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## WHO WANTS TO BE A SUPERHERO?

By: Lon Woodbury



The short answer is everybody! But in reality, some do not want to (or cannot) pay the price required for self-improvement in the real world.

We all have an urge to become better than we are now. That is the motivation for continuing our education and working hard to develop skills and reputation in our jobs, in relationships, and in gaining material wealth. In a sense that urge could be seen as the mainspring of human progress.

However, that positive drive for self-improvement and progress can be distorted in many ways. One way it has been misplaced is through daydreams without action. A vivid, idle daydream can give a person the feeling and illusion of power and competence. Child's play is along those lines. When children play like they are glamorous, easily handling all social situations, or competent in war, work or home, they are trying on a lifestyle. Up to a point this is a healthy and normal part of development and even plays an important role in their adult life. In order to accomplish something, we must have dreams, which at first might sound unrealistic, but for the successful person the dream is the motivation to do the hard work needed to make the dream a reality.

Comic book superheroes, movies and much of our entertainment over the years have fed this need to see how it feels to be glamorous, a warrior, captain of industry, a spy, successful, etc. Basically, all this entertainment was created so a person could briefly engulf another lifestyle and try it on for size.

Computer and Internet gaming utilize modern technology to take this daydreaming urge to a higher level and provide a more vivid daydreaming experience. It not only provides a more vivid experience than some daydream in your head or through some print medium, but that vividness is more accessible and makes it easier to get the feeling that it might be real through engaging more of our senses.

Unfortunately, this is the problem. While traditional entertainment and daydreaming were easily recognized as a fantasy, the sights, sounds, touch, actions, and personal actions through an avatar in gaming makes it more difficult to avoid blurring the boundary between fantasy and reality.

We all are awkward, clumsy, uncertain and confused at times. This is part of being human. But for some, and especially adolescents, this awkwardness seems to define them. These are the ones that are susceptible to going over the reality/fantasy boundary in escaping the problems of reality and looking for success in gaming. At that point, fantasy and daydreaming become more real to them than reality. Unfortunately, reality always intrudes and the result is a disaster for those who confuse virtual reality with the real thing.

Like most things, too much of a good thing often becomes a disaster. This is true of everything: drugs, alcohol, food, and relationships as well as daydreaming and gaming. Part of the appeal to a drug addict is the fantasy feelings of power, success and that all problems are solved. Part of the appeal to those with eating disorders is a sense of being able to have some control over their body and emotions. The manipulator gains a sense of power over others. The acting out child at least controls his/her family. All addictions give some kind of fantasy of self-improvement occurring.

As humans we strive to increase our abilities and become more than we are now. By marketing to that, computer and Internet gaming have been immensely popular, but only with balance can it be a healthy improvement to our lives. When a person gets lost in gaming, disaster is sure to follow.

The key to success is balance. In daydreaming, a little gaming provides relaxation, entertainment, a brief escape, and sometimes sharpens personal goals and skills. However, too much becomes a disaster sooner or later because reality will not be mocked. If we don't pay attention to the real world it will come back on us hard! Teaching children how to see the need for balance and how to keep daydreams and the real world in perspective is not necessarily easy, but is vital for a healthy life.

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## SENDING A CHILD AWAY

By Rosemary McKinnon

When parents come to interview at Montana Academy they often express their grief about having to send a beloved child far from home to grow up with strangers. Many parents express the hardest thing they've ever done is calling a transporter to remove their child from his/her bedroom at 3:40:00am to take them to a wilderness program. At the time of an enrollment on our campus students have generally had a beginning stab at reconciliation with their parents during their course of wilderness treatment and have more or less accepted the necessity of leaving home to finish their high school education. They generally say that they are nervous about entering a new school but they rarely shed tears. Parents almost invariably do.

The months, and even years, preceding an enrollment have often been an extraordinarily wretched time in their family life precipitating serious marital stress on top of the acute misery of watching a loved child endanger his future or sometimes her life. Yet many parents continue to experience intense loss for several months after enrollment. They are acutely aware of the empty bedroom and the hole in their hearts. One mother told me that she avoided going to the grocery store at times when she might run into someone that she knew and have to endure questions about her child that she could hardly bear to answer. This loss is mixed with the concomitant shame of feeling like a defective parent. Sadness over a child's premature departure from home is surely not hard for any of us to understand, and yet I come from a culture in which parents were made of sterner stuff.

The British public school has been around for several hundred years. Accounts of life at such schools were not pleasant. Students were routinely toughened up by regular floggings and cold showers. Masters were often cruel and "fagging"- a system of servitude by new boys as the vassals of older boys or prefects- was the norm. Sexual acting out was also routine, if not actively condoned. Britain's oldest public school, Rugby, was founded in 1567 and, with the publication of Tom Brown's School Days in 1857, became a model for a first rate Victorian education under its famous headmaster, Thomas Arnold. Charlotte Bronte published Jane Eyre ten years earlier in 1847 and gave an account of young Jane's excruciating experience of hunger, cold and punitive instruction at Lowood School. Yet British parents who could afford to do so sent their children away to boarding schools in the hope of instilling certain kinds of values and providing an education that was not available at home.

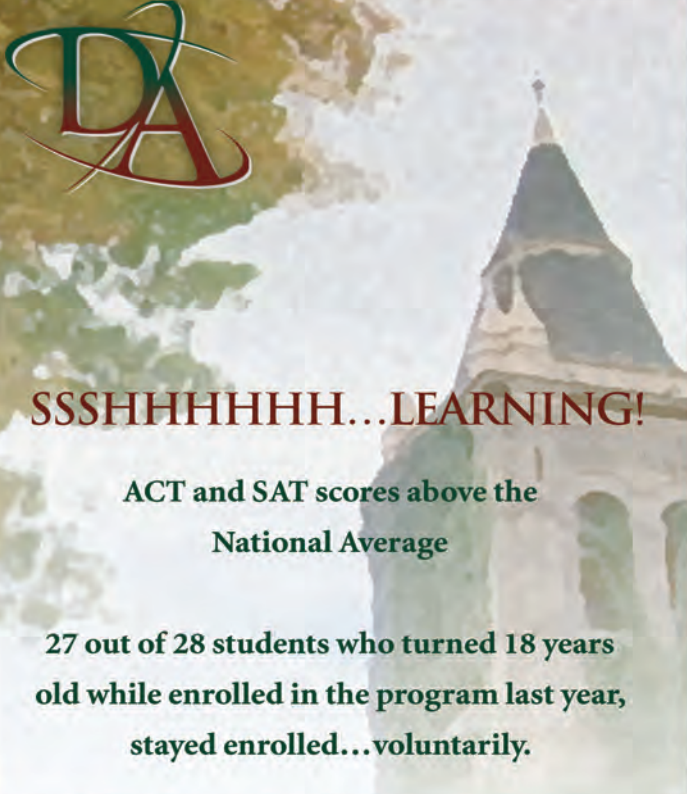
My parents were living in the Persian Gulf when my brother, Peter, turned 7 and I remember returning to England with my mother to accompany my little brother, who was still sucking his thumb and stroking his "blankie", to his enrollment at a prep school in Oxford. This school was the first step on the road to Oxbridge. Although I was two years his senior because I was a girl I remained with my parents until I was age 12 and, only then, was likewise enrolled at a girls' boarding school in Wiltshire for the next 5 years of my life. Neither my brother nor I found this an easy adjustment but we, and our parents, accepted it as the natural order of things and a necessary part of growing up. This was simply a routine part of upper middle class British culture. My tender

hearted mother grieved a great deal but she kept it to herself. I don't ever recall a complaint while she got on with the job of being a diplomat's wife in the Middle East and doing her best to help others less fortunate than her own children. We communicated by weekly letters exchanged across great physical and temporal distances as we got on with the business of growing up. English literature of the time is replete with stories of children separated from their parents by the month long sea voyage to India. "Little Black Sambo," written by one such Scottish mother for the young children that she had left in England before returning to India, was one of my earliest books.

I am inclined to think that American parents are not suffering any more or less than their British counterparts of an earlier generation in sending their sons and daughters away to school. I think that it is rather a matter of cultural expectations. My father, an only child who had lost his father at age two, was raised by a doting mother. His maiden aunts considered him spoilt, in danger of "not learning to tie his own shoes," and packed him off to a local Oxfordshire boarding school at age 10. He always told me that he was terribly unhappy there but that he learned what it took to be successful and worked hard for a place at Oxford. My mother, who was one of six children whose father died when she was 13, helped to raise her younger siblings and earned a scholarship to nearby Queen's University, Belfast. My parents were grateful for their hard earned educations and were determined to do whatever it took to ensure that their own two children received good educations also. They saved their money carefully and were grateful that they could afford to do this duty. This was by no means unusual.

I also believe that there has been a significant cultural change in acceptance of the necessity of sending some young people away from home to therapeutic boarding schools or other placements since Montana Academy opened in 1997. Visiting parents share that they have met or talked with someone else who has sent a student to a residential program. Parents are increasingly willing to talk to each other and support each other in making these hard decisions. Many educational consultants are now offering support groups as part of their outreach to parents who seek their advice and expertise. Parents are no longer so alone and this makes the sense of shame and loss more bearable. One mother wrote to me recently to tell me that her sister-in-law was worried about her college age daughter and had expressed her envy that her nephew had dealt with his difficulties when he was a teenager and that it was possible to maintain a sense of normalcy (school, exercise, friends, chores and trips with clear boundaries and tight structure) sooner rather than later. We all hear stories of young adults whose lives remain in jeopardy because their parents couldn't, or wouldn't, make the necessary commitment whether they liked it or not. And there is considerable press currently about "basement boys," young men (and women) still living in their parents' homes long after they should be out on their own. Current statistics suggest that 64 percent of college graduates are back in the nest. A recent New Yorker cover (May 24, 2010) depicts one such young man moving back into his room where he hangs his PhD on the wall, while his anguished parents watch from the doorway. While this reflects the changing economic climate it may also be indicative of a broad cultural failure to help children grow up.

CONTINUED: **SENDING AWAY/ 4**



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## SENDING AWAY

Some of our students manage to spontaneously express their gratitude to their parents for making the hard decision to send them away and for investing in their futures. One young man about to leave campus in May wrote to his parents to say, "I guess that I have never really thanked you guys for sending me here. When I am struggling or even when things are going well, I forget how much you guys sacrifice to help me...I know that you would do it over again without hesitation...I want to make you proud more than anything else and to show you how much the last year and a half has meant to me." What parent would not be overjoyed to receive such a letter?

Our students sometimes joke about sending their own kids away from home to wilderness when they reach those difficult teenage years and, although I certainly hope that this is not the case, I am amused by the sentiment. Transporters and wilderness treatment have become a singular rite of passage for a small group of privileged youth who toss around the supposed virtues and restrictions of ending up in one or other therapeutic placement. While this new culture does not yet hold the status of the most famous English public schools of Eton and Winchester, it amuses me to think of parents and students in assessing the relative merits of Carlbrook versus Montana Academy as well!

### **About the Author:**

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## RECOVERY SIMPLIFIED:

### Equine-Assisted Work IS the Basics

By Greg Kersten

Recovery is flooding the airwaves, television, newspapers, and even conversations. Recovery covers economic, emotional, environmental, and so on. Simply put, there are basics to recovery, whether one is dealing with economic recovery (like much of the nation and world), or that of mental or emotional health, such as addiction, traumatization, or illness.

Equine-Assisted Philosophy meshes with and enhances any and all treatment modalities for recovery and helps keep the process basic enough for lay clients and practitioners to understand, envision, and accomplish. Why make recovery more difficult and complicated? Why not rediscover our own competence and confidence in our programs? What would happen if we were to step back, regroup, and reevaluate our programs and services?

Strangely enough, recovery is recovery, and is more effective when we resist complicating the process. Humans are a complicated species; we are prone to add variables, conditions, and exceptions to situations, structures, events, and even inherently basic processes. We seem reassured when we complicate things to the point of incomprehension.

The slogan "KISS" (Keep It Simple, Stupid!) gains popularity every decade or so. This healthy expression addresses much of what we find frustrating in our lives. The recent past has seen a significant focus on the concept of simplification. True recovery is as basic as "KISS."

The founding principles of the equine-assisted philosophy that underlie EAP are based upon the responses, movements and thoughts of the equine and the human counterpart at the most basic level.



Photo by Skyler Jepson

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Authentic Equine Assisted Psychotherapy involves the translation of what horses *do* and *don't do* to relate it to the human condition. Horses and humans share many attributes, socially and psychologically speaking. Horse herds, bloodlines, and development of skills can be likened to human families, ancestries, and learning.

A significant difference between horses and humans is strength, certainly physical, but also emotional and mental. Horses are masters of handling crisis and recovery because they have a mastery of *the basics* in dealing with crisis and recovery situations. Not just the horse's mouth, but *straight from the horse's body* can we experience the horse's basic recovery process:

**Retreat + Reevaluate + Respond = Recovery**

Many mental health professionals espouse similar recovery treatments for their clients. We all recognize some form of retreat – removing one's self from a problem, event, or pattern. Once extracted from the original situation we may regroup or reevaluate issues in a more objective fashion. We observe and gather information that may be helpful in forming a plan of action for our next step. (In the event that our knowledge has not been sufficient to create an action plan – further retreat may be warranted.) Using this perspective and the formulated plan we may then take action and respond to an issue or problem.

Horses have been implementing this basic recovery plan for centuries and it still works for them. They tend to recover more quickly and with more strength than humans – and they seem to move on with their lives more quickly and with even more strength.

Humans, and so by extension, treatment professionals may complicate this simple process by adding to the three steps in ways that range from superfluous to distracting to extravagant.

Starting with the *retreat*, humans may fight against moving away, perhaps for fear of appearing weak or because they have difficulty with the natural Pressure/Pain Principle. The flipside to this is humans who retreat too far or too long to be able to efficiently

reevaluate. In order to *reevaluate*, one must be able to observe, process, and plan. Reevaluation is not a static process, or a hiatus in limbo while avoiding an issue. Reevaluation is no vacation – it is the preparation to respond.

The *response* is also an opportunity for humans to complicate recovery. Horses know that sooner or later, bad and wrong things have to be confronted. They exhibit appropriate responses to pressure and pain. Humans often express that confronting or addressing a problem will only make it worse, whether this is due to weakness, lack of confidence, or “political correctness.”

Humans love to convince themselves that because the challenge of recovery is difficult, that the treatment to recovery must be complex. Treatment professionals may buy into a complicated theory of recovery, or some may even complicate recovery to justify higher prices for services. Regardless of the reason, even this “complication disorder” may be treated by implementing the 3 R's!

Practitioners should therefore question their own motivation for offering equine-assisted services. Too many will find their main purpose lies in offering something new and edgy to compete with other service-providers. Following a trend or offering “flavor of the month” services may not be an indication of quality. It is “eyebrow-raising” rather than reassuring when an advertisement for services gives a laundry list of modalities (“We offer therapy to individuals and groups, art therapy, ropes courses, primal scream therapy, equine-assisted psychotherapy, electroshock therapy, Jungian, Freudian, and therapeutic massage!”) in an attempt to attract *every* client. The expression, “Jack of all trades and master of none” comes to mind. Equine-assisted services and interventions make sense only when the practitioner's philosophies of treatment and recovery coincide with the basic equine-assisted philosophies.

**About The Author:** Greg Kersten is the founder of EAP and President of the O.K. Corral Series. For more info visit [www.okcorralseries.com](http://www.okcorralseries.com) or contact Greg at 866-391-6565 or [admin@okcorralseries.com](mailto:admin@okcorralseries.com).

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Visit by: Lon Woodbury, MA, April 2010

Moonridge Academy is a girls' school for 16 girls, ages 12-15. Located in a large, old, well-kept farm house on several acres, the view from the living room is fantastic. The house looks out over the valley to the snowcapped mountain range towering in the distance. Moonridge Academy is a CERTS program (Certified Educational, Recreational, Therapeutic Schools and Programs), under the same ownership as Kolob Canyon, La Europa Academy and Mountain Springs Preparatory Academy.

We were shown the building from top to bottom. The main floor consists of a large living room area and kitchen. The dorm rooms were the main areas of interest and appeared very spacious. Upstairs were the group and therapy rooms; the lowest level contained more dorm rooms and the school. Stan Stewart, the academic director, gave a detailed description of the classes and education philosophy, which, because of their small student body, was basically direct instruction and one on one student teacher time. Stan had been in public education and was well aware of some of its weaknesses. As a result, he is committed to avoiding those weaknesses in the education of the girls at Moonridge Academy.

Several girls were away at the time of our visit; however we met with the five girls who were home. They described their school to us in a pre-teen giggly girl way. Each explained that her relationships with the others was sisterly; with good bonding and support for each other mixed in with typical sister type squabbles. Their eye contact was good for the most part and they were friendly and enthusiastic, especially about the possibility of any new girls enrolling.

Craig Rodabough is the Clinical Director and he explained that the typical Moonridge student can be described as easily distracted, needing some intense clinical intervention from time to time. Their philosophy is what they call therapeutic/relationship based, meaning using therapeutic interventions for some complicated issues within a structure of strong relationship building. Aspergers and anxiety disorders are common among the student body.

Outside, on the other side of the massive lawn, are a barn and stables with three miniature horses. The girls care for the horses and handle all the typical farm jobs. Part of the girls' responsibility includes training the horses. The girls wanted to give us a demonstration of the jumps they were teaching the horses in (running alongside them since the horses weren't big enough for anybody to ride). I don't know who was having the most fun, the horses or the girls, but all had a good time and the girls were learning how to build safe relationships through involvement with the horses. It was explained that using mini-horses is perfect for girls this age since the horses are not big enough to hurt anybody by something like stepping on a foot, but provide all the horse personality and characteristics that equine therapy is based on.

The environment was calm and peaceful and the girls seemed to be responding very well at Moonridge while working on their issues.



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# AIM HOUSE FOR YOUNG MEN

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Visit by Kristie Campbell, August 2010

I have worked with AIM House off and on for the last ten years and can even remember when they were brand new, but I have never seen “the Castle” in person or met any of the residents until this trip. AIM House is a program for young men and women who struggle with a variety of issues, from addiction and substance abuse, to anxiety/ depression, learning and life skills issues. They have for some reason or another found negative coping strategies, yet all of them have a definite desire to change these patterns. AIM House is designed as a transitional program for residents who need a positively structured living environment with therapeutic support after completing a residential treatment center, wilderness program, drug and/or alcohol rehab or a therapeutic boarding school.

My visit to AIM House for Young Men wasn't exactly pre-planned. Although I planned to visit them, I hadn't announced my visit and made arrangements to see the residents the very morning I intended to visit. The staff was very welcoming and accommodating.

We arrived a little early and watched residents come and go. One new enrollment came in and one very ready young man was moving out to live in the Boulder community as the next phase of his recovery. I couldn't tell that he was anything but an excited and strong individual who had something to share with the world. (I later learned that he had been mentoring a little league team in Boulder during his time in the program and planned to continue his “big brother-like” projects.) We watched staff members interacting with residents and all appearances were that staff honestly cared for the residents.

A newer component of the AIM House program is that residents now typically move into the Boulder community after completing Phase 3, to continue enhancing their independent living skills with staff support as needed. This is the “Manifest Phase” of the program.

After the new resident was moved in, I had an opportunity to meet with Kelly Corn, Director of the Men's Program. He was able to explain some of the main concepts of the program to me, including a brief history of the changes in both programming and people involved.

Although the men's program at AIM House has space for 28 residents, they remain comfortably full at 26, and currently have a waiting list. After watching how the staff interacts with the young men, it was immediately apparent why. The relationships these young men form with the staff felt genuine, mutually.

Kelly and I talked for a while in his office going over program components before we walked through the Castle. When you first walk into the building, you are officially on the 2nd level. Downstairs there is a large open room where the young men eat their meals and, if they choose, learn to cook. Access to the back yard is through a door on this level, where several young men were busily working on a project refinishing the dressers and desks. They appeared to enjoy the project and seemed proud of the accomplishment.

We then went back to the main floor. Several guys were standing outside on a mid-level patio smoking and having a

CONTINUED: AIMHOUSE/ 8



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# AIMHOUSE

conversation with their vocational mentor. Just before heading up to the next level, a young man approached us to ask Kelly what they should do for dinner. The cook was scheduled to be off the day we visited so Kelly decided the young man should practice some of the leadership skills he'd learned while at AIM House. He left the dinner decision to the young man only recommending he get a few other votes as well. The young man utilized excellent leadership and decision making skills with this encounter. He had excellent eye contact and was very present. Pretty soon, it was decided pizza would be delivered for dinner.

In the living room, a staff member sat on a couch playing a guitar. Kelly had described him to me while we were in the office and as soon as I saw him, I knew this was the "Grandpa" of the house. After only a few plucks on the strings, a couple guys came in from outside and other parts of the house to sit with him and listen. It appeared to me that these young men were actually interested in what he had to share.

We continued up to the next floor where Phase I and II residents live. Each room contains two beds and two dressers. Between every group of two rooms is a common space that can be used to study. For those who want one, a desk or futon is provided.

One aspect of the AIM House program is their use of teams. Upon arrival, each young man is assigned to a peer mentor to help guide him while he gets settled in. Staff mentors also model positive relationships as a way of life.

Although the house feels very comfortable and lived in, the structure that guides the young men is strict at first. Phase I and II residents must attend many required meetings. Because the staff encourages the young men to take responsibility for themselves, they do offer two different schedules so a young man may choose the most appropriate time to attend since they all must also attend school and/or hold a job.

The top floor houses residents in Phase 3 as well as the

- ◊ The ability to think straight
- ◊ Some knowledge of the past
- ◊ Some vision of the future
- ◊ Some skill to do useful service
- ◊ Some urge to fit that service into the wellbeing of the community

These are the most vital things education must try to produce.

~ Virginia C. Gildersleeve

therapists' offices. Lower Phase residents are only invited up to the top floor for therapeutic appointments and must use the back staircase. There is a kitchenette and the Phase 3 residents learn more independent living skills. They have fewer meetings required of them and much more independence, but also much more responsibilities.

On our way back down, I met a resident who had been at AIM House only less than a week. He joked with me that he was the only "non-addict" in a house full of addicts, but that he was sure he'd learn the true reason he was there soon. His goals were to get into culinary school and become a world famous chef, and had already joined a culinary mentorship with the cooks at AIM House.

I felt I had a pretty good overview of the program AIM House has as well as the relationships between residents and staff. I enjoyed my visit and truly felt they follow their mission. Although I didn't get to see the program for young women, I know the staff is fully capable and compatible to keep both programs consistent.

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When you help place a child at Montcalm Schools, you can be sure that you're doing the right thing. Our programs – now offered to both boys and girls on our Albion, Michigan campus – are based on Starr's nearly 100 years of success with struggling youth. We offer flexible lengths of stay and tailor programs to each child's needs. So when parents look to you for help, look to Montcalm Schools.



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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]

# MERCY HOME FOR BOYS & GIRLS

Chicago, Illinois  
Father Scott Donahue, President and CEO  
877-247-8278  
[admissions@mercyhome.org](mailto:admissions@mercyhome.org)  
[www.mercyhome.org](http://www.mercyhome.org)

Founded in 1887, Mercy Home for Boys and Girls is a privately funded Catholic organization ministering to children in crisis. The organization operates a residential youth program for children under the age of 18 who have been abused, neglected, or abandoned. Children are accepted both from private families as well as the Department of Children and Family Services. Youth enrolling in the program must commit to a year-long stay at Mercy Home.

President and CEO of Mercy Home for Boys and Girls is Father Scott Donahue, who prior to becoming President served for 10 years as Associate President of the organization. He also served on the Board of Regents and holds multiple Master's degrees in social work, theology, and applied spirituality.

Each child in the care of Mercy Home has an individual plan created to help address emotional, behavioral, and educational issues unique to that child. The plan consists of goals for the child to work towards during their time at Mercy Home. Each child is also assigned to the care of an individual staff member who guides the child on a day-to-day basis in terms of needs and

meeting goals. Youth over the age of 16 are required to obtain a part-time job. The staff members assist these students in locating an appropriate position. Children in the program are placed in an appropriate school by members of the admissions staff. The schools attended by youth in the program vary from parochial to public to alternative schools. Specific educational plans for each child address educational needs including goal-setting, motivation, and learning disabilities.

Aftercare, a unique attribute of the organization allows the program to continue to follow the progress of the youth even after they have left the home and assists them with their transitions into other environments, whether it is college, internships, finding jobs and apartments, or providing counseling.

[This information came from the Mercy Home for Boys & Girls website.]

We live in a time of transition, an uneasy era which is likely to endure for the rest of this century. During the period we may be tempted to abandon some of the time-honored principles and commitments which have been proven during the difficult times of past generations. We must never yield to this temptation. Our American values are not luxuries, but necessities - not the salt in our bread, but the bread itself.

~ Jimmy Carter

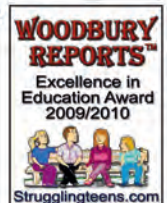


For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded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



### OPI Offers:

- Extensive therapy, counseling and emotional support
- Motivational stimulation utilizing mentors and unique opportunities for personal growth
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- Weekend seminars, lectures, and outings
- A multifaceted chemical dependency program
- Special groups for those needing help with social skills



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

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

## SEEN N HEARD...

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

### NEWS:

The Shelterwood Program in Independence, MO received the Thurman Mitchell Servant Foundation award for excellence in the field of adolescent care, and was awarded a monetary grant for \$5,000.

Dr. Phil recently followed two troubled teenage girls as they began to get their lives back on track at Turn-About Ranch adolescent treatment center in Utah.

Soltreks presented *Exploring Personal Transition Through Art* at the Wilderness Therapy Symposium in Boulder, CO and at The National Association of Therapeutic Wilderness Camping Conference (NATWC) in Nashville, TN.

Shepherd's Hill Farm held an open house for their community to learn more about them.

Greg Kersten, founder of EAGALA and Equine Assisted Psychotherapy joined Equine Therapist Mickey Troxell for a 3-day Equine Assisted Psychotherapy training at Newport Academy.

Aspiro Group welcomed their 800th student recently as they approached their fifth anniversary.

Red Rock Canyon School has earned the Joint Commission's Seal of Approval.

Pacific Quest recently held an informational and educational gathering for visiting educational consultants on the Big Island of Hawaii.

Grand River Academy ended partnership discussions with the GaREAT Sport Complex and decided to return to the original mission of educating underachieving boys and back to rolling admissions.

SunHawk Adolescent Recovery Center was featured on LA Talk Radio's "Answers for the Family" with host Allen Cardoza.

Bromley Brook Boarding school for girls was awarded CARF accreditation.

Thomas Miller, LCSW and Clinical Director for Adirondack Leadership Expeditions will present on Oppositional Defiant Disorder (ODD) at the 2010 Fall IECA Conference in Cincinnati.

Mountain Springs Preparatory Academy announced students will travel to Washington DC for a historical education excursion.

Kolob Canyon RTC students got to spend three days navigating the beauty and wonder that is Arches National Park.

Turn-About Ranch was awarded the three-year CARF accreditation.

The Independent Small Programs Alliance (ISPA) announced Summit Preparatory School in Kalispell, Montana has joined the alliance.

Gatehouse moved the Extended Campus Program from upstate New York to Tucson, AZ. In addition, the Foundation Program relocated from Hassayampa River Ranch to Clark Fork, ID due to unforeseen issues with nature in the Arizona desert.

Teen Challenge Columbus Girls Academy announced four graduates for the October 2010 graduation.

**FFS Mourns Passing of Terry McCarthy:** Michael "Terry" McCarthy, counselor and Living Skills teacher at The Family Foundation School, died October 9, 2010. He was 62. McCarthy, who joined FFS in 1993, also conducted Parent Seminars, Family Group counseling, served as a Family Leader from 2002 to 2009, and wrote a regular column for the student newspaper on the principles of 12-Step living. A surrogate father to hundreds of Family School students over the years, he is survived by Lindy, his wife of 41 years, and their eight grown children.

## Benchmark Transitions

Life Strategies for Emerging Adults

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Benchmark is a residential, co-ed therapeutic transitional living program. Our model is peer group and community based, using a life coaching and therapeutic approach.

We offer practical application with skills-based and cognitive behavioral treatment, allowing students to learn personal responsibility and accountability through hands-on trials.

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We have a Dual Treatment option...

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CONSIDERATION • LEARNING • OPEN MINDEDNESS



## PROGRAM CLOSURES:

Gatehouse New Mexico

## NEW PROGRAMS:

Gatehouse Idaho, Clarkfork

## PROGRAM ENHANCEMENTS:

Sober College partnered with Woodbury University to allow students receiving treatment for drug addiction to also get their lives back on track in the classroom.

Elements Wilderness Program joined forces with American HealthCare Lending to offer the widest array of options available to help families finance their adolescent's residential treatment experience.

Eagleton School adds chickens to their animal therapy program. Catherine Freer Wilderness Therapy Programs announces the launch of a next generation web site.

Second Nature 360 is expanding their services to include Parent Coaching Services.

HealingQuest of Boulder, CO, introduced "Take A Break," a brief supervised therapeutic small group program for clients already in long-term care, residential treatment, or therapeutic boarding schools.

## ANNIVERSARIES:

Woodbury Reports, Inc., which opened November 1989, celebrates 21 years in 2010.

Benchmark Transitions celebrated 17 years in September. Aspiro celebrated 5 years

## PEOPLE:

Pam Vandemaker was named Communications Coordinator for Youth Care in Draper, UT.

Claude Bisson transitioned into the Director of Business Development role at Boulder Creek Academy. Joy Jansen, PhD in Education & MEd in Special Education accepted a position as Academic Services Coordinator as well.

Dynamy announced two additions to their team. Kathy Cheng is the new Director of Admission and Monica Potter is the new Director of Student Support.

Amy Smith joined Chris Kocurek at Academic Answers and opened her branch in Houston, TX.

Marney Sullivan is leaving Pacific Quest after four years of great work as Admissions Director.

Raymond E. Garcia, MD was named Medical Director of the Harrison Campus of Rosecrance Health Network in Rockford, IL. Dr.

Jeremy Sullivan joined Academy at Swift River as the new Clinical Director.

Mike Ervin joined the referral team at Catherine Freer and Santiam Crossing.

Mark Dunn joined the clinical team at Alpine Academy.

Sheila Tart-Zelvin is now Marketing Director For CERTS.

Alex Georgakopoulos, founding member of Coyote Coast, accepted the position of Executive Director.

## VISITORS:

Timothy Earle of Earle Consulting stopped by the Woodbury Reports office for a visit.



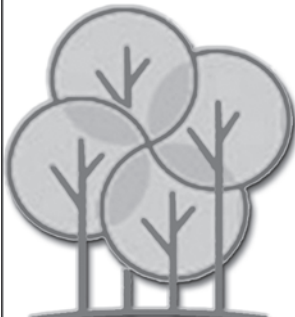
## UPCOMING AT A GLANCE:

### NOVEMBER

NAGC's 57th Annual Convention, November 11 - 14, Atlanta, GA  
Michael's House, a chemical dependency treatment center program for men and women aged 18 and over is pleased to announce the upcoming Networking Luncheon, Friday, November 12 at 11:00 am at Michael's House N. 2095 North Indian Canyon Palm Springs, CA. Please RSVP to Josie Ramirez-Herndon at 877-769-4780.

To view these articles in their entirety, visit [www.strugglingteens.com](http://www.strugglingteens.com).

Character is doing what's right when nobody's looking. ~ JC Watts, Jr.




**Four Circles Recovery Center**  
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**Four Circles Recovery Center is a licensed substance abuse and co-occurring disorders treatment program for young adults 18-28.**

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# How many ways... can you counsel a troubled teen?

In the therapeutic environment of The Family Foundation School, we counsel troubled teens a dozen different ways, all day, every day.

- Individual therapy
- 12-Step sponsor counseling
- Peer group counseling
- Family therapy
- College counseling
- Spiritual and pastoral guidance
- Special support groups for students struggling with
  - Substance abuse
  - 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 provide the experiential therapy that builds self-confidence and independence.



Mark P. Vogel, Ph.D.

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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