



# AREA News

The newsletter of the American Re-EDucation Association

Winter 2006-2007

## Re-ED & Me: Training in action

by Brian Hawk, The Youth Academy

Hi, my name is Brian Hawk, and I'm a Teacher/Counselor and team leader at The Youth Academy in Fairmount, West Virginia. Recently, I had a training experience that kicked my Re-ED skills and knowledge up a couple of notches.

After attending the Re-ED conference in Memphis, I participated in a brand new training. This training was developed and offered by representatives from AREA member organizations. It introduced us to six re-

cently developed *Essential Elements of Re-ED Programs*, while providing us with a deeper understand-

*"I feel more well-rounded as a Teacher/Counselor and as a supervisor."*

ing of the 12 Re-ED Principles\*, and how they arose out of Re-ED's beginnings and history. All components of a Re-ED program were discussed, along with

examples of processes and tools that can be used to make the 12 Principles a daily reality in the lives of kids. I am now able to train others in these essentials and principles.

During my career as a Teacher/Counselor, I have applied the 12 Principles in a wide variety of scenarios. But after attending this training, I've been able to bring back to my team deeper insights into these principles.

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## Re-ED at Work: Charis Youth Center Touches Community Needs

So often Re-ED organizations seek assistance from their communities in providing services to our youth. In December 2005, Charis Youth Center saw

an opportunity to give back by reaching out and assisting our community organizations with the youth they serve. For over six years, Charis youth have partici-

pated in their own equine and canine therapeutic program using the Tellington-Jones TTouch philosophy and technique.

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**"Creative people can revert to simpler ways of experiencing, to fresher ways of perceiving. They can throw away the common templates that are used to order the world and confidently seek simpler, newer ones."**

**-Nicholas Hobbs, 1960  
(1915-1983)**

# President's Corner

by Kit Kryger, ChristieCare

Greetings everyone! A BIG thank you is in order for Hughes Johnson and all the folks at Youth Villages for hosting such a wonderful conference in August – Re-ED *did* Rock Memphis! The conference was filled with relevant and interesting topics and presenters, and – just as important – attendees had a great time thanks to the hospitality and talents of all the Youth Village staff. From Martin Brokenleg's opening to Tina Turner and Simon Crowell, and ending with John Cassis' inspiration, it was a conference full of learning and laughter. The bar has been set high for the off year conference that ChristieCare (see article below on our name change) will be hosting in August 2007 – more details on that to come.

Since this is my first newsletter as President of AREA, I wanted to take a moment to thank outgoing (but not going too far) President George Pashel from Pressley Ridge. George needed to step down from his term a little early because of increased commitments to Esteem, a start-up software company connected with Pressley Ridge. Thank you George for your humor and wisdom in helping guide Re-ED into the evidenced-based practice era. In spite of his many demands, George has graciously agreed to continue helping AREA's Research Committee pursue our goal of establishing Re-ED as an approach proven to make a difference in the lives of troubled kids. George, thanks for all you have done and will be doing on behalf of kids and their families!

Last but not least, I would like to say it is truly an honor to be involved with such a tremendous group of people in AREA and Re-ED. Along with ten fellow

employees of Christie School, I attended my first Re-ED conference in Seattle on August 3<sup>rd</sup>, 2003. The goal was to get a sense of who these Re-ED people were and what Re-ED might offer Christie. We had already been sufficiently impressed and influenced by a consultant to our organization, Clark Luster – who had recently retired as CEO of Pressley Ridge and I think has retired a couple more times since then – but wanted to see for ourselves. Our staff came away from that conference pumped up about the things they had learned and the people they had met. I was immediately struck by the openness, warmth, passion and expertise of the AREA Board members, and so we agreed that Christie School would be a sponsoring member.

Dr. Hobbs described his vision of Re-ED as an ongoing, living and evolving guide for serving troubled children and their families that would continue to be informed by research, practice and evidence of what works. It is my observation that this mission has been carried forward with intelligence, heart, humor and passion by those who were there from the beginning of the project, as well as those who have joined this calling over the past 40+ years. Since change for the better is so much a part of what we all seek to provide for the children and families we serve – Re-ED is not, nor should it be, exempt from evolving. I am committed to AREA and Re-ED moving forward over the next three years with the science of "What Re-ED Is" while never losing sight of the art that is the core of what every Teacher/Counselor brings to their work each day. Thanks for all you do!

*Kit*

## The Christie School Unveils New Name, Organizational Vision

On September 19<sup>th</sup>, 2006 The Christie School – an organization dedicated to serving Oregon's children and families since 1859 – became ChristieCare.

The change was made to reflect the agency's expanding array of mental health programs, which include a number of new community-based services in addition to its well-established and nationally-recognized residential programs. ChristieCare now offers a 21<sup>st</sup> century continuum of care that enables

children to recover and lead resilient, productive lives by integrating family and community supports, education and work skills. The Christie School name will be retained and used in reference to residential services under the ChristieCare umbrella.

Recent additions to ChristieCare's service menu include Heron Creek Academy Therapeutic School and the Children's Receiving Center in the Portland area, Treatment Foster Care on the Oregon Coast, and In-

tensive In-Home Support Services in several Oregon counties. Programs scheduled for implementation in the near future include Subacute Care and mental health services for Native American children and families in Oregon and Alaska.

All ChristieCare programs and services are, of course, guided by the Re-ED treatment philosophy. The organization has been a Sponsoring Agency of AREA since 2003.<>

## The 12 Re-ED Principles

- Life is to be lived now, not in the past, and lived in the future only as a present challenge.
- Trust between a child and adult is essential, the foundation on which all other principles rest, the glue that holds teaching and learning together, the beginning point for reeducation.
- Competence makes a difference, and children and adolescents should be helped to be good at something, especially at school-work.
- Time is an ally, working on the side of growth in a period of development when life has a tremendous forward thrust.
- Self-control can be taught and children and adolescents helped to manage their behavior without the development of psychodynamic insight; and symptoms can and should be controlled by direct address, not necessarily by an uncovering therapy.
- The cognitive competence of children and adolescents can be considerably enhanced; they can be taught generic skills in the management of their lives as well as strategies for coping with the complex array of demands placed upon them by family, school, community, or job; 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, and 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 often 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.

## *Re-ED at Work*

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The Tellington-Jones TTouch animal assisted therapy teaches youth to provide a neuro-physical therapy to the aged, abandoned, and physically challenged animals to regain a sense of dignity and physical functional abilities. The transformation to the animals is remarkable. Many community canine owners will volunteer to bring their dogs for therapy offered by the youth. The local animal shelter welcomes the service for the pets awaiting adoption, especially the younger animals. The outcomes observed in the animals receiving these therapeutic techniques have paralleled the youth's positive outcomes. The youth

will practice the same calming techniques during their own crisis that they teach and practice during their Tellington TTouch sessions. In 2006, Linda Tellington-Jones wanted to expand the Tellington TTouch Ambassadorship for Youth to include more challenged youth. Charis Youth Center submitted a grant to Linda Tellington Jones for training youth incarcerated in the local county detention center. On December 28, 2005 Nevada County's Carl Byran Jr Detention Center was granted \$10,000 to train detainees using the Tellington TTouch techniques. Charis Youth Center is very pleased to report that

Tina Hutton, ([www.tinahutton.com](http://www.tinahutton.com)) a certified Tellington-Jones Instructor who has taught at Charis for the past 6 years, successfully completed several sessions at the detention center. The youth were very excited and looked forward to the weekly session which continued through November. One week, the dog scheduled for hands-on therapy by the youth was the world renowned *Gibson* ([www.gibsondog.com](http://www.gibsondog.com)), the Guinness World Record's Largest Great Dane. "Giving Back" as an organization has provided great benefits for many youth and professionals in our community. <

# The Sounds of Joy by Amanda C. Sitz, The Wright School

Even before Jordan arrived at Wright School, his reputation preceded him. The information we had received from his home school and community painted a picture of a seven-year old child who refused to talk, kept to himself, and when faced with challenges would resort to aggressive behaviors. Officially, Jordan was diagnosed with selective mutism, oppositional defiant disorder, and a speech disorder. The word on the streets was that the teachers in his home school were afraid of him.

Now let me share with you my first impressions of Jordan from our first encounter. When he arrived at Wright School, he hid behind his grandmother and covered his face with his hands. He stood no more than three and a half feet tall and probably weighed 41 pounds soaking wet. I immediately was shocked how anyone could be scared of this little guy.

Teacher/counselors decided to put their heads together and devise a plan that would allow Jordan to have choices and relieve any pressures that would impede his smooth transition into the program and the group. We preset the other students as to Jordan's special needs and that he may not talk a lot at first. We would have to work hard to earn his trust and make him feel safe. It was amazing to see the group come together, put aside their differences, and work toward making him feel

like he belonged. Teacher/counselors also made special efforts to modify their interactions with Jordan so that he could communicate in a variety of ways if he chose not to talk. This included asking him yes/no questions so he could nod his head, pointing to visuals in his environment, and using hand motions such as thumbs up or down.

Jordan's first months at Wright School were pretty tough on everyone, I'll admit. He was resistant to any type of schoolwork, especially reading. As his reading teacher, it was a challenge each day figuring out unique ways to involve him in activities and assess his progress since we were not forcing him to talk. When Jordan was frustrated or wanted to escape a task, he would throw a tantrum that included spitting, kicking, hitting, biting, throwing things, and cursing. The latter was shocking to say the least due to his *selective* mutism and speech problems! I still didn't see how anyone could be afraid of him.

By sticking to our plan of letting Jordan choose when to speak and giving him different ways to respond, he gradually responded to the structure and consistency provided by his teacher/counselors. The most amazing transformation happened in the area that used to cause Jordan the most stress: **READING!** It literally brought tears to my eyes the first morning I

walked onto the unit and Jordan was sitting there with a big pile of books reading to another teacher/counselor. He was smiling as he pointed out one of the spelling words he was working on that week. From that moment on, whenever you saw Jordan he either had a book in his hand or had something he wanted to tell you about a book he had read.

When he graduated from Wright School, there was not a dry eye in the house. Every teacher/counselor had a special "Jordan moment" that they would treasure forever.

We were all eager to hear how he would do back at his home school. Remember that this was the same school where everyone was afraid of him. Our wishes came true a little over a month after he graduated. He called me from his grandmother's cell phone just to say hi. I asked him how he was doing and he talked nonstop for about five minutes about his school and new friends. He was even excited because they had just moved him into the "smart" reading group, which meant he was back in a regular class reading on his grade level. After about fifteen minutes of catching up, Jordan informed me that he had to go, they had just pulled up to the library so he couldn't talk anymore. That was the sweetest sound I'd ever heard.<>

**Pressley Ridge Co-Sponsors Conference on Youth Sexual Behaviors** More than 300 professionals gathered in May for the New Perspectives on Youth Sexual Behavior Conference. Pressley Ridge co-sponsored the Linthicum, MD gathering, which was organized by the Maryland Association of Resources for Families and Youth. Pressley Ridge staff from the Central Maryland and Delaware/Maryland Eastern Shore programs attended. In addition, Francesca Stasko, a Delaware IRT supervisor, sat on the conference's organization committee. She is a Certified Sex Offender Treatment Specialist for the State of Delaware. The conference highlighted various topics surrounding sexual offenders, including "Treating Victim Offenders," "Working with Victimized Girls" and "Working with Families."

Based on these new insights, we've improved the techniques we use to help nurture children's growth and emotional development. The new techniques and insights have empowered us to better meet kids' needs for rapport and support. The lengthy section describing and defining the "Teacher/Counselor" helped me understand and appreciate my role in children's lives to an even higher degree.

I also brought back several new

ideas that, in my role as a supervisor and team leader, will help me better support the Teacher/Counselors on my team. I learned many beneficial techniques for managing employees according to Re-ED principles.

An added benefit was that as I trained our team in the Re-ED principles and essentials, some of our new staff were able to express some important questions about our program. We discussed some of the ways our routines and policies are implemented on a daily basis. As

a result, I believe that most of the staff took away from the training a better understanding of what they are being asked to do, and many misconceptions were addressed.

After experiencing this training, I feel more well-rounded as a Teacher/Counselor and as a supervisor. I look forward to taking these ideas and applying them to my job, as well as to share them with others in the field, as we work to help children and to ultimately change their lives for the better.

*\*(See page 3 for the Re-ED Principles)<>*

"But most of all, a teacher-counselor is a decent adult; educated, well trained; able to give and receive affection, to live relaxed, and to be firm; a person with private resources for the nourishment and refreshment of his own life; not an itinerant worker but a professional through and through; a person with a sense of the significance of time, of the usefulness of today and the promise of tomorrow; a person of hope, quiet confidence, and joy; one who has committed himself to children and to the proposition that children who are disturbed can be helped by the process of reeducation."

-Nicholas Hobbs, 1966

## *Pressley Ridge Expands to Texas*

In response to the state of Texas' determination to improve the outcomes for children in the care of the Department of Family and Protective Services, Pressley Ridge has begun providing Treatment Foster Care Services. Pressley Ridge will work with agencies whose children may benefit from foster care and match the children with trained, qualified foster families in Dallas and Tarrant Counties.

"Our goal is to combine innovative, best practice models with compassionate service delivery," said B. Scott Finnell, president and CEO of Pittsburgh-based Pressley Ridge. "Children and families in Texas and across the nation face increasing problems that aren't going away, at least not in our lifetime. Our mission is to provide solutions."

Leading Pressley Ridge Texas is Cynthia Williams, a veteran in serving children and families. Cynthia is a Licensed Professional Counselor (LPC) in Texas and a Nationally Certified Counselor (NCC) with the National Board of Certified Counselors. Her 12 years of experience of developing creative and innovative programming to keep the most difficult and hard to serve children in their community will be replicated in Arlington.

# Behind the Scenes at Cal Farley's

by Terry Boswell

Last year, Jackie Selman, drama teacher at Cal Farley's Boys Ranch High School, guided five lucky students through a remarkable year-long internship in theater arts. This unique internship came about through a collaboration between Boys Ranch, Amarillo College, and Amarillo's newly constructed, \$30 million, Globe-News Center for the Performing Arts.

The interns were chosen on a competitive basis from a large pool of applicants. Many of the applicants were veterans of the growing one-act play program at Boys Ranch. Seniors Jeff, Jay, and Sabrina, along with Tyler, a junior, and Justin, a sophomore, were the five students chosen. In addition to their hands-on learning at the Center, the students attended a special theater class taught by Ms. Selman. The combination of instruction and behind-the-scenes work enabled the students to earn one college credit hour from Amarillo College.

The program was intended to accommodate juniors and seniors, but that initial requirement didn't stop Justin from applying. "I knew that if I was going to get the internship, I would have to make my application really good," Justin said. "I got recommendations from my houseparents and case worker to help me out." But Justin's outstanding record in drama possibly gave him a competitive edge. During his freshman year, with no prior experience in theater, he tried out for a one-act play. He won a small, supporting role. Midway through rehearsals, the lead dropped out of the play. A new competition was held to recast this role. Justin showed up as the only freshman in a crowd of juniors and seniors. He won the role—because unlike the others who learned the couple of required lines for the tryout, Justin had overnight memorized the entire scene!

After the students were chosen, they were invited to the Center's grand opening gala, "Odyssey." The gala offered the interns an opportunity to dress up and experience an exciting evening of music and dance. "That night you would have thought we had a million dollars in the bank," Jeff said. Jeff's mother was also able to attend the gala and share in his excitement.

The interns got their first taste of professional stagecraft while serving on the stage crew of "Everybody's Hero: The Jackie Robinson Story." After assisting the crew in setting up the stage, they watched the performance from the lighting booth. Through this and subsequent productions, the interns met a wide variety of charismatic actors, singers and performers who shared their experiences of working on professional productions.

The interns wrapped up the year by working on Amarillo Symphony's production of "Celebrate Youth." The stage manager for this production was Jordan Knight, a Boys Ranch alumnus. Jordan recently received his bachelor's degree from West Texas A&M University in Technical Theater. He gave the students insight into his theater career, the places he's traveled, and his future plans in theater. The interns were encouraged by Jordan's success.

"I know now that I want to get a degree in technical theater." Jeff said.

This year, a new crop of interns are participating in the program. Ms. Selman and last year's interns are working hard to bring their experience to bear on all aspects of theater arts at Boys Ranch.

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## AREA History Moment

Re-ED's Teacher/Counselor model has its origins in a visit Dr. Nicholas Hobbs made in the late 1950's to a public facility where he observed children living in drab, hope-draining settings. He noted that the caregivers had little child care skill or knowledge. From this visit, Dr. Hobbs was inspired to develop the vision and principles that led to the establishment of the first Re-ED programs at Tennessee's Cumberland House Elementary School in 1962 and North Carolina's Wright School in 1963.

## **News Brief: ChristieCare Students Award Grants to Local Nonprofits**

ChristieCare students recently awarded a total of \$5,574 in grants to five Portland-area nonprofits serving youth affected by drug and alcohol abuse and sexual violence.

The funds were provided through the “Community 101” program of the PGE Foundation, which works with groups of local high school students to define a mission that impacts the community, identify organizations that provide applicable services, and award grants based on a competitive application process. It was the eighth straight year that ChristieCare has participated in the program.

The goal of “Community 101” is to educate youth on philanthropy and empower them with the knowledge that they can make a difference in their communities. The program is particularly meaningful to ChristieCare students, who typically draw upon their own lives in defining their mission and selecting grant recipients. For most of them, the experience is extremely rewarding and often therapeutic.

## **News Brief: Cal Farley’s Joins Forces with PRIDE**

Cal Farley’s recently became a partner with the Potter/Randall Intervention and Drug Education Program (PRIDE).

PRIDE serves adolescents living in the Texas Panhandle with a variety of substance abuse education and intervention programs. The Panhandle is comprised of 26 largely rural counties. Amarillo, located in Potter and Randall counties and the home of Cal Farley’s and PRIDE, is the largest urban center for the region. PRIDE, which provides services at no cost, is currently the only substance abuse education and intervention program available in the region. Cal Farley’s contributions to PRIDE has several components, including the capacity to conduct ongoing process and outcome evaluations of PRIDE’s services. This partnership enhances PRIDE’s sustainability and outreach capacity while strengthening Cal Farley’s role as a vital community partner in the Panhandle.

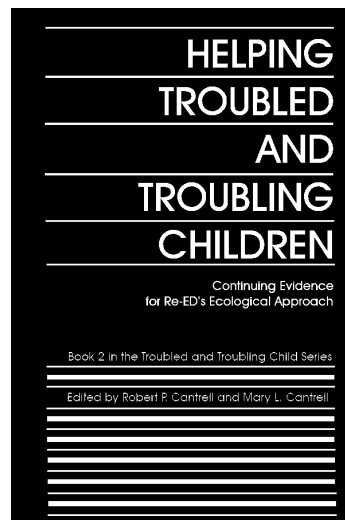
## **News Brief: Pressley Ridge - Thinking Strategically**

In preparation for its next strategic planning process, Pressley Ridge embarked on a series of scenario sessions. These sessions were designed to project what the world might be like in 20 years, and from there, extrapolate what the reality might be for the children and families Pressley Ridge serves. These sessions utilized the best thinking of the Board of Directors, key staff members and invited community leaders.

The process began with work groups gaining more specific knowledge in areas such as pharmaceutical advancements, information technology and United States changing demographics. Participants were then asked to identify important drivers that could influence society in the future as well as the major uncertainties that underlie those drivers. Through discussion, participants determined that two major uncertainties – the rate of economic growth and the speed of scientific advancement – had the most potential to impact Pressley Ridge in the future. Four scenarios were then derived based on the rate of these two uncertainties.

While no scenario can ever predict the future with 100% accuracy, Pressley Ridge now has some sound thinking and research on which to base its next strategic planning process.

Look for the book —  
coming soon!



## AREA Member Agencies

ChristieCare, Marylhurst, Oregon	<a href="http://www.christiecare.org">www.christiecare.org</a>
Charis Youth Center, Grass Valley, California	<a href="http://www.charisyouthcenter.org">www.charisyouthcenter.org</a>
The Whitaker School	
Cal Farley's, Amarillo, Texas	<a href="http://www.calfarley.org">www.calfarley.org</a>
Washington State Re-ED	<a href="http://www.warea.org">www.warea.org</a>
CENTERSTONE, Nashville, Tennessee	<a href="http://www.centerstone.org">www.centerstone.org</a>
SECEP, Norfolk, Virginia	<a href="http://www.secep.net">www.secep.net</a>
Stepping Stones, Inc., Lavalette, West Virginia	<a href="http://www.stepsingstonesinc.org">www.stepsingstonesinc.org</a>
Wright School, Durham, North Carolina	<a href="http://www.wrightschool.org">www.wrightschool.org</a>
Youth Villages, Memphis, Tennessee	<a href="http://www.youthvillages.org">www.youthvillages.org</a>
Pressley Ridge, Pittsburgh, Pennsylvania	<a href="http://www.pressleyridge.org">www.pressleyridge.org</a>
Youth Academy, Fairmount, West Virginia	<a href="http://www.youthacademywv.com">www.youthacademywv.com</a>
Family Links, Pittsburgh, Pennsylvania	<a href="http://www.familylinks.org">www.familylinks.org</a>
Positive Education Program, Cleveland, Ohio	<a href="http://www.pepcleve.org">www.pepcleve.org</a>

Questions? If you have  
any questions, comments,  
or story ideas concerning  
AREA News, please e-mail  
Terry Cooper at  
[terrycooper@calfarley.org](mailto:terrycooper@calfarley.org)

For more information about AREA contact:

American Re-Education Association  
Mark Freado, Executive Director  
P.O. Box 1331  
Westerville, Ohio 43086

614-783-6314  
[mdfreado@re-ed.org](mailto:mdfreado@re-ed.org)  
Website: [www.re-ed.org](http://www.re-ed.org)