



Serendipity's Mission is to provide the best environment for our students to heal and become educated, productive community members.

RE-Education Fact Sheet

As the guiding philosophy for our therapeutic school, Serendipity embraces the principles of Re-Education. These focus on the strength inherent in each child, employing a variety of perspectives and experiential approaches to thoughtfully move students towards independence.



Trust is essential between children and adults.



Feelings should be nurtured, explored and shared.



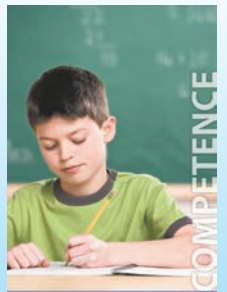
Groups are important and major sources of instruction.



Community must be experienced to be learned.



Intelligence of children can be enhanced.



Competence makes a difference, especially with schoolwork

Serendipity Center seeks to provide the best environment for its students to heal and become educated, productive community members. To achieve this goal, we built our program around the RE-Education model developed by noted psychologist Dr. Nicholas Hobbs. Hobbs was a pioneer in the field of child psychology and his research led to the development of new concepts for treating children with emotional problems and children with intellectual disabilities. His innovative programs emphasized teaching rather than therapy and addressing the child's full environment (family, school, neighborhood) with the goal of teaching children and their caregivers more constructive ways of addressing and overcoming problem situations.

RE-Education was selected as the guiding philosophy for Serendipity Center because it is founded on the belief that children can be

taught to manage their behavior. This unique framework focuses on the strengths inherent in each student and employs a variety of approaches to solve problems. With its teaching and learning emphasis, it is a perfect platform for a therapeutic school. Re-ED uses educators or "Teacher/Counselors" as primary personnel responsible for working with students. This work occurs in an environment where there are clear expectations for behavior, where competence is stressed, and where efforts are

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Serendipity is guided by the 12 principles of Re-Education.

"In RE-Ed, no one waits for a special therapeutic hour. We try, as best we can, to make all hours special. We strive for immediate and sustained involvement in purposive and consequential living."

— Dr. Nicholas Hobbs

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Self-control can be taught and behavior managed.



Physical experiences help us define ourselves.



Life should be lived now, not in the past.



Time is an ally in support of positive changes.



Ceremony and ritual give order, stability and confidence.



A child should know some joy in each day.

We integrate the 12 principles of Re-Education into every student's day.

made within the child's ecology to find or build on strengths.

Staff at Serendipity embrace the principles of RE-ED and actively use them to bring out the best in each of the children whose lives we touch.

RE-Education at Serendipity

The twelve principles of RE-Ed define and guide our educational, therapeutic, and transition services.

For example:

- We believe that young people have a tremendous desire to do well and view maladaptive behaviors as indicative of skill deficits. Staff members are trained in coaching and collaborative conversations.
- We believe that reliable, understanding adults are instrumental for children striving to make changes. Serendipity staff members, all Teacher-Counselors in the RE-Ed tradition, are genuine, authentic, and constantly engaging with students to establish positive, healthy relationships.
- We believe that with the right emotional education, disabled or traumatized children can greatly improve their communication and self-regulation skills. Practice, coaching, and role

playing are activities that ready young people to navigate their emotional ups and downs.

- We believe that the experiencing of community is essential, so we facilitate group interaction and foster leadership through student council, community volunteering, and campus jobs.
- We believe that a child should experience joy every day. We accomplish this through fun school activities, such as dances, structured play, therapy llamas, and gardening, as well as through regular ceremonies recognizing successful steps forward.

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