



# SPECIAL TIMES

## COMMUNITY THERAPEUTIC DAY SCHOOL

187 Spring Street, Lexington, MA 02421 781/861-7081

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## Changes: Goodbyes and Hellos

We are grateful to the following staff who have devoted themselves whole heartedly over the years to the children and families and to the staff and colleagues at CTDS: We deeply thank each of them and wish them well in their future endeavors.



Heavy hearts hold you  
With a new phase of the moon  
A smile and a tear  
Haiku written by *Nancy Fuller, Executive Director*

### GOODBYES

**Alan Shapiro**, after 41 years at CTDS, has retired from his position as **Program Director** as of June 2016. Alan joined CTDS in 1975.



**Amy Corral** worked at CTDS as a **Therapeutic Teacher** and **Licensed Mental Health Counselor** since 2008. Amy hopes to work geographically closer to home to be with her young family.



**Emily Sequira, Psychologist**, began her career at CTDS in 1994 and has worked in several capacities. She will continue her private practice and be at home with her young family.



**Lauren Ziedins, Speech and Language Therapist**, has been at CTDS since 2004. Lauren is expecting her second child and plans to work closer to home to be with her young family.

**Katina Idol** – began her career at CTDS as a graduate intern in 2008 and assumed positions as **Therapeutic Teacher** and **Licensed Counselor**. Katina has moved with her young son and her husband who has taken an academic position in Vermont.



“You say goodbye and I say Hello.  
Hello Hello. . .”

*The Beatles*



Portrait of Gina drawn by  
*Lucien Aibel, Student*

Gina McCullough, **Occupational Therapist**, has been at CTDS since 1989. After 26 years Gina moved to Denver Colorado with her husband who has assumed a new position there. Gina reflects on the CTDS “holding environment”, as she says goodbye.

“All that The Holding Environment entails, in the context of my time with the children, seems to be best reflected by the word trust. The occupational therapist holds a child’s fears, worries, and insecurities when they are unsure or unable. The kids are held with words of encouragement and with inspired confidence. Sometimes this requires physical touch and support, but not always. In turn, they perform and they try to succeed. When they do succeed, the success carries them to the next challenge. When they don’t, the need for holding arises again. Now I am holding their disappointment and protecting their self-esteem.

The relationship between an OT and a child is built on trust, and that trust can be so strong that a child may have a hard time generalizing what they are able to do into other environments, in front of other people. To “hold them” outside of my OT space I have left notes in their journal, or drawn a picture of my face on a post-it, or stopped by their classroom to see their work. These are all examples of how a student is held when I am not with them. It’s a way of saying, “Remember what you did in our special time and I know you can do it again!”

The physical environment of the clinic space offers many opportunities for a child to be held from a sensory standpoint. It is a large space filled with smaller spaces – some that are clearly visible, and others that are created with the child’s imagination and manipulation. Here, information is provided to all of the child’s sensory systems allowing them to hopefully return to their classrooms in a little better place than when they left. They are held with the dark space of the donuts, the resistant material of the cocoon swing, the rhythmic movement of the platform swing, or the sound of the ocean as we end our session. They are held when we count the seconds to see how long they can hang from the trapeze swing or when we count down from ten as we walk to the door. It is the predictability of our special time and the predictability of the sensory experiences that holds them. They know what it feels like to pull the ropes and jump into the cushions, and they want that feeling again. They know what it feels like to hit the cone with the beanbag three times in a row, to hear the words, “awesome job!” and they want that feeling again. Their special time in the OT room provides these children with an often calming, sometimes exhilarating, break from their day.

Over the years I have thought about that moment when the kids first walk through my door at the start of each special time. They find comfort in that space and it is often hard for them to hide; at times I have actually heard an audible exhale. They can’t wait to get started. In occupational therapy, the kids know that they are not going to fall down, they know they will not get hurt, and there won’t be any big surprises. They usually love their special time because they expect to have fun; they are excited because they may try something new; and they know they will be taken care of.”

# HELLOS



**Michelle Traverse**, has become the new **Program Director** as of September 2016. After a 12 -year hiatus she returned to CTDS in 2008. Michelle received her M.S.W. at Simmons Collage in 1991 and is an LICSW. When she began her career at CTDS, Michelle started as a teacher in the youngest children's classroom, coordinated the summer and afterschool programs and saw clients in the Inclusion Program. Michelle's prior experience includes facilitating cooperative groups at The Academy, working in a residential treatment program at the New England Home for Little Wanderers and interning at McLean Hospital and Mass Mental Health Center. Since 2008 Michelle has held a part time social work position at CTDS and has worked in our community inclusion program counseling children and families and consulting to colleagues in public school. Michelle is an avid runner, cyclist and skier. She is the parent of three children.



**Mark Depot**, began as an intern in 2011 while he pursued his Master's in Mental Health Counseling from Boston College and last year was a support staff at CTDS. He holds a B.A. in Psychology from the University of Rhode Island and just completed his PsyD in Clinical Psychology from William James College. After receiving his Master's, Mark was a mental health clinician at Rutgers Child Therapeutic Day School, an outpatient therapist at Massachusetts General Hospital for Children at North Shore Medical Center and a therapist at the Lighthouse School, Inc. Mark is a **Therapeutic Teacher/Clinician** this coming year at CTDS.

**Lori Silverstone, Speech and Language Therapist.** Lori holds an MS in Speech Pathology from the University of Michigan, Ann Arbor and an M.A. in Expressive Therapy from Lesley University. Lori brings to CTDS many years of clinical experience with children in both public and private psycho-educational programs. She also brings a rich background in Neurological rehabilitation with children and adults in hospital and clinic settings. She has a special interest in using the Expressive Arts in her speech therapy sessions with children. She is married and is the mother of three teenage children



**Tara Jane Bessette, Occupational Therapist**, holds an BS and MS in Occupational Therapy from the University of New England in Portland Maine. She has pediatric outpatient and inpatient experience in her field, as well as inpatient rehabilitation with adult orthopedic/neurological disorders. In addition she runs an integrated summer camp for children.

**Caitrin Adelman**, was an intern at CTDS from 2011-2012 at CTDS and a Clinical Support Staff from 2012-2014. She left to be with her husband in Indiana and now returns as a **Therapeutic Teacher**. She holds a B.A. in Psychology from Fairfield University and an MA from Boston College. Previously she has worked in both inpatient and outpatient mental health settings. She is a licensed school based therapist.



**Lauren Miller** comes to us with an M.A. in Expressive Therapies and Counseling Psychology from William James College (formerly the Mass. School for Professional Psychology). She holds a B.S. in Psychology from Boston University. Lauren interned as a school counselor at the Academy of the Pacific Rim Charter School in Hyde Park, MA and held an internship at the Institute for Community Inclusion supporting disability research in Boston. She has also volunteered as a counselor at Camp Arrowhead in Natick, MA. Lauren will be a **Support Staff** this coming year at CTDS.

**Special Times Editors and photography:**

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Listen, listen, listen; to my heart song  
Listen, listen, listen; to my heart song  
I will never forget you; I will never forsake you  
I will never forget you; I will never forsake you  
Listen, listen, listen; to my heart song

