



# Newsletter

SPRING 2004

## From the Director's Desk

In May, our enrollment reached 211, requiring the addition of new classrooms, administration space and residences. JRC now has forty residences, 860 staff members and four administration buildings. Because of our rapid growth we are now planning a three story wing to be built in the rear portion of our 250 Turnpike Building. It will house some administrative offices,

classrooms and a fabulous broad Reward Street that will run down the middle of the first floor.

During the winter we completed the decoration of the Whimsy Room (see below), the Auditorium and several conference rooms in our 250 Turnpike Street building (see pages 4-5). We used all the new rooms for our March Board of Directors Reception and our staff

Holiday Party (see photo below).

In March we created a unique Parent/Agency web site that enables parents and agency persons to go online and view up-to-the minute, updated charts showing the behavioral progress of their son or daughter (see pgs. 2-3) as well as a host of other information. To explore this site and see some sample information, go to [www.judgerc.org](http://www.judgerc.org),



Staff members and guests enjoyed delicious food in our Whimsy Room (named for its whimsical furniture and decorations) at JRC's holiday party on January 2, 2004.



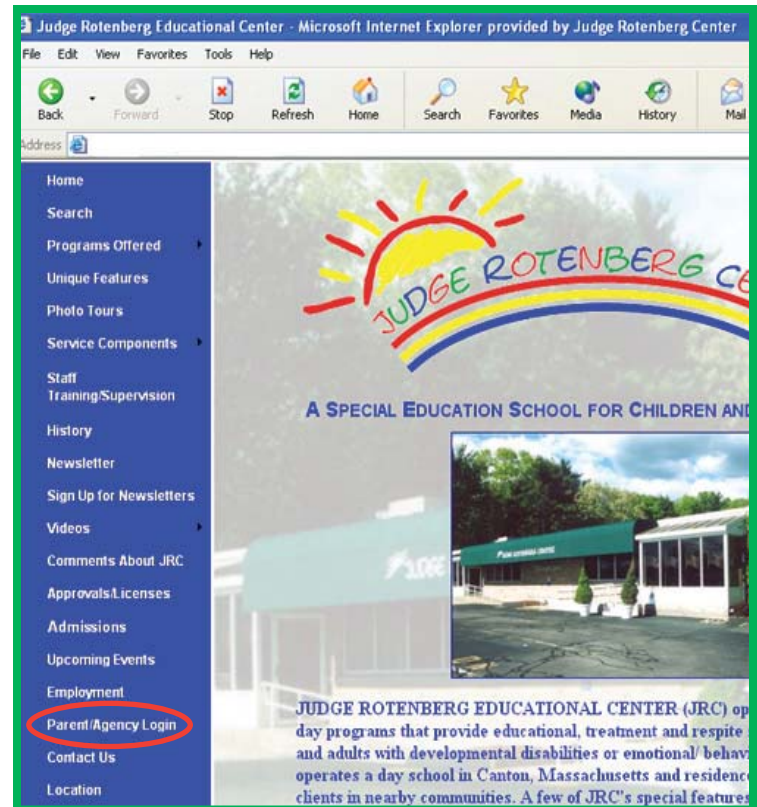
# Parent/Agency Web Site

click on "Parent/Agency Site" and then click on "Try Demo." Within a few weeks of our "roll out" of this software 16 different agencies and parents had made 79 visits to the site. We plan to add a Parent/Agency/JRC Administration discussion board in the near future.

We continue to develop our Nutrition/Wellness program for both staff and students. In September, Caldwell Esselstyn, M.D. gave a talk on how to eat healthily so as to avoid heart disease (see pgs. 6-7). Dr. Esselstyn, who has conducted the most successful project to date that has proven to be able to arrest or reverse heart disease, has agreed to consult to an innovative Cholesterol-Lowering Incentive Program that we are now offering to our staff. Staff members who change their diet to decrease their cholesterol by 20% over a 13 week period will earn a paid day off. In February, Dr. Antonia Demas, who specializes in nutrition education, gave talks and cooking demonstrations (pg. 6). In April, Jill Nussinow, R.D. visited us to consult on menus and deliver a nutrition/cooking demonstration for staff and students (see pg. 6-7).



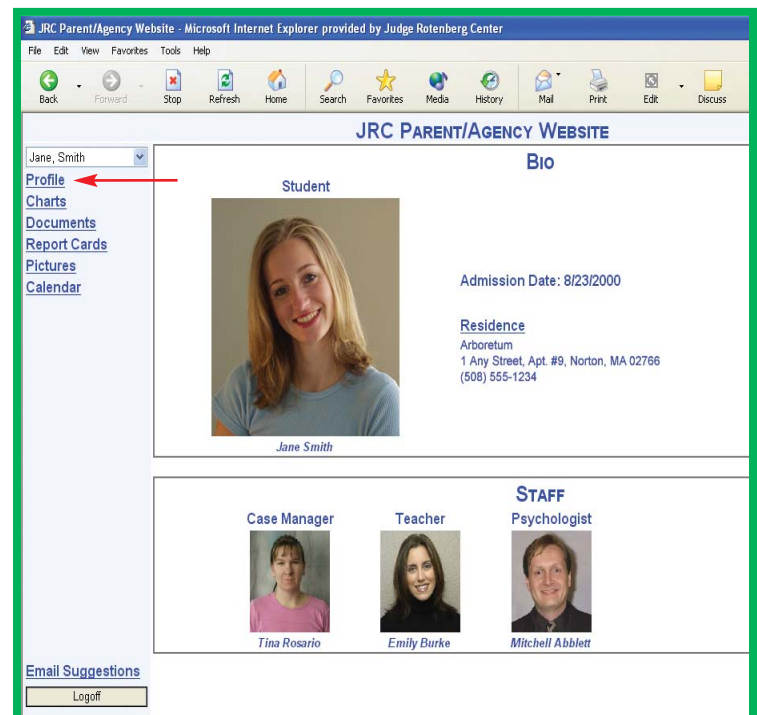
Matthew Israel  
Executive Director



1. JRC's web site now includes a Parent/Agency section, where parents and placing agencies can view up-to-date behavior charts, reports, report cards, calendars, and photos. Click on "Parent/Agency Login" to enter this section.

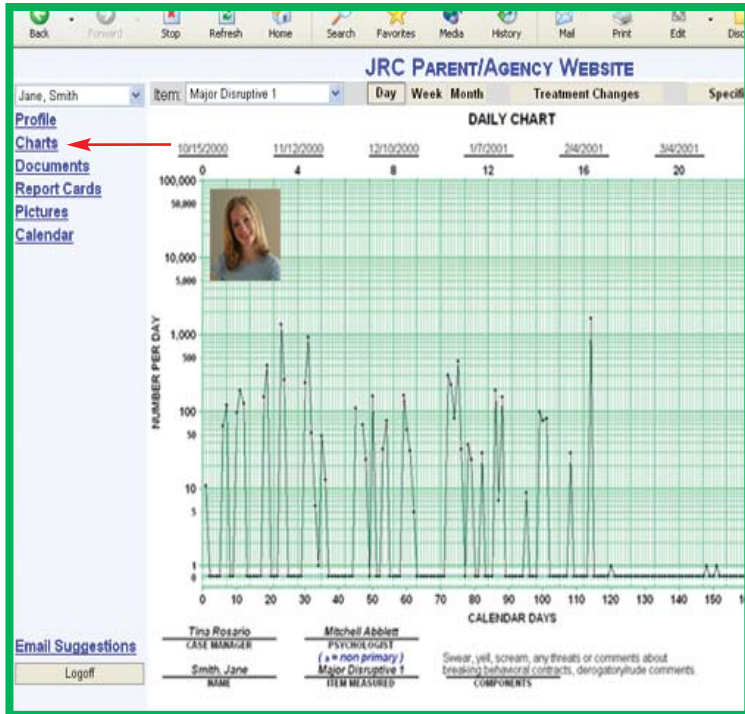


2. To see your own child's data, you must enter a special username and password on this login page before entering the Parent/Agency web site. The following illustrations show the demonstration data you will see if you click on "Try Demo."

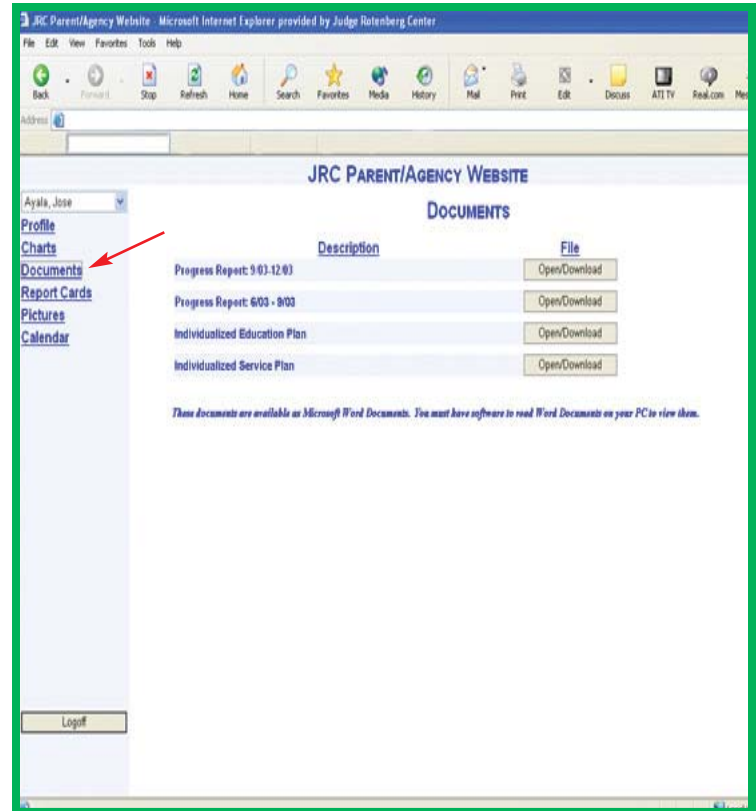


3. After logging in you see a profile of the student. The profile shows pictures of the student and of the psychologist, case manager and teacher that develop and oversee the student's program. In the left margin are links that can be used to view other areas of the site.

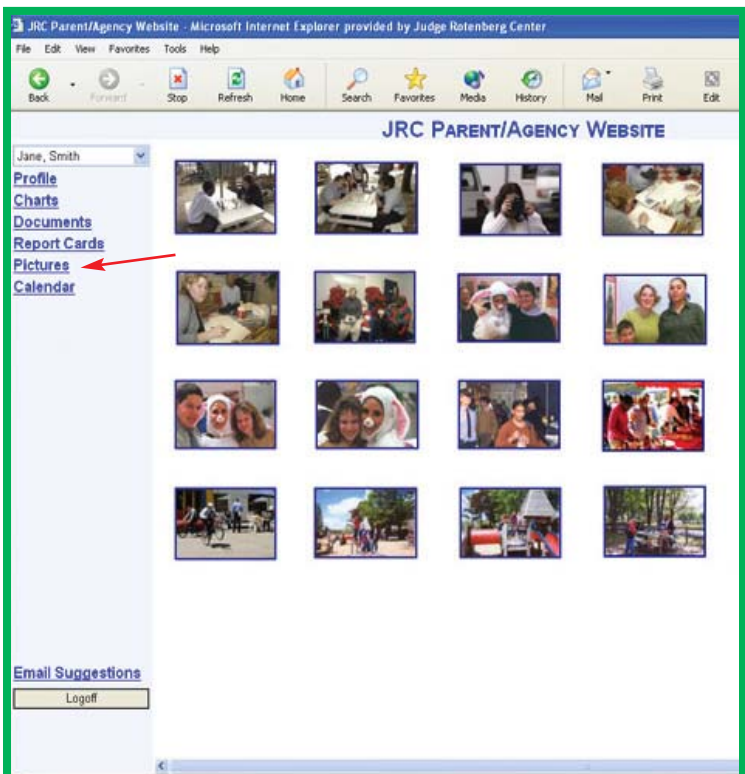
# Parent/Agency Web Site



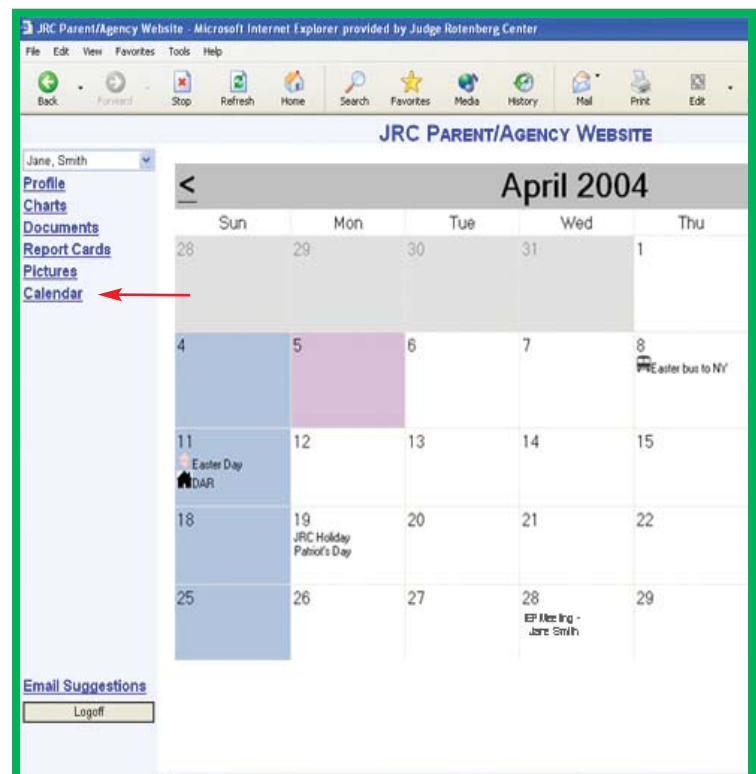
4. Clicking on “Charts” in the left margin (see arrow) brings up an updated version of each of the charts that are kept for the student’s program. Typically there are 15-20 charts showing daily, weekly and monthly versions of all of the behaviors being treated as well as charts for weight and for the various treatment procedures in use.



5. Clicking on the word “Documents” in the left margin brings up a list of documents that are available to view such as Progress Reports, IEPs, and ISPs.



6. This is an example of a set of photographs of the student that can be viewed by clicking on the word “Pictures” in the left margin. Clicking on one of the thumbnails enlarges the photograph.



7. Clicking on the word “Calendar” brings up a student calendar that shows each upcoming event related to the student or JRC in general. Events include IEP meetings, DARs (Day at the Residence), and home visits.



# New Administration Building



The Whimsy Room recently received new decorations such as a colorful acrylic table, chandelier, and mirrored garland that hangs from the ceiling. The table and chandelier were produced by Shlomi Haziza, a Los Angeles artist.



Several students pose for a photograph in a conference room that features acrylic furniture and sculptures also designed by Shlomi Haziza.



Jose and James enjoy the new “Steel Beam” conference room. On the left wall (and repeated on two other walls) is a famous photograph from the 1930’s purporting to show workmen casually taking their lunch on a steel beam of a skyscraper high above Manhattan. On the right wall is a metallic sculpture by Sergio Furnam that portrays the same scene and that hangs from the ceiling.



# New Administration Building



Our Black and White Auditorium (everything in it is black, white, or silver, except for the colored wooden flowers) was recently re-decorated to include these shiny, silver hanging stars.



The foyer at 250 Turnpike Street was beautifully decorated for the holidays with frosted Christmas trees and light-up gift boxes.



# Wellness Program



In February, Dr. Antonia Demas (left) consulted at JRC on nutrition education. She gave a demonstration of how to make beautiful fresh fruit tarts, and made use of several student helpers.



Dr. Demas also gave a cooking demonstration for students living at our Turnpike residence, and showed them how to make a delicious dish using bulgar wheat and vegetables.



In April dietician Jill Nussinow, R.D. visited to consult with JRC and gave a cooking demonstration to staff members and students.



# Nutrition Consultants



In September 2003 Caldwell Esselstyn, M.D., consulted with JRC and spoke to our students and staff about how to eat so as to avoid developing heart disease and even how to reverse it.



Ann Esselstyn (left) gave a “show and tell” talk on how to read food labels and how to select nutritious foods.



Jill Nussinow, R.D. also gave a presentation on incorporating new foods into your diet as well as adding flavor to your foods by using spices.





# Family Visiting Day



Family Visiting Day was a great opportunity for family members to speak with direct care and administrative staff. Actually, every day is a visiting day at JRC and parents are encouraged to visit whenever they wish to.



Janine was happy to visit with her father.



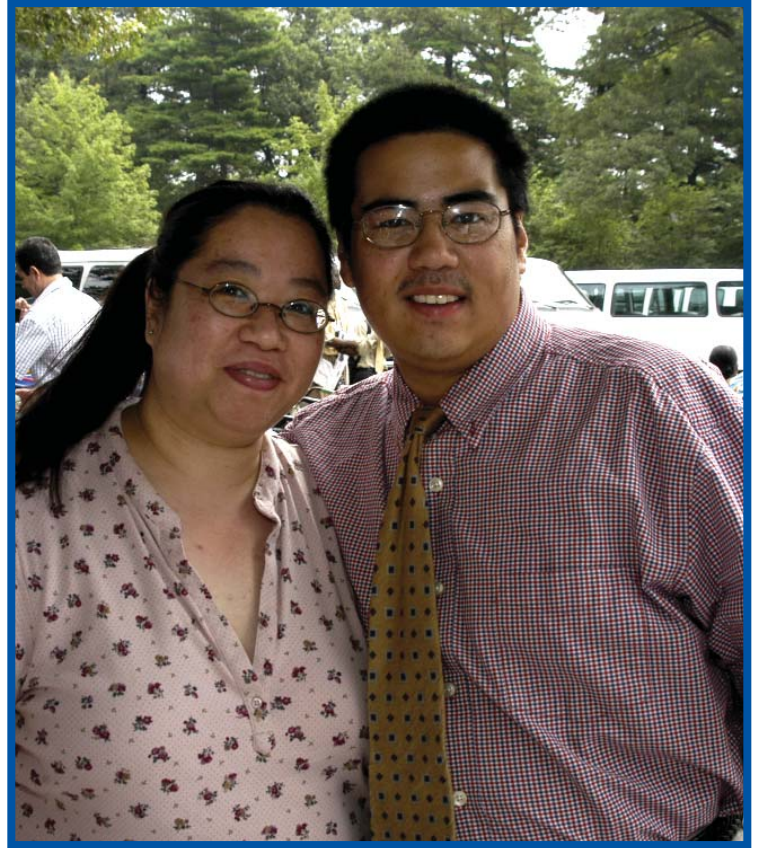
This was Marlon and his family's first Family Visiting Day at JRC.



# Family Visiting Day



Dr. Israel spoke to members of JRC's Parent's Association which usually has one of its meetings on the afternoon of Family Visiting Day.



Nicky and his mom enjoyed the day.



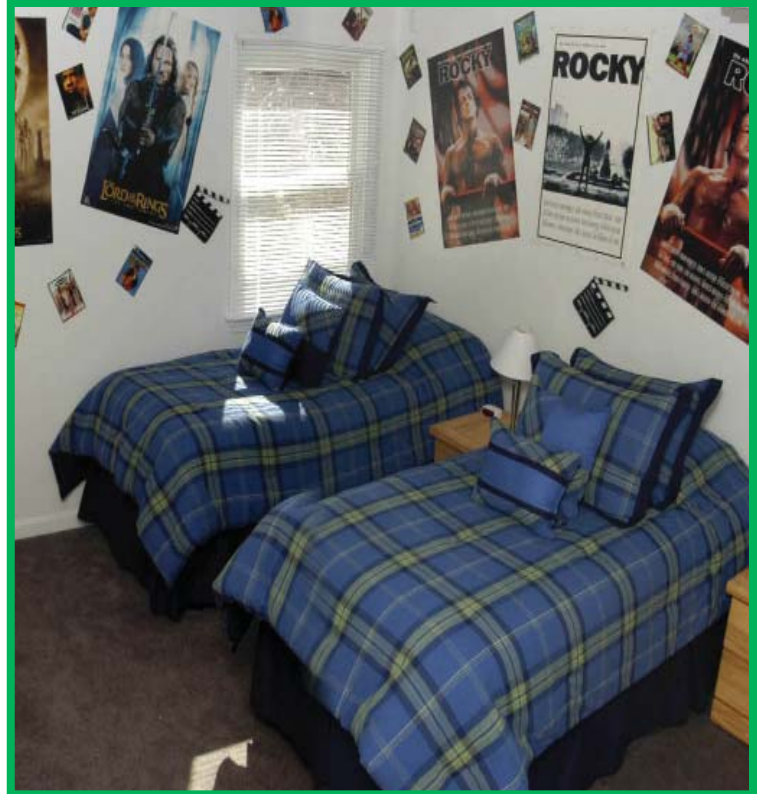
Collis and his mom posed for a special photograph.



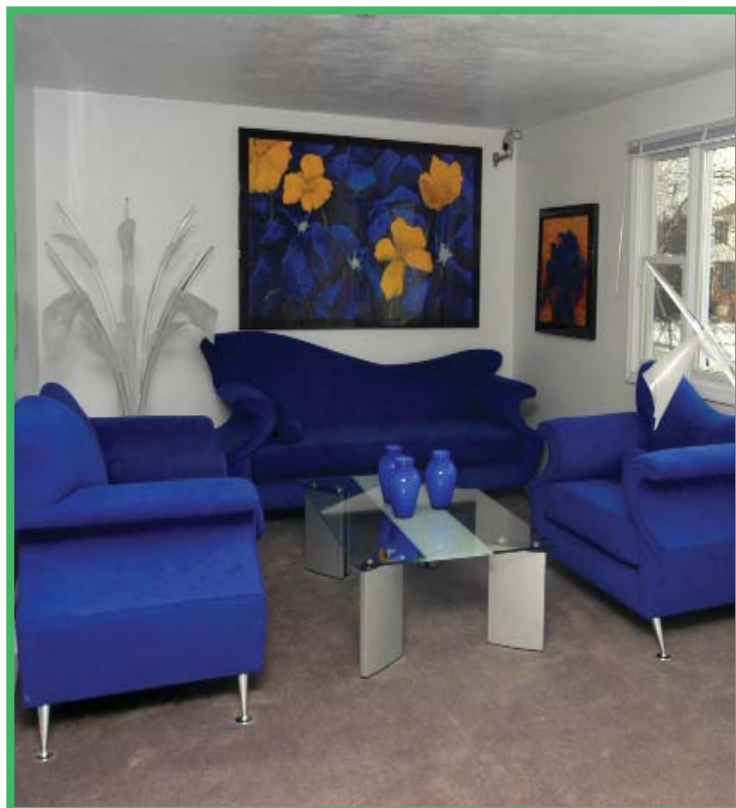
Salim's mom is proud of her son's accomplishments at JRC.



# Beginning Residences



When students enter JRC, they may be placed in one of several “Beginning Residences.” These are highly staffed and supervised, and the privileges that students can earn are less than those available in the Intermediate or Advanced Residences.





# Intermediate Residences



As the students' behaviors improve, the students are able to earn the opportunity to live in one of JRC's Intermediate Residences. In these, the staffing is less, there are fewer students per house, and there are more privileges that can be earned as rewards. If a student who has advanced to an Intermediate (or Advanced) Residence displays major problems or behaviors, he/she may be transferred back to a Beginning Residence for a period of time. The various levels of residences, and their associated privileges, play an important role in the behavior modification scheme.





# Advanced and Transitional Residences



As the student progresses further, he/she can advance to one of JRC's Advanced or Transitional Residences. These tend to be residences with no more than four students living in each. The emphasis in the Transitional Residences is learning to live and work on one's own, with less and less supervision by JRC staff.

