

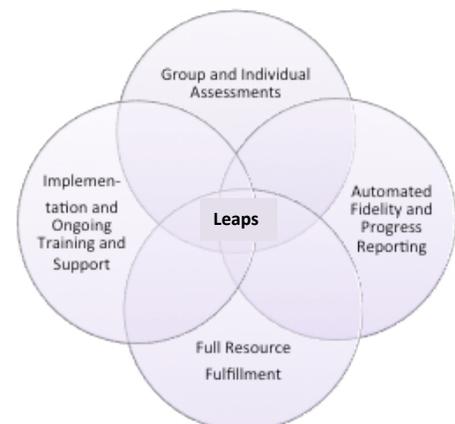
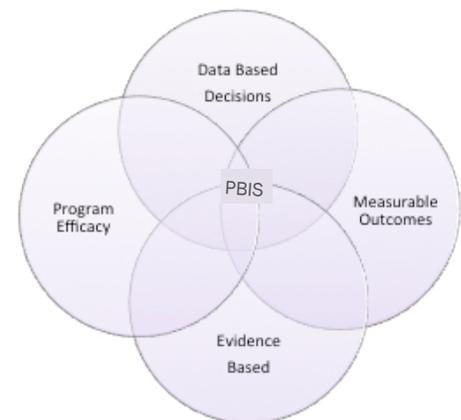
LEAPS AND POSITIVE BEHAVIOR SUPPORT (PBIS): HOW IT WORKS

Leaps is partnering with school districts across the country to operationalize PBIS initiatives and thereby enable these districts to improve the social and emotional skills of their students. PBIS is a tremendous framework from which administrators and educators make decisions regarding the social, emotional, and behavioral development of their students. Leaps is the resource fulfillment program that provides the content, assessments, progress and fidelity data, and training that moves schools from a framework to an operational environment.

Leaps complements PBIS within four key elements of the PBIS framework. It is a comprehensive, online program and resource for educators who are creating learning environments built upon resources that provide both evidence of benefit and content for delivery.

Leaps Complements PBIS Within These Four Vital Elements:

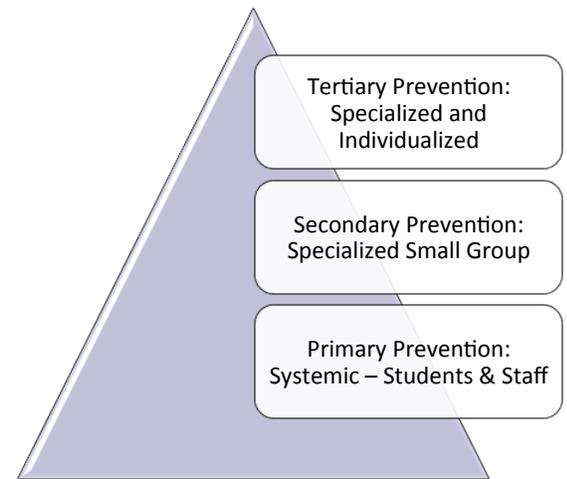
- 1. Data for Decision Making** – Leaps assessing processes, for individual students as well as small groups and classrooms, provides the information educators need to determine the level of behavioral service a student should receive and provides the actual fulfillment of service resource within the assigned level.
- 2. Measurable Outcomes** – Leaps assessing processes are automated and collected electronically which provides the opportunity to reassess post-participation. Leaps provides the ability to compare the pre and post participation reports. This data driven reporting process quantifies levels of functioning within key behavioral realms and then compares functioning levels across time to denote actual progress.
- 3. Evidence Based Content for Outcomes** – Leaps provides full lesson planning for all areas of assessed need. These lesson plans are the content fulfillment process that has been vetted and is fully evidence based to create positive and pro-social behavioral changes.
- 4. Implementation Practices** – Leaps offers a comprehensive and proven implementation package that includes usage based training, administrative training and ongoing topical training for the expansion of behavioral services within general education. Trainings are supplemented by ongoing fidelity reporting based on use of, satisfaction with, and saturation levels of programming. This data reporting process is then combined with automated progress reporting to determine the areas where progress is being achieved and the resources that were used to attain the progress.



How Leaps Makes PBIS Practical

Leaps can help you achieve positive, pro-social behavioral goals by providing the processes and structure for implementing behavioral practices. Delivered through secure, online access, Leaps is highly portable and flexible for educators in classrooms, small groups, and one-on-one settings.

Leaps combines a robust library of content with a multi-modal assessing arm with automated fidelity and progress reporting with a proven training package that addresses implementation as well as longitudinal usage. This gives administrators the ability to create core elements of focus for the district or school while giving the educators the ability to address those elements within classrooms, small groups, and/or one-on-one settings. Educators can accomplish this common vision, language, experience and focus while still addressing the needs of their individual students.

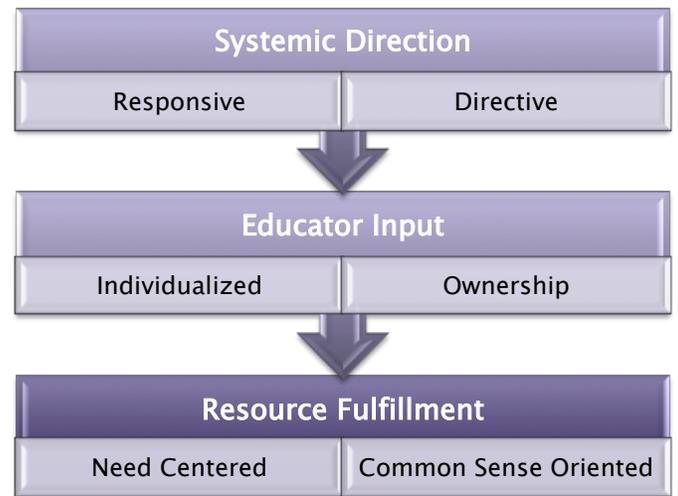


How Leaps Supports the Tiers of PBS

I. Primary Prevention: System and Classroom

Leaps provides a broad array of social and emotional development content in both higher and lower maturity lesson formats. In fact, Leaps offers nearly 200 lesson plans covering the range of social development topics from basic living, to communication and decision making, to clinical skills. With thousands of pages of lesson plans, worksheets and family communication recaps – how does an educator know what to do?

Leaps has the answer - through a classroom based observational assessment process that identifies the most relevant lesson plans for a classroom based upon the observations of the teacher. This allows for a systemic focus on a core element such as Bullying or Respect but it also means that each individual classroom, though focused on the core element, is learning skills necessary for that class. There are commonalities within the core elements of social and emotional growth but the fulfillment of those developmental processes would be based upon educator input that allows for an individualization of teaching for that classroom. The Leaps “Classroom Challenges” resource accomplishes this. The system sets the focus, the teacher gives his or her input, Leaps assigns the lessons, and the students learn the social and emotional elements within a framework of their need.

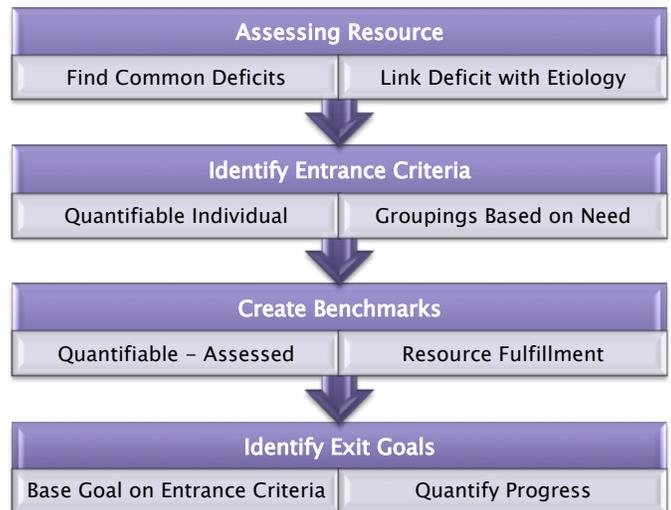


II. Secondary Prevention: Specialized Small Group

Leaps has a multi-modal, multi-tiered assessing process. This process allows for the individual assessment of a student. Leaps takes this assessment and creates an automated profile of the student that quantifies the students' current psychosocial functioning level and then correlates the risk of behaviors to this functioning level. Leaps then breaks this functioning level into 10 categories and quantifies the student's strengths and deficits within each category and provides the data necessary to identify the students whose categorical functioning levels indicate placement in specific small groups. Finally, the Leaps profile provides a formulary based prescription of what to teach for intervention, prevention, and social support purposes.

For small groups, Leaps enables educators to choose completed, individual profiles of the specific students he or she wants in a small group from the database. Leaps then takes each individual student's profile and aggregates them into a profile for the small group. Leaps takes this data and creates a report on the group that outlines the functioning level of the group, the categorical strengths and deficits of the group, and then provides a prescription for intervention, prevention, and social support lessons specific to the needs of the students within that group. Leaps then fulfills all areas of need with content in the form of lesson plans that are specifically designed for the areas of need of the small group.

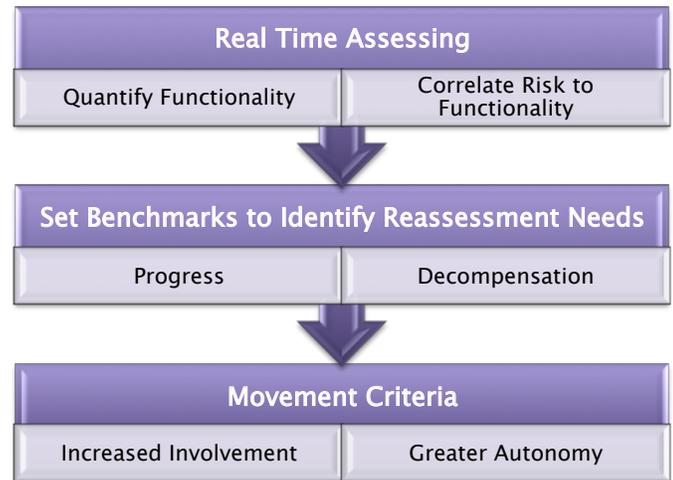
Finally, Leaps provides a comparison tool that gives the educator the ability to compare the groups' functioning levels, within the categories measured, at the pre-participation level to the groups' post-participation level of functioning. Leaps actually quantifies the groups levels of functioning with each of the 10 measured categories and automates the progress reporting for the group by comparing pre and post participation functioning levels and reporting on quantified progress and the percentage of progress this represents. Leaps gives the educator everything he or she needs to identify the students in need of a small group, identify the small groups he or she needs to create, align the students into the correct group, access the content necessary for that specific group, and then report the groups progress as well as the progress of individual group participants.



III. Tertiary Prevention: Specialized and Individualized

As outlined previously, Leaps has a dynamic assessing process. This multi-modal, multi-tiered assessing process means that an educator can assess a student through an interview format, a self-reporting format, or an informant-based format. The assessments are available in written form, as electronic forms that are accessed and completed at home by a parent or student, or in multi-student electronic formats which allows a teacher to assess an entire class at the same time. Whether conducting, proctoring, or administering an assessment, Leaps provides each level of assessment in a format that meets the time and focus need of the educator. This assessing ability allows an educator to create a detailed profile of individual students and identify those students in need of one-on-one and specialized prevention and intervention services.

This process also provides the educator the ability to reassess at any time and determine if progress is being made or if regression is occurring. This ability to quantifiably differentiate between real time progress or decompensation means that the educator can adjust focus and/or intensity based upon the real time and specialized need of the student. As outlined above, Leaps also provides the resource fulfillment in the form of lesson plans and assessing tools to keep the individual student's plan current, relevant, and specialized.



Summary

Leaps is a powerful, online resource available to districts to support and operationalize PBIS initiatives. Leaps complements PBIS within the four key elements of the PBIS framework and supports the three tiers of PBIS. Let us show you how Leaps can be used within your PBIS initiatives to improve the social and emotional skills of your students.