



# Places for Struggling Teens™

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

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**February 2007**

**Issue #150**

## **SEEN 'N HEARD...**

**JANUARY VISITORS:**  
Matthew Bruner

**ASTART SURVEY RESULTS TO BE  
PRESENTED...**

**GERSH ACADEMY JOINS IPSA...**

**SHAFFER WELCOMES  
GRANDDAUGHTER...**

**ROSECRANCE VIDEO IN THE  
NEWS...**

**CALL FOR PRESENTERS...**

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**KOCUREK'S OPEN IN DALLAS...**

**SECOND NATURE PROGRAM  
IMPROVEMENTS...**

**MEN OF VALOR RANCH  
OPENS...**

**ICR STUDENTS IN BURUCA  
RITUAL...**

**NEW CLINICAL DIRECTOR AT  
SAN CRISTOBAL...**

*[For details on these and others, read  
**SEEN N' HEARD/ Pg 28]***

## **THE SPIN GOES ON!**

By: Lon Woodbury



Roughly speaking, Spin is any statement that reflects the biases, prejudices and/or world view of the speaker. Anyone who has lived in this country will have been surrounded by it. We see and hear it in advertising, from politicians, or from anyone who is trying to talk us into believing something. In some aspects Americans have become very good at spotting spin, such as in discounting claims made in commercial advertising. But in other areas, there is the tendency to accept Spin as fact, without thinking through what is fact and what is opinion.

It has always amazed me how two people can start from the same set of facts and come to two entirely different conclusions. But, this is the world we live in and strongly underlines how important it is to tolerate different points of view without stooping to demonizing those we disagree with. Spin is presenting a subjective world view while trying to look objective. The trick for us is to see behind the world view of the writer to discern the facts behind the opinion, which is often not very easy. All too often, in issues relating to politics, finances and children for example, people tend to accept the spin and facts together, or in other words, accept the spin AS fact.

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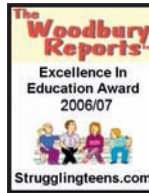
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**Lon Woodbury, MA**



**Loi Eberle, MA**



**Linda Zimmerman, LPCC**



**Larry Stednitz, PhD**

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

**Lon Woodbury, IECA, MA, CEP,** is an educational consultant who has worked in schools and programs for emotional growth, character education, and consulting for parents of struggling teens since 1984. Prior to that, he taught in public schools and was involved in public policy while working for the US Senate and the Executive Office of the President. Lon received his BS and MA degrees from the University of Idaho. His practice includes a referral service for parents and professionals, and the publication of this Newsletter and the **PARENT EMPOWERMENT HANDBOOK™**, a resource of **Places for Struggling Teens™**.

## **SPIN:** Continued from page 1

This is very true in most presentations and controversies regarding private residential parent-choice schools and programs. Those who believe these schools and programs generally do good work will emphasize the positive, while those who are critics will emphasize the negatives. Both are working from the same set of facts, so each perspective primarily reflects their world view of which facts are most descriptive of what is real. Both will “cherry-pick” the facts, picking those that confirm their world view as the norm, and discounting the rest as exceptions.

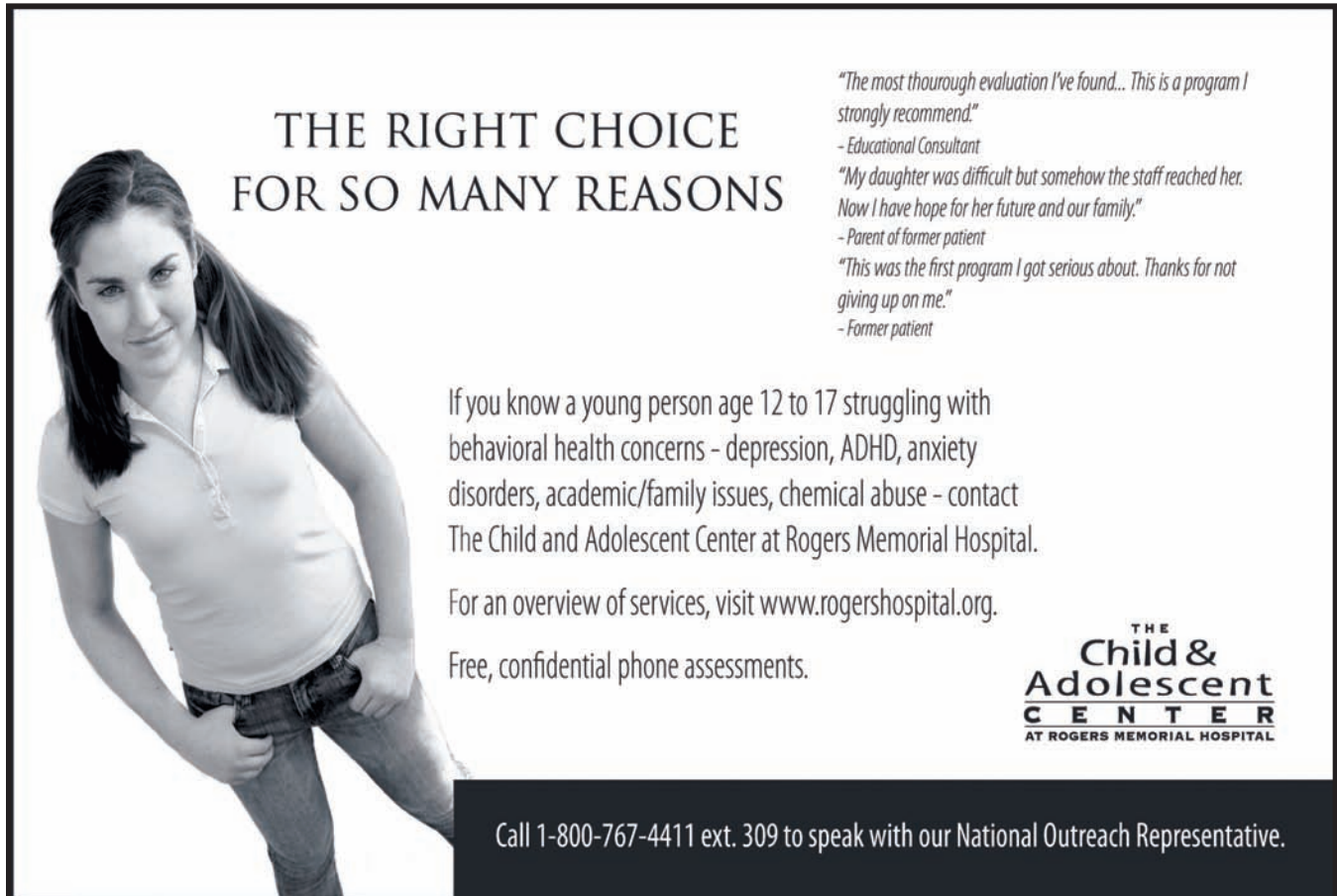
I recently ran across an excellent example of Spin in two essays presenting two opposing views coming from the same set of facts and circumstances. The main difference was in their speculations on the motives of the individuals in the story. Everything else was parallel. Both were composite constructions of the events in a transport of a child from his home to an unnamed program across the country, written from the world view of the writers. In a sense, both are right because there are many stories of transporters who were little more than thugs, treating the children they were transporting as if they were criminals, especially in the public system. There also are many stories of transports where the child virtually bonded with the people transporting

them and reported it as a positive experience helping them to change their lives for the better. A person tends to emphasize his/her view of a story largely based on his/her view of human nature. I encourage you to read both versions, and then decide for yourself which one presents the truth as you know it.

The first essay was written by Isabelle Zehnder, founder of the Coalition Against Institutionalized Child Abuse. In this version of a transport, the mother is wishy-washy, her husband was insensitive and selfish, the transport agents were little more than thugs, and the program was abusive, uncaring and dishonest to the mother. It concluded that the program was insensitive, abusive and the whole experience was damaging to the child. Although incidents like this do occur, by presenting it as typical, it reflects a bleak view of human nature that people cannot be trusted, at least without some regulatory authority looking over their shoulder.

Disagreeing with the tone of Zehnder’s presentation, Janyce Lastman, an educational consultant from Toronto, Canada, wrote her version of the same story, but included incidents that had been told to her by her clients and their children who had been involved

Continued: **SPIN/** pg 4



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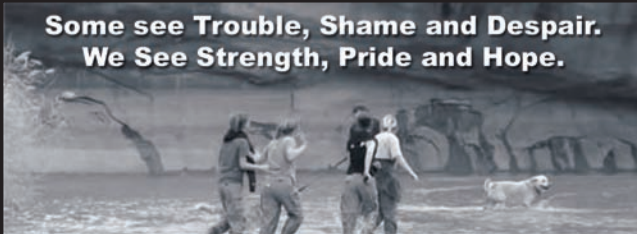

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## SPIN: Continued from page 3

with transports. Lastman sent it to Zehnder so she could present another view in fairness to Zehnder's readers, but it was never accepted.

In Lastman's version the mother is understandably torn and confused, the father is confused but eventually becomes supportive, the transports are professional and considerate – treating the boy with firmness and dignity, and the program staff is honest with the mother while still being firm and caring with the child. This world view is more optimistic, believing that people can be trusted, at least if they have developed good reputations for professional conduct.

So there you have it, one story, based on the same facts, but with two different views of human nature. In comparing them, you can make your own decision as to which one is closest to reality. However, remember, your choice reflects more your view of human nature than it does anything else.

*For links to the articles discussed in this article, log onto [www.strugglingteens.com](http://www.strugglingteens.com).*

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## A-START SURVEY

By: Denise Woodbury, JD

Last summer, the Bazelon Institute, working with the University of South Florida, Tampa, began a process to gather information on what it perceived to be the need for regulation in the field of placement of children in therapeutic residential facilities. Two surveys were prepared and posted on the Internet, inviting all ex-students and parents of those students to participate. The ostensible goal was to gather data on the experience of these ex-students and of their parents, to see if there were enough abusive and misleading practices to justify more stringent regulation of these programs.

As a parent of a graduate of both a short term wilderness program and a long term therapeutic boarding school, I filled out the on-line questionnaire.

I also studied the structure of the survey as a lawyer first admitted to the Bar 27 years ago, in which I have worked with issues involving juvenile crime and negative behaviors, interstate compact and child abuse, and over 15 years as a prosecuting attorney where I also represented the state's Department of Health and Welfare on child protection and mental health issues. I have been court appointed on numerous occasions as a guardian ad litem for youth.



START made no attempt to involve them in collecting data. In a truly objective survey, the programs would be an excellent source of help in locating parents and ex-students to invite participation, and should be at least part of the effort to obtain accurate results from a large number of participants. Hundreds of thousands of children have gone through these programs. Ignoring this obvious source of participants suggests the developers of the A-START survey are more interested in negative responses than an accurate representation of the industry.

5.) The survey tends to focus more on the negative than the positive. For example, in the section asking for information about Privilege & Discipline Policies and Practices, there is one question on privileges, asking if the system of privileges and rewards was motivating for the child, while there are 32 questions asking about negative discipline policies and practices. In addition many of the questions assume that restraints and isolation are automatically used, even though many programs specifically do not use restraints or isolation rooms. In effect these are unprofessional leading questions. If positive systems work and there is an interest in getting good regulations, that is definitely something

that should be included in any legislation proposed.

6.) There is an inherent negative bias against programs in the survey. For example, one question asks if there have been any negative reactions in the last week. It does not ask about positive reactions. It not only asks for only negative reactions, but is worded in a way that to be truthful a participant would have to check yes even though the known cause was some other event in the person's life and had nothing to do with residential placement. Many graduates of programs would freely respond that they were able to cope with the negative reactions or recover from them more quickly because of the program. Again, this is an unprofessional leading question, apparently designed to solicit wanted answers.

When I did my law school research project many years ago, one of the first steps I took was to try to discover everything I could find about my topic. This study has the appearance of being written by a first year college student, i.e., someone who is new to the field and inexperienced in educating themselves fully in the issues. Those of us who have been in our fields for a number of years know that none of us can never



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## VISITS...

know it all, but we try to get as broad a foundation in whatever problem we are dealing with before we tackle it. This does not appear to have been done in this case in my personal opinion. As I write this, the surveys are currently not available online, for some unnamed reason. However, more information about the surveys can be obtained by going to [www.strugglingteens.com/news/a\\_start-index.html](http://www.strugglingteens.com/news/a_start-index.html).

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Visit by: Judith E. Bessette, EdD, October 25, 2006

When I first read about Aspiro, a wilderness program that opened last spring in Utah near Park City, and read their description of the program as cutting-edge, I was skeptical. I thought, "Aren't they all cutting edge, new and different?" And, I thought, do we really need another wilderness program?

But the more I read and the more I learned about the talent Aspiro had gathered together, the more I knew I needed to visit and see what it was all about, first-hand. Meeting Randy Oakley and his wife, Christina, at a regional NATSAP meeting just fueled my interest in visiting. Randy is the founder of the program and Christina wears two hats there. She's in charge of Business Operations but loves getting out with the kids in her role as a Lead Guide.

Continued: **ASPIRO/** pg 8



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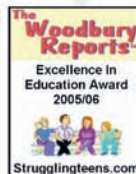


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## **ASPIRO:** Continued from page 7

In October, Linda Cain and I met Brian Church at Utah Olympic Park, built in Park City for the Winter Olympics in 2002. Brian is the Director of Business Development. It was a gorgeous, crisp, sunshine-filled day and the ride to Hanna, where Aspiro's base camp is located, was beautiful. As we came up to the top of a hill, the base camp came into view, set in front of an unusual formation of red rock. And, a river runs through it – a lovely stretch of the Duchesne.

We sat down with Randy and watched an amazing video. It was amazing on several levels – not the least of which was the footage of various adventure activities including whitewater river rafting and canoeing, skiing, snowboarding, top-rope rock climbing, caving (in slot canyons, mind you), mountain-biking, horseback riding and the like – but also because the video captured the sense of accomplishment of the students in the program. One of the hallmarks of Aspiro's program is taking kids to the highest of highs in their outdoor experiences and you could see the results of that approach. When we learned that this video was a creation of one of the students, it made it even more remarkable.

We had the opportunity to meet Ken Betts, Program Director, Justin Robinson, the Director of Clinical Services as well as Farrah and Bridger Jensen, both Field Directors for Aspiro. Their combined years in the wilderness, working with troubled teens are impressive. I was struck by the fact that each of these individuals articulated the same mission and vision of the organization. Each talked about the importance of genuine relationships, of developing self-efficacy and about the true meaning of wilderness therapy versus offering therapy in the wilderness.

Randy has dreamed of running a program like Aspiro – which means to achieve, aspire or infuse with spirit – since 1988. At an IECA Conference in 2004, Randy (who was then at West Ridge Academy) participated in a brainstorming session with other West Ridge staff focused on “what a wilderness program might look like if you were designing it for your own kids.” At the conclusion of the conversation, Ken Allen, the head of West Ridge (and a strong financial backer of both programs) asked Randy to figure out what he needed to get the program off the ground...and Aspiro took its first students in April of 2006.

While a number of their first students were kids having trouble at West Ridge, those students are no longer the majority of the students at Aspiro. In addition to taking referrals from educational consultants, Aspiro is also working with students



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Using a rolling admissions approach, appropriate candidates are males and females, ages 13-17, and young adults, ages 18 to 30 years of age, with a history of moderate emotional and behavioral problems, low self-esteem, academic underachievement, substance abuse and family conflict.

On a consulting basis, Aspiro is served by Leroy Anderson, MD, a child/adolescent psychiatrist who has quite a reputation in the canyoneering world. Matt Eschler, LMFT, provides parenting workshops and aftercare services as needed and Chris McRoberts, PhD supervises a team of psychologists who test kids out on the trail.

We were impressed with the kids who visited with us just before leaving base camp for a several day trek in Moab. We talked with kids who'd been there for several weeks as well as one who had arrived only a few days earlier. They were complimentary about the staff – especially in regard to feeling respected and heard when they talked. They were excited about the trip and looking forward to the challenges ahead. One or two said the food could be better – but after all, they are teenagers!

Aspiro really is new and different – and here are several reasons why. This relationship-based program treats kids with an uncommon degree of respect for who they are and the strengths they bring with them to base camp and out on the trail. A recent visitor who sat in on an intake interview likened the experience to watching a high school student transfer from one school to another.

Aspiro uses a solution-focused therapy model combined with adventure therapy to build self-efficacy and discover new coping strategies for dealing with old issues. There are several credentialed recreation therapists on staff who are always looking for the accommodations that will allow every student to get the most out of the program.

Aspiro looks for the best and the brightest in its staff – and is open to each and every staff member owning a piece of the program. This philosophy should create stability in the staff at all levels – not just at the top.

Continued: **ASPIRO/** pg 10


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**ASPIRO:** Continued from page 9

And, Aspiro takes some other chances that set them apart. We learned about a seriously overweight kid who prospered there – and began losing weight. We learned about their ability to handle kids with diabetes – a real challenge in the wild.

We also learned that the admissions team has the ability to work with families who are stretched financially – an unusual circumstance for so new a program but yet another example of what makes Aspiro genuinely new, different and cutting-edge.

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its opponents and making them  
see the light,  
but rather because its opponents  
eventually die out,  
and a new generation grows up  
that is familiar with it.

~ Max Planck

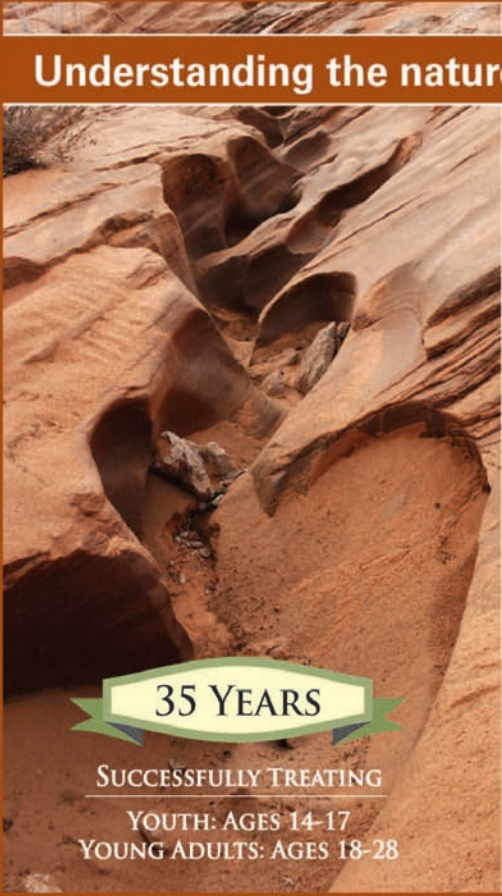
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Lon's Visit: July 21, 2006

Living Well Transitions is a program for young adults ages 18 and above that is rather unique in that, except for the offices used for therapeutic activities and homework, computer access, etc., there are no facilities, not even a formal structure as we find in most programs. What Living Well does provide is an experienced support staff that has great flexibility developing healing relationships with the young people who are enrolled.

I had the chance to interview two young men while I was there who had been enrolled for some time. From their appearance, mannerisms, perspectives and intervention history, they showed every indication they would have been very difficult to work with. Actually, if I had met them as clients for the




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purpose of recommending a placement, my first thought would have been to find a tightly structured school or program with considerable clinical expertise. In reality, both had already been in programs like that without success. It seemed they both were so set on independence that they had fought the programs every step of the way, while still realizing that they were making things worse for themselves by gaming the system. The first thing one of the young men said to me was "Living Well is much better than a residential program."

What Living Well therapists were doing with these two young men was working with that extreme independence feeling rather than what is typical of most residential programs by trying to overcome that extreme independence. The heart of the program is for staff to build a trusting relationship with each client and provide processing help when needed. The staff insists their success comes from meeting the clients where they are emotionally and in their life style, instead of setting up a tight structure for them to conform to as the first step many other programs do.

Living Well clients must be involved in either school or work which can include high school level schooling. As a result, some of the clients might have been

having trouble in a Boulder area school or in trying to find employment and enrolled in Living Well for help. Others from elsewhere in the country found Living Well first, and then enrolled in a local school or sought employment so they would be eligible for Living Well services. Either way, the clients live in apartments scattered around Boulder, which they and their families are responsible for. Staff ensures the living situations, housing and neighborhoods are appropriate. In addition, they help the clients make sure all needs are covered, such as liaising with apartment managers before the client commits, getting utilities set up, etc.

Processing life's decisions is at the heart of what the staff does. Staff has daily contact with each client at first. The program is non-punitive, but assertive. When a client has a decision to make, the staff is there to help them think things through, making suggestions and pointing out probable consequences from the different possible choices. The staff has considerable flexibility and needs to be very creative in suggesting ways to handle situations. Suggestions evolve out of the perspectives and experiences of the client, and are aimed toward helping the client build a more healthy way of life. As trust develops in the relationship, the clients learn to listen. When the

Continued: **LIVINGWELL/** pg 12

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## LIVINGWELL: Continued from page 11

client makes a poor decision, the therapist takes that as a learning opportunity to help the client grasp life skills in learning consequences from their actions. The therapist is always giving practical and coherent reasons why some choices are better than others.

Using insight based techniques, the therapists start with reminding the clients that they have great potential, and all suggestions are designed to help the client internalize self-respect. As time goes on and a client learns more healthy ways of living, he or she gradually evolves out of the program. Therapists go from daily contact with the client to occasional contact to simply being on call when a client runs into an especially thorny situation.

At the time I visited, Living Well had 14 clients enrolled with the oldest being 26 years old. Eight were in full daily contact with staff, and the others were in occasional contact. Most had had previous experience with residential programs, often with minimal success. The therapists can work with clients with a number of psychiatric issues including high functioning Asperger's, but not those with violent tendencies or uncontrolled serious psychosis. Due to the type of clients they have, group processes are voluntary, group being offered for those who are interested. The main focus is the individual work between the therapist and the client.

My impression of this program is that it might be ideally suited for young adults who need intervention but something internally stops them from conforming to structure. In other words, young people needing help but are "allergic" to structure might accept the light but assertive touch of Living Well. Other clients who just need help getting launched as successful adults could also find Living Well Transitions helpful.

Lacking guidance and discipline, and ignorant of their moral heritage, many American public school children are ill prepared for real life, confused about how to manage their personal lives, and ethically challenged. Some, indeed, are lethally dangerous.

~Christina Hoff Sommers

# BERKSHIRE HILLS MUSIC ACADEMY

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

Visit By: Larry Stednitz, PhD, November 15, 2006


Berkshire Hills Music Academy (BHMA) enrolls students who are 18 years old through age 30. The one activity that all Berkshire Hills Music Academy students must have is either a talent or strong interest in music. Intellectually, the students include those with an IQ range of 55-90. The school is best able to serve the 70-80 range. However, depending on the individual, a person with a lower or higher IQ with appropriate abilities and disabilities can be served. Due to the very low prevalence of William's Syndrome, other students who are in this IQ range and have both verbal and non-verbal learning differences are eligible for enrollment. The BHMA student cannot have significant behavioral or emotional problems.

On the day I visited BHMA, the students were performing at three different nursing homes. Every Wednesday, the students give concerts to various groups, practicing what they have learned during the past week. My timing was perfect as I was able to spend an hour listening to a concert performed for nursing home residents in Holyoke, MA.

It was a highly entertaining concert as the students played and sang several pieces that would resonate with the age of the attendees. The students inspired the audience by singing and playing guitar, electric violin, keyboard and drums. The audience responded by singing along, dancing and having the time of their lives. I would guess that musicians might say the house "ROCKED"! The band played Baby Face, Bicycle Built for Two, Can't Help Loving That Man, and several songs that were written by the musicians. The range of music played was impressive. One young lady beautifully sang an operatic song entitled Italian Sebben Crudele. Her poise, range of voice and presence was as good as I have heard. I particularly enjoyed hearing two of the band members playing an original piece which was written and put together in only two days. Another played the Jewish Dance on the keyboard. A concert like this has to have a great ending and the sing along to Ain't She Sweet was a touching end to the


Continued: **BHMA/** pg 14

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## **BHMA:** Continued from page 13

concert. Everyone sang along and someone shouted out, "That was a real toe-tapper!" To say I was impressed by this wonderful group of talented students would be an understatement.

I couldn't help but think of my son who is a musician. Through him, I understand the love of music and how important it is to this group of young adults. Through music, they learn social skills, confidence, discipline, organizational skills, confidence in speaking, camaraderie and a sense of belonging. All types of music are embraced at BHMA and acceptance of the music of others is the key.

Music is clearly the primary activity which is reflected with the emphasis placed on a wide variety of opportunities. BHMA also has a performance troupe comprised of the more experienced musicians in the school, which performs at larger and more challenging venues. The school offers numerous classes including elements of music, music appreciation, chorus, reader's theater, dance ensemble, voice lessons, and musical theatre. Overall, the objective is to bring out whatever musical talent the students may have. For Berkshire Hills Music Academy, music is the bridge that helps develop more pathways for improved communication.

Berkshire Hills Music Academy was founded six years ago by a number of individuals, including Kay Bernon and Sharon Libera, each of whom has a son diagnosed with William's Syndrome, a chromosomal disorder. This disorder brings with it a variety of difficulties such as heart conditions or lowered intellectual capabilities. Many of the students with this disorder have an affinity for music. The founders desired to develop a program that would address the issues affecting this population and accomplished that dream.


The academy is located on 40 beautiful acres and the students live in a stately 6,000 square foot mansion which houses class rooms, practice rooms, fitness areas, administrative offices and numerous music rehearsal and performance spaces. The school's location, in the heart of Western Massachusetts' Five-College area, allows students to take advantage of a deep wealth of musical and arts presentations at local colleges and universities. Many BHMA students become involved in community arts organizations in addition to their work at the school.

Entering students may or may not have their high school diploma. Another primary goal is to help students improve basic academic skills, and some are able to finish their high school graduation

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requirements while at BHMA. The classroom focus is to provide good teaching practices for this population where students feel safe to accomplish improved skills. Sometimes students need to experience uncomfortable situations, even failing at times. Feeling safe and supported in their moments of failure encourages students to take chances and learn to succeed. Each success, day in and day out, increases confidence and the willingness to try more. The concept of cooperative learning and helping others ingrains the idea that each of them has much to offer others.

Social skill building is a primary focus for the school. Along with music, there are several areas of focus. Staff members provide excellent role models in all aspects of day to day living. At each meal, staff and students eat together family style. This enables students to practice good table manners and learn to have productive conversations with students and staff alike. The school social worker holds group counseling sessions with students to assist in communication and daily living skills. The primary goal is to have the students move toward independence. They learn to cook, take care of their rooms, and purchase food. Hygiene is also an important focus. Budgeting, banking, nutrition,

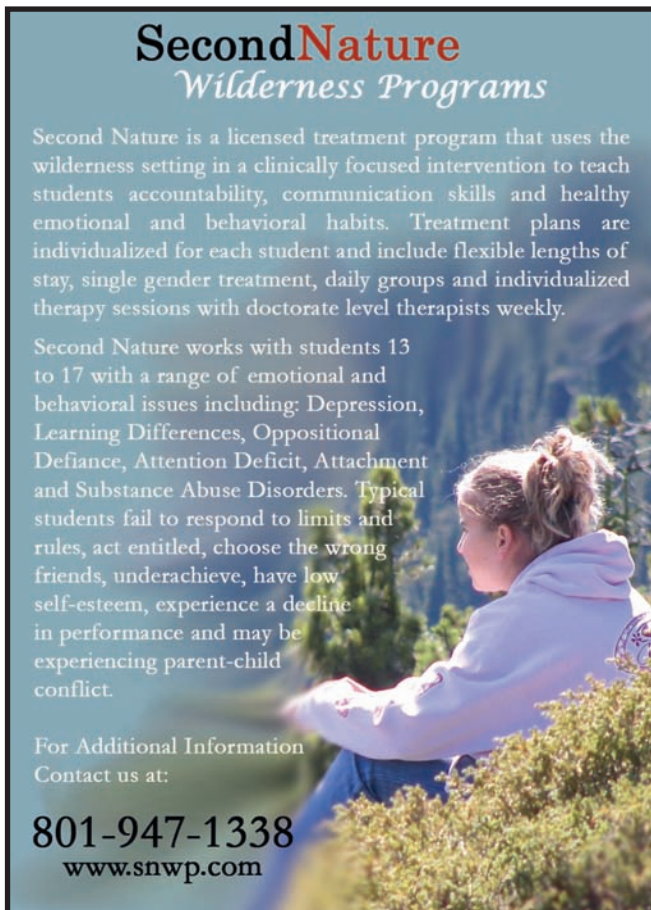
current affairs, shopping and other life skills are taught.

The length of stay is two years, with the first year emphasizing basic academic and social skill development, along with musical training. The second year of the program continues social skill development and academic remediation, and also emphasizes vocational exploration and training, both in the areas of musical performance and in work in the field of music and human services. Students who want to pursue a career in music or just further their musical talents can remain at the school for the third year "Music in Careers" program. BHMA is primarily a residential school, but has recently begun accepting local day students.

BHMA also offers a summer program for ages 16 to 30 and has recently begun a Music Therapy Camp for young people ages 7 to 11. The focus of these summer experiences is encouraging individuals with special leaning needs to have fun, make friends, and develop their own musical skills.

Will Berkshire Hills Music Academy produce professional musicians? Most understand how

Continued: **BHMA/** pg 16



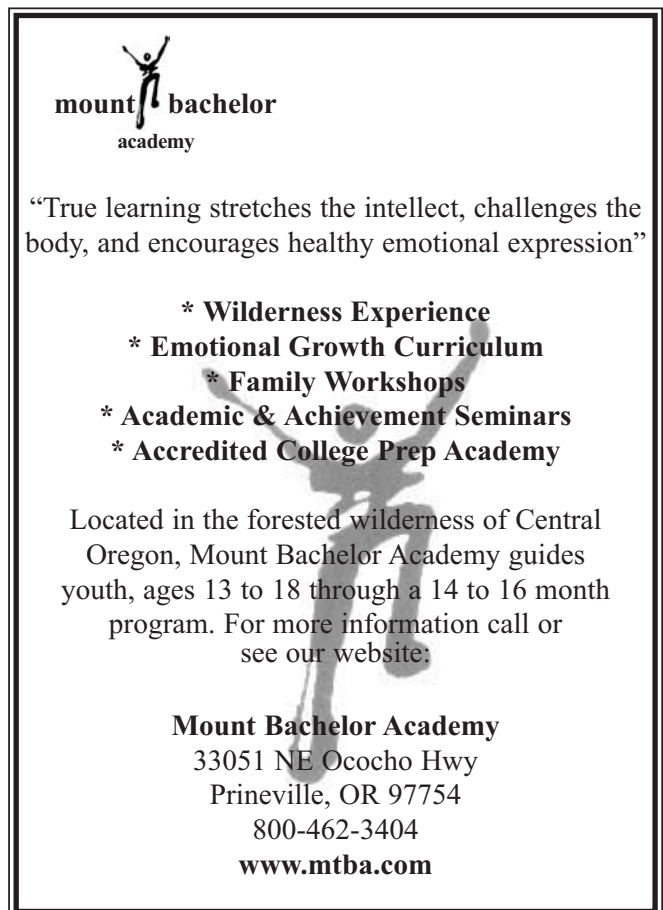
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**Swan Valley, Montana.**

**BHMA:** Continued from page 15

difficult it is for anyone to break into the music business, but BHMA does successfully prepare its students to pursue music as a vocation. A majority of its graduates are now pursuing work as performers or work as musical assistants in human services settings. However, a much greater purpose for the students' pursuit of music is to enrich their lives by being a part of something exciting and fun, giving them enormous joy and hope in their lives.

**GLENHOLME SCHOOL**

Washington, Connecticut  
Kathy Fitzherbert - Director of Admissions  
860-868-7377  
[Admissions@theglenholmeschool.org](mailto:Admissions@theglenholmeschool.org)  
[www.theglenholmeschool.org](http://www.theglenholmeschool.org)

Visit by: Larry Stednitz, PhD, on November 13, 2006

A concerted effort has led to Glenholme successfully and significantly changing their population today. Approximately ten years ago, Glenholme successfully transitioned from predominately agency-funded students through state and county entities. Student referrals are now received from educational consultants, parents and school boards nation-wide and globally. Glenholme now works with clients who do not demonstrate significant acting out and disruptive behaviors. The student body is comprised of a complex and demanding population, co-ed, ages 10 through 18. Students must be at least average in academic potential with emotional and/or learning disabilities. Diagnoses include Specific Developmental Disorders, Disruptive Behavior Disorders, Attention Deficit Disorders, Hyperactivity Disorder, Obsessive Compulsive Disorder, Post Traumatic Disorder, and Asperger's Syndrome.

I have seldom seen a program that has the vast resources that enable a school to provide such comprehensive education and treatment for their students. Glenholme School is situated on 110 acres in the rolling wooded hills of Connecticut and was founded in 1967. The sprawling campus is well equipped with attractive and functional dormitories, classrooms, athletic fields, a gymnasium and administrative offices. The rural campus setting also includes a heated indoor pool, a general store, hiking trails and an extensive activity/art center. Ago-cart track provides another exciting and interesting activity for the students, and a 20-seat theatre offers interactive student and staff training and other educational opportunities. The extensive activity/art center further provides opportunities for students to find a multitude of ways to express themselves and to develop skills through a variety of modalities. The



music building has a choral room with a Steinway and a music lab with seven electronic keyboards. Each cottage has its own key board to continue the opportunities to practice. Students are able to participate in bands in the evenings. Artistic outlets are provided that include plays and concerts, enabling activities like drama, make up, set designs, and playing of a variety of musical instruments. A music therapist is available to assure maximum therapeutic interventions to assist the students in their creative endeavors. Dr. Patrick Queenan, clinical director, told us that through the school's research, instructional extracurricular activities that creatively engage students promotes growth capitalizing on individual strengths.

Glenholme has developed a sophisticated, positive-based token behavioral system which is designed to change negative behaviors and shape pro-social skills in their students. Dr. Queenan reported that Glenholme students receive immediate feedback helping them to change their negative behaviors. The school uses the behavioral system to not only assist the students progress through the phases or levels for long term gain, but also supports daily appropriate interactions with each other and with faculty. Every day, calculations of the token system are computed, and long and short term goals are reviewed. For example, each student is asked to engage in conversations with students and adults that focus upon the students adjusting their conversations with adults, same sex peers and opposite sex peers. The students must learn to adjust their conversations to engage in conversations that are uncommon for them. For example, if a boy is comfortable talking with other boys about sports, his goal is to learn to talk with girls about topics other than sports. This goal helps students to stretch themselves to learn different communication skills. A benefit of this effort is to help students become more sensitive to other's needs, not just their own needs. For students who have mastered the token economy system and are considered "self-dependent", the system is refined for their new level of functioning.

Families learn and practice the token economy system at home as well. Glenholme uses monthly sessions with parents to help them master the system. These trainings can be taught over the telephone, in person and/or on the Glenholme Parent website. In addition, each student has a confidential webpage where parents access weekly academic, behavioral and social progress updates.

Continued: GLENHOLME/ pg 18



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## **GLENHOLME:** Continued from page 17

Philosophically, Glenholme works to minimize the excessive use of medications. Upon admissions, the school begins to adjust medications and works at refining the medication intake to the level that seems to be the most appropriate for the individual students.

Glenholme has eliminated most group work, as “best practices” indicates that groups for their students sometimes can create more problems than they are in general purported to address. Often in this population, individuals can inappropriately divulge sensitive information or in some way misuse the information, creating more difficulties among the students. The students each have a master’s degree social worker who utilizes cognitive-behavioral approaches with their students. Often, this approach takes on a “real life” situation where the social worker will spend time on campus, helping a student learn more appropriate interactions in a real life situation. The social workers are also responsible for communication with parents.

At Glenholme, the behavioral system is designed to have the greatest impact possible throughout all aspects of the school. For example, at meal times, a faculty member sits with students, helping them interact appropriately with each other. Treatment

model and education are well planned, in this writer’s opinion, and match perfectly with the population.

During the tour, there were many opportunities to talk with students. They looked great and were well dressed, many wearing coats and ties. It was obvious that the students felt comfortable with each other and had positive relationships with both students and the faculty. The campus had a feeling of genuine respect for adults and students alike, and the kids looked happy and engaged in the school.

Glenholme is accredited by the State Department of Education in Connecticut as well as several other states. It is also accredited by the Connecticut Association of Independent Schools, the New England Association of Schools and Colleges and the Connecticut Department of Children and Families. In addition, Glenholme is I20 approved to enroll foreign students.

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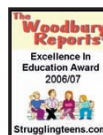
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[New Perspectives schools and programs are those new to Woodbury Reports, Inc., and are presented to expand your knowledge, with the disclaimer that we know little more about them at this time than what appears here. Inclusion in Places for Struggling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

### SUNRISE

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Mike Crowley, Admissions Director  
435-703-0012  
[mikec@sunrisertc.com](mailto:mikec@sunrisertc.com)  
[www.sunrisertc.com](http://www.sunrisertc.com)

Sunrise was acquired by New Haven, Provo, UT, [www.newhavenrtc.com](http://www.newhavenrtc.com), on July 1, 2006, which makes it part of Solacium Holdings, LLC. Solacium also owns Alldredge Academy in West Virginia. We are assured the program and mission will remain the same, with the benefit of increased resources to draw on from the combined resources of the Solacium Holdings members.

Sunrise is a residential treatment center for girls ages 12-18 with a wide variety of disorders, including Addictions, Manipulation, Bereavement, Oppositional-Defiant, Bi-polar issues, Personality Disorders, Family Adjustment Difficulties, Post-

Traumatic Stress and Anxiety Disorders, Habitual Lying, Relationship Problems, Hopelessness, Substance Abuse, Learning Disabilities, Peer Problems, Low Motivation, Victims of Abuse and Neglect, Low Self-Esteem, Depression and Dysthymia, etc.. The average length of stay is approximately six to nine months. The basic living arrangement is a home-style environment with each unit having up to four girls.

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Academics are accredited through NAAS (Northwest Association of Accredited Schools and Colleges) and the curriculum is comparable to any regular school, using Utah state-licensed teachers. Credits earned can be transferred to any other accredited school.

*[The information on Sunrise came from their website and communication with Mike Crowley, Admissions Director.]*

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Norm Ostrum, Director of Admissions

[ostrumn@starr.org](mailto:ostrumn@starr.org)

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

Review by Judi Bessette

Norm Ostrum, Director of Admissions for the Montcalm School for Boys, has announced that the Montcalm Outdoor Challenge Program is ready to accept students. Like the Montcalm Schools, the program is guided by a set of core values based on the principles of Positive Peer Culture and places a strong emphasis on relationships as the key to happiness and success in life. Typical students are present with behavioral, emotional and/or substance abuse problems. Other valid reasons for admission include Asperger's Syndrome, family conflict, ADD/ADHD/attention issues, learning disabilities/differences, passively non-compliant, oppositional, substance abuse, other behavioral issues.

Located on 350 wooded acres adjacent to the Montcalm School for Boys, the campus offers both outdoor and indoor rock climbing, ropes courses and has a lake for swimming, canoeing and fishing. This 60-day co-ed program for 12 – 18 year olds is a base camp model and offers bi-weekly three-to-five day wilderness trek experiences. Outdoor activities are run by MSWs with additional training and experience in adventure therapy.

Academics are an integral part of the program. Classes are offered three to five days each week, with classes offered based on individual student's needs. The academic program will keep students who are on track in school up to date and will help students who are behind catch up. The Outdoor Challenge also offers group and individual counseling as well as a family component. A consulting psychiatrist is available as needed.

The Montcalm Schools and the Outdoor Challenge are part of Starr Commonwealth, a pioneer and leader in child welfare practices and therapeutic treatment of troubled youth since 1913.

*[The information in this New Perspective was gathered by our Research Affiliate, Judi Bessette, based on a phone interview with Norm Ostrum, Admissions Director and the Montcalm website.]*

# TIMPVIEW RTC

Spanish Fork, Utah  
Corbin Linde  
801-798-9077

[linde@heritageyouth.com](mailto:linde@heritageyouth.com)  
[www.timpviewrtc.com](http://www.timpviewrtc.com)

Timpview RTC is a small intimate residential treatment program, providing care and treatment for male youth ages 13 through 17. The program is licensed and monitored by the State of Utah Department of Human Services. It is specially designed to help youth manage problematic behavior associated with oppositional behavior, attention deficit, relationship problems, poor school performance, teenage substance abuse, poor boundaries, and unhealthy sexual behaviors.

Timpview RTC is a program operated by Heritage Youth Services. All the professional staff have years of experience working with adolescents and meet Utah's requirements for licensure. By utilizing various behavioral techniques, staff members guide the youth in learning to risk in relationships, in finding constructive means of meeting needs for respect and love, and in discovering socially acceptable ways to relate to the environment and to authority figures.

Timpview offers many treatment themes including and character building milieus. The program promotes social responsibility and becoming a healthy member of a community. Guided by clearly established rules, youth learn to respect each other, their community, and authority figures.

The Timpview RTC school is fully accredited by Northwest Association of Accredited Schools. The students benefit from individualized educational plans and small class size. The focus of the school challenges the students to work at the highest ability to achieve academic success.

*[The information in this New Perspective came from the Timpview website.]*

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~ Dr. Milton Friedman

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## BOOK REVIEWS...

# STRONG FATHERS, STRONG DAUGHTERS

10 Secrets Every Father Should Know

By: Meg Meeker, MD

Copyright 2006

Wash DC: Regnery Publishing: 2006

ISBN 1-59698-012-5

Reviewed by: Lon Woodbury

Meg Meeker is a wife, mother and Medical Doctor. This book is her view of how important a father is in the development of young girls into confident, well-adjusted women. This book is based not only on her twenty years of counseling young girls and their families in her Pediatrician practice, but also her memory of how important her own father was to her in growing up, and the vital role her husband played in the growth of her daughters.

She explains that research confirms that a strong father “is the best protection against eating disorders, failure in school, STDs, unwed pregnancy, and drug or alcohol abuse—and the best predictor of academic achievement, successful marriage and a satisfying emotional life.”

The author draws on both recent research and traditional values to describe how fathers play a vital role of being the “hero” early in life. For example, recent research has shown that the ability to make valid judgments comes from the part of the brain that develops last, and that part of the brain is not usually fully developed until about age 25. Meeker asserts that a father has the unique position in a girl’s life to provide boundaries and guidance during the teen years “to protect her from herself” until her brain is capable of making sound decisions.

In explaining the dynamics of parent support for their children, Meeker observes that when a problem comes up, mothers tend to focus on “understanding and emphasizing.” Although this is very important in its own right, she explains that fathers tend to do something that often drives females wild, that of doing something to solve the problem. It is this practical approach to problem solving that is the father’s role, and this, more than any kind of sympathy, is what can provide the guidance that a girl needs to avert possibly tragic consequences.

Part of the book is devoted to a description of how much more dangerous the world is for young people than it was for previous generations. For example, while physicians in the 60s needed to treat only two



**Patty I.**  
2004 GRADUATE

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For many alumni of The Family Foundation School, defiance and self-centeredness were once the norm. But the school is a powerful place where a therapeutic environment, the principles of 12-Step living, rigorous academics and character-building extracurricular activities all work together to help students change.

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varieties of STDs, now there are more than 25 commonly found, and the percentage of young people suffering from each is increasing at a rapid rate. Again, while dangerous aspects of society were more or less contained or isolated in the 60s, now, with a society more tolerant of all kinds of behaviors, temptations of drugs, sex, and much more, especially through the media and the Internet, girls are much more at risk of negative consequences. The author asserts that it is through the guidance, protection and active love of a father that a girl has a better chance of avoiding these dangers that are all around us.

The author reports that she has spent twenty years counseling young girls on problems with sex, eating, school failure and unwanted pregnancies. It is her observation that one of the most common factors with girls with these problems is either a lack of an active father in her life, or a father that has "given up" by being passive in his fathering.

This book can be read in two ways. One, it gives insight on the view of the author in what it is like to grow up female in this society, with tremendous pressures that are increasingly working to encourage her to conform to other's wishes, be popular, while trying to work through intense internal emotional

storms, with all the dangers of making the wrong decisions.

But more importantly, it is written for fathers. It encourages them that despite what their daughter or society might say they have much more influence on their daughters than they might think. And also, that being a successful father is not complicated; it just requires mostly taking time with his daughter and being himself. One part of her advice is to be the kind of man you would want your daughter to marry. This modeling in itself will carry a powerful influence on a daughter.

The only habit a child should be allowed to acquire is to contract none... Prepare in good time for the reign of freedom and exercise of his powers, by allowing his body its natural habits and accustoming him always to be his own master and follow the dictates of his will as soon as he has a will of his own.

~Rousseau Emile



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# EXTENDED INSIGHTS... SILVERADO BOYS RANCH

Panguitch, Utah  
Denise Westman - Director of Admissions &  
Marketing  
435-690-9185  
[dwestman@silveradoboysranch.com](mailto:dwestman@silveradoboysranch.com)  
[www.silveradoboysranch.com](http://www.silveradoboysranch.com)

Visit by Larry Stednitz, December 9, 2006

Silverado Boys Ranch is situated on 200 acres near Bryce Canyon National Park in southern Utah. This therapeutic boarding school accepts boys, ages 13-17, who struggle with anxiety, depression, ADD, ADHD, ODD, and their profile is: average to above average intelligence, respond to group oriented milieu, have demonstrated the potential for a strong academic achievement, struggles with accepting consequences of their actions, experiencing family conflict or deteriorating family relationships, need a traditional academic setting, and have experimented with drugs. The prospective students



have done well in wilderness or needs an outdoor setting. They are kinesthetic learners and struggle with poor self image, social skills and have mild emotional difficulties. These boys are described as being amenable to treatment. The school will not accept reactive attachment disordered boys, sex offenders, aggressively assaultive behaviors, or boys with a history of running.

Silverado staff has invested over a million dollars in transforming the former western town resort, into a therapeutic boarding school. They have added an indoor Silverdome and are in the process of fencing in a 200 by 300 foot outdoor horse arena, and plans are in place for athletic fields as well. The program currently works with seven boys and is expecting 12 by the end of the month.

The experience of Silverado's leadership is impressive. Dr. Kreg Gillman is the Executive Director and previously has been the head of Aspen Ranch, Aspen Academy, Sunhawk Academy and Provo Canyon School. Dr. Robert Christ has been involved in several programs in Utah as both an owner and practicing psychiatrist. Denise Westman



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was the Midwest Regional Director for Provo Canyon for several years prior to developing Silverado. Eric Fawson, is the program director and has extensive experience in the field of adoptions. He has had six years experience at Provo Canyon as both a direct care staff as well as a therapist. Nick Pakitiko was the Director of Academics at Provo for 27 years. Experience will do them well during the start up! While we won't know what the program will ultimately look like, we do know that this experienced team knows how to run programs.

Silverado operates on three pillars; work, love, and play. Conceptually, they are teaching boys to work, produce and to give back to society. Love represents taking care of relationships which is strongly emphasized. In addition students learn how to play and to take care of themselves. The program is relationship based with an emphasis on building upon the strengths that the boys bring to the ranch. Therapists are assigned to each boy with the ratio of therapist to students being one therapist for every twelve boys. The therapist has the responsibility of communicating weekly with parents, conducting group therapies and



providing individual therapy weekly. Families are heavily involved with quarterly three day workshops and multi-family therapies. The program places a strong emphasis on communication and working as a team with all involved professionals and parents.

In addition to the therapeutic milieu, the ranch has a clearly defined level system based on TRUST.

- T = Truthful
- R = Responsibility
- U = Understanding
- S = Serving
- T = Tenacious

As the student moves through the TRUST system, they learn important concepts, which are taught and modeled by staff. The administration of Silverado stressed that they do not believe in an authoritarian approach to working with students. They have only three rules: be honest, be responsible, and be in self-control. They reinforce these concepts with the students, striving to create a positive peer driven program, students being helped by students.

Continued: **Silverado/** pg 28

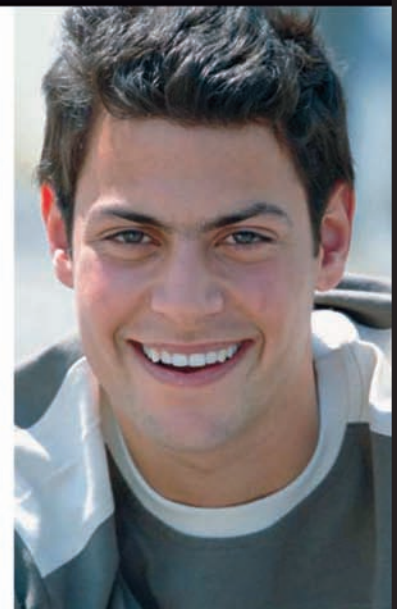
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## **Silverado:** Continued from page 25

Silverado has what they call the "self-awareness cabin" where the boys can request a time out to address difficult situation, or if needed, the staff can initiate the self-awareness cabin designed to assist students who are struggling emotionally, behaviorally or academically. The purpose is to provide a supportive time and system whereby the students can actively process important issues.


Academics are a cornerstone for Silverado. The school schedule runs from 1:00pm until 8:30pm. Nick Pakidko, the principal, is strongly opposed to "packet" learning approaches to education. He expects traditional classroom instruction including lectures, class discussions and remediation if necessary. The school operates year round, three semesters a year and offers small classes with 8 to 12 students in a class. He promotes a "unified studies" concept where the boys will be in classrooms four days a week. On Fridays, the staff integrates traditional academic learning with experiential learning on-campus or off-campus. A key focus of Silverado will be a comprehensive experiential component. All teachers are required to be special



education trained or to provide a plan to become SE credentialed.

Nick expects the classrooms to be rigorous, providing senior high, junior high and special education tracks. All teachers will have specific degrees in the subjects they teach. The academic program follows the standards for the Utah State Office of Standards and is accredited by the Northwest Association of Accredited Schools. It is not difficult to foresee an excellent educational program at Silverado. Academics at Provo Canyon were strong and it is likely to be very strong at Silverado.

Kreg relayed to me a story about how he was finally able to reach a boy only through teaching him how to play baseball. Out of this experience, he grew to appreciate the power of experiential activities. Silverado emphasizes experiential activities that include working with horses, and/or students doing practical work projects like ranch work, hiking, rock climbing and other experiential programming. These activities enrich the academic approach as well as provide staff and




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students opportunities to develop positive relationships. Silverado combines daily living, academics and experiential learning together, creating an environment where boys can build upon their strengths, and develop genuine relationships.

I met with all of their boys, one giving me a tour and the others at a family style brunch. The boys clearly understood the basic concepts of the school even though many had been there for only a week to four weeks. It was clear that the philosophy was understood and the boys felt that they were a part of the excitement of a new school.

“Growth becomes  
a two-way traffic  
between the child’s initiative  
and the teacher’s provision  
of healthy moral  
and physical surroundings.”

~ EB Castle

## NEWS & VIEWS...

### GENE IDENTIFIED LINKED TO AUTISM

(December 17, 2006) French researchers have discovered a gene which seems to be linked to autism.

### LEGAL DRUGS FUEL TEEN DRUG CULTURE

(December 21, 2006) In a study released by the National Institute on Drug Abuse, it was concluded that the wide availability of legal drugs is resulting in an increase in abuse by teens.

### EFFECTIVE PARENTING IS THERAPEUTIC

(December 22, 2006) Many children with Mental Disorders respond very well to improved parenting skills, to where formal therapy or medication is not necessary.

### CONCERNS INCREASE AFTER SHOOTINGS

(December 26, 2006) The Tallahassee.com, a Florida online newspaper, reports a Harris poll that concludes nationally parent concerns for the safety of their children in school have increased after the well publicized school shootings.

### VIDEO GAMES SATISFY BASIC NEEDS

(December 27, 2006) PsychCentral reported research on video game popularity and concluded that the appeal comes more from achievement, freedom and interaction with others than it does from just being fun.

Continued: **News & Views/** pg 28

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– Gale Standen (founder)

**News & Views:** Continued from page 27

### **COLORADO AYA ESCAPEES RESCUED**

(December 28, 2007) The Montrose Daily Press, Colorado, reported two clients placed by public authorities in the Alternative Youth Adventures (AYA) wilderness program near Uravan, CO were found and rescued.

### **EDUCATION KEY TO LONG LIFE**

(January 3, 2007) The New York Times, in the Health section, explores the idea that the most common element in a long life is the length of formal education.

### **SELF-HYPNOSIS HELPS ADOLESCENTS**

(Jan. 5, 2007) Will Meek, writing in PsychCentral, describes a study reported by the BBC that showed young adolescents with anxiety benefited from learning self-hypnosis.

### **REVOLTING UK TEENS A SMALL MINORITY**

(Jan. 7, 2007) A recent survey of UK teens reported in the UK Telegraph News shows that most listen to and respect parents, that those revolting against society's norms are a very small minority.

### **NO TOLERANCE FOR 'ZERO TOLERANCE'**

(Jan. 13, 2007) A writer for the globeandmail.com, a Canadian online newspaper, observes that the rigidity of 'zero tolerance' policies is creating a backlash and a call for a return to common sense policies.

### **HEADMASTERS' SALARIES ON THE RISE**

(Jan. 20, 2007) Valerie Strauu, writing in the Washington Post, describes that since the mid-1990s, salaries for headmasters of Washington DC private schools have drastically increased, the average surpassing the salaries of superintendents of public schools in the area.

### **UK EMPHASIZES EMOTIONAL LITERACY**

(Jan. 21, 2007) The UK Telegraph, in an article titled "Teaching children how to be happy," explains the growing requirement in UK schools to teach children to talk about their emotions and techniques in handling them.

### **GENERATION WE - 11 AND UNDER**

(Jan. 22, 2007) CNET News reports that children the age of 11 and under expect instant contact with friends and family throughout the world, bringing them a global perspective that previous generations didn't have.

*Note: For the rest of News & Views and all the links, visit [www.strugglingteens.com](http://www.strugglingteens.com)*

## **SEEN N' HEARD...**

### **LATEST WRINKLE IN FINDERS FEES**

(November 4, 2006) In a conversation between Lon Woodbury, MA, CEP, founder of Woodbury Reports, Inc., 208-267-5550, and an IECA member, the Educational Consultant discussed being approached by an individual representing a program participating in the IECA swap meet at Miami Beach. The person offered to split the finders' fee he might receive for any student referred to him. When reminded of the IECA prohibition against accepting fees from a school for placement of a child, the person responded that this was no problem because he was on contract and not staff of the school. Therefore, the deal would be between the consultant and an independent person and the Consultant would not be receiving any money from a school or program. Needless to say, the IECA member turned him down flat.

### **NATSAP CHANGES BOARD MEMBERS**

(December 2006) Jan Moss, Executive Director of the National Association of Therapeutic Schools and Programs (NATSAP), Prescott, AZ, 928-443-9505, announced in the 4th Quarter 2006 report for the organization, that the last two founding board members just finished their eight-year term serving on the Board. John Mercer and John Santa, PhD stepped down to make way for three new board members, Linda Carpenter of Hope Ranch, Michael Merchant of Anasazi and Sidney Parham of Family Foundation School.

### **SCHMIDT ADMISSIONS AT ASHBY**

(December 19, 2006) Dr. Alfred Allen, Headmaster at Ashby Academy, Ashby, MA, 877-386-0055, announced Vincent Schmidt, MA, was hired as Director of Admissions and Marketing. The school has also become an associate member of NATSAP and is starting the accreditation process through NIPSA.

### **ELK MOUNTAIN CELEBRATES 13 YEARS**

(December 21, 2006) Loretta Olding, Director of Admissions at Elk Mountain Academy, Clark Fork, ID 208-264-5318, announced that Elk Mountain Academy celebrated its 13th year of service in December 2006. She also announced enhanced services in the therapeutic and academic components of the program.

### **GATEHOUSE GRADUATES ACCEPTED**

(December 21, 2006) Glenna Conway, Admissions Director at Gatehouse Academy, Wickenburg, AZ, 928-231-5004, submitted a press release describing four recent graduates of Gatehouse Academy, who had their artwork accepted for display in several locations around the Wickenburg community.

### **OXFORD HIRES GREG STAAT**

(December 21, 2006) Philip H. Davis, Head of Oxford Academy, Westbrook CT, 860-399-6247, announced the hiring of Greg Staat, a 2001 graduate of Oxford Academy, as a teacher and dorm master.

### **ASTART SURVEY RESULTS TO BE PRESENTED**

(December 26, 2006) The Research & Training Center for Children's Mental Health, University of South Florida, will host the 20th Annual Research Conference - A System of Care for Children's Mental Health: Expanding the Research Base, on March 4-7, 2007. One of the presentations will be by Allison Pinto, Christina Young and Robert Friedman on the results of their online survey to gather information about (alleged) "institutionalized abuse in unregulated residential facilities." More...

### **FITZGERALD LEAVES CKC TOURS**

(December 26, 2006) Kay Ford, owner of CKC Tours, Crozier, VA, 804-784-3037, announced that Todd Fitzgerald, tour coordinator, is leaving for new opportunities. Upcoming tours will continue as planned. Also, CKC Tours has received a certificate of organization as an LLC from the state of Virginia, among several improvements in the services.

### **CHANGE ACADEMY WELCOMES FUGLSANG**

(December 26, 2006) Ken Huey, CEO of Change Academy at Lake of the Ozarks (CALO), Lake of the Ozarks, MO, 801-830-8801, announced Nicole Fuglsang has accepted the position as Admissions Director for the program. CALO is a residential treatment center focusing on the treatment of issues of attachment, trauma and affect regulation.

### **IECA SPRING CONFERENCE DATES**

(December 26, 2006) The Independent Educational Consultants Association (IECA), Fairfax, VA, 703-591-4850, info@IECAonline.com, announced in the Insights magazine the spring conference in Boston, MA will be April 25-28, 2007.

### **STUDENTS EARN VOLUNTEER OF THE YEAR**

(December 28, 2006) Anthony Geraci, President of Fulshear Ranch Academy, Needville, TX, 979-793-3011 announced the girls at Fulshear earned an award for Volunteer Group of the Year at Fort Bend County Women's Shelter.

### **GERSH ACADEMY JOINS IPSA**

(December 28, 2006) Andy Anderson, Founder of the Independent Small Programs Alliance (ISPA), Clearwater, FL, 727-512-9144, announced that the Gersh Experience at Daemen College is the newest member of the ISPA.

### **STAFF CHANGES AT SHORTRIDGE**

(December 28, 2006) Adam Rainer, Founder/ Director of Shortridge Academy, Milton, NH, 603-755-3096, announced that Christopher Locke has announced he will be stepping down as Academic Director, effective January 26, 2007. Adam also announced that Sarah Wagner has been appointed the Interim Academic Director and that she will be working closely with Chris, together with the Academic Department Heads, Dr. Carol Keyes and Mr. Oliver Arigi.

### **TROUBLED WITH TROUBLED TEENS PROGRAM**

(December 28, 2006) Maia Szalavitz, author of the book HELP AT ANY COST, writing in the January edition of Reason Magazine, continues to confuse professionally staffed private residential programs with the abuses occurring in public boot camp and juvenile justice programs. More...

### **THREE SPRINGS TO BE EMPLOYEE OWNED**

(December 28, 2006) Three Springs Inc., Huntsville, AL, 888-758-4356, announced in their 4th quarter 2006 newsletter, that they are initiating "a process to allow for a controlling interest of the company to be transferred to the hands of our employees."

### **EQUINE THERAPY WORKSHOP SUCCESS**

(December 29, 2006) Shannon Knapp, Founder of Horse Sense of the Carolinas, 828-683-7304, announced they presented a workshop at the November 2006 annual conference of National Association of Social Workers (NASW). The conference was held at the 90 acre Horse sense farm and attracted over 50 participants. More...

### **BYNUM LEAVES ECKERD**

(January 1, 2007) Candace Bynum, 265-503-9717, announced she left Eckerd Youth Alternatives effective December 31, 2006. Candace also announced that after working in the industry for over 10 years, as admissions and marketing director for Three Springs and Eckerd, she wants to take a break before possibly returning to the network.

### **PACIFIC QUEST WELCOMES SULLIVAN**

(January 1, 2007) Suzanne McKinney, MA of Pacific Quest, Hilo, HI, 808-937-5806, announced Marney Sullivan, is the new Admissions Director for the program.

### **NADASI AT WTC**

(January 5, 2007) Ben Dorrington, Admissions Director of Wilderness Treatment Center, Marion, MT, 406-854-2832, announced that Dr. Chris Nadasi is their new consulting psychologist. Dr. Nadasi is a

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Licensed Clinical Psychologist, Certified School Psychologist and has worked with other programs including Montana Academy and he was Clinical Director at Summit Preparatory School. Dr. Nadasi will perform initial psychological assessments on all clients and be available to perform any expanded testing as well as educational evaluations. He replaces Dr. James Murphy in this role.

### **RICKEL OPENS ACADEMIC OPTIONS**

(January 5, 2007) Jill Rickel, Parkland, FL, 954-340-1636, announced she is opening her private practice specializing in post-secondary placement and college counseling for LD/special needs students. Her business is named Academic Options, Inc. Rickel previously had been with College Living in Florida.

### **ROSECRANCE VIDEO IN THE NEWS**

(January 5, 2007) Kim Lowrie, National Marketing Manager for the Rosecrance Health Network, Rockford, IL, 773-895-2996, sent a link to a Chicago ABC TV news clip consisting of a three minute segment on the Rosecrance Health Network Recovery Home in Rockford, IL.

### **OXFORD ACADEMY IN THE NEWS**

(January 7, 2007) The Hartford Courant, (Connecticut) featured Oxford Academy, Westbrook, CT, 860-399-6247, as a place where floundering students can get the individualized help so many students need.

### **GOLDEN JOINS WILLOW SPRINGS CENTER**

(January 8, 2007) Pam Golden, Community Liaison at Willow Springs Center, Reno, NV, 800-448-9454, announced that she has joined the marketing team. Formerly working at Intermountain Hospital, Pam has over 17 years of experience in behavioral health.

### **BRIDGES ACADEMY NEW WEBSITE**

(January 8, 2007) Erick Scheiderman, Admissions for Bridges Academy, Bend, OR, 541-318-9345, announced their new web site includes downloadable newsletters, real time chat with admissions counselor section, educational loan calculator and a student assessment tool, and upcoming a parent extranet for families whose sons are enrolled at Bridges Academy.

### **MONARCH CENTER ESALEN INSTITUTE TRIP**

(January 8, 2007) Dave Ventimiglia announced the Monarch Center for Family Healing, Georgetown CO, 303-569-0767 x 206, will be hosting a trip to the Esalen Institute in Big Sur, CA, for May 25-June 3, 2007. This trip is designed for those interested in, or seeking careers in, the wilderness and/or Gestalt fields.

### **HALLOWAY EXEC. DIR. OF RIDGE CREEK**

(January 11, 2007) Jeff Halloway, Assistant Headmaster at Hidden Lake Academy, Dahlonega, GA, 706-867-1720, announced that he has recently taken over as executive director of Ridge Creek.

### **BRUNER VISITS WOODBURY**

(January 11, 2007) Matthew Bruner, Director at Men of Valor Ranch, Northport, WA, 509-732-8936, stopped by Woodbury Reports Inc., to introduce his new program.



### **STONE MOUNTAIN DAM REPAIR**

(January 12, 2007) Sam Moore, Executive Director of Stone Mountain School, Black Mountain, NC, 828-669-8639, announced the first phase of dam repair, emptying the lake, is now successfully completed and they are beginning phase two, designing a reconstruction plan.

### **SILVERADO WELCOMES NEW TEACHER**

(January 16, 2007) Denise Westman, Director of Admissions and Marketing for Silverado Boys Ranch, Panguitch, UT, 435-676-8482, announced a new addition to their academic team. Annette Davis has extensive experience in education and will be teaching English and Social Studies at the ranch.

### **ELK RIVER WILDERNESS ONE YEAR OLD**

(January 17, 2007) Beth Ragland, Vice President of Marketing for the Pinnacle Schools dba Elk River Wilderness Challenge, Huntsville, AL, 256-682-8690, announced the one-year anniversary of the 8-week intervention and assessment program. Elk River Wilderness Challenge is a co-ed, short-term program for adolescents, ages 12-18, located in north Alabama.

### **SECOND NATURE PROGRAM IMPROVEMENTS**

(January 17, 2007) Jason York, Admissions for Second Nature, Duchesne, UT, 866-205-2500, announced that Second Nature has enhanced their program by adding loan options, academic credits and psychiatric video conferencing.

### **TALISMAN OFFERS MORE**

(January 17, 2007) Linda Tatsapaugh, Director of Talisman Programs, Black Mountain, NC, 888-458-8226, announced their first Academic Semester for teens with Aspergers' Syndrome started on January 15. Also, this summer they are offering expeditions for teens with ADHD and Aspergers in New York, Oregon and Washington, including backpacking, paddling and sailing on a tall ship.

### **SHAFFER WELCOMES GRANDDAUGHTER**

(January 18, 2007) Linda Shaffer, MA, Educational Consultant, Sandpoint, ID, 208-263- 8394, announced the birth of her granddaughter, Kiera Ann Shaffer, who was born on Sunday, January 14, 2007, to her son Alex and his wife Stace. Kiera weighed 7 lb, 14 oz.



### **FAMILY SCHOOL ALUMNI ORGANIZE**

(January 19, 2007) Ann Kozak, Marketing Specialist for the Family Foundation School, Hancock, NY, 845-887-5213, reported that a dozen members of the new Family Foundation School Alumni Association met on January 13, 2007, in Scranton, PA, to develop a mission statement, establish priorities and discuss outreach efforts. Invited guests included Mike Ducey, VP of Development for the school. The Alumni Association grew out of the school's first alumni reunion held last September which attracted more than a 125 former Family Foundation School students from around the country.

### **ICR STUDENTS IN BURUCA RITUAL**

(January 19, 2007) Guy Leguyonne, Admissions Director for Introspections of Costa Rica, 888-280-4227, announced that the students recently participated in a 500 year old annual ceremony with an indigenous tribe. During the ritual, the tribe gathers an extract used to create the purple dye for the tribe's hand woven materials for the entire year.

### **MEN OF VALOR RANCH OPENS**

(January 19, 2007) Matthew Bruner, Director of Men of Valor Ranch, Northport, WA, 509-732-8936, announced the ranch opens February 1, 2007. Men of

Valor Ranch is a 12-month residential program for struggling young men ages 18-25.

### **CALL FOR PRESENTERS**

(January 19, 2007) NATWC (National Association of Therapeutic Wilderness Camping) has issued a call for presenters for its 14th Annual conference. The conference will be held Sept. 16-18 on Jekyll Island, GA. The conference focuses on sharing practical skills, best practices, and cutting edge research with both front-line and management staff of Therapeutic Wilderness Courses. Presenter applications and information are available on their website or contact Linda Tatsapaugh at 828-779-2635.

### **NEW CLINICAL DIRECTOR AT SAN CRISTOBAL**

(January 19, 2007) Christy Leach, Admissions Director of San Cristobal Academy, Taos, NM, 866-918-8383, announced the appointment of Dr. Linda Salvucci as the new Clinical Director. Dr. Salvucci will help oversee all therapeutic activities for the families and students of San Cristobal Academy.

### **VOYAGEUR JOURNEY APPLICATIONS**

(January 20, 2007) John Huie, Director of the Environmental Leadership Center for Warren Wilson College, Asheville, NC, 828-771-3006, announced applications are available for the Voyageur Journey August 4-11, 2007 four hours north of Toronto Canada for those interested in re-connecting with the natural world.

### **ROGERS SPONSORS DISORDER CONFERENCE**

(January 22, 2007) Rogers Memorial Hospital, Oconomowoc Wisconsin, 800-767-4411, announced their sponsorship of Seeds of Hope, the first annual Crisis to Action Conference in Madison Wisconsin February 17, 2007 for a gathering of eating disorder professionals.

### **KOCUREK'S OPEN IN DALLAS**

(January 22, 2007) Carolyn Kocurek, Educational Consultant with Academic Answers, Austin, TX, 512-306-8567, announced that she and Chris have recently opened an additional office in Dallas. The toll free number for the Dallas office is 866-306-8585.

### **WEDIKO ACCEPTING SUMMER APPLICATIONS**

(January 22, 2007) Patrick Ryan, Assistant Director of Wediko Children's Services Summer Program, Windsor, NH, 617-292-9200, announced they are accepting applications for their 45-day summer program for 2007.

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