



An Academic, Therapeutic Day School
for students in grades 7-12

Preparing students
for success today,
tomorrow and
the future

About Woodhouse Academy

Woodhouse Academy is an academic, therapeutic private day school designed to meet the needs of adolescents (Grades 7-12) with average or above intelligence who are challenged by learning difficulties. They are youngsters who have often experienced failure in other school settings resulting in performance levels not commensurate with their abilities.

The Woodhouse program is designed for students who have identified internalizing psychiatric disorders such as anxiety, depression, school phobia, school refusal, school anxiety, PDD, Aspergers, PTSD, OCD. Our students often struggle with executive functioning skills, social skills, low self-esteem and learning differences. These various challenges typically interfere with the students' academic success.

Woodhouse offers opportunities for students to build skills in a safe, nurturing environment. Our dedicated staff is focused on helping students develop the critical thinking skills, effective learning strategies and self-advocacy skills they will need for overall success. Our program is academically oriented and geared to preparing students for college.

The staff develops a comprehensive understanding of each student's learning and developmental needs. This understanding begins in the admissions process and continues daily through regular staff meetings where the student's needs are the focus.

Daily events and interactions become learning opportunities for the students. They develop the skills needed for future success in education, employment and activities for daily living. They learn ways to have sound social relationships, enjoy recreational activities, and build a solid foundation for stable and healthy development.

Woodhouse is a unique setting where students feel connected and can move from dependence to independence. The education process at Woodhouse Academy is enhanced by the small, supportive community experience and meaningful staff-student relationships. Teachers and staff guide, support, and provide structure in a non-punitive, flexible way. The students gain a sense of self-worth through their experiences and successes while participating in the school community. It is a place with meaning and purpose for all the students.

Woodhouse Academy students benefit from a program with:

- Specialization in adolescent life
- Solid educational experiences
- Small class size and meaningful community
- Individualized and personalized attention
- Special Education techniques
- Psychoeducational approach
- Parent support and guidance
- Social and group dynamic skill development
- A Collaborative problem solving orientation

The Woodhouse program is not designed for youngsters who are aggressive, violent, or sexually inappropriate.

Woodhouse Academy is a Connecticut State Department of Education approved special education program. For further information, please contact Barbara Feldman at (203) 877-9121.

Program Highlights

Woodhouse Academy provides students with a learning environment that is safe, nurturing, community based, predictable and structured. The program focuses on providing each student with a solid educational experience while developing the necessary social skills they require.

The program is non-punitive and uses collaborative problem solving as the means for addressing all school and social issues that arise. By employing small class sizes, each student receives individualized and personalized attention.

Our staff has the clinical expertise and training to successfully execute a program that utilizes: social emotional learning, special education techniques, relationship building, community building processes and therapeutic social recreation. In recognizing that the students' success is not limited to just the school environment but the home environment as well, our staff provides parent support and guidance.

The Woodhouse program focuses on addressing: executive functioning skills, academic competence, social communication, social skills, problem solving skills and emotional growth.

Our Students

Woodhouse Academy is a highly structured, non-punitive therapeutic program. We have success with adolescents who have exhibited social or emotional problems and learning difficulties related to one or more of the following: learning disabilities, processing impairments, social anxiety, depression, PDD, Asperger Syndrome, school phobia, school refusal, school anxiety, PTSD, mood disorders, OCD and Tourette's Syndrome.

The Woodhouse Team

Our administrators and educators are all Connecticut certified, with the educators being specialized in specific content areas (English, Math, Science, History). The team seamlessly integrates social skills development into the students' daily academic experiences. Woodhouse's licensed, certified school psychologist leads the social skills process, consults with the mental health providers for each student where necessary and with the school's consulting mental health team (consulting psychologist and psychiatrist). She also works with parents and integrates her work with the rest of the team. Our consulting psychiatrist participates weekly in case reviews, and acts as liaison to outside mental health providers. Our consulting psychologist provides advice and guidance on an as needed basis regarding strategies and potential responses to student specific issues and difficulties.



Barbara Feldman DIRECTOR

Barbara joined Woodhouse Academy as Assistant Director and Principal in 2009 after almost 30 years in the education field. She has taught both regular and special education students, from pre-k through 12th grade. For ten years, Barbara served as a principal in a private, special education day school, where she developed three new programs for students with a variety of special needs. Her experience also includes teaching in the inner city of New York, training in ABA, and working with children with Autism and severely disabled pre-school children.

Barbara received her Masters in Special Education from Manhattanville College and a 6th year degree in Administration & Supervision from Southern Connecticut State University. Barbara has continued to augment her education through her participation in training programs in Executive Functioning (Landmark College in Vermont) and Collaborative Problem Solving (Think: Kids in Massachusetts). She has trained teachers in the Wilson Reading System as well as the Understanding by Design approach to teaching, which is implemented throughout CT.

Barbara's enthusiasm and professional leadership of our staff continues to set Woodhouse apart. She sets the example for the entire faculty and support staff in creating a safe, structured, nurturing environment and a challenging educational experience for our students.

David Feldman CHIEF BUSINESS OFFICER

David joined Woodhouse on a full time basis in January of 2016 following a 28-year career in law and business. He spent twelve years in private practice specializing in business law and litigation where he represented businesses and individuals in a wide range of matters. Following his legal career David has spent the last 16 years in senior executive positions with businesses in both the marketing and energy fields.

David received his B.S. from Southern Connecticut State University where he majored in Political Science and Business. David earned his Juris Doctorate from Quinnipiac University School of Law.

David's experience, compassion and knowledge serve to maintain high professional expectations and leadership in sustaining the integrity and success of the program at Woodhouse.

What they are saying about Woodhouse

“The genuine nature at Woodhouse Academy left me dumbfounded and confused. With the passing of every day, my fears turned to love for the place and people here. They helped me realize my potential. I was reminded to reach for the stars. I was taught how to put action behind my dreams. These feelings would not be possible without the amazing staff here. They actually care what happens to me ... The bottom line is this school is a blessing, a light at the end of a dark tunnel.” - N.S. (Student)

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“When my son started at Woodhouse Academy, he was 16, had been out of school for two years experiencing crippling anxiety and depression, and was almost non-verbal. I had serious doubts that he would be able to handle Woodhouse, but it had come highly recommended by my son’s therapist and the parents of another child in attendance. The summer program flew by - he actually got out of bed to go to school! In the year that he has attended Woodhouse, he has blossomed - he talks, he works and does well in school; he ENJOYS school and misses it during vacations, has made friends and feels in his element! I cannot sufficiently express the relief and gratitude his father and I feel for the wonderful staff, who have nurtured him, believed in him, brought out the best in him and made him believe in himself - he even wants to go to college! I do not exaggerate when I say Woodhouse saved our son, and our family - thank you!”
- T & B (Parents)

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“My son started at Woodhouse Academy toward the end of his sophomore year in high school. It was the first time that he came home from school every day saying, “I love school!” He has grown into an exceptional young man, most of which is due to the staff at Woodhouse. They treat each child as an individual, celebrating their unique personalities and recognizing their strengths. My son no longer came home with stories about his bad day in school. Instead, he came home smiling about the kids in his class, what he created in the art studio, and how they went to Starbuck’s at the end of day.”
- L.D. (Parent)

“Going to an Ivy League university (Columbia), working abroad in Shanghai, producing media on culture, and graduating Magna Cum Laude from my local community college after receiving exceptional guidance and instruction at Woodhouse Academy, I realized that anything is possible with confidence and hard work. Coming from a complex past of learning disabilities and even some emotional troubles, I had dropped out of high school; the teachers and staff at Woodhouse Academy provided a remarkably nurturing and sincerely welcoming environment. I made lifetime friends. The classes were challenging, interesting, and entertaining. The Woodhouse community believed in me and I believed in them. We saw each other’s potential and encouraged one another to look towards a bright future. If it were not for this brilliant school’s uniqueness, I would not know success today. Thank you, Woodhouse Academy!” - S.L. (Student)

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“This year at Woodhouse I’ve seen him make great strides toward independence ... My son feels so much better about himself and for the first time I see him taking pride in his school work. ... For the first time I feel he has taken steps towards realizing his talents. You have made a profound difference in not only his life, but in the quality of life in our home. Saying thank you cannot begin to express the gratitude I feel.” - L.G. (Parent)

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“I just wanted to say thanks for all your assistance with my son ... he has decided to attend Philadelphia University ... He was awarded a full scholarship which is attributable ... in part because of his time at Woodhouse Academy.” - R.D. (Parent)

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“At Woodhouse I have not only succeeded in academics but also life management. I have come to understand by working with Woodhouse staff that no question is a dumb question and opinions supported are never wrong. The LD/s that once held me back in my academic and social life are now things that I know I struggle with and things I understand enough to work to overcome. I consider my time spent at Woodhouse a foundation for the future. Being a student at Woodhouse Academy has taught me to believe in myself and when I do, others will also believe in me.” - S.H. (Student)

Woodhouse Student Profile

Our students are typically average to above average intelligence and may be diagnosed with:

- Anxiety
- Depression
- Social Skills Issues
- OCD
- ADHD
- Executive Functioning Deficits
- PDD
- School Anxiety
- School Avoidance
- PTSD
- Aspergers
- Gender Identity Issues
- Other Internalizing Psychiatric Issues

Contact Information

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