



# Educational Resources

A Newsletter of  
**KAHN EDUCATIONAL GROUP, LLC; Consulting and Placement Services**  
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Editor: Tana Collins

College Admissions • Day/Boarding Schools • Special Needs • Summer Programs • Crisis Intervention

## The Real Problem With College Admissions: It's Not the Rankings

*The true crisis in college admissions isn't overly motivated parents or even analytical rankings of elite schools. It's too little motivation among parents and students combined with insufficient information.*

This October, hundreds of thousands of American parents will spend the month nagging their 17- and 18-year old children to finish their college essays and double-/triple-/quadruple-check their basic applications. A private four-year university can cost more than \$160,000. In an economy with an uncertain recovery path, college pays off more than ever. All the more reason for parents to assess (and, yes, *obsess over*) their decision.

If you see trend stories on these families in national newspapers and magazines, you'll read that the parents are too motivated (e.g.: the "helicopter parent") and the information is overly analytical (e.g.: the dreaded US News and World Report rankings). But in a country where seven out of ten 30-year olds don't have a college degree and most students drop out of school, the real problem isn't motivated parents and ranked information. Instead, it is too little motivation and too little information.



Of course, there are sharp differences between Harvard University and the University of Michigan that rankings can blur. The same student won't necessarily be happy and successful at both places. It probably makes as much sense to rank these schools for the typical student, without knowing his strengths and interests, as it does for a store to rank its shirts for a typical male shopper without knowing his size and complexion.

Longitudinal studies show that the success of the country's smartest students depends more on where they *apply* than where they *attend*. The country's best schools are all world-class, and the 100,000 new students that they matriculate each year have a relatively equal shot at their own definitions of success.

<http://www.theatlantic.com/business/archive/>

## NOTES AND COLLEGE RESOURCES

What's the difference between  
high school and college?

### Living Environment

*High school:* Quiet house, parents' supervision

*College:* Noisy dormitories, little supervision

### Classes

*High school:* 45- to 50-minute classes are the norm

*College:* 3-hour classes aren't uncommon, a few classes are spread throughout the week

### Routine

*High school:* Weekday schedule rarely varies

*College:* Classes start earlier on some days, later on others

### Supervision

*High school:* Parents check up on students' progress; teachers are in contact with parents

*College:* Professors reluctant to act as disciplinarians

### Assignments

*High school:* Homework is checked regularly

*College:* Long-term papers and tests determine grades

## College Prep 101: A Checklist for All High School Freshmen

- Enroll in a college preparatory curriculum.
- When possible, write papers, do projects, etc. about college.
- Enter essay and speech contests, science fairs/contests for scholarships and awards.
- Get involved in extracurricular activities.
- Volunteer in your community.
- Explore careers and job opportunities in those careers.
- Study hard and do well in school. From now on, your grades will count toward college and will show up on your permanent record.
- Start to attend events on college campuses (plays, concerts, sporting events, activities related to your major, etc.).
- Get to know your high school counselor (the College or Senior Counselor) and let them get to know you and your goals, career aspirations, schools you are considering, etc. Your parents may want to go along, too.
- Talk to your friends about what they plan to do after college. Talk to you parents and your friends' parents about what they do.



<http://www.collegeprep101.com/images/stories/freshman%20year%20checklist.pdf>

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## Resources on the Web

### ON-LINE APPLICATIONS:

[www.ezcollegeapps.com](http://www.ezcollegeapps.com)  
Common Application:  
[www.commonapp.org](http://www.commonapp.org)  
Texas Common App:  
[www.applytexas.org](http://www.applytexas.org)

### SPECIAL INTEREST SITES:

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

### COLLEGE FAIRS:

[www.nacac.com/fairs.html](http://www.nacac.com/fairs.html)

### DIRECTORIES OF COLLEGE AND UNIVERSITY WEBSITES

[www.allaboutcollege.com](http://www.allaboutcollege.com)  
[www.careersandcolleges.org](http://www.careersandcolleges.org)  
[www.college-access.net](http://www.college-access.net)  
[www.petersons.com](http://www.petersons.com)  
[www.collegeview.com/collegesearch/](http://www.collegeview.com/collegesearch/)  
[www.usnews.com/usnews/edu/college/](http://www.usnews.com/usnews/edu/college/)  
[www.mycollegeguide.org](http://www.mycollegeguide.org)

### DIRECTORIES OF AMERICAN UNIVERSITIES

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

### TESTS AND TUTORING:

SAT Info: [www.collegeboard.org](http://www.collegeboard.org)  
ACT Info: [www.actstudent.org](http://www.actstudent.org)  
Princeton Review: [www.review.com](http://www.review.com)  
Kaplan Tutors: [www.kaptest.com/tutoring](http://www.kaptest.com/tutoring)

### FINANCIAL AID / LOAN CALCULATORS:

[www.fastweb.com](http://www.fastweb.com)  
[www.finaid.org/calculators](http://www.finaid.org/calculators)  
[www.nasfaa.org](http://www.nasfaa.org)  
[www.freescholarship.com](http://www.freescholarship.com)  
[www.college-scholarships.org](http://www.college-scholarships.org)

### GENERAL LD AND AD/HD:

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

### ADVOCACY AND LEGAL:

Wrightslaw: [www.wrightslaw.com](http://www.wrightslaw.com)  
Disability access information: [www.janejarrow.com](http://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 toured schools in Utah, Massachusetts and Colorado. While traveling, 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*





## 4 Ways to Manage Oppositional Defiant Disorder in Children

*Oppositional Defiant Disorder (ODD) is a childhood disorder that affects anywhere from 6 to 10 percent of children. It is characterized by a negative set of behaviors in a child directed toward the adults in their life and can sometimes be mistaken for disorders that share some characteristics, such as conduct disorder or even attention deficit disorder.*



The diagnosis of ODD is given by mental health professionals to describe a set of behaviors a child is exhibiting that include: *Often loses temper; argues with adults and authority figures; refuses to comply with adult requests; blames others for his mistakes; deliberately annoys people; is easily annoyed by others, is angry/resentful and spiteful/vindictive.*

If a child exhibits four or more of these behaviors for six months or longer, he would likely be diagnosed with ODD, unless there was an alternative explanation (for example, he experienced some kind of trauma or if there's another disorder or condition at play). The most important factor to consider is frequency and intensity. All kids exhibit some of these behaviors, but not to the extent of an ODD child. ODD may develop at any time, over time, and may be secondary to another diagnosis. In other words, it might co-exist with ADHD or a mood disorder.

A common trait of kids with ODD is that they often see themselves as victims and feel justified in acting out. And sadly, they see so many examples of people in our culture who act out – from rock stars to athletes to politicians – that they feel even more justified in what they are doing.

It's important to remember as a parent that you can change at any time. You might feel defeated because your own stress levels, feelings of blame or failure, and exhaustion. But here's the truth: You can learn to respond in such a way as to reduce the acting out behavior.

Here are four things you can do as a parent to effectively manage your child with ODD:

1. **Respond without anger:** Try to be as calm and matter-of-fact as possible. Just acknowledge the behavior, state it as you see it, explain how it will need to change and remove yourself from all arguments. You really have to pick your battles and decide what's most important to you – and ultimately your child.
2. **Be clear and consistent:** The nature of ODD behavior is to wear parents down so that they eventually give in. You need to be strong, clear and consistent in your follow through.
3. **Do not take things personally.** When your ODD child acts it's really not about you. Stay as neutral and objective as possible, be clear and concise and do not get pulled into a power struggle.
4. **Don't be your child's friend – be his parent:** Remember, being a parent is not a personality contest. There are times when he won't like you, but if you keep setting limits with your child and follow through by giving consequences and holding him accountable, the ultimately you're doing the best thing for your child.

<http://psychcentral.com/blog/archives/2011/06/20/4-ways-to-manage-oppositional-defiant-disorder-in-children/>



## The Effects Divorce Can Have on Teenagers

**What effect can divorce have on teenagers? The answer varies widely.**

**The common effects can include the following:**

**Anger** - Teens go through a stage when their moods and feelings are already volatile as it is. Adding divorce to the mix may make the teen withdraw, talk back to parents, lash out at them in anger, act out, engage in dangerous activities, or similar reactions.

**Decline in grades** - A divorce can affect a teen's academic performance adversely. Their grades may suffer and they may lose interest in school activities. They may seem uninterested in their academic performance. Parents may be surprised that their teens' grades begin to suffer even before they tell them about the divorce.

**Overcompensation** - Some teens may feel that it's their fault their parents are breaking up. In some instances, this prompts teens to "Do something about" their behavior in order to make their family life more desirable to their parents. They may work harder at school and get better grades or try to succeed more in sports or other afterschool programs.

**Substance abuse** - It's not uncommon for young people to start experimenting with drugs, alcohol and cigarettes. This is especially true if the home environment is considerably difficult for them to endure. Teens do drugs or drink alcohol emotionally. The problem with this is that emotional pain cannot be dealt with this way, and so many teens who have parents going through divorce end up overdosing or getting drunk.

<http://www.troubledteens.com/divorce-and-teenagers.html>

## 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](http://www.specialolympicstexas.org)

or contact Renee Klovenski at

713-290-0049 or  
[rklovenski@sohx.org](mailto:rklovenski@sohx.org).

## 2011 - 2012 CALENDAR OF EVENTS

November 5, 2011  
(11:00am-2:00pm)

Families Picnic

Location:

George Bush Park  
Pavilion #1

Details:

Please join us on Saturday, November 5, 2011 for a day of fun and festivities with the families of the Greater Houston Area. We will be coming up with some fun games and silly things to do as we socialize and get to know each other better!

Everyone is asked to bring a dish that goes well with hot dogs.

**2012 Winter Games**  
**February 9-12, 2012**  
Austin, Texas



# Does Your ADHD Child Need a Tutor?

How to determine whether your child with ADHD needs a school tutor and find the best education options for them.

Tummy aches on school days. Lack of interest in assignments. Resistance to doing his homework. These are often the first signs that your child is having trouble at school.

For a child with attention deficit disorder (ADD/ADHD), who struggles just to keep up, falling behind can feel like chasing a train that has left the station - you might as well give up and go home. Tuning in to your child's schoolwork problems early - and getting him the help he needs - will make it easier for him to hop back on board.

## Read the signs

- His homework is frequently incomplete or inaccurate, no matter how much time he spends on it.
- He's working hard, but his grades are falling.
- He shows an increasing lack of confidence and motivation.
- He's anxious before tests.
- He's reluctant to go to school.
- He seems to have lost his interest in learning. His teacher reports that his behavior has begun causing problems in class.
- He says, "I'll never understand this. I give up." Or worse, you hear yourself saying it.

## Take action

Start by meeting with your child's teacher. Find out where your child stands academically, which subjects he has trouble with, and how serious the problems are. Is he missing some basic skills fundamental to academic success, or has a recent topic tripped him up? If the teacher thinks your child is at risk of falling behind or hasn't mastered certain skills, ask if extra help is available at school. If it's not, consider an outside tutor.

## Consider your options

Private tutors and learning centers are usually readily available, and they often advertise in newspapers. Try to get a recommendation from a teacher or parents with experience in this area. Have your child meet the tutor, observe the center, or, if possible, arrange for a sample session to see if there's a good fit before making a long-term commitment.

If you're looking for maximum flexibility, consider the tutoring services available online. These include real-time tutoring, correspondence tutoring, and time-monitored tutoring, which charges a flat fee for a given number of hours of assistance.

Finally, don't overlook your child's original teacher - yourself. If you have the knowledge and patience to tutor your child, you'll be rewarded with the joy of shared learning and one-on-one time you may have otherwise missed.

<http://www.additudemag.com/adhd/article/847.html>

# LOOKING FOR AN ADHD-FRIENDLY COLLEGE

Four Essential steps to finding a school that meets your needs, sparks your interests and respects your comfort zone.

## Understand yourself

- Do you know what subject you'd like to study, or what field you're headed for?
- Did you need support and structure in high school?
- Do you prefer to immerse yourself in a subject?
- Do you thrive on individual attention from teachers?
- Do you need a high-energy environment?
- Do you have trouble falling asleep?

## Consult your College Resources

Use the criteria listed above to identify potential schools as you go through *Peterson's Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders*, or the *K & W Guide to Colleges for Students with Disabilities*, as well as traditional college guides. Tell your educational consultant or college counselor that you have ADHD, and ask what schools they would recommend.

<http://www.additudemag.com>



## Compare disability services

To get the facts, call the student disabilities office at each school you're considering, and ask these questions:

- Who is responsible for ADHD services?
- What services are available?
- Is there a fee for extra support?
- How flexible is the program?
- Who will advise you about academic issues?
- Can students with ADHD register early?
- Do the school's writing and math centers include professionals trained to work with ADDers?

List the accommodations available at each school, and compare them to those you needed in high school. Find out what each accommodation involves.

## Take a tour

Once you've identified a handful of schools that look good on paper, schedule a tour and an overnight stay at each. While you're there, check out:

- The culture
- The Campus
- The disabilities office
- Academic Departments

## IMPORTANT TEST DATES TO REMEMBER!!

[www.collegeboard.com](http://www.collegeboard.com)
[www.actstudent.org](http://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)
December 3, 2011	November 8, 2011	November 20, 2011	December 10, 2011	November 4, 2011	Nov. 5-18, 2011
January 28, 2012	December 30, 2011	January 13, 2012	February 11, 2012	January 13, 2012	Jan. 14-20, 2012
March 10, 2012	February 10, 2012	February 24, 2012	April 14, 2012	March 9, 2012	March 10-23, 2012
May 5, 2012	April 6, 2012	April 20, 2012	June 9, 2012	May 4, 2012	May 5-18, 2012

### Concordance between ACT Scores and SAT Scores

ACT Composite	SAT CR + Math	ACT English/Writing	SAT Writing
36	1600	36	800
34	1540-1590	34	770-790
32	1400-1430	32	710-720
30	1330-1360	30	660-680
28	1250-1280	28	620-630
26	1170-1200	26	590-600
24	1090-1120	24	550-560
22	1020-1040	22	510-520
20	940-970	20	470
18	860-890	18	430-440

### Changes to the Common Application Effective 08/01/10

- Short answer going down from 1500 to 1000 characters
- Students will be able to self report best scores from individual sittings of SAT/ACT and self-report GPA, rank, and current courses
- In the future plans section some colleges will ask about the highest degree the student intends to earn
- Colleges have the option to suppress some information
- Questions about foreign language proficiency and religious preference

## ON TAKING THE SAT/ACT



The ACT and the SAT are both designed to measure how ready students are to succeed in their first year of college. The primary difference between the two is the way they go about measuring college readiness. The ACT is an academic achievement test, while the SAT is a reasoning skills test. The SAT measures critical thinking skills, such as how students think, solve problems, and communicate. The ACT measures what students have learned in school and the specific skills and knowledge that are taught in core classes.

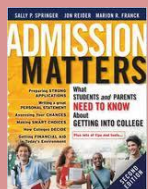
The ACT is made up of four core sections – **English, Math, Reading, and Science** – plus an optional essay writing exam. The SAT comprises three tests: Writing, Critical Reading, and Mathematics. Unlike the ACT, the SAT's writing exam is mandatory.

The scoring scales are different for the two exams also. Each of the three SAT tests is scored on a scale of 200-800 and no average is issued to students. Each of the four required ACT tests, in contrast, is scored on a scale of 1-36. Students also receive an ACT composite score, which is an average of the four scores. ACT writing scores are reported separately.

Nationally, the two exams are now taken by an almost equal number of students. In the US high school graduating class of 2009, 1.53 million took the SAT while 1.48 million took the ACT. It is not known how many took both tests. Six states (Colorado, Illinois, Kentucky, Michigan, North Dakota, and Wyoming) now administer the ACT to all 11<sup>th</sup> grade students as part of their statewide assessment systems.



## LINDY'S BOOKSHELF



### ADMISSION MATTERS: What Students and Parents Need to Know About Get- ting Into College

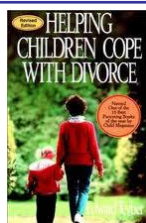
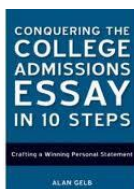
By: Sally P. Springer, Jon  
Reider and Marion R.  
Franck

*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. 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.

### CONQUERING THE COLLEGE ADMISSIONS ESSAY IN 10 STEPS: Crafting A Winning Personal Statement

By: Alan Gelb

Writing a memorable personal statement can seem like an overwhelming project for a young college applicant, but college essay coach Alan Gelb's holistic strategy and reassuring voice takes out the intimidation factor. Students will identify an engaging topic and use creative writing techniques to compose a vivid statement that will reflect their individuality. A much-needed supplement to other college entrance guides, this useful handbook will help students win over the admissions dean, while preparing them to write better papers once they've been accepted. Step-by-step instructions lead students from idea to initial draft, through revisions, and to a final version ready for submission.



### HELPING CHILDREN COPE WITH DIVORCE

By: Edward Teyber

Each year more than one million children in the U.S. are affected by the reality of divorce. Nevertheless, assures child psychologist Teyber, parents can ameliorate the harsh impact by addressing their children's concerns with sensitivity and compassion. Among the difficulties he covers are children's separation anxiety at a parent's departure; guilt feelings and fantasies of reuniting Mom and Dad. Teyber also discusses custody disputes and arrangements, post-divorce parenting concerns and step-parenting. Urging parents to watch for and respect their children's responses to the alterations of divorce, he offers an understanding guide to negotiating this disturbing process.

### WHAT ANGRY KIDS NEED: Parenting Your Angry Child Without Going Mad

By: Jennifer Anne Brown,  
Pam Provonsha Hopkins,  
and Mits Katayama

A child screams. A door slams. I hate you! is yelled again. You know someone's been hit, or the dog's been kicked, or toys have been broken. Anger experts Jennifer Anne Brown and Pam Provonsha Hopkins have written what has been described as a comprehensive look at children's anger. In language every parent, caregiver and teacher can understand, it explains why kids get angry, what anger management skills they can be taught, how adults can model anger management techniques and how adults can cope when nothing seems to work.



### WHAT ABOUT THE KIDS? Raising Your Children Before, During and After Divorce

By: Judith S. Wallerstein  
and Sandra Blakeslee

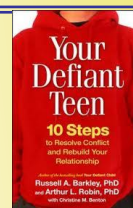
Wallerstein does an excellent job of showing parents how to guide children through the dissolution of a marriage. After a chapter that advises parents to get their own heads straight before dealing with the kids, Wallerstein addresses the developmental problems that infants and toddlers might face and ways of easing them into differing options for care. She's forthright in talking about the reactions of older children, but never loses sight of what parents need and feel, too. Addressing everything from parent-to-parent blame to the many forms of child-to-parent resentment, Wallerstein offers firm honesty and supportive encouragement. Divorcing parents will be grateful for it.



### YOUR DEFIANT TEEN: 10 Steps to Resolve Conflict and Rebuild Your Relation- ship

By: Russell A. Barkley,  
PhD and Arthur L. Rob-  
in, PhD

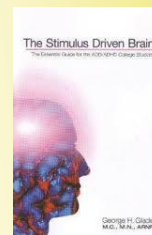
The authors start by helping readers gauge their child's behavior, then outline four factors that contribute to defiance. Part Two delves into the principles for reversing or preventing defiance. The text gives solid tips on how to work toward a positive outcome and offers a variety of scenarios, demonstrating precisely how a parent's words and actions can be the source of a teen's compliant or defiant response. In the end, the authors offer a useful and detailed approach that respects the rights and expectations of parents and teens.



### THE STIMULUS DRIVEN BRAIN: The Essential Guide for the ADD/ADHD College Student

By: George H. Glade

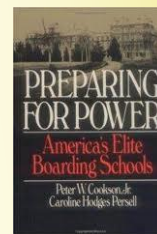
College students with ADD/ADHD don't fail because they lack the intellectual horsepower. This book is about putting all of the horses in the same harness. You will learn the nuts and bolts of not just getting by, but how to be a superior student. No more feeling drained by the extraordinary effort to finishing assignments at the last minute. Discover how to maintain motivation and keep the important relationships in your life alive and well. Students will be guided through the often confusing jungle of obtaining accommodations and access to tools to facilitate the process. If you've ever wished you didn't have to struggle so much with school then this book is for you!



### PREPARING FOR POWER: America's Elite Boarding Schools

By: Peter W. Cookson Jr.  
and Caroline Hodges  
Persell

For this book, the authors visited more than 60 elite prep schools in the United States and England, interviewing administrators, faculty, students, and alumni. Attended by less than one per cent of the high school population, these schools turn out a disproportionate number of business, professional, and government leaders. The authors argue that the philosophies, programs, and lifestyles of boarding schools help transmit the power and privilege of elite families. They show how students are selected and examine the link between prep school attendance and admission to universities and the corporate boardroom. An interesting sociological study as well as an educational document.



**\*\*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](mailto:lkahn@educationalconsulting.com).

# How to Prepare for Private School Interviews

**Do your research before the interview.** While you will find out more information on the tour, be sure to read up on the school beforehand. While on the tour and in the interview, don't ask simple questions that show you haven't done your research. Make it clear that you know something about the school and are eager to attend by making such remarks as, "I know your school has an excellent music program. Can you tell me more about it?"

**Prepare your child.** Be sure your child remembers to say thank you and to shake hands at the end of the interview. Shy children may need practice looking their interviewer in the eye.

**Dress your child appropriately.** Find out what the school dress code is, and be sure to dress your child at least as formally as the students. Many private schools require students to wear button-down shirts, so don't dress your child in a tee-shirt, which will look impolite and out-of-place on the day of the interview.

**Don't stress yourself out—or your child.** Admissions staff at private schools are far too familiar with the child who is on the brink of tears on interview day because his parents have given him a bit too much advice—and stress—that morning. Be sure to give your child a big hug before the interview and remind him—and yourself—that you are looking for the right school—not one you have to campaign to convince that your child is right for. If he's right for the school, they will see it. Just give him a good breakfast and set him confidently on his way on the interview day.

**Be polite on the tour.** When on the tour, be sure to respond to the guide politely. The tour is not the time to voice disagreement or surprise about anything you see—keep your negative thoughts to yourself. While it's fine to ask questions, don't make any overt value judgments about the school.

**Avoid preciousness and over-coaching.** Private schools have become wary of students who have been coached by professionals for the interview. Your child should be natural and should not make up interests or talents that aren't really innate. Don't have your child feign an interest in reading if he hasn't picked up a pleasure reading book in years. His insincerity will be quickly discovered and disliked by the admissions staff. Instead, he should be prepared to speak politely about what interests him—whether it's basketball or chamber music—and he will come across as genuine.

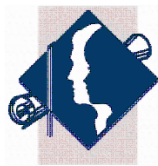
<http://privateschool.about.com>

## Common Questions Your Child May Be Asked on a Private School Tour



- **Tell me a bit about your family:** Your child should describe the members of the family and their interests but should stay away from negative or overly personal stories.
- **Tell me about your interests:** The child should not fabricate interests but should speak about his true talents and inspirations in a thoughtful and natural way.
- **What do you think about recent political events:** Older children should read the newspaper for several weeks before the interview and learn how to speak about recent current events.
- **Tell me about the last book you read:** The child should think ahead of time about some books he has read lately and what he liked or didn't like about them. He should avoid statements such as, "I didn't like this book because it was too hard" and speak about the content of the books.

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## Financial Tips for Students and Parents

**For both merit scholarships and need-based financial assistance, preparation is key. Here are tips to help students and parents get started on the merit scholarship and need-based assistance application process:**

- As you visit college and university websites, take note of their various application deadline dates for merit scholarships, for need-based financial assistance, and for other opportunities.
- Make plans to visit your high school guidance office when school starts in the fall. Understand what services are available to help in the scholarship and financial assistance process.
- If you are interested in need-based financial assistance, be sure to ask about the
- Many scholarship applications require a written personal statement that is separate from your admissions application essay. Find out if there will be specific essays on the scholarship applications and begin writing your personal statement early.
- If you have any questions at all about application documents or the requirements for applying for financial assistance, call or write the financial aid office at the college or university of your choice.

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