Continuing Evidence for Re-ED's Ecological Approach

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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 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?