A Cupcake Wars champ shares a party-perfect menu from her new cookbook

**L.A.-Style Chimichurri Tacos**

Serves 6

“Plain old meat-filled tacos seem boring to me,” says Coscarelli. “I’d rather eat tacos loaded with juicy mushrooms, beans, and veggies that are slathered in a tangy fresh herb sauce.”

**RICE**

- 2 Tbs. olive oil
- 1 medium onion, chopped (1½ cups)
- ½ tsp. salt
- 1 cup low-sodium vegetable broth
- 1 medium tomato, chopped (1 cup)
- ½ cup brown or white rice

**CHIMICHURRI SAUCE**

- 1 cup cilantro leaves
- ½ cup Italian parsley leaves
- ½ cup olive oil
- ¼ cup lime juice
- 2 Tbs. agave nectar
- 4 cloves garlic, peeled
- 1 tsp. salt
- ½ tsp. ground cumin
- ½ tsp. ground black pepper

**TACO FILLING**

- 2 Tbs. olive oil
- 8 oz. crimini mushrooms, sliced
- 1 15-oz. can black beans, rinsed and drained
- 6 8-inch flour tortillas

1. To make Rice: Heat oil in saucepan over medium heat. Add onion and salt; sweat 5 minutes. Stir in broth, tomato, and rice, and bring to a boil. Reduce heat to medium-low, cover, and simmer 45 minutes for brown rice, 15 minutes for white rice, or until broth is absorbed.

2. To make Chimichurri Sauce: Blend all ingredients in blender or food processor until herbs are finely chopped.

3. To make Taco Filling: Heat oil in skillet over medium heat. Saute mushrooms 3 minutes. Add beans and half of Chimichurri Sauce, and cook 3 minutes, or until heated through.

4. Fill tortillas with rice and mushroom mixture. Serve remaining Chimichurri Sauce on the side, if desired.

**PER TACO** (35 cal; 91 g protein; 22 g total fat (4 g sat fat); 50 g carb; 3 mg chol; 68 mg sod; 1g fiber; 6 g sugars)
Hot Fudge Sundaes with Mint Chip Ice Cream

Serves 8
* "Before I went vegan, I ate a big bowl of ice cream every night, and mint chip was my favorite flavor," says Costaowell. "I tried this recipe for over three years, until I got that perfect creamy texture!"

**ICE CREAM**
1. 1 1/2 c. light coconut milk
2. 1 c. almond milk
3. 1/2 c. agave nectar
4. 2 Tbsp. canola oil
5. 1 Tsp. pure peppermint extract
6. 1/2 tsp. xanthan gum or guar gum
7. 1/4 tsp. salt
8. 1/2 c. semi-sweet chocolate chips

**HOT FUDGE**
1. 1/4 c. light coconut milk
2. 1/2 c. semi-sweet chocolate chips
3. 2 Tbsp. agave nectar
4. 1/4 tsp. vanilla extract

1. To make Ice Cream: Blend coconut milk, almond milk, agave nectar, oil, peppermint, xanthan gum, and salt in blender until smooth. Chill 2 hours.
2. Line baking sheet with parchment paper or silicon baking mat.
3. Melt chocolate chips in double boiler until smooth. Spread melted chocolate as thinly as possible on parchment paper or baking mat with spatula. Freeze 15 minutes, or until chocolate is firm. Roll up parchment or baking mat to break chocolate into small pieces. If rolled parchment or mat sticks, then chocolate pieces into bowl. Store in freezer.
4. Prepare Ice Cream base in ice cream maker according to manufacturer’s instructions. Fold in chocolate pieces. Freeze until firm.
5. To make Hot Fudge: Bring coconut milk in a boil in saucepan. Reduce heat to low, and whisk in chocolate chips until smooth. Remove from heat, and whisk in agave and vanilla. Serve over Ice Cream.

**PER SERVING:** 1 SCOOP ICE CREAM AND 2 TBS.
Nutritional Value: 423 cals; 49 g prot; 25 g total fat; 3.2 g sat fat; 54 g carbs; 6 g sugars; 15.8 mg sod; 1 g fiber; 8 g sugars

CHLOE’S TOP 3 HOSTESS TIPS

1. Always ask guests ahead of time if they have any food allergies or aversions. Even if you already know the answer, it puts people at ease to remind them that they will be taken care of.
2. Make as much of the meal as you can the day before so that you aren’t scrambling in front of guests. Once the party starts, you should only be assembling, not cooking.
3. Avoid serving too many different dishes that don’t go together. Too many choices can be stressful and unappealing for guests. One appetizer, entree, and dessert is plenty, and people will appreciate the simplicity.
As an A.D., one of the first things you are going to realize is that life can be frustrating but that you don’t have to enjoy those occasions as long as you understand the dynamics behind them. That being said, you need to develop an approach for dealing with the frustrations.

As a matter of fact, it’s possible that if you are not occasionally frustrated as an athletic director you probably aren’t as involved and committed as you should be. This may be a little extreme, but it does let us know that frustration is an unfortunate companion in our position.

Frustration often stems from several possible factors, you may have to deal with:

- Difficult, challenging individuals in the form of coaches, parents or supervisors on a repeated basis.
- Impossible time constraints which include extremely short due dates.
- Situations in which you have no input and have to deal with restrictive policies and procedures.
- Long, exhausting days and weeks with little time to relax and regenerate.

While this is not an all-inclusive list, you get the idea. Whenever you have little or no control, options, or hope, frustration may develop.

This is not to say that athletic directors are the only professionals who possibly face frustration in their positions, but as the most visible aspect of education we are under scrutiny in everything we do. Since frustration will hit all of us at some point, how do we handle it?

1. Try to figure out the source of your frustration and determine if there are any alternatives you might use to alleviate it.
2. Develop due dates a day or two earlier than actually needed for information supplied by your coaches. For example, eligibility or tournament entry forms. (This will provide you with a buffer before your actual deadline has to be met.)
3. Avoid the source of your frustration if you can. Obviously, you have to meet deadlines for transportation, field lining schedules and many other responsibilities. But it might be possible to limit your interaction with difficult individuals, greatly helping you to decrease your frustration level.
4. Offer suggestions whenever possible for more effective working relationships with coaches, booster clubs, and faculty members.

Handling Frustration in Your Position

By Dr. David Hoch, CMAA, Baltimore County, MD

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Handling Frustration in Your Position

This is not to suggest that you shouldn’t also try to take this approach with your supervisors, but realistically this tactic may not ultimately be accepted.
5. Control what you can in your schedule. The lack of this element is often a prime source of frustration. If a problem arises, try to determine what parts you can handle and those for which you may need help. If a due date is involved, for example, perhaps you can get an extension after explaining the problem.
6. Take a walk to decompress after unsettling confrontations with a challenging individual. Always resist the urge to quickly respond to such aggravating encounters. It is always better to regain your composure, regain your ability to think through the situation, and to come up with an appropriate solution or approach.
7. Realize that most other athletic administrators experience the same or similar frustrations. While you may still have to contend with a problem, you are not alone. In our small fraternity of athletic directors, a possible solution is a simple inquiry to a colleague.
8. Don’t allow frustration, regardless of the source, to creep into or carry over to your next interaction with other individuals. This goes back to a basic principle of teaching. Whenever the next class enters, the previous one becomes history and the students now require your full attention and effort.
9. Try to model the attributes that you expect in others and avoid behaviors or actions which cause you frustration. Always be positive, on time, encouraging, honest, supportive, and professional. Being a role model for your coaches, parents, and athletes should also include effective methods for handling frustration.
10. Remind yourself periodically of the real meaning of frustration. It will show that you care about your responsibilities, role, and the individuals in your program. Without this trait, not much of value is accomplished.

Even the best coaches need some help.

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Sensory-Processing Sensitivity and Communication Apprehension: Dual Influences on Self-Reported Stress in a College Student Sample

Christopher C. Gearhart & Graham D. Bodie

This study investigated the influence of sensory-processing sensitivity on communication apprehension scores and self-reported stress levels of college students (N = 304). Two path models detailing relations among the variables were compared and findings were threefold. First, as self-report sensory-processing sensitivity increased so did self-reported communication apprehension. Second, as sensory-processing sensitivity increased so did perceived college stress, most noticeably academic stress. Third, sensory-processing sensitivity accounted for a greater amount of variance in self-reported stress than communication apprehension. Implications for future research regarding the impacts of sensory-processing sensitivity on communication are discussed.

Keywords: Classroom Environment; HSP; Sensory Stimulation; SPS

Among the many factors cited as sources of academic stress, two of the most common are in-class public speaking (Bodie, 2010) and aversive physical stimulation (e.g., cold classrooms) (Kohn & Frazer, 1986). To lower levels of college stress and improve student academic achievement, it may be necessary to consider how temperamental dispositions contribute to these notable causes of stress in some students. In particular, sensory-processing sensitivity may provide one explanation as a potential cause of stress in college students. Sensory-processing sensitivity (Aron, 1996, Aron & Aron, 1997) is an inherited neurological trait that predisposes students to


