

## 2. THE REACH PROCESS:

### CREATING AN INCLUSIVE CLASSROOM CULTURE, COLLECT DATA AND IDENTIFY CHARACTERISTICS

Using redemptive discipline can be time consuming and challenging, but we believe children are worth it! We have been assisted in the process by the procedures outlined in very practical terms in a book entitled *Teaching Children to Care* by Ruth Sidney Charney. Another very helpful book is *On Their Side* by Bob Strachota. Neither book incorporates spiritual elements, but both are extremely helpful with process and completely compatible with the concept of redemptive discipline.

## COLLECT DATA AND IDENTIFY CHARACTERISTICS

### COLLECTING DATA

#### TEACHER ASSESSMENT

The use of assessment data should be to provide feedback to teachers and students regarding instruction and learning. Information gained through informal assessments provides opportunities for teachers to make adjustments to the ways in which they deliver instruction. Teachers use formative assessments both to provide feedback to students about their progress and to guide decisions about next steps in the learning process, thereby closing the gap between the learner's current and desired states. Popham (2008) defines formative assessment as "a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing". The operative word in this definition is process, in that formative assessment happens throughout the learning, as opposed to summative assessment, which is often a one-time event that occurs at the end of a learning unit and is used to make judgments about student competence.

More information and resources regarding formative assessment can be found on the REACH website at [www.nadeducation.org/reach/](http://www.nadeducation.org/reach/).

In addition to formative assessment practices, more summative forms of assessment practices may be warranted to allow you to have a better understanding of the specific challenges that the student is experiencing.

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Before initiating assessment, check to see if the student has been previously tested. If attempts to help a student using the strategies and modifications checklists show insufficient results, the teacher or REACH specialist may conduct simple assessments. **These assessments are not for the purpose of diagnosing or labelling students.** The results may be helpful in developing a learning strategy for a particular student. The REACH team should review and consider all forms of assessment data to inform decisions regarding the development of a MAP (Modified Action Plan) or recommendations for additional more comprehensive evaluations. Those results can help the team develop a MAP (Modified Action Plan), or lead them to seek further permission for more extensive assessment. Sensitivity must be used when conducting assessments to prevent students from feeling singled out.

A number of simple assessment tools are available for behavioral tendencies, learning styles, and academic abilities. The results will help create a picture of the student's ability. Please note that training is required for the administration of these assessments.

A brief description of some assessment tools follows on the next page. Study these descriptions and select the appropriate instrument according to the student's needs. Avoid over-testing.

Some assessment tools described in this section are not included in this manual because of copyright laws. They may be purchased or borrowed from the local Office of Education if available.

After assessment has been completed, schedule a conference with the parent/guardian. If further recommendations are needed, a REACH evaluation team should be formed.

### **HEALTH/VISION/HEARING**

Behavior and academic problems can sometimes be prevented or solved through simple health screening. It is important that schools plan for a systematic health screening.

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#### **BEHAVIOR ASSESSMENTS**

##### **HAWTHORNE PRE-REFERRAL INTERVENTION MANUAL - 3RD ED (PRIM-3)**

May be used by a teacher to develop a comprehensive plan of intervention strategies for a student. The Manual contains over 4,000 intervention strategies for the 219 most common learning and behavior problems. The intervention strategies are easily implemented in classrooms by regular education teachers. (Available through Hawthorne Educational Services at 800-542-1673.)

#### **LEARNING STYLES ASSESSMENTS**

##### **CAPSOL**

CAPSOL is a professional tool, for students in grades 7-12, which rates the nine styles of learning: Visual, Bodily-Kinesthetic, Auditory, Individual, Group, Oral Expressive, Sequential, and Global. A complete scoring sheet is also provided to profile a student's learning preferences. (Available through Process Associates at 800-772-7809)

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### REACH LEARNING STYLES INVENTORY

Three of the five senses are primarily used in learning, storing, remembering, and recalling information. The eyes, ears, and sense of touch play essential roles in the way one communicates, perceives reality, and relates to others. Because one learns from and communicates most easily with someone sharing their dominant modality, it is a great advantage for teachers to know the characteristics of visual, auditory, and kinesthetic learning styles and to be able to identify them in others.

| VISUAL   | AUDITORY  | KINESTHETIC   |
|--|---|---|
| Mind sometimes strays during verbal activities             | Easily distracted by noises                         | Fidgets, taps pencil or foot while studying                         |
| Writes things down, takes notes                            | Learns through verbal instruction                   | Solves problems by physically working through them                  |
| Observes rather than talks or acts                         | Enjoys listening activities, but can't wait to talk | Will try new things, touches, feels, manipulates                    |
| Likes to read, likes descriptions—visualizes in detail     | Likes to be read to                                 | Reading is not a priority, rather be doing                          |
| Usually a good speller—recognizes words by sight           | Uses a phonic approach to spelling                  | Poor speller, writes words to determine if they feel right          |
| Memorizes by seeing graphics and pictures                  | Memorizes by auditory repetition                    | Memorizes by handling objects                                       |
| Finds verbal instructions difficult, needs the visual      | Whispers to self while reading, enjoys dialogue     | Learns best by demonstrations                                       |
| Remembers faces, forgets names                             | Remembers names, forgets faces                      | Likes to touch people when talking to them—remembers by association |
| Uses advanced planning, makes lists                        | Talks problems out                                  | Expresses emotions physically                                       |
| Doodles, stares, finds something to watch                  | Hums or sings                                       | Uses hands while talking  |
| Meticulous, neat in appearance                             | Matching clothes not important                      | Dresses for comfort   |
| Enjoys movies, dramas, art, and other visual presentations | Enjoys music more than art                          | Responds to music by physical movement                              |
| Uses words such as “see and look”                          | Uses words such as “listen and hear”                | Uses words such as “get and take”                                   |

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### SUGGESTED AIDS FOR LEARNING MODALITIES

Use the strategies below to sharpen students' dominant learning modality or to strengthen a weaker one. Those who use several modalities are more flexible learners; therefore, plan to use a variety of learning modalities in daily lessons.

| VISUAL                                  | AUDITORY                           | KINESTHETIC                                       |
|---|------------------------------------|---|
| Use guided imagery                      | Use tapes                          | Pace/walk as you study                            |
| Form pictures in mind                   | Watch TV                           | Physically "do it"                                |
| Take notes                              | Speak/listen to speakers           | Practice by repeated motion                       |
| Visualize spelling words                | Says spelling words aloud to learn | Write and say lists repeatedly while moving       |
| Use "cue" words                         | Make up rhymes/poems               | Role Play   |
| Use notebooks                           | Read aloud                         | Exercise  |
| Use color codes                         | Talk to yourself                   | Draw  |
| Use study cards                         | Repeat things orally               | Write on surfaces with finger                     |
| Use doodling to stay focused            | Use rhythmic sounds _____          | Manipulate a stress ball while studying           |
| Watch TV/movies                         | Have discussions                   | Interact physically                               |
| Use written directions                  | Use oral directions                | Write and say instructions                        |
| Use charts, graphs, and maps            | Use theater                        | Use mnemonics (word links, rhymes, poems, lyrics) |
| Demonstrate & use drawings and exhibits | Use mnemonics                      | Associate feelings with concept/information       |
| Need a quiet environment                | Listen to music                    | Need to be comfortable                            |
| Focus by visualizing                    | Repeat instructions orally         | Visualize and verbalize instructions              |
| Make lists / use a day timer            | Use tape device to record          | Use day timer                                     |

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### ACADEMIC SCREENING

#### CARLISLE ALPHABET TEST

This is a simple test for grades K-1, determining a student's knowledge of letter identification and sounds. It focuses on 4 different learning styles – Visual, Auditory, Visual/Auditory, and Auditory/Kinesthetic. An alphabet card pack, paper, and pencil for the child are the only supplies needed. Teachers will need their own alphabet cards.

| SHOW CARD. CHILD NAMES THE LETTER. |    | SHOW CARD. CHILD GIVES SOUND OF LETTER. |    | SAY SOUND. CHILD NAMES THE LETTER. |    | SAY SOUND. CHILD WRITES THE LETTER. |    |
|------------------------------------|----|---|----|------------------------------------|----|-------------------------------------|----|
|                                    | m  |   | m  |                                    | m  |                                     | m  |
|                                    | l  |   | l  |                                    | l  |                                     | l  |
|                                    | b  |   | b  |                                    | b  |                                     | b  |
|                                    | t  |   | t  |                                    | t  |                                     | t  |
|                                    | u  |   | u  |                                    | u  |                                     | u  |
|                                    | r  |   | r  |                                    | r  |                                     | r  |
|                                    | s  |   | s  |                                    | s  |                                     | s  |
|                                    | x  |   | x  |                                    | x  |                                     | x  |
|                                    | n  |   | n  |                                    | n  |                                     | n  |
|                                    | qu |   | qu |                                    | qu |                                     | qu |
|                                    | e  |   | e  |                                    | e  |                                     | e  |
|                                    | y  |   | y  |                                    | y  |                                     | y  |
|                                    | p  |   | p  |                                    | p  |                                     | p  |
|                                    | a  |   | a  |                                    | a  |                                     | a  |
|                                    | g  |   | g  |                                    | g  |                                     | g  |
|                                    | k  |   | k  |                                    | k  |                                     | k  |
|                                    | d  |   | d  |                                    | d  |                                     | d  |
|                                    | j  |   | j  |                                    | j  |                                     | j  |
|                                    | f  |   | f  |                                    | f  |                                     | f  |
|                                    | i  |   | i  |                                    | i  |                                     | i  |
|                                    | c  |   | c  |                                    | c  |                                     | c  |
|                                    | v  |   | v  |                                    | v  |                                     | v  |
|                                    | o  |   | o  |                                    | o  |                                     | o  |
|                                    | z  |   | z  |                                    | z  |                                     | z  |
|                                    | h  |   | h  |                                    | h  |                                     | h  |
|                                    | w  |   | w  |                                    | w  |                                     | w  |
|                                    | ch |   | ch |                                    | ch |                                     | ch |
|                                    | sh |   | sh |                                    | sh |                                     | sh |
|                                    | th |   | th |                                    | th |                                     | th |

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#### **WIDE RANGE ACHIEVEMENT (WRAT-4)**

The WRAT-4 is a norm referenced test that can be administered in 30 minutes. The test assesses word reading, sentence comprehension, spelling, and math computation. The WRAT can be used with individuals between 5-94 years of age. (Available through Academic Communication Associates at 800-331-8378 e.g., 361)

#### **DIBELS**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. (Available at <https://dibels.uoregon.edu/> )

#### **QUALITATIVE READING INVENTORY-3 (QRI-3)**

The QRI-3 is an individually administered informal reading inventory (IRI) designed to provide diagnostic information about conditions under which students can identify words and comprehend text successfully. Reading levels are provided from pre-primer through high school. (Available through Addison Wesley Longman at [www.awl.com/leslie](http://www.awl.com/leslie) )

#### **KEY MATH**

Key Math is an individually administered test designed to provide a diagnostic assessment of skill in mathematics. Test items are divided into 14 subtests organized into three major areas– content, operations, and application. Most items require the subject to respond verbally to open-ended items that are presented orally by the examiner. KeyMath is a power test, not a speed test, The test should take approximately 30 minutes to administer. This test is normed for grades K through 7. (Available through American Guidance Services at 800-328-2560)

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### IDENTIFYING CHARACTERISTICS

Once you have decided that the inclusive practices and instructional strategies that you're using are not meeting the needs of a particular student. The following checklists can be used to help you better identify where the learner challenges may lie. Using the characteristic checklists provided, identify which of the following broad categories most closely relate to the challenges experienced by the student.

Learning differences take on many forms and are lifelong. All students have their own learning strengths, weaknesses, and needs. Students with learning differences may have problems in math, language, processing of information, reading, comprehending and integrating concepts, writing, organizing and sequencing thoughts, and/or in other academic areas. The following lists of characteristics are designed to help you identify those areas of strengths and weaknesses. It is extremely important to focus on a student's strengths and preferred learning style. These students usually have average or above average cognitive skills but may require additional instructional strategies, modifications, strategies, or remediations to their learning program.

### INCLUSIVE PRINCIPLES IN THE SECONDARY CLASSROOM

- Create a safe, healthy environment and promote understanding of safe, healthy behavior.
- Consider the appropriateness of the level of instruction... Is it too difficult? Too easy? Are the necessary supports in place?
- Ensure that learners are challenged suitably at their current level.
- Incorporate preferred activities into the routine of the student's day rather than requiring him/her to earn these activities.
- Identify and focus on student positive behavior rather than the negative behaviors.
- Consider making changes to the physical environment—take steps to minimize noise, play calming music, provide stress balls, change the lighting, rearrange seating, etc.



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- Incorporate choice whenever possible—give the student a sense of control over his/her environment.
- Involve caring peers in problem solving approach.
- View behavior as a message. Does it communicate social/emotional or physical needs? For whom is the behavior a problem? Verify student's physical health.
- Take time to know the student. Initial perceptions may be inaccurate.
- Adapt to the needs of students, rather than expecting students to adapt to the needs of the school.
- View individual differences between students as a source of richness and diversity, and not a problem.
- Develop a stimulating and accessible learning environment that supports a wide range of learning approaches.
- Value the achievements of all learners in ways that are meaningful to them.
- Challenge discrimination in all its forms and promote awareness of different cultures.
- Provide personalized learning experiences according to individual interests, learning styles, motivations, skills, and talents.
- Cultivate the enjoyment of learning for its own sake and for application in other contexts.
- Create opportunities for every learner to make a positive contribution to the school community and beyond.
- Work closely with parents/guardians to support every learner.
- Create opportunities and mechanisms for every learner's voice to be heard.
- Build learners' sense of responsibility for their own learning.
- Develop both independence and interdependence in all learners.
- See Redemptive Discipline on p. 34

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### **REMEMBER:**

- A person's worth is independent of their abilities or achievements.
- Every human being is able to feel and think.
- Every human being has a right to communicate and be heard.
- Real education can only happen in the context of real relationships.
- All people need support and friendship from people of their own age.
- Collaboration is more important than competition

Additional valuable resources can be found at:

- [www.classroomdiscipline101.com](http://www.classroomdiscipline101.com)
- [www.hehavioradvisor.com](http://www.hehavioradvisor.com)
- [www.behavioradvisor.com/AssertiveDiscipline.html](http://www.behavioradvisor.com/AssertiveDiscipline.html)

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### ACCELERATED LEARNERS: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

|   |   |
|---|---|
| Has an extensive and detailed memory, particularly in an area of interest   | ✓ |
| Is reflective about learning  |   |
| Has communication skills advanced for age and is able to express ideas and feelings   |   |
| Has vocabulary advanced for age—precocious language   |   |
| Asks intelligent questions  |   |
| Is able to identify the important characteristics of new concepts, problems   |   |
| Learns information quickly  |   |
| Uses logic in arriving at common sense answers  |   |
| Has a broad base of knowledge—a large quantity of information   |   |
| Understands abstract ideas and complex concepts   |   |
| Uses analogical thinking, problem solving, or reasoning   |   |
| Observes relationships and sees connections   |   |
| Finds and solves difficult and unusual problems   |   |
| Understands principles, forms generalizations, and uses them in new situations  |   |
| Wants to learn and is curious   |   |
| Works conscientiously and has a high degree of concentration in areas of interest   |   |
| Understands and uses various symbol systems   |   |
| Seems bored   |   |
| Has preferred ways of learning, particularly in reading and math  |   |
| Cannot sit still unless absorbed in something highly interesting  |   |
| Typically performs at grade level, but well below potential   |   |
| Has intellectual capacity equal to that of an adult   |   |
| Underachieves—which is often attributed to lack of motivation, laziness, carelessness, immaturity, or behavioral problems                           |   |
| Is excellent at conceptual reasoning, abstract thinking, problems solving, vocabulary, but deficient in rote memorization, sequencing, and scanning |   |
| Has tendency to jump to the end, overlooking steps in the middle  |   |

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|   |  |
|---|--|
| 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             |  |

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#### BEHAVIOR: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

##### ATTENTION SEEKING



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

##### POWER SEEKING

| <b>Student:</b>   |  |
|---|--|
| 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 |  |

## 2. THE REACH PROCESS: COLLECT DATA AND IDENTIFY CHARACTERISTICS

|                       |  |
|-----------------------|--|
| <b>Teacher feels:</b> |  |
| Threatened            |  |
| Defensive             |  |

### REVENGE SEEKING

|  |  |
|--|--|
| <b>Student:</b>                              |  |
| Has a history of behaviors listed above      |  |
| Feels unfairly treated                       |  |
| Feels others are out to get him              |  |
| Feels better after accomplishing revenge     |  |
| Lies   |  |
| Steals                                       |  |
| Hurts others physically or emotionally       |  |
| Destroys property                            |  |
| Blames others for perceived unfair treatment |  |
| If asked to stop, retaliates                 |  |
| <b>Teacher feels:</b>                        |  |
| Anger  |  |
| Hurt   |  |
| Frustration                                  |  |

### ADEQUACY SEEKING

|   |  |
|---|--|
| <b>Student:</b>                               |  |
| Has a history of behaviors listed above       |  |
| Wants to be left alone                        |  |
| Has feelings of despair                       |  |
| Feels worthless                               |  |
| Is quiet and withdrawn                        |  |
| Gives up easily                               |  |
| Won't attempt a task                          |  |
| Places unrealistic expectations on themselves |  |
| Pessimistic                                   |  |

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|  |  |
|--|--|
| Engages in passive-aggressive behavior |  |
| <b>Teacher feels:</b>                  |  |
| Inadequate                             |  |
| Helpless                               |  |

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### INATTENTION/HYPERACTIVITY/IMPULSIVITY: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

|  |   |
|--|---|
| Fails to give close attention to details   | ✓ |
| Makes careless mistakes in schoolwork or other activities                                    |   |
| Has difficulty sustaining attention in tasks or play activities                              |   |
| Has difficulty organizing tasks and activities   |   |
| Does not follow through on instructions and fails to finish schoolwork or chores             |   |
| Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort    |   |
| Loses things necessary for tasks or activities (e.g., assignments, pencils, books, or tools) |   |
| Distracted by extraneous stimuli   |   |
| Is forgetful in completing daily activities  |   |
| Rushes through assignment with no regard to accuracy or quality of work                      |   |
| Begins assignments before receiving directions   |   |
| Is easily distracted by auditory and visual stimuli  |   |
| Does not turn in homework assignments  |   |
| Frequently does not complete in-class assignments  |   |
| Frequently unable to follow written/oral directions  |   |
| Has little or no interaction with others   |   |
| Requires eye contact in order to listen  |   |
| Frequently is disorganized   |   |
| Does not remain on task (daydreams)  |   |
| Has limited memory skills  |   |
| Often fails to generalize knowledge  |   |
| Frequently fails screening tools or quizzes  |   |
| Fidgets with hands or feet or squirms in seat  |   |
| Leaves seat in classroom or in other situations in which seating is expected                 |   |
| Runs about or climbs excessively in situations where it is inappropriate                     |   |
| Has difficulty playing or engaging in leisure activities quietly                             |   |



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|   |  |
|---|--|
| Frequently “on the go” or acts as if “driven by a motor”            |  |
| Talks excessively   |  |
| Blurts out answers before questions have been completed             |  |
| Has difficulty awaiting turn  |  |
| Makes unnecessary physical contact                                  |  |
| Interrupts or intrudes on others (e.g., in conversations or games)  |  |
| Appears to be socially immature                                     |  |
| Bothers other students who are trying to work, listen, etc.         |  |
| Makes inappropriate comments or unnecessary noises in the classroom |  |
| Tends to overreact to situations                                    |  |
| Frequently does not work independently                              |  |
| Often not accepted by others  |  |
| Frequently has no concept of time                                   |  |
| Frequently does not keep track of assignments                       |  |
| Does not respond appropriately to environmental/social cues         |  |
| Is easily angered, annoyed or upset                                 |  |
| Has coordination difficulty; falls, trips, etc.                     |  |
| Has difficulty retrieving information                               |  |
| Often shifts from one activity to another                           |  |

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### MATH: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

|  |   |
|--|---|
| Has difficulty recognizing numbers                     | ✓ |
| Struggles to solve addition problems                   |   |
| Struggles to solve subtraction problems                |   |
| Struggles to solve multiplication problems             |   |
| Struggles to solve division problems                   |   |
| Does not remember math facts                           |   |
| Has difficulty solving story problems                  |   |
| Works math problems from left to right                 |   |
| Struggles to demonstrate knowledge of place value      |   |
| Struggles to change from one math operation to another |   |
| Struggles to do regrouping                             |   |
| Struggles to keep numbers in columns                   |   |
| Has difficulty with skip counting                      |   |
| Confuses operational signs                             |   |
| Has difficulty with money concepts                     |   |
| Has difficulty with measurements                       |   |
| Has number reversals/transposing                       |   |
| Has difficulty with telling time                       |   |
| Has difficulty with schedules and sequences of events  |   |
| Has difficulty with a number line                      |   |

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### READING: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_  
Date \_\_\_\_\_ Grade \_\_\_\_\_

#### KINDERGARTEN (BY THE LAST MARKING PERIOD) ✓

|  |  |
|--|--|
| Prone to ear infections  |  |
| Unusually late or early reaching developmental milestones                    |  |
| Delayed speech, may stutter under stress                                     |  |
| Late in choosing dominant hand   |  |
| Right/left confusion; difficulty with special concepts; gets lost easily     |  |
| Struggles with gross motor activities, such as hopping, skipping, or jumping |  |
| Struggles with fine motor activities, such as tying shoes                    |  |
| Trouble memorizing (such as phone number, alphabet)                          |  |
| Mixes up sounds or syllables in long words                                   |  |
| Difficulty differentiating between phonetic sounds                           |  |
| Difficulty with time sequencing; mixes up the order of events                |  |
| Difficulty with directions that include more than one task                   |  |
| Poorly shaped letters when writing   |  |
| Difficulty writing on a line or coloring within general lines                |  |
| May have difficulty reading consistently from left to right                  |  |

#### ELEMENTARY/SECONDARY

|   |  |
|---|--|
| Appears bright, highly intelligent, and articulate but unable to read, write, and spell on grade level  |  |
| Inconsistent performance; may have discrepancies in test scores   |  |
| Easily frustrated and emotional about academic work   |  |
| Sings or chants to recite the alphabet in correct sequence  |  |
| Fails to demonstrate proficient word attack skills; difficulty with phonics skills  |  |
| Confuses similar letters and words (angel-angle, dream-drama)   |  |
| Often makes the following mistakes with reading/writing: additions (baby - babey); omissions (plan - pan); substitutions (sin - sen); inversions (mom - wow); reversals (b-d , was - saw); numbers (37-73, 96-69); rotations (b-p, OIL - 710); transpositions (girl- gril); repetitions (rat- ratt) |  |
| May use mirror writing  |  |

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|  |  |
|--|--|
| Auditory discrimination problems (difficulty hearing differences in similar sounds, e.g., b- p, o-u) |  |
| Difficulty recognizing rhyming words   |  |
| Difficulty comprehending written material; may lose place when reading                               |  |
| Difficulty sequencing (such as events in stories)  |  |
| Shows some directional confusion   |  |
| Difficulty telling time, managing time, being punctual   |  |
| Fails to complete reading/writing assignments  |  |
| Difficulty with recalling previous lessons   |  |
| Difficulty segmenting syllables in a word  |  |
| Poor spelling, phonetic but inconsistent (e.g., book, bok, buk, boock)                               |  |
| Difficulty copying quickly and accurately (from chalkboard to notebook or book to notebook)          |  |
| Difficulty reading printed music   |  |
| Difficulty with organization or compulsively orderly   |  |
| Seems to forget often (e.g., homework, papers, assignments)  |  |
| Has difficulty remembering sight words   |  |
| Difficulty remembering and following multi-step directions   |  |
| Difficulty with independent activities that include reading and writing                              |  |
| Short attention span for reading/writing tasks   |  |
| Seems to zone out or daydream often  |  |
| Poor study skills  |  |
| Poor work on timed or essay screening tools  |  |
| Poor self-esteem   |  |
| Hides or covers weaknesses with creative compensation techniques                                     |  |
| Complains of dizziness, headaches, stomach aches while reading/writing                               |  |
| Falls asleep or shows signs of exhaustion while reading/writing                                      |  |
| May seem to have difficulty with vision, yet eye exams don't reveal a problem                        |  |
| Thinks primarily with images and feelings, not sounds or words                                       |  |
| Mistakes and symptoms increase with confusion, pressure, stress, or poor health                      |  |
| Difficulty restraining talking   |  |
| Discrepancy between verbal communication and written expression                                      |  |
| Slow reader; may have to read and reread in order to comprehend                                      |  |

## 2. THE REACH PROCESS:

### COLLECT DATA AND IDENTIFY CHARACTERISTICS

|  |  |
|--|--|
| Understands auditory material more readily than written material                 |  |
| Difficulty with directions   |  |
| Still confuses letters (such as b and d) especially when tired, stressed, or ill |  |
| Difficulty with foreign languages  |  |
| Poor grades  |  |
| High frustration level with schooling  |  |

## 2. THE REACH PROCESS: COLLECT DATA AND IDENTIFY CHARACTERISTICS

### SPELLING/WRITING: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

|   |   |
|---|---|
| Frequently fails to form letters correctly  | ✓ |
| Frequently has sloppy writing, illegible  |   |
| Frequently fails to punctuate correctly   |   |
| Frequently has spelling problems—omits, adds, or substitutes letters  |   |
| Frequently demonstrates letter reversals  |   |
| Frequently has trouble copying (close-up/distant)   |   |
| Frequently fails to capitalize correctly  |   |
| Frequently fails to write within a given space  |   |
| Frequently grips pencil, crayons, or scissors awkwardly   |   |
| Frequently shows difficulty with fine motor skills (e.g., nuts and bolts, screwdrivers, puzzle pieces, buttoning, zipping, tying) |   |
| Frequently shows inconsistencies in printing upper and lower case, printing, and cursive  |   |
| Frequently does not complete written assignments  |   |
| Frequently has inconsistent spaces between words and letters  |   |
| Frequently is unsure of right or left handedness  |   |
| Tires quickly while writing   |   |
| Says words out loud while writing   |   |
| Has difficulty organizing thoughts on paper   |   |
| Exhibits large gap between written ideas and understanding demonstrated through speech  |   |
| Exhibits poor use of punctuation  |   |
| Engages in slow, tedious, incomplete note-taking  |   |
| Has poor handwriting, poorly shaped letters, and irregular spacing  |   |
| Often does not use complete sentences when speaking or writing  |   |
| Is clumsy, uncoordinated, poor at ball or team sports; prone to motion sickness   |   |
| May use either hand for fine motor tasks; confusion with right/left dominance   |   |
| Has difficulty writing thoughts orderly and clearly   |   |