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**An Integrative Psychotherapy approach to Education: Relational Needs in the Classroom**

*Title*

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Abstract:

Educators help meet the relational needs of students in ways that promote students' growth and development. Powerful opportunities exist to increase effectiveness in the classroom by recognizing and responding to the relational needs of students. In this article, eight relational needs are described which, when satisfied, enhance human functioning. Best practice in education focuses, in part, on the dynamics of the student-teacher relationship.

In Integrative Psychotherapy, we understand and cherish the primacy of interpersonal relationships. We see harmful interpersonal relationships as one source of many personal and social problems. We also know the power of interpersonal relationships as curative agents for many of life's ills.

Valuing the client for his or her uniqueness and accepting the client regardless of life circumstances are key values in Integrative Psychotherapy (Erskine, 2013). Ever since the ground-breaking work of Carl Rogers (1951), the client-centered approach to psychotherapy has provided a solid foundation upon which all effective psychotherapies have been built. Likewise, effective teachers adopt a student-centered perspective. Educators recognize that teaching and learning is personal. Students come to school with various academic goals and professional desires. They also bring with them unique life experiences and worldviews. Teachers interpret these factors, assisting students in becoming more prepared to understand and accept their individual personal needs.