The **Rise School of Stillwater** provides a focused program for children with developmental delays and typically developing children ranging in age from 18 months to 6 years. One unique aspect of the Rise School is the integration of children with disabilities among their non-disabled peers. Physical, speech and music therapies are part of the daily schedule. Children currently enrolled in the Rise School represent eight school districts including Perkins, Pawnee, Ripley, Stillwater, Cushing, Morrison, Mulhall-Orlando and Mannford. A waiting list of 18 includes a child from California.

**Research** is another unique component that strengthens and distinguishes the Rise School of Stillwater from its six peer institutions across the country. The purpose of the research at the Rise School is to examine how children’s participation in the Rise School program is related to developmental outcomes and family functioning. Findings from two years of research are promising.

### Key findings for the first 2 years

**Research indicates positive changes over time among children attending the Rise School and their families.**

- Children with disabilities who attended the Rise School demonstrated significant gains in positive social behaviors towards peers such as empathy, cooperation, and kindness.
- Families of children with disabilities who attended the Rise School reported a significant increase in family cohesion.
- Rise School teachers reported significant gains in closeness with their students at the Rise School.

**Parent satisfaction at the Rise School is generally high.**

- 100% of Rise School parents would recommend the Rise School to a friend in a similar situation.
- 94% of Rise School parents are satisfied with the quality of the Rise School, with 72% of parents rating the quality as excellent and 22% rating the quality as good.
- 89% of Rise School parents are satisfied with the services provided by the Rise School.
- 78% of Rise School parents indicated that the Rise School helps alleviate family stress.

**The Rise School provides social support for families of children with disabilities and without disabilities.**

- 100% of Rise School parents reported that it was helpful to talk to a Rise School teacher or staff member about a problem.
- 94% of Rise School parents reported that a relationship with another parent made a positive impact in their life.
- 89% of Rise School parents reported that a relationship with a teacher made a positive impact in their life.
Parents of children attending the Rise School of Stillwater said:

“Our child has started walking, talking, and communicating since she started at the Rise School. That alleviates a lot of stress from our family.”

“Attending the Rise School has helped my child socially and developmentally. The staff works at my child’s level and strive to bring my child to the next level. My child uses sign language more, talks more, and loves music therapy.”

“My child can now feed himself. He is verbal with his wants/needs. His memory has more than doubled. His speech has improved. He wants to interact with his siblings no matter what they are doing.”

“Relationships with parents of other children at the Rise School have helped me to realize what a miracle life is and that my child’s bad days are not that bad.”

“Having another advocate for our child and another point of view to help with problem solving for him has made a positive impact on my life.”

Sue Williams, Ph.D.
Department Head
Human Development and Family Science
405-744-5360

Amy Haliburton, Ph.D.
Assistant Professor
Human Development and Family Science
918-594-8169

Rachel Stallings, M.S.
Director
Rise School of Stillwater
405-744-7767

Oklahoma State University in compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid, and educational services. Title IX of the Education Amendments and Oklahoma State University policy prohibit discrimination in the provision of services of benefits offered by the University based on gender. Any person (student, faculty or staff) who believes that discriminatory practices have been engaged in based upon gender may discuss their concerns and file informal or formal complaints of possible violations of Title IX with the CSU Title IX Coordinator, Dr. Carolyn Hernandez, Director of Affirmative Action, 405-744-5371 or (405)744-5576(fax).