

Marshall University

H.E.L.P. Program

Fall 2017

CHANGING LIVES FOR OVER 35 YEARS

With seven unique divisions and programs, the H.E.L.P. Center provides academic assistance and support to a wide variety of learners.

Spring 2017 Graduation

On May 5, we held our Spring Graduation in Myers Hall. We celebrated the accomplishments of 10 graduates. In her opening remarks, Debbie Painter shared that four graduates were from West Virginia, two each from Connecticut and Ohio, and one each from Virginia and California.

Sara Barker introduced the students and tutors, each of whom spoke proudly of their students. Sara told the graduates how quickly time had passed, saying, "It seems like you walked through the door yesterday."

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Mark Your Calendars!

November 7: ACT Course
Begins

November 13: Quilt Raffle

December 15: Fall
Graduation



In this Issue:

- The Importance of Mentoring
- HELPers Club update
- Student Accomplishments
- And more!

It is much more interesting to embrace who you really are rather than waste energy pretending to be somebody else.

-Adam Levine

From the Director: The Benefits of Mentoring

The H.E.L.P. Program began mentoring a young man this semester. His goal is to obtain his GED and then transition into higher education, which will broaden his opportunities for a productive life. Our plan is to provide diagnostic services to identify his specific strengths and weaknesses, as we help prepare him for the GED. Our ACT Prep course will be encouraged, allowing him a better opportunity for success. Guidance, suggestions, and additional resources will help further his growth. If enrolling at Marshall University is the path he ultimately decides upon, the H.E.L.P. Program may be a resource he may need.

Mentoring, at its core, guarantees young people there is someone who cares about them, assures them they are not alone in dealing with day-to-day challenges, and makes them feel like they matter. Research confirms that quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic, and professional situations. Ultimately, mentoring connects a young person to personal growth and development, and social and economic opportunity. Yet one in three young people will grow up without this critical asset.

Mentoring can help individuals as they go through challenging life transitions, including dealing with stressful changes at home or transitioning to adulthood. Close, healthy, supportive relationships between mentors and mentees that last for a significant portion of time (i.e., more than one year) are central to success. Without this, mentoring programs run the risk of harming young people who are paired with mentors ill-equipped to meet the mentees' needs. Specifically, relationships with mentors that last less than three months; where there is irregular and inconsistent contact; where there is a disconnect between the personalities, interests, and expectations of the mentors and mentees; where mentors are unprepared and lack skills to relate to youth; and where there is no emotional bond between the mentor and mentee have been found to be harmful to youth (Jekielek et al., 2002; Rhodes & DuBois, 2006).

Mentoring is often one component of a program that involves other elements, such as tutoring or life skills training and coaching. The supportive, healthy relationships formed between mentors and mentees are both immediate and long-term and contribute to a host of benefits for mentors and mentees.

HELPers Club Active in the Community

The HELPers Club has enjoyed numerous events this semester. The students have experienced the terror of the Milton Corn Maze and the excitement of a night time nature trail walk. Additionally, our students were active participants in our homecoming decorating contest, in which we won the Fan Favorite Award. The HELPers Club has also been active in a variety of other campus activities. We attended the annual Communications Halloween Ball, in which Christopher Hinson and Brandon Spittler won second place in the Pumpkin Race. Other events planned this semester include a visit to the famous Kenova Pumpkin House and a walk around Christmas in the Park at the incredible Central Park in Ashland, Kentucky.



Community H.E.L.P. Mentor of the Year: Jarrod Jordan



Friendships come in many shapes and sizes. We at H.E.L.P. have been blessed to watch a special friendship develop over the last year. For some time now, we have recognized that having young students from the community in the same space as our college students is a blessing for both groups. The younger students can look up to someone who shares the same struggles as they have and see the older student succeeding in college. It gives them hope and courage to face their challenges. The older students are reminded of how much they have already overcome and given an incentive to persevere in their studies. They also have a chance to provide the encouragement that would have helped them when they were younger.

Most of the interactions between students are brief but meaningful. Other interactions are more expansive. This year, Jarrod Jordan, a senior in Parks and Recreation Management, has developed a unique friendship with Sam Warbel, a fifth-grade student enrolled in Community H.E.L.P. They both have dyslexia and know what it means to have to work hard to overcome their disability. But what ties them together is a love of life and Pokémon. Jarrod befriended Sam last year when he was going through a challenging time. The two regularly share jokes and stories and generally enjoy each other's company. Jarrod has encouraged Sam, and Sam makes Jarrod laugh. It is a blessing to watch them together. We are proud to recognize Jarrod Jordan as the Community H.E.L.P.'s Mentor of the Year for 2017. Thank you, Jarrod!

Mentoring: Everyone Benefits

Benefits for youth:

- Increased high school graduation rates
- Lower high school dropout rates
- Healthier relationships and lifestyle choices
- Better attitude about school
- Higher college enrollment rates and higher educational aspirations
- Enhanced self-esteem and self-confidence
- Improved behavior, both at home and at school
- Stronger relationships with parents, teachers, and peers
- Improved interpersonal skills
- Decreased likelihood of initiating drug and alcohol use (MENTOR, 2009; Cavell, DuBois, Karcher, Keller, & Rhodes, 2009)

Benefits for mentors:

- Increased self-esteem
- A sense of accomplishment
- Creation of networks of volunteers
- Insight into childhood, adolescence, and young adulthood
- Increased patience and improved supervisory skills (U.S. Department of Labor, n.d.)

At-Risk Young Adults Who Have a Mentor Are:

- 55% more likely to enroll in college
- 78% more likely to volunteer regularly
- 90% are interested in becoming a mentor
- 130% more likely to hold leadership positions.

Sons and Daughters of H.E.L.P



Ericka

H.E.L.P. student, Marshall University Women's Track & Field student athlete, Ericka Budd was recognized by Conference USA as a member of their 2016-17 Commissioner's Honor Roll. Ericka is pursuing a bachelor's degree in athletic training and is also a student worker at the H.E.L.P. Center.



Chris

Christopher

Richards's creative abilities captured the attention of H.E.L.P. staff when his tutor shared his fluid vase design with them. The cool water blue vase was designed to mimic water currents bouncing around boulders in a small stream still close to the source (Fluid, Dominik CiSar). His tutor stated that the vase brings a sense of calm and elegance to her office. Chris is a student in the College of Engineering, currently assisting Dr. Masuad with research regarding wind turbines, and is the Director of Communications for Sigma Epsilon.

Henry

Henry Bare was elected Philanthropy Chairperson with Pi Kappa Alpha Fraternity for the 2018 year. He also participated in the Adopt-A-Highway Community Service project.



**Have something you want to share in our next newsletter?
Let us know!**

**Email Sarah Morgan:
morgan105@marshall.edu**

ACT Prep a Brings Success to Many Students

This summer, we offered the ACT Prep Course in a new format. We had a great response from students who enrolled to attend our **ACT Summer 2017 Summer Boot Camp**. Students attended three-hour classes the first Saturday and Sunday of June, then two-hour classes Monday through Thursday evening. Those who attended had an opportunity to review the material and keep it fresh in their minds by completing the course just before the exam was administered on June 10th. We received feedback from a couple different students who **raised their composite score by at least four points!**

During the fall semester, we planned three different sessions to coincide with the ACT's scheduled exam dates. Students continue to take advantage of this chance to prepare for the exam by reviewing subject matter related to the exam and covering test-taking strategies.

The West Virginia Department of Education has announced high school juniors will now be given the SAT beginning in the spring of 2018 as part of their assessment. We are currently looking at ways to expand our ACT Prep Course to include SAT Prep as well.

Graduation (cont.)



Annetta Coates presented Claire Brison, who is the first H.E.L.P. Program student to graduate from the School of Nursing. Annetta said that Claire, “Never flagged in her consistency and her resolve,” in her pursuit of her nursing degree. Upon graduation Claire took an RN position at the CAMC Trauma Step-down Unit. Claire thanked her mom, dad, grandma, and Annetta.

Jeanette Bailey introduced Sam Fishel, who graduated with a Bachelor of Arts in Theatre. Jeanette explained that she and Sam, “Share a passion for the theater.”

She also explained that Sam spent up to 80 hours a week working in the theatre department, and that theatre helped Sam through a trying time in his life. “Theatre saved me,” Sam said. Sam wants to use theatre and drama to help kids who were bullied. Sam thanked Jeanette, Vivian Atkinson, Amy Crookes, and Mike Dolin.

Nancy McCormick presented David Havens, who graduated with a Bachelor of Arts in History. Nancy described David as, “One of the most enthusiastic history students I’ve worked with.” David plans to work in collegiate football recruiting, a field that he worked in during pursuit of his degree.

Cheryl Lawson introduced Andrew Matics, who graduated with a Regent’s Bachelor of Arts. Cheryl spoke fondly of Andrew’s many varied interests, including comic books, movies, and his family’s business. In his final semester, Andrew showed a passion for scriptwriting, which he may pursue. Graduate school is also something Andrew is considering.

Amy Jones Burdick presented William Papageorge, who graduated with a Bachelor’s of Science in Chemistry. In addition to his academic accomplishments, Will was active in many organizations, including Marching Band, Alpha Chi Sigma, and he was the recipient of two scholarships. William thanked Amy for her guidance, not only regarding classes but in being patient.

Jeanette introduced Evan Robinson, who graduated with a Bachelor’s of Arts in Communications. Impressively, Evan completed his degree in three years. While pursuing his degree, Evan was also a resident advisor in the dorms and worked at Sherwin Williams. He never missed tutoring or skipped a class. Among his other accomplishments, Evan’s team won INTUIT’s Design for Delight contest. Their project focused on a virtual reality program that would teach teens about substance abuse. After graduation, he took an internship with Disney. Tearing up, Evan said, “Everything I’ve done at Marshall happened in Jeanette’s office.”

Lastly, Jeanette presented Anthony (Tony) Wahrman, who graduated with a Bachelor’s of Science in Sports Management and Marketing. Jeanette called Tony “The Little Train that Could” because of his persistence and determination. Much of Tony’s family, who live on the West Coast, were at his graduation. In addition to his family, Tony thanked Missi Fisher, Jeanette, and the H.E.L.P. Program, especially the way H.E.L.P. felt like home.

Debbie closed the ceremony by encouraging all the graduates to keep in touch. “We’re only a phone call away,” she said. She also advised them to reach out for help when they need it.

Congratulations to all the H.E.L.P. graduates!

Have You HERD?

Updates on the H.E.L.P extended family.

Angela Bell (F'13) married David Salus on August 20, 2017 in Frederick, MD. Congrats Angela and David! Angela also started her married life working on a Master's degree in Early Childhood Education through Marshall University Online. Best of luck Angela in your educational endeavors!

Doug White (S'09, SU'11) married Linda Staubach on November 4th in Little Hocking Hills, Ohio. Doug graduated as a Physician's Assistant from Cleveland State and is working in the ER at Fairfield Medical Center in Lancaster Ohio. Best of luck Doug and Linda!

Renna Moore and her family welcomed Alexis Lynn Jackson and Kinsley Renee Jackson, newborn twins, on August 10th. Jakki & Andre Jackson are the proud parents.

Dana Zambrotta (F'13) accepted a full-time position at Mammoth Caves as a park ranger near Bowling Green, Kentucky. Proud of you Dana!

Madison Steele (F'15) got engaged to Blake Arnot on May 31st, 2017. Congratulations Madison and Blake! We look forward to hearing more wedding news.

Luke Stanford (S'11) and his wife Tara welcomed a new addition to their family. Brynn Elizabeth Stanford was born July 11, 2017. Congratulations Stanford family.

Tutor Profile: Bill Christian

Title: Bill Christian, Skills Development Tutor for Language

Time at HELP: 16 years

Day Job: 6 years as the Assistant Principal at South Point Elementary School

Previous Experience: Teaching learning disabilities for 11 years at South Point Elementary.

Educational Background:

- B.S from Marshall University
- M.S. from Marshall University
- M.A from the University of Rio Grande.
- Teaching certifications in
 - Learning Disabilities K-12
 - Mild Mentally Impaired K-12
 - General Science 5-12
 - Social Studies 4-8
 - Principals Certification in K-8

"For me HELP has not been just a job, but instead an opportunity to share and help very intelligent young people achieve their goals."

On teaching and tutoring: "I enjoy teaching and tutoring because of 3 things: teachable moments, there are always new beginnings, and building bonds between teacher and student that last a lifetime."

The best aspects of the HELP Program: "The first aspect is the family atmosphere that is so prevalent here at HELP. Next, the thrill of watching freshman come into the program and leave as adults with their college degrees that they never thought they would have. Finally, being able to touch the future, by molding and guiding the minds that will lead it."

A Fond Memory: "There are so many, but I think that working in summer prep and getting to know the students during the Friday lunch and group sessions was a thrill. I will especially never forget some of the zany skits the students put together."

H.E.L.P. Student Joins Phi Alpha Theta

Jonathan Adkins has been accepted into the Gamma Chi chapter of the historical honor society, Phi Alpha Theta. A secondary education major, Jonathan was invited to the society because of his interest in history and his academic success in history courses. Jonathan's focus is on social studies, and after earning his Bachelor's degree, he hopes to either attend graduate school or become a teacher.

What Testing Is and What Testing is Not

People often wonder what psychoeducational testing really is and how it will help their specific situation. The H.E.L.P. program specializes in testing for learning disorders and ADHD. Participating in testing will assist with developing or clarifying a diagnosis and determining a plan of intervention for school and home.

Testing is:

- **Standardized.** Standardized testing means that a test will be done in a standard and formatted way, in order to assess the particular area of concern and compared to a “norms group” of the same age and sometimes also same sex. Thus, test conclusions are not based on observations only, school work samples, opinions, or self-report of the student.
- **Multipurpose.** This means that, an intelligence test, for example, may be utilized to help us understand your basic functioning level, but also patterns of strengths and weaknesses and aspects of attention/concentration. The diagnostician also has an opportunity to observe work style, pace and attention/concentration in task completion.
- **Helpful.** Test results are—first of all—used to inform and assist the person being tested. Each one of us could be tested and learn things we did not know about ourselves and our learning patterns. For the individual with learning problems or ADHD, testing is very helpful as they may then begin to understand the underlying reasons for their struggles and ways to improve and manage difficulties. Test results are also important for schools, physicians, and others to understand the testing individual better and put a plan of intervention in place. For example, certain scores, diagnoses and categories are used by schools and universities to justify providing accommodations, tutoring, or special education placement.

Testing is NOT:

- **The answer to everything,** for the individual being tested. It is combined with other data about the individual, including personal, medical, and developmental history, school work samples and self-reporting. It is an important piece of the puzzle, not an end point, rather a starting point or a turning point. Results of tests help us determine the next steps.
- **A substitute for interventions** by school and family, or for individual coping skills. The testing provides data to determine if the individual needs testing, tutoring, counseling, special education, a structured schedule, medication, or a behavior management plan to increase effort/motivation. A properly applied solution makes a valuable difference!



Source: ADDitudemag.com

Types of testing provided by the H.E.L.P. program include intelligence, achievement, reading, ADHD, adaptive functioning, and visual motor. Screening measures are provided for additional information, for example, in areas such as autism spectrum disorder or anxiety/depression.

After testing is completed, a results conference is held where the student and family meet with the diagnostician to discuss test results, interpretation of results, conclusions and recommendations. This gives the individual being tested and their family a chance to understand the test results and how this new knowledge can be put to practical use.

Contact Us

- ❖ For more information about our services.

Marshall H.E.L.P. Program

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Visit us on the web at
www.marshall.edu/help

New H.E.L.P. Graduate Assistants & Tutors

This fall, we welcomed the following graduate assistance to join the H.E.L.P. family:

Kuda Buhera: MS, Human Resource Management
Matthew Colonna: MS, Health Care Administration
Katie Cundiff: MA, History
Robert Gaum: MS, Computer Science
David McDowell: MS, Sport Administration
Brancie Meadows: MS, Communication Disorders
Sai Mullangi: MS, Information Systems
Carmen Savelli: PsyD, Psychology
Zach Smith: MBA, Marketing
Clay Stevens: MBA
Kyle Tackett: PsyD, Psychology
Virali Thakker: MS, Health Informatics
Jori Williams: EdS School Psychology
Shelby Wilmoth: MS, Criminal Justice
Emily Woodrum: PsyD, Psychology
Liz Sisson, Spanish Teacher

Celebrate these students whose GPAs were 3.0 or higher!

Jonathan Adkins
Nathan Adkins
Emily Anderson
Mason Anderson
Olivia Barlas
William Barnes
Claire Brison
Rebecca Broadman
Matthew Brown
Michael Converse
Meredith Currin
Chandler DeBord
Jonathan Decker
Jonmikel Donaldson
Hannah Eidt

Sam Fishel
Matthew Gjormand
Brooke Greenberg
Richard Halloran
Trucker Harden
Jacob Harter
Christopher Hinson
Olivia Hughes
Madison Hunt
Kieran Intemann
Tanner Lawhon
Jenna Lioi
Alex Market
Ellen McNamara
Brittney Moore

William Papageorge
Ethan Peake
Madison Peters
Andrew Pisters
Phillip Pisters
Logan Queen
Taylor Raines
Evan Robinson
Savannah Ruedt
Andrew Short
Madison Silver
Zachary Stopher
Nicholas Uliana
Anthony Wahrman
Eric Wallar

How Can You Help?

As a 501c3 non-profit, the H.E.L.P. Program relies on the generous assistance and contributions, in whatever size or form, from people just like you to help us achieve our mission of ensuring that students with a specific learning disability and/or A.D.H.D. receive the academic support and assistance needed to help them succeed at Marshall University and beyond. In addition, we serve school-aged students and medical students. All of the staff, tutors, and students at H.E.L.P. offer their sincere appreciation for any help you may be able to provide.

If you would like to contribute to the H.E.L.P. Program, you may mail a check made out to "MU H.E.L.P. Program" along with your name, address, phone number and email address to:

Marshall University H.E.L.P. Program
Attn: Missi Fisher, Business Manager
One John Marshall Drive
Huntington, WV 25755

Remember, the H.E.L.P. Program is a 501c3 non-profit, so your charitable donation is tax deductible as allowed by law.