

Angeles (UCLA) and holds a Master's in Business Administration (MBA). Jamison Monroe, Jr., is also a co-founder and the CEO of Newport Academy. Barbara Nosal, PhD, MFT is the Clinical Director and holds a Doctorate in Transpersonal Psychology, a Masters Degree in Counseling Psychology and a Masters Degree in Community Psychology with a specialization in Alcohol and Drug Studies. Dr. Nosal serves on the faculty of National University and Southwestern Community College and is a member of the California Association of Marriage Family Therapists.

Because Newport Academy is a gender specific treatment program, residents have the safety to explore their issues, learn healthy boundaries and create strong peer relationships in daily group therapy that covers areas such as sexual issues, healthy body images and nutrition. Residents also participate in individual and family counseling, 12 step meetings and equine therapy.

Residents attend a minimum of three hours of classroom instruction a day allowing them to stay on track with their home school curriculum. Additional courses offered include music and art, Tai Chi, yoga and conditioning. Field trips and outings include cultural and community events, beach trips, hiking and kayaking.

[This information came from the Newport Academy website.]

ADVENT HOME LEARNING CENTER, INC

Calhoun, TN
Dr. Blondel E, Senior, Director
423-336-5052
info@adventhome.org
www.adventhome.org

Originally founded in 1989 as Advent Home Youth Services, Inc., Advent Home Learning Center, Inc. is a

Christian-based, residential learning center for struggling young men ages 12-18, who are struggling with academic, emotional and behavioral issues such as ADHD, ODD, mild autism, Tourettes syndrome, Asperger's disorder and bipolar diagnosis. Advent Home Learning Center is a 501 (c) (3) tax exempt corporation and is an Adventist Laymen's Services and Industries (ASI) supported ministry.

Dr. Blondel Senior is the director who previously worked as a management consultant for Honeywell and holds a PhD. Advent Home Learning Center is accredited by the State of Tennessee Department of Education, through the E.A. Sutherland Education Association (EASEA) and provides its students with individualized Christian schooling.

Students receive individual and group counseling in addition to Family Forums, which take place four times a year. These weekend events allow the parents to participate in counseling and training with their child. The basis for Advent's program is the use of The Maturation Therapy ® Curriculum, which focuses on three areas of personal progress: Foundations of Growth, Foundations of Self Regard and Foundations of Interpersonal Skills. Advent Home also utilizes a work education program for the boys in which they learn vocational and work skills in gardening, building and equipment maintenance, food preparation and community outreach projects, mission trips and spiritual programs.

Recreational activities teach teamwork and social skills and provide fresh air and sunshine for the boys on the 225 acre farm land along the Hiwassee River. These activities include hiking, soccer, tennis and basketball.

[This info came from the Advent Home Learning Center, Inc. website.]

Be great in act, as you have been in thought.

~ William Shakespeare



Photo by Skyler Jepson

THE GATE OF HISTORY SWINGS ON SMALL HINGES, AND SO DO PEOPLE'S LIVES.

With the click of a mouse your son may be stepping into a trap carefully laid to prey upon his own developing body. More than 11 million teens view pornography on line (Washington Post 2004). *Early intervention can help your boy break free.*

Oxbow offers treatment *specifically designed for teenaged boys who struggle with sexual dependency.* Here students can acknowledge their behaviors more quickly, then learn to overcome them.



If you fear your son may struggle with sexual dependency, don't make him fight alone.

Answers and information are available at www.oxbowacademy.net or call Barbara at 435-590-7198

EXTENDED INSIGHT...

WHAT TO DO WHEN YOUR KID STRUGGLES

By Rose Mulligan

As we move deeper into the busy school year and your child is feeling the effects of class work, homework, activities, regular exams, and social shifts, there is one important thing to remember: Mixed within their excitement and successes, they will inevitably experience struggles and trials.

What should a parent do? And what should a parent not do?

"Every child has learning curves – and that's a good thing," says Malcolm Gauld, parenting expert and president of Hyde Schools who, along with his wife Laura, authored the book *The Biggest Job We'll Ever Have*. "Children sometimes need to learn through a series of challenges, trials and errors. But it can be difficult for a parent to both help their kids and still allow them to challenge their minds."

"Parents have to find a balance," says Laura Gauld. "They have to discern when it is appropriate to take hold of a child's difficulty – and when to let go, to step back and allow their child to struggle."

Today's parents have a hard time letting their children work hard on a taxing or difficult subject and allowing

their child to even fail occasionally. The emphasis on success, aptitude and test scores is simply enormous and parents – as well as students – feel pressured that their kids make the grade.

"The focus on success is deeply ingrained in our culture," says Laura Gauld. "As a result, parents tend to want to protect their children from failure, pain and challenge."

"Success is important," adds Malcolm. "But failure can teach powerful lifelong lessons that lead to success as well as profound personal growth."

While failure may not be an intended goal for anyone, it ought to be a fairly regular outcome for everyone, especially for kids. While most of us give lip service to the notion that we learn more from our failures than we do from our successes, few of our homes and even fewer of our schools are actually structured to emulate this truth. Far too many kids are encouraged to avoid any circumstances where failure might result – leading, for example, to the cheating epidemic in our schools.

What are some simple things parents can do to avoid stepping in and trying to fix or solve everything for their children – thus robbing them of the opportunity to learn for themselves?

1. Wait for your child to ask for help; OR
2. When you see your child is struggling with something (whether it is something they tell you about or something you witness) acknowledge the struggle with the child in a non-judgmental way. For example, say, "I can tell you're really struggling with this. Let me know if I can help." And then walk away.

Send us your toughest case. We'll make it your biggest success.

We bet you know a kid who's bounced around boot camps and boarding schools for years with little or no success. Maybe it's time you referred him (or her) to Montcalm School for Boys in Albion, Michigan or Montcalm School for Girls in Van Wert, Ohio. Our 85% success rate is almost unheard of among residential treatment centers. The reason? Our model is based on Starr Commonwealth's nearly 100 years of success in working with troubled youth. We welcome you to visit us. For more information please give us a call at 866.244.4321.

Montcalm
S C H O O L S
F O R B O Y S A N D G I R L S

A private program
of Starr Commonwealth

www.montcalmschools.org
866.244.4321



3. If your child asks for help, don't provide the answers; try not to do the thinking, drawing, calculating or interpreting for them. Instead, ask more questions, provide examples; keep them focused; keep it simple.
4. Encourage your child, especially teens, to seek help, advice, and guidance from a respected family member or friend. Adults outside the family can offer objective perspective and support that teens often would not accept from a parent.
5. If your child's situation seems to be getting worse or is beyond what you feel anyone in the home can manage alone, seek help from a professional. There are many resources for kids today, including counseling – both educational and psychological – which can offer your child options of which you may be unaware, such as learning creative strategies for coping with stress or other school choices available.

In order for parents to understand their own preoccupation with success, including avoidance of failure, it is beneficial for them to go back to their own families of origin to identify how those things were perceived and/or handled while growing up. Chances are, the way they handle situations with their own children is connected in one of two ways:

They either approach success and failure in contrary reaction to how their own parents approached them; or they adopt the same approach their own parents took, sometimes even when the approach is not effective.

Parents who can be honest with themselves about their experiences with success and failure in their childhoods can often learn the skill of how to overcome the impulse to step in and prevent struggle for their children, while also maintaining a supportive and guiding presence in their child's life.

Parents can ask themselves the following:

- What were some of the important successes in my childhood?
- How were success and failure handled in my childhood?
- How do I feel about these experiences today?
- How do I feel about my child's successes?
- How do I really handle my child's struggles/failures?
- Have I ever tried to manipulate the outcome of my child's potential failures?
- Do I allow my children to see me fail at anything? If so, how do I handle that failure in front of them?
- Most important, how do I step back and allow my child to struggle through challenges?

About this Article: For more information about *Malcolm and Laura Gauld, their work and Hyde Schools*, contact *Rose Mulligan* at 207-837-9441, by email at rmulligan@hyde.edu or visit www.hyde.edu.

We have no right to ask when sorrow comes, "Why did this happen to me?" unless we ask the same question for every moment of happiness that comes our way.

~Author Unknown

SEEN N' HEARD

The following updates were sent to Woodbury Reports during the month of May.

OPENING:

Aspen Education Group announced the **Talisman School** is scheduled to open at the New Leaf campus in August.

Len Buccellato announced that **Hidden Lake Academy** has changed its name to **Ridge Creek Academy**. Ridge Creek Academy is a separate entity from **Ridge Creek Wilderness**.

Trails Carolina will offer a Therapeutic Wilderness Experience specifically for female adolescents ages 12-14.

CLOSING:

New Leaf Academy in Hendersonville, NC will close June 11 after their June 10 graduation. Current students who are not graduating already have a transition plan in effect.

NEWS:

AIM House alumnus **Josh Biddle** received the **UC Berkeley University** Top Graduating Senior Medal. **Linda Shaffer**, Educational Consultant recently attended the **Boulder Creek** graduation ceremony for seven students. **Elan** presented **Red Cross** Director, **Laurie Levine**, with a check for \$2,054, raised by Elan students, to go toward the relief efforts for the people of **Haiti**. **Teen Challenge Columbus Girls Academy** is hosting "Prepare for Impact", a Teacher Training Conference for staff members from Teen Challenge Campuses and similar programs. **Echo Springs** was invited to speak at the **North Idaho College** Board of Trustees meeting. They also announced many of their alumni have reported long-standing, independent success. Four boys at **West Ridge Academy** received their **Eagle Scout** Awards at a court of honor. The boys earned the highest rank in scouting by serving the community. **Trails Carolina** completed the first comprehensive annual review as a licensed mental health facility in North Carolina. **Douglas Bodin**, Educational Consultant was featured in the Jobs, Careers & Education section of the **Mercury News**.

PROGRAM ENHANCEMENTS:

The **Family Foundation School** has approved a student-led effort to permit skateboarding on campus. **Willy Williamson**, FFS Athletic Director, is overseeing the activity, ensuring that the students conduct themselves responsibly and follow strict safety regulations. Williamson has also formalized Frisbee activities on campus, matching up teams in preparation for the summer's intramural Ultimate Frisbee tournament. The Family Foundation School is also awaiting a Certificate of Occupancy for the now-completed 9,100-sq.ft. girls' dormitory. The new facility, which was under construction for more than a year, will house the

CONTINUED: SEEN N HEARD/ 14

SEEN N HEARD:

school's 50+ female students, and can accommodate up to 90 girls. **Next Step For Success®** announced Associate Coach, **Vicki Jones**, completed a 24-hour training over 4 months that resulted in a Mentor Coach Certification through **InviteChange®**. **Passages to Recovery** Outdoor Addiction Treatment Program achieved **Joint Commission Accreditation**.

PARTNERSHIPS:

The **Emerge College Success Program** and **Simple Projects** announce a new collaboration offering the components of a young adult transitional program and college based support services for students who have experienced emotional, behavioral and/or learning challenges.

PEOPLE:

Cat Jennings, founder of **Stone Mountain School** and Executive Director of **New Leaf Academy** in North Carolina, is leaving Aspen with the closure of **New Leaf** to pursue other endeavors. **Rosemary Tippet** retired from the Board of **NATSAP** after almost 11 years. A couple changes have occurred in staffing at **West Ridge Academy**. **Jared Hamner**, formerly Admissions Director, transitioned into the Director of **Midwestern Operations** and **Guy Hardcastle** accepted the position of Director of Admissions. **Lauren Clark** is a new Admissions Counselor at **Oakley School**. **Venture Academy** announced **Sean Elliott** will oversee the Ontario campus as the Agency Director. **Rebecca Bowen** and **Joanne Bertrand** have joined the academic faculty of the **King George School**. **John Marquis** is the new Executive Director of **Academy at Swift River**. **Hope Renews** board elected **Tracey O'Connell Sperry** to be its new president and chairman of the board. **Bertram Educational Consultants** welcomed **Patrick Finn** to their consulting team. **Bromley Brook School** announced the return of Art Director **Robin Wimbiscus**. The **Spire School at Greenwich Education and Prep** named **Frank Bartolomeo**, PhD, as Executive Director. **Outback Therapeutic Expedition's** new Admissions Director is **Arwynn Harris Jensen**. **Shepherd's Hill Academy** announced the new Principal is **Steve Schyck**.



Kathy Kimmel resigned in May after 15 years as Admissions Director of the **Grove School**. **Lauren Seltzer**, who was a Marriage and Family Therapist for five years, will step into the Director of Admissions position, with help from **Kelly Webster**, Associate Director/ Community Relations and **Alice Durmmond-Hay**, Residential Administrator. Also in May, **Chelsea Dickinson** said goodbye to **Clark Financing** as she left to pursue other opportunities. There have been several staff developments at **Silverado Academy** as well. **Eric Fawson** recently moved back into his original role of Program Director. **Silverado** also hired **Duane Bailey** to work as a team coach and to facilitate Chemical Dependency/Addiction groups. **AJ Neilson** was promoted to the position of Activities Coordinator. **Brad Porter** moved into a new position of Program Parent Liaison. Brad will oversee the reception area, assist with new admissions, and facilitate student transports to and from the airport. **Dr. Crist**, one of **Silverado's** founders, retired and **Ryan Williams**, MD, stepped in as the consulting psychiatrist at **Silverado** and finally, **Tricia Lenzendorf** was promoted to Medical Coordinator and will work with Dr. Williams during his initial student evaluations and Medication Clinic.

