

Science Fair

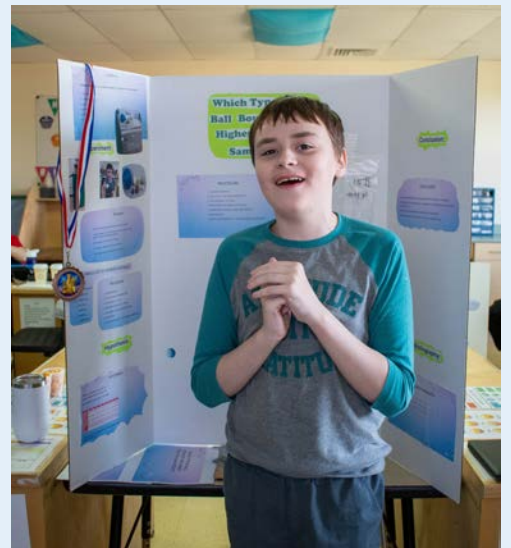
LEARNING

Last week's Science Fair was an electrifying event that showcased the boundless curiosity and ingenuity of our students. From balloon-powered cars to cookie buoyancy testing, the projects on display were as diverse as they were fascinating. Attendees were treated to a smorgasbord of scientific exploration.

Applied preservation techniques, lima bean growth experiments, and numerous other captivating projects filled the school, delighting the minds of all who attended. It was a true celebration of scientific inquiry and discovery.

Congratulations to all the participants for their hard work and dedication in bringing their projects to life. The future of science looks brighter than ever with such passionate and innovative young minds leading the way!

Nicole Keefe
Board Liaison & Communications Specialist



Paint Pouring

STUDENT ART

This month we are back in the art building after an amazing renovation. We celebrated our new space by doing an extra fun and a little messy project! This project is a result of the process of paint pouring. Our students used acrylic paint and a pouring medium mixed together to dump cups of paint on a canvas. We then picked up the canvas and moved it around while watching the colors run next to each other and off the edges onto the tray below. This resulted in beautiful abstract paintings. Our students really enjoyed this project. This painting was done by Mikey, age 9, he chose to pour black, light green, and dark green paint!

Robyn Allen,
Art Teacher



Ask Your Child: How do you like to paint?

Processed Foods: How to Reduce Your Intake

NUTRITION

These are foods that are significantly changed from their original state and are manipulated with added sugar, salt, hydrogenated oils, additives, preservatives and/or artificial colors. The tips below will help you reduce your intake of UPFs.

<u>Ultra-Processed</u>	<u>Processed</u>	<u>Home Version</u>
Sweetened breakfast cereals	Plain bran cereal	Oatmeal with rolled oats & honey
Soda	Artificially flavored sparkling water	Carbonated water with fruit slices
Flavored potato chips	Plain tortilla chips	DIY pita chips
White bread	Whole wheat bread	Homemade whole wheat bread
Fried chicken	Deli rotisserie chicken	Roast chicken from scratch
Flavored candy bar with long ingredient list	Simple candy bar with short ingredient list	Dark chocolate squares
Mashed potato flakes	Frozen potatoes	Fresh, whole potatoes
Flavored granola bars with added sugar and preservatives	Granola bars with minimal additives	DIY granola
Artificially flavored cheese crackers	Naturally flavored crackers	Whole grain crackers & cheese slices
Mayonnaise/salad dressings or dips	Oil & vinegar dressings that need shaking	Herbs and spices added to Greek yogurt
Ice cream	Fruit sorbets	Homemade ice cream, nice cream
Packaged/prepared muffins or baked goods	Muffin or baked good from mix	Homemade muffins or baked goods

Lesley Robie, RDN, LD, CNSC
Registered Dietitian

35 Years of Service



We extend our heartfelt appreciation to John for his remarkable 35 years of dedicated service to Spaulding's Facilities & Grounds Department. John's unwavering commitment and wealth of knowledge have been invaluable assets to our team. His passion for the job, especially his dedication to the welfare of the children, is truly inspiring. When asked about his time with Spaulding and why he's stayed so long, John said, "it's all about the kids!" John's enduring loyalty, even amidst the challenges of maintaining facilities in a round-the-clock environment, is commendable. His fond memories of the campus's evolution and his aspirations for its future growth reflect his deep investment in Spaulding's mission. As John looks forward to a well-deserved retirement, we wish him endless days of tranquility, whether tending to his yard on his beloved tractor or casting lines in the serene waters on the lake in his kayak.

Thank you, John, for your decades of service and for leaving an indelible mark on our community.

Nicole Keefe,
Board Liaison & Communications Specialist



Trust-Based Relational Intervention (TBRI)

CLINICAL



Trust-Based Relational Intervention (TBRI) has a set of principles and strategies that give caregivers, parents, and professionals the tools to bring healing and well-being to children and adolescents who come from “hard places.” It consists of three principles: Connecting, Empowering, and Correcting.

Connection is the heart and soul of TBRI. In TBRI, there are mindfulness and engagement strategies to help support connection.

Mindfulness Strategies: Involve caregivers being aware of what they bring to interactions with children, such as being conscious of their own relationship histories.

Engagement Strategies: Connect with children nonverbally (the way they learn best!), such as with eye contact, behavioral matching, and playful engagement.

Healthy relationships – healthy attachments – are the most important component to bringing deep healing to children. First, understanding where children have come from in terms of relationships helps caregivers to establish a starting point and have compassion for the behaviors and hearts of children. Every ‘misbehavior’ has an underlying need. Many times, that need is ‘voice’. If children were not given voice previously, they have found another way to get needs met – aggression, yelling, control, or other behaviors. When caregivers understand the needs behind behaviors, they will develop compassion and ultimately strengthen and deepen their connections with children.

Question: Have you thought about how your own childhood might be influencing the way you act around your children OR other relationships you have?

Ashley Donahue, LCMHC
Community Residential Clinician/Mentor
& TBRI Practitioner

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RELATIONAL
INTERVENTION®

Using Visual Schedules

BEHAVIORAL





Visual Schedules provide information about what’s currently happening, what’s next, and what’s coming up. Knowing that information, greatly improves outcomes for both staff and students because:

- Being prepared and knowing what to expect lessons anxiety, increases on-task behavior and minimizes downtime
- For many, seeing is easier to process than hearing (written directions vs. verbal directions)- especially when angry, upset, anxious, or confused.
- Makes transitions easier, fewer prompts needed during transitions
- Feels good to “check things off” and increases students’ independence, self-management skills
- Students know when fun things are coming/when reinforcers are available
- Helps students understand when plans change (increases flexible thinking)
- Helps students refocus after they’ve had a crisis or other challenge to their day
- Helps maintain expectations, even after a “change of face” has occurred.

How To:

- Construct the schedule based on the student’s skill-level & modify as skill increases
- Use consistently across settings, staff, time of day
- Teach students to interact with the schedule, increasing their independence

Moss Hartwell
Family Services Coordinator

First	Then
 <p>work</p>	 <p>play time</p>

Community Dinner

PERMANENCY

We held our first community dinner on March 29th and had an amazing turn out. Students were able to sit and have a dinner with their family or special person. Every student that was on campus had a special someone join them for dinner. Family engagement is key when looking at successful treatment. Spaulding welcomes collaboration and engagement throughout the length of stay.

Cheryl Consoletti,
Permanency Specialist



Hoppy Easter

RESIDENTIAL

This month, Spaulding had an Easter egg hunt, Spring activities, and brought Easter treats to local places that were open and working on Easter! We also joined the Annual Pines Community Center Easter Breakfast and saw the Easter bunny!

