

The Principles Of Re-ED

Life is to be lived now, not in the past, and lived in the future only as a present challenge.

Trust between child and adult is essential, the foundation on which all other principles rest.

Competence makes a difference; children and adolescents should be helped to be good at something, and especially at schoolwork.

Time is an ally.

Self-control can be taught and children and adolescents helped to manage their behavior without the development of psychodynamic insight.

The cognitive competence of children and adolescents can be considerably enhanced; in other words, intelligence can be taught.

Feelings should be nurtured, shared spontaneously, controlled when necessary, expressed when too long repressed, and explored with trusted others.

The group is very important to young people; it can be a major source of instruction in growing up.

Ceremony and ritual give order, stability, and confidence to troubled children and adolescents whose lives are in considerable disarray.

The body is the armature of the self, the physical self around which the psychological self is constructed.

Communities are important for children and youth, but the uses and benefits of community must be experienced to be learned.

In growing up, a child should know some joy in each day and look forward to some joyous event for the morrow.

Nicholas Hobbs

Washington Re-EDucation Association

- TRAINING
- CONSULTATION
- TECHNICAL ASSISTANCE



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The Washington Re-EDucation Association

In 1994, a group of Washington practitioners and administrators met to determine how best to support the interests of professionals working with children and youth with or at-risk of developing an emotional or behavioral disorder. These initial meetings resulted in the founding of the Washington Re-EDucation Association (WAREA), a non-profit educational organization committed to assisting and teaching others the implementation of the principles of Re-EDucation in their own settings. As a sponsoring agency of AREA, The American Re-EDucation Association, we maintain connections with a national network of agencies, school programs, and professionals implementing the principles and practices of Re-EDucation in their own settings.

"We are a group of educators, clinicians, and administrators whose concern is the welfare of troubled and troubling children and youth in the state of Washington. Our purpose is to promote, encourage, and support the use of Re-EDucation principles and practice in a variety of settings and modalities"

TRAINING AND CONSULTATION SERVICES

The Washington Re-EDucation Association offers several core training components as well as individualized training and consultation tailored for your unique setting.

Core Curriculum:

What is Re-ED Anyway?

The Nine Stages of the Re-EDucation Process

Adventure-Based Classrooms

Structuring your Program for Success

Understanding the Conflict Cycle

Introduction to Groups and Group Process

Teaching Social Skills Effectively

Planning for Proactive Behavior Management and Effective Instruction

Introduction to Life Space Crisis Intervention

Additional Offerings:

Life Space Crisis Intervention (LSCI)

Helping Teams and Groups Cooperate & Succeed

Functional Behavior Assessments

Developing Positive Behavioral Supports

Including and Integrating EBD Students: New Challenges in a New Setting

Some comments from previous participants and clients:

"This is the single best workshop I have attended in my 26 years as a School Psychologist. The content is obviously very valuable. In addition, the delivery process is nothing short of phenomenal."

Jim Van Velzer
North Thurston School District

"I am thoroughly delighted with your (observation) report. It is positive, addresses specific needs with specific solutions, and maintains a sense of do-able activities throughout."

Jo Jacupcak
Special Education Director
Lake Stevens School District

THE WASHINGTON RE-EDUCATION TRAINERS & CONSULTANTS

The WAREA trainers embody and skillfully practice the principles of Re-EDucation in their work with troubled children and families. Consultants and trainers represent a continuum of care providers ranging from program and classroom consultation to inpatient psychiatric care.

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