



# Places for Struggling Teens™

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

June 2008 - Issue #166

## THE DIFFERENCES THEY DIDN'T GRASP

*The Gang That Couldn't Shoot Straight*

By: Lon Woodbury, Educational Consultant



In October 2007 and April 2008, we were treated to an amazing example of how the issue of residential treatment of struggling teens can be totally confused and obfuscated based on the Washington DC Beltway mentality, misleading drama and blurred boundaries. With the accompanying media feeding frenzy, it reminded me of the mythical corporate exercise program: Leaping to conclusions, rushing to judgment and covering your behind.

The lead witness in both hearings conducted by Congressman George Miller's Committee on Education was Gregory D. Kutz, GAO Managing Director, Forensic Audits and Special Investigations. His presentation was a prime example of the "one size fits all" mentality. There are significant philosophical, programmatic and dynamic differences in how various schools, programs and institutions approach working with teens making poor decisions and needing residential placement. Yet, despite hundreds of hours of his staff interviewing professionals working in the field and even visiting some programs, all were lumped together in the hearings into some bland generalization known as "Programs for Troubled Youth." The focus of the hearings implied private programs were the worst of the lot. This was accomplished partly by combining statistics from juvenile justice, mental health and parent-choice programs, which run the gamut from public to private. This presentation failed to analyze which were public or private, leading the media to mistakenly conclude that all examples and statistics were from private parent-choice schools and programs..

The resulting legislation voted out by the committee in May continued these confused and biased blurring of boundaries. First, public institutions that have had the most serious examples of incompetence and brutality are excluded from the legislation. These are residential programs that take children referred by courts and/or mental health professionals with parents having little or no say in enrollment decisions. What the legislation does focus on, however, is to regulate those private programs that are parent-choice, where parents can make the enrollment decision and choose to avoid their child getting sucked into the sometimes damaging public programs. This legislation would result in taking away or reducing the ability of parents to make their own decisions for their own children. It also has

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### Pedal Pub at IECA...

(May 16, 2008) Lon Woodbury, President of Woodbury Reports, Inc., Bonners Ferry, ID, 208-267-5550, sponsored a Pedal Pub outing at the recent IECA Conference in Minneapolis, MN. The outing turned out to be great fun as many people gathered to pedal the pub around Minneapolis. Look for future outings by Woodbury Reports staff at upcoming conferences. **Photo Gallery:** [www.woodburyreports.com/PeddlePubPix/](http://www.woodburyreports.com/PeddlePubPix/)



[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.]

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**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.

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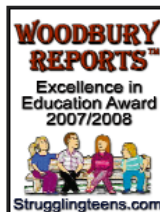
PO Box 1107 • 7119 2nd Street  
Bonners Ferry, Idaho 83805  
208-267-5550 (p)  
208-267-9127 (f)  
[lon@woodbury.com](mailto:lon@woodbury.com)  
[www.strugglingteens.com](http://www.strugglingteens.com)



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### Judi Bessette, EdD

Research Affiliate  
[jbessette@woodbury.com](mailto:jbessette@woodbury.com)

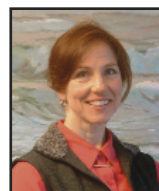
### For More Info Contact:

### Kristie Henley

[kristie@woodbury.com](mailto:kristie@woodbury.com)  
208-267-5550  
208-267-9127 fax  
PO Box 1107  
Bonners Ferry, ID 83805  
[www.strugglingteens.com](http://www.strugglingteens.com)



**Lon Woodbury, MA**



**Loi Eberle, MA**



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**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™**.

## **DIFFERENCES:** Continued from 1

the danger of sooner or later making private programs look and act more like the flawed system of public programs since they would be regulated by the same inside the beltway mentality that public programs are now regulated by.

There is a lot of room for improvement in all segments of residential programs for teens, but improvement can only happen when based on reality rather than generalizations and politics. The reality is that there are three basic approaches to residential placement of youth, each with its own strengths and weaknesses, with a different route to improvement for each.

First are the juvenile justice institutions. Youth wind up in one of these facilities by Court order based on having committed some crime and parents rarely have any say in the matter. Regulations are almost exclusively mandated by federal and state juvenile justice agencies, with boot camps being one of the most popular approaches over the last couple of decades. The major problem is they are based primarily on punishment while a majority of their population has treatment and individualized attention needs that usually are not met. Another weakness is chronic budget restraints from inconsistencies in legislative appropriations.

The second type are treatment facilities including psychiatric hospitals and Residential Treatment Centers. Youth are referred primarily by mental health professionals and insurance companies with occasional enrollment decision involvement by parents. Their major problems are restrictions caused by cost-cutting initiatives such as managed care reducing the length of residential care and the growing influence of emphasizing medications to treat symptoms rather than the root of the problem.

The third general type are what we refer to as parent-choice schools and programs. Sometimes referred to as private pay, parents take the initiative in finding a school or program and make their own arrangements to pay the tuition, and are usually fully involved in the program. Many of the early founders of these programs observed there was nothing appropriate for some of the troubled children they knew, so they went into the school business to provide services they thought better suited the needs of struggling teens. The resulting explosion of creativity provided a wide variety of successful approaches to fit the wide variety of needs. A major problem has been the number of schools, programs and referral agencies jumping on the bandwagon and charging high prices, while having inadequate credentials and experience. Essentially, the latter

seem to be in it primarily for the money. These questionable and usually nonprofessional programs have been financially successful by sliding in behind the quality professional programs and charging high fees with low quality service.

It is a fair statement that as a nation, overall, we are not doing very well for our youth placed in residential programs. As we see from newspaper coverage, there are plenty of tragedies in both public, private and public-private teen programs. We can and need to do better, but a solution will come about from reasoned discussion and step-by-step improvements that address the real problems in each type of approach. I'm dubious that the federal government has the ability to improve the situation. This is partly based on what I have seen in Congressman Miller's hearings with the emphasis on ringing political condemnations, blurring boundaries and appealing to ideology and biases, and partly based on the chronic problems existing in current public funded and controlled programs.

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## **COMPUTER ADMINISTERED PARENT INTERVIEWS**

Toward Better Outcome and Risk Management  
In Therapeutic Residential Settings

By: Dorothy D. Johnson, MD

In residential treatment, listening to and eliciting specific information from parents and student are the first key steps in obtaining adequate information to clarify problems, make diagnoses and be alerted to risks. In addition to providing necessary data, the interviews acknowledge the value of the experiences and insights of the parents and student, and engage them in the therapeutic process.

While intake testing and interviews with the student are standard, a residential setting's initial contact with parents is typically limited. But parents have essential information that the therapeutic program needs. The parents have observed the student's behaviors and ills over years at all hours of day and night, at home, in playgroups and carpool, in clubs or sports. They have taken the student for evaluations, therapies and tutoring, attended parent-teacher conferences, struggled with the student over homework assignments or pulled hair at the failure of the student to turn in completed assignments. They are aware of bed-wetting relevant to program placement, and family history of cardiovascular disease that may be important to medication selection and wilderness safety. And the parents can give

Continued: **Interviews/** pg 4

## **INTERVIEWS:** Continued from 3

perspective on traumas, family dynamics and stresses important to the student's and family's treatment and the student's successful re-entry into the family.

Relying on outside evaluations is unsatisfactory for gathering parent information. Good professionals often get incomplete information because of time limitations, because parents and students are not interviewed separately, or because only a single parent is interviewed, omitting the views of each/all parents. And clinical interviews are guided by the professional's specialty and clinical experience, as well as the family's presenting crises. Psychological and educational assessments tend to focus on testing and interviewing the student, omitting the parent.

Rating scales alone are too narrow in scope. Paper questionnaires cannot probe in depth and require staff time to compute data results or transfer the information into an electronic record. These tools are too limited to optimize a residential treatment setting's comprehensive intervention plan and outcomes.

An alternative is the branching computer-administered interview.

### **A well-designed computer interview:**

- Can elicit and document much more information

than occurs with face-to-face interviews.<sup>1</sup>

- Is systematic and thorough. It asks its component first-level questions to one and all and delves deeper when indicated by first responses. In a face-to-face interview, neither parents nor interviewer can think of everything or even most things that turn out to be important, particularly in the midst of a crisis situation.
- Saves professional time in eliciting and recording parent history.

### **A computer interview can aid communication:**

- Responses to computer interviews are generally more honest than in face to face interviews, particularly in regard to sensitive topics.<sup>2</sup> Compared to using a computer-administered interview, in a face to face interview parents may be more reluctant to mention things that embarrass themselves or that they think may preclude a student from being accepted for placement.
- Educational information for the parent can be integrated into the report, and side comments to the provider can be provided separately from the formal report.
- Graphs of gathered data can facilitate recognition of strengths and concerns.

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**A computer-administered interview program may provide options including:**

- Interviews representing different disciplines, such as medical, educational, and psychological.
- Interviews for different reporters, as parent, student and teacher.
- Rating scales.
- More or less detailed interviews.

**The professional benefits from automatically generated electronic results:**

- The electronic report provides for entirely legible and easily transmitted communication between providers.
- The computer program can provide statistical interpretation of results or provide response rates, as positive responses out of total possible responses, in a given diagnostic or symptom category.
- A population study of symptom profiles may be feasible if the same sequence of questions is asked for each student.
- The computer data may be program or password-protected.


There are some considerations in adding computer-administered interviews.

- If done in the office, there must be space and time

as well as the computer for the family to complete the interview.

- If the interview is being done from home, consider technical support for the family and confidentiality if information is going over the Internet.
- Professionals must have the capacity and willingness to read and utilize the information provided by the interview.
  - If the interview program includes multiple sections, in some settings it works best to give only one interview section per clinical visit.
  - For a residential team, it is logical to obtain all the data initially, designate one team member to review the entire report and have that individual delegate intervention responsibility to the appropriate team members.
  - When the family is using an Educational Consultant, it may be preferable for the parent(s) to complete the computer interview in that office. This allows the Consultant to utilize that information in recommending programs, and, with the client's permission, confidentially deliver the information to the accepting Residential setting. *(If the Residential setting also has the computer program, the electronic results can be e-mailed confidentially.)*

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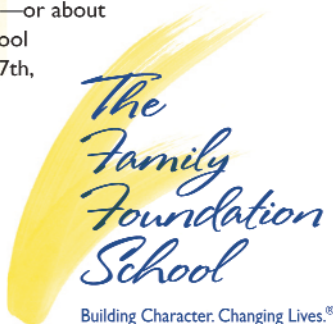
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## INTERVIEWS: Continued from 5

There are several diagnostic mental health inventories focusing on DSM-IV diagnoses that have a computer-administered version. These include the BASC or Behavior Assessment System for Children and the lengthy DICA-R or Diagnostic Interview for Children and Adolescents Revised typically used for research.

The mental health inventories do not include the medical, family and neurocognitive information that is also needed to optimize risk management and intervention. With struggling pre-teens and teens, presenting manifestations may be any combination of school failure, socialization impairments, withdrawal or unacceptable behavior, such as anorexia, aggression or substance abuse. But other factors are involved:

- Behavioral and psychiatric problems are often integrally associated with learning disabilities, family issues and traumatic experiences.
- Medical factors, particularly chronic illness, sleep disturbance, poor diet and pre- or post-natal brain insult as well as genetics may contribute to symptoms.
- Medical issues such as bedwetting, headaches, sleep patterns, seizures, diabetes or asthma and cardiovascular history are important with regard to student function, feelings, safety and management.

All of these have placement and treatment implications.

*COMPASS-Eval™*, a recently released suite of computer-administered parent interviews providing the option to obtain medical, psychosocial, family and neurocognitive data, was demonstrated at the November 2007 IECA conference. It also includes a multidisciplinary placement inventory for RTC's and a standard ADHD rating scale. Apart from the ADHD scale, it does not provide DSM-IV diagnoses but is descriptive, focusing on symptom and history clusters directly related to intervention.

Parents, though seldom on site, are critical to student safety and outcome in residential treatment centers. A good computer-administered parent interview can tap the parents' critical information and insights helping the program to "get it right from the start" and initiate parental involvement in the therapeutic process.

- 1) John Bachman, MD (2007) Improving Care with an Automated Patient History. *Fam Pract Manag.* 2007;14(7):39-43. ©2007 American Academy of Family Physicians
- 2) Steven J. Stein (1987) Computer-assisted Diagnosis in Children's Mental Health. *Applied Psychology* 36 (3-4) , 343-355 doi:10.1111/j.1464-0597.1987.tb01196.x

### About the Author:

*Dorothy D. Johnson, MD FAAP, is a Diplomate in*



Developmental-Behavioral Pediatrics. She works with Nancy P. Masland & Associates in Tucson, Arizona and can be reached at 520-760-3012.

*(This system of obtaining adequate information from parents has been initiated in the office of Nancy P. Masland & Associates and they report it has been very helpful –Lon)*

## SCHOOLS BENEFIT WHEN THEIR PARENTS THRIVE

By: Randall Cook

Everyone knows a website is needed for an optimal operation of a School in today's technological age. The main purpose for the first step in utilizing a website is information and marketing.

Having taken that giant step forward by having an active website, the next step for Schools is to use online services to bring the parents of their students into the school community! Moving in this direction enables a school to make the web the optimal platform for their School and to spotlight their results.

By developing a customized private, secure online Community through a discussion board or similar arrangement, their families have a way to support one another. Through knowledge and no longer being isolated, they will better be able to support the School their child attends. Schools that have taken this step to developing online communities report outstanding benefits.

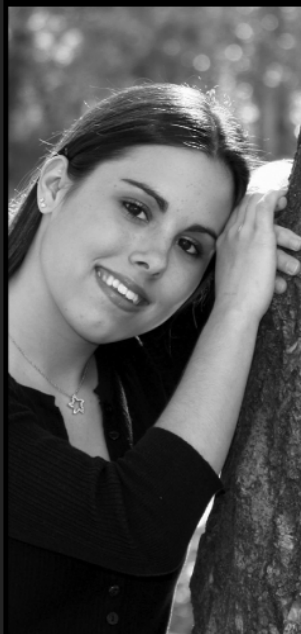
The following areas are what schools with online parent communities are reporting, along with solidifying and strengthening their families' loyalty and support.

**SERVICE**—80% of U.S. adults now are online, which accounts for most admissions originating online. Schools that have powerful online Parent Resources are the next chapter in parent service. An effectively operated online parent resource will highlight a school's reputation as a family-friendly school.

**INTERACTION**—Students and Staff certainly keep each other busy all day long. In contrast, the parents are at home, at work or in their community with little, if any, support system of anyone who truly understands what they are experiencing. They need

Continued: **Parents/** pg 8

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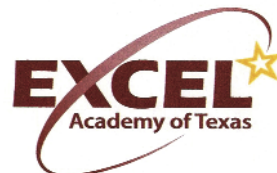
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## **PARENTS:** Continued from 7

their school to open up its doors to them. They need their school to help get them working and gaining support from other parents who are on their same path. This will get them tightly enrolled into a school's program and put the 'light at the end of their tunnel', or at least put their day into reference. Once they're able to connect with each other for support, it will translate into easing the demands on a school's staff.

**COMMUNITY**—Bringing parents and staff together to meet, network and learn offline is a great opportunity. However, an online parent community enables a school to do this online as well making that support continually available to their families. It's a cost effective means for parents to stay involved as often as they choose, make friends, and support the Staff. The parents at Schools that have active online communities have responded with great enthusiasm and reinforced commitment to stay the course.

**REPUTATION**—With social networking sites popping up everyday, it is imperative for a school to have its own online system where they have control, influence and leadership. With the advent of the web, reputation has become more vulnerable. With so many parents, students, and others going online, it is important for a school to utilize this opportunity to its

advantage. The web is here to stay, so harness the positive energy and make it work for the school!

The web is a powerful reality of our lives. Embrace the steps to make it work with you and for you. Raise the bar and become the ultimate family-friendly program. Get parents behind your school with a web-based community.

### **About the Author:**

*Randall Cook is a program graduate who administers several bulletin board systems in a "Family Friendly" manner. He administers the Struggling Teens parent support board as well as boards for numerous Programs, Schools and Professional Organizations. For more information on setting up a board for family support, visit his web site at [www.corebb.com](http://www.corebb.com) or contact him at [randall@corebb.com](mailto:randall@corebb.com)*

Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no help at all.

~ Dale Carnegie

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## COACH'S CORNER...

*The Coach's Corner is a new section of the newsletter devoted to family coaching, and the use of coaching skills in working with parents of struggling teens and young adults in their homes. Coaching in this case can be either an alternative to residential placement when appropriate, or a resource to help the young person "transition" back to their family. Submissions regarding Coaching (such as essays, news, etc.) are welcome from anyone.*

*The Coach's Corner was started by Bill Valentine, Founder of Next Step For Success, Redmond, OR, 541-504-4748, [bvalentine@everhigher.com](mailto:bvalentine@everhigher.com), and the accredited coaches of Next Step Coach Training, [www.nextstepforsuccess.com](http://www.nextstepforsuccess.com), with "real life" condensed snapshots of what Coaching is about.*

### THE COACH'S CORNER

By Bill Valentine

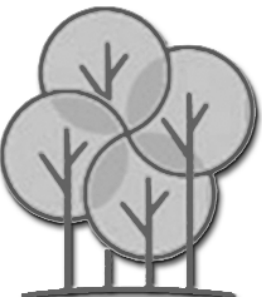
Amber has been at A Long and Winding Road Academy for three months. She arrived presenting with depression and chemical dependency. Her parents were panicked that her drug use would escalate to the level of her older brother who is currently serving time in the local jail for possession with intent to distribute. She had not attended school regularly for the past two semesters. Since arriving, she has been withdrawn but reasonably compliant. Her father has called the Academy's certified coach to complain about Amber's "lack of progress".

No matter how disastrously some policy has turned out, anyone who criticizes it can expect to hear:

"But what would you replace it with?"

When you put out a fire, what do you replace it with?

~ Thomas Sowell



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**Dad:** *I hear what you are saying regarding her beginning to speak up in Group, but what about her lack of participation in class? Her teachers tell me she is barely keeping up. And let's face it; you haven't got the most rigorous curriculum.*

**Coach:** *Which of those two areas, emotional growth or academics, is of most importance to you?*

**Dad:** *Well, I know she needs to deal with her "issues," but she needs to get a good education and get into a good college if she is to be successful.*

**Coach:** *How would you define 'successful' for me?*

**Dad:** *Well, I suppose it means having a good job, a good income, a nice home and the like.*

**Coach:** *I see. Tell me, Frank, what made you and your wife send Amber here?*

**Dad:** *Her grades went from all A's to F's and she was getting into drugs, just like her brother. In fact, she was looking up to her brother as some kind of rebel hero.*

**Coach:** *May I ask a tough question?*

**Dad:** *Uh oh. I don't like the sound of that. All right, shoot.*

**Coach:** *What are your son's chances of getting into a good college and being successful right now?*

This coach avoided her natural tendency to defend

Continued: **Coach/** pg 10



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## **COACH:** Continued from 9

her school from her client's apparent attack against its academics, and instead, employed two of the professional coach's most powerful tools: hearing what is (and isn't) said and asking powerful questions. The coach, in fact, has yet to make a single declarative statement. She is allowing the client to fully reveal his feelings and some underlying beliefs. She is also navigating through the exchange by letting answers suggest further questions.

**Dad:** *I see what you mean, but my son is not my daughter.*

**Coach:** *Of course not. Tell me, how is Amber like her brother?*

**Dad:** *What do you mean? [long pause] Oh, you mean the drugs.*

**Coach:** *Any other ways?*

**Dad:** *Well, they are both really smart – and stupid too, I guess.*

**Coach:** *How are they 'stupid'?*

**Dad:** *With their brains they could get into a really good college.*

**Coach:** *And thereby greatly increase their chances of being successful?*

**Dad:** *That's right.*

**Coach:** *So how are they stupid?*

**Dad:** *The drugs! The drugs will ruin their futures – or worse.*

**Coach:** *[after letting in the silence] So, what has to come first, sobriety and emotional health or academics?*

A coach's role is to empower the client to seek and find his own answers. The professional coach doesn't carry her own agenda into the meeting, but instead encourages the client to define the areas of focus and forward movement. This process forms the basis of the coach's navigation technique.

### **About the Author:**

*Bill Valentine, Redmond OR, 541-504-4748, [bvalentine@everhigher.com](mailto:bvalentine@everhigher.com) and his accredited coaches of Next Step Coach Training give "real life" condensed snapshots of what Coaching is about. Next Step For Success, is a parent and family coaching consortium offering non-therapeutic, skill-based support for parents of struggling teens and young adults. Next Step Coach Training offers accredited certification training for coaches.*

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Struggles are not meant to break us.  
They are meant to make us.

~ Anonymous



## NEW PERSPECTIVES...

*[New Perspectives schools and programs are those new to Woodbury Reports, Inc., and are presented to expand your knowledge, with the disclaimer that we know little more about them at this time than what appears here. Inclusion in Places for Struggling Teens™, of course, does not imply any endorsement by Woodbury Reports, Inc. -Lon]*

### ROCK POINT SCHOOL

Burlington, Vermont  
Hillary Kramer, Admissions Director  
802-863-1104  
[hkramer@rockpoint.org](mailto:hkramer@rockpoint.org)  
[www.rockpoint.org](http://www.rockpoint.org)

Rock Point School, founded in 1928, is a co-ed boarding school, with a small day program for students ages 14-19 and in grades 9 through 12, who have gotten off track both personally and academically. The average length of stay is two years. With small classroom sizes and large staff-to-student ratio, students receive individualized attention to prepare for college level academics. Rock Point is accredited by the New England Association of Schools and Colleges, is a member of the National Association of Episcopal Schools, the VT Independent Schools Association of Northern New England and the National Association of Independent Schools.

John Rouleau is Headmaster of Rock Point and lives on the property with his wife. John has a Masters degree in Education and Educational Administration from the University of Vermont and has been at Rock Point since 1971. CJ Spirito, the Dean of Students, came to Rock Point School in 1990 and has a BA in English from Saint Michael's College. Rounding out the team is Hillary Kramer, Director of Admissions, who has been at the school since 2003 and has a B.A. in Political Science from the University of Vermont.

The focus on academics for students includes developing critical thinking, problem solving and communication skills by articulating ideas and feelings through speaking, writing and art. In addition, students receive classes based on their grade levels. Study halls are available each evening and are supervised by staff. Community living and personal responsibility issues in the dorms and classes are discussed twice a week in scheduled school meetings with staff and students, allowing students to build honest, healthy relationships.

Recreational activities for students include weekly outdoor and art adventure activities such as rock climbing, hiking, biking, or attending music concerts, plays and poetry readings. Extensive trips are also part of the curriculum, with trips to Montreal, Boston, the White Mountains of New Hampshire and Maine to name a few.

*[This information came from the Rock Point School website.]*

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Karen Nickel, MS, Ed, Owner/Director of Admissions  
801-301-4976

[karen@waterfallcanyon.com](mailto:karen@waterfallcanyon.com)  
[www.waterfallcanyon.com](http://www.waterfallcanyon.com)

Waterfall Canyon Academy, founded in 2006, is a licensed home for male students ages 12-17 who struggle with self esteem issues, poor social skills, Oppositional Defiance Disorder, anger, impulsiveness and anxiety. In addition, issues concerning troubles in school, academics or behavior, ADHD, stealing, substance abuse and destructive behaviors may also be present.

Founders and owners of Waterfall Canyon are Karen Nickel, MS, Ed, is Director of Admissions, Kathy Nickel, BS, is Director of Operations and Richard Dimick, MSW, is Executive Director and President of Utah Youth Providers Network.

Each student receives an individual treatment plan and a primary therapist who will head up the clinical team for the student. Therapeutic services include individual, family and group therapy. Students

participate in daily support groups focusing on areas that may include: relationship building, trauma and emotional management, chemical dependency or abuse and adoption issues.

Academics are accredited through the Northwest Association of Schools and incorporate experiential learning techniques in addition to the regular curriculum of the students. The students participate in daily fitness and physical training that includes hiking, skiing, cardio-training and strength training.

Recreational activities for the boys include sporting events, bowling, community outings and events, camping and trips to local theatres, museums and art galleries.

*[This information came from the Waterfall Canyon Academy website.]*

You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.

~ Dale Carnegie



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Founded in 1981, West Shield Adolescent Services transports adolescents to programs and facilities throughout the United States and other countries, especially for those who are unwilling to attend a program, who may run away or harm themselves or others, or have had emotional or behavioral problems in the past.

Allen Cardoza, President of the company, is a licensed private investigator and an instructor of Non-Violent Crisis Intervention. He is certified by the National Crisis Prevention Institute, Inc. West Shield carries a \$2,000,000 liability insurance policy specifically written to cover the transporting of youths to programs.

All West Shield transport agents, managers and owners are registered with the Trustline Registry through the California Department of Social Services.

New agents are trained and certified in non-violent crisis intervention, working as back-up and assisting on cases while gaining experience and skills needed.

Transport agents are available 24 hours a day, seven days a week, with extensive communication with the parents, educational consultant and program admissions department, while gathering the necessary information before, during and at the conclusion of the transfer.

*[This information came from the West Shield website.]*

There is in the universe something for the description and analysis of which the natural sciences cannot contribute anything. There are events beyond the range of those events that procedures of the natural sciences are fit to observe and describe. There is human action.

~ Dr. Maxwell Maltz

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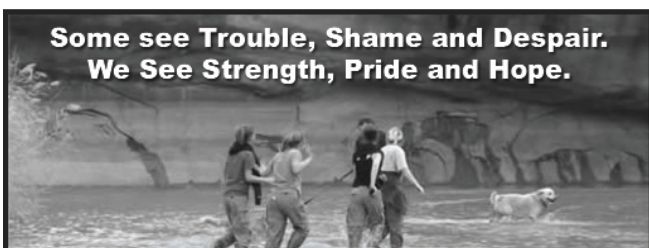
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## OLIVERIAN SCHOOL

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603-989-5368  
[mdoherty@oliverianschool.org](mailto:mdoherty@oliverianschool.org)  
[www.oliverianschool.org](http://www.oliverianschool.org)

The Oliverian School is a co-ed, college preparatory boarding school for students in grades 9-12 who are academically able and want to pursue a college education but have not been successful in traditional structured schools.

The Head of School is Barclay Mackinnon, Jr., who has more than twenty-two years in education as a teacher, advisor, counselor, coach and administrator. He received his graduate degree from Pepperdine University in Los Angeles, CA. John Doyle, Dean of Students, is a native of New Hampshire and attended Bridgeton Academy and later Hawthorn College where he received his B.A. in History. Peter Stevens, Dean of Academics, is a member of the National Association for College Admission Counseling, the New England Association for College Admission Counseling and is an associate member of the Independent Educational Consultants Association. He is a graduate of Williams College and the University of Chicago; most recently, Peter ran the academic programs at the Academy at Swift River.

The curriculum at Oliverian School incorporates core areas of academics including science, language arts, math, social studies and foreign language, as well as health and PE, fine arts and experiential education. In addition, students participate in stewardship of community service projects locally, nationally and internationally.

The adventure and athletic program faculty consist of graduates of the National Outdoor Leadership School as well as alumni from Prescott College, the University of Maine at Farmington, Warren Wilson College, University of Rhode Island and the University of New Hampshire. Activities include: soccer, mountain biking, ski and snowboard teams, canoeing, backpacking, mountaineering, day trips and indoor bouldering to name a few.

*[This information came from The Oliverian School website.]*

Growth and mastery come only to  
those who vigorously self-direct

~ John Taylor Gatto



# EXTENDED INSIGHTS...

## OPEN LETTER TO THE PARENT-CHOICE NETWORK

June 1, 2008

A group of concerned industry professionals gathered at a brainstorming session during the recent Woodbury Reports Get-Together in north Idaho last week. After passionate discussion of our current industry climate, we shared a common concern and a strong desire to aid our industry through strengthening what exists in order to promote safe and effective programs. During this discussion, we found ourselves grappling with several questions for which we didn't have solid answers. We want to foster increased discussion to promote collaboration throughout our industry to have a positive impact on the future of our network. The first step is to discuss the following questions in hopes that some of the professional organizations or professionals in the network can provide some detailed answers.


- Specifically, how does our industry regulate current standards of practice as stated by the various professional organizations in the network?
- How do these organizations promote greater industry membership through beneficial incentives?
- How do these organizations promote membership adherence to accepted standards?
- What efforts are being made by these organizations to publicize standards?
- Is there a common clearing house or database for gathering pertinent and significant information in order to accumulate statistics?
- How is this information being used for feedback and program improvement?
- How are we educating parents in what standards to expect?
- How do network professional organizations screen prospective members and does that screening process include input from current members?
- How can organizations receive and effectively utilize input from interested non-members and members alike?
- How are network organizations working together to create unity, develop positions and implement strategies on behalf of their constituencies as well as the industry at large?
- What steps are being taken to fold in programs of all sizes and financial means so that all can benefit from membership, association and networking in the various network organizations?

Continued: **Open Letter/** pg 16




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## OPEN LETTER: Continued from 15

- Is there consensus on current industry issues within your organization and if so, what is being done to promote and articulate that position?
- Speaking specifically to individual members, are you aligned personally with the views or positions being taken by your organizations?

We are presenting this partially as an indication of what we hope our professional organizations are aiming for, and partially as a gauge as to how far along we are in the process of accomplishing these objectives.

We would appreciate any feedback to these questions from any individual or network organization.

Andy Anderson, [alanderson1537@earthlink.net](mailto:alanderson1537@earthlink.net), FL  
Brandi Elliott, [bmelliott@verizon.net](mailto:bmelliott@verizon.net), CA  
Jim Powell, [jimpowellphd@verizon.net](mailto:jimpowellphd@verizon.net), CA  
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Lon Woodbury, [lon@woodbury.com](mailto:lon@woodbury.com), ID  
Denise Woodbury, [denise@woodbury.com](mailto:denise@woodbury.com), ID  
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Kristie Henley, [kristie@woodbury.com](mailto:kristie@woodbury.com), ID

A great business is really too big to  
be human.

~ Henry Ford

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Visit by: Loi Eberle, MA, IECA, February 17-18, 2008

Eckerd Youth Alternatives (EYA) has helped more than 70,000 youth in public programs since they were founded by Jack and Ruth Eckerd in 1968. Eckerd eventually created 45 public adjudication programs in seven states. Currently EYA operates 18 Therapeutic Outdoor Treatment Programs and three recently privatized academies. Though I have visited Eckerd Academy in Brooksville, FL, in the past, this was my first visit to the Eckerd Academy of the Blue Ridge in Suches, GA, and Eckerd Academy in Deer Lodge, TN.

Founder Jack Eckerd, a civic-minded pharmacist and philanthropist, originally aimed to "turn tax users into tax payers" by teaching inmates job skills. He and Ruth soon realized they needed to reach youth before they got in trouble and became interested in Campbell Loughmiller's Wilderness Program for Youth, the first of its kind. Sponsored by the




Photo by Skyler Jepson

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Salesmanship Club, Loughmiller's program enrolled inner city children from Dallas, TX. Upon seeing it, Eckerd convinced Loughmiller and his associates, Ken Eggert and Buford McKenzie, to help him start one. This goal was accomplished in 1968 when they started the first Wilderness Education System in Brooksville, FL. Soon after that, Everett Lindstrom, also with the Salesmanship Club, came to Central FL to help Eckerd establish the girl's program. While the origins of many wilderness programs reach back to the Salesmanship Club, the Eckerd programs were unique in that they combined a wilderness program with a school.

Recently the decision to privatize the three academies was facilitated by Richard Wentworth, Director of the Eckerd Academy at Deer Lodge, TN. Eckerd Academy at Brooksville, FL, was then privatized under the directorship of Patrick Curley. Most recently, Tim McMahon, Director of Eckerd Academy of the Blue Ridge, led their re-opening as a private program.

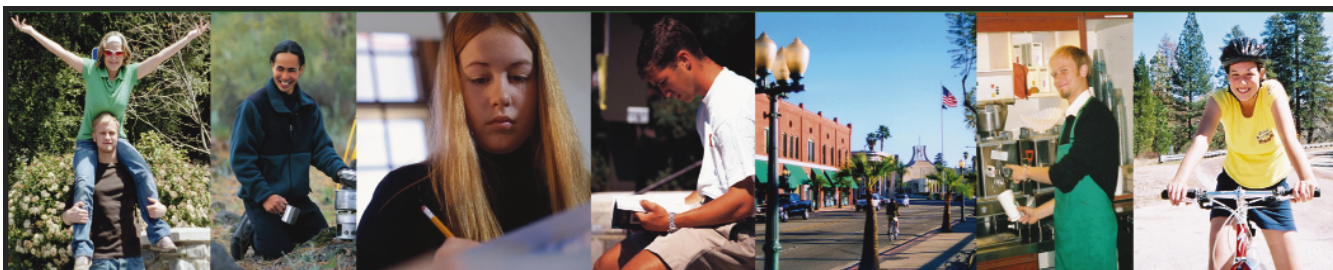
EYA's privatizing process involved three strategies according to Richard Wentworth, and "every step of the way they emphasized the nurturing, relationship based, reality therapy, non-confrontational accountability-based Eckerd Model." Conversations

with staff members at the TN and GA programs attributed their program effectiveness and positive staff morale to this model.

EYA's first privatization strategy involved re-configuring the staff, adding clinicians even to the FL program which was already JCAHO accredited. Adding teachers certified in special education and more direct care staff enabled all three programs to achieve a 1:4 staff to student ratio, and provide remedial through AP courses. The three academies are accredited through COA [Council on Accreditation of Services for Families and Children], SACS [Southern Association of Colleges and Schools] and their state Departments of Education. They are members of NATSAP.

The next privatization strategy involved further development of their original goal of "roughing it easy." Previously the camper/students worked together to build their living structure, a tactic used to improve the group process. When they privatized, they built semi permanent camp sites that better satisfied basic housing needs and re-focused the group work towards chores and therapeutic processes. Charming community "pods" were created for each of the 5-6 groups. Each pod accommodates

Continued: **Eckerd/** pg 18



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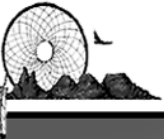
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## **ECKERD:** Continued from 17

up to 10 students with 3-4 campers per cabin as well as private cabins for two 24-hour staff nearby who are supplemented by night watchmen. There is also a food preparation and group eating area in each pod with an outdoor wood burning stove for the meals cooked at the campsite over the weekend. Each pod has a space for the Pow Wow fire that occurs at the end of the day to promote discussion, feedback and symbolic activity. For example, a camper might use a stick to represent an irritation which is discussed with the group and then thrown in the fire, in order to extinguish it to start afresh the next day.

EYA's third privatization strategy involved enhancing program services through increased focus on transition planning. They now create aftercare plans before each student is transitioned home and maintain formal communication for one year post graduation. They also focus on teaching students how to build a purposeful peer group while in the program, helping them learn the process of developing beneficial peer relationships when they leave.

While there, I hiked to the pods and spoke privately with students. The newer Blue Ridge program has a smaller census and more of a focus on learning disabilities. The girls' opinions about the program correlated with the amount of time they'd been there; newer residents hadn't yet become as invested in the therapeutic work, though they were all friendly and supportive of each other. The boys expressed pleasure in how quickly they were learning academic skills and earning credits. They encouraged me to seek students who shared their academic goals, wanting to avoid students who wished to be disruptive. While they acknowledged their own previously disruptive behavior, they said they felt more in control of it now.

At Deer Lodge students spoke openly with me about the solutions they used in order to work together more effectively when they experienced a problem with the group. Despite slight grumbling about hiking and chores, the groups expressed pride in chores well done and were friendly, respectful and caring. I ate lunch at Deer Lodge with the entire population of students in the large dining hall and watched how they interacted with "Chief Sara" and "Chief Brent" who presented their assignments and academic themes for the week. Each week a different theme is incorporated into all the classes and elaborated upon in their individualized curriculum. After lunch everyone sang from their songbook of "oldies." Lyrics from the old "hits" selected for the songbook supported the therapeutic work being done.



I visited the computer labs and spoke with the teachers at both programs. Both programs have teacher-led classes and individualized, self-paced curriculum, along with one-on-one instruction for reading and language remediation. Software for career exploration and occasional field trips are incorporated into their curriculum, and life skills are part of their daily activities.

Many of the students I talked with in both programs were open about "anger management issues" and felt their group helped them deal with their problem. They also gave me examples of how everyone seemed willing to re-focus and re-schedule their activities if a particular individual was struggling. In both programs I observed qualified and enthusiastic staff who described their alignment with the child-centered, 40 year Eckerd tradition. All the staff with whom I spoke seemed to genuinely care for and nurture the students.

Richard Wentworth described their typical students as having the basic foundations of pro-social behavior that had simply gone astray. This environment was designed to help them re-connect with their roots. He suggested they would not be appropriate for those who had truly developed more anti-social behavior. The clinical staff listed depression, anxiety, ADHD and oppositional defiant disorder as typical student diagnoses.

What I saw when visiting all three of the Eckerd academies was an environment where students can be nurtured and encouraged to thrive. The wilderness components encourage self-exploration and positive peer interaction, while the academics offer some individualization. Eckerd's philosophy of "Roughing it Easy" has inspired a nurturing milieu that encourages active engagement in life's daily chores while living in a beautiful outdoor environment. At these three EYA academies, students are given opportunities for honest interaction, academic achievement, positive family relationships and self-efficacy.

The more we pursue material improvement, ignoring the contentment that comes of inner growth, the faster ethical values will disappear from our communities.

~ Dalai Lama

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# UNDERSTANDING THE EPIDEMIC OF STRUGGLING YOUNG ADULTS

By: Steve Tutty, MA, LPC

Like never before, young adults are failing to launch their lives following high school graduation. Instead of completing college and forging a meaningful career, many young adults become “stuck” in their early adult development – despite a strong potential for success.

Part of the problem in this growing epidemic is a peer culture that intrinsically values immediate gratification. The initiation of studying and working hard for a future reward has been placed on “hold,” while playing video games, using illicit drugs and developing cyber-relationships via the internet has been placed on “go.” As a result, life principles of hard work, self-discipline and respect have difficulty competing with this peer-approved standard of living.

In addition, parents may also inadvertently reward this lifestyle in their young adult children, despite their best intentions. Many young adults continue to

live at home following high school graduation, or return home due to employment, academic or relationship struggles. Parents may feel that providing temporary support to their adult child is necessary to help facilitate their child’s transition into adulthood. However, many parents can become too close to their child’s life and may have difficulty *respecting* the daily struggles their adult children experience.

For instance, instead of letting the consequences do the teaching and empathizing with the hard lessons experienced by their adult child, many parents choose to rescue or punish their adult child when they fail to meet specific markers indicative of adulthood. Conditions of worth may then ensue - either directly or indirectly – which can further alienate the adult child from his/her parents and limit their opportunities in exercising their autonomy. Unfortunately, a brief respite can turn out to be a lengthy stay and costly to the child’s developmental maturity and cohesion of the family system.

Given this confluence, it is not surprising that young adults fail to utilize their potential to succeed in life. Why should young adults work for wages when they can borrow and use interest-free money from their parents? Why should young adults study when they

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have access to video and media entertainment, 24 - 7? Why should young adults shop and prepare their own meals, when their parents have an endless supply of food and prepared meals? In such a climate, many young adults will fail to internalize and master the life principles necessary for actualizing their autonomy.

It has been our experience that many parents may begin to feel really stuck at this stage when their young adult child exhibits symptoms consistent with a mental disorder, such as depression, anxiety, drug addiction or attention deficit hyperactivity disorder. Such disorders can often delay and arrest developmental movement, and in some cases, regression may occur. Most parents will seek psychiatric treatment for their adult child, whereby psychotropic medications are traditionally prescribed as the first line treatment and, to a lesser extent, individual and family counseling. In other families, psychiatric challenges have been long-standing in their adult child which can also delay their developmental maturity.

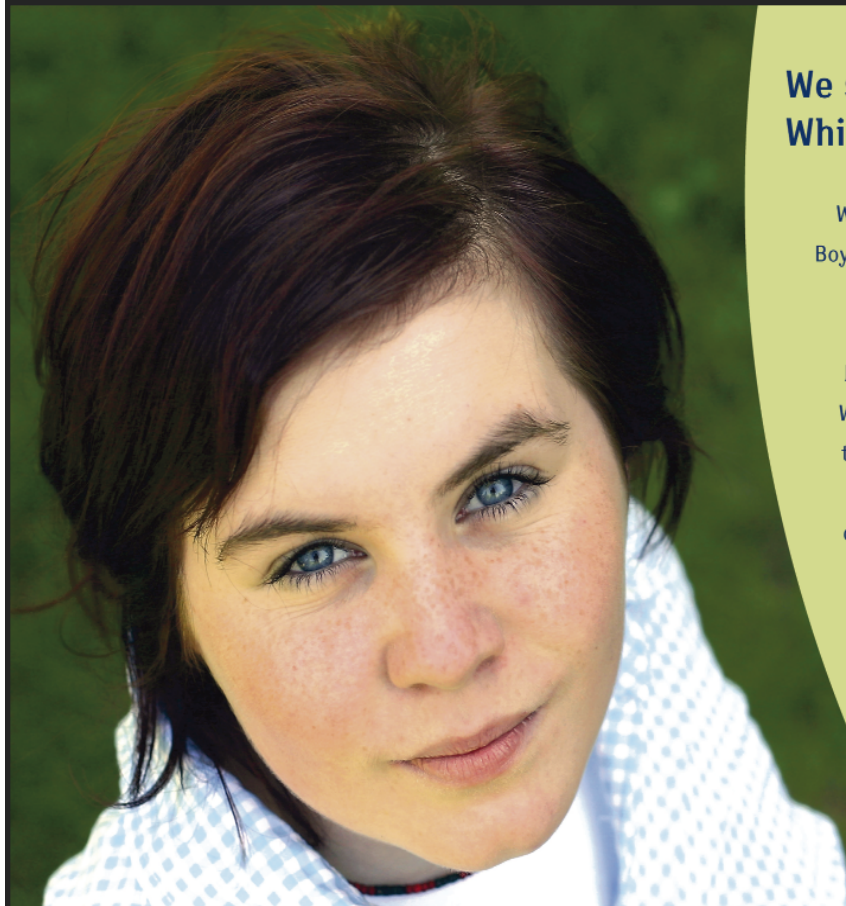
Unfortunately, the vast majority of older teens and young adults with DSM-IV diagnoses fail to improve with out-patient interventions. Many parents may then feel obligated to care for their adult child until

they get well. Some parents delight in the process of nurturing their struggling adult child back to health while other parents may feel burdened by their child's struggles.

As parents witness the psychiatric challenges wax and wane, many will elect to take greater control of their child's autonomy. Subsequently, young adults may now trade the "conditions of worth" imposed by their parents for a consistent dose of empathy and validation that has been largely missing throughout their development.

#### **About the Author:**

*Steve Tutty, [srtutty@yahoo.com](mailto:srtutty@yahoo.com), is the Clinical Director for Dragonfly Adventures in Klamath, OR, 801-360-9174. Dragonfly is launching a seasonal series of 21-Day Wilderness, starting in July, to specifically work with these "stuck" Young Adults and their families discover their strengths, re-evaluate their direction in life, and begin moving in a more mature direction. This series of programs are a blend of psychological testing, experiential quests and therapeutic activities for the struggling young adult ages 18-25. More information is available on the website [www.dragonflyadventures.com](http://www.dragonflyadventures.com).*



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## ST. PAUL'S ACADEMY INSTITUTES BLOCK SCHEDULE

Research indicates it will help struggling teens

Contact: Hal Elliott, Headmaster  
St. Paul's Preparatory Academy  
Phoenix, Arizona  
602-956-9090

By: Mike Testa, Director of Admission  
[miket@stpaulsacademy.com](mailto:miket@stpaulsacademy.com)

St. Paul's Preparatory Academy is launching an innovative new educational opportunity for the students who attend the school, using block scheduling at its college-preparatory high school setting for at-risk students. In the fall of 2008, St. Paul's will introduce a new schedule that will bring change to high school education and particularly to schools that teach young men who have struggled in their past educational endeavors.

In the 2008-09 academic year St. Paul's will institute a new block schedule similar to that previously used at the college level, but not at high schools from what we can determine. The new schedule will combine the successful summer school format used by St. Paul's during the past 12 years with a scheduling approach currently utilized at Colorado College and some university graduate schools. St. Paul's believes this new schedule will have a strong impact in working with "at-risk" populations in addition to students from all skill levels.

St. Paul's Preparatory Academy is an 8<sup>th</sup>-12<sup>th</sup>-grade, college-preparatory-curriculum, day-and-boarding school for young men who are struggling to achieve at a level at which they are capable. Whether they are struggling as a result of having lost motivation, are experiencing the difficulties of being an adolescent in a very complex society, exhibiting the behavioral difficulties of failing or underachieving students, demonstrating the difficulties to succeed with learning challenges, or overcoming socio-economic barriers that will impede their success, they come through the doors of St. Paul's.

The students at St. Paul's come from all economic homes, a variety of geographic locations and a variety of ethnic backgrounds, with a variety of issues keeping them from being academically and personally successful. They represent a truly "at-risk" population of young men who come to St. Paul's at a point critical to determining whether they will



move forward on successful journeys of personal success or whether they will continue to struggle and experience failure.

Most students entering St. Paul's Academy would be considered "defeated" students. They have underachieved, failed, dropped out, escaped, and any other adjective we could use in describing a young man who should be a shining star but is more like the setting sun. These young men often have learning issues (ADD, minor processing problems, etc.), motivation problems (not knowing how to succeed and what it takes to be successful), behavioral issues that students from these categories usually exhibit (parent problems, substance abuse, anger issues, and/or sadness and loss of hope) and/or emotional issues (depression, bi-polar issues, etc.) that are keeping them from finding the road to accomplishment.

**Format and Background:** St. Paul's Preparatory Academy is a school for young men who have struggled with their personal and academic achievement. A large majority of the students who enroll come to the Academy with a very poor academic history. It is not uncommon for a junior enrolling at St. Paul's to have a GPA below a 1.8. Of the students graduating from the Academy in the last 12 years, however, 99% have enrolled in colleges/universities (the other 1% has enlisted in the military).

Over the past 12 years the Academy has employed a block schedule for students in the summer sessions in which they engaged in one class for five hours per day for five weeks. Many summer students are new to the Academy, coming directly from the environment in which they struggled, and are unsure of their confidence to be successful. The results of the students success in summer-session block format was most always very positive and even the most defeated student would usually achieve some success.

**New Block Schedule:** In the new schedule being implemented at St. Paul's in fall 2008 each student will take one college-preparatory-curriculum class over a six-week block with the class meeting four hours per day (with one hour of tutoring at the conclusion of the day). There will be six blocks throughout the school year so each student will take six classes and earn six credits.

Many people's initial reaction to this proposal is to question its soundness because it is such a different approach than the "traditional" educational format used in high schools. Can children sit in one class for

Continued: St. Paul's/ pg 24



## TRANSITIONS Of Galveston Island

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## ST PAUL'S: Continued from 23

that time period and attend? The answer is yes, as we have seen over the past 12 years in our summer program and through the research we have identified. Another question is whether students who take one class in September and do not take the next succeeding class again until the next September will lose knowledge. The answer is no. Research shows that the greatest amount of knowledge lost happens within the first 9 hours to 10 days after a course is completed, so this is no different than taking a semester break.

We have done a tremendous amount of research into how students who feel defeated are struggling and/or who face mild learning differences find academic success. Research shows that this innovative block system creates an environment in which all students finally find and feel success, retain attentiveness and achieve elevated self esteem.

Experts from many respected educational institutions including the Harvard University School of Education have conducted critical studies of this new format. Their findings highlight success factors indicating that "students learn in 25% less class time" and "teachers build rapport with students more quickly." They stress that the method "facilitates in-depth learning and instructional strategies,"

"promotes more individualized instruction" and "produces better retention of information." The studies further show that the approach is empirically proven to work with every secondary student.

**Why Would We Change Schedules?** St. Paul's recognizes that even though things have been done in a traditional way for 150 years, it is not the best method of instruction for all students, particularly those who fall into the categories of those attending St. Paul's. They have attention issues (not that they cannot attend, but that they have problems changing attention – from math, to English, to science, etc.); they have learning issues that require more individual attention which they will receive with this educational block. They are untrusting and defeated, and this system will allow them ample time to establish relationships with their teachers and classmates.

In essence, what has been done in the past is not working for them, so we propose focus on their strengths, develop a milieu for their academic success and provide them with an avenue through which they can achieve at a level that is appropriate with their potential.

Men, in teaching others, learn themselves. ~ Thomas Lodge



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.

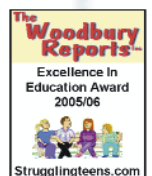


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## BOOK REVIEWS...

### WHAT NOW?

*How Teen Therapeutic Programs Could  
Save Your Troubled Child.*

Dr. Paul Case

Foreword by John A. McKinnon, MD  
Franklin, TN:Common Thread Media:2007  
ISBN-13: 978-1-93431-430-2

Review by: Lon Woodbury

This book is the next best thing to a parent having an experienced mentor when that parent faces the antics of an out-of-control child. It reads almost like the author sat down with his readers and calmly explained the mysteries of why children do what they do, and why sometimes a residential placement is needed. Written in a conversational tone and based on years of practical experience, the author explains each step parents must take to provide help for their resistant teen and the why for each step. He also explains what the teen will be going through if placed in a residential therapeutic/emotional growth school/program and what that teen will need from the parents to successfully make the necessary changes required to become a mature adult. This book goes far in taking the mystery out of a very traumatic decision for both parents and their acting out child.

This short book of less than 200 pages contains a lot of food for thought. The author's reasons for each decision necessary to the placement process are based on common sense and clearly explained principles. It can easily be read in one reading session. When the parents have completed reading it, they will have a clearer idea if their child needs the extreme intervention of a wilderness or long term residential program, as well as some idea of what to expect through placement, attendance and preparing for the child to come home.

Every page speaks directly to many of the issues and concerns parents may raise, because the parent experience in placement usually brings up all the same questions. For example, in Chapter One, A Difficult Choice, he addresses concerns that I hear all the time in talking with parents looking at a placement option. As an example, he points out the limitations of standard outpatient therapy, how "quick fix" medications are not the panacea we are told, the lack of modern consensus in raising children which gives parents confusing and mixed messages from society and how other parents will criticize and even try to thwart residential placement. He then explains how the rise of therapeutic programs came about because of a serious lack of effective traditional treatments.

Continued: What Now?/ pg 26

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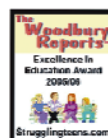
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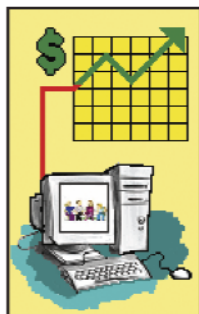
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Chapter two talks about how adolescent lives are radically different from the world in which the parents grew up, largely from the explosion of digital communication, break down of the family, increasing availability of drugs (both legal and illegal) and a general increased expectation for adolescents to make adult decisions before they are developmentally ready. He observes that we live in a society where boundaries, limits and the requirement for self discipline are being relaxed at the very time destructive temptations are expanding and more easily available. He presents therapeutic schools as a safe community for teens with problems to grow up in.

He then provides advice on the process of finding a good match for their child in a residential program by warning of less reputable programs like boot camps, and the importance of enlisting the help of experienced professionals with some thoughts on questions to ask possible programs to determine if they are of good quality. He describes how a quality wilderness program duplicates the age old experience of retreating to the wilderness for self reflection and healing, and the importance for the parents, once they have found the best quality program that they can trust, to maintain their resolve and work with and support the program, so long as the program maintains the parents' trust.

He also stresses the importance of parents doing their own self-reflection on their parenting attitudes while their child is away so they can grow along with their child. This leads to how parents can be ready to effectively support their child when he/she comes home. Many failures occur because the parents have not changed while their child was away, and they thus unwittingly encourage their child to revert to old self-destructive habits.

The whole goal of quality residential programs is to restore healthy family relationships. Any of us who have worked in this field have seen countless examples of fractured family relationships being healed by a therapeutic residential placement. These thousands of children are moving on in their lives, reluctant to dwell on past pain and trauma. This book explains much of the process of how these children were healed.

Within you right now is the power to do things you never dreamed possible. This power becomes available to you just as soon as you can change your beliefs. ~ Dr. Maxwell Maltz



# SEEN N' HEARD

## STICC GIVES THANKS/ UPDATE

(April 17, 2008) John D. Reuben, President and Founder of SAVING TEENS® In Crisis Collaborative (STICC), Sudbury, MA, 877-249-1336, announced its first teen has successfully completed both Second Nature Wilderness Program and Willow Creek School, and is now back at home with his family. To assist with 'aftercare', Homeward Bound is providing "Family Transition management". "Many thanks again to our collaborative partners: Second Nature, Willow Creek School, Homeward Bound and Marilyn Engelman for providing services and scholarships to help save this family. Without their support it would not have been possible to provide the comprehensive treatment that this family received."

## STAFF MEMBERS LEAVE SECOND NATURE

(April 22, 2008) Leah Halverson, Admissions for Second Nature, Duchesne, UT, 866-205-2500, announced John Karren, Lynn Smith and Karen Hesselman resigned from Second Nature to pursue new endeavors.

## JULIANO JOINS CALO

(April 22, 2008) Ken Huey, PhD, CEO of CALO (Change Academy Lake of the Ozarks), Lake Ozark, MO, 573-746-6331, announced the addition of Wayne Juliano as Academic Director. Wayne has worked in education for the past 16 years as a science teacher, curriculum coordinator and K-12 principal.

## BCA STUDENTS IN WASHINGTON DC

(April 22, 2008) Paul Johnson, Director of Boulder Creek Academy, Bonners Ferry, ID, 877-348-0848, announced eight students recently travelled to Washington, DC to participate in the Presidential Scholars Program.

## WTC JOINS ISPA

(April 22, 2008) Andy Anderson, MRA, Managing Partner of ISPA (Independent Small Programs Alliance), Clearwater, FL, 727-512-9144, announced Wilderness Treatment Center partnered with ISPA. WTC is a 60-day, inpatient, chemical dependency treatment facility for adolescents/young adult males ages 14 to 24.

## SILVERADO STUDENTS HELP LOCAL FAMILY

(April 22, 2008) Denise Westman, Director of Admissions for Silverado Boys Ranch, Panguitch, UT, 435-676-8482, announced numerous students from Silverado Boys Ranch recently donated their weekly allowance, their snack-shack money, and even their savings (in some cases from their SBR earnings accounts) to help a local Panguitch family who lost a child in April.

## BCA STUDENTS GRADUATE

(April 22, 2008) Paul Johnson, Director of Boulder Creek Academy, Bonners Ferry, ID, 877-348-0848, announced five students graduated Boulder Creek Academy in May.

## PARENT COMMENTS ON RANCHO VALMORA

(April 25, 2008) Lisa Rosenberg, a parent, submitted a Letter to the Editor of Strugglingteens.com regarding her experience with Rancho Valmora. Her letter can be found online.

## CONSULTANTS TOUR VA & WV SCHOOLS

(April 25, 2008) Kathy Parker Senior Referral Relations for Three Springs, Inc., Huntsville, AL, 434-977-1752, announced several Educational Consultants visited programs in Virginia and West Virginia.



## ACADEMY OF THE SIERRAS NAME CHANGE

(April 29, 2008) John Gordon, Chief Marketing & Business Development Officer for Wellspring, Reedley, CA, 617-792-4121, announced Academy of the Sierras, Weight Loss Boarding School, was renamed to Wellspring Academies to reflect focus on wellness and adoption of healthy lifestyle.

## NEW THERAPIST AT THREE RIVERS MT

(April 30, 2008) Steve Moore, Clinical Director at Three Rivers Montana, Bozeman, MT, 406-388-5748, announced Evan Rick will join Three Rivers as a Family Therapist on June 1. Evan is highly passionate about working in adventure, wilderness and directly with teens and families.

## SOLACIUM LEADERSHIP CHANGES

(April 30, 2008) Dustin Tibbits, Executive Director of New Haven Residential Treatment Center, Spanish Fork, UT, 801-380-4363, announced Anthony Geraci resigned as Solacium's Chief Operations Officer and Chief Marketing Officer, and David Michel will succeed Val Christensen as the President and Chief Executive Officer of Solacium.

## HUNTER SCHOOL ESY SUMMER PROGRAM

(April 30, 2008) Tim Tyler, Admissions and Program Manager of the Hunter School, Rumney, NH, 603-786-9427

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ext 26, announced the Hunter School is accepting enrollments for the ESY Summer Program, which runs from July 7 – August 15, 2008. The Hunter School specializes educating students with ADD, ADHD, Asperger's Syndrome and related behavioral and emotional issues.

### **MISSION MOUNTAIN SCHOOL RESPONDS**

(May 1, 2008) Colleen Harrington, Assistant School Head for Mission Mountain School, Condon, MT, 406-754-2580, submitted a letter to Congressman Miller regarding the hearings held on HR 5876, with the purpose of addressing inaccuracies in the testimony. The response can be found online.

### **ANTHONY GERACI SAYS 'THANK YOU'**

(May 1, 2008) Anthony Geraci, 281-253-3264, Founder of San Cristobal Ranch Academy, Fulshear Ranch Academy, Transitions of Galveston Island, and former COO of Solacium, submitted a Letter of Thanks to the industry for 10 wonderful, supportive years of service.

### **NEW CLINICIAN AT LOGAN RIVER ACADEMY**

(May 2, 2008) Larry Carter, Executive Director at Logan River Academy, Logan, UT, 435-755-8400, announced Shannon Kegerries has joined the team as a clinician. Shannon has a Masters of Counseling from Pittsburg State University and worked with families in a Truancy Diversion Program for at risk teens.

### **WHITE MOUNTAIN KAYAK & CLIMBING CAMPS**

(May 5, 2008) Ben Mirkin, Director of Summer Programs, The White Mountain School, Bethlehem, NH, 603-444-2928 X72, announced both their Kayak Camp and Climbing Camp for 12-16 year olds will be July 12 – July 19, 2008.

### **SUMMER PROGRAMS AT EXPLORATIONS**

(May 5, 2008) Penny James, Owner and Director of Explorations, Trout Creek, MT, 406-827-3863, announced this summer they will again conduct several programs in their Montana Big Sky Summer Adventure, including both a girls' and a boys' summer Wilderness Adventure Course starting June 23, and a 30-day Boys High Adventure Challenge starting July 5.

### **HALVERSON ADMISSIONS DIRECTOR AT 2N**

(May 5, 2008) Brad Reedy, Director of Second Nature Wilderness Program, Duchesne, Utah, 866-205-2500, announced Leah Halverson has been appointed to—and accepted—the Admissions Director position at Second Nature Therapeutic Programs. Halverson has been with Second Nature for eleven years, four as part of the admissions team.

### **BECKET STUDENTS BECOME DJ FOR A DAY**

(May 6, 2008) Julie Gaffey of Becket Family of Services,

Orford, NH, 603-359-5951, announced two residents from Becket House at Pike recently had the chance to play "DJ for a Day" at WLTN radio station (96.7) in Littleton, NH. The goal of the trip was to give the boys a taste of what life is like to run a radio station.

### **NEWS AT OPI**

(May 7, 2008) Anne LaRiviere, Director of Admissions for OPI (Optimum Performance Institute), Woodland Hills, CA, 888-558-0617, announced Lisa Bove, LCSW, MDiv, a medical social worker at Kaiser Permanente Hospital, joined the team of therapists at the Optimum Performance Institute. Lisa worked as an individual, family and group psychotherapist and received her Masters Degree at USC. Anne also announced OPI hosted Film Maker Aaron Rockett, who visited OPI to discuss his newest documentary "The Fixer: Afghanistan Behind the Scenes".

### **NEW COMPOSITION OF STICC BOARD**

(May 7, 2008) John D. Reuben, President and Founder, SAVING TEENS® In Crisis Collaborative (STICC), Sudbury, MA, 877-249-1336, announced Tamara Ancona, Sharon Levy, Grant Liebersberger and Scott Sells will join Leslie Goldberg, Adam Goldberg and Lon Woodbury as members of the STICC Board of Advisors.

### **COASTAL MOUNTAIN GOLF TOURNAMENT**

(May 7, 2008) Kelley White, Executive Program Director for the Coastal Mountain Youth Academy, San Juan Capistrano, CA, 949-498-7042, a day school for struggling teens, announced their first Annual Caddyshack Golf Tournament will be June 9, 2008, at the San Juan Hills Golf Club.

### **NEW LEAF APPRECIATES FRIENDS OF FAMILIES**

(May 7, 2008) Robbi O'Kelley, MSW, LCSW, of New Leaf Academy of Oregon, Bend, OR, 877-820-5050, submitted a letter regarding services at Friends of Families Foundation's loan process.

### **TURNABOUT/STILLWATER PARTNERS WITH HOMEWARD BOUND**

(May 8, 2008) Peter Henrie, South Jordan, UT, 866-359-4600, announced Turnabout/ Stillwater Academy has partnered with Homeward Bound, to assist families with aftercare services and the transition process of students returning home. Each family is given a Turnabout therapist and a Homeward Bound transition specialist, who work together to create an individualized plan for the student. In addition, families have access to the Family Bridge, an internet based program used for communication between the family and support team.

### **OK CORRAL GATHERING SET FOR JULY 18**

(May 9, 2008) Greg Kersten, Founder of Equine



Assisted Psychotherapy, EAGALA, and now the OK Corral Series, Ephraim, UT, 866-391-6565, announced a gathering, titled the Corral Gathering, will take place July 18, 2008 in Nephi, UT.

#### **OXBOW FEATURED ON VIDEO**

(May 9, 2008) CBS7 in Odessa, TX, recorded a two-part series covering teenage porn addiction. The videos feature interviews with students and staff of Oxbow Academy, Wales, UT, 435-436-9460.

#### **VALENTINE JOINS MAPLE LAKE ACADEMY**

(May 9, 2008) Patti Hollenbeck-Dial, Admissions Director of Maple Lake Academy, Payson, UT, 801-798-7700, announced Logan Valentine is now the Primary Therapist at Maple Lake Academy. Logan is a licensed therapist who has worked clinically with adolescents over the past thirty years and specializes with Aspergers Syndrome, Non Verbal Learning Disabilities, Autism, Bipolar Disorder, Depressive disorders, substance abuse, Tourette's, trauma, psychosis, and comorbidities with these disorders.

#### **PONCA PINES ACADEMY NOW OPEN**

(May 9, 2008) Betsy Jacobson-Warren, Executive Director of Ponca Pines Academy, Omaha, NE, 402-457-1420, announced Ponca Pines Academy is now open and serving at-risk young women, ages 17-19. Ponca Pines Academy students may be dealing with issues around adoption, attachment, substance abuse, mental health disorders, trauma, and poor academic performance. Ponca Pines Academy is a new program of Uta Halee Girls Village, which has successfully worked with at risk youth for more than 50 years.

#### **FRIENDS OF FAMILIES HELPS MANY FAMILIES**

(May 9, 2008) Jim Powell and Brandi Elliott, Co-Founders of Friends of Families Foundation, Lake Arrowhead, CA, 951-317-3151, announced since the Foundation's inception in 1998, they are proud to have helped dozens of families in need. In 2007 alone, the Foundation supported six families in need. The Foundation's mission is to assist families in achieving stable and productive family lives by ensuring that the necessary funds are available to enable their children to graduate from participating schools and programs.

#### **HILLSTEAD AT SECOND NATURE**

(May 11, 2008) Leah Halverson, Admissions for Second Nature Wilderness Program, Duchesne, UT, 866-205-2500, announced David Hillstead, PhD, has returned to Second Nature after a few years at Willow Springs. Dr. Hillstead will run a treatment specific group for adolescent boys with Learning Disabilities and/ or ADD/HD.

#### **GODDARD AT SECOND NATURE ENTRADA**

(May 11, 2008) Leah Halverson, Admissions for Second Nature Wilderness Program, Duchesne, UT, 866-205-2500, announced Paul Goddard, PhD, has returned to Second Nature Entrada. Dr. Goddard specializes in clinically complex adolescent girls.

#### **FFS RESPONDS TO MILLER HEARING**

(May 12, 2008) Jeff Brain, MA, Vice President for External Relations and Acting Director of Admissions for Family Foundation School, Hancock, NY, 845-887-5213, submitted a response to the Miller Hearings on Bill HR 5876. The Response can be found online.

#### **HARRISON DIRECTOR OF AIM HOUSE WOMEN**

(May 12, 2008) Jude Rudolph, Director of Marketing for AIM House, Boulder, CO, 303-554-0011, announced Linda Harrison, MS, LPC, LCAS, MAC, NCC, is the new Program Director of AIM House Women's program.

#### **SOBER COLLEGE ADDICTIONS WORKSHOP**

(May 13, 2008) Sober College, Woodland Hills, CA, 818-917-7903, will present The Road To Recovery, a Professional Development Series, June 26, 2008, at 11:00am - 2:30pm, in Houston, TX. Gabrielle Pelicci, PhD, will be the keynote speaker, with an afternoon discussion panel including Brian Brekke, President of Sober College University, Mike Bayer of Mike Bayer & Associates, Michael Yeager, Contemporary Teaching and Ben Dorrington of Wilderness Treatment Center.

#### **HOUSE COMMITTEE SIGNS OFF ON WILDERNESS THERAPY PROGRAMS**

(May 14, 2008) An article in the Salt Lake Tribune announced the House panel signed off on House Bill HR 5876 Wednesday. The bill now goes to the full House for vote.

#### **NEWS AT OPEN SKY**

(May 14, 2008) Aaron Fernandes, Executive Director of Open Sky Wilderness Therapy, 970-382-8181, announced Admissions Director, Lauren Lollini, gave birth to a beautiful baby girl, Lucy Grace, on January 17, 2008, and has now returned to her position at Open Sky. Aaron also announced Dr. Jade Wimberley has joined the team as a Naturopathic Physician. In addition, Open Sky formally introduced the "Family Quest" program, an additional service provided for families who are appropriate to do intensive family-systems work while their student is at Open Sky.

#### **CUSTOM YOUTH SERVICES VISITS WRI**

(May 15, 2008) Albert Johnson, Founder of Custom Youth Services, Prineville, OR, 541-447-3383, brought an agent, Richard Archuleta, by the Woodbury Reports

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office for a visit while in north Idaho on a transport. Custom Youth Services provides Christian transportation for at-risk youth.



### **OLIVERIAN SUMMER PROGRAM BEGINS**

(May 15, 2008) Mike Doherty, Admissions Director of the Oliverian School, Haverhill, NH , 603-989-5368, announced the Oliverian School Summer Session begins on Sunday, June 22, 2008.

### **NATSAP PRESENTS TALKING POINTS**

(May 15, 2008) Alicia Arteaga of NATSAP (National Association of Therapeutic Schools and Programs), Prescott, AZ, 928-443-9505, submitted NATSAP's immediate call to action for all NATSAP members, to respond to HR 5876 ("Miller Bill"), which has just successfully emerged from mark-up and approval by the House Education and Labor Committee. The talking points have been posted online.

### **STICC THANKS ASPEN**

(May 15, 2008) John D. Reuben, President and Founder, SAVING TEENS® In Crisis Collaborative (STICC), Sudbury, MA, 877-249-1336, would like to extend special thanks to Aspen Education Group. Aspen reached out to their alumni, parents, and professional service providers and contacts to support the SAVING TEENS® methodology and mission to bring troubled teens and their families through a comprehensive, multi-phase, individualized recovery and education plan.

### **SCHWARTZ AT PENINSULA VILLAGE**

(May 16, 2008) Kelly Roberts, Coordinator and Community and Alumni Relations at Peninsula Village, Louisville, TN, 865-380-4452, announced Michelle Schwartz, LPC, LADAC, has joined Peninsula Village as the new Manager of Residential Services for the Girls Program. Michelle has 20 years experience working with patients with co-occurring disorders.

### **RUDMAN JOINS BRAINWORKS**

(May 16, 2008) Saul Rudman, Client Relations for Brainworks, Monterey, CA, 831-657-0650, announced he is now working for Brainworks CA, which specializes in visual communications and who pioneered Emotional Response Communications.

### **KARREN OPENS ELEMENTS WILDERNESS**

(May 16, 2008) John Karren, Founder of Elements Wilderness Program, Huntington, UT, 801-505-8481, announced the opening of Elements Wilderness Program, a small wilderness program operated in the Manti-La Sal National Forest, southeast of Salt Lake City. For more information visit their new website.

### **GRAY WOLF RANCH CELEBRATES 10 YEARS**

(May 19, 2008) Woody Bernas, Program Director for Gray Wolf Ranch, Port Townsend, WA, 800-571-5505, has extended an invitation to join them for the 10 Year Anniversary on May 24-25, 2008.

### **NEW BUILDINGS AT LITTLE KESWICK SCHOOL**

(May 19, 2008) Terry Columbus, Admissions for Little Keswick School, Keswick, VA, 434-295-0457, invited everybody to join them June 12, 2008 at 2:30 PM for the Ribbon Cutting Ceremony for their new Academic and Residential Building.

### **NEW INITIATIVES AT OPI**

(May 19, 2008) Anne LaRiviere, Director of Admissions at Optimum Performance Institute, Santa Barbara, CA, 888-558-0167, announced Optimum Performance Institute is initiating specialized programming related to addictions to on-line gaming and computers, with an in-service presentation for staff and therapist by Dr. Jack Kuo, MD, who heads a computer addiction program at Promises, in Malibu, CA. In addition, OPI will offer students who are working towards becoming a certified addiction specialist, an internship through Pierce College's Addiction Studies Program, under the supervision of Martin Cisneros, CAC, RAS, OPI's Director of Chemical Dependency Services and Jeff Kestenbaum, LCSW, Director of Counseling Services.

### **GRAY WOLF RANCH CELEBRATES 10 YEARS**

(May 19, 2008) Woody Bernas, Program Director for Gray Wolf Ranch, Port Townsend, WA, 800-571-5505 announced Gray Wolf Ranch recently celebrated its 10 year Anniversary on May 24, 2008.

### **TURNABOUT/STILLWATER GRADUATES 19**

(May 19, 2008) Marilyn Prettyman, Principle at Stillwater Academy, South Jordan, UT, 866-359-4600, announced 19 students graduated from Stillwater Academy in May 2008 with their high school diplomas.

### **MASON ASSOCIATES OPEN NYC OFFICE**

(May 20, 2008) Ben Mason of Mason Associates, Charlotte, VT, 802-425-7600, announced Mason Associates has opened a new office in New York, NY.

### **HORSE POWER LEARNING CENTER OPENING**

(May 20, 2008) Georgia Benyk of Horse Power by



Equine Learning Center Inc., Desert Hills, AZ, 623-217-4786, announced they will be holding a Grand Opening at their Yin Yang Ranch, Saturday June 21 at 9:00 AM – 11:30 AM, with live demonstrations of the activities they offer.

#### **BETTON HOUSE HOSTS WORKSHOP**

(May 20, 2008) Michael A. and Roxanne Losicco, Directors-in-Residence, Betton House, Scranton, PA, 887-723-8866, announced that Jeff Brain, MA, Director of Counseling at Betton House, conducted a parent workshop in May for the parents of currently enrolled students. The focus was “Examining Communication Dynamics,” and included materials and discussion to help parents support and build stronger adult-adult relationships with their emerging adult children. Parents examined their communication patterns to see how they support or hinder their child’s efforts to relate to them as an adult.

#### **NEW DORMS UNDER CONSTRUCTION AT FFS**

(May 20, 2008) Rita Argiros, Vice President for Administrative Affairs, The Family Foundation School, Hancock, NY, 845-887-5213, announced that construction has begun for a new girls’ dormitory on the school’s 150-acre campus. The school currently houses girls in eight trailers, five of which will be replaced with the new structure. The school’s current enrollment of 250 students includes 90 girls who will enjoy more spacious, comfortable quarters when the structure is completed in June 2009.

#### **FULL NATSAP STATUS TO BETTON HOUSE**

(May 20, 2008) Roxanne Losicco, Director-in-Residence, Betton House, Scranton, PA, 887-723-8866, announced that the program has received full membership status in NATSAP. Betton House, a sober dorm serving students in five Scranton-area colleges, has been operating since the fall of 2005 and has graduated more than 60 students from its 12-Step based program.

#### **FFS STUDENTS ATTEND AA CONFERENCE**

(May 20, 2008) Emmanuel Argiros, President, The Family Foundation School, Hancock, NY, 845-887-5213, announced that nine boys from the school were selected to attend the 21<sup>st</sup> International Alcoholics Anonymous Men’s Conference, “Fellowship for a Lifetime,” held this year in Scranton, PA on April 18-20. The students took advantage of the location and stayed at Betton House in Scranton for the weekend event. All of them had struggled with alcohol before enrolling in the school and have been active in the 12-Step program which is an integral part of the school’s therapeutic milieu.

#### **OPENINGS AT VIVE!**

(May 21, 2008) Amanda Thomas, MS, MFTI, Referral

Relations for Vive Inc., Boulder, CO, 303-449-2516, announced VIVE has several staff positions available for Parent Coach Therapists and Mentor Therapists, in the following areas: New York City, Dallas/Ft. Worth, Boulder, Denver, Los Angeles, San Francisco, Chicago, Atlanta, and Boston.

#### **NWGT VISITORS TO WRI**

(May 23, 2008) Ken Huey, PhD, CEO of CALO (Change Academy Lake of the Ozarks), Jonathan Mack, LPCC and Joel Smith from Sandhill Child Development Center in Los Lunas, NM, Christina Wilson of Academy at Sisters, Bend, OR, Mark Barrentine, LCSW, Executive Director of Evangel House, Saint Martinville, LA, and Tommy Faulk, Pastor at First Assembly in Lafayette, LA, stopped by the Woodbury Reports office for a visit after the 3<sup>rd</sup> Annual Northwest Get Together.



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