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written the story, at least in its essentials, before even attending the meeting.

But there is a more insidious method sometimes used. That is, the reporter interviews a person and charms them into talking naturally and freely. The reporter either doesn't reveal the context of the article that will be written, or takes quotes of the interviewee out of context. Either way, the interviewee looks like they are endorsing abusive practices, or are incompetent and/or naïve. Although this method is considered unethical among conscientious journalists with professional standards, it still happens all too frequently.

However, if this happens to you, there sometimes is a remedy. You can complain to the publisher, and a publisher with high standards will move to correct it. This recently happened to one of our affiliates Larry Stednitz, and he did achieve some sense of satisfaction.

In the fall of 2005, he was interviewed on the phone by reporter Michelle Chen. In the interview he talked positively of emotional growth and therapeutic boarding schools and the therapeutic benefit of the work ethic practiced by these schools. He had specifically talked about Mission Mountain School in Montana and his observations while visiting it as being positive.

When the article by Michelle Chen was published by The NewStandard online on Nov. 21, 2005, it was a hit piece with the title "At Some Youth 'Treatment' Facilities, 'Tough Love' Takes Brutal Forms." http://newstandardnews.net/content/index.cfm/items/2619#corrections2619. The article mischaracterized Mission Mountain School as a prime example of an unregulated, harsh, punishment-oriented work regime contributing to stories of "horrific experiences reported by young people…." The comments attributed to Larry Stednitz in this article would lead the reader to conclude that Larry Stednitz approved of these harsh practices, which is not true. In other words, he had been "set up!"

He complained to the publisher about the unfairness of the use of his name and quotations and eventually received the following reply, which was then added to the article.

> "A source in this 2005 article wrote us recently to complain that a quote and paraphrase representing him were not placed in appropriate context. After serious review, we have agreed that he was correct. Our reporting suggested that Larry Stednitz, an educational consultant who refers parents to youth facilities and had visited Mission Mountain, was in favor of the "work regimens" described in this story. But a review of the interview transcript original revealed that he was not informed during the interview of the specific practices attested to in the article by other sources. Therefore, we have decided the quote and paraphrase were inappropriate, and have removed them entirely."

Fortunately, some in the media still do their best to exercise high standards, and ambush or "gotcha" journalism is not always accepted and approved.

"IT WASN'T SUPPOSED TO BE THIS WAY"

Five Critical Skills for Coaching Parents
Of Struggling Teens and Young Adults

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This six-part series is directed at those individuals, practices and programs currently working with, or wishing to work with, parents of struggling teens and young adults. The series reviews the differences between coaching, consulting and therapy and identifies five specific skills that the experienced coach must bring to the relationship.

Part III

Skill #2: Clean, Clear, Concise Communication

Communication has been defined as "message sent, message received." Too often, our public conversations are better described as soliloquies or competing monologues – self-propelled agendas not concerned with another's reception.

The last several decades have been described as the Communications Revolution. Certainly, more messages, using more forms of media, are being directed at us every day. But communication? It seems that more people are feeling less heard than ever before.

Common coach communication errors:

1. Talking too much
2. Not checking for understanding and/or meaning
3. Fluff and sugar coating
4. Inappropriate or irrelevant self-referencing
5. Lecturing rather than questioning
6. Using jargon (program, hospital, psychological)
7. Environmental or physical distractions
8. Blocking

The coach is responsible for the quality of the communication in every session. That means being

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