Greenwich Education and Prep

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Greenwich Education and Prep provides a myriad of academic and educational services and resources. The company deals with students, grades K-12 who require some additional assistance in any number of areas including educational counseling, consulting, tutoring, and test prep to assist in meeting the individual student's academic goals and needs.

Victoria Newman, MS Ed, Executive Director and Founder of GEP has previously served as a teacher in both the Greenwich and Stamford school systems. She currently works as an educational consultant for students needing placement in day and boarding schools. Tammy Moscrip, Ph.D., is the Director of Clinical Services for GEP. She specializes in cognitive behavior and neuroscience. She graduated from Columbia University.

Greenwich Education and Prep operates two facilities in New Canaan and Greenwich which provide tutoring and test prep services to students. With a staff of over 60 teachers and specialists, the facility provides highly specialized tutoring and academic assistance in all areas of study. GEP also provides educational consulting service to assist in the placement of students in appropriate educational facilities such as boarding and day schools, summer programs, college admissions programs, and therapeutic programs. GEP also operates 3 schools, Beacon, The Spire School and Lake House Academy. These schools address learning disabilities and challenges as well as other issues such as depression and anxiety. The company also offers homeschool services, transitional programs, and summer school programs.

GEP offers Parent Education classes to help educate parents in how to more effectively assist children with learning disabilities, ADD, and Autism Spectrum disorders.

[This information came from the Greenwich Education and Prep website.]

> Freud's conception of the unconscious, by focusing attention on hidden irrational processes of the brain, was a fundamental contribution to culture.
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> ~ Edward O. Wilson: Consilience
> The Unity Of Knowledge
> NY: Vintage Books: 1999 p. 81

Extended Insights...

Life after Residential Treatment

By Janyce Lastman, Independent Educational Consultant
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(One of the most common questions I get from parents is how successful are these programs? Although there are a few studies, and some outcome reports, real information is rather scarce. This is probably because once a student successfully completes a residential, therapeutic school or program, the past is seen as a nightmare both parents and child would rather forget. Also, the child is busy getting on with his or her life and doesn't want or need to revisit the difficulties of the past.

As a consequence, the following series of letters by parents is unique; reporting their son's steady improvement post-treatment and expressing their appreciation for the help their consultant gave them. The parents were kind enough to not only share with their consultant how things were going post-treatment, but also gave permission to publish their comments so long as the information could not be used to identify any of them. We respect that wish and appreciate the parents' willingness to share that even with the most horrible turmoil a teen child might have put them through, there is still hope. -Lon)

This is from the parents of a very bright but troubled son with complex emotional, behavioral and learning challenges, and developing mental health concerns (no substance issues). His level of conflict with the family members was extreme at the time of his placement. He attended therapeutic wilderness, followed by a specialized American residential treatment program where he also started and completed his high school studies. He graduated high school within his RTC after many ups and downs, and several challenging years of individual and family work, and then returned to his home community for post-secondary studies. These updates cover a 6+ year period after completion of the specialized residential program. -Janyce Lastman

Fall 2005:

Our son has made a good adjustment (after high school graduation from an American RTC). He is living with relatives near the University during the week, and visits us on weekends and some weekdays. He's doing very well in all his courses - his favorite is psychology, and he's thinking of possibly majoring in it. He's been seeing a local psychologist himself (to continue personal counseling). He has reconnected with the old local friends who were always a good influence,

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