

Continuing Evidence for Re-ED's Ecological Approach

Frank Fescer, Mary Lynn Cantrell,
Pamela Meadowcroft, Bob Cantrell,
Karen Blasé, Al Duchnowski

What Was and Is Re-ED ?

Mary Lynn Cantrell

Multi-Agency Effort to ...

1. Identify essential Re-ED elements
2. Develop a treatment fidelity measure
3. Link fidelity to positive outcomes

What was and is Re-ED ?

Re-Education
for children with
Emotional Disturbance

5 Day Short-term Residential

Created in 1962 –

- Cumberland House School
(Nashville, TN)
- Wright School
(Durham, NC)

Residential School Research

Laura Weinstein (1974)

- 120 Re-ED youth
- 120 matched controls “equally in need”
- 120 youth with “no problems”

“Re-Ed intervention leads to positive changes in in the attitudes, behavior, and learning of disturbed children.”

Re-ED in Public Schools

Prevention-Intervention Project
1970-1975

- Metropolitan Nashville
- Kingsport City
- Robertson County
- Hamilton County
- Memphis City

Public School Field-test Research

Each district had: Experimental Schools
Observed Control Schools
Do-nothing Control Schools

Teachers gained in behavioral knowledge

Students became less disruptive, non-attentive

Students achieved more in listening, reading

Service Adaptations of Re-ED...

- Day Treatment
 - Therapeutic Foster Care
 - Primitive Camping
 - School Consultation
 - Early Childhood
 - "Case Management"
- and a variety of other community-based and residential programs

Re-ED Validation Efforts: Hierarchy of Research Questions

- What are the essential elements of Re-ED services?
- Are these essentials different from those identified in more traditional MH services?
- Can essentials be measured reliably in various service sites?
- Can degrees of Re-EDness be identified across services?
- Is level of Re-EDness accompanied by positive outcomes for children and families?

