



# Educational Resources

A Newsletter of

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

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Editor: Tracy Nguyen

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

## Six Best Factors to Help Decide Which College Admission Offer to Accept



All students with admission offers have the power of college choice since the ball is in their court. The decision-making process involves several factors no matter the college list.

Ivy League or not, these six factors will help students decide which college admission offer to accept:

**Net price:** Compare financial aid packages the right way by focusing on student net price. That means adding up all college costs and subtracting free money grants and scholarships. Although student loans are considered financial aid, they don't reduce the college bill but add to it by their interest charges and fees. Don't subtract Work-Study awards either because that money hasn't been earned yet or may never be if the student doesn't work.

**Location:** Where the school is located will determine opportunities available on campus and in the surrounding community. Internships from local potential employers, activities based on the seasons and topography, and travel issues for the student and visiting parents all may be weighed.

**Goals:** A lot may change from last fall to this year's spring. Students may have different priorities about specific things like choice of major to more general ideas of preparing for a future career and lifestyle. Now is the time to reevaluate goals and match them with fresh eyes to how attending each college will help achieve them.

**Visualize what living there would be like.** Visit the campus on Admitted Student Day to check out future classmates. Taste the food, look in the freshman dorms, sit in on a class if possible, and notice professor office hours. Go to the library, Student Center, Health Office, Campus Safety Facility, Athletic fields and gym. Look at unique features of the campus such as a museum, arboretum, planetarium, theatre, stadium, pool, classroom set-ups and other academic/recreational extras. Walk the walk of attending that school.

**Big picture:** it's time to project what position the net price, location and goals place the student in by graduation. Think about student debt load and its effect on maintaining a desired lifestyle based on career, time to get a job and starting salary. Find out if grants or scholarships are automatically renewed each year until graduation, if there are strings attached, and if they are adjusted for future tuition increases. Consider how likely it is that the student will return back home or relocate in the college area. Also ponder if goals change during college such as choice of major and career, will the college be able to accommodate new goals to keep on track to graduate on time.

**Tally up the pros and cons:** Consider the undefinable gut reaction the student has about each school. Adding the emotional reaction is important because parents cannot expect their child to do their best if they are not happy and vested in the college choice.

Prospective college students may feel the pressure to choose wisely but if the college list was a good one, they should thrive at any of the schools offering admission.

**Read More:** <http://www.examiner.com/article/6-best-factors-to-decide-which-college-admission-offer-to-accept>

### NOTES

Please visit our website for summer college tour opportunities. Parents and students can find this information under *Helpful Links (Events)* on the website.

#### 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, and make sure to visit colleges of interest.

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## Resources on the Web

**ON-LINE APPLICATIONS:**

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

**SPECIAL INTEREST SITES:**

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

**COLLEGE FAIRS:**

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

**DIRECTORIES OF COLLEGE AND UNIVERSITY WEBSITES**

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

**DIRECTORIES OF AMERICAN UNIVERSITIES**

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

**TESTS AND TUTORING:**

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

**FINANCIAL AID / LOAN CALCULATORS:**

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

**GENERAL LD AND AD/HD:**

Assoc Higher Education & Disability: [www.ahead.org](http://www.ahead.org)  
 ADD Assoc.: [www.add.org](http://www.add.org)  
 Learning Disabilities Online: [www.ldonline.org](http://www.ldonline.org)  
 Learning Disabilities Assoc.: [www.ldantl.org](http://www.ldantl.org)  
 National Center for LD: [www.nclld.org](http://www.nclld.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 and programs in Wisconsin and attended a conference on attachment disorders in Missouri. Upcoming trips will take me to Montana, Idaho, Utah, and Oregon.*

*While traveling, I do check my voicemail daily and will try to return all phone messages within 24 hours. Thank you all for your patience.*



# Bullying at School: Is your ADHD Kid a Victim?



ADDitude Magazine

“No child should have to spend a day of school feeling afraid, ashamed, or embarrassed.”

## A Bully by Any Other Name

Not all bullies fit the stereotypical profile of the unhappy, isolated kid with low self-esteem. Often, bullies come across as friendly, popular, and studious. They're skilled at concealing their bullying behavior — so much so that teachers perceive them as the “nice kids.”

This may confuse your child and further contribute to his difficulties.

It is heartbreaking to learn that your attention hyperactivity disorder (ADHD) child has become the victim of a bully. And unfortunately, some children are at greater risk of being bullied because of their ADHD. An inappropriate, or impulsive remark blurted out for the entire class to hear can attract the attention of a bully. And an impulsive retort by the ADHD student to a bully's provocation may escalate the situation.

No child should have to spend a day of school feeling afraid, ashamed, or embarrassed. Fortunately, there are ways you can protect your ADHD child against bullying.

### Is Your ADHD Child Being Bullied at School?

Children with ADHD may believe they bring bullying on themselves with their inappropriate behavior, or that there is nothing they — or their parents — can do about it. Even if your child knows that she can safely confide in you and her teachers, she may be hesitant to do so.

ADHD kids have an “out of sight, out of mind” approach to solving problems, so it may help to gently question your child about the social scene at school. Casually ask her who she is friendly with — and who she's not — and if she's happy with her social life at school. Your child may not even be aware that she is being targeted until you ask the questions that reveal it.

If you suspect that your child is the target of bullying, ask her teachers whether your child's social skills are contributing to any difficulties she may be having.

### If She Is Being Bullied, Explain How Bullies Work

It is possible for your child to reduce his risk of being bullied—he just needs to understand what made him a target in the first place. ADHD can inhibit a child's understanding of social cues, so there's a good chance he doesn't even realize that his classmates may find his actions annoying or inappropriate.

Without excusing the bully's behavior, identify some of your child's actions—talking too much, clowning around at inopportune times, blurring out ill-chosen remarks — that might draw negative attention.

Explain that he can avoid problems with “low profile” behavior, such as using a quieter voice, keeping his comments brief, and staying attuned to whether others are interested in what he has to say. Teach her the importance of maintaining a balance between observing and talking, and give her a signal when she's talking too much. Jot down these strategies on an index card she can keep in her backpack and review on her way to school.

### Report the Bully: Talk to School Officials

If your child is being bullied at school, alert the teacher and school principal, providing as much detail as possible, as well as the names of any witnesses. If you believe your child's ADHD is related to the incident, make sure those in charge understand that. Request that your child not be questioned in the presence of the bully, as this can be intimidating.

Ask the principal to call the bully's parents, and be prepared to follow-up with a call of your own. Let the parents know that you are calling as a gesture of good will, since you would want to be similarly informed if they were complaining to the school about your child.

Parents of bullies are in the best position to stop bullying behavior, but only if we stand up and let them know about it.

Read More: <http://www.additudemag.com/adhd/article/1595.html>

## VOLUNTEER: SPECIAL OLYMPICS

Volunteers are the lifeline of the Special Olympics program. More than 1.5 million individuals worldwide, dedicate their time, to Special Olympics. These volunteers serve as coaches, officials, committee members, competition assistants and more.

For information on events, volunteering or participating in events visit [www.specialolympicstexas.org](http://www.specialolympicstexas.org) or contact Renee Klovenski at 713-290-0049 or [rklovenski@sotx.org](mailto:rklovenski@sotx.org).

## UPCOMING

### Special Olympic Events

2014 USA Games  
New Jersey  
June 14, 2014 - June 21, 2014

For more details, please visit:  
<https://www.2014specialolympics.org/>



Applications (Medical) for  
Participation Due for  
Fall Sports  
September 5, 2014

Greater Houston Area Office  
10700 Northwest Freeway  
Ste. 101  
Houston, TX 77092

Contact: Christy Lynn  
(713) 290-0049  
[clynn@sotx.org](mailto:clynn@sotx.org)

2014 New Applications  
for Winter Sports  
October 1, 2014

Greater Houston Area Office  
10700 Northwest Freeway  
Ste. 101  
Houston, TX 77092

Contact: Renee Klovenski  
(713) 290-0049  
[rklovenski@sotx.org](mailto:rklovenski@sotx.org)

## Child favoritism in parenting can cause mental health issues later



Research has shown that one out of every 12 parents favor one child over their siblings.

### Are you that one parent?

It also showed that kids who thought they were less favored were more prone to depression in adulthood.

Do you feel your siblings were favored over you growing up? Do you now have depression?

### Effects of Favoritism

Research has shown that adult children who felt less favored as a child were more prone to mental health issues, such as depression in later years. These children

perceived (real or imagined) that they were less favored by their mother's parenting preference while growing up.

Furthermore and surprisingly, the 'favored' child also exhibited the negative effects of favoritism. The favored children harbored the guilt feelings from the favoritism. They also showed more stress in the relationships with the unfavored children.

The lingering emotional damage of favoritism affects both the favored child and the unfavored child.

It should be noted that treating each child equal while parenting may not always appear fair to the children. It is impossible to treat each child equal as it may interfere with their unique needs. For example, a bedtime for an older child may be later than it is for the younger child. While the younger child may accuse the parent(s) of being 'unfair,' this parenting style of discipline is acceptable and rational which falls within the concept of 'according to the personal needs' of each individual child.

Children are all different and each one has a different inborn personality. One child may need more attention than another while the other child is content with less attention. It is not advised to hold back giving attention to the child who needs it more to be fair to the other children.

Finally, some children may appear to be 'trouble-makers' which can make it hard to create an emotional bond with them. But just like adult individuals, each child is unique and needs affection, even the trouble-makers.

Remember, every child is deserving of fair and just treatment according to their needs.

**Read more:** <http://www.examiner.com/article/child-favoritism-parenting-can-cause-mental-health-issues-later>

## Why Is My Child Refusing to Go to School?



Every day, all across the nation, as many as 1 in 4 children refuse to go to school. But while the reasons can range from a looming test to an ill-placed pimple, "school refusal," formerly known as school phobia, is an actual anxiety-based disorder. Surprisingly, school refusal is more prevalent than some better known child disorders like ADHD, but, because many children are vague in their complaints and unable to verbalize what's making them anxious, it's sometimes dismissed as typical childhood willfulness. However, the effects of recurring school refusal can be far-reaching for your child's education.

So, where's the line between what's normal and what's not? "You need to look at whether it's affecting the child or family's daily functioning," explains Christopher Kearney, Ph.D., director of the UNLV Child School Refusal and Anxiety Disorders Clinic. In other words, if a child's grades are suffering or a parent's job is in jeopardy from frequent absences, it's time to look closely at the issue. Kearney adds that parents should be listening carefully to children who say they can't go to school because of "vague, untestable kinds of things like stomachaches or headaches." While these somatic complaints alone don't necessarily indicate school refusal, there may be deeper problems if combined with general complaints about school, talks of threats at school and chronic absenteeism.

According to Kearney, "there is a subtle difference between school refusal and school refusal behavior." The kid who ditches school to hang out with her friends is exhibiting school refusal behavior, which can be nothing more than a phase brought on by peer attitudes or a sense of rebellion. But the child who clings to her mother's leg, screaming at the thought of having to enter the school building, is showing signs of school refusal, or "anxiety-based absenteeism."

However, the label doesn't matter nearly as much as getting a child back into the classroom. According to Maryann Roth, CAS, a school psychologist and guidance counselor, it's about "making sure the kid gets to school no matter how hard it is." Working closely with school officials and possibly a therapist to create a plan is a necessary step. Here are some key components to creating a successful plan:

**Investigate what's going on at school.** As Roth says, if "it's an issue of bullying you need to find out what's really going on." Once you know whether your child's complaint is a valid one, it's easier to work with your child around the issue, both in and outside of school.

**Coordinate with the school.** You can't do it alone. Whether it's arranging to have someone meet you on the playground to escort your child into school or trying, as Kearney suggests, "to ease the amount of makeup work," it's crucial that the school plays a role in integrating your child into the classroom.

**Set a baseline expectation.** Roth and Kearney agree that having a child in school for any amount of time is better than having him at home. Though a child may only come to school for only an hour, or sit in the lobby all day, "it's a lot easier to get them back into the regular classroom from that point," says Kearney.

**Make it less fun to be at home.** If your child knows he can sit at home and play video games during the school day, the incentive to stay home is greater than the incentive to be at school. Create a contract, set some boundaries and make it more worth his while to go to school.

Your bottom line? Identify the issue, make a plan and stick to your guns. Once your child has overcome her fear of school, she'll probably thank you.

**Read more:** [http://www.education.com/magazine/article/School\\_Refusal/](http://www.education.com/magazine/article/School_Refusal/)

Impo

# LINDY'S BOOKSHELF

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

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

SAT Test Dates			ACT Test Dates		
<i>*Anticipated SAT Test Dates for 2014-2015</i>					
SAT & Subject	Registration Deadlines		ACT	Registration Deadlines	
Tests Dates	Regular	Late (fee required)	Tests Dates	Regular	Late (fee required)
February 1, 2014	January 11, 2014	January 12, 2014	February 8, 2013	January 10, 2014	January 11-24, 2014
March 1, 2014	February 8, 2014	February 9, 2014	April 12, 2014	March 7, 2014	March 8-11, 2014
April 26, 2014	April 5, 2014	April 6, 2014	June 14, 2014	May 9, 2014	May 10-23, 2014
June 7, 2014	May 17, 2014	May 18, 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

## ON TAKING THE SAT/ACT

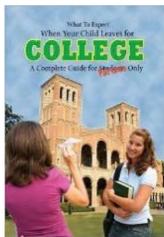
The ACT and the SAT are both designed to measure how ready students are to succeed in their first year of college. The primary difference between the two is the way they go about measuring college readiness. The ACT is an academic achievement test, while the SAT is a reasoning skills test. The SAT measures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

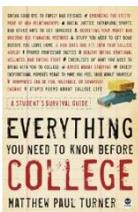
### The NEW Common Application (CA4) Effective 08/01/13

- 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 250-word minimum and 650-word maximum is strictly enforced.



**What to Expect When Your Child Leaves for College: A Complete Guide for Parents Only**  
 By: Mary Spohn

By reading this book, you will learn how your life will change, and you will discover ways to fill the void. What to Expect When Your Child Leaves for College provides you with countless ways to prepare yourself for your child's departure, as well as advice from parents, students, and psychologists. Whether your first child is leaving for college or it is your youngest child going away to school, you will find ways to cope with this difficult time in your life.



**Everything You Need to Know Before College: A Student's Survival Guide**  
 By: Matthew Paul Turner

Everything You Need to Know Before College is a definitive, one-stop survival guide to the opportunities, challenges, and potential pitfalls of college life. More than just an introduction to university living, this book leaves no collegiate stone unturned as we explore being on your own for the first time, adapting to different personalities, dating smart in a no-rules environment, finding crucial friendships and Christian support, and how to make the most of your money. It's a crash course in College Reality.

**The Everything Parent's Guide To Raising Siblings: Tips to Eliminate Rivalry, Avoid Favoritism, And Keep the Peace**  
 By: Linda Sonna



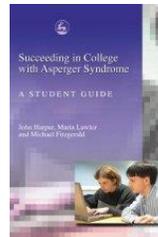
Addressing the unique problems associated with raising two or more children, a helpful parenting handbook explores the various aspects and dynamics of sibling relationships, addressing such topics as how to handle age differences among siblings, how to eliminate competition and jealousy, and how to foster positive step-sibling relationships.

**Goodbye High School, Hello World: A Real-Life Guide for Graduates**  
 By: Bruce Bickel, Stan Jantz



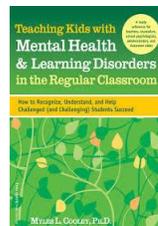
Bruce and Stan answer questions from high school graduates they may not even have thought about yet. From money management to staying healthy, this guidebook will help you on your journey toward adulthood. Whether you're going to college, entering the workforce, or joining the military, get ready to face the world God's way!

**Succeeding in College with Asperger Syndrome: A Student Guide**  
 By: John Harpur



College life is particularly stressful for students with Asperger Syndrome (AS) and the resources that colleges provide for such students are often inadequate. This handbook provides information to help these students prepare for the rites and rituals of studying, interact with staff and fellow students, cope with expectations and pressure, and understand their academic and domestic responsibilities. Drawing on first-hand interviews with AS students and direct clinical experience, the authors address these and many other questions, and make practical recommendations.

**Teaching Kids with Mental Health and Learning Disorders in the Regular**  
 By: Myles L. Cooley, Ph.D.



A tool for educators, counselors, and administrators that describes often observed disorders in school children; how the disorders might be exhibited in the classroom and what to do (or sometimes what not to do).

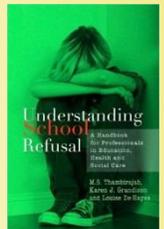
**ADHD and Me: What I Learned from Lighting Fires at the Dinner Table**  
 By: Blake Taylor



Blake Taylor's mother first suspected he had ADHD when he, at only three years of age, tried to push his infant sister in her carrier off the kitchen table. As time went by, Blake developed a reputation for being hyperactive and impulsive. He launched rockets (accidentally) into neighbor's swimming pools and set off alarms in museums. Blake was diagnosed formally with ADHD when he was five years old. In ADHD and Me, he tells about the next twelve years as he learns to live with both the good and bad sides of life with ADHD.

Blake's memoir offers, for the first time, a young person's account of what it's like to live and grow up with this common condition. Join Blake as he foils bullies, confronts unfair teachers, struggles with distraction and disorganization on exams, and goes sailing out-of-bounds and ends up with a boatload of spiders. It will be an inspiration and companion to the thousands of others like him who must find a way to thrive with a different perspective than many of us. The book features an introduction by psychologist Lara Honos-Webb, author of The Gift of ADHD, and a leading advocate for kids with ADHD.

**Understanding School Refusal: A Handbook for Professionals in Education, Health and Social Care**  
 By: M. S. Thambirajah, Karen J. Grandison, Louise De-Hayes



School refusal is a crippling condition in which children experience extreme anxiety or panic attacks when faced with everyday school life and this handbook aims to explore and raise awareness of the problem of school refusal in children and young people, and provide plans and strategies for education, health and social care professionals for identifying and addressing this problem.

Combining educational and clinical perspectives, and with extensive use of case studies, the authors present recent research into the mental health problems associated with school refusal, such as anxiety and panic attacks, as well as the role that parental support plays in their children's school life. They also discuss the role of home tuition services and pupil referral units in extreme cases of school refusal, and provides concrete strategies for planning and organising services to manage the problem effectively.

Understanding School Refusal is a valuable guide for professionals across the disciplines of education, health and social care, and will also be useful for training courses within these fields.

**\*\*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).**

## Top 10 Areas of Support for Students with Asperger's and LD as They Transition to College

As the number of people diagnosed with Autism Spectrum Disorders and learning differences explodes to nearly one in 100, it is important to address the type of support these individuals will need as they transition to college.

Most college age adults with learning differences have challenges in areas of social, organizational, and executive functioning skills. Many go off to a traditional college but aren't successful because their school does not provide the day-to-day supports they require. Even though these bright young adults have great potential, many will return home from college, isolate themselves, and lose motivation.

The following are 10 key areas of support that can help this growing population transition successfully to college:



**1. Executive Functioning:** College students with Asperger's and learning differences may be overwhelmed by the typical college experience. They need to learn executive functioning skills which include planning, goal setting, and scheduling, along with strategies for residential living.

### 2. Individual Tutorials and Study Groups

Individual and group tutoring sessions that meet throughout the week keep students on track. These sessions should be designed to help students in specific areas where they have difficulties as well as improving basic academic skills. Students need assistance selecting college courses and professors that will best meet their needs.

### 3. Social Competency

need to interpret what others are thinking and feeling by assuming another's perspective. Students need to learn whole body listening, social inference, and use memory to facilitate friendships. Students need to learn to interpret facial expressions and take perspective on what others are feeling. They can participate in small group sessions to discuss perspectives and practice real-life social situations.

### 4. Social Mentoring

Social Mentors are individuals who are a few years older than students and act as role models for social and problem-solving skills. They can meet regularly with students and work to improve social understanding while participating with the students in their special interests.

### 5. Sensory Integration

Students benefit from having a holistic understanding of their sensory issues. This helps them improve attention, decrease anxiety, and increase environmental comfort. Classes or individual sessions that focus on sensory integration and the importance it has in everyday tasks provide valuable insight and help to develop coping strategies. These types of sessions include work on gross and fine motor control and help students understand the effect of the individual senses (tactile, vestibular, auditory, visual, and olfactory).

### 6. Internships and Community Service

Internship placement is a crucial part of the college transition experience, especially for students with learning disabilities. Teachers can help students by assessing their interests and abilities to find appropriate internships. Group meetings wherein students can openly discuss personal experiences, performance, advocacy, challenges, and what they have learned about themselves during the internship process are very beneficial for all who attend.

### 7. Wellness

A healthy lifestyle can help a person both reduce stress and elevate their level of healthy functioning. Exercise and a good diet increases energy, promotes positive social behaviors, and strengthens the immune system. It can also improve self-esteem as well as perceptions of others.

### 8. Reframing

Reframing is a concept that helps students connect the dots between behavior and emotion. A gathering once a day, usually in the morning, provides a consistent schedule where students can evaluate their feelings and plan out their day. This may seem mundane, but students with Asperger's and learning differences may crave consistency, so a daily practice strongly aids the alteration of behavioral patterns.

### 9. Relationship Development

Students need to explore attitudes and values regarding healthy relationship development with special consideration given to issues related to learning differences. Present topics such as friendship building, communication skills, relationship dynamics, and sexuality education.

### 10. Individual Therapy

Many students on the spectrum need support with social, anxiety, and sensory issues. Every student arrives at college with a unique set of challenges. As the number of students being diagnosed with Asperger's and learning differences increases dramatically, colleges need to develop curricula and supports that provide them with individualized services. It is of paramount importance that institutions hoping to address this increase can incorporate at least some of these concepts into their special programs for this population.



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# Best Commencement Quotes of 2014

“No dream is too big, no vision is too bold; as long as we stay hungry for education and let that hunger be our North Star, there is nothing, graduates, nothing that we cannot achieve. So, graduates, that is your mission. This is your obligation. I want you to keep reaching higher. I want you all to keep raising your bars. Let the next generation know that there is no greater investment than a good education. And if you do all of this, then I am confident that you will uphold that duty and write your own chapter into the legacy of this great university. And let me tell you something, I cannot wait to see the world that your children will be born into.”

**-Michelle Obama, 2014 Dillard University Commencement Speaker**

“Everyone you will ever meet knows something you don’t. Respect their knowledge & learn from them.”

**-Bill Nye the Science Guy, 2014 UMASS Amherst Commencement Speaker**

“If I learned one thing it is that self-doubt is one of the most destructive forces. It makes you defensive instead of open, reactive instead of active. Self-doubt is consuming and cruel and my hope today is that we can all collectively agree to ban it...Please know, from here on out, you are enough, and dare I say, more than enough.”

**-Jennifer Lee (Screenwriter/Director of “Frozen”), 2014 University of New Hampshire Commencement Speaker**

“The people in charge don’t necessarily have all of the answers, so don’t let expertise silence you. Work to find new solutions to old problems. Think outside the parameters that restrict other peoples’ thoughts. Just because you’re a novice on the job, just because you haven’t faced the same challenges, just because you haven’t climbed the same cliffs, doesn’t mean you can’t contribute to solutions in very significant ways. When you’re chided for your naivety — and you will be — remind your critics that an amateur built an ark. Experts built the Titanic.”

**-Peyton Manning, 2014 University of Virginia Commencement Speaker**

“We are all running a marathon in one way or another. Today you are at the finish line of one race, but life is full of starting lines and heartbreak hills. You just have to keep running forward.”

**-Jeff Bauman (Boston Marathon Bombing Survivor), 2014 Fisher College Commencement Speaker**

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