

Winter 2009/2010

People who are successful in life are successful at self-managementSM

Letter from the director.....

For the past 30 years, I have watched high school seniors and their parents obsess over which college will accept them. In an effort to alleviate this anxiety, thousands of dollars are spent on seeking help from college consultants, visiting campuses, applying to schools, attending SAT and ACT preparation classes, and/or tutoring. However, not enough time and energy is spent on the most important question; “*Will my teen be able to graduate college?*” Ultimately, in the excitement of trying to secure admission into a college, this question remains unaddressed.

It needs to be addressed. Getting into college is the easy part, but it is graduating from college that is the real challenge. Studies suggest that only 50% of students who enroll in college actually graduate (in about 6 years!). Public universities graduate about 40% of entering students and private colleges and universities about 57%. Two-year colleges graduate only about 30%. Attendance rates for students with ADHD and learning disabilities are low, and their graduation rates are dismal. Most dropouts from college leave by the end of their freshman year.

“Begin with the end in mind.” Stephen Covey’s first rule of the Seven Habits of Highly Effective People is one of my favorites. Keeping that in mind, my questions to you would be, “*Does your college bound student have the self-*

management skills to meet the challenges they will find at college? Is your college bound student ready to leave home and succeed in the college of their dreams?”

Our society has become complex and needs highly skilled workers. Taking this into consideration, colleges today are serving a wide audience by offering certifications for a variety of job seekers such as nurses, radiology technicians, chefs, and dental assistants. With more and more people going to college, including those who have been diagnosed with learning disabilities and/or ADHD, the competition has become intense. Teenagers, who assume that they can miraculously change into “serious” students, when they so choose, are highly mistaken. “I can just turn it on whenever I want to” is a delusional thought.

The academic demands in college certainly vary depending upon the school and the degree program that the student is enrolled in. Essentially, the college student must learn the material, often independently. The professor may or may not lecture to the tests. Assignments may never be collected or graded but are given so that the student can master the material. Lengthy research papers, generally, cannot be finished the night before no matter how intelligent or gifted the student. Tests tend to be few in number and cumulative in what is covered. To put off studying until the night before is risky business. The executive functioning skills



College Assistance Program

involved in time management, planning, and persistence are essential to success.

Moreover, the technological advances have added complexity to the already complex college environment. While today’s students arguably need a computer and the Internet for their education, these often pose difficulties for students who are unable to adapt to taking tests on computers or need to access course materials online. Technology also creates “pleasurable” distractions such as “twittering” and “facebooking”, alongside text messaging on iPhones and

TARNOW CENTER MISSION STATEMENT

To offer a Center of Excellence in the Southwest Region, providing innovative, superior quality therapy, while utilizing an interdisciplinary team approach to assessment and intervention for individuals and families affected by psychiatric, psychological, developmental, learning, and language disorders.

Blackberrys. Ask Michael Phelps how one social mistake can be transmitted to the entire student body at the touch of a button! Students must manage this excessive stimulation so as not to get lost in it.

It is quite clear that the demands in a college student's life are high. College requires the young adult to not only be an efficient student, but also to manage living independently, money, time, laundry, relationships, loneliness, disappointment, getting their needs met from new friends, and so on. Not every student is capable of paying attention in a class of 300 or able to introduce himself or herself to the professor to ask questions or discuss specific learning needs and accommodations.

When I attended college in the 70's, I witnessed the "drugs, sex, and rock n' roll" revolution. Things today are the same and more so. In fact, some students make their way through college by selling drugs. It is estimated that approximately 30% of students in college meet the criteria for alcohol abuse. Another study reported 1.3 million yearly alcohol-related injuries or assaults among college students. As a result, some campuses now have undercover law enforcement officers!

It is no wonder that studies have consistently shown that counseling centers in college are treating increasing

number of students today. In a study in 1994, it was estimated that 9% of students seen at counseling centers were taking psychotropic medications. By 2006, this number had risen to 23.3%. 7.5% of students had such significant impairments that they were unable to function without extensive psychological support. According to the most recent American College Health Association Survey, 13% of college students reported symptoms of anxiety while more than 18% reported symptoms of depression. 10% of students had seriously considered suicide while 1.9% had attempted suicide.

While colleges do have counseling centers to help these students, it should be recognized that most centers do not have an in-house psychiatrist, do not communicate with the parents about the issues that the youngster is facing, and may only offer short-term therapy. College is indeed a big business today with the tuition and living expenses at the average private college approximating \$35,000. However, it should be noted that colleges are not in the business of providing health and mental health care; thus, the services provided to these students may not be adequate.

Students with ADHD and learning disabilities have a greater need for learning support services as well as accommodations in order for them to succeed in the college arena. As many of you know this is an issue that is dear to my heart, because of my own as well as my daughters' learning disabilities. Over the years, I have done all the "right" things to help my daughters with their learning difficulties; namely, medications, evaluations, learning assistance, and advocacy. In working with my daughters in college, it became quite apparent to me that colleges are not well prepared to support these students. Negative attitudes towards ADHD and learning disabilities that used to be pervasive in school districts 20 years ago continue to be expressed by college instructors who do not understand these learning difficulties and are resistant to making accommodations for these students. As a parent, I have continued to see my daughters suffer despite all the efforts taken. I understand how exhausting it can be. Without



support, it is difficult for students with neurodevelopmental and learning differences to navigate through college successfully. The worst experience that a young person can endure is complete failure at the college level. We at the Tarnow Center have the recipe for your teenager's success, and we want to share our energy and knowledge with the wider community.

In this newsletter, Dr. Havasy outlines our new **College Assistance Program (CAP)** for college students with Self-Management Disorders. The College Assistance Program is our effort to fill an important gap of services for college-age students. Linda Narun discusses the educational components of CAP. Additionally, Lynn Ayres defines the process of selecting and applying to colleges that truly fit these students. Finally, Dr. Desai discusses students' level of "college readiness" and has included our College Readiness Questionnaire in this Newsletter.

We would be more than happy to speak with schools, parents, counselors and students about the College Assistance Program. Please feel free to pass this newsletter onto those who might benefit from this unique program.

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From Co-Management to Self-Management: The College Assistance Program

Sophia K. Havasy, Ph.D.

The young adults with ADHD, learning disabilities, Asperger's, Tourettes, depression, anxiety and myriad other diagnostic labels that we call *self-management disorders*, need to continue their education after high school. We need them to complete certifications, degrees, state boards . . . whatever is needed for them to be independent, to earn a living, to be contributing members of society. Our economy needs them to be educated, as does our work force, social security, and their self-esteem.

At the Tarnow Center for Self-Management, we have spent the last 20 years working with young adults and their families. In the beginning, our work was focused on helping the young adults who had already failed out of several colleges figure out what they needed to do to turn it around. We still have those young people. Typically, they come from bright, well-educated families. The student is also bright. It is usually *not* about IQ points. After a year or more the young adult may have accrued 6-9 credit hours. Credit card debt is high. It is not unusual for there to be some kind of legal issue hovering in the background. Thousands and thousands of dollars have been spent with little to show for it. These students and families have taught us a lot.



In addition to working with students who have been unsuccessful in

their college attempts, we have developed the **College Assistance Program** specifically for students to learn to be in college *effectively* from the beginning. Our learning and life interventions are based on in-depth understandings of neurodevelopment, executive functioning, and what it takes to become an active learner and self-manager. We bring together our interdisciplinary team and the extensive resources of the Tarnow Center to address the needs of these young adults and their families. We have also developed approaches to work with high school students and parents so that when they leave for college they know what they need to be successful.

Utilizing the community college system, as well as, other local colleges and universities, we are able to design a program to provide the level of support each student needs, and ongoing monitoring to enhance accountability and student ownership of their college experience. Our experience suggests that many of these students need ***co-management in order to learn self-management***.

Co-management posits that the student will learn how to navigate whatever the destination by working with someone who teaches the student the processes, rehearses the points of self-advocacy, and then assists the student to follow through. Pilots are trained in cockpits with dual controls until such time as the student has logged sufficient hours, developed the necessary skills, and can demonstrate the skills on a consistent basis. Everyone recognizes that you don't want to entrust someone with little or no experience as a pilot with the lives of others and a plane that can crash. For the at-risk population of young adults, the same specialized training is involved in creating competent college students. We also know that the costs in lives and money can be tremendous if these students do not get the specialized help that they need.

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The co-manager is a co-pilot, a coach, someone who can translate goals and plans into the language of daily functioning and self-management. Our experience at the Tarnow Center has taught us the importance of understanding at what point the process needs to start to help each student figure out the "Why bother?" of learning new skills. We know that you cannot teach study skills to someone who sees no need to learn them. In the same vein, if the student truly believes, "I write my best papers the night before," then why would that student want to plan ahead? We know why. Parents know why. The work is getting that student to find reasons to change the behaviors.

The **College Assistance Program** begins with a thorough evaluation process that prepares the student, parents, and the support team of Tarnow Center staff, to understand the level of intervention needed from the beginning of the college process. The student must be able to tolerate some level of scrutiny and observation. Sometimes students come to the Center with an exaggerated sense of their capabilities. It is important that parents participate so that the student's profile of skills and competencies becomes clear to all involved. ***Good evaluations lead to good treatment.***

We specialize in a *collaborative* process of assessment. A good history

and copies of any previous assessments are important to review. Because of our unique way of understanding these students, we often need to do further testing. We want to know who the student is as a learner, a self-manager, and as a person in the family and the larger community.

A Learning Style Evaluation consists of a series of tests that help assess skills necessary to learn effectively. Examples of these skills include attention, short-term and working memory—both auditory and visual, oral language, auditory and visual processing, long-term memory and processing speed. Additionally, tests that evaluate academic achievement levels are included and errors evaluated to establish strengths and weaknesses. Testing, whether learning or psychological, provides significant information about the student's executive functioning, decision-making, self-management skills, frustration tolerance, persistence, self-confidence, anxiety levels, ability to collaborate, responses to success and failure, areas of interest, and information about possible career directions.

An additional piece essential to the Tarnow Center relates to how well the student manages on a daily basis. We need to know what life skills are in place on a consistent basis. Does the student get himself up in the morning to get to school on time? Does she take

medicine regularly without being reminded? Is he a good driver? Can she remember and plan for appointments and assignments? Can he talk to a professor to address needs in that class? Has she come to understand and accept her learning disability? Parents provide important collaborative data, especially on life skills information because if the student is not doing these things, the parents usually are. The co-manager's job is to work with the young adult on a regular basis to develop the skills for consistent daily functioning.

Whether through the psychological, the learning style evaluation, or the self-management assessment the goal is to engage the student in self-evaluation and an appreciation that skills can be developed that will make their goal of a college education possible. Good intentions and wishful thinking don't make a career path unfold. Our job includes teaching the young adult how to transform the good intentions into *effective* actions.

The **College Assistance Program** is about teaching the students to manage their lives. For example, many students are willing to work quite hard in their studies but become demoralized if the hard work produces only poor grades. The work is as much about understanding when efforts fail, as well as, what will make their efforts succeed. Each student is different. Our job is to understand your student in a comprehensive manner and to give the student and parents directions on where to start. The student, the parents, and the Tarnow Center staff can then, in an ongoing process, track growth, locate the obstacles, determine what steps need to be taken, and keep the young adult engaged to persist and learn the next lessons in effectiveness.

These learnings can be about taking medicines regularly so that a semester isn't sabotaged midway through because of depression returning, cycling resuming, or prescriptions running out. Often times, young adults are ambivalent about taking medicine. To stay on top of medication means that the student has come to terms with the fact that it is needed, that there is a condition that needs treatment, and that the grieving process has occurred. It means

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that, for now, the student and the parents are doing the psychological work of accepting the lives they were given and are engaged in making the most of it. It also means that the self-management skills are in place for that task. At the Tarnow Center, we know that the student's needs must be addressed from a biopsychosocial perspective, particularly, for these at-risk young people.

For many of our students, the lessons are in managing money or time. Some students pay more money to the bank in overdraft fees than they spend. Tracking time, schedules, and assignments are critical to being an effective student, employee, and even a friend or family member. Just because these young people are of the new millennium does not mean that they are always effective with technology. Web sites for the colleges can be difficult to navigate, even more so, if the student doesn't know what they are looking to find. Exams are often taken at testing centers on computers that need to be scheduled. Lack of planning can sink a semester easily if the student is unaware of the requirements. Quizzes and homework can have midnight deadlines for submission. Imagine all of the ways that this process can break down for the student with significant self-management difficulties.

We often reflect on how people who self-manage well have difficulty appreciating how tasks become so difficult and elusive to the non-self-manager. It seems so easy. Parents often say, "I never see you study. Don't you have schoolwork to do? When is your next exam?" It is not unusual for the student to reply, "They don't ask for the home-

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work. It is not graded.” Or, “It is pretty easy. I don’t need to study.” When there are few grades, doing poorly from the beginning can be hard to redeem. The stakes are higher than they realize.

It is important to keep in mind that the non-self-manager may not have a clue as to how you function so well. They think it is magical or maybe just

something missing in their own genetic code. We know that for most of these young people these are all skills that they can *learn* to become effective self-managers. Figuring out how to get this understanding across to young adults and implemented in their daily lives is part of the unique expertise of the clinical staff at the Tarnow Center.

Through frequent contact and coordinated services students in the College Assistance Program practice on a daily basis the skills that lead to effective, independent functioning. Over time, there is decreased reliance on the co-manager and increased ability to self-manage in the college environment.

A Bridge to Independence

Linda Narun, M.A., CCC-SLP

When children are in grade school or younger, parents and teachers more easily recognize the learning differences that exist within them, and readily establish different programs to meet the needs of these students. Generally, we are aware of students in kindergarten and their varying degrees of maturity and readiness to learn. Many schools have introduced “bridge” classes for kindergartners who are not ready for the first grade. Children are given an extra year in the bridge class to acquire information at their own pace. When such a class is not available, the repetition of kindergarten is suggested to give the child more time to develop, both academically and emotionally.

We assume that if a child has graduated from high school, he or she has managed to close the learning gaps.

As a child grows older and enters more advanced educational years, like middle or high school, it becomes more difficult to slow the pace of learning. During these years, it is the responsible adults in the child’s life who ensure that appropriate accommodations and therapy are provided to the child at school. Not only teachers and therapists, but

parents also work very hard at home to help the child be successful in the face of his or her developmental challenges.

As the child matures into a young adult, we become less and less aware of and concerned about developmental issues. We assume that if a child has graduated from high school, he or she has managed to close the learning gaps. While most students are ready to take on the academic and social rigors of college life, some are not. There are a growing number of students who have not been able to develop the self-management skills needed to leave home, to be independent, and to be successful in college. It is everyone’s desire that these students are able to leave the nurturing and supportive arms of their parents and teachers; however, the truth is that while it may still be easy to secure admission into a college, they may not have attained the developmental level to graduate from it.

By helping students understand the developmental issues that stand in the way of successfully “leaving home”, they can become mature learners who are ready to take on the challenges of college life. The College Assistance Program (CAP) at the Tarnow Center has been developed to help families and students bridge the “developmental gap” that has not been closed. It offers students the support that is required to be independent and successful. The program offers therapeutic support, tutorials, and coaching to monitor the student’s success. CAP uses a collaborative co-management approach and maintains close contact with the students’ instructors as well as parents. It is our hope that

by the end of the “bridge” program, students will be ready to move farther afield, and enjoy success at the level of their choosing.

The educational portion of the College Assistance Program will be tailored to meet students’ individual needs. Some basic aspects of the program will include:

1. A thorough and in-depth evaluation will be done to help professionals at the Center understand the student’s learning strengths and weaknesses, their executive functioning level, and how these contribute to the student’s ability to be successful. In addition, a thorough knowledge of the student’s skills, development, and learning differences will be gained by reviewing past evaluations and reports. This will enable us to develop an individualized treatment plan for the student.
2. A meeting between the student, student’s family and Tarnow Center professionals will be held to establish a detailed program of support and to sign a contract for success.
3. Co-management which can include assistance with initiating and maintaining communication with the special services department at the school to establish accommodations as required by the law will be provided. If desired, the co-manager will accompany the student to the ADA office on campus. Until the student is fully capable of working independently with school personnel, a co-manager at the Center will

provide assistance. Lastly, legal consultation and advocacy will also be available.

4. Individual tutoring by tutors who will be knowledgeable in specific subject areas will be available. Additionally, information about the student's learning style will be provided to the tutor by the educational therapist so that information can be presented in a manner that will promote learning. Our tutors will be trained by Lynn Ayres, M.Ed. and Linda Narun, M.A., CCC-SLP on how to teach test-taking skills specific to the student's learning needs. Students will learn how to take different tests like, multiple choice, fill in the blank, essay questions, etc.
5. Learning therapy to help students with organizational and study skills is critical to closing the developmental gap. Therapists will work with tutors to direct teaching and to follow progress. Therapy will also assist students to develop strategies to establish educational goals, gain insight into their planning skills, and learn

how to execute study plans. In addition, students will learn time management skills, such as the length of time they are able to concentrate, estimate how long an activity or task will take and thus enable them to develop a working calendar. These skills will enable them to keep up with their studies. Assistance from therapists will be ongoing while these skills are acquired.

6. Co-management will include communication with the student's current professors, teachers, and all other professionals who are working with the student to increase everyone's awareness of the student's difficulties and appropriate accommodations, to ensure that everyone is working towards the same goals for the student, and to track the student's progress outside of the Center. Communication will also be maintained with the office of disability services at the student's college to ensure that the student will receive the appropriate assistance and accommodations required to suc-

ceed in college.

7. Co-management will assist the student in choosing a major and understanding the role of college in future plans.
8. Parents will be provided with a "report card" of the student's progress in the program.

The frequency of the above services rendered will depend on the student's individual needs based on our multidisciplinary team's evaluation. The student will meet with our team at the Center on a regular basis to get feedback on the progress being made in the College Assistance Program. In doing so, the student will learn to be accountable to his or her self, parents, therapists, and teachers.

Our goal in this program is to use an integrated care approach to help motivated students learn how to succeed in college and fulfill their goals in the educational path of their choice. Ultimately, the success the students achieve must be their own so that they can value their ability to move on to the next phase of their career with confidence.

Is Your Teenager "College Ready"?

Sneha Desai, Psy.D.

When I "googled" the term "College Readiness", I came across several websites that spoke about the importance of being academically prepared for college. For example, the Texas College and Career Readiness website stressed the importance of content knowledge in English/Language Arts, Mathematics, Science, and Social Studies. A paper by the Secretary of Education's Commission on the future of higher education discussed the responsibility of high schools to provide college-level coursework to prepare their students for the next step. Not surprisingly many parents also define college readiness in terms of their teenager's grades and high school grades scores on national tests.

These definitions may be adequate if college existed only in the classroom,

While academic content knowledge is an important aspect of college readiness, it is imperative that parents and students do not ignore other facets such as writing skills, time-management, study skills, critical thinking abilities, as well as self-management skills to deal with the stress of being in college.

but success in college requires many skills that cannot be measured in grades. Non-academic characteristics

such as motivation, college expectations, social support and self-management skills are essential especially when a student has been identified as Learning Disabled or diagnosed with ADHD. Students with diagnosed learning disabilities constitute nearly 6% of all school-age students between the ages of 13 and 16. These numbers do not account for students with undiagnosed learning disabilities. Current data reveal that within 2 years of graduating from high school, approximately 10% of students with disabilities have attended 2-year or community colleges and fewer than 6% have attended 4-year colleges. These numbers are much lower than the 50% of students in the general population that attend 2-year and 4-year colleges. More importantly, it is estimated that 50% of Learning Disabled students do not complete their degrees.

These numbers are very disappointing. As mental health professionals who take particular interest in helping those with learning disabilities, we at the Tarnow Center recognize that high school grades and SAT scores alone cannot measure college readiness. While academic content knowledge is an important aspect of college readiness, it is imperative that parents and students do not ignore writing skills, time-management, study skills, critical thinking abilities, and other self-management skills that are necessary to deal with the stress of being in college. The questions that we like to ask parents of high school students are:

- “Is your teenager able to examine ways in which college is different than high school?”
- Is she able to re-examine her current study habits and time management skills and realize that college needs more effort and advance planning?
- Does he have realistic expectations for college?”

Personal characteristics also play a huge role in determining successful transition to college. Is your teenager confident, persistent, and self-

disciplined? Will he be able to persevere in the face of challenge because he believes in his ability to achieve his goal? Will she have the determination to create alternate plans if her first plan is unsuccessful?

Finally, for students with Learning Disabilities, awareness is a key component of college success. By this I mean awareness of one’s rights and responsibilities regarding accommodations as outlined by the Americans with Disabilities Act. Ask yourself: Is your teenager knowledgeable about her personal strengths and weaknesses? Is he able to determine whether the available college accommodations fit his individual needs? Does she know when she needs help? Does he know how to ask for help? Does she know how to utilize the available resources? Does he wait until the last minute to use these services or resources? These are all questions that need to be addressed before students go off to a highly complex college environment.

Please take a moment to have your teenager answer the College Readiness Survey below. You may find that your perceptions of college readiness differ from your teenager’s perceptions of col-

lege readiness. These questions are designed to be a first step in understanding and recognizing the core issues that affect a student’s transition to college. These questions do not indicate pathology or predict a student’s potential, but serve to give us a starting point.

The Launching Program at the Tarnow Center is designed for high school juniors and seniors as they prepare to transition to college. Whether your child has a learning difference, or just needs some guidance on his or her journey, the Launching Program offers information about what skills contribute to students’ success in college and designs ways for them to attain these skills. In this program, we focus on identifying the student’s strengths and weaknesses, enhancing their awareness about their learning styles and differences, teaching self-advocacy skills, and addressing college readiness factors that are essential for success. We believe in taking a comprehensive approach to postsecondary transition planning and will leave no stone unturned to ensure that we put you and your teenager on the path to success.

Dr. Desai brings to the Center expertise in Career Counseling and Testing.

College Readiness Survey

Please answer the following questions with a YES or a NO response.

- | | |
|----------|--|
| Yes / No | I have an academic subject that I find interesting. |
| Yes / No | I have ideas about what major/career options I want to explore. |
| Yes / No | I have strategies for reading comprehension. |
| Yes / No | I am comfortable writing organized papers. |
| Yes / No | I have a system for keeping track of projects, assignments, and deadlines. |
| Yes / No | I seek out help when I am struggling in class. |
| Yes / No | I feel comfortable talking to my teachers. |
| Yes / No | I am able to discuss with my parents my plans for the future. |
| Yes / No | I have activities or interests that I work to get better at. |
| Yes / No | Despite difficulties, I can motivate myself to stay focused on my goals. |
| Yes / No | I make friends easily. |
| Yes / No | I understand what my learning disability or diagnosis means. |
| Yes / No | I enjoy learning. |

College Application Assistance Laboratory for Launching

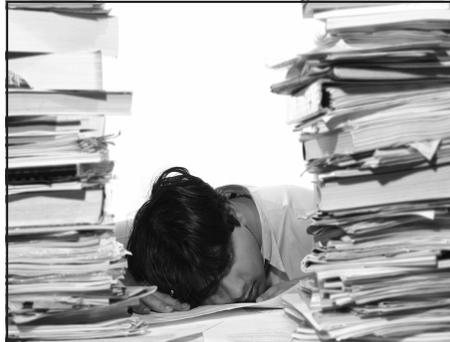
Lynn Ayres, M.Ed.

Going to college represents a complex and stressful transitional period for parents and their child. Piaget describes transitions as a period of disequilibrium that causes a lack of stability while moving from one stage to another.

The launching period is especially stressful for families whose child has ADHD, learning disabilities, Aspergers, anxiety, obsessive-compulsive disorders, Tourette's syndrome, a bipolar disorder, and/or other self-management difficulties. Both the parents and the child have worries, concerns and questions about finding the right college with the right support.

It's no wonder with so many steps, so many decisions, and so much work, that the stress in the family skyrockets. The lack of time management, poor organization, procrastination, and poor follow-through are problems that the children with special concerns often have. Many have a shaky history of meeting many deadlines for years. The parents are often beside themselves over the application process while the child is doing nothing. The more the parents' 'badger', the more the child reacts. This often creates a very conflictual home environment.

The Tarnow Center has a very unique and comprehensive Application



The program has an organized system for researching colleges, organizing information and gathering data on each prospective college. Finding colleges that provide the right level of support (accommodations, learning support, tutoring, counseling, medical assistance and/or living assistance) is part of finding a good match.

Assistance Program which helps students move successfully through the process, while reducing the parent's burden and stress.

The Tarnow Center Application Assistance Program encompasses all tasks involved in applying to a college, while addressing each individual

student's needs. The program helps find a list of prospective schools that are a good match academically, emotionally, and financially for the student. The program has an organized system for researching colleges, organizing information and gathering data on each prospective college. Finding colleges that provide the right level of support (accommodations, learning support, tutoring, counseling, medical assistance and/or living assistance) is part of finding a good match.

In addition to establishing time lines, the program assists in developing resumes, application completion, obtaining recommendations, and essay writing. The program also helps to organize campus visits and interviews.

During this application process, the student learns self-management skills such as responsibility, time-management, organization skills, and goal setting, which will help him/her be more successful in college. The student is provided with the support and guidance needed, while being given ownership of the process. The goal of Tarnow's Application Assistance Program is to help the student attend a school that matches his/her passions and gifts, and supports individual needs allowing him/her to grow and be successful.

Educational DVDs <small>Available for Purchase</small>	<h2>Mysteries of Learning</h2> <p>Dr. Tarnow's Story</p>	<h2>Brain Plasticity</h2>
	<p>Content:</p> <ul style="list-style-type: none"> • Explanation of the relationship between ADHD and Learning Difficulties • Procedures for accurate diagnosis and treatment options for ADHD and Learning Difficulties • Description of Learning Anxiety Syndrome • Includes PowerPoint slides <p style="text-align: center;">Featuring: Jay D. Tarnow, M.D.</p>	<p>Content:</p> <ul style="list-style-type: none"> • Discussion about Brain Plasticity and its effect on learning and memory • Explanation of Working Memory • Introduction to three effective, innovative interventions designed to retrain the brain • Includes PowerPoint slides <p style="text-align: center;">Featuring: Jay D. Tarnow, M.D. & Linda Narun, M.A., CCC-SLP</p>

College Assistance Program Components

Extra Help To Get It Right

Initial Evaluation Process

- Records review
- Interviews with student and parents
- Comprehensive Psychoeducational/Learning Style Evaluation
- Self-Management Evaluation
- Psychological Assessment
- Plan for College Assistance

Good evaluations lead to good treatment. Results determine the level of recommended services and support.

Tier I:

- Hands on co-management
- Interface with schools, ADA counselors, registrar, courses, professors, tutors, etc.
- Educational therapy
- Group weekly
- Strategies for daily living, social, studying, etc.
- Family work
- *Monthly Report Card* of participation

Tier II:

- Meet with co-manager weekly
- Educational therapy
- Coordinate efforts with tutors, ADA, etc.
- Group weekly
- *Monthly Report Card* of participation

Tier III:

- Group weekly
- Educational supports, as needed
- Check in with co-manager weekly
- *Monthly Report Card* of participation

Additional Tarnow Center therapies utilized are pre-approved with families and billed separately as fee-for-service

G R O U P S

Elementary	Middle School	High School
<p><u>Self-Management and Relationship Skills for School Age Children</u> <i>Promoting Competence: Self-Management and Relationship Skills for School Age Children</i></p> <p>1st - 2nd Grade Boys and Girls Mondays, <i>Galleria</i> THERAPIST: Teresas A. Scott, Psy.D.</p> <p>3rd - 4th Grade Girls Mondays, <i>Galleria</i> THERAPIST: Teresa A. Scott, Psy.D.</p> <p>3rd - 5th Grade Boys Mondays, <i>Galleria</i> THERAPIST: Teresa A. Scott, Psy.D.</p> <p>8 to 10-year-old Boys and Girls Thursdays at 5:00, <i>Galleria</i> THERAPIST: Lourdes Valdés, Ph.D.</p>	<p><u>Process and Self-Management for Girls</u> <i>Self-management skills, peer relationships, identity issues, and self-esteem</i></p> <p>6th - 8th Grade Girls Mondays at 6:00, <i>Galleria</i> THERAPIST: Teresa Scott, Psy.D.</p> <p><u>Process and Self-Management for Boys</u> <i>Improve individual self-management, explore identity and independence, and set personal goals</i></p> <p>6th - 8th Grade Boys Wednesdays at 6:00, <i>Galleria</i> THERAPISTS: Lourdes Valdés, Ph.D. and Walker Peacock, Psy.D.</p> <p>7th - 8th Grade Boys Tuesdays, <i>Sugar Land</i> THERAPIST: Lourdes Valdés, Ph.D. and Walker Peacock, Psy.D.</p>	<p><u>Process and Self-Management for Boys</u> <i>Promoting social competence, self-management, and behavior management</i></p> <p>14 to 15-year-old Boys Tuesdays at 6:00, <i>Galleria</i> THERAPIST: Paul J. Clear, Ph.D.</p> <p>16 to 17-year-old Boys Thursdays at 5:00, <i>Galleria</i> THERAPIST: Paul J. Clear, Ph.D.</p> <p><u>Process and Self-Management for Girls</u> <i>Improve self-esteem, develop peer and family relationship skills, and set personal goals</i></p> <p>9th - 12th Grade Girls Wednesdays at 4:15, <i>Galleria</i> THERAPIST: Diane N. Roche, Ph.D.</p>
<p>Transition Groups: Middle & High School</p> <p>Transitions in a young person’s life can be particularly challenging, such as entering middle school or high school. These new stages require an additional level of self-management skills. For children who have attention disorders, learning problems, or other challenges, successful transitions into new stages may require special assistance. Our summer groups are designed to prepare them for the next stage. Through adequate preparation difficulties are prevented, and every child can experience a successful transition.</p> <p>Call today to reserve your child’s place in the program!</p>	<p style="text-align: center;">Young Adults</p> <p>Self-Management and the Young Adult <i>Continue to develop self-management skills as they relate to daily life, school, employment, and relationships</i></p> <p>18 to 30-year-olds Mondays at 6:00, <i>Galleria</i> THERAPIST: Sophia Havasy, Ph.D.</p>	
<p>High School Launching Prep Group</p> <p>For: Adolescents in high school (10th—12th grade)</p> <p>Time: One hour each week, Wednesdays 6:15-7:15 PM Begins January 20, 2010</p> <p>Cost: \$640 (eight sessions) (Participants who are new to the practice require a one-hour evaluation by Dr. Havasy. The cost of this evaluation is \$205.)</p>	<p><i>By Sophia K. Havasy, Ph.D.</i></p> <p>Topics: Self-awareness, Strengths, Weaknesses, Motivation, Goals, Active processing, & Skills and accomplishments.</p> <p>Parent Topics: Defining launching goals, In place vs. under construction, Risk factors, and Life skills development.</p> <p><i>*Parents meet one hour three times, Wednesdays 5-6 PM beginning January 20th</i></p>	

Help Your Child/Teen Develop Self-Management Skills: A Parent Workshop

- This program is a cost-effective way for participants to learn to evaluate their child or adolescent's self-management skills, understand their child's strengths and weaknesses, focus on the most important issues, develop specific plans to change unwanted behaviors, and enhance their child's self-management.
- If you wish, following the workshop portion of the program, you will receive a free tutorial for the SMART Family System, an innovative web-based software program designed to assist parents in carrying out the principles of self-management at home. Create a customized behavioral program for your child that makes good behavior fun and rewarding, using the latest technology.
- Implementing Self-Management strategies in conjunction with a behavioral program can make therapy more efficient and more effective — get more for your money in challenging economic times.

Diane N. Roche, Ph.D.
Clinical Psychologist, Tarnow Center for Self-Management;
Clinical Assistant Professor,
Department of Psychiatry & Behavioral Sciences,
Baylor College of Medicine.

W. Walker Peacock, Psy.D.
Therapist, Tarnow Center for Self-Management;
SMART Family System Coordinator

**Course Fee: \$120, One participant; \$ 60, Each additional family/household member
(Space is limited. Payment is required upon registration in order to guarantee your participation.)**

Upcoming dates: February 12, April 9, May 22, July 16, September 18, and November 5, 2010

To schedule please call Uyen or Patricia at 713-621-9515

Help Your Kids Succeed: Introducing the SMART Family System

*An Online Behavioral Management Program for Developing
Self-Management Skills*



Do you struggle to get your children or adolescents to perform household chores? Does your home become a battle zone when it's time for the kids to study and complete their school assignments? If your answer is yes, you're certainly not alone. Many parents experience difficulties with motivating their children to complete tasks that they don't perceive as being "fun." There's no need to engage in family combat any longer, however, because we've created the perfect solution for you. This fall, we will celebrate the release of the long-

awaited parenting software that Dr. Jay Tarnow, Dr. Myah Gittelson, and Allen Wrinkle, MIS have been developing: the **SMART Family System**. It's a web-based program that is designed to equip parents with the tools necessary to raise responsible and independent children. The SMART program teaches self-management skills, a concept that has been utilized with success for over a decade at the Tarnow Center for Self-Management.

Using the SMART system, you'll be able to easily

create a customized positive reinforcement framework that's simple to use and makes it fun and rewarding for children and adolescents to exhibit good behavior.

**SMART
ONLINE ACHIEVEMENT
makes it fun and rewarding for
children to develop the skills
necessary for their successful
development.**

For more information about how to get started with SMART contact your clinician or call 713-621-9107 (ext. 253) or go to www.smartfamilysystem.com.

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This
Issue

The Tarnow Center
College Assistance Program:
**Extra Help To
Get It Right**

You can't afford to waste a year of tuition.

The Tarnow Center College Assistance Program keeps young adults on track with their education while providing them with time to mature and the skills to manage their lives. Through the program, parents can feel comfortable that a year's tuition will not be wasted on a child ready to tackle college but not quite ready to do so on their own.

QEEG- Guided Neurofeedback

What makes us different from other neurotherapy centers:

1. We use the analysis from the qEEG to establish the personalized protocols for each child.
2. A neurologist assesses each EEG and qEEG to check for any indications of organic issues or seizure disorders.
3. We use Ph.D. level clinicians in our neurotherapy program and psychotherapy is integrated into each neurotherapy session.
4. We use the qEEG analysis to assist the physician with quantifiable information, which often helps, in medication decisions.

Providers of QEEG-Guided Neurofeedback at the Center:

Ron J. Swatzyna, Ph.D., LCSW, BCIA-C, BCIA-EEG and Teresa A. Scott, Psy.D.