



TIDINGS

Newsletter of the Penikese Island School

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Core Themes and Communication

I. Behavior is communication

Perhaps the most common misconception about criminal behavior is that its perpetrators' motivations are substantially different from those of the rest of us. Not usually so. The elemental driving forces of human behavior are much the same for all people.



The biggest difference between anti-social and pro-social behavior is not motive, but what tools the person has or doesn't have to deal with them. On Penikese we often say, "Kids do well if they can" as a way of remembering that our job is to help them learn skills and strategies that they are assumed to have, but really don't. Penikese Clinical Director Pam Brighton and Tom Stewart (with whom she toiled in adult prisons for 20 years before she came to Penikese) call these driving forces the Core Themes.

But before going further, read this disclaimer: There is a wide assortment of circumstances contributing to offending behavior. They range from the stress and degradation of poverty to the debilitating effects of psychological trauma. Still, nothing ever excuses offenders from their actions or make these actions right. But,

better understanding the reasons for offending behavior *does* contribute to more effective treatment and public policy to the benefit of everyone.

II. Making sense of senseless behavior

Problematic behavior, including aggression and violence, is a form of communication or symbolic language through which the perpetrator "speaks." This behavior ultimately reflects or expresses the same underlying needs and motivations shared by all people, criminal or not. Violence instead arises from a volatile combination of psychic and interpersonal stress, and social and communication deficits.

continued...

*Penikese Island School, Inc.
Established 1973*

George Cadwalader, Founding Director

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Violence and aggression can be a way to:

- Express emotions the person has no other way to communicate such as “I am sad, mad, hurt,” “I feel really anxious,” and “I feel put down, dissed, ignored.”
- Gratify interpersonal needs the person has no other way to fulfill such as “I don’t like the way you are treating me,” “I need space, I don’t feel safe,” “Don’t leave me, where do you think you’re going (needs closeness, fears abandonment and/or loss of control)?”

Child:

Do I matter?

Can I do it?

Will I be safe?

Will I get what I need?

- Experience feelings the person has no other way to obtain, such as “I want to feel powerful, like I matter,” “I want to be in control,” “I want excitement, a thrill (because I feel dead inside).”
- Avoid or regulate emotions the person can’t tolerate or has no other way to manage such as “I can’t stand the tension, so I go off,” “I felt so frustrated, ashamed, and worthless,” “I feel so sad, lonely, stupid.”

III. Core themes in relationships

All of the above can be boiled down to the Core Themes which, more often than not, find their elicitation and expression in relationships, endless grist for the human mill and therapists’ couches:

Do I matter?

Everyone needs to believe that they matter and are somebody to somebody.

Pam and Tom have met more than a few in jail who gave up their freedom in exchange for, with gun pointed in the face of some horrified victim, the feeling that they had the complete attention and respect of someone, even if only for that moment. A chilling prospect, this is nevertheless understandable from the perspective of a person forever on the short end and ground down under life’s heel.

Can I do it?

This is common to the antics of Penikese boys, many of whom were socially promoted through school until they found themselves at the threshold of puberty in 9th grade without the skills to succeed with the increased demands of secondary school. Overmatched and ashamed, they start tipping desks, getting thrown out of school, going truant, and smoking dope. For these boys, we say, it is “better to be bad than stupid,” meaning that their delinquent behavior is a smokescreen for disability, deficit, and trauma reaction.

Will I be safe?

For trauma survivors, relationships pose a vexing conundrum: we are all born with an instinctive drive to seek, connect, and form relationships. The hearts of children just ache for love and nurturing from trusted caregivers, but for those who have been victimized, someone used that very same need to get close enough to hurt them. As a result of this betrayal survivors harbor in their hearts two equally powerful but opposing needs: to be close and connected *and* not to be hurt again.

In those who have been abused, this ambivalence can take destructive and abusive forms. On Penikese we see this in boys who see-saw between seeking and avoiding, connecting then hurting, succeeding then self-sabotaging. Those with issues of physical safety live everyday life on highest alert, seeing the world through a black and white prism of safe-not safe, agitated, restless, and alert to danger at every turn.

Will I get what I want and need?

We all concern ourselves with getting our needs met, basic survival needs, and interpersonal ones. The most important interpersonal needs are, of course, intangible and relate to the themes listed above. For those whose needs have been significantly under met, replacements such as food, money, and “things” have to suffice (hey, a little retail therapy never hurt anyone!). On Penikese this manifests in myriad ways from hoarding and chronic theft to boys whose emotional neediness emits the gravitational force of black holes.

These are not always the most dangerous behaviors, but with all the lying, stealing, pestering, conniving, and jockeying in the great chow line of life, they are unpleasant and exhausting. There always seems to be an ulterior motive, so much so that every time they ask you for something, you want to say no automatically because you assume the boy wants to “get over” or “slick” you. The difficulty here is that, in a relationship-based program like Penikese, you cannot engage in a relationship when your walls of suspicion and mistrust are up like Star Trek force fields, further reinforcing for the boy that, indeed, he never will get what he wants.

IV. Using core themes in interventions

In a relationship-based program, the goal is to maintain and cultivate connections between staff “parents” and their students “children” to whatever extent possible. In this context, the value of core themes is first using them to take a step back from the offending behavior and asking, “What is this behavior trying to communicate?” Doing so keeps us from only reacting and judging the behavior (which disconnects the relationship) and instead helps guide us to the underlying issues motivating the offending behavior.

After identifying the presented theme (or themes), the next step is to use the identified theme to address the

behavior in the moment. This constitutes the art of the Penikese Way and is the foundation of the therapeutic relationships in which we do treatment with the boys (as opposed to doing treatment “to” them). It is different for every boy, and sometimes different for the same boy on different days, but interventions might sound something like this:

In the example of a boy disrupting the classroom, he is likely communicating, “I can’t do this,” or the better-to-be-bad-than-stupid act. Yelling at him or throwing him out of the classroom might momentarily relieve the teacher of his frustration or regain control of the classroom, but do little to address the underlying issues and improve capacity. Instead, we try (key word: *try*) to handle it like this:

1. *Set limits and offer choices* — “This behavior is inappropriate and can’t continue. If it does, there will be consequences (be specific). If you try working at this, this will happen (be specific). It’s your choice.”
2. *Address the core theme* — “You can do this. I know it is hard, but I am going to help you.”
3. *Use your relationship with the boy to let them know how their behavior makes you feel* — “When you disrupt class it makes my job a lot harder. It doesn’t make me feel close to you. I don’t like that. I like it much better when you ask for my help with your words and when we work together.”

For the example of a boy who has lost his temper and is threatening others, the obvious issue is safety. Here’s what we try to do in such event:

1. *“Drain the pool”* or evacuate the audience.
2. *Approach the boy in a non-threatening way* (hands open and in view, voice low and slow, approaching at a low angle, squatting or kneeling to talk).
3. *Address the core theme* — “Mike, it’s me, Toby. Look, it’s me. I’m not going to hurt you. You are safe. It’s OK to put down the chair.”
4. *Set limits and offer choices* — “Mike, you can’t threaten and hurt people. You know the consequences if you do. But if you put the chair down and come with me, we can work it out. It’s up to you.”

The above has the net effect of calming the panic and allowing the boy’s higher brain functions of reason and self-control to take back over from his stress reaction down in the brainstem. And when he begins to come to, let the processing begin.

The core theme of “Do I matter?” is the mother theme of all and is in some way *always* woven in with the others.

Therefore, if you simply have no idea of what’s going on and all else fails, you can always try saying, “Listen, I’m not going to give up on you. You really matter to me. We can get through this together. You are worth it.”

I once found myself trapped in such a corner when I fielded a call from a student’s mother who was livid about how “you people” (a red flag phrase) had mistreated her son, and was threatening to sue the school. When being verbally attacked, abused, and accused on Penikese we often remind each other, “Transference is addressed to occupant.” This means that the assailant’s behavior isn’t usually about us. Instead, we represent somebody or some situation from the past, or have triggered a patterned reaction that tells a story about this person’s history.

This time, the unfortunate occupant was Toby, and it took enormous self-control (not always in abundant supply) to not argue her point of view. I let her vent, affirmed her feelings, owned the mistakes the school made, and gave her the names

and numbers of our licensing agencies. Still, her rageful and accusatory storm churned away. Then it occurred to me: this woman feels powerless about her son’s circumstances and wants to be heard.

I thought for a moment about what to say, and then told her, “Listen, all this has been very difficult for you, and we are extremely sorry it turned out this way. But let me assure you that *you and your son matter to me* and to our school. *Your feelings and concerns matter as well.* I hear you, loud and clear.” And with that, her threats began to cease and we were soon able to have a productive conversation about what had happened with her son.



— Toby Linearweaver, Executive Director (with a tip of the hat to Pam Brighton and Tom Stewart)

Adult:
*“Listen, I’m not going to
 give up on you.
 You really matter to me.
 We can get through
 this together.
 You are worth it.”*

If you are interested in obtaining a schedule of in-service or training, or would like to schedule one, please e-mail toby@penikese.org or pam@penikese.org.

I have been having great difficulty coming up with a theme for this newsletter, for I am writing this for the first time as an outsider from the Penikese family. This is not entirely true for one can not be separated from the Penikese family any more than one can be divorced from one's biological family. But my days as a regular worker at Penikese Island are finished and I find it hard to accept this reality, as hard as accepting the reality of growing old and the limitations imposed by illness.

I am grateful for having had the Penikese Island School and its mission as my primary lifes' work. I got to do the things I love: garden, cook, give orders, and tell my stories to an ever-changing and captive audience. I got to share my love for birds and fishes and children with the staff and kids of the school. I also got to teach hundreds of kids to fish, and to enjoy handcrafts of various kinds. I could go on and on, but it saddens me to do so.

So, instead I will tell you about the remarkable feat performed by one of our boys, Vinnie, who caught a 6.5 lb. bluefish, using a piece of lath with a 2" nail driven through the end, while snorkling. I know it sounds impossible, but Vinnie could fish!



Dave Masch, Associate Director

Vinnie's Impossible Feat!

i.e., "Fishin' Impossible"



Vinnie had many accomplishments of dubious value; having brought urban graffiti to many places of the south shore of Massachusetts, gotten high in more ways than your normal astronaut, and attempted to fry his brain with uppers, downers, and glue in anyway he could. He was a wreck when we got him and much less of a wreck when we lost him. Vinnie was also an accomplished smuggler and he could catch fish!

Vinnie's angling success angered the other boys, who, unlike Vinnie, were not willing to put the time and effort into fishing that Vinnie did. Vinnie was snorkling with one of these envious lads, Abdullah, when he made his remarkable catch.

I had shown the boys how to spot the signs of lobsters lain under rocks and how to catch them by distracting them with one hand while you reached in behind them to grab them with relative safety.

Vinnie could not bring himself to reach into the lobsters' den, so he made his "fish pick" form a piece of lath and a nail, to use to winkle them out of their dens.

The boys were swimming over some rocks, searching the bottom three feet below them — Vinnie, armed with his pick, and Abdullah, just along for the fun. When, as Vinnie put it, *"Pops, the silversides (small bait fish) started acting nuts, flying around like crazy — even crashing into my mask — when I saw a flash out of the corner of my eye. I didn't know what the (expletive) it was! Then I saw something coming fast, almost right at me. I lifted up my stick to protect myself and the nail stuck right in the eye of the bluefish. It went nuts! It yanked the stick out of my hand and swam straight down, sticking its nose in the sand, still beating its tail like it wanted to bury itself. The nail must have gone into its brain or some (expletive) thing. So I stood up, reached down and grabbed the stick and twisted it so that the fish was hung on the nail. I waded to shore with it still fighting. Holy (expletive)!! Wow! I'll probably never do that again!"*

Abdullah complained loudly "This (expletive) catches fish bigger than I have ever caught or seen caught with a stick and a nail! I spend hours with a rod and all and catch nothing!!"

"What can I say?" says Vinnie.

I would wager that Vinnie's catch is unique in fishing history and that he will never forget it. I have other Vinnie stories for another time. In regard to Vinnie's smuggling prowess, he seemed to always have cigarettes on the island despite seemingly thorough searches. The source of these cigarettes was a mystery until one day a cigarette fell out of the forward section of one of his fishing rods when it was taken apart. You can stow a lot of cigarettes in a couple of surf rods.

Vinnie calls almost every year and suggests that he and I get together for some more fishing. We will someday. We are both part of the Penikese family, and always will be.

Patriots Day on Penikese

New England Patriot Ted Johnson Pays a Visit to Penikese

New England Patriot middle linebacker Ted Johnson spent a sun-splashed day on Penikese on Tuesday, October 9 with a wide-eyed collection of staff and students. Ted contacted Penikese unbidden about a month previously to say that he had heard about Penikese and wanted to see the island and share his experiences with the students.

A small contingent accompanied Ted to the island: Assistant Director Dave Ellison, Boat Captain Bill Rogers, Toby and his two oldest sons Christian and Isaiah (yes, playing hooky!), and Toby's friend, Bob Averill. Just before the trip, Toby and David shared some anxiety with each other, not knowing what kind of person Ted would be and whether he would be understanding and respectful of our boys (as we all know, celebrities, especially professional athletes, can require a great deal of care and feeding). So it was with no small amount of trepidation that we watched Ted unfold his lanky frame from his car, but these fears were dispelled immediately upon the first greetings, and the day just got better and better from there.

Ted was intensely curious about Penikese, and spent a great deal of time listening to (or putting up with) Toby's discourses on the school's history, philosophy, and successes.

As well as Ted could listen, he was just as open about himself and answered personal and professional questions with comfort and honesty. For someone accustomed to the spotlight glare of the college and pro football "jock-ocracy," Ted revealed surprising perspective and humility as he shared stories about his personal growth and maturation in the rewarding but unforgiving business of professional sports.

At age 29 and with 8 years in pro football, Ted is an NFL Methuselah and increasingly aware of his career mortality. He's seen many fellow athletes retire from pro sports only to quickly descend into depression, addiction, and despair, never having known anything but the structure, discipline, and external control of their profession to help them cope, not to mention the narcosis of performance-based esteem and adoration. Ted is determined to learn from these

mistakes and plan for the future, comments that, to Toby and Dave, rang remarkably true for Penikese and its need to prepare its students for the real world and keep up with them through Aftercare.

Upon arrival at Penikese, we turned Ted right over to the students, many of whom were at first too shy to go down to the dock or approach him at the house. Ted quickly put the boys at ease, and they led him on a tour of the school. It was quite a sight seeing this gaggle of Penikese goslings surrounding bigger-than-life Ted Johnson poking up from the middle like a maypole, meandering from Woodshop to Schoolhouse and so forth. Pete Halby kept a watchful and avuncular eye on the proceedings, and reported back to Toby and Dave that Ted was a natural, open, relaxed, and engaged.



Ted with Penikese students

After lunch and a brief rap session, the proceedings shifted to the football field where Ted quarterbacked a rousing touch football game that for a few plays even included 7-year old Christian Lineaweaver. Although he caught one of Ted's many touchdown passes, Toby was just relieved that Ted escaped unscathed (nightmare headline in today's *Boston Globe*: "Ted Johnson breaks leg on Penikese Island, season and career finished").

Ted concluded his day by patiently posing for photos with each and every student and autographing everything except, it seemed the axes and splitting mauls.

I told Ted that, all by itself, a celebrity visit wasn't bound to change a Penikese's boy's life. But in conjunction with everything else we try to do, making castaway boys feel extra special and a somebody to a somebody can make a substantial impression in their young lives. And let me tell you, the expressions on our students' faces were priceless to see and will not soon be forgotten. Ted Johnson was an outstanding, well-rounded person and an able ambassador for the new England Patriots, the Kraft family, and professional athletes everywhere. What can be a better tribute to his career than that?



Raise the Flag for P

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Perfect a. a state of complete excellence,
the state or quality of being perfect

Perfect is the best word I can think of to describe the Penikese Island Fundraiser held on September 7, in Quissett. The generosity of the Quissett Harbor House Land Trust for making it possible for us to host this event, with a spectacular, sparkling view of Quissett Harbor and Buzzards Bay, is greatly appreciated!

Beautiful weather provided clear, blue skies, and a gentle SW breeze for the 50th Quissett Round the Bay Race (the gentle breeze made it a little long for some.) The tent was handsome and the decorations and gourmet food (featuring Cuttyhunk Raw Bar, staffed by local shuckers Toby Lineaweaver, Executive Director, "Pops," Associate Director, and Jim Gammans, Island Facilities Coordinator) were superb. The many special and unusual items donated for the Silent Auction made the auction a complete success. And of course, Dixieland Jazz by The Last Straws provided great fun for everyone.

Of course none of this would have come about if it had not been for the hard work and time given by our committee members and volunteers. Again, to them, my heartfelt thanks!

The most significant part of this event, was the truly overwhelming support we received from those of you who were able to attend and those who sent us generous contributions. With this kind of generosity and understanding of the Penikese mission — our mission will always succeed. Simply, many thanks to all!

— Pennie Hare, Chair of the Board (508) 548-0926

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Penikese!

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The following generous donations made for a successful and well-attended silent auction

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"The Dock," Watercolor by Nicole Michaud
Maritime Print, Dennis & Sally Dineen
Nantucket House (for 6, for 1 week),
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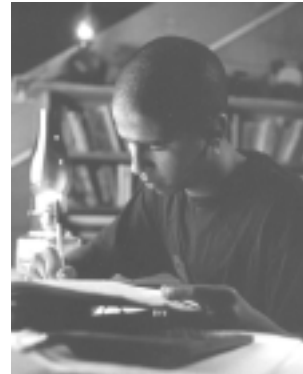
Chris Yerkes
Teacher

Development Update

Penikese Sets Ambitious Goals for 2003

During the first three months of fiscal year 2003, Penikese has been hard at work drafting its fundraising plan for the coming holiday season and months beyond. Hard pressed to beat last year's record of over \$460,000, Penikese must raise \$500,000 in FY '03 to maintain its current pace of growth, success, and program development.

Penikese's financial challenges are, like the school itself, unique: although a private school, Penikese's tuition is set by the state according to a formula reflecting services Penikese must provide to maintain its accreditation. However, many of the programs and services Penikese provides are "over and above" these mandates: Aftercare, Communication Without Violence, Curriculum Development and Teacher Training (to keep pace with the MCAS), Vocational Education, and Clinical-Life Skills Education.



This means that tuition only covers 65 percent of our annual operating expenses — a vulnerable position for so small a school. But, this is a price well worth paying for Penikese's prominence and success in a field dominated by institutional mediocrity.

Our FY 2003-2004 Development Plan includes the following elements:

- Raise a minimum of \$250,000 in FY '03 from the Annual Fund (the Holiday Appeal and its follow-up in Spring 2003) and targeted solicitations to support Penikese's Operating Plan
- Raise an additional minimum of \$250,000 in gifts and grants from foundations to fund the above-mentioned Penikese programs
- Continue cultivation and profile-raising efforts begun with the Raise the Flag for Penikese benefit (see center spread) by holding a series of smaller events while considering a signature event or events to celebrate the school's 30th birthday in August 2003

- Strengthen Penikese's Development Committee and Board of Directors to better position the school for successful annual fund development, major gifts, planned gifts, and events

- Expand the number, capabilities, and contributions of Penikese's already heroic volunteer corps

- Reorganize and recharge Penikese's membership association in order to better utilize their talents to support the school's mission.

The above are daunting challenges, but nothing Penikese can't accomplish with your support and participation. Please join me in saluting the outstanding efforts of Penikese's current development team: Pennie Hare, Dennis Dinan, Derek McDonald, Kathy Regis, Barbara Marcks, Jane Holtz, and Meredith Presbrey, as well as (and especially) the many members of the volunteer force that made our recent benefit such an unqualified success. If you are interested in finding out more about how you can help, give any of the above a call.

For information about Penikese's development program, contact Toby at toby@penikese.org or call 508-548-7276, ext. 203.

From the Aftercare Director

Aftercare: Penikese's Extended Family

What is going on in Aftercare? The ever-evolving aftercare program continues to reinvent itself and discover its capabilities. The Penikese extended family grows and grows with each new face making its way to, and then off, the island. Regardless of success or failure, we enter into each new relationship looking for that mystical link that will serve as our doorway into the lives of these kids. A lot of times I tell people that success in our work is in the ability to connect with kids who have never found it in themselves to trust adults or authority figures ever before.

Given all that, the thing we continue to come back to, especially in Aftercare, is that the issue is no longer what you do, but that you do it. This is what makes a difference to these kids. What we hope eventually happens is that they will see our willingness to struggle with them as a model or example of how to maintain their own struggle with themselves.

This mystical, art-not-science idea may be hard to organize or categorize, but essentially we are an extended family in every sense of the word: a ride to the grocery store, an old friend who drops by and takes you out to lunch, an hour or two of healthy perspective and attitude adjustment, a respite from the rat race, a reference on a job or college application, help with the rent, and sometimes, a place to stay and people to stay with when there is no place else to go.



For information about Penikese's Aftercare program, contact Shawn Barber, Aftercare Director, sbarber@penikese.org.

Here's an update on a few of our most recent graduates from the last year, plus a blast from the past

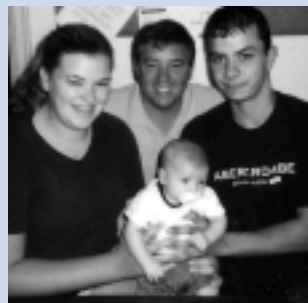
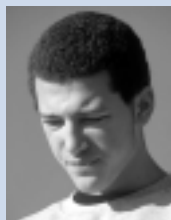


Mike and friend

• Michael Duffy — The Duffinator left us just a few weeks ago and is living in the Avenues Program in Quincy, and has called us several times a week since. He had some trouble getting accepted to Quincy High School due to past misdeeds, but the good news is that somewhere along the way credits he had earned there were misplaced. Now he may be graduating high school as soon as November and making his long awaited return home to Beverly.

• Zack Martins — Zack is living in East Boston with Mom and attending a music program three days a week. What could be better? His parents say life at home is good and arguments revolve around homework and curfew — not bad for typical teenager stuff.

Zack



Stanley and family

• Stanley Resendez ('98) — Stanley recently announced the birth of his first child, Joseph Stanley Resendez, born August 19, 2002. He and his new family are living in Cambridge in an apartment connected to his parents' house and Stanley is working as a landscaper. He's hoping to go into business for himself sometime soon.

• Brian Stevens — So far so good...he's only been out there a few weeks but reports from Aftercare stalwart Brian Washington say he's doing well, working full time in the concrete business, and staying clean and out of trouble. He's living in his own apartment in Wakefield and Mom is watching him like a hawk.

• Billy Vasquezzi — We had a surprise visit from Billy last week here at the office. Since graduation, Billy has moved on from his transitional stay at Champ House in Hyannis and has found a quiet room to rent in a friend's house in Waltham. He's been working full time in the construction business, attending AA meetings, and has a steady girlfriend and his own car.

Penikese Goes International



Clinical Director, Pam Brighton

Pam Brighton Travels to Jordan

Penikese Clinical Director Pam Brighton recently returned from Amman, Jordan, where she helped provide training in trauma debriefing and therapy to Palestinian social workers to use with traumatized children in the occupied territories. Pam traveled with a team of clinicians from the Center for Trauma Psychology in Boston, which contracted with *Save the Children Foundation* to provide these services.

“The trauma just keeps on coming and they have to find a way to continue their lives. Their children are their hope and they are working to keep them from sealing over, numbing out, and losing all hope.”

Pam’s group worked with 63 Palestinian psychiatrists, psychologists, and social workers transported from Gaza and the West Bank to the neutral location in Jordan. The goal of this project was to train the Palestinians in an intervention that promotes resiliency and healing in traumatized children. This particular intervention consists of 15 group sessions combining debriefing, movement and art therapy, and psychodrama to counteract the disconnection, isolation, and numbing caused by exposure to trauma.

As Pam e-mailed Toby during her trip: “The trauma just keeps on coming and they have to find a way to continue their lives. Their children are their hope and they are working to keep them from sealing over, numbing out and losing all hope.” If untreated, traumatized children eventually become traumatized parents who then pass on their life injuries and distorted perceptions to the next generation. But just as important, cultivating resiliency in traumatized children makes them less vulnerable to extreme behavior expressing the alienation, disaffection, hopelessness and desperation of individuals powerless to change their circumstances.

Pam found the Palestinians and Jordanians to be open and welcoming, a bit of a surprise given the U.S.’s close ties to Israel. In spite of their suffering, she experienced them as spirited, open and loving. One Jordanian translator involved in the effort told Pam, “We’ve translated many, many conferences, but *none* ever like this.” Even so, Pam believes that she learned and took far more from her hosts and students than they from her.

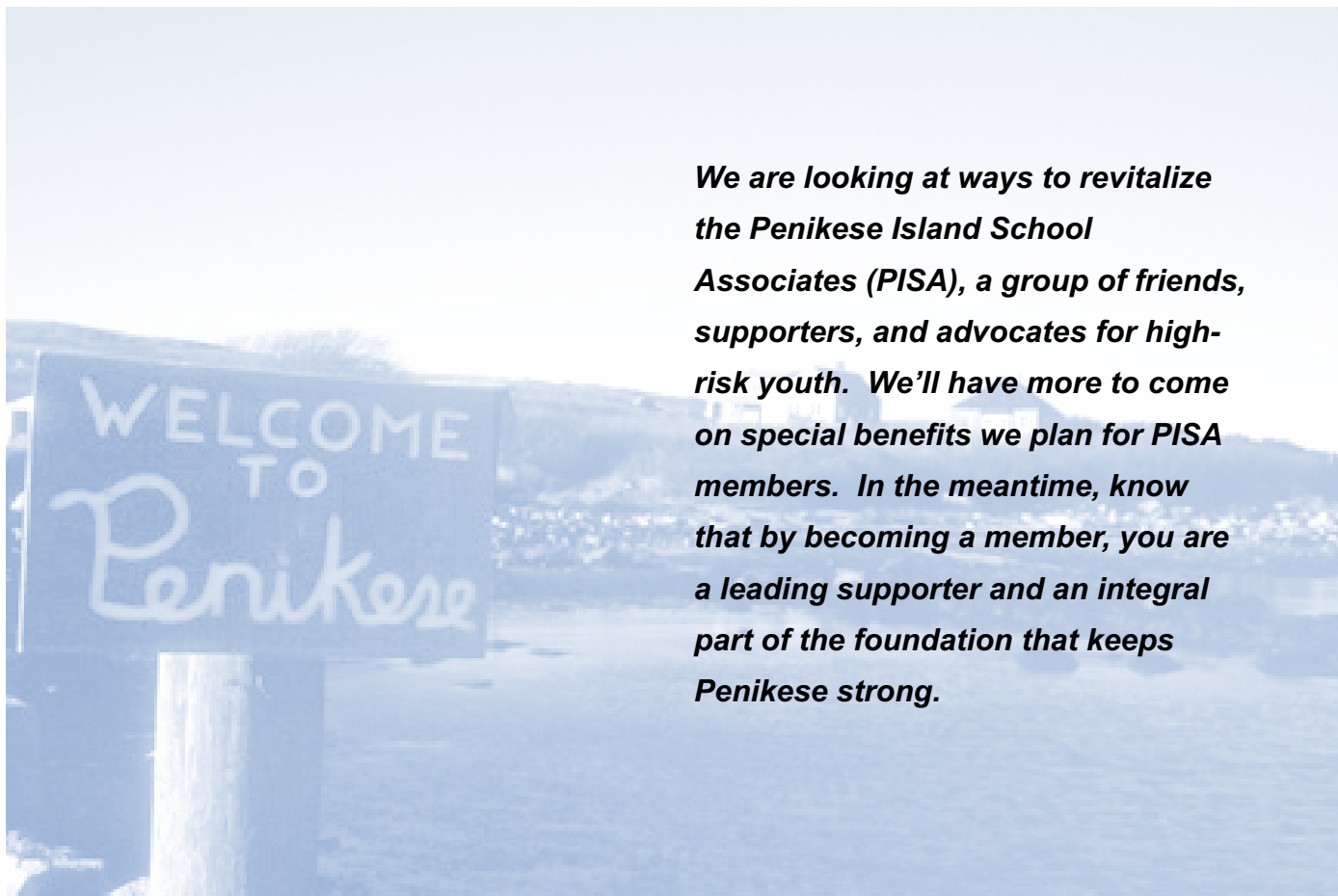
Penikese recently received a letter from Dr. Robert Macy, the Executive Director of the Center for Trauma Psychology, who wrote,

“I would like to extend my deepest thanks to you, the Penikese Island School and its incredible supportive staff for allowing a core trauma team member of CTP, Pam Brighton, to take time off from her duties at Penikese to join our team going to Jordan. Please know that without your patience, support and backing, our critical mission would be severely compromised and so we are indebted to your collaboration and affiliation with our efforts.”

There’s a touch of irony to this situation: we are quite aware that Pam would just up and go any time the Center for Trauma Psychology called, no matter whether we “let” her or not, so fervent is her passion for this work. Nevertheless, Penikese’s Board and staff are proud to support this important work in whatever way it can, and are grateful for the recognition from Dr. Macy, which helps us to feel a part of something special.

In closing, we hope our readers understand that our concern is not sympathy for a particular side in the conflict, only for victimized and traumatized children anywhere.

For information about Penikese’s clinical program or to make a referral, contact Pamela Brighton, brighton@penikese.org.



We are looking at ways to revitalize the Penikese Island School Associates (PISA), a group of friends, supporters, and advocates for high-risk youth. We'll have more to come on special benefits we plan for PISA members. In the meantime, know that by becoming a member, you are a leading supporter and an integral part of the foundation that keeps Penikese strong.



Detach this form and mail to:

**Penikese Island School
P.O. Box 161
Woods Hole, MA 02543**

or go to

www.penikese.org

and click "Support Penikese"

MY CHECK IS ENCLOSED

PLEASE CHARGE MY MEMBERSHIP TO MY

Mastercard VISA

Card # _____

Exp. Date: _____

Signature: _____

Penikese Island School
PO Box 161
Woods Hole, MA 02543
www.penikese.org

Non-profit Org.
Bulk Rate
US Postage Paid
Permit #14
Woods Hole, MA
02543



The Penikese Island School is a non-profit organization created to educate and rehabilitate troubled teenage boys in a remote family setting, preparing them for law-abiding and productive lives with the help of graduate aftercare, and to share our experience and resources with the community at large.

Address correction requested.

RAISE the FLAG for Penikese !

was held at Quissett Harbor House on September 7. The event was a smashing success, thanks to Penikese's many staff members, donors, friends, and guests.

We extend special thanks to the Quissett Harbor House Land Trust for allowing us to host this year's event on their lovely grounds. Many thanks also to John & Cynthia Coffin, our honorary chairs, and to Kathy Regis and her hard-working committee.

For more, see pages 6-7 inside.



Perfect weather and a stunning view of Quissett Harbor set the stage for a lovely and lively late summer Penikese gathering featuring top-notch food, decor, and entertainment.