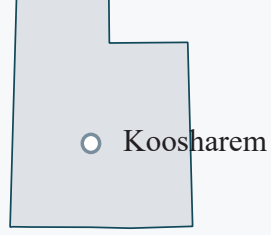


Sorenson's Ranch School

(Residential Treatment Center)

CONTACT	PROGRAM OUTLINE
Executive Contact: Jill Sorenson Admissions Contact: Layne Bagley Academic Contact: Ron Cazier Email: srs@scinternet.net Phone: (435) 638-7318 Fax: (435) 638-7582 Address: PO Box 440219 Koosharem, UT 84744 Website: www.sorensonranch.com	Gender: Coed - male and female only, as assigned at birth Ages: 12 - 17 Grades: 6 - 12 Enrollment: 80 Duration: 18 months Founded: 1983
NATSAP Member Since: 2019	 Airport: Salt Lake City, UT (SLC)

Sorenson's Ranch School is a privately owned and operated therapeutic boarding school and residential treatment facility that has provided services to students 12 to 18 for over 30 years. The school is accredited through the Cognia, The Joint Commission, and the Utah DHS.

The School's philosophy is that all children are potential successes if given the right options. Our mission is to help all students stabilize and recreate their lives while acquiring skills and tools necessary to their future. The Sorenson methodology centers around consistency and firmness delivered with love and care. The school aims to help young people function successfully both with their parents and in society. Sorenson's find its "big wilderness" setting conducive to its goal of redirecting troubled youth. Clinical services are provided under the supervision of a licensed mental health professional. The client participates in individual, family, and group therapy according to needs as outlined in the multi-disciplinary team treatment plan.

Our contingency-based behavior modification approach provides consistent predictable consequences for behaviors. Over time, this helps the students make the connection between action and consequences. This is the foundation necessary for taking personal responsibility, not only for behaviors, but also for emotional attitudes.

Academics are a coordinated part of the treatment experience at SRS. School progress is based on mastery of the material so that no one student is pressured by arbitrary expectations nor is the student held back should he want to work faster than his peers. SRS believes that poor performance in school is a symptom of other issues such as low self-esteem, depression, Reactive Attachment Disorder, ADHD, substance abuse, and family conflicts. By utilizing a multifaceted approach of individual and group therapy, experiential learning, behavior modification, positive mentoring, and individualized learning students are able to realize their full potential.

Accreditation, Licensure: State of Utah, Office of Licensing, Department of Human Services; Cognia; Joint Commission
Professional Affiliations: NATSAP - Full Member; Eagala