



Places for Struggling Teens™

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

May 2010 - Issue #189

The Ethics Of A School Or Program Refund Policy

by Lon Woodbury



I just heard the story of a program that had a student enrolled only a couple of days before expelling him, and the program refused to refund the \$12,000 the parents had paid up front. This disturbs me. I've heard of similar situations several times over the years, and despite the justifications I've heard for a no refund policy, it still disturbs me.

Perhaps I'm too much of the old school, but my basic belief is that a school/program deserves to be paid well for quality services rendered, but no more! In this case I could perhaps accept something like one month minimum, or a nonrefundable admissions fee if explained up front, but this story hints at something that might be more questionable.

I have had several clients with a child who really needed a highly structured therapeutic/ emotional growth school, but the parents had first tried a mainstream school that had a good reputation for discipline. In these schools, the parents had been required to pay for a year or half year tuition up front, justified by the school as necessary to reserve a bed or to encourage the parents to solidly support the school. Unfortunately, these students acted out with the same behaviors they had back home and shortly were expelled. The parents were not only out several thousand dollars for nothing, but again had to search for a school for their child who had just had another failure. As I learned about the child's behavior after the fact, to me it should have been easily predictable the child would probably be expelled and the school should have rejected the child in the first place. When money like this is involved, it is very questionable for a school to take the attitude "Let's give him/her a chance." In any school, but especially emotional growth/therapeutic schools and programs, it is the responsibility for the schools and programs to be as certain of the appropriateness of the child as possible. If failure is likely, it is the responsibility of the school/program to encourage the parents to find a more appropriate place.

Of course it depends on a lot of factors. Factors that might color my basic belief are:

- If the school or program required or encouraged the parents to pay a lump sum in advance, perhaps for a discount
- If the parents withdrew the child, or if he/she were expelled (who makes the termination decision can be very important)
- If the parents by their actions support the school including insisting their child finish the program, OR if the parents allow the child to manipulate them by things like letting them know they are welcome back home no matter what
- If the school or program spells out in advance exactly what their refund policy is
- If the enrollment was questionable in the first place to where they probably should have rejected the child

For example, if the parents were assured at enrollment their child was a good fit for the school, were honest and upfront about the behaviors of their child causing the enrollment decision, support the school in ways the school asked them to, and the school didn't have a written policy for refunds and/or the school expelled the child for behaviors that are essentially what caused the child to be enrolled in the first place, then it is very questionable for the school/program to withhold any money in excess of paying for the time the child was there.

However, on the other hand, if the parents pushed the enrollment despite reluctance by the school, and once their child was enrolled, questioned the methods of the school or pushed for special program accommodations, let the child know he/she

CONTINUED: REFUNDS/ 2

In what you say of another, apply the test of kindness, necessity and truth, and let nothing pass your lips without a 2/3 majority.

~ Liz Armbruster

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REFUNDS

would be welcome back home if the placement didn't work out and otherwise were not supportive of the program, and/or removed the child before completing the program, then the school would have a stronger argument for no refund.

The best way to avoid possible conflict and ethical questions is for the school to spell out in writing their refund policy in advance in very clear terms with as many specifics as possible. That way the parent would know in advance if there might be a financial cost for doing something like premature withdrawal of their child, and could help the parents make an informed decision to even enroll in the first place. Forearmed, they at least could avoid a potential nasty surprise.

It is also important for the parents to insist before enrollment that the refund policy be fully explained. This simple step could help avoid later disappointment, frustration or a feeling of being cheated. It could also help the school avoid angry parents being loudly negative about the school to their friends. And, in the age of the internet, could avoid some of the nasty viral stories that seem to be all over the Net.

Education is what remains after one has forgotten what one has learned in school.

~ Albert Einstein

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DEVELOPING EMPATHY

Rosemary McKinnon

I (recently) wrote a letter entitled "A world without empathy" based on the painful story of the rape of a young high school girl in Richmond, CA. I would like to continue with this theme of empathy and its development.

This subject was on my mind recently when I read a haunting short reflection - "Night" - by one of my long-time favorite regular commentators in the New York Review of Books (January 14, 2010) Tony Judt, who also turns out to be an exact contemporary and Cambridge graduate. In it he describes his experience with ALS (amyotrophic lateral sclerosis) - a motor neuron disorder which gradually imprisons the sentient and still feeling person within a body which slowly and inexorably ceases to function. Tony's description of this "cockroach-like" existence in which he is utterly and completely dependent on others for a replacement of his limbs, a scratch or a minor adjustment is painful to read. After I read his articulate account of this humiliating helplessness and the ways in which he spends his nights "trussed, myopic and motionless like a modern-day mummy, alone in my corporeal prison, accompanied for the rest of the night only by my thoughts" I had trouble sleeping for several nights and every time I moved I thought of the impossible task of managing the wish to squirm and being unable to do so. His words had succeeded in evoking in me a close identification with his experience.

What is it that enables us to enter the experience of another person? Not all humans have this capacity. People who suffer

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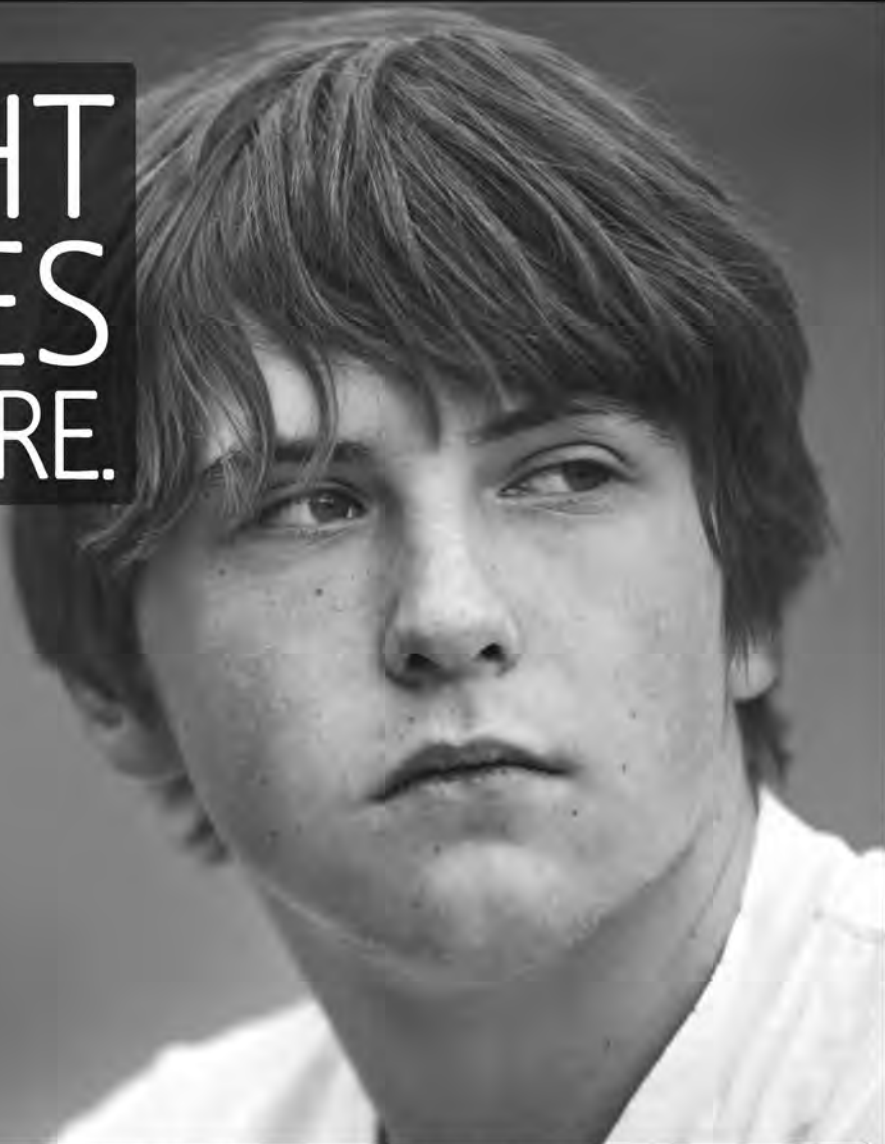
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EMPATHY

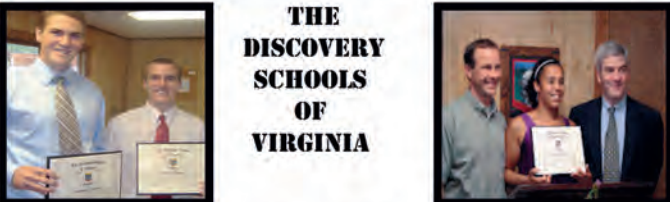
from Autism cannot do this and those along the “spectrum” with Asperger’s Syndrome or Non-verbal learning disorders struggle to achieve this human task. A young child learns to understand the experiences of others via a process we call “attunement.” A “good enough” parent understands the basic needs of his or her baby, attends to these and makes the infant feel secure. Add together enough of these experiences and the developing child begins to mirror the care that he has received. We have all watched three or four year old children minister to their baby dolls or stuffed animals. When a parent feels sick or tired and lies down many young children will come up to take care of them with a tenderness that mimics the care that they have themselves received. And so it goes ideally as they grow and begin to have and understand more complex feelings and experiences.

How do our students learn empathy? On campus we make a conscious effort to help them with this task. Many of the students who arrive on campus are blunted in their development of this achievement, as a consequence of their general immaturity and self-centeredness. The first steps occur, as they do with a young child, in the experience of being understood and cared for themselves before they can accurately understand the needs of others. Gradually we begin to push them beyond their selfish preoccupations to listen to and attune themselves to the experiences of others. When they start to demonstrate that they are able to do this the results are often moving. The daily groups are designed to push them to think about the experience of their fellow students. At first this may be merely an identification. So-and-so feels just like me. John jokes that incoming students tend to exercise their new found ability to express their feelings and then to move on to how others might respond to what they think about ME, but

still lack the ability to move beyond a fixation on themselves. Gradually, however, a shift starts to take place as relationships deepen. Students begin to see that, although there are commonalities, there are also differences and that each person is unique in respect to their history and experiences. Empathy starts with caring for another and maybe even to begin to see them as equal to oneself in importance. We also ask our students to begin to recognize their parents as separate from themselves, as adults with their own needs and wishes, and to assess how they might feel. This journey is a precursor to an adult version of love.

Our western culture emphasizes the individual to the detriment of the larger social unit, which many other cultures do not do. Whether empathy is more or less developed in other cultures I do not know, but I do think that our society’s preoccupation with the individual has made it more difficult for young people to grasp the experience of being part of a social network. On campus we spend a good deal of time helping students to see themselves as contributing members of a small community with its own rules and expectations. Such lessons take place on teams, where students must work together to do chores and relate to each other in groups, and in the dorms where they must learn to live together and are affected by the behavior of others. In the larger community they learn that they can participate and try out new roles during their time on campus.

Above all else I would submit that empathy is learned not through lectures but through close relationships which are formed with other students and with staff. There are few more eloquent demonstrations of this than the goodbye circles held whenever students are leaving campus. Typically these groups take the following format. The students who are staying each



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address the member of the group who is leaving and then the departing member addresses each remaining individual in the group, including the staff. Just before our December graduation I attended one such goodbye circle for students whom I had come to know well on campus. I was touched by the recognition of struggles between students, their acknowledgement of their own anxieties, false posturing and true feelings. They spoke honestly of regrets about time wasted in fights and misunderstandings as well as of close times spent in each others' company. They showed genuine affection and tears. They expressed admiration for those who were leaving and who had become strong role models for them. "When I saw Jack dunk the ball I wanted to be just like him." They admired the other's caring and consistency and were able to see through a tough veneer. One young man was in tears for 5 minutes before he could bring himself to speak to his mentor who was leaving. He said that he had been angry with him that very morning when his mentor said to him "You are my responsibility. Come with me and don't worry about what the others are doing." When he recovered from his anger he realized that he had been reminded of his mother who had often said similar things to him and how he would miss the caring and safety of this parallel relationship. As I listened I knew that these young men were well on their way to being caring sons and attentive boyfriends who would eventually step into adult roles as loving husbands and self-sacrificing fathers and strong members of communities. I was proud of them.

Warm regards,

About the Author: Rosemary McKinnon is the Director of Admissions and co-founder of Montana Academy. For more information, contact her at rosemarym@montanaacademy.com or www.montanaacademy.com.

VISIT REPORTS... ISLAND VIEW RTC

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Visit by: Lon Woodbury, MA, IECA, CEP, February 2010

I walked in the front doors to be greeted by an obviously placed big sign saying, "Welcome Lon Woodbury." It was as if I were a celebrity or something. For sure they were expecting me.

The last time I had been there was during their first year of operation, about 1995. The changes were significant. They had added an administration building and a building for dorms. Gone were the temporary portables where they used to hold classes. The area was still rural, with the complex surrounded by vacant fields, although housing developments were more evident than before as development is slowly moving into the area.

With the original building having been well maintained, all buildings in the complex had the appearance of being new and quite functional.

I was warmly welcomed by Brittney Freebairn, representing the Admissions Department who had coordinated my visit. It was obvious they had the process of

CONTINUED: ISLAND VIEW /6



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ISLAND VIEW

a consultant visit down to almost a science. They started with a tour of the facilities with a running explanation as to what happens in each area. This included showing me the dorm rooms, which is always something I always look at very closely. The dorm rooms always give a sense of how well the students are settling in and a reflection of their internal emotional life. The dorms were clean and ordered. No messy rooms in sight. The same for all the facilities, they were clean and colorful with restful color schemes.

Key staff was available for extensive questioning and I had all my questions answered as completely as was possible in the time we had. These discussions were sufficient to give me a decent overall feel for the program. Just before leaving, it was good to catch up with Executive Director Don Vardell with whom I've worked off and on for several years when he was with other programs.

The students are fully scheduled throughout the day. Everywhere I looked I saw students engrossed in what they were doing, whether in groups, moving to the next scheduled activity, classes, or even in one case right around lunch time, relaxing in a lounge filled with comfortable chairs and sofas and just taking advantage of a brief hanging out period.

Group Therapy utilizes a Positive Peer Culture (PPC) format and occurs two to three times a week. PPC is based on goals and objectives being set by residents and families with the support of the treatment team. Peer feedback is key to this approach and adolescents respond very well to feedback from peers and families. Therapist driven Process and Problem Solving Groups are also held weekly. Group therapy sessions are more frequent than individual sessions. This is based on research that has concluded that for adolescents, group therapy is more effective than individual therapy.

There are a number of specialty groups also for those needing additional work and attention. For example for students with Chemical Abuse/Dependency problems, struggling with grief and loss, adoption issues, or, confused about men's issues, women's issues or relationships, appropriate groups will be developed.

The program is licensed by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and the Utah Dept. of Human Services, Dept. of Licensure.


Recreation is also important. This is not only for the kids to have some fun, but physical activity is very important in enhancing the overall wellbeing of the residents, especially when mixed with clinical and scholastic elements.

Island View has an on-campus private school fully accredited with the Utah Dept. of Education, the California Dept. of Education and the Northwest Association of Accredited Schools. The curriculum is College Prep, with classes no larger than 16 students, each of which has integrated individualized instruction. Students attend a full six-period school day, five days per week. Since the school is year-round, students have a good opportunity to catch up for missed credits.

I had a chance to visit with two students about their experiences. As part of the work of a smoothly coordinated visit, the staff left me alone with the students so there would be no chance for the students to feel intimidated by the presence of the staff. They were very open about their experiences that had led them to Island View, their experiences at the program, and their hopes for the future after graduating from Island View. (Note to the staff: both were quite positive about their experience at Island View). They were articulate, well aware of their problems and optimistic they would be able to overcome their old habits that had caused them problems.

An educational system isn't worth a great deal if it teaches young people how to make a living but doesn't teach them how to make a life.

~ Anonymous





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Visit by: Larry Stednitz, PhD, March 2010

Silverado Academy for boys opened in November of 2006, and the Girls Academy was developed in 2009. This writer wrote a "New Perspective" on the Boys Ranch in 2007.

From their beginning, there was little doubt as to the success of the Boys Ranch. The Boys Ranch ownership/management team brought with them some of the most experienced leadership in the industry. Within one year, Silverado Boys Ranch earned a listing in Woodbury Reports' "Parent Empowerment Handbook."

All of the founders and owners have been at the program since its beginning. Dr. Kreg Gillman is the Executive Director, Dr. Crist, Medical Director, Eric Fawson, clinical director, Nick Pakidko, head of education, and Denise Westman, development/ admissions director. In addition, Silverado has several coaching staff who have been able to "seed" the new girl's program with staff who are experienced in their model of treatment. The girl's program director is Randy Hatton.

The Girls Academy is located on a five hundred-acre

ranch outside of Panguitch, Utah. The Ranch is at the end of a five mile dirt road. Spectacular is not an exaggeration. This is a working ranch with the accoutrements of a dude ranch. Three large and well developed structures are attractive and professionally appointed. Two of the structures accommodate the girls' living quarters, with twelve girls to each home. The other structure serves as an academic and in-door recreational facility and administrative services.

The main house has two floors, the top floor is over 4,000 square feet with six bedrooms. Each is well decorated and comes with a fireplace and a large private bathroom. The second floor is 6,000 sq feet and is used for groups, recreation, PE and the Life Fitness program. The academic area is 3,500 sq feet.

Interestingly, they have the "greenest" building in the County. The entire ranch is heated through a fuel-efficient massive wood burning stove, which the students have cleared from the forest. They utilize solar, water recycling for animals and landscaping.

The girls represent a wide range of emotional, social and academic challenges. These issues have led to deteriorating family functioning and other negative behaviors. I met with two of the six girls who are enrolled at the Academy. The two girls said they were happy to be at Silverado. Both girls had been enrolled at a program that is now closed, and felt that their previous school was rigid and too structured. They told me that the variety of experiential activities gave Silverado a much more pleasant environment. They also told me that they liked

CONTINUED: SILVERADO ACADEMY/ 8

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SILVERADO ACADEMY

the more balanced motto of work, love and play. They reported to me that they had several groups in the past week as well as a family workshop. The girls are involved in individual therapy, group and weekly family therapy. Treatment team meetings, processing groups, addictions groups, and Big Group are also offered. I asked the girls who they thought should enroll into the Academy. They said, "The right kind of girl is that girl who does not need supervision 24/7. A girl who enrolls into the Academy is that girl who is capable of gaining independence and not need to be "over structured". They should be motivated to improve their lives.

Like the Boys Academy, the Girl's Academy operates on three pillars; work, love and play. The Academy teaches young girls how to care for oneself, understand and experience the importance of genuine relationships, and the importance of "paying back to society.

The program monitors progress through a well designed level system based on trust. These levels are entitled:

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- Understanding
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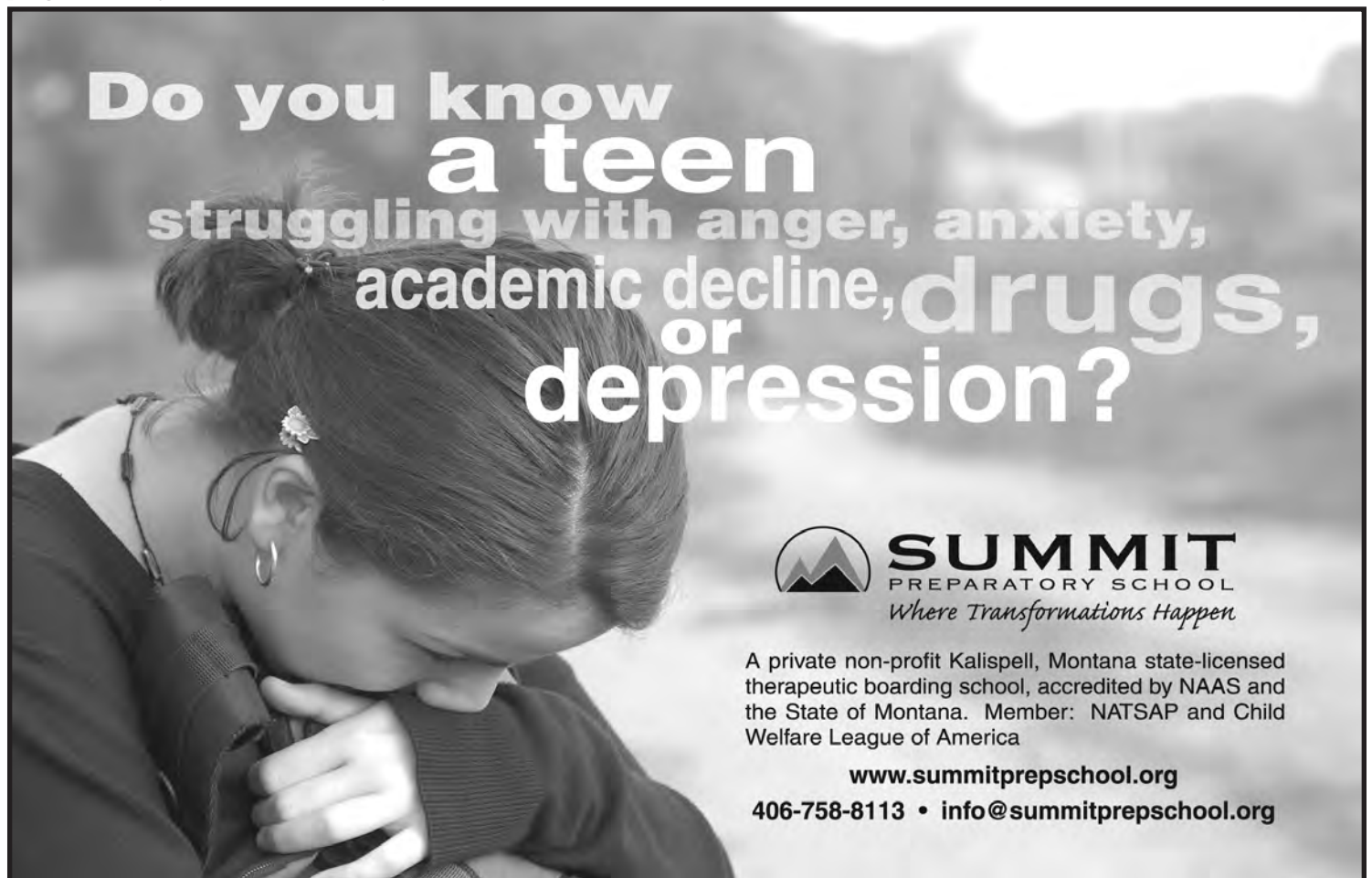
when they arrive.

The Girls Academy relies heavily on experiential activities. The Academy offers almost unlimited outdoor activities. Some of these are, outdoor work projects, planting gardens, working in the green house, trail rides, over-night camping, snowboarding, fishing, boating, and four-wheeling. The girls also spend eight hours on Friday, while engaged in all day experiential therapy outings where they also do community service and work projects. Silverado has a holistic approach which combines mind, body and spirit. Yoga, Dance and Meditation are also incorporated.


While the Academy is well structured through its level system, the administration does not utilize an authoritarian approach. The rules are minimal and the program is clearly based upon relationship based treatment. These basic rules are honesty, responsibility, and self-control. All rules, mottos, and specific level concepts are carried out through experiential activities, and all are in the service of building healthy and genuine relationships.

Although on a separate campus, the Academy plans to reap the benefits of single gender programming and in the future, those boys and girls who have gained trust and are at the highest levels, will have opportunities of socially and therapeutically interacting with the opposite sex.

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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]

LIFE-LINE

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Life-Line, founded in 1990, is licensed as both a residential treatment and day treatment center for teens who are struggling with emotional issues that may include Bi-Polar disorder, anxiety disorders, depression or dysthymia, ADHD, suicidal thoughts, PTSD and negative body issues and low self-esteem. In addition, teens struggling with substance abuse and addictions, compulsive lying, negative peer relationships and family conflict are also admitted for treatment. This family centered program is based on an evidence based model that incorporates eight core principles: Family, Community, Individualized Care, Spirituality, Outcome Research, Continuum of Care, Recovery and Aftercare Transition.

The Executive Director is Vern Utley, LCSW who has been with Life-Line since it started in 1990. Prior to his

work at Life-Line, Vern was the Executive Director of the Utah Boys Ranch. The Director of Admissions is Shawna Meredith, who has worked at Life-Line since 2000 and Shane Petersen MBA is the Director of Administration and has also been with Life-Line since 1990.

Each student undergoes a 21 day evaluation which includes a psychiatric evaluation, psychological testing, a psychosocial history and lab workup. Students are assigned a primary therapist who meets weekly as a Multi-Disciplinary team to create an individual and family treatment plan. Students progress through five levels while in the program: honesty and spirituality, family relationships and service, relapse prevention planning; re-entry, application and lifestyle change and leadership.

Students participate in academics on campus which is offering core classes, electives, parent/teacher conferences, midterm reports and report cards and curriculum individualized to each student based on learning style and needs. Life-Line's recreation program includes daily exercise, team sports such as volleyball, basketball, running and yoga. Also included in their program are off site adventure activities such as rock climbing, river rafting, snow-shoeing, ice-skating, hiking, camping and biking.

[This information came from the Life-Line website.]

As I would not be a slave, so I would not be a master. This expresses my idea of democracy. ~ Abraham Lincoln

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GOALS ARE TO:

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

PO Box 1325
Fort Davis, Texas

432-364-2241
Fax: 432-364-2261

high.frontier@sleschools.org

ROCKIN R RANCH

Antimony, UT
Brandon and Brandi Hanks, Ranch Managers
435-624-3250
bnhanks@rockinrranch.com
www.rockinrranch.com

In operation for almost 40 years, the Rockin R Ranch, is a guest ranch and working cattle ranch, located near Bryce Canyon National Park, Zion National Park and Capitol Reef National Park, and is a unique alternative for families (whose children are placed in southern Utah programs) to spend time together during visits and share experiential experiences.

Rockin R Ranch's managers, Brandon and Brandi Hanks, who previously worked as staff members at Discovery Ranch, are familiar with emotional growth, therapeutic programs and create experiences for visiting families, enabling them to grow closer and create lasting memories.

Rockin R Ranch is situated on 1,000 acres of meadows and fields that includes a three story western lodge which houses 37 rooms, a dining room, game rooms featuring ping pong, billiards and air hockey, a dance hall, reading room, weight and fitness room, an archery range, swimming pond, children's playground, fire pit and horseshoe pit.

Just some of the activities that are available include horseback riding and lessons, guest participation rodeo events, hiking, fishing, summertime river floats, western dancing, campfires and a petting barn and pony rides for children and/or participation in a week long cattle drive as a "cowhand".

[This info came from the Rockin R Ranch website.]

BRYCE CANYON ACADEMY

Parowan, UT
Keith Burgess, Director
435-477-9167
www.brycecanyonacademy.com

Bryce Canyon Academy is a residential treatment center for young men and women ages 12-17 who are struggling with emotional and behavioral issues including manipulative and negative attitudes, anger management, lying, stealing and sneaky actions and substance abuse. Additionally, Bryce Canyon works with teens that are lacking motivation in their academics and are skipping school or have school suspensions, are involved in gangs, are running away or creating negative peer relationships.

Licensed by the Utah State Department of Human Services and accredited by the Northwest Association of Accredited Schools, the academics at Bryce Canyon Academy is available for students in 7th- 12th grades and offers a college preparatory curriculum and a general academic study course. Owners and Directors at Bryce Canyon Academy are Travis Milne and Keith Burgess.

Bryce Canyon offers representatives to parents and families for 24 hour family support and is in the process of creating family seminars to assist in building skills needed to work towards family reunification. In addition to family therapy, students participate in individual and group therapies.

For recreation, students enjoy a variety of activities that include sports: soccer, basketball and volleyball, exercise and jogging, music, game room sports and winter sports such as tubing and skiing.

[This info came from the Bryce Canyon website]



Photo by Skyler Jepson

THE GATE OF HISTORY SWINGS ON SMALL HINGES, AND SO DO PEOPLE'S LIVES.

With the click of a mouse your son may be stepping into a trap carefully laid to prey upon his own developing body. More than 11 million teens view pornography on line (Washington Post 2004). *Early intervention can help your boy break free.*

Oxbow offers treatment *specifically designed for teenaged boys who struggle with sexual dependency.* Here students can acknowledge their behaviors more quickly, then learn to overcome them.



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ARIVACA BOYS RANCH

Arivaca, AZ
Ron Searle, Managing Partner
877-886-9766
www.arivocaboysranch.com

Originally founded in the 1870's, Arivaca Boys Ranch is a therapeutic boarding school and teen boys ranch, situated in southern Arizona on 23,000 acres. This working ranch works with young men ages 13-17 years old who are struggling with academic issues and ADD/ADHD, ODD and conduct disorders, anger management, drug and alcohol abuse, negative peer relationships, depression and negative behaviors that may include lying, stealing and sneaking out of the house.

Managing partner at Arivaca Boys Ranch is Ron Searle who holds a masters degree in business and has worked over 26 years in youth education as an instructor and principal at private schools. D. Hyrum Wright is the Clinical Director who holds an EDS and a master's degree from Brigham Young. He is currently the director of the ASU Institute of Religion. Mike and Margaret Stroud are the ranch directors and live on the ranch while giving the boys a sense of stability and are the acting "mom and dad" at the ranch.

Arivaca offers an accredited high school curriculum through Sequoia Choice Distance Learning, which is accredited by the Commission on International and Trans-Regional Accreditation (CITA) and the North Central

Association Commission on Accreditation and School Improvement (NCA CASI). Academics include computer lab work, hands on lab work and classroom instruction in general academic subjects in addition to vocational training in welding, construction and agriculture.

In addition to individual, group and family therapies, the young men at Arivaca participate in equine therapy systematically doled out through their "five levels of therapy". Through this level system the boys learn the basics of caring and riding horses by staff trainers and wranglers to training their own 2-3 year old horse. At level five the boys are then eligible to participate in activities that include roundups, horse shows and community and ranch events. Twice yearly cattle drives are a highlight of the program, working on horseback with lariats, boys assist in the round up and branding of 300 young steers.

[This information came from the Arivaca website.]

The ideals which have lighted me on my way and time after time given me new courage to face life cheerfully, have been Truth, Goodness, and Beauty. . . . The ordinary objects of human endeavour -- property, outward success, luxury -- have always seemed to me contemptible.

~ Albert Einstein

Send us your toughest case. We'll make it your biggest success.

We bet you know a kid who's bounced around boot camps and boarding schools for years with little or no success. Maybe it's time you referred him (or her) to Montcalm School for Boys in Albion, Michigan or Montcalm School for Girls in Van Wert, Ohio. Our 85% success rate is almost unheard of among residential treatment centers. The reason? Our model is based on Starr Commonwealth's nearly 100 years of success in working with troubled youth. We welcome you to visit us. For more information please give us a call at 866.244.4321.

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www.montcalmschools.org
866.244.4321



ROSEWOOD RANCH

Wickenburg, AZ
Debbie Hughes, Admissions Director
800-845-2211
www.rosewoodranch.com

Rosewood Ranch is an inpatient eating disorder treatment facility for young men and women ages 12-17 who are struggling with anorexia, compulsive overeating, bulimia and binge eating. Rosewood also treats patients who may have related issues of depression, PTSD, alcoholism and drug abuse or anxiety.

Michelle Klinedinst, Executive Director of Rosewood Centers has a Master's of Science in Counseling Psychology, a postgraduate certification in Addiction Studies from Chestnut Hill College, PA and has been a certified addictions counselor since 1984 and a certified eating disorders specialist since 1996.

Dr. Steven Karp is the Medical Director for Rosewood Centers and is board certified in Adult Psychiatry, Addiction Psychiatry and Geriatric Psychiatry. Prior to Rosewood, he was the Medical Director of the Mental Health and Substance Abuse Services in the Commonwealth of Pennsylvania for the past 7 years. Cindy Elms, RD Director of Nutritional Services is a Registered Dietitian with the American Dietetic Association and has been a registered dietician for over 20 years. Prior to joining the Rosewood team, Cindy worked at both Remuda Ranch and The Meadows, treatment centers located in Arizona.

Rosewood Centers is accredited by the Joint Commission of Accreditation of Healthcare Organizations (JCAHO) and licensed by the State of Arizona.


Patients at Rosewood receive an individualized treatment plan and treatment team that consists of a primary therapist, dietician, nurse, medical physician and psychiatrist. Individual and group therapies are offered in addition to family therapy, equine therapy and art therapy. Other forms of experiential therapy include Tai Chi, yoga, journaling, drumming and meditation. Patients continue with an academic curriculum by working daily with an online curriculum or working on coursework from the patient's home school.

[This information came from the Rosewood website.]

TULIFINNY



Bluffton, SC
Sarah Stone, Admissions Director
800-505-8972
sarahstone@tulifinny.com
www.tulifinny.com

Tulifinny is a new residential recovery management program for young women ages 13-18 who are struggling with variety of body image issues including eating disorders, body dysmorphic disorder and low self esteem; emotional issues that include anxiety, depression and attachment disorders; academic problems, sexual trauma, family conflict, inappropriate or negative peer relationships and/or substance abuse issues.



OPTIMUM PERFORMANCE INSTITUTE

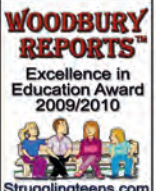




For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded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



OPI Offers:

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OPI is located in Woodland Hills, California near Los Angeles
For Admissions call (888) 558-0617.
www.opiliving.com



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Founder and Clinical Services and Outreach Director of Tulifinny is Debi Lynes, MS, LPC, and a PhD candidate. Debi founded Tulifinny in 2010. Ray Travaglione is the Chief Executive Officer

Ray is the founder of the Hank Haney International Junior Golf Academy, the International Junior Golf Tour, Heritage Academy, and Kids Teaching Kids and Dr. Ravi Srivastava, MD, FAPA, FASAM is the Medical Director for Tulifinny. Memberships include the National Association of Addiction Treatment Providers, the American Counseling Association, and The Association for Addiction Professionals, EAGALA and Outdoor Industry Association. Accreditation is through The Heritage School at Tulifinny and meets the South Carolina Independent School Association's standards.

Each resident receives an individualized treatment plan that encompasses her psychological, biological, spiritual, educational and social goals by utilizing four core elements of the program which include 12 step recovery, life skills training, equine assisted therapy and adventure therapy, that may include kayaking, fishing, boating and trust exercises. In addition, each resident participates in individual, group and family therapies. Life skills trainings such as cooking, money management, goal setting, time management and nutrition and fitness are part of daily life at Tulifinny.

Situated on 43 rural acres, residents can wander through herb and flower gardens, through the Meditation Labyrinth or take in the nature of the Low Country, to journal, reflect and to heal.

[This information came from the Tulifinny website.]

EXTENDED INSIGHT...

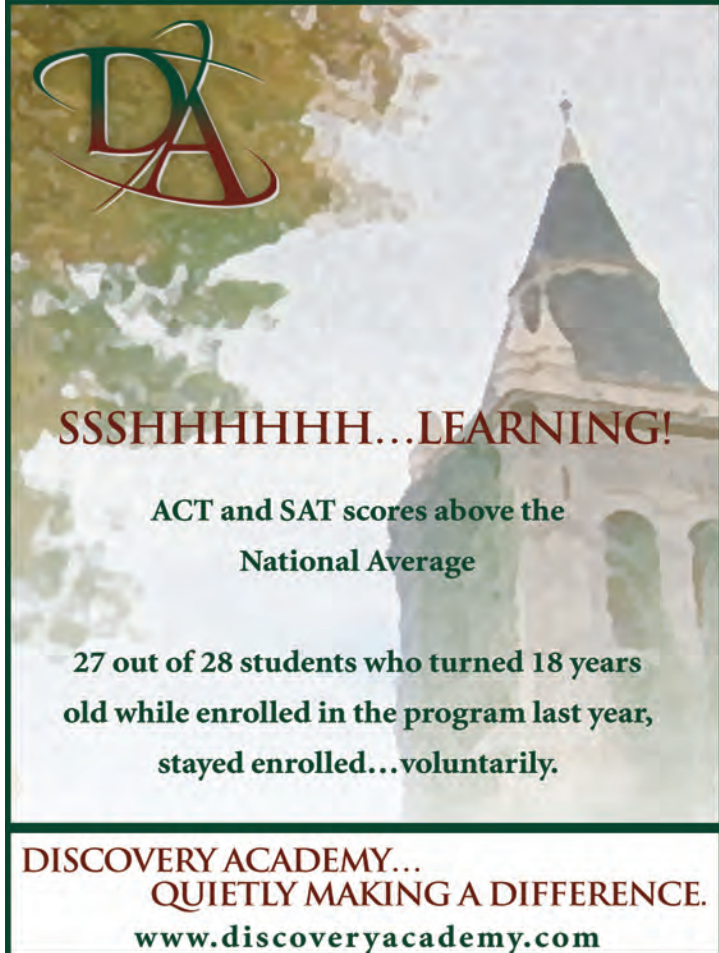
HOW CAN INTERVENTIONS HELP FAMILIES?

By James Murray

Traditionally, an intervention consists of a group of concerned family and friends in a unified effort to help their loved one to accept help. More recently, new intervention models have developed to "invite" the most struggling individual into the process and to intervene on the entire family system. Since each family situation is different, the most prudent intervention model can be tailored to a family's needs. No longer are interventions only for adult addicts and alcoholics. Now various models can be utilized to influence adolescents, "failure to launch" adults, and family well-being for the greatest possible outcomes.

Interventions can help both the identified client and family to engage in the treatment process prior to even arriving at a program. Due to this pre-treatment process, the client will be better prepared to accept the help that treatment provides. The "why and how could my family do this to me" is diminished and the action stage has been set prior to enrollment in a program. Meanwhile, parents and families are more committed to being part of the change at home. Parents have shown their loved one they are

CONTINUED: INTERVENTIONS/ 14



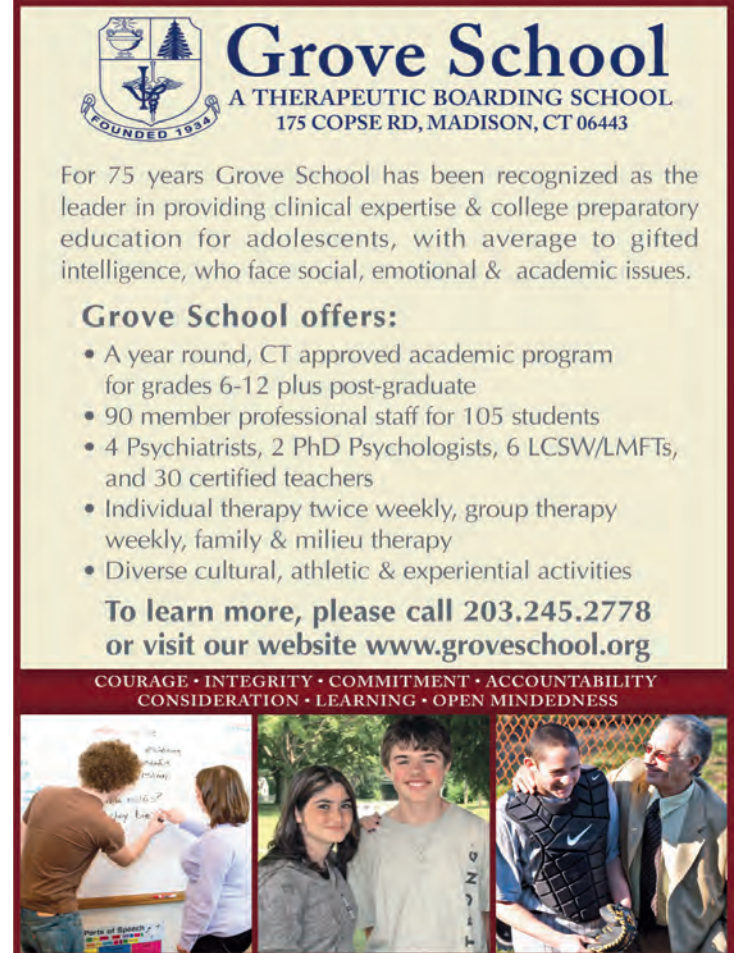
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INTERVENTIONS

committed to changing their part of the system, and the whole family is in agreement to work on health and change. The intervention process can include extended family members, siblings, close friends and mentors to express the care and concern for everyone's well-being and family health. The following paragraphs will highlight some of the advancements in Intervention models.

Systemic Model

The Systemic model is invitational and educational for both the identified client and family members. All members and concerned individuals are invited to attend the 3-day customized family workshop. With this model, the goal is to educate the family about the specifics of the current dynamics and assist them to learn how each member contributes to the compulsive patterns of the identified client. Without surprise or blame, participants learn about their family history, specifics of the presenting issues, and together share in a motivational experience toward a new direction in family health. The process is educational and utilizes structural, trans-generational and narrative theories.

Johnson Model

The Johnson model is known as the "surprise" model. It involves a rehearsal the prior evening, in conjunction with heartfelt impact letters. Planning and coaching are involved with the various participants to create a unified family with healthy boundaries. This model is meaningful for each member as they are able to recall the essence of their loved one prior to destructive behaviors. There is usually one main goal of this intervention—for the individual to accept help. There can be a "tough love" component to this intervention in order to get the individual into a safe place for help.

ARISE Model

ARISE is another invitational model intended to involve everyone in the discussion of care. Decisions are made by the majority of the group members which limits one-on-one conversations with the identified client. The focus of this intervention is on the client accepting help through the care and concern of the group.

Educational consultants and admissions staff are frequently referring to interventionists to assist with difficult and divided families. An interventionist can tailor and match interventions to specific client need.

For more information about Breakthrough Interventions, contact James Murray at 413-268-7022 or Amanda Thomas at (Althomas138@hotmail.com) 303-775-1779. www.breakthroughinterventions.net

Northwest Get Together 2010



The 5th Annual
NORTHWEST GET TOGETHER
will be held Friday, May 21, 2010,
at the Naples Inn in Naples, ID.

For information,
contact Woodbury Reports at
208-267-5550.

SEEN N' HEARD

The following updates were sent to Woodbury Reports during the month of April.

OPENING:

Wilderness Quest announced it would reopen for adults April 5, after closing for the winter and Journey at Mount Pleasant announced they will open to private-pay teens at the first of June.

NEWS:

A group of professionals expressed interest in collaborating to help families who need resources to help in providing necessary residential treatment placement for their children. Sober College residents got an opportunity to practice drug rehab through car restoration. Greg Kersten announced depositions were scheduled in the Kersten versus EAGALA lawsuit. Shepherd's Hill Farm explained that their recent Parent-Sibling conference was successful with approximately 60 family members showing up. Copper Canyon students helped raise \$2,000 for breast cancer research at a student leadership event with the Mayo Clinic. A news story was posted by Hyde School's Malcolm and Laura Gauld, addressing bullying in American schools. Memorial Hermann was named among the top 100 hospitals in the US. The Family Foundation School's award winning Family Singers appeared on PBS television with composer Tim Janis as part of his ongoing "Celebrate America" production.

PROGRAM ENHANCEMENTS:

Sunrise RTC launched a new "fully-featured website" as part of InnerChange's companywide quality improvement initiative. Island View recently updated the description of their academics incorporating a "therapeutically friendly classroom." The Family Foundation School Venture Crew students recently began CPR classes and are working toward taking the National

Association of Search and Rescue II exam. Santiam Crossing School launched a Professional Development Certification Program, which enables their students to earn specific nationally recognized, professional credentials. Aspen Programs promoted that their wilderness programs will tackle combating teen risk-taking behaviors this upcoming summer. SUWS enhanced their clinical component by expanding to on-site psychological testing, incorporating clinical insights into the client's treatment plan.

PARTNERSHIPS:

Blueprint Education partnered with Eagle Quest of Nevada. Academy At Sisters now offers Parent coaching through Next Step for Success to ensure parents understand the changes their daughters experience through the program.

ANNIVERSARIES:

Congratulations to the Soltreks program for the celebration of their 13th season!

PEOPLE:

AIM House Men's Clinical Director, Francis Kaklauskas, was honored with the AGPA Fellowship Award. The award recognizes outstanding professional competence and leadership in his field. Center for Safe Youth promoted Anji Fussell, who directed the Austin office. She will be handling more of the marketing and will visit more schools. King George School announced that Willow Rolynne Wonder joined the fine arts faculty as dance instructor. Kelley Ryan returned to her roots with Aspen Education as the National Substance Abuse Liaison. Venture Academy in Canada hired Shelley Price Draper as their Family Services Specialist. Two Psychologists join Open Sky as full-time clinicians: Dr. Fred Peipman and Dr. Jamie Scoular. Jerry Rudd is the new administrator of Pasadena Villa's Smoky Mountain Lodge. Lauren Clark joined the admissions team at Oakley and Arwynn Harris Jenson left Oakley to become Admissions Director at Outback.

UPCOMING AT A GLANCE:

Tuttle/Gundry Tours are back. Jodi and Carol decided it would be fun to do another one and announced a Reunion tour in Utah scheduled for Sept. 25 to Oct. 2.

- Randy and Colleen Russell of Souloire will hold an empowering young adults workshop for parents May 14-16, Sandpoint, ID.
- IECA's Spring Conference: May 12 - 15, Toronto, Canada
- TAPG Conference, May 14 - 16, Columbus, OH
- Northwest Get Together, May 21, Naples, ID
- APA Annual Meeting, May 22 - 26, New Orleans, LA
- NAATP Conference, May 22 - 25, San Antonio, TX
- Conference on Behavioral Health and Addictive Disorders, June 2 - 4, Seattle, WA
- AFCC Conference, June 2 - 5, Denver, CO
- Symposium on Addictive Disorders, June 3- 5, LaQuinta, CA
- Utah Regional NATSAP Conference, June 10, Lehi, UT
- AED International Conference on Eating Disorders, June 10 - 12, Salzburg, Austria

For information on conferences, visit the StrugglingTeens.com Conference Calendar under the Social Media tab.

VISITORS:

Mickey Manning and Lorne Riddell stopped by to announce the opening of their new program in Thompson Falls, MT, RiverView Academy.

Robbi O'Kelley and Sarah Casson of New Leaf in Bend, OR visited to give us an overview of the enhanced clinical component of their program.

To view these articles in their entirety, visit www.strugglingteens.com.

Any people anywhere, being inclined and having the power, have the right to rise up, and shake off the existing government, and form a new one that suits them better. This is a most valuable - a most sacred right - a right, which we hope and believe, is to liberate the world.

~ Abraham Lincoln





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 - Eating disorders
 - Anger management
 - Grief and loss
 - Social phobia
 - Sexual abuse/trauma
 - Adoption

Our new Director of Counseling, clinical psychologist Mark Vogel, Ph.D., leads a staff of four master's level therapists and five substance abuse counselors who provide daily therapeutic counseling to students. Our consulting psychiatrist spends several hours on-site each month meeting with students being treated with psychotherapeutic medications. And with a staff-student

ratio of almost one to one, students can always find a teacher, sponsor, family leader or coach available for a heart-to-heart conversation.

Students also benefit from a broad range of extracurricular activities and internships that



Mark P. Vogel, Ph.D.

provide the experiential therapy that builds self-confidence and independence.

For more information about how we integrate nonstop counseling with rigorous academics and the principles of 12-Step living, visit us online or contact FFS therapist and Director of Admissions, Jeff Brain, MA, CTS, CEP.

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