

# Among friends

A PUBLICATION OF THE OFFICE OF PHILANTHROPY ■ SHEPPARD PRATT HEALTH SYSTEM

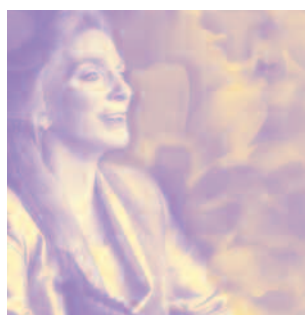
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## New Autism School in Hunt Valley to Open in Early 2008

*An interview with Paul D. Livelli, Ph.D., director of autism educational programs, The Forbush School*



*Paul Livelli visits the future home of The Forbush School at Hunt Valley, which will serve 72 autistic children and adolescents.*

As a student at George Mason University, Paul Livelli thought he wanted to be an English teacher. His mother had a different idea. “She wondered how I was going to find a job and how I was going to make money. One of her friend’s daughters had been looking for a teaching job for three years, and I started to think that my mother was making a good point.”

So Livelli looked at job postings in the college counseling office. He found a listing from The School for Contemporary Education [now the Phillips School], which needed a

one-on-one aide for a 14-year old boy with autism.

“I was a fairly cocky college student, so I figured I could teach anybody anything. Well, I met Roger, and he taught me everything I know about autism. He put me through the ringer.

“Roger was a huge fan of candy, so one day, I convinced my principal to let me take Roger to buy a Hershey bar at a nearby drugstore. I thought crossing a street and making a purchase were good, practical skills for him to know. We made it to the drugstore and went down the first aisle. No problem.

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# Inpatient Unit Honors the Life of Wayne S. Fenton, M.D.



*Wayne Fenton will be remembered as a talented researcher, clinician and administrator.*

It was a holiday weekend, but that didn't stop psychiatrist Wayne Fenton from seeing a seriously ill patient in crisis. Fenton, a renowned expert in the diagnosis and treatment of schizophrenia, was tragically murdered by the 19-year-old patient on September 3, 2006, shocking the psychiatric community and devastating his wife and four children.

"Throughout his career, Wayne Fenton was recognized by physicians and patients alike as a compassionate clinician and a staunch advocate for people suffering with severe mental illness," said Dr. Steven S. Sharfstein, Sheppard Pratt president and chief executive officer. "Wayne's death was a profound loss not only for his family and many friends and colleagues across the country, but for people with serious mental illness."

Dr. Fenton was the director of the Division of Adult Translational Research and associate director for clinical affairs at

the National Institute of Mental Health (NIMH). Much of his research focused on the development of new diagnostic instruments and interventions for severe mental illnesses, including schizophrenia. In addition to his research, Dr. Fenton maintained a clinical practice.

"Wayne's aptitude for research, his talent for administration and his clinical dedication will forever remind us about the importance of providing mental health care of the highest possible quality," Sharfstein added. "Only by doing so can we bring real hope to people who face the demons of psychiatric disease every single day."

To that end, The Fenton Unit at Sheppard Pratt – Ellicott City opened in June, 2007 to honor Dr. Fenton's memory. The specialized 14-bed adult unit is dedicated to piloting innovative patient-centered interventions for possible replication throughout the Health System.

The Wayne S. Fenton, M.D. Memorial Fund has been established to support programming initiatives on the unit that are not covered by reimbursement.

"It is hoped that the availability of this unit will allow us to work collaboratively with third party payors and the Mental Hygiene Administration around the implementation and evaluation of innovative approaches to care," explained Dr. Sharfstein. "As an example, the unit can be used to test a wide array of practices and their impact on certain basic outcomes, such as post-discharge stability and readmission rates."

Donors to the Wayne S. Fenton M.D. Memorial Fund have been recognized on a display in the unit honoring Dr. Fenton and the impact of his life's work.

Gifts to the Wayne S. Fenton, M.D. Memorial Fund may be mailed to The Office of Philanthropy/Sheppard Pratt Health System/P.O. Box 6815/Baltimore, MD 21285-6815. Checks should be made payable to the The Sheppard & Enoch Pratt Foundation. If you prefer to pay by credit card, please call 410-938-4020. The Fenton family will be notified of your donation, unless you prefer otherwise. ■

## Why We Give

**"Twenty years ago, our daughter was hospitalized with depression when she tried to commit suicide. The treatment at Sheppard Pratt was exceptional for both her and our family. Today she is married, works at a hospice and is an integral part of our family. Our contribution is a small way to remember the help we received and possibly help someone else who is going through a difficult time."**

**—John & Betsie Miklos**



**Nancy Fenton** (third from left) and children (from left), **Claire, Nathaniel** and **Amalia**, attended the opening of The Fenton Unit in June.

# Cal Ripken Sr. Foundation Steps Up to the Plate

**F**our of Sheppard Pratt's special education schools have received a generous donation of Quickball sets from the Cal Ripken Sr. Foundation. Quickball, a national baseball enhancement program and the official grassroots sport of the Foundation, has developed into one of the fastest growing recreational baseball programs in the country.

Quickball speeds up the traditional game of baseball by using unique game equipment and non-traditional rules designed to level the playing field for all players, regardless of size or skill level. The timed game features multi-batter offenses, two-way scoring and lineups ranging from 1 to 15 players per side.

Brandon Knott, baseball operations manager for the Ripken Foundation, visited Sheppard Pratt's Towson campus in July to teach several special education school staff members the nuances of the innovative game. Quickball will be introduced to Sheppard Pratt students over the next several months and, thanks to the



**Brandon Knott** (right), baseball operations manager for the Ripken Foundation, provided Quickball training to Sheppard Pratt staffers (from left) **Justin Barrasso**, Frost School; **Jennifer Corwell**, Jefferson School at the Finan Center; **John Harrington**, Forbush School; and **Mark Liller**, Jefferson School at the Finan Center.

Ripken Foundation, will be a welcome addition to their recreational program.

Jim Truscello, director of education at the Forbush School, commented that "physical recreation is an essential element

of our therapy at Forbush, and we are grateful to the Ripken Foundation for providing such an entertaining and healthy outlet for our kids." ■



Artists **Sandra Magsamen** (left) and **Breon Gilleran** were honored for their contributions to "The Art of Healing" ceramic tile display in September.

## Tile Project Demonstrates the Therapeutic Nature of Art

**T**his past September, Sheppard Pratt celebrated the installation of a magnificent ceramic tile display in the sun-splashed corridor connecting The Harry & Jeanette Weinberg Building and the adjacent gymnasium. The display, entitled "The Art of Healing," consists of nearly 300 tiles hand painted by students in Sheppard Pratt's special education schools across Maryland. The tiles are grouped into eight themes: fish, flowers, food, hearts, travel, stars, trees and dreams.

The project was inspired by artist and Sheppard Pratt nurse Breon Gilleran, renowned ceramic artist Sandra Magsamen and Forbush School art teacher Barbara Gold. The creative trio's goal was to involve the entire Sheppard Pratt community in a celebration of artistic expression and draw attention to the important role art can play in the emotional healing process.

"The Art of Healing" display is a striking feature of the new Weinberg Building and a must-see stop on your next visit to the Towson campus. ■

## New Autism School in Hunt Valley to Open in Early 2008

*An interview with Paul D. Livelli, Ph.D.,  
director of autism educational programs, The Forbush School*



*The Forbush School is recognized as an Exemplar School by PBIS (Positive Behavioral Interventions and Supports) for its success in creating and maintaining safe learning environments for teachers and students.*

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“Then we went down the second aisle and, unfortunately for me, they were restocking the shampoo. The place was trashed and Roger had some real obsessive qualities, so when he saw this aisle I went into absolute panic. I thought to myself, ‘Well, my trial run in the special education field is going to be a short one.’ Roger started pulling and organizing all of the shampoos. Then he stocked the shelves, carefully putting the boxes in the right place. Meanwhile, I’m saying, ‘Roger, please stop!’ when I saw the manager walking down the aisle, headed in our direction. I pictured her calling my principal to complain.

“The manager asked what Roger was doing and I said, ‘Ma’am, I am so sorry, he’s sort of obsessive and he thinks the store is messy so he’s fixing your shelves.’ She said, ‘Do you know we pay people to do that?’ So Roger got himself a job, and I had absolutely nothing to do with it.”

Since then, however, Livelli has had quite a lot to do with autism. He earned a Masters degree at George Washington University and a Ph.D. from Capella University. Prior to joining the staff of Sheppard Pratt five years ago, he worked at Community Services for Autistic Adults and Children (CSAAC) in Montgomery County, Maryland. In addition to his work at Sheppard, the father of three teaches part-time at the University of

Maryland, College Park and goes fly fishing whenever he can.

In the following interview, Dr. Livelli talks about autism, Sheppard Pratt’s programs for autistic children and his excitement about the Forbush School at Hunt Valley.

**Q: How would you define autism in the simplest way possible?**

**A:** Autism is an impairment where either your social communication or daily functioning skills are hindered. The major criteria we look for is some sort of stereotypic repetitive behavior and a disconnect between the ability to understand abstract language. People with autism are very literal thinkers.

The funny thing, and I say this frequently in lectures, is that most of us exhibit many of the same qualities that people with autism do, except we don’t do it to a point where we are considered impaired. So it’s a duration/frequency/

intensity question. When the behavior becomes too much, too frequent or too intense, treatment is required.

We see a lot of challenging behaviors. One girl pulled all of her hair out; one girl literally poked herself blind. Some kids bite and scratch; many of my staff’s arms are completely torn up. Some kids have absolutely no safety skills; they will just run out into the road. Others cannot tolerate sitting in a chair. A number of kids have full-blown tantrums—throwing their bodies on the ground, crying, screaming—at ages not typically associated with that kind of behavior.

**Q: Lately, it seems like we’ve been hearing and reading a lot in the news about an increase in people who have autism. To what do you attribute that?**

**A:** That’s a loaded question. We’re here to treat kids, not to assess why they’re here. But you’re certainly right about the increase. Every time the Center for Disease Control comes out with a new projection about autism, it’s more significant. When I first started, autism occurred in one to five of 10,000 births. Now, it’s one in 150 births.

**Q: It sounds like the timing for opening the new Forbush School at Hunt Valley couldn’t be better.**

**A:** Absolutely. Sheppard Pratt is the largest provider of special education services in Maryland. It operates schools for emotionally challenged children with autism tracks in Towson, Westminster, Montgomery County and Prince Georges County. But we are seeing a lot more kids with autism than ever before. We have gone from having 28 kids five years ago to having 143 kids today.

Children with autism thrive in a small classroom setting with programs and services tailored to their unique needs. Until this project, students with autism were educated in the same building on our Towson campus as our emotionally challenged special education students. Limited space and aging buildings, coupled with the need to meet the specific needs of this population, have necessitated the move of our Towson autism program.

*“What we try to do is create taxpayers, not tax takers.  
We teach life skills and job skills, with the goal of giving  
every 21-year-old who graduates a job and a place to live.”*

**—Paul D. Livelli, Ph.D.**

We expect to open in February, and we are really excited about it. We'll be treating 72 students in grades K through 12.

**Q: What can you tell me about the space the school will occupy?**

**A:** It's on Pepper Road in an old McCormick & Company building. You can still smell cinnamon outside.

Kids who have autism are typically hypersensitive or hyposensitive to outside stimuli. Their brains cannot correctly process the information their senses bring in, and they frequently become over-stimulated. Our new school will have a huge sensory integration area with a variety of equipment that helps kids calm down.

Swings are very useful because of the vestibular movement they provide. Well-cushioned pads give a child who is hyposensitive to touch a place to "crash" into without injury. Small trampolines with holding bars allow a child to jump safely. Weighted vests and blankets can be soothing as well.

After kids get the sensory input they need we can say, "Okay, now we're going to go do math" because their systems have calmed down enough for them to be ready to learn.

**Q: One of the benefits of taking over an old building is the input you have in the design process.**

**A:** Definitely. There will be 30,000 square feet of new construction, so we gathered parents and staff together to design the school from the ground up. I asked them what they thought a school for autism

looks like. Then I told them, "It looks like what you WANT it to look like." It was a tremendously exciting opportunity.

We visited some other schools on the East Coast but, really, a lot of the ideas were generated by our own staff. Our 12 classrooms will have no more than six students in each, so the rooms didn't need to be so big that they become playgrounds for kids who have trouble sitting down. We'll have a great therapeutic playground outside.

Another feature we are excited about is the living skills area, which will include an apartment with a kitchen. Additionally, our multi-purpose room will be used as a cafeteria as well as a place for trainings and parent meetings, and all of our classrooms will be equipped with computers.

**Q: Why did you choose to locate the school in Hunt Valley?**

**A:** The location made sense because it's near Interstate 83 and we wanted kids from Baltimore City and other local school systems to have easy access. Doing new real estate was cost-prohibitive. So Hunt Valley turned out to be the right place, and the building was the right size.

**Q: Are most of the students with you until they graduate?**

**A:** We send lots of our kids back to the public schools. If we can give a student good behavioral treatment to settle him down so he is available to learn, we can usually transfer the technology we've developed for that child and give it to the public system. That's the goal: to have the child in a less restrictive setting.

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## Maryland's Leader in Special Education

Sheppard Pratt is the largest provider of special education services in Maryland. Its therapeutic, co-educational programs and support services develop the potential of each student in the areas of cognitive, social, emotional and physical development. Sheppard's special education schools include:

- The Forbush School in Towson\*
- The Jefferson School in Frederick County
- The Jefferson School at Finan in Cumberland
- The Lodge at Frost School in Rockville
- The Frost School in Rockville
- The Forbush School at Westminster\*
- The Forbush School at Edgar Allan Poe in Suitland\*
- The Forbush School at Oakmont in Gaithersburg\*

In addition to academics, Sheppard's special education services include medication management, behavior therapy, counseling, crisis management, social work services and family therapy, speech/language therapy, occupational therapy and physical therapy. ■

\* Indicates schools with an autism track



*The new school's sensory integration area will be equipped with special swings and other equipment designed to help kids calm down and get ready to learn.*

## Why should YOU donate to the new Forbush School at Hunt Valley?

To Paul Livelli, the question is a no-brainer. "Your gift can buy a swing a kid can sit on and calm down enough to be ready to learn math. Your gift can buy a room where a kid, who may need care for the rest of his life, can learn to hold a job. Your gift will help children with autism *directly*. They need your help right now, and your gift can make a difference right now."

On-site recognition will be given to all donors who make a minimum gift of \$1,000. Naming opportunities—available for special education classrooms, the multi-purpose room, the sensory integration room and the therapeutic playground—begin with a minimum gift of \$10,000. Sheppard Pratt will work with leadership donors to create a personalized plan for recognizing their support.

For more information about making a gift to the Forbush School at Hunt Valley, please call Donna Clare at 410-938-4018. ■

## Why I Give

“My own battle with addiction led me on a profound spiritual journey, and I received my certification as a chaplain in the late 1980’s. I became a volunteer at Sheppard Pratt in 1999 and have enjoyed working on the geriatric unit. I am forever learning from the patients and enjoy working with the outstanding clinical staff that cares so deeply for them. I provided for Sheppard Pratt in my estate plan as another way to give back to an institution that continues to do so much for our community.”

—Louise Hager



### Meet the Sheppard Pratt Philanthropy Team!

Back row from left: **Shana Clay**, secretary; **Brian Bowden**, director of donor relations; **Donna Clare**, director of major gifts; and **Pat Toth**, gift shop manager. Front row from left: **Anne Bradley**, director of annual and special gifts; **Julie Cox**, CFRE, vice president of philanthropy; and **Michael Klena**, development administrative coordinator.

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For advance tickets, sponsor information or advertising opportunities,  
please visit [www.sheppardpratt.org](http://www.sheppardpratt.org) or call 410-938-4020.

All proceeds will benefit the children and adolescents in Sheppard Pratt's clinical and educational programs.

## President's Reception Honors Members of the 1853 Society

Sheppard Pratt's most generous supporters, including members of the 1853 Society, were honored at the health system's annual president's reception in June. Dr. Steven Sharfstein and his wife, Margaret, hosted the event at their home.

Jane Cox Larson, Dr. and Mrs. Edward Sienkilewski and a couple who chose to remain anonymous were inducted into Sheppard Pratt's 1853 Society. Each received an 1853 Society medallion and a framed watercolor print by artist Diane Gibson. Members Bob and Marilyn Schaftel were also formally recognized for the first time.

Although Sheppard Pratt has offered patient care since 1891, the institution was incorporated in 1853, hence the name 1853 Society. The Society honors individuals who, like 19th century founders Moses Sheppard and Enoch Pratt, provided for Sheppard Pratt Health System in their estate plans or through other "planned" gifts.

Throughout Sheppard Pratt's history, grateful patients, their families, physicians, dedicated staff members and friends have made bequests to the institution. Their gifts have helped improve facilities, provide care for indigent patients and kept Sheppard Pratt strong and independent. The recent *Mission*

2005 capital campaign, supporting construction of The Harry & Jeanette Weinberg Building, received nearly one million dollars in bequests alone.

Dr. Sharfstein commented on the extremely personal nature of estate planning, noting that very few individuals who provide for a charity inform the organization of their arrangements during their lifetime. "We're here today to celebrate the individuals who have stepped forward to inform Sheppard Pratt of their intentions so we can thank them during their lifetime," he said.

Please contact Donna Clare at 410-938-4018 if you are interested in learning more about planned gifts to Sheppard Pratt Health System. ■

### 1853 Society Members

Anonymous (3)  
 Mr. Andrew Austin  
 Mrs. Patricia Castillo  
 Mr. and Mrs. J. Howard Eager, III  
 Mr. and Mrs. Joel D. Fedder  
 Ms. Joan Harris  
 Mr. and Mrs. Charles E. Herget  
 Ms. Evelyn Feldman  
 Ms. Mildred Kern  
 Ms. Jane Cox Larson  
 Dr. Jonas Rappeport  
 Mr. and Mrs. Robert B. Schaftel  
 Dr. and Mrs. Edward Sienkilewski  
 Mrs. Kate Snow  
 Mr. and Mrs. Gordon Wells  
 Dr. and Mrs. Clifford Wheelless  
 Mr. and Mrs. Stephen J. Williams



From left: Dr. Steven Sharfstein, president and CEO, with 1853 Society members Kay and Ed Sienkilewski, Jane Cox Larson and Marilyn and Bob Schaftel.

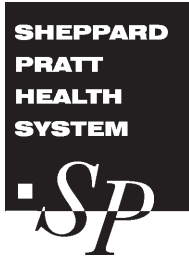
## Where Do Your Donations Go?

The generosity of our donors has a tremendous impact on the lives of patients and students across Sheppard Pratt Health System. The responsibility for managing and distributing your charitable support belongs to a Grants Committee comprised of Sheppard Pratt Health System trustees and executive staff, including president and CEO Dr. Steven Sharfstein.

Decades of charitable support to Sheppard Pratt have resulted in the creation of 22 distinct philanthropic funds. Some are established by donors to benefit a specific area of the Health System and are known as restricted funds. Others, which contain unrestricted gifts made for the general benefit of patients and students, are tapped by the Grants Committee at its discretion. The Patient Care Fund and the Care for Kids Fund, which is supplemented annually through the Care for Kids Concert, are two of the funds the committee oversees to ensure that charitable dollars are directed to donors' preferred areas of support.

The Grants Committee meets three times a year to review grant requests submitted from all corners of the Health System for a wide range of patient and student needs that cannot be accommodated through operational budgets. In fiscal year 2007, the Committee awarded a total of \$590,000 in grants that supported clinical and educational services across the Health System. Your support provided bicycles for children in The Forbush School, transportation for patients unable to reach their care providers, reading material for patients and students, holiday decorations and gifts for the inpatient units and the student residential treatment center and much, much more.

Under the watchful eye of the Grants Committee, your contributions are having an enormous impact on the quality of care provided to our patients, students and their families and, on their behalf, we thank you. ■



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## New Autism School in Hunt Valley to Open in Early 2008

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### **Q: What is your goal for students who aren't appropriate for the public school setting?**

**A:** Our goal is really to make them as independent as possible. We try to create taxpayers, not tax takers. We teach life skills and job skills, with the goal of giving every 21-year-old who graduates a job and a place to live.

Initial planning for the vocational process here begins when the kids are 14. At 15, they start building job skills in the classroom setting. When they reach age 16, they go out into the community with our teaching assistants. They may stock shelves at CVS or bag groceries at Safeway, depending on their interests and skill levels. It's much easier to find out what kids with autism *don't* want to do; it's a lot more challenging to find out what they *want* to do.

### **Q: When it comes to kids with severe autism, how do you define success?**

**A:** If they don't have any words to speak, do they have a communication system? Can they use pictures to go to CVS to make a purchase? Can they hold a job? Can they follow directions so that they can come in, punch a clock, find out what their tasks are, complete them and earn a paycheck? The staff here works extremely hard to make those things happen, and I'm proud of that.

### **Q: Given all of your administrative responsibilities, do you still have opportunities to work directly with students?**

**A:** I still work with kids who are particularly difficult to treat. I do that less now because the leadership here has developed really good skills. Many of them have come with me from other programs and I trust what they do. But I really enjoy working with students, and I don't want to lose touch with that. I'm here for the kids. ■

## Among friends

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Sheppard Pratt Health System

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