



All Kinds of Minds®

The Impact of the Schools Attuned® Program

A Snapshot of Research Results

All Kinds of Minds is committed to the use of objective and focused outcomes research to inform the development of our programs for K-12 educators. Our R & D team is fully engaged in understanding and nurturing the educational needs of all children by translating new knowledge and research into practice. Research guides every aspect of our work:

- The content of our programs is based on the latest advances in educational, psychological, medical, and clinical knowledge;
- The design and delivery of our programs is based on research on professional development that changes teaching practice and has a positive impact on student outcomes; and
- Our comprehensive research agenda includes internally conducted evaluation as well as rigorous independent research designed to examine the impact of our programs on students, teachers, families, schools, and educational policies.

Since 2000, we have supported more than a dozen high quality research studies to examine the impact of the Schools Attuned program across a variety of states and regions. In addition, many individual schools and districts have collected their own internal data on the impact of the program in their locales.

Considered as a whole, these studies provide a substantial and compelling body of evidence that Schools Attuned is an effective program to help students succeed and has positive impacts on teachers and schools.

Results for Students – Predictors of Academic Success

- > **More positive attitudes about school** – 91% of teachers in UMASS (University of Massachusetts) study and 100% of teachers in the New York City Project reported improved student attitudes. WestEd study SA (Schools Attuned) educators reported improvements in students' attitudes toward school that would enhance long-term positive outcomes for students.
- > **Increased confidence in abilities and self-understanding** - 84% of SA students in Oklahoma study reported increases in their confidence and self-understanding. 91% of teachers in UMASS study attributed improved student self-confidence to SA.
- > **Increased engagement in learning** – Students of SA-trained teachers in Westat study had significantly higher engagement scores than those of their peers, and showed significant growth in participation during class.
- > **Improved behavior in class** - 74% of teachers in NYC Dept. of Ed study reported increased time on-task among students. Schools in Texas and New Jersey elementary studies reported 30-45% decreases in disciplinary referrals due to SA.

Results for Students – Academic Skills, Test Scores, and Grades

- > SA teachers in the Westat study reported statistically significant gains for students in Reading/Language Arts, Mathematics, and Critical Thinking.
- > 3rd – 6th grade SA students in the Fort Worth District study showed statistically significant higher gains than non-SA students on Reading and Math standardized test scores.
- > 79% of teachers surveyed in the UMASS study reported small positive effects on student course grades and standardized test scores due to SA.
- > Course grade improvements were documented for students in the North Carolina study in reading (59% improvement), Language Arts (57% improvement), and mathematics (47% improvement).

Results for Teachers – Finding Pathways to Student Success

- > **Better understanding of students as learners** – 80 –100% teachers across NYC Dept of Ed, Montecito School District, and Park Tudor School studies reported increased understanding of their students due to SA.
- > **Greater efficacy to work with diverse learners** – SA trained teachers in the Westat study scored above comparison teachers on self-efficacy for instructional strategies (+.18) and classroom management (+.10). In classroom observations, WestEd study researchers rated SA teachers as using significantly more instructional tools for working with diverse learners than non-SA teachers.
- > **Improved use of strategies to overcome barriers to student learning** – 80 - 91% of teachers in NYC Dept of Ed and New York Jewish Day School studies reported increases in their ability to create educational plans and select strategies to improve academic achievement of their students. SA-trained teachers in WestEd study were statistically significantly more likely than non-SA teachers to initiate assistance or help to students, provide clear expectations to students, encourage active participation from all, and better manage disruptions in the classroom.

Results for Schools – In-School Practices, Teacher Collaboration, and Alliances with Families

- > **Improved school-wide collaboration** – 75% of teachers in Westat study reported using SA to collaborate with colleagues on student learning. SA training provided schools in the WestEd study with a common language and a way to describe children that all staff members understood, and improved teachers' communication and collaboration around student learning.
- > **Improved use of special education resources** – 98% of teachers in Sulphur Springs District study reported that SA has made them more willing to teach students with learning disabilities and learning needs. Results in this same study showed a 78% decrease in pull-out services – when students leave their classrooms to get assistance from a special education teacher, and special education placement accuracy increase from 63% to 97%, meaning that special education assessments were being directed more accurately to the students who need special services most. 50 – 72% decreases in special education referrals were seen across other schools in Texas, California, New Jersey and Ohio.
- > **Stronger alliances between schools and families** – 87% of teachers in UMASS study reported improved parent-teacher relationships through the use of SA. SA teachers in WestEd study had statistically significantly higher ratings for parent and community involvement than non-SA teachers, including collaboration with parents around strategies to use at home.

What does this mean?

Results of studies highlighted in this document reveal that the Schools Attuned Program is positively impacting students, teachers, schools and families within the specific areas detailed above. See study references. >

To learn more about the individual studies and/or entire body of research

Comprehensive materials about these research studies are available via our Web site at www.allkindsofminds.org/Research/independent.aspx.

For more information on programs from All Kinds of Minds:

Phone: 1.888.829.5995

E-mail: sa@allkindsofminds.org

To view program offerings or register for a course, visit:

www.allkindsofminds.org/pd/info



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