and protection of the land.

I felt the boys were respectful, if not happy with their placement, learning to get along with others and handling what most boys consider a "man's" work, just like they saw in the old cowboy movies. What boy has not fantasized about this experience?

I had the pleasure of watching the boys put the necessary gear on the mules and horses so they could pull a two ton wagon and enable the boys to handle the wagon. I was given the honor of being the "brake man," a chore I had watched in many cowboy movies. The boys clearly had a serious look about them as they handled with skill, this serious challenge. Every piece of equipment had to be attached perfectly in the right place in order to manage the wagon train. Their confidence and skill, gave them an "air" of importance and uniqueness. And rightly so, they had MY life, theirs and my partner's in their hands as they controlled six tons of mules, horses, wagon, gear and passengers.

I truly got lost in the pleasure of bouncing along on the "shotgun" side of the wagon as we wandered down the trail/road with me handling my only chore, setting the brake when told to do so. I thought I looked pretty cool. Daniel, the driver (is that what the guy with the reins is called? A driver?), spoke to the horses, egging them along as he watched for rocks and holes in the roadway. As we lumbered along, he was intense about his job but continued to answer my questions. I loved the power of the mules and had complete confidence in this well trained young man. It must have taken him weeks to learn how to do what he was asked to do. Discipline and the work ethic are surely learned by the boys. I could have stayed on the wagon all the way to Daniel's home state of New Jersey, if I were given the chance. I don't believe these boys will ever forget their time on the rugged deserts of Arizona. At least I won't.

Like wilderness programs, KidsQuest would be considered an adventure therapy/ experiential based intervention. The

youth are placed in a situation that is very foreign to them. Many of the students have never traveled beyond the landscape of their individual cities before this experience, so they need to develop new coping skills to make it across this vast desert. Considering the responsibility the students assume while working the Wagon train, the "hard skills" of KidsQuest are clearly on a par with wilderness programs.

Additionally, group and individual work is done throughout the program. I could see the therapist sitting on top of a wagon, calling parents on a cell phone, hundreds of miles away from the middle of nowhere. The wagon train tries to make camp by lunch time each day to avoid the hottest time of the day, and to complete school work in the afternoons. The program coordinates the schoolwork with each student's home school to assure that they keep up with their academic responsibilities.

Much like wilderness programs, many of the youth in KidsQuest Wagon Train are going on to other programs, but some will return home armed with aftercare plans and the hope that they will successfully move back into their community.

ST. PAUL'S ACADEMY

Phoenix, Arizona
[Donna Wittwer](#), Admissions
 602 956 9090

Visit Report By: [Larry Stednitz](#), October 25, 2005

St. Paul's Academy is located in a historic residential neighborhood in Phoenix, AZ. "Historic" neighborhoods in Phoenix date back only 40-50 years. The school, originally a treatment program, was converted to a college prep day and boarding school in 1994. I first visited the school 20-years-ago, and St Paul's has made quite a significant change over the years! St. Paul's has the capacity to take 75 students total, 25 day students from Phoenix and 50 boarding students from across the US.

The school is accredited by the North Central Association of Colleges and Schools as well as the Southwestern Association of Episcopal Schools. Although St. Paul's has early ties to an Episcopal Church, it is a non-denominational school that promotes spiritual awareness and enrolls students of all faiths.

St. Paul's philosophical underpinnings are based on

Continued: **St. Paul/** pg 12



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St. Paul: Continued from page 11

their belief that every student has the natural desire to achieve academic and personal success. Their goal is to help each student reach his potential. They believe that many students have lost their motivation and direction. The school strives to discover the student's own source of motivation and help him learn how to develop his talents and gain the confidence to succeed in life. St. Paul's Academy emphasizes character education as a primary tool. As I sat in the lobby waiting for my tour, I scanned the books and sayings on the wall, all pointing toward character education. William Bennett's book, "The Book of Virtues" had a prominent place on the shelves.

The school's founder was Lowell Andrews who retired in 2002. Hal Elliott, who has been with the school for nearly 20 years, is the school's head. Marti Weiskoph is the assistant Head of School with 14 years experience. Rich Nastro is the Dean of Students with eight years experience at St. Paul's. Dennis Moran, Director of residential living, has been with the school for nine years. The academic program is run by the Dean of Academics; Carolyn Tweedie who has been at the school for 11 years. St. Paul's has a wealth of depth in their school's leadership team.

Many St. Paul's students have been in wilderness programs prior to coming to the school. St. Paul's takes students who are average to above average intellectually. If they have used drugs and alcohol, it is recommended that they have had a prior intervention such as counseling or a wilderness program, and are at least 30 days clean. St. Paul's has a zero tolerance for drug and alcohol use on their campus. Many have symptoms of ADHD, have been oppositional, and are dealing with depression, anxiety and family conflict. The school screens out all conduct disordered boys. The key to being accepted at St. Paul's is a boy who has identified his emotional and behavioral issues and is committed to learning and fully participating in the school's activities. It is crucial that he is voluntary and has a desire to progress in life.

The character education program is very structured and established within the school. A system of knighthood is employed that delivers the core character development component of the school. The knighthood system incorporates six degrees and students progress through the degrees with each building upon the other. The school focuses upon spiritual development, character development, demanding college prep academics and counseling support. St. Paul's programming includes psychosocial lectures and teaching in conflict resolution,

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team building, leadership, communication and others during a three day weekly schedule. Those students who have been involved in alcohol and drugs participate in weekly seminars and attend 12-Step groups. Family involvement is encouraged and expected throughout the program. The boys have ample opportunity to participate in interscholastic sports like soccer, golf, basketball and baseball, and intramurals which include weightlifting, volleyball, dodge ball and ultimate Frisbee through the Arizona Interscholastic Association.

I had a tour with one of the boys, sat in a group with eight boys and had lunch with several others. The students, without exception, spoke highly of the school and were quite verbal in describing the program and talking about what they had learned. They were consistently engaged and supportive of others. The students wear ties and often blazers as part of their school uniform. Many had come from wilderness programs and had been involved in alcohol and drugs. They said that there are students who have violated the rule of no contraband on campus and these boys were immediately expelled. The evidence of character education was everywhere. After lunch, a boy did a good presentation on issues in character development. All the boys seemed to listen, take in and respect what was being said. There were many

examples of the school's commitment to character education. The academic building has ample space to hold small classes of 7 to 10 students comfortably. After school tutoring is available from teachers who remain on campus during mandatory study hall period. The school has excellent computer education and computers available to the boys. The library was fully stocked with books and the students were behaved and orderly.

The boys live a short distance from the school in three well designed cottages. The cottages are clean, orderly and spacious. The grounds were large and nicely furnished with weight lifting and exercise rooms, volley ball courts, music rooms and basketball courts. Activities are stressed after school and include sports, clubs and volunteering. St. Paul's students have their emotional and behavioral difficulties under control and sincerely want to improve themselves and are open about it. St. Paul's does a good job educating these young men who fit that profile, both academically and personally.

If everything is under control
you're going too slow.

~Mario Andretti

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GATEHOUSE ACADEMY

Wickenburg, Arizona

Glenna Conway – Assistant Director of Marketing

928-231-5004

Visit Report By: Kristie Henley, December 14, 2005

The main campus of Gatehouse Academy is located in the downtown area of the small Arizona community of Wickenburg. As we pulled into the parking lot of the administration building, we were greeted by the Assistant Director of Marketing, Glenna Conway. Gatehouse Academy is appropriate for students ages 17-25 with chemical dependency, and in many cases, dual diagnosis issues.



After a quick trip into the office to sign the necessary resident privacy forms, we headed out to the Hassayampa River Ranch where residents spend the first three months of the program. At the "Ranch," residents work intensely on the first three steps of the 12-Step program. The Ranch campus is located about 30 minutes from the Gatehouse main campus on a winding, bumpy gravel road. As soon as we arrived at the Ranch, we immediately began our tour of the men's cabin. The cabin houses up to 16 residents and has a separate room for 1 staff member. Next, we walked over to the women's cabin where up to eight young women live with an in-house staff member. The women's cabin had a full kitchen, living room, several bedrooms and a cozy back porch where all the residents gather and talk. Both cabins were kept neat and tidy, but the women's cabin was much cozier. The entire ranch is operated on generator power; however unless a staff member told you this, you wouldn't even realize it.

After viewing the cabins, we visited the 15 horses living on the Ranch campus before walking up to the "bird-cage," a building where residents spend several hours a day studying the "Big Book" of Alcoholics Anonymous. When we walked in, the residents were in a circle discussing their patterns of addiction while working together to assist each other in finding potential solutions. We left the birdcage and headed up toward the main house where the men eat their meals. The entire ranch felt cozy and warm, and had a safe feeling that made me want to hang around all day.

Because we'd arrived late, we only had time for a short visit at the Ranch before heading back to continue our tour of Gatehouse's main campus. Once back in Wickenburg, we drove over to the admissions building where six groups of parents were attending a family workshop. Gatehouse hosts family workshops at the student's four-month mark, then again every three months or so until graduation. Each group of families who participate in the workshops generally move through the program together. This allows the families to create their own support network throughout their young adult's treatment process.

The main campus of Gatehouse Academy spans over several blocks in downtown Wickenburg.

Students live in group homes where they are taught responsibility, life skills, social skills and work ethic, while receiving therapy and clinical services.




The Gatehouse facility falls under the jurisdiction and scrutiny of the Arizona Department of Health Services, Division of Assurance and Licensure Services and Office of Behavioral Health Licensure. Gatehouse is listed in the non-licensed "Level 4 Transitional Agency" category, meaning they receive support to assist clients in managing crisis, or enhancing the client's independent living skills. Gatehouse is also licensed as an outpatient agency for its division of therapeutic and clinical services.

Residents live at the main campus for approximately nine months after completing the ranch portion of the program, after which they are eligible for the four-month Internship Program. Upon completion of the Internship Program, if they express an interest, interns may apply as Junior Staff, which allows them to actively participate in all departments at Gatehouse. The main campus houses up to 70 residents where the young adults continue their work on the 12-Step program and begin working on academics. Both high school and college tracks are available to students. A couple of blocks up from the main campus are 25 additional horses the students care for and use in a variety of management tasks.


As we found during our visit, the Gatehouse schedule

Continued: **Gatehouse/** pg 16



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Gatehouse: Continued from page 15

blends the daily 12-Step meetings, morning work ethic, therapy, physical workouts, life/ social skills training recreation, and participation in school with clinical, medical and psychiatric services. We talked with a group of students dressed in karate outfits on our way to view the group homes. The students appeared to be filled with pride as they left campus and walked toward their karate class. We left the admin building and crossed the side street to walk through the girls' housing, which included a couple of tidy cabins and young women busily preparing dinner in the kitchen. The dinner table was set for 13 young women, and those who weren't cooking were busy straightening up the kitchen for easy cleanup.



On the other side of the administration building sat several group homes for the young men, and I found it ironic that the men's houses were much cleaner than the women's. The men were also busily preparing dinner while showing off their newly acquired skills and singing along to Christmas carols on the radio. I was impressed with how candid and responsible the residents appeared, because everyone we talked with

made excellent eye contact and seemed genuinely appreciative of the Gatehouse recovery program.

After chatting with several students for a short while, we headed back to the administration building where we had a chance to talk with one of the main houseparents. As someone who had been sober for 13 years, she was the perfect mentor for the residents at Gatehouse Academy. I feel comfortable using Gatehouse Academy for the young adult who is struggling with chemical dependency issues and needs a supportive community to learn how to live a healthy life.

After a wonderful day of visiting with the students, touring the campuses and chatting with various staff members, we climbed into the car and drove away from Gatehouse. It had been a relaxing day that left the feeling of hope for the future of the residents.

The mind is not a vessel to be filled
but a fire to be kindled.

~Plutarch

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COTTONWOOD **DE TUCSON**

Tucson, Arizona
Ryan Moore, Director of Marketing
520-743-2149

Visit Report By: [Larry Stednitz](#), October 27, 2005

Cottonwood de Tucson is located near Tucson, AZ, on an old dude ranch that encompasses 30-acres of beautiful grounds and southwest style buildings. Nestled amidst a peaceful setting of desert terrain and plants, the buildings are clean and orderly for the adults, young adults and teenage girls in residence at the facility.

Cottonwood's model is described as an experientially based program with spirituality being the core. This visit report will focus on the two programs that are of interest to parents and consultants, the Young Adult Program and the 12-bed Adolescent Girl's Program.

The Young Adult Program, as defined by the American Psychiatric Association, enrolls men and women ages 18-23. The program was developed to meet the unique

needs of this age group. Over 30 percent of all of the referrals coming into Cottonwood are of this age group. The program follows the developmental stages of young adults, established by Gail Sheehy, who wrote the book entitled "Passages." Cottonwood identifies the major issues of young adulthood as:

- ◆ Establishing a peer group and a congruent role within that peer group.
- ◆ Developing a sex role.
- ◆ Anticipating an occupation or life-work.
- ◆ Developing an ideology or worldview.
- ◆ Finding a mentor.
- ◆ Developing the capacity for romantic intimacy.

These stages also include young adults seeking personal independence, financial independence and learning what they want to do in life. The issues that brought them to Cottonwood are unearthed through focusing on these developmental stages of young adults. For example, when young adults explore how to achieve independence, they naturally bring to the forefront their particular problems in life and how those problems block their ultimate achievement of appropriate developmental attainment.

Continued: **Cottonwood/** pg 18

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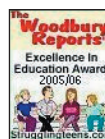
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Cottonwood: Continued from page 17

While Cottonwood is known for their substance abuse program, they work with all emotional and behavioral issues. A full 25 percent of their patients are dealing with trauma, depression and other disorders, with no substance abuse issues.

The program employs best current practices including cognitive behavioral therapies and stages of change with all counselors knowledgeable in Motivational Enhancement Interviewing approaches. The focus is often on helping patients to explore what the patient wants in his or her life, while looking at their strengths, needs, abilities and preferences. They believe that a program cannot force feed patients, but they can help them see for example, how drugs are keeping them away from what they want to achieve in their life.

Group therapies using cognitive behavioral approaches take place two hours a day, five days a week. Lectures and small therapy groups are held throughout the week. These include trauma, nutrition, mood, food, sleep disorders, depression and co-dependency. Experiential work includes mind, body, meditation, psychodrama, mind/mood, kick boxing, challenge courses and equine therapy. The evenings include 12-Step groups in the community and additional lectures. The typical length of stay is five to six weeks.

The adolescent program, called Sweetwater, also works with a variety of problem areas, in addition to substance abuse. It was reported to me that the program's strengths are in the refinement of differential diagnoses, family focus and working with a "softer" girl. They screen out oppositional defiant and conduct disordered girls.

The adolescent girls program has many of the same approaches and shares some resources. For example, family groups include both the adults and adolescents with adolescent specific breakouts.

The adolescent program includes the treatment of substance abuse, mood disorders, sub-acute eating disorders, and includes those who are at risk of self-harm. The adolescent program also stresses cognitive behavioral therapies as well as extensive experiential therapies including rock climbing, art therapy, equine therapy, expressive arts and others. Cottonwood's adolescent patients also receive individual, group and family therapy and attention is also paid to full psychiatric and medical assessments. Their treatment model attempts to address the girls through a holistic approach, involving the mind, body and spirit.

During my two hour visit, all patients were in treatment groups and I was unable to speak with any of the girls. My general impression of the program was that for parents who want a

thorough assessment of the various issues going on with their daughter and a short term intervention, Cottonwood is a good choice. Cottonwood has a comprehensive and clinically intensive program that heavily involves the family. Families who are looking for a best practices clinical program that includes other innovative approaches would be happy with Cottonwood.

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Students receive academic supports that utilize the learning strengths, abilities and interests of the student. Students are provided with staff and peer tutors who receive training related to Asperger's Syndrome with specific information about the unique characteristics and learning styles of participating students.

Editors Note: *The information used in this New Perspective was taken from the West Virginia Autism Training Center's, College Program brochure.*



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Lee Ann Fielding - Admissions Director
Richfield, Utah
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Spirit Dance Youth Services is a residential treatment facility for troubled boys ages 8-17 and girls ages 14-17. The program also operates the Ghost Dance Ranch that occupies 100 acres in the Fishlake National Forest. Spirit Dance accepts students with depression, drug or alcohol abuse, eating disorders, oppositional defiance, self mutilation, ADHD, sexual addictions, etc.

The Spirit Dance program follows basic Judeo-Christian beliefs with Native American precepts that are designed to change lives through action. The program is built on the basic ideals and Native American values that include courage, fortitude, generosity, wisdom, kindness and service. Spirit Dance not only teaches these values to their students, but they also require that these values be lived and exemplified by every employee.

The academic component of the program offers online courses through the Whitmore School diploma program at CompuHigh, <http://compuhigh.com>, which is accredited by the North Central Association Commission on Accreditation and School Improvement and the Commission on International, and Trans-Regional Accreditation.

Spirit Dance offers an equine program which allows students the opportunity to experience the birth of a foal and to bond with and care for the foal during their stay at the ranch. In addition to the equine program, students participate in all facets of a working ranch and are exposed to character-building outdoor activities. These include repelling the red rock canyons, survival training and wilderness experiences in both the mountains and deserts of southern Utah.

***Editors Note:** The information used in this New Perspective was gathered from the Spirit Dance Youth Services website.*

God himself
has no right to be a tyrant.

~William Godwin

EXTENDED INSIGHTS...

JACK ECKERD'S REMEDY FOR AMERICA'S TROUBLED YOUTH

By: [Martha L. Chamberlain](#)
Director, Marketing and Client Relations
[Eckerd Youth Alternatives, Inc.](#)
727-461-2990

When Jack Eckerd died in 2004 at the age of 91, hundreds of newspapers nationwide covered his death as the passing of a philanthropist whose life mission was helping at-risk and troubled kids. Two decades ago, the media would have identified him as a "drug store magnate."

The accolades for his work with at-risk and troubled youth would have surprised Jack. Several years prior to his death, he joked that virtually every news article ever written about him included the term "drugstore magnate" – despite dedicating the second half of his life to helping children and families.

Born in Wilmington, DE in 1913, Jack revolutionized the drugstore industry in 1952 by introducing the concept of self-service to three failing Florida drugstores. He soon transformed those three floundering stores into one of the nation's largest drugstore chains. At its peak, sales hit \$5 billion annually.

In 1957, he married Ruth Binnicker Swann just six weeks after their first date. It was the second marriage for both. Together, they brought five children into the marriage and produced another two in a blended "yours, mine and ours" family. The Eckerd's happiness and love for their own children, combined with a desire to share their good fortune with others, is what first sparked their interest in helping at-risk youth.

When questioned about why he devoted himself to helping children, Jack would say that he believed society would generate the biggest return on investment by helping troubled and at-risk children turn their lives around – "a lifetime of returns" for each child and family who was helped. Those closest to him however, would say that it was because he had a special place in his heart for children – especially society's most vulnerable children.

Over the years, when asked what was most important to him, Jack would always say "the kids." Despite his

Continued: **Jack Eckerd/** pg 22

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Jack Eckerd: Continued from page 21

accomplishments in many different arenas, his love of helping at-risk and troubled children remained his passion.

One Article Changes His Life And Thousands of Kids' Lives

After reading about the Dallas Salesmanship Club's outdoor program for troubled youth in Texas in the 1960's, its effective and holistic approach for helping troubled youth captivated Jack's focus and passion to help kids.

When Jack and Ruth opened their first outdoor therapy program in Brooksville, FL in 1968, some doubted it would work. After all, the ideas embodied in the approach were still unusual at the time. The Eckerd Youth Alternatives' (EYA) outdoor therapeutic program took children out of society in order for them to learn how to live within society's boundaries. Instead of the prevailing approach of restricting youth to hospitals or detention centers, the EYA program gave them freedom to experience personal growth through high-interest, therapeutic recreational activities. As a remedy to anger and hostility, the Eckerd approach advocated unconditional regard, support and nurturing. And it worked.

A primary difference between EYA's outdoor therapeutic

programs and many that have emerged more recently is its internal approach to behavior management. The Eckerd model does not use points, levels, demerits or other externally based systems to promote behavioral changes. The Eckers believed that such reward/punishment systems do little to promote long-lasting changes in troubled youth because life does not always provide such guides for good decisions. EYA programs teach kids to actually think differently, to problem solve by themselves, with groups, and how to internalize good decision-making to guide them for the rest of their lives.

By 1978 Jack had opened three other outdoor therapeutic programs in Florida. Always a hands-on manager and detail man, he and his wife Ruth frequently visited the programs to spend time with the children and participate in cookouts. In addition, each year hundreds of children and youth counselors were invited to the Eckerd's home to celebrate Christmas with them.

Dedicated to Public Service

Meanwhile in the 1970s, Jack became interested in public service, believing Florida could benefit from applying sound business principles to running state government. He ran unsuccessfully for Florida's governorship and for a Florida senate seat. Against his



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advisors' wishes, he steadfastly refused to capitalize on photo and other publicity opportunities with the children in his outdoor therapeutic programs during the campaigns, insisting the children's needs and privacy always came first.

Ironically, Jack's losses in elective politics were directly related to his tremendous successes in public service. Jack eventually did become actively involved in politics and service in both state and national government, receiving three appointments by Presidents Gerald Ford, Jimmy Carter and Ronald Reagan. Under President Ford, he served as director of the U.S. General Services Administration. And in Florida, he led two successful campaigns against casino gambling and chaired a government efficiency committee that saved taxpayers hundreds of millions of dollars.

Extending EYA's Reach to Help More Kids

At the same time, in true Eckerd fashion, Jack transformed EYA into one of the nation's leading youth services organizations.

The Eckerd model for residential treatment gained the attention of government agencies and leaders throughout the southeastern and northeastern United States.

And Jack was approached to partner with several states in serving youth in state care, extending the program's reach beyond families and professionals to meet the broader needs of youth served by public agencies.

In 1982 Jack was asked to pioneer the privatization of Florida's juvenile justice programs by taking his nurturing approach and applying it successfully to youth the state considered high risk. That program, the Eckerd Youth Development Center, still ranks in the top one percent in the country by the American Correctional Association.

But that was not enough. In 1993 – at age 80 – he saw a need to keep young at-risk children from becoming troubled teens and launched private early intervention programs in elementary schools throughout Florida. Today, EYA offers 40 programs for at-risk and troubled youth in eight states.

EYA's largest program area continues to be helping troubled teens through outdoor therapeutic programs. And since 2000, EYA has further developed its core mission of helping troubled teens and their families. Two outdoor therapeutic programs, Eckerd Youth Alternatives' E-How-Kee in Brooksville, FL, and

Continued: **Jack Eckerd/** pg 24

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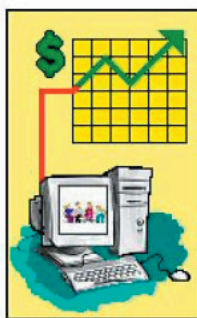
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Jack Eckerd: Continued from page 23

Eckerd Youth Alternatives' E-Sun-Alee in Deer Lodge, TN., are now dedicated to serving adolescents privately referred by their families or professionals working with the family. Other EYA outdoor therapeutic programs primarily serve youth referred through public agencies, but can accommodate private referrals by request.

The Legacy of Jack Eckerd

Jack Eckerd left a monumental legacy when he passed away on May 19, 2004 at the age of 91. More than 69,000 youth have been helped through EYA, and countless families have credited EYA for reuniting them with their once-troubled teen, and even for saving their children's lives.

At Jack's memorial service, former Florida Governor Reuben Askew called him "a rare and remarkable man...who didn't want his philanthropy to be known, although some of it is known."

The headline for the St. Petersburg Times article announcing his death stated that Jack was "*A Giant Of Generosity,*" while the Tampa Tribune headline noted "*He Was A Rare And Reputable Man.*" Virtually every media story that was written about Jack after he died celebrated his passion for helping children nationwide.

Today, the kids are still what are most important at Eckerd Youth Alternatives, and Eckerd family members, including Ruth, continue to guide EYA as members of the Board of Directors. More than 1,500 employees are dedicated to his personal vision of improving the future, one child at a time.

Just as important, every decision at Eckerd Youth Alternatives is guided by Jack's over-riding mandate that "the kids should always come first."

Of that *legacy*, Jack would be most proud.

If you want a place
in the sun,
you must leave the shade
of the family tree.

~Osage Saying

BOOK REVIEWS...

RUN FOR YOUR LIFE

Book One of a series

By: [Elisabeth Freeman](#)

Owosso, Missouri

[A Time to Heal Ministries](#) Publishing Company: 2005

ISBN: 0977647404

Book Review By: [Lon Woodbury](#)

This is in a sense an autobiography, a very detailed one of two early years in the author's life. Elisabeth (Lisa) could be described as having been a "struggling teen" and the book conveys what happened to her when she made some very poor decisions at the age of 13.

The main decision was to risk everything to be with her boyfriend. In rebellion to restrictions and limits on them being together, they decided to run away; they "hit the road" so they could always be together. This book describes their two years drifting across the country and back.

Lisa writes well, and paints pictures with her words that convey what that experience was like. It reads well, and she draws the reader in to where her experiences become the reader's experience, which is what a well written book is supposed to do. After reading it, the reader will feel like they experienced it right along with Lisa and her boyfriend.

She successfully relates some of the joys of being free, accountable to no one, and the spirit of adventure and anticipation of what might be found over the next hill, in the next town, or the next person they meet. Part of what makes this book believable is that the story touches on and explains why a young child would ever want to run away like this. The lure is the promise of full freedom to live a life the child wants rather than having to endure the restrictions the adult society imposes on them through seemingly arbitrary rules and prohibitions. Without specifically stating it, the book balances that dream by the reality of what really can happen when a teen tries to "live on the streets."

Although at times they were befriended by good and kind people, more often than not, the people they met preyed on young people that were on their own. Some used and abused them, others sucked them into drug saturated insanity, and others involved them in crimes that they never would have had anything to do with otherwise. During the two years they drifted, they were dirty, uncomfortable and at one point almost froze to death. They were arrested, beaten, tied up, held by mobsters, and frequently convinced

that they were about to be killed. In addition, Lisa was raped and hurt several times. At other times, they turned on each other.

The dream of freedom had turned into a nightmare of consequences. The author takes you through the whole gauntlet of emotions, including the fear, misery, excitement, contentment and hate. This book might be very helpful to a child that is considering the life of a runaway. The author does not preach or moralize; she just tells her story in a way that makes the book a page-turner.

ONE NATION UNDER THERAPY

How The Helping Culture
Is Eroding Self-Reliance

By: Christina Hoff Sommers & Sally Satel, M.D.

NY: St.Martin's Press: 2005

ISBN: 0312304439

Book Review By: [Lon Woodbury](#)

The topic of this book is the widespread acceptance of therapy and credentialed therapists in our society, and how we in some ways take it too far. The authors assert that relying on therapy to provide healing for almost any human problem all too often undermines the normal healing resources and relationships that have been successful through eons of human development. This book does not debunk therapy itself but simply points out that excessive reliance on it can be contrary to common sense, real healing and the development of normal resiliency in the face of difficulties.

In the first chapter, the authors talk about the myth of the fragile child. This chapter refers to the studies and professionals that show the vast majority of our children are doing quite well in life and have a lot of resiliency, as opposed to a common popular view that virtually all children desperately need help at some time or other. Sommers and Satel deplore the fact that children being viewed as fragile drives vast industries with the perspective that therapy is vital to the well-being of virtually all children. The authors claim the misguided effort to emphasize feelings over all else creates armies of grief counselors after any traumatic event, or feeds the destructive "feel-good" self-esteem movement, or concludes that competitive sports must be eliminated from schools so nobody feels like a loser. They analyze

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One Nation: Continued from page 25

and demonstrate how each of these, in their view, can harm children by denying or undermining the experiences children need to grow up properly.

In another chapter they talk about from “Sin to Syndrome,” which says that religious moral attitudes are being replaced by psychological concepts of disorder and disease, requiring specialized and credentialed treatment for many normal human dilemmas. And again, in “From Pathos to Pathology,” the authors criticize the tendency to diagnose that when somebody is uncomfortable, they need treatment.

Throughout, the authors take great care to acknowledge the real contributions psychology and therapists have to understanding and treating clinical disorders. Their problem is with a culture that has adopted therapeutic thinking to the extent that virtually all human problems are encouraged to be subjected to treatment and understanding. They see the result being that common sense is thrown out the window. They assert that this attitude has helped create the worst elements of Political Correctness, Multiculturalism and empty self-esteem, among other things.

On page 76, Sommers and Satel tell of a reported encounter between Mohammed Atta, the terrorist in charge of the September 11, 2001 terror attack and a US Department of Agriculture official.

According to the book, in May 2000, Atta approached the official demanding a loan of \$650,000 to buy a crop duster. He became incensed when told the application would have to be processed. “He asked me what would prevent him going behind my desk and cutting my throat and making off with the millions of dollars of cash in that safe.” The official politely explained there was no cash in the safe.

He then tried to buy an aerial photograph of Washington D.C. hanging behind her desk. When she refused he asked, “How would America like it if another country destroyed the city and some of the monuments in it?” He then asked about security around the World Trade Center and other landmarks.

When asked what she was thinking at the time of this exchange, the official responded “I felt that he was trying to make the cultural leap from the country that he came from. I was attempting, in every manner I could, to help him make his relocation into our country as easy for him as I could.”

This example shows how far the mental health helping attitude takes people totally out of touch with common sense in their attempt to be “supportive, nurturing and nice.”

NEWS & VIEWS...

FEWER STUDENTS—MORE ADMINISTRATORS

(November 25, 2005) The [Sacramento Bee](#) reported that its analysis of state education data on 25 school districts within the state shows that there is a decline in student enrollment, less teachers and more administrators across the board. The analysis indicates that while those districts are employing fewer teachers, they are increasing or maintaining the number of administrative positions and about 40 percent are losing students.

AUSTRALIA’S OUTCOME-BASED ED

(November 25, 2005) The Australian posted an opinion article by Kevin Donnelly that concluded that Australian education is failing because of the approach used in the curriculum. Adopted by only a handful of countries overseas, outcome-based education, according to Donnelly, is failing because it was introduced into Australia with little, if any, research-based evidence that it had succeeded elsewhere. [More...](#)

STUDY CONFIRMS YOUTH SPORTS PROBLEMS

(November 28, 2005) The Seattle Post Intelligencer reported that researchers at the University of Missouri-St. Louis, the University of Minnesota-Minneapolis and Notre Dame, found that seven percent of coaches encourage athletes to cheat, and eight percent encourage athletes to hurt an opponent. More than one-third of coaches admitted to yelling at players for making mistakes, and one-fifth made fun of a team member. Four percent of athletes said coaches had hit, kicked or slapped them, and 13 percent of parents said coaches had angrily criticized their child’s performance. [More...](#)

IS TRADITIONAL HIGH SCHOOL OBSOLETE?

(November 29, 2005) EducationNews.org posted an opinion article by David W. Kirkpatrick, reported that a public high school for only 9th and 10th grade students in New York City, Bard High School Early College, allows its students to take college classes on the campus and earn an associates degree rather than a high school diploma. A report by the Carnegie Commission on Higher Education concluded that the last two years of high school could be eliminated because the curriculum is a duplicate of the first two years of college. [More...](#)

MOTHER AND SON FOUND DEAD

(November 30, 2005) The Star-Banner reported that the mother of a 12-year-old boy who died in 2000 after being restrained by a youth camp counselor at Camp E-Kel-Etu, Linda Ibarra, 36, was found dead in her car with another son in what police are investigating as a murder-suicide. A neighbor, Jesse Heckman, said it seemed as if Ibarra had never gotten over the death of her other son. [More...](#)

NEW LIFETIME MOVIE: "AUGUSTA, GONE"

(November 30, 2005) The Futon Critic announced that Martha Tod Dudman's New York Times Best Seller, "Augusta, Gone" will air as a LIFETIME Original Movie in March 2006. Augusta, Gone" is the true story of a devoted single mother whose teenage daughter's self-destructive and hostile behavior becomes more than either of them can handle. [More...](#)

POLICE FINE STUDENTS FOR CURSING

(December 1, 2005) The Boston Globe reported that cursing is costing Hartford Public and Bulkeley high school students \$103 each. Police officers assigned to the schools have fined about two dozen students for cursing in a new program to curtail unruly behavior. Senior adviser to Superintendent of Schools Robert Henry, Sandy Cruz-Serrano said, "We're sending a message to parents and teachers that we are trying to bring order back into the schools." [More...](#)

SCHOOL VIOLENCE NOT RARE

(December 3, 2005) The Deseret News reported that according to a new study by the National Center for Educational Statistics, one in every nine Utah high school students was in a physical fight at school and one of every 13 was threatened with a weapon at school. And over the past 30 days, the study also showed that one in every 18 students carried a weapon to school. [More...](#)

BOYS FAIL IN WASHINGTON ED ASSESSMENT

(December 4, 2005) The Daily Herald County reported that high school boys' test scores from last spring trail the girls' scores by 85 percent on the WASL's reading section. Overall, 60 percent of boys versus 54 percent girls in Washington's high schools failed the WASL. The largest differences appeared on the writing portion of the test, with about 16,800 high school boys failing compared to about 9,300 girls. [More...](#)

DECLINE IN MALE COLLEGE STUDENTS

(December 4, 2005) [The Washington Post](#) reported that

in colleges and universities where men once dominated, they now make up no more than 43 percent of the student body, according to 2003 statistics. Every decade, the industrial classroom becomes more protective of the female learning style and harsher on the male, and though some boys do fine in the setting, many just hang on, fall behind, fail, or drop out.

TEEN HEALTH GAP WIDENS

(December 4, 2005) A story in the NewsWeek Health For Life section of MSNBC.com, reported that according to a 2004 survey by the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA), 18 to 20-year-olds have the highest rate of illicit drug use with 21.7 percent of that age group admitting to using illegal drugs in the previous month. Another SAMHSA survey found that nearly one in five 12 to 20-year-olds was a binge drinker, meaning five or more drinks on the same occasion on at least one day in the previous month. [More...](#)

BAKE SALES LINKED TO WEIGHT PROBLEMS

(December 5, 2005) An Associated Press article in the Boston Globe reported that a study in Minneapolis showed school run bake sales and candy rewards from teachers indicate higher risk of more overweight students. Lead author Martha Kubik, associate professor at the University of Minnesota, said that although her research doesn't prove these practices contribute to adolescent obesity, there does seem to be a connection.

NEW ZEALANDER FEARS BRAT CAMP LABELS

(December 8, 2005) The Dominion Post reported that in opinion article, Jane Bowron said she feels the ABC Series "Brat Camp" labeled kids as losers, such as "Lexie, Hostile Outcast" and "Heather, Habitual Runaway." Bowron said, "Try erasing that first and lasting impression from your student file when you apply for a university position or a job." She pointed out that it was tough on the students to turn their chaotic lives around and make good in front of a jury of millions with only a 90 day experience at SageWalk. [More...](#)

BOY SUFFOCATES WHILE RESTRAINED

(December 8, 2005) MySa.com in San Antonio, TX, an online version of the Express-News, reported that the autopsy findings in the death of a 12-year-old boy placed by the state indicated that he was suffocated while being restrained at Star Ranch, a residential treatment center in Ingram, TX. [More...](#)

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CHARACTER ED STUDY IN PUBLIC SCHOOLS
(December 11, 2005) On Blackenterprise.com, Michael H. Romanowski reports that he conducted in-depth interviews with several participating teachers in one school to research Character Education. He said he found that if parents and administrators allow school power considerations to dominate, and do not support teachers in developing accountability and other character traits, then the program is only surface and will not be taken seriously by the students. [More...](#)

2006 TAMPA RTC CONFERENCE

(December 12, 2005) RTCKids-News announced the 19th Annual Research Conference, "A System of Care for Children's Mental Health: Expanding the Research Base," takes place February 22-24, 2006 in Tampa, FL. Register online. [More...](#)

WHY STUDENTS CHEAT

(December 12, 2005) EducationNews.org, reported that educator Alan Haskvitz believes there are three factors as to why students cheat. The first is pressure to get good grades. The second is being unprepared, and the final is the challenge of trying to get away with it. Unfortunately, by cheating, the student is setting a pattern for life because instead of accepting the challenge of learning, they accept the challenge of not getting caught. [More...](#)

HYDE CHARTER PUBLIC SCHOOLS

(December 14, 2005) Education Week reported that [Hyde Leadership Charter School](#), Washington, DC, 202-529-4400, [email](#), is a K-12 school where educators, students and parents work together to build the student's academic capability, morals and values. The goal is to incorporate these components with the student's characteristics, personal habits and intellectual ability to help them become productive citizens. An arm of the Hyde Schools Foundation in Bath, ME, the school has an intensive parent-participation initiative and promotes a code of conduct for students and adults alike.

LAWS PROTECT UNRULY CONDUCT

(December 13, 2005) A story on ArizonaCentral.com, reported that on November 15, 2005, an 8-year-old girl with a history of "out-of-control" behavior was restrained by police while school authorities forced her to take her prescription medication. This occurred after her mother called officers to the family home to restrain the child with handcuffs, and asked for a police escort of the still restrained child to the public elementary school. The mother insisted the school allow her child to attend

under a 1975 court ruling that says students have a right to a hearing before suspension, and a 1969 federal law (*Tinker vs. Des Moines Independent School District*) that says children have "free expression" rights under the First Amendment. [More...](#)

WOODSIDE COUNSELOR WINS LEGAL VICTORY

(December 16, 2005) I-Newswire.com reported that a motion filed in the Federal District Court for the Western District of Texas by Jackie DeWayne Reynolds, Jr., forced the Texas Department of Family and Protective Services to schedule a due process hearing to substantiate the allegation, made in July 2004, that he abused a child while working as a counselor at Woodside Trails, a therapeutic wilderness camp in Bastrop County. [More...](#)

ALASKA WOMEN LEAD NATION

(December 18, 2005) The Fairbanks Daily News Miner reported a new study by the University of Alaska Fairbanks (UA) showed that women now make up 61 percent (*56 percent nationally*) of the university's enrollment on the 16 Alaskan campuses. The gap widened significantly when researchers considered the number of women versus men who complete degree programs, especially among Alaska Natives. To bridge the gender gap at the university level, UA regents are looking into ways of increasing the number of job-skills training programs in industries most likely to attract males. [More...](#)

TEEN ABUSE OF PAINKILLERS INCREASES

(December 20, 2005) The Washington Post reported that an annual survey conducted by the National Institute on Drug Abuse found that illicit drug use has declined among teenagers and teen cigarette smoking has dropped to its lowest level. However, the number of teens abusing prescription painkillers continues to remain high. [More...](#)

To read all of the January **News & Views** visit
<http://www.strugglingteens.com>

If you don't get angry at people
who deserve your anger,
you will get angry at those
who don't deserve your anger.

~Michael Levine

SEEN N' HEARD...

PESI HEALTHCARE HOSTS SEMINARS

(November 28, 2005) [PESI HealthCare](#), Eau Claire, WI, 800-843-7763, announced the scheduling of two seminars on Borderline & Other Personality Disordered Behaviors. The first is set for January 26, 2006 in Missoula, MT, and the second is on January 27, 2006 in Billings, MT.

SPIRIT DANCE OPENS

(November 29, 2005) [Lee Ann Fielding](#), Admissions, [Spirit Dance Youth Services](#), Richfield, UT, 877-743-5754, announced that the program had a successful grand-opening in November complete with students ready to begin the program. She also announced that Mack Smith has joined the team as the Director of Outdoor and Experiential Education.

FOREST HEIGHTS CELEBRATES 50TH

(December 2005) [Linda Clefisch](#), Executive Director, [Forest Heights Lodge](#), Evergreen, CO, 303-674-6681, announced that the program recently celebrated its 50th anniversary.

EAGALA ANNUAL CONFERENCE

(December 2005) [EAGALA](#), Santaquin, UT, 877-858-4600, announced the 7th Annual Conference is set for March 15-18, 2006 in Ogden, UT. EAGALA has also set its 2006 Level One Certification training schedule beginning January 16-20, 2006 in St. George, UT, with additional seminars scheduled in subsequent months. EAGALA also has a Level Two Certification training set for May 10-12, 2006 in Lehi, UT.

GREENWOOD FACULTY PRESENTATION

(December 2005) [The Greenwood School](#), Putney, VT, 802-387-4545, announced in their newsletter "The Leaf Press," that Co-Directors, Bruce Rosow and Mike Minsky, presented their presentation "Morphology: From a- to zoo" at the International Dyslexia Associations National Conference in Philadelphia, PA.

EAGALA FOUNDER FILES SUIT

(December 2005) [Greg Kersten](#), [Greg Kersten Enterprises](#), Goshen, UT, 801-667-2191, announced that he filed a sworn affidavit and verified complaint on November 17, 2005 in the Civil Division of the Fourth Judicial District Court of Utah County, UT, Case #050403512, stating that he believes the [EAGALA](#), Santaquin, UT, 877-858-4600, Board of Directors, "wrongfully attempted to remove me as EAGALA's Director, President and CEO from EAGALA's bank account, credit cards and changed the locks on the registered and principle offices of EAGALA." Lynn Thomas, Co-Founder & Executive Director, EAGALA, sent a letter of explanation on November 25, 2005, which stated that the Board's decision is based on problems that have been building

for several years and "the Board is unified in the matters we are addressing."

YOUNGER KIDS TREATED FOR ANOREXIA

(December 2005) [Newsweek](#) reported that many programs including [Remuda Ranch](#), Wickenburg, AZ, 800-445-1900, [email](#), who provide treatment for eating disorders, have received numerous calls for help for younger children fighting Anorexia. In response, Remuda Ranch launched a program for children 13 and under and has treated 69 younger patients, so far. Remuda Ranch also offers an adult program for women ages 18 and over, and a girls' program for ages 13-17.

NEW EXEC. DIRECTOR AT BROMLEY

(December 2, 2005) [Amy Sandler](#), [Aspen Education Group](#), Cerritos, CA, announced the appointment of Laura Mack as the new Executive Director of [Bromley Brook School](#), Manchester, VT, 866-537-2702, effective December 1, 2005. Mack was previously the school's academic director. [More...](#)

NEW STAFF AT ACADEMY AT SWIFT RIVER

(December 5, 2005) [Anne Strader](#), Editor, [Academy at Swift River](#) Newsletter, Cummington, MA, 800-258-1770, announced several new staff members have joined the program in various capacities including Residential Mentors: Michael Kilfeather, Carey Maguire, Brian Gage and GL Mazard Wallace; Passages Mentor Brian Rank; Therapist Fred Sperry; Teachers: Craig Bettenhausen and Deborah Young; and a new Cook Daniel Nicewicz.

SOAR SPRING ADVENTURES

(December 5, 2005) [Success Oriented Achievement Realized](#) (SOAR), Balsam, NC, 828-456-3435, announced the schedule for its upcoming Spring Adventure Weekends: Concentration, Communication and Cooperation, April 28-30, 2006; Spring Family Weekend, May 12-14, 2006; and Social Skills and Team Building, June 2-4, 2006. SOAR is a private, non-profit corporation that provides LD and AD/HD services through adventure based wilderness programs and experiential education services.

SIERRA TUCSON & BFI SUMMIT SCHEDULE

(December 5, 2005) [Sierra Tucson](#), Tucson, AZ, 800-842-4487, in conjunction with the [Ben Franklin Institute](#) (BFI), 800-643-0797, announced the Summit For Clinical Excellence 2006 schedule: Savannah, GA, March 9-12, 2006; Monterey, CA, June 8-11, 2006; New York, NY, September, 14-17, 2006 and Scottsdale, AZ, October 27-30, 2006. BFI is also hosting the Adolescent & Young Adult Conference September 28-October 1, 2006 in Tempe, AZ.

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CARROLL ASSUMES AACRC PRESIDENCY

(December 7, 2005) [Secret Harbor](#), Anacortes, WA, 360-293-5151, announced in the Fall/ Winter edition of The Sounder newsletter that Brian Carroll, President/ CEO, is now Board President of the American Association of Children's Residential Centers (AACRC).

EAGLE'S NEST PROFILED IN ARTICLE

(December 7, 2005) [Carol Grieve](#), Assistant to Director, [Eagle's Nest School for Boys](#), Woodland Park, CO, 719-689-2906, announced the school was profiled in the hardcopy edition of the UTE Pass Courier on November 16, 2005, in a story titled "A Place To Heal." Founded in 2004 by Bill Dean, Eagle's Nest is a seven to nine month program for boys, ages 14 to 17 with academic underachievement, alcohol/ drug involvement, crisis-bound family relationships, ADD/ ADHD, adoption, depression, truancy or other peer group issues.

FORMER FREER STUDENT QUOTED

(December 8, 2005) [Julia Andrick](#), Marketing Director, [Catherine Freer Wilderness Program](#), Bend, OR, 208-265-8355, reported that a former student was quoted in an article titled "A Teen Health Gap" in the December 12, 2005 issue of Newsweek Magazine. The article discussed research that pointed to a significant rise in the number of kids ages 12-20 who use illegal drugs and/ or alcohol. [More...](#)

LANDMARK SCHOOL SUMMER SCHEDULE

(December 9, 2005) [Carolyn Orsini Nelson](#), Admissions Director, [Landmark School](#), Prides Crossing, MA, 978-236-3000, announced the 2006 Landmark Summer Program schedule for boys and girls ages 7-20 in grades 2-12 begins on June 29, 2006 and continues through August 4, 2006.

TIPPET ACCEPTS NATSAP POSITION

(December 9, 2005) [Jan Moss](#), Executive Director, [NATSAP](#), Prescott, AZ, 928-443-9505, announced that Rosemary Tippet of Three Springs, Inc. accepted an offer to fill the newly created position of Director of Development for NATSAP. [More...](#)

HEADMASTER FINISHES 5TH IN SAHARA RACE

(December 9, 2005) [Richard Williams](#), [Three Springs](#), Huntsville, AL, announced that Will Laughlin, Headmaster, [Aulderm Academy](#), Pittsboro, NC, 256-880-3339, recently finished in fifth place in the 150-mile Sahara Race. [More...](#)

ST. PAUL'S BAND PERFORMS AT FIESTA BOWL

(December 10, 2005) Donna L. Wittwer, M.Ed., Director of Admission, [St. Paul's Preparatory Academy](#), Phoenix, AZ, 602-956-9090, announced the St. Paul's Steel Drum Band performed in the Fiesta Bowl Parade on December 31, 2005. [More...](#)

MAN TO MAN WILDERNESS WORKSHOP

(December 12, 2005) [Randy Russell](#), Founder, [Life Designs/ SouLore](#), Cusick, WA, 509-671-1598, announced that together with [Dennis Crowell](#), Founder, [The NorthStar Center](#), Bend, OR, have created a new "Man to Man" Wilderness Workshop. The workshop is for males age 17 or older and is scheduled for February 16-20, 2006 at the Cochise Stronghold near Tucson, AZ. [More...](#)

ASPEN: PROPERTY SALE/ LEASEBACK

(December 12, 2005) [Amy Sandler](#), [Aspen Education Group](#), Cerritos, CA, 562-468-4479, announced that it closed its first multi-million dollar sale/leaseback transaction on December 7, 2005. Aspen entered into a strategic real estate finance transaction with Spirit Finance Corporation to provide Aspen access to additional capital to facilitate future expansion and maximize shareholder value. [More...](#)

AIM HOUSE: NEW ADMISSIONS DIRECTOR

(December 13, 2005) [Daniel Conroy](#), Executive Director/ Founder, [AIM House LLC](#), Boulder, CO, 303-554-0011, announced that [Kathy Shingler](#), has been appointed to the position of AIM House Admissions Director.

HYDE CHARTER INCLUDES CHARACTER ED.

(December 14, 2005) Education Week reported that Hyde Leadership Public Charter School, a K-12 school in Washington, DC, 202-529-4400, [Hyde Schools](#), Bath, ME, 207-443-7315, [email](#), participated in a research study that promoted a broader view of character education. The study was conducted by researchers Thomas Lickona and Matthew Davidson from the State University of New York at Cortland, who believe that pushing the "performance aspect" in conjunction with the emphasis on positive behavior and relationships will encourage students to do their best work. Hyde Leadership is part of the private Hyde Schools in New England, which was also highlighted in the report.

GLAESER DROPS BY

(December 15, 2005) [Jim Glaeser](#), Executive Director, [Phoenix Outdoor](#), Roswell, GA, 888-868-8233, stopped by for a visit and to let Woodbury Reports know about his new position at Phoenix Outdoor. Jim over-sees all operations and clinical activities for the company and manages the North Carolina base camp and all associated personnel.



BLACKWATER HIRES AMY ERNEST

(December 15, 2005) [Craig Taylor](#), Program Director, [Blackwater Outdoor Experiences](#), Midlothian, VA, 804-378-9006, announced that Amy Ernest is the new Program Coordinator for the program.

NAWA RESCUE TRAINING

(December 18, 2005) [NAWA](#) Rescue, French Gulch, CA, 800-658-6292, announced the 18th annual Spring Rescue Training course is set for April 8-13, 2006.

GILLESPIE NEW CLINICAL DIRECTOR

(December 19, 2005) [Candace Bynum](#), B.S., Referral Relations Representative, [Eckerd Youth Alternatives, Inc.](#) (EYA), Huntsville, AL, 800-914-3937, announced that Richard D. Gillespie, Jr. is the new Director of Clinical Services for the E-Sun-Alee program in Deer Lodge, TN.

NEXT STEP OFFERS TELECLASSES

(December 19, 2005) [Bill and Penelope Valentine](#), Founders, [Next Step For Success](#), Bend, OR, 541-504-5224, announced the company is teaming up with [The NorthStar Center](#), Bend, OR, [email](#), to facilitate a teleclass series for parents of NorthStar students. This five-session series, "*Parenting The Young Adult: Loving, Leading and Letting Go*," is designed to help educate parents about their crucial role in the young adult transition process.

DRAGONFLY RELOCATES

(December 19, 2005) [Mona J Treadway](#), Admissions Director/Owner, [Dragonfly Adventures](#), Klamath Falls, OR, 541-850-0841, announced that Dragonfly Adventures has relocated to a new administrative office located at: 1151 Pine Street, Klamath Falls, OR, 541-850-0841, Fax 541-850-2131.

UHS ACQUIRES CENTER FOR CHANGE...

OSTEEN PROMOTED

(December 20, 2005) [Universal Health Services](#), Inc., King Of Prussia, PA, announced the company's acquisition of Center for Change, Orem, UT and Wyoming Behavioral Institute, Casper, WY. UHS further announced that Debra K. Osteen, President of the UHS Behavioral Health division, was elected by the Board of Directors as a Senior VP for the company. [More...](#)

TERE SNODGRASS JOINS PROVO CANYON

December 21, 2005) [Kelly Corey](#), M.S.W., Regional Director of Business Development, [Provo Canyon School](#), Orem, UT, 951-699-5295, announced that [Tere Snodgrass](#), 770-947-5444, is the new Southeast Regional Director of Business Development. Formerly with Three Springs, Tere provides over 15 years of experience in admissions and marketing.

CONG. MILLER CALLS FOR INVESTIGATION

(December 22, 2005) A story in the [Salt Lake Tribune](#) reported that California Rep. George Miller is asking for a congressional investigation of teen boot camps, citing alleged child abuse and fraud at the facilities in the United States and abroad. In 2003, Miller asked then-Attorney General John Ashcroft to investigate allegations of child abuse, human rights violations and fraud at schools affiliated with the Utah-based World Wide Association of Specialty Programs WWASPS, but no action has been taken.

COOLEY PRESENTS AT JCAHO CONFERENCE

(December 23, 2005) [Julia Andrick](#), Marketing Director, [Catherine Freer Wilderness Program](#), Bend, OR, 208-265-8355, announced that Executive Director Rob Cooley, PhD, presented at the second annual Joint Commission on Accreditation of Healthcare Organizations (JCAHO) Behavioral Health Care Conference held in Chicago. The conference focused on bridging the gap between scientific theory and practice by incorporating outcome research and results into an organization's systems. [More...](#)

FIVE STUDENTS AT ALAN RANCH

(December 24, 2005) [Paul and Kathy Lithgow](#), Founders, [Alan Ranch](#), Queen Creek, AZ, 480-688-5003, announced they now have five boys in their program. Alan Ranch is a one-year residential program for boys that opened on September 26, 2005.

CKC TOURS 2006 SCHEDULE

(December 27, 2005) [Kay C. Ford](#), Owner, [CKC Consultant Tour Services](#), Crozier, VA, 804-784-3037, announced the company is in the process of setting up school and program tours in Texas, Utah, New Hampshire, Massachusetts, Virginia, West Virginia, Maryland, Connecticut, Maine and Vermont. CKC Tours are available to members only. To join visit their website.

DECEMBER POLL RESULTS

We thank those who participated in last December's poll question where we asked your opinion on the recent ruling from the federal 9th Circuit Court of Appeals that ruled parents can not "prevent a public school from providing its students with whatever information it wishes." With 96 responses, the results showed that participants overwhelmingly disagreed with the Court's opinion.

Please visit www.strugglingteens.com/news/pollresults/pollresults060105.html to read the entire article.

A Mother's Vacation Journal

Day 1

Finally, our vacation! A week of skiing in **ASPEN**. Jim and I hope this experience will give us all the chance to reconnect with Wendy. She's been so distant lately...



Day 2

Wendy doesn't want to leave the cabin. She seems so withdrawn and never **HELPS** Tyler with his homework anymore. We've done everything we can to make this the perfect family vacation for a family that hasn't been so perfect lately. But Wendy doesn't want to join in...



Day 3

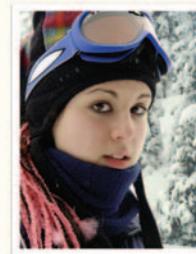
If we can't enjoy ourselves as a family on vacation, how can we be together at home, where Wendy faces so much pressure from her friends? It was so different when she was a **YOUNG** girl. Now it feels like we are heading for a disaster.

Day 4

Wendy finally went skiing with us today. I even saw her smile once, at the **PEOPLE** on the chairlift. Everyone always loved that smile. I think her smile is what I miss most of all.

Day 5

I want to cry today, but I am determined to stay strong. I walked into Wendy's room in the cabin to bring her some hot chocolate, only to **DISCOVER** her standing at the open window, smoking a cigarette. And then, another screaming match. Another chance to feel angry...and guilty. We have never been the kind of people who think of **THEMSELVES** as needing outside help. But now, I think **WE** do.



Day 6

I told Jim last night that I just want to **REUNITE** our family. I look at the other **FAMILIES** here on vacation, and I yearn to be like them. To be like it used to be for us. I want Wendy back to her true self. I want our family to be strong. I want this vacation to be over, and our lives to begin.



**Aspen helps young people discover themselves.
We reunite families.**

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