

Setting a Global Standard

LEARNING

We are thrilled to announce that our school has become the first to receive the Choose Love certification among 14,500 schools across 120 countries. This monumental achievement marks a significant milestone not only for our institution but also on a global scale.

Garrett Lavallee, Principal & Special Education Director, shares his excitement for this accomplishment stating, "I am so proud of our small yet mighty school and feel honored to work alongside such an exceptional team. The dedication, commitment, courage, and love has made us a leader, not just in the state, not just the country, but the world. We are setting the bar for others to follow and I am so excited about what the future holds. Well done team!"

This achievement is a testament to the hard work and unwavering passion of every member of our team. Together, we have set a global standard and have set ourselves apart in the field.

Let's continue to lead, inspire, and set the bar even higher.

Nicole Keefe,
Board Liaison & Communications Specialist



Banner Designed By: Robyn Allen, Art & Music Teacher

Ceramics

This month in the art room we are continuing our clay unit! At this point all our students have made a few clay pieces and they are becoming confident in their ceramics skills. This very tall and well-built coil pot was made by Tom, he had incredible focus and determination while working on this piece!

Robyn Allen
Art & Music Teacher

STUDENT ART



Ask Your Child: What is your favorite medium?

Tom, Age: 17

Hydration Basics

NUTRITION

Our bodies are made up of mostly water and staying hydrated is necessary for good health. The human body is 50-70% water which means that drinking enough water is essential to brain, kidney, skin and heart health. The CDC lists the following as some signs of inadequate hydration: unclear thinking, mood changes, overheating, constipation, kidney stones, urinary tract infections, headache, muscle aches, and sugar cravings.

How much water do you need?

- The National Academy of Sciences recommends about 9 cups per day for women and 13 cups per day for men.
- 8x8 Rule (8 x 8 oz cups) – has long been recognized as advice for water intake, BUT the amount you need depends on your age, sex and activity level. People with certain health conditions also have different fluid needs. Most of us drink less than 7 cups of fluid per day.
- This includes ANY fluids – water, coffee, tea, juice and milk but DOES NOT include the 2-3 cups of liquid you get from your foods.
- Focus on unsweetened beverages like water to limit added sugars and extra calories.

How do you tell if you are getting enough water?

- Listen to your body – If you are thirsty, drink water. Thirst is a late signal of the need for hydration.
- Urine color is a useful way to tell if you are getting enough water. The sweet spot is when urine is the color of lemonade or lighter. You need more water if urine is the color of apple juice or darker.

Ways to Increase Water Intake

- Choose water instead of soda or energy drinks.
- Drink water throughout the day – Drink water with meals and between.
- Carry a refillable water bottle – Keep your water handy. Reach for it often.
- Add a natural flavor enhancer – Squeeze in some lemon or lime juice. Add some fresh herbs like mint or basil. Try fruit infused waters or natural calorie free flavor drops (ie. Stur Water Enhancer, SweetLeaf Monk Fruit Squeezable, True Lemon).
- Electrolyte drinks or electrolyte drink mixes are only needed by those who are intensely exercising or have excess losses from sweating. Routine use of these drinks can result in excessive intake of sodium and potassium.

Lesley Robie, RDN, LD, CNSC
Registered Dietitian

Source: eatright.org–Academy of Nutrition and Dietetics, Center for Science in the Public Interest

A Note from our Principal

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Hello our Spaulding Family,

Welcome to the 2024-25 school year! As we prepare to embark on this exciting journey together, I want to take a moment to extend my warmest greetings and express my gratitude for your continued support of our school community. It is with great enthusiasm that I look forward to the year ahead, filled with opportunities for growth, learning, and connection.

At Spaulding Academy, we are committed to fostering a positive and inclusive school culture where every student feels valued, safe, connected, and empowered to reach their full potential. This year, we will continue to embrace the principles of the Choose Love Movement, which encourages all of us to practice Courage, Gratitude, Forgiveness, and Compassion in Action in our daily lives. These values are the foundation of a supportive and nurturing environment where our students can thrive academically, socially, and emotionally.

As educators, we believe in the importance of nurturing the whole child. Our dedicated team of teachers and staff is committed to providing a high-quality education that meets the diverse needs of every student. We are focused on fostering student growth, both academically and personally. Through a combination of rigorous instruction, innovative teaching practices, and a strong emphasis on social-emotional learning, we aim to inspire our students to become lifelong learners and responsible, compassionate members of society.

As we begin this new school year, I encourage you to stay connected with us. Please do not hesitate to reach out if you have any questions, concerns, or suggestions. We are here to support you and your child every step of the way. Thank you for your continued trust and partnership. I am confident that this will be a year filled with growth, learning, and meaningful experiences for all. I appreciate you and I look forward to working with you over this next school year.

Choosing Love,
Garrett Lavalley
Principal and Special Education Director

Post-Traumatic Growth

CLINICAL



What Is Post-Traumatic Growth?

Trauma can be life-changing, leading to a distorted view of the world, a profound sense of betrayal, and an inability to feel safe. Trauma plays a role in the development of mental disorders, including post-traumatic stress disorder (PTSD). Post-traumatic growth (PTG), on the other hand, is the experience of finding new meaning and a deeper appreciation for life in the aftermath of trauma. This transformation yields newfound personal strength while fostering the desire to help others. PTG differs from resilience in that resilience is the ability to bounce back; PTG, on the other hand, happens when someone struggles to survive and as a result, ultimately finds new meaning and enthusiasm for life, beyond what existed prior to trauma. An individual who is resilient is incapable of experiencing PTG because they're not as profoundly affected by trauma. PTG occurs when a person is essentially forced to reevaluate their core beliefs as they try to make sense of what happened.

PTG has a significant positive impact on the following:

- Appreciation of life
- Relationships with others
- New possibilities in life
- Personal strength
- Spiritual change

Factors that may contribute to PTG include:

- Perceived social support
- Cognitive processing
- Deliberate reflection
- Forgiveness
- Religion/Spirituality
- Optimism



Source: Mind ReMake Project 2020 <https://www.sciencedirect.com/topics/psychology/posttraumatic-growth>

Reframe the Behavior

It Takes Courage to Reframe Your Beliefs Regarding Challenging Behaviors

Your child is acting out, now ask the following question? What do they want or need that is leading to this challenging behavior? Reframing is adopting an investigative approach to your child's behavior that will help you see your child's behavior differently. Reframing allows the caregiver to find what barriers stand in the way of successful self-behavior management and then identify ways to remove these behaviors. Reframing behavior is tough for parents and is usually a departure from their upbringing.

Understanding behaviors through the "can't do versus won't do" model offers new insights. "Can't" means you are unable to do something. It is not in your power, even if you want to. "Won't" means you choose not to or refuse to do something you are asked or required to do. Are the child's interfering behaviors related to a performance deficit or skill acquisition deficit? A performance deficit refers to a skill or behavior that is present, but not demonstrated or performed and hence can be seen as a "won't", whereas a skill acquisition deficit refers to the absence of a particular skill or behavior.

Another way to understand the concept of reframing behavior is to imagine looking through a camera lens. The picture seen through the lens can be changed to a view that is closer or further away. By slightly changing what is seen in the camera, the picture is both viewed and experienced differently. For example, your child gets overwhelmed quickly and frequently but does not ask for assistance. They lack the skill to ask for help as needed throughout their day, therefore, they need explicit instruction on how to ask for help.

Tom Benjamin,
BCBA

BEHAVIORAL



Choose Love Certification Process

PERMANENCY

Over the past several months there has been a campus wide team working behind the scenes to collaborate with the Choose Love Movement to become the first certified program in the world. Part of this partnership means that we will have the founder of Choose Love, Scarlett Lewis, here on campus 5 times over the next year to provide trainings. In addition to these trainings, we will have access to collaborative coaching sessions with Choose Love trainers to support our implementation and provide guidance on how to differentiate the curriculum to meet the diverse needs of our staff, students, and the families that we serve. This is an incredible opportunity for our campus to continue to grow and find ways to not only support our students, but also support one another.

You may be asking yourself; how does this apply to me? The foundation of Choose Love is Social Emotional learning. This is not just about the students; this is about all of us. We all have room to grow, and research has shown that by providing explicit instruction in Social Emotional Learning that both staff and students will see positive outcomes. It has been proven that by implementing Social Emotional Learning in the workplace that staff are better able to regulate their emotions effectively. These skills enhance empathy and allow staff to better understand their colleagues, and it leads to improved communication and conflict resolution in the workplace. These tools will equip you with the ability to manage stress and practice self-care, which are vital to your happiness and longevity as an employee here at Spaulding.

Garrett Lavalley,
Principal & Director of Special Education



Partnerships

RESIDENTIAL

The Child Welfare Education Partnership is partnering with Choose Love to create the first Choose Love program specifically designed for caregivers including foster and adoptive parents, residential staff, relative caregivers, and other eligible community members. The course will introduce caregivers to the Choose Love program. The Choose Love program's formula is based on four character values: Courage, Gratitude, Forgiveness, and Compassion in Action, which will be discussed and practiced to promote the well-being and resilience of children and youth in care. The course will provide caregivers with information and tangible skills they can use for themselves and with children and youth in their care.

Caregivers play a pivotal role in the well-being and resilience of children in their care. Caregivers who mentor the Choose Love mindset and teach the Choose Love skills to children in their care will be creating a positive, nurturing foundation for these children to continue to grow and develop.

Interested in taking this course or learning more? Reach out to your permanency specialist!

Ashley Donahue,
Community Residential Clinician/Mentor

