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must constantly change to meet the needs of our clients and readers or they will go elsewhere.

Adjusting to constant change has been the hallmark of the successful schools and programs in the network for residential, special needs programs as well. I have seen several schools and programs that developed a unique and successful approach to working with children, and after a few years of maintaining that approach found themselves in a financial crisis caused by reduced enrollment. Those that are able to adjust to the different needs and wants of their students thrive, while those who stay with the same old ways become irrelevant or disappear. In a very real sense, any successful school or program today is considerably different than it was even just five years ago due to the need for constant change to meet changing circumstances.

The network of residential schools and programs for children with behavioral/emotional problems has also changed considerably in the 18 years since I started my educational consulting business. In November 1989, I wrote my first newsletter, a four page bi-monthly publication to share information with professionals and parents. Over time, it expanded to 32 pages each month to meet the increased demand for information and the increased amount of information available. To supplement the newsletter, I created a directory of pre-screened schools and programs based on the views of professional educational consultants. The reach and flexibility of the Internet was also harnessed to meet the information needs of an increasing number of parents and child workers. All of these changes were needed to survive by serving the needs of the parents looking for effective results to help their children in trouble.

In 1984, when I first started as Director of Admissions at Rocky Mountain Academy, a CEDU School in north Idaho, the schools in the network were few. They were strongly influenced by alternative education ideas and strongly resisted the perceived arrogance of "experts." By arrogance I mean the general tendency of the mental health industry was to go for the convenience of fitting the child-in-need to the program, rather than fitting the program to the needs of the child.

This new approach of residential healing based on a sense of community, structure, wilderness and emotional growth was astoundingly successful, and the network rapidly grew through the 1980s and 90s. It continues to grow in this first decade of the 21st century. Many concepts that were first seriously

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Copper Canyon
Academy
A Trailhead to Success

Nestled in a scenic Central Arizona valley, Copper Canyon Academy offers a boarding school for girls ages 13-17 with behavioral, emotional or learning problems. We believe that by combining a warm, caring, structured environment, students will develop self-esteem, self-awareness, self-reliance, self-confidence, and self-management.

Our program offers:

- Comprehensive, therapeutic program including individual therapy, group therapy and family therapy
- Equine therapy and canine therapy
- Essential and extensive family involvement
- Intensive physical fitness as part of daily life
- Accredited college prep academic program



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