

**Action research on the Schools Attuned program and special education outcomes:**  
**Data submitted to All Kinds of Minds between May 2003 and June 2007**

Decades of research has documented that children who struggle with learning differences unnecessarily fail in school at great personal and societal cost. It is the hypothesis of the All Kinds of Minds Institute that this problem continues to exist because educators are ill prepared to understand and address differences in learning in their classrooms and schools using a neurodevelopmental knowledge base. Schools Attuned equips educators with new knowledge, skills and strategies so that sound, defensible professional judgments can be made about best instructional practices with struggling learners.

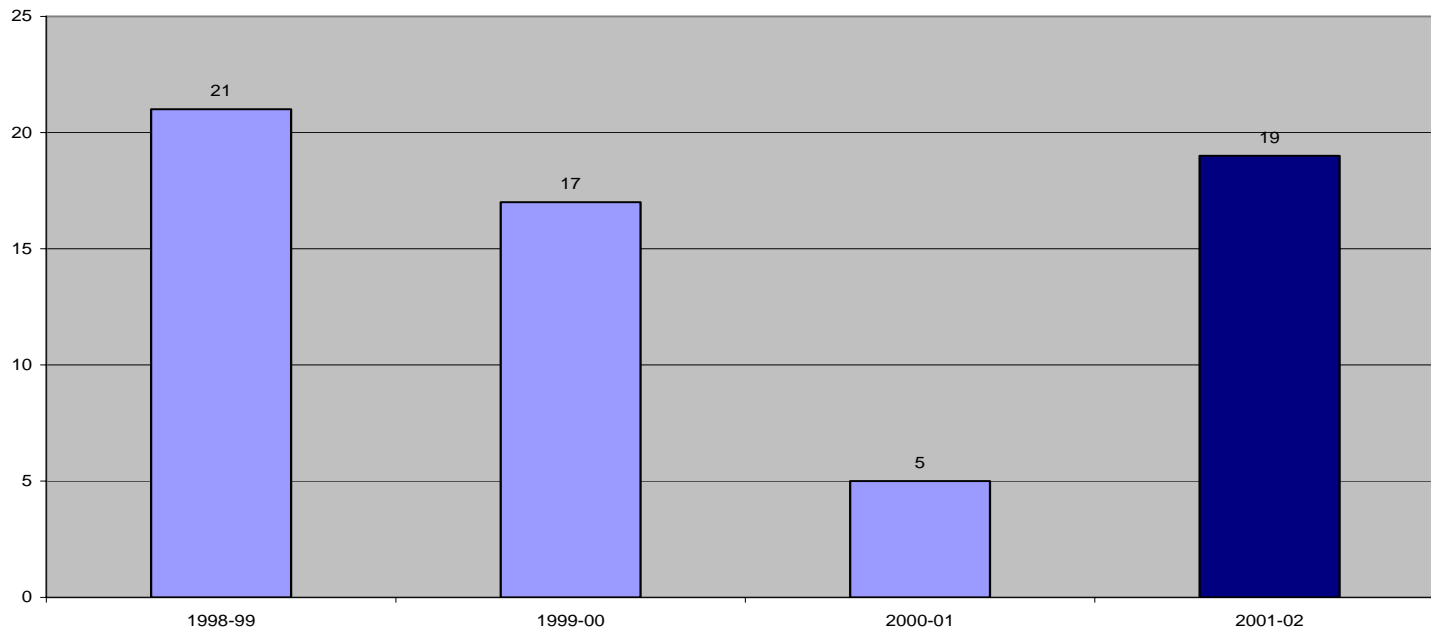
Since the initiation of Schools Attuned, All Kinds of Minds has collected annual program evaluation data and has prompted research with regard to the outcomes of Schools Attuned. One important result of this research has been preliminary findings that Schools Attuned has a positive impact on the efficacy and appropriate use of the Special Education system.

Schools have begun to document a decrease over the years in referrals for special education, improvements in accuracy rates, and reduction in the provision of special services as a result of their use of the Schools Attuned program. Here are some examples of data collected by schools and school districts and submitted to All Kinds of Minds.

Carey (2003): Action research conducted at Evergreen Avenue Elementary.

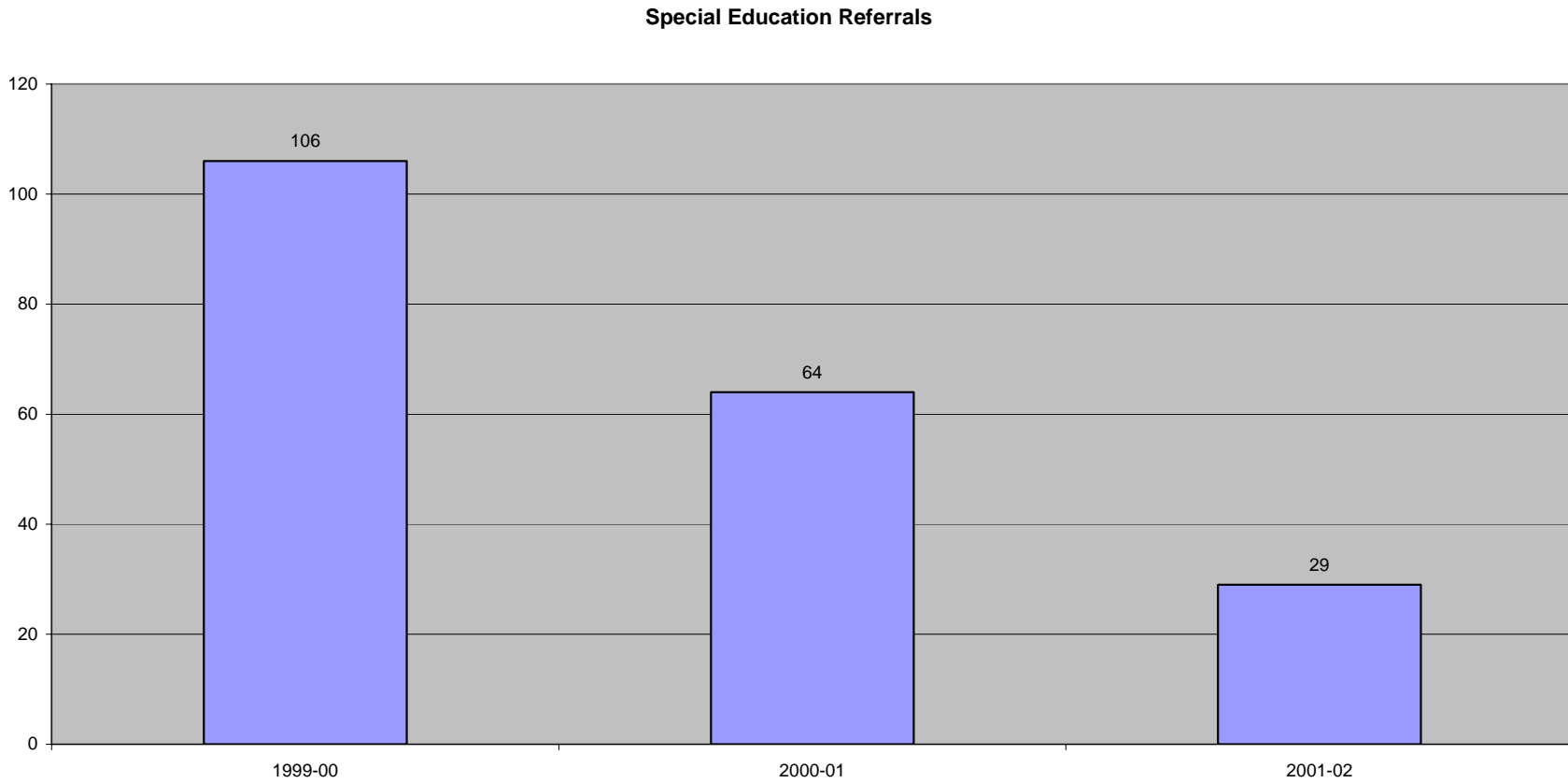
Schools Attuned has impacted child study team referral rates. From 1998-2001, the same guidance counselor, implementing Schools Attuned, worked with teachers on referral processes. For the 2001-02 school year, a new guidance counselor was hired who had not yet participated in Schools Attuned. An increase in referrals coincided with the hiring of a new guidance counselor:

**Child Study Team Referrals**



Spagna (2003): Action research conducted at Vaughn Learning Center.

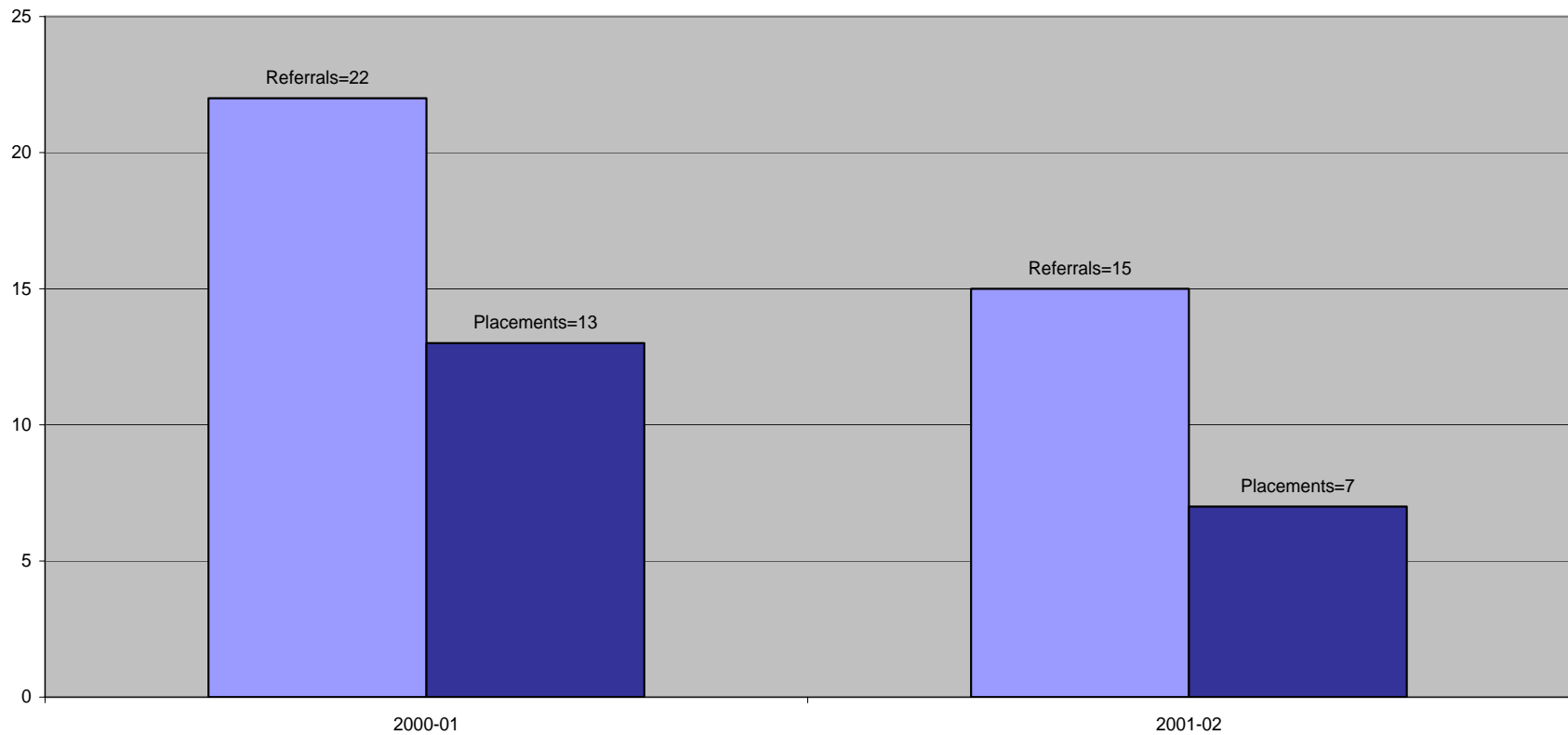
With the implementation of Schools Attuned at Vaughn Learning Center in Los Angeles, California, special education referrals decreased by approximately 50% each year between 1999-2002:



Gibbs (2003): Action research conducted at Monroe Middle School

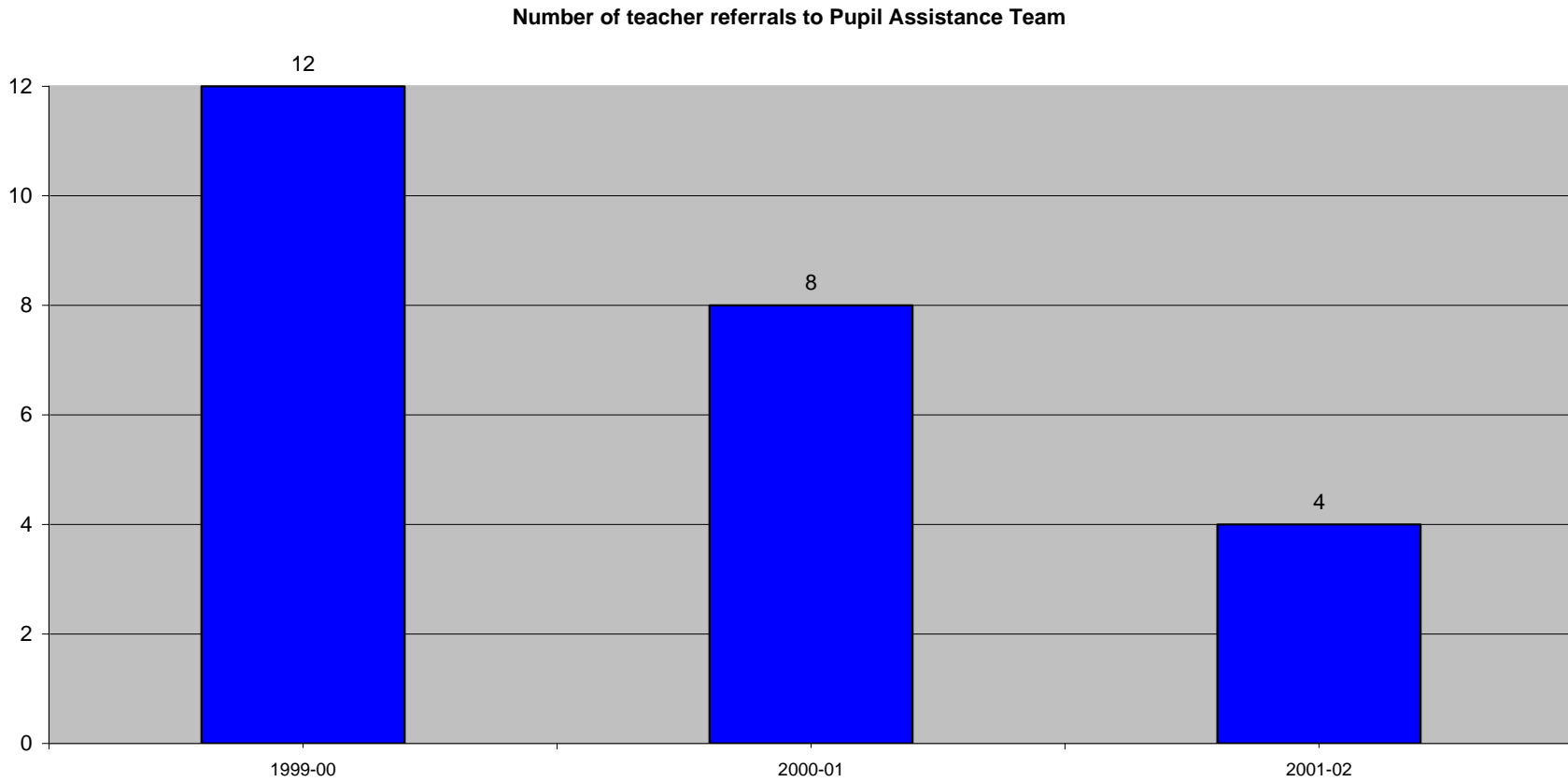
In the first year of Schools Attuned implementation at Monroe Middle School in Santa Clara County California, special education referrals and placements decreased by almost 50%:

Special Education Referrals and Placements



Ingemi (2003): Action research conducted at Menlo Park Terrace School

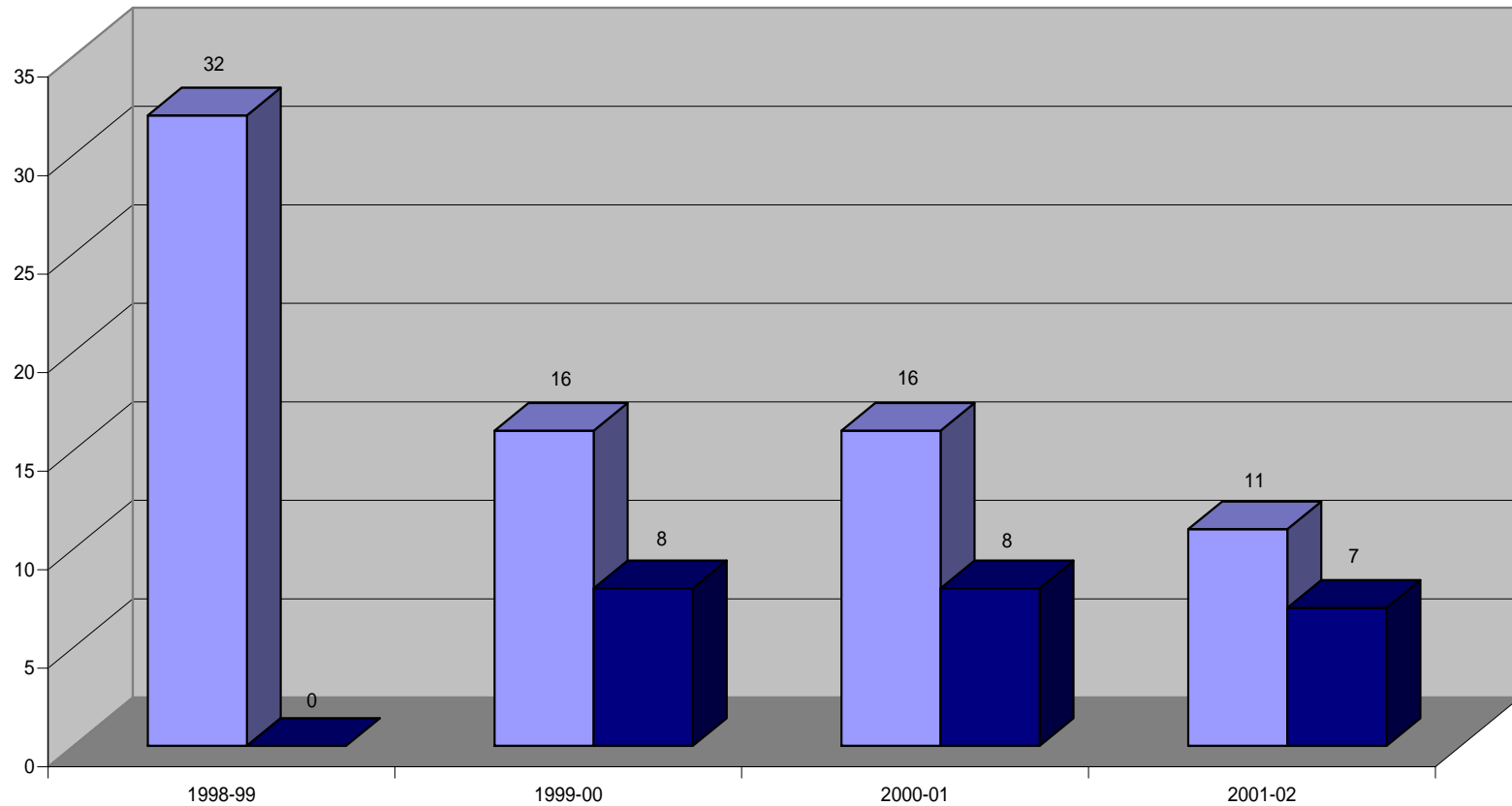
Schools Attuned has been successfully integrated as a pre-referral process at Menlo Park Terrace School in Woodbury, New Jersey. Results have included annual decreases in the number of referrals to the Pupil Assistance Team:



Flores-Brothers (2003): Action research conducted at Richard J. Wilson Elementary

After Schools Attuned was integrated into the pre-referral process at Richard J. Wilson Elementary School in Fort Worth, Texas, the total number of students placed in special education decreased by 66% and the percentages of students placed in inclusion settings increased from 0 to 64%:

Special Education Total Placements and Inclusion Placements



Farrell (2007): Mansfield District Special Education Testing Data

Mansfield Ohio school district records document that between the 2001-02 to 2006-07 school years, overall special education referrals have decreased by 52% and accuracy rates have increased from approximately 39% to 72%, which administrators attribute to schools' use of Schools Attuned:

District Special Education Placement Data

