

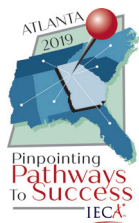


Educational Sessions for IECA's Fall 2019 Conference in Atlanta

(Preliminary)

No.	Title	Description	Presenters	Track	Target Content Level
Wednesday, November 6 • 2:45–3:45 P.M.					
101	Featured Breakout: Courageous Conversations: Right Words, Right Time for Desired Results	Do you ever wish you had just the right words to handle situations at work? Whether you need the perfect words to handle difficult clients, language to deal with challenging staff, or simply the guts to say what the boss needs to hear, this session can help. During this highly interactive program, you will take common scenarios and learn how to phrase the communication in ways that increase your influence with others.	Laurie Guest, Customer Service Expert and Author	B	Foundational
102	Featured Breakout: The Gift of Failure: A Deeper Dive	Using personal narrative and humor, we will dive deeper into the research on extrinsic and intrinsic motivators, praise, and learned helplessness, while offering leadership, communication, and instruction methods that promote deep, durable learning, engagement and positive relationships, with many take-aways for use at work and home.	Jessica Lahey, Educator and Author	B,C,L,S,T Global	Foundational
103	Common App and IECs: Forging Our Future with Integrity	Do you consider yourself a Common App expert? Do you want to better understand Common App's strategic initiatives? Do you have questions or ideas for improving the application process? Join us to discuss the critical role we each play in shaping the admissions process. Hear more about Common App's Outreach Advisory Committee and how your voice is represented, and discover enhanced tools and resources you can access on the refreshed Common App website.	Meredith Lombardi, The Common Application; Steven Mercer, EdD, IECA	C	Applied
104	Healing Trauma Through Experiential Therapy	This workshop will provide an understanding of the brain's responses to trauma and emotional dysregulation; also exploring how the use of experiential modalities can heal trauma and lead the brain to learn new response to human pain. Using the work of Dr. Dan Siegel, participants will be provided with interactive learning tools to better understand the human brain. Attendees will also have the opportunity to gain insight and healing through a guided experiential practice.	Claire Fierman, LPC, Evoke Therapy Programs	L,T	Applied
105	Two Heads Can Be Better Than One: Talking \$\$ and Sense	Advising on college costs takes more than one conversation. Two IECs, with different approaches to financial fit, share case studies from co-consulting. Building on each other's list ideas, they helped parents grasp their affordable choices. When families are too well off for need-based aid, but don't yet embrace merit-aid brands, two IEC heads can be better than one. Take away techniques to use in your practice so that your students can afford to say yes on May 1.	Bill Smith, ScholarFITS LLC, MBA; Rachel Coates, MA, IECA	C, EI	Foundational

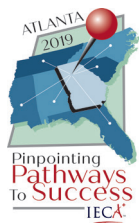
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106	Student Visa Denials: How to Avoid the Obvious Pitfalls	The international marketplace is expansive, vibrant, and ever changing. To remain relevant and sustain international student enrollment, both school officials and IECs will need to better prepare their students for the new reality with Visa applications. Educators and IECs alike will need to educate themselves regarding the most recent changes and trends headed their way. Learn what's coming and how to best adapt.	Jacqueline M. Yamada, MS, Independent School Management	B,C,G,S,Global	Applied
107	Understanding the Big and Small Picture of Standardized Testing	The SAT and ACT future is under scrutiny. Usage and controls at SAT and ACT testing centers have become problematic. Questions and answers to entire standardized tests are posted online. Serious doubt exists on the validity of predicting success equally among disparate student populations, especially among less privileged and historically underrepresented groups. Hear from the experts on the testing side and the Admissions side for their take on the future of testing, including test optional admissions, SAT Subject Tests, and the optional essay.	Bob Schaeffer, FairTest; Akil Bello, "The Test and the Art of Thinking"; College Reps TBD; Moderated by IECA College Committee representative	C	Applied
108	10 Questions You Must Ask When Researching Adolescent Treatment	No parent ever expects to place their child in an inpatient treatment setting. This presentation will identify the key questions recommended for parents to ask when touring treatment programs and provide IECs with a platform to coach parents on. The presenter wrote a book for parents who are trying to find the right treatment option for their child.	Barry J. Fell, LCSW, Telos	L,T	Foundational
109	Career Resources for All of Us	Whether you specialize in college, schools, graduate, therapeutic, or LD consulting, all of our students are going to work. In our changing economy, preparing students for the work world goes hand in hand with higher education. This session will highlight multiple career resources that are low-cost or free. Participants will leave with career resources, strategies, and tips to use with individuals and/or groups.	Lizann R. Gibson, EdD, Georgia State University, Perimeter College; Belinda J. Wilkerson, EdD, IECA	C,G,L,S,T	Foundational
110	10 Hacks to Make your Campus Visits for IECs Stand Out	Getting IECs to visit your campus is always a plus, helping them better understand your school, its culture, and its student body. And most visits are GOOD. Want to hear ways to kick up those campus visits a notch for IECs to make them exceptional? Based on feedback from IECA members, this session will focus on 10 easy to implement ideas that will get IECs talking, sharing, and ultimately referring qualified students.	Andi O'Hearn, IECA; Mark Sklarow, IECA Chief Executive Officer	S	Foundational

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111	Same Mess, Different Day: EF Strategies that Work!	In this engaging and interactive workshop, you will learn organizational and executive functioning strategies to add to your real life toolkit. Participants will learn the proper tools to create an effective plan that can be implemented to address daily challenges. This session will allow for interactive case study reviews and reflection. Attendees will leave with valuable resources and insightful takeaways to support both parents/ professionals and student(s) immediately.	Sharona Sommer, CPC, College Internship Program; Scott S. Garbini, MEd, Garbini Education and Career Consulting LLC	C,L,S,T	Foundational
Wednesday, November 6 • 4:30–5:30 P.M.					
201	Parent Communication in the Age of Anxiety	Open and informed client communication is critical but in today's admissions environment, important topics are often clouded by fears or misconceptions that can disrupt effective dialogue. Calibrating parent expectations about school lists, test scores, the cost of college, student interests, and more can be a difficult task. This panel will explore common client communication challenges and share strategies IECs can use when discussing "hot-button" topics with clients.	Jed Applerouth, PhD, NCC and John Cadenhead, MA, Applerouth Tutoring Services; Tracy Gruenig, MEd, IECA	B,C	Applied
202	Scaling Your Business while Maintaining Sanity	Congratulations, your business is thriving! You went from a caseload of 10 to 40 students, but are still editing all the essays, handling the marketing, and running the books. You are beginning to realize you might need to add team members, but worry about how that might change your practice. Learn from those who have done it. During this session, we will address how they decided to bring on additional members, how they found them, challenges they faced, and the benefits of growing their businesses.	Drew Heilpern, PhD, Summit Educational Group; Kim Penney, One on One College Consulting; Allison Matlack, IECA	B	Foundational
203	Understanding the College Board's "Adversity Score"	The panel will include representatives from a variety of colleges to understand their use of the Adversity Score (Environmental Context Dashboard). We will include a representative from a testing company to break down what information the College Board currently provides admissions offices and what this score provides.	College Reps TBD; Moderated by Marilyn O'Toole, IECA	C	Applied

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204	A Function-Based Approach to Severe Behavior	This session will define and explore the use of “function-based” behavioral intervention planning for students with the most severe behavioral issues, such as those who exhibit aggression, self-injury, elopement, and extreme property destruction. By digging into the environments that are feeding these behaviors, we can design behavioral interventions that address the underlying “function” of the student’s behavior and ensure a better long-term outcome.	Daniel A. Bayes, MEd, BCBA, Bayes Achievement Center	L,S,T	Applied
205	Why Two EFCs? Comparing FAFSA & Profile Need Analyses	Need analysis is the basis of eligibility for need-based aid. We’ll define the basic model of need analysis and compare Federal Methodology (FM, based on the FAFSA) with Institutional Methodology (IM, based on the CSS Profile). We’ll discuss definitions of income, assets, and allowances to show how the two methods differ. We’ll illustrate ways colleges customize IM so that the same profile data may result in different EFCs and financial aid awards at different colleges.	Bill Smith, ScholarFITS LLC	C, EI	Foundational
206	Positive Relationships: A Pathway to Success	Unconditional positive regard for a student, a deep belief in their innate ability to learn, and a commitment to creating psychological safety are powerful levers for unlocking natural motivation, curiosity, and confidence. This presentation will synthesize decades of research to define key attributes of positive relationships; demonstrate the dramatic impact on students, learning, and post-secondary and career success; and explore the added value of professional partnerships.	Samantha Warburton, MA and Christina Neri, MSW, Fusion Education Group	L,S,T	Foundational
207	5 Steps to Stellar Student Resumes	Our students are amazing, but most of them struggle to translate their amazingness into their applications. Whether whittling down an impressive laundry list of activities or digging deep to highlight personal successes, students benefit from a framework approach to building a stellar resume. This session will outline a five-step process that helps students make their activities lists shine while also facilitating self-evaluation and teaching a core life skill.	Amanda Miller, IECA Associate	C,G	Applied

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208	New Blended, Online, and Digital Educational Options	Families are turning to IECs in search of an exceptional independent school experience that personalizes education for students' individual pursuits. In this session, we will discuss ways that schools—online and physically situated—have embraced the digital realm to meet these challenges, preserving the historic high standards of an independent school, while providing a bespoke design that can accommodate a wide range of individual needs and interests.	Raymond Ravaglia, MA, Opportunity Education; Louisa Childs, JD, Dwight Global Online School	S,Global	Applied
209	Understanding Admission Needs Of Students Seeking HBCUs	A challenge for college counselors and IECs alike is a lack of familiarity with Historically Black Colleges and Universities (HBCUs) and understanding which students may truly benefit from an HBCU education. Also, with over 100 HBCUs located in the United States, what are the defining characteristics, standout programs, and services to best match students with the institution that will most effectively meets their needs?	Ebonee R. Mayo-Mitchell, PhD, Morgan State University; Khia Thomas, PhD, University of Michigan	C	Foundational
210	Entitlement: A Hurdle to Recovery	The reasons for the current elevated diagnosis of anxiety and mood disorders in teen and young adult populations are myriad. Those treating co-occurring disorders report that "entitlement" and its sequelae contribute to life dissatisfaction and compound treatment issues. The presenter will lead a discussion of the historical and familial origins of entitlement and the ways families and professionals can dismantle this phenomenon and become allies in recovery.	Diana Clark, JD, MA, Turnbridge	C,G,L,T	Applied
211	Relationship Shift Toward Self-Sufficiency	To become a self-sufficient young adult, a relationship shift is required. But why are so many getting stuck and experiencing a failure to launch? One approach is focused on the development of basic levels of independence that promote preparatory life skills and increase the likelihood of success as a young adult transitions into adulthood. This framework of practical skills can be introduced to a family and artfully supported by an IEC.	Marci Muhlestein, MBA, OT, First Place AZ	C, L,T, Global	Applied

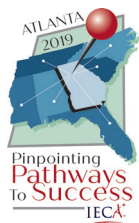
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No.	Title	Description	Presenters	Track	Target Content Level
Thursday, November 7 • 11:30 A.M.–12:30 P.M.					
301	What's Up With the Resume?	Resumes are a hazy grey area within the application. Most colleges use the word OPTIONAL for resume submissions; some schools do not allow a resume. This session will explore when and why a student should submit a resume and address practical issues such as students with few activities and those with many. Four admission officers will discuss strategies about whether to submit a resume and how to create a strong one.	Joan R. Koven and Joanne LaSpina, IECA	C	Applied
302	What I Learned About Being a Great IEC	Don't reinvent the wheel! We will provide tips, suggestions, perspectives, and advice from veteran IECs. The results of a survey of IECs (many former IECA presidents) on strategies for a successful practice will be presented. Ideas relate to all aspects of our work: business, rapport building, delivery models, campus visits, and lots more. You will get the answer to "What tactics/strategies/approaches/principles will help a new or 'mid-career' colleague?"	Steven R. Antonoff, PhD, Jane S. Shropshire, CEP, Diane Geller, MA, CEP, IECA	B,C,S,T,L	Foundational
303	How to Get Clients Without Sounding Like a Salesperson	Does the word sales make you cringe or your palms sweat? Do you break out in hives right before you present to a client or a group of people? At this session, a 30-year sales veteran will help break down the stigma of sales people and share strategies on how to become more of a consultant to your clients. You'll learn a number of great sales skills including a customer-focused selling strategy that has helped the presenter be successful throughout his career.	Andrew Falter, Sponsorship Reliance Group	B	Foundational
304	Preparing to Clock in with Autism	Finding employment can be a challenge for any graduate, but especially for one with Autism Spectrum Disorder (ASD). This presentation will provide practical advice for individuals with ASD, parents, educators, and mental health professionals to assist in the transition from high school or college to the workforce. We will explore practical steps regarding self-awareness, the hiring process, disclosure, and accommodations based on experiences of individuals with ASD and the attitudes of employers.	Hillary Adams, EdD, Marshall University	C,L,S,T	Foundational

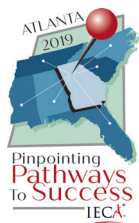
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305	Show Us the Money: A College Panel Presentation	With the constantly changing, constantly evolving college admissions landscape, it is essential that we stay current with the different methodologies that colleges are employing to shape their freshman classes. While daily reading and information sharing provides us with what's happening at particular institutions, hearing from a panel of financial aid and enrollment professionals will give us insight into some of the issues they face and how they arrive at the decisions.	College Reps TBD; Carol F. Doherty, IECA	C, EI	Foundational
306	Overwhelmed: Increasing Care for Ourselves and Others	Our work as therapists, directors, and independent educational consultants is challenging, intense, and rewarding. This work requires compassion and stamina. How does our work affect us? When we run out of gas, we lose compassion, hope, and love for ourselves and others. How do we find balance when we feel overwhelmed? This presentation will review differences between compassion fatigue, secondary trauma, and burnout. Participants will explore healthier ways to respond to the work that we do.	Lacey Heinzelman, LCMHC, LMFT Moonridge Academy Brian Daniels, PsyD, MS, Discovery Ranch for Girls	L,S,T	Applied
307	How Colleges Use Customer Relationship Management Tools	What is Customer Relationship Management (CRM) and why should IECs, students, and parents care about it? The panel will include representatives from a variety of colleges to understand their CRM usage and how it impacts outreach and admissions decisions.	College Reps TBD; Moderated by Marilyn O'Toole, IECA	C	Applied
308	"Water Cooler Talk" hosted by members of the IECA Schools Committee	The Water Cooler Talk provides an opportunity for IECs and school admission reps to come together for collaboration and collegiality, discuss the work they are doing, trends they are observing, and the families they are seeing. The focus will be on communication between admissions representatives and IECs. What do IECs want from admissions officers and what do the schools want from the IECs? What is the best way for new school consultants to gain information about the schools? Have relationships changed along with the demographics? Come listen and share your thoughts and ideas.	Scott Pottbecker, Winchendon School; Andi O'Hearn, IECA	S	Foundational

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309	Therapeutic Alliance by Natural Horsemanship Principles	Using an inspiring Sandhill mini-documentary, we will illustrate the collaboration and powerful alliance established across several sessions between a renowned natural horseman, an “untrainable” horse, and a student with complex trauma. We will explore vital principles in addressing maladaptive control strategies, such as oppositional defiance, which interfere in building healthy relationships. We’ll describe key metaphors that emerged and enhanced a neuroregulatory treatment approach.	Martha Villa, LCSW and Jenna Barnes, LCSW, Sandhill Child Center	T	Applied
310	Guiding Service Academy/ ROTC Scholarship Applicants	Applying to a military service academy and/or ROTC scholarship program requires numerous steps and lots of pre-planning. Educate yourself on the basics of these commissioning opportunities. Walk away with a clear understanding of what the academies and ROTC programs are looking for and how you can help your clients become more competitive. Learn common pitfalls and how to avoid them.	Lisa K. Hillhouse, MHR, Hillhouse College and Career Advising; Chris A. McMunn, MEd, United States Coast Guard Academy	C	Applied
311	Yes, U CAN use UCAS! A Guide to UK Applications	Navigating a foreign application system can be intimidating and the UK.'s Universities and Colleges Admissions Service (UCAS) application is no different. Join three English university representatives to get an in-depth look into the process. We will break down the different sections, including the recommendation and personal statement. We will also discuss deadlines, dates, and demystify the post-application procedures. There will be no need to fear UCAS once we are done!	Emily J. Page, University of Central Lancashire; Bill Richards, University of Roehampton; Alana Stuart, University of East Anglia	C,Global	Foundational

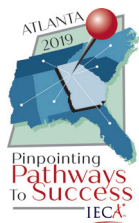
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Thursday, November 7 • 2:00–3:00 P.M.					
401	When A is for Average: The High Cost of Grade Inflation	It's hard not to notice that A's are more abundant than they've ever been. Grade inflation has been on the rise for years, driven by parents, students, and administrators. Compressed GPAs are placing new pressures on the admissions process. What's driving this trend, and how are higher GPAs affecting college admissions and student learning? What can be done to address this trend and what innovative/alternate models for student assessment/evaluation may be on the horizon?	Jed Applerouth, PhD, Applerouth Tutoring Services; Whitney Lewis, Oglethorpe University; Maddie Monahan, Emory University; Mary Tipton Woolley, Georgia Institute of Technology	C	Applied
402	Mid-Semester Slump: How to Help When a Client Unravels	A college may boast an 88% first-year college retention rate, but what about the 12% that don't return? You've probably had at least one client in that category. Up to 40% of undergraduate students live with mental health problems, complicating the transition. This workshop will demystify where students are going for help, what colleges are tracking and resources available to help navigate parent calls about transferring (not addressing the core problems and getting help).	Sarah Harte, LICSW, The Dorm; Joanna Lilley, IECA Associate	C,T	Applied
403	Who Is Going To Tell Me What I Can and Cannot Do?	Panelists will discuss the ways IECs can live up to the highest standards and ways of complying with IECA standards, as well as the implications of earning a certificate or gaining a professional credential. Are each of us ready? The many strategies IECs should consider in building an ethical and knowledge-focused practice will also be discussed. All IECs (college, graduate, school, and therapeutic) will find relevance to this session.	Jake Weld, MEd, Mansfield Hall; Steven R. Antonoff, PhD, Katelyn Klapper, Belinda J. Wilkerson, EdD, IECA	B,C,G,S,T,L	Foundational
404	Demystifying Private School Financial Aid	Choosing a private school education is a substantial financial investment for any family. Most private schools expect a family to contribute to tuition based on what they can afford. But what factors go into determining the level of need-based financial aid supplied by a school? In this session, we'll explain how financial aid awards are determined and the mechanisms used to guide and support families throughout the financial aid application process.	Christopher Brueningsen and Adam Schapiro, The Kiski School	S	Foundational

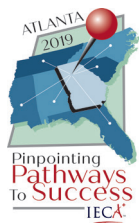
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405	The Truth About Admission: Family, Money & Unity	The college admission experience is a great opportunity for families to grow together as they plan for the future. It can also unnecessarily be filled with tension, pressure, and unreasonable expectations. Wedge issues of time, money, affordability, ego, and communication threaten to pull parents and student apart. Two experienced admission professionals will explore these wedges and suggest ways IECs can advise families to work together.	Brennan Barnard, MA, Derryfield School; Rick Clark, MA, Georgia Institute of Technology; Lora Block, MA, CEP, IECA	C, EI	Foundational
406	Utilizing Virtual Reality as a Clinical Intervention	With the increase of content created for VR headsets, along with their decreasing price, they have been explored for use in clinical interventions and the findings are fascinating. They have been used successfully in exposure therapy. Participants will learn about new and emerging technology and how to use the technology with a live example. How clinicians can best utilize this technology in treating their clients will be shared. Headsets will be available to show how the process works.	Sean Maynard, LCMHC, Logan River Academy	T	Foundational
407	Generation Z and Liberal Arts Education: A Love Story?	Generation Z: more in tune with technology, more in tune with themselves, debt-averse, ROI-focused. They expect to be engaged in the conversation and they want to see immediate benefit from their efforts. How does this fit with a liberal arts education? How are liberal arts institutions changing (Or, are they? Should they?) to meet the needs of the largest generation ever.	Maria Furtado, Colleges That Change Lives; Morning Naughton, Warren Wilson College; Ali Hamilton, MEd, Rhodes College; Steven Mercer, EdD, IECA	C	Applied
408	From Therapeutic Programs to College	Students with a therapeutic history are assessed in the same way as are all students in the college application process. Often, the growth that is achieved while in a therapeutic program allows students to articulate their challenges well. Helping students prepare for the independence college affords will help IECs and ancillary professionals guide these students to colleges that will support their academic, social, and emotional needs best.	Marilyn Engelman, PhD, and Rachel B. Sobel, PhD, IECA	C,L,T	Applied
409	Applying to International Universities	This session is intended to educate IECs on the individual applications for Canada, UK, and Australia. We will cover UCAS, OUAC, and Australian, discussing both the process of applying and the typical applicant attribute we look for. You will appreciate the nuances within academic profile, the personal statement, and an advisor reference.	Sarah Steffoff, University of Guelph; Lea-Anne Allen, Macquarie University; Iain Harris, Northumbria University, Newcastle	C,G,Global	Applied

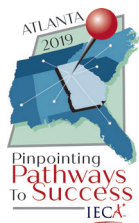
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410	Why Soft Skills Matter to School, College, and Career Success	The six-year graduation rate for college students is 60%. In addition to discipline-specific training, students must demonstrate soft skills important to future employment. Among these skills are effective communication, self-advocacy, time management, teamwork, critical thinking/problem solving, financial literacy, demonstrating resiliency, and self-care. Presenters will discuss strategies to enhance soft skills and identify resources and information to remediate deficits.	Brian F. Geiger, EdD, MS and Karen E. Dixon, PhD, The Horizons School	C,L,S	Applied
411	Arcane Acronyms: Making Sense and Use of Psych Testing	This presentation will help IECs, admissions counselors, therapists, educators, and others to identify the most critical and relevant information in written evaluations. We will specifically address how these reports can help identify the right placements, provide valuable insights in the admissions process, and be used by therapists in their work with students and families.	Courtney Merrill, LMFT, True North Wilderness Program; Todd Corelli, PhD, Psychological and Testing Practices	L,S,T	Applied
Thursday, November 7 • 3:45–4:45 P.M.					
501	Explain Fully: The Special Circumstances Essay	How do you help a student who has the right academic credentials but has a problem on his or her record? Colleges can be forgiving when the student owns the problem and explains the recovery persuasively. Even students expelled for alleged sexual misconduct can continue their education with the right guidance. After this session, participants will be better able to assist freshman and transfer applicants who need to explain problems like expulsion or a criminal record.	Hanna Stotland, IECA	C,G	Applied
502	Turning the Tide: Harvard's Making Caring Common	The Varsity Blues scandal shows that college admission is rife with ethical dilemmas. The College Admissions Program Manager at Making Caring Common, Harvard Graduate School of Education, will report on the Project's recommended guideposts for parents and schools to help them reduce achievement pressure, promote ethical behavior in admission, and level the playing field for economically diverse students. Come find out how IECs can support this important initiative.	Brennan Barnard, MEd, Harvard Graduate School of Education; Lora Block, MA, CEP, IECA	C,S	Applied

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503	Accommodations for Students in Higher Education	There appears to be a discrepancy between students being eligible for accommodations and students actually utilizing them. This is a concern as utilizing accommodations can have a significant positive impact on students' overall GPA. It is important to identify which barriers are preventing students from following through with using accommodations in the postsecondary environment and to encourage the development of strategies to assist in their incorporation.	Samantha Curiale-Feinman, MEd, TSHH, New Frontiers in Learning	C,L	Applied
504	The Golden Thread: Track Outcomes Across Treatment	Join us to learn what IECs receive by participating in the Golden Thread. This includes free utilization of the following: OQ Measures (used by NATSAP Research Network), OuctomeTools (a BestNotes account which collects the survey data), Golden Thread Portal to track client progress graphically, and pre-loaded Golden Thread release of information form for clients, so that consultants will have access to see progress throughout the treatment cycle.	John Hall, MMFT, Telos; Brett Talbott, PhD, RedCliff Ascent; Mike Petree, MA, Petree Consulting	T	Applied
505	The Wizards Behind the (Enrollment Management) Curtain	There are a few dozen need-blind colleges meeting 100% of need. Then there's everyone else. Typically a VP and a "wizard" from an enrollment management consultancy conjure up predictive algorithms for the willingness of parents to pay at different price points, pulling levers to create a college's admissions and financial aid model. Look behind the curtain at how financial behavior econometrics can play out in admissions decisions, merit aid awards, and financial aid gaps.	Brian Zucker, Human Capital Research Corporation; Robert Springall, Muhlenberg College; Rachel Coates, MA, IECA	C, EI	Applied
506	Studying Medicine in the UK at 18	Many students know early that they want to study medicine. Studying in the UK allows these students to apply for medicine during high school and start medical school immediately, saving them time and often money, too. Find out how to help students with the UK medicine application process, what is needed for entry, what the advantages and disadvantages are of doing it this way, and why medical education in the UK is undertaken so much earlier than in the USA.	Emily J. Page, University of Central Lancashire	C,Global	Foundational

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Educational Sessions for IECA's Fall 2019 Conference in Atlanta (Preliminary)

No.	Title	Description	Presenters	Track	Target Content Level
507	Making College Campuses Safer For Students in Recovery	There are over 5,000 colleges across the US, but only about 150 Collegiate Recovery Centers (CRCs). Students who are in recovery should not have to choose between recovery and attending college. Many college campus communities can be toxic for a student in early recovery. This session explains what IECs need to know about this valuable resource and how to connect their clients to recovery-friendly universities and communities.	Gerard Love, PhD, University of Alabama; Daniel Conroy, AIM House; Karyn Kaminski, LCSW, LCAS, IECA Associate; Louise R. Slater, MA, IECA	C,T	Applied
508	What Makes Each LD School Unique	A panel of LD admission directors will lead an interactive session that will engage IECs on both the “need to” and “how to” distinguish each LD school’s unique profile. We will include a series of hypothetical case files requiring consultants to make recommendations and allowing for direct feedback from admission personnel.	Jeffery L. Magnoli, MALS, Maplebrook School; Brian Taylor, Brehm Preparatory School; Jennifer Bamann, The Gow School; Benjamin Tuff, Rumsey Hall School	B,L,S	Applied
509	Start With Ice Cream: A Taste of Social Skills Programs	ScenicView Academy has taught social skills for over a decade. We’ve attended trainings for UCLA’s PEERS, Michelle Garcia Winner’s Social Thinking, and have dived into many manuals looking for the best resources. In this session, we will focus on what we have learned about the social skills programs and curriculums that are available, what has worked for us , and help you choose the best social skills program for your students.	Ryan Hawks, MMHC, and Scott Wood, CMHC, ScenicView Academy; Jen Murphree, Rainbow Acres	L,T	Foundational
510	Sparking Joy and Self-Discovery on the Road to College	When students consider the prospect of applying to college, the first words that come to mind are stress, uncertainty, and anxiety, even if those students have supportive parents and a college counselor. This session will help IECs to recognize, highlight, and encourage moments of joy, discovery, pride, elevation, insight, and connection along the journey to college. There will also be time dedicated to taking care of your staff for multi-consultant practice attendees.	Rhiannon Schade, MEd, Collegewise; Ann Rossbach, MAT, and Bob Carlton, IECA	B,C	Applied
511	Online Learning: Benefits and Suitability	There are several advantages to learning online—particularly for intellectually curious students. With a wide array of course offerings, online learning can enable access to instruction that may not be available locally. Moreover, students can reap the benefits of interacting and learning with their intellectual, similar-age peers. This session will help you figure out what to look for in quality online options and to determine whether online learning is right for your students.	Stacy Hawthorne, MEd, Davidson Academy	S	Applied

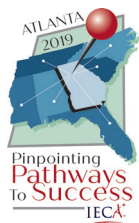
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No.	Title	Description	Presenters	Track	Target Content Level
Friday, November 8 • 8:45–9:45 A.M.					
601	Interviews that Count: Preparing Students to Succeed	In this session, an experienced IEC will discuss prepping students to interview; a director of international admission will review how institutions use interviews to differentiate candidates, criteria used to evaluate, and the do's and don'ts for success; and an interview coach will present strategies to help select stories and evidence of relevant success using worksheets that IECs can employ.	Mark E. Efinger, MFA, Interview Skill Coaching Academy; Peter Gilbert, MA, Salisbury School; Amy Markham, MA, Mount Holyoke College; Bill Dingedine, IECA	C,S	Applied
602	Show Me the Clients! 60 Easy Tips to Market Your Biz	Are you a new IEC trying to figure out how to best market your business? Or a seasoned consultant who's hit a lull in new client generation? Then join this session to learn 60 effective, inexpensive (or FREE!), and totally doable ways to market your business from a panel of IECs representing varied markets and practices. Attendees will leave with a tangible list of both short- and long-term ideas, and the motivation and encouragement to begin implementing them post-conference.	Kristina Dooley, CEP, Ibrahim Firat, MBA, Lisa Gelman, PhD, CEP, Kate Malczewski, MBA, CEP, IECA; Daniele Mallari, MA, IECA Associate	B	Foundational
603	Test-Optional Admission: What Do We Really Know?	Defining Access, the largest national study of test-optional admission, reviewed data on 950,000 individual applicant records at 28 institutions. Learn what we discovered about the types of students who choose not to submit their scores, whether it affects their likelihood of admission or amount of financial aid, how well they succeed in college, whether it expands the college's applicant pool in comparison with test-requiring colleges, and more.	Steven T. Syverson, University of Washington Bothell	C	Applied
604	Trends in College Autism Support Programming	A panel of special needs support program staff will discuss various models for socially and academically integrating autistic students into college settings, and review current trends in the field.	Emmanuel Mejeun, MA, CAS, Austin Peay State University; Megan Davis, PhD, University of Alabama; Jake Weld, MEd, Mansfield Hall; Ken Surdin, Georgia Institute of Technology; Eric Endlich, PhD, IECA Associate	C,L	Applied

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605	Complex Trauma Case Conceptualization in Consultation	Complex trauma can cloud the treatment process, often slowing progress, costing time and money, and sometimes causing the client to move from program to program. Understanding the common behaviors associated with complex trauma and using an evidenced based model of case conceptualization, consultants can help guide the treatment process more successfully, leading to improved client outcomes.	Russell MacKay, MA, LCMHC, NCC, SSW and Jessica Summers, MA, LCMHC, NCC, Heritage Community	T	Applied
606	Spanish Universities: New Opportunities for US Students	Discover new opportunities in a destination with unique assets for students considering university degrees and or gap/foundation years abroad. Learn how to identify the most suitable institution for each candidate and assist them through the application process. Representatives of a public and a private university, and an international IEC explain the current trends and processes, including requirements, deadlines, cost of living, tuition, and financial aid.	Cristina Grasset, EdD, Spain Education Programs; Bri Valencia, MBA, Universidad Francisco de Vitoria; Alvaro Escribano, PhD, Universidad Carlos III de Madrid	B,C,S,Global	Applied
607	Value of Teen Summer Experiences	This session will help transform the way you see student travel and summer volunteer opportunities. Many organizations are adapting to help students explore present-day global needs and provide sustainable impact. Many programs work with local communities, NGOs, and foreign governments to turn interested students into change makers.	Kathy Cheng, Rustic Pathways; Evan Forster, IECA	C,S	Foundational
608	The Power of Perspective: Behavior Change through RFT	Relational Frame Theory (RFT) is an evidence based approach to harnessing the power of perspective in facilitating awareness, intentionality, and psychological flexibility towards the end goal of encouraging behavior change. This presentation will be a combination of lecture, real-play demonstrations, and practical skills development that will aid clinicians, administrators, and IECs as they work together to facilitate change within a family system.	K. Alice Cennamo, LCSW, LCAS and Kevin Waller, LPCS, LCAS. CCS, SUWS of the Carolinas; Karyn Kaminski, LCSW LCAS, IECA Associate	T	Applied
609	Vital Tips on College Funding	Every family—low-income, wealthy, or somewhere in between—needs a plan to pay for college or else they risk their kids' education and their financial health. This session details what every college counselor MUST know about the critical role family finances (income, assets, taxes, business, property, retirement, etc.) play in the success of your college planning efforts. Learn how to be proactive so that more of your students can affordably attend choice schools. Case studies shown.	Cyndi Menegaz and Judy Bennington, PhD, SmartTrack College Funding	B,C	Applied

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610	To Degree or Not to Degree	Students with intellectual/developmental disabilities, autism, or severe LD have greater access to higher education than ever. With many options available after high school, students and families need help navigating their choices. One fundamental decision is, do I pursue a degree or not? Do I do it right now, or would I benefit from a transition program of some kind first? This session will help IECs guide students/families in deciding between degree and non-degree higher ed options.	Cara G. Streit, EdD, Lesley University	C,L	Applied
611	Old Problems, New Solutions: Online Learning	What are ideal learning situations for student athletes, performing musicians, or globally mobile families? How can we provide a good schooling fit for students who need or want more time and space for their learning? What constitutes "good socialization" and where is it best developed? While these problems have long persisted, we'll explore an array of online programs, services, and solutions that maximize student learning, provide flexibility, and leverage modern tools.	Tim Carr, Avenues Online; Jane Ferris, MEd, Laurel Springs School; Nikki Bruno, IECA Associate	C,L,S,T, Global	Applied

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