



# Educational Resources

A Newsletter of

**KAHN EDUCATIONAL GROUP, LLC; Consulting and Placement Services**

• 6717 Vanderbilt, Houston, TX 77005 •

College Admissions

• Day/Boarding Schools

• Special Needs

• Summer Programs

• Crisis Intervention

Summer 2013  
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Editor: Tracy Nguyen

## CA4: Common Application is set to launch August 1<sup>st</sup>

After a two-year, \$8 million development process, the new Common App boasts of a more modern, simplified user interface offering many of the features requested by member colleges, counselors, and applicant. To accommodate these changes, application operations, maintenance, and support will no longer be outsourced to a third-party technology company. By July 2014, all technology and staff will be entirely housed within the Common Application.



INTRODUCING CA4

In the meantime, here is a sneak peek at some of the basic changes CA4 will offer starting this August:

- CA4 will be an **online-only** application. It will no longer be available in paper form or as a downloadable document for mailing (counselors and teachers will still have the option to submit on paper).
- The Writing Supplement will collect short-answer or essay-length responses to specific questions along with submissions such as resumes, research papers, and graded assignments for colleges wishing to invite them. Students will submit using either **uploads or text-entry**—depending on the college's preference. Note that the "extracurricular" short answer question will be moved here as an option for colleges.
- The required essay will offer 5 **specific** essay prompts and will enforce 250- to 650-word boundaries.
- Outside of the optional Writing Supplement, all written documents will be text-entry only. Students can compose their responses directly in the application or cut-and-paste a response from another word processing program, and the CA4 will allow for basic formatting (**bold**, *italics*, underline, and accented characters).
- The CA4 will introduce a new form for **non-academic evaluations** that can be submitted by peers, coaches, clergy, instructors, or others. Each member college will decide whether they want them or not.

While many questions remain, the "First Look" memos resolve a number of lingering concerns about application basics. If colleges want them, uploads for resumes will be permitted. Counselors may tailor recommendations by submitting paper forms, and the process for editing or changing the form has been simplified. Essays will allow for basic formatting, and everything will go online at once on August 1.



Read More: <http://www.examiner.com/article/the-common-application-offers-a-first-look-at-ca4>

## NOTES

### SENIORS

Congratulations to all of you who got in to the college of your choice and to those who were offered scholarships.

We hope that you create a summer schedule that aligns with your interests and passions or allows you to earn some spending money for college. Consider part-time jobs, community service, travel, internships or outdoor excursions. Work on getting that driver's license. And make time for friends.

### JUNIORS

If you get as much of the college admissions process out of the way before your senior year, your chances of having a smooth last year of high school increase exponentially. It'll give you more time to work on your schoolwork (the fall semester is looked at very closely by college admission counselors), extracurricular activities and (hopefully) still have some fun. Try to do as much of the following to make your college admission process go as smoothly as possible. Request info from colleges. Begin writing application essays. Continue to prep for SAT/ACT. Make sure to visit colleges of interest.

### COLLEGE FAIRS

Tuesday, October 22, 2013

Houston Performing and  
Visual Arts Fair  
Rice University,  
Alice Pratt Brown Hall

### INSIDE THIS ISSUE:

Net News, Travel	2
Sexual Abuse	3
LD and Sexting	4
SAT/ACT Info	5
Lindy's Bookshelf	6
Wilderness and Managing Stress	7
College Tips	8

## 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 Univer-

sities: [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)

[www.collegeconfidential.com](http://www.collegeconfidential.com)

## DIRECTORIES OF AMERICAN UNIVERSITIES

[www.clas.ufl.edu/CLAS/](http://www.clas.ufl.edu/CLAS/)

[american-universities.html](http://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 New England and Utah. Upcoming trips this fall will take me to various parts of Utah. 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.*



# Identifying Sexual Abuse Symptoms in Children



Given the high rate of child sexual abuse, psychologists must be aware of its hallmark signs and symptoms. The pervasiveness of CSA has been extensively studied by the Center for Disease Control (CDC), which issued a report on CSA in 2005. The CDC report stated that 1 in 6 boys and 1 in 4 girls are sexually abused before the age of 18. CSA is defined as any interaction between a child and an adult or other child in which the child is used for the sexual stimulation of a perpetrator or an observer. A central characteristic of any abuse is the domination of the child by the perpetrator through deception, power, or coercion into sexual activity.

Children who have been sexually abused may display a range of emotional and behavioral reactions, many of which are also characteristic of children who have experienced other types of trauma. These reactions include:

1. An increase in nightmares and/or other sleeping difficulties
2. Withdrawn or disruptive behaviors
3. Somatic complaints (i.e., stomach aches)
4. Enuresis and Encopresis
5. Angry outbursts
6. Anxiety
7. Poor school performance
8. Refusing to be left alone with a particular individual(s)
9. Sexual knowledge, language, and/or behaviors that are inappropriate for the child's age

Although many children who have experienced sexual abuse show behavioral and emotional changes, others do not, making it difficult for professionals and parents to identify the presence of CSA. Therefore, mental health professionals are often unsure as to how to proceed when called upon to provide an evaluation in CSA cases.

There are some assessment measures to help this process, which are considered to be scientifically acceptable. However, clinicians need to be careful since none of the techniques are fool-proof and often lack empirical support. Research indicates that a structured interview style is often the best approach especially if the interviewer is well trained and aware of the external factors affecting its validity. Specifically, clinicians can use protocols developed by the American Professional Society on the Abuse of Children (1997), The American Association of Child and Adolescent Psychiatry (1998), and the American Psychological Association (1999). However, the best researched is the National Institute of Child Health and Human Development Protocol.

Granted, these useful protocols exist, but there is clearly a need for more empirically validated assessments. It is also critical to focus not only on detection, but also on prevention and communication by teaching children about body safety, healthy body boundaries, and by encouraging open communication about sexual matters.

**Identifying Sexual Abuse Symptoms in Children:**  
By Emily Krawitz, Ph. D, Therapy West Staff

## 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 Klovnski at 713-290-0049 or [rklovnski@sotx.org](mailto:rklovnski@sotx.org).

## 2013

### CALENDAR OF EVENTS

#### 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.

#### Over the Edge Embassy Suites Houston – Downtown (November 16, 2013)

Individual participants who raise a minimum of \$1,000 will have the once-in-a-lifetime experience of rappelling down a high-rise hotel or office building. Commemorative Over the Edge incentive items will be provided to all participants raising \$1,000, \$2,000, \$3,000 - Tri City Rappel and \$4,000 - Quad City Rappel. Choose a city and register today - as rappel spots are limited!

#### Walk Across Texas (Year-round Statewide)

Special Olympics Texas (SOTX) and Texas AgriLife Extension Service (AgriLife) share a common goal of promoting an active and healthy life style. The goal is to help establish a habit of regular physical activity during an 8 week program. AgriLife established the Walk Across Texas program in 1996, and since then thousands have participated and walked the span of Texas - 832 miles.



## Children with Disabilities can be Agents of Change

Children with disabilities have the same rights as all children but are some of the most invisible and marginalized people in the world according to a United Nations report released today, which cites recommendations on how to actively include children with disabilities in civic, social and cultural affairs so that both they and their communities benefit.

The report's underlying message is that girls and boys with disabilities "are not problems" but sisters, brothers, daughters, sons and friends with favorite foods and songs, dreams and rights. Eschewing a focus on traditional notions of "rescuing" the child, the report instead spotlights investment in removing the barriers that impede the realization of the child's rights.

In his forward, Executive Director of UNICEF, Anthony Lake who led today's launch, writes that the inclusion of children with disabilities in society is possible – but it requires a change of perception, "a recognition that children with disabilities hold the same rights as others; that they can be agents of change and self-determination, not merely the beneficiaries of charity; that their voices must be heard and heeded in our policymaking and programmes."

Among its key recommendations, UNICEF urges countries that have not yet done so to ratify and implement the UN Convention on the Rights of Persons with Disabilities (CRPD) and the Convention on the Rights of the Child (CRC).

"Ratification alone will not be enough," UNICEF wrote in the report's Executive Summary. "The process will require effort on the part of national Governments, local authorities, employers, disabled people's organizations and parents' associations."

Discrimination is the root of many of the challenges children with disabilities face, according to the report, whose authors urge fighting that scourge and enhancing awareness of disability among the general public, decision makers, and those who provide essential services for children and adolescents in such fields as health, education and protection.

In specific, the authors recommend facilitating access and encouraging the participation of children with disabilities alongside their peers. For example, they cite the use of universal designs that can be found in the form of sidewalk ramps, audio books, Velcro fastenings, cabinets with pull-out shelves, automatic doors and low-floor buses.

Another recommendation is to end the institutionalization of children with disabilities, starting with a moratorium on new admissions and greater promotion of and increased support for family-based care and community-based rehabilitation.

"Separating children with disabilities from their families is a violation of their rights to be cared for by their parents unless this is deemed by a competent authority to be in the individual child's best interest," according to the report.

"Making public services, schools and health systems accessible and responsive to the needs of children with disabilities and their families will reduce the pressure to send children away in the first place," the authors also noted.

The authors suggest various social policies that can offset some of the costs, including social grants, subsidies for transportation or funding for personal assistants or respite care. Another alternative is a cash benefit, which is often easier to administer, more flexible at meeting particular needs and allows the parents and children to make the decision of how to best spend the money.

Existing supports and services should be continually re-evaluated and varied to include services from a full range of cross-cutting sectors, the authors argue, with the child and family being included in the process.

"Children and young people with disabilities are among the most authoritative sources of information on what they need and whether their needs are being met," the report notes, adding that participation is especially important for marginalized groups, such as children with disabilities living in institutions that are more likely to be abused or exploited than those living at home.

"The ultimate proof of all global and national efforts will be local, the test being whether every child with a disability enjoys her or his rights – including access to services, support and opportunities – on a par with other children, even in the most remote settings and the most deprived circumstances," the authors write.

Read more: <http://www.un.org/apps/news/story.asp?NewsID=45036#.UeQPUIY2kqkY>

## Sexting: Are Your Kids Doing It?

Quick! Do you know where your teens are, let alone whether they're "sexting" their fingers off? (So, for the parents not already in the know, what is sexting? Sexting is sending sexually explicit texts, photos, or videos on a cell phone to flirt, to date or hook up, or for the thrill of it.)

### Stay Calm -- Even If You're Not

Your first instinct might be to snatch your teen's phone while she's in the shower, and place it in a locked box -- or to cancel your wireless plan. Don't. This will probably backfire. Overreacting will cause her or him to overreact. Chances are, your teen will get angry and will go to any length to restore any digital privileges. Remember that punishing behaviors that she or he can't control will create resentment between parent and child. The best approach, say experts, is to watch your child's back and give reminders of the consequences of sexting.

### Talk About the Technology

*Have the talk.* Take a nonjudgmental and informational approach. Keep the dialogue open, and leave room for your kids to talk with you. Remember that the word sexting was coined by the press. Kids may have a different name for it. Try some simple starters to break the ice: "Have you heard about this sexting thing? Do you know anything about it?" Or "Can we talk about the things you and your friends share via cell phones or online?"

*Calmly state the facts.* If your teen is under 18, sending or receiving sexually explicit photos or video is considered child pornography under federal law. If convicted, she could be looking at jail time, and you could be sued by the parents of the child receiving such images.

*Explain that digital is forever.* Remind your teen that, once digital images and sex texts are out there, even if sent privately to a girlfriend or boyfriend, there is a digital footprint online. You can't take them back.

### Ask Questions, Demand Answers

*Ask them to think before they send.* Teens who sext don't think about what this means to others about them, or what people may think of them. Some kids misread what other kids find acceptable. In teen culture, one incident can ruin a reputation or self-esteem. Because cell phones make it easy to act on impulse, it takes only a moment of bad behavior, and another moment of bad judgment, before everyone in school knows about it.

*Ask your teen to show you her privacy settings.* Explain that the more private the settings, the less likely she is to receive, or unknowingly share, inappropriate material.

*Be proactive in school.* Make sure that your school district has zero-tolerance policies regarding camera-equipped phones in school bathrooms and locker rooms. Tell your teen that he should let you know if he sees friends using such phones.

*Make the call.* If your teen refuses to stop sexting, call your wireless carrier to block photos on her line.

Read more: <http://www.additudemag.com/adhd/article/8145.html>

DEFINITION....

**SEXTING**

verb, sexually suggestive text messaging via mobile devices.



## Important Test Dates to Remember

[www.collegeboard.com](http://www.collegeboard.com)
[www.actstudent.org](http://www.actstudent.org)

SAT Test Dates *Anticipated SAT Test Dates for 2014-2015			ACT Test Dates		
SAT & Subject	Registration Deadlines		ACT	Registration Deadlines	
Tests Dates	Regular	Late (fee required)	Tests Dates	Regular	Late (fee required)
October 11-12, 2013	TBD	TBD	September 21, 2013	August 23, 2013	August 24-September 6, 2013
November 8-9, 2013	TBD	TBD	October 26, 2013	September 27, 2013	September 28-October 11, 2013
December 6-7, 2013	TBD	TBD	December 14, 2013	November 8, 2013	November 9-22, 2013
January 24-25, 2013	TBD	TBD	February 8, 2013	January 10, 2014	January 11-24, 2014
March 14-15, 2013	TBD	TBD	April 12, 2014	March 7, 2014	March 8-11, 2014
May 2-3, 2013	TBD	TBD	June 14, 2014	May 9, 2014	May 10-23, 2014

### 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.

## LINDY'S BOOKSHELF



**Overcoming School Anxiety: How to Help Your Child Deal With Separation, Tests, Homework, Bullies, Math Phobia, and Other Worries**

By: Diane Peters Mayer

As a seasoned psychotherapist, Diane Peters Mayer has successfully treated hundreds of elementary school students suffering from this common disorder. In *Overcoming School Anxiety*, she shows parents how to deal with a wide variety of problems, from test and homework anxiety, to bullying, and fear of speaking up in class. Mayer also offers easy-to-learn techniques for children including breathing and relaxation exercises, focusing techniques, and tips on proper diet and exercise that help relieve stress.

Filled with real-life examples as well as proven advice for working with teachers, principals, and counselors, this is the only comprehensive guide that will enable every parent to help a child cope, build confidence, and succeed in school.



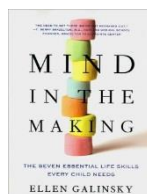
**A Degree of Commitment: A Freshman's Guide to College Success**

By: LeeAnne McIlroy Langton

LeeAnne McIlroy Langton's *A Degree of Commitment: A Freshman's Guide to College Success* is the most invaluable, no-nonsense guide for students who are eager to de-mystify the university that I have come across. She clearly details the steps students need to take to be successful. This book is a wonderful resource for educating the whole student.

**\*\*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).**

**Mind in the Making: The Seven Essential Life Skills Every Child Needs**  
By: Ellen Galinsky

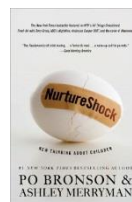


There are hundreds of books that give parents advice on everything from weaning to toilet training, from discipline to nutrition. But in spite of this overwhelming amount of information, there is very little research-based advice for parents on how to raise their children to be well rounded and achieve their full potential, helping them learn to take on life's challenges, communicate well with others, and remain committed to learning.

In *Mind in the Making*, Ellen Galinsky has grouped this research into seven critical areas that children need most: (1) focus and self control; (2) perspective taking; (3) communicating; (4) making connections; (5) critical thinking; (6) taking on challenges; and (7) self-directed, engaged learning. For each of these skills, Galinsky shows parents what the studies have proven, and she provides numerous concrete things that parents can do—starting today—to strengthen these skills in their children. These aren't the kinds of skills that children just pick up; these skills have to be fostered. They are the skills that give children the ability to focus on their goals so that they can learn more easily and communicate what they've learned. These are the skills that prepare children for the pressures of modern life, skills that they will draw on now and for years to come.

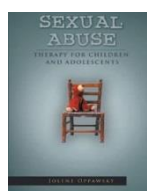
**NurtureShock: New Thinking About Children**

By: Po Bronson, Ashley Merryman



One of the most influential books about children ever published, *NurtureShock* offers a revolutionary new perspective on children that upends a library's worth of conventional wisdom. With impeccable storytelling and razor-sharp analysis, the authors demonstrate that many of modern society's strategies for nurturing children are in fact backfiring—because key twists in the science have been overlooked. Nothing like a parenting manual, *NurtureShock* gets to the core of how we grow, learn and live.

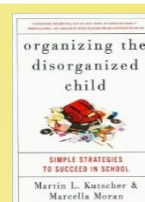
**Sexual Abuse: Therapy for Children and Adolescents**  
By: Jolene Oppawsky



Dr. Oppawsky provides in this book on sexual abuse treatment for children and adolescents authentic theory-based clinical activities to be used with children and teens in group or individual therapy. The connections to models and theory are for use by those clinicians and educators that want to deepen their understanding of what drives the treatment. Each chapter is focused around sensitive case vignettes, which tell the stories of the children and adolescents.

**Organizing the Disorganized Child: Simple Strategies to Succeed in School**

By: Martin L. Kutscher, Marcella Moran

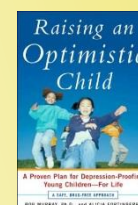


*Organizing the Disorganized Child* finally answers the parents' question, "How can I help my child get organized without waging a battle?" This essential toolkit for parents and educators factors organizational styles into the equation, and offers effective strategies that deliver amazing long-term results.

Renowned ADHD expert Dr. Martin Kutscher and coach Marcella Moran explain the roots of our children's organizational problems, and the parents' role in fixing them. They outline different organizational styles used by different students. (Not all kids organize the same way!) Kutscher and Moran outline exactly what school materials to buy, and how to set up the study area.

**Raising an Optimistic Child: A Proven Plan for Depression-Proofing Young Children-For Life**

By: Bob Murray, Alicia Fortinberry



*A program for fostering positive relationship-building habits in children to help alleviate and even prevent childhood depression*

*Raising an Optimistic Child* offers you tools for creating a positive, supportive family atmosphere that helps children who are already depressed and can even prevent this crippling disorder. Steps and additional techniques will help you combat your own depression, tackle parental issues, and enhance learning and coping skills. It also alerts you to circumstances that put a child at risk for depression and suggests ways to ward it off.

**From Santa to Sexting: Helping Your Child Safely Navigate Middle School and Shape the Choices that Last a Lifetime**

By: Brenda Hunter



It's a rough, tough world for middle schoolers today. Yet the decisions they face are pivotal, affecting the whole of life. *FROM SANTA TO SEXTING* discusses the myriad pressures middle schoolers face and empowers parents to guide and protect their children during these important years.

Not long ago most kids believed in Santa Claus. Now, barely on the cusp of adolescence, they are thrust into an adult world, stripped bare of the protections afforded previous generations. Under greater pressure than ever before from the culture, school, and parental expectations middle schoolers are growing up at warp speed. Their loss of innocence has been profound.

## Wilderness Therapy Programs Less Risky Than Daily Life

DURHAM, N.H. – Adolescents participating in wilderness and adventure therapy programs are at significantly less risk of injury than those playing football and are three times less likely to visit the emergency room for an injury than if they were at home, a new study by University of New Hampshire researchers finds. These findings, based on an analysis of risk management data from 12 programs providing outdoor behavioral healthcare in 2011, were reported in the latest issue of the *Journal of Therapeutic Schools and Programs*.

"After 'does this program work?', the question most asked by people considering adventure therapy is 'will my child be safe?'" says Michael Gass, professor of outdoor education in the kinesiology department at UNH, who wrote the article with lead author Stephen Javorski, a UNH doctoral student. "While no one can guarantee the unconditional safety of any child, we can now show the relative risk levels for adolescents. This study shows there is actually less risk to participants on wilderness therapy programs, when they are conducted correctly, than to adolescents in their normal everyday activities."

Adventure therapy, described as the prescriptive use of wilderness adventure experiences to improve the mental health of clients, primarily serves adolescents and is often seen as a treatment of "last resort" for these youth, who typically present with three or more dysfunctional behaviors such as depression, substance abuse, and suicidal ideologies. Gass, a leading expert in the field, estimates that there are more than 200 such programs nationwide ranging from multimillion dollar programs to individual counselors who might informally take a group or class into the woods.

For this study, Gass and Javorski looked at incident and illness data collected by the 12 adventure therapy programs that comprise the Outdoor Behavioral Health Industry Council for 2011. Analyzing injuries that required a client be removed from regular programming for more than 24 hours – including injuries treated in the field as well as those that required evacuation to a medical facility -- the adventure therapy programs had an injury rate of .11 injuries per 1,000 days in 2011, or one injury for every 9,091 client-days. The estimated national average rate of injuries for adolescents treated in U.S. hospital emergency rooms was three times that rate (.38 per 1,000 days).

Adventure therapy programs boast even stronger safety records when compared to other common activities of adolescents. Injuries during high school football games are more than 140 times greater than those in adventure therapy programs, which boast lower injury rates than snowboarding, downhill skiing, mountain biking, backpacking, and football practice.

"I'm hoping that this research will counter the public perception that these programs are dangerous," says Javorski. "Well-managed programs are not dangerous, they're not exposing kids to undue risk, and they're not overusing physical restraints."

The researchers offer several reasons for the dramatic relative safety of these programs. As the field has developed, says Gass, risk management standards have improved; he notes that the programs in the OBHC are among the leaders in the field. And our perception of risk colors how we view the risk of "everyday" activities.

"Driving a car is more dangerous than hiking in the wilderness, particularly with trained staff," Gass says. "These programs remove adolescents from other accepted yet higher-risk situations like driving."

What's more, the effectiveness of these programs makes them not just safe but saviors to parents of the very troubled adolescent clients. "Many parents say, 'this is the one thing that can save my child,'" Gass says. He and his colleagues are researching how and why adventure therapy works, but he is confident that their potency is at the intersection of adventure programming and therapy.

"The pill that we're offering is the positive use of stress coated by appropriate levels of care and support," says Gass, co-author of the leading academic and training text in the field, *"Adventure Therapy: Theory, Research and Practice"* (Routledge, 2012).



Read more: <http://www.unh.edu/news/releases/2013/mar/bp28wilderness.cfm#ixzz2Z8ZPg8Tm>

## Help Kids Learn To Manage Stress

Kids today carry more stress than in the past, says Jerry Wilde, assistant professor of educational psychology at Indiana University East and author of several books on kids and stress management.

"There are just so many more things today kids are involved in," he says, citing social networking as an example. "The world is moving faster and is more nuanced and complex. Kids haven't changed, but the world has."

When young children are overly stressed, they may show physical signs such as sleeping more, reverting to thumb-sucking, soiling their clothes, and developing a nervous tick such as coughing, fidgeting with hair, or rapidly blinking their eyes, according to Jim Grant, author of *I Hate School!* Other signs parents should look for include crying easily and frequently, needing constant praise and reassurance, and becoming shy and withdrawn, Grant writes.

Older kids might show dramatic mood swings and heightened aggression and develop illnesses such as stomach problems and chronic headaches.

What has children so worried? A falling-out with a best friend, a low grade on a test, a late start on a large project, a fear that their parents will get divorced. Some stress is real, such as a parent being diagnosed with a serious illness. Some anxiety may be petty drama blown out of proportion.

Parents can help by talking to their kids, finding out what's worrying them—knowing it may take some prying to get the truth—and helping children find solutions to eliminate or manage the stress.

"We create our own stress," Wilde says, noting that if 10 students get a B on a test, some will be thrilled while others will be devastated. "Stress comes from our own thoughts."

Wilde makes the following suggestions for parents wanting to help their kids de-stress:

Make sure your child isn't taking on too much. "Some kids have way too many activities," he says. "They don't have any down time, any time just to be kids. Kids need down time, just like adults." Parents can help their child pick and choose the best activity to focus on, preferably one that relieves stress instead of contributing to it.

Help your child put problems in perspective. One low grade on a test isn't going to doom a child to a poor report card. It's OK not to be good at everything. It's normal to miss a spelling word even when you studied that exact word at home. It may be tempting for parents to chide their child over mistakes, but be aware of how your child takes criticism. "As long as your kid is putting forth a best effort, that's all you can ask."

Remind him that there are things in life he can't control. With divorce, kids need to be reminded it's not their fault and it doesn't change how their parents feel about them. Yes, life will be different. But he can still be happy.

Get help. "If you are concerned enough to think you might need to seek professional advice, then seek professional advice," Wilde says. A school counselor is a good place to start, and it's often up to parents to start a dialogue. "School folks are highly trained, but often afraid to overstep bounds," he says.

Stress is a part of life, and all kids will experience anxiety at some point. By helping your child figure out strategies to cope with stress, you'll equip him with a skill that will help him through the most difficult times in his life.

Read more: <http://www.schoolfamily.com/school-family-articles/article/10680-help-kids-learn-to-manage-stress>



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## To Do the Summer Before College Starts

1. **Contact your roommate.** That first conversation is pivotal for getting to know each other, for building your relationship as roommates. A great roommate can make all the difference in school.
2. **Have everything you need purchased, packed, and ready to go.**
3. **Have a solid understanding of your financial aid situation.** The last thing you want to have happen is for finances to get in the way of your academic progress. (Yes, it really does matter if you miss that deadline for submitting your FAFSA!) Make sure your finances are in order -- and that you understand all you need to do while you're in school.
4. **Make and understand your budget.** You'll need to know, from your first day on campus, how much money you can spend on certain things, whether or not you'll need an on-campus job, and how much money you should have at the end of every month so you don't have to beg your roommate for food come December.
5. **Set yourself up to be physically healthy.** Knowing how to make healthy choices in your new environment will greatly aid your time in school.
6. **Familiarize yourself with college lingo before you arrive.**
7. **Know how to get the most out of Orientation.** Everything from meeting people to making it through your first week takes a lot of courage -- but pushing yourself through will make a huge difference during your entire time at school.
8. **Have a plan for keeping in touch with people back home.** It's a good idea to know how to manage relationships with your boyfriend or girlfriend, parents, and even siblings. If you talk about how to keep in touch before you leave, everyone will know what to expect.
9. **Have a strong time management system ready to go.** Figuring out how to manage their time is often one of the biggest challenges for college students. Set yourself up early with a system that you know will work for you.
10. **Know how to keep yourself -- and your stuff -- safe while in school.**

Read more: <http://waynememorialgearup.weebly.com/the-big-summer-before-college-to-do-list.html>