

## 2. THE REACH PROCESS

### 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>	
<del>Irritation</del>	
<del>Frustration</del>	
<del>Annoyance</del>	
<del>Resentment</del>	

#### 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	

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<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Is quiet and withdrawn	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	

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

See page 34 for accommodations.

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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	

See pages 35–37 for accommodations.