



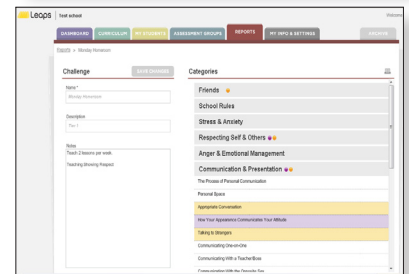
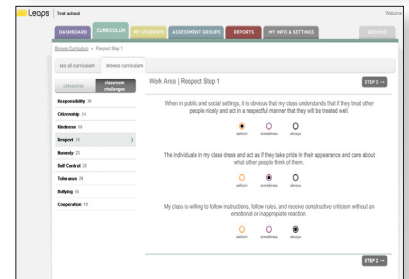
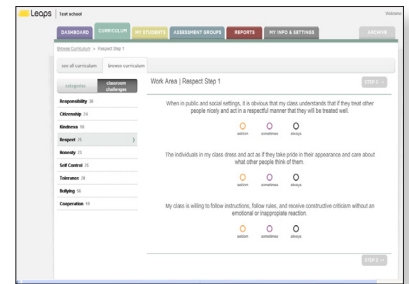
# LEAPS AND RTI FOR BEHAVIOR: HOW IT WORKS

Leaps is partnering with school districts across the country providing the content, benchmarks, and progress reporting for the positive behavioral components of RTI. Leaps provides the assessing tools, progress and regression notations, multi-tiered benchmarks, and the Fidelity of Implementation reports based upon usage, results, and satisfaction. These data points are reportable per individual student or can be rolled up to a classroom, program, school, or the entire district.

## Tier I – Prevention/Core Instruction

Leaps is a comprehensive social and emotional interactive curriculum replete with multi-modal assessing instruments. Leaps “Classroom Challenges” is a perfect fit for the process of utilizing “prescriptive assessments to design instruction”. This feature allows classroom teachers to identify the area of topical focus based upon the preventative needs presented by the classroom. Tier I:

- Using the Leaps “Classroom Challenges” tool, classroom educators simply choose the area of focused preventative training or need for their class and then answer simple behavioral observational questions. These focused areas cover a range of categorical needs from citizenship to respect to bullying and 6 other categorical values and character traits. Based upon the observations of the educator, Leaps will identify the most relevant lesson plans for that class as well as the necessary secondary support lessons.
- Because the “Classroom Challenges” tool is designed to elicit an observational response from the educator, Leaps can identify the areas of need that are most relevant to the class – even from a preventative format. This greatly increases efficiency and effectiveness of the time allotted for Tier I Prevention. This process also affords teacher input which increases the likelihood of teacher buy-in and participation.
- Finally, the “Classroom Challenges” report is printable. When printed the report serves as the benchmark reporting for Tier I because areas of primary and secondary need, from a preventative standpoint, are identified and then those areas of need are supported through lesson plan delivery for both primary and secondary levels. This process removes the guesswork, makes the process relevant to that specific class, affords the opportunity for a systemic, or school-wide focus on a given area while still focusing on the individual needs of that particular class, and helps bring the teachers input into the solution.



## Tier I – Sample Implementations

- Some schools use Leaps on a daily basis, teaching a portion of a Leaps lesson each morning in a homeroom setting.
- The Classroom Challenges tool lends itself well to a comprehensive character or social values development tool, while still providing the clinical content for true behavior intervention training.
- Many schools utilize a systemic focus on specific areas for Tier I prevention training. Leaps provides the content for this type of systemic approach but then allows each classroom teacher to identify the most relevant lesson for his or her class within the area of assigned focus, i.e. if the district focuses on Respect this month, Leaps identifies the most relevant Respect lesson plans for each class based upon the observational needs of each individual class.



## Tier II – Targeted Group Intervention

Leaps provides the assessing and reporting tools to identify the students in need of behavioral intervention training as well as the data necessary to create and assign small group placement for maximum benefit of results. Leaps accomplishes this by identifying the individual needs of students but then reporting those individual needs in a categorical fashion for small group development. This specificity gives the educator/interventionist the best opportunity to group students based upon real need and therefore the best opportunity to intervene in that need while producing measurable and demonstrable benchmarks for placement, progress, and exiting the group. Leaps produces Tier II reporting and programming results by:

	Score	Minimum Target	Optimal Target
Friends	1.1	3	5
School Rules	2.3	3	5
Stress & Anxiety	2	3	5
Respecting Self & Others	1.4	3	5
Anger & Emotional Management	1.9	3	5
Communication & Presentation	1.9	3	5
Decisions & Consequences	1.8	3	5
Hygiene	5	3	5
Managing Time & Attention	1.8	3	5
Social Life	1.6	3	5

- identifying behaviorally at-risk students through a robust multi-modal assessing process
- creating an individualized student plan that identifies the students individual level of functioning but comports those individual needs into group modality formats
- identifying areas of need that are common amongst different students for the development of small groups
- Providing the reportable benchmarks with a parental interpretation for an active communication plan
- creating categorical benchmarks for pre and post participation measurements
- categorizing areas of intervention into functional groupings which makes communication, implementation, and fidelity efficient and effective

The screenshot shows the 'ASSESSMENT GROUPS' section of the Leaps interface. It displays a form for creating a new group named 'Monday Homeroom'. The form includes fields for 'Your Group Name\*' and 'Description\*', both containing the text 'Monday Homeroom' and 'Tier 2' respectively. Below these fields is a table of 'Selected Assessments':

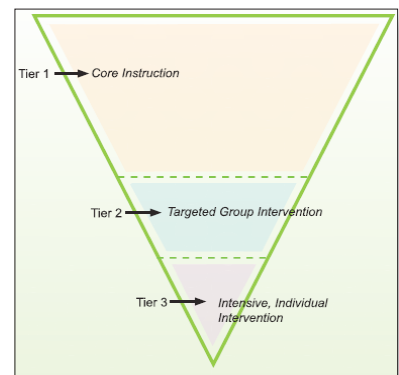
Student	Assessment	Date	Action
Student Jane (2)	Interview	05/04/2010	✕
Billy Self (2)	Informant (Julia)	05/21/2010	✕
Joe Student (3)	Interview	05/04/2010	✕

To the right of the form is a section titled '2. Select Your Students' Assessments' with a list of students and their assessment counts, each with a checkbox and a right-pointing arrow:

- Student Jane (2)
- Johnny Jock (1)
- Billy Self (2)
- Joe Student (3)

## Tier II – Implementations

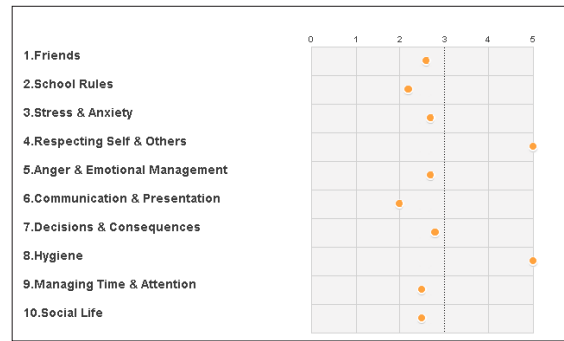
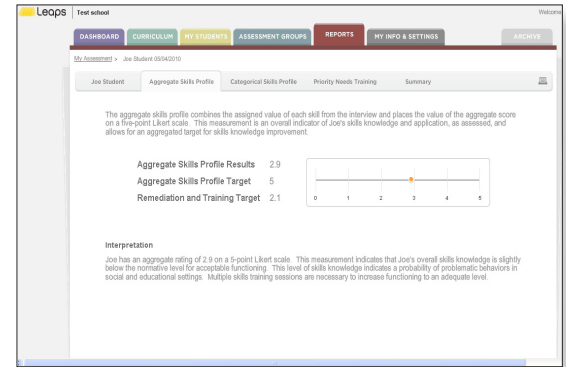
- On average, 15% of a school's students are identified as at-risk, performing below expected levels, or needing specific supports to make adequate academic progress. Leaps resources, in the form of individual and group assessment tools, enable educators to precisely target the skill deficits that can best help the student function, cope and adapt more appropriately to his school, community, and home environments. This gives the student the best opportunity for academic success. Leaps lesson plans are designed to foster active discussion and role-play scenarios that are ideal for small group or classroom use.
- Most Tier II Leaps implementations are centered around grouping students into categorical, or functional groups, based upon a commonality of assessed deficits. This specificity of grouping process allows for a true entrance criteria, progress goals, and measurable and reportable outcomes.



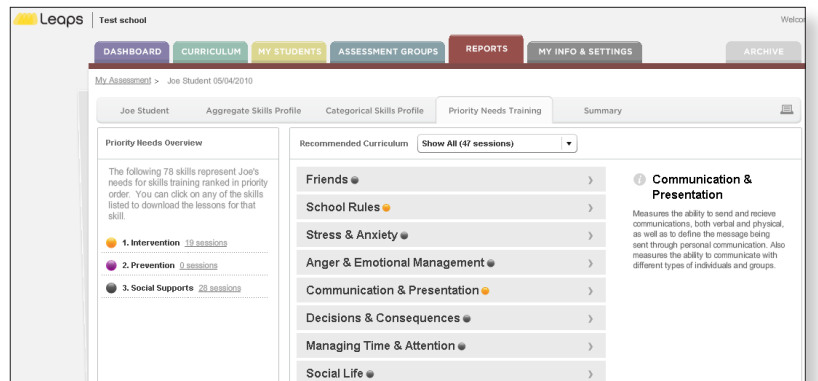
## Remediation – RTI Tier III

Leaps provides a multi-modal, multiple format assessing process that creates a highly individualized behavior improvement plan. This plan denotes the level of functioning of the student and the associated risk, it then categorizes and reports skills strengths and deficits, and then it identifies the intervention, prevention, and social integration areas of need. Leaps then fills each of these areas of need with lesson plans for intervention, prevention, and remediation. This process provides the opportunity for a pre and post participation assessment which provides specific and quantifiable statements of progress or regression. Leaps assessing and student profiling:

- identifies the specific level of functioning of the student and then denotes the functional and behavioral risks associated with this level of functioning
- communicates the areas of strength and deficit and then provides a “lay” interpretation of the areas of need and their potential impact



- provides a categorical breakdown of areas of need with specific levels of functioning within each of the existing categories. This information allows for a small group development and placement based upon a specificity of need
- creates an evolving improvement plan based upon the progress or decompensation of the student and then identifies the specific areas of need to be addressed in a priority order. Specific remediation content is then provided for each area of assigned need



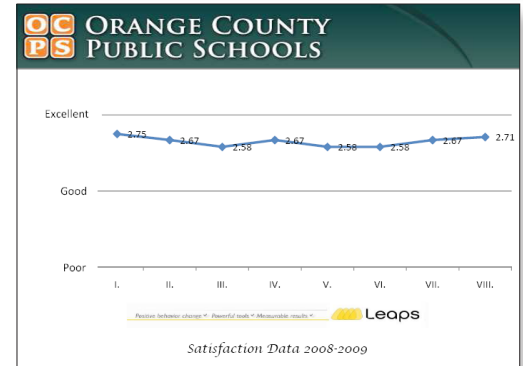
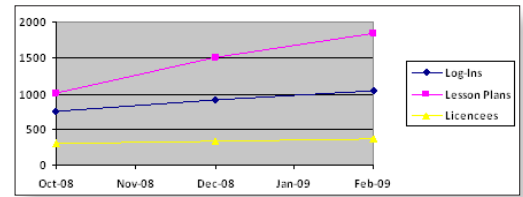
## Tier III – Implementations

- On average, 5% of a school's students need additional levels of support, usually in the form of intensive individualized intervention. The Leaps individual assessment tools provide educators a detailed roadmap and complete lesson plans to work with students one-on-one. The assessing process then affords the opportunity for a pre and post participation assessment and subsequent profile. This process clearly identifies specific areas of need, the content for addressing the need, and the process for reporting progress or regression.

## Fidelity of Implementation Reporting

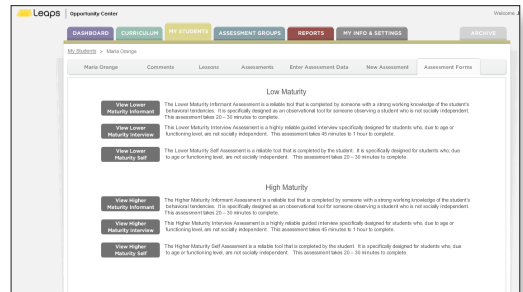
Leaps is delivered via online access using secured individual log-ins. This application allows for the analytical collection and reporting of usage, areas of focused use, and educator satisfaction with programming. These benchmarks of the Fidelity of Implementation are collected and reported at requested intervals. Some districts want Fidelity reports monthly, some quarterly, and some per semester. The reports are provided with a synopsis of utilization as well as a multi-tabbed database of the specifics of usage, lessons taught, licensees, and satisfaction.

These fidelity markers are then coupled with satisfaction data that is collected throughout the year. The satisfaction data is collected and reported as a quality assurance indicator and a key fidelity benchmark. These two data reports provide the necessary information to fully ascribe the Fidelity of Implementation. The fidelity information can then be coupled with the progress reporting outlined above to fully demonstrate implementation, intent, progress, and process. By automating these data collection and reporting processes the teachers and interventionists can maintain a focus on the students while Leaps takes care of the processes.



## Progress Monitoring

Leaps has a multi-tiered, multi modal assessing capability that creates psychosocial, or social and emotional, student profile reports for intervention, prevention, and social supports. The Leaps assessments are tiered based upon social independence and maturity with three (3) “High Maturity” assessments and three (3) “Lower Maturity” assessments. Within each tier the assessing capabilities are multi-modal in that the assessment can be administered in an interview format, proctored as a self-assessment or given to another as an informant-based assessment. This multi-modal format allows for flexibility based upon compliance and capacity of the individual being assessed, as well as the time constraints of the assessor.



Once an assessment has been completed, Leaps then converts the assessment into a profile of the student. This profile indicates the student’s overall skills functioning level and the risk of behaviors based upon this level as well as the areas or categories of both strengths and needs. Leaps then compartmentalizes lessons that need to be taught into intervention, prevention, and social support. In order to determine progress, a Leaps licensee can use a pre-participation or early-participation profile and then reassess at a set interval or after the completion of recommended lessons. Leaps will compare the first profile’s results to the second profiles results. This comparison will provide numerical detail of the level of progress or regression within the measured categories. It then assigns and graphs the percentage of improvement or regression for each area. This automated comparison report allows for real data comparisons of level of functioning assessments across the time of resource implementation for true progress to be determined.

