



News & Views

*of The Springer
School*

Summer 1996

1996 GRADUATES



Andray Alexander
Stephen Robert Brandner
Christopher Andrew Calkins
Raphael M. Cohen
Blake Combs
Nathan Gabriel Cook
Matthew John Cummings
Molly Rachelle Dabbelt
Steven Charles Flohr
Kristen Shawen France
Suzanne Gardner
Lisa A. Green
Danielle E. Hater
Caitlyn Adrienne Henehen
D.J. Heyob
Andrew C. Hoffman
Michael Zev Mletzky Horwitz
Eamon T. Hutton
Joseph Andrew Kemphaus
Katie T. Knowles
Bennett F. Kraft
Philip M. Kramer
Philip Martin Listermann

Pleasant Hills Elementary
Cincinnati Hills Christian Academy
Purcell Marian High School
The New School
Bloom Middle School
Purcell Marian High School
Purcell Marian High School
Mt. Notre Dame High School
White Oak Middle School
St. Ursula Academy
St. Antoninus Elementary
Amelia High School
St. Ursula Academy
Summit Country Day School
Bridgetown Junior High School
Summit Country Day School
Cincinnati Hebrew Day School
Purcell Marian High School
Struble Elementary School
Mariemont Elementary
Madeira Junior High School
Purcell Marian High School
Purcell Marian High School

Margaret Meriel Linz
Parker Anderson Maish
Franco Munda
Maggie O'Neal
Justin Shah Moreno Owens
Carl E. Pratt, Jr.
Kelly Nicole Reindl
Vincent F. Ricciardi
Devon Wilson Rich
Benjamin Richardson
Robert Joseph Rumpke
David Bryant Scheller
Michael W. Schulte
Matthew B. Selker
Elissa B. Trindle
John Frederick Van Houten
Alicia Vargas
Kathleen M. Ware
Anthony Joseph Webb
Christopher Reynolds Wilson
Carrie Lynn Witkowski
Michael Steven Wright
Sarah Greife Zey

St. Ursula Academy
Indian Hill Elementary
McNicholas High School
Blessed Sacrament Elementary
Purcell Marian High School
Purcell Marian High School
Villa Madonna Academy
Sellman Middle School
Bethany School
Roger Bacon High School
LaSalle High School
Anderson High School
Elder High School
St. Mary's Elementary School
Doherty School
Holy Cross High School
Purcell Marian High School
St. Ursula Academy
New Richmond Elementary
McNicholas High School
St. Ursula Academy
Purcell Marian High School
Martin Warren Elementary (Missouri)

REGARDING SELF-ESTEEM . . .

Dr. Mark Helmick, Springer School Psychologist

Few areas of human development, especially child development, have received the degree of emphasis from educators, mental health professionals, and journalists as self-esteem. While no one debates the value of positive self-esteem, questions are raised about its definition. And, for parents/educators the important question is: How do we raise/educate children with positive self-esteem while helping those whose self-esteem appears to be low?

Self-esteem is our sense of worth - an evaluation of ourselves. It is central to how we view ourselves, and also affects every facet of our lives and the lives of those around us. This sense of self is based on the myriad of thoughts, feelings, and experiences we have. To a great degree, the development of self concept is founded on the relationships with significant people in our lives. For young children, the two most important relationships are those with their parents/guardians, and with their teachers.

For those of us parenting and teaching children with learning disabilities, the issue of self-esteem development may be complex. Besides the obvious problems children experience stemming from academic frustration, these children may face additional difficulties resulting from language and motor delays, attention and social skill deficits, and elevated levels of impulsivity and activity. While these issues present a greater degree of complexity in nurturing the development of self-esteem, they may also increase its importance as a priority for children with learning disabilities.

Agreement among researchers, educators, and therapists is unusually high regarding the development of positive self-esteem, not only regarding its importance, but also in a number of very specific areas that can be directly, as well as indirectly, influenced by parents and teachers. Five areas stand out as important to reflect upon as we parent and teach our children:

1. We must assure them that they are lovable, important accepted members of our classes and families. They need to know they are cared for.
2. We must support their sense of being capable individuals with appreciated talents and skills. Aid them in goal-setting and problem-solving. Encourage them by structuring situations for success and maintaining a "can do attitude" about their efforts.
3. We must take time to listen to them, to empathize with them, to be attentive to their needs. Communicate with emotional warmth our unconditional commitment. Find the time to give them undivided attention if they are to recognize their importance as unique, respected persons.
4. Our expectations, especially for their effort and behavior should be well defined, consistent, and realistic. Family and classroom rules based on mutual respect are important.
5. We must model a positive sense of self-esteem. Children observe our approaches to problem solving, disappointments, and success. While we may be unable to control how we feel about ourselves, we can control how we react to situations, and how we speak about ourselves.

Since children, to a great degree "learn" self-esteem through their relationships with us, we have almost unlimited opportunities to nurture the development of children who will be able to meet the challenges of life with confidence and courage. In short, we have the power to choose to reinforce and celebrate our children's growth as strong, loving capable individuals.

Adventures in Summer Learning

This year's session of Springer's summer program, headed by Julia Preziosi, M.Ed., was held July 8 - August 2. Mrs. Preziosi is a professor of Education at Xavier University, and a parent of a Springer student. Titled **Adventures in Summer Learning**, the program offered classes in Language Arts, Oral Communications, Math & Computer Skills, and Challenge By Choice. The 30 children enrolled were given interim reports



Every student who attended Adventures received a new Springer T-shirt. Several students show off their new shirts for the camera.



In keeping with the Olympic tradition, students held their own Olympics Day. Here, "flag bearers" lead Springer's Olympics Parade.

after two weeks, and a final conference with the parents was held upon completion of the program. Mrs. Preziosi felt this year, "went great. It was by far the best year we've had." She went on to say that parents gave Adventures good evaluations, and there were several returning students, which also speaks highly of the program's success. All in all, Julia felt "the third year was the charm" for Springer's summer school, and is very pleased with its accomplishments. Even better, the kids had a great time learning, which is what Adventures was all about.

Springer "Graduates" First Retiree!

This past May, friends and colleagues of Nancy Ike gathered to wish her good-bye and good luck at a high tea given in her honor. After more than 20 years at The Springer School, Nancy retired to concentrate on her private practice as an Educational Consultant.



Nancy Ike enjoys hearing husband, John, recount some of his own impressions of her career at Springer.

Nancy came to Springer in 1971 as a Reading Supervisor and Classroom Teacher. After leaving in 1974 to work on her Master's degree, she returned five years later to establish Springer's first full-time Graduate Placement Program. And, after another 16 years' service, Nancy became the first professional staff member to officially retire from Springer School.

During her tenure, Nancy contributed greatly to Springer's ongoing success. In addition to the Graduate Placement Program, she developed a tutoring program, Graduate Reunions, the Distinguished Speaker Series, and the model for our current Summer School. All told, Nancy has helped over 600 Springer grads find appropriate placement in Greater Cincinnati, across the country, and around the world.

When asked why she felt it was important to develop Springer's Graduate Placement Program, Mrs. Ike replied,

"I felt Springer needed to insure that the progress made there would continue after the student left. (A full-time Program) would give careful consideration to the transition from Springer to other schools." In addition, Nancy felt the benefits of the Program include, "constant support after graduation, through high school and beyond. For example, helping

a grad find a college that offers LD programs."

Although Mrs. Ike is no longer with Springer, she is not truly "retired." She continues to work as an placement consultant and counselor. Mrs. Ike has had a private consulting practice for a number of years. She describes her new service by saying, "I consult with families in the Greater Cincinnati area about local placement options for children who are having a difficult time succeeding in their present schools. We discuss the best placement for the child in terms of her/his needs. I also place students in boarding schools, colleges, and therapeutic programs."

If you are interested in contacting Nancy, please call her East Hyde Park office at 271-4044, or fax her at 271-4066.

Mazza Collection

As a concluding activity of Springer's year-long celebration of its 25th Anniversary as an independent school exclusively for children with learning disabilities, the school is proud to announce that it is hosting a special art exhibit. The Mazza Collection, a collection of original art work by distinguished illustrators of children's books, will be on display at Springer from November 1 to December 13.

The Collection was established in 1982 by Dr. and Mrs. August Mazza in honor of the Centennial celebration of the University of Findlay (Ohio). Both of the patrons graduated from the school and were interested in art and children's literature. The Collection was their way of recognizing the school's contributions to the community. It originally contained four works of art valued at \$1,700.

Currently, there are almost 1,000 works valued at well over \$1 million. Springer will have 57 pieces in its exhibit.

In order to share this very exciting art work with the community, the school will be hosting several special events. The first will be an opening cocktail reception on November 1; followed by a Community Open House on Tuesday, November 12 and another Open House for the school's families on Sunday, November 17. Dr. Jerry Mallett, curator of the Collection, will be a featured guest at each event. Invitations will be mailed in October. For more information or to receive an invitation, please call the school at 871-6080 extension 278.



Executive Director's Message

Norita Aplin, Ed.D.

Using the Media with Purpose

There is an emerging body of knowledge concerning the impact of the media, especially television on our lives, and how we deal with it. I want to share some of this information with you.

Most parents want their children to be, at very minimum, responsible media consumers. This requires conversation either during or after viewing. Talk about what was seen: the characters, events, outcomes and contrasts between the media's presentation of life, and life as we experience it. Discuss the characters' feelings, and how your child would feel in similar situations. Furthermore, talk about the consequences of the characters' actions, and what the "real life" consequences would be. Since viewing is, by nature, a passive activity, these discussions can provide opportunities to become an active part of your child's media consumption. Discussion allows the parent to help sort out any confusing or questionable material, while giving the child opportunities to practice and develop evaluating and describing skills. These subtle language skills are essential to effective decision making. The goal is to evaluate what is seen, both in terms of individual and communal values.

Recent research on the issue of violence on television has produced some shocking statistics. During prime time TV there are 8-10 violent acts per hour; during children's programs, an average of 20. Four significant effects of violence on television have been identified;

Increased aggression and anti-social behavior;

Increased fear of become a victim;
Desensitization to violence and its victims;
Increased appetite for violence.

These findings present parents a challenging responsibility to limit the amount of violence observed by our children, and to discuss the violence they do see. So often, violence is presented as an effective way to solve conflict without any negative consequences. At the very least, children need to understand that people who live that way are not successful, responsible, or "cool." Children need to understand that violence does not solve problems, it only creates them.

I hope these suggestions will help you shape the role of the media in the lives of your families.

BEALVILLE.....

A fun way to learn about The Real World

This past school year, Springer teacher Jodi Beal became mayor....Mayor of Bealville, that is. Bealville was a "community" of students, ages 10-12, in which the responsibilities of real life were learned and practiced.

Ms. Beal saw this model for instruction at a course she was taking in Atlanta. She decided to use it in her classroom because it allowed for student participation, as well as learning opportunities. Social, writing, problem solving, and math skills were all applied as the students became citizens of their new community. For example, each student had to apply for a job in Bealville, and then interview for it. Taxes, rent, and other expenses had to be paid, and the students formed budgets according to their incomes. In keeping with the theme of "real world experience", laws were established, complete with fines.

When asked what she hoped to accomplish with Bealville, Jodi replied, "I wanted the students to take pride in what they did for our class, as well as understand the responsibilities that we all have to face, like jobs, interviews, rent, and taxes."

Bealville was a success on all fronts, with both "citizens" and "city government" excited and pleased with their accomplishments.



LEADERSHIP GIFT CLUB ESTABLISHED

As Springer's 25 Anniversary year, 1996 has provided a unique opportunity to initiate an Annual Fund Drive Gift Club which seeks to attract and recognize the leadership so important in the school's effort to build a solid base of support for its financial aid program. Having sufficient financial aid is seen as a critical element of our mission to provide our special educational program to any child who needs it—not just those whose families have sufficient financial resources.

Named in honor of Reuben Springer, the local philanthropist whose generosity supported the original Springer School in 1887, The Reuben Springer Society will serve as

an example for others to follow as the school moves beyond its first quarter century as a much needed and very valuable community resource.

To date, more than 100 individuals and organizations have accepted the school's invitation to become Charter Members of the Society. Membership gifts start at \$500 and must be made before December 31, 1996. All Charter Members will have their names inscribed on a plaque to be displayed permanently in the school's lobby.

For more information about the Reuben Springer Society, please call the Development Office, 871-6080 extension 214.

Six Trustees Step Down

The following Board Members concluded their terms in May:

HARRY ADDISON - A well respected community volunteer, Sharry has been a trustee since 1988. She chaired what was then a new committee (Development) after serving for only one year. Throughout her trusteeship, Sharry has been selfless in her commitment and devotion to The Springer School. She is the epitome of the "Can do" spirit.

STEVE ALLEN - Steve has been an indispensable member of the Board since 1987, including 2 terms as President from 1993-1995. Over the years, he chaired the Public Relations, Finance, Facilities, and Personnel Committees, as well as chairing the Annual Fund Drive for two years. As a leader, Steve's caring and good nature were integral parts of the Board's success.

SR. JEAN PATRICE HARRINGTON - From 1993 to 1996, Sister Jean served as the chairperson of the Committee on Trustees, which she was pivotal in developing. Along with her significant contributions to Springer, Sister Jean has also served as President of the College of Mt. St. Joseph, and Executive Director of the city's Youth Collaborative Project.

MARK HAUSER - During his nine years as a Trustee, Mark served on the Finance and Facilities Committees, as well as the Committee on Trustees. In addition to his committee work, Mark also obtained a grant from the Aetna Foundation that allowed for the professionalization of Springer's library. Even during the busiest times, Mark remained committed to Springer School.

SETH MILLER - Though only a Trustee for two years, Seth made many meaningful contributions to Springer. Along with chairing the Strategic Planning Committee, Seth provided the Board with invaluable ideas on expanding Springer's relationships with corporate Cincinnati.

ED VONDERBRINK - Ed served on the Board since 1993, being a active member of the Development and Finance Committees, the Annual Fund Drive, and chairing the Facilities Committee. The experience Ed brought from his position as a Managing Partner at Grant Thornton proved to be vital.

We at Springer would like to wish them all the best, and thank them for their constant support and devotion to our common mission. They will be missed.

Something To Think About

The "giving season" is right around the corner! If you are planning to make a contribution to Springer or another charitable organization, you might want to consider a gift of appreciated property. Stocks, bonds or mutual funds which have increased in value since you bought them make excellent gifts. Why? Because, if you sell them, you could pay up to 28% of your gain to the IRS. However, if you donate appreciated assets, there is no capital gains tax due. Additionally, gifts of securities you have held longer than 12 months can be deducted at their full fair market value. Excess deductions can be carried forward into as many as five additional tax years.

For more information you may wish to talk to an accountant or broker about how such a gift can fit into your charitable giving plans. If this is not convenient, please call Jeanne Rolfes, Springer's Development Director at 871-6080, extension 214.



G.E. Employees Support Financial Aid Fund



Evendale Employees' Community Service Fund Board member Fred Herzner presents Springer executive director Norita Aplin with a check representing the group's contribution to the school's 1995-96 Annual Fund Drive. The generosity of their gift assures their place in the school's new leadership gift club, The Reuben Springer Society.

Reunion Announcement

Mark your calendars!!! November 24 has been chosen as the date for Springer School's Alumni Reunion. As part of our 25th Anniversary, all graduating classes from 1971 to 1996 are invited to attend. Not only is this an opportunity to renew old friendships, it's also a great chance to see many former Springer teachers. Chairperson and former Springer School Director Sr. Marianne Van Vurst is still in the early stages of planning the event, so any help and/or suggestions are welcomed. If you would like to become involved with the Reunion, please call the school at (513) 871-6080 ext. 232. Watch your mailbox; invitations will be mailed in mid-October. See you there!!!!



Upper School oral communications teacher Julie Wilke explains the operation of the school's new adjustable basketball backboard to Upper School student, Michael Harris. A very generous friend of the school gave the backboard to Springer this summer. It was a welcomed sight to the students as they returned from vacation.

Springer Grads!

We want to know what you're doing now!! Please keep us updated!

Name: _____

Address: _____

Phone: _____

School/Employer: _____

Year/Major/Job: _____

Married?: _____ Children?: _____

Other Interests: _____

Would you be interested in sharing your successes (and challenges) with current Springer students?: _____



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