



News & Views

of The Springer
School

Spring 1992



Executive Director's Message

Norita Aplin, Ed.D.

A commitment to community services is one of the outcomes of our recent clarification of our vision and mission at Springer. These services are in addition to our day school program. In preparation for this new direction we examined what is currently being done and I found this interesting and worth sharing.

We are involved in four kinds of community services: consulting, general education about learning disabilities, professional education, and student programs in other schools.

Our consulting services are numerous. We are contacted frequently by parents who are not seeking enrollment at Springer, but want help in knowing how to explore what is needed for their children.

Most often, Nancy Ike, Graduate Placement Director, and Corrinne Thaler, Director of Admissions, assist these parents. However, probably every staff member at Springer has been approached formally or informally about learning disabilities. In most situations we can direct people to the appropriate resource. In more complex or unclear ones, we can refer them to diagnostic resources which might include the private practices of some of our staff as well as other professionals in the area.

A frequent request is for high school and college placements. If the family was at one time enrolled at Springer, this is available at a reduced fee. Nancy Ike is also available as a private consultant for those not associated with Springer.

An area of consultative service which we hope to expand is that of assisting other schools in the development of programs and services for children in their learning disability programs.

While the general public is much better informed about learning disabilities than was true even five years ago, there is still much to be done. We have become more active in pursuing public

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Under The Big Top

Magnolia Time Events

Saturday, April 25, friends of The Springer School will find themselves immersed in an evening **Under the Big Top** for this year's MAGNOLIA TIME. Roving clowns, buttery popcorn, circus animals, cotton candy and carnival games all under a circus tent will help create a festive atmosphere.

The Honorary Chairmen this year are **Charles and Mary Yeiser**. Mr. Yeiser served as a trustee in the past and both he and his wife have been long-time friends and supporters of The Springer School.

Guests will enter the school through a huge circus tent and be greeted by mimes, clowns, and circus animals. During the Silent Auction there will be an open bar and Midway Games in the hallway outside the cafeteria adding to the entertaining evening.

Following dinner from Davis Catering, there will be an Oral Auction highlighting the nationally recognized talents of Stephen Early, an antiques and Victorian art glass auctioneer. Offered to the highest bidder will be unique parties, fabulous weekend getaways and incredible gourmet feasts. Following the Grand Raffle, music and dancing will bring the evening to a close.

This year's Grand Raffle prize, **A Magical Disney Family Getaway**, will be coveted by kids of all ages. Seven days in Florida, including a three-day Premier Disney Cruise, accommodations at the Contemporary Resort, unlimited admission to the Magic Kingdom, EPCOT Center, and MGM Studio, a Disney Magic Morning Breakfast, a guided tour of Spaceport USA, the use of a rental car, and round-trip airfare for four people will be awarded to the lucky winner of the drawing.

Event Coordinator **Charlotte Hogue** has organized a wonderful group composed of parents and alumni parents of Springer students to make MAGNOLIA TIME the best ever! The Grand Raffle is being directed under the supervision of Jan and Jon Fries. Reservations are being handled by Becky Adam and Pat Horwitz. Marilyn and Nick Green are coordinating the Midway Games. The theme and decorations are the brainchild of Kurtzie Gonzalez. The addressing of the invitations is being organized by Kate Lawrence. Chris Orr is illustrating the catalog and Dee Dee and Rick Abraham are coordinating the bars. Mary and Mike McGraw are serving as the Chairmen of all the Hosts and Hostesses. Thank you to all who are pitching in to make MAGNOLIA TIME a success!!

For more information about MAGNOLIA TIME, or to purchase Grand Raffle tickets for \$25 each or 5 for \$100, please call Jeanne Rolfes, Development Director, at 871-6080. Or, easier still, clip the Grand Raffle coupon on the back page of this newsletter.

Springer Alum Inducted Into NHS



Christine Mallette

Springer would like to congratulate former student Christine Mallette who was recently inducted into the National Honor Society as a junior at Sycamore High School.

Christine spent three years at Springer from third to fifth grade. "Springer helped me to learn study skills to make it easier to collect and memorize information." She said, "I learned to take responsibility. I never really had homework before I came to Springer."

Christine was one of 52 other new members inducted into the NHS on November 5, 1991. All students with a Grade Point Average of 3.6

or better on a 4.0 scale are invited to apply. Those who demonstrate exceptional leadership skills, community service and the required G.P.A. are then granted membership. Christine said that she worked at Camp Kern and at the St. Savior Festival for her volunteer contributions.

She hopes to attend college following graduation and currently she is interested in Ohio University. Christine said she has not specifically decided which field she would like to explore.

She especially credits former Springer teacher Mrs. Janet Benner. "She taught me how to read." She continues, "At my other school I was taught reading and I got through, but I never really understood it." She also credits both Benner and The Springer School for giving her confidence and for just showing her how to calm down.

She offered advice to other students, "Don't give up! When I first started out at Sycamore I thought I would be okay, but I had to go through their LD program for math skills. I have been out of the LD program since eighth grade. It's hard to adjust at first, but you can do it."

Christine also wanted to give recognition to all of her teachers. She said, "I just want to thank all my teachers at Springer for everything they did for me—the study skills, the confidence and their patience and encouragement."

Annual Fund Drive Nears Goal

When the Trustees set this year's Annual Fund Drive at \$150,000, they knew it was the school's most ambitious goal—and one which would require concerted effort given the difficult fund-raising climate existing throughout the community. They also knew that raising that amount of money was a MUST. Applications for financial aid have increased. If the school is to live up to its promise to serve any child who needs the program regardless of financial resources, every effort must be made to raise sufficient funds.

The Drive has done very well. We are now within easy sight of the goal—only about \$6,000 to go! Drive leadership, under the direction of general chair *Tony Hobson* and co-chairs *Sug Clauder* and *Jerry Randolph*, is concentrating its latest, and hopefully, final efforts on follow-up to be sure that all contacts have been made.

If you would like to make a contribution to the Annual Fund Drive and

Black History Month at Springer

Springer celebrated Black History Month with a visit from Terry Corbin, a noted local black artist. He is a full-time professor of painting and drawing at the University of Cincinnati. Corbin presented a lecture on his experiences as an artist.

Corbin showed slides of his abstract artwork as well as a video of the PBS special which focused on him entitled "A Day in the Life of Corbin." He says that his artwork is based on "the language of geometry," which is one of his loves.

Joan Hock, Springer's art instructor, said his work is "very expressive—bright, colorful and enthusiastic." Corbin said that each painting is a self-portrait and Hock confirmed that he definitely demonstrated an energy level equal to that in the paintings.

His artwork, which is reminiscent of a kaleidoscope, usually takes him nine to twelve months to complete. He usually first conceives his paintings in a sketchbook before transferring them to canvas.

Hock also said, "Terry was wonderful with the children. He was extremely patient and willing to answer all of their questions."

Junior High student, Jerry McDaniel really enjoyed Corbin and made an agreement with him. They agreed they would keep in touch and exchange artwork. McDaniel said, "He's really nice. He cares about his artwork. I really liked his artwork—it made me think."

Following Corbin's visit, the art classes had an assignment to produce a work which was in the style of Corbin's work. Michael Slack, an Intermediate student, wanted to send his picture to Corbin who was so touched that he said he was going to do a "Mr. Slack Series" of painting. Corbin also told Slack that he would send him a painting from this series.

The students were all very receptive to the Black History Month presentation by Corbin. They also agreed that they hope there are some more visitors like him in the future. Hock summed it up best, "He had an openness and an acceptance which really generated ideas and excitement."



Local artist Terry Corbin discusses the life of an artist with Junior High students Jerry McDaniel and Eric Lutkenhoff.

have not done so, please help us put it over the top. Send your gift today to:

The Springer School
Development Office
2121 Madison Road
Cincinnati, Ohio 45208

Thanks! Remember, every gift helps the school help a child with learning disabilities "learn how to learn."

From the Principals . . .

The Ins and Outs of Interdisciplinary Curriculum

By Mary Schroder - Lower School Principal

What is interdisciplinary curriculum? Interdisciplinary curriculum is a method of teaching, in which concepts are not presented in isolation, but are integrated in a variety of subject areas.

What are some examples of interdisciplinary curriculum? Earlier in the school year I spoke with some of the children in the Primary Department about a unit they were doing on bears. These students shared with me the Big Bear Book they read, the counting and graphing they did with bears and finally their planning for a bears picnic. What was exciting to hear was how these children, through the integration of bears into their curriculum, were able to make connections among their reading, writing and math and science, instead of viewing each as isolated pieces of knowledge. Family Life, Maps, Safety and Jungles are just a few of these units developed in the Primary Department this year.

Interdisciplinary curriculum can be found in the existing curriculum of the Intermediate students. Currently, the students have been focusing on weather. They write daily weather reports and measure or chart changes in temperatures, which allows them to approach their assignments with a sense of mystery and delight about the power of weather. Careful planning that integrates two or more academic subjects mutually reinforces concepts and skills.

The Intermediate students have also seen evidence of interdisciplinary curriculum with the integration of an "Across the Cultures" unit in social studies. Indian tribes, famous Americans and Japan will all be studied. In addition, an art presentation from Terry Corbin, a local artist, the making of African masks, a visit from musicians from the Conservatory of Music and the cooking of ethnic foods all highlight this unit.

Why do we use interdisciplinary curriculum? Dr. Heidi Jacobs from Columbia University points out, "Implementing interdisciplinary curriculum units helps children acquire targeted concepts and skills of various disciplines more effectively. Of course, there are times when skills and concepts are best addressed through the singular focus of one discipline. In essence, both perspectives are necessary."

Enhancing vocabulary, increased development of ideas through writing in the journals, reading and discussion of various technical books are just a few of the skills I've seen blossom in the children as they make connections with the units being presented.

Teachers involved in integrating this curriculum at Springer find that the hard work and the imagination go hand-in-hand. Some of the teachers had the following reaction, "My interactions with the students through these units, empower me to adapt and customize the curriculum with materials and activities to meet my students' needs and interests. This makes teaching exciting!"

Outdoor Education

By Melody Goodwin - Upper Level Principal

What do feathered friends, "Kerns Kritters," fossils, Angus cattle and amphibians have in common? All are connected with outdoor education programs that our students have experienced over the years. Throughout

the school year, Springer students leave the classroom, board busses and travel to an outdoor adventure. Camp Kern, Trische's Farm, Longbranch Farm, the Cincinnati Nature Center and Greenacres are just a few of the programs experienced by our students.

The purpose of Outdoor Education is to immerse the students in a hands-on learning experience which fosters personal growth, improved social skills and compassion, and a deeper sense of earth stewardship. These programs teach basic environmental concepts, increase the students' environmental awareness, and provide an honest sense of the past as a stepping stone to understanding the present and the future.

A peripheral benefit to these programs is the opportunity for staff and students to experience each other in a different setting. Students who may have difficulty with classroom academics find themselves in an environment which allows them to learn by looking, touching, smelling and hearing the outdoors. Students often surprise teachers with the knowledge they may already have about our environment and our earthly co-habitants. All of these experiences foster a wonderful sense of inquiry in our students.

So when you see a child returning from a field trip with mud on his pants, a fossil in one pocket, and a toad in the other, ask him to share his new appreciation for the environment and his enlightened awareness of the challenging environmental issues of our future.



Students explore nature through outdoor education.

Executive Director Message (continued)

speaking opportunities at professional meetings, service clubs and child study groups.

By combining the use of our school video with a general presentation, we can create an awareness of learning disabilities and the Springer response to it. For the past two years we have also invited community leaders to small, informal breakfasts at the school for the same awareness goals. Finally, our adult education series has been made available to families considering the best means to support their child's learning.

We feel a professional responsibility to share what we know with other educators. Our staff has been active in presenting at local, regional, and national conferences and conventions. We have also responded to requests for specific in-service needs of local schools and other agencies. Professionals in other settings often request the opportunity to have an on-site visit to study our model and methods. These are on an individual basis. Finally, we are involved in student teaching programs with local universities for the training of future teachers.

I mentioned our efforts with students outside of Springer. Each year, we receive multiple requests to assist other schools in their "Everybody Counts" program by having someone speak about learning disabilities. Usually an adult and a student make a presentation to these other schools. Sending a student has allowed audience members with learning disabilities to relate and not feel so isolated. Everyone benefits from this program.

These community services are a beginning toward meeting the mission of the school. If you become aware of other needs or opportunities, please share them. We plan to make this program a true asset in the Greater Cincinnati community.

Springer Accepts Challenge

In 1986, an anonymous donor presented the school with a gift of \$150,000. The intent of the gift was to provide financial aid to students from low income families. The fund, named "Robin Hood" by the school, provides assistance to families whose total net income does not exceed twice the national poverty level.

In the fall of 1991, the Robin Hood donor offered a challenge to Springer's trustees as a way to increase the amount of money available to our families of limited means.

The challenge involves establishing a fund serving the same population which is to be built with donations solicited from a broad sector of the Cincinnati community. For the first \$100,000 raised, Robin Hood will contribute \$50,000.

Acceptance of the challenge resulted in a "kick-off" gift of \$25,000 from Robin Hood.

For more information about the Robin Hood Challenge please call the Development Office, 871-6080.

Watch For . . .

- **Dr. Larry Silver**, author of *The Misunderstood Child*, on Saturday, March 28 at The Springer School. A day long workshop sponsored by Springer, The Olympus Center and The Orton Dyslexia Society. Topic: Becoming Your Child's Best Advocate. Call Sandy Martin, 621-4606.
- **Kirk Douglas** will star in a made-for-TV movie about dyslexia on Sunday, April 19 at 9 P.M. Watch CBS for further announcements about this program.
- **Dr. Barbara Cordoni**, featured guest at Springer's 1992 Distinguished Speaker Banquet on November 9. Topic: Living with Learning Disabilities. More information to come.

GRAND RAFFLE

YES, I want a chance to win **A Magical Disney Family Getaway** and support The Springer School's program for learning disabled students.

Enclosed is my check for _____

Please send me _____ tickets. (\$25 each—5 for \$100)

Name _____

Address _____

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

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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