

October/November 2008

## CALENDAR OF UPCOMING EVENTS

**OCTOBER 14-16**  
IECA LD School & College Tours  
Massachusetts & Connecticut

**NOVEMBER 3-5**  
Baltimore Area School and  
College Tours

**NOVEMBER 4**  
Election Day

**NOVEMBER 5**  
Pre-Conference Seminars  
Executive Functioning  
School & College Funding  
Baltimore, MD

**NOVEMBER 5-8**  
IECA Fall Conference,  
Baltimore, MD  
November 6:  
School & College Fair  
November 7:  
Information Swap  
November 8:  
Program Showcases

**NOVEMBER 8-9**  
IECA Board of Directors Meeting  
Baltimore, MD

**NOVEMBER 27-28**  
Thanksgiving Holiday  
IECA Office Closed

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## BALTIMORE CONFERENCE SPEAKERS

IECA's Baltimore Conference is only a few weeks away, and we've planned an exciting mix of fabulous speakers and over 60 educational sessions for all specialties. Here's the line-up for featured and keynote speakers:

### Wednesday 1:00 p.m.



Opening General Session

Featured Speaker:

Jeffrey Cufaude

"Be a Kid Again: What Kids Can Teach Us About Life and Leadership"

Two types of people are believed to be the most prepared to manage the ever-changing environment in society today: world travelers and...kids! Kids embody many values and qualities that the "grown-up world" has stifled or curtailed in adults as we have grown older: playfulness, curiosity, blunt honesty, questioning, free spirit, among others. Jeffrey Cufaude will remind you of the joy in being a kid again, and of the practical lessons kids can teach us about leadership and life.

### Related Articles:

- Educational Sessions, page 3
- Ideas for Schools & Programs, page 7
- Baltimore Sightseeing Opportunities, page 8



### Thursday 12:30 p.m.

Lunch Keynote Speaker:

Dr. Freeman Hrabowski

Among the most sought-after speakers on education and preparing adolescents for the future, Freeman Hrabowski

was the first choice of IECA's local host committee in Baltimore. He has served as president of The University of Maryland, Baltimore County since May 1992 and serves as a consultant to the National Science Foundation, the National Institutes of Health, the National Academies, and universities and school systems nationally.



### Friday 8:00 a.m.

Breakfast Keynote Speaker:

Dr. Larry Silver

*IECA Member Consultants Only*

"The Misunderstood Adolescent"

Expanding on his popular book, *The Misunderstood Child: A Guide for Parents of Children with Learning Disabilities*, Dr. Larry Silver will address ways in which adolescents are thought to be lazy, disorganized, and oppositional. Dr. Silver, a child adolescent psychiatrist, is a clinical professor of psychiatry at Georgetown University Medical Center and has a private practice in the Washington, D.C. area.

## PRESIDENT'S LETTER

# EXECUTIVE BOARD KEEPS AN EYE TOWARD THE FUTURE

From the Summer Olympics to the Nominating Conventions, in the past few months we have seen the faces of all sorts of talented people flash across our screens. Our mailboxes have been full of political commentary, advice, and advertising. These are definitely exciting times we live in! Of course in between listening to, watching, and reading about national and international events, most of us were leading our normal, often less than superhero, but nonetheless valuable, day-to-day lives. Included in my recent day-to-day life was this summer's IECA Executive Board meeting.

In a spacious conference room, we studied typical agenda items like budgets, committee reports, and membership. Interesting, necessary, important, but probably not terribly exciting. The excitement came as we enjoyed the

luxury of having plenty of time to toss around creative ideas, ask challenging questions about services now and into the future, and dream about our vision of the association. We renewed our full commitment to remaining the standard bearer of our profession. With an eye to the future, we explored public relations opportunities, discussed new initiatives to educate families about our work, and ways to extend our relationships with allied professionals. More detail is provided in the Member-to-Member section in this issue of *Insights*.



In the coming months the Board will be further challenged, examining how we can continue to serve the changing needs of our members as well as the schools and programs with whom we work. We will keep raising the bar for consultants practicing as well-informed, ethical professionals, and set a path for our association's future.

Diane H. Geller  
IECA President

## IN FOCUS

### TOP TEN TOURIST SITES IN BALTIMORE

1. National Aquarium\*
2. American Visionary Art Museum\*
3. Inner Harbor and the USS Constellation\*
4. Fells Point (old shipyard community; now shops, bars, etc.)
5. Fort McHenry National Monument and Historic Shrine
6. Sherwood Gardens
7. Harborplace & The Gallery (shopping, restaurants)\*
8. Museum of Industry
9. Star Spangled Banner Flag House (in Little Italy)\*
10. Museum of Popular Culture\*

\*Walkable from the IECA Conference Hotel

## IECA<sup>+</sup> INSIGHTS

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**Friday 2:45 p.m.**

General Session Keynote Address:  
Dr. Harold Koplewicz

Dr. Koplewicz is the founder and director of the NYU Child Study Center, as well as director of the Nathan S. Kline Institute for Psychiatric Research, the director of the

Department of Child and Adolescent Psychiatry at the Bellevue Hospital Center, chairman of the Department of Child and Adolescent Psychiatry at NYU School of Medicine, and was most recently named senior vice president and vice dean for external affairs of NYU Langone Medical Center. Dr. Koplewicz is an award winner and author of several books including *More Than Moody: Recognizing and Treating Adolescent Depression*. 

## BALTIMORE EDUCATIONAL SESSIONS

Here are a few samples of educational breakout sessions and presenters scheduled for IECA's Baltimore conference. The complete list of over 60 sessions and full descriptions can be found on our Web site at: [www.IECAonline.com/conference.html](http://www.IECAonline.com/conference.html).

**Pre-Conference Sessions:**

Wednesday, November 5, 8:30 a.m. – Noon

- **Executive Functioning**
- **Financial Planning for School and College**

**Effective Communication in a Facebook World**, Jim Barker, WhippleHill Communications

**Autism Spectrum Disorders and the Environment**, Tyler Whitney, Intermountain Center for Autism and Amy Jeppesen, Alamar Ranch

**When Being "Qualified" Isn't Enough**, Melissa W. Falk and Kim Stolarik, Muhlenberg College

**Program Assessment: The Practical Significance of a Program Culture Based on Altruism vs. Hedonism**, L. Jay Mitchell, Greenbrier Academy for Girls

**Special Education Law: Key Principles and Developments**, Melissa S. Connors and Scott Davignon, F.L. Chamberlain School

**Myth, Legend, and the Adolescent as Hero: An Examination of Archetypes, Emotion, and Experience**, Suzanne Walker Buck, New Hampton School, David Altshuler, IECA

**What Comes After High School? Helping the Student with LD and/or ADHD Find the Right Fit**, Nancy Winbury and Pat Mytkowicz, Curry College



**Six Years Later: What We Have Learned about Nonverbal Learning Differences and Asperger's Syndrome**, A. Frederick Weissbach, Cynthia L. Pope, Seymore T. Hays, and Mary Murphy, Franklin Academy

**Beyond "Getting In": How Can We Help Our Students Succeed in College?** Suzanne Wasiolek, Duke University and Ginger Fay, IECA

**The Future of the Field: Emotional Intelligence and Addiction**, Gabrielle Pelicci, Sober College

**"S/he's Not Ready to Leave": Techniques for Convincing Parents to Keep Their Children in Program Until Ready**, Sue Bigg and Nancy Cadwallader, IECA; Jeff Holloway, Hidden Lake Academy; Matt Erickson, Logan River Academy

**Managing Education in a Time of Great Change**, Edward M. Kowalchick and F. Christopher Chirieleison, The Phelps School, and Jason Katz, Microsoft

**Tolerating, Managing, Understanding and Treating the Borderline Adolescent and Young Adult**, Jerry A. Boriskin, Advanced Recovery Center

## ETHICAL STANDARDS AND WEB SITES

This month we take a break from our case studies to answer an ethics inquiry received at the IECA office:

"I saw the article about consultant ethics that ran in *Inside Higher Education* in early August. The article focused on IECA and I was proud that we were seen as the leader on tough ethical standards. It mentioned that new applicants have their Web site reviewed by the membership committee to ensure the site meets our professional requirements. I thought 'Yikes! I hope MY Web site meets these standards!' Can you help me understand?"

IECA has a number of specific goals outlined in our Principles of Good Practice that relate to this. Among these:

- An IECA member does not contribute to heightening anxiety that surrounds admission.
- An IECA member strives to increase public awareness of the... profession.
- An IECA member is honest in claiming professional training, experience, and affiliations.
- An IECA member strives to be aware of and practice within the boundaries of his/her competence.
- An IECA member does not guarantee placement.
- An IECA member will not write application essays.

Of course these are just six of the many applicable guidelines for members. It's worth noting that some are very specific: not claiming expertise where none exists, not guaranteeing placements. Others are much more open to interpretation. What does it mean, in terms of one's Web site, that consultants should not heighten anxiety? What is typically explored is whether a consultant uses their Web site to hype the difficulty in gaining admission, the numbers of students rejected at a handful of selective colleges, or is the site focused on "getting in"? A more ethical approach would be to address what it means to succeed in college, how a good match is arrived at, how many great colleges exist, and how most colleges are not highly selective. Thus a good rule of thumb is to avoid "getting in" talk and stress "good fit."

Members should also show great care to avoid references to "polishing" applications or "assistance" with writing essays or "use of contacts" or "insider information" to secure admission. These should be avoided not only on the Web site, but engaging in any of these is a direct violation of the Principles of Good Practice. Few members actually issue a guarantee of admission. However members need to be careful with what their information implies. References made that "95% of our students get into their first choice" both stretches the bounds of believability and is likely to be read as an implied promise. Even claims that "nearly all of our students are accepted into Ivy League colleges" are outlandish and imply a guarantee. Only by accepting as clients those already destined for elite colleges is such a thing even remotely possible (still unlikely in these uncertain times) but the implication is that the consultant—rather than the student—is responsible, making such a claim is all the more appalling as it excludes the student's role in the process.

Every few months we find someone in cyberspace claiming to be an IECA member who is not. Flattered as we are by the implication of the value of claiming membership, IECA's attorneys frown upon such claims. By the same token, associate members are reminded that they must identify themselves as such, including "Associate Member" with any IECA logo or statement of the association's name.

Those who might want a fresh set of eyes to look over their Web site may request someone from the IECA staff or the Ethics Committee to review their site for any violations of the Principles of Good Practice. By working together we can strengthen the IECA brand and demonstrate to the public that we take ethics seriously.

Send your comments to this month's ethics inquiry to [Sarah@IECAonline.com](mailto:Sarah@IECAonline.com).

# RESPONSE TO LAST MONTH'S ETHICS DILEMMA

by IECA Associate Member Carolyn P. Mulligan (NJ)

[Last month's case addressed members wanting to visit colleges' disability offices, and heading off on your own if not offered on tours.]



Since support for students with language-based learning disabilities and/or ADD/ADHD is a special interest of mine, this is always a "sticky wicket"

for me when I tour schools. I usually contact the director of Disability Services on each campus ahead of time. I find out what their availability is during the time we will be on campus as well as where they are located. Sometimes, if I am lucky, they are part of the school's program or panel, and this is the best of all possible worlds. It also gives me valuable information as to how integrated their services are with academic support and advising, and the general philosophy of the school. If they are included in a panel, the college or university must think highly about what they do for students.

I am always mindful that I am part of a larger group and am especially sensitive to that, not wanting to inconvenience any other member of the group. So each contact is different. I may have to give up part of a tour or information session to meet the person and that is the trade-off. I always let the tour administrator know what I am doing and I am always back on time so as not to keep the group waiting. *[IECA strongly urges participants to contact the disabilities office in advance of the tour to arrange a meeting, and to stay with the tour group.]*

It is important for me to see what the support facilities look like, where they are located, how big the staff is and what they REALLY do over and above being compliant with ADA. This helps me to make a good match with my student, and the support services are yet another factor in forming the list, like location, size, majors, and sports. If all else fails and

the contact person is on vacation or out of the office, or even in meetings while we are on campus, I call them when I get home, and we have a great conversation. At that point, I have seen the school and can ask better questions about how support services fit into the workings of the institution.

It takes a lot of extra work but it is totally worth it in the way that I can match my students who need support to be successful with a given institution. I have found terrific support in schools that have never made it in the *K & W Guide* or *Peterson's*, and that is specific information that can only be gleaned from personal experience.

This also gives me an opportunity to connect with the regional rep in admissions at the school, as I often need to coordinate with them to meet the LD person while I am on campus, so that is an added benefit.

## NATSAP EXECUTIVE DIRECTOR TO RETIRE

After 10 years of service to the National Association of Therapeutic Schools and Programs, Jan Moss Courtney will retire in early 2009. Prior to her appointment as executive director of NATSAP in 2004, Jan served on NATSAP's founding board of directors for three years and was re-elected for a second term in 2003. She served as secretary of the organization for three years and treasurer for one year. Jan co-chaired the subcommittee that developed NATSAP's Principles of Good Practice and was chair of the membership committee for four years.

Jan is grateful for the opportunity to be a part of the founding group of a dynamic and dedicated group of individuals. She is excited that the end of her tenure coincides with NATSAP's 10th anniversary celebration at the 2009 National Conference in Austin, Texas.

## SAN FRANCISCO PRESENTATIONS DEADLINE APPROACHING

IECA is now accepting proposals to present at the 2009 Spring Conference, April 29 - May 2 in San Francisco. More information can be found on the IECA Web site at: [www.iecaonline.com/proposals.html](http://www.iecaonline.com/proposals.html). The proposals deadline is December 15, 2008.

# MCCAIN, OBAMA OUTLINE EDUCATION PLANS

## PUBLIC EDUCATION AND PRIVATE ALTERNATIVES

**McCain:** Favors vouchers to allow families to use public funds to use toward parochial or private school tuition; supports heavy federal funding for “virtual secondary schools” for online courses, in part to support home-schooling options; supports expansion of charter schools to allow greater parent choice.

**Obama:** Opposes vouchers but supports the expansion of public charter schools; calls for expansion of federal spending to support science, math, and technology.



## NO CHILD LEFT BEHIND

**McCain:** Supports continuation of NCLB but wants to add support for tutoring students who do not meet standards.

**Obama:** Supports continuation of NCLB but feels the current law has been ineffective, inadequately funded, and relies too heavily on testing at the expense of a well-rounded education; supports expansion of early childhood education.

## TEACHER TRAINING

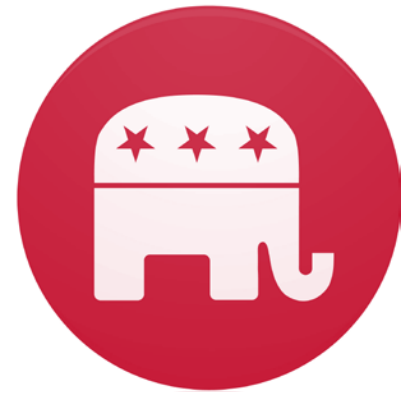
**McCain:** Supports merit pay for teachers; bonuses for teachers who choose to work in troubled schools; supports programs that recruit teachers in atypical ways, like Teach for America. Supports a tax credit to allow low-income students to take online SAT prep classes.

**Obama:** Has proposed accreditation for all schools of education to strengthen teacher training, including federal support to strengthen teacher education in math and science; supports expansion of mentoring programs for new teachers and merit pay for top performing teachers.

## COLLEGE ACCESSIBILITY

**McCain:** Supports an increase in Pell Grants for neediest students; favors expansion of low-interest tuition loans for middle class families; supports consolidation of loan programs.

**Obama:** Supports a tax credit to guarantee the first \$4,000 of college tuition is free for all students in exchange for 100 hours of community service—and includes eliminating the FAFSA; supports an overhaul of student loan program to bypass banks and private lenders and have the Department of Education run a direct tuition loan program; favors boosting the Pell Grant income limit; wants to raise from 7% to 25% the number of work-study jobs that serve the community.



## HIGHER EDUCATION

**McCain:** Favors removal of regulatory barriers that prevent colleges from moving in creative ways; wants to use the Internet to increase public reporting about all colleges; wants to eliminate earmarks that benefit some colleges’ pork barrel spending.

**Obama:** Seeks to provide grants to community colleges to help them meet changing community needs, and to provide financing and technological support to offer new associate degrees in emerging fields; endorses plan to strengthen two-year programs to encourage more students to move on to four-year institutions

**Reminder:** Election Day is Tuesday, November 4. Participants in pre-conference activities may wish to vote by absentee ballot. For links to all 50 state absentee laws and applications, go to:  
[www.IECAonline.com/conferences.html](http://www.IECAonline.com/conferences.html)

# IECA MEMBERS OFFER IDEAS FOR COLLEGES, SCHOOLS, PROGRAMS

With registration numbers looking strong and the number of consultants attending likely to break a record, we asked educational consultants to offer suggestions to attending school, college, and program representatives on what they want to see, hear, and discuss to make the conference mutually successful. Based on the responses, here's some feedback from IECA member consultants on what would be useful to them at future conferences.

## Colleges

IECA members noted that much information about colleges is already available in books and on Web sites. Therefore, rather than viewbooks consultants noted a strong preference for a one-page summary noting what's new and particularly a profile of the current freshman class. Some consultants also mentioned their use of CDs, which are sometimes made available to students.

Members are very appreciative when colleges send experienced staff—regardless of title, and if they have knowledge about disability services in addition to admission criteria and basic college information, that is also helpful.

Finally, there was a suggestion for college reps to “stick around” for meals and in the lounge as quiet conversation really helps a consultant beyond the hustle and bustle of the College Fair. Members suggested that college representatives offer presentations and serve on panels as a way to get to share information on topics and trends as they see them.

## Traditional Day & Boarding Schools

IECA members also noted that they'd love to receive one-page summaries about what's new on campus, rather than viewbooks (those luggage fees could impact the decision about how much a consultant brings home). Some consultants noted a preference for CDs while others 'never' look at them, so offering the option might be helpful to some.

Given the close relationship between the school admission office and consultant, members really appreciate when senior staff, particularly directors of admission, attend. Many expressed a desire to have school headmasters, student life administrators, or academic deans attend periodically as well.

Consultants welcome schools reps to contact them in advance and even set up one-on-one meetings, especially if a current client is exploring admission. Consultants also love to know how their clients—new students at their school—are doing, so knowing this information will be appreciated. Consultants praised school reps who generally stay all day and often through evening receptions which allows for deeper exchange of information. They did suggest that schools present and serve on panels as a way to get to share information on topics and trends as they see them.

## Therapeutic Schools and Programs

IECA members praised therapeutic programs reps for their willingness to sit for one-on-one meetings throughout the conference schedule, and many expressed a willingness to hear from programs prior to the conference to set up such meetings. Most consultants said all they need as a take-away is a business card, although several expressed a desire for a few



pictures of the facilities. Other wanted just a bit more, such as biographies of key staff.

Staff was mentioned frequently. IECA consultants expressed a very strong desire to spend time—both inside and outside the Swap—with clinical staff, therapists, and owners. Many felt that they received less valuable information from programs that send only marketing representatives. As many noted, unlike other types of placements, it is the clinical staff that sells a program to consultants.

Members also noted that they often learn more about a program during breakout sessions, discussions and listening to presenters than they can during the Swap and praised programs that send staff to present.

## Marketing Items

Many schools, programs, and colleges have asked us about the appropriateness of marketing items at their table during the Fair/Info Swap. While members tell us these items are neither expected nor desired, those who do bring items may want to note that small marketing items, such as pens, pencils, and notepads are likely to be placed on desks and tables in their office for students and families to take and use as needed.

We look forward to greeting everyone in Baltimore and hope this feedback serves all attendees well!

# IECA RETURNS AFTER NINE YEARS TO DISCOVER A “NEW” BALTIMORE

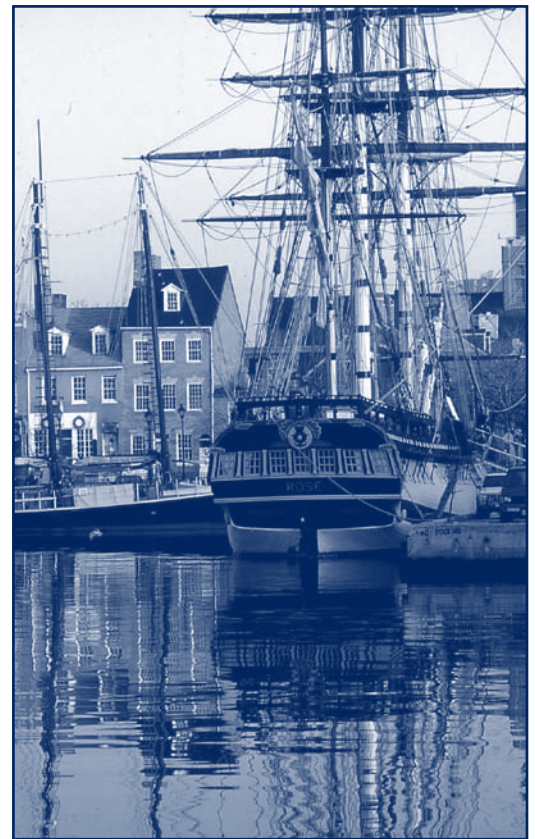
IECA last held its national conference in “Charm City” in 1999. At the time it broke all records for attendance and many noted the perfect environment created by the Inner Harbor. Now as we return, attendees will discover that much about what made Baltimore a wonderful host city remains, but much is new, including the entire Harbor East development where the conference hotel is located.

The area on the East side of the Harbor was vacant just a few years ago. Now with the Marriott Waterfront, additional hotels, and condos, it is a vibrant area with dozens of new ethnic restaurants and shops. The hotel is steps away from the entire harbor area with its wealth of museums and attractions, including the newly expanded National Aquarium, the USS Constellation, the Baltimore Maritime Museum, the American Visionary Art Museum (featuring non-classically-trained artists), the children’s Port Discovery Museum and the Power Plant entertainment complex featuring the ESPN Zone and Hard Rock Cafe.

The community around the hotel also links the harbor with Little Italy, putting scores of restaurants and bakeries a short walk from the hotel. Just three blocks East is the city’s famed Fells Point. A former shipyard community, Fell’s Point is a favorite for locals with its collection of interesting shops, low-budget seafood restaurants, and bars.

The harbor area also boasts tremendous shopping with Whole Foods just around the corner from the hotel, to tourist-oriented shops in Harborplace, to more upscale shopping in the Gallery just across the street.

Those spending time will want to venture to the area just West of the harbor, undergoing an incredible revival of its own. The famous Lexington Market is the world’s largest continuously operating marketplace, featuring the area’s best produce, meats, cheeses, baked goods,



seafood, and more. The West side is home to two new museums that are favorites of several IECA staffers: the Museum of Popular Culture featuring icons of the last 50 years and the Babe Ruth Sports Museum, both located at the entrance to Oriole Park at Camden Yards. Nearby is the beautifully restored Hippodrome Theater, which brings the best of Broadway and touring concerts to downtown Baltimore.

Bottom line? There is much to see and do in Baltimore beyond the conference. IECA has arranged for the Marriott Waterfront to honor the conference rate for three days prior and following the conference to allow you to make the IECA gathering a destination for you and family members.

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# AN INSIDE VIEW OF IECA'S SUMMER TRAINING INSTITUTE

by Georgia Irvin, IECA (MD)



When I was asked to serve on the faculty of IECA's East Coast Summer Training Institute, I thought it would be interesting and, as I am entering

my twenty-fifth year of practice, I thought I might have something to share. I was not prepared for the depth and breadth of the curriculum, the careful execution of each topic, which included superb handouts and delightful hands-on activities, or the sheer energy of the assembled group. Nor was I aware of how meaningful the experience would be and how much I would learn.

First, the faculty and staff met. Although I have known and admired Sue DePra for years, I had never seen her exercising her skills in her specialty field: teaching adults. These skills, combined with her natural organizational abilities, knowledge of IECA, and devotion to its causes, make her a formidable leader. I doubt that any Presidential Convention will have comparable expertise. The rest of the faculty had taught at previous Institutes. I already knew the gifts of my friends Steve Antonoff (CO) and Bar Clarke (MA); I did not know Leslie Kent (VA) or Matt Baker (IL). It was obvious that each of these professionals brought great talent and knowledge to the diverse issues of our profession. It was exciting to go over the plans, and especially the "labs" where students could be original. I was struck by the clarity of our mission and the amount of detail that went into planning every session. It was important

that every participant be fully engaged and well-informed. Frankly, I felt daunted and wondered what I could possibly add to this splendid program.

In the fierce July heat, the participants began to arrive. We turned that outside heat into an equally warm welcome: a funny and informative video was playing, handouts were provided, introductions were made, and a sense of camaraderie developed quickly. The group was diverse in age, race, geographic origin, academic and professional background, interests in the consulting profession, and aspirations. I sensed immediately that I would learn a lot from them.

Each day was filled with a carefully constructed balance of large and small group sessions and activities. I observed the intensity with which the students listened and the thoughtful way they posed their questions, and I was impressed with our faculty's equally thoughtful responses, frequently interspersed with good humor and/or candor about the imponderables that are inevitable in this business. I began to think differently about topics I thought I knew well.

Mealtimes were always interesting, with students seeking out those who worked in their areas of interest and asking probing and often provocative questions. I especially enjoyed all the

Q&A opportunities, because they elicited wonderful discussions in which the students shared meaningful insights and their own experiences from which everyone could learn.



Summer Training Institute—East Coast Participants and Faculty

Perhaps the most valuable of all the sessions was Mark's class for the whole group on creating a personal business plan. He is a masterful teacher, employing all that is known about how students learn best, including personal connection with individuals, humor, technological teaching tools, and that amorphous quality that comes when your teacher is passionate about what he/she knows well.

My specific role became "to lend and blend." I commented when asked (and, of course, often when not asked!) and I had my own advisor group. I hope I imparted the personal fulfillment I derive from my work with families, the friendship, love, and respect I have for many members, and the pride I take in being a part of IECA. I am confident that the participants had fun, felt rewarded by this exemplary learning opportunity, and will often recall the vast amount of useful information that was provided.

# VOLUNTEER SPOTLIGHT

by Marcia Kramer, IECA (NJ) and Marcia Simon, IECA (MD)

Fourth of July weekends are usually reserved for barbecues and fireworks. This Independence Day, we decided to celebrate differently. We traded in the holiday cookout with hot dogs and potato salad for four days at Amherst College, eating cafeteria food and sleeping in dorm rooms as volunteers with College Summit, an organization that provides education and support to students from low-income families in order to prepare them for college.

To say it was an amazing, life changing and eye-opening experience sounds like the beginning of a bad college essay. Yet the four days we spent at Amherst College with students from Brooklyn and the Bronx were four of the most rewarding days in our professional lives. We are so used to working with students who pay us privately, who spend their summers working for Habitat for Humanity, who participate in summer programs in Australia and Costa Rica, who travel on family vacations during spring break, that we were unprepared for the students at College Summit. Our experience with the young people from New York City, with less than comfortable socioeconomic means, was fulfilling beyond what we could have imagined.

The students in many ways were like teenagers everywhere. They had their

cell phones and iPods, they talked about fashion, about dating, and also about school and their dreams. Just like the clients in our private practices, these students want to be writers, doctors, veterinarians, and lawyers. They want to go to competitive, good colleges where they can excel.



But unlike the students in our private practices, these young people talked about “making it,” giving their parents comforts that their parents had not been able to provide, being the first one in their families to go to college. While their dreams are not so different from the average suburban teenager, their experiences certainly are. Many of these young people have lived so much in their seventeen short years. We read essays about a young woman who helped her mother prepare to take the GED; about a boy who was on the phone with his mother as she worked in the Twin

Towers when the planes hit; about a girl who felt privileged to live in her South Bronx neighborhood because she had done community service work in New Orleans; and about a young man who works in SoHo, who, when he told his co-worker about the shootings outside his building she asked, “What were they filming?”

We aren’t that much different from the young man’s co-worker who asked this question. We also grew up in upper middle class families, and now have our own homes and children who will go to college.

Yet these students taught us so much. They trusted us with their stories, they taught us about resilience, thankfulness, and kindness. We are privileged to have had the opportunity to work with them. By the end of the weekend, friendships had been formed, lasting bonds created, and a group of adult volunteers’ lives had been changed.

We highly recommend this experience if you are available to give four days of your time over the summer. College Summit is based in Washington, D.C. and provides workshops at various college campuses all over the country. If you have four days to give of yourself, it is an experience that will reward you in ways you never imagined.

*[Note: The IECA Foundation has provided grants to College Summit several times over the past 10 years.]*

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## INITIATIVES

Associate member **Michael Goran** (CA) was a featured speaker at the Johns Hopkins University Center for Talented Youth and also at a Chinese education seminar at the University of the West.

**Jenifer Price** (TX) presented to approximately 150 parents and educators at the Texas Parent Teacher Associated Summer Institute in July. She was also invited to speak to the staff of Austin Asset Management about the impact of college admission trends on their clients and their college bound children.

## INTRODUCTIONS



**Eileen Antalek (MA)**

is the associate director of Educational Directions, Inc., where she has worked for nearly fourteen years with IECA member Marilyn Engelman,

who is the director of Educational Directions. Eileen performs the third grade WISC tests for the Fay School in Southborough, MA. She previously worked at Clark University both as a tutor and as the assistant director of special needs, and as a tutor at Framingham State College. At both colleges Eileen worked with learning disabled, culturally disadvantaged, and international students, teaching and helping with writing, organization, study skills, note taking, etc. She also briefly taught English and History in the public school system, working with everything from Honors to severely disabled students.

Eileen attended IECA's Summer Training Institute in August 2006. She earned a master's degree in English and a doctorate in education from Clark University.

Eileen has presented at local and national conferences on learning disabilities and assessments. She is a member of APA, CLD, CEC, and IDA. She is also on the Board of Directors of the Massachusetts branch of IDA (MABIDA), and has helped organize regional conferences on dyslexia.

She lives with her husband Michael and with their very cranky old cat, Dusty. They have two children—Peter, who is starting a new position with Eckerd Youth Alternatives at their Vermont campus and Sarah who lives in Brooklyn, and is the director of awards for the New York regional Emmy Awards.

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**Myrna Harris (NY)**

is an associate of Educational Resources Unlimited, where she works with IECA professional member Barbara Posner. Myrna has spent over 30

years as a special educator, teaching and leading in a variety of settings: hospitals, residential treatment centers, and urban and suburban school districts. For 20 years, she was a member of the Hendrick Hudson School District Committee on Special Education, a special education department leader, and for the past ten years, the chairperson of the committee on special education.

As an adjunct instructor of graduate and undergraduate special education courses and a speaker to both educators and parents, she has given numerous workshops and seminars on meeting the instructional and behavioral needs of students with challenges.

She is a New York state certified special education teacher and a school and district administrator with additional training in Life Space Crisis Intervention.

Myrna attended Fordham University and Teachers College-Columbia University for her master's and advanced post-graduate degree in special education and educational administration and leadership.

Myrna is a member of the Nonverbal Learning Disorders Association and NATSAP.

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**Loredana M. Harrison**

(MA) has worked as an educational consultant for five years. She previously worked in children's textbook publishing and as a researcher

and lecturer at the University of New Hampshire.

Loredana attended IECA's Summer Training Institute in 2003. She holds a bachelor of science degree in psychology from Santa Clara University, and a master's and doctorate in psychology from the University of New Hampshire.

Loredana has been a member of The American Psychological Association since 1989.

She lives in North Andover, Massachusetts with her husband and two children.

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**May Peach** (SC) has been an educational consultant for two years. She previously worked as the lead teacher of The Learning Collaborative, a

middle school magnet program developed to serve the needs of high achieving, highly motivated students in 6th - 8th grades; and for 18 years taught in a gifted and talented program for grades 2 – 6.

May has presented at numerous conferences on the educational, social, and emotional needs of the gifted and talented student.

She attended IECA's Summer Training Institute in 2006. May earned her B.A. from Converse College in early childhood and elementary education; a master's degree in elementary education from The University of South Carolina; an education specialist degree in special education and an administrative certificate in elementary principal and supervision.

She is on the advisory board of DJJ, a member of Youth Corp Advisory Board, and Delta Kappa Gamma Society.

May is married to Tom, and they have two sons: Douglas, age 22, just graduated from Appalachian State University with a degree in music industries; and Daniel, 19, is studying graphic art design at The Art Institute of Charleston.

*May Peach, M.Ed., Ed.S.*

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**Rachel Sobel** (PA) has been an independent educational consultant since 2003. She has over 25 years of experience working with adolescents and their families. As a

psychotherapist, college counselor, and educator, Rachel has advised numerous students and families about the college search and admissions process. In addition to her consulting practice, she teaches in the Graduate School of Education at Neumann College, in suburban Philadelphia. She speaks frequently to school and community groups on both the general college admission process and the specific needs of LD/ADHD students.

Rachel attended the 2007 IECA Summer Training Institute. She earned a Ph.D., in counselor education from Berne University, Wolfeboro Falls, New Hampshire; an M.S.W. from Simmons College; a B.S. in family and community services from Syracuse University; and a B.S. in sociology from Syracuse University.

Rachel is a member of NACAC, PACAC, LDA, GT/LD Network, and National Association for Social Workers.

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## MEMBER STATUS CHANGES

The following Professional Members have retired from their practices and are now **Members Emeritus** of IECA. (See the complete list of Members Emeritus on the last page of the 2008-09 IECA Directory.)

Chris Covert (AZ)

Bonny Musinsky (MA)

The following Professional Members have chosen **Inactive status** for the 2008-09 membership year, as they are taking temporary leaves of absence from their educational consulting practices:

Susan Bisson (MD)

Catherine Brennan (PA)

Noreen Cambria (NY)

Shirley Grate, (FL)

Tamiko Nakamura (Japan)

Susan Skelton Storzum (TX)

Mary Sykes (NY)

Christopher Teare (VI)

Deborah Thomason (CA)

Toby Waldorf (CA)

The following Professional Members who were on Inactive status last year have **reactivated** their memberships:

Andrew Bryan (OR)

Hilary Rediker (NJ)

The following are **no longer affiliated** with IECA:

Ned Bigelow (MA)

Janine Braman (MN)

Sandra Bramwell-Riley (Jamaica)

Beth Dennard (TX)

Kpakpundu Ezeze (DC)

Sandra Lawrence (GA)

Levia Nahary (NM)

Yung Oh (Korea)

Marylou Schaffer (NJ)

Tracy Spann (CA)

Joan Tager (NY)

Andrew Walpole (DE)

## IN THE NEWS

**Rosanna Sprague** (OH), **Phyllis Kozokoff** (OH), and IECA executive director **Mark Sklarow** were quoted in the *Cleveland Plain Dealer* College Guide Insert on July 9.

**Rosa Moreno** (Venezuela) was interviewed on the radio show *The Positive Side* in Venezuela. She was interviewed on how to best take advantage of university representative visits in Venezuela, and was asked to follow up in a second interview and expand on things to consider when families are looking at schools outside of Venezuela. Rosa was also interviewed by *Canal i* (a 24-hour news channel) in Caracas about important educational factors to consider when families are looking to immigrate to another country.

Associate member **Betsy Woolf** (NY) wrote an article, *Few Jews, Many Options*, that appears in the Fall 2008 issue of *Reform Judaism Magazine* which features the RJ Insider's Guide to College Life; she was also quoted in the *greatschools.net* Web site article, *Should My Teen Take Four Years of a Foreign Language*.

**Bari Norman** (FL) was quoted in the *USA Today* article, *College Choice is Twin Dilemma* on July 20.

**Jeannie Borin** (CA) was interviewed for and quoted in the July 13 *Philadelphia Inquirer* article, *Not-Fun in the Summertime is No Hit with College Officials*; Jeannie was interviewed by *The Associated Press* on July 10 and was quoted in a story, *Dorm Life Becomes High Life* presented by MSNBC and ABC News on July 17; she was also quoted in *The Boulder Daily Camera* article, *Country Club U. Is it a University or a Resort?* on July 18.

**Katherine Cohen** (NY) was featured in CNN's Issue #1 about the rising costs of college and the costs of applying to college on May 17; in a *Newsweek* article titled, *Brand Names, Bad Values* on August 18; and interviewed by the

Associated Press about college visits and combining them with family trips on August 13. This article was featured in *Forbes*, *USA Today*, *MSN Money*, and *Conde Nast*.

Mark Sklarow was featured in the July 29 issue of *Inside Higher Ed* in the article, *New Ethics Rules for Admissions Consultants*. The article focuses on IECA's Principles of Good Practice.

*"Educational consultants make the process of selecting colleges more manageable, more understandable and less stressful."*

*Phyllis Kozokoff, IECA (OH)  
Cleveland Plain Dealer, July 8*

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**INSIGHTS** October/November 2008

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**Inside This Issue:**

- Baltimore Conference Information:
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  - Activities in Baltimore
- Volunteer Spotlight
- Member Status Changes
- An Inside View of IECA's Summer Training Institute

**Inside the Member-to-Member Section:**

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*In an ongoing effort to increase our environmental consciousness, IECA is pleased to announce that Insights is now printed on paper that uses at least 30% recycled fibers.*

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