

Student Appreciation Day

LEARNING

Last Friday, Spaulding hosted its first annual Student Appreciation Day, a day dedicated to celebrating the students who make the school community thrive. The event was inspired by one of our very own students, whose bold idea took shape after practicing his pitch with staff. In a heartwarming and courageous display of initiative, he proposed the concept directly to the Principal, who embraced the suggestion.

The result was a day packed with excitement and creativity. Students enjoyed a wide range of activities, including sensory stations, t-shirt tie-dyeing, and 'weird Olympics'. A photo booth captured joyful moments, while donut-on-a-string and golf cart rides added to the fun. For those seeking a quieter space, the calm corner provided a peaceful retreat. The event wrapped up with a screening of *Inside Out 2*, bringing everyone together for a feel-good ending.

Laughter and smiles filled the campus, making the inaugural Student Appreciation Day an unforgettable experience for all involved.

Nicole Keefe
Board Liaison & Communications Specialist



Mission Moment

At the start of each board meeting, we share a *Mission Moment* - a chance to spotlight something special happening on campus. These moments can include student presentations showcasing their progress, departments sharing their unique contributions to student success, or other meaningful events.

This past week, during our *Mission Moment* we had the pleasure of escorting the board to the newly renovated Howe Art Building. The building recently underwent a significant transformation to brighten both the interior and exterior spaces, creating an inspiring environment for creative expression.

Robyn Allen, our talented Art & Music Teacher, shared her personal journey, explaining how her dream of becoming an art teacher was made possible with the support of Spaulding. It was a powerful reminder of the impact our community has on the lives of both students and staff, and how the improved space will continue to nurture creativity for years to come.

Nicole Keefe,
Board Liaison & Communication Specialist

STUDENT ART



Put an End to Brown Bag Boredom!

NUTRITION

We all tend to get in the routine of eating the same foods. After a while, we tire of the same old thing. The tips below will help you to send your kids to school with a healthy and nutritious meal that they will eat.

- Sit down once a week and plan lunches together. Encourage kids to pack their own meal. If they have a choice, they will be more likely to eat it.
- Celebrate special days. Plan lunch menus around special events like a red lunch to celebrate Valentines Day or dumplings and spring rolls for Chinese New Year.
- Try new foods. Let your child pick out new fruits or vegetables at the grocery store. This will interest them in trying new foods and may be helpful for picky eaters.
- Add some veggies to increase nutrition! Try mixing fruits and veggies together in one container like baby carrots and raisins or celery sticks and apples slices.
- Switch up the same old sandwich. Try making sandwiches with whole-grain pita, English muffins, or tortillas. Whole-grain cereals and crackers can make nutrition options too.
- Invest in a lunch container. Insulated or heated lunch containers can increase the variety of foods you can safely send for lunch like warm soups, left overs or pasta salads. Remember to use an ice pack to keep lunch cold and prevent food poisoning.
- Include at least 4 food groups at lunch time.

For more information and some nutritious lunch ideas visit: eatright.org – Academy of Nutrition and Dietetics, superhealthykids.com

Lesley Robie, RND, LD, CNSC
Registered Dietitian



Guest Reader



Recently, the dedicated Literacy Team at Spaulding worked tirelessly to introduce an exciting new initiative—Guest Reader Fridays. This weekly event brings volunteer readers from across the campus and the local community to read stories to students every Friday morning.

The staff involved in this initiative have created a rotating schedule of guest readers, ensuring students experience a variety of voices and perspectives. From teachers and administrators to community members, each reader brings their unique style, making storytime an engaging and joyful start to the day.

The response from students has been overwhelmingly positive. They look forward to the opportunity to hear new stories and connect with different members of the community, all while easing into their Friday with a fun and relaxing activity.

Nicole Keefe,
Board Liaison & Communications Specialist



Grounding Techniques

CLINICAL



There are many ways to help connect your mind and body to the current moment. However, some are complicated with many steps with large periods of time to dedicate to it. The 5,4,3,2,1 grounding technique is helpful, simple, and can help all ages big or small! If you are struggling with anxiety, anger, or feel out of touch, you can complete the 5,4,3,2,1 technique to reduce stress in your body and your mind. It's also so very important to engage in grounding techniques when you are feeling well, and in a good space.

5 - LOOK

Look around for 5 things that you can see, and say them out loud.

For example, you could say, I see the computer, I see the cup, I see the picture frame.

4 - FEEL

Pay attention to your body and think of 4 things that you can feel, and say them out loud.

For example, you could say, I feel my feet warm in my socks, or I feel the pillow I am sitting on.

3 - LISTEN

Listen for 3 sounds, and say them out loud.

It could be the sound of traffic outside, the sound of typing or the sound of your tummy rumbling.

2 - SMELL

Say two things you can smell.

For example, air freshener from the bathroom, or cookies from the oven. If you can't smell anything at the moment then name your 2 favorite smells.

1 - TASTE

Say one thing you can taste.

It may be the toothpaste from brushing your teeth, or a mint from after lunch. If you can't taste anything, then say your favorite thing to taste.

Try this out once a day with others or by yourself and see how your mind and body change. Taking time for you is important for not only yourself, but also those around you.

Ashley Donahue, LCMHC
Community Residential Clinician/Mentor

Data Collection

BEHAVIORAL



Data collection is crucial in Applied Behavior Analysis (ABA) therapy. It allows treatment teams to track progress, measure the effectiveness of interventions, and make data-driven decisions in treatment services. By collecting and analyzing data, behaviorists can gain valuable insights into the behaviors and responses of individuals receiving ABA services, enabling them to refine and tailor treatment plans accordingly.

Nicole Hilliker,
Behavior Specialist





Adult Services

PERMANENCY

Many different individuals come together to help a student plan for transition into Adult Services on or before their 21st birthday. Young adults who are approved and qualify for adult services are typically connected to the area agency and are on a wait list prior to them turning 21 years of age. Their permanency plan is usually APPLA (Alternative Planned Permanent Living Arrangement).

Typically, transition planning is handled by members of the student's team with other individuals becoming involved as needed. It's important to involve a variety of people, for they will bring their unique perspectives to the planning table. In addition, when transition is going to be discussed, along with outside agencies especially those who are well informed about resources and adult services in the community, the regular players are involved; parents, students, special education and general education teachers, related services providers, administrators, and others. The local area agency is instrumental in this process. They work with adult vendors along with the state to secure housing, funding, and other services needed.

Depending on the student's individual needs, it may be important for the transition team to include representatives from service agencies addressing intellectual disabilities or mental health. These agencies provide a comprehensive system of services responsive to the needs of these individuals. Federal, state, and local funding are used to operate regional offices; local funding is often the primary source. Services are provided on a sliding payment scale.

The services provided by these agencies, however, vary greatly from community to community due to differences in local funding and priorities. The agencies may also vary.

Cheryl Consoletti,
Permanency Specialist

Choose Love Formula

RESIDENTIAL

Courage: The willingness and ability to work through obstacles despite feeling of embarrassment, fear, reluctance or uncertainty. Courage is demonstrated every day at Spaulding. Some examples of Courage are when our youth try new foods, ask for help, stand up to a bully, ask hard questions, try a new math/reading or writing assignment, face past upsets in therapy sessions or share their fears.

Gratitude: Mindful thankfulness and the ability to be thankful even when things in life are hard. Gratitude is demonstrated by youth when they share their thanks for staff that advocate for them, when a peer is kind, when they can understand what they have is precious, when they recognize that people can be kind, the earth is beautiful and take a second to pause and acknowledge all that they have.

Forgiveness: Cutting the cord that attaches us to the pain and take back our own personal power. It is choosing to let go of anger and resentment towards someone else or ourselves. It is to surrender our thoughts of revenge and to move forward with our own personal power intact. Forgiveness is shown when a peer accepts another's apology and can move on and still play with that peer, when a youth can move on from a tantrum and start a new day, when a youth can still love after a painful experience.

Compassion in Action: this involves both the understanding of a problem or how a person feels and take action to alleviate the problem or someone's suffering. Compassion in action is when a youth can see a peer is hurting and can offer a hand with something they are struggling with, a youth can help an adult carrying books or do a chore in the classroom just out of kindness, youth can stand up to moral or social injustices and make a stand that that someone's behavior is not okay and try to teach them why.

Doris Theberge, LCMHC
Clinical Supervisor

