



Educational Resources

A Newsletter of
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Editor: Tana Collins

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

Texas Set to Allow Guns on College Campuses

Texas is preparing to give college students and professors the right to carry guns on campus, adding momentum to a national campaign to open this part of society to firearms.

More than half the members of the Texas House have signed on as co-authors of a measure directing universities to allow concealed handguns. The Senate passed a similar bill in 2009 and is expected to do so again. Republican Gov. Rick Perry, who sometimes packs a pistol when he jogs, has said he's in favor of the idea.

Texas has become a prime battleground for the issue because of its gun culture and its size, with 38 public universities and more than 500,000 students. It would become the second state, following Utah, to pass such a broad-based law. Colorado gives colleges the option and several have allowed handguns.

Supporters of the legislation argue that gun violence on campuses, such as the mass shootings at Virginia Tech in 2007 and Northern Illinois in 2008, show that the best defense against a gunman is students who can shoot back.



Until the Virginia Tech incident, the worst college shooting in U.S. history occurred at the University of Texas, when sniper Charles Whitman went to the top of the administration tower in 1966 and killed 16 people and wounded dozens. Last September, a University of Texas student fired several shots from an assault rifle before killing himself.

Similar firearms measures have been proposed in about a dozen other states, but all face strong opposition, especially from college leaders. In Oklahoma, all 25 public college and university presidents declared their opposition to a concealed carry proposal. University of Texas President William Powers has opposed concealed handguns on campus, saying the mix of students, guns and campus parties is too volatile.

<http://www.cbsnews.com>

What Should High School Juniors Do to Prepare for College?

As sure as the sun will rise, students will start to get visions of lakes, barbecues, and sleeping in past noon as the weather gets warmer and the school year comes to a close. Seniors have already been through the admissions process and now juniors start their search for the school that's best for them. Here are some of the best things rising seniors can do over the summer to get a leg up in the college admissions race.

Being organized in your communications with colleges will put—and keep—you on the right path. Decide now what E-mail address you will use for all your correspondence with colleges. Choose an address that will give colleges a good first impression (nothing cutesy or suggestive). And, commit to reading that E-mail regularly, at least weekly now and more frequently once you've made applications. Discuss with your family how to deal with college-related mail, where to put mail before you've sorted it, and how to file things for reference. Start a 'college calendar' with important test dates, deadlines and program invitations/open houses you might want to attend.

Position yourself for freshman success. As a junior, the choices you make in your senior curriculum are important, not because of 'how it looks to colleges', rather, 'how will these courses prepare me for the expectations and realities of the college curriculum.'

Get a jump on testing. Plan out testing early in the year so that you are done with the SAT or ACT by March at the latest and can save May and June for subject tests and AP's. Senior fall testing should only be a fall back.. The reason: it's near impossible to target schools to visit unless you have a good grasp of where your SAT/ACT, subject tests, and AP scores fall. After testing, the main thing is to have a great junior year in terms of academic performance. Colleges want to see an upward grade trend as classes get progressively harder. Finally, be sure to go 'above and beyond' in your classes and develop relationships with your teachers and your guidance counselor so they will know you well enough to write a great teacher evaluation.

Construct a roadmap for your future. Develop a roadmap complete with month-by-month action items and goals related to the college application process.

Plan, don't panic. Enjoy junior year. Junior year is a great time to explore college options through websites, guidebooks, and most helpful of all—college visits. Mostly, though, enjoy being a junior. The future is important, but don't lose sight of your high school years—you will miss them later.

<http://www.usnews.com/education/>

NOTES AND COLLEGE RESOURCES

SENIORS ...

CONGRATULATIONS to all of the 2011 graduating class! Relax this summer and best of luck in the fall!

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.

Ten Ways to "Test Drive" a College

- Learn about the college before you visit.
- Evaluate the environment of the campus.
- Visit the admissions office and participate in the information session.
- Take the student-led tour of campus.
- Check out the dorms.
- Arrange for campus meetings with department heads in the subjects that interest you.
- Sit in on classes and check out the library.
- Look into life beyond academics.
- Have lunch in the student center and watch student interactions.
- Write down your impressions of each college you visit.

<http://www.iecaonline.com>

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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:

Wrightslaw: 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 toured schools in Arizona, New Hampshire, Idaho and Pennsylvania. My upcoming trips this spring will take me to Utah and Massachusetts. I do check my voice mail daily and will try to return all phone messages within 24 hours. Thank you all for your patience.



In Idaho during the "spring" snow

In New Hampshire during February...BRRRR!



On a Ranch in Arizona

Trudy



University of Pennsylvania



Mindfulness and Recovery



What is mindfulness? How does it work? How can you practice it?

Mindfulness is a focused, non-judgmental awareness of what is happening in the present moment. With mindfulness we look at the whole range of experience, the pleasant, the unpleasant and the neutral with a non-reactive, investigative awareness and attention. Simply put, mindfulness is the practice of present-time awareness.

While mindfulness has its origins in nearly all schools of Buddhism, there is no religious component to it. Anyone, with any belief system, can practice and enjoy the benefits of mindfulness. Its evidence-based benefits are immeasurable (just Google it).

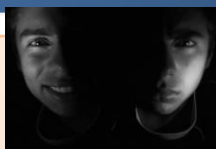
Studies show that mindfulness can help stop habitual and negative thought patterns that cause stress. It can decrease anxiety about the future and depression about the past. It provides a release from stressful thinking. Mindfulness can be applied to all aspects and activities of our daily lives.

Teens for the most part are not interested in taking about their feelings. Nor do they like to discuss spirituality or the concept of a greater power. Both are key concepts in 12-Step recovery. In 12-Step recovery we use spiritual principles to help with our character defects and shortcomings; in mindfulness practice we employ skillful means to combat destructive emotions. At the end of the day, it's all the same.

The process allows patients to identify for themselves the cause and true nature of their difficulties and frustrations. Once these habitual patterns are identified, their peers offer suggestions on how patients might apply mindfulness and recovery tools in their daily lives.

The intent of mindfulness and recovery is to learn to trust your own experience, one step at a time. It requires patients to open their minds and be willing to understand how things happen – without judgment or blame. It is a simple and practical way to offer help to those who may feel they don't need or even want help. It is truly meeting patients exactly where they are.

www.cumberlandheights.org



Co-Morbidity in Bipolar Disorder

Bipolar disorder is THE most complex mental health disorder, making identification and treatment very challenging. What makes this common mood disorder particularly complex is the high incidence of co-morbidity.

Key recommendations include:

1. Realize that comorbidity is the rule, not the exception in bipolar disorder.
2. Assess affective and comorbid symptoms concurrently.
3. Focus pharmacotherapy on achieving mood stabilization. Use psychological treatments - e.g., patient education or illness management - to address comorbidity issues.
4. Know the evidence - or lack thereof - for the therapies used to treat bipolar disorder with comorbidities.
5. Avoid prematurely treating comorbidities with mood-stabilizing agents.
6. Before using antidepressants to treat anxiety disorders co morbid with bipolar disorder, consider mood stabilizers and atypical antipsychotics with demonstrated efficacy in anxiety.
7. Rethink requiring active alcoholics to "stop drinking" before their bipolar disorder, and select bipolar disorder therapies accordingly.

Paul E. Keck, MD Presentation at IECA Master Class

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.

2011 CALENDAR OF EVENTS

Summer Games
May 26-29

More than 3,000 Special Olympics Texas (SOTX) athletes from across the state will take over Arlington next month for the 2011 Summer Games. This year is the sixth for Arlington to host the competition. **The Summer Games will be held at the University of Texas at Arlington and at surrounding community venues.**

Families Picnic
June 11

Special Olympics Families Picnic for a day of Fun and Festivities with the families of the Golden Triangle Area.





No Place for Bullies

In recent months, bullying – the habitual psychological or physical intimidation of another person – has been part of the national dialogue. The Houston Independent School District, the seventh largest in the country, recently adopted an anti-bullying resolution. Schools are tackling the problem in new ways. In particular, they are boosting efforts to inspire and empower the 75 percent of students who are neither bullies nor victims, but rather witnesses.



“Bystanders are what fuel the bullying episode,” said Donna Clark-Love, a former teacher and now a bullying-prevention trainer hired by school districts. “So many of our kids who witness it don’t know what to do and they’re scared. So they don’t do anything. They just ignore it.” She teaches students intervention tactics like “swarm and shuffle,” a technique that works best with elementary students. A student yells “swarm” if he witnesses a bullying incident, and then a bunch of kids run toward the involved parties. They shuffle the victim away from the bully without looking at the bully or engaging him.

Sarah Fisher and Trish Morille are co-founders of Positive Works, a non-profit organization based in Houston that is dedicated to fighting bullying with both positive talk and action. “Bullying begins much earlier than middle school. Our program starts with 4 year olds,” said Fisher, who encourages families to display visual reminders like cards that say “stay positive” around the house. They agree bystanders are critical to stopping the process. But, they add, so are parents because children only do what adults allow.

They point out that kids are bullied every day, not necessarily because of homosexuality or race, but because they are small, new, tall, thin or heavy, or because they might have a learning disability. As far as those all-important bystanders, here is some advice on how to make a difference:

- Don’t put yourself in physical danger to stop bullying. Alert an adult.
- If able, stand in between the bully and the victim, block eye contact and say, “Stop it now,” and walk away with the victim.
- Become a friend to the victim.
- Talk with friends about the “swarm and shuffle” technique mentioned above and use it.
- Report bullying anonymously, if you don’t want your name known, by putting a note in a “SNAP” box (Students Needing Assistance Pronto) or equivalent locked box in your school.

West University Buzz, January 2011

START EARLY TO PREVENT ALCOHOL OR DRUG USE

From a very young age, teach children the difference between right and wrong. Everyone needs to know the rules and to understand the consequences of breaking the rules.

As a family, set clear, concise, and consistent boundaries based on your values and expectations. Set up and inform everyone about the consequences for breaking the rules. Be consistent in enforcing the rules and the consequences for breaking the rules.

Adjust boundaries as children get older. Let children earn more freedoms as he or she shows more responsibility.

Observe the boundaries of other families (neighbors, relatives, through media). Talk about whether they are too harsh, too lenient, or just right. Discuss what is appropriate for your family.

Give clear and consistent messages that you do not want your child to use alcohol, tobacco, or other drugs. Tell your children, early and often, about your expectations. As they get older, talk with them each time they go out and tell them what you expect. Make family rules that help your child say “no” to peer pressure.



Monitor your kids. Kids whose parents supervise them closely are only half as likely to develop a drug or alcohol problem. Know the “who, what, why, where, when” of their activities, compare notes with other parents, and continue this practice as your kids hit middle school. Set curfews and enforce them.

Stay engaged in your teen’s life and pay attention to their friends and activities. Set a reasonable curfew and be awake and interact with your children when they come home. Clearly and often—every time they go out—tell your children that you do not want them to use. Talk with them about situations they may face and discuss ways they can avoid uncomfortable situations.

Monitor your child’s cell phone pictures and Facebook or My Space page. Look at the pages of their friends and other people they spend time with. Get to know your child’s friends parents and make a pact to work together to monitor your children.

<http://howarethekids.com>

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)
June 4, 2011	May 6, 2011	May 20, 2011	June 11, 2011	May 6, 2011	May 7-20, 2011

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 2011-2012

- New language layout to better capture proficiency levels
- 12 activity spaces reduced to 10, providing more room to write
- Ability to re-order activities
- Colleges have the option to suppress some information
- Essay instructions will read "250 - 500 words"
- Midyear Report no longer required for Final Report submission
- Midyear and Final Report size reduced by half
- One additional optional grade report
- Standard Early Decision Agreement requirements across members
- New discipline response: "School policy prohibits response"

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 11th grade students as part of their statewide assessment systems.

IECA Insights February/March 2010

LINDY'S BOOKSHELF



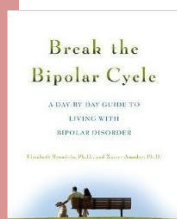
DISCOVER YOUR CHILD'S LEARNING STYLE: Children Learn in Unique Ways – Here's the Key to Every Child's Learning Success

By: Mariaemma Willis, M.S. and Victoria Kindle

It has become widely accepted that not all children learn alike. Some grasp information best by reading, while others learn better through listening or discovering concepts in a hands-on fashion. Two longtime educators--Mariaemma Willis and Victoria Kindle-Hodson--suggest in this guide that there are actually five aspects to a student's learning style beyond the simple modes of visual, auditory, or kinesthetic. Their "learning style profile" takes into account a child's talents, interests, preferred learning environment, and disposition, as well as the three more familiar modes.

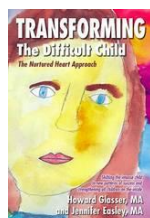
BREAK THE BIPOLAR CYCLE: A Day-to-Day Guide to Living with Bipolar Disorder

By: Elizabeth Brondolo and Xavier Amador



If you're dealing with bipolar disorder, you already know that it's more than a cycle of "ups" and "downs." You may also have difficulty with depression and irritability, as well as problems with weight gain, memory, and fatigue. Dealing with these day-to-day problems can sometimes seem like too much to bear. Drawing on the latest research in bipolar disorder, stress, and health, this step-by-step guide offers a complete selection of livable, workable solutions to manage bipolar disorder and helps you identify your symptom, explore your treatment options, stabilize your moods, and sharpen your mind.

****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.**



TRANSFORMING THE DIFFICULT CHILD: The Nurtured Heart Approach By: Howard Glasser and Jennifer Easley

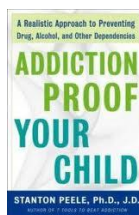
Transforming the Difficult Child brings to life a new way of shifting intense children to a solid life of success. The Nurtured Heart Approach puts a refreshing spin on both parenting and teaching and reveals new techniques and strategies that create thoroughly positive behaviors. This is the newly updated 2008 revision. Anyone with a sensitive, loving child can benefit from this book. Any parent who feels like they have tried every trick in the book to promote good behavior in their children, but can't seem to gain compliance in their kids, will benefit from this book.

COLLEGE THE BOOK: The Powerful College Planning Guide By: Sammy Butts



College the Book is a complete college prep resource for high school juniors and seniors. Makes a great resource for parents too. Featuring powerful information on hundreds of topics in an easy-to-read month by month chapter design, including: searching for a college, choosing a college, taking the SAT & ACT exams, admissions & applications, portfolios & auditions, financial aid, searching for scholarships, grants and loans, how to pay for college, freshman orientation, campus living & getting involved, and information on the first semester of college as a 13th chapter.

ADDICTION PROOF YOUR CHILD: A Realistic Approach to Preventing Drug, Alcohol, and Other Dependencies By: Stanton Peele



Offers an effective if unorthodox approach designed to help parents take aim at the problem of addiction by explaining how to impart the fundamental skills and values that will protect youngsters and keep experimentation from turning into a more dangerous dependency. People become addicted to experiences that protect them from life challenges they can't deal with. It is not possible to say that any one thing causes addiction. Most kids who use drugs and alcohol don't become addicted to them. On the other hand, they can get addicted to very typical, common activities--such as eating, the Internet, other media, games, even medications they are prescribed for other problems.

THE BULLY, THE BULLIED, AND THE BYSTANDER: From Pre-School to High School – How Parents Can Help Break the Cycle By: Barbara Coloroso



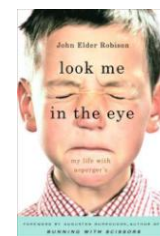
This is an extremely helpful book that both parents and teachers can use to deal with bullying, an aspect of school that the author feels "is a life-and-death issue that we ignore at our children's peril." Starting with a bottom-line assumption that "bullying is a learned behavior," Coloroso (Parenting Through Crisis) wonderfully explains not only the ways that the bully, the bullied and the bystander are "three characters in a tragic play" but also how "the scripts can be rewritten, new roles created, the plot changed."

CAMPUS VISITS & COLLEGE INTERVIEWS By: The College Board



Updated to give the pros and cons of college Web sites and "virtual visits," and reformatted with easy-to-use charts and checklists, this quick and handy guide will help you get the right impression during your visit and make the right impression during your interview. It tells you the best times to visit; what to look for while you're there; what questions to expect during your interview; what questions you should ask; and more. The College Board has played a significant role in American education since 1900. Its members include virtually all colleges in the country and a growing number of high schools.

LOOK ME IN THE EYE: My Life with Asperger's By: John Elder Robison



Robison's thoughtful and thoroughly memorable account of living with Asperger's syndrome is assured of media attention (and sales) due in part to his brother Augusten Burroughs's brief but fascinating description of Robison in *Running with Scissors*. But Robison's story is much more fully detailed in this moving memoir, beginning with his painful childhood, his abusive alcoholic father and his mentally disturbed mother. In the end, Robison succeeds in his goal of helping those who are struggling to grow up or live with Asperger's to see how it is not a disease but a way of being that needs no cure except understanding and encouragement from

Summer Activities for ADHD Kids



Children with attention deficit hyperactivity disorder (ADD/ADHD) do better when they know what to expect -- and what's expected of them. This is especially true of younger children, who are quick to shout, "I'm bored" if there isn't something going on every second. So, what can a parent do to make sure their ADD/ADHD kids' and pre-teens' days are filled with structure and fun activities this summer? Plan some regular activities to give them a boost. Decide whether you and your child can do them on your own or whether he would benefit from a tutor, a specialized camp, or a workshop. Reinforce academic accomplishments with fun rewards -- bowling, visiting the playground, swimming.

Plus, parents share their best boredom-beating, brain-boosting summertime tips:

Create summer routines and schedules. Don't wait for your child to ask for direction. Post a weekly schedule of planned activities, along with blocks marked out for free time. As new ideas occur, fill in the free-time blocks. List everything -- from casual, open-ended activities, like reading or time on the computer, to structured ones, like cooking projects.

Try summer activities that spark creativity and boost self-esteem. They should satisfy your child's natural curiosity about the world and encourage her inquisitiveness. Walking a nature trail or doing art-and-crafts projects at the local community center are good options. Children gain a sense of fulfillment and personal pride from acquiring new skills.

Plan for at least one success a day. Make sure your child gets to do at least one thing he's really good at -- or loves -- every day. It could be creating something out of Play-Doh or playing the kazoo. And set aside a special time each day for him to tell you about it.

Use technology to entertain. There are many kinds of software designed to amuse and educate your child. These include games that call on science or geography knowledge, brain-teaser puzzles -- you name it.

Give your child a say in his day. Put your child in charge of some free time every day. His choice might be to swim, ride a bike, read comic books, or watch TV. Once he gets the hang of it, he might even want to schedule stuff that's not so fun -- like chores.

Have "family" fun. "It shows your child he's loved and that he's OK just the way he is," says Ann Cathcart, founder of the Learning Camp, in Vail, Colorado. "It also tells him that he's so great that you want to schedule time just to be with him. It can be playing a game or going on a family outing or vacation together. It's all good."

Give them time to dream. Even the most energetic kids need downtime. Help them find a hobby for quiet times, such as keeping a summer scrapbook or starting a collection -- of photos, drawings, bugs, bottle caps, whatever. If he is a slow starter, schedule dream time in the morning, and save structured activities for the afternoon, when he's more focused

<http://www.additudemag.com/adhd/article/7507.html>

5 STEPS FOR CHOOSING A BOARDING SCHOOL



Identify Schools. Let your imagination and wishes run wild at this stage. Look at any and every school which catches your fancy. Take time to really explore each school's web site. Many of them have excellent video tours. Read what the students have to say about their school. Both Boarding School Review and Private School Review have student comments. Many school web sites have comments as well, although you probably will find that those comments are pretty positive. Boarding School Review and Private School Review do not filter student comments.

Narrow Your List. This is one of the more time consuming parts of the process of choosing a private school. Why? Because you need to sit down with your child and discuss each school on the list. That's why having your list on a spreadsheet is such a good idea. As you work through the list, you can code the schools which will end up on your short list. The short list should be between 3-5 schools. Your educational consultant will help you ask the appropriate questions and develop a list of schools which will include one safe school and one school which is a real reach. The other 2 or 3 in the middle will be schools at which you stand a very good chance of being accepted.

Visit Schools. You simply cannot skip this important step. Tied in with the campus visit is the interview. The interview is your chance to really assess whether the school is a good fit for your child and your requirements. You need to get this part right. The only way to do it is to visit the school and ask lots of questions. Find out what is being taught and how it is being taught. Find out more about the teachers and how qualified they are.

Admissions Testing. Most schools use the SSAT and/or the ISEE which are standardized admissions tests. There will also be an essay and a few other bits of writing which you and your child will have to do. A word of advice about standardized tests: make sure your child has plenty of practice.

Apply. Most schools have online applications which simplify the process. Some schools use a common application form. Download these materials in September so that you can hand out the teacher recommendation forms and get those taken care of early in the fall.

<http://www.boardingschoolreview.com>

Financial Tips for Students and Parents

For both college 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 CSS PROFILE and the FAFSA, two financial aid applications that many colleges and universities use.
- 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.

www.wustl.edu



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Certified Educational Planners
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Houston, TX 77005