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## THE POWER OF LABELING

By Lon Woodbury



In some circles, the term "labeling" is used as a criticism. I frequently hear this from mental health professionals who are dubious of commonly used diagnoses. These people seem to feel that by labeling behavior, the person in treatment is stuffed into a predetermined category where everyone with that label is the same and requires the same therapeutic treatment. Critics claim that when a person is labeled their uniqueness is lost in a regime of rote actions. They might have a point.

However, labeling everything seems to be a universal human trait. It gives us the feeling of understanding; as if once you label something, you know about it. Perhaps using that knowledge gives us the ability to control it.

This concept of knowing or controlling something through labeling is an ancient belief and seems to be deeply ingrained in people. For example Adam's naming of all living things in the Second Chapter of Genesis seemed to be an important task, at least according to the ancient writers. Also, people in some cultures hid their real names possibly for fear that if someone knew their real identity they could be controlled by that person.

Look at the popularity of developing lists or bulleted points. Lists are used to help understand something better and allow the person defining the list to have control over its use.

This attitude is further enhanced in modern times by the success that has come from the use of categories in the physical and life sciences. One of the most important elements in gaining and communicating scientific understanding has been through categorization schemes that have been developed through experimentation and scientific endeavors.

However just naming something does not mean it is understood.

An example of this type of labeling is when people use buzz words in a conversation, but upon questioning really have very little knowledge of what they are talking about. Another example is when two people in a conversation use the same term, but the meaning and understanding of what they are saying is completely different.

The major system of categorization in the mental health field is the Diagnostic Statistical Manual (DSM-IV). Although this manual is considered the diagnostic "bible" of the mental health industry, it has attracted a lot of criticism for its imprecision. I have worked with a number of mental health professionals who have radically different understandings of the same diagnosis. They appeared to agree on something but subsequently determined each had a distinctly different understanding.

This kind of confusion doesn't enter into the physical science systems, or even in the life sciences, anywhere to the extent it is found in mental health fields.

As it stands, labeling is seductive and we are hardwired to naturally try to understand things by naming them. Labeling without really understanding the term is confusing and can be misleading. Unfortunately for those needing therapeutic intervention who receive labels, treatment is cookie cutter and often ineffective. Those lucky enough to enter the private, parent choice network often receive personalized assessment that enables treatment professionals to tailor the client's treatment program, regardless of previous labels.

# ARE ALTERNATIVE SCHOOLS THE ANSWER FOR DESPERATE PARENTS?

By Rose Mulligan

For parents desperately seeking solutions — is an alternative school the answer?

As the old saying goes, “Desperate times call for desperate measures.” Today, this adage too often applies to parents struggling with teens.

Baffled by unruly kids who can’t be reined in, many parents may find themselves seeking help in nearly every corner—doctors, therapists, consultants, clergy and even celebrity nannies—with the hope of finding a course of action that will fix their problem and take away their family’s pain.

There is hope, according to parenting and education experts Laura and Malcolm Gauld.

“Things don’t have to become so desperate,” says Malcolm, President of Hyde Schools and, with his wife Laura, co-author of the parenting book *The Biggest Job We’ll Ever Have*. “In my three decades of teaching, I have seen even the worst teen scenarios against the most challenging odds turn around. There are alternative schools out there for parents who are looking for additional support in raising and educating their children.”

When grades slip, kids get suspended or expelled or other troubles arise, some parents become uncomfortable with their child’s school, feeling the child is perhaps too far under the radar screen. They begin to consider other school options.

“From our experience, we have found that there are truly

helpful approaches in education, including alternative schools that offer teen programs – those that address the whole child, that take a holistic approach to learning and growth,” says Laura, Head of School at Hyde School in Woodstock, CT. “And they often involve the entire family...or the parents.”

The Gaulds speak informatively about the various educational options available for children and families throughout the country. Their own schools boast of a teen program rooted in character education. The 44-year-old program sets the goal of creating a positive peer culture for teens that are often highly influenced by social pressures or who are college bound and need additional academic support.

“Parents should know that finding a school for their children that is serious about involving and supporting the parents, particularly at the teenage level, is a real plus...where kids are invited to speak plainly about their challenges and frustrations, are not ostracized for being who they are and parents are supported and encouraged to share their true experience as parents – often quite different than what they project. This approach can empower parents who often feel at a loss with what to do with their teenagers.”

“As parents, we often try to be perfect,” says Malcolm. “But there is no such thing as a perfect parent, and the sooner we embrace that, the sooner we feel liberated to do the actual work that can move the family in a more productive direction.”

The Gaulds also see and hear from many parents who cannot or do not need to make an alternative school choice for their children but who seek additional parenting support as either a proactive measure or to gain perspective as their children grow and change. They offer some helpful guidelines that, if applied regularly, can guide parents as they raise their

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children:

- 1. Parents: Know The Job.** Don't seek to be your child's friend. This is a tough one because we all want good relationships with our children. But the goal of parenthood is not to be liked, it is to raise good, decent adults and prepare them well for life. "Parents may be seeking friendship with their children," says Laura. "If that friendship doesn't happen, parents may blame themselves and retreat into work. Years go by, nothing changes and people lament in silence."
- 2. Treat Your Kid Like A Work-In-Progress – Not Like A Problem To Be Solved.** "The fact is many of us think if we could just fix the problem – our kids' acting out, bad behavior – we could go along in life just fine," says Laura. "But there is no quick fix." "When parents stop focusing solely on their kids as 'the problem' and start focusing on their own attitudes," says Malcolm, "members of the family begin to shift and opportunities for family growth present themselves."
- 3. Don't Wait To Address Issues With Your Teen.** "Most parents have difficulty asking for help and wait until things get out of control," says Laura. "Lowering the bar ever so gradually, they are unaware that they are also lowering their expectations of their children. This waiting and lowering of expectations adds to the problem and interferes with our children's ability to respond and reach their potential."
- 4. Model Daily Character.** To be an example to their kids, parents need to model daily character. If we want our kids to be honest, authentic people who make positive choices, we need to do the same. Parents need to parent from principles rather than from their emotions — either those tied to their children or their own needs. Through modeling principles

daily and showing kids how our actions speak louder than our words, parents can show their kids how they can reach for their best. "We don't reach our children with our stoic facades or with our rules," says Laura. "We connect to them by sharing our struggles, our vulnerability, our similar experiences and stories from childhood, warts and all. We inspire them when we are real people."

The Gaulds urge parents to do their research when seeking alternative school choices or parenting advice, reminding them that some of the best answers can be found by calling schools with parenting programs and asking to speak with parents who have been or are enrolled in the program.

"Everyone with kids has or will go through the teenage years," says Malcolm. "And most everyone is eager to share their experiences with getting through that period – what worked and what didn't."

Sometimes parents can find some of the most valuable information by reaching out to other like-minded parents and just talking."

"We want parents to know there is hope out there for their families, and a good amount of support," adds Laura. "Teenage attitudes can be tricky, but there are ways to turn them around and help kids continue to develop the best in themselves...parents just have to engage with those who understand parenting and where to find good resources, such as strong teen programs."

*For more information about Laura and Malcolm Gauld, Hyde Schools, and The Biggest Job We'll Ever Have, contact Rose Mulligan at 207-837-9441, by email at [rmulligan@hyde.edu](mailto:rmulligan@hyde.edu) and visit [www.hyde.edu](http://www.hyde.edu).*

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# BOYS TOWN OF NEBRASKA

Boys Town, Nebraska

Doug Czyz, National Admissions Coordinator

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[www.boystown.org](http://www.boystown.org)

Visit By Lon Woodbury, MA, CEP, June 2010

I don't think a person can really appreciate Boys Town of Nebraska until they have driven onto the property. The physical plant is impressive, and just as impressive is what they have learned about helping kids with problems.


Boys Town, NE is an incorporated city on 900 acres and has been in existence for 93 years. It has its own police force, fire department and even its own zip code. The entire city is devoted to helping the children. There are about 600 children in the program supported by over 700 staff, which includes the law enforcement personnel and other administrative positions typical to any incorporated town. Everyone consciously plays a role in providing a healthy environment for the children.

Popularized by the late 1930s movie "Boys Town" starring Spencer Tracy and Mickey Rooney, it became an icon of quality help for children throughout the world. Virtually everybody has heard of Father Flannigan's Boys Town. Tour buses bring people from all over the world wanting to see where it all started. Over the years, thousands of people have donated to the organization. As a result the facilities are solidly built and offer much to the children. It is a healthy and safe community in every sense of the word.

Founded in 1917, Boys Town could be considered the beginning of our modern approach to helping struggling teens. Previously, the view of young people in trouble was to punish and/or lock them up. This might include boys who had lost their parents and were on their own at a very young age, and unfairly considered delinquents. Father Flannigan expressed the belief that there were no bad boys, just boys living in a bad environment, and his mission was to provide a healthy home that could provide for their needs, which eventually included emotional and mental needs as well. (Girls were added in the 70s.) Over time, this view came to dominate in efforts to serve this population and I see the Boys Town influence in many of the youth programs I've visited throughout the country.

The visit started with an introduction to Cathy DeSalvo, the Principal of the Middle School. There were about 40 students attending the summer session, with class size around 7-8 students. The school looked like a typical middle school with well-furnished classrooms and a whole wall of sports trophies the students had won over the years. The building was brightly colored, clean and comfortable. The tour guide was a young boy who was polite, friendly and outgoing. The school encourages the students to introduce themselves and shake hands with any visitor as a technique that helps students learn to reach out to others and become comfortable meeting strangers.

The next stop was a tour of the High School and Career Center by Superintendent Dr. Bob Gehringer. Again, class sizes are small and most academic and career needs are met in classes. At the time of this visit there were 350 students




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attending. They have very few “pull-out” classes for specialized services. Currently 47 percent of the students participate in ROTC, an important component of leadership training providing the structure and leadership skills that students crave.

Unlike many high schools I’ve been in during class break, we were in no danger of being run over in the halls here. It was fascinating to watch the students as they passed on to their next class. They were orderly and polite as they moved through the hallway without lingering; however there were many enthusiastic greetings as friends ran into each other.

A major emphasis during senior year is to create a post-graduation plan. Each senior is provided with resources and information necessary to make an educated decision, however no student graduates without a realistic career plan that matches their interests and abilities.

Although academics are very important at Boys Town, the heart of the program is the living arrangements. Each student lives in a single-sex cottage with six or seven other students, a Family Teaching couple, an Assistant Family Teacher and one or two therapists monitoring and helping with issues that might arise. The cottages have a home-like feel. The idea is to provide a natural home for the students and to overwhelm them with positivity. Each student has house chores, as well as encouragement for involvement in sports, help with school work, and socializing with the Family Teachers and the other students.

Downstairs is the school for the Specialized Treatment Group Home students. There are about 50 students enrolled there and the structure is much tighter with fewer privileges than those in the school upstairs. In general, their eye contact and handshakes were not as solid as upstairs. This is a 4-5 month program to stabilize the students and hopefully get them to where they transition to the main part of the program. Children in this part of the program obviously needed more intense therapy but seemed to be responding to the positive environment. A few students do not respond well and either go elsewhere or to a hospital like Intensive Residential Treatment Center (IRTC) downtown in the Boys Town Research hospital building. Some students start their Boys Town experience in the Specialized Treatment Group Homes, but most of the enrollments here come from the downtown IRTC and after stabilization transition into the main program.

After touring this school, we visited one of their cottages, where up to four students live. Although the format was the same as the main program with Family Teachers heading up a home-like structure, the structure was much tighter. There were motion detectors and alarms on the doors and windows, which are necessary due to the emotional volatility of those students. The cottages were clean and comfortable, but since the students were there for only a short time did not have the comfortable home feeling as the main cottages.

That evening we had dinner in one of the cottages and it was a pleasant experience. The students were more than willing to share their stories and talk about what they were getting from their stay at Boys Town. One boy fit the original model for Boys Town in that both his parents had died, and except for issues of loss, he just needed a safe place to grow up. Another had been heavily involved with substance abuse and was successfully working on recovery and dealing with his learning disability. All of them had much better grades

CONTINUED: **BOYS TOWN/ 6**

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## BOYS TOWN

than they had before coming to Boys Town. Others had stories similar to what I have heard at many therapeutic boarding schools. All had good eye contact, firm handshakes and appeared as very typical teenagers. The feeling of comfort and safety was strong. It felt so comfortable that it was hard to tear ourselves away and go back to our hotel.

The most intensive program is the IRTC, and Program Director Dennis Vollmer explained there are about 40 co-ed students, ages 7-18, and these children obviously needed more intense treatment. Some of them were virtually incapable of making eye contact or speaking loud enough to hear what they were saying. IRTC is a locked facility and again the average length of stay is four months. The interior is well lit and colorful, giving a bright healing atmosphere. The younger students are in a separate section but older students mentor them. Staff explained both the older students and the little ones enjoy this mentoring and seem to get a lot from it. About 65 percent of these students step down to the Specialized Treatment Group Homes.

Working with emotionally volatile students of course requires restraints from time to time. Restraints are considered a necessary evil in the program. Although sometimes necessary, the staff are well trained in proper use and recognizing the inherent dangerousness of a restraint, and often choose time-out instead. As soon as the student demonstrates they have regained control of themselves, they are allowed to return to the rest of the kids. Restraints are more common in the IRTC reflecting, uncommon in the Group Home, and extremely rare in the main population.”

Because of the three levels of service, Boys Town of Nebraska can provide appropriate services for almost any

child struggling with emotional/behavioral/mental problems and without having to transfer them to a different program with different philosophy. All their programs are verbally-based with developing positive relationships as a key element to their healing.

Everyone was very competent; they have a full complement of therapists, psychiatrists, social workers and psychologists. Every important consideration, like budget, communications, logistics, etc., however, was secondary to what the kids needed. The most impressive component at Boys Town was that the staff obviously had a passion for helping kids and viewed their primary objective as providing a positive environment to heal these children. If a child needed something, like sports involvement, or a hug, or a friendly ear, that was the staff priority.

Gratitude unlocks the fullness of life. It turns what we have into enough, and more. It turns denial into acceptance, chaos into order, confusion into clarity.... It turns problems into gifts, failures into success, the unexpected into perfect timing, and mistakes into important events. Gratitude makes sense of our past, brings peace for today and creates a vision for tomorrow.

~ Melodie Beattie



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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]*

## BRAIN POTENTIAL INSTITUTE

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Originally founded in 2002 as Kid Potential, Inc., and renamed in 2010, the Brain Potential Institute offers those with learning disabilities and other types of neurological problems such as ADD/ADHD, dyslexia, high functioning or mild autism, Asperger's syndrome and central auditory processing or sensory integration disorders, cognitive brain training combined with rhythmic movements to create new pathways in the brain to build stronger connections. This program is available to all ages.

Founder, Jane Faulkner Davis is a physical therapist and has a master's in Health Care Administration. She founded Kid Potential as a way to provide treatment to children with neurological disabilities and then developed proprietary rehabilitation exercises for the brain and saw how this could benefit people of all ages, including adults in the early stages of dementia or gifted students wanting to raise their grades and IQ's. Other trainers on staff include Dr. Cathie Brown, who holds a BS, MS and Ed. Specialist in Reading Education and a doctorate in administration, Carol Hart who has over

30 years of experience in education and learning development.

All participants go through a six point, neurological screening test that includes processing speed, active working memory, visual perception and processing skills, central auditory processing, word attack and logic and reasoning. Afterwards an individualized program is designed for each student. With the belief that movement makes memory, the institute combines physical movement with the use of a treadmill, a trampoline or steps and brain training games to create new pathways in the brain, increasing the ability to focus.

*[This information is from the Brain Potential Institute website.]*

## LAUREL OAKS BEHAVIORAL HEALTH

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Laurel Oaks Behavioral Health Center is a residential treatment center for children between the ages of 4 and 18 who have been diagnosed with a primary psychiatric disorder requiring residential treatment. Patients for which psychiatric hospitalization is medically necessary for safety reasons are not accepted and youth must have the physical ability to participate in the program and be willing to participate in daily structured activities.

Robert L. Turner, Ph.D., CEO of Laurel Oaks Behavioral

CONTINUED: LAUREL OAKS/ 8

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## LAUREL OAKS

Health Center is a Clinical-Child Psychologist licensed in Alabama, Colorado and New York. He has worked as the Director of Child and Family Programs at Colorado West Regional Mental Health Center and at St. Lawrence County Mental Health Clinic in New York. Medical Director, Nelson M. Handel, M.D., is also the founder of Dothan Behavioral Medicine and was awarded the Clinical Scholar Award by the University of Miami School of Medicine in 1996. Laurel Oaks Behavioral Health Center is accredited by the Joint Commission, the Alabama State Board of Health, Alabama Department of Education, and the Alabama Department of Youth Services.

The program includes 4 living units within the facility delegated by age group, each with an individual staff. The treatment provided includes group and individual psychotherapy, daily goal setting with the assistance of staff, recreational therapy, family psychotherapy, and medication management. The facility also houses a fully accredited K-12 school on site where students attend school 6 hours daily and participate in music, arts, language classes, and sports.

Laurel Oaks is located on ten acres in southeast Alabama, near the Georgia and Florida borders. The facility includes the registered private school, a full service cafeteria, cosmetologist salon, and numerous recreational opportunities including an in-ground swimming pool, gymnasium, and tennis and basketball courts.

*[This information came from the Laurel Oaks website.]*

## SPRUCE POINT

Portland, Maine

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[www.spurwink.org](http://www.spurwink.org)

Spruce Point, founded in 2009, is administered by Spurwink Services, a special educational and behavioral health agency in operation for the past fifty years, is a residential service for young adults ages 17 and over with Autism, Asperger's Syndrome and other developmental issues.

Dr. Cynthia Dodge, PhD, is the Director of Clinical Services at Spurwink Services and holds a doctorate degree in Counseling Psychology, Sonia Garcia, MBA, PhD, is the Director of Clinical Business Development and Sue Murphy is the Senior Adult Program Director. Accreditation for Spruce Point is from the Council on Accreditation (COA) and licensed by the State of Maine Department of Health and Human Services (Mental Health license and Substance Abuse Services Certificate/License).

Residents of Spruce Point are assessed and given an individualized residential living plan to determine housing options which can include in-house supervision being provided 24/7, to daily monitoring as needed. Residents also receive medication and health management, housekeeping services, meals prepared for them and transportation to a host of social, recreational, cultural and spiritual activities.

Activities are offered in safe environments with trained professionals and include concerts, music lessons and art lessons, picnics, BBQ's, gardening and crafts or athletic activities such as hiking, boating and sailing, bowling, fishing, horseback riding or aerobics. Activities that individual residents enjoy can also be available.

*[This information came from the Spruce Point website.]*



# SCHOOLS USE DISCIPLINE TO "TREAT" TROUBLED TEENS

By: Gordon C. Hay

Schools using discipline to deal with troubled teens are missing the opportunity to understand problem behavior that must be identified before it can be fixed. According to Psychologist Ross Greene, schools focus on disciplining teens when what they should do is identify lagging skills that keep troubled teens from behaving in the first place.

"We're losing a lot of kids and a lot of teachers because we still view challenging kids the wrong way and handle them in ways that don't address their true difficulties," says Greene. "It's an exercise in frustration for everyone involved and it's time to get off the treadmill."

Greene, author of *"Lost at School: Why Our Kids With Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them,"* explains that school discipline isn't working for the kids who aren't doing well and isn't needed for the kids who are.

"The reality is that well-behaved students don't behave because of a school's discipline program," he explains. "They behave because they have the skills to handle life's challenges in an adaptive way."

Greene believes kids that don't do well lack important thinking skills that come naturally to other teens. He explains that these kids know how you want them to behave; they just don't know how to behave that way.

"In other words, these kids have a development delay, a learning disability of sorts...similar to kids who have difficulty mastering the skills required for becoming proficient in reading, challenging kids have difficulty mastering the skills required for becoming proficient in handling life's social, emotional, and behavioral challenges."

Greene recommends educators and parents use the Analysis of Lagging Skills and Unsolved problems (ALSUP) assessment, available online at [www.lostatschool.org](http://www.lostatschool.org) to identify what thinking skills a student lacks.

Skills often lagging – but ones that can be taught and practiced – include:

- Difficulty shifting from one task or mindset to another
- Persisting during challenging or tedious tasks
- Doing things in a logical order
- Maintaining focus
- Considering the likely outcome of an action
- Considering a range of solutions to a problem (rather than just one)
- Managing emotional responses to frustration
- Deviating from rules and routine
- Dealing with unpredictability or uncertainty
- Appreciating how he/she is being perceived by others
- Empathizing with others
- Seeking attention in appropriate ways

"Once you have a decent handle on a kid's lagging skills and unsolved problems you've taken a major step in the right direction because the kid's challenging episodes are now highly predictable, which is good news if you're a teacher and have a class full of 25 other students," Greene says. "It's also good news if you're a parent who wants to play an active role

CONTINUED: DISCIPLINE/ 10

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## DISCIPLINE

in making sure things go better for your child at school.”

Additional information on Greene’s approach is available online at the following websites: [www.lostatschool.org](http://www.lostatschool.org) and [www.livesinthebalance.org](http://www.livesinthebalance.org).

**About The Author:** *Gordon C. Hay is Executive Director and Founder of Venture Academy for Troubled Teens, a residential treatment program that provides an alternative to boot camps for teens. Venture Academy for Troubled Teens offers programs in Ontario and British Columbia, Canada, and serves clientele from throughout the US and Canada including those in Alberta, Newfoundland, Saskatchewan, and Manitoba. For more information on Venture Academy, contact Gordon at 866-762-2211, [info@ventureacademy.ca](mailto:info@ventureacademy.ca), and visit the website at [www.ventureacademy.ca](http://www.ventureacademy.ca).*

If you as parents cut corners, your children will too. If you lie, they will too. If you spend all your money on yourselves and tithed no portion of it for charities, colleges, churches, synagogues, and civic causes, your children won’t either. And if parents snicker at racial and gender jokes, another generation will pass on the poison adults still have not had the courage to snuff out.

~ Marian Wright Edelman

## SEEN N HEARD...

Woodbury Reports would like to wishing everyone a Merry Christmas and a Happy and Prosperous New Year!

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

### ANNIVERSARIES:

Dragonfly celebrated their 10 year anniversary

Silverado Academy celebrated their 4 year anniversary

### NEW PROGRAMS:

Angie Scenic Shockley opened Q&A Associates

Fieldstone Academy Launches Fieldstone Junior Boarding School for students grades 4-8.

### NEWS:

Best Notes announced the general release of a comprehensive Treatment Plan Library to their electronic management product line.

Hyde School in Woodstock, CT, experimented with technology usage in September and reduced technology usage on Tuesdays. The results were that although teachers and students enjoyed the direct communication and connectedness of not using technology, none wanted to continue “No Tech Tuesdays.”

Students at La Europa Academy recently participated in fundraising for Intermountain Therapy Animals.

Aspen Education Group released results of an outcome study which stated that 86 percent of parents who utilize wilderness will refer the program to other parents in need.

Teen Challenge Columbus Girls Academy students presented an anti-drug presentation in October to 1,200 local high school and middle school students. The presentation was designed to educate students on the drug and alcohol abuse and the consequences of their choices.



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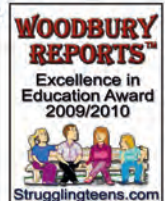


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Fieldstone Academy conducted an anonymous survey of former clients regardless of time spent at the program and, according to the results, received positive reviews from those who attended.

Outback Therapeutic Expeditions achieved a three-year CARF Accreditation status.

Eagle Quest's "Hero's Journey" students just graduated and received transcripts from Blueprint Education in English, Physical Education and Health.

The Grove School unveiled and dedicated a new 8,500-square foot education center in honor of the CEO/President's mother. The Alice Chorney Education Center features nine classrooms, a science lab, media center, a conference center and administration offices.

Remuda Ranch reported that bullying potentially triggers eating disorders.

Auldern Academy students received a flag from the 95th Airlift Squadron, the "Flying Badgers," as a thank you for writing letters of support and encouragement.

Summit Prep in Kalispell, MT, recently hosted a breast cancer walk-a-thon to raise money for the Save A Sister initiative.

Krissy Pozatek has written a book called, "The Parallel Process: Growing Alongside Your Adolescent or Young Adult in Treatment," to show parents of teens, young adults and preteens how they can help their children grow through treatment.

CKC Tours announced they are resuming with consultant tours. Cherokee Creek Boys School lowered enrollment from 42 to 32 and restructured the staffing positions.

Cherry Gulch received the Psychologically Healthy Workplace award for Idaho, an honor sponsored by the state psychological association with support from the APA.

New Beginnings at Sever D's Ranch is now licensed as a Residential Treatment Center for five females and five males.

### **PEOPLE:**

Sandhill Center welcomed Elizabeth McGhee, LCSW as the Director of Admissions and Referral Relations.

Ann Corley returned to Elk River as Admissions Director and Selina Mason was promoted to Director of Marketing in addition to her admissions responsibilities.

Benchmark Transitions welcomed Jennie Vildosola, CSAC I, Primary Counselor and Chad Chandler, Educational Assistant to their staffing team.

Georgia K. Irvin and Associates has officially become Tedeschi Educational Consulting as Georgia officially retired in June. She plans to spend time with her family and do some personal travelling.

Academy at Swift River announced Dr. Jeremy Sullivan is the Clinical Director, Jason Bennett is Program Director and John Marquis is the Executive Director.

Dustin Tibbits was promoted to President of InnerChange.

Craig Rogers announced that Greg Hitchcock joined both Abundant Life Academy and Zion Educational Systems as the newest Principle, Board Member and Corporate Officer of both corporations.

The new Clinical Director at Vive is Willow Rubin.

Ryan Sturch is the new Director of Santiam Crossing.

Naz Fathi, MFT opened therapeutic offices in LA and San Fernando Valley areas, and recently launched a new website. In addition, Naz is offering free support groups every month to clients who are unable to afford traditional therapeutic services.

Sheri DeMott, PhD joined the therapy and academic team at Silverado Academy. She will oversee the substance abuse therapy, groups and educational training as well as all student IEPs and all special tutoring.

Jessica Graves joined CKC Tours as Business Development Director.

Betsy Deane resigned from Cherokee Creek Boys School.

Sara Murgel transitioned into the position of Admissions Manager at Intermountain in Helena, MT.

Kenneth Steiner was appointed Head of the John Dewey Academy.

IWLS Expedition Therapy welcomed Beth Fogel as primary therapist.

Grove School welcomed Elizabeth Ferguson as an art therapist.

Randy Elmer was hired to run the Horsemanship program at Seven D's Ranch.

Cherokee Creek announces new members of the leadership team include Jane Barker, Manager of Clinical Service, Shaler Black-Cooper, Admissions Director, Shawn Ziluck, Counseling Department Manager and Kayla Tompkins, Admissions Coordinator.

Renee Goldberg of Educational Options joined Boston Neuropsychological Services.

### **PROGRAM CLOSURES:**

Heartry Recovery in Idaho closed at the end of October.

### **PROGRAM ENHANCEMENTS:**

In keeping with its commitment to teach students how to establish a well-balanced, sustainable lifestyle, Carlbroom School is excited to share several recent additions to its programming that focus directly on adolescent health and wellness needs. They enhanced their programming to include information on mild eating disorders, including training with the staff, incorporating a CFT to meet with the students on a weekly basis and individual nutritional counseling as an optional resource for students.

New Leaf Academy staff completed training, led by the Kinship Center, to help adopted preteens and their families.

Cedar Ridge Academy added extra-curricular clubs including lifelong hobbies, creative expression, art club, math/ science club and Cedar Ridge Academy Choir.

The Grove School expanded its art therapy program.

### **UPCOMING:**

IECA deadline for Spring Conference Proposals is December 15, 2010. Spring conference will be held in May in Philadelphia.

Next Step for Success is offering their next 20-week telecourse titled "Coaching for Parents of Struggling Teens and Young Adults" starting Wednesday, January 12, 2011. Contact Penelope Valentine 541-504-5224

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

We need to attach a reason to our emotional states. At the high end of the emotional spectrum, we believe that true joy is an effect rather than a cause. Because of this deep-seated belief, we spend most of our lives chasing whatever we think causes the effect of joy -- it may be a perfect relationship, lots of money, fame, the perfect place to live, even our God. At the low end of the emotional spectrum, the game we play is blame. We blame anything from the food we have just eaten to our partners to the government for the reason that we feel bad.

~ Richard Rudd



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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.

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