



News & Views

of The Springer
School

Spring 1991



Executive Director's Message

Norita Aplin, Ed.D.

Increased attention to indirect services is one of our thrusts at Springer this year. A major goal of our indirect service is to educate others about learning disabilities. As reported earlier, the school worked with the Creative Services Division of Cincinnati Bell to develop a video which tells the Springer Story. This product was made possible by the generosity of Citicorp/Citibank and Cincinnati Bell. We are now using the video to promote an increased understanding of how the Springer program addresses the problem.

An activity our trustees initiated this year is a series of informational breakfasts for business leaders. We are also securing speaking engagements with business, professional, service and community groups. Again, the primary objective is to create an awareness of the field and of the unique role Springer has in our community.

In addition, the school is hosting on-site workshops on learning disability-related topics. Staff are encouraged to present at conferences and inservice meetings and to consult with school and individuals for program enrichment. And, of course, we will continue our annual Distinguished Speaker Banquet.

We are excited about this component of our work and welcome suggestions from you concerning audiences we should consider including.

I'd like to offer my thanks in advance for the generous commitment of time and effort our many volunteers have made to continue the success of MAGNOLIA TIME. It is especially gratifying that this year's chairpersons have designated the proceeds be used to augment faculty salaries. Making our salaries competitive with area norms is a goal I've had as Director, but have not yet achieved. Thank you, Chris and Sam, for joining me in this goal.

Magnolia Time

in Old New Orleans, April 27, 1991

This year's MAGNOLIA TIME, on Saturday, April 27, will find its guests treated to an evening in Old New Orleans, complete with a wrought iron and cobblestone streetcorner, lush flowers, and music provided by the Blue Chip Jazz Band.

Co-chairing this gala fundraiser are Chris Orr, whose daughter Patti is an Intermediate student, and Sam Altman, whose daughter Lauren is a Primary student. Chris and Sam and their energetic committee are hard at work planning for a fabulous, fun-filled evening.

Heading key committees are:

Gift Acquisitions
Invitation Design
Invitation Addressing
Theme Design
Table Decorations
Instant Winner Game
Grand Raffle
Reservations
Hostesses
General Set-Up
Bar Set-Up
Program
Gift Displays
Entertainment

Sandra Weiss and Veronica Steffen
Joy Kraft
Janice Cook
Nick and Marilyn Green
Kurtzie Gonzalez
Kathy Connelly and Joyce Rich
Jim Orr and Ann Schneebeck
Lynn Saul and Becky Adam
Marlene Baer
John Steffen
Rick and DeeDee Abraham
Dottie Rockel
Betty Christie and Jennifer Glassmeyer
Marchelle Owens

The evening will begin with an open bar, hors d'oeuvres, and Dixieland music during the Silent Auction, which will feature artwork and crafts, toys, hi-tech electronics, and weekend getaways. Following dinner there will be an Oral Auction, called by Jay Karp of Main Auction Gallery, which will include fabulous trips, unique parties and perhaps a shopping spree. The evening will conclude in grand style with the drawing of the winner of the \$10,000 Grand Raffle prize.

For more information about MAGNOLIA TIME, or to purchase Grand Raffle tickets at \$50 each or 4/\$175, please call Jeanne Rolfes, Development Director, at 871-6080. Or, easier still, clip the Grand Raffle coupon on the back page of this newsletter.

Parents Participate in Hands-on Workshop

Recently the Springer School presented a program for parents called "Math on the Home Front." The tone for the evening was set by providing background information on changes occurring across the country in math education and more specifically at Springer. Parents then participated in a hands-on workshop demonstrating new approaches to teaching math.

Generally, math education is coming to focus more on a holistic means of teaching, which elicits information from the child, rather than on rote memorization and teaching by telling.

Three presenters spoke to the group on different topics. One talked about the benefits of using calculators. Another addressed problem solving strategies, with games which involved eliminating possibilities in order to arrive at a logical answer. The final topic was whole numbers and basic operations, with tips for remembering. Emphasis was placed on the need to use concrete tools, like fingers, and to expect to have to use them again and again as new situations are encountered. Eventually the skill is learned and the need for helpful tools vanishes.

Parents were given practical ideas on how to do math with their children at home. Some of these included having available a variety of items which can be counted, a basic calculator, and measuring tools. Parents were encouraged to refrain from telling a child how to solve a problem and to ask questions to help him arrive at a plan of his own. Another tip was to practice estimation skills whenever possible, such as, how many cookies are in the bag? would that desk fit in the corner? how many people are in the theater?

Parents got completely caught up in the program and responded very positively. One comment was, "This type of extra effort by the teachers and administration helps complete the circle of the student-parent-school goals."

The program was organized by Shelly Weisbacher, the school's Education Director. Shelly has participated in math workshops sponsored by the Exxon Education Foundation and became eager to share what she was learning with Springer parents to help keep them informed about how their children were learning math concepts.

On the Speaker's Circuit

Norita Aplin, Springer's executive director, makes a point about the school's program at the Cincinnati Rotary Club where she addressed more than 200 members at one of their weekly luncheons. She has also spoken at the Professional Women's Roundtable at the Bankers Club and was a featured presenter at Grand Rounds at Children's Hospital Medical Center. Part of her presentation includes the showing of a video about the school. If you would like Dr. Aplin to address your group, please call the school for details.



Annual Fund Drive Tops Goal

Steve Allen, trustee and Chairman of Springer's Annual Fund Drive, is happy to announce that the Drive has topped its goal of \$125,000 and has now received pledges and gifts exceeding \$145,000. This exciting news is the result of the hard work of over 75 volunteers who made personal phone calls, wrote letters, did follow-up, and attended meetings. In short, they did whatever it took to bring in this fantastic response.

The Drive, which solicits community and corporate leaders, as well as current and past parents, supports the school's scholarship fund. Springer's program is costly, and without its fundraising efforts many families would not be able to even consider Springer as an option for their learning disabled children. We are fortunate indeed to have had such a dedicated group working to enable us to help these children.

The Drive was organized into teams among whom there was a friendly competition to see which one would bring in the best percentage of responses to contacts. Fellow trustee, Sug Clauder's team emerged as the winners and will be treated to a Red's game in a private box. Congratulations!

A sincere thanks goes to everyone involved for a job exceedingly well done.

Menninger Clinic Teacher Visits Springer

On February 8, the Springer School was host to 42 teachers and counselors from nine area high schools and 18 faculty and students from Miami University for a workshop entitled "Meeting the Needs of LD Adolescents in the Regular Classroom."

Leading the workshop was C. Wilson Anderson, Teacher Trainer from the Menninger Clinic in Topeka, Kansas. Mr. Anderson is a former English and History teacher turned LD Resource Specialist. He was voted Teacher of the Year by the Minnesota ACLD, has written numerous articles and presented workshops all over the United States. Mr. Anderson is currently president of The Orton Dyslexia Society.

The goal of the workshop was to raise awareness of regular classroom teachers in terms of those specific instructional strategies which benefit students with learning differences. Techniques were demonstrated which would allow mainstream teachers to deliver instruction effectively without diluting the curriculum. Those attending practiced developing study guides for their own textbooks.

High schools which sent representatives included McAuley, Sycamore, McNicholas, Indian Hill, Elder, St. Ursula Academy, Purcell-Marian, Moeller and Finneytown.

From the Principals . . .

The Science Fair

by Mary Inkrot Schroder, Lower Level Principal

As I walked through our recent Science Fair and listened to the students explain the work they had done, I became excited by their love for learning and their curiosity about the world. Arriving at this moment, though, has been a painstaking process for many of our students.

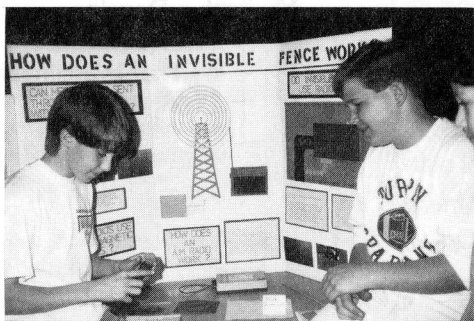
The process begins with choosing a topic from any of the physical or life sciences. Some topics selected for study this year included Robotics, Food Additives and The Effects of Pollution on Underwater Plants.

We encourage our students to follow the traditional Scientific Method where a problem or question is developed, tested and analyzed.

The Science Fair also gives our students many opportunities to practice other important skills — gathering information through reading and interviewing, record keeping through journal entries, and using the computer to write about their findings. The students develop oral presentations so they can share what they have learned with the judges as well as the other young scientists in the school. They also create a visual display which often helps them explain their projects.

The students are to be congratulated for their outstanding work. It has paid off and each of them can feel proud. They have carried out a real research project and learned quite a bit about how scientists work.

The teaching staff at Springer should also be complimented. They have once again shown an exemplary commitment to their students and to their learning. Finally, the parents deserve recognition for all their help. Assisting a child in a Science Fair project, without doing the project, demonstrates an extraordinary parent/school partnership. Such an achievement in partnership makes everyone, especially the students, winners!



Tom Young explains his Science Fair project to fellow student **Mike Glassmeyer**.

Preparing for High School

by Melody Goodwin, Upper Level Principal

For many of our Junior High students, venturing into a high school can be an overwhelming experience. Often, students are unsure of where they go to get answers. Typical situations that might arise include: How do I sign up for a club? When is the next football game? I have a friend who needs help. My algebra class is too difficult for me. In an effort to make the transition into high school more positive for our adolescent students, Junior High Advisory Groups were formed.

Each group consists of six students and an advisor. They meet monthly to discuss various aspects of high school life. Advisors include administrators, ancillary staff and psychologists. They give students a chance to communicate with a variety of adults within the Springer setting.

The focus of the Advisory Groups program is to help students communicate with adults in new situations, to give students the opportunity to advocate for their needs by seeking out adults in a positive way, to show students how to develop a positive relationship with an adult outside the classroom, and to help students use problem solving early to avoid becoming overwhelmed.

Springer Welcomes Visitors

by Nancy C. Ike,
Graduate Placement Director

Springer plans for and encourages many different categories of visitors to our classrooms. In fact, we have observers and extra adults around so often that usually neither the teachers nor the students are at all uncomfortable or distracted by these visitors.

Classroom volunteers are one group who frequently help out by acting as general teachers' aides. They usually come in once a week for a morning. Some of our loyal volunteers have been coming for many years. Willard Kahn, 85 years young, has been helping our students with reading and spelling for almost 10 years! Students from Ursuline Academy fulfill their Christian service obligation by helping in the classrooms.

College students affiliated with Miami, Xavier, UC and Mt. St. Joseph also come to Springer. Their involvement here varies. A freshman will typically spend a half day just observing, while someone further along in their education will spend the longer hours involved in a teaching practicum. Colleges of Education have various requirements for classroom work from their students, and Springer has many who are working here on those assignments. The highest level among these students are those who are doing their student teaching. They are here full time for 8-10 weeks and actually do their own lesson plans and implement them with our children.

Our visitors and observers also include other student or professional teachers who come for general information and to see first-hand how our classes operate. We have two regularly scheduled visiting days per month, each of which involves a half hour of orientation and two half-hour observation sessions.

And finally, we have a series of orientation and tour sessions for administrators and counselors for the schools who receive our students when they graduate. This process has been newly instituted and has enjoyed a very positive response.

From Our Graduate Corner

★ **Mitch Weisberger**, 1988, is attending Scarlet Oaks where he is on the Honor Roll. Mitch is studying construction electricity and thinks some day he may join his father in that business.

★ **Ed Bohmer**, 1968, is working for Rodeway Express.

★ **Daniel Boggs**, 1972, graduated from Live Oaks Vocational School and now works repairing commercial machines.

★ **Anthony Bryant**, 1984, attends Cincinnati Technical College and is interested in pursuing a career in engineering.

★ **Aaron Korb**, 1987, attends Scarlet Oaks where he is studying auto mechanics. He will graduate this year.

★ **Marc Schworer**, 1980, graduated from Northern Kentucky University. He worked for three years in the jewelry business and is now a policeman for Park Hills.

GRAND RAFFLE

YES, I want a chance to win \$10,000 and support The Springer School's program for learning disabled students.

Enclosed is my check for _____

Please send me _____ tickets. (\$50 each — 4 for \$175.)

Name _____

Address _____

Send To: The Springer School Grand Raffle
 2121 Madison Road
 Cincinnati, Ohio 45208

Register Tapes

The hearty appetites and industrious efforts of our students and parents have produced enough grocery store register tapes for us to have earned 3 Apple printers and two complete IBM systems. We are working on getting a third IBM system. Keep eating, keep shopping at Kroger and Thriftway, and keep sending in those receipts. Thanks!

Planned Giving

In addition to annual giving and supporting special events, you can ensure The Springer School's future by making a long-term gift. Two ways to do this are:

1. Remembering The Springer School in your will
2. Naming The Springer School as beneficiary of an insurance policy

For more information about making a deferred gift to the school, please call the Development Office, 871-6080.

Thanks again for your support of The Springer School.

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