

Growing Within

LEARNING



The critical shortage of Special Education Teachers and Learning Specialists continues to be felt statewide. To help fill this need here at Spaulding, Tammy Champine has received her certification as a Reading and Writing Specialist and is excited to work closely with staff and students to provide support to our struggling readers and writers. This involved completing 2 years of coursework and clinical work through the University of New Hampshire's College of Professional Studies. During this time, she worked closely with her instructors and the teachers here at Spaulding to update curriculum, literacy goals, and identify professional development opportunities for staff to maximize student learning and create more literacy-rich learning environments. During these 2 years of coursework, Tammy also completed 2 years of coursework in LETRS (Language Essentials for Teachers of Reading and Spelling) through an initiative launched by the New Hampshire Department of Education to improve statewide instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, and written language. Tammy sates, "I'm proud of my accomplishments and all the hard work that I have put in over the last 2 years. I think that this will make me a better supervisor and I look forward to sharing the skills that I have gained with others." Congratulations, Tammy!

Arts Festival

This month in the art room we have been excitedly working on the arts festival. Theater is a combination of all art forms and the visual art the students created this year was phenomenal. Some of our students were hesitant to perform, but I have often found that things like masks and puppets can offset those fears. Some students gravitate toward set design and concentrate on a painting or prop while others rehearse their lines. Providing freedom of choice so that students can utilize their talent is a wonderful way to watch our students build a performance that they can take pride in. Two pieces featured below were made by students for this year's show, the fox painting was made by Angela and the marionette puppet was made by Novamae.

Robyn Allen
Art & Music Teacher

Ask Your Child: How would you participate?



STUDENT ART



Creating Healthy Reward Systems for Children

NUTRITION

Establishing a reward system is an effective strategy we use to encourage positive behaviors and reinforce skills. We know that the motivator or reward must be unique to the interests and preferences of each child. When a child first comes to our facility, we may be limited in what will motivate the child. Sometimes, food-based rewards are initially used as motivators. These should be faded over time as we learn what other special interests or preferred rewards will motivate a child.

Food-based rewards:

- Are often foods high in fat, added sugars and sodium
- Are often foods with empty calories and minimal nutritional value.
- Teach children to eat when they are not hungry
- Can tie certain foods to emotions in unhealthy ways
- May result in children developing life-long habits of rewarding or comforting themselves with unhealthy foods
- Affect oral health, increasing the risk for cavities

Try Instead:

- OFFER PRAISE—try a visit with a trusted adult, spotlight a student (Student of the Week or Month), try a photo recognition board
- INCORPORATE SPECIAL INTERESTS
- CREATE A VISUAL REWARD CHART OR TOKEN SYSTEMS
 - Earn tickets or play money to work for special outings, events, or privileges.
 - Earn “free choice” activity time
 - Earn a dance party, extra play time or time outside, playing a game with a staff or friend, dress up party, or talent show
- USE TANGIBLE ITEMS
 - Promote physical activity: frisbee, sidewalk chalk, bubbles
 - Earn school or art supplies
 - Earn a treat from the Treasure Box (pens, pencils, stickers)



Lesley Robie, RDN, LD, CNSC & Katherine Rork, APRN
Registered Dietitian Wellness Educator & Health Provider

Campus Events



Recently, our campus was buzzing with excitement as we hosted two special events that brought our community together in celebration of creativity and fun in the sun!

Choose Love Circus

This mesmerizing showcase of talent and artistry, hosted by Robyn Allen, Art & Music Teacher, was a testament to the power of Choose Love. This unique event brought together staff, students, and visiting artists, Michael Zerphy and Randy Armstrong, for an unforgettable performance. Attendees were treated to a diverse array of talents including magic, marionette puppeteering, dance, song, drumming, and more. The Spaulding community is truly fortunate to have such dedicated individuals fostering a passion for the arts.

Annual Field Day

Organized by Brian Doyle, Physical Education Teacher, this day was all about outdoor fun and active engagement. Students and staff alike enjoyed a range of activities, from dunking staff members in the Dunk Tank to navigating their way through a bouncy house obstacle course, tug of war and a soapy finish on the slip and slide. The campus was filled with the sound of laughter, creating an atmosphere of pure joy and camaraderie.

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.

Correcting Principles - are designed to address negative behaviors through proactive and responsive strategies, specifically, the IDEAL Response and the Levels of Response. These strategies help caregivers maintain a balance of structure and nurture in addressing behavior challenges.

IDEAL Response - An acronym for caregivers to use that identifies 5 key characteristics for an appropriate and helpful response to challenging behaviors. I - Immediate D - Direct E - Efficient A - Action Based L - Leveled at the behavior. The IDEAL Response ensures that interactions with children are constructive and respectful. It empowers the child to take an active role in managing their behavior and promoting a collaborative approach to their development.

Levels Of Response - structured guidance for caregivers dealing with challenging behavior in children. This approach promotes positive behavior and ensures that even difficult situations become learning opportunities.

How to implement the IDEAL Response:

I Immediate	<ul style="list-style-type: none"> Respond within 3 seconds of the behavior, when possible. Be mindfully aware when you are responding to the behavior.
D Direct	<ul style="list-style-type: none"> Use Engagement Strategies to stay connected. Approach the child at their level. Make eye contact. Use healthy touch if appropriate.
E Efficient	<ul style="list-style-type: none"> Use the corresponding Level of Response, beginning at the lowest level possible. Return to Playful Engagement, if possible.
A Action-based	<ul style="list-style-type: none"> Incorporate re-dos. Use Life Value Terms and Behavioral Scripts. Allow child and youth to actively participate in their learning and development.
L Leveled at behavior	<ul style="list-style-type: none"> Focus on the behavior and not the child. For example, "That behavior wasn't okay but you are." Empower child and youth to create their own solutions for their behavior.

	<p>LEVEL 1: PLAYFUL ENGAGEMENT</p> <ul style="list-style-type: none"> Use when child/youth, briefly answers back, rolling one's eyes, and being demanding. Use warm tone, moderate volume, and a quick, playful cadence. Use Life Value Terms. Adult's Goal: Playfulness
	<p>LEVEL 2: STRUCTURED ENGAGEMENT</p> <ul style="list-style-type: none"> Use when the actions of the child/youth escalate. Tone is lower and firmer; cadence is slow and volume of is a little louder. Use Choices and Compromises. Adult's Goal: Structuring child's thought process
	<p>LEVEL 3: CALMING ENGAGEMENT</p> <ul style="list-style-type: none"> Use when child/youth is dysregulated. Tone should be firm, cadence slow, and volume increased being mindfully aware of sensory input. Use calming strategies and re-dos. Adult's Goal: Emotional regulation
	<p>LEVEL 4: PROTECTIVE ENGAGEMENT</p> <ul style="list-style-type: none"> Use when child/youth exhibits dangerous behaviors. Use minimal words in a slow, low tone. Encourage regulation practices like deep breaths and wall push-ups. Adult's Goal: Behavioral regulation

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

Social Emotional Learning

Spaulding uses Social Emotional Learning in a variety of ways! Each month, the behavioral health team receives almost 100+ lesson plans, activities, and more with targeted topics through our subscription with SEL Power Pack.

An example of this, is the Growth Mindset. The Growth Mindset resource is tailored to help children understand and embrace the concept of a Growth Mindset. Which is, the belief that abilities and intelligence can be developed through dedication, hard work, and learning from experiences. The activities, lessons, and printouts targeted to the Growth Mindset topic are tools to help build resilience, perseverance, and a love for learning. By engaging with these materials, students and staff learn to approach challenges with a positive attitude, understand the value of effort and persistence, develop skills to learn from mistakes and feedback, and build the courage to try new things!

Did you know that the way you think can change how you learn? If you think you can't do something, just add the word 'yet' - because you're always learning! Let's turn those 'I can't' thoughts into 'I can try' ones.

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

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BEHAVIORAL



GROWTH MINDSET

* * * AT-A-GLANCE * * *

WHAT IS A GROWTH MINDSET?



A growth mindset means you believe you can get smarter and better at things by practicing, learning, and not giving up, even when it's hard.

OVERCOMING CHALLENGES



Challenges are tough but they help us grow. When something seems hard, it's an opportunity to get stronger and smarter by facing it head-on!

EMBRACING MISTAKES



Mistakes aren't just okay, they're awesome! They mean you're trying new things, and every mistake is a lesson that helps your brain grow.

FIXED VS GROWTH MINDSET



Fixed Mindset: Thinks talent alone creates success. Avoids challenges.



Growth Mindset: Believes effort leads to success. Learns from criticism.

BENEFITS OF A GROWTH MINDSET



Having a growth mindset helps you keep trying, even when things are tough. It makes you more resilient and helps you enjoy learning new things!

HOW TO DEVELOP A GROWTH MINDSET



You can grow your mindset by asking for help when you need it, listening to feedback, and remembering that everyone, even adults, can always learn more.

HOPE Program

PERMANENCY

Youth planning to pursue independent living at age 18 now have the opportunity to engage with the HOPE Program. HOPE stands for Housing & Opportunities to Personally Excel. Supported by DCYF, youth will extend their time in care and receive the following services:

- Case Management, case planning, in-home therapeutic support and other services.
- Access to Lifeset, a program of Youth Villages Inc. This evidence informed national program supports youth in their transition to adulthood.
- Assistance with housing options, which could include foster homes, group homes, apartments, on-campus housing, or shared living arrangements.
- Financial stipend (if eligible).

The HOPE program supports young adults ages 18-21.

In order to be eligible, youth must have been in the custody of DCYF upon turning 18 and meet one or more of the following criteria:

- Attend a secondary educational program or a program leading to high school equivalency (GED/HISET)
- Enrolled in an institution that provides post-secondary vocational education for a minimum of six hours per semester.
- Participating in a program or activity designed to promote or remove barriers to employment for a minimum of 15 hours per week.
- Employed at least 80 hours per month.
- Incapable of participating in any of the activities above due to a medical condition or mental health condition.

Reach out to your Permanency Specialist for more information!

Ashley Dunham,
Permanency Specialist

Second Annual Prom

RESIDENTIAL

Hosted by Salena Durette, this month we celebrated our 2nd Annual Prom, and it was nothing short of spectacular! The event was a black and white themed extravaganza, bringing elegance and sophistication to the fun. Students had the opportunity to ride in style in a limo ride around town setting the tone for an unforgettable night. Dressed to impress, everyone looked stunning in their elegant attire, perfectly complementing the monochrome theme. In preparation for the evening, staff helped students with hair, makeup, and nails, ensuring everyone felt their best and looked picture-perfect. This added touch made the experience even more special, as students got ready together, sharing laughs and excitement. It was a night of joy and memories. Here's to many more celebrations to come!

Nicole Keefe,
Board Liaison & Communications Specialist

