Woodbury Reports Inc.

Places for Struggling Teens™

Published by

Woodbury Reports, Inc.™

"It is more important to get it right, than to get it first."

October 2012 - Issue #218

(Articles and infromation appearing in this publication are the opinions of the authors, and do not necessarily reflect the opinions of Woodbury Reports, Inc., StrugglingTeens.com.™ or it's staff. We urge our readers to conduct their own investigation of the products and services identified herein.)

Essays:

What Is Happiness? 2
Increased Stress 3

Visit Reports:

Academy At Sisters 5
Montcalm School 7
Cherry Gulch 9

New Perspectives:

Wendigo Lake Expeditions 10
Gould Farm 10
Linder Center 12
Eagle Quest 13
Eastwood Center 13
Bow Creek Recovery Center 13

Extended Insights:

Blue Lights, Sleepless Nights 14

Seen N' Heard:

Page 14

Conferences & Events:

Page 16

Structure, Freedom, and Consequence



By: Lon Woodbury

"The more we control a child's environment, the freer he or she becomes."

At first glance, this seems a paradoxical statement, especially in our era of emphasis on rights and individual freedoms for all. The statement does make sense, however, when considering the child with behavioral/ emotional problems.

The out-of-control child has often claimed the freedom to do anything he/ she wants. This claimed freedom, with no sense of responsibility or accountability, often results in disapproval, conflict, and failure. The child usually has no idea of the source of the problem.

This out-of-control child is only freed from this downward spiral when he/ she learns actions have consequences, and this lesson is best taught through a structured environment where consequences are clear.

Learning the lesson of cause and effect through a properly structured environment, the child (or adult) is then free to pick the consequences he or she wants. Without learning this lesson, a child's (or adult's) life is controlled by events and circumstances beyond his/ her direct control, and the child's life is anything but free. The ability to predict consequences is the basis of civilized behavior, and teaching that ability is not only what good parenting is about, but is also what emotional growth schools and programs are about.

Professionals in the emotional growth school and program field talk a lot about structure. Schools and programs are frequently categorized based on how tight the structure is, and students are often referred by educational consultants based on how much structure the child needs in order to learn how to be a responsible adult.

The mirror image way of looking at this is to ask how much intervention is needed. For example, a child who is totally out of control needs much more intervention and structure created for him/ her than the child who is only under-performing at school. There is a point where the structure or intervention needed by a specific child is beyond the capability of the home, and this is when a residential structured school or program must be found.

Structure is the rules, regulations, laws, agreements and understandings a person lives with. Exactly what they are defines the kind of community or society a person lives in.

When child professionals talk about a tight structure, they have in mind an environment so constructed that consequences of actions are immediate, consistent, and appropriate. In a tight structure, the choices a child must make are obvious, and consequences are clear.

A properly developed structure usually allows the consequences to be natural and thus more easily accepted by the child. This has obvious advantages over a structure depending on punishment and rewards from an authority figure. The reason being is any authority figure can be rejected by the child as arbitrary or playing favorites, and sometimes this is deserved. It is the quality of clear, obvious and natural consequences that has made responsible wilderness programs so popular in recent years.

American society has a definite structure. It is a relatively loose structure that assumes each person has an adult level of maturity, based on an ability to predict the consequences of choices and actions.

In our free society, the people's ability to make good choices is what the founders of this country referred to as self government. They actually maintained that our system of limited government could only work as designed if the citizens maintained a high level of self government, i.e. an adult maturity to choose good consequences.

CONTINUED: **STRUCTURE**/ 2

year, to help motivate the boys to succeed. From trips around the US, to trips abroad, students get to earn credits studying in the real world. Every week is packed with additional opportunities for off campus sports and activities and boys stay motivated to participate. Just a short list of this year's trips for students includes a trip to Utah, London, Yellowstone National Park, and the Oregon Coast.



I noticed as we walked through the dorms that many of the boys had religious symbols and bibles. This diversity was impressive. Students have the opportunity to worship as they choose. There are many religions and boys learn respect each other's views.

The other critical component at Cherry Gulch is the academic component. As we walked through the school, Dr. Sapp introduced us to the teachers, all certified and two of which are Masters Level. We also met several boys who came up and introduced themselves freely. They were interested in interacting with us, excited to show us their classrooms.

The school is separate from the living areas so it feels more like a typical school program, and there is a separate building specifically for music classes. Students can earn credits in all the core classes, can take foreign language, and can join academic clubs, like the mathletes and robotics.

We ate lunch with the boys who welcomed us and eagerly asked us about who we were and shared about themselves. Two boys were actively into competitive bike racing and were the top racers in the community. Another was interested in photography and technology. After lunch, more parents and families started to arrive and boys busily finished their after lunch chores to be with their families.

I felt as if we could have hung around all day but alas it was time for us to head to our next appointment. I am very impressed with the staff and facilities at Cherry Gulch, as well as with the program itself on so many levels. Of course there are so many more dynamics to this program than I can cover in one short visit report, but if Cherry Gulch sounds like it might help someone you know, call them, schedule a visit and thoroughly check them out.

Kristie Campbell is the youngest daughter of Lon and Denise Woodbury. She has worked for Woodbury Reports, Inc. as an intern and a consultant since 1999, working her way up to Assistant Director of the company. Kristie graduated from Explorations Wilderness in 1993 and Mission Mountain School in 1994. She has written articles for the Woodbury Reports Newsletter based on her experiences, has visited numerous schools and programs, attended and presented at IECA and NATSAP Conferences and is the editor of the Parent Empowerment Handbook, Woodbury Reports Newsletter, and Strugglingteens.com. Kristie graduated with a BS in Psychology in 2011. Member: APA, IECA, Affiliate Member NATSAP. 208-267-5550, kristie@woodbury.com.

Celebrating 20 Years of Turning Hearts Homeward



ANASAZI FOUNDATION

In its 20th year, the nonprofit ANASAZI Foundation helps to restore and strengthen parent-child relationships.

ANASAZI's confrontation-free outdoor behavioral healthcare services are ideal for adolescents and young adults struggling with entitlement issues, defiance, mild-to-moderate mood disorders, and self-defeating behaviors. ANASAZI's renowned parenting program and aftercare services allow committed parents to create a home environment that enhances family unity and promotes a lasting change in family behavior.

Scholarships are available for those in need.

800.678.3445 | anasazi.org

JOINT COMMISSION ACCREDITED

Benchmark Transitions

Life Strategies for Emerging Adults

Young Adult Transitional Living

Benchmark is a residential, co-ed therapeutic transitional living program. Our model is peergroup and community based, using a life coaching and therapeutic approach.



We offer practical application with skills-based and cognitive behavioral treatment, allowing students to learn personal responsibility and accountability through hands-on trials.

The core component of our curriculum requires a minimum commitment of six months to complete Level I and Level II. The second component of the program is optional and includes on and off property independent living, which makes the typical length of stay a total of 10-12 months. We also offer extended care programs from 12-24 months.



Dual Diagnosis Treatment

We have a Dual Treatment option...

Recovery by Benchmark students are those who have a history of substance use or abuse.

Behavioral Health is for those students who have not exhibited any issues with drugs and/or alcohol.

Both programs include our comprehensive curriculum of education, vocational & work skills, life skills and clinical treatment.

BENCHMARK TRANSITIONS

LIFE STRATEGIES FOR EMERGING ADULTS

1.800.474.4848

1971 Essex Court
Redlands · CA · 92373

www.BenchmarkTransitions.com