



COLLEGE OF  
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## The Cleo L. Craig Child Development Laboratory- Rise Program

The Child Development Laboratory-Rise Program on the Oklahoma State University campus in Stillwater, Oklahoma, provides a focused program for children with developmental delays/disabilities and typically-developing children ranging in age from 12 months to 6 years. Physical, occupational, speech & language, and music therapies are part of the regular schedule. Additionally, warm water activities are offered on a weekly basis. Developmentally appropriate practices are utilized when selecting and implementing program curriculum, teaching strategies, and ongoing assessment of children.

**Research** is one unique component that strengthens and distinguishes the OSU Program from the other Rise Programs across the country. The purpose of this research is to examine how children's participation in the program is related to developmental outcomes and family functioning. Data are gathered quantitatively from parents and teachers through questionnaires, as well as qualitatively from parents through focus groups. Research findings continue to be promising. This report highlights data from the 2011-2012 school year, as well as selected longitudinal findings. To date, research findings have been disseminated locally, regionally, nationally, and internationally through peer-reviewed publications, conference presentations, technical reports, and media including:

- *Journal of Early Child Development and Care*
- *Society for Research in Child Development*
- *Society for Research in Human Development*
- *American Association on Intellectual and Developmental Disabilities*

## Key Facts about the CDL-Rise Program

The Cleo L. Craig Child Development Laboratory-Rise Program provides high-quality early childhood educational services for all children in an inclusive environment. This unique, integrated program not only serves children and families, but plays many other important roles in the community and state of Oklahoma. The following key points are significant to the program.

- Accredited by the National Association for the Education of Young Children (NAEYC)
  - ◊ Scored 100% or 100%+ in 9 of 10 categories
  - ◊ Scored 96% in 1 of 10 categories; classrooms scored 96%
- Recognized as a Three-Star Facility by Oklahoma Department of Human Services



- Children enrolled in the CDL- Rise Program represent six school districts in Central Oklahoma: Cushing, Morrison, Pawnee, Edmond, Guthrie, and Stillwater. Educational and financial collaborations have been established with three of those districts.
- Based on research findings indicating strong parent interest, a Parent-Teacher Organization was formed in 2011. Currently, the PTO is involved in fundraising, parent-school-community networking, technology/equipment expansion, and program support.
- Teacher training is provided on-site for in-service and pre-service early childhood teachers and professionals in other related fields.
  - ◊ Over 200 students in the OSU Early Childhood Education program spend time in CDL-Rise classrooms as a component of their teacher training program.
- Community partnerships and organizations provide financial support for the CDL-Rise Program in a variety of ways.
  - ◊ Stillwater Public Schools provides partial salary and benefits for the Pre-K/K program.
  - ◊ The Mya's Promise Foundation raises funds and provides scholarships for children to attend the program.
  - ◊ The Trans Siberian Orchestra—Stone City Attractions, Inc. has provided over \$52,000 to support therapies for children.
  - ◊ The Gamma Phi Beta Sorority at OSU hosts an annual "Pancake Palooza" fundraising event, with proceeds going to the program.
- University and community services are provided in several ways, including:
  - ◊ Practicum site for OSU students in the following departments: Human Development & Family Science; Nutritional Sciences; Recreation Management/Therapeutic Recreation; Design, Housing, & Merchandising; Communication Sciences & Disorders.
  - ◊ Practicum site for Northern Oklahoma College nursing students
  - ◊ Host site for high school and community college tours
  - ◊ Observation labs for researchers and parents
  - ◊ Teacher training site
  - ◊ Parenting programs
- An Advisory Board exists at the local level. Comprised of members from the university, parents, and community members, this advisory board provides counsel and recommendations about matters related to curriculum, research, teacher training, policies and procedures, community service, and special events.
- The Growing the Future Endowment provides long-term support for the CDL-Rise Program.

# Key Research Findings

## Children's Developmental Gains

For the third consecutive year, research indicates that children with developmental delays and disabilities are making gains in their adaptive behavior. Development of these skills is a crucial component of an individual's ability to function independently on a daily basis. Children with delays/disabilities who attended the program prior to July 2011 then attended the program in 2011-2012 have seen significant growth in many areas of development. Importantly, research shows that children are making gains in new areas of development (designated with an \*):

- Expressive communication skills
- Receptive communication skills\* (new finding in 2012)
- Written communication skills\* (new finding in 2012)
- Community living skills
- Personal daily living skills\* (new finding in 2012)
- Domestic living skills\* (new finding in 2012)
- Fine and gross motor skills
- Interpersonal relationship skills
- Play and leisure time\* (new finding in 2012)

*"Our child has learned so much in such a short amount of time! They are able to give our child more one-on-one attention than public school teachers are able to give, and it shows positively."*

*"The CDL-Rise has made the most significant positive impact on our daughter and us as a family. The growth and improvements our daughter has made go far beyond anything we could have even thought possible."*

*"My child's communication skills have blossomed."*

## Positive Family Outcomes

Parents of children who attended the CDL-Rise Program reported statistically significant positive changes in several family-related variables. These findings are important, as positive changes in these variables have the potential to in turn positively impact parent-child relationships, family relationships, and children's peer relationships.

- Increase in family adaptability
- Decrease in negative feelings towards parenting
- Decrease in difficult child behavior that often contributes to parent stress
- Decrease in parent-reported child anxiety/depression



## Children Without Disabilities

Not only is the research showing developmental gains for children with disabilities and their families, but parents of children without disabilities have also reported positive changes in their children.

- Parents report that their typically-developing children demonstrate compassion for children with disabilities, and that this transcends beyond their classroom participation.
- Parents also indicate that their typically-developing children are growing up with a natural acceptance of differences, particularly an acceptance of children with disabilities, and that is reflected in the way they interact with their friends with disabilities at school and in the community.

## Parent Satisfaction

Parent-report of CDL-Rise Program quality remained high in 2012.

- 98% of parents rated the quality of the CDL-Rise Program as "excellent" or "good."

*"The CDL-Rise program does a great job and inclusive classrooms give each individual student the level of activities, attention, and cues to enhance learning at their own pace."*

Similar to the quality rating, parent satisfaction remained high in 2012.

- 99% of parents reported that they were satisfied with the services they received at the CDL-Rise Program.

*"My daughter has reached all academic goals and beyond due to great teachers, activities, and curriculum."*

Similar to the previous year,

- 100% of parents reported they would recommend the CDL-Rise Program to their friends.

*"Our experience has been amazing. We are confident our child's experience has molded her into the young girl she is, which is a happy, educated, and compassionate girl."*

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