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An Analysis of the Re-Education Philosophy and the Applicability to Individual and Group Therapy, Psychoeducation and Skills
Sarah Manthei, Department of Social Work, Minnesota State University, Mankato
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Abstract
An evaluation was conducted of the Re-Education philosophy, current practices of individual and group therapy, skills training, and psychoeducation for Level IV special education students diagnosed with an emotional behavioral disorder and/or mental health diagnosis. An assessment of current evidenced based practices for school-based mental health services was integrated. This provided the foundation for recommendations that are congruent with the Re-Education philosophy and for an evaluation tool to measure student success in learning and comprehending the skills curriculums.

References
References are available from the author upon request.

Literature Review
•Re-ED was developed by Nicholas Hobbs in 1962 (Cantrell and Cantrell, 2007)
•Defined as a strength-based theoretical framework for working with children diagnosed with EBD (emotional behavioral disorder) to be used in conjunction with an EBP (evidence-based practice) such as Positive Behavior Intervention and Supports or Life Space Crisis Intervention (Cantrell and Cantrell, 2007; Norton, 2009; Bradshaw, et. al, 2008 and http://www.lsci.org).
•Re-ED is a promising practice for work with children and youth who are diagnosed with an EBD (Cantrell and Cantrell, 2007).
•Project Re-ED was originally utilized in a short-term residential program and was tested in public schools in the Prevention Intervention Project. During a four year research project it was determined that fidelity to Re-ED could be upheld (Cantrell and Cantrell, 2007).- Nicholas Hobbs

Research Questions
How is the Re-EDucation theoretical framework used to inform the therapeutic milieu of the Stepping Stones program?

Methodology
A systematic literature review was completed. A table detailing the date researched, full citation, key word search, search engine used and brief summary of the literature was maintained. Key word searches on Re-Education, school-based mental health, evidence-based practices for working with EBD students, social skills curricula and social-emotional learning measurements were all researched, reviewed and analyzed.

Strengths and Limitations
Strengths include a thorough multidimensional literature review, in school observations, personal communication with Re-ED experts, review of current practices and recommendations for the implementation of EBP’s. Limitations include the analysis of this research being very analytical and subjective to opinion and interpretation and the information contained in this research is specific to the Stepping Stones Program and may not be applicable to other special education programs for children and youth with Emotional Behavioral Disorders (EBD).

Conclusions & Recommendations
Overall the Stepping Stones program utilizes and implement many aspects of the Re-ED strength-based theoretical framework. Recommendations include
• Additional training for the Stepping Stones on Re-ED.
• Clarify and train the evidence-based practice intervention being utilized in conjunction with Re-ED.
• Purchase and utilize the curricula identified in the Executive Summary that are determined to be in congruence with the Re-ED strength-based theoretical framework.
• Implement the Social Skills Improvement System Rating Scale three times per year (beginning, middle and end of each school year) to help determine skill deficits and skill acquisition over time.

Implications for Practice
The Stepping Stones program will have the opportunity to increase training for program staff and to improve programming to the students that is reinforced by the Full Value Contract and the Twelve Principles of Re-EDucation. The Stepping Stones program will have the ability to utilize the recommendations for therapeutic and skills curricula that are congruent to the Re-ED theoretical framework to help reinforce the values in a more holistic manner. If the program chooses to implement the Social Skills Improvement System Rating Scale, they will have the opportunity and ability to measure the success of the therapeutic and skills implementation.

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To the children of our nation whose hope lies in our caring and whose futures are our trust.
—Nicholas Hobbs