



May School LEAP Levels of Independence LITERACY EMPOWERMENT ADVOCACY PRINCIPLES

Literacy

★ Level 1

- May not yet be receptive to learning new skills and strategies
- May not truly believe that he/she can be a successful student due to previous struggles with language processing issues
- Often cannot complete work independently
- Performing below grade level in one or more academic area / below individual potential level at this time

★ Level 2

- Gaining competence in language skills
- Has emerging academic skills and strategies
- Still needs teacher guidance to successfully complete most academic work
- Continues to have some gaps in knowledge
- Not yet performing at grade level
- Assignments are being scaffolded to allow the student to achieve success

★ Level 3

- Demonstrates ability to deal with most age and grade level academic demands
- Assignments at May School are not modified
- Does not expect the teacher to provide answers
- Language skills are strong enough to access most grade level work
- Able to complete most assignments independently
- Beginning to actively seek the resources and assistive technology needed to be successful

★ Level 4

- Has strong grade level or above academic skills
- Language skills are strong enough to access grade level material or beyond
- Completes assignments at grade level or beyond
- Actively seeks challenge assignments
- Troubleshoots future assignments

Empowerment

★ Level 1

- Demonstrates difficulty with aspects of self-regulation
- May not understand the importance of turning in homework on time or following through on academic assignments
- Struggles with keeping track of belongings/bringing materials to and from school
- Demonstrates difficulty with self-regulation of impulsive behaviors
- Struggles with time management/a sense of time
- Has difficulty with planning/goal-oriented behavior
- May struggle with transitioning
- May be easily frustrated
- May often give up when presented with new material
- May need to be refocused frequently
- Not showing determination yet; this will come!

★ Level 2

- Beginning to assume responsibility for maintaining binder, using planner, etc.
- Beginning to assume responsibility for completion of classwork and homework
- Beginning to demonstrate time management skills in a highly structured classroom environment
- Beginning to manage belongings/keep track of materials between home and school with reminders and support from parents and teacher
- Gaining an understanding of the importance of organization
- Still needs teacher support to successfully plan a multi-step project
- Still needs parent/teacher guidance to stick to goal-directed behavior
- Demonstrating improvement in ability to successfully transition from task to task, although sometimes still struggles or reacts negatively when asked to transition
- Increase in frustration tolerance
- Still requires teacher/parent support to successfully self-regulate impulsive behaviors

★ Level 3

- Maintains binder, planner independently, but occasionally needs a prompt in completing/turning in homework
- Able to estimate about how long a task will take to complete
- Able to see a task through to completion without teacher/parent support to stay on task
- Able to organize materials/possessions and bring things back and forth from home to school mostly independently
- Able to set a goal and independently identify the steps necessary to complete that goal
- Most of the time, able to transition from task to task, class to class, or from a high-interest activity to another activity independently and without an emotional reaction
- Frustration is replaced with motivation; determination and perseverance are apparent most of the time
- Believes he/she has control over his/her growth as a student
- Has developed self awareness about impulsive behaviors and is able to make positive choices that lead to better self-regulation

★ **Level 4**

- Turns in high quality homework and meets due dates
- Applies tools and strategies in ALL classes
- Independently utilizes organizational and time management strategies for successful learning
- Maintains binder, planner independently
- Able to organize materials/possessions and bring things back and forth from home to school without parent/teacher support
- Able to set a goal and independently work toward achieving the goal
- Demonstrates independent problem solving skills when unexpected things occur or when a change of plans is necessary
- Able to transition successfully
- Has internalized that his/her future success in school is well within his/her control
- Highly motivated to do his/her best and shows determination and perseverance
- Demonstrates a consistent belief in his/her ability to control his/her growth as a student

Advocacy

★ Level 1

- Has difficulty identifying and asking for what he/she needs to be successful
- May struggle to take responsibility for one's own actions/work
- May have weak social skills
- May demonstrate cognitive rigidity
- Not yet able to self-advocate

★ Level 2

- Beginning to identify and ask for what he/she needs to be successful
- Beginning to take responsibility for one's own actions/work
- Recognizes the importance of developing social skills
- Still demonstrates some cognitive rigidity
- Understands the importance of self-advocacy but not yet able to self-advocate independently

★ Level 3

- Able to identify and ask for what he/she needs to be successful
- Assumes responsibility for one's own actions/work
- Recognizes the importance of developing social skills
- Has developed skills to support being cognitively flexible
- Shows ownership of tools and strategies and demonstrates consistent application of these skills

★ Level 4

- Demonstrates strong self-advocacy skills at school and at home
- Assumes responsibility for one's own actions/work
- Has developed the social skills to be successful in most social situations
- Demonstrates cognitive flexibility and the ability to problem solve independently

Principles

★ Level 1

- Struggles to collaborate successfully with others
- Has difficulty seeing things from other people's points of view
- May have difficulty taking responsibility for words/actions in a social context
- Struggles to set boundaries with peers
- May need support in group work or other group situations
- Not yet able to successfully negotiate disagreement/conflict with peers or adults
- Not yet able to coherently articulate his/her own principles/belief system or act on these principles in a community

★ Level 2

- Beginning to collaborate successfully with others
- Recognizes the importance of seeing things from other people's points of view
- Beginning to understand that taking responsibility for words/actions does not have to be shameful or "wrong"
- Beginning to understand the importance of setting boundaries with peers
- May still need support in group work or other group situations
- May still need support in negotiating conflict/disagreement with peers or adults
- Not yet able to coherently articulate his/her own principles/belief system or act on these principles in a community
- Not yet able to take effective leadership

★ Level 3

- Most of the time, able to collaborate successfully with others
- Recognizes the importance of seeing things from other people's points of view
- Able to take responsibility for actions/behavior
- Emergent boundary setting skills
- Successfully interacts in group work/group situations
- Emergent conflict resolution skills
- Beginning to articulate and act upon his/her own principles/beliefs in the community

- Emergent leadership skills

★ **Level 4**

- Collaborates effectively with others
- Able to see things from multiple points of view and express others' points of view verbally and in writing
- Able to take responsibility for actions/behavior
- Able to successfully set respectful boundaries with peers
- Successfully interacts in group work/group situations
- Effective conflict resolution skills
- Able to respectfully articulate and act upon his/her own principles/beliefs in the community
- Has developed leadership skills