

NATSAP NEWS

The National Association of Therapeutic Schools and Programs

2ND QUARTER 2006



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NATSAP NEWS

A HELPING HAND

Sue Fay, Montcalm School for Girls



On March 31, a strong tornado hit just 6 miles from the Montcalm School for Girls campus in Van Wert, Ohio and damaged a lot of property in the area. For those who were affected by the tornado, it was devastating. The girls of Montcalm Schools were called into action and we helped clean up after this natural disaster.

At first we didn't know what to expect because none of us had ever seen a tornado, let alone cleaned up after one. We all agreed while driving out to the location, which was in nearby Ohio City, that we hate cleaning (housework that is). But we knew that helping out others would be the right thing to do, whether it was fun or not.

The site of the tornado was amazing. Debris was everywhere. A barn was torn apart across at least a one mile radius and there were roof shingles everywhere. Huge chunks of metal surrounded us.

Although this was overwhelming for all of us, we quickly got on the job. All of us worked side by side with the Montcalm staff, Mr. Myers, our outdoor education instructor, numerous other community volunteers and the families whose property was destroyed. While cleaning up the debris, all of the girls were encouraging each other, using our teamwork skills, and making something that was once a negative into a positive. Working together, we cleaned up the field in just a few short hours.

Even though we were helping others, we were helping ourselves too. It made all of us realize how fortunate we were that it didn't happen to us. Each and every one

of us had a sense of pride. Cleaning up the debris from the tornado taught us not to be selfish and to be thankful for what we do have. We saw that people needed our help, so that's just what we gave them!

Mr. Kocab told us he was very proud of what we had done and said that numerous community members had called to thank us for helping. At the end of the day, we all looked back and realized that we put our thoughts and fears aside for a better cause. If we were given the opportunity again, each and every one of us would take it in a heartbeat!

6TH ANNUAL UTAH CONFERENCE SURPASSES 2004 NATIONAL CONFERENCE ATTENDANCE

Brad Gerrard, Academy at Canyon Creek

This year's 6th Annual Utah Regional Conference was a great success. We had just over 400 attendees from nearly all Utah programs and several programs from various parts of the country as well. Dr. Kevin McCauley, M.D., Director of Medical Education for Sober Living by the Sea was our featured Keynote speaker and spoke about Addiction as a Disease and its effects on the family. A total of 3 sessions and 11 presentations were held throughout the day with such featured topics as "Myths & Realities in the Treatment of Predatory Sexual Behaviors, Non Verbal Learning Disorders, The Art of Reducing Resistance and even one titled Cow

Pies and Horse Pucky...What Does That Have to Do with Therapy?" The day was closed with an update from Gil Hallows, Chair of the ethics committee and Jan Moss, NATSAP Executive Director who spoke on the preliminary findings from the ethics surveys and an overview of the NATSAP ethical principals.

Based on the almost 100 evaluations received, the most valuable aspect of the day was the opportunity to network and learn from presenters and other program staff. Anthony Mosier, President of the NATSAP Utah Chapter will be calling volunteers for next year's conference committee, which will be held on April 19, 2007. As we are getting much too large for any sane program to host the event, the conference will be held at Thanksgiving Point in Lehi, Utah. Based on additional feedback, the call for papers notification will

"The best way to find yourself is to lose yourself in the service of others."
--- Mahatma Gandhi

6TH ANNUAL UTAH CONFERENCE CON'T.

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be sent to all conference attendees in early January of 2007. It's never too early to begin thinking about presenting that "cutting edge" topic for next year.

Thanks to the following committee members who made it possible, Robin Stephens, Aspen Education Group, Kimball Delamare, Island View, Bob Marshall and Brad Gerrard, Academy at Canyon Creek, John Karren, Second Nature, Tori Ballard, Discovery Academy, Corbin Linde, Birdseye Boys Ranch and Jeff Smith, Logan River Academy.

Thanks as well to the Academy at Canyon Creek staff who worked hard setting up and tearing down the event.

A special thanks to both Jan Moss and Alicia Arteaga for providing a significant amount of support to make this a success. We look forward to your involvement in next year's conference.

NATSAP'S NEWEST COMMITTEE IS OFF AND RUNNING...

The meeting held May 4, 2006 in Chicago brought together many interested and talented professionals who recognize the need to establish a Public Policy Committee. We are grateful to these professionals for investing their time and talent. This group is led by Dr. Karen Fitzhugh, who has spent many years in both clinical and administrative roles in the behavioral healthcare area and who has extensive experience as a mental health advocate. Dr. Fitzhugh and her colleagues articulated the purpose of the Committee:

The NATSAP Public Policy Committee will promote federal policies favorable to children and families needing the services of therapeutic schools and programs. The Committee will assess federal policies affecting therapeutic schools and communities, identify the strengths and commonalities of members, set realistic goals and create a practical strategy to attain those goals. The Committee will serve as a resource to NATSAP members and the state and regional NATSAP chapters. Committee members are:

- Karen Fitzhugh, PhD, Chair - King George School
- Jared Balmer, PhD - Island View
- Martha Chamberlain - Eckerd Youth Alternatives
- Kimball DeLaMare - Oakley School
- Penny James - Explorations
- Michael Merchant - ANASAZI Foundation

The Committee has accomplished a great deal during one face-to-face meeting and several teleconference

calls. The Committee approved a proposal from DCBA Law, PLLC to serve as an advisor and ally to further the development and execution of public policy strategies to meet our national needs. DCBA Law's experience and their commitment of heart along with NATSAP's commitment combine to make this a unique relationship qualified to work on government related matters. The NATSAP Board has approved our partnership with DCBA Law to assist with our government affairs activities.

The Committee has also reviewed the Miller Bill (H.R. 1738) in detail, documenting the key points to be addressed with the legislation. The document states that NATSAP has no issues with the general intent of the bill in that the bill requires each State to have licensing regulations in place that stipulated the parameters of care provided to the minor population.

The Committee also agreed that the creation of a coalition with like-minded associations who share our issues and concerns should be a priority for NATSAP.

Rosemary Tippet, NATSAP Director of Public Relations, continues to build relationships with such national associations and works directly with the Public Policy Committee. We are proud and excited about the work of this Committee and what it has established in a limited amount of time.

Jan Moss and Rosemary Tippet recently returned from Washington, DC where they met with Mark Covall, Executive Director of the National Association of Psychiatric Health Systems, Tim Briceland-Betts, Senior Government Affairs Director with the Child Welfare League of America, and congressional staff members. The meetings were successful and will serve as a foundation for the continued work in advocacy on the behalf of our members.

PRESIDENT'S CORNER

John L. Santa, Ph.D.

Recent news articles have caught my attention by highlighting several alarming trends. Education Week recently reported that the national high school drop out rate is over 30%, with many states and urban areas exceeding 50% drop out rates. The total drop outs each year amount to more than 1.2 million students failing to graduate with their peers. An article in the *New York Times* (June 15, 2006) was titled "The DNA Age: That Wild Streak? Maybe it runs in the Family" suggesting that risk taking behavior at least in mice might be linked to a particular gene. And the *Journal of the American Academy of Pediatrics* recently published a summary of the rising prevalence of antidepressants among US youths (Zito, et al., Vol 109,5, May 2002, pp721-727)

PRESIDENT'S CORNER CON'T.

United States has risen by more than 350% from 1988 to 1994. More recent summaries suggest the use of antidepressants has continued to increase similarly in the past decade. In fact, an article in *Psychiatric Times* reports that in 2005 psychiatrists included in their top ten prescriptions more than 17 billion doses of antidepressants, 8 billion doses of anti-psychotics, 2 billion mood stabilizers, and more than 8 billion stimulants in a single year. These are astounding numbers, and one can only imagine how large they might be if the count were expanded to include all psychotropic prescriptions by family practitioners and all other specialties.

So, why have these assorted headlines caught my attention and how are they at all relevant to NATSAP member programs? First, the drop-out rate suggests a major failure in our culture to contain adolescents and create necessary identification with adult societal values. I believe this lack of cultural containment will lead to a vast increase in demand for NATSAP programs since most of our programs reconnect adolescents with basic values and responsibilities. Second, the emphasis on genetic explanations and psychotropic treatment reflects an increasing trend to the use of a medical/biological level of diagnosis and treatment. The biological focus often ignores psycho-social treatments in an effort to make sense of adolescent struggles at the level of the synapse.

Pharmaceutical companies, government agencies, insurance companies and managed care organizations all have considerable economic interest in containing treatment costs, limiting access to service, and addressing treatment entirely within the medical model. As they market diagnosis by symptom cluster and manualized short term treatments coupled with medications aimed at cost containment and symptom abatement, pressure will mount to justify our out of home, longer term placements as effective "evidenced based" interventions.

Over the past fifteen years I have seen first hand the effectiveness of psycho-social milieu based, non-pharmaceutical intervention. Our impacts are not simply on immediate reduction in symptoms, although contained and nurturing environments do tend to provide remarkably fast symptom amelioration. Rather, our programs create contexts for true maturation and healthy character development in adolescents.

In this next period of time NATSAP as an organization, and programs both collectively and individually must come together to see how we can document our true impact. We urgently need relevant research aimed at creating appropriate diagnoses and measures of effectiveness. We cannot rely exclusively on measures of symptom abatement, or standardized indices of achievement and behavior. We must ask what we aim to change, what are the true agents of change in our programs, and how transportable are our effects. If we think the most important changes involve character development, morality, empathy, relationship success and engagement in the tasks of adult life, then we must define these qualities, and propose ways of measuring our effect.

What I am suggesting is that we as a profession must define our own measures of success and effectiveness. If we derive our own legitimate measures and are able to demonstrate effectiveness, as I am confident we can, then we have a chance of succeeding and protecting

the creative psycho-social approaches we have all developed. If we wait passively to be measured by the standards imposed by governmental agencies, or compared to drug treatment and manualized treatments in terms of effect on *their* measures, we will fail and be absorbed into a standardized managed care world.

A PRIVILEGE TO SERVE YOU

Rosemary Tippet

NATSAP Director of Public Relations

It is true that excellent customer service helps make our schools and programs more successful and profitable. It is also true that excellent customer service in any business is the right thing to do. Most of all, being kind and treating others with respect is a basic part of human relationships which you all teach daily.

It has been natural over the years to develop personal relationships with those who share my passion in this profession. Those of you who have chosen residential treatment for young people as a career path are in a unique position. You have nothing tangible to sell your customers, though they write you large checks. You have no object they can feel or touch - you only have yourselves and your dedicated staff who have chosen this as their life's work. Service businesses are and should be about relationships, and relationships are about feelings, as stated in "Selling the Invisible" by H. Bechwith.

As NATSAP member programs, you are in the unique position of being entrusted by the referral sources and professionals that recommend your schools and programs to families in need. You then are given the ultimate prize when a family in need entrusts you with their most precious possession: their child. You not only provide effective care and education to struggling young people and their families, you also comfort and create meaningful and trusting relationships daily with both clients and customers. You do this by striving to fulfill program obligations and to add a personal touch to relationships with referral sources, families and each other as you do your daily work. Your small gestures make everyone with whom you come in contact feel special.

I thank each of you for the privilege of representing NATSAP as I work to create relationships on behalf of you and NATSAP. I am able to speak to our greatest adversaries due to the wonderful work you do. Of course, it is always a pleasure to talk with those who are our supporters. I hope you will find that, through my travel and contacts, I am creating a large group of allies for NATSAP and each of you.

Please watch for more e-mails from me as I communicate to you on behalf of our active committees. Please feel free to contact me directly at rosemary@natsap.org.

RISK MANAGEMENT---MORE THAN JUST THE SAFETY COMMITTEE

*Beverly Richard, ACSW, LCSW
Senior Vice-President of Operations
Performance at Three Springs, Inc.*

So, what's your worst nightmare in the management ranks of your residential treatment company? We all know the answer immediately, the death or serious injury of one of our residents. We certainly hope it will never happen to us, and we even feel remorse for our competition when it happens to them, because we know it is only a breath away for any of us.

I'm sure at the very least we all have safety committees within our programs. They may have comprehensive agendas that range from the frequency and duration of fire drills, to inspection of vehicles and machinery and even the numbers of incidents for the month/quarter broken out by categories. If you are a CARF or JCAHO accredited facility, the safety committee may be charged to do investigations of incidents and even root cause analysis to determine causes and identify alternative actions. You may be looking at sentinel events, which would include incidents and even near misses. You may be going the ultimate mile and actually using your information to make changes in your program to decrease these incidents. Lots of work and admiral intent.

But how many of our organizations have a true risk management philosophy and comprehensive program at work within our organization? If you've reviewed the literature on this, it makes your mind reel with the arms that this octopus can have. Should you approach risk management like insurance companies and do loss runs? How to determine the aspect of losses within a company of even average size? It would need to include both resident-related issues and employee-related issues, of course. What about worker's comp claims and the days lost from work due to those injuries? What about those EEOC complaints and the man-power it takes to answer those? What about the inherent risk of our business as opposed to those situations that perhaps we could manage better? Oh my gosh, if we do too much risk documentation, will it be discoverable if we go to court? And we haven't even discussed the losses through civil actions against our companies that surround resident-care issues

Well, I certainly don't have all the answers to these questions, but I am well aware that if I am not asking the questions, then I am not doing the best job possible of helping my company to manage risks. Presently Three Springs is on a risk management training push to get these ideas out to all of our locations. We want to go beyond where we are now. We want to begin our new organization-wide risk management program by helping our program administrators to identify exactly what risk can mean, both at the program level, and at the corporate level. We want to engage every employee at every program in a comprehensive risk management philosophy. We want to use examples from within our own company to teach by, so that we can get down to the grass-roots level of these problems. Our HR and Program Development departments are researching literature from the industry and compiling historic data from Three Springs to use as examples of what we should have learned from in the past, but were, perhaps, never taught. We have decided to come totally out from under any veil of sensitive information within our own ranks so that

we can feel positive about learning from each other, at all of our programs. After all, we surely understand that to make mistakes makes us human, but to keep on making the same mistakes over and over again, simply makes us foolish.

At Three Springs, we'll be learning by doing. And we want to urge all NATSAP members to examine their own Risk Management programs. We hope that we can all share ideas and workable solutions through insightful articles in this newsletter so that we can all benefit from what doesn't work----but more importantly, what does.

PUBLIC RELATIONS COMMITTEE UPDATE

*Rosemary Tippet
NATSAP Director of Public Relations*

Dr. Michael Barrett continues to lead our active Public Relations Committee and works closely with Rosemary Tippet, NATSAP Public Relations Director. With the Committee's approval, Rosemary has secured the services of a media specialist. This professional will assist with the development and distribution of a NATSAP media kit. NATSAP members will be given the opportunity to learn more about the media kit and how to best utilize the press to disseminate information at a workshop which will be offered at our 2007 annual conference.

The Public Relations Committee members encourage each NATSAP member program to assist in our public relations campaign by utilizing NATSAP brochures while attending local and national conferences. We also urge you to post our NATSAP logo on your website to show your affiliation with our association. We further encourage you to help us respond to negative publicity with response letters to editors of your local newspapers as well as larger news distribution sources. The Committee feels strongly that as an association NATSAP should focus its efforts on educating other associations and professionals on our vision and mission.

Several members of the Committee are also working on increasing the information to parents and professionals on the website.

As we join together each and every day to make a difference in the lives of the clients we serve, we can and must pull together to educate the public at large on what we do and who we are. Collectively, we have a large voice that needs to be heard. "None of us is as smart as all of us." The Public Relations Committee members look forward to partnering with each of you as you join us in our public relations efforts.

The Public Relations Committee invites you to contribute to our newsletter and our website by submitting articles to be considered for publication. All articles including press releases can be sent to the NATSAP office at info@natsap.org.

STUDENT GOVERNMENT

Larissa Taylor, Teacher

Johann Wolfgang von Goethe said, "The best government is that which teaches us to govern ourselves." At New Haven School, the United States Government class has been learning this lesson. The US Government class is designed to introduce students to the basic founding principles of our governing system, the structure of our government, and the rights and responsibilities of citizenship. Additionally, students learn what a democracy is and what it needs to stay strong and stable. A democratic form of government relies heavily on the participation of its citizenry. In order to assist my students in understanding this concept and to give them practice in other useful skills, my US Government class has created a student body government. I had three goals in mind when giving my students this responsibility:

1. Allow students an opportunity to practice and experience the topics discussed in class.
2. Allow students an opportunity to gain important life skills such as compromise and delegation.
3. Allow the students to work together to create a better school environment.

Initially, I wanted my students to have some real world experience with the principles and practicalities of government. Students were first given the assignment to develop a New Haven School Constitution. This required them to think about the principles the government would stand for, the structure of the government and the goals of government. The process itself was difficult, but enriching for the students. They were able to tie their own experiences to those of the Founders and used the US Constitution as a blueprint for their own constitution. Once the constitution was completed, students then had to hold elections for government offices. This gave them the opportunity to practice running campaigns and voting, both topics they were learning in class. Finally, the student government itself was assembled and began meeting to plan activities, and to address problems and concerns of the students and administration. Through government meetings, the students have practiced some of the skills, such as passing legislation and experienced some of the problems dealt with by bodies such as state legislatures, or the US Congress. The student government has been an excellent way for students to practice what they are learning in the classroom and to see it applied to real world situations. This, in turn, has increased their ability to understand classroom concepts.

As students experienced the process of forming a student government and, then began to participate in it, they began to develop important life skills. Governments require members who are willing to discuss and compromise, who delegate and take responsibility, who weigh options to develop good solutions to problems. Our students have had the opportunity to practice all these skills. At every meeting, the student government discusses suggestions the student body has made. These suggestions range from very small issues to major concerns. As a government, the students must discuss the various suggestions and work together to develop solutions whenever possible. Additionally, the government plans and puts on activities for the student body. The government officials must divide the work and be responsible about pulling it all together. These invaluable skills are necessary

for individuals to acquire in order to work and succeed in life. Students also have the opportunity to meet with and present to administrators and other important people in the school community. This experience gives them an opportunity to practice speaking, listening and compromise skills as they bring up ideas and concerns and work with the administration. Student government is an excellent way to help students practice important life skills.

The final goal of the student government was to give students the opportunity to influence their school community in a positive way. Attending school at a treatment center is a different experience. In many ways, these students have few choices about what goes on in their daily life and few ways to make changes. The student government gives students a way to speak up and institute change, but in a very organized and positive way. It also gives the rest of the student body a voice with the administration. The student government plans activities to bring the student body together and help them feel more positive about the school and the program. One activity the student body organized was a spirit week. Students dressed up and were encouraged to speak positively, to help others and to just be better. At the end of the week, the student government sponsored an ice cream social. It was a great experience. The student body also worked with staff and teachers to propose changes to some of the program rules. Government officials took suggestions from the girls and talked to different administrators. A formal proposal was written and submitted for consideration. Student government gives these students a way to participate in the community and to make changes in very appropriate ways.

Assisting the student government in its creation and running has been such a pleasure for me. I see the impact being a member of the student government has on the students. They feel more positive about themselves and their position at New Haven. They work hard and have achieved some great things on behalf of other students. They have learned practical skills, which will carry them far as they enter the real world. They have increased their knowledge and understanding of our government system and are better prepared to be good citizens. Of course, it is a lot of work and not everything runs smoothly, but the experience has been rewarding for me, the student government and the student body. I am excited for the future growth, progress and change possible with this program

15 YEARS LATER: A LETTER FROM A FORMER THREE SPRINGS STUDENT

I graduated from Paint Rock Valley at the age of 16 and am 31 years old. I now live happily in Sarasota, Florida. I'd be lying if I said that my life has been a smooth, flawless ride since my Three Springs days, but the teachings I picked up there have been a solid foundation of my existence.

I learned important qualities and life steps such as being responsible for my self, not fearing success, self-confidence, self-reliance, and most importantly, Three Springs taught me the value of living life clean. I am now living in a wonderful southern home with a nice load of pets and two and a half acres of land. I work as the assistant Registrar for New College of Florida, the Florida honor's college.

After Three Springs I found the motivation to finish high school and go on to receive a college degree. Although I wish I had kept these values close to my judgment for my entire post Three Springs life, I always seemed to go back to them. After a long haul, I find myself volunteering at different centers to help troubled teens and young adults, mainly by sharing my experiences with them. Although I can't pretend to know anything about what kids are into these days, I think I'm not too old to understand what they might be going through.

A powerful program like Three Springs can be a saving grace in this day and age. I know many people will write and express how well the program has done for them and how well they have done since leaving. I wanted to express that even with someone who graduated fifteen years ago and continued to have troubles doesn't have to given up on the teachings. Even through my continuing issues, I was able to lead myself through it to small victories. Just because you mess up doesn't mean you have to give up. Every client who comes through that program will come out with the same values. Even if they don't make the greatest decisions, they'll have the tools to pull through.

Although I'm not president or CEO of a major corporation, I'm also alive and not in prison. My life is a happy one and I don't struggle too much. I am able to share my experiences to help others and my attitude stays on the bright side for the most part. These things I am very thankful for and owe a lot of my ability to pull through and make a life for myself to Three Springs. So, in short, thank you for everything you did for me and especially everything you do for others.

2006 DIRECTORY UPDATES

Please note the following corrections in your 2006 NATSAP Directory:

Academy At Swift River
Individual Psychotherapy Available: Yes

Auldern Academy
Executive Contact: Jane Samuel
jane.samuel@threesprings.com
Admissions Contact: Brienne McKay
brienne.mckay@threesprings.com

Benchmark Young Adult School
Website: www.BenchmarkYoungAdultSchool.com
Phone: add Office Phone (909) 307-3973
Fax: (909) 793-5090
Admissions Email: admissions@benchmarkyas.com

Bromley Brook School
Admissions Contact: Lawrence Muttu

Buxmont Academy
Richard Kardon email: rkardon@cfsbuxmont.org

Fulshear Ranch Academy
Phone (281) 346-2225

Please note the following corrections in your 2006 NATSAP Directory Con't.

King George School
Telephone Number: (802) 467-1200

New Leaf Academy of North Carolina
Telephone Number: (828) 697-5029

Optimum Performance Institute
Membership status: Full

Provo Canyon School
Executive Contact: David Melear

Ridge Creek
Executive Contact: Steve Sorrells

San Cristobal Ranch Academy
Executive Contact: David C. Johnson, M.Ed.

St. Paul's Preparatory Academy
Admission Director: Donna Wittwer

NATSAP MEMBERSHIP STATUS CHANGE

We are pleased to announce the change in membership status in 2006 for the following schools and programs:

From Associate To Full Membership Status:

Echo Springs Transition Study Center
Transitional Independent Living and Young Adult Program

F.L. Chamberlain School
Therapeutic Boarding School

Life Designs
Young Adult Program

Lone Star Expeditions
Wilderness Program

Montcalm School for Girls
Therapeutic Residential Treatment Center

Northwest Passages
Transitional Living Facility

Optimum Performance Institute
Young Adult Program

Second Nature Entrada
Outdoor Therapeutic and Young Adult Program

Spring Lake Ranch
Residential Treatment Center

Star Meadows Academy at Hope Ranch
Therapeutic Boarding School

Telos Residential Treatment
Residential Treatment Center

Three Rivers Montana
Wilderness Program

Uinta Academy
Residential Treatment Center

From Provisional To Associate Membership Status:

Academy at Canyon Creek
Residential Treatment Center

Betton House
Transitional Independent Living Program

Discovery Ranch
Residential Treatment Center

Transitions of Galveston Island
Young Adult Program & Transitional Independent Living

True North Wilderness
Wilderness Program

Willow Creek School
Residential Treatment Center

WELCOME NEW MEMBERS

Jan Moss

Please join me in welcoming our two newest members to the NATSAP family.

Eagles Nest School for Boys is an Emotional Growth Boarding School located in Victor, Colorado. They serve boys ages 13 to 17 and are a College Preparatory school. They are licensed by the State of Colorado, Department of Human Services, Division of Child Care as a Residential Child Care Facility. William W. Dean is their Executive Contact and Carol Grieve is their Admissions Contact. They can be reached at (719) 687-1032. Their email address is carol@eaglesnestschool.com. They join us as an Associate Member.

Elk River Wilderness Challenge, a division of The Pinnacle Schools, is an Outdoor Therapeutic Program located in Elkmont, Alabama. They are coeducational, serving youth from the ages of 12 to 18. They are licensed by the State of Alabama, Department of Youth Services, as an Outdoor Adventure-Based Treatment Program. Their Executive Contact is Mike Watson and their Admissions Contact is Beth Ragland. They may be reached at (256) 519-9144. Their email address is bragland@pinschools.com. They join us as an Associate Member.

Membership Renewal

We are pleased to announce that **Hunter School**, a Therapeutic Boarding School in Romney, New Hampshire has renewed their NATSAP membership. Updated information can be found on the NATSAP website www.natsap.org/search.asp

MEMBER PROGRAM NOTICES

Closures

The Walker Center for Alcoholism and Drug Abuse announced the closing of their Adolescent Treatment Program and Adolescent School effective July 1, 2006. The adult treatment program will remain open.

Three Springs of Blue Ridge, an Outdoor Therapeutic Program, announced their closure on June 5, 2006.

**AN INVITATION TO CONTRIBUTE TO
THE NATSAP NEWSLETTER**

The Public Relations Committee developed a list of standard articles that will appear in the NATSAP Quarterly Newsletter at their last meeting in 2005. We will draw from our membership for many of these articles. We hope those articles appearing in this newsletter will inspire each of you to contribute to our future issues.

**Standard Articles:
Success Stories**

This Issue
15 Years Later: A Letter from a
Former Three Springs Student

In the Trenches

A Helping Hand

We are also seeking articles addressing Risk Management and are offering our members a standing invitation for comments.

We will also include the President's Corner, articles on national and regional conferences, profiles of our new members, updates from Member Services, and NATSAP Office News.

Articles can be sent to the NATSAP office at info@natsap.org

**DON'T MISS THE NEXT ISSUE OF THE:
JOURNAL OF THERAPEUTIC SCHOOLS
AND PROGRAMS (JTSP)**

VOLUME I, ISSUE II

PUBLICATION DATE: SEPT. '06

WATCH FOR FURTHER DETAILS!

2ND QUARTER
2006

Very Important!
Please contact the
NATSAP office with any
changes in information
about your program so
we can keep the NATSAP
Website current.
Thank you!

NATSAP
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2ND QUARTER
2006

NATSAP 2006 Regional Conference Schedule

AUGUST 10-11, 2006
NORTHWEST REGIONAL CONFERENCE
BEND, OREGON

SEPTEMBER 15, 2006
SOUTHERN UTAH REGIONAL CONFERENCE
ST. GEORGE, UTAH

SEPTEMBER 28-29, 2006
NORTHEAST REGIONAL CONFERENCE
KENNEBUNKPORT, ME

OCTOBER 13, 2006 (RESCHEDULED FROM JUNE 9, 2006)
SOUTHEAST REGIONAL CONFERENCE
DAHLONEGA, GEORGIA

Other Professional-Related Events

4TH ANNUAL WILDERNESS THERAPY SYMPOSIUM AT NAROPA UNIVERSITY

SEPTEMBER 15 - 17, 2006 (FRIDAY, 4PM TO SUNDAY 4PM)
NAROPA UNIVERSITY, BOULDER, COLORADO

[HTTP://WWW.NAROPA.EDU/WILDERNESS/SYMPIOSIUM/INDEX.HTML](http://www.naropa.edu/wilderness/symposium/index.html)



National Association of Therapeutic
Schools and Programs
126 N. Marina
Prescott, AZ 86301

TO: