



News & Views

of The Springer
School

Spring 1993

Once upon a . . .

Magnolia Time

Magnolia Time—1993 a magical fantasy adventure to a land of make believe, to a land of castles in the sky—will happen on Saturday, April 24 at the school.

This year's gala dinner and auction is chaired by *Paula Comisair* and *Kate Laurence* who have worked since last summer making sure this year's event is wonderful fun and a financial success.

Auctioneer *Steven Early* is once again volunteering his services for the live auction. So far, more than 30 items or packages have been promised. How would you enjoy arriving by limousine to watch the WEBN Fireworks on a barge in the river? Or how about a private box for 20 for a Reds game? A complete home security system? Fresh flowers once a month from Del Apgar Florist? A week at a beachfront home in Clearwater, Florida? Two season tickets to the Bengals; a custom made H. Freeman suit; a day at Keeneland? Plan your table now! Invitations will be sent the first week of March and Early Bird reservations will be \$50 per person.

Dinner will be catered by Chester's Roadhouse and will be as delicious as the room is delightfully decorated. *Nick Green* and *Sharon Lemon* are planning a wonderland in which all the Silent Auction items will be displayed. *Barbara Gehrigh* and *Dollie Eustis* and more than 20 gift acquisitions committee members have promised many, many fun and exciting offerings.

The evening will end on a high note when the lucky winner of the \$10,000 Grand Raffle prize is drawn. *Mike and Ann McKenna* and trustee *Lou George* have added a few new twists to the Grand Raffle this year that have generated some real excitement. (See back page for more details.)



Executive Director's Message

Norita Aplin, Ed.D

The inclusion model is coming. Inclusion means that special services happen in regular classrooms, not elsewhere such as tutor's rooms, therapist's offices or resource rooms. Through co-teaching, team planning, collaboration, small group instruction and other strategies, children are served in their regular classroom. The Ohio Department of Education is currently funding pilot programs of the model. Some schools have begun the model on their own while others have taken a policy stance against it. Experienced observers know that it will be with us all soon.

What is not known is whether it will be one of several service options on a continuum or the only model for public schools. The latter would be tragic. This model would be sufficient for some children but insufficient for others. The state does not have this kind of authority over Springer and therefore the decision will not affect our curriculum and model. However, it might affect application activity.

It will be so hard on so many if in an attempt to find the "one best way," the public schools are limited to inclusion as the only way to serve children with special needs. We know that many children with learning disabilities are not ready for this model. Springer will exercise any good opportunity to speak for a continuum of program options for children with special needs in the public schools.

Spotlight on Students

Each trimester students can earn membership into the Principal's Club by completing all homework on time. Congratulations to the following first trimester Principal's Club members:

Andy Bauer
Chris Calkins
Matt Cummings
Lauren Knisely
Teddy Schilderink
John Stevenson
Starr Fischer
Brian Eavarone
Lisa Green
Christina Lawrence
Kari Mount

Greg Mumford
Matt Klopp
John Collier
Roger Long
Matt Gardner
Stephanie Gfroerer
Kelly Eichmann
Jeremy Hassman
Michael Slack
George Wells

Sarah Leonard
Kirstin Gerhardt
David Hildebrand
Trevor Orr
Meg Hartings
Pam Rockenfield
Rachael Summe
Jonah Weiss
Chris Flanigan
Shawn Martin

On Thursday, January 28th, these students went to Madison Bowl for an afternoon of bowling.

Painter Uncovers Visual Talent

Think of your personality and then try to imagine it in the form of different shapes and geometric patterns. It is a unique approach to self-evaluation and one that *Tarrance Corbin* used to bring out the artist in 25 Springer students.

Corbin, an associate professor of art at the University of Cincinnati, came to Springer as part of an artist-in-residence program to work with a group of 10- and 11-year-olds to get them interested in the visual arts. He stayed for two weeks during December.

The students worked "in the language of geometry," Corbin said. They were assigned to apply their perception of individual values and personalities to 1-1/2 foot-by-2-foot canvases.

Justin Owens, 11, created what he called "The City of Shapes," and said he learned how to create three-dimensional boxes. He also explained how difficult it is to have a steady hand.

Corbin said he enjoyed the students' uninhibited and honest attitudes. His relaxed, one-on-one style to teaching encourages this. "He was magical with the children. Just magical," Executive Director *Norita Aplin* said. "They just bonded with him."

This is the first year for the artist-in-residence program, established as a memorial for *Maureen Wenker*—the mother of three former Springer students. *Wenker* had been a volunteer for the Contemporary Arts Center in Cincinnati, and "her two passions were The Springer School and the visual arts," said *Aplin*.

Wenker's husband, *Paul*, said the program struck him as one his wife would have liked as it pertains to something she loved—contemporary art. He hopes that this will awaken students' interests in pursuing art and provide artists a desirable opportunity to work in the community.

Corbin intends to assist Springer in finding other inspiring artists to make sure the artist-in-residence program thrives.

As for his residency, what *Terry Corbin's* hopes for most is that the children know he cared about them. "Far beyond the surface of the painting," he said, "I want them to remember the experience."



Artist *Terry Corbin* signs painting he completed during his residency at Springer. "Boog-a-loo Beat; the Springer Experience" hangs in the school cafeteria.

The *Maureen Wenker* Memorial is designed to provide many years of art experiences at Springer. One long-range plan is to set up a gallery in her honor. Contributions are still being accepted for this fund.

Springer Director to Attend Leadership Conference

Norita Aplin has been selected to participate in a week-long seminar focusing on the intellectual foundations of school leadership.

Begun four years ago, the program has come to be known as a model learning experience. Selection for the program is based solely on recommendations. A maximum of 15 school heads are chosen to reflect a balance between public and private education, and to reflect geographical and institutional diversity. *Dr. Aplin* was recommended by *Patricia Hayot*, Director of Columbus School for Girls, herself a former participant.

A challenging curriculum has been developed that offers participants a diverse selection of readings from politics, history and philosophy in order to draw perspectives on educational leadership. The aim of the program is to help school heads to:

- rethink and expand their vision of the school's mission;
- renew their intellectual engagement with education;
- define and defend liberal education;
- deepen their perception of what leadership entails.

The seminar will take place at *Troutbeck*, a private estate two hours north of New York City at the edge of the Berkshires. All expenses of the program are covered through a grant from the *Christian A. Johnson Endeavor* Foundation.

Graduate Survey Underway

Placement Director *Nancy Ike* reports that a committee of 12 parents of former Springer students has started a phone survey of those students who were scheduled to graduate from high school between 1985 and 1991.

The purpose of the calls is to update addresses and gather post secondary educational activities of Springer grads.

Nationally, only 50% of students with learning disabilities ever graduate from high school, and of those who do, only about 8% continue their education. A similar survey of Springer grads taken in 1988 showed that more than 90% of the students had graduated from high school, and more than 60% had pursued some form of post-secondary academic education.

The study seeks to identify and strengthen links between Springer's intense and comprehensive remedial program and the students' continued success in school.

Making More Than Crafts in The Girls Club

Springer After-School Group Unites Girls of Many Ages

We have all heard about male bonding . . . but what about female bonding? For some girls, social interaction - talking, sharing crayons and exploring new territories - can make the difference between tolerating school and looking forward to coming everyday.

In a place where getting to know students of all ages and genders can be a challenge, the Girls Club has been an enjoyable solution for the primary and intermediate departments. *Pat Horwitz*, mother of Intermediate student *Sidney Horwitz*, is the driving force behind this club and has brought the group some novelty and continuity with her leadership.

Every other Tuesday afternoon you will find these girls meeting in the cafeteria for a project or gearing up to go on a field trip that even boys would find entertaining. "I try to have varied activities - indoor and outdoor," said Pat. "I didn't want it to be like Girl Scouts where you make something every week." Some of their more recent ventures include a tour of the Loveland castle, a nature hike at California Woods, golf and playground activities at Lunken Playfield, and bumper bowling.

The Girls Club also does seasonal crafts and other indoor projects that some adults might refer to as "educational" but to these girls it is just "fun stuff." Sometimes Pat will have a specialist come to talk about certain topics such as pet care or proper etiquette for formal dining.

If there is something that the girls do not want to do, Pat gives them a chance to vote it down. She does this by reading them a list of choices at the beginning of the school year. "I got a lot of boos on things done in the past," she said.

When asked why Pat devotes so much time to this Springer organization, she explains, that besides Sidney wanting her to be involved she just enjoys "getting to work with the girls and their different personalities—it's a real challenge." Heading up the Girls Club for two years has allowed her to familiarize herself with each girl and to group everyone in a way that enhances their experience.

Organizing Girls Club activities takes a joint effort from other Springer mothers as well. *Terry Sunderman*, *Taren Fischer* and *Debbie Ware* have helped with carrying out the afternoon activities; and *Kathy Reindl* assists in driving to field trips. This kind of teamwork is a necessity as the number of girls and broad age-range can make for a hectic two hours.

Pat claims, however, that having all different ages makes the group more

(continued on page 4)



Primary student Lindsey Warm shows her heart design to Pat Horwitz before it is put in the oven to bake. The girls personalized their valentine ornaments with painted messages.

Focus on Program: New Social Skills Curriculum Implemented

Many children with learning disabilities have difficulties with social interactions both in and out of the classroom. A new course of study was developed last year under the leadership of Springer principal *Melody Goodwin* to address these difficulties.

The purpose of the Social Skills Curriculum is to enable the student to integrate an awareness of self and others with the skills to interact with others in a variety of environments and to develop verbal and non-verbal behaviors which will allow the student to receive positive feedback from others.

Through the program, the students will:

- build a repertoire of appropriate classroom behaviors and skills that will enable them to be a more successful student in a variety of learning situations.
- increase their awareness of how a person's physical and self-image impacts on relationships.
- interact with others in socially acceptable and appropriate ways.
- develop a repertoire of behavior and strategies which will successfully deal with socially stressful situations.

The Social Skills Curriculum is divided into four themes: Interpersonal Relationships, Classroom Skills, Physical Self-Image, and Coping. Each month, four 20-minute formal lessons are presented. In addition, other school-wide activities will take place which also focus on the theme. All professional staff who are involved with the children take an active role in implementing this course.

For example, *Julie Wilke*, Upper School Oral Communications instructor, designed a set of activities to be used consistently with each theme. These are: group discussions, role playing, goal setting and evaluation, and problem solving tasks.

The students practiced interviewing each other and making introductions. They read short stories dealing with friendship and identified important qualities of a friend. They then took turns writing a brief note to each person in the group letting them know the qualities they possess that would make them a good friend.

The students also role-played situations expressing a variety of feelings while the others interpreted facial expression, body language and the spoken message to see if they matched the feeling being expressed.

A series of informal discussions centered on an issue very important to our older students, that is, how to deal with expectations of adults for them to be more responsible and independent while still following many sets of rules. They also discussed difficulties in choosing appropriate communication styles with adults in different situations, e.g., what is considered backtalk? When an adult asks you to do something, why don't they want an answer? (Will you set the table?)

Dr. Richard Luftig, a professor of education at Miami University worked with the committee developing the curriculum and has since provided an in-service for staff and will present an adult education program for parents this spring.

Bequests Keep on Giving

Just as interest on a savings account or CD becomes a source of income to you, a charitable bequest can earn income for The Springer School year after year.

If you have been giving an amount to the school each year, you may want to consider what size bequest would be needed to "endow" your regular gift. The table below shows what would be needed to generate income for Springer.

A Bequest of . . .	Provides Annual Income* of . . .
\$ 2,000	\$ 100
5,000	250
10,000	500
20,000	1,000
100,000	5,000
200,000	10,000

* 5% rate of interest is assumed.

Girls Club (continued from page 3)

manageable and even more entertaining at times—especially when they stray from the original game plan. While making jewelry one afternoon, Pat found interest in this activity to be short-lived as the girls had another idea. They seemed to be more interested in using beads to show the younger girls how to braid their hair with them. "It changed from what I had exactly planned," Pat said, "but they got something out of it."

Pat hopes to work with the Girls Club as long as Sidney is at Springer. As for "the girls," they have their sights set on having an overnight in the school gym someday. Anyone interested in helping Pat pull this one off?

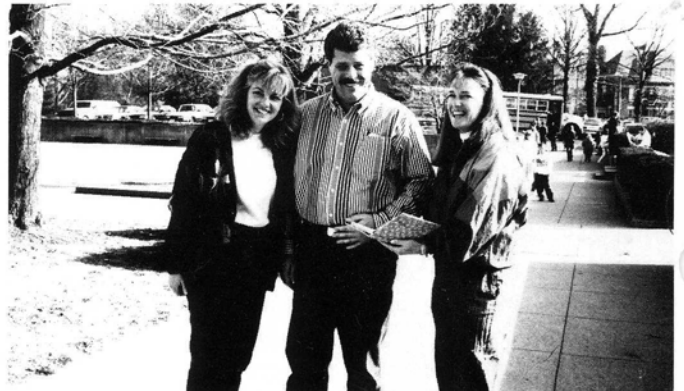
Raffle Adds New Twists: Seller Prizes and Early Birds

Some new ideas clicked into place as Springer parent Mike McKenna led the discussion on how to make the Magnolia Time Grand Raffle more profitable.

What developed was a plan that has really caught on. The grand prize will be \$10,000 and will be awarded at Magnolia Time. Only 500 tickets will be sold at \$50 each. To promote the quick sale of the tickets, it was decided to hold two "early bird" drawings, with the winner of each getting \$500 and their ticket goes back in the hopper for the grand prize. To add a note of competition within the school the department that promoted the most tickets sold would win a party.

The first early bird drawing was held on February 5 and the winner was the *Michael Burke family*. Mike McKenna, who at that point had already sold 50 tickets, sold the winning ticket and therefore, won \$250. The next early drawing will be held on March 5.

Almost 400 tickets have been sold. To inquire about buying, please call the Development Office at 871-6080.



Magnolia Tim co-chairs Paula Comisar (l) and Kate Laurence plan next Grand Raffle early bird drawing with raffle chair Mike McKenna.

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