



# WALKING TOUR GUIDE BOOK



# Welcome Home



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Special thanks to Sahil Aneja and George Timmins for their expert assistance and good cheer in the preparation of this wonderful guidebook. It is significant to note that most pictures and other visuals were produced in-house. Other images contained herein have been obtained from the public domain image website Pixabay.com as released under the Creative Commons CC0 license. Images may have been modified from their original form. They retain the Creative Commons CC0 license as property of the respective owners. References are formatted according to the *Chicago Manual of Style*, 17th edition, guidelines by way of chicagomanualofstyle.org.

## MAC \*\* TESTING & CONSULTING, LLC

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Help your children achieve their goals by enrolling them in the various sound education & neuroscience-based programs offered at MAC!

35<sup>+</sup> years

We offer powerful P/SAT, GRE, GMAT, MCAT & LSAT programs, as well as professional college/graduate school/law school/prep school counseling & applications/essay preparation.

In addition to private tutoring, we also offer MAC JR Summer Test Prep Learning Camp for 6<sup>th</sup> to 8<sup>th</sup> graders and MAC JR Fall Test Prep Program for 8<sup>th</sup> grade prep school/vocational school/Catholic school candidates.

- SAT Prep by True Experts Dr. Mac's Proven Transformative Tests and Materials Are Used Worldwide/Select MAC Staff Members Hold Doctorates.
- SAT I/SAT II Prep by True Experts One Staff Member is a MPH Candidate/ Two Others are International Olympiad Winners.
- ★ College/Law/Medical/Graduate School:
  - **♦ Counseling College Selection by Professional College Graduate School Counselors**
  - Resume Prep by Professional Career Counselors Resume Writers
  - Interview Prep by Professional Career Counselors Public Speakers
  - ♦ Applications and Essay s Prep by Professional Writers Editors
- Professional Prep School Advisement, Selection, Interview Application Essay Assistance
- Typing Service by Experienced College/Law/Medical/Graduate/Prep School Application Typists

#### ALSO AVAILABLE TO OUR P/SAT CLIENTS ARE:

- \* FREE Vocab-U-Labs
  - \* FREE MAC-A-THONS
    - \* FREE Summer Speed Reading Program
      - \* FREE Reading Comprehension Clinic
        - \* FREE Year-Round Mock P/SAT Tests, Analyses & Test Reviews

WITH PROPER DIRECTION, BE A  $\operatorname{ST} \ \frac{*}{R}$  In the classroom and on tests.

## Meet Dr. Mac

Jean D'Arcy Maculaitis, PhD, NYU, is President of MAC Testing & Consulting, LLC, Tinton Falls, New Jersey and one of the few professional test architects/test writers in the world. Dr. Mac holds a self-designed doctorate in the measurement and evaluation of the English language and psycholinguistics. She is also certified in neurolinguistics and clinical hypnotherapy. This innovative educator has been writing tests and texts and teaching for more than 35 years. *Dr. Mac's clientele is global*. She is a proud founding member of the Organizing Committee of the US-China Entrepreneurs' Federation. She is also a member of both ASCD and the National Association of Women Consultants, Inc., as well as one of the earliest members and officers of NJTESOL/NJBE. Dr. Mac has presented at International TESOL conferences. In 2014, Dr. Mac was named to Latino Who's Who. In 2016, this researcher was also selected as an Honored Reviewer by both Dr. Yasser Elgendy, Vice-Dean of Post-Graduate Students, and the Faculty of Education for the Editorial Board of the distinguished academic journal of Egypt's Kafr El-Sheikh University. Dr. Mac is a member of the American Littoral Society, an organization whose mission is to keep our coastline clean and safe for humans and animals alike.

An English language educator, international lecturer, education/testing expert and consultant in legal and educational settings, professional editor, featured academic writer for NJ Blitz Magazine, professional guidance and career counselor and researcher, Dr. Mac also has taught technical writing in industry. She is the author of, among other numerous non-technical and technical works, The Maculaitis Assessment of Competencies: Comprehensive English Language Evaluation (The MAC II), a coordinated and developmental series of test batteries for non-native speakers of English in grades K-12. Published by Questar Assessment Inc. and used throughout the world, The MAC II measures levels of listening, speaking, reading and writing, A computerized version of The NEW MAC3: Multiple Achievable Challenges will be available in the near future, along with the vital addition of The MAC3's Pre-K, K-1, 2-3, 4-5, 6-8, 9-10 and 11-12 math test batteries. Among its other proven uses, The MAC II is designed to be part of a given state's requirements for high school graduation. The MAC II was not just normed in New Jersey but also nationally and internationally. Additionally, Dr. Mac wrote the companion tests and served as a consultant for both the Viva el Español Series and the Hello English Series, as well as penned The Complete ESL/EFL Resource Book: Strategies, Activities and Units for the Classroom (with Mona Scheraga) for National Textbook Company. Dr. Mac edited the Breakaway Series for Thomas Nelson, a subsidiary of HarperCollins Publishers. In college, she penned and performed in Entre Dos Mundos, an autobiographical one-act play. She is a member of the Society of Descendants of Puerto Rico's First Nation.

This lively expert has taught testing workshops, psycholinguistics and neurolinguistics classes, along with English as a Second Language (ESL/ELL) Methods and Materials and Bilingual Vocational Education, at New York University's campuses in New York City and Puerto Rico. Dr. Maculaitis, a 7th to 12th grade program specialist, assisted a Title 1A Coordinator, as well as taught English, Bilingual Math and ESL in grades ranging from middle school through doctoral level in various types of communities and institutions, including a very brief but profoundly transformative experience in three major federal prisons for men and women in New York State at the behest of the New York State Department of Education.

Dr. Mac has been working for over two decades on a neurodiverse, multi-sensory program for three levels of pivotal evaluative tools for native and non-native learners in middle school through graduate school, viz., The Profile. Its earliest edition was initially field tested in September 2004. The state-of-the-art complete online Tweens, Teens & Young Adults edition is available from EVI. The Profile will soon be available on the App Store. Its components are: 1 MAC Self-Assessment Checklist: Long-Term Mathematics Issues; 2a MAC Core Beliefs Questionnaire for 7th and 8th Grade Test Takers; 2b MAC Core Beliefs Questionnaire for High School Test Takers; 2c MAC Core Beliefs Questionnaire for College and Graduatel Professional School Test Takers; 3 MAC Significant Life Events Rating Sheets; 4 MAC Diagnostic Checklist for Visual & Auditory Difficulties; 5 Feelings, Visual & Auditory; MAC Learning Pathway & Self-Inventory Rating Scale; 6 MAC Rating Scale of Hemispheric Mode Preference; 7 MAC Degrees of Attention Variability (ADIHD) Questionnaire for Tweens, Teens, Young Adults, Parents & Teachers; 8 Who Am I? Personality Types & The MAC-T Self-Portrait Profile; 9 May I Have Your Order: Birth Order as a Powerful Personality Indicator and 10 MAC Flash Pages: Be the Captain of Your Destiny—Discovering the Multi-Talented You. Of special note, DR. MAC'S ANSWER TO . . . Series features the well-established MAC Method of Test Preparation. including Dr. Mac's revolutionary deep-learning texts-Grammar Games: An Exciting & Fresh Approach to American English Grammar; the five-book HuMATHities: An Exciting & Fresh Humanities-based Approach to Math and Money Words: An Exciting & Truly Fresh Approach to Mastering Vocabulary-Once and for All, among other brain-friendly neurodiverse materials. These fun, pragmatic, inclusive, summative and formative test preparation materials will be commercially available online and in print. Notably, HuMATHities clearly and straightforwardly shows middle school students to adult learners how to properly read and painlessly solve math problems on sundry standardized tests, in math texts/workbooks and on the computer. Additionally, she has just completed a powerful new work, viz., Turning Points Challenge (TPC): Right the Writing to Right the Reading. In progress is Navigating the "Geography" of Real-Life Writing: Practical Templates to Advance Your Career or Save Your A\_or Both, Native and non-native English-speaking adults and prospective/current college and graduate students will also find these practical and easy-to-understand materials immediately useful.

Among other benefits, these particular developmental texts do not just present and explain the five classic stages of the writing process, i.e., prewriting, writing, rewriting, revising and editing but furthermore they apply the latest education neuroscience, personality and personalized learning findings to the exciting and natural processes of writing and reading. Significantly, they introduce and explain several novel and engaging ways to learn and actually enjoy vocabulary, as well as how to quickly and properly read and solve charts, tables and graph math problems. They also present how to write powerful essays, letters, articles for possible publication and difficult explanations of real-life situations. They are useful for writers of all ages and competency levels and pivotal to the outcomes of many situations, especially when testing and/or writing oneself out of trouble or into a scholarship, fellowship, internship, job, and the like. These absolutely fresh, fun and brain-friendly materials are designed to teach students of all ages and abilities how to independently, holistically and discretely evaluate their respective essays and make the necessary emendations prior to submission for teacher and/or admissions committee evaluations, or to the College Board, to the Honor Board, to the Internal Review Board or to Human Resources (HR), and such. These computer and paper pieces are pivotal parts of DR. MAC'S ANSWER TO ... Series: Immediately Useful Solutions to Educational Challenges for Students, Parents and Teachers. This educator has also created easy access databases for those candidates who want to matriculate at the following types of American higher-education institutions: Catholic colleges; colleges with excellent LD and AD/HD programs; colleges with BA/MD programs; medical school programs; post-baccalaureate medical programs; veterinary schools: law schools and business schools. Coming soon is her Keep It Real: College—Choose Wisely and Well— OR Suffer.

Among Dr. Maculaitis' many professional honors: Select Member of the preeminent International Platform Association, the oldest and most prestigious speakers' organization in the world | Test Reviewer, Buros Institute of Measurement, University of Nebraska at Lincoln | Principal author of Guidelines for the Preparation and Certification of International Studies/Global Education Teachers in the US (as part of a grant/symposium underwritten by Exxon Corp.) | Elected to Phi Delta Kappa, an international organization dedicated to research, service and leadership | Featured in Educator's Deskbook of Ideas and Activities from Award-Winning Teachers and in Highlights Magazine | Cited as "An Outstanding American Educator" by the National Conference of Christians and Jews | Elected to Kappa Delta Pi, a national honor society in education | Distinguished Alumnus | Who's Who in America | Who's Who in American Women | Who's Who in American Education | World Decoration of Excellence for Outstanding Achievements in the 1980s | First Five Hundred in the World | World Who's Who of Women and named to its Hall of Fame | 2,000 Notable American Women and named to its Hall of Fame | Who's Who in Bilingual Education in the United States | Who's Who Among Students in American Universities and Colleges | She is a member of the Board of Directors of the Hispanic Affairs Resource Center of Monmouth County, NJ.

She is the Founder and Principal Facilitator of Learning for SAT Apollo Programs at both Asbury Park High School and Long Branch High School, as well as the 30+-year-old MAC Testing All-Star Program for high-profile inner-city student-athletes | External Evaluator of America's Top Secondary School Students for the National Alliance for Excellence | Advisory Board of Trustees, Georgian Court University | College Commencement Speaker | PBA Woman of the Year | Active member of the highly select circle of care for Tuesday's Children, a pragmatic non-profit family service organization based in New York City and founded by the families and friends of September 11th victims to address the ongoing needs of thousands of children coping with the worst tragedy in the history of the United States (Dr. Mac guided these youngsters through the entire college admissions/college application process.) | Select Corporate Partner of the New Jersey State Interscholastic Athletic Association, as well as a NJSIAA keynote speaker.

She is the recipient, along with her husband Anthony Tamburello, of the 2009 Jim Sullivan Award presented to those who have made outstanding contributions to the game of basketball in the Jersey Shore area. Dr. Mac has also intensely mentored and educated 15 high school MAC All-Stars from the Boys & Girls' Club, Asbury Park, New Jersey Unit. She took this select group's seniors and others through the entire college acceptance process—from rigorous SAT preparation, to extensive college searches, to thorough college applications, resumes, essay and interview preparation, to proper NCAA Clearinghouse registration—to the final submission of their respective applications for serious consideration by college admissions officers.

While these and other honors Dr. Mac has received over the years are notable, her most notable accomplishments are the myriad young people whose lives have been positively and powerfully transformed by their experience at MAC Testing and/or through her classes, published works and speeches. That their hope is restored, that their self-confidence is renewed, that their skills are enhanced, that their souls are healed and that their futures are redefined are the accolades that have the most meaning to her. Everything else pales in comparison. Dr. Maculaitis' life is totally and unabashedly dedicated to children—all children. Like Michelangelo, one of her key role models, she is still learning.

Oxhile we try to **Teach,** our children about **Life,** our children **Teach** us what **Life** is all about.

~ Angela Schwindt ~

### Dr. MACin' It:

### WHAT GOES ON AT MAC TESTING & CONSULTING, LLC?

#### What is MAC?

MAC Testing is a holistic, student-oriented, education neuroscience-based teaching and learning community offering specialized, expert instruction in mathematics, critical reading and writing. Ever brain-centered, MAC teaches thinking: how to process, interpret, organize and convey information of all kinds. For this reason, we defy the easy categorization implied by titles like "tutor" OR "test prep." Rather than supplying students with easily-forgotten, test-specific, "wise guy" tricks, MAC offers genuine education. What a student learns at MAC is immediately transferable to other academic work, as well as to real-life problem-solving situations. When a student leaves MAC Testing, that learner sees the world and the self—both in and out of school—with a greater degree of clarity, insight and self-direction than ever before.

At MAC, we're straight shooters. We do NOT find ways around your problems—we help you identify and solve them as expeditiously and as pragmatically as possible. Upon enrolling, students take *The Profile*, so that they can be assured that their learning will be tailored to their specific intellectual and personal needs. We survey students' content-area knowledge and, where necessary, test **OR** arrange testing for learning disabilities. When students leave MAC, they can be assured that their academic "holes" have been filled.

With students coming from all over the world, we know that a one-size-fits-all approach actually fits none. We also know how insanely busy you are, so we offer scheduling that is highly flexible, taking into account the rate at which students progress. At MAC, we diagnose, analyze, prescribe, teach, apply and remediate. You learn, succeed, feel self-confident and thrive!

#### Who is MAC?

MAC employees are true experts in every sense of the word. Their backgrounds combine professional expertise and real-world experience. Dr. Mac, who holds a self-designed PhD in the measurement and evaluation of the English Language with a concentration in linguistics/psycho/neurolinguistics from New York University, is a world-renowned test architect/test writer and author, as well as an education/testing expert in legal cases, an internationally recognized speaker and an award-winning educator. Among the amazing faculty are two other PhDs, two who hold MA degrees, on who holds an MPH degree, a professional guidance/career counselor, International Olympiad winners in Literature and Physics, National Merit Scholarship winners, a professional engineer, professional writers/editors and award-winning, certified teachers. Our professional associates include a child psychologist, an attorney, a learning disability specialist, social workers, AD/HD specialists, cognitive and vision/auditory specialists and a certified Irlen diagnostician, among others. And, just as importantly as are their qualifications, our teachers and associates genuinely care about their students/patients/clients. We are authentically flexible, nimble and visionary.

For the MAC staff, it is **NOT** just about whether a student passes a given exam. Rather, it is also about preparing the student well to face real-life challenges, both in and out of the classroom, with confidence, skill, curiosity and enthusiasm.

#### Where is MAC?

The MAC Center is located in a beautifully, decorated, spacious ground floor office in a professional office park in historic Tinton Falls, New Jersey. Students have access to a "seashore" lounge, and a cozy country kitchen stocked with healthy snacks, as well as internet-equipped computers, among other special features. As much as its physical site is engaging, MAC also strives to create an atmosphere that is intellectually stimulating, personally peaceful and unabashedly fun: a place where students feel and, indeed, are genuinely welcomed, supported and at home. Intellectually and personally, MAC is an organic comfort zone, one specifically designed to meet students' diverse needs. We are family. For over 35 years, we have left the door open and the lights on waiting to welcome you.

### Why MAC?

MAC provides a storied high-quality education at an affordable price. You may be looking at test-prep firms such as Princeton Review, Sylvan OR Kaplan and/OR some local firms with proactive-sounding names. And, if all you are looking for are some quick tricks, these firms are probably fine. If, on the other hand, you want 80 hours of available, flexible P/SAT instructional time per week from truly committed and caring experts, then MAC is the answer. Those larger and by nature more impersonal, nationally-known corporations and those smaller ones close to home can.NOT possibly compete with the level of individual attention we devote to each of our students. So, if you just want to pass a test, go to one of those big corporate entities OR to one of those smaller local guys. However, if you want a rewarding and even transformative experience, come to MAC and give birth to yourself intellectually. Your MAC miracle is a phone call away.



They have rights who dare maintain them.

~ James Russell Lowell The Present Crisis, 1844

The right to be treated fairly in an educational sense at all times.

The right to know in writing what the rights of students are under school, state and federal laws during the first month of any given academic year.

The right to have the relevant portions of these pivotal legal documents translated into the learner's native language, if necessary, so that non-native English speaking students and their parents will also know their rights.

The right to teachers and administrators at all levels who have had at least a semester, if not two, (and/or relevant in-service workshops conducted by acknowledged experts) learning how to identify and work well with AD/HD (Attention Deficit/Hyperactivity Disorder) and other learning disabled students, e.g., the dyslexic and the dyscalculic, and any others who have special needs, and who are also up-to-date on the latest developments in their respective disciplines and have knowledge about current brain research and advanced technology, e.g., fMRI scans, and all implications for what these mean for their particular students and can readily document and demonstrate said additional professional knowledge and know-how to the appropriate agency.

The right to	substantially more merit scholarships for those extraordinary students who qualify to attend the nation's finest institutions of higher education.
The right to	dedicated, mentally healthy and mature teachers, administrators, and guidance personnel who are not only properly certified and highly competent but who also truly care about and genuinely like and respect the students with whom they are working.
The right to	have teachers and administrators who have a sense of humanity and fun, possess personal integrity, exhibit healthy open-mindedness, expect excellence and maintain consistent, high standards of scholarship and behavior.
The right to	a learning environment that is student-centered, user-friendly, brain-compatible, multi-sensory and nurturing where students can more readily achieve personal, academic and vocational success.
The right to	be evaluated with current valid and appropriate classroom and standardized

The right to be evaluated with current valid and appropriate classroom and standardized tests: a) that have been specifically designed for an appropriate purpose for a given population of students by qualified and highly trained persons, b) that are properly administered and promptly screened and interpreted by the teacher or other skilled internal agency personnel or external agency and c) whose scores and interpretations are not just secure but readily accessible and comprehensible to test takers and their parents or guardians, as well.

The right to	attend charter schools, if available, that are independently funded, so as not to place an added financial drain on a given school district and the community and the right of these seemingly innovative institutions to document significant student achievement that would otherwise not have occurred in the traditional district school(s).
The right to	bridge programs for students in transition from one major level to the next, e.g., kindergarten to the first grade, elementary school to middle school, middle school to high school, high school to college and college to graduate or professional school.
The right to	a viable support system for all incoming students and staff.
The right to	have a mistake in class considered and valued as an integral and natural part of the learning process, because it clearly shows that the brain of the student(s) is/are, indeed, actively engaged in the learning process.
The right to	not just understand the quality of one's written and oral errors in class and

on tests but also the right to be taught how to correct these errors in a non-shaming and productive way.

The right to have several valid criteria taken into consideration when making any and all evaluative decisions about students, who shall at all times know when, why and how they are being tested and who shall have the benefit of an appropriate sample test experience at least a day or two prior to any given evaluative experience to be better prepared to demonstrate what has been learned in the class on test day.

The right to	special educational services, including gifted and talented programs, where such services can be documented as being appropriate by properly certified and culturally-sensitive child study teams and/or external experts and by the results of appropriate standardized tests.
The right to	non-shaming teachers and responsible administrators who are not merely knowledgeable about learning disabilities and attention deficit disorder—with and without hyperactivity—and who value the difference that makes these learners special but who additionally are deeply committed to developing autonomous learners and who value and promote peer teaching, where appropriate and needed (but never abused).
The right to	a welcoming, properly lighted, well-ventilated, structurally well-maintained, clean classroom with adequate seating for both left-handed and right-handed learners.
The right to	sufficient school supplies, properly maintained and ample up-to-date school equipment, and a secured storage space for belongings.
The right to	be properly nourished, exercised and rested so as to significantly increase one's chances for success in every aspect of life—in and out of school.
The right to	be actively and respectfully listened to by teachers, coaches, school

administrators and other staff members.

The right to be educated for responsible citizenship—logically, regionally, nationally, as well as globally.

	situation and the right to have teachers who are free to do the same.
The right to	equal access to school lunch programs, medical services (Irlen and other diagnostic vision tests, hearing tests, immunizations and so forth), and other basic needs necessary for a healthy and meaningful participation in school life, such as Communication Access Real-Time Translation (CART) for the hearing impaired and the EZ Eyes Keyboard for the visually impaired.
The right to	an educational setting where one's physical safety and mental health are not in jeopardy—be that individual a student or a staff member—be that individual rich or poor, physically or mentally able, or disabled.
The right to	an educational environment wherein conflicts of any sort are resolved in an expeditious and mutually responsible and respectful manner.
The right to	ample, viable, relevant, up-to-date vocational technologies and opportunities, whether or not students plan to attend college in the future.
The right to	have special accommodations in class, e.g., untimed or extended timed tests, oral tests instead of written tests, also the use of laptop computers in class, and the like. These accommodations are ongoing during classroom and standardized tests, where this crucial need has been documented, upheld and supported by the school and/or by external experts from the program or from the school and, if not, the right to seek prompt legal remediation for this needless abuse of the learner.

The right to respectfully speak up on behalf of oneself and to hold a different view

without punishment being directly or indirectly exacted by adults in a given

The right to

an education that recognizes and addresses the real-life needs of At-Risk students at every proficiency, age, grade and socio-economic level, including the genuinely gifted and talented students whose intellectual needs and potential are not being sufficiently challenged, directed or assessed by the school and, therefore, are needlessly at-risk of being unchallenged, underachieving and unfulfilled.

The right to seriously explore the possibilities—both theoretically and hands-on—and to think positively about participating in professional and business worlds, regardless of physical disability, native language, ethnicity, AD/HD, and any other learning challenge, age, and the like.

of one's proficiency in English, in athletics, in the fine arts, in music, and so forth, or to have the degree of one's high grade point average (GPA), or one's high standardized test scores not be assumed as a true indication of that student's robust mental and/or physical well-being and promise.

The right to have one's self-worth not be "measured" by the quality and/or the quantity

The right to the mutual cultural respect and the acceptance that this implies.

The right to be respected for being linguistically and/or culturally different but equal.

The right to be respected for having a specific learning style and personality style.

The right to be computer-literate before one graduates from elementary school.

The right to ongoing, in-school help for those whose apparent aptitude for and/or interest in computer literacy is lacking to some degree and, obviously, the right to have ample operating computers at school and qualified personnel to train these students.

The right to know how to be in and stay in the learning zone so as to maximize each student's chances for academic success and enhanced self-esteem and self-confidence in class, on tests, at play, at work and at home.

The right to have a well-stocked, well-lighted library with an excellent reference section and quiet and safe reading/researching spaces and the able assistance, when necessary, of a competent and caring library staff; the availability of a classroom library, where applicable.

The right to know that it is possible, indeed, it is highly likely, that there are/there can be different and equally valid answers and approaches to the same questions across the curriculum—not just the one in the teacher's mind and/or the one on the teacher's answer key and to have these proven alternative answers and approaches equally valued by the teacher, the school and one's peers.

The right to be properly prepared for, to be actively involved in and to achieve in every class.

The right to a drug-free, alcohol-free, weapon-free and bully-free school.

The right to learn in an environment where the critical habits of serious thought, respectful skepticism and healthy curiosity about the world outside the Self,

the school and the community are fostered and appreciated.

The right to experience the true pleasures of daily homework that is fresh, brainengaging, meaningful, exciting and rewarding and that does not include mindless worksheets or senseless copying for the sake of copying or busy

mindless worksheets or senseless copying for the sake of copying or busy work for the sake of keeping busy.

The right to know and feel good about the various kinds and degrees of intelligence that are processes and to be and to feel uplied if one's genius should lie in the

one possesses and to be and to feel valued if one's genius should lie in the more creative and/or the more practical arts as opposed to the more traditional academic and athletic talents that schools historically value and reward more highly.

The right to

know that there is an appropriately trained school crisis response team in place in the event of a district-wide crisis, e.g., sudden tornados and snow/ice storms, shootings, violent protests, murders, suicides, terminal illnesses, terror threats/attacks, bombings and natural disasters involving students and/or staff in some meaningful way.

The right to know the whole truth about oneself, one's complete family history—medical and mental-and the right to get appropriate counseling and assistance, where necessary.

The right to

a course or courses on death, dying, divorce, gender respect, sexual exploitation and teenage pregnancy, and such, taught by qualified and caring individuals to help all students confront these pivotal life issues with sensitivity, honesty, facts and resources and all teachers to be more supportive and understanding of those of their students in crisis, especially with regard to assignments due and tests to be given.

The right to teachers who are very sensitive to students who are dealing with these reallife traumas, especially around holidays celebrated by that student or by those students who may be culturally different from their teachers.

The right to school programs designed specifically to reduce teen/youth suicide and the right to special training for school counselors, teachers and other staff to recognize, to report, and to help the potentially suicidal and the potentially dangerous.













































Asbury Park,
Boys & Chib



MACsters All,

## MAC'S LEARNING BRAIN "GYM" RULES



- 1 SHOW UP AND RISE TO THE CHALLENGE. Begin by detoxifying your brain. Start warming up by intentionally engaging all of your senses and stretching your present limits daily.
- 2 Exercise good judgment at all times and always "water" your brain by drinking water throughout the day. After all, your brain is 66% water—NOT soda, juice OR alcoholic beverages.
- 3 Breathe deeply as you visualize today's desired outcome(s) from start to finish. Repeat, as needed.
- 4 Formulate a doable daily personal plan, and then go for it NOW with gusto.
- 5 WORK IT! Be a learning "gym rat." Practice! Practice! Practice! (NO excuses.) Stay cognitively active. CHANGE IT UP! Stay fresh. Your brain will love it.
- 6 Smile from your heart and laugh often, especially at yourself. Be loud and proud! It's good for your brain, your body, your soul and your health.

- 7 Appreciate and love yourself—"warts" and all. KEEP YOUR WORD.
- 8 Learn from and be grateful for those master teachers—your mistakes. Perfection is a worthy goal but NOT worth your sanity.
- 9 Choose to be happy; find the blessings even in life's inevitable vicissitudes. Discover/Rediscover the legendary power of positive thinking.
- 10 Be passionately curious, but never jump to conclusions; always follow all the evidence to the very end. Then, make your move(s).
- Over time, steadfastly chart your own progress; if you falter, forgive yourself; then shake it off and start anew. FINISH THE DRILL.
- 12 Laugh at yourself and at life's absurdities. Celebrate your victories—small, medium and mega—and look for the ironic blessings that can often be found in your defeats.
- 13 Cool down by continuing to exercise integrity, fairness and balance at all times. Trust your gut.
- 14 Pass on THE POWER OF KNOW to those who you feel are ready to receive it.
- 15 REPEAT DAILY. Every ending is a beginning.



# DR. MAC'S COOL METAPHOR: YOUR SURPRISING SUNDAE KIND OF BRAIN The Triune Brain

N.B. The Neo-Cortex is only present in mammals. It accounts for 75% of your brain by volume.

N.B. Of the parts of the Triune Brain, the "reptilian" OR "lizard" brain is the most recent development.

#### THE NEO-CORTEX: THE HUMAN BRAIN

This area of your brain enables you to:

- 1 have abstract thoughts.
- 2 learn languages.
- 3 memorize and recall what you OR others have said/written.
- 4 formulate sound short- and long-term plans.
- 5 read diverse material.
- 6 power your imagination.
- 7 think logically and rationalize and
- 8 be conscious in all situations.

#### THE LIMBIC SYSTEM: THE MAMMAL BRAIN

These neurons:

- 1 help you process, incorporate and react to diverse stimuli.
- 2 influence your emotions.
- 3 motivate your learning and memory.
- 4 help you to establish and maintain habits-good and bad and
- 5 enable you to form attachments.

#### THE BRAIN STEMCEREBELLUM "BOWL" aka: THE "REPTILIAN" OR "LIZARD" BRAIN

These neurons:

- 1 are responsible for your basic involuntary actions, e.g., breathing and heart rate.
- 2 are at the very core of your instinctual/reflexive behaviors.
- 3 are also present in literally all animals, and they
- 4 trigger your fight and/OR flight behaviors.

# The Challenge to SEIZE SUCCESS

#### TYPICAL REMEDIAL LEARNING CURVE PATTERNS

Not even an expert can predict with absolute certainty at the onset of remediation precisely how long said remediation will take. Remedial learning curves generally assume four distinct patterns regardless of the learner's age, gender, ethnicity, types of community, socio-economic level and/OR intelligence. These learning curves are:



#### The **Popcorn** Remedial Learning Curve

Wow! The specific learning strategiesmimic popcorn kernels added to a hotair popper; immediate drastic improvement takes place to everyone's amazement.

Occurs approximately 15 to 20 percent of the time.

#### The Rock Steady Remedial Learning Curve

**Rock on!** The learning strategies used are slowly but steadily working. As a result, the learner feels ever-increasing excitement about learning. These **deeply satisfying experiences** improve self-confidence with each success, small and large.



Occurs approximately 50 percent of the time.



#### The Cha Cha Remedial Learning Curve

Have mercy! The learning strategies used are working erratically—almost randomly. Progress is in maddening spurts of improvement intertwined with regressions and plateaus. Ultimately, most students resolve their respective learning difficulties, but, in the interim, Lamaze breathing techniques and intense prayer would be helpful for all concerned.

Occurs approximately 20 percent of the time.



#### The Marathon Remedial Learning Curve

Hang tough! The learning strategies do NOT seem to be working at all OR are working too slowly for the student, the parent and/OR the teacher/staff. This, unfortunately, tends to demoralize all concerned. Perseverance often eventually leads to miraculous breakthroughs even for the most resistant learners. It is important to note that occasionally patches of resistance are

**NOT** uncommon during the remediation process. Student burnout is often a result of working very hard over a long period of time with only minimal results to show for one's efforts. Chronic resistance, however, is a "red flag" and is more problematic. Ironically, some students and/OR parents become the most resistant and want to pull out when the learner is on the verge of a major breakthrough. Ultimately, this decision will be the parents' call, but the student will ultimately pay the consequences. Remember that with persistence comes success.

Occurs approximately 10 percent of the time.

I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which one has overcome while trying to succeed.

~ Booker T. Washington, 1901



# MAC is love.

Love is patient.



Love is kind.





Love is energizing.













LET'S GET GOING!

## **FRONT OFFICE**









Persistence is the master virtue—without it there is no other.

-Anonymous













### Office Manager's Office



# TEAM













Two thirds of help is to give courage.

~ Irish Proverb











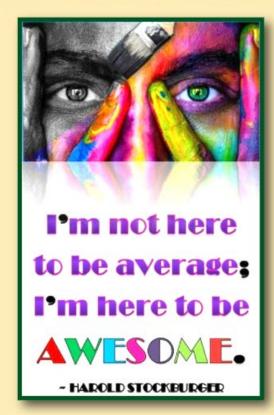
View from the Office Manager's Office



### CHAMPIONS

ARE "BORN" HERE!





#### Persistence is the major virtue - without it there is no other. - Anon.



#### teamwork noun.

•The combined action of a group, especially when effective and efficient.











### To the Classrooms





BOSS LADY







#### THE LIBRARY







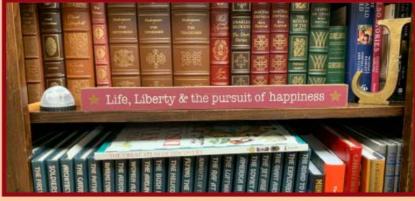






















### Cozy Country Kitchen







#### Carpe Diem . . . Seize the Day ~ Horace









### Dr. Mac's Office







Education is not the filling of a pail but the lighting of a fire. ~ William Butler Yeats































### Smooth Sailing Math Room







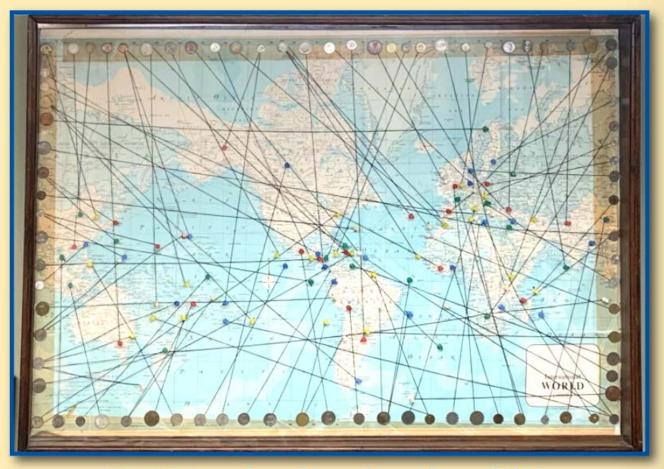










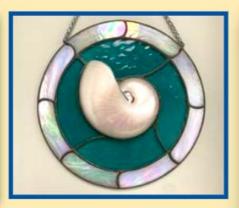


Dr. Mac's students have always been global.



The simple truth: We are all in this together.

































## To the Lounge and the Test Review Room!



















#### Go, Grammar All-Stars!







Come to MAC and feed your body, mind and spirit with healthy goodness.





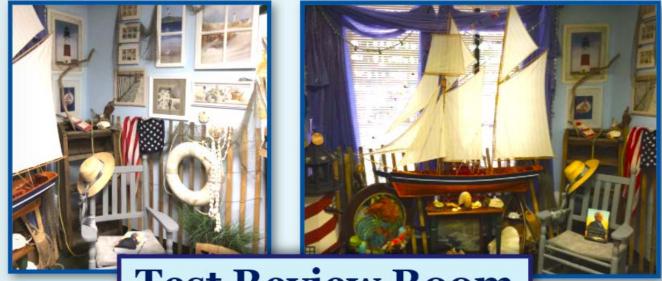






#### Dare to Dream

























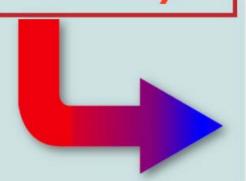








Tailgate Party
This Way



## Welcome, Tailgaters!









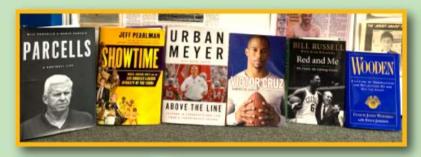






# TAILGATE

























Dr. Mac with
Pat Dye,
NCAA
Hall of Fame
Coach, as well
as an
All-American
football player
from the
University of
Georgia.













Dr. Mac with AU Coach Gus Malzahn









Dr. Mac with Brie, daughter of AU's Associate Head Coach Rodney Garner

### **Behind the Doors**







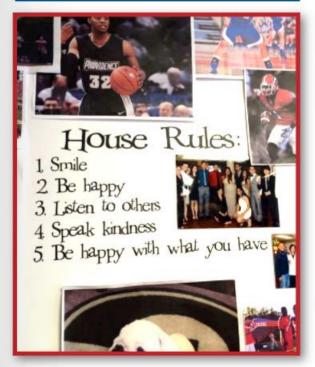








# Sampling of MAC All-Star Athletes







Dr. Mac with Carl Lewis, Coach Darren Boone and MAC Track & Field Parents



Najee Glass U. Florida

Tia Livingston U. Penn



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have garnered OR will garner millions of dollars in scholarship money.

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Clemson U.

Tom O'Neill Providence College

### **★ A SAMPLING OF CURRENT AND FORMER MAC ALL-STARS ★**

- ★ Ty Adams—Monmouth Regional HS
  - ★ Marissa Albano—Red Bank Regional HS
  - 3 \* Jared Allison-Matawan HS
    - \* Alaina Ambrosio-Red Bank Catholic HS
  - 3 ★ Amanda Anderson—Rumson-Fair Haven HS
    - \* Nebraska Baker-Matawan HS
    - \* Robert Barksdale—Asbury Park HS
- \* Timothy Bason-West Windsor HS
  - \* David Bergeron-Middletown North HS
  - ★ David Birchett—Neptune HS
  - **≯** Saeed Blacknall—Manalapan HS
    - \* Joya Blair-Neptune HS
    - ★ Daguane Bland-Bennett—Asbury Park HS
- **■** ★ Mike Bland—Long Branch HS
  - \* Christian Boateng-Old Bridge HS
- ★ Jordan Boothe
  —Jackson Liberty HS
- ★ Destiny Boynton
   —Neptune HS

- \* Chelsea Burcz-Pt. Pleasant Beach HS
- \* Amanda Caccavo—Rumson-Fair Haven HS
- \* Zvaire Clemes—Trenton Central HS
  - \* Jess Corey-Middletown South HS
  - \* Jake Croson-Wall HS
  - \* Chaffee Crowley—Holmdel HS
  - \* Jack Crowley-Holmdel HS
- ★ Kadeem Curtis
   —Neptune HS
  - \* Frank D'Averso—Shore Regional HS
  - \* Kevin David-Monmouth Regional HS
  - \* Hursh Desai-Monsignor Donovan HS
  - \* Victoria Dorony—Ocean Township HS
  - \* Ashley Dunleavy—Shore Regional HS
- ★ Allen Eke—Union Catholic HS
  - \* Christopher Estevez—Colts Neck HS
  - ★ Gina Falcone—Monmouth Regional HS
  - ★ Meghan Faldu—Mater Dei Prep HS

\$ ★ Brianna Feerst—Point Beach HS	* Ann Measley-St. Rose HS
* Matt Fitzpatrick — Raritan HS	* Christina Meinz—Rumson-F
* Tyrone Garland-Matawan HS	* Knowshon Moreno—Middlet
* Wesley Garland—Matawan HS	* Kellianne Murray—St. John
■ ★ Najee Glass—St. Peter's Prep ()	* Molly O'Brien—Colts Neck I
■ ★ Phyllis Gordon—Neptune HS	* Thomas O'Neill—Middletow
* Tahjier Hammary—Asbury Park HS	* Yemi Okensinde—Shore Reg
★ Malcolm Harris—Neptune HS	
* Ashley Hart—Peddie School	* Joshua Olayinka—Freehold
★ Eugene Harvey—St. Benedict's Prep	* Taylor Polisi—Point Beach H
★ Jonathan Hilliman—St. Peter's Prep	* Simon Press—Asbury Park I
* * Jihaad Howard—Brick Memorial HS	* Bridget Quinn—Rumson-Fai
* Darryl Jackson—Red Bank Regional HS	* Mercedes Rada—Holmdel H
★ Myasia Jacobs—Paramus Catholic HS	* Nikki Ras—Middletown Nor
* Samantha Jaeger—St. John Vianney HS	* Charlie Rogers—Matawan H
★ Jordan Jimerson—Union Catholic HS	★ Joe Ruane—Shore Regional
* Greg Kafaf—Don Bosco Prep	* Abhay Sampat—Holmdel HS
* Cadell Kennedy—Wall HS	<b>■ ★</b> Jerret Sanderson—Long Bra
★ Gurpreet Khera—Holmdel HS	★ Heather Sedlacek—Holmdel
	★ Sam Seldor—Neptune HS
★ Billy Kingsbery—Delbarton Prep ★ Ian Kirk—Howell HS	* Kimberly Sheckler—Shore Re
	★ Matt Small—Rumson-Fair H
* Ann Koenig—Rumson-Fair Haven HS	★ Audra Smires—Phillips Exet
* Sachin Kumar—Toms River HS	★ Scott Stewart—Neptune HS
* Ron Lewis—Asbury Park HS	<b>≡</b> ★ <i>Ishakeema Swain</i> —Neptune
* Alyx Liberator—Holmdel HS	★ Ishamura Swain—Red Bank
* Hanna Lippert—Middletown North HS	★ Jamuir Taylor—Neptune HS
★ Tia Livingston—Union Catholic HS	★ Jada Taylor—Red Bank Catl
* Chris Lombardi—Christian Brothers Academy	* Kade Weston-Red Bank Re
★ Jordyn Magenheim—Marlboro HS	★ Ty Wilson—Freehold Towns
★ Kevin Mazzella—Shore Regional HS	<b>■</b> ★ Ariana Wilson—Neptune HS
★ Eric McCoo—Red Bank Regional HS	■ ★ Brietta Wilson—Neptune HS

sley-St. Rose HS Meinz-Rumson-Fair Haven HS n Moreno-Middletown South HS Murray-St. John Vianney HS Brien—Colts Neck HS "Neill—Middletown North HS msinde-Shore Regional HS layinka-Freehold Boro HS disi-Point Beach HS ess-Asbury Park HS uinn-Rumson-Fair Haven HS Rada-Holmdel HS -Middletown North HS logers-Matawan HS e-Shore Regional HS mpat-Holmdel HS nderson-Long Branch HS Sedlacek—Holmdel HS or-Neptune HS Sheckler—Shore Regional HS II-Rumson-Fair Haven HS uires—Phillips Exeter Academy vart-Neptune HS a Swain-Neptune HS Swain-Red Bank Regional HS aylor-Neptune HS lor-Red Bank Catholic HS ston-Red Bank Regional HS -Freehold Township HS ilson-Neptune HS

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\* Chris Fortunato \*

University of Pennsylvania | Wharton





Knowshon Moreno \* Miami Dolphins





\* Kade Weston \* Pittsburgh Steelers

#### \* A SAMPLING OF CURRENT AL FORMER MAC ALL-STARS

- \* Jared Allison-Matawan HS
- \* Naron Alston -St. John Vianney HS
- \* Kaysonne Anderson-Manasquan HS
  - \* AJ Abarno-Red Bank Regional HS
  - \* Markus Bagley-St. Peter's Prep
  - \* Robert Barksdale—Asbury Park HS
  - \* Joey Beggans-Red Bank Regional HS
  - \* Daquan Bennett—Asbury Park HS
- \* Saeed Blacknall—Manalapan HS
  - \* Mike Bland-Long Branch HS
  - \* Jared Bradham—Long Branch HS
  - \* Anthony Brown—St. John Vianney HS
    - \* Jawann Brown-Matawan HS
    - \* Chris Bunge-Middletown South HS
    - \* Brian Calder-Colts Neck HS

- \* Shilique Calhoun-Middletown North HS
  - \* Cleveland Cannon-Long Branch HS
  - \* Dwayne Chapman-Matawan HS
  - \* Swede Chevalier-The Lawrenceville School
  - \* Allen Choback-Red Bank Catholic HS
  - \* Joe Cilurzo-Shore Regional HS
  - \* Dwight Clark-Long Branch HS
  - \* Jermaine Corbett-Long Branch HS
  - \* Jason Corley-Long Branch HS
    - \* Tom Corley-Matawan HS
    - \* Rahmir Cottman—Red Bank Regional HS
  - \* Richie Curran-Red Bank Catholic HS
  - \* Charles Davis-Neptune HS
  - \* Stephen Davis, Jr.-Dutch Fork HS (SC)
  - \* Parker Day-Toms River North HS

* John DeFelice- St. John Vianney HS	* Ron Lewis-Asbury Park HS	
* Nick Densieski-St. John Vianney HS	* Michael Liddy-Red Bank Catholic HS	
* Aamir Dew-Toms River North HS	* Antonio Lipari-Point Pleasant Beach HS	
* Drew Diakos-St. John Vianney HS	* Matt Maddox—Manasquan HS	
* Kenny Dioguardi-Wall HS	* Christian Martino-Point Pleasant Beach HS	
* Sean Dolan-Red Bank Catholic HS	* Joseph Martucci-Matawan HS	
* Brian Dominianni-Pt. Pleasant Beach HS	* John Masini-Morristown Beard School	
* Alex Faherty-Brooklyn Polytech HS (NY)	* Tyron McCalister-Asbury Park HS	
* Glen Ford-Red Bank Catholic HS	* Eric McCoo-Red Bank Regional HS	
* Jeremy Fountain-Matawan HS	* Terrance McKeller-Long Branch HS	
* Tyrone Garland—Matawan HS	* John McLaughlin-Middletown South HS	
* Wesley Garland-Matawan HS	* Joe Mickens-Manchester HS	
* Clifton Geathers—Carver's Bay HS (SC)	* Tyrell Montgomery-Neptune HS	
* Kwame Geathers—Carver's Bay HS (SC)	* Knowskon Moreno—Middletown South HS	
* Najee Glass—St. Peter's Prep	* Kevin Moriarity-Shore Regional HS	
* Corbin Grantham-Buchholtz HS (FL)	* IJ Moriarity-Red Bank Catholic HS	
* Tajh Hammary—Asbury Park HS	3 * Darius Morris-Long Branch HS	
* Malcolm Harris-Neptune HS	* George Pearson-Mater Dei Prep	
* James Hempstead—Rumson-Fair Haven HS	* John Pellegrino-St. John Vianney HS	
* Chris Herring—Matawan HS	* Jim Pittenger-Wall HS	
★ Jonathan Hilliman—St. Peter's Prep HS	* John Pittenger-Wall HS	
* Carl Howard—Matawan HS	* Stephon Pluviose-Matawan HS	
* Jihaad Howard-Brick Memorial HS	* Mike Postell-Matawan HS	
* Anthony Hubbert-Freehold Boro HS	* Simon Press-Asbury Park HS	
* Michael Iuliano-Point Pleasant Beach HS	* Chris Quinlan-Wall HS	
* Darryl Jackson-Red Bank Regional HS	* Ryan Quinlan-Wall HS	
* Bobby Jameson-Matawan HS	* Dave Reeves-Red Bank Catholic HS	
* Chandler Jones-McEachern HS (GA)	* Emanuelle Resto-St. Joseph's HS (Metuchen)	
* Greg Kafaf—Don Bosco Prep	* Charlie Rogers-Matawan HS	
* Tom Kalieta—Matawan HS	* Jerret Sanderson-Long Branch HS	
* Larry Kelly-Manasquan HS	* Tyler Schmelz-Red Bank Catholic HS	
* Cadell Kennedy-Wall HS	* Bill Shea—Keyport HS	
\$ ★ Caleb King—Christian Academy (GA)	* Branden Smith—Booker T. Washington HS (GA)	
* Terrence King-Long Branch HS	* Zarrin Stephens-St. John Vianney HS	
* Tyler King—Buford HS (GA)	* Anthony Summey-St. Peter's Prep	
* John Kingdon-Rumson-Fair Haven HS	* Tracey Taylor-Long Branch HS	
* Donald Klein-Shore Regional HS	* Maurice Turpin-Long Branch HS	
* Donnie Klein-Manasquan HS	* McArthur Underwood—Matawan HS	
* Quadir Lawson - Asbury Park HS	* Tony Vergari-Point Pleasant Beach HS	
* Kyle Leach-Point Pleasant Beach HS	★ Joey Villapiano—Ocean Township HS	
* Frank Lefkowitz-Colts Neck HS	* Scott Wellerson-Point Pleasant Beach HS	
* Joe Lepore—Colts Neck HS	* Kade Weston—Red Bank Regional HS	
* Glennis Lester-Matawan HS	* Cassius Williams-Matawan HS	





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Taquan Dean 6'3"-185 lbs., Guard Neptune High School Leading 3-point shooter in the history of the University of Louisville NBA Euro Star/NBA-NFL Agent

#### $\star$ a sampling of current and former mac all-stars $\star$

- \* Sehmonyeh Allen-Neptune HS
- \* Bryan Antoine—Ranney School
  - \* Sean Armand—Jacqueline K. Onassis HS (NY)
  - \* Delvon Arrington-St. Anthony's HS
  - \* Brian Baker—Colts Neck HS
  - \* Mustafa Barksdale-Red Bank Regional HS
  - ★ Robert Barksdale—Asbury Park HS
  - \* Billy Beggans-Ocean Township HS
  - \* Steve Bridgemohan-East Brunswick HS
  - \* Josh Brody-Red Bank Regional HS
  - \* Brandon Brown-Freehold Boro HS
  - \* Yesenia Burgos-St. John Vianney HS
  - \* Rashon Burno-St. Anthony's HS
  - \* Courtney Calderon-St. John Vianney HS
  - \* Isaias Calderon-Neptune HS
  - \* Quarraan Calhoun-Raritan HS
  - \* Richard Calia—Holmdel HS
  - \* Cooper Calzonetti-Neptune HS
  - \* Chasen Campbell—Oak Hill Academy (VA)
  - \* Cleveland Cannon—Long Branch HS

    \* Raheem Carter—Long Branch HS
  - 3 \* Corey Chandler-East Side HS
    - \* Robert Cheeks-St. Anthony's HS

- \* Rahmir Cottman-Red Bank Regional HS
- \* Vincent Council-Lincoln HS (NY)
- \* Don Coven-Long Branch HS
- \* Jared Craddox-Lakewood HS
- \* Sumit Dalal-Marlboro HS
- \* Syessence Davis-Neptune HS
- \* Paul De Salvo-Christian Brothers Academy
- \* Allen Dean-Neptune HS
- \* Taquan Dean-Neptune HS
- \* Chris Delaney—Christian Brothers Academy
- \* Pat Delaney-Christian Brothers Academy
- \* Jose Diaz-Pt. Pleasant Beach HS
- \* Michael DiDario—Ocean Township HS
- \* Mark Donnelly—Red Bank Regional HS
- \* Sean Dunne-Christian Brothers Academy
- \* Kristian Duravcevic-Fordham Prep (NY)
- \* Mike Faherty-Brooklyn Polytech HS (NY)
- \* Mike Faherty—Brooklyn Polytech HS (N1
- **★** Matt Farrell—Pt. Pleasant Beach HS
- \* Chrissy Fisher—Rumson-Fair Haven HS
- \* Sarah Fisher—Red Bank Regional HS
- \* Adam Fleischner-Holmdel HS
- ★ Colin Ford—Manasquan HS
  ★ Glen Ford—Red Bank Catholic HS

* G	reg Ford—Trenton Central HS
	fegan Furch-St. John Vianney HS
* 4	very Gardner-Long Branch HS
* B	illy Gilligan-Red Bank Regional HS
* A	fatthew Girgis-Allentown HS
* I	yler Glass-Mater Dei Prep HS
* E	rica Gomez-St. John Vianney HS
	evin Grier-Christian Brothers Academy
* P	aul Halas—St. Rose HS
* F	elicia Harris-Red Bank Regional HS
* 1	fichael Harris—Randolph HS
* 1	fykel Harris-Great Mills HS (MD)
* A	shley Hart-The Peddie School
* E	ugene "Nu Nu" Harvey-St. Benedict's Prep
	orey Haskins-Red Bank Regional HS
	erry Hicks-Neptune HS
\$ * J	R Hobbie—Manasquan HS
	asey Hobbie-Red Bank Catholic HS
	Parien Hutton-Ewing HS
	olan Ivers-Holmdel HS
■■ * J	asmine Jackson—Old Bridge HS
	osie Jackson-St. John Vianney HS
	felvin Johnson—St. Benedict's Prep
	yson Johnson-St. Mary's HS (NY)
	fichael Kelly-St. Anthony's HS (NY)
	illy Kiss—Long Branch HS
	ick La Morte-Mater Dei Prep HS
	Terve Lamizana-St. Patrick's HS
	rin Leahy—Rumson-Fair Haven HS
	arl Little—Asbury Park HS
	cottie Lewis-Ranney School
	laggie Loundy-Pt. Pleasant Beach HS
	harles Markens-St. Patrick HS
	fike Mavrinac-Middletown South HS
	asmine McCall—Manalapan HS
	illy McCue—Christian Brothers Academy
	oshown McLeod-St. Anthony's HS
	am Meeks-Red Bank Catholic HS
	Iekhi Moore—Neptune HS
	hristian Morris—South Kent School (CT)
	Parius Morris—Long Branch HS
	alerie Morris—Freehold Boro HS
	fichael Murphy—Howell HS
	initial sampity Howell Ho

	* Kevin Owens—Neptune HS
	* Toni Panza-St. John Vianney HS
	* Evan Pastorelle-Red Bank Catholic HS
	* Shinece Perry-Red Bank Regional HS
	* Anthony Perry-St. Anthony's HS
	* Earl Pettis-Sts Neumann & Goretti HS (PA)
	* Simon Press-Asbury Park HS
	* Joey Raines—Asbury Park HS
	* Jarelle Reischel-Pt. Pleasant Beach HS
	* Alexander Rice-St. Anthony's HS
	* Anne Richards—The Lawrenceville School
	* Charlie Rogers—Matawan HS
•	* Mike Rosario—St. Anthony's HS
	* Amanda Rosato-St. John Vianney HS
	* Ray Salnave-Benjamin Cardozo HS (NY)
	* Will Sanborn-Red Bank Regional HS
	* Ahmadu Sarnor-Ranney School
	* Shira Scheet—Hadassim HS (ISRAEL)
	* Keyron Sheard-Red Bank Regional HS
	* Brian Snodgrass—Holmdel HS
	* Lauren Sokol-The Peddie School
	* Steven Spinella-Colts Neck HS
	* Matt Stahl-Middletown South
	* Missy Stavola-Rumson-Fair Haven HS
	* Zachary Stott-Ranney School
	* Jenna Strich-Red Bank Catholic HS
	* Scott Stump—Red Bank Catholic HS
	* Kim Talbot-Red Bank Catholic HS
	* Terrance Todd-Neptune HS
	* Mustapha Traore—The Phelps School (PA)
	* Maurice Turpin—Long Branch HS
	* Dennis Vassallo—Red Bank Catholic HS
	* John Weldon-Freehold Boro HS
	* Dawn Werner-St. John Vianney HS
	* John Werner-St John Vianney HS
	* Kayshanna Wesley-Asbury Park HS
	* Kade Weston-Red Bank Regional HS
	* Phillip Wheeler-Ranney School
	* Eric Yarborough—Asbury Park HS
	* Tomora Young-Red Bank Regional HS
	* Terry Zinn-Red Bank Catholic HS
	* Lynne Zoltowski-Red Bank Catholic HS



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Kevin Fortunato Yale University

Katie Beriont Univ. of Notre Dame

Tyler Ras Univ. of Alabama

Mikayla LaPlaca Holy Cross College

Dan Valerio Southeastern University

#### $\star$ A SAMPLING OF CURRENT AND FORMER MAC ALL-STARS $\star$

- ★ Sampada Arora—Woodbridge Academy
- \* Lucas Azcarraga—Timothy Christian HS
- \$ ★ Katie Beriont—St. John Vianney HS
- ▲ ★ Gabrielle Bram—Red Bank Catholic HS
  - \* Christopher Bunge—Middletown South HS
  - \* Stephanie Butler—Barnegat HS
  - ★ Connor Caizza—Red Bank Catholic HS
  - ★ Nick Canessa—Wall Township HS
- \$ ★ Sydney Canessa—Wall Township HS
  - \* Bobby Cartas—Christian Brothers Academy
  - \* Michael Chiusano-Middletown South HS
  - \* Nicholas Coluccio—Freehold Township HS
- ▲ \* Kayla Connors—Jackson Liberty HS
- 3 \* Brian Cottrell—Brick Memorial HS

- \* Frank D'Alessio—St. John Vianney HS
- \* A'Mya Dill-El-Neptune HS
- \* Brian Dominianni- Pt. Pleasant Beach HS
- \* Tommy Dunleavy-Shore Regional HS
- ▲ \* Joe Escandon—Christian Brothers Academy
  - \* Gina Falcone-Monmouth Regional HS
  - ★ Emily Faldu—Red Bank Catholic HS
  - \* Erin Feeney-Red Bank Catholic HS
  - \* Shane Ferguson-Pt. Pleasant Beach HS
- \* Kevin Fortunato—Wall Township HS
  - \* Christopher Gaeta—The Taft School (CT)
  - \* Neal Gaeta—North Brunswick Township HS
  - ★ Matthew Gaeta—Christian Brothers Academy
  - \* Danielle Gaetano-Monmouth Regional HS

- ★ Niall Gallagher—Valley Forge Military Academy
- \* Ralph Gambino—Freehold Township HS
- ★ Connor Grant—Red Bank Regional HS
- \* Corbin Grantham-F.W. Buchholz HS (FL)
- ★ Gabriella Graziano—Freehold Township HS
- ▲ ★ Kerry Griffin—Red Bank Catholic HS
- ३ ★ Dalton Hamlin—Christian Brothers Academy
  - ★ David Hamlin—Christian Brothers Academy
  - ★ Dillon Hamlin—Christian Brothers Academy
  - \* Jared Heller-Oratory Prep
  - ★ Justin Henriquez—Woodbridge HS
  - ★ Justin Herbert— Christian Brothers Academy
  - \* Christopher Hofer-Rumson-Fair Haven HS
  - ★ Jack Jackson—Pt. Pleasant Beach HS
  - ★ Nicole Kaye—Matawan Regional HS
  - ★ Cole Kelly—Ocean Township HS
  - \* Kevin Knox-Matawan Regional HS
- ▲ ★ James LaBruno—Shore Regional HS
- ▲ \* Taylor Lane—Red Bank Catholic HS
- ▲ ★ Mikayla LaPlaca—Donovan Catholic HS
  - \* Molly Laterza-Pt. Pleasant Beach HS
- \* Dave Laufer—Christian Brothers Academy
  - ★ Thomas Lenskold—Rumson-Fair Haven HS
  - ★ Joseph Liddy—Red Bank Catholic HS
  - ★ Matthew Liddy—Red Bank Catholic HS
  - ★ Michael Liddy—Red Bank Catholic HS
  - \* Antonio Lipari-Pt. Pleasant Beach HS
- ▲ ★ Kim Lombardi—St. John Vianney HS

- ★ Kelly Lupton—Absegami HS
- ★ Maria Maculaitis—Rumson-Fair Haven HS
- ★ Dylan Malinosky—Hightstown HS
- ★ Billy Matre—Christian Brothers Academy
- \* Charles McGrath—The Hun School of Princeton
- ★ Michael Meleta—Timothy Christian HS
- ★ Daniel Mirsky—Freehold Township HS
- ★ Nicholas Mirsky—Freehold Township HS
- ★ John Moschella—Christian Brothers Academy
- \* John Nista-Pt. Pleasant Beach HS
- ★ Anthony Patras—Holmdel HS
- ★ *Carly Piccinich*—Immaculate Heart Academy **=**
- ★ Taryn Pontolillo—Ranney School
- \* Ryan Prima-Pt. Pleasant Beach HS
- ★ *Tyler Ras*—Middletown North HS
- \$ ★ Jennifer Retzer—St. John Vianney HS
  - \* Thomas Rodgers—Christian Brothers Academy
- \$ ★ Amanda Rooney—St. John Vianney HS
  - \* Andrew Rusbarsky-Colts Neck HS
  - \* Victory Ryan-St. Rose HS
  - ★ Matthew Schaller—Pt. Pleasant Beach HS
  - ★ Shane Schecter—Marine Academy of Sci/Tech
  - ★ Samantha Smith—Monmouth Regional HS
  - ★ Dan Valerio—Monmouth Regional HS ■
  - ★ Dana Varriello—Jackson Memorial HS
- ▲ ★ Blaise Venancio—Christian Brothers Academy
- \$ ★ Cailin Winokur—St. John Vianney HS
  - \* Gabe Zwerin-Shore Regional HS

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### SCOTT B. CROWDER

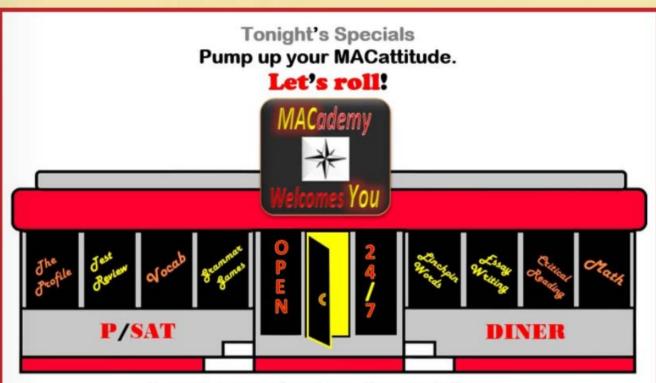
Chief Executive Officer 888-999-2554

### BILL D. BOUCHARD

Vice President Solutions Architect

#### JOHN GOCHENAUR

Director of Business
Development



Forget past mistakes. Forget failures.

Forget everything except what you're going to do NOW and DO IT.

~ Will Durant



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The Profile is NOT about recalibrating your outlook OR your intellect. Rather, it is about helping you build on your strengths, compensate for your weaknesses and derive the greatest benefit from your particular way of seeing and being in the world. The Profile will NOT and should NOT transform you into another person. Rather, it will help you be the best you can be: intellectually, emotionally and spiritually. The Profile feels transformative; its objective is to help you rediscover, reclaim and appreciate your authentic inner self.

User-friendly, The Profile provides a plethora of potent and compelling sociological, historical and pedagogical data, statistical and non-statistical, to exhort and encourage the target population and their respective families, friends, schools, neighbors, teammates, co-workers, and the like, to take mindful, appropriate and purposeful action, when necessary. Instead of merely gathering vital data about a person in bits and pieces, as has heretofore been the case in most instances, the decidedly more comprehensive Profile allows an in-depth, significantly fuller analysis of the individual in question so that a multi-faceted profile of self emerges, one which clearly highlights and explains a number of that individual's specific academic, as well as personal strengths, weaknesses, behavior commonalities, belief systems, career potentials, relationship matches, neurodiversity characteristics, and the like.

By working through the sundry assessments at one's own pace and in privacy and then by applying the findings of this dynamic personal profile in a guided manner, one can readily look back at one's life as it has been, look forward to one's life as it can become and look inward at the Self as to where one is now "in the moment"—OR out of it. Your results are to be shared with the appropriate individual(s) and recommendations will be made, if necessary. Plans for your personal program will be formulated, as well.

In the case of the self-empowering Profile, the whole is truly greater than the sum of the parts.

In its most current edition *TheProfile* contains ten evaluative tools for Tweens, Teens & Young Adults:

#### · Long-Term Mathematics Issues

Discover if/why you suffer from dyscalcula, "math phobia" and/OR from innumeracy, that is, a long-standing genuine lack of math competency. Liberate yourself from the anxiety of reading-based math questions and tests and solve more everyday math problems with greater facility and ease. You can become numerate.

MAC Core Beliefs Questionnaire

Come to terms with your honest feelings about various aspects of your academic experience, to date. From tests to quizzes—the good, the bad and the ugly—work from your past to the future you want and deserve.

#### · MAC Significant Life Events Rating Sheets

Reflect upon your real-life experiences and see the ways, positive and negative, in which those experiences have affected your thinking and decision-making, as well as their possible effect on your present and future health and well-being. Honor the importance of those experiences while concurrently regaining autonomy and control over the path of your life.

MAC Diagnostic Checklist for Visual & Auditory Difficulties

Your visual and aural comprehension issues not only may be rooted in your brain but also in your eyes and OR in your ears. With proper and prompt diagnosis and treatment of your eyes and ears by Board Certified cognitive (behavioral) eye/ear/ Irlen specialists, you may find yourself experiencing the world with more clarity than you ever dreamed possible. Find out how you may benefit from these sound, easy life-changing and cost-effective medical interventions. Take action today and your confidence, comprehension, grades and test scores will start to soar tomorrow.

 Feelings, Visual & Auditory: MAC Learning Pathway & Self-Inventory Rating Scale

Find the learning pathway you are "hard-wired" to prefer. Learn to maximize your performance in situations that favor your particular pathway, as well as how to cope more successfully with situations favoring pathways that are different from yours. Learn how to "flex" your mind depending on the task at hand. Clearly, using your entire brain improves virtually every aspect of your life. Learn to recognize, to learn from and to value how others in your world approach problems. We all can learn from each other.

- MAC Rating Scale of Hemispheric Mode Preference
   Identify your natural preferences in the style and manner in which you work and learn.
   Translate those natural tendencies into revealing indicators of the way your brain functions best. Career implications abound.
- MAC Degrees of Attention Variability (AD/HD) Questionnaire
  Recent innovations in diagnosis and treatment have empowered students with even
  severe AD/HD to succeed in school, at work, in athletics and in the community. This
  informal personal survey will help you determine your degree of AD/HD and whether
  professional intervention will assist you in overcoming any AD/HD issues and
  maximizing your true potential. A list of exciting lucrative careers for AD/HDers is
  also provided, as well as a list of numerous positive aspects of having AD/HD—and
  famous people blessed with AD/HD.
- Who Am I? Personality Types & the Mac-T Self-Portrait Profile
  Determine your personality "type." Understand how the way in which you talk, think,
  dress and act fits within the broader context of that particular type. You may even be
  a combination of two different personality types. How exciting! This information may
  also help to explain your signature words, behaviors and color preferences. Learn what
  careers best complement your personality.
- May I Have Your Order: Birth Order as a Powerful Personality Indicator
  Learn how birth order shapes the dynamics of your biological and/OR foster/ partner
  family, including those of your parents, and your many other relationships. Apply this
  fascinating and immediately useful knowledge to recognize and modify situations in

which birth order may dictate the ways in which you engage others and the world around you—and vice versa. Viable career possibilities are also presented for your consideration.

#### MAC Flash Pages—Be The Captain of Your Destiny: Discovering the Multi-Talented You

You have an amazing brain. In today's test-crazed, fiercely competitive environment, we all need to hold in mind the potent words of Dr. Thomas Armstrong in his noted book, Neurodiversity: "... IO scores are just numbers; yet as a nation the United States has been profoundly affected by the philosophical school of positivism, the idea that truth can be found only in numbers, statistics OR equivalent empirical data." Surely, your natural talents, your complex nature, your keen interests and insights, together with the ironic blessings bestowed and the wisdom gleaned from that master teacher, viz., adversity, must be factored in, as well. With a spirit of open-minded adventure, not only discover even more about your nature and those viable career options that would be so right for you but moreover recognize and appreciate the innate talents and signature behaviors of others with whom you interact. With this pragmatic knowledge, you will be able to identify those positive and negative real-life individuals, e.g., your teacher, your coach/trainer OR boss and those situations, e.g., dorm life, the playing field OR a work environment, that constitute your personal deal makers and deal breakers. When you do, you will have more potentially positive experiences and be truly healthier and happier. Life is good. Live it with integrity, gusto, kindness and respect for our neurodiverse differences and similarities. Clearly, everyone has a contribution to make—be it simple OR profound.

### The Complete Profile $(8.5 \times 11)$

DR. MAC'S ANSWER TO WHO AM I? The Profile is NOT about recalibrating your outlook OR your intellect. Rather, it is about helping you build on your strengths, compensate for your weaknesses and derive the greatest benefit and pleasure from your particular way of seeing and being in the world.

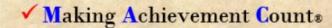
# The Profile:

Insightful Assessments for Personal **Empowerment** 



JEAN D'ARCY MACULAITIS, PHD

Founder & President of MAC Testing & Consulting, LLC





	DR. MAC'S ANSWER TO  How bad are my reading-related math issues? Am I truly mathematically challenged? How could this have happened to me when I have always tried my very best? Pm just so stressed. Pm NOT a loser! Where can I get help NOW?
	MAC Self-Assessment Checklist: + - LONG-TERM x ÷
	MATHEMATICS ISSUES for Tweens, Teens & Young Adults
ı	PLEASE PRINT
I	Name Class of 20
ı	School
۱	School's City/State
ı	Date// 20 Birthdate//

1	AC *
Test	ing & Consulting, LLC
	Ashiavament C

✓ Making Achievement Counts

MY FINDINGS:
Score:
<b>50</b> T
Dyscalcula Present?
☐ Yes ☐ Maybe ☐ No
IMPORTANT NOTE:
Visual Issues   Yes   Maybe   No
Auditory Issues   Yes   Maybe   No
IRLEN YES Maybe No

(Fefer to Pooklet #4 findings.)

My Math Competency Door is \$

N.B. All organizational and test names are trademarks of their respective owners. DR. MAC'S ANSWER TO...
What are my honest feelings about consistently doing well on tests of all sorts, especially tests at the next academic level? How big a factor is my current testing stress level on high-stakes tests, e.g., my upcoming finals, major annual state/province/national assessment? How can I stop freaking out?

P

# MAC CORE BELIEFS QUESTIONNAIRE

7

for 7th and 8th Grade Test Takers

PLEASE PRINT			
Name		Grade	
School			
School's City/State			
Date / / 20	Birthdate /	/ 20	

MILCON 8
MAC Testing & Consulting, LLC
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MY FINDINGS:

2a

	Scale A	Scale B	
Classroom Tests/ Scheduled Quizzes			
Pop Quizzes			
Oral Reports			
Mid-Terms		_	
Finals		_	
Standardized Tests in General			
State Exam			
H.S. Entrance Test Test Name:			

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### MAC CORE BELIEFS

QUESTIONNAIRE

for High School Test Takers

PLEASE PRI	

Name \_\_\_\_\_ Class of 20\_ School School's City/State \_\_\_\_\_ Birthdate \_\_\_\_/ \_\_\_/ Date / / 20



MY FINDINGS:

26

	Scale A	Scale B
Classroom Tests/		
Scheduled Quizzes		
Pop Quizzes		
Oral Reports		
Mid-Terms		
Quarterlies		3 3
Finals		
Standardized Tests		
in General		
PSAT®		
SAT®/ACT®		
3N180/NC180		
GED®/TOEFL®		

DR. MAC'S ANSWER TO . . . What are my honest feelings about consistently doing well on tests of all sorts. How big a factor is my current testing stress level? Why am I really putting myself through this very timeconsuming and expensive process? What am I trying to prove?

### MAC CORE BELIEFS **O**UESTIONNAIRE

for College & Graduate/Professional School Test Takers

LEA		

Name	Class of 20	
C-11	**-1	

Grad. School \_\_\_\_\_\_ Desired Degree \_\_\_

Date \_\_\_/ \_\_\_/ 20\_\_ Birthdate \_\_\_/ \_\_\_/



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MY FINDINGS:



sams &	Scale A	Scale B
cheduled Quizzes		_
esearch Papers		
ad Tames		

Finals Other Tests: Specify.

Standardized Tests in General

Your Required Standardized Test

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N.B. All organizational and test names are trademarks of their respective owners.

What are my real-life stressors? Am I suffering from burnout? DR. MAC'S ANSWER TO . . . Can it be turned around? Surely, happiness is more than having

money in the bank and a steady positive cash flow.

### MAC SIGNIFICANT LIFE EVENTS RATING SHEETS

for Tweens, Teens & Young Adults

Name	Class of 20
School	
School's City/State	
Date// 20	Birthdate / /

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d	Testing & Consulting, LLC

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N.B. All organizational and test names

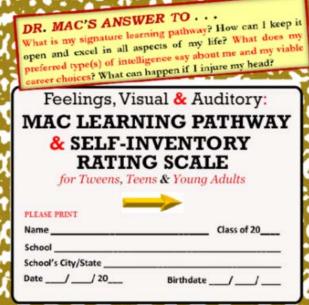
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the n	ext tv	eo yea	irs			
				· .		
otres	a pyr	npton	Kesi	ults b	y Cate	gory:
_	_	_	_	_		= 20
0	1	2	3	4	5	
				_		_
0	1	2	3	1	5	

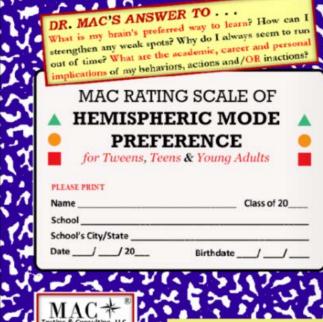
DR. MAC'S ANSWER TO . . . Why might I be having hearing and vision problems when I am so young? How might they have happened? Can they be fixed? Which experts should I see for an evaluation? MAC DIAGNOSTIC CHECKLIST FOR VISUAL & AUDITORY DIFFICULTIES for Tweens, Teens & Young Adults PLEASE PRINT Class of 20 Name School School's City/State \_\_\_\_\_ Date / / 20 Birthdate / / MY FINDINGS: Making Achievement Counts Indicators of Learning-Related Visual Difficulties READ = \_\_ /40 C- \_\_ d-\_\_ COMPUTER = \_\_\_ / 20 C = \_\_\_ d = \_\_\_ IRLEN Yes Maybe No Indicators of Learning-Related Auditory Difficulties: LISTEN: \_\_\_ / 20 C = \_\_ d = \_\_\_ Head/Neck/ Frequent Migraines

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Date// 20	Birthdate//
MAC → ® Testing & Consulting, UC  Making Achievement Counts  N.B. All organizational and test names are trademarks of their respective owners.	MY FINDINGS:  Scores: Pathuay Designations:  Dest: e1 Pathray  E2 Pathray Lovest: e3 Pathray Lovest: e3 Pathray  Type of Intelligence: Shape Competency Patings:  1 Linguistic Alcogical  3 Spatial Pelationships 4 Pockly Movement 5 Musicial 6 Interpresonal/Others 7 Intrapersonal/Others 7 Intrapersonal/Others 8 Naturalistic Fairal 8 Naturalistic Urban 9 Esistental/Spiritual



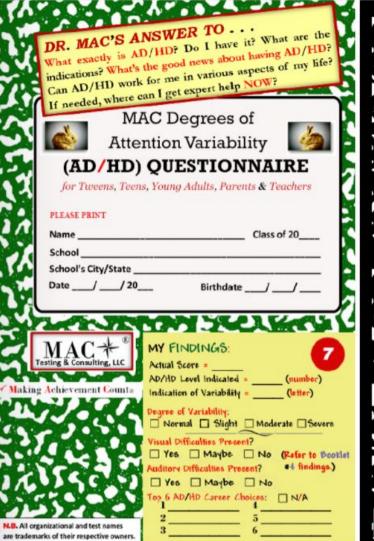


All organizational and test names

	Major Strengths:
The Left-Besined	Me The Right-Brained
1#	1.#
2.00	2#
3#	3#

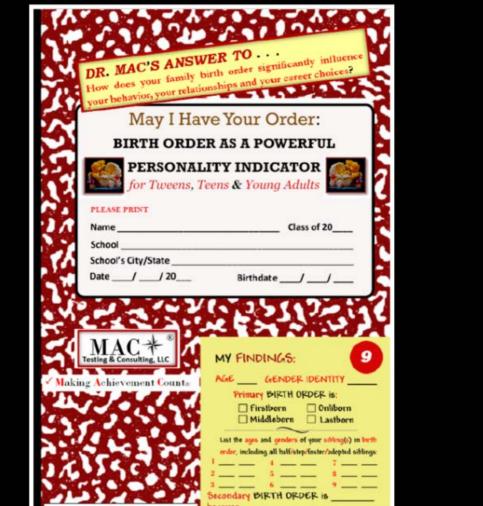
☐ Left-Brained ☐ (Ber Left-Brained ☐ Whole-Brained Leaning Left ☐ Right-Brained ☐ (Ber Right-Brained ☐ Whole-Brained Leaning Right

MY FINDINGS



DR. Start What you a	MAC'S ANSWE dreaming of the future is your dominant personal the choices that you down made OR the choice	cr TO What careers REALLY suit you?  you. What careers REALLY suit you?  you ality type? What does this say about  u are making, the choices that you have  to you will make in the future?	
S S S S S S S S S S S S S S S S S S S	Wh PERSON & TH SELF-POR	O Am I?  ALITY TYPES  E MAC-T  TRAIT PROFILE  Teens & Young Adults	2000
Nam Scho Scho	ool		
M <sub>Testing</sub> ✓ Making Acl	AC + 8 & Consulting, LIC	MY FINDINGS: 8  I am predominantly:	
		A Type  B Type C Type F Type H Type T Type OR a combination of types wore of type OR virtually fied	at -
	ional and test names	My MAC-T Self Portrait is predomina OR a combination of:  M A C - T	yltn

A CONTRACTOR



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## DR. MAC'S ANSWER TO . . . I am needlessly going in circles at home, at school, at work, at play and in my personal relationships. Obviously, this needs to stop NOW. Can you help me find the right course for me? MAC FLASH PAGES BETHE CAPTAIN OF. YOUR DESTINY: Discovering the Multi-Talented You for Tweens, Teens & Young Adults PLEASE PRINT Class of 20 Name School \_ School's City/State \_\_\_\_\_ Date \_\_\_\_/ \_\_\_/ 20\_\_\_ Birthdate / /

MAC ** Testing & Consulting, LLC

✓ Making Achievement Counts

	" Are You?	10
ler Y= 2er Y=	5er Y=	_
	6er Y=	
3er Y=	7er Y=	
ter Y=	8er Y=	
	9er Y=	
w Ton Pos	itive Personal C	Descriptors:

My Major Negative Personal Descriptors:

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Detailed Report of Findings 13 Total Pages and Personalized Handouts  $(8.5 \times 11)$ 

## THE PROFILE



DETAILE	D REPORT OF FINDINGS	Testing &	Consulting, LLC
Name: Today's Date:	//20	Start Date: Completion Date:	
D	YSCALCULA/INNUMERACY	CHECKLIST	Completed:
MAC Se	lf-Assessment Checklist of Long-Term Mathen	natics Issues for Tweens, Teens &	Young Adults
RESULTS:	I selected items out of a possible 50	total items.	
Dyscalcula p	resent?		
	I do <b>NOT</b> have dyscalcula, ironically, a le d learning disability.	sser-known yet global math- and	d reading-
You releva	I dø have dyscalcula, a lesser-known mat may need enhanced services/special accon tional psychologist and/OR a learning spe- unt assistance, as well. Please see both the Mathematics Issues Findings for Tweens, alists You May Need to See" included in the	amodations in class and on test cialist for help. Check at school e attached "RE: Got Dyscalcul Teens & Young Adults" and	ts. See an for other la? Long-
□ MAY	BE, I may have dyscalcula.		
The descript	ive math competency door I selected is: #	_:	
IRLEN® CA	ANDIDATE: Yes No Maybe (Se	e YOUR Self-Test for Irlen® Syn	drome results.)
	CORE BELIEFS QUESTION	ONNAIRE	Completed:
● MAC Ca	we Beliefs Questionnaire for Middle School, Hig	nh School & College/Graduate Scho	
	I prepare the most for the following types of		
	I stress the most about these types of tests:		
	My easiest subjects are:		
	My most difficult subjects are:	2.45 th	
My bodily sig	yns of stress are:		
I cope with st	tress by:		
My present b	relief about doing well on standardized tests	is:	
Who OR wh	at has been stopping me and why? What do	I plan to do about it and when?	

#### SIGNIFICANT LIFE EVENTS

Completed:

## □ Yes □ No MAC Life Event Rating Sheets for Tweens, Teens & Young Adults RESULTS: My Aggregate Score / 1605 Total suggests that I have a % chance of becoming ill due to stress within the next two years. N.B. The apprepate score not only calibrates the amount of stress you have been subjected to this past year but it also suggests your chances of experiencing a serious stress-related illness within the next 24 months. Among the reasons that I have been feeling so stressed are: Of the 20 Total Current Specific Stress Symptoms that I reported, I am experiencing them with the following frequency: CONSTANTLY FREQUENTLY SOMETIMES RARELY NEVER N.B. Any number above 3 in the CONSTANTLY and/OR FREQUENTLY categories needs to be addressed as expeditiously as possible. If stress is constant and without appropriate ongoing release, your defense system will eventually weaken, and, consequently, you will become overly taxed and break down. Over time, dis-ease results in disease. According to the American Medical Association, nearly 80% of diseases from which we suffer are either stress-related OR stress-antagonized. Before disease develops from constant stress, our bodies warn us with a growing number of classic symptoms. My Total Burnout Score: I am in: ☐ Stage 1 Burnout Score Range 0 - 25: At this time, I am in good shape. ☐ Stage 2 Burnout Score Range 26 - 35: I better start being careful about some things. Stage 3 Burnout Score Range 36 - 50: I have the potential to experience burnout. Stage 4 Burnout Score Range 51 - 65: I am experiencing burnout. Stage 5 Burnout Score Range 66 - 75: I am in danger of having a burnout eruption. (Your physical and mental well-being are in ieopardy. Take action now to reverse this

N.B. If you are experiencing burnout, please see the attachment at the end of this report for some immediately useful strategies for overcoming this potentially dangerous condition.

eruption. Time is of the essence. See a wellqualified professional as soon as possible.)

VISUAL	& AUDITORY	DIFFICULTIES	Completed:
MAC Diagnostic Che	cklist for Visual & Audii	ory Difficulties for Twees	
C = red flag  d = severe de  READ  WRITE  COMP  Indicators of L  LISTEI  LISTEI  LISTEI  Letters on any section  help ASAP. (The high	Please consult with proficit: multi-professional  =/40 Total ( E =/20 Total  UTER =/20 Total  Learning-Related Audit  N =/20 Total  is evaluation is how man hecklist. A total of three of this checklist indicather the number(s), the	Difficulties:  rofessional ASAP.  involvement needed imm  # of c's = # of d's  (# of c's = # of d'  otal (# of c's = #  ory Difficulties:  (# of c's = # of d	rediately  FP: TOZ: TOZ: FINE  Second of the second of these two critical necessary professional regency.) Please see the
□Yes □No □	N/A have had past/current ex ar Injuries □ Freq		Migraines
		ATING HABITS Rating Scale for Tweens.	Completed:  □ Yes □ No  Teens & Young Adults
Breakfast	Lunch	Dinner	Snacks

## Emotions Are "Fun"-damental to Effective Learning.

## ~ Thomas Armstrong The Power of The Adolescent Brain

## What do my scores mean?



🔭 Ideal scores are between 20 and 26. 🤺



A score that is too low, i.e., an 18 OR lower, indicates that you are currently shutting down that particular sensory pathway OR those particular sensory pathways, for whatever reason.

The root cause of this sensory shutdown MUST be dealt with immediately, OR it will spread to your other sensory pathways over time and may ultimately have serious negative effects on the quality of your learning and your life. To the very best of your ability, do everything you can to mindfully stay engaged by keeping your personal pathway pattern open to learning, to testing, to playing, to love and to life.

A score that is too high, i.e., a 28 OR higher, indicates that you are probably relying too heavily on this particular sensory pathway. Do your best to intentionally change it up from time to time. Your brain will enjoy an occasional trip on your personal "road less travelled."

The best way to learn is through a balanced multi-sensory approach. Clearly, at all levels of education, learning is cognitive, social and emotional.2



#### LEARNING PATHWAY

Completed: □ Yes □ No

MAC Learning Pathway & Self-Inventory Rating Scale for Tweens, Teens & Young Adults

RESULTS: My Learning Pathway Respective Scores, Ranking and Flow Pattern:

- N.B. Ideal scores are between 20 and 26. It is significant to note: . a score that is too high, e.g., 28 OR higher, indicates that you are probably relying too heavily on this
  - narricular sense . a score that is too low, e.g., an 18 OR lower, indicates that, for whatever reason, you are currently
- shutting down that particular sense OR those particular senses. Please review the attached MAC Improvement Tip Sheet for practical tips to improve performance for those

particular senses that you are unknowingly starting to OR are currently shutting down.

#### KEEP YOUR LEARNING PATHWAY FLOWING.

RESULTS: My Competency Rating of my perceived skill level in each of the nine different types of intelligences, as specified and extensively researched by Dr. Howard Gardner, noted Professor of Cognition and Education at the Harvard Graduate School of Education, are as follows:

## MY COMPETENCY RATINGS SHAPE

= 1 паve a	рпеношена	degree of talent
- 1		

- I have a substantial amount of talent.
- = I have some degree of talent. Keep on keeping on!
- For whatever reason. I have virtually "NO" talent OR interest.
- 1 Linguistic/Language Skills
- 2 Mathematical/Logical Skills 3 Spatial Space Relationship Skills
- 4 Kinesthetic Bodily Movement Skills
- 5 Music Skills Musical Composition Musical Sensitivity 6 Interpersonal People Skills
- 7 Intrapersonal/Self Skills 8a Naturalistic (Natural Rural Surroundings) Skills
- 8b Naturalistic (Natural Urban Suburban Surroundings) Skills1
- 9 Existential/Spiritual Skills Career Possibilities:

## LEARNING PATHWAY & VIABLE TIPS

□ Yes □ No

Completed:

MAC Learning Pathway & Self-Inventory Rating Scale: Pivotal Learning Skills

RESULTS: I highlighted the following pivotal learning skills. These should be used for academic enhancement and multi-sensory balance.

Already Do Phone:	Ma Like to Try Thoma:
■ I learn best by actually trying things out for myself.  ■ If Fm NOT comfortable and secure in a learning environment, then it's difficult for me to learn OR to sustain interest.  ■ I am well-coordinated and am considered a good athlete's good dancer.  ■ When performing a physical activity that is directly related to learning. I learn easily and actually enjoy it.  ■ I just canNOT sit still for too long.  ■ I can easily put things together, typically without referring to written directions for assemblage.	Use experiential hands-on learning methods, whenever possible, e.g., role playing, puppets, design activities, film- and board game-making, models, lab work, fun personal word associations and the like. Have fun!      Take as many brain breaks as you need, devise and follow realistic time management plans to complete your assignments on time OR before time. (Ask your teacher/tutor and OR search the internet for help.)      Use realis, i.e., actual foods, colors, smells and other items in your life, where appropriate, to reinforce your learning.      Trace words and letters on isandpaper, in the air OR on actual sand to improve spelling and recall ability, e.g., learning a second/third language.  Use your computer and OR other devices to enhance your learning, feelings and focus.  Use your exercise time constructively to memorize OR to quiz yourself on material that you are snadying and/OR reviewing with less stress.  Use athletics and/OR performing arts as learning tools whenever possible, e.g., learning sequences OR prepositions through a gymnastic OR a dance movement OR a marching exercise.
"own" it; my brain takes vivid "own" it; my brain takes vivid "selfies."  I have a strong visual-sense memory.  I prefer quiet when I study OR work.  I sometimes misinterpret words.  If you give me directions orally, then I may NOT totally understand the task.  When I listen to lectures, it's usually difficult for me to follow along, even if I am keenly interested in the topic.  I have an artistic flair and love color.  I have a natural gift for reading body language and facial expressions.	<ul> <li>Use all sorts of visual displays to learn, as well as to reinforce learning, e.g., brain picture cards, word "sandwiches," word "houses," semantic bubble maps, diagrams, pictures, charts, films, quilt-making and so forth. Make your own visuals.</li> <li>Color code virtually everything you do to organize and to retain material easily and well. Be consistent, e.g., green for summer/money/business.</li> <li>Write out directions so that you really know what's expected of you. Highlight pivotal parts accordingly so you NESER lose sight of the tasks. DOUBLE CHECK EVERTHING.</li> <li>Use appropriate note-taking methods to benefit maximally when taking notes. Again, be creative.</li> <li>Relax Then visualize everything that needs to be committed to memory using any doable strategy found in MAC's Turning Point: Challenge OR elsewhere.</li> <li>Use a Kindle Paperwhite, iPad OR a comparable tablet device to quickly improve your estant vocabulary, together with your pivotal reading comprehension skills. Check out MAC's Money Word?</li> <li>Must-see websites: for the blind and OR physically handicapped:</li> </ul>

as needed thereafter.

easier learning.

· Use interviewing as a learning tool.

- F If I can bear it, then I can readily do it. F If I read something, then I usually do
- NOT get the meaning easily. F If you give me written directions, then I may NOT totally understand the task.
- I am noted for sloppy handwriting and messy papers.

that the pages look swollen.

and/OR facial expressions well.

F I press so hard on the paper when I write

I just do NOT read body language

- Create wour own memory method(s)/tool(s)/song(s)/saving(s). . Tape class lectures, if allowed, and review them ASAP after class and
- · Use various mobile devices, CDs, DVDs, and such to learn and review
- . If possible, obtain permission in writing to have test directions and test
- · Participate actively in classroom discussions. questions read aloud by the teacher/classroom aide OR put on tape.

- · Avoid writer's block by first recording your response to a short- OR
  - long-answer essay question on a recording device, computer (using the
  - Dragon Naturally Speaking program) OR phone. Play it back, quickly

material. Also, talk to yourself, it's calming and clarifying.

"Read" books on Audible, Blinkist, etc., available on all app stores.

- transcribe it, and you will have the makings of a fine essay. Use music to teach yourself math and/OR to relax yourself for better and

HEMISPHERIC MOI	DE PREFERENCE	Completed:
MAC Rating Scale of Hemispheric Me	ode Preference for Tweens, Teens & Young	
ESULTS: My Preference Rating #	. I am predominantly:	
person naturally places things/tasks in sec	c, calculation and language tasks (reading, we involving emotion and creativity. The left-b quential order—first thing first, then second ns and follows rules. There are NO small deta	rained thing
using one's integrated "whole" brain is the goal for everyone is to be as whole-braine	and see all the many parts—all at the same of their respective brains, as needed. Havin he best made preference that there is. The ul- de as possible. "Flexing" at will and as neede Tends to overthink and consequently has dec	ig and timate d taps
picture." They envision easily and becomidst. Processing things occurs very quick	motional, more creative and more spontaneous varianed. These learners also readily see "the me enthusiastic. These are the daydreamers kly to them and is NON-sequential. Right-br Sometimes putting their thoughts into words of	ne big in our ainers
□ whole-brained leaning left □ bullse □ uber left	whole-brained   whole-brained le	aning right
THE LEFT-BRAIN ME	THE RIGHT-BRAIN N	Æ
My Strongest Left-Brain Strengths:	My Strongest Right-Brain Strengths: 1 2 3	
My Major Left-Brain Weaknesses:	My Major Right-Brain Weaknesses:	
3	3	
KEY WHOLE	-BRAIN ME: ISSUES <sup>1</sup>	N/A
B Decision-making difficulties:		
C Time management issues:		

	AD/HD QUESTI	ONNAIRE	Completed:
MAC Degrees of At	tention Variability (AD/H	ID) Questionnaire for Twee	
ESULTS: My Total S	core:	AD/HD Present: Yes	□ No □ Maybe
Probable Degree:	□ Normal (1-2) □ SI	light (3-4) Moderate (5-	7) Severe (8-10)
AD/HD Level Indicate	ed: Descrip	tion:	
Indication of Function	ing: Descrip	tion:	
ee Book #4. VISUAL IS	Letter SUES: Yes No M	aybe AUDITORY ISSU	ES: No Maybe
IRLEN® CANDIDAT	E:  Yes No Mayb	e (See YOUR Self-Test for I	rlen® Syndrome results.)
	from 1 through 10, Level 1 i	indicating absolutely <mark>NO</mark> eviden	ace of AD/HD to Level 10
		greater likelihood to become su f this report provides immediate	
	My Top 6 AD/HD C	areer Choices N/A	
1		4	
1		6	
	E CEMPTE	OF DOZENS	
with a very different ki These people—artists,	nd of mind—creators and e inventors, designers, story	The future belongs to a very empathizers, pattern recogniz- tellers, caregivers, consolers, wards and share its greatest j	ers, and meaning makers. big picture thinkers—will
-	5.75	nel H. Pink	
	A Who	le New Mind	
associated with AD/HI do, indeed, have a pla	D, the notables below demo ace in society. Moreover, t	OT "fitting into" the real was mustrate that those people luck they have made immeasurable is the original source of this li	y enough to have AD/HD e contributions to society
Terry Bradshaw	Salvador Dali 1904 - 1989	Albert Einstein	Whoopi Goldberg
ootball Quarterback	Avant-Garde Artist	Physicist/Author	Actress/Talk Show Panelist
Jim Carrey 1962 - Present	Leonardo da Vinci 1452 - 1519	Dwight D. Eisenhower	Michael Jordan 1963 - Present
Comedian/Actor	Inventor/Artist	U.S. President	Basketball Player
Cher	Walt Disney	F. Scott Fitzgerald	Mozart
1946 - Present	1901 - 1971	1896 - 1940	1756 - 1791
Actress/Singer	Innovator	Author	Composer
Michael Phelps 1985 - Present	Thomas Edison	Bill Gates 1955 - Present	Robin Williams
rofessional Swimmer	Inventor	Founder of Microsoft	Comedian/Actor

# PERSONALITY TYPES & SELF-PORTRAIT PROFILE

RESULTS: My	Personality Type is predominantly:
	☐ A Type (aggressive personality) impatience and intolerance of incompetent people • tendency to rage about both the small and the big things in life • regularly releases stress on other people
	□ B Type (balanced personality) resistant to stress of all sorts • takes people and situations in stride • reacts calmly • has control over response to stressful situations and people
	□ C Type (cancer-prone personality) keeps stress locked inside • over time, immune system breaks down and does NOT work properly • illness ensues
	□ F Type (flow personality) easily and effortlessly "stretches" physical and mental abilities • good at interpreting feedback and sundry subtle changes • feels a sense of transcendence
	☐ H Type (highly sensitive personality) artistic • hates making mistakes, especially in public • sensitive to pain and medicine • feels emotions vividly
	□ T Type (thrill-seeking personality) needs constant high-stimulus activities, positive and/OR negative, to feel calm and focused
	☐ a combination of Types & but more of Type
	□ virtually equal: Types &
	r everyone is to be/become a B Type personality for life, but one who also has many flow (F Type) experiences throughout her/his life.
d	My SELF Portrait is predominantly OR a combination of:  M = on the Move A = Achieving goals C = Caring T = Thorough)  M
personality	the attached MAC-T Self-Portrait Profile for descriptors of your dominan style, as well as respective career possibilities and ways to get the best from your ersonality type.
Additional Care	er Possibilities:

### BIRTH ORDER PERSONALITY INDICATOR

Completed:
☐ Yes ☐ No

May I Have Your Order: Birth Order as a Powerful Personality Indicator

for Tweens, Teens & Young Adults	

	I am the FIRSTBORN in the family. Typically, Firstborns of either gender want to dominate and control, overtly OR covertly, virtually every situation. They feel entitled to everything, including available funds and time. They are confident and tend to be more like adults than are the siblings who follow. (There are compliant Firstborns, but they are few and far between. They get along well with everyone at home and elsewhere.) They are usually left-brained.
	I am the MIDDLEBORN in the family. Typically, Middleborns are sensible risk-takers, natural leaders, unspoiled, forgiving, generous, rebellious, flexible, fiercely independent and secretive. They are typically the children in the middle of a sibship of three OR more kids. They are divergent thinkers who generate numerous solutions to any problem OR issue. They are tenacious and love to win at everything. They are typically more whole-brained.
	I am the LASTBORN in the family. Lastborns are people-magnets. They are fun, fun-loving and funny. These are the toy- and gadget-people. They are passionate, charming, cuddly, spoiled and pleasure-seeking. Lastborns usually relate best to Firstborns and imitate their characteristics, including Firstborns' unparalleled toughness. Lastborns are spically right-brained and left-handed.
0	I am the ONLIBORN in the family. Onliborns are usually multi- talented, but spoiled, unpredictable and volatile. They often seem as if they are mini-adults instead of children. These super Firstborns, while dependable and well-organized, are overly aggressive. Onliborns hate to be criticized and are very quick on the verbal trigger. There can be more relaxed and laid back Onliborns who act more like Lastborns—but that is NOT the norm for this particular birth order. Ironically, there can also be complacent Onliborns, but they are atypical. Onliborns are typically more left-brained.
	While my primary birth order is, my secondary birth order is because I am the (fe)male child of my parents.
	While my primary birth order is, my secondary birth order is because I am also a child in a family of children.
	While my primary birth order is, my secondary birth order is years between me and my next sibling(s).

### NEURODIVERSITY INDICATORS

Completed:

for Tween	n of Your Destiny: Discovering the Multi-Talented You ns, Teens & Young Adults
RESULTS: I selected Wheel(s) #	and possibly # as the one(s) that e as someone who:
My top positive personal descriptors:	My major negative personal descriptors:  1 2 3
My top current career interests are:	Other careers that appeal to me are:  1 2 3
The ideal teacher/professor for me is one with the ideal teacher for th	ho:
Additional DEAL MAKERS: 4 5 6	What would be some DEAL BREAKERS?  1 2 3
the ideal coach/trainer for me is one who:	
Additional DEAL MAKERS:	What would be some <i>DEAL BREAKERS</i> ?  1 2 3
The ideal learning environment for me is or	
Additional DEAL MAKERS:	What would be some DEAL BREAKERS?

2 3	
	What would be some DEAL BREAKERS?
The ideal home life environment for me i	s one where:
Additional DEAL MAKERS: 4 5 6	What would be some DEAL BREAKERS?  1 2 3
2	What would be some DEAL BREAKERS?
Additional DEAL MAKERS	What would be some DEAL BREAKERS?
The ideal friend for me is one who:  1 2 3	
Additional DEAL MAKERS: 4 5 6	What would be some DEAL BREAKERS?

What would be some DEAL BREAKERS?
1
2
1 2 3
om my <i>community/county government</i> to help me be
PAGE BUILDING TO THE PAGE BUILDING THE PAGE BUILDING TO THE PAGE BUILDIN
What would be some DEAL BREAKERS?
2
3
What would be some DEAL BREAKERS?
What would be some DEAL BREAKERS?

REC	OMMENDATI	ONS	
<ul> <li>Behavioral Cognitive Visual Exam Ne</li> </ul>	eeded:	□ Yes □	No Maybe
<ul> <li>Behavioral Cognitive Auditory Exam</li> </ul>	Needed:	□ Yes □	No Maybe
* AD/HD Evaluation Needed:		□ Yes □	No Maybe
◆ Irlen  ② Syndrome Evaluation Needed:	Ŀ	□ Yes □	No Maybe
<ul> <li>Stress Management/Test Phobia Man</li> </ul>	agement Needed:	□ Yes □	No □ Maybe
♦ Full WOODCOCK-JOHNSON® IV	Evaluation Needed:	□ Yes □	No Maybe
■ IQ Testing (WISC®-V) Needed:		□ Yes □	No Maybe
♦ Neuropsychological Counseling Need	ed:	□ Yes □	No Maybe
● Possible 504 Plan Needed:		□ Yes □	No Maybe
Possible IEP Needed:		□ Yes □	No Maybe
			-
LOCAL SPECIAL			VISIT
NAME / SPECIALTY	ADDRESS	PHONE NUMBER	RECOMMENDED
, OD, FAAO Behavioral/Cognitive Eye Physician			□ Yes □ No □ Maybe
, PhD, FAAA Behavioral/Cognitive Hearing Specialist			□ Yes □ No □ Maybe
Neuropsychologist , PhD			□ Yes □ No □ Maybe
, MA Literacy/Irlen® Specialist & Diagnostician			□ Yet □ No □ Maybe
, CCC-SLP			□ Yes □ No □ Maybe
, PhD Licensed Psychologist			□ Yes □ No □ Maybe
Professional Certified Listening Therapist & Cognitive Auditory Specialist			□ Yes □ No □ Maybe
, PhD, ABPN Licensed Psychologist, Diplomate, American Board of Professional Neuropsychology			□ Yes □ No □ Maybe
, PsyD Neuropsychologist, Licensed Psychologist, Certified School Psychologist			□ Yes □ No □ Maybe
Speech-Language & Learning Center			□ Yes □ No □ Maybe
, MS, OTR, CIMI Licensed Pediatric Occupational Therapist			□ Yes □ No □ Maybe

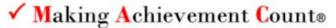
## THE PROFILE:

## SOME REAL-LIFE PRACTICAL APPLICATIONS



People whose lives are affected by a decision must be part of the process of arriving at that decision.

~John Naisbitt





Advice is what we ask for when we already know the answer but wish we didn't.

~ Erica Jong









## THE PROFILE

## REAL-LIFE PRACTICAL APPLICATIONS

## ACADEMIC SUPPORT CENTER APPLICATIONS

Administrators of Test Prep Centers, small OR large, and Independent
Test Preparation Strategists, can use the results of THE PROFILE to:

- intentionally create a friendly, safe, nurturing and brain-compatible environment in which to prepare students for standardized tests, e.g., the SSAT®, PSAT®, SAT®, ACT®, ACCUPLACER®, LSAT®, GMAT®, MCAT®, PRAXIS®, GRE®, DAT®, TOEFL®, ASVAB®, TABE®, and THE MAC 3 K-12®.
- 2 instill a genuine sense of abiding self-empowerment throughout the center—students and staff.
- 3 address and promptly remediate test candidates/students' personal "holes," e.g., core belief issues, general physical and emotional health and well-being, shame, dysfunctional thinking and behavior, lack of readiness, "What if" thinking, current high stress level, negative test-taking history—standardized and classroom—, and the like.
- 4 address and remediate every candidate's extant academic-related "holes," ASAP e.g., neurodiversity issues, lack of sustained passion for learning, dyscalcula, AD/HD, personality style, physical stamina, "bullseye" whole-brainedness, dyslexia and learning pathway jamming, and such, with the practical, kind and enthusiastic on-going help of genuine experts who can truly teach.
- address and remediate every candidate's work-habit "holes," e.g., lack of proof reading, sloppiness and needless inaccuracies, hidden whole-brainedness issues, over-thinking, indecision, fatigue, panic, poor time management, lack of creative thinking and sustained focusing, weak critical thinking, poor organizational skills, insufficient cognitive reserve, and so on.
- 6 explore candidates' school and career dreams so that they can also be well-prepared to be successful in gaining entrance into and ultimately succeeding at those institutions and career pathways of their respective choices and become successful contributors to society.
- 7 establish realistic and appropriate short- and long-term goals/student schedules for each client/student-athlete.
- 8 determine well in advance the range of test scores actually needed to achieve each individual's particular academic, testing, and career goals.
- 9 use a monthly planner to steadfastly monitor individual progress and goal achievement and then revise and refine accordingly with each student. (Regularly take everyone's academic "pulse.")
- 10 group according to respective learning pathway pattern and then have student "experts" teach each other how to learn better and easier by keeping their respective learning pathways open.
- 11 present all materials and techniques in a multi-sensory, real-life-based way to stimulate the brain and add liveliness and fun to the sessions. Create relaxed, non-classroom-like learning settings.
- 12 restore a badly needed sense of student ownership and fun into the rigorous yet exciting process of standardized test preparation and the success that awaits at every level of education.





### REAL-LIFE PRACTICAL APPLICATIONS

#### SOME ATHLETICS AND COACHING APPLICATIONS

## Athletic Directors and Coaches can use the results of THE PROFILE to:

- 1 help decide who will make the team should it come down to selecting a super talented but troubled player OR a somewhat lesser athlete who is a true team player and a "sparkplug" on and off the playing field.
- 2 select the very best team leaders.
- 3 deal with parents even better, especially in the case of younger players.
- 4 decide how best to spend precious scholarship monies, given the profile and prospects of each respective candidate and that individual's fit on the team, as well as the likelihood of remaining on the squad and graduating with his OR her class.
- 5 restore/instill team/"family" first spirit and respectfully open communication where these are lacking, for whatever reason(s).
- 6 educate players to be truly outstanding representatives of the community, the school/university, the league, the sport, the conference, the sponsor(s) and so forth.

- 7 choose the best possible professionals at all levels-coordinators, position coaches and such-and work well and in tandem with the designated academic support staff.
- 8 get the most out of all concerned to insure a successful season, one with few injuries, NO bullying, NO negative press, NO drama, NO discrimination-and, of course, consistent outstanding sportsmanship.
- 9 help players become true student-athletes and be sure to work competently, closely and sensitively with those candidates and players with extant serious learning/personal issues.
- 10 deal with the press and other media with greater success and less frustration.
- 11 defuse any small issue ASAP that has the potential to escalate into a bigger one.
- 12 instill a lasting love of sports and a heightened appreciation of the myriad of invaluable life lessons one can learn, along with the practical wisdom one can gain from participating in athletics at all skill levels.



I hated every minute of training. but I said, "Don't quit. Suffer now and live your life as a champion." ~ Muhammad Ali



## THE PROFILE



## REAL-LIFE PRACTICAL APPLICATIONS

## SOME BUSINESS APPLICATIONS

## Owners, other Decision-Makers of Businesses and their Respective Human Resources Staffs can use the results of THE PROFILE to:

- help determine, in part, who gets hired OR promoted for which position and why OR why NOT, including prospective interns.
- 2 help determine, in part. who gets fired, demoted OR transferred from which position/ location and specifically why, notably after appropriate counselling and coaching have taken place but sadly to little OR NO avail.
- 3 assist in job interviews—in person, via Skype OR via Vera, the latest state-of-the-art Russian robot/chatbot—along with those promotional decisions especially designed to establish mutual respect, trust and rapport. Clearly, Al is here to stay! (Upper level executive hires are typically interviewed by the Board of Directors and/OR by the firm OR by the executive who is leaving a given position, for whatever reason.) If possible, promote within.
- 4 better assist in assigning realistic crystalclear individual—and team-related tasks, minor and major, and designated timelines. including those involving outside community service, e.g., Wounded Warriors, Shades of Pink, scholarship offerings, and such, together with setting clearly defined and realistic performance goals/expectations.
- 5 stimulate enthusiasm, value, fresh wholebrain "out-of-the-box" thinking and innovation via an ongoing open-door policy that seamlessly generates better understanding of signature personality traits, dislikes, likes, non-verbal cues and reasonable empathy. Discover staff members doing the right thing and recognize/ reward it publicly, where appropriate and possible.

- 6 improve and better manage the individual customer experience and corporate customer satisfaction to enhance a given brand in fresh ways via multi-media/awards/incentives.
- 7 enhance extant leadership, pivotal inter-office communications and morale by actively and respectfully using the right words, along with listening and speaking in a non-judgmental way.
- 8 increase productivity, job/corporate pride and profits for all concerned, especially the investors, the shareholders and the Board.
- 9 improve attendance, curb tardiness and promote loyalty not just within the firm but also with the client-base by truly listening to all concerned and NOT via bullying OR for one moment accepting on-going excuses, tolerating "backstabbing" OR discriminating behavior by anyone. e.g., the hearing disabled and/OR blatant favoritism, for any reason.
- 10 aid in successful negotiations of all sorts via a team approach, while leadership always clearly maintains the final say in all matters.
- 11 head-off a possible serious personal yet work-related problem: stop all "drama king/queen" behavior in the workplace before it has a chance to negatively affect morale, productivity and suddenly spiral out of hand and/OR becomes a needless contagion and morale killer.
- 12 restore/enhance a stronger sense of harmony, caring and community on the job and head-off any would be "drainers" OR know-it-alls who, for whatever reason, seem to dysfunctionally/recklessly enjoy challenging virtually everything and everyone. This behavior, be it conscious OR subconscious. must stop NOW.

Knowing is not enough; we must apply. Willing is not enough; we must do.

~ Johann von Goethe



## 1 SOME EDUCATIONAL APPLICATIONS

Educators, Advisors, Administrators and

Boards-of-Education/Trustees at all levels and in all types of schools,
including learning centers, can use the results of THE PROFILE to:

- 1 understand the real needs of all your students and their particular zoning-in processes. Listen with your heart, NOT just with your current and future respective budget and time-crunch realities.
- 2 formulate an appropriate plan of action for and with each student and with the class/program. Then, promptly present these realistically doable plans to the respective students' parents/guardians in a straightforward manner that is designed to promote mutual understanding and respect.
- 3 promptly and sensitively address and dispel any heart-heavy shame that the learner(s) has/have experienced in previous classes/schools/centers/neighborhoods, for whatever reasons.
- 4 listen actively to and learn from your students/staff. (In real life and at school, at every level, everyone is a student. Everyone is a teacher.)
- 5 see, hear and feel the pain these children/young adults are experiencing OR have experienced at school and do something positive, timely and appropriate to reduce it, if NOT eradicate it, once and for all. Listen NON-judgmentally. Also, spend less time on those often somewhat confusing computer lessons and more time actually teaching, interacting and bonding with the class. Be 100% authentic.
- 6 foster enhanced self-esteem, self-confidence, trust, healthy pride and genuine team spirit.

  Teach/test in brain-compatible ways. LESS TESTING AND MORE TEACHING IS A MUST.
- 7 discover and recognize your students for doing something right so that more and more good things can happen for them and you both inside and outside the classroom. This will instantly improve morale and be inspiring. It might even be good for a laugh.
- 8 make parent-teacher conferences and written student evaluations more comprehensible, relevant, useful and humane. Actively and respectively listen to parents/guardians with both your
- ears and your heart. Set a little time aside daily for talking with students before/after class/school.

  always work cooperatively with parents, child study team members, guidance counselors, academic support staff, relevant outside experts, coaches and designated others toward the common goal of truly helping each young person recognize, accept and appreciate his/her real-life learning pathway
- and real-life talents, as well as that individual's viable career options. Be sure to also follow-up ASAP.

  10 recognize a gifted learner who may be in trouble personally in some aspect of her/his life, e.g., bullying, beatings, irregular and non-nutritious meals, NO privacy and/OR inappropriate sexual words/behavior, and, if requisite, report ASAP, even if that student is doing well academically.

  (Academic achievements can be places to mask one's deep pain and embarrassment.)
- 11 respect, value and benefit from all the sundry types of intelligences that each learner possesses to the betterment of the entire class, club, school, team and community. (Value your own, too.)
- 12 begin/restore/enhance wholesome fun, true creativity and brain-friendly structuring in the entire learning community which will, in turn and in time, elevate all concerned. While your efforts and sacrifices may NOT always seem to be truly appreciated, they are, nonetheless, 100% vital to America's very future and its survival. Fight on! We are all counting on you. REMEMBER THAT NO COMPUTER PROGRAM OR FASCINATING GAME CAN EVER REPLACE A TRULY GREAT TEACHER.



2 SOME MATE MIDDLE/RIGH SCHOOL EDUCATIONAL

Math Teachers, Math Chairpersons, Math Textbook/
Workbook Writers/Designers and Programmers of Math Computer Games/Learning Applications
can use the results of THE PROFILE to:

- make sure that your student(s) can see and hear properly via expert evaluations, e.g., by board-certified cognitive vision and/OR auditory specialists. Even with perfect vision and contact lenses, one can still have Irlen Syndrome which negatively affects one's ability to read problems and derive correct solutions in print and/OR on a screen/whiteboard. (If one can/OT see properly, then one can/OT hear properly because of over-focusing, mounting stress and cognitive jamming.)
- properly, then one canNOT hear properly because of over-focusing, mounting stress and cognitive jamming.)

  ascertain promptly if your student(s) has/have dyscalcula (also knewn as dyscalculia) and/OR Irlen Syndrome. a complex component of several pivotal learning behavior issues, e.g., dyslexia, Attention Deficit Disorder, among others. According to Irlen experts, if one, indeed, has Irlen, then typically within the first thirty to sixty minutes of actual reading/reading word problems/via any means and/OR reading, especially under florescent lights, then the learner will needlessly suffer math shame and may eventually turn off to maths and possibly to future lucrative and brain-engaging math careers. Be sure not simply to check out but also to teach from the Occupational Outlook Handbook. See www.bls.gov/ooh/. Which appropriate and prompt intervention this can be turned around. Fit many students prefer answering quotions on UKLINED paper.
- 3 build a solid foundation in all maths presented from grade 3, when those reading-based math problems begin for real. Students will struggle if they lack efficiency in their basic math skills. With your help, this does MOT have to be. Everyone wind: 4 appreciate that students often become discouraged when they are unable to complete problems OR do so but at a slower rate than some of their peers. Again, this is simply due to a lack of fundamentals, viz. simple multiplication, division, addition and subtraction skills, that are so needed prior to attempting higher level math.
- 5 always remember that we all need to be free to make mistokes. MISTAKES ARE MASTER TEACHERS, that is, if we do NOT let our egos and/OR our frustration cut this vital life lesson short. Also, provide clear, concise directions with plenty of examples from real-life. Always use plain language and do NOT rush through a given problem assuming that everyone gets it.
- 6 chunk it down. Do the moth in logical steps for those learners who need this type of explanation clearly presented and then worked out, first together sequentially and then separately. If possible, select textbooks that use colors to highlight key parts of a given problem, e.g., shapes, graphs, equations, and the like, to clearly indicate precisely what is being referred to on that page and/OR on the board/screen. Use colors and shapes to also engage the math gifted, especially RED/YELLOW/BLUE.
- that page and/ON on the board/screen. Use colors and shapes to also engage the mark gifted, especially RED/OLELLOW SELD.

  present each math concept in plain language. It is best NOT to assume that students understand all the meanings of math symbols and notations—OR even recognize key math linchpin words. Again, break it down. Take the time to teach students how to expertly read math problems. Now, show how a particular concept can be found in real life. In their particular lives and finally on classroom and standardized tests. For whatever reason, many students find computer math programs more confusing than fun. Fit: there are several first-rate math computer programs on the market. e.g., the legendary Math Blaster and IXL Ask students for suggestions and critiques. Listen actively. Then, take action, have made entry and the process.
- 8 find—individually and/OR as a group—fun memorable factoids about math, e.g., Americans eat nearly 100 acres of pizza every day—that's approximately 350 slices per second; OR a raindrop falls 600 feet per minute OR 7 mph; OR it takes 72 muscles to speak a word. Whenever appropriate/possible, bring realia to class to heighten interest in math at every level. Create fun factoid teams/games, IOn NOT overdoi to IOR it will lose its magic. Let your students take the lead.
- 9 present a given concept in at least three stroightforward and engaging ways to naturally stimulate brain activity and enhance cognitive reserve on everyone's part. Then, have students use the one that works best for them, if you teach a topic with certain examples, please refrain from testing those that were NOT explained on the upcoming exam. Help students decode the "trick(s)" in a given problem. The math-sitted can take the lead here by sharing their approaches. Everyone will be all in.
- 10 always provide clear definitions, along with the appropriate math jargon. Many textbooks enthusiastically rush into complicated definitions, even when the concepts can often be explained in simpler terms. Avoid all insensitive topics, e.g., opioids. Clearly, students do NOT need to learn exponential decay and rational functions to grass why some addicted patients seek increasingly stronger opioids to alleviate their pain. Challenge the truly math gifted but NOT with this type of problem.
- 11 select/use only those math workbooks that provide a concise and readable list of the requisite skills needed to complete each particular problem. A set of topics that clearly states what kind of math knowledge is needed to complete that given problem correctly is ever so helpful to students. especially those who have gaps in their math information. In this way, students can readily see which topics and skills they need to brush up on ASAP to complete a given problem to the very best of their respective extant abilities and thereby enhance self-exteem and self-confidence.
- 12 avoid OR at least discuss beforehand those math textbooks/worksheets that have multiple right answers to their problems. Yet, they only accept one answer as the most correct. Maths should NOT be molded into only one way of thinking. Any right answers should be accepted, and explanations should be given for each by student(s) and texcher(s). Conditioning students to complete problems according to a singular way of thinking (whether it be the layout of a textbook, the curriculum OR. If, for whatever reason, a stubborn teacher) causes students to mistrust their own judgment, needlessly develoos math anxiety and ultimately discourages creativity even for the highly math proficent.

TEST LESS, MODEL YOUR LOVE OF MATH MORE. It will be contagious.



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## REAL-LIFE PRACTICAL APPLICATIONS

# 1 SOME GOVERNMENT, MILITARY AND CRIMINAL JUSTICE APPLICATIONS

Government, Military and Criminal Justice Decision-Makers can use the results of THE PROFILE to:

- 1 identify those individuals who are most suitable for a specific task/team.
- 2 determine, in part and where appropriate, who should be hired, transferred, promoted OR terminated/discharged and specifically why/why NOT.
- 3 identify those with extant personal, emotional and/OR academic issues which MUST be addressed and remediated ASAP for the betterment and the advancement of the individual and/OR the group in question. (Keep all channels of communication open. Document everything in duplicate and "bury" one for safe keeping.
- 4 indicate those internal and/OR external proven specialists to be assigned OR hired, wherever necessary, to expedite the remediation process. Check all findings for completeness and accuracy.
- 5 formulate a plan of action that is economically sound and exceedingly practical to deal with individuals within the system, that is, all individuals from the lowest to the highest rank.
- 6 determine, in part, when education, NOT incarceration OR dishonorable discharge, is the proper answer in a given individual's situation. Use an inter-agency approach, if possible.
- 7 help ascertain when an individual is suitable for release into the mainstream population/to enhance her/his chances of success. Then, prepare that individual for life on the outside, e.g., adequate job training, affordable housing and readily available medical/psychological services.
- 8 establish a relationship first. Calibrate that individual's progress within a given system on a regular basis. Discuss same with the individual in question. Get, value and give honest feedback. Then, make and file report(s) in a timely fashion. As always, keep files current and make and save duplicates of everything.
- 9 provide FBI profilers and allied forensic experts with another valid appropriate tool OR tools by which to further profile potential wrongdoers and/OR convicted criminals.<sup>1</sup>
- 10 improve/foster better on-going verbal and non-verbal<sup>2</sup> communications within and between departments/divisions/systems. Keep politics out of any/all decisions.
- 11 build and maintain good team spirit, especially in today's ever-fluid and trying national/international political circumstances. (Today, we move fluidly from crisis to crisis.)
- 12 regularly monitor/reduce the inevitable high stress that comes with working in these sectors.



#### THE PROPERTY



#### REAL-LIFE PRACTICAL APPLICATIONS

## 2 SOME GOVERNMENT APPLICATIONS

## Job Corps, its Satellite Centers and Similar Programs can use the results of THE PROFILE to:

- 1 help students, with the direct assistance of their counselors, to formulate their respective Personal Career Development Plans. These plans should accurately reflect American employment projections through 2026, as reported in both the Occupational Outlook Handbook and the Bureau of Labor Statistics. See www.bls.gov/ooh/ and www.bls.gov. These viable career possibilities should generate and sustain the enthusiasm requisite to enable students to follow through and successfully complete their individual programs. e.g. STEM-related high growth career pathways/occupations—web developers, data entry personnel and computer programmers, among hucrative others.
- 2 support ongoing document-based evidence of valid and proper career identification, development and the actual placement and the ensuing success of participants in today's fast-growing American industries, that is, positions with a positive future. e.g. those in the military/health care-related professions, such as home health aides, medical equipment repairers and hospital/senior care facility workers/receptionists, nursing assistants, occupational therapist assistants, and the like, that do NOT require a prospective employee to have had any previous training OR necessarily have a college degree.
- 3 encourage these young people to remain in the program and eventually succeed in their respective centers and jobs—both during and at the conclusion of their individual program—and to have adequate life insurance and medical benefits for themselves and their dependents that are provided by their respective companies in a timely fashion and/OR guaranteed by their particular unions, such as the BAC Local 7 Tile. Marble & Terrazzo Union of New York and New Jersey that is most anxious to hire apprentices to learn the craft of this storied professional trade (www.baciocal?org.a. union organization).
- 4 accurately identify and suggest prompt remediation by certified experts for those participants who have ongoing learning issues. e.g. key visual and/OR auditory impairments, along with ascertaining their individual specific academic strengths and weakness and then formulating a prompt and sound remediation plan that is based on the findings of an appropriate valid test. e.g. the Test of Adult Basic Education (TABE®) and/OR The MAC 3: 9-12® (with new math components).
- 5 encourage and assist those participants lacking high school diplomas OR its equivalent in an ongoing and timely fashion until this worthy goal is achieved, using the professional services of trained and proven successful teachers/tutors.
- 6 propose authentically viable career options for those with identified neurodiversity issues. e.g. (building contractor/UPS delivery person/forest ranger) AD/HD: (TV camera person/3-D laser printer operator/computer software designer) dyslexia: (designer/professional writer/community activist) mood disorders: (plumber/lab technician/professional bigger) autism spectrum disorders, and the like. combined with teaching personal finance management and actually formulating a realistic finance plan for/with each student well before that student exits the program.
- 7 aid in the proper and timely career/program transition from student-trainee to actual employable/employed worker.
  e.g., in the transportation and material-moving industry at the FedEx World Super Hub in Memphis. TN (careers.fedex.com).
- 8 assign students, whenever possible, to the closest center that best matches their specific personal career interest(s) and where many of these actual positions are located, such as diesel service technicians, mechanics and line operators that are situated in the top 10 US cities for these types of positions: Michigan, Ohio, Indiana, Texas, Illinois, Tennessee, Missouri, Kentucky, Alabama and Mississippi. In oil-rich North Dakota and South Dakota, heavy equipment mechanics/operators. drillers, welders and truckers, among other positions, are in very high demand. Lucrative salaries are the norm (www.indeed.com).
- 9 support students' retention, academically and personally, in their respective programs because individual needs are truly being met on a regular basis and each one is consistently safe in the facility, is now truly employable and has genuine future prospects with a projected salary scale above the extant powerty threshold.
- 10 help to identify, remediate and, if NOT possible, then promptly eliminate those who are capable of violence OR actually have committed violence of any sort to anyone for any reason at a given center OR on the job for the betterment of all concerned—students/staff/coworkers/bosses/owners. If warranted, promptly report violent of fenders.
- 11 keep down needless expenditures by spending taxpayers' monies in an even more responsible and accountable manner and thereby providing badly neededs skilled workers for today's American robust economy and thus generating more public and legislative support. Also, publicize success stories on a regular basis. Ask the public for suggestions.
- 12 assist in the gathering and ultimate analysis of a given program's annual performance by individual center and the program as a whole, along with realistic suggestions for ongoing improvement center-by-center and the program as a totality.

## THE PROPULE

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#### REAL-LIFE PRACTICAL APPLICATIONS

### SOME MEDICAL AND MENTAL HEALTH APPLICATIONS

Medical Doctors, Mental Health Workers and Therapists of all types—traditional and alternative—can use the results of THE PROFILE to:

- 1 save your patients'/clients' and your own precious intake time by having them complete THE PROFILE either via the computer OR paper and pencil booklets before coming in for their respective scheduled appointments.
- 2 help trace the root cause(s) of a given patient's presenting issue(s) in a reliable, expedient and cost-effective way.
- 3 suggest various appropriate strategies and/OR other specialists for the patient to see ASAP, if warranted. Then, follow-up.
- 4 work in conjunction with other relevant and valid assessment tools and techniques to help keep the patient focused, on-task and improving at an appropriate rate for that given client.
- 5 suggest viable lifestyle changes that are appropriate for that individual/that couple /that family/that group.
- 6 assist your patients in getting in touch with their true feelings in every part of their respective lives, including their dietary choices and spiritual feelings, where appropriate/warranted.
- 7 help clients to relate better in every aspect of their lives and to learn to fight fair, find peace and have healthy fun, while always modelling respect.

- 8 make the patients aware of alternative mental and physical health options of which they may avail themselves, if this is deemed appropriate by their primary care physician, food and nutrition counsellor/ technologist and/OR spiritual counselor and is also strongly desired by the patient(s).
- 9 reduce and deal more successfully with stress—both the good news and bad news varieties—in your patients' lives. This enhances brain functioning, as well as enhances one's chances for a healthier and happier longevity.
- 10 help to establish a benchmark as to where your patient is NOW, as well as mark the way that s/he is progressing in her/his personal evolution and/OR help this person prepare to die more peacefully and with dignity.
- 11 encourage and support those clients who live in their heads to find their true voice and to finally speak up on their own behalf, in a timely manner, as well as for the benefit of others who are important in their lives.
- 12 restore a sense of healthy fun and playfulness in the lives of your patients, as clearly, we all need laughter to live longer, to stay well and to build up cognitive reserves.





## REAL-LIFE PRACTICAL APPLICATIONS

## SOME PERSONAL COUNSELING APPLICATIONS

# Counselors of Individuals, Couples, Families and Groups can use the results of THE PROFILE to encourage their respective clients to:

- 1 communicate better and more often to promote authentic mutual understanding, respect and appreciation without being judgmental for any reason.
- 2 work towards establishing realistic individual and/OR group common goals.
- 3 learn how to fight fair so that enhanced clarity and greater closeness is the sweet final outcome for all concerned.
- 4 foster appropriate forgiveness of the Self and others, whenever one is ready to do so.
- 5 confront and overcome the real underlying issues in the relationship. (We all have them, that is, except liars, cowards and phonies. Always stand strong in your truth. Be clear with yourself and others.) Respectfully challenge any questionable statements/mis-information; seek proof.
- 6 avoid the pointless and emotionally draining blame game that keeps people stuck, resentful and "forever" abiding in deep soul-murdering pain.
- 7 instill a deeper respect for each other's many strengths, as well as each other's sincere and determined efforts to finally deal with/recover from the past; if appropriate, suggest setting up a social network/gatherings to address common issues, e.g., bullying, the environment, having safer playgrounds for people and pups of all ages, and esports, among other interesting possibilities. When we honestly help others, we often also subconsciously help ourselves. It is pure gift from the heart to the heart. Everybody wins.
- 8 change personal weaknesses into strengths over time. Do the work. It is so worth it.
- 9 return a sense of healthy fun and playfulness to the relationship; make peace with the past.
- 10 restore/deepen a sense of interconnectedness with the Self, others and the Universe.
- 11 remember what it was like to be young with all the overwhelming problems, as well as all of the wonderful experiences that that phase of life one's entailed. Also, have mercy on the children/any young people as they, too, work through their respective exciting personal evolution.
- 12 come together, be real and be in gentle peace and with renewed hope as one "gives birth" to one's self as an individual and to one's partner/family as an ever-evolving unit.



## SOME FAMILY APPLICATIONS

Families who may NOT need to, wish to OR canNOT afford to go for individual and/OR group therapy can still use the results of THE PROFILE to:

- 1 gain a clearer understanding of each family member's behavior, positive and negative, and have ongoing family meetings/constructive discussions, as needed. Peace and happiness at home equals increased happiness and improved health for virtually all family members.
- 2 trace family traits, behaviors and medical/mental histories across generations to comprehend why, to date, things have turned out as they have for better/for worse, e.g., through 23andMe /ancestry.com. Some free sources are myheritage.com, familysearch.org and findmypast.com. Do the work.
- 3 shake off the weight of depression and regain the confidence of hope that things, indeed, can and will be turned around. (Without hope, there is NO hope.) Healthy weight loss often occurs, too.
- 4 shine the light on possible co-conditions, e.g. an AD/HD person(s) may also have other conditions that, for whatever reason, have gone unchecked, undiagnosed and untreated, e.g., learning disabilities, Irlen Syndrome, dyscalcula, disruptive behavior disorders, tics, eating disorders, bed wetting, allergies, visual and auditory issues, and so forth.
- 5 recognize that ironically the individual with the presenting issue(s) is sometimes in better shape than the family itself, even though that person appears just the opposite in a dysfunctional family.
- 6 formulate a reasonable, effective and inexpensive plan of action, e.g., use the services of a child study team OR community resources, such as Catholic Charities OR Hadassah; call local/state hotlines found in front of your telephone directory; search the Internet and/OR ask around for recommendations.
- 7 peacefully confront and remediate to the best of your ability, any AD/HD (Attention Deficit Disorder with OR without Hyperactivity) behaviors. Keep all those many AD/HD positive behaviors in your life.
- 8 remove the heavy cloak of shame that an individual OR the family has been unconsciously wearing for a very long time and resolve to get the appropriate and very best professional help ASAP.
- 9 open/reopen channels of meaningful communication within the family, thus encouraging family members to forgive one another and, if possible, to become closer. Forgive yourself, too.
- 10 select the right courses and career pathways for a given individual. (We all know folks in their 40's, 50's and older who still do NOT know what they want to be when they grow up. Is anyone in your family like this? Are you?) Take steps to resolve any lingering childhood birth order issues along the way.
- 11 find a more suitable partner-in-life; work at being a better one, if you are already in a relationship OR take the necessary steps to leave for the right reasons, if all else fails. Be respectful, either way.
- 12 change the course of your family's scripted history by dealing with your personal issues in an ecological way so that whatever negative issues there are will NOT be unintentionally passed on to and subsequently and needlessly harm the next generation and those who came thereafter.



#### THE PROFILE

## REAL-LIFE PRACTICAL APPLICATIONS

SOME USER-GENERATHED AUDIDITIONALL TOPICS



I am genuinely interested in and most anxious to receive your suggestions for using the results of THE PROFILE. Please forward them to me ASAP at drmactesting a gmail.com. You and your participation are highly valued.

Thanks from the heart, Dr. Mac.

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Thank You.



## DR, MAC'S ANSWER TO DEATH BY VOCAB:

NOT knowing the words is killing my chances to make it big. I know what I want to say, but I just can NOT find the right words in any simution. It's so formering and need help! In it possible to become only excited to learn new words? Clearly, words are key to successful relationships—the words I say as well as thuse I do AOT say. Wishout the right words to succincity frame my thoughts, hopes and dreams. I will suffer. Dr. Max. put me on a dog and re transforming my deathry before it is easy less.

An Exciting & Truly Fresh Approach to Mastering Vocabulary-

# **MONEY WORD\$**



#### Words-What are they good for?-

#### Absolutely Everything

The right word said by the right person at the right time in simple, clear language can, among other transformative miracles, heal the heart, liberate the spirit, motivate the reluctant, fire up the complacent and even free us from serious trouble. Rightly or wrongly, words mark and delimit us and our attendant aspirations and accomplishments. Wittingly or unwittingly, words can also obscure or distort the truth.

On tests, standardized or classroom, the smart money is on knowing both the given material and its relevant vocabulary. On standardized tests, in particular, your ultimate success comes down to steadfastly practicing the specific techniques, together with truly mastering the requisite vocabulary. Simply put, words are the daily currency of those who are the most successful in life. Use your powerful vocabulary, your burgeoning expertise and your street smarts to WIN BIG.

You'll love the POP culture and QAMES sections and benefit ASAP from the "money" VOCAB-U-LAB pieces and the many rich references and resources in this COMMON CORE-ALIGNED book!

#### JEAN D'ARCY MACULAITIS, PhD

Founder & President of MAC Testing & Consulting, LLC

✓ Making Achievement Counts

Total Pages: 414 Pages (8.5 x)14)

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<sup>&</sup>quot;KISS" herein means Keep It Simple, Sweetie.

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Words—so innocent and powerless as they are, as standing in a dictionary, how potent for good or cell they become, in the hands of one who knows how to combine them!





#### DO YOU USE WORDS?

# IF YOUR ANSWER IS YES— AND IF YOU'RE READING THIS, IT MUST BE—THEN YOU NEED THIS BOOK!

Words cannot be avoided, either in academics or day-to-day life. While you might be able to get away with not being a "math person," you simply cannot function, in any capacity, if you are not a "word person." The right word, in the right place, at the right time, can convey your meaning clearly and memorably, as surely as the wrong word can garble one's message to the point of unrecognizability. Whether you're a coach rousing a team before a big game, a politician running for re-election, a salesperson closing a deal, a college/graduate school applicant interviewing for possible admissions or a scholarship/fellowship/internship or a parent consoling a child, you need words—the right words. And yet, so many of us fumble when trying to express ourselves, both in academic/professional settings and in our everyday lives, e.g., Skyping, emailing and using FaceTime.

Why is something that should come naturally the cause of so much consternation? Simply put, the conventional approach to teaching vocabulary just does NOT work. The very term "vocabulary" immediately calls to mind that one deadly dull day a week of middle and high school English class, when words were simply drilled into students' heads by rote repetition and memorization for Friday's weekly vocabulary test. This method is as ineffective as it is boring, because when words are taught out of context, it is difficult for students to retain them, much less call them to mind when they are necessary in real life. Yet, you somehow must learn the lexicon, or vocabulary, of a given language, speaker, discipline, subject, profession, job or avocation.

Riding to the rescue is Money WordS, Dr. Mac's innovative and (lest we forget) genuinely fun tool to give students of all ages and walks of life the word power they need to succeed. With this invaluable text, the latest of Dr. Mac's numerous, innovative works in this vein, YOU are in control of YOUR OWN learning—learning you'll actually enjoy as weird as that sounds. Gone are the days of being at a loss for words. Now, you will have at your fingertips the words you need to speak and write precisely and compellingly. Money WordS is one investment that pays immediate dividends! It's the gold standard of its genre.

Be sure to also check out her totally fresh HumanHities: An Exciting & Fresh Humanities-Based Approach to Math, Grammar Gabbis, and Turning Points Challenge: Right the Writing to Right the Reading.

Together, they capture the essence of the legendary MAC Magic.



# DR. MAC'S ANSWER TO GRAMMAR DRAMA:

Ironically, everything I still faintly remember about grammar is from grammar school. Sadly, I am among the grammar-challenged.

Dr. Mac, how can I score higher on both standardized and classroom tests and come to appreciate proper grammar and its key role in my ultimate academic, personal and professional success?

An Exciting & Fresh Approach to American English Grammar™

# GRAMMAR GAMES



## Drop the drama and play the games.

Say "good-bye" today to those boring, confusing and seemingly arbitrary old-time grammar rules and "hello" to MAC's exciting, clarifying and innovative approach to Standard American English grammar.

You'll love the **BLOOPER**, sections and benefit ASAP from the immediately useful "Money" writing tips in this COMMON CORE-ALIGNED book! GO FOR IT! This is the moment, You can do it! WIN BIG!

JEAN D'ARCY MACULAITIS, PHD

Founder & President of MAC Testing & Consulting, LLC

✓ Making Achievement Count

246 Pages (8.5 x 11)

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#### PREFACE

#### **Let the Games Begin!**

More and more standardized examinations of all types and levels now contain some sort of grammar component. Whether they ask the test-taker to identify errors, to recognize a sentence that is correct as is, or to re-word grammatically incorrect sentences, these exercises seek to measure mastery of certain major aspects of English grammar. While many people have a "functional" mastery of grammar—that is, when they write they can make themselves understood—they may still lack the kind of precise knowledge necessary to do their best on a test that has been designed specifically to measure knowledge of grammar. Just as an athlete or performing artist must train and rehearse consistently to succeed, so must you, the test-taker.

Thus, GRAMMAR GAMES was born. In an easy-to-follow, user-friendly format, the games will enable you to effortlessly build upon and extend your existing knowledge of grammar so that you can do your very best on both classroom tests and standardized examinations of grammar and writing. As a professional test architect/test writer, Dr. Mac knows that these thirty-six points of common usage errors are the ones professional standardized test writers are most likely to highlight. Learn to play these games, and you will learn to recognize the cues and skills test writers like her use when writing examinations. Soon, you will find that the test is working for you. If every item on every standardized test, be it grammar, math, physics, or whatever, is provable by definition of standardization, then the "trick" is there are no tricks-only business tricks to get you to sign up for a given test prep program. Be at peace; play these surprisingly fun grammar games and prove your answers while you are taking the test. You will know, with certainty, whether an item contains an error and when it does not, while you are confidently taking the test in question. Following Dr. Mac's effective solutions and intentional avoidance of traditional "grammarese," you finally will understand and enjoy grammar and increase your score, while concurrently increasing your energy level, confidence and opportunities. All of the examples which follow are grammatically correct. The grammar style used herein is a hybrid/blended style, that is, neither strictly classical nor flowingly modern. Incorrect sentences are labeled as such. Let the games begin,2

In MAC World, we simply begin wherever we need to begin—set the 'starting bloch' wherever you need! You are free to run your own race. This trach is yours. Be a champion!



Of course, it is also equally fine to move in order. Just get going. Stay juicy. Stay focused and enjoy yourself. Ready! Set! GO!

<sup>&</sup>lt;sup>1</sup> Special thanks to the following colleagues, as well as several former MAC students, for their assistance with and commitment to this innovative project. John Tassini, JD (Georgetown University); Jennifer Resch (Brown University); Christopher Ingram (Middlebury College); Dr. Jeffrey Gruhler (Brown University); Dr. Eileen Kodack (Boston University); Lloyd Grosse (Rutgers University); Catherine Tassini (New York University); Kathleen Rivera (Farleigh Dickinson University); Karen Collopy (Providence College); Laura Kodack (Boston University); Kristin Dackert Ilas (New York University); Marcella Lavelle (TCI College of Technology); Sahil Aneja (Rutgers University); Stacey Krall (Brookdale Community College) and especially to Elias Koisis (University of Pennsylvania).

#### : GRAMMAR GAMES: IT'S ALL IN THE PLAYING!

#### WITH DR. MAC, GRAMMAR IS SIMPLE, UNDERSTANDABLE—and FUN!

What is grammar? For most people, this is a question—and a topic—best avoided. Too often, "grammar" calls to mind painful memories of diagramming sentences and mind-deadening drills covering who and whom or I and me. In the minds of many stodents, grammar remains impenetrable, a collection of configura, seemingly arbitrary rules no one could possibly remember. Even when put into practice, the "good grammar" many teachers and textbooks advocate sounds stilted and phony, like nothing anyone alive in the early twenty-first century would say or write, no matter who (when) is (arc).

In her revolutionary

Jean D'Arcy Maculaitis, PhD, a.k.a. Dr. Mac, upends conventional thinking
about grammar. Yes, grammar is banically a series of rules, but those rules need not seem arbitrary, confusing, or useless. As she sees
it, grammar is a set of rules for the surprisingly winnable "game" of writing. Just as you could not success, in any game, from football
to Scrabble, without understanding its rules, so too you must understand the rules of grammar to be a "champion" writer.

Oh, greet, you might be thinking, I already struggle with writing, and new I find out I need rules for writing! Correcting this train of thought—one consciously or unconsciously reinforced by many English curriculs—is one of the major breakthroughs in Cambridge and writing are fundamentally intertwined, one cannot be a good writer writions being a good reader. Nevertheless, for whatever reason, many schools and textbooks teach reading and writing separately, and further divide writing into 'formal' (grammar required) and 'creative' (grammar supposedly not required). The fact is, all writing—creative, formal, scientific, technical—relies upon standard grammar, whether that writing follows the rules assiduously or deliberately deviates from them. Every good writer, no matter how boldly unconvenional, understands the fundamental of the languaged of the control of the language of the control of the control of the language of the control of the control of the control of the language of the l

In the control of the rules. Rather than learning those rules in isolation, you will see immediately how mastery of grammar transforms your writing, giving you the knowledge and confidence to write appropriately for any occasion, both in and out of school. You will never again be held hostage by fear of making errors in usage. Dr. Mar's groundbreaking writing textbook.

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Unlike almost all conventional grammar texts. was developed with a single guiding principle. Do but work for the student. Frustrated with the unimaginative, jurgon-filled grammar workbooks that flood the market. Dr. Mac began by having her students make their own grammar guides, using explanations they could understand and examples they found relevant. These custom-made books provided a worthy supplement to inadequate textbooks. However, at the urging of both her teachers and students, Dr. Mac finally realized that the best solution was for her to write her own grammar book. Thus, all was born. This organic text has understone several student-symmetry revisions to the students. On the final provided as the provided as the student symmetry of the student symmetry of the students. The student symmetry of the students of

Dr. Mac's professional staff of writing teachers—many of whom hold doctoral or other advanced degrees, and have taught at every level from elementary school to college—cheered Dr. Mac's work at every step of the way, this is truly the book they, along with all teachers and students, have been waiting for. Dr. Mac's students, past and present, provided candid feedback throughout the development of

The result is a book that truly speaks to students, telling them what they want and need to know in a lively, freth, and engaging way. The finished product is quantessentially Dr. Mac accurate, entertaining, pragmatic, and immediately useful. In short.

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  - TEST-FOCUSED immediately useful for in-data and standardized tests (e.g., state English language exams, PSAT, ACT, ORE, OMAT, LSAT, MCAT, and the like) containing multiple choice or students personaled writing and grammor questions.

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Right the Writing to Right the Reading



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	Books are the carriers of civilization.  Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill.

~ Henry David Thoreau

## THE SOLUTION IS SO MUCH EASIER THAN YOU THINK. YOU CAN'DO THIS!

Think of someone you know who is a "good writer." Perhaps she is a schoolmate who helps edit your term papers or a family member who looks over your business letters. Whoever these writers are, you have almost certainly wondered: How do dray do it? Why do some people seem burn to write while others—despite hard work—often struggle to pen a sentence they feel most about?

The answer resides in the fundamental interconnection of writing and reading. Truly, no one is born knowing how to write perfectly. Even the verbally gifted—extemporaneous speechmakers and engaging raconteurs—are not automatically good writers. In fact, the "secret" to good writing is something you honefully do often already: reading.

Without exception, good writers are careful and attentive readers. A person whose writing you admire is a person who, likely subconsciously, reinsembers a little something about everything he ever read. From a poignant handwriten thank-you note to a powerful application essay, a good writer has been exposed to all of these and, when he is called upon to write something himself, is able to reach back into this catalogue of excellent writing for guidance and inspiration. Doing so, he erafts smooth, professional writing so easily, that it seems like multic.

Writing is best taught by way of superior, real-life models, i.e., pieces that have really worked for real people in the real world. Nevertheless, schools almost never teach writing this way. Despite best intentions, academis writing instruction is most often filled with dry "exercises" that are generally unlike anything you will find in your day-to-day life. This puts students at a definite disadvantage when it comes to writing in a way that is or at least seems-natural, effective and concise.

Finally, there is a solution for once-hopeless writers and their frustrated teachers: TURNING-POINTS CHALLENGE: RIGHT THE WRITING TO REGET THE READING (PPG). In this exciting new word, Dr. Jean D'Arry Macelaits (PID, New York University), better known as Dr. Mac, explains the profound interconnection of listening, speaking, writing and reading. You will be amazed at how, as the natural connections are revealed, you will at last "right" your writing and reading.

With TURNING POINTS CHALLENGE: RIGHT THE WRITING TO RIGHT THE READING; you will finally have access to the library of wrating models the "good writers" you admire keep in mind. More than that, each of these examples includes detailed, step-by-step explanations and instructions, guiding you through the writing process, from the planning tages to the finished product. TPC takes the mystery out of writing. Be amused as you find your thoughts and conversation smoothly translate to the written word. No matter your age or ability level, (or whatever language you are asked to or need to write in), you will find that this remarkable new book enables you to speak, write and read—and even lister—with a clarity and ease you have never before imagined.

Along with its companions, and MONEY WORDS TPC makes available to anyone, anyplace the incredibly successful writing program Dr. Mac has spent three decades perfecting. In these innovative works, she draws upon the full scope of her professional and academic career, providing an unprecedented combination of structural information and fresh, pragmaric models of writing excellence. At last, the knowledge required for writing well and confidency can be yours.

With WRITING TO RIGHT THE READING you will have at your command plainly written and immediately useful forms, roles and structures of standard written American English. These are the set plays you can count on time and time again. Whether your goal is to write effectively in a business or academic setting or to develop your own, distinctive literary voice, these extant triplet texts revoide the foundational knowledge vous need both now and in the future.

FVI: Also, see Dr. Moa's new HaldATHilles Series, in exciting and fresh humanities based approach to math.

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assurer meth word problems.



## Book 1A

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#### DEDICATION



To Srinivasa Ramanujan (1887-1920), the storied self-taught "Prince of Mathematical Intuition" and Sublime Poet of the Elegance of Numbers



Srinivasa Ramanujan's stunning original formulas and theorems, ones he attributed to a lifelong stream of spiritual visions from the very mind of God via his family deity, the goddess Namagiri, are still fresh and relevant today. In fact, they underpin a number of on-going rigorous studies of aspiring and established number theorists, computer scientists, mathematical physicists and applied mathematicians, among others. Most notably, Ramanujan's cutting-edge theories play a pivotal role, e.g., in the impending weaponization of space, the study of partition congruences, black holes, particle physics, atomic research, quantum gravity, the theory of everything, along with the running of supercomputers. In his recent book, Dr. Ken Ono, a highly distinguished analytic number theorist and an Associate Producer and Consultant on a recent film about Ramanujan's life: The Man Who Knew Infinity, inctes with irony: "Ramanujan was a gift; he should be remembered as the greatest anticipator of mathematics. Though he was recognized during his lifetime, his most important ideas, those that have powered mathematicians after his death, were largely viewed as insignificant while he was alive."

In my eyes, Ramanujan is to mathematics as Shakespeare is to poetry and drama, that is, the gold standard for the ages. To this poor, struggling, unschooled, and devout Hindu mathematical genius, the deep beoutly of math was life itself—a life filled with a virtual endless flow of intriguing "little problems" to be played with using analogies, words, images, patterns, and other literary conventions. For him, these delightful "little problems" were akin to numerical poetry: an almost musical art form in their own right. Based on his profound body of work, Ramanujan remains, indeed, the eternal master poet of his own genre, one who was gifted with unabated flexible creativity.

Although his work was first published in the Journal of the Indian Mathematical Society in 1911 and 1912 respectively, the work he produced between 1914-1919 at Trinity College, Cambridge with G.H. Hardy, a famous British mathematician, is of special note, particularly for the myriad of astounding formulas and theorems that Ramanujan left behind at Trinity for others to one day play with and resolve. These hand-written notebook pages, though ". . . naturally unequal in quality . . ." have been adjudged by experts to be breathtakingly informative, transformative and far-reaching. Fortunately, Hardy, the consummate "Apostle of Proofs," continued to explore the work of and later published Ramanujan's papers after his pupil's untimely death. Hardy's commitment to Ramanujan—the man and the mathematician- is primarily responsible for keeping the far-reaching, fluid mathematical ideas and promising conjectures of Ramanujan alive today to inspire future generations of scientists and mathematicians to see the beauty, the art and the poetry found in this Prince of Intuition's once-lost notebook and early unpublished papers. One day I would like to go to the Wren Library at Trinity not only to see firsthand the profound work of Sir Isaac Newton, Ramanujan's hero who, like Hardy, was once a professor of mathematics at Cambridge University, but also to see that of Ramanujan's

In 1919, Srinivasa Ramanujan, the ever-devout Hindu, returned to India in dangerously ill health that was prompted by the habitually unavailable, inadequate vegetarian foods at Cambridge, the chronic poor living accommodations at the university and the notoriously brutal English winters. Fittingly, this gentle soul died at home still working numbers, with his ever-devoted wife Janaki nearby. HuMATHities is my humble and inadequate tribute to this singularly pure man whose mind teamed with clarity of thought and undeniable mathematical genius.

We will never see his like again.

This film is based on Robert Kanizel. The Man Who Knew Infinity (New York: Washington Square Press, 2016).

Ken Ono and Amir D. Aczel, My Search for Ramanujan: How I Learned to Count (Switzerland: Springer International Publishing, 2016), 225-226.

Srinivasa Ramanujan, The Lost Notebook and Other Unpublished Papers (New York: Springer-Verlag, 1988).

<sup>4</sup> Ono and Aczel, My Search for Ramanujan: How I Learned to Count, 223.

#### THE MATH SERIES YOU'VE BEEN WAITING FOR!

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For more than twenty-five years, internationally renowned educator, professionally trained test architect and test writer Jean D'Arcy Maculaitis (PhD, New York University) has been making academic miracles, known far and wide as MAC miracles. Dr. Mac and her staff at MAC Testing & Consulting, LLC, of Tinton Palls, New Jersey, have helped a wide array of local, regional, national, and international students—from athletes to actors to agrarians to activists—gain the knowledge and self-confidence to succeed on standardized tests, math/science classes, and in college and graduate/professional admissions school admissions. Do you or someone you know need a MAC miracle? If so, then one is coming your way?

In Humathities, for the first time, Dr. Mac turns her attention exclusively to math. She unlocks the language of math, describing with elegant clarity the math concepts that bedevil students from junior high school to the post-doctoral level. The result is a revolution in math teaching: a set of math books simple enough to be understood by someone who "never got math," yet sophisticated enough to provide a quick-but-thorough review for the best math students. For those whose understanding of math is spotty, Humathities fills in the gaps of an incomplete education while enhancing existing strengths. Even if you suspect you have dyscalcula (a disturbance of the ability to comprehend and process mathematical concepts), Humathities can axist you in taking the crucial first steps towards diagnosing and seeking effective treatment for this learning disability. The Humathities series is an ideal primary or companion text for junior high, high school, and introductory college math courses. Thanks to the revolutionary Humathities Europeanion, by the course of the even of find the solution to every single problem in the book WHETHER YOU GET IT RIGHT OR WRONG. This is reinforcement and affirmation at its immediate best. Covering the forty-eight fundamentals of math tested on virtually all standar dized exams from middle school onward, Humathities provides excellent preparation for the SSAT, P/SAT, ACT, Fraxis II, GED, GRE and GMAT, among sundry others. Additional immediately useful sources and resources are listed in the APPENDIX for those wishing to continue their math quest further.

Dr. Mac has ensured that HamATHities is up-to-date, technically precise, creative and logical. Assisting her was the MAC Math Team, a core group of her longtime students who study math and the sciences at many of America's leading universities, as well as several language-gifted former MACsters who are succeeding in college, graduate school, medical school, law school, dental school, and the like, but who could have used this text as high schoolers. Also consulting on HuMATHities was Dr. Mac's math faculty, a group of outstanding teachers and professionals, several of whom hold doctoral degrees in mathematics, engineering, physics, and other related disciplines, and who have taught at the college level. Moreover, dozens and dozens of Dr. Mac's students—a cross-cultural sampling of real-life math learners—provided ongoing fresh, honest input reflected in the text. The HuMATHities series brims with student-approved humor and timely pop culture references, reflected in the "Crazy Fun Facts" and the "Math in Pop Culture" sections. As a result of the total HuMATHities experience, you will not just do math but you will also enjoy doing math.

Open HuMATHities and feel the calm wash over you. Breathe deeply and slowly and be at peace as you discover a math book that is:

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See past the smoke, mirrors and lies. With all the misdirection, miscommunication, and misinformation, it is so easy to become confused. Everyone gets stuck in the muck and mire at one point or another in the exciting yet daunting process of applying to college. Unmask the untruths. Get unstuck ASAP!

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#### MAC3: Multiple Achievable Challenges

#### Multiple Achievable Challenges: ENGLISH LANGUAGE PROFICIENCY

The MAC3 battery offers a comprehensive formative assessment of English language learners' (ELL) skills. Listening, speaking, writing and reading challenges assess the skills necessary for students in kindergarten through high school to communicate in English and to function successfully in an English-speaking classroom environment, including the language used in various leveled math classes.

The MAC3 battery features seven colorcoded levels, with alternate test forms at each level for pre- and post-testing. Pre-K screening tests and 10-minute screening tests for new students in grades 1-12 are also available.

#### ENGLISH LANGUAGE

	LAC3 Test Fo	orms
Grade	Level	Form
K-1	RED	A1 or B1
2-3	BLUE	A2 or B2
4-5	ORANGE	A3 or B3
6-8	TVOXY	A4 or B4
9-12	TAN	A5 or B5
Pre-K	PURPLE	Screening Tests
1-12	GREEN	Screening Tests

#### The MAC3 can be used to:

- Identify and place students in ELL programs. A student's English competency level in each language domain—listening, speaking, writing, reading, along with math—can inform placement decisions and provide reliable information to improve education when considered along with local curriculum and expectations.
- Evaluate student progress in developing English language as well as math proficiency. Results can be used to determine whether students are making adequate progress in developing English proficiency overall and within each language and math domain.
- Set program exit standards. Decision criteria can be aligned with local curricula to maximize the realistic likelihood of student success in the mainstream classroom and beyond.
- Inform proper instruction. Results can be used to design instruction that capitalizes on students' strengths and addresses their respective weaknesses.

To learn more about MAC3, please visit edvistas.com OR call Educational Vistas, Inc. (EVI) at 1-888-999-2554. The expert EVI team will be happy to help you.

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#### Multiple Achievable Challenges: MATH PROFICIENCY

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#### MATHEMATICS

Grade	Level	Form
K-1	RED	A1 or B1
2-3	BLUE	A2 or B2
4-5	ORANGE	A3 or B3
6-8	IVORY	A4 or 84
9-12	TAN	A5 or B5
Pre-K	PURPLE	Screening Tests
1-12	GREEN	Screening Tests

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DR. MAC'S ANSWER TO . . . Why do I stink at math? Why do numbers confuse/bore me? How could this have happened to me? Where can I get help NOW? Each of us faces bumps in "the road." This is a major one for me, HELP!

## MAC ACTION INDICATORS: **RED HOT RESOURCE GUIDE** TO FINALLY ADDRESS YOUR LONG-TERM MATHEMATICS ISSUES

for Tweens, Teens & Young Adults





DR. MAC'S ANSWER TO.

What are my cisual and/OR auditory learning challenges? Are they affecting my learning and my life? Can they be fixed? Is it too late to be tested? Will I ever overcome my insecurity and too late to be tested? Will I ever overcome my insecurity and too late to be tested?

MAC ACTION INDICATORS:

RED HOT RESOURCE GUIDE

TO FINALLY ADDRESS YOUR

POSSIBLE HIDDEN VISUAL

AND AUDITORY DIFFICULTIES

for Tweens, Teens & Young Adults



✓ Making Achievement Count®



DR. MAC'S ANSWER TO . . . What is AD/HD? Am I lucky enough to have it? If so, what type and to what degree? With resolve, how can I make it work for me? When I inevitably struggle and unintentionally screw up, where can I get help NOW?

MAC ACTION INDICATORS: **RED HOT** RESOURCE GUIDE TO FINALLY ADDRESS YOUR POSSIBLE AD/HD

for Tweens, Teens & Young Adults



✓ Making Achievement Count®

### **DATABASES:**

- DR. MAC'S LD & AD/HD COLLEGE SELECTION EASY ACCESS DATABASE
- DR. MAC'S CATHOLIC COLLEGE SELECTION EASY ACCESS DATABASE
- DR. MAC'S MEDICAL COLLEGE SELECTION INSTANT ACCESS DATABASE
- DR. MAC'S COMBINED BA/MD PROGRAM SELECTION INSTANT ACCESS DATABASE



### **DATABASES:**

- DR. MAC'S POST-BACCALAUREATE PROGRAM SELECTION INSTANT ACCESS DATABASE
- DR. MAC'S VETERINARY SCHOOL SELECTION EASY ACCESS DATABASE
  - DR. MAC'S LAW SCHOOL SELECTION EASY ACCESS DATABASE
- DR. MAC'S MBA SCHOOL SELECTION EASY ACCESS DATABASE







A sweet sampling of Dr. Mac's many Honors, Awards & Accomplishments



## Some Early Publications







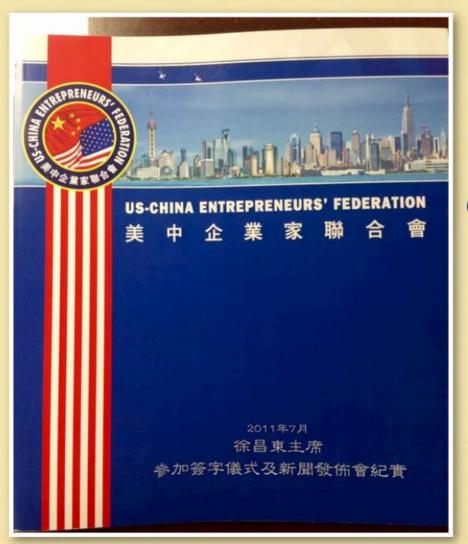




## By invitation only:

Founded in 1831 by Daniel Webster and Josiah Holbrook, The International Platform Association (IPA), not only is the premier speakers' bureau on the planet but it is also the oldest continuous professional organization of its kind in the world. Among its many preeminent members, past and present, are Abraham Lincoln, Stephen A. Douglas, W.E.B. Dubois, Mahatmas Ghandi, Winston Churchill, John F. Kennedy, Margaret Thatcher, Ronald Reagan, Anne Richards, Rev. Martin Luther King Jr., Jack Anderson, Barack Obama—and Dr. Mac.





Dr. Mac:
One of the founding
members of the
US-China
Entrepreneurs'
Federation



Welcome Banquet for the China TongXiang Government Delegation for WuZhen USA Project

On July 13, 2013, US-China Entrepreneurs' Federation hosted a banquet to welcome the TongXiang Government Delegation and to introduce the WuZhen USA project. The Delegation was led by the mayor of TongXiang YueDong Lu. Esteemed guests included government officials from both the US and China, executives from the field of business, news and publishing, banking and investment, law, medicine and entertainment.

US Department of Commerce National Director of MBDA (Minority Business Development Agency) David Hinson came directly from Washington DC just to attend this event. He also broght President Obama's warm wishes for the delegation and the WuZhen USA project.

Speakers included XiaoJun Dong, Deputy Consul General of the Consulate General of China in New York; Lu Hailin, China UN Minister Counselor & Spouse of the Chinese Permanent Representative to the UN, BaoDong Li; Jie Zheng, President & CEO, China Association for International Exchange of Personnel (CAIEP), NY Ltd.; YueDong Lu, Mayor of TongXiang, etc.

### 熱烈歡迎盧躍東先生率中國桐鄉政府代表團訪問紐約暨 "美國-鳥鎮"項目晚宴

2013年7月13日,美中企業家聯合會在紐約為歐連中國制修市委書記盧羅東先生率领的中國制鄉政府代表團訪問紐約暨 "美國-烏鎖"項目介紹舉辦了晚宴。晚宴邀請了美國和中國政府官員,企業界,新聞出版界,銀行金融界,法律界, 警察保健界和文化演藝界的精英。

美國聯邦商業部副部長,美國商業部商業發展署署長大衛辛森特地從華盛顿DC趕來祝賀,并帶來了奧巴馬總統的關候。

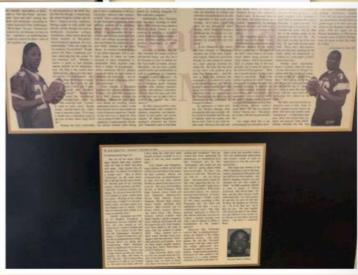
## **MAC** in the Newspapers







SEC Coaches 1 Mike Bobo: USC
2 Rodney Garner: AU and
3 Kirby Smart: UGA
with Dr. Martine Maculaitis and
Ron Winter at MAC Testing





## Houston, Gilligan combine for 66 points to lead MAC Testing

BELMAR - Unselfish play has made MAC Testing a prime example of chemistry in mo-

It's also helped MAC overcome injuries and the occusional matchap problem.

Even though forward Jeff Schiffner was sidelized by an ankle injury and Morgan Stanley had interchangeable point guards at its disposal, MAC Testing was able to close ranks and pull away late in the third quarter when things got cines. Revin Houston, MAC's scoring

MAC TESTING	111
MORGAN STANLEY	91
COHEN'S OPTICAL	11
SEAVIEW JEEP	100

loader, used his

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game to ring up

34 points, and

the nonstan

MORGAN STANLEY VIL COAST HONDA 7:15 a.m.

BEAVIEW JETP VS. LARSON

huatle of Bill Glitigen typified MAC's work othic is a 113-98 Jersey Shore Bushet-8:45 p.m. ball Langue triumph over Morgan Stanley

last night.

Gilligan uplit his 33 points evenly between the first and second balves. He also pulled down 17 rehounds and dishod cut 7 smirts.

"I love to pass, so I figure if I drive in this league, a lot of gars are selfish and I'm unselftsh, so if someone is open, I can afve up the boll," Gilliann said. "All I want to do is win."

Morgan Stanley (0-6) was able to rotate points Jerry Johnson and Dwayne Lee or use both si-



Mike Skrocki of MAC Teeting drives to the basket as Norgan Stanley's Paul Toulovich defeaths, overs press, press, is not retimined.

shi led a comebook. With 4:11 MAC Testing T12 remaining in the quarter, Tonknyich made a layup, was fouled and missed a free throw. But Ayton Branch converted the rebound into a 3-pointer and the Dive-point play gave Morgan Stanley a 68-64 lead. But sloe consecutive points put MAC (4-1) in front in stay. Chris Kenny, who scored 19 points, natiod a jumper and a pair of treys before the quarter's end.

"This mean is a bunch of great guys who always obsert each other on," Gillians said. When someone makes a good pass, they'll any it."

COHEN'S OPTICAL 111, SEAVEW multaneously, Johnson but five HEF 102: Defending league andsts and Lee had six in the champion Cohen's (3-2) built first half, when Edwin Munic upon its one-point halftime load

#### Morgan Stanley 68

hitty, starrag & Happaner E, Barrocci S, P. J. Haben Sallaguer Habburson: (ALD Transposes 12: SAT) Colleges 17: Amount pells Law & Sat'l P. J. Holler Colleges 17: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells Law & Sat'l P. J. Holler Colleges 19: Amount pells 19: Amount pells

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## Football stars take off-the-field preparation seriously



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THE RESERVE THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.

**Knowshon Moreno** and Kade Weston

Clifton Geathers University of South Carolina

### Football

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To touch a child's face, a dog's smooth coat, a petaled flower, the rough surface of a rock is to set up new orders of brain motion. To touch is to communicate.

~ James W. Angell

# Until Next Time . . .







### MAC TESTING & CONSULTING, LLC

True Test Prep/Writing/Admissions Experts
Jean D'Arcy Maculaitis, Ph.D. (Dr. Mac)
President

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Sweet Little Max says, "Please come back soon!"

