



Student Profile

- Students:** SOAR is an outdoor adventure program serving youth with learning disabilities and/or attention deficit-hyperactivity disorder. SOAR serves both males and females, ages 8 – 18. Program sites include North Carolina, Florida, Wyoming, California, Costa Rica and Peru. SOAR students generally enjoy the out-of-doors, value physical activity, and enjoy small group environments.
- Cognitive Skills:** SOAR students possess average to above average cognitive skills as measured on the WISC, WAIS, or similar psycho-educational instrument. The development of Life Success Attributes is a centerpiece of SOAR's cognitive emphasis.
- Academic Profile:** Every student receives instruction specific to his or her unique learning style and needs. To be eligible for admission, students must have adequate cognitive skills and be within three years of their actual grade level in reading. Many SOAR students are kinesthetic and/or experiential learners who benefit from a hands-on approach to learning.
- Creative Profile:** SOAR utilizes the natural environment and adventure activities to provide opportunities for success and facilitate personal growth and development. SOAR encourages its students to explore their incredible talents and gifts with the belief their future is intertwined with these strengths and abilities. Activities include hiking, backpacking, horseback riding, whitewater rafting, caving, rock climbing, sea kayaking, snorkeling, and fishing among many others.
- Emotional Profile:** Successful students are emotionally healthy and motivated to learn. Although students may have experienced lowered self-esteem and academic frustration prior to attending SOAR, they are essentially well-adjusted individuals. Co-morbidity with depression, anxiety, bi-polar disorder, Asperger's, and other similar conditions is not uncommon.
- Behavioral Profile:** Students generally choose to participate in SOAR programs. Some SOAR students demonstrate non-compliance as part of their profile. Others have developed sophisticated avoidance mechanisms due to frequent past failures. Students requiring constant 1-on-1 intervention or diagnosed with Oppositional Defiant Disorder, Conduct Disorder, or other similar behavioral or emotional handicap are not a good fit for the SOAR program.
- Admission Process:** The goal of the admissions process is an accurate assessment of each student's strengths and challenges to ensure SOAR's ability to meet their needs. SOAR requires a formal application including a detailed list of other relevant information. SOAR's review process typically takes five business days after receipt of the full application and all supporting information.