CTDS has been successful in the integration of a therapeutic and educational program. As a school we are responsible for the education of children with complex neurologic and emotional disabilities and abilities. As a therapeutic program, we care for the psychological/medical aspects of their conditions.

The word “education” is derived from the Latin “educare” and “educere” which means to bring up or to draw out; to bring forth what is within”.

At CTDS education becomes the understanding of ability and possibility. Education becomes the connection of learning and doing. At CTDS reverence is paid to the children and the deeper curriculum of compassion and tenderness, wisdom and curiosity. Uniqueness and skills are encouraged and nurtured.

In this annual report, we give thanks to our loyal donors. We also recognize the tangible contribution of our staff and our board by highlighting Linda Butler and Janice Ware. We are deeply grateful for their knowledge and teaching as well as the relationship they have sustained with CTDS and we are reminded of the number of children whose lives they have touched over many years.

LINDA BUTLER,
CTDS LEARNING SPECIALIST: A LIFE-LONG LEARNER

Since 1985, Linda has devoted her love of children and teaching as well as her professional career to her work at CTDS. Linda’s broad responsibilities cover the following: evaluation and assessment, direct teaching, curriculum development, supervision, MCAS coordination and research. Prior to coming to CTDS she worked extensively with both public and private schools in assessment, developing curriculum, directing and supervising training, teaching and administration. Linda is a consummate professional and is highly dedicated, thoughtful and creative in her teaching style. She has a wonderful sense of humor, has the capacity for self reflection and is practical in her approach to teaching children how to become confident and competent learners.

Growing up, Linda loved the world of books and words. Her views on education were deeply influenced by her early upbringing. Her mother, a classical pianist, taught in music schools and also taught English. Literature was important in the family. Being the third child, Linda inherited her siblings’ books. Math was a challenge for Linda, but literature became her love and strength. “What one shines in, one wants to do more”. Linda’s father owned a fan factory, didn’t attend college, but was an autodidact (life-long learner). He was a poet, artist and musician. Linda hopes that the children she teaches become autodidacts and that their curiosity about learning will be life long.

“There is a huge difference between learning and education. Learning, especially in this day of standardized curriculum and assessment, is all too often static, information based, and easily forgotten. Education, on the other hand, is vibrant and dynamic. It nurtures intellectual curiosity, broadens students’ horizons, and encourages the development of multiple intelligences. It creates students who are excited to be life-long learners long after their schooling is over”. In her teaching Linda is consistently guided by the following quotes.

“Education is what remains after what we have learned has been forgotten”.  
Albert Einstein

“You don’t want to cover a subject, you want to uncover it”.

David Hawkes
continued
“When I supervise teachers, it’s always in my mind to help them to uncover, not just cover, subject matter. It’s so easy to impart information. But it’s a true joy to spark curiosity and to watch a child light up and realize that s/he understands and wants to know more and that a chink of light has opened where before there was a wall of not knowing”.

Linda consistently is asking how to find a way into the child’s capacity to learn. “How do we educate, not just teach, our students at CTDS? Our children come to us with emotional, social, behavioral, developmental and learning deficits. They also have tremendous strengths which may or may not be immediately obvious, and it’s our job to nurture and/or uncover these strengths. It’s our mission to help children to believe in themselves as learners, and to become open to instruction, and to sustain attention long enough to receive the spark that can kindle that desire for lifelong learning. Typically developing children seem to learn by osmosis how to be accessible to learning. They look around in kindergarten and get it that they have to follow rules, they need to share, they need to look at the teacher, listen, raise their hand, wait for a turn, and that they can’t be first every time. Our students at CTDS are explicitly taught these “student behaviors”. They are taught to sit up in their chairs with feet under the desk, to look at the person who is speaking, to listen to the speaker, to think about the topic, and to refrain from chatting while reading or writing. The therapeutic milieu is the optimal arena for teaching these vital skills along with curriculum content.

How do we help kids at CTDS to access these ‘student behaviors’ that are so important? First, we create trusting relationships so that kids feel safe. We create a structured, predictable and stable environment so that kids can be educated about themselves and each other, not just about subject matter. We teach kids the difference between just ‘hearing’ and truly ‘listening’. We teach them to Look, Listen, Think, and then Raise their hand. We give them lists of what to do when they can’t wait to blurt out an answer, or interrupt. We help them to understand what happens when they disrupt the class, or when they need help with feelings or behaviors that hinder their education.

When I work with students one on one, my view is holistic. I bring more than 30 years of experience to my work, and I draw from a tool box of teaching methods old and new, and from my extensive knowledge of child development. Relationship is key, and I spend time with the child in a sensitive perusal of how that child approaches learning. Is the student defensive about learning because of repeated past failures? Is the student using negative behaviors to cover up learning deficits? Is the student unaware of strengths he or she may have that I can uncover? Can I discover what motivates a particular student and use that motivation to help the child begin to believe that s/he can be a competent learner? Belief in one’s self as a learner is something we can carry through life. Confidence that we can learn a new skill helps us throughout life once we’ve left school and are in the workplace. In my view, it is of utmost importance to remember that schooling is not the be all and the end all. True education, ‘what remains after what we have learned has been forgotten’ is what is paramount”.

Dr. Janice Ware is a pediatric psychologist at Children’s Hospital (Boston) and an Assistant Professor of Psychiatry in Psychology at Harvard Medical School. She is known for her expertise in early detection and treatment of complex developmental and emotional disorders in childhood. Dr. Ware served for 14 years as the Associate Director and a founding member of the Developmental Medicine Center (DMC) at Children’s Hospital (Boston) and recently transitioned to her new role as the Director of Infant Studies in the DMC. Janice is particularly proud of her role as Founder & Executive Director for eight years of the Childrens Early Intervention Program. Her current clinical research focuses on infants born at exceptional medical risk, including National Institute for Health (NIH) studies examining the long term outcomes of children with extreme prematurity, prenatal detection of brain injury, and congenital heart disease. Dr. Ware’s clinical activities focus on her role as the Director of the Child & Parent Program (the former Brazelton Clinic), a program specializing in the identification and treatment of parent-infant interaction disorders; and in collaboration with the Department of Cardiology, Director of the Cardiac Neurodevelopmental Program. In addition to her work with CTDS, she also serves on the Governor’s Commission on Intellectual Disability the Mayor’s Committee on the Birth to Five School Readiness Initiative, and the Board of Advisors for the New England Center for Children. Dr. Ware is married to James Hutchinson Ware and has two children, Cameron and Jake.

Janice originally was interested in the study of nutrition but became fascinated by the clinical aspect of public health and changed her professional direction to psychology. Janice’s two grown children were premature babies. Her personal experience helped Janice to develop her interest in early intervention. At that time no one recognized the patterns of risk that are now obvious. Janice feels blessed to be at Boston Children’s Hospital and grateful to be influenced by her knowledgeable mentors, Alan Crocker and Barry Brazelton.

Janice’s personal philosophy towards education and early diagnosis is a natural connection to the mission of CTDS. “CTDS maintains a prevention-based orientation with very complex children and the direction is to define and refine diagnosis and work with the whole child and family. Institutions have become a conundrum of compartmentalization but CTDS maintains a successful integration of thinking and services. It is their intention to help the child become functional for the long term”. Janice is impassioned when she talks about how the staff at CTDS approach a child and family. “CTDS always asks: what is the right thing to do and the right direction to take? CTDS maintains an intensity about treatment and the quality of care is paramount to any decision or recommendation. At CTDS the humanism always comes through; the staff will not hesitate to say ‘that is not acceptable’. Janice grasps the complexity of the development of the children that are seen by CTDS and the importance of flexibility and curiosity. There is no one model that fits these children. It is important to open up possibilities, to expand one’s thinking and curiosity to uncover the strengths, abilities and understand the disabilities of these children. “We need people to step up and get involved: “CTDS does that”.

Janice is a strong proponent of both the CTDS day school program as well as the therapeutic and educational consultation program. “Not every child can be enrolled in the CTDS day program so the expanded consultation that they provide in the community allows children to continue in mainstream education. Many of these children are also complex and in dire circumstances, but the CTDS involvement has stopped the train from going forward and crashing. These kids have successfully thrived and done very well”.

About the CTDS Board: “The evolution of the board has been remarkable. Originally the board positions were made up primarily of those involved clinically but there is more breadth now in finance, business, law and research and in preparing and securing the continued future of the program. Every school needs champions”.
THANK YOU TO ALL THAT DONATED TO THE CTDS 35TH CELEBRATION

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Selene & Alfredo Gisholt
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Roberta Wrubel
Emily Yerkes
Mark Yerkes & Jennifer Connor
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The Vaughan Company, Inc.
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Wilson Farms
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ANNUAL FUND GIVING JULY 1, 2009-JUNE 30, 2010

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Anonymous, in honor of Nancy Fuller & Bruce Hauptman
Darwin Adams & Mary Eisenberg, in memory of Igor Fokin
Tom & Kathy Albert, in honor of Nancy Fuller & Bruce Hauptman in memory of Bertie Albert
Mary & Walter Alesi, in honor of Lauren Alesi
Frieda Alpert, in honor of Kathy Alpert
Jeffrey Alpert, in honor of Kathy Alpert
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Paul & Raya Asquith
Rachael Avery
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Phyllis & Harvey Baumann
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Robert & Margaret Bicknell
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Santo & Debra Brillati, in honor of Natalie Brillati
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Janet Brown, in honor of Steve Brennan and his creative art
Jim & Peggy Burling, in honor of the CTDS staff
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Tom & Judith Calagna, in honor of Alan Shapiro
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Norma Canner
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Edward Cunningham
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Kathy Delena
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Constantino DeLollis
Neil & Jan Devins
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Daniel Dwyer, in memory of Tidi Fuller Hauptman
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Paula Maria Fang
Jean Farrington, in memory of Avis Tait
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Howard & Joanne Fisher
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Tom Fontaine
Michael & Ellen Fontenot
Irene & Brad Friedman
Nancy Fuller & Bruce Hauptman in memory of Philip Brennan, Kenneth Voyko, Marjorie Wellins, Bhanu Patel, Linda Oliveira, Warren McCullough, Pauline (Mercer) C constrm in honor of Herbert Hauptman & the CTDS staff
Carl & Lisa Gieg
Andy & Suzi Goldberg
Kerstin & Rafael Gomez, in honor of Alyssa Lieberman
Trudy Goodman
Maryann Haldi, in honor of Devin Staubrough
Peter & Jayne Hamilton, in honor of Ali Koehler
Courtney Harmel
Emestine & Merel Harmel
Lawrence Hartmann
Gerald & Marie Hass, in memory of Jock Robey
Danny & Judy Hauben
Eddie & Jan Hauben
Herbert Hauptman, in honor of Dr. Bruce Hauptman
Donn & Veronica Heath, in honor of Michael Heath
Patty Hinckley-Kilmain, in honor of Meghan Hinckley
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Gilbert O’Connell
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Dana & Gail Sheff, in honor of The Jarbeau Family
Ralph & Sylvia Shuman, in honor of Sarah Howard
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Theodore & Stephanie Silverstein, in memory of Priscilla Harmel
Pamela Smith
Sheldon & Karen Spector, in honor of Kathy Alpert
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Joanna Stull, in memory of Joseph Evans
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Natalie & Harold Vellman, in honor of William Byers
Vicor & Diane Veloso
Henry von Ferstel, in honor of Olivia von Ferstel
Michael & Vicky Walton
Janice & Jim Ware
Al & Mary Weismann
Dorothy Wilde, in honor of Aaron Hauptman
William & Linda Wolk
Emily Yerkes, in honor of Makai Yerkes and his loving family
Mark Yerkes & Jennifer Connor, in honor of Makai Yerkes
Sharon Yerkes, in honor of Makai Yerkes
Alphonse & Betsy Zito
Pat Zito
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Foundation for MetroWest
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Clausen Financial Group
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William Fitzmaurice
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Keane Fire & Safety Equipment Co. Inc.
Al Ranalli, Kirkland, Albrecht & Fredrickson LLC
Leonard, Mulherin & Greene, P.C.
Merrill Lynch & Co.
Novartis
Purple Ink Insurance Agency, Inc.
Nadine Heaps, in memory of Pamela Covell
Target Take Charge Of Education
Theatre Pharmacy
Wagon Wheel Nursery & Farmstand, Inc.
# COMMUNITY THERAPEUTIC DAY SCHOOL

## Statement of Activities

For the Year Ended June 30, 2010

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>REVENUES, GAINS AND OTHER SUPPORT:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>$2,512,667</td>
<td>$2,437,186</td>
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<tr>
<td>Grants</td>
<td>6,250</td>
<td>24,000</td>
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<tr>
<td>Contributions</td>
<td>100,200</td>
<td>121,059</td>
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<tr>
<td>Other Sources</td>
<td>110</td>
<td>6,263</td>
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<tr>
<td>Investment income</td>
<td>61,853</td>
<td>47,579</td>
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<tr>
<td>Net unrealized and realized gains (losses) on investments</td>
<td>$(576,707)</td>
<td>107,363</td>
</tr>
<tr>
<td><strong>Net assets released from restrictions:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction of program restrictions</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total revenues, gains and other support</strong></td>
<td>2,104,373</td>
<td>2,743,450</td>
</tr>
<tr>
<td><strong>EXPENSES AND LOSSES:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program services:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day treatment and education</td>
<td>1,687,198</td>
<td>1,707,392</td>
</tr>
<tr>
<td>Day treatment and education (Summer)</td>
<td>117,324</td>
<td>143,644</td>
</tr>
<tr>
<td>After School program</td>
<td>34,812</td>
<td>36,295</td>
</tr>
<tr>
<td>Inclusion program</td>
<td>304,691</td>
<td>258,396</td>
</tr>
<tr>
<td><strong>Total program services</strong></td>
<td>2,144,025</td>
<td>2,145,727</td>
</tr>
<tr>
<td>Supporting services:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management and general</td>
<td>380,044</td>
<td>386,573</td>
</tr>
<tr>
<td>Fundraising</td>
<td>24,243</td>
<td>8,159</td>
</tr>
<tr>
<td><strong>Total supporting services</strong></td>
<td>404,287</td>
<td>394,732</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>2,548,312</td>
<td>2,540,459</td>
</tr>
<tr>
<td>Change in net assets</td>
<td>(443,939)</td>
<td>202,991</td>
</tr>
<tr>
<td><strong>Net assets at beginning of year</strong></td>
<td>4,536,271</td>
<td>4,092,332</td>
</tr>
<tr>
<td><strong>Net assets at end of year</strong></td>
<td>$4,092,332</td>
<td>$4,295,323</td>
</tr>
</tbody>
</table>