

2. THE REACH PROCESS

Is frustrated by own inconsistencies and is defensive; feels misunderstood, different	
Has keen curiosity, is extremely observant	
May be distractible, off-task	
Loves justice, truth, equity; questions rules, customs, traditions	
Is insightful, imaginative, intense, articulate	
Has unreasonable self-expectations, is a perfectionist; is highly sensitive to criticism	
Readily sees patterns and relationships; generalizes easily	
Is talented in art, drama, design, music, sports, inventing, story-telling, business, engineering, or sales	
Participates in creative and technical hobbies requiring unusual skill	
Understands figurative language, analogies, satire	
Has highly developed sense of humor and sophisticated grasp of complex systems	
Writes slowly and tediously	
Fails to complete assignments on time	
May develop compensatory strategies on their own, if given a clear understanding of the problem	

See page 32 for accommodations.

2. THE REACH PROCESS

BEHAVIOR: CHARACTERISTICS

Student _____ Teacher _____

Date _____ Grade _____

ATTENTION SEEKING



Student:	
Shows off	
Cries easily/often	
Speaks loudly	
Uses charm	
Keeps teacher busy	
Constantly asks questions	
Over dramatizes	
Stops when asked but resumes behavior	
Teacher feels:	
Irritation	
Frustration	
Annoyance	
Resentment	

POWER SEEKING

Student:	
Is stubborn	
Is argumentative	
Lies	
Cheats	
Must win	
Must be in charge of every situation	
Is disobedient	
Refuses to conform to classroom rules	
If asked to stop defies, resists, or escalates the behavior	