



Educational Resources

A Newsletter of
KAHN EDUCATIONAL GROUP, LLC; Consulting and Placement Services
• 6717 Vanderbilt, Houston, TX 77005 •

Spring 2013
Volume 9, Issue 1
Editor: Tracy Nguyen

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

CHANGES TO THE COMMON APPLICATION AND SUPPLEMENTS

With the vast majority of applications for the 2012-2013 application season already submitted and the start of the 2013-2014 app rush still half a year away, you may think that there's not much going on when it comes to college admissions. Think again.

Last year, the Common Application announced that it would be making some substantial changes to its widely used application solution. Overall, the most notable change involves the essay required as part of the application packet.

Here are the six most important things to know about essay-related changes on the 2013-2014 Common Application.

1. There is no longer a "Topic of your choice." In previous versions of the Common App, students were given five fairly detailed essay prompts along with one that simply said, "Topic of your choice." That option, which appealed to many applicants because it allowed them to write on pretty much anything with which they were comfortable, is now gone.

2. All essays must be typed and submitted online. As part of this new application, students will no longer have the option to upload files or even print and submit hard copies of their work. If you use the Common App you'll have to use the online application, which will include a text box where all essays must be cut and pasted for submission.

3. You have an additional 150 words to work with. For several years, the Common Application did not put an length limit on the essay it asked students to write, instead only specifying a minimum. Unsurprisingly, that elicited complaints from countless admissions departments, who found

themselves deluged with multi-page submissions that in some cases read like short novels rather than essays. In response, the Common Application added a 500-word maximum limit to their essay, which pleased admissions departments but frequently frustrated applicants, parents, and counselors who felt it was too short.

4. The 650-word limit is hard, with absolutely no room to go beyond it. While the Common Application is giving applicants more space to use in their essays, they are also changing submission options so that even an essay that is 651 words long will no longer be accepted. On the new Common Application, applicants will be forced to cut and paste their essays into a text box on the online application. That text box will automatically count the words in the submission, and will not allow students to submit if the essay exceeds that 650-word maximum.

5. All submissions will have to be in plain text. This is closely tied to the point above and is directly related to applicants now having to submit all essays online. While programs such as Microsoft Word allow you to accent your writing with things like boldface, italics, and underline, those formatting elements will not carry over when applicants copy/paste their essays into the submission box on the application itself. If you're someone who relies on those formatting elements to clarify or add color to your writing, you'll need to find a different way to accomplish those ends.

6. The short essay asking you to elaborate on an extracurricular activity is gone.

www.essayedge.com

College Application Essays: Three Dos and Three Don'ts

As you move toward the deadlines, keep these other tips in mind:

Do:

1. For the Common App lead essay, write about something that really matters to you, but remember that you are applying to a school. Schools want to know that you are interested in academics, that you're a serious student, and that you'll bring energy and enthusiasm to that part of college. It's fine that the essay is about something other than academics but it must reflect your abilities and interests as a student.
2. Speak plainly and personally. Tell a story about an experience, and then reflect on how the experience influenced you, including your academic or career plans.
3. Coordinate your essays -- long and short on the Common App, plus supplements -- to make sure you don't repeat or use the same experience twice. Each essay should showcase a different talent, interest, or part of your history.

Don't:

1. Don't consult the thesaurus and "try to sound smart" by using big words and dry, academic language. Be specific, vivid, and personal in your writing.
2. Don't write about the Harry Potter books, even if they are your all-time favorites.
3. Don't read college essays online or in books unless or until you're very close to finishing your own essays. It can be intimidating to see other finished essays when you're insecure about whether you can do your own.

Writers like metaphors. Writing these essays is a long, cross-country race, not a sprint. Pace yourself. Stop if it hurts. Ask for help. Keep your eye on the finish line but try to enjoy the journey along the way.

http://www.huffingtonpost.com/elizabeth-benedict/college-application-essay_b_1942233.html

NOTES

SENIORS

January through April often seems like it's all about just waiting for college admission letters, but remain engaged in the admissions process and help your chances. Avoid that senior slide as much as possible and stay committed. Continue to work hard and keep up your grades as they are the most important ongoing factor in the admissions process.

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.

COLLEGE FAIRS

Thursday, April 11, 2013
Spring National College Fair
Reliant Center
12:30pm – 2:30 pm
6:00pm – 8:00 pm

Saturday, April 13, 2013
College Fair
St. John's School
2:00 – 4:00 pm

Tuesday, October 22, 2013
Houston Performing and
Visual Arts Fair
Rice University,
Alice Pratt Brown Hall
7:00pm – 9:00 pm

INSIDE THIS ISSUE:

Net News, Travel	2
Aspergers in School	3
LD and Sports/	4
Alcohol, Tobacco & Other Drugs	
SAT/ACT/Application Info	5
Lindy's Bookshelf	6
Wilderness Program/ Boarding School Myths	7
Plan for College Interview	8

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 Southern Utah and California. Upcoming trips will take me to Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut and New York. 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.



What does a student with Asperger Syndrome need in a school program?



Anyone who knows children and adults with Asperger Syndrome is aware that every person's manifestation of the disorder is very different.

While they share social disability, some are very successful academically, some struggle with accomplishing work; some have intense intellectual interests that lead them to career paths, and others have intense interests that seem to have no practical use. Because Asperger Syndrome is an outcome of brain differences in combination with life experiences, no two individuals are exactly alike. Therefore, each student we encounter has different educational needs.

Least restrictive placement is an educational term that means that we want to provide students with the proper level of support for success without placing them in unnecessarily restrictive environments. For students with Asperger Syndrome, we want to provide the level of support that is necessary to help them optimize their skills and strengths without removing them from typical school experiences, if possible. Some students need a protective environment and some learning supports, while others need a little support developing their social skills in a real life setting. Matching the individual need to the level of support is critical to helping a child gain self-esteem and independence.

What every family with a member who has Asperger Syndrome needs to consider is how the following potential difficulties are being addressed:

The development of basic social skills and development of social relationship skills. Many schools and clinicians address the former, but are unable to help authentic relationships emerge. Parents need help to understand how to facilitate this critical human need.

Organization and academic support within the context of good academic skills. Problems with disorganization are very common for students with Asperger Syndrome and frequently have a very negative impact on achievement.

Immature or inappropriate emotional expression. It is a fairly common outcome of having limited friendships that emotional maturity is slow to develop and sometimes develops oddly in the face of daily social pain.

Isolation and/or depression. Often children with Asperger Syndrome retreat home to the internet or a fantasy world to avoid social anguish.

Every family needs to make an honest appraisal of the specific problems their child has. A frank conversation with the student's school as to whether addressing these needs is possible within that setting is critical. Avoiding these issues does not make them go away.

Possible school solutions include:

1. engaging a consultant to help a child's school address specific problems;
2. having a trained paraprofessional work with the student;
3. placement in a setting that has ancillary support available when needed;
4. finding a special education school capable of providing the level of academic support and challenge needed;
5. changing to a specialized setting for students with Asperger Syndrome that addresses all the above and provides a peer group and self-advocacy models.

A professional who is very familiar with the wide array of expression of the condition can help families make a professional assessment of a child's real needs and how they are currently being addressed. Each stage of development brings new challenges to all children. We need to be cognizant of the match between the student's needs and strengths and the academic situation at hand. A school that provided a wonderful environment in third grade may not be able to address the new challenges that middle school brings. Objective observations can be especially helpful in gaining an unbiased assessment of the success of the match of a school setting and the student's current needs.

<http://www.educationupdate.com/archives/2007/MAR/html/speced-whatdoes.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 or contact Renee Klovenski at 713-290-0049 or rklovenski@dotx.org.

2013 CALENDAR OF EVENTS

Police vs. Fire

(March 2, 2013, 5:00 p.m.)

Be there to witness the Police battle against the Fire followed by Americans vs. Missouri Mavericks. Don't miss this opportunity to acknowledge your hometown heroes in this unique pregame hockey matchup.

Coaches Training Expo

(May 18, 2013)

Interested in coaching aquatics, bocce, golf, flag football, softball, or unified sports?

Registration for all coaches training will be available on a year round bases for all sports training. Registration will close the Wednesday prior to the specific Sports Coaches Training.

Area Bocce Tournament

(September 21, 2013)

The Area Bocce Tournament is for all regional teams in the Greater Houston Area participating in bocce. Each team MUST compete in this competition in order to participate in chapter Games.



Law Enables Students with Disabilities to Play Sports

A 40 year old law ensures equal access to sports

Last month, the U.S. Department of Education Office of Civil Rights (OCR), which protects equal access to educational opportunities, issued a letter of guidance clarifying school districts' legal obligation to provide equal access to extracurricular activities to all students. Under the Rehabilitation Act of 1973, specifically section 504, disabled students with equal athletic ability have an equal right to participate in their schools' extracurricular activities.

"Participation in extracurricular athletics can be a critical part of a student's overall educational experience," said Seth Galanter, acting assistant secretary for the OCR. "Schools must ensure equal access to that rewarding experience for students with disabilities."

What must schools do to ensure equal access?

The OCR issued the clarification in response to a 2010 government report that found students with what it termed "disabilities" were not participating in extracurricular athletics at the same rate as their peers -- in some cases, they were participating 56 percent less often. Students with disabilities include those whose differences wouldn't directly affect their athletic performance, such as students with dyslexia, autism and intellectual impairments.

The report recommended the OCR make sure all districts were aware of their legal obligations to provide equal access and suggested several "reasonable modifications" schools could make, such as allowing starter pistols to be paired with visual cues, and in swimming, making exceptions to the two-hand-touch on the finish wall for students with only one hand.

In cases where such an accommodation is not possible, would significantly change the sport, or confer an advantage, schools are required to provide a separate extracurricular activity fully accessible to those students.

Critics oppose government interference

Not everyone is happy to have the federal government clarifying and communicating these legal obligations, however.

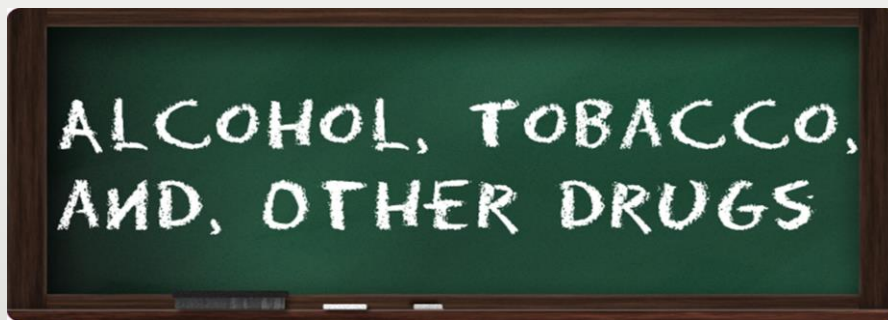
Critics have accused the Department of Education of forcing schools to create separate extracurricular activities for students with physical and learning differences if they want to keep federal funding. Michael Petrilli, executive vice president of the Thomas B. Fordham Institute, an education policy nonprofit organization, accused the Obama administration of "invent[ing] a right to wheelchair basketball."

The Department of Education disputes this interpretation. "Some readers have misconstrued the guidance as requiring school districts to offer separate or different athletic opportunities for students with disabilities. It does not. The guidance urges, but does not require, such separate opportunities," Daren Briscoe, deputy press secretary for the U.S. Department of Education, told the Wyoming Tribune Eagle.

Currently, only 12 states have started athletic programs for students with disabilities, according to Kirk Bauer, executive director of Disabled Sports USA, a non-profit that sponsors athletic activities for people with disabilities. Kirk praised the Department of Education's guidance letter as a "landmark" equal to the federal Title IX ruling that made extracurricular athletics accessible to women.

http://www.pbs.org/newshour/extra/features/us/jan-june13/sports_02-18.html

What Influences Kids to Use Alcohol, Tobacco and Other Drugs?



Youth who are "involved" with their school, their academics, after school programs, and the larger community are less likely to participate in risk-taking behaviors. Not only do these activities reduce risk, they also give children and young people opportunities to develop their skills and increase their exposure to engaged peers and positive role models.

Encourage your child to participate in supervised after-school and weekend activities that are challenging and fun. Children and young people who have significant amounts of unsupervised time are at increased risk for cigarette smoking, more frequent use of alcohol, increased levels of weapons related violence, increased suicide risk, and early sexual activity.

Having friends who engage in risky behaviors increases the likelihood a child will engage in similarly risky behaviors. Limit the amount of time your child spends "hanging out". Know who their friends are and monitor who they are with, what are they doing, and where they are. Let them know that you are going to check up on them to be sure that they are where they said they are going to be. And do it.

Pay attention to the messages kids get from the media. Watch movies with your kids and count the references to drugs and alcohol, violence, and other risky behavior. Flip through the magazines they are reading. Check their iPods (or similar devices) for their top 25 songs. What movies and songs are they downloading?

Kids, especially in their teen years, are influenced by their environment. Be sure that your child's environment, from their friends to the media they watch, provides consistent messages that mirror your values about not using substances.

“According to the National Longitudinal Study of Adolescent Health, how young people spend their free time is a more powerful predictor of risk behaviors than demographic variables like race or family income.”

<http://www.howarethechildren.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)
March 9, 2013 (SAT ONLY)	February 8, 2013	February 22, 2013	February 9, 2013	January 11, 2013	January 12-18, 2013
May 4, 2013	April 5, 2013	April 19, 2013	April 13, 2013	March 8, 2013	March 9-22, 2013
June 1, 2013	May 2, 2013	May 17, 2013	June 8, 2013	May 3, 2013	May 4-17, 2013

Concordance between ACT Scores and SAT Scores

ACT Composite	SAT CR + Math	ACT English/Writing	SAT Writing
36	1600	36	800
34	1490-1530	34	770-790
32	1400-1430	32	710-720
30	1330-1350	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

The NEW Common Application (CA4) Effective 08/01/13

- The New Common App will be Web-only later this year.
- Elimination of the ability to upload a resume, unless specifically requested by the particular college.
- A new layout is in place in its language section to better capture proficiency levels.
- The application added new demographic and background questions.
- The new Common App is removing the "topic of your choice" essay option. Instead, there will be four or five topics that may change from year to year.
- The new Common App will be a stickler for essay lengths. The 250-word minimum and 650-word maximum will be strictly enforced.

ON TAKING THE SAT/ACT



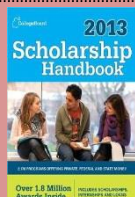
The ACT and the SAT are both designed to measure how ready students are to succeed in their first year of college. The primary difference between the two is the way they go about measuring college readiness. The ACT is an academic achievement test, while the SAT is a reasoning skills test. The SAT measures 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.

IECA Insights February/March 2010

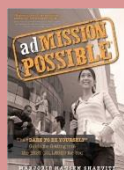
LINDY'S BOOKSHELF



Scholarship Handbook 2013:
All-New 15th Edition
By: The College Board

The Scholarship Handbook 2012 provides the most complete and authoritative facts about more than 1.7 million awards, including scholarship, internship, and loan programs offered by foundations, charitable organizations, and state and federal government agencies. Every entry is verified by the College Board to be legitimate, up-to-date, accurate, and portable to more than one college.

This guide includes a planning calendar and worksheets to organize and keep track of scholarship applications. Indexes help students find programs by eligibility criteria—such as minority status, religious affiliation, state of residence, and intended field of study—so they can quickly zero in on scholarships for which they qualify.



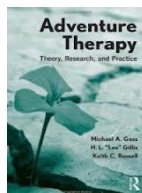
adMISSION POSSIBLE:
The "Dare to Be Yourself" Guide for Getting into the Best Colleges for You
By: Marjorie Shaevitz

adMISSION POSSIBLE takes the stress out of the admission process by providing you with the most useful hands-on advice on everything you need to know and do to make the application process go smoothly—a step-by-step action plan, filled with worksheets, charts, resume and essay samples, questions, directions, and timelines. Along the way you'll discover how to make yourself shine with:

****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.**

Shouting at the Sky: Troubled Teens and the Promise of the Wild

By: Gary Ferguson

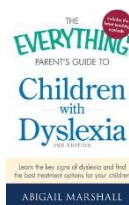


In *Shouting at the Sky*, award-winning writer Gary Ferguson is once again bound for the back-country, this time to spend a season in one of the country's most remarkable programs for troubled teens. Here you'll share in the daily triumphs and heartaches of an unforgettable group of kids. Witness their shock at the wilderness, outrageous with its bluster and open spaces, its lack of bathrooms and cooked meals, its absence of television, malls and old friends. Huddle with them on moonlit nights around a juniper fire. Sit for an afternoon on a canyon rim in the middle of nowhere and listen to their stories and poems: tales of anorexia and amphetamines, of depression and workaholic parents, of the grating fear that will not let them be.

Shouting at the Sky is a story resplendent with glimpses into power of the human spirit and the healing that is possible when the beauty and challenges of the wild are linked to it. But along these trails can also be found issues of striking gravity: insights into how young lives can go terribly wrong and, in the end, how many of our fondest hopes for tomorrow and teetering on the brink, waiting for us to find the will, the courage to build more genuine connections to our children.

The Everything Parent's Guide to Children with Dyslexia: Learn the Key Signs of Dyslexia and Find the Best Treatment Options for Your Child

By: Abigail Marshall

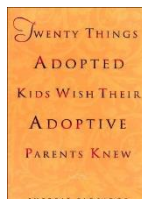


As a parent of a child with dyslexia you may wonder what you should expect as your child goes through life. How can you help your child deal with school and succeed? It's true, there are challenges for children with dyslexia, but when identified early, they can be overcome successfully. Abigail Marshall, manager of dyslexia.com, shows you how to:

- Identify the early symptoms of dyslexia.
- Work with teachers to create an Individualized Education Program (IEP).
- Reduce homework struggles.
- Find the best treatment program.
- Help your child develop skills with the use of assistive technology.

Twenty Things Adopted Kids Wish Their Adoptive Parents Knew

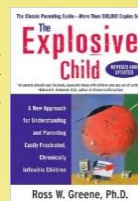
By: Sherrie Eldridge



With warmth and candor, Sherrie Eldridge reveals the twenty complex emotional issues you must understand to nurture the child you love—that he must grieve his loss now if he is to receive love fully in the future—that she needs honest information about her birth family no matter how painful the details may be—and that although he may choose to search for his birth family, he will always rely on you to be his parents.

The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children

By: Ross W. Greene

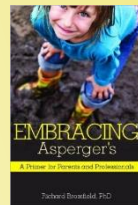


What's an explosive child? A child who responds to routine problems with extreme frustration-crying, screaming, swearing, kicking, hitting, biting, spitting, destroying property, and worse. A child whose frequent, severe outbursts leave his or her parents feeling frustrated, scared, worried, and desperate for help.

Throughout this compassionate, insightful, and practical book, Dr. Greene provides a new conceptual framework for understanding their difficulties, based on research in the neurosciences. He explains why traditional parenting and treatment often don't work with these children, and he describes what to do instead. Instead of relying on rewarding and punishing, Dr. Greene's Collaborative Problem Solving model promotes working with explosive children to solve the problems that precipitate explosive episodes, and teaching these kids the skills they lack.

Embracing Asperger's: A Primer for Parents and Professionals

By: Richard Bromfield

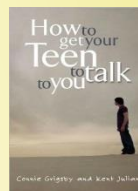


Parents and teachers of children with Asperger's know only too well the feeling that they are not quite reaching the child, not quite hearing or getting it, not communicating just right, or at all. Offering rich insights into what Asperger's is like for the child himself or herself, this compassionate book will empower parents and teachers, enabling them to nurture the child's strengths and work towards a happy and promising future.

The book is packed with strategies, insights, and points to remember in order to address common areas of difficulty, including creating a safe space, quieting sensory overload, quelling anxiety, connecting to feelings, promoting friendship, and feeding creativity.

How to Get Your Teen to Talk to You

By: Connie Grigsby, Kent Julian



Communication between parents and teens is at an all-time low. Besides marriage, this is the area where adults seem to struggle most. This user-friendly book will help readers get inside their teen's mind, showing them what turns today's teen on and off in terms of communication. Topics include: Ten Best Ways to Kill a Conversation, Language Barriers, Don't Be Afraid to Say No, and Gender Differences and Communication. *How to Get Your Teen to Talk to You* is chock-full of fresh ideas and simple techniques that will encourage teens to open up!

Understanding How Wilderness Programs Change Teens

The average wilderness therapy program lasts anywhere from six to nine weeks. Throughout this period of time, parents are writing letters to their teen, speaking with their child's therapist, and getting weekly progress updates. But sometimes the messages parents receive can be confusing. Their child writes a letter complaining about her field instructor, describing the bad habits of other students, and begging to come home. The therapist says the teen is making progress. Parents begin to wonder if sending their child to a wilderness therapy program was a mistake.

But there has been no mistake. The key to deciphering these messages is understanding the stages of change that occur during therapy as well as the overarching benefits of wilderness therapy programs.

Understanding the Process of Change

Therapists have created a number of models to help us understand the process of change. One of these models, the Stages of Change Model, developed in the early 1980s by James Prochaska and Carlo DiClemente, has been applied to a wide range of behaviors, including weight loss, injury prevention, overcoming drug and alcohol addiction, and various forms of acting out in teens.

The Stages of Change Model shows that most people change gradually and at their own pace, moving through a series of five stages as follows:

1. Precontemplation – The individual is uninterested, unaware, or unwilling to acknowledge that there is a problem behavior that needs to be changed.
2. Contemplation – The individual acknowledges that there is a problem, but is not yet ready to commit to making a change.
3. Preparation – The individual is getting ready to change.
4. Action – The individual is ready to take determined action to make a change.
5. Maintenance – The individual works to maintain the new behavior over time.

This model reflects the fact that change takes time, and that even when progress may not be visible to parents, teachers, or other outside observers, the process of change is actually well under way.

Managing Expectations

These models and others reflect the reality that change is gradual and can be a complicated process of growth and regression.

Research shows that lasting change requires longer periods of intensive, individualized therapy. For example, studies have demonstrated that wilderness therapy students gain wilderness competence in the first two weeks of a program; physical competence during the third and fourth weeks of wilderness therapy; and begin to benefit socially and relationally in the fifth week of the program. For students who are treatment-resistant, these timeframes can be more drawn out.

Wilderness therapy is one of the most effective ways to help struggling adolescents recognize a problem and commit to making a change. In most cases, wilderness therapy will help teens recognize the need for change and begin to take action toward improving their relationships and their attitude toward life. But every adolescent reaches these realizations in their own unique way and in their own time.

How Parents Can Contribute to the Process of Change

The most important contribution parents can make while their child is at a wilderness therapy program is to understand their role in the family dynamic and work on improving their communication skills through reading, individual therapy, or support groups.

"There are no victims and no perpetrators in the family system," says Erin Pratt, a therapist at Aspen Achievement Academy. "If the family wants to see change, everyone has to play their role. Even though the focus of wilderness therapy is on the individual child, the outcome data shows that effecting change in the broader family system is essential for long-term success."

When Change Comes to Life

Human beings are complex and unpredictable, and adolescents are even more so. Their minds and bodies are still growing, and they're continually learning new things and deciding who they want to become. Genuine, lasting change to the human psyche is a gradual process – but it is one well worth the investment.

<http://www.4therapy.com/life-topics/family-relationships/addictive-behaviors/understanding-how-wilderness-therapy-programs-c>

COMMON MYTHS ABOUT BOARDING SCHOOL

When one thinks of going to a boarding school, you may already have an idea of what you would be in for thanks to countless movies and books from years past. These preconceived notions for the most part could not be further from the truth. Here we will examine a few common myths about attending a boarding school.

Myth: All Boarding School Students are stuck up rich kids.

While in the past, this may have been somewhat true, today things are much different. The vast majority of boarding schools today at least provide information on how to receive some sort of financial aid in the form of grants, scholarships and more.

Myth: If Your Child has a Learning Disability, Boarding Schools are Not for Them.

This is false. There are several boarding schools that excel in helping teenagers with learning disabilities such as ADD/ADHD, Dyslexia and more. These schools employ teachers who are skilled at handling students with a learning disability, and can better prepare them for life in the real world.

Myth: All Students Wear Uniforms

While this may be true at some schools, many follow a much looser dress code. Gone are the days where each student has to be in a full suit and tie all day. The majority of boarding schools now have a much more relaxed dress code, usually requiring collars on shirts or regulating skirt/dress length. While this may still be a shock to some public school students, it's nothing compared to the strict dress codes of boarding schools in the past.

Myth: Diversity is Rare at Boarding Schools

There was a point in time where accepting a student that was not a white male was unheard of. Fortunately, these days have changed, and doors are open where there were only brick walls before. Today, more than a quarter of all boarding students are either students of color or international students, which makes them more diverse than many public schools!

Myth: No One Has Fun at a Boarding School

This again points back to the days of boarding schools past. Many years ago, boarding schools were just a place for parents to send their teenagers who were unruly or out of control. Boarding schools have evolved over the years to what we have today: a diverse, great learning environment for teens to help them grow into young adults.



<http://www.troubledteens.com/troubledteensblog>



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

Planning Ahead for Your College Interview

What can I say to get this stranger to accept me into their college?

If you're starting to prepare for a college interview, this may be the question that's running through your mind.

First, let's address how this question is based on a mistaken assumption: that these interviewers can even get you into their school. The interview is just one of several pieces of your college application, including test scores, teacher recommendations, personal essays and your transcript. Chances are it's not going to make or break your application.

Second, this isn't an accurate picture of why the interviewer is meeting with you. Although sometimes you will meet with a professor or admissions officer, you will likely be meeting with an alum. Alumni interviewers are people who volunteer to interview applicants (unpaid) and often view this as an opportunity to get you (the future them!) excited about their school.

In other words, let's not think of this as a "test," where someone is judging you (that's the SATs); let's think of this as an opportunity to connect with an alum and learn about a place you are thinking of spending the next four years of your life.

Now that we've covered the *why* you're doing this, let's dig into the other basics you should know going into this experience:

WHERE you're going to meet. It could be at the admissions office, or if you're meeting an alum, it might be in their work office, home or a cafe. Let them choose (unless they say they want to you to choose). If it's a cafe, go and scope out the place before the interview if you can. That way, you'll know how to take public transportation or where to park, where you order and pick up your drinks — anything that might throw you off on the big day. If your interviewer offers you a drink or a snack, it's completely polite to accept. Plus, you're gonna want that water about five minutes in.

WHEN you should schedule the meeting. If you're meeting with an alum and they ask you when you are free, be sure to suggest three or so potential times. That way, they can find what fits best with their schedule. Aim to arrive five minutes early.

HOW you should dress. The short answer: nicely. The long answer: what makes you feel comfortable and confident? Take the time to try on a couple different options, and see what you feel most comfortable in on the day of your interview. If you've only got one set of nice clothes, think about including something that makes you feel like you — a bracelet, a pair of socks, whatever it is. You want to look presentable but also feel like you.

WHAT you should prepare. It's impossible to prepare to answer all the questions your interviewer might ask. What's better is to prepare five to 10 good stories. A good story can be applied to many different questions. For example: You rescued a cat from a tree. Just as you were climbing down, a fire truck arrived on the scene. You spoke with a fireman and he convinced you to train to be an emergency medical technician (EMT). Ever since, you have been going to the local station once a week since. Now, your interviewer might ask you: What's something you're most proud of? What's your favorite extracurricular activity? When's a time you faced your biggest fear? What do you see yourself studying in school? The story above could be applied to any of these questions with a little tweaking. So always, always tell your best stories.

Then, get someone to ask you questions and act out a mock interview with you before the big day. The first time telling a story will be the most awkward, so get it out of the way with someone you trust. And if you can, try to schedule your interviews so that your "reach" or "dream" college interviews are later — by then, you'll be ready to rock!

<http://www.usatodayeducate.com/staging/index.php/toolbox/planning-ahead-for-your-college-interview>