



Educational Resources

A Newsletter of
KAHN EDUCATIONAL GROUP, LLC *Certified Educational Planners*

• 6717 Vanderbilt, Houston, TX 77005 •

College Admissions

• Day/Boarding Schools

• Special Needs

• Summer Programs

• Crisis Intervention

Winter 2010

Volume 6, Issue 1

Editor: September Frederick

NOTES AND RESOURCES FOR STUDENTS

SENIORS ...

CONGRATULATIONS to all of you who got in Early Decision to the college of your choice!

JUNIORS...

Prepare videotapes, audiotapes and art portfolios as needed. Request info from colleges. Begin writing application essays. Continue to prep for SAT/ACT. Make sure to visit colleges of interest.

Houston Area Spring College Fairs:

April 10, 2010

Private Schools College Fair

Episcopal High School

Bellaire, TX

2:00 – 4:00 p.m.

April 11, 2010

2010 Houston National College Fair

George R. Brown Convention Center

Exhibit Hall C

Houston, TX

1:00 p.m. – 4:00 p.m.

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HOT TOPIC:

As Honor Students Multiply, Who Really is One?



them, racking up memberships like so many merit badges or thanks-for-playing trophies.

With so many societies, some students are unable to attend all of the meetings and shirk their duties with the groups, showing up only to collect the "honor cord" — a decorative tassel — to wear at graduation. Commack is one of many places where educators and parents are re-examining the role of honor societies, which started out as an academic distinction reserved for the top 5 or 10 percent of a class but have become a routine item on college résumés.

While the prestigious National Honor Society still requires members to maintain at least a 3.0 grade-point average, fledgling societies in individual subjects often accept lower grades in other areas. In Commack, where a sizeable number of graduates are accepted into Ivy League schools every year, nearly a third of the 1,200 juniors and seniors belong to honor societies; the average among those students is three apiece.

Many college admissions offices, which inadvertently inspired the growth of such societies, find them confusing. "It's very difficult to know with so many different honor societies and so many different criteria, what exactly we have in front of us," said William R. Fitzsimmons, dean of admissions at Harvard.

COMMACK, N.Y. — There have been so many honor societies created at Commack High in recent years that some students ended up in six or seven of

Nationally, there are nearly two dozen recognized high school honor societies, including recent additions like the National English Honor Society, which has grown to nearly 21,000 members in 337 schools since 2005.

The gold standard, the National Honor Society, has more than 700,000 members in 15,869 high schools; an elementary version, introduced last year, is already in more than 1,000 schools. David Cordts, associate director of honor societies for the National Association of Secondary School Principals, said the groups motivate students to explore their interests and build their confidence and self-esteem.

But as honor societies have grown, some schools have screened out less serious students. At Florida's South Miami Senior High School, the math society delays induction of new members until they fulfill a requirement for community service, and withholds honor cords from seniors who skip meetings, said Ileana Rodriguez, the activities director.

Here at Commack High School, the number of societies doubled in the past decade, as students who did not qualify for the National Honor Society lobbied for a chance to be recognized. The groups generally meet outside school hours and require students to tutor or perform other community service. The school spends an average of \$1,200 a year for each society's faculty adviser, while students cover the cost of activities through dues and fund-raising. Now, administrators are considering turning some of the remaining societies into clubs open to all, and limiting the number a student can join.

By: Winnie Hu
New York Times
12/31/09

Parents, Read This if Your Child is Applying to College

Guiding Principles from Mary Lee Jones, former Dean of Admissions at MIT

- ❖ **Understand the college admissions process for what it is.** It's not a competitive battle to be won, but a key developmental phase to be experienced. This is your child's initiation into adulthood and, at the same time, an important moment in parenting. Your job is to be the calm and confident adult who keeps things safe as your child is exposed to the judgment and serendipity of college admissions officers.
- ❖ **Realize it isn't happening to you.** You are not applying to college; your child is. Being clear about this affords you the distance to help him or her calm down when he or she is most scared.
- ❖ **Watch those pronouns!** Think carefully about the messages you are sending your child. You may think it's OK to refer to your child's application as "our application." But chances are your child will hear something like, "You aren't mature enough to get into college on your own, so I have to help you."
- ❖ **Work with your team.** The most effective parents team up with their child's guidance counselor and follow his or her lead.
- ❖ **Keep your anxiety to yourself.** Parents of college applicants have much to worry about, such as, "How can we afford this?" "What if my son or daughter gets rejected?" "How can I be old enough to have a child going to college?" While your worries are real, it's important that you do not share them with your child. Your fears will only amplify his or her own.
- ❖ **Look for the grief—yours.** It may surprise you to know that some of the upset you feel about the college application experience may actually be grief over your child's leaving home soon. It is best to recognize the grief for what it is, feel it, and then move on.
- ❖ **Develop Plan B.** In order to maintain an inner sense of calm, prepare yourself in advance for your worst case scenario and work out a plan to deal with that. Then file the plan away somewhere and get back to focusing on success. Knowing that you have a backup plan in place will keep you more relaxed.

Resources on the Web

ON-LINE APPLICATIONS:

www.ezcollegeapps.com
Common Application:
www.commonapp.org
Texas Common App:
www.applytexas.org

SPECIAL INTEREST SITES:

Hillel: The Foundation for Jewish Campus Life- www.hillel.org
Council for Christian Colleges and Universities: www.cccu.org
College Athletic Association (NCAA): www.ncaa.org
Occupational Outlook Handbook: www.bls.gov/oco
Athletic Coach Database: www.collegecoachesonline.com

COLLEGE FAIRS:

www.nacac.com/fairs.html

DIRECTORIES OF COLLEGE AND UNIVERSITY WEBSITES

www.allaboutcollege.com
www.careersandcolleges.org
www.college-access.net
www.petersons.com
www.collegeview.com/collegesearch/
www.usnews.com/usnews/edu/college/
www.mycollegeguide.org

DIRECTORIES OF AMERICAN UNIVERSITIES

www.clas.ufl.edu/CLAS/american-universities.html
BY STATE:
<http://collegiateway.org/colleges.html>
www.collegeview.com

TESTS AND TUTORING:

SAT Info: www.collegeboard.org
ACT Info: www.actstudent.org
Princeton Review: www.review.com
Kaplan Tutors: www.kaptest.com/tutoring

FINANCIAL AID / LOAN CALCULATORS:

www.fastweb.com
www.finaid.org/calculators
www.nasfaa.org
www.freescholarship.com
www.college-scholarships.org

GENERAL LD AND AD/HD:

Assoc Higher Education & Disability: www.ahead.org
ADD Assoc.: www.add.org
Learning Disabilities Online: www.ldonline.org
Learning Disabilities Assoc.: www.ldantl.org
National Center for LD: www.ncld.org
Council for Exceptional Children: www.cec.org
International Dyslexia Assoc.: www.interdys.org

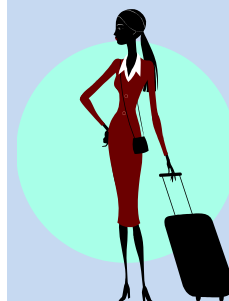
ADVOCACY AND LEGAL:

Wrights law: www.wrightslaw.com
Disability access information: www.janejarrow.com

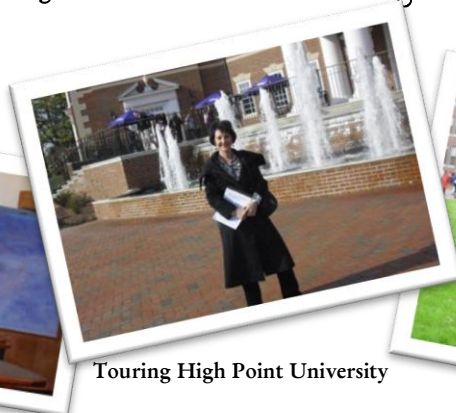
TRAVEL NEWS

As you know, my travel schedule takes me all over the U.S. to visit colleges, boarding schools, therapeutic schools and programs, and special needs facilities. I recently visited North Carolina, Vermont and Utah. My upcoming trips this winter and spring will take me to Toronto, Canada, Oklahoma and California. I do check my voice mail daily and will try to return all phone messages within 24 hours. Thank you all for your patience.

Lindy



Practicing as a broadcaster
at High Point



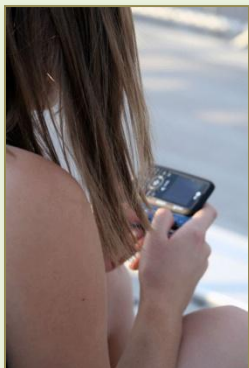
Touring High Point University



Touring Wake Forest University



Wake Forest University



MTV: TEEN 'SEXTING' ON THE RISE

A full 20 percent of teens aged 13-19 years old have engaged in sexually explicit flirting via cell phone, according to a survey by the Associated Press and MTV. 10 percent have sent nude pictures. When you expand the age range up to 24 years, the stat for the practice – known as sexting – becomes one-quarter of that population. The trend is on the rise, alarming parents and law enforcement officials alike.

The production of any sexually explicit images of a person under 18 can result in 15 years in jail for child pornography. And in a bizarre twist, several states have seen the prosecution of several teens under that law who sent out pictures of themselves.

This should alarm the participants themselves. What happens when there's a breakup and the ex has salacious photos? Put them on the Internet or pass them around, of course. About 14 percent of survey respondents said they thought the pictures were shared without permission; and 17 percent said they had indeed passed them along to others. The consequences of this can be particularly dire; in at least two cases teens have committed suicide after their nude photos were passed around, resulting in ridicule by other students.

So why is sexting still on the rise? Studies show teenage brains are wired for risky, non-commonsensual behavior. Teens are also more emotional and have a lowered ability to resist impulse behavior. Girls are more likely than boys to send naked pictures; even so, boys find the behavior to be "hot" while girls are more likely to call it "slutty," according to the poll. The poll was done online with 1,247 teenagers and young adults ages 14-24.

How to stop ADHD Kids from Hitting

By Carol Brady, PhD

Is your ADHD child a hitter? Does he shove people or throw things at them? Does she ignore warnings to "keep your hands to yourself"? Well, take heart. It may take a while, but aggressive, attention deficit kids can learn to control their impulses. Use this eight-point plan to rein in your ADHD child's aggressive behavior and teach impulse control.



FOLLOW THESE STEPS...

- **Define the problem.** Each time your child gets physically aggressive, let him know exactly what he did wrong. Tell him what to do the next time a similar situation arises. "Use your words when angry" works better than "Don't hit"
- **Control your emotions.** It's not easy to stay calm when your ADHD child has just punched a playmate for the umpteenth time. But do your best. The next time your child lashes out, discipline her by demonstrating appropriate behavior by speaking calmly, but firmly, rather than by shouting (or spanking)
- **Try empathy.** Let your child know that you understand how hard it is to control aggression. Once she calms down, say something like, "You seemed to be angry because your friend won the game" or, "I know you get angry when other children tease you, but hitting will only hurt your friendships." Listen carefully to what she says in response, so you can provide support.
- **Ask for suggestions.** Telling your child to say, "Stop it, you're bothering me" may not do the trick. In emotionally charged situations, ADD kids have trouble recalling phrases like that. Instead, ask your child what he thinks he can do to rein in his aggression when something bothers him.
- **Reward good behavior.** Praising your ADHD child for not hitting makes sense, of course, but specific rewards are extra incentives. Come up with rewards your child can claim for good behavior. It might be a toy, or being the one to pick out a movie on Friday night, or "special time" when the parent is "all hers".
- **Impose consequences.** Let your child know the specific consequences she will face the next time she resorts to physical aggression. Depending upon your child's age, the consequences might include a time-out, writing a letter of apology, losing a special privilege, and so on.
- **Identify "hot spots."** Does your ADD child pick fights at birthday parties? During playdates? Identify those situations, and consider whether you can modify them (by reducing the number of children at a playdate) or skip them
- **Reassure him.** If your child is in a blue mood following an aggressive episode, make sure he doesn't feel too discouraged. Tell him you love him. Remind him of the times he did maintain self-control -- and of what a great child he is.

VOLUNTEER: SPECIAL OLYMPICS

Volunteers are the lifeline of the Special Olympics program.

More than 1.5 million individuals worldwide, dedicate their time, to Special Olympics.

These volunteers serve as coaches, officials, committee members, competition assistants and more. For information on events, volunteering or participating in events visit

www.specialolympicstexas.org

or contact Renee Klovenski at

713-290-0049 or

rklovenski@sothx.org.

2010 CALENDAR OF EVENTS

February 16, 2010
(10:00am-2:00pm)

[Area Figure Skating
Competition](#)

Location: Memorial City
Mall

Address: 303 Memorial
City, Houston, TX 77024

March 6, 2010
(8:00am-4:00pm)

[Area Basketball
Tournament](#)

Location: Cy-Fair ISD
Address: TBD

April 24, 2010
(9:00am-2:00pm)

[St. Johns Track Meet](#)

Location: St. John's
School

Address: 2401
Claremont Lane
Houston, TX 77019



Choosing the Best Private School

Question: Which School is best?

Choosing the best school is all about finding the private school which offers the best fit for your needs.

Each private school is unique. That makes comparisons between schools difficult, almost impossible to do.



Answer: The One Which Fits the Best

Many parents assume that selecting a private school is like shopping for shoes. All they have to do is Google schools and the data and information they need will be at their fingertips. Not exactly.

You can't enter 8th grade in Google and see which school offers it for the lowest price. That's because each private school is unique. It has unique programs and features which are not easily compared with other private schools, including the facilities, the teaching staff and the atmosphere.

When parents ask me which is the best school in an area, my reply is "Well, it depends. What are you looking for in a school?" Only once they specify their requirements can an educational consultant give them a list of schools which will fit those requirements.

Defining the Best Fit

Let's define fit as how a school measures up to your requirements and expectations. You can get a fairly good idea of what schools offer by examining their websites in detail. Most schools try to answer your questions on their websites. The problem with looking at websites is that you see only what they want you to see. How do you find out the real story? You can ask questions. Better yet, hire an educational consultant whose business it is to know those facts.

Fit is something which you and your child have to agree on yourselves. What are you both really looking for? Have that discussion with your child. Understand what you both want. Then you will be half way to choosing the best school for both of you.

The next thing you have to do is to visit the school. Even better, attend a class or two or have your child spend an overnight if it is a boarding school. You'll get plenty of answers fast. How your child reacts to the student guides and the admissions interview will signal what kind of a fit the school will be.

It's All About Your Child's Happiness

Choosing the best school is all about finding that one special school where your child will be happy. Of course you want her to have the opportunity of getting into a good university. But the truth is that she won't get into any university unless she succeeds in high school. And she won't succeed in high school unless she is happy. Your child's happiness has everything to do with getting the fit right. That's what choosing the best school is all about.

By Robert Kennedy
About.com Guide

10 FACTS ABOUT MILITARY SCHOOLS

More Than Just Military Training

- ❖ **There Are Only a Few Schools.**
There are approximately 45 military schools in the U.S. Most operate grades 9 through 12. A few include junior high. One school starts children as early as 3rd grade.
- ❖ **They Instill Discipline.**
Discipline is the essence of military schools. Discipline creates order. Order creates results. Put a young, rough around the edges man in a military high school and the transformation will astound you.
- ❖ **They Build Character.**
Being a team member, learning to execute orders and sacrificing one's personal needs for the good of the group - these are all character building exercises every good military school teaches its students.
- ❖ **Their Graduates Are Distinguished.**
The rolls of military schools are filled with distinguished graduates who have gone on to be successes in just about every endeavor you care to name. Not just in military service either.
- ❖ **They Offer JROTC.**
About 50% of Junior Reserve Officers' Training Corps participants go on to active military service. It is an important part of most military schools' programs.
- ❖ **They Are Patriotic.**
Patriotism is at the core of military training, and service to our nation is the mission of a military school.
- ❖ **They Are Selective.**
The idea that anybody can get into military school is simply not true. In most cases they are looking for young people who want to make something of themselves and succeed in life.
- ❖ **They Offer Demanding Academics and Military Training.**
Most military schools offer extensive college preparatory courses as part of their academic curricula, which combines demanding academic work with a rigorous military training.
- ❖ **They Develop Leaders.**
Most schools offer carefully designed leadership programs designed to maximize each student's fullest potential.
- ❖ **They Offer A Path to the Service Academies.**
Military schools are often seen as a path to the service academies, but our nation's service academies are extremely selective and limited and only the best get in.



By: Robert Kennedy
About.com Guide

IMPORTANT TEST DATES TO REMEMBER!!

www.collegeboard.com

www.actstudent.org

SAT TESTING			ACT TESTING		
SAT & Subject	Registration Deadlines		ACT	Registration Deadlines	
Tests Dates	Regular	Late (fee required)	Tests Dates	Regular	Late (fee required)
January 23, 2010	December 23, 2009	January 8, 2010	February 6, 2010	January 5, 2010	January 6-15, 2010
March 13, 2010	February 4, 2010	February 18, 2010	April 10, 2010	March 5, 2010	March 6-19, 2010
May 1, 2010	March 25, 2010	April 8, 2010	June 12, 2010	May 7, 2010	May 8-21, 2010
June 5, 2010	April 29, 2010	May 13, 2010			

GOOD LETTERS OF RECOMMENDATION

Good Letters of Recommendation Show Strengths and Weaknesses:

- ❖ "The best letters of recommendation highlight with examples both the strengths and weakness of the candidate in light of a peer group. Typically, admissions offices limit essay length, but we all encourage recommenders to take the space they need to help build your case." - Rosemaria Martinelli Associate Dean of Student Recruitment & Admissions at [Chicago Graduate School of Business](#)

Good Letters of Recommendation are Detailed:

- ❖ When choosing someone to write a letter of recommendation, don't get wrapped up in title, you want someone who can really answer the questions. If they can't answer the questions, they aren't really helping you. You want someone who knows what you have done and what your potential is." - Wendy Huber, the Associate Director of Admissions at the [Darden School of Business](#)

Good Letters of Recommendation are Insightful:

- ❖ "Letters of recommendation are one of the few components of an application that are submitted by an objective third party. They provide important insight into an applicant's abilities and characteristics. It's important to find people who can provide true insight into your accomplishments and potential to be a future leader." - Isser Gallogly, Executive Director of MBA Admissions at [NYU Stern](#)

What About the Peer Recommendation? What is it?

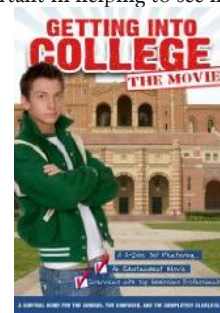
- ❖ The peer recommendation is required in some school applications. Your brother, sister, best friend, cousin, or classmate can all write a peer recommendation, as long as it is someone about your age. Schools use the peer recommendation to learn more about you as a person. What are your interests? What are your personality traits? What do you do for fun? How are you as a friend? All of this information is important in helping to see how you would add to the community.



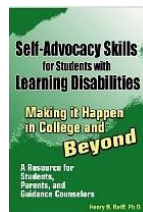
What
Qualifies
As A
Good
Letter?

Check out **GETTING INTO COLLEGE: THE MOVIE**
At <http://www.gettingintocollegethemovie.com/>

For "an intelligent, informative, AND entertaining guide to college admissions". DVD extras include interviews with Deans of Admissions at Duke, Georgetown, and Northwestern



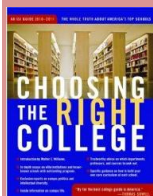
LINDY'S BOOKSHELF



SELF-ADVOCACY SKILLS FOR STUDENTS WITH LEARNING DISABILITIES: Making it Happen in College and Beyond

By: Henry Reiff

Filled with strategies, and resources, this book uses the author's groundbreaking research about successful adults with learning disabilities, to promote self-advocacy. This work is brimming with useful and practical information. It is easily understood and embraced by students with learning disabilities, their parents, guidance counselors, and stakeholders in the fields of both higher education and special education.



CHOOSING THE RIGHT COLLEGE

**2010-11:
The Whole Truth
about America's Top
Schools**

By: John Zmirak

Using on-campus sources to turn up the best and worst aspects of leading schools across the nation, "Choosing the Right College" is at once an insider's guide to almost 140 leading American colleges and universities and a high-minded mentor on how to obtain a serious education at virtually any institution of higher learning. ISI's editorial team analyzes the quality of curricula, the rigor and vigor of major academic departments, and the intellectual freedom that prevails - or not - on each campus. Includes in-depth essays on elite institutions; exclusive reports on campus politics and intellectual diversity; and trustworthy advice on which departments, professors, and courses to seek out.



THE HIGHLY SENSITIVE CHILD: Helping Our Children Thrive When the World Overwhelms Them

By: Elaine Aron

The author, who has studied and written about what she calls "high sensitivity", states that this is a trait that occurs in 15% to 20% of the population. Although HSCs tend to be "empathetic, smart, intuitive, careful and conscientious," they are also easily over-stimulated and require informed parenting in order to prevent temper tantrums, stress illnesses and the avoidance of pleasurable group activities. Aron offers helpful advice that will assist both non-sensitive and highly sensitive parents through all stages of their child's development from infancy to adolescence.

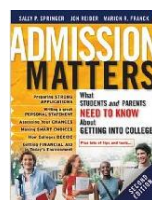
****ALUMNI- Please share your news with us about the events in your life. Tell me about moves, weddings, promotions, etc. Email me at lkahn@educationalconsulting.com.**



GENERATION TEXT: Raising Well-Adjusted Kids in an Age of Instant Everything

By: Dr. Michael Osit

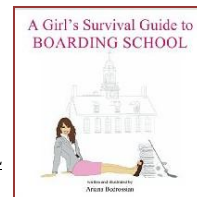
According to Osit, conflict over technology is at the core of many problems in the families he treats. Aggressive personality traits, impulse control, and social skills used to be influenced by social interaction and are now subject to interaction via electronic messaging and communication, where facial expression and body language are absent and, sometimes, strangers are present. Osit addresses the primary challenges of overcoming parental guilt by buying ever more and new gadgets for children and "modeling down," providing privileges to younger children. Drawing on research and his own practice, Osit explores ways that parents can develop the skills they need—balance, early intervention, and monitoring—to reduce the impact of technology and the accompanying notions of instant gratification and instant, if fleet, communication.



ADMISSION MATTERS: What Students and Parents Need to Know About Getting into College

By: Sally P. Springer

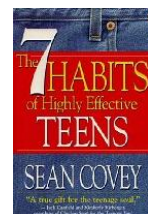
As its subtitle suggests, *Admission Matters* is an excellent introduction for both college-minded teens and their parents. Comprehensive and written in straightforward, clear language, chapters explore the current competitive environment surrounding college applications, what admissions counselors look for, and how to prepare for the new tests and put together an application package. There's also advice specifically for parents, and information about early admissions and financial aid. Sample application forms and recommendation letters, as well as a long list of resources, are among the appended materials. The wealth of information, uncluttered format, and numerous boxed features, such as a checklist of things to do on a college visit, make this an essential guide.



A GIRL'S SURVIVAL GUIDE TO BOARDING SCHOOL

By: Ariana Bedrossian

A Girl's Survival Guide to Boarding School is a funny, yet informative guide on how to live through your boarding school years. It helps both prospective and current boarding school students' deal with homesickness, as well as academic and social pressures. The book celebrates boarding school life while informing girls how to navigate through the highs and lows of everyday life.



THE 7 HABITS OF HIGHLY EFFECTIVE TEENS

By: Sean Covey

Sean Covey is a living example of someone who has taken each of the seven habits to heart: be proactive; begin with the end in mind; put first things first; think win-win; seek first to understand, then to be understood; synergize; and sharpen the saw. He includes a comical section titled "The 7 Habits of Highly Defective Teens," which includes some, shall we say, counterproductive practices: put first things last; don't cooperate; seek first to talk, then pretend to listen; wear yourself out... Covey's humorous and up-front style is just light enough to be acceptable to wary teenagers, and down-and-dirty enough to really make a difference.



STOPPING THE PAIN: A Workbook for Teens Who Cut & Self-Injure

By: Lawrence E. Shapiro

Self-injury can be a disturbing symptom of a variety of conditions, including eating disorders, anxiety, and depression. Teens who self-injure often cut or burn themselves, but may also engage in other harmful practices. Stopping the Pain helps teens and their counselors discover the root cause of self-injury and develop a program to end this dangerous behavior. The book begins with a series of exercises designed to help teens understand why they self-injure and dispel myths about self-injury. It goes on to help them tackle self-esteem issues, recognize and disarm the triggers that lead to self-injury, communicate about self-injury, cope with difficult emotions, and commit to change. More than 10 percent of teenagers have experimented with self-injury, according to research. This book offers help for any teen caught up in this dangerous habit.

TEENAGERS and SELF MUTILATION: The Facts

Unfortunately, the trend of "cutting" is reaching epidemic proportions and it is affecting more and more teens each day. It is difficult to understand why teens would desire to cut themselves, most information doesn't have a clear answer but what most offer as an explanation is that it is a way for a person to inflict harm upon themselves that they can control. Now, not every case of someone who cuts themselves wants to die. In fact, it's quite the opposite. They want to control their pain. It has also been said that cutting, if not properly controlled, can carry into the teen's adult life. Further self-inflicted abuse can lead to depression and abuse of drugs or alcohol.

Self-mutilation affects nearly **1%** of people in the US. Teenagers are particularly susceptible to self-mutilation, with girls being **4X** more likely to self harm than boys. Over **10%** of teenagers are thought to have at least experimented with self-mutilation. While many teenagers decorate themselves with piercings or tattoos, these decorations are not normally considered deliberate self harm. Teenagers who indulge in excessive decoration may, however, be susceptible to self-mutilation and should be watched carefully for further worrisome behavior. Contrary to common belief, self-mutilation is rarely an attempt at suicide. Rather than indicating a suicidal tendency, self-mutilation and self-cutting, in particular, may be used as coping mechanisms. When feelings become too much to bear, teenagers may become introverted and consider or experiment with self-harming. Recent research finds that the two main emotions felt by those who self-mutilate are anger and anxiety. Physically, self-mutilation is thought to release endorphins, which results in teenagers feeling a "high," immediately after cutting themselves.

Teenagers who carry out self inflicted violence often go to extreme lengths to prevent parents or other adults from discovering their secret. If you discover that your teenager has been self-cutting or otherwise self-mutilating try hard to hide any feelings of disgust. Teenagers who self-mutilate often have very low self-esteem. Reacting with horror is likely to exacerbate your teen's low self-image. Seek professional help, preferably from a recognized family therapist. Some seventy six percent of teenagers who underwent family therapy indicated that they gained at least a little benefit from the counseling. In contrast, only fifty nine percent felt they benefited in any way from hospitalization alone.

Common methods of self-mutilation include:

- burning (often with a cigarette)
- branding
- biting
- cutting
- head banging
- pulling at skin or hair
- hitting
- bruising
- marking

Signs Your Teenager May be Self-Mutilating:

- family members telling you that they are finding razors or knives in strange locations
- evidence that your teenager's friends are self-mutilating
- regularly locking themselves away for long periods in their room or the bathroom
- a reduced social circle or reluctance to attend social events
- finding sharp objects hidden in your child's room
- a reluctance to wear clothes such as short-sleeved shirts or shorts
- the appearance of an abnormal number

Recognize your own role in inadvertently encouraging your child to self-harm. Many teenagers are rushed and overscheduled by their parents; this lack of control over their own lives can cause feelings of anxiety, which may trigger self-mutilation.

- Become knowledgeable on the issue of self-mutilation. Find out as much as possible on the subject. Understanding the condition will help you to understand your teen.
- Spend time with your teenager. Numerous self-harmers suggest that feeling invisible to their parents was a major contributor to their self-mutilation.
- Keep the lines of communication open with your teenager. Encourage them to discuss their problems, either with you or another adult.
- Consider enrolling your teenager in a skill-building group where he or she can learn to deal with overwhelming emotions in a non-destructive manner. Other coping strategies that can be practiced with your teenager include breathing exercises, journaling or counting to ten.
- Above all, parents of teenagers who self-harm must ensure that they listen to their teen, reserve judgment and avoid issuing ultimatums

Psychologically, many potential triggers can lead to self-mutilation:

- low self-esteem
- inability to control impulses
- high levels of anxiety
- apparent inability to cope with difficult situations
- tendency to hide away in their own space for hours on end
- underlying psychological conditions such as bipolar disorder or depression
- a tendency towards hyper-sensitivity
- feeling invisible or unaccepted by parents or peers.

Self-mutilation is as common as eating disorders in teenagers.

Of those teenagers that self-mutilate, an estimated 64% use self cutting as their preferred method.

Information available at:
<http://www.psychiatric-disorders.com/articles/warning-signs/self-mutilation.php>

Do you have an anxiety disorder?

Everyone gets stressed out, anxious and scared sometimes.

This, however, differs from a true anxiety disorder.

Here is a self-test by Dr. Jonathan Davidson, author of *The Anxiety*

Take the test to find out if you may just have the day-to-day blues, or if it is a real anxiety disorder.

- Is a fear of being the center of attention a problem in your life?
- Are you afraid to speak in front of people?
- Do you panic when your boss calls or get nervous when you have to go to a party alone?
- Do you experience sudden attacks of terror or panic?
- Do you have a difficult time getting on an airplane? Being in open spaces, with animals?
- Do you have a hard time being on a balcony more than a few feet off the ground? Are these situations that others are comfortable with but seem difficult for you to handle?
- Do you feel that doing your homework, taking care of yourself and/or your family, getting through school has become more than you can handle?
- Do you find it difficult to control your worries?
- Are you troubled by persistent senseless thoughts or impulses that you try hard to resist?
- Does the need to check on this, wash, or clean make it difficult for you to go to sleep at night, or make you late for school or other appointments?
- Do you have repeated painful memories or nightmares about a terrible event that occurred to you, such as violent assault or abuse, injury, or the death of someone close to you?
- Do you try hard to avoid any reminders of that event?



If you answered yes to any of these questions, you may possibly have an unhealthy anxiety.

Make a plan to get the help you need; connect with others in the community. Start searching for a good therapist- a life with horrible anxiety is not worth waiting another minute on this!



KAHN EDUCATIONAL GROUP, LLC
Certified Educational Planners
 6717 Vanderbilt St.
 Houston, TX 77005