

PEGASUS

for 20 years now and has a Masters Degree in Psychology. She is also an Addictions Therapist specializing in Women's issues. She uses Dialectical Behavior Therapy (DBT), Cognitive Behavioral Therapy (CBT), Energy Tapping Psychology (ETP), Equine Assisted Psychotherapy (EAP) and Talk Therapy as primary forms of practice.

Pegasus uses Experiential Counseling Techniques to challenge clients in a non-threatening and innovative manner, rapidly breaks down defense mechanisms that interfere with growth and development, provide immediate cause and effect situations which stimulate long-term change, captivate and embrace attention, promote the process of change from unhealthy behavioral and communication patterns to successful ones. Certified staff and therapy horses assist clients in achieving their therapeutic goals.

Services offered by Pegasus include National Accreditation for Programs and Facilities that qualify (NACPET and CTHA only); Corporate Team Building Workshops; Equine Programs for all types of Mental Health Facilities; Workshops for Continuing Education (CE's) for Professionals in the Mental Health Field; Private Individual, Family, and Group Sessions; In-Services on a variety of topics with CE's available on-site at your facility.

For more information visit www.pegasusect.com.

[This information came from the Pegasus website.]

LAKESIDE ACADEMY

Clearfield, UT

Brian Garlock

801-941-9138

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www.yhautah.com

Lakeside Academy is a year-round program for boys, ages 13-17, with a history of sexual issues, emotional and behavioral challenges, low self-esteem, academic underachievement, substance abuse, and family conflict.

Lakeside uses a holistic approach in the therapy process including Cognitive Behavioral, Experiential, and Recreational therapy. The treatment is tailored to the specific needs of each individual student. Some of the specialized therapy groups focus on arts and craft therapy, Zen garden experience, physical exercise and sex specific interventions. The therapists are highly experienced through years of national conference trainings and the latest treatment modalities.

The program provides clinical treatment, academic and behavioral services with an ethical approach. Staff promotes social, emotional, and physical development which impacts lifelong learning. The recreational services and personal training offered at Lakeside Academy promote physical health. Students receive personal coaching, team oriented opportunities, individual sporting events, resistance training, core strength classes, yoga, meditation, and weight training programming. The focus



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For students who are struggling to find success, Benchmark can be the answer. As a residential emotional growth school for young adults 18-28 years of age, Benchmark's mission is to prepare young people to become capable of attaining their own level of emancipation and independence.

Benchmark's proven results set the standard as a transitional living school by providing an environment built for success. Our established curriculum includes an exclusive combination of dynamic emotional growth classes, traditional educational options, independent living and relationship development situations, caring and experienced life coaches and mentors as well as real-life work skills opportunities. They will stretch their wings - and fly!

Visit our web site at www.BenchmarkYoungAdultSchool.com



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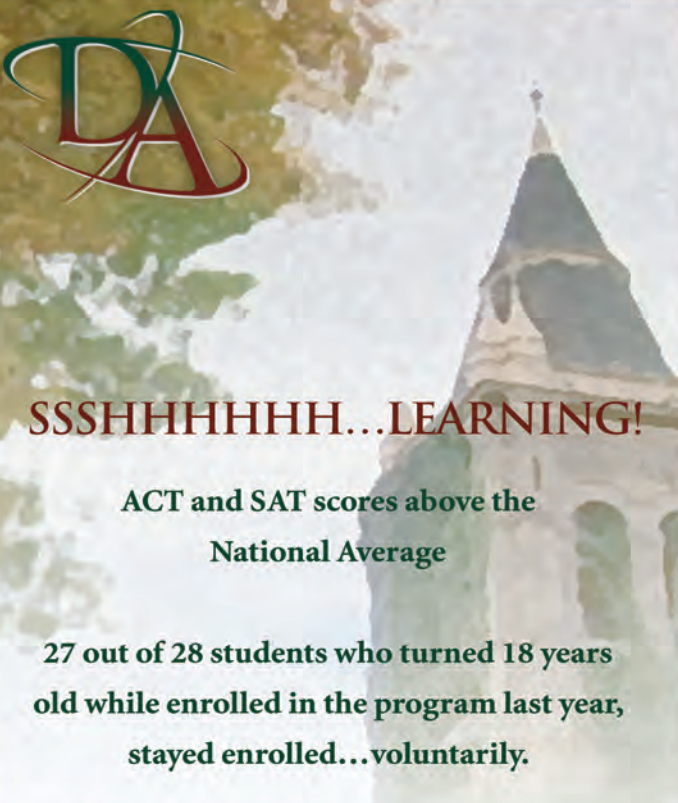
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is success and personal achievement through an individualized program for all abilities.

Lakeside Academy is housed in a spacious home-like setting to assist boys through issues causing emotional problems for them and their families. Family participation and involvement are essential parts of helping the struggling boys.

[This information came from the Lakeside Academy e-newsletter.]

October is one of
the singularly most
dangerous months
to speculate in stocks.
Others are
November, December,
January, February,
March, April,
May, June,
July, August and September.
~ Mark Twain



SSSHHHHHH...LEARNING!

**ACT and SAT scores above the
National Average**

**27 out of 28 students who turned 18 years
old while enrolled in the program last year,
stayed enrolled...voluntarily.**

**DISCOVERY ACADEMY...
QUIETLY MAKING A DIFFERENCE.**

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EXTENDED INSIGHTS...

AND IT ALL MAKES SENSE.... THIS ED. CONSULTING GIG!

By: Paula L. Rudy

Everyone I know has been stretched recently beyond his or her typical stressors of everyday life. I certainly have. I have been mired at times in dealing with the challenging kids and parents we assist. I find it especially difficult when things go south with a placement. No matter the reason, its flat-out stressful for everyone!

Recently I had a moment of vision and I feel it's important to share my recent experiences. It is abundantly clear why I do this work and why I feel blessed by the fact that I am doing my "right work".

I've got two boys out in the woods (a wilderness program). The work with both of these boys has gone far beyond my expectations. I would call it truly brilliant and inspired. It is such an example of the "magic" of wilderness therapy and the power of this experience. The boys are very different in IQ, background, academic achievement and behavior. Yet these boys arrived at this program with a common lack of insight into themselves, their lives and their self destructive behaviors.

I follow up each week on their progress and I am hearing of experiences I know will positively affect the rest of their lives. They are growing and maturing at lightning speed! I knew the people at this program were good but quite honestly I didn't know they were *this* good.

CONTINUED: MAKES SENSE/ 12



it's YOUR LIFE

- Do you know someone who is confused? Searching? Bright and capable? Lacks motivation? Stuck and unsure of the next step? Doubtful of their abilities? Ready to make a change?
- Echo Springs provides a small nurturing environment for young adults 18 to 24 years old in need of transitional living skills under the guidance of caring mentors.
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- Appropriate aftercare placement for students in recovery or those completing a more therapeutic program or school.
- A common sense approach that teaches and models effective boundary setting, practical life skills, real world work exposure, self defined goal setting, time management, a clean and sober social experience, fun, and a lot of dialogue about what to expect in the adult world.

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MAKES SENSE

I've got kids at a school in Arizona. One of my boys there has never in his life had this kind of academic success. School has always been miserable for him and a constant source of shame. Now he is turned on to school and learning and knows he can do it. I am so grateful to the excellent staff that has been patient and wise in their approach. Their patience was needed in order to allow this young man to have this experience.

One of my boys is at a therapeutic boarding school in the west. He has never known the presence of mature and balanced adults. Though young, he was already picking up lots of bad habits and a very unhealthy way of seeing the world. It has been touch and go with him. I went to see him and for once he looked calm and centered. He said he felt like the people at this school really care about him. I knew this would be critical. My last few reports tell me it looks like he's turned a corner. I don't know how long it will last. What I do know is this young man, for the

first time in his life is experiencing a healthy self and lifestyle. I am finding their approach with this student demonstrative of brilliance. The dedication and attention to this one kid and his life inspires me.

These are just a few of my most recent successes I wanted to share with everyone in hopes that I can remind us all, like I've been reminded, why this work is so significant, impactful and valuable.

As I think back, I recall having excellent examples of Educational Consultants who paved the way for this incredible work. These admired individuals are: Ann Carol Price, Miriam Bodin and Diane Albrecht. Beyond the basics; having a true grasp of the background of the student, followed by making excellent placements and advocating for their kids.

There was never a question of their high ethical standards and a deep care for their students.

When I became an Educational Consultant my goal was to model my practice after theirs and to strive to achieve that same level of excellence.

I wish to publicly acknowledge each of these women and thank them for setting such a wonderful example.

About the Author: Paula Rudy is an Educational Consultant in Redding, CA, who works with families throughout the US and internationally, focusing on special needs placement for students ages 12-24. She can be reached via phone at 866-886-8336 or email at paula@paularudy.com. For more information, visit Paula's website at www.paularudy.com.



**THE
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SCHOOLS
OF
VIRGINIA**

Outdoor Emotional Growth Schools

Boys and Girls schools located on two separate campuses in central Virginia

RESIDENTIAL SERVICES

The Discovery School uses a structured and effective group process along with the natural environment to promote a student's overall positive development. Groups are composed of ten students and three adult staff. The goal of the group is for each of its members to gain the self-esteem, maturity, self-control, and problem solving strategies needed to be successful in his or her family, school, and community.

ACADEMICS

Fully accredited; offers middle school and high school credit classes as well as special education, remedial and GED preparatory classes. Licensed by the Commonwealth of Virginia Department of Education and Accredited by the Virginia Association of Independent Specialized Education Facilities.

A parent recently wrote to us "...Your approach gives the kids back something they lost along the way; self-esteem and inner strength. Which in turn gives them the power to make appropriate decisions for themselves on life's journey. I might add it gives the parents something back they had lost...their children."

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Four Circles Recovery Center
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Four Circles Recovery Center is a licensed substance abuse and co-occurring disorders treatment program for young adults 18-28.

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A STORY ABOUT A BOY

AS TOLD BY A LUCKY HORSE

Interpreted by Sonja Rhodes, ES

The wind was nipping my nose on the frosty afternoon that the lady came around to my pasture. At first I avoided her because I didn't see the purpose of what she was doing. I turned left, then right, looking away to avoid eye contact. I thought maybe she would give up and leave me alone.

I knew her plan was to take me to the mesa with the boy, but the boy wasn't there yet—he was busy with other things and just returning in the white van from some group outing. Maybe he didn't really want to be with me anyway. I wasn't sure.

The lady wouldn't give up; she approached me, talked to me and waited for me to acknowledge her. It seemed easier to meet her half way than to keep on avoiding it. She seemed harmless and hopeful.

She proved to have good intentions as I followed her and waited at the standing rail. I was thankful she didn't make the rope knotted, knowing that takes away my options. If I needed to flee I would be stuck. This lady looped the rope so I had something to hold onto without being captive. She knew I could pull away and leave, but if I did, she would go with me until I was ready to go back. She left the impression that she trusted me to stay. I was thankful the choice was mine; the rope was secure but not confining.

The boy showed up and the lady asked him to brush Skipper and me while she broke the ice in the water tanks. The boy smiled while brushing us. Noticing this, I became less annoyed at being removed from my home and comfort zone. I realized I'd been standing there, cold- focus inward, not noticing the company of the others around me. It wasn't so bad being there with that boy, being cared for. I saw that he was ok while grooming me, so I relaxed.

The boy conversed with the lady as she saddled us and they climbed up on our backs. The boy took hold of my reins and with

that connection I couldn't help but size him up. I decided who I thought he was. Maybe I didn't know him well, but I had to ask myself right then—who he was going to be to me.

Holding my reins, he had my most vulnerable part in the palm of his hands—the leather that connected to that metal bit in my mouth.

I thought about my past—I wasn't always dependable, knowing how to buck or spook off, leaving a rider in a heap of dust. I know the power of my weight and muscle and felt lucky the lady took the time to teach me I can be confident in myself—safe and kind toward others while staying true to myself. I've learned to be patient, gentle and playful—not too judgmental of those who hold my reins a bit harshly. I know they're just learning, doing the best they know how while trying to communicate with me.

Somehow I've learned to relax, helping them through those clumsy times without blame or defensiveness. There was a time when I'd thought about bucking a rider off for not knowing what I needed from them. It never left me feeling good about myself, seeming like everybody lost while blaming everybody else.

For a year, I've been carrying the weight of boys of many shapes, sizes and temperaments. It goes against my instinct of self-preservation, but the more I do this, the more I see how good it is to be strong for others, helping them be faster, stronger and braver than they were before meeting me. I am proving that I can be trusted and reliable, even though once I wasn't.

The boy took my reins, holding the bit comfortably in my mouth. He rubbed my shoulder, smiling as we began our trip up the hill. The lady and Skipper went ahead, moving quickly, making it look easy, although I noticed an unsteady rhythm in his gait.

The boy and I moved more slowly, stopping sometimes while the boy looked far away, studying the desert and horizon. I sensed his thoughts as he considered the vast stillness while the wind whipped against our faces. Many times along that climb he seemed to go someplace else in his mind, but his hands remained steady, connecting us so I went with him to those places deep within himself and far away to other places — out there somewhere. I wondered if he knew I was there with him.

Sometimes the climb tired me. The rocks were hard under my feet and the frost on the grass made the footing uncertain. When I'd begin to slip, he'd catch me with the reins, steadying my steps, keeping me from falling.

As we neared the big rocks I grew tired. The way was steep and reaching the top seemed far away, maybe impossible. I stopped more often, resting longer. The boy expressed concern that I wouldn't make it further. He didn't know if I could.

I knew that the lady knows my strength and ability. I knew she was gauging the circumstance, environment, time and future events, considering how far to push, how fast to progress—and whether it was about this particular hill we were climbing—reaching that one specific goal, or if the day's conditions required a change of direction. She might have known that sometimes unexpected destinations prove better than our own plans.

The lady spoke to the boy about this briefly, and, just as she had wrapped my rope at the standing rail earlier, gave this boy options, asking if he wanted to continue our climb to the top of the mesa. This meant slowly picking our path through the rocks under the shadow of the tall hill as the sun quickly sank behind its back. Or, did he want to go where the sun still shone brightly over a smoother, more gradual trail, away from the sharp rocks and scrub brush.

The boy chose where the sun shone on a path with fewer obstacles to bruise my heels. I wondered if he knew how much I thanked him for choosing that way and considering me. Did he know how much easier it was on both of us? Did he realize how cold and long and difficult the other path might have been had he chosen only to reach the highest place that day?

We still had to work as we walked on the path the boy had chosen. The wind still beat against us, making our skin feel cold, but the sun was there, softening the frozen ground and warming the air. We could have run, playing with ease, had we decided to. It wouldn't have caused us any harm.

We saw herds of deer with the ranch dog trailing them. We stopped after some miles at the top of the furthest peak from our original goal. .

Looking over the valley and water, the boy enjoyed some trail mix the lady had brought, talking about the hopes and dreams he has for his future. He thanked the lady for the time he'd had with me. I knew then I was a very lucky horse. As my stride quickened as we headed home, the boy noticed I was actually much stronger than he'd first thought.

I knew the way home, remembering the path he'd chosen for us. Remembering our journey, I reflected on how difficult the path had been sometimes, and how it made me question myself and the boy, wondering whether he really cared about me or if I was just a way to pass the time. I knew he had doubted my abilities for a while—but then he chose the way he thought would be best for me.

I remembered my first thought back at the pasture that I'd rather not even go, that it was a waste of my time and energy and I'd be missing out not being where I'd always been. Being there with that boy, I realized that I was so glad we had experienced the journey together.

Spending time with the boy—knowing he really cared about the path I took and how it affected me—made me thankful. I knew I was in good hands. The time it took and the choices we made together reminded me I was stronger than others knew and more capable than I gave myself credit for. I was also more willing than my nature would have chosen on its own without the determination of others who were choosing to wait it out with me and go alongside to places more peaceful and rewarding than I'd imagined they could ever be.

About Cherry Gulch: Cherry Gulch is a ranch-style, therapeutic boarding school designed specifically for 10 -14 year old boys. Their supportive, encouraging and respect-based approach is designed to build students up-rather than tear them down. Cherry Gulch is passionate about providing early intervention and prevention to help boys reach their full potential and become well-rounded, pro-social young men. They are dedicated to providing outstanding therapeutic and academic services to students and their families in the context of a safe environment working toward "Building Brighter Tomorrows for the Boys of Today." For more information, contact: Andy Sapp, PhD, Founder and CEO, 208-365-3437 ext. 502, DrSapp@CherryGulch.org, www.CherryGulch.org.

Speaking of Japanese college students... I have a feeling young people's writing skills are affected by writing email. They are good at dragging on and on about whatever pops into their mind, but they are not so good at saying what they want to say in a logical, organized way.

~ Naoki Kamisaka