

IECA Fall Conference

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Impact of Wilderness Therapy on Academic Success

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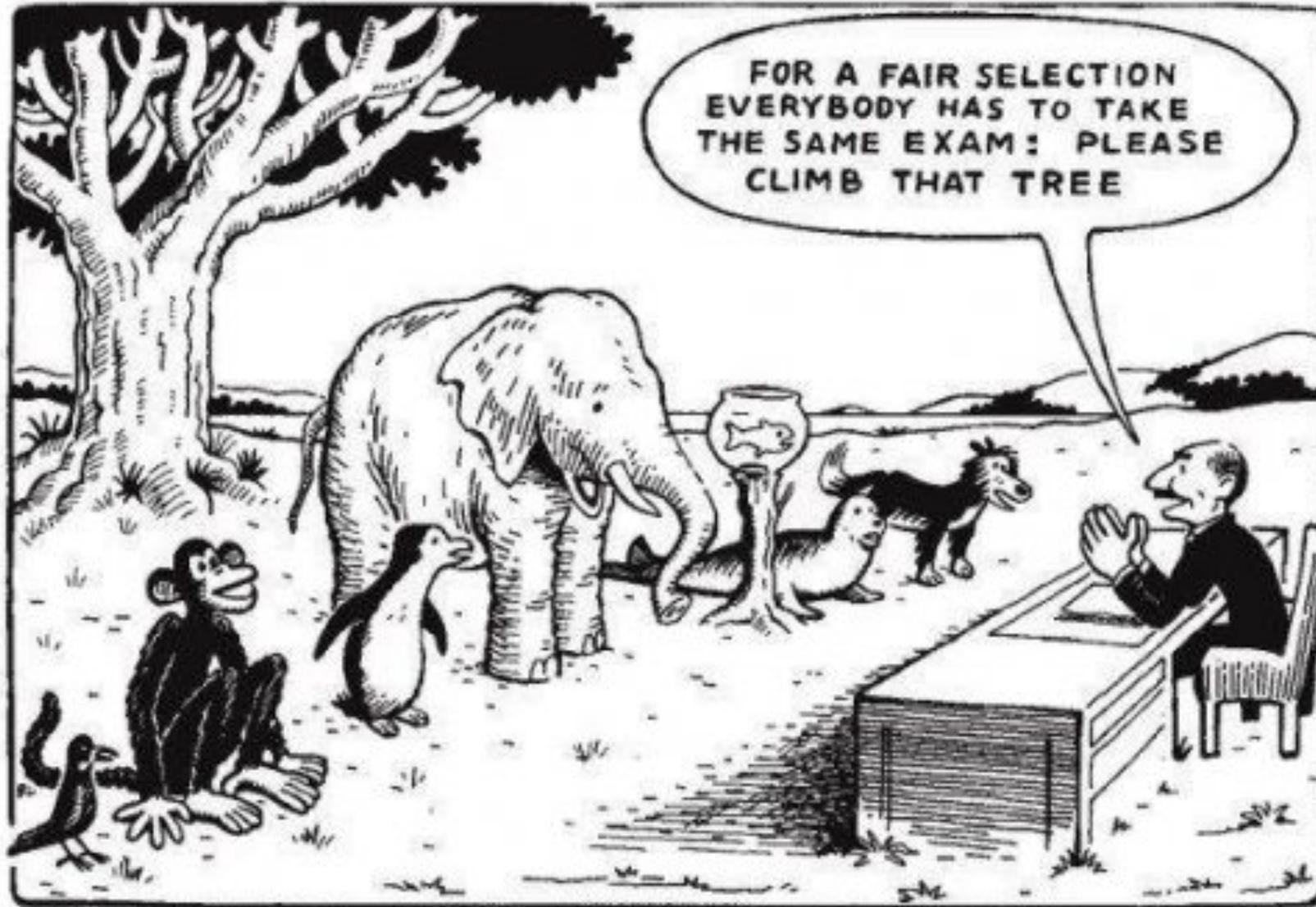
Topics of Discussion

How we use wilderness to assess challenges and affect change in school or home environments:

- ▶ Assessing academic capability and underlying challenges
- ▶ Addressing social, emotional and behavioral issues
- ▶ Understanding executive functions and cognitive challenges
- ▶ Awareness building and self advocacy
- ▶ Social skills and self efficacy
- ▶ Transition



Assessing academic capability



Assessing academic capability

- ▶ Program curriculum
- ▶ Writing assignments and journaling
- ▶ Letter writing and transparency letter process
- ▶ Primitive living skills
- ▶ Fine and gross motor skills
- ▶ Physical education and body awareness
- ▶ Psychological and psychoeducational testing



Social, emotional and behavioral issues that get in the way of academic performance



Social, emotional and behavioral issues that get in the way of academic performance

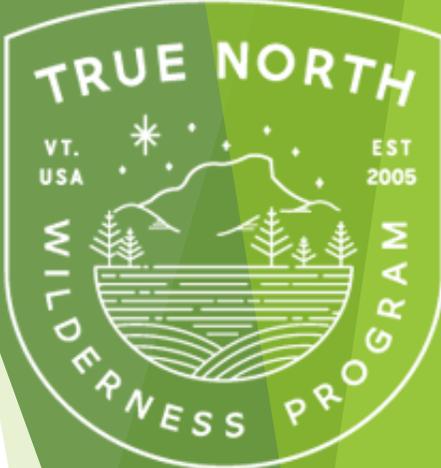
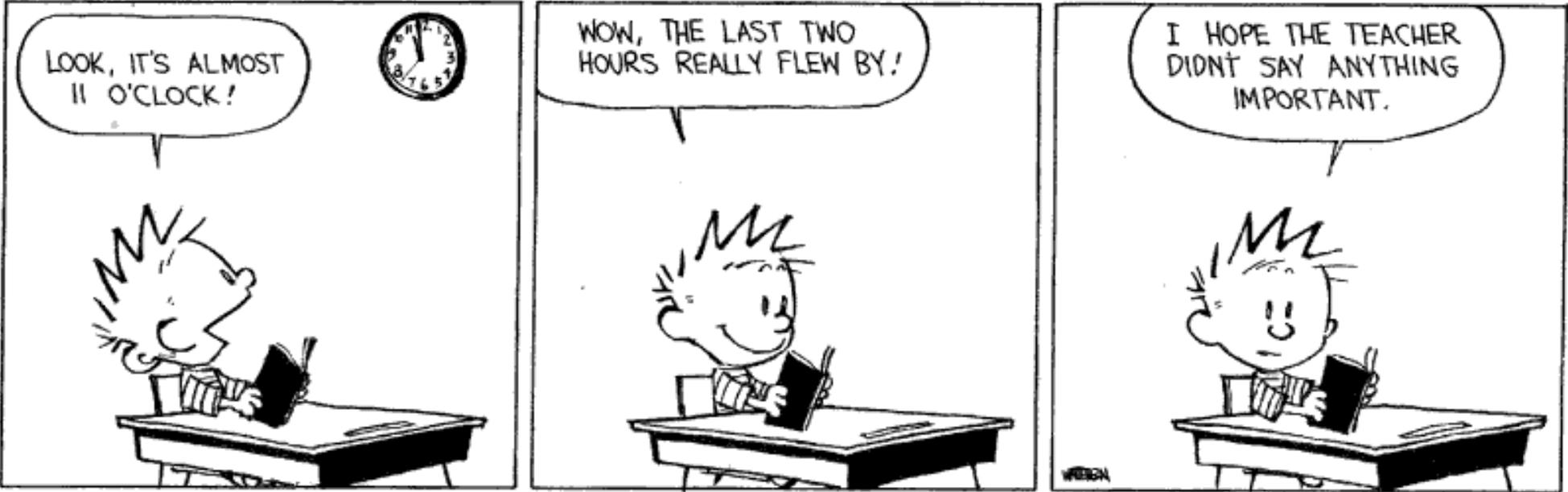
- ▶ Anxiety and trauma
- ▶ Mood Disorders
- ▶ Avoidance
- ▶ Substance use
- ▶ Poor self care
- ▶ Oppositional defiance
- ▶ Relational issues
- ▶ Risky behaviors
- ▶ Executive Functioning issues
- ▶ Cognitive challenges

Primary Goals:

- Assessment and intervention
- Overcoming obstacles, increasing frustration tolerance and developing resilience
- Building Self-confidence, self-esteem and self-efficacy through experiential success
- Confronting self doubt & shame head on
- Emotional awareness, vulnerability and self advocacy



Executive Functioning and Cognitive Challenges



Executive Functioning and Cognitive Challenges

- ▶ Behavior Regulation
 - ▶ Inhibition of thoughts and actions
 - ▶ Flexibility in shifting problem-solving sets
 - ▶ Modulation of emotional responses
 - ▶ Self-monitoring ones actions
- ▶ Metacognitive problem solving
 - ▶ Initiate activity and generate problem-solving ideas
 - ▶ Sustaining working memory
 - ▶ Planning and organization of problem solving approaches
 - ▶ Organization of materials and environment
 - ▶ Monitoring of success and failure in problem solving
- ▶ Cognitive challenges
 - ▶ IQ Splits
 - ▶ ADHD
 - ▶ Learning differences
 - ▶ Autism spectrum



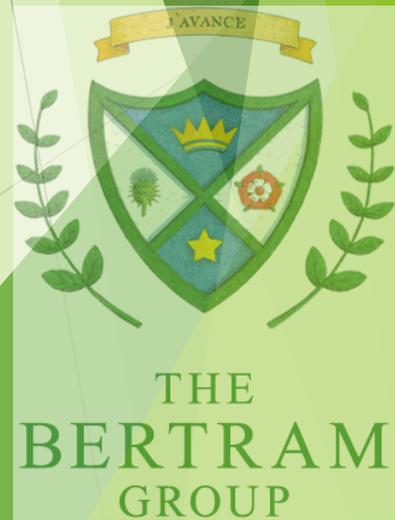
Awareness building and self-advocacy

Savage Chickens

by Doug Savage



www.savagechickens.com



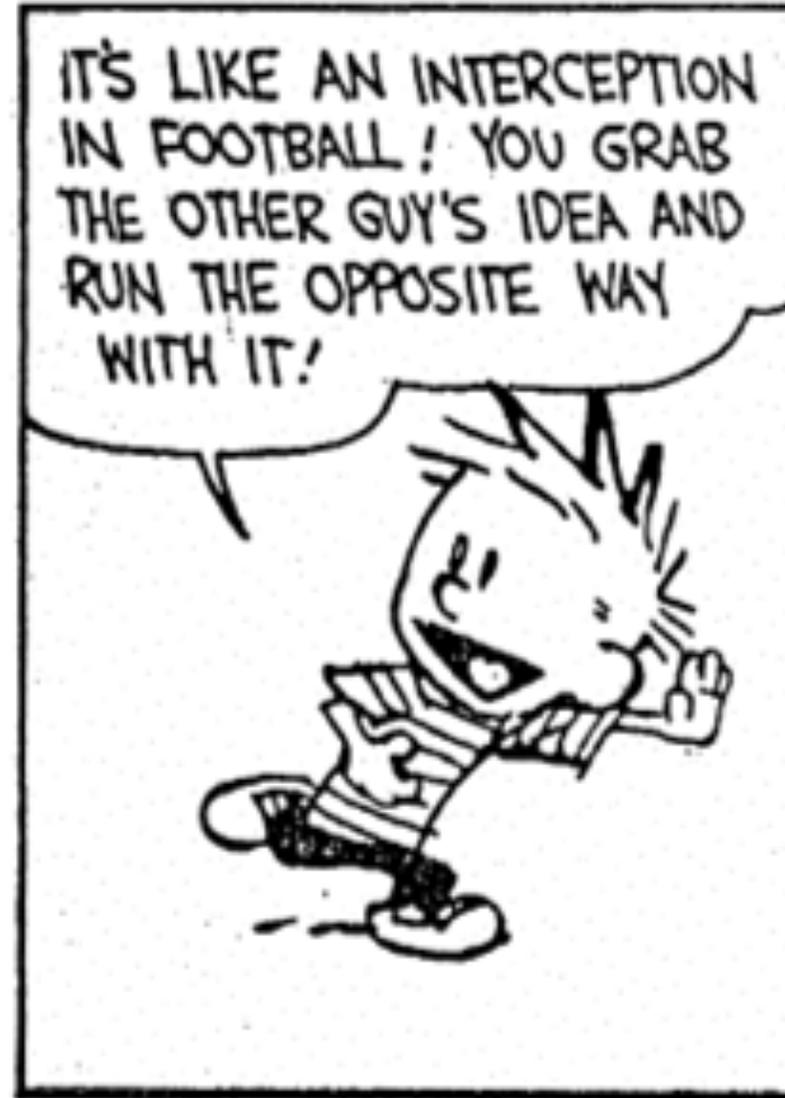
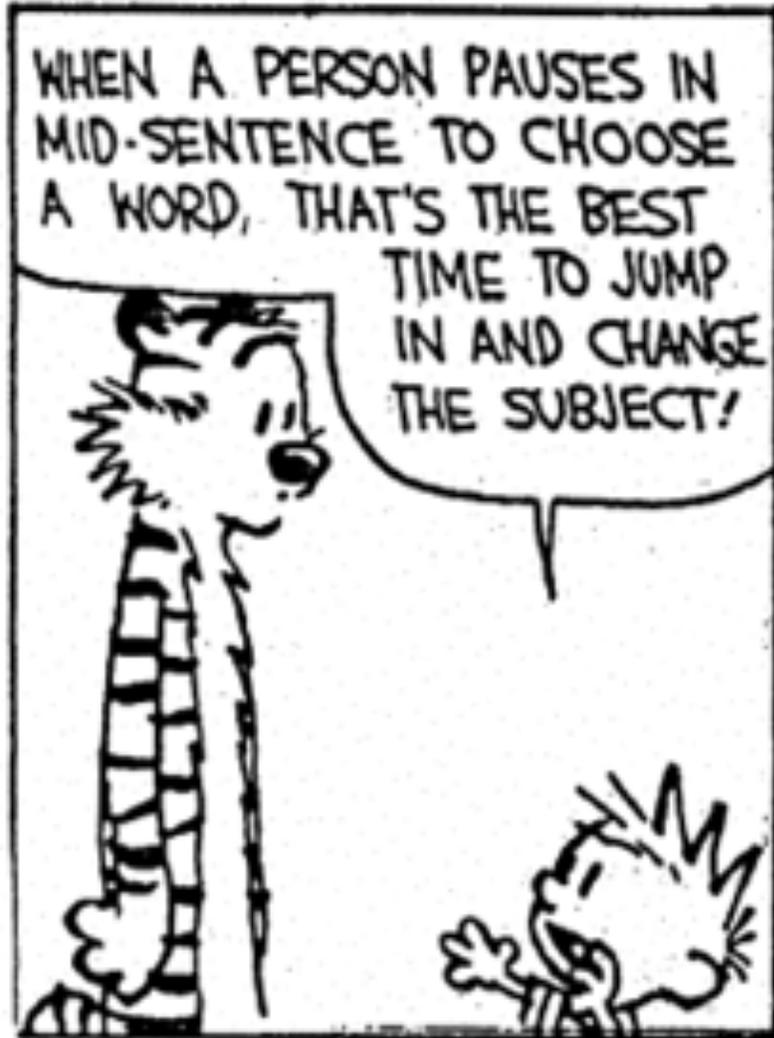
Awareness building and self-advocacy

- ▶ Accountability and personal responsibility
- ▶ Pattern identification and exhaustion
- ▶ Needs assessment and holding up the mirror
- ▶ Developing communication skills and emotional expression
- ▶ Understanding and advocating for needs
- ▶ Tuning in to affect on others
- ▶ Providing scaffolding and support



Social skills and self efficacy

CALVIN AND HOBBS *B*



Social skills and self efficacy

- ▶ Creating a safe emotional space and healthy peer culture
- ▶ Developing and practicing empathy
- ▶ Understanding social cues
- ▶ Advocating for and internalizing in-the-moment feedback
- ▶ Giving and receiving constructive criticism
- ▶ Identifying needs in relationship to others
- ▶ Self-confidence and self compassion



Transition

- ▶ Integration and transliteration of successes
- ▶ Transition portfolio
- ▶ Waves of success and regression



Thank You!

For a copy of this presentation, please visit:
www.truenorthwilderness.com/handouts

Contact us!

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Research links:

http://www.tandfonline.com/doi/abs/10.1207/S15326985EP3702_4

<http://onlinelibrary.wiley.com/doi/10.1111/cdev.12704/full>

<http://www.tandfonline.com/doi/abs/10.1080/09297049.2015.1063595>

http://journals.lww.com/clinicalpain/Abstract/2017/01000/Pain_is_Associated_With_Poorer_Grades,_Reduced.6.aspx

<http://onlinelibrary.wiley.com/doi/10.1111/cdev.12864/full>

<http://onlinelibrary.wiley.com/doi/10.1111/sode.12217/full>

