

NATSAP NEWS

The National Association of Therapeutic Schools and Programs

4TH QUARTER 2006



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NATSAP OFFICE

Jan Moss, Executive Director
126 N. Marina, Ste. 2
Prescott, AZ 86301
Telephone: (928) 443-9505
E-mail: info@natsap.org
Web: www.natsap.org

END OF AN ERA

Jan Moss

This year marks the end of an era as we bid farewell to the last two members of the founding NATSAP Board of Directors - **Dr. John Santa, Montana Academy** and **John Mercer, Mission Mountain School**. It is difficult for me to summarize the contributions of, and my feelings for, these two incredible men as they end their 8 years of extensive service. I first met both of them in Albuquerque, New Mexico as we sat around a table and began the journey of establishing NATSAP as a national organization. As I reflect over these years, I recall so many professional and personal moments. Let me first review their outstanding professional accomplishments:

John Mercer served on the Executive Committee as Treasurer from 1999 – 2003. He was instrumental in developing the NATSAP dues structure and establishing a firm financial foundation for this organization. John also served as the Chair of the Education Committee, leading them to develop the Supplemental Principles of Good Practice for Therapeutic Boarding Schools, which focused on the best practices in the academics of our therapeutic boarding schools. In 2005, the Education Committee developed Principle 11.0, which was incorporated in the NATSAP Principles of Good Practice. John led the committee members in defining Academics in NATSAP. Most recently, he accepted the challenge to review NATSAP's Principles of Good Practice with intent to develop a NATSAP accreditation process. He has put in countless hours in gathering the thoughts of many into coherent documents. John also served as a key contributor to NATSAP's Ethical Principles and Principles of Good Practice.

Dr. John Santa's contributions include serving as the first Chair of the Ethics Committee, leading the development of the NATSAP Ethical Principles during two summits and as co-chair of the Ad Hoc Committee chartered with developing the NATSAP Principles of Good Practice. He has served as President of the NATSAP Board of Directors from 2004 through 2006. During his presidency he has developed a strong committee structure, leading the Board of Directors through 3 strategic planning sessions and assigning the goals & objectives to

these committees. John successfully established the *Journal of Therapeutic Schools and Programs (JTSP)* in 2006 with Volume I, Number II just released. He led the first Outcome Research summit in the summer of 2006 and will continue to lead this committee until it is firmly established. Under his leadership, the organization has developed a solid foundation with clear direction for the future.

Both have been instrumental in the formation of NATSAP and the list of their contributions could fill pages. I hope that I have hit the highlights.

On a personal note, I am enormously grateful to both of them for the education I received while serving with them and for them. John Mercer has expanded my vocabulary significantly, sending me to a dictionary many times (*soft chuckle*). John Santa has skillfully led me to look at situations from all perspectives. On a very personal level, I am pleased to call both of them *friend*. I have enjoyed the hospitality of their homes and come to know their wives and their children and will always treasure my time in Montana with them. I thank both of them for the opportunities they have provided me.

I know that service as a Director on the NATSAP Board is demanding, and was even more so in the earlier years. It required countless hours of unpaid time all the while you were working full time in your own programs. We thank you for the hours you devoted; the monetary contributions in travel, time, sponsorship, et al; your commitment to the profession; and your dedication as a Board member. Your contributions have made NATSAP the success it is today. Thank you!

NATSAP WELCOMES NEW BOARD MEMBERS

We welcome Linda Carpenter from Star Meadows Academy at Hope Ranch, Whitefish, Montana; Michael Merchant from ANASAZI Foundation, Mesa, Arizona; and Sid Parham from Family Foundation School, Hancock, New York. We are also pleased to announce the re-election of James Meyer from Oakley School, Oakley, Utah. They join President, Sharon Laney, Three Springs; Vice President, Craig LaMont, Telos Residential Treatment, Vice President;

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Secretary, Will White, Summit Achievement, Secretary; Treasurer, Gil Hallows, Aspen Achievement Academy, Secretary; Dr. Michael Berrett, Center for Change; Richard Chorney, Grove School; Dr. Karen Fitzhugh, King George School; Penny James, Explorations; Craig Rodabough, CERTS; and John Stewart, New Haven.



Linda Carpenter, Star Meadows Academy at Hope Ranch – Executive Director Linda has been a leader in Montana in advocating for registration and licensure of private programs. She serves on the Standards and Ethics Committee of the Private Alternative Adolescent

Residential and Outdoor Program Board for the state of Montana, and was recently elected as President of the newly formed Northern Rockies Regional Chapter of NATSAP. Linda has extensive experience in the nonprofit field, specializing in child advocacy. Prior to her work with Hope Ranch, she was Vice President of Communications for the National Court Appointed Special Advocate Association (CASA). She was Community Development Director for KidStar Interactive Media – a national entertainment and educational media targeted at youth and their parents. She served four years on the Washington State Board of Education and was elected its President in 2001. She has also served as a member of the Board of Directors of the National Parent Teacher Association, was the President of the Washington State Parent Teacher Association for two years, and has been recognized for her Outstanding & Meritorious Service to children from the city of Memphis, Tennessee, as well as given the “key to the city.”



Michael J. Merchant, ANASAZI Foundation – President and Executive Director Mike is the immediate past president of the Outdoor Behavioral Healthcare Industry Council and past president of the Arizona Management Society. Mike has also

served on numerous panels, counsels, and committees regulating behavioral healthcare programs for adolescents in Arizona. Since 1993, Mike has facilitated workshops and presented at conferences nationwide on topics related to leadership, family, and interpersonal relations. Mike is a certified consultant and facilitator for The Arbinger Institute. While at ANASAZI, Mike has organized charity events



James Meyer, Oakley School – Executive Director James has served on the NATSAP Board since 2003, was Chair of the 2005 Conference and is the Chair for the Regional Chapter Committee. He received his B.A. in History from the University of Colorado in Boulder and his

M.A. in Education from Fairfield University in Fairfield Connecticut. He taught history for 10 years in private schools before becoming the Academic Director at Oakley School in the Fall of 1998 when the school was founded. In 2000 James was promoted to Head of School and, in July 2005, was named Executive Director. James has coached lacrosse for 18 years. He has coached state championship teams in Colorado, and was named coach of the year for the state of Utah in 2003. James taught briefly at the college level. He telemark skis, fly fishes and mountain bikes.



Sidney F. Parham, Ph. D., Family Foundation School – Co-Owner During Sid's career, he has worked with a wide variety of students in a variety of settings. He has taught middle school in Botswana with the Peace Corps, worked at a variety of colleges, been a college

administrator, and for the past seven years been a teacher and administrator at The Family Foundation School. Over the last five years Sid has been heavily involved with NATSAP work, serving on the education and membership committees. This fall Sid resigned from the membership committee in order to take an assignment on the Public Policy committee. Hard as previous boards have worked—and they have worked very hard—Sid thinks the next three years may be the most challenging to our organization and to our industry. These challenges will come from both state and national legislatures. Sid's experience and knowledge of NATSAP programs gleaned over these five years of committee work should allow him to contribute to the important work that lies ahead.

PRESIDENT'S CORNER

John Santa, Ph.D., Montana Academy

With considerable regret I write this last President's corner. My term comes to an end in January 2007 as the annual conference begins. I have served on the NATSAP Board of Directors from the beginning as we struggled to create a new national organization. I have also served as President of NATSAP for the past three years. It has been an honor to serve at such an important and pivotal time for our organization.

During my tenure on the board, and as President, we have grown from a well-intentioned idea into a nationally recognized professional organization. NATSAP as an organization has developed ethical and practice standards for all programs and by doing so has raised the level of acceptable practice for residential care for children and adolescents unable to function in their homes. Our national and regional conferences now provide forums to exchange information and develop ideas to improve our care for children and families. The NATSAP website, newsletters, and Journal all add to the opportunities to work together as colleagues engaged in a collaborative effort to improve our profession. I am enthusiastic about the new national research program that NATSAP is now launching. All of these efforts, over time, will provide the basis to create a real body of knowledge that will come to define our profession.

As President I have tried to promote NATSAP as both a trade and a professional organization. We must maintain these dual objectives. As a trade organization we serve an important role of advocacy and education to influence public policy to recognize the importance and need for what we do and to avoid well intentioned but uninformed regulation that can compromise the level of treatment that we offer. As a trade organization, we market our services and raise awareness of the solutions we offer to address an increasing national problem of youth who are failing to thrive and succeed in our culture.

To advocate successfully we must simultaneously be willing to develop, research and scrutinize our profession. We can only advocate and defend our profession to the extent that we begin to demonstrate and document our treatments and outcomes. We must develop the rationale and theory of treatment that justifies the need for methods, settings, structure, and milieu that set us apart from other models of treatment.

To begin, we should follow the lead of the outdoor behavioral programs that have begun to provide basic outcome effectiveness data. All NATSAP programs must also help to establish basic effectiveness by demonstrating that our programs change the level of dysfunction of our participants and their families. We must also document the safety and incidents of abuse or malpractice in order to build trust and establish that our programs rise to the first standard of health care, which is to do no harm.

Beyond the basics we must be willing to understand our profession. It is not good enough to say we have a positive impact. We must come to understand the power and effect of each component of treatment in order to refine and improve what we do. We must integrate and develop comprehensive models of our interventions in which we understand the importance of each aspect of treatment. And of course, we must also develop appropriate levels of description for the problems we seek to address. We need to go beyond conventional diagnosis, jargon, and treatments used in outpatient and medical settings. We must redefine, in our own terms, the level of care we provide and by so doing establish residential care as a useful and important approach to treatment that provides structure, containment and depth of work that is often not possible in outpatient settings.

All of us who have spent years working in residential treatment are convinced that we can accomplish profound and real changes. But to grow as a profession and advocate for our programs, we must develop an understanding of the pieces of structure, skill training, and relationship essential to effect change, and then we must explore all of the factors that contribute to maintenance or regression as our students leave. Finally, we must examine how each program variable relates to the various categories of problems presented by our students and families.

Defining our profession and creating the data and models to support the definition is indeed a daunting, but essential task. We can, of course, borrow from ideas, best practice standards and models that already exist in psychiatry, psychology and education, but it remains important to recognize what we do is unique. And so, we must create our own data, our own understanding, and our own profession.

Personally, my involvement in creating a therapeutic school, and then NATSAP has been the most challenging and exciting professional growth that I have ever experienced. I want to thank all of you for the opportunity to be so involved in helping NATSAP become the fine organization that we now have. I especially want to thank and acknowledge the important contributions made by all of the NATSAP board who are an amazing, bright, talented, and dedicated group who have each contributed to NATSAP's growth and development. I can also not give enough credit to our Executive Director Jan Moss and her staff who have all worked tirelessly to execute and make happen our dream of creating a premier professional and trade organization that supports and advocates effectively for all of our programs.

INDEPENDENT EDUCATIONAL CONSULTANTS ASSOCIATION

PRINCIPLES OF GOOD PRACTICE

The NATSAP Board of Directors congratulates IECA on their Principles of Good Practice ratified in November, 2006. They acknowledge IECA on their work and their continued work with the NATSAP Ethics Committee. The NATSAP Ethics Committee is developing their recommendations to address the NATSAP ethics in relationship to referring professionals.

INTRODUCTION

These Principles are designed to promote and maintain the highest standards of professional service and personal conduct among all IECA members (hereafter referred to as “Members”).

While it is understood that ethical issues are not always clear-cut, these Principles are meant to provide guidance and to be adhered to in a manner consistent with good ethical judgment and avoidance of even the appearance of impropriety.

All Members are required to pledge adherence to these Principles when admitted to membership and annually with membership renewal.

I. COMPETENCE

A. Members practice within the boundaries of their competence, which derives from relevant education, training, acquired knowledge and professional experience. They are straightforward about what they are – and are not – competent to do. In cases with elements outside their competence, they either consult with or refer clients to appropriate colleagues.

B. Members continually update their knowledge of educational options, both in breadth and in depth, through site visits, attendance at professional conferences, continuing education and professional reading.

C. Members know and understand the philosophies, values, missions, goals, approaches and methods of the schools, universities, programs and therapeutic institutions (hereafter inclusively referred to as “Schools/Programs”) they recommend.

D. Members are familiar with and adhere to state and federal laws relevant to their practices.

II. MULTIPLE RELATIONSHIPS AND POTENTIAL CONFLICTS OF INTEREST

A. Multiple relationships exist when a Member has a relationship with a School/Program that may create or appear to create a conflict of interest. Such relationships include, but are not limited to, owning or serving as a consultant to or board member or employee of a School/Program.

i. Members are expected to avoid multiple relationships that could reasonably and foreseeably give rise to actual or perceived conflicts of interest, interfere with the ability of the consultant to provide objective service, embarrass the student or family, or compromise the confidence or trust basic to the client-consultant relationship.

B. When such a relationship exists, best practice is to disclose in writing the existence, extent and nature of that relationship. This disclosure should include a consent form for clients to sign, indicating that they have been informed of this additional role and agree to proceed with the services.

C. When a Member provides services to a client in his/her capacity as a member of another licensed profession or professional organization, he/she acts in accordance with the ethical code of that profession or organization and within its guidelines regarding multiple relationships.

D. Members avoid not only conflicts of interest but also the appearance of conflicts by being forthcoming with clients, colleagues and Schools/Programs.

III. RELATIONSHIPS WITH STUDENTS AND FAMILIES

A. Members treat students and their families with respect and decency, with sensitivity to their special strengths, values and needs.

i. Members are aware of and sensitive to cultural, individual and role differences, and do not discriminate or condone discrimination based on age, race, gender, sexual orientation, language, religion, ethnicity, disability, national origin or socioeconomic status.

ii. Members do not write application essays for students. Their role is to serve as advisors, to question, coach and encourage students to fully and honestly express the best that is within them.

B. A Member's primary obligation is to assess, make recommendations for, and represent each student accurately and fairly based upon a professional evaluation of the circumstances, requirements of the case, and needs of the student.

i. The Member has additional obligations to the student's parents/guardians, who are also his/her clients and involved in the placement process.

C. During the placement process, with appropriate consent, Members may communicate with other professionals, including School/Program admissions officers, other consultants and therapists, in addition to the student's parents/guardians.

i. Members maintain confidentiality of records, notes and client information and disclose confidential information only with written consent and on a need-to-know basis.

ii. Members provide substantially consistent information to the student, family members and all other professionals involved in the placement.

D. Members are clear and forthright about the nature and scope of their services.

i. Members disclose fees and financial arrangements in writing before services begin.

ii. Members do not guarantee specific placements or that placement will be possible at all.

iii. Members inform clients of their confidentiality policies.

IV. RELATIONSHIPS WITH SCHOOLS/PROGRAMS

A. Members neither solicit nor accept compensation from Schools/Programs for placing students with them. They scrupulously avoid behavior that might be construed as soliciting or accepting compensation.

i. Compensation includes, but is not limited to, any form of payment, in money or in kind, and any sort of favor or special treatment to reward or encourage placements, even from Schools/Programs where finder's fees are commonly considered appropriate. Expressly forbidden are *quid pro quo* relationships involving referral of clients tied with referrals back to Members and relationships that promise the exclusive use of a particular School/Program.

ii. Expenditures by Schools/Programs to educate consultants are not considered compensation, as long as they are ordinary and reasonable. Travel, lodging and meals associated with visiting a School/Program or a working lunch when a School/Program representative visits a consultant are ordinary and reasonable expenditures.

B. When visiting Schools/Programs, Members use ethical judgment.

i. Members accept invitations only from Schools/Programs within the scope of their practice or evolving practice.

ii. Visits are, for consultants, a cost of doing business. Members do not assume, imply or demand that a School/Program contribute toward their expenses. If reimbursement is offered freely, they ask Schools/Programs to delineate in advance the specifics of the reimbursement.

iii. When reimbursement is offered freely, it is inappropriate to request the use of specific airlines; special flights, lodging accommodations or upgrades, outside of what is necessary for a disability or other special needs; reimbursement for anyone other than oneself; or reimbursement of expenses not agreed to previously.

C. In his/her dealings with Schools/Programs, Members always exhibit common courtesy.

i. Members do not demand invitations to Schools/Programs.

ii. Members refrain from last-minute cancellations and no-shows.

iii. If a Member has special requests, such as accommodations for a disability or other special needs, he/she makes them well in advance of the visit.

iv. When meeting with School/Program representatives, Members refrain from using cell phones or laptops inappropriately.

v. When visiting Schools/Programs, Members participate fully.

a. Members visit all scheduled stops on the tour.

b. Members do not request visits to Schools/Programs not on the scheduled tour.

D. In particular, Members avoid words or actions that might give even the appearance of applying undue influence to Schools/Programs on their decisions regarding admissions or other dealings.

V. RELATIONSHIPS WITH OTHER EDUCATIONAL CONSULTANTS

Ordinarily Members do not pay one another for serving as resources, although a Member may make financial arrangements with colleagues on a one-time or ongoing basis to assist with placements involving aspects outside his/her competence.

VI. ADVERTISING AND OTHER PUBLIC STATEMENTS

In dealings with the public, including paid or unpaid advertising, Members represent themselves honestly, avoiding misrepresentation of what they say or refrain from saying. They claim special competencies only if such competencies are demonstrable. Members do not contribute to heightening anxiety surrounding admission.

PRE-CONFERENCE WORKSHOPS

Four pre-conference workshops will be offered to our program members and their staff at the 2007 NATSAP Exploring our Profession Conference.

The Public Policy Committee is pleased to present a pre-conference workshop on *Legislation, Politics & Advocacy*. We are fortunate to have Hon. Andrea G. Barthwell, M.D. and Michael C. Barnes as the facilitators of the workshop. Dr. Andrea Barthwell served as deputy drug czar under President George W. Bush. While serving in the Executive Office of the President, Dr. Barthwell played an active role on the White House Task Force on Disadvantaged Youth and the White House Domestic Violence Working Group. Dr. Barthwell is a past president of the American Society of Addiction Medicine and the CEO of the health policy consulting firm EMGlobal LLC. Dr. Barthwell is an advisor to NATSAP and select member programs on matters of policy and practice.

Michael C. Barnes, Esq., is a principal in DCBA Law, PLLC, a Washington, DC, federal affairs firm with a niche practice in education, substance abuse, and mental health policy. Mr. Barnes formerly served as confidential counsel in the White House Office of National Drug Control Policy. DCBA Law provides counsel to NATSAP on federal legislative matters.

The Public Relations Committee has acquired the services of Media Specialist Matt Hagan, founder of Bulldog Public Relations to facilitate their *Working with the Media* workshop. Matt began his career working in front of a camera as a general assignment reporter for a CBS network affiliate and launched his career into public/media relations in Washington, DC. He has excellent news judgment and strong relationships with members of the media.

Dr. Jared Balmer, PhD and Kimball DeLaMare, LCSW will provide a *NATSAP Perspective on Behavior Support Management* in this pre-conference workshop. Their professional expertise will provide workshop participants with a comprehensive review of NATSAP standards, training strategies to help ensure staff competency and the ability to identify five “problem prone” areas related to behavioral support management.

Mary Cesare-Murphy, PhD, JCAHO, will identify how Joint Commission accreditation can be used as a management tool focused on improving care, safety and outcomes. Attend the *Joint Commission Accreditation – A Management Tool to Improve Safety, Quality of Care, Treatment and Services* workshop to understand how this management tool can be used to improve the quality and safety of your program.

We encourage you to attend these excellent workshops.

OUTCOME RESEARCH STANDING COMMITTEE SELECTED

We are pleased to announce the selection of members of the Standing Committee for Outcome Research, chaired by Dr. John Santa, PhD, from Montana Academy. The NATSAP Board of Directors has selected the Standing Committee for Outcome Research. The members are:

*Ellen Behrens, PhD
Canyon Research and Consulting*

*Rob Cooley, PhD,
Catherine Freer Wilderness
Therapy Expeditions*

*Kyle S. Gillett, PhD
Telos Residential Treatment*

*Matthew Hoag, PhD
Second Nature Entrada*

*Pamela McCollam, PhD
New Haven RTC*

*Michael Merchant
ANASAZI Foundation*

*Beverly Richard
Three Springs*

*Amy Simpson
Montana Academy*

The Committee has held 3 teleconference meetings in December with primary focus on the selection of a Research Coordinator and a decision on the research instrument to be used.

ADVOCACY FOR NATSAP MEMBERS CONTINUES IN WASHINGTON, DC

NATSAP was the proud co-host of a reception in Washington, DC on December 14th. Prior to the reception, Dr. Karen Fitzhugh and Jan Moss were able to participate in several lengthy meetings with Congressional staffers from Representatives Van Hollen, Woolsey and Stark's offices, each of whom are co-sponsors of Representative George Miller's bill, HR 1738.

The reception offered the opportunity for important networking where Dr. Fitzhugh and Ms. Moss met with Tommy Thompson (a presidential hopeful for 2008), providing him an introduction to NATSAP and the important work of our members. They also met the Senior Aide to Senator Diane Feinstein, just to highlight a few. It was quite extraordinary the level of welcome received from every visit and event on the Hill.

They met for several hours with Dr. Andrea Barthwell to discuss the process for NATSAP's involvement in the language for Mr. Miller's bill. Discussion is also in progress with Mark Covall, Executive Director of the National Association of Psychiatric Health Systems, and his staff, who have joined NATSAP's efforts regarding this bill.

Dr. Fitzhugh and Ms. Moss also had a wonderful visit with Mark Sklarow at IECA's offices in Fairfax, VA, which both Michael Barnes, DCBA Law, and Dr. Andrea Barthwell attended. Mark expressed IECA's interest in supporting NATSAP as we move forward to amend the bill.

As the committees are finalized on the Hill and Representatives assigned, Dr. Fitzhugh, Ms. Moss and Rosemary Tippet will be escalating their efforts in DC, no doubt making frequent trips between now and our 2007 Conference.

EX-OFFICIO MEMBERS

As we transition into 2007 with new leadership and new board members, our ex-officio members will also change. The ex-officio position previously held by Paul Smith. Catherine Freer Wilderness Therapy Expeditions, past-President will now be held by Dr. John Santa. Jane Kolber will move into the ex-officio position held by Kay Davison. We thank each of them for their service to NATSAP.

REGISTRATION REMINDER

**2007 NATSAP
NATIONAL CONFERENCE
"EXPLORING OUR PROFESSION"
FEBRUARY 1-3, 2007
HILTON LA JOLLA TORREY PINES,
LA JOLLA, CA**

**REGISTRATION DEADLINE:
JANUARY 17, 2007**

**CONFERENCE INFORMATION:
WWW.NATSAP.ORG/CONFERENCE.ASP**

NATSAP NEWS

"No organization is stronger than the quality of its leadership, or ever extends its constituency far beyond the degree to which its leadership is representative."

Edgar Powell

Highlight your membership by adding the NATSAP logo to your website



NATSAP

Vision Statement

Our vision is a nation of healthy children. We are the voice inspiring, nurturing, and validating the courageous work of our schools and programs

NATSAP

Mission Statement

The National Association of Therapeutic Schools and Programs serves as an advocate and resource for innovative organizations which devote themselves to society's need for the effective care and education of struggling young people and their families.

**4TH QUARTER
2006**

Very Important!
Please contact the
NATSAP office with any
changes in information
about your program so
we can keep the NATSAP
Website current.
Thank you!

NATSAP
126 N. Marina, Ste. 2
Prescott, AZ 86301
Phone: (928) 443-9505
FAX: (928) 445-9507
E-mail: info@natsap.org
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4TH QUARTER
2006

IMPORTANT DATES TO REMEMBER

Annual Renewal Deadline

January 31, 2007

2007 National Conference

February 1-3, 2007

Hilton La Jolla Torrey Pines

La Jolla, California

2007 Utah Regional Conference

April 19, 2007

Thanksgiving Point

Lehi, UT

UT Regional Call for Papers Deadline: February 23, 2007

Download Call for Papers at http://www.natsap.org/conferences_regional.asp

JUST RELEASED:

JOURNAL OF THERAPEUTIC SCHOOLS AND PROGRAMS (JTSP) VOLUME I, ISSUE II

See <http://www.natsap.org/journal.asp> for Details on Ordering



National Association of Therapeutic
Schools and Programs
126 N. Marina
Prescott, AZ 86301

TO: