Thinking Differently: Reframing Learning for a New Generation

Guest Speaker: David Flink

Wednesday, September 9, 2015 7:30 p.m.

Co-Founder and CEO of Eye to Eye

Author of Thinking Differently: An Inspiring Guide for Parents of Children with Learning Disabilities

What does it mean to be a “different thinker”? How can we make strides toward creating a world in which every learner is recognized? By sharing some of his own LD/ADHD journeys, David Flink will provide answers to these questions as well as a glimpse into the power of mentoring in the lives of different thinkers.

University Hospitals Partnership for Families

“Together We Make A Family”

University Hospitals Partnership for Families presents its second “Together We Make A Family” benefit to thank the families for their loyalty. The sold out summer session, attended by nearly 350 guests, took place at the beautiful Hunting Valley Home of Cathy Buchanan and Don Bucklew. Jill and Brad Hoffman were the escort chair, along with Niki and Brian Schaefer. Kimberly and Brock Milstein served as honorary chairs.

Participating for the Families was co-founded in 2004 by Nancy Lerner Fisher and Dr. James Goldfarb, director of the University Hospitals of Cleveland and Dr. Malcolm Weiss, the co-founder of Eye to Eye. The event featured the Co-Founder and CEO of Eye to Eye, Michael Reust who said that 300 babies have been born as a result of the outreach – it’s universal,” he adds. He describes the upper school. “It’s not only the outreach here, it’s the genuine nature of the outreach – it’s universal,” he adds. He describes discovering the Little Italy neighborhood and walking into a coffee shop for the first time, finding everyone was happy to tell you why they like living here. And they promised the weather got much better, and they were right.

Most recently Ben was an administrator for Collegiate, an independent K-12 school in Richmond, VA. Previously he taught history and coached tennis at Haverford, an all-boys K-12 school in Philadelphia, before he taught history and coached tennis at Haverford, an all-boys K-12 school in Philadelphia, before he taught history and coached tennis at Haverford, an all-boys K-12 school in Philadelphia, before he taught history and coached tennis at Haverford, an all-boys K-12 school in Philadelphia, before he taught history and educated a boy who left Cleveland to become headmaster of Lawrenceville. He describes visits to Cleveland earlier in the interview process - in February. “We had two connections in Cleveland, but everyone from the people at the hotel, the cab drivers, the waiters – everyone was happy to tell you why they like living here. And they promised the weather got much better, and they were right.”

When asked about his agenda, he laughs, pointing out his status as the “new guy,” but he answers thoughtfully. “A headmaster’s first task is to be a relationship builder – with students, parents, alumni, trustees. The job is to build relationships and communications in a way that’s most relevant to the institution. We celebrate the past but keep our eye on forward. We key into the history while working on a strategic level, but also stay current with the day-to-day lives of the boys. Then, we get to get and keep great people to work here.

“That’s our genuine enthusiasm behind the welcome,” he says. Ben describes his interest in University School, and the opportunity it brings not only for himself, but his family. “When you’re looking for your kids, there are not a lot of places that would have made me leave Cleveland. This school (US) has a national reputation, and a long history of success. It offers excellence in every area from the faculty to the physical plant.”

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During a brief tour of the upper campus, Ben shows off welding equipment in the art studio and talks extensively about “what we let our boys get their hands on.” He describes the extracurricular activities and student populations studies in which the boys participate. He points to a newly crafted desk fit with an extra curve because this student who built it knew that the curve allows for easy access to all the seats in a classroom.

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