

Gunstock Adaptive Ski

Learning

For the second year in a row, our students are hitting the slopes with our winter EChO Program as they participate in the Gunstock Adaptive Ski Program. This experience gives students the opportunity to enjoy skiing in a supportive, inclusive environment designed to meet their individual needs.

With the guidance of trained adaptive instructors and specialized equipment, students are building confidence, independence, and new skills while embracing the joy of outdoor recreation. Through EChO, this program also reinforces social connection, perseverance, and self-confidence, skills that extend far beyond the mountain.

We're proud to continue this meaningful partnership with Gunstock and grateful to the instructors and staff who make this experience possible. Seeing our students return for a second year, challenge themselves, and celebrate their accomplishments is a powerful reminder of the impact of experiential learning and inclusive opportunities.



Nicole Desharnais, MA
Board Liaison & Communications Specialist

Oxus Treasure

Student Art

This month in the art room we have been learning about the ancient art of the Middle East. One of the things that we have learned about is the Oxus Treasure, gold and silver metalwork from the Achaemenid Persian period which were found by the Oxus River about 1877-1880. Kali, one of our students recreated a piece of the Oxus Treasure. Here you can see the original and Kali's rendition of the piece.

Robyn Allen
Art & Music Teacher



Energy Drinks

Nutrition

Caffeine is the most widely consumed stimulant in the world. Found in coffee, tea, soft drinks, energy shots, supplements, fortified foods, sports or energy drinks, and chocolate.

Guidelines:

The Food and Drug Administration (FDA) has made the following recommendations about safe caffeine consumption:

- Adults: up to 400 mg/day
- Children: no safe limits

Some adverse effects of excessive caffeine consumption? Anxiety, depression, irritability, headaches, mood swings, gastrointestinal upset, nausea, rapid heart rate, and caffeine toxicity.

The extras added to energy drinks—besides caffeine, sugar or artificial sweetener, energy drinks contain a concoction of other ingredients like taurine, an amino acid and herbal extracts like ginseng and guarana. Combining caffeine, added sugars and these other ingredients can decrease insulin sensitivity and increase blood sugars.

The take home messages of safe caffeine consumption:

- Follow the established limits to minimize your risk of adverse health effects.
- Watch portion sizes!
- Consume energy drinks cautiously and not in combination with other caffeinated foods or beverages.

Lesley Robie, RDN, CNSC
Registered Dietitian

Food	Caffeine Content (mg)	Food	Caffeine Content (mg)
Brewed Coffee (8 oz cup)	100	Red Bull (8 oz)	80
Decaf Coffee (8 oz cup)	2-3	Monster (16 oz)	150
Starbucks Frappuccino (8 oz cup)	82	Energy Shots (2 oz)	200-300
Iced Tea	65-75	Celsius (12 oz can)	200
Brewed Black Tea	47	Mountain Dew (12 oz can)	55
Citrus sodas (most brands 8 oz)	0	Bittersweet chocolate (3 oz)	125
Root beer (most brands 8 oz)	0	Milk chocolate (3 oz)	45
Cola (most brands 8 oz)	22	AJ's Rush (12 oz)	114
Dunkin Extra Charged Coffee (20 oz)	360	Dunkin Large Coffee (27 oz)	270
Xtra large (24 oz)	431		

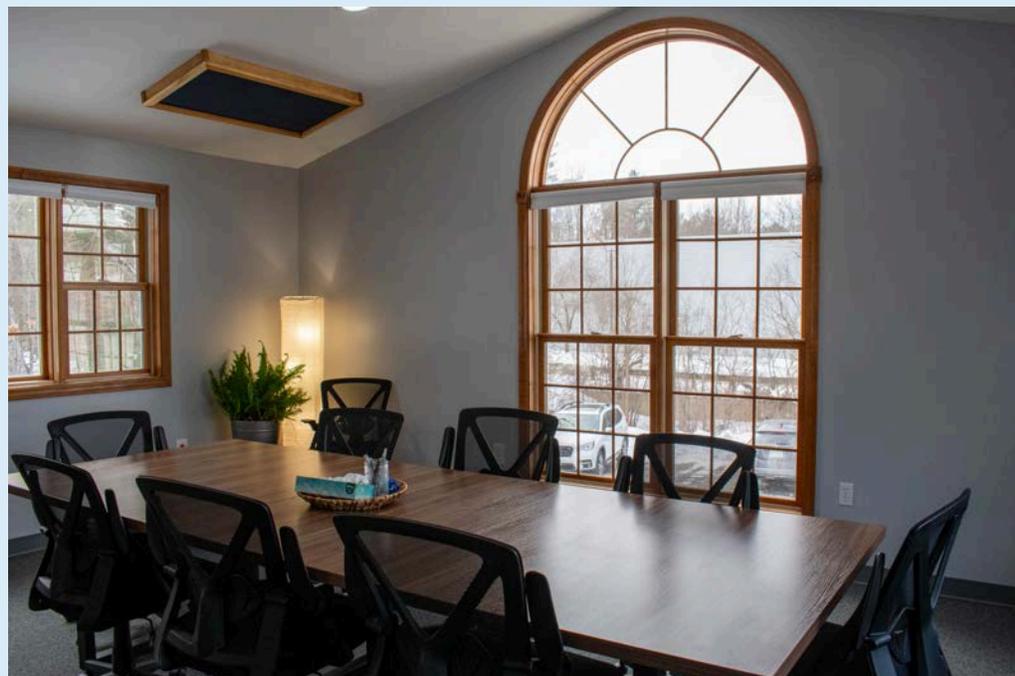
Tilton Property Open House

Happenings

On Friday, January 23rd, Spaulding welcomed board members, past and present staff, and community partners to an Open House at our new Tilton Property, now home to our Community Based Program. Guests enjoyed delicious catering provided by our talented Food Services team while touring the new space and reconnecting with colleagues and friends.

The Tilton property was thoughtfully designed to support collaboration and connection, featuring an open workspace for team building, a dedicated conference room, and welcoming family meeting spaces. The Open House provided a meaningful opportunity to showcase how this new location will support our work and strengthen our ties within the community.

Nicole Desharnais, MA
Board Liaison & Communication Specialist



Clinical

Building Emotional Safety

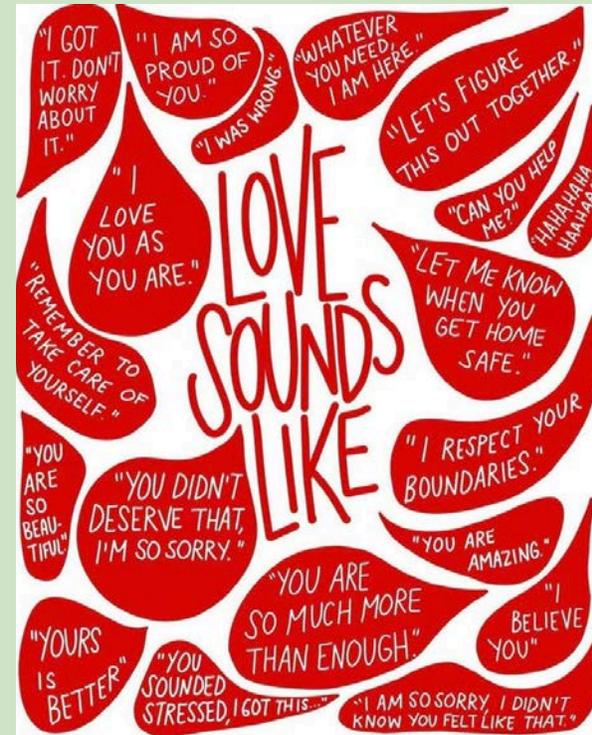
Care is not defined by big moments or perfect responses. It is built quietly, through consistent and emotionally attuned interactions that help others feel safe, valued, and understood. For children and those in our care, the experience of being cared for is shaped less by how adults manage behavior and more by how they respond to emotions.

Emotional safety grows when adults lead with presence. Listening without immediately trying to fix, acknowledging feelings even when we don't fully understand them, and responding with curiosity rather than judgment all send a powerful message: you matter here. Simple statements such as, "I can see this is really hard," or "I'm glad you told me," help strengthen connection and build trust over time.

Caregivers also express care through modeling. When adults name their own emotions, apologize when they miss the mark, and demonstrate healthy coping strategies, they teach children that emotions are manageable and relationships can recover. In mental health work, we know that growth does not come from perfection, but from repair, consistency, and reliability.

Ultimately, care lives in the everyday moments: a calm tone, steady follow-through, eye contact, and empathy during challenging interactions. These small, intentional acts create a foundation of emotional safety that supports resilience, emotional regulation, and long-term wellbeing for both caregivers and those they support.

Liz Lowrey, M.S. CMHC
Behavioral Health Clinician



Source: unknown

Teaching LIFE Skills in Real Time

Some of the most important learning doesn't happen in a classroom, it happens right in the residence. Morning routines, showering, brushing teeth, cleaning bedrooms, doing laundry, and winding down for bed are everyday moments that offer powerful opportunities to teach LIFE skills in real time.

Within the residence, students apply and reinforce skills in the contexts where they are directly relevant. Staff support routines by breaking tasks into manageable steps, using visuals, modeling, and providing encouragement along the way. This helps students build independence, tolerate prompts, and gain confidence in caring for themselves and their space.

Over time, support is gradually faded as students learn to take ownership of their routines. What once required reminders and hands-on help becomes a source of pride: "I did it myself."

The residence is more than a place to live—it's where independence is practiced, routines are mastered, and LIFE skills become part of everyday life.

Nicole Hilliker
Behavior Specialist

Behavioral



Leading with Care

Expressing care while a child is in residential treatment can feel complex. Parents and caregivers often want to encourage progress, stay connected, and say the “right” thing, all while navigating boundaries, distance, and strong emotions of their own. In this setting, care is most powerfully communicated through consistency, clarity, and trust in the treatment process.

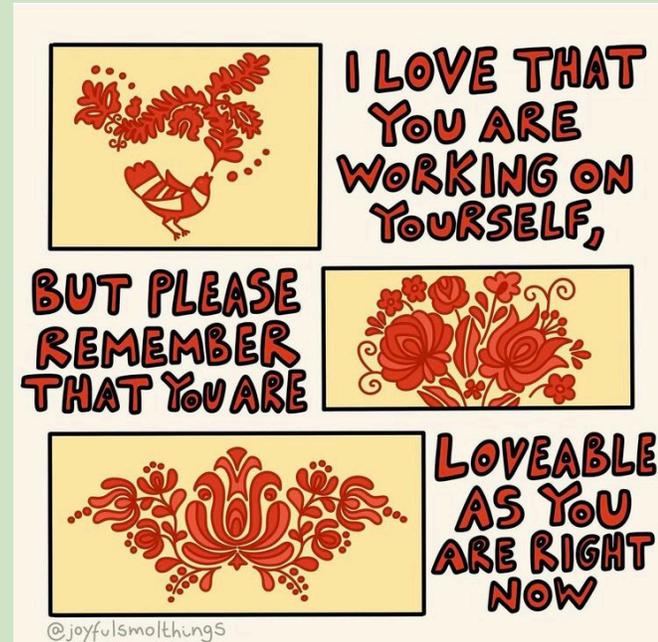
Care shows up when caregivers communicate belief in their child’s capacity for growth, even during setbacks. Messages such as, “I see the effort you’re making,” or “We’re proud of you for staying engaged in treatment,” reinforce self-worth and motivation without placing pressure on outcomes. In residential settings, children often respond more to feeling emotionally supported than to being corrected or rushed toward change.

Another important expression of care is respect for the treatment framework. Collaborating with staff, maintaining predictable contact, and honoring established boundaries sends a steady message: your wellbeing matters enough for the adults in your life to work together. This partnership supports stability and reinforces the skills children are learning during treatment.

Care also means making room for complex emotions, both your child’s and your own. Acknowledging frustration, sadness, or uncertainty without minimizing them (“I know this is hard” or “It makes sense to feel this way”) helps reduce shame and strengthens emotional connection. When caregivers lead with patience, empathy, and follow-through, they help build a foundation of trust that supports healing during treatment and long after discharge.

Liz Lowrey, M.S. CMHC
Behavioral Health Clinician

Permanency



Nursing Mothers Rooms

Residential

Spaulding is committed to creating a workplace where staff feel supported, respected, and able to care for themselves and their families. In alignment with recent updates to federal and state legislation, including the Providing Urgent Maternal Protections (PUMP) for Nursing Mothers Act and New Hampshire RSA 275:78, we are pleased to share that designated Nursing Mothers Rooms are now available across campus.

These updates ensure that nursing mothers have access to private, functional, and comfortable spaces to express breast milk during the workday. Spaulding has established specific rooms in the School, Westwood, Williams, and the Tilton property, making access more convenient across programs and locations.

Each Nursing Mothers Room is thoughtfully equipped to support comfort and privacy, including:

- Covered windows
- Comfortable seating
- Electrical outlets
- A refrigerator or easy access to one
- Access to a sink for cleaning and storage needs

These spaces are intended to provide a calm, respectful environment where nursing mothers can take the time they need without disruption. Creating these rooms reflects our broader commitment to staff wellbeing, workplace equity, and compliance with evolving protections for working parents.

If you have questions about accessing a Nursing Mothers Room or need additional support, please reach out to Human Resources. We are grateful to continue building a campus culture that supports caregivers at every stage.

Nicole Desharnais, MA
Board Liaison & Communications Specialist

