

Leaps offers multiple assessment types to the user. Interview, Self and Informant-based assessments are available in both high and low maturity formats. The result of the assessment is a **Personal Skills Profile** that identifies the student’s current social and emotional functioning level, categorizes student strengths and deficits into a communication plan, and offers a list of lesson plans that should be taught to this student in priority order.

Personal Skills Profile (Sample)

DEMOGRAPHICS

Name: Sam Student

Student ID: 123

Birthdate: 05/01/2001

Grade: Third Grade

Age: 10

Counselor: Ms. Brooks

Contacts: Sue and John Student

Comments:

Type of Assessment: Interview

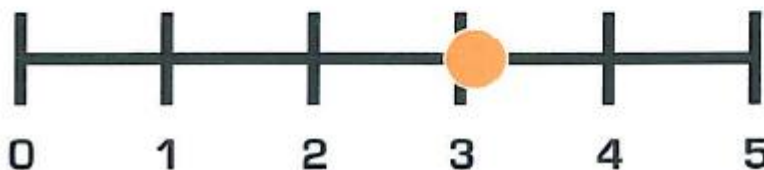
Referral: Disciplinary

Report Date: 08/23/2010

I. AGGREGATE SKILLS PROFILE

The aggregate skills profile combines the assigned value of each skill from the interview and places the value of the aggregate score on a five-point Likert scale. This measurement is an overall indicator of Sam’s skills knowledge and application, as assessed, and allows for an aggregated target for skills knowledge improvement.

Aggregate Skills Profile Results: 3.1
Aggregate Skills Profile Target: 5
Remediation and Training Target: 1.9



Interpretation:

Sam has an aggregate rating of 3.1 on a five-point Likert scale. This measurement indicates that Sam’s overall skills knowledge is within the adequate range for acceptable functioning. However, this level also indicates that there are specific areas of assessed deficits that need to be addressed in group and/or

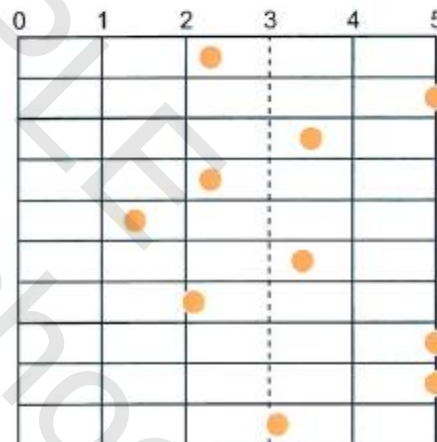
individual skills trainings. This level also indicates that Sam is not at full potential for educational or social integration.

II. CATEGORICAL SKILLS PROFILE

The categorical skills profile combines the skills assessed into 10 functional groupings and aggregates a mean value for each grouping. The value of each mean presents Sam’s functional skills knowledge and usage within that category of skills.



1. Friends
2. School Rules
3. Stress & Anxiety
4. Respecting Self & Others
5. Anger & Emotional Management
6. Communication & Presentation
7. Decisions & Consequences
8. Hygiene
9. Managing Time & Attention
10. Social Life



Categorical Skill Scores and Targets:

	Score	Minimum Target	Optimal Target
Friends	2.3	3	5
School Rules	5	3	5
Stress & Anxiety	3.5	3	5
Respecting Self & Others	2.3	3	5
Anger & Emotional Management	1.4	3	5
Communication & Presentation	3.4	3	5
Decisions & Consequences	2.1	3	5
Hygiene	5	3	5
Managing Time & Attention	5	3	5
Social Life	3.1	3	5

Interpretation:

Sam scored above the minimum threshold in 6 categories and below the minimum threshold in 4 categories. It is recommended that Sam receive skills training in the following areas:

Friends

This skills grouping measures Sam's ability to make and maintain friends as well as set personal boundaries with friends.

Respecting Self & Others

This skills grouping measures Sam's ability to demonstrate respect for people and property as well as demonstrate respect for self. This grouping also deals with how respect is conveyed through actions, words and attitude.

Anger & Emotional Management

This skills grouping measures Sam's ability to identify and control various emotions within multiple settings and under different circumstances. This grouping also deals specifically with anger, anger provoking situations and anger management processes.

Decisions & Consequences

This skills grouping measures Sam's ability to identify a problem, discern possible solutions, take action and then accept the responsibility for those actions.

III. PRIORITY NEEDS TRAINING

The following 32 skills represent Sam's needs for skills training ranked in priority order.

1 – Intervention (7 Sessions)

Decision and Consequences

- Decision Making Process
- Making Informed Decisions
- Problem Solving Process
- Living with a Mistake
- Growing: Maturity & independence
- Reactions Leading to Consequences
- Personal Accountability: Proactive Problem Solving

2 – Prevention (23 Sessions)

Friends

- The Responsibility of Friendship
- Recognizing Inappropriate Behaviors by Friends
- Saying "No" to A Friend
- Being a Friend vs. Being Used
- Friends and the Classroom

Respecting Self & Others

- Showing Respect for Other People
- Using Language to Convey Respect
- How People Judge Our Actions
- Respecting Someone Else's Property
- The Process of Sharing
- Having a Better Attitude
- The Repercussions of Racial Intolerance
- Having Personal Pride in Your Heritage
- Living with Diversity: School and Community

Anger & Emotional Management

- Understanding Personal Emotions
- Calming Down in Hostile Situations
- Controlling Yourself
- Silent Emotional Management
- Recognizing and Avoiding Potential Problems
- Applying Emotional Management Skills
- Contact with an Angry Person
- Overcoming Classroom Fears
- Preventing Jealousy from Overriding Judgement

3 – Social Supports (2 Sessions)

Social Life

- Societal Expectations for Physical Communication
- Societal Expectations for Verbal Communication

Summary

Sam has an aggregate skills profile score of 3.1 (see Section I) on a scale of 1 to 5, with 3 being the minimum level of adequate skills knowledge. Sam has training needs in 4 different categories of skills (see Section II Interpretation). It is recommended that Sam participate in 39 skills training sessions (see Section III) in order of priority status to remediate these deficits and increase current skills strengths.

Completion Criteria

Upon completion of recommended skills training exercises, a post-participation assessment should be completed to determine level of progress and identify other areas of skills strengths and deficits.