



May 1, 2021

Volume 10, Number 5

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- ** Coming Soon! Summer 2021: The Summer of Enrichment**-are you worried your child has fallen behind because of the school changes due to COVID 19? We are offering enrichment this summer to address these deficits including: organizational and time management skills, reading comprehension, writing skills, study and test taking skills, math, and science. Our test prep services and college admissions consultation services continue to draw high school students. Act now to ensure your child's readiness for the Fall of 2021!
- **Common App Update:** The new essay prompts have been sent to college admissions consultants like us. We are now working with rising seniors on these essays so that they are completed before summer break. Take advantage of this free time and sign up for essay services!

Helpful Links

For info about SAT I, II, and AP Tests go to:

www.collegeboard.com

For info about ACT test go to:

www.act.org



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Are you dreading the end-of-the-year projects, papers, and exams? **AcademicAlly, LLC** is proud to announce its latest addition, the **AAVirtual Study Hall!** Everything takes place in the comfort of your own home. All your student needs is a computer, laptop, tablet, or phone, and your school work and you are ready to go.

Receive help from a certified teacher on subject specific content like math, science, English, and history. Or develop your skills like writing an essay, planning out a research project or presentation.

Meet new students you would have otherwise never known and make new friends!

We are running an end-of-the-year study hall offer:

End of Semester Success Package: 24 study halls \$149

Weekly Package: 4 study halls* \$50

Daily Package: 1 study hall \$30

Classes are limited to 20 students and are open to grades 4th-12th.

***Week of 5/30 there will only be classes on 6/1 and 6/3.**

For info about test optional schools go to:

www.fairtest.org/university/optional

For info about financial aid go to:

www.FAFSA.ed.gov

www.fastweb.com

www.finaid.org

For college search info go to:

www.collegenavigator.gov

www.collegeprowler.com

To take a virtual tour of college campuses go to:

www.youniversitytv.com

To learn about Colleges That Change Lives go to:

www.ctcl.org

Keeping on Track:

Seniors: Be aware of your high school's plans for graduation and be sure you have met any deadlines. Make sure you have sent in your decision to your college of choice. If you are wait-listed, make sure you have a Plan B you can be happy with if things don't work out with the waitlist. Stay in touch with the college where you are waitlisted. Inform them of any important milestones you reached that are not included in your application.

Juniors: Take a deep breath. You may not be able to visit campuses, but you have some alternatives. In lieu of real-time campus visits, use websites like www.campustours.com and www.youvisit.com to get an idea of what the colleges are like.

Think about whom you want to ask to write letters of recommendation and ask them now. Popular teachers will fill up quickly.

Sign up for and start practicing for your SAT/ACT if you plan to take them.**

ACT: Here is the link for the latest ACT information:

<https://www.act.org/content/act/en/covid-19.html>

SAT: Here is the link for the latest SAT information:

<https://pages.collegeboard.org/sat-covid-19-updates>

****Private study halls for groups of 5 or more students can be arranged by contacting us: Hannah@academic-ally.com.**

Once you have utilized all of your study hall classes in your pack, you may purchase an additional plan pack or an unlimited number of single one-hour study hall sessions. All plans cannot be rolled over to a new semester/season and must be utilized in the current school year. These sessions cannot be rolled over to a new school year. There will be no refunds for unused study halls and all purchases are non-refundable and non-transferable, even in the situation of siblings. See Study Hall Access Calendar to view session availability.

While we intend to run all scheduled sessions, there may be periodic cancellations without notice. Dates and times are subject to change. For our academic coaching students, these sessions are not intended to replace your current academic coaching, rather should be viewed as a supplement.

To Sign Up, visit us here and click the [CONTACT Button](#) in the lower right hand corner of your screen: <https://www.academic-ally.com/faq/>

The Cost of Stress in School: Your Child is Not Necessarily Rebellious

There is no denying it: under the best of circumstances, school can be stressful. There are homework assignments to be completed; tests to prepare for; presentations and performances to rehearse; and meetings with teachers and fellow students to schedule. There is never a dull moment. Add a learning disability or ADHD to the mix and you create an entirely different level of stress, the implications for which can lead to repeated traumatization and subsequent negative behavioral patterns.

When thinking about school-related stress, one might balk at the idea of labeling a child's experience as traumatic. As Jerome J. Schultz, Ph.D., so carefully and eloquently points out in his book, **Nowhere to Hide**, children who are neurotypical, confident, and self-efficacious experience each new academic challenge as an opportunity to discover success. They enter each scenario with confidence because they **have already** met with success **numerous** times before, and thus know they are capable of doing so again, even if they do not initially see a plausible resolution to the challenge in front of them. With every success, they bolster their tool belts with more sophisticated strategies to ensure growth.

On the other hand, children with learning disabilities or ADHD can spend entire days enduring endless tests of their

Finally, start working on those personal statements!**

****We are helping students with their college admissions essays and test prep now! Schedule your appointment today.**

Pay it Forward: Do you know someone who is struggling with the shift to virtual classroom learning?? Send them this newsletter or forward us their contact information. We want to help!

Contact Us

<http://www.Academic-Ally.com>

Hannah@Academic-Ally.com
610 647-3959 ext. 105

Please join us in welcoming our summer intern, Bekah Kline! Bekah will be assisting us with in-house research and marketing projects, our summer enrichment program, and college essay services. Bekah is a rising junior at Ursinus College where she is majoring in psychology and minoring in politics. She is equally passionate about history and art. In her free time, she enjoys painting, drawing, listening to music, going on walks, and spending time with her friends and family. She is also finessing her cooking and baking skills (and we can attest to her culinary talents!). We are lucky to have Bekah this summer and look forward to sharing her talents with our students.



patience as they are asked to complete tasks that “range from difficult to nearly impossible.” Their days are filled with repeated reminders of their inability to succeed in areas in which their peers effectively and successfully problem solve. These repeated bouts with failure can be traumatizing and reinforce a child’s self-perceptions of ineptitude and vulnerability.

It stands to reason then that a child in these circumstances would resort to behaviors that would afford him/her protection. We witness these behaviors daily: refusal to attend school; resistance to initiating and completing work are the first two behaviors that come to mind. These two tactics make complete sense-why would a child want to engage in activities or come to a place where they feel extremely vulnerable? The most logical choice would be to avoid these situations at all costs.

Another frequently used tactic is playing the role of class clown or disruptor. When a child disrupts the flow of the classroom, s(he) successfully accomplishes at least two objectives: first, they distract the children and the teacher from the task at hand, thus potentially delaying an uncomfortable situation and second, they may endear themselves to their classmates by causing a momentary source of entertainment. That they can be viewed in such a positive light offers this child the opportunity to shine in an environment in which they are accustomed to feeling academically (and sometimes socially) inferior.

Unfortunately, these behaviors are frequently viewed as defiant, but an experienced eye would lead the educator, parent, or therapist to see that what is really playing out is a child’s valiant effort to save face in front of her peers, preserve her sense of dignity, and protect herself from the daily dose of embarrassment and shame to which she has grown accustomed. So, when your child is cutting up in class, engaging in seemingly off-target activities as the homework hour approaches, understand that these choices are very likely being made for purposes of self-preservation.

If this is the case, one needs to approach the situation with a blend of patience, compassion, and structure. One of the first steps a parent or specialist can take is to explore the student’s experience. What is the student feeling when it comes to completing homework or attending school? What makes him/her feel that way? If you have already had your child evaluated and you know what the challenges are (ie a diagnosis has been reached), it’s critical to bring the student into this conversation so they have an understanding of why they are having difficulty. Putting a name to the face makes the experience less stressful and mysterious. Teach them about their learning profile so they understand what makes it difficult to manage their time, initiate work, advocate for themselves, complete work in accordance with directions, etc. That conversation will vary depending on the age of the child, but regardless of this factor, be as concise and to the point as you possibly can and then be prepared to answer any of their questions.



It is also important to help children to identify scenarios in which they are more likely to have difficulty and to identify strategies to cope with or avoid those obstacles. Is it a specific teacher or subject that presents the challenge? Is a specific type of assignment the culprit? The next step is to teach the student about these strategies, providing them with guidance on how to implement them. Setting up the student for success is critical as well. For example, helping the student to create a workspace that is conducive to organization and the least amount of distraction is likely to increase your student's level of productivity.

Not only do parents need to be on board with this plan, but your child's teachers need to understand his/her learning profile as well. Schedule time to meet with the teacher/guidance counselor prior to the start of the school year and schedule periodic follow up appointment throughout the school year. The school needs to understand the diagnosis, how it impacts your child's ability to function in the classroom, strategies that would be helpful in the classroom, triggers that increase the student's stress/anxiety, and suggestions to address these triggers. Finally, the school needs to understand how to set the student up for success in the school, including, but not limited to opportunities to be a leader or an expert in a certain subject area, establishing helpful partnerships with other students, etc.

As discussed in previous eletters, one cannot emphasize enough the importance of exercise, sleep, and proper hydration and nutrition.

The next time you see or hear of your child engaging in counter-productive behavior, don't reprimand them. Instead, ask them what's going on. What's on their mind? What can you do to help? You may be surprised by what they share with you and it could lead to very valuable changes and subsequent changes and growth in your child's performance.
