

Dr. Robert Brooks To Present Community Education Programs

**PROGRAM FOR PARENTS:
STRUGGLING STUDENTS: HELPING
FAMILIES REGAIN THEIR BALANCE**
Sabin Education Center,
CHMCC, 3333 Burnet Ave.
Thursday, February 10, 2005
7:00 p.m. – 9:00 p.m.

**PROGRAM FOR EDUCATORS:
CREATING A POSITIVE SCHOOL CLIMATE:
STRATEGIES FOR MOTIVATION, HOPE &
RESILIENCE**
Sabin Education Center,
CHMCC, 3333 Burnet Ave.
Friday, February 11, 2005
9:00 a.m. – 3:30 p.m.
For more information call 513-871-9174

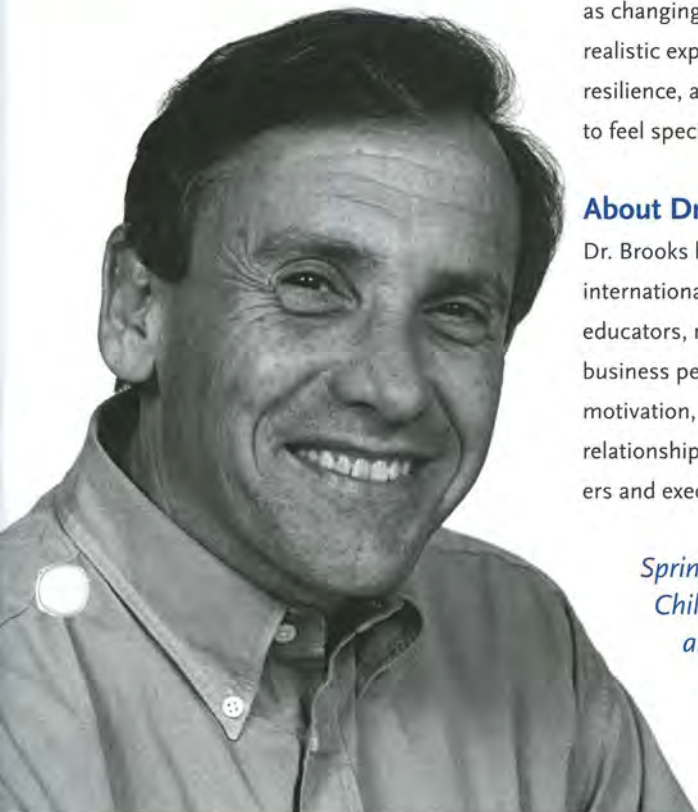
DURING THE WORKSHOP FOR EDUCATION professionals, Dr. Brooks will describe factors that contribute to the creation of a positive school climate for both students and staff. He will outline the key dimensions of the mindsets of effective educators and other professionals, including an appreciation of: empathy, components of motivation, self-discipline, cooperation, and resilience in students. This seminar is designed for classroom teachers, administrators, resource teachers, and specialists serving students in all grade levels.

In the parent presentation, Dr. Brooks will describe factors that help families build and maintain strong relationships when one or more family members are impacted with learning difficulties. Also, Dr. Brooks will discuss the importance of issues such as changing “negative scripts”, establishing realistic expectations and goals, nurturing resilience, and helping each family member to feel special and appreciated.

About Dr. Brooks:

Dr. Brooks has lectured nationally and internationally to audiences of parents, educators, mental health professionals, and business people on topics pertaining to motivation, resilience, self-esteem, family relationships, the qualities of effective leaders and executives, and balancing our per-

sonal and professional lives. Center Director, Barbara Hunter, recognizes Dr. Brooks as “the leader in the field of children and self-esteem; and at Springer, we know that self-esteem is critical if you want children to break-through academically.” Dr. Brooks is on the faculty of Harvard Medical School and has served as Director of the Department of Psychology at Mclean Hospital, a private psychiatric hospital. In addition, he has a part-time private practice in which he sees children, adolescents, adults, and families, and has appeared regularly on television shows in the Boston area as well as on national cable television. Dr. Brooks has written several books himself, and is a co-author of *A Pediatric Approach to Learning Disorders* with Dr. Jack Shonkoff and Dr. Mel Levine, who Springer welcomed as a featured speaker in 2003. Dr. Brooks is known for the warmth and humor he uses to bring his insights to life. These programs are a wonderful opportunity to experience a message crafted for parents and education professionals, filled with strategies to further refine the way you work with children to gain greater levels of success. When speaking to Springer staff about Dr. Brooks, Barbara Hunter shared that, “He has so many wonderful experiences to draw from. I am very excited to be able to bring this to the Springer community.”



Springer School and Center & The Family Resource Center at Cincinnati Children's Hospital Medical Center present world-renowned psychologist and author, Dr. Robert Brooks, for an evening parent program and a professional education workshop.



Executive Director's Column

SHELLY WEISBACHER, EXECUTIVE DIRECTOR

THIS FEBRUARY, SPRINGER SCHOOL AND Center in conjunction with the Family Resource Center at Children's Hospital is very excited to present Dr. Robert Brooks, a renowned clinical psychologist, author, and lecturer. Dr. Brooks' messages are especially significant to those working with children who struggle, whether in the academic or social realm or both. Yet, his messages are pertinent to all who parent, teach or coach.

I first became familiar with Dr. Brooks' work in 1990 when he was invited to address Springer's faculty and a gathering of parents and professionals. During the years since, I have found myself revisiting his ideas; they have helped shape my thinking as a leader, as a teacher, and as a parent.

One activity I remember from his session with the faculty was being asked to recall memories of our own school experiences. How quickly the stories tumbled out, both stories of affirmation and of humiliation. Some spoke of the simplest of gestures – a warm greeting at the start of the day or a note of praise. One teacher recalled in

detail that as a very young child she spilled a pitcher of milk while passing it to other children. She described with awe how calmly and empathetically her teacher helped her through this awkward moment and entrusted her to continue the task with a refilled pitcher. Conversely, others recalled that it took but one hurtful remark to change their disposition toward learning in a particular classroom or to cause them to see themselves as incapable of mastering a concept. These were successful, resilient adults sharing memories as though it were only yesterday that the events were unfolding. We all have these memories and in rekindling them it helps us focus on our opportunity to be caring, empathetic adults in children's lives.

Following the activity, Dr. Brooks talked about two key areas that need to be addressed when working with children with learning disabilities. First, how do we help children own their success? Secondly, how do we help children take risks, accept mistakes and grow from them? Through numerous clinical interviews, he was struck by the fact

that children with learning disabilities were far more likely to attribute their success to luck or chance and their failures to abilities within themselves that could not be changed. Unfortunately, when children begin to believe that there is nothing they can do to correct their failures, they are likely to rely on coping strategies that distance them from their teachers, peers, and family. They may act out or become quick to say they do not care.

To change children's inner scripts, Dr. Brooks contends we must project hope and help them find their *islands of competence*. Dr. Brooks uses this metaphor to convey the feelings of the struggling child who believes he has no areas of strength and is in effect "drowning in a ocean of self-perceived inadequacy." Yet everyone has strengths, unrecognized though they may be. We need to help the struggling child locate her islands of competence and then learn how to build on these strengths. To help a child in this manner is a tremendous gift not only to the child, but to each of us privileged to play a role in helping children believe in themselves.

Teachers from Ohio Valley Voices Benefit from Springer's STEPS Program



ON OCTOBER 13TH, SPRINGER WELCOMED twenty teachers from Ohio Valley Voices for a professional development workshop held at the Center. OVV is a local independent school that serves children with hearing impairments. Molly Weber, an Educational Specialist for OVV, said they brought their group to Springer "hoping to gain better knowledge of learning disabilities and strategies that will help our children. We're hoping to send our kids back into mainstream settings with a plan."

Originally, they were unsure if specialized programs for teachers were available, and were excited to learn about the opportunities that Springer provides. Ms. Weber noted that one of OVV's strengths is their ability to

filter out which problems may or may not be related to hearing loss or deafness of a student, and they came to Springer to "work on figuring out what to do with the rest." When asked how they have worked with learning disability issues in the past, she answered, "We try to do our best...which we recognize is not enough. That's why we are looking to gain strategies at Springer."

The teachers attended Springer's STEPS program in which teachers gain a better understanding of where breakdowns occur in learning, and how to implement research-based practices to build strategies and interventions that assure every student has the opportunity to be a successful learner.

Center Program Coordinator, Carmen Mendoza works with teachers from Ohio Valley Voices

2004-05 Annual Fund Drive

SPRINGER STAFF AND PARENT VOLUNTEERS launched the 2004-2005 Annual Fund campaign in October. Tom Leugers, parent of a Springer grad, is in his 4th year of chairing the Annual Fund Drive. Joining Tom this year as co-chair is current Springer parent, Nick Spadaccini.

The goal for this year's annual fund drive is \$226,000. The funds raised will be used for financial aid, and continued development of center programs for parents, children, and teachers. Nick Spadaccini's hopes for this year's campaign are, "to hit our financial goals for the year and to increase the participation of all parents, alumni, and friends of Springer." When asked why the Annual Fund campaign was important to him, Spadaccini replied, "I believe in the mission of Springer School and Center. I wish that every family in Greater Cincinnati that is affected by learning disabilities could experience the little miracles that occur within Springer's walls daily.

The Annual Fund campaign is an integral part in making those miracles continue."



Annual Fund Co-chair, Nick Spadaccini, meets with parent volunteer callers

We would like to thank the following people for their role in executing the campaign:

ANNUAL FUND CO-CHAIRS
Tom Leugers
Nick Spadaccini

ALUMNI PARENT CALLERS
Brenda Adams
Mary Burdsall
Marc Fessel
Joyce Horn

Mary Magoteaux
Marilyn Martin
Barbara Sander
Peggy Scherzinger
Patty Wolff

CURRENT PARENT CALLERS
Amy Ashworth
Cheryl Bakes
Kathy Contis
Cheri Jackson
Jenny Lefke
David Robertson

Rich Shurmer
Diana Stewart
Judy Toeppen
Brandi Voss

DEVELOPMENT
COMMITTEE CHAIR
Pat Ward
DEVELOPMENT DIRECTOR
Kim LaChance
DEVELOPMENT ASSISTANT
Emily Holcombe

Springer Welcomes New Board Member



LINNELL SULLIVAN IS A NATIVE CINCINNATIAN. She grew up in Anderson Township and attended the University of Cincinnati where she graduated from the College of Business with a B.S. in Marketing in June 1989. She began her career in the investment business by joining the Evelo Group of Smith Barney. She has been a financial advisor since 1991 and is now a Vice President and Senior Financial Advisor with the Evelo Group Private Wealth Management office of Merrill Lynch. She is a wealth advisor specializing in developing customized investment strategies, management of fixed income, and financial and estate planning for high net worth individuals, small private and public corporations, and foundations. She currently resides in Anderson Township with her husband, Paul, and two sons, Paul Michael (age 9) and Joseph (age 3).

NOMINATE AN OUTSTANDING ACHIEVER

SUBMIT YOUR APPLICATION NOW FOR THE 2005 Outstanding Achiever Award. This annual award honors Springer graduates who have demonstrated leadership through their school, work, community or extracurricular activities.

Last year's recipients included individuals who have or are pursuing careers in psychology, art, and both early childhood and special education. Community service ranged from work with the Outreach Program of the St. Thomas Youth Group and peer mediation through the Center for Peace Education to volunteer work as a soccer coach with high school students. They all share one common goal - to improve the world around them.

Honorees will be recognized at Springer's Annual Dinner held on May 16, 2005. Please call Springer's Development Director, Kim LaChance at 871-6080 ext. 213 to request a nomination form. Nominees should be high school age or older.



Judy McMahon Brings Orff Music to Springer

ONCE STUDENTS LEAVE FOR THE SUMMER, Springer staff become students, by attending and participating in professional development programs and educational seminars. This past June, Springer music teacher, Judy McMahon, traveled to the campus of Cranbrook at Brookside School in Bloomfield Hills, Michigan for an intensive week-long workshop entitled "Introduction to Orff Schulwerk." The Orff philosophy, created by German composer Carl Orff, is an approach to music education that is holistic, experiential, and process-oriented.

It is for all children, not just the most musically or intellectually gifted, and it combines the elements of speech, rhythm, movement, dance, and song. Orff music primarily focuses on using mallet instruments.

Mrs. McMahon thought the combination of movement, literature, and sound would be a perfect match for Springer students, who work on skills such as sequencing, ordering, and language. She attended the workshop with hopes of "learning ways to better suit the needs of students here, using instru-

ments that we already have at Springer." Mrs. McMahon noted that she received so many great ideas from the workshop, she could dedicate an entire month of study to Orff music and principles. Earlier this year, students in the Primary Department learned a hand-clap game and mallet parts to accompany the song, "Special Friends", incorporating song, rhythm, and movement components of Orff music. Coming up, students in Intermediate will learn the song "Crocodile Rock", to be accompanied by movement and recorder playing. Mrs. McMahon is excited to be able to share new ideas and skills with students, and watch them respond with the guiding force of Orff music: improvisation – the instinct children have to create their own melodies, and to explore their imaginations.

The Springer Parent Association AN INTEGRAL PART OF SPRINGER

The Springer Parent Association, best known as SPA, plays an integral role in the Springer organization.

Activities that SPA works on through the year include Spirit Wear sale, Gift Wrap Sale, the SCRIP program, Secret Holiday Shop, a Used Book Exchange, Order Out Days,

Visiting Author programs, appreciation & hospitality events, room parents, publishing, and their biggest fundraiser, the Bike/Hike & Family Picnic.

Thanks to all members of the Springer Parent Association for their hard work and dedication to our community!

2004-05 SPA Officers - (l to r back) Brandi Voss, VP Classroom Programs; Caroline Cox, VP School-wide Programs; Mary Harness, VP Fundraising Programs; (l to r front) Rosemary Shumaker, Treasurer; Ann Robinson, President; and Joy Loewenstine, Recording Secretary.



SOCIAL SKILLS CURRICULUM HAS SPRINGER STUDENTS TALKING

WHEN THE SISTER OF SPRINGER PRIMARY student, Preston Cox, mentioned she was having trouble with another student at school, their mother, Caroline Cox, was amazed to hear her son respond by sharing strategies for problem solving and conflict resolution. After all, this mature advice was coming from her eight year-old. Preston's understanding of social scenarios, and results and consequences of those interactions, is just one of the many ways we see the social skills curriculum having an impact on Springer students, both inside and outside of the classroom.

Students in the Primary Department are introduced to different social skills themes as a unit at the beginning of each month. Teachers work to ensure that students have a clear understanding of each theme through activities such as role-playing and exploring social scenarios in a group setting. The theme for the months of November and December is "Working with Peers in the Classroom."

Primary students have focused on problem-solving, working collaboratively in small groups, and exploring different ways that they can be supportive classmates.

New to Springer this year is the Responsive Classroom program, being used as the social skills curriculum for students in the Intermediate Department. The Responsive Classroom program is built on the following principles: knowledge of child development, explicit teaching of social skills, and facilitation of positive community membership. This program allows for practice and immediate feedback each and every day. Each morning, Intermediate students participate in Morning Meeting, a daily routine that builds community and creates a positive climate for learning. Students begin each meeting by greeting each other, working on maintaining eye contact and using appropriate communication. Morning Meeting also provides the opportunity for students to take part in either sharing something with the group, or

commenting and responding to something shared by another student.

Springer Upper School students have Student Development classes as part of their social skills curriculum; classes meet weekly. Each trimester, Student Development classes focus on a specific theme, such as this year's 1st trimester topic, "Upper School Department as a Social Group." Upcoming topics for the rest of the year include, "Getting Along in a Group – Tolerance for Differences" and "Making Decisions/Dealing with Consequences."

Although each department's social skills curriculum is unique, the purpose of the curriculum remains the same for all: to offer direct instruction in handling different social situations in order to help students build a repertoire of social behaviors, leading to positive social interactions with others, and contributing to increased self-esteem.

MEMORIAL & TRIBUTE GIFTS

Thank you to the following friends of Springer School and Center who made Memorial or Tribute gifts from August 2004 through November 2004.

Memorials

In memory of Andreys O. Akermanis
Bob and Carol Connors

In memory of Jill Ashwell
Mr. Tom Ashwell

In memory of Herbert Byer
Mr. Harry B. Solomon

In memory of Marie Conger
Bob and Carol Connors

In memory of Carl Joseph Dreisbach
Mr. Carl B. Dreisbach

In memory of Dr. William Fullen
Bob and Carol Connors

In memory of Frank Gilligan
Bob and Carol Connors

In memory of Elaine Goldstein
Mrs. Shirley Allen

In memory of Charles J. Herman
Ms. Geraldine A. Herman

In memory of Dorothy Tomlin Hill
Ms. Lynn Harkness & S. Elliot Harkness

*In memory of Herman, Evelyn,
and Thomas Hinton*
Mr. and Mrs. Walter J. Rueckert

In memory of Maratta Kern
Mr. James E. Kern

In memory of Eleanor Mason McCarthy
Bob and Carol Connors

In memory of David and Anne McConnell
Ms. Michelle C. Platz

In memory of Robert W. McKenna, Sr.
Mr. and Mrs. Michael T. McKenna

In memory of Gary Philpot
Ms. Elizabeth F. Wenker

In memory of Mildred Van Lahr
Bob and Carol Connors

In memory of Ada Walls
Ms. Patricia W. Slavey

In memory of Keir Zangrando
Ms. Lynn Harkness & S. Elliot Harkness

In memory of Dorothy Zimmerman
Mr. Charles Zimmerman & Ms. Marilyn Bell

Tributes

In honor of Mr. and Mrs. John Michelman
Mr. and Mrs. Richard Abraham

In honor of Roger Johannigman
Jeff and Kathy Besecker

In honor of Blake Kelmar
Mr. and Mrs. Alan Hollatz and family

THROUGHOUT THE SCHOOL YEAR, UPPER School students participate in a variety of community service projects. These projects are designed to help students look beyond their own needs by serving the needs of others.

One recent service project had Upper School students making 65 popsicle-stick picture frames for the Children's Hospital Medical Center's Psychiatry Family Care Center. Patients at Children's use the frames to hold pictures of their family and friends, to have with them during their hospital stay. Julie Webster of the Psychiatry Family Care Center wrote in a letter to Springer students, "The frames you are making, decorating, and donating will be used by the program in psychiatry. We value your volunteer efforts and thank you for making a difference." Upper School teachers Terri Moorhead and Christina Webster led this volunteer project, hoping that students "could use this opportunity to look outside of themselves in order to help those around them, and to broaden their awareness of what they can do to help those in need."

Mrs. Moorhead coordinated another project, in which Upper School students created 65 greeting cards for residents of Deupree House, a local nursing home. Each Deupree House resident received a card from a Springer student, delivering warm wishes and messages of cheer. Because the nursing home residents tend to have limited contact with the outside community, students wanted to reach out and let them know others were thinking of them.

A third project, recently completed by a group of Upper School girls, involved making sandwiches to benefit the Annual Homeless Sleepout held by the Welcome House of Northern Kentucky. Every year, Welcome House and other social service agencies hold a "Sleepout" in order to raise awareness about issues surrounding homelessness and poverty. Springer's Upper School girls prepared and donated 50 sandwiches for the Sleepout, which were served in a soup line to guests attending the event. Heidi Sullivan, Springer's Assistant Director of Student Services, coordinated the effort, stating, "Springer's Upper School girls' group

typically focuses on peer relations and social development. We wanted to take it one step further to focus on a social issue with a wider scope. This opportunity reinforced social development by providing an additional experience of working together, and showed the girls how their collaborative efforts can have a positive impact on their community." Upper School student Marika Huelskamp said she was happy to participate in the activity because she "thought it would be nice for people who don't have as much as I do." Classmate Megan Northway added, "It feels good to know that you helped someone."

The next community service endeavor undertaken will be a canned-food drive to help stock city food pantries. Specific organizations to which the food will be donated have not yet been chosen, but Mrs. Moorhead and Ms. Webster will lead the effort to ensure that all donations will benefit people with food shortages during the holiday season.

UPPER SCHOOL STUDENTS REACH OUT TO THE COMMUNITY



*Above and right top: Making sandwiches for the "Sleepout" was a group effort!
Right bottom: Upper School students show off frames made for Children's Hospital*

Badger Johnson Committed To Service, Learning, and Leadership

BADGER JOHNSON HAS KEPT HIMSELF VERY busy since graduating from Springer in 1999. Currently a senior at the Cincinnati Zoo Academy, his commitments to service, learning, and leadership have provided him with many remarkable experiences this past year. A lover of the outdoors and nature, Badger has been involved in a number of trips with Kroka Expeditions, a Wilderness Adventure School based in Vermont, that is dedicated to assisting young people in developing strong character, responsibility, community, and sense of place in harmony with nature. This past summer, he went backpacking in Ecuador and took part in local community service projects. Students selected for the trip endured rigorous interviews, Spanish classes, and physical assessments in order to participate. Activities ranged from helping build a traditional village home, to building rafts from balsa wood and floating them down the Amazon River.

In October, Badger was one of 400 outstanding scholars from around the country invited to participate in the National Young Leaders Conference in Washington, DC. NYLC is a unique leadership development program for high school students who have demonstrated leadership potential and scholastic merit. Badger was selected for

the conference based on a recommendation from one of his teachers. While in Washington, he participated in a very elaborate mock-Congress simulation, which took place on the floor of the House of Representatives, while Congress was in recess. He also had the opportunity to participate in Judiciary and Executive Branch simulations, learning the "nuts and bolts of how the government works." One of his favorite memories of the NYLC was his time spent visiting Congressional offices and meeting members of Congress.

When discussing Badger's enthusiasm and leadership, his mother Nancy shared, "He's a really bright kid. One of his biggest challenges has been to find other people his age that are as motivated and committed as he is. His trips have been such a great opportunity for him to meet other kids with similar drive and enthusiasm." Badger is looking at several colleges for next fall, and hopes to focus on environmental areas or biological sciences. When asked if he would ever consider a double major, based on his Washington experience, his mother replied, "Rather than double major, he feels he needs to have a solid basis in one field, in order to have a solid effect on the other." Badger will certainly be successful, whichever path he follows.

ALUMNI UPDATE

Call 513.871.6080 ext. 213 or send email to klachance@springer.hccanet.org with news of Springer alums.

Mitchell Jett '02 attends Turkeyfoot Middle School. Mitchell has been on the honor roll and participates in football and basketball.



Jill Botkins '92 graduated from Wright State University in December 2002 with a Bachelor's Degree in Early Childhood Education. Jill is currently working on her Master's Degree at Kent State University, in the field of Intervention Specialist Mild/Moderate Disabilities. She was recently awarded a full-time assistantship from the Transitions Department at Kent State and works as a Transitions Coordinator with local high school students that have moderate to intensive disabilities. She teaches them job skills and works with them on transitioning from high school to the adult working world.

Brad Langford '04 is attending Mason High School this year. Brad is off to a great start at Mason, receiving A's and B's on school work so far including Power Point presentations, speeches, and tests.

Eleni Burns' '04 art work was selected through the 2004 Young People's Art Exhibition to be displayed at the Capital Conference in Columbus, Ohio. This conference is for school board members, administrators and school treasurers, with over 10,000 people attending.

Springer Staff Present at OAIS Conference

On October 22, the Ohio Association of Independent Schools held its 2004 triennial Conference, *Independent Schools: Education with a Difference* was the theme. The conference, designed to promote idea sharing among educators, featured numerous teacher-led presentations. Springer was pleased to be well-represented by the following staff:

Eileen Schroeder - *Empowering Students to Become Strategic Learners*

Sandi Staud - *Learning Touch Math and Other Hands-On Strategies for Basic Math Operations*

Steve Ploetz & Cari Kelly - *Technology for Struggling Learners*

Carmen Mendoza - *Are They Really Getting It?: Directly Teaching Comprehension Skills*

Great job by all!

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INSIDE

Springer Welcomes
Dr. Robert Brooks

Annual Fund Drive

Orff Music

and more!

Be Our Guest!

ON NOVEMBER 24, SPRINGER WELCOMED approximately 100 people to our first ever Be Our Guest Day. Each Springer student had the opportunity to invite special friends or relatives to visit their school and join them in celebrating their accomplishments so far this year.

Upon arrival, guests were greeted and given a brief introduction to the Springer organization by administrators and staff. Emphasizing the reason for the day, Executive Director, Shelly Weisbacher shared that, "While educating children is at the heart of all we do, Springer is also about families. It is important that families feel supported and have the information necessary to help their child who struggles in school. You, too, play a significant role and that is why it is so valuable to our students to have you experience Springer."

Next were the classroom visits, where students were eagerly awaiting the arrival of their friends and family members. Students shared stories, displayed art work, demon-

strated computer skills, and invited guests to participate in various classroom activities.

It was a wonderful time for all, and provided Springer students the opportunity to share their hard work and progress with special people in their lives who have encouraged and supported their efforts in becoming successful learners.

