



Educational Sessions for IECA's Fall 2018 Conference in Los Angeles, California

(Preliminary)

No.	Title	Description	Presenters	Track	Target Content Level
WEDNESDAY, NOVEMBER 7 • 3:15–4:30 P.M.					
101	Guiding the LGBTQ+ College Search	Clearly, some college campuses are more welcoming and inclusive of LGBTQ+ students than others. What should students know about how to research those? We'll start with a terminology primer, defining some key LGBTQ+ terms; introduce the Campus Pride Index of LGBTQ-friendly colleges and an overview of which factors are important in promoting a positive and healthy college experience for LGBTQ+ students; address strategies for working effectively with both the student and the family; and the need to identify therapeutic resources in students' college communities to support their continued mental health.	Beck Gee-Cohen, MA, LADC, The Romeyn Collective; Suzanne Lewis, MEd, IECA Associate; Chris Andersson, MA, IECA	C,T	Foundational
102	Incorporating Character Assessment in the School Admission Process	Interest in understanding and measuring student character has greatly increased over the last decade among admission professionals, researchers, politicians, and educators. To incorporate more standardized information about student character in the admission process, The Enrollment Management Association developed the Character Skills Snapshot. The assessment, released in Fall 2017, measures eight character skills considered important for admissions into school. This session will explore how the first year of Character Skills Snapshot went. We will describe how schools used the Snapshot inside of their selection processes, and discuss both the successes observed and challenges encountered with this exciting new tool.	Meghan Brenneman, EdD, Enrollment Management Association; Eric Barber, MFA, Crossroads School	S	Applied
103	Subject Tests and AP Exams: How Important Are They in the College Admissions Process?	Although in the most recent NACAC survey only roughly 8% of colleges rank SAT Subject Tests as having considerable or moderate importance in the college admissions process, these tests still cause angst among families as to whether students need to take them. While Subject Tests are on the decline, AP scores have risen in importance. About 38% of colleges now report that they give these tests considerable or moderate importance. We will cover the current state of Subject Tests and AP exams and hear from college admissions officers about how they're using these scores at their schools. We'll discuss how these tests have changed over time and how they will impact admissions going forward.	Drew Heilpern, PhD, Summit Educational Group; Peter Osgood, Harvey Mudd College	C	Foundational

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104	All Hands on Deck: Supporting Parents throughout their Child's Treatment	In order to better support families, help parents fortify their system and guide parents to enhance the child's growth in a program, we will share our top five strategies offered to parents. The workshop will outline familiar situations, for example: managing the grief and loss a family experiences through a wilderness transition, preparing effectively for a family visit, and practicing new parenting habits from afar, and will teach ways to capitalize on these program aspects with parents in order to enhance overall growth. Through examining cases shared with wilderness and residential programs and Solutions Parenting Support, we will exhibit common road blocks and tools to overcome them.	Hilary Moses, LCSW, Solutions Parenting Support; Jessalyn Hobson, CSW, MS, Elements Wilderness Program	T	Foundational
105	Post-Secondary Options for Students with LD/ADHD/ASD	Representatives of diverse educational models from various locations throughout the United States will provide an overview of their college/ university and the comprehensive support provided at each institution. In addition, a diplomat from Eye to Eye National will discuss how a young person with LD/ADHD can create a chain of confidence in different learners that could change the world.	Paula J. Cocce, MEd, Curry College; Laurel Grigg Mason, MA, ABD, University of Arizona; Manju Banerjee, PhD, Landmark College; Jackie Clark, MAT, EdD Candidate, Marshall University; Julia Frost, MS, NCSP, University of the Ozarks; Vanessa Montgomery, MEd, authorized in Autism and GATE, Eye to Eye National	C,L	Foundational
106	So You Want to Go to Film School?	Your student is convinced she is the next Lena Dunham, and so are her parents. Should she go straight to film school to develop her craft, or spend her undergraduate years finding her voice in the liberal arts? Our panel of young film and television professionals will tell their stories, including how film school or their liberal arts majors helped launch their careers. Our two IECA moderators have a combined 50+ years of professional experience in the entertainment industry and will take you through the pros and cons of the film school path, and how to choose, prepare for, and apply to undergraduate film programs.	Stephanie Meade, CEP, and Jeff Levy, CEP, IECA; Additional panelists to be announced	C	Foundational

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107	Using Hollywood Storytelling Techniques to Create a Winning College Application Essay	"The most powerful delivery system ever invented for an idea is a story." –Aaron Sorkin, screenwriter. It turns out that college-bound students have a lot in common with the prototypical storytellers of our day: A-list Hollywood filmmakers. Both have stressful blind spots, blank page phobias, and stifling organizational challenges. It also means that students can employ the very same techniques and methodology used by top screenwriters to continually create successful work.	Howard Reichman and Teddy Barnes, EssayDog	C	Applied
108	Grieving the Loss of Idealized Adolescence: Supporting Clients and Families on the Process of Acceptance	We often see a form of grief and loss taking place during transition to alternative educational settings. We regularly speak with parents and students about letting go of the ideal image they wished they had with respect to neurotypical adolescent development and traditional academic trajectories. In this presentation, we will discuss case examples and methods utilized to support clients and families in the process of accepting identified social, emotional and educational needs, grieving loss of ideals, and working towards accepting the reality that exists.	Evan Oppenheimer, LMHC, True North Wilderness Program; Pamela Bard, LMSW, IECA	L,T	Applied
109	Stop Giving Away Your Power!	Designed for the silent, powerful woman who yearns to be seen and heard, but has no idea where to start—and for all those who love and support her. We will discuss the ways that highly competent women give away their power and impede their professional advancement in conscious and unconscious ways. Participants will explore their belief systems and behavioral patterns that get in the way of their own efficacy, advancement, and fulfillment. Participants will learn how to claim their power so they can begin to live with confidence, wisdom, and integrity.	Laura Burgess, MALS, Tabor Academy; Jill Dalby, PhD, Maroon Creek Coaching; Allison Matlack, MAT, IECA	B,C,L,T	Foundational
110	Putting the Counseling into Independent Educational Consulting: Learning From Therapists	Independent Educational Consulting is like conducting brain surgery while the patient is still awake. Excellent IECs must draw on a wide variety of skill sets and knowledge including understanding the ever-changing landscape of college admission, business and legal practices, and human and adolescent development. However, even successful IECs often lack specific expertise or training in clinical counseling techniques utilized by mental health professionals. This session will share clinical models and methods which help IECs become better clinicians and better able to guide clients through this important rite of passage.	Ariel Cohen, MA, LMFT, Teen Therapy Center; Steven Mercer, EdD, IECA	B,C,S	Applied

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111	You Can Bet on the British Isles!	Are you interested in learning about university options outside of the US? Whether you have already advised students, or would like to start broadening your knowledge about options abroad, this session is for you. Hear a panel of university reps from Wales, England, Ireland, and Scotland speak about the educational structure, admission requirements, affordable costs, and application processes within their countries. The session will be based around your questions and concerns, so please come prepared with those in hand and learn why you can double down on unis across the pond!	Alana Stuart, MA, University of East Anglia; Maggie Parke, PhD, Bangor University; Sarah Blank, University College Dublin; Colin Johnston, PGDip, Heriot Watt University; Tim Pilkington, University of Essex	C,I	Foundational

WEDNESDAY, NOVEMBER 7 • 4:45–6:00 P.M.

201	Generation Z is Coming: Are We Ready?	Generation Z grew up on cell phones and Xbox. They witnessed the great financial crash of the mid 2000's. How will their experiences affect the college preparation and college matriculation of this generation? Join us as a panel of college reps and advisors discuss how they see the characteristics of the students they work with changing, and what preparations are being made to meet the needs of the rising generation.	Christine Bowman, MEd, Southwestern University; Stefano Papaleo, MBA, Lynn University, Casey Decker, MA, Chapman University; Aubrey Groves, MA and Cyndy McDonald, PPS/MA, IECA	C	Applied
202	The Parallel Opposite of Nonverbal Learning Disability—Verbal Learning Disability	Nonverbal Learning Disability (NLD) has long been discussed as a specific neurotype. This presentation reviews the parallel opposite, termed Verbal Learning Disability (VLD). In clinical cases of VLD there are stronger visual-spatial and perceptual abilities, which are overly relied on. As a result, the person struggles to be linear, goal-directed, and verbalize thoughts and emotions. Overwhelmingly, these students report feeling 'dumb' and experience significant frustration and anger due to difficulty expressing themselves. Those with VLD are typically labeled oppositional, where the underlying therapeutic needs of their behavior is not identified and addressed.	Brandon Park, PhD, New Focus Academy; Joshua Cluff, PsyD, ClearView Psychological Services	L,T	Foundational

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203	Great Expectations: Best Practices in Managing Clients with Starry-Eyed Dreams	Even the most down-to-earth families can have pie in the sky dreams when it comes to college or secondary school placement. As an IEC, how do you have honest conversations without crushing their dreams? Navigating these conversations can be like walking a tightrope, particularly during an initial meeting when you are hoping to sign them on as clients. At the other end of the process, rejection from a first choice school can also feel like a failure if expectations and difficult conversations have been avoided along the way. Join our panelists to discuss how they have found ways to successfully manage client expectations from the beginning of the process through decision day.	Whitney Longworth, Summit Educational Group; Alan Haas, Betsy Morgan, MBA, CEP, and Jane Klemmer, MALS, CEP, IECA	B,C,S	Foundational
204	Transition to College and How it Should Impact Search	There is a lot of emphasis on college search, but are students making decisions based on what they will experience in college? This session will look at how the realities of the college experience, especially first year, should influence the search process. Consideration to stages of adjustment and keys to college first year success will be discussed. There will be consideration for first generation/low income students as well as students who venture far from home to attend college. The session will help advisors to equip students to conduct their college search with a focus on completion.	Courtney Wege Best, Gettysburg College; Phillip A. Moreno, Dickinson College; Darrien Rice, San Jose State University; Ed Devine, Lafayette College	C	TBD
205	Think Like an Enrollment Manager: Demystifying Recent Trends in California and Beyond	A panel of enrollment managers/admissions directors will present research about macro trends in Californian and national demographics and how those developments might be affecting college admissions. Panelists will explain important enrollment management factors, and how they might play out for applicants—sometimes in surprising ways. Topics will include strategies for optimizing yield, such as merit aid and the waitlist; special admission programs, such as spring admits or conditional admits; Early Decision and the escape clause for financial hardship.	Charlie Leizear, MBA, Occidental College; Elizabeth Wiltshire, MA and Rachel Coates, MA, IECA; Additional panelists to be announced	C	Applied

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206	Going the Distance: Collaborating Successfully in an Online Learning Environment	Implementing digital technologies to enhance learning opportunities has expanded throughout education, growing within traditional school classrooms, and being relied upon heavily in online environments. As the reliance on these technologies increases, one of the most significant challenges students, parents, and educators face in the modern digital age is the ability to connect with one another in the spirit of collaboration. Cited as one of the 21st century skills crucial to successful academic growth and social development, it is imperative that students understand the importance of collaboration and learn the strategies that help them work as part of a team.	Jane Ferris, MEd, Laurel Springs School; Erin Moran, High Point University	S	Foundational
207	Advising the College-Bound Student-Athlete—A Whole Different Ball Game!	Learn how to successfully advise CBSAs (college-bound student-athletes). Providing meaningful guidance to your student athletes can be a challenging experience if you don't first have a strong understanding of the basic "nuts and bolts" of the college athletic recruiting process. Starting their recruiting activities on a timely basis, coupled with the knowledge of the specific steps to take to generate the sincere interest of college recruiters, will help your athletes to be successfully recruited. This presentation will spell out five easy steps in a do-it-yourself guide.	David Stoeckel, College Recruiting Group; Katie Andersen, College Fit	C	Applied
208	Critical Considerations for STEM Students	Many students pursue STEM majors in college for the wrong reasons and without proper guidance. Additionally, students studying STEM subjects do not know which skills and experiences to cultivate in order to be competitive for internships and industry jobs. There are some simple—but very critical—skills, experiences, and character traits that STEM schools and industries look for. This presentation will outline these simple—but very critical—skills, experiences, and character traits that STEM schools and industries want applicants to showcase.	Mark A. Hofer, EdD, CEP, IECA Associate	C	Applied

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209	Recruiting International Students and Understanding Cultural Differences	The international student market is a huge, relatively untapped opportunity for US college advisors. One million international students enter the US every year, 48% from China and India alone. Overseas education consultancies run by recent US college grads command a high premium over local counterparts, and there's room for more good consultants. This session covers how to grow your business internationally, find partners that you can trust in these new markets, avoid the potential pitfalls, navigate cultural differences between American and international families, and use technology to manage the workload.	Rohan Pasari, Cialfo; Lauren Jackson, ProED DMCC; Kavita Mehta, MBA, IECA Associate	B,C,I,S	Applied
210	The Struggle to Manage Electronics When Transitioning the High Functioning Student into College	Everyone knows success in college requires a minimum level of academic ability, but for students on the autism spectrum, college requires a host of skills and competencies that can prove challenging. In an age of increasing technological tools, demands, and distractions, young adults with social challenges and learning differences face even greater assaults on their ability to successfully navigate the social and academic demands of college settings. This workshop, presented by two experienced practitioners in the field of autism, will comprise six crucial components of success to help young adults effectively manage technology and segue into the college setting.	Ken Hosto, MA, MS and Ryan Shoemaker, MS, CCC-SLP, Chapel Haven West	C,L,S	Foundational
211	What's the Buzz about a New Diagnosis for Childhood Trauma (DTD)?	According to Harvard Medical School, adverse experiences of childhood can account for 32.4% of all mental health disorders, 41.2% of disruptive behavior disorders, 32.4% of anxiety disorders, 26.2% of mood disorders, and 21% of substance use disorders. As we know, many of these youth end up in residential treatment centers and fit within the definition of developmental trauma. As a result, IECs and other helping professionals need to know the dynamics of childhood trauma and neglect and their impact on the course of treatment and how to evaluate programs for trauma-informed, adoption competent care. Join us as we explore this complex topic.	Thomas Ahern, MA, Steve Sawyer, LCSW, and Rob Gent, LPC, Calo Programs and New Vision Wilderness	T	Applied

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THURSDAY, NOVEMBER 8 • 12:30–1:45 P.M.					
301	Helping MBA Applicants Navigate Business School Admissions	Research has shown applicants remain optimistic that an MBA education will help them secure better employment prospects. At the same time, many applicants are concerned about program costs and competitiveness of the process. This session will provide IECs who have recently ventured into MBA with consulting advice on how to assist business school applicants. It will also include an overview of the application process and MBA trends; requirements for applying to business school; categorization of business schools (M7 and non-M7); and specializations (entrepreneurship, social impact).	Kavita Mehta, MBA, IECA Associate	G	Foundational
302	Internet Addiction and Intimacy Disorder in Youth	We will look at how early exposure to the online environment is affecting the ability of children to understand what healthy intimacy is. The pairing of sexual arousal with unhealthy sexual content is contributing to long-term distortions of sexuality and male attitudes toward women. Video games and the communities that surround them contribute to misogyny and a trolling culture of disrespect. More and more young men are turning away from women altogether. It is important to understand this trend and the radically important work that programs do when they can help males and females learn healthy, non-sexual intimacy with their peers, and learn to bring these ideas and skills forward into adult life.	Hilarie Cash, PhD, LMHC, CSAT and Johnny Tock, MS, LMHC, NMT, reSTART Life	T	Foundational
303	Matchmaker, Matchmaker Make Me A College Match	Many students create college lists that do not match their full interests. We will discuss ways to help students, families, and advisors create powerful college lists. We will address fit, affordability, and likelihood of admission. The presenters will share recommendations for ways to help students, families, and advisors diversify their college lists. We will explore the use of case studies and other strategies to help IECs inform clients of new options.	Cristian Monroy, Pomona College; Phillip Moreno, Dickinson College; Libby Browne, MEd, University of Rochester; Rebecca Joseph, PhD, IECA	C	Foundational

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304	From Surfing to Shakespeare to Shake Shack: Helping Students Plan Summers	As students and parents learn about the important role summers play, not only in helping students explore new interests and deepen existing ones but also the admissions process, they get anxious. Which programs are "impressive" and which ones are "pay to play" in the minds of admissions officers? How should students choose between a job lifeguarding and an online history class? We'll explain the variety of options available and provide tips and advice for IECs to help their students find ways to make summers both enjoyable and purposeful.	Arun Ponnusamy, Collegewise; Allison Lopour, IECA Associate	C	Foundational
305	Beyond the Classroom: Experiential Learning at Universities in Canada	This session will give attendees a glimpse into the ways Canadian universities are creating opportunities for students to gain relevant real-world experience during their undergraduate degrees. High-quality options for students across Canada will be discussed—and not just for those interested in STEM majors. Participants will also hear examples of successful students, and learn about the benefits of participating in these experiential learning opportunities at top schools across the country.	Courtney Villeneuve, University of Toronto	C,I	Applied
306	10 Tricks and Tips to Inspector Poirot Your Way Through Discerning Between College Capacity and College Readiness	Each year many college-capable students work through the admissions process to find their best fit, are accepted, and head off to school - only to return home, having been unsuccessful. This may have a lot less to do with "right fit" at the college and a lot more to do with the discrepancies inherent in a student who is academically capable of college success but not yet fully college-ready due to challenges with executive functioning, independent living skills, self-advocacy, social pragmatics, unmanaged depression/anxiety, or other challenges. This panel discussion will provide IECs with tools to discern college readiness as a part of the college counseling process.	Ted Kempf, MAT, Meristem; Jake Weld, MEd, Mansfield Hall; Marci A. Schwartz, LCSW, PhD, IECA Associate; Duffy Grant, IECA	C,L,S,T	Technical
307	Once an Expert, Always an Expert? Why Continued Professional Development is Essential	IECs are lifelong learners. But what learning options should I prioritize? How do I install the habit of ongoing learning into my busy life? In addition to views of the presenters, results of a survey of IECs will be presented. Categories covered: best websites; guidebooks; cost, career, LD, and parental resources; podcasts; blogs; newsletters; webinars; summer programs; classes and newsletters. Discussion will also include association involvement, mentoring opportunities, publishing and certification.	Steven R. Antonoff, PhD, and Katelyn Klapper, IECA	B	Applied

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308	Schools "Water Cooler" Talk	The Schools Water Cooler Talk provides an opportunity for IECs and school admission reps to come together for collaboration and collegiality, discussing the work they are doing, trends they are observing, and the families they are seeing. The focus will be on improving our communication with one another: What can we do when professional communication seems to break down in the application process? For school admissions, if you feel that an IEC has somehow disappointed you, what can you do? For IECs, what can you do if admissions isn't collaborating and communicating openly?	Matti Donkor, MA, The Madeira School; Elizabeth Hall, EdM, IECA	S	Foundational
309	How We Create Narcissists and More: How the Work We Do Has Direct Negative Consequences	We will explore some of the negative side effects of treatment and address transport trauma, narcissism, treatment bubbles, family disconnect, increased resistance, compliance, treatment language, etc. We will explore the inadvertent negatives and the negatives that we can avoid. With the inadvertent ones, we will talk about mitigation and with the ones we can avoid we will talk about how to avoid them. We will ask questions that are commonly avoided possibly because we don't know what to do with the answers. We hope to create a dialogue that people can take back to their programs to help us all continue to grow as an industry.	Greg Burnham, LMFT, Outback Therapeutic Expeditions; Karen Mabie, EdS, IECA	T	Foundational
310	Tools to Help Students of Color Survive—Who May Feel Like a Fly in a Bowl of Milk. Alone.	According to a 2015 "First-Year College Experience" survey, students of color feel overwhelmed, hopeless, and struggle with feeling academically or emotionally unprepared. They are less comfortable seeking help compared to their white counterparts. They don't feel supported or connected. Some feel like a fly in a bowl of milk. Alone. They give up. They drop out. The mental health crisis of students of color can't be overlooked. Many counselors are often untrained to deal with stresses from issues related to a student's culture, ethnicity, or race. Learn how to empower these students with non-therapeutic tools and help those who feel isolated in your school community.	Susan T. Carr, Justin Carr Wants World Peace Foundation	B,C,S	Technical
311	Standing in Their Boots (An Application Navigation presentation)	After working with returning vets for the last eight years, I have developed a digital manual that will be given to every participant attending the workshop on a "dog tag" flash drive. This manual will supplement college advising as it pertains to helping vets in their transition from the battlefield to the college classroom. This is a special population of hopeful students who are extremely goal oriented and a pleasure to work with. My hope is you will be motivated to take on a returning vet or two in your community. You will discover this work is beyond rewarding!	Bob Dannenhold, MA, CVSP, Collegeology	C	Technical

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THURSDAY, NOVEMBER 8 • 2:30–3:45 P.M.					
401	Developing a Multi-Faceted Educational Consulting Practice	Developing a multi-faceted educational consulting practice can be rewarding and challenging. Incorporating services into your practice that complement college planning, such as tutoring, test prep, and academic coaching, can provide comprehensive services to your families, can enhance the student/parent experience with your practice, and help you to expand your business. Along with this comes an additional layer of management and some challenges. In this interactive session, we will discuss all of these issues while providing insights we have gained over the years, soliciting input from the audience, and providing attendees with ideas on how to phase into a multi-faceted practice.	Jan Kerchner, MBA, CEP, and Helese Sandler, BSW, CEP, IECA	B	Applied
402	The Future of Standardized Testing	With the rate of colleges and universities dropping standardized test requirements continuing to accelerate, we are nearing a tectonic shift in how test creators pitch their exams. The SAT and ACT both see that admissions teams are questioning whether test scores are a needed evaluative measure, but how they plan to remain relevant is remarkably different. One organization is actively positioning itself as a longitudinal suite of exams that will help large districts track student progress and implement corrective measures, while the second believes in a test that measures the non-cognitive/emotional skills that have great value to colleges. This presentation will explore these positions and their potential ramifications for students and educators.	Ryan Kiick, BA, The Princeton Review	C	Applied
403	How Many APs Does It Take to Get Into A Highly Selective University? Counseling High Flyers on Course Selection	This session will begin with an overview of stated course requirements at a broad array of highly selective colleges. Then, using this as context, we'll take a look at what highly selective colleges truly expect from students in terms of course rigor and curriculum as applications evaluated. We'll also dive deep into how they might consider specific scenarios such as AP Calculus AB versus BC or whether that fifth year of Spanish might be a game-changer. We'll discuss program-specific expectations for students considering STEM, business, and the arts.	Arun Ponnusamy, Collegewise; Adam Sapp, EdM, Pomona College; Becky Chassin, MA, University of Southern California	C	Foundational

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404	Success after High School: A Guide to Choosing the Right Post-Secondary Transition Program	The number of students with ASD/LD entering college in the US is growing annually. With this influx of diverse students, professionals can be challenged with the multitude of current choices available. This interactive panel session will provide participants with specific criteria and services to look for when helping families search for the most appropriate fit to prepare young adults with LD/ASD for success and independence. Join our student and professional panelists to discuss their insights on what worked and lessons learned along the way.	Michael McManmon, EdD, and Shantae Short, BA, College Internship Program; Lauren L. Leavitt, MEd, IECA	L,T	Foundational
405	Unlocking the Power of Assistive Technology: It APPSolutely Matters!	Join us for hands-on learning as we explore the many assistive supports available to schools, IECs, and the students we work with. We will give an overview of easy-to-use platforms available, their value-added, and tips for implementation. Participants will leave with our popular list of assistive technology apps and programs. In the digital age, technology continually builds, shifts, and innovates, and with the exhilaration of new tech comes apprehension about the ability to keep pace. All are valid hurdles and they are also opportunities to sharpen our skills!	Kelly Henschel, MEd, Besant Hill School; Elizabeth Hall, EdM, IECA	B,L,S	Foundational
406	Supporting Transgender Students Through the Admission Process and Beyond	Supporting transgender students in our schools and ever changing world today is new to many of us. No one has all the answers and there is no "one size fits all" model. This session will focus on our experience of working with transgender students and the steps we've taken as a community to ensure a successful educational experience. We will look at this topic through the lens of the admissions office discussing some of the detailed and practical questions that arise. This will be a discussion-based session inviting and encouraging others to join the conversation about improving our processes together to make our schools the inclusive and caring institutions we aspire to be.	E. Michael Kowalchick and Jaime Feinman, Forman School	B,C,S	Foundational
407	Stories to Tell: Helping Students Communicate Their Story During the Admission Application Process	Applicants have many stories they can tell about themselves: as a student, as a teen, as an athlete or artist, as a brother or sister, etc., but often have difficulty bringing their story together in applications, essays, interviews, and supplemental materials. However, the consolidation of these experiences is what helps define who we are and shows our overall character traits and life skills, critical pieces to today's admission process. In this session we will discuss innovative tools like digital portfolios and other methods that can help an applicant communicate their story throughout the admission process and beyond that are efficient and effective for both the IEC and the applicant.	Anne Sullivan, LifeStream Digital Innovations, LLC; Mark E. Efinger, ISC Academy; Debbie Lange, IECA	C,G,S	Applied

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408	Using Data to Improve Your Therapeutic Consulting and Admission Practices	The use of data to inform practice has become standard in healthcare, academics, human services, etc. Therapeutic programs are using data to validate programming, track treatment progress, and demonstrate outcomes. IECs can use this data to inform their consulting practice. This presentation will focus on taking advantage of current data in the NATSAP industry, actively participating in data collection, answering research questions, and better understanding the field. We will bring together processes regarding data collection, research practices, outcomes measurements, and program-IEC collaboration in fully utilizing data for the benefit of the client, the IEC, and the program.	Brett Talbot, PhD, Licensed Psychologist, Discovery Academy; Steve DeMille, PhD, LCMHC, Redcliff Ascent Wilderness Therapy; Mike Petree, MA, Petree Consulting	T	Applied
409	Boarding School in Canada: The CAIS Boarding School Advantage	Canadian Accredited Independent Schools offer a dynamic, safe, and inclusive environment in which students can grow, learn, and thrive. With 99% of our students attending university after graduation, CAIS schools are recognized for providing challenging education environments and for being the oldest and most reputable schools in Canada. The moment your family steps on to one of the 27 CAIS boarding school campuses, you will see and feel the unique experiences their programs will give to your student.	Alyson Robertson, Canadian Accredited Independent Schools	I,S	Foundational
410	By Parent Request: Helping Your Families Obtain Health Insurance Funding for Mental Health Placements	Final regulations to Federal Mental Health Parity and Addiction Equity Act require a broad spectrum of treatments be available through health insurance to treat mental illness and substance abuse, including residential treatment, and indirectly, wilderness. This talk will summarize what therapeutic IECs and mental health facilities need to know when working with insurance. We will discuss steps that IECs need to take with clients, including assessing appropriateness of in-network placements, contacting health plans, and explaining client needs. We will review what health plans consider medically necessary, obtaining approvals, responding to health plan denials, and where real justice occurs.	Karen Fessel, DrPH, Mental Health & Autism Insurance Project	L,T	Applied

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Educational Sessions for IECA's Fall 2018 Conference in Los Angeles, California

(Preliminary)

No.	Title	Description	Presenters	Track	Target Content Level
411	Top Questions to Ask US Admission Counselors to Help Guide Your International Students During the College Search	Tips from an international admission counselor on best questions to ask US colleges and universities that can make a difference in deciding to which institutions to apply. Important questions will start from knowing how US institutions determine applicants as international students, how the application process works specific to international students, tests and English language proficiency options, scholarship opportunities, Cambridge/AP/IB college credit options, academic opportunities and support, and student employment and career services. Recommendations on learning more about how international students are welcomed and encouraged to join their college/university activities. Learn more about how globally engaged campuses can support your international students from the moment they inquire and continue throughout the alumni experience.	Stashia Kaiel, Gonzaga University	C,I	Foundational
FRIDAY, NOVEMBER 9 • 10:45 A.M.–12:00 P.M.					
501	Is Your Contract Costing You Time and Money?	We all know “fit” matters when it comes to students and colleges. What about consultant-client fit? When a client has unrealistic expectations about your services, you end up performing extra work or issuing a refund to keep your reputation intact. The purpose of a well-written contract is to save you time and money by bringing your client’s expectations in line with your own. In this session, we will first explore several problematic contract clauses that increase the possibility of client confusion. Next, we will break out into small groups to mark up a sample contract. Finally, we will reconvene to recap what we have learned and to answer any remaining questions.	Jonathan Perkins, JD, Essaywise	B	Applied
502	When “Expectations” Becomes a Four-Letter Word: Navigating the Admission & Transition Processes for Students with Developmental Delays	For students with developmental delays, the admission and transition processes can be exceptionally difficult. Programs are scarce. The process is long and frustrating. The transition goes poorly. Families bemoan unmet expectations. This session will delve into common pitfalls in admissions’ experience to provide actionable solutions. Participants will leave with tools to succeed, including data collection ideas and model conversation starters. The panel will discuss how best practices set clear expectations at key points in the admission and transition processes, so students succeed and expectations are clear and met with confidence.	Shauna Pounders, MA, The King’s Daughters’ School; Jill Sadowsky, MSW, LISW-S, Monarch Center for Autism; Kristina Baker, Heartspring School; Christian Egan, MMHC, LCMHC, Alpine Academy	T	Foundational

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No.	Title	Description	Presenters	Track	Target Content Level
503	Staying Ahead of the Changes to College Admissions Testing	The landscape of admissions testing continues to evolve with changes that will affect the majority of college-bound students. The ACT has restructured its test to include a mandatory experimental section and has eliminated self-pacing for extended-time students. Paper ACTs are a thing of the past for international students, computer adaptive testing is coming, and the move to digital testing is arriving in the US. The SAT/ACT essays are fading fast, the SAT Subject Tests are hanging in, and UChicago is test optional! With so many rapid fire changes, let's take a beat to process all the moving pieces to allow you to confidently coach your students about all things admissions testing.	Jed Applerouth, PhD, Applerouth Tutoring Services	C	Applied
504	Dialing Down Di\$appointment: Helping Students and Parents Understand Merit and Need-Based Aid	The excitement of the acceptance letter is sometimes tempered by the reality check of the financial aid letter. Learn tools to help families determine their EFC, where to find information about the percentage of need colleges fill, if they offer merit-based aid, and if so, how generous they are.	Casey Rowley, MS, PPS, Beverly Hills High School; Evelyn Alexander, MA, Certificate in College Counseling, CEP, IECA	C	Foundational
505	Using Federal Laws and Policies to Locate and Fund Programs for Students with Intellectual and Developmental Disabilities including Autism Spectrum Disorders	Thanks to early identification and intervention with empirically based techniques, a whole generation of students with intellectual and developmental disabilities including autism are looking for post-secondary programs to help prepare them for the world of work and independent living. Finding these programs can be like searching for a needle in a haystack. Finding funding to pay for these programs is even more difficult. IECs can play a critical role in helping families find and fund both college-based and community-based transition programs. Without such assistance, most of the students with disabilities such as autism will find a lifetime of unemployment.	Ernst O. VanBergeijk, PhD, Lesley University	L,S	Foundational
506	How to Audition for Drama School (West Coast Edition)	What happens in a college audition? What goes into a portfolio? With a panel of representatives from BFA programs in theater, we will demystify the college artistic review process for you to better advise your students who are interested in acting, musical theater, directing, stage management, and set, costume, lighting and sound design.	Chris Andersson, MA, IECA; Additional panelists to be announced	C	Applied

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Educational Sessions for IECA's Fall 2018 Conference in Los Angeles, California

(Preliminary)

No.	Title	Description	Presenters	Track	Target Content Level
507	Why Five Self-Study Options for Test Prep Can Give You a Consulting Edge	Parents and students often feel overwhelmed by the number and price tags of resources that are available in the SAT and ACT prep world. Free self-study options — like Khan Academy, UWorld, and Magoosh — have complicated the matter. In this session, participants will learn the framework that test-prep companies use to create “complete” tutoring packages, and how your students can replicate those frameworks at home in a personalized way. We will discuss how various platforms can work for different learning styles, allowing advisors to speak authoritatively to families and to give them what they need the most: meaningful, actionable, and cost-conscious test prep advice.	Zachary Rosensohn, Mike Kapernaros, and Chandler Warren, MA, College Planning Partnerships	C	Applied
508	Overview of Diagnosis and Treatment of PANS/PANDAS	PANS (Pediatric Acute-onset Neuropsychiatric Syndrome) is a clinically defined disorder characterized by the sudden onset of obsessive-compulsive symptoms (OCD) or eating restrictions, concomitant with acute behavioral deterioration. PANDAS (Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections) is a subset of PANS. PANDAS has 5 distinct criteria for diagnosis, including abrupt “overnight” OCD or dramatic, disabling tics; a relapsing-remitting, episodic symptom course; young age at onset (average of 6–7 years); presence of neurologic abnormalities; and temporal association between symptom onset and Group A strep(GAS) infection.	Charles S. Edwards, Lindner Center of Hope	T	Applied
509	Health Sciences MD: More than Doctors— Explore the Diagnostic, Therapeutic, and Support Career Options	Many students, when asked about intended major/academic area of interest, state ‘medicine.’ Are they contemplating a career as a medical doctor? Or perhaps another unrealized health science option may be a better ‘fit!’ This presentation will explore and examine academic paths leading to ‘medical’ careers in diagnosing, caring, research, and support fields.	Gary K. Bednorz, University of New Mexico; Alan Beaudoin, Massachusetts College of Pharmacy & Health Sciences	C	Applied

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Educational Sessions for IECA's Fall 2018 Conference in Los Angeles, California (Preliminary)

No.	Title	Description	Presenters	Track	Target Content Level
510	Implementing an Academic Coaching Model for All 21st Century Learners	Focusing on three goals—self-determination, self-management, and self-advocacy—the academic coaching model encourages students to “learn how they learn.” Students develop strategies that encourage self-reliance and accountability. Through the development and mastery of these goals, students are prepared for higher education. While this model was designed for students with diagnosed learning differences, it is evident that developing these skills is beneficial to students of all learning styles. In this session we will introduce the four questions used to guide students through the academic coaching process and discuss how to implement a program for all students, regardless of learning profile.	Leanne Burnham, MEd, Chris Cheney, MEd and Erica Chute, MEd, Kents Hill School	L,S	Applied
511	Integrative Psychiatry—The Best of Both Worlds: Integrative Medicine’s Role in the Therapeutic Setting	This session will detail an integrative model of psychiatry in the therapeutic setting. Integrative Psychiatry is an emerging branch of psychiatric practices utilizing conservative medication management combined with evidence based alternative medicine modalities. The speakers will share case presentations within the therapeutic setting and discuss how to prepare clients for transition in terms of their psychiatric care. A psychiatrist and naturopathic physician will present medication plans which include safe use of alternative medicine modalities for the treatment of common mental health diagnoses such as anxiety, depression, and ADHD.	Britta Zimmer, Pacific Quest; Additional panelists to be announced	T	Applied

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