

Study: LEAPS' Impact on Behavioral Incidents, Attendance, and Grades:  
A Pre and Post Participation Measurement

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Involved: The School District of Escambia County  
Provenio Group

Participants: Middle and High School Students

### **Abstract**

This study was initiated to determine the impact of LEAPS on academic, behavioral, and compliance indicators for middle and high school students in The School District of Escambia County, Florida (Escambia). LEAPS is a robust behavioral resource replete with an interactive library of behavioral, social and emotional development curricula and lesson plans as well as a stock of individual assessments, student profiles and group observational assessments.

The Exceptional Student Education ("ESE") division of Escambia initiated a proactive behavioral philosophy that combines individual interventions with group and environmental positive behavioral influences. As such, it was deemed necessary to search for significant behavioral protocols to involve Escambia's educators in the process. It was determined that LEAPS was such an instrument.

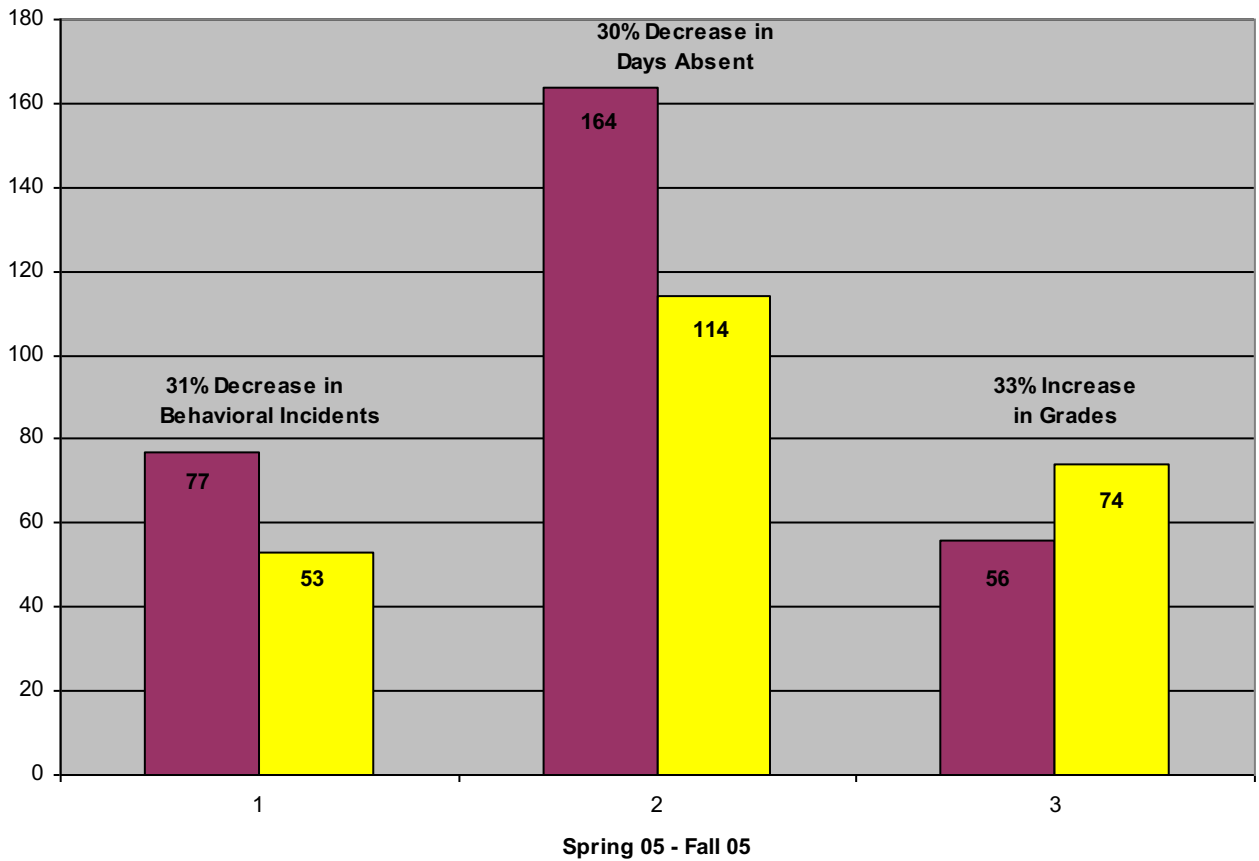
Over the course of the study a random sampling of middle and high school students were chosen and their attendance, grades, and number of reported behavioral incidents were monitored. The study compared a baseline measurement taken at the end of the 2005 spring semester prior to LEAPS implementation, with measurements of those same parameters at the end of the 2005 fall semester following the LEAPS implementation.

In a comparison of the spring semester to the fall semester it was determined that there were significant decreases in behavioral incidents and numbers of days absent and there was a significant increase in grades. Aside from the advancement of a semester, LEAPS was the only discernable and definable difference. Therefore, it is concluded that LEAPS had a significant impact on the behavioral efficacy of programming for educators using LEAPS in Escambia.

**Summary:**

The individuals who participated in the LEAPS project obviously benefited. The number of behavioral incidents as well as the number of days absent both decreased significantly while the grades increased significantly. This study demonstrates that LEAPS is a significant resource for Escambia educators.

**School District of Escambia County - LEAPS Results**



**Rationale:**

The following study was conducted to determine the impact of using LEAPS on the number of behavioral incidents, number of days absent, and the grades of Escambia students. The study was conducted to assure efficacy and results so that ongoing usage and possible expansion opportunities could be quantifiably justified.

Escambia is committed to the education of all students, including those with behavioral issues. As such, it was necessary to find behavioral programming that not only intervened in existing behavioral issues, but also promoted the social and emotional growth of Escambia's students. The administrative and clinical staff of Escambia found such a product in LEAPS and this study is a discerning look at the efficacy and impact of LEAPS.

**Background:**

In partnership with Provenio Group, the proprietor of LEAPS, Escambia began delivering LEAPS as an intervening and preventative behavioral, social and emotional development resource. LEAPS provided educators with the assessing capability of individualizing behavioral protocols to particular students or groupings of students, such as a classroom. LEAPS then provided the curriculum and lesson plans necessary to teach the skills determined to be in deficit. Escambia educators began delivering LEAPS lessons in the fall of 2005.

**Purpose of Study:**

This study was conducted to determine the efficacy of LEAPS as a behavioral remediation, and social and emotional development tool. The study was designed and administered so that Escambia administration could make ongoing decisions about the continuation and expansion of LEAPS as a core behavioral resource. The study measured the impact LEAPS had on the basic educational indicators of attendance, grades, and number of behavioral incidents. These measurements were gathered in a simple comparison of pre and post participation data with a correlation across the defined longitudinal boundary of semester to semester.

Concurrent to the focus on behavioral remediation, and social and emotional development, Escambia administration determined it was necessary to promote programming that positively impacted the student's behaviors and therefore their academic performance. As such the following hypotheses were administered.

Hypothesis 1: It is hypothesized students who are participating in LEAPS training will exhibit fewer demonstrable inappropriate behaviors.

Hypothesis 2: It is hypothesized that the students who are participating in LEAPS training will exhibit a decrease in days absent.

Hypothesis 3: It is hypothesized that the students participating in LEAPS training will show an increase in quantifiable grades.

**Methodology:**

Skills Training Attainment:

**Participants:** 11 Students were chosen at random as a sampling for longitudinal comparison. 5 were high school students and 6 were middle school students. 8 students were male and 3 female. All students were involved in Escambia's behavioral services through the ESE division. The schools represented in the study included E. Seal Alternative, Warrington MS, and Ransom MS.

**Measurements:** A longitudinal recording of the attendance, number of behavioral incidents, and grades for the spring of 2005 was collected and then compared to the same measurements for the fall of 2005. Each of these longitudinal measurements was procured post semester through Escambia's student information services.

**Intervention:** Each participant was assessed for needs and then participated in LEAPS behavioral training, and social and emotional development lessons. Within the participating schools, 162 lessons were procured at E. Seal for an extrapolated teaching number of 648 LEAPS lessons. At Warrington MS 155 lessons were procured for an extrapolated teaching number of 620 LEAPS lessons. At Ransom MS 22 lessons were procured for an extrapolated teaching number of 88. The extrapolation was determined through a polling of educators when queried on the number of times a single procured lesson was taught.

Aside from the advancement of the semester, the main discernable pedagogical focus from the spring 2005 semester to the fall 2005 semester was the advent of LEAPS as a behavioral and teaching resource.

**Longitudinal Impact:**

**Participants:** Escambia chose a sampling of 11 students for longitudinal academic and behavioral comparison.

**Timeline:** The measurements for the participants were completed over the course of two school semesters, the spring of 2005 as compared to the fall of 2005.

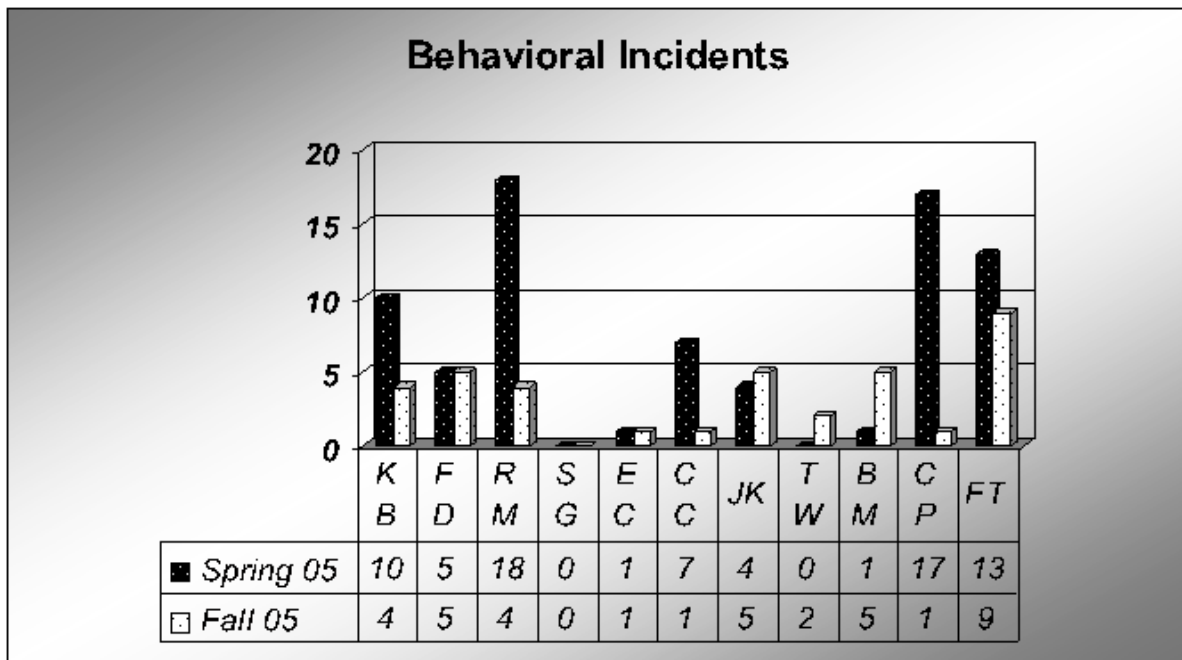
**Study:** The school district measured the following three categories for each participant:

- Number of Behavioral Incidents
- Attendance
- Grades

**Data Analysis:**

Hypothesis 1: It is hypothesized students who are participating in LEAPS training will exhibit fewer demonstrable inappropriate behaviors.

Conclusion 1: Students participating in the study showed a decrease in reported behavioral incidents of 77 to 53. This represents a 31% decrease in behavioral incidents.

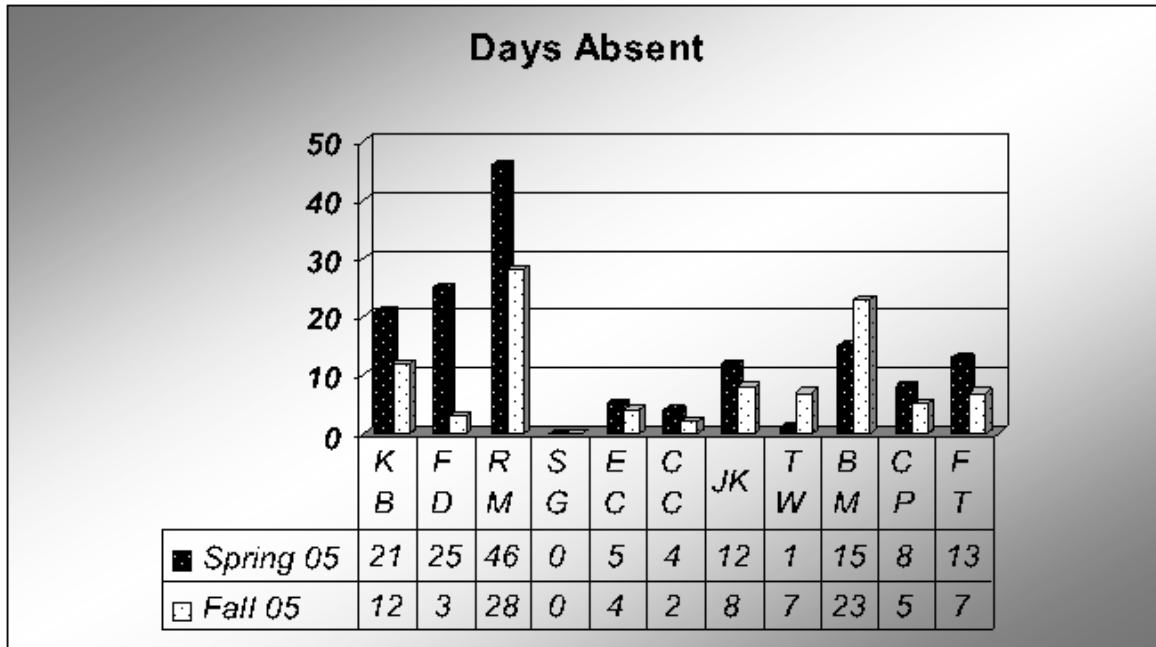


This graph demonstrates the number of recorded behavioral incidents as reported for the spring of 2005 prior to the use of LEAPS as compared to the fall of 2005 when LEAPS was in use.

**Result:** It is concluded that a 31% decrease in number of behavioral incidents represents a significant reduction. This decrease is made possible because of LEAPS' ability to not only address existing behaviors, but to also assess the potential for behaviors by determining skills deficits and, therefore, behavioral causality. The reduction represents not only intervention of existing behaviors, but also a movement to prevent indicated behaviors.

Hypothesis 2: It is hypothesized that the students who are participating in LEAPS training will exhibit a decrease in days absent.

Conclusion 2: Students participating in the study showed a decrease in days absent of 164 days absent to 114. This represents a 30% decrease in numbers of days absent.

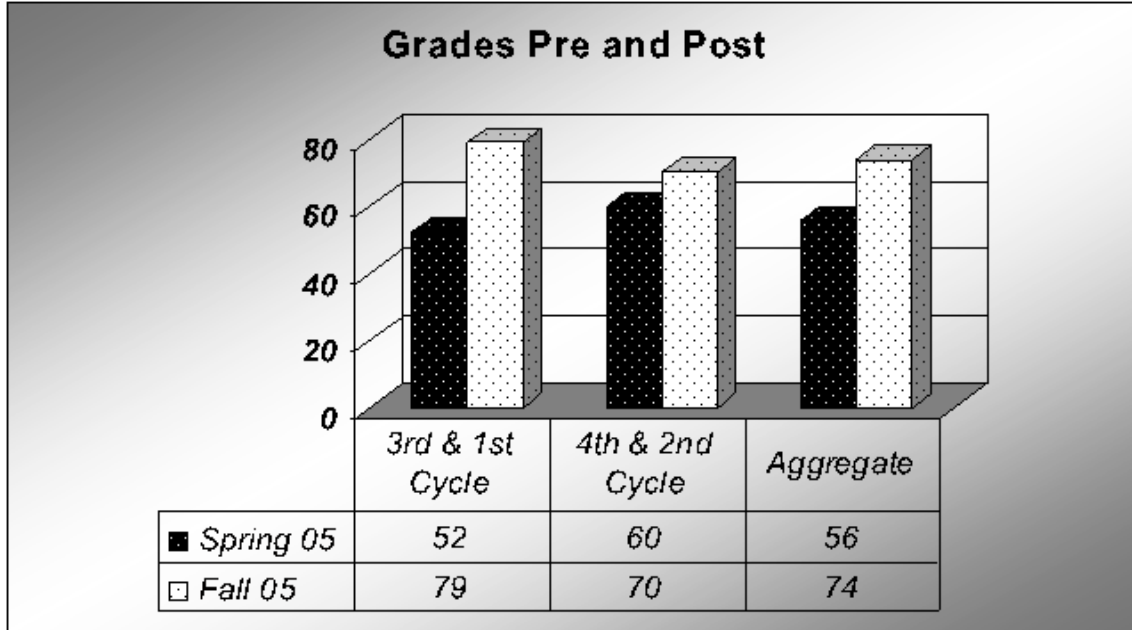


This graph demonstrates the number of days absent as reported for the spring of 2005 prior to the use of LEAPS as compared to the fall of 2005 when LEAPS was in use.

**Result:** It is concluded that a 30% decrease in the number of days absent represents a significant reduction. This decrease represents the students' willingness to participate in the educational process. It can be inferred that as the students' social and emotional maturation reaches a point of focus that their willingness to personally invest in their educational process increases, thereby increasing attendance.

Hypothesis 3: It is hypothesized that the students participating in LEAPS training will show an increase in grades.

Conclusion: Students participating in the study showed an increase in recorded grades of 56 to 74.



This graph demonstrates the grades as reported for the spring of 2005 prior to the use of LEAPS as compared to the fall of 2005 when LEAPS was in use.

Results: It is concluded that a 33% increase in grades represents a significant increase. This conclusion represents the culmination of the students being present more days yet displaying fewer behaviors. These two factors enable the teachers to teach more effectively and the students to learn more efficiently. This shows the link between behavioral indicators and academic indicators.