

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

BEHAVIORAL CONCERNS: 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	
Teacher feels:	
Threatened	
Defensive	

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REVENGE SEEKING

Student:	
Has a history of behaviors listed above	
Feels unfairly treated	
Feels others are out to get him/her	
Feels better after accomplishing revenge	
Lies	
Steals	
Hurts others physically or emotionally	
Destroys property	
Blames others for perceived unfair treatment	
Retaliates if asked to stop	
Teacher feels:	
Anger	
Hurt	
Frustration	

ADEQUACY SEEKING

Student:	
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Is quiet and withdrawn	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	
Teacher feels:	
Inadequate	
Helpless	

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BEHAVIORAL CONCERNS: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____
 Date _____ Grade _____

ATTENTION SEEKING	Tried/ Duration	Effective Y/N	Remarks
Arrange one-on-one time during non-instructional activities (recess, lunch, etc.)			
Greet student warmly upon arrival			
Engage in small talk			
Offer positions of responsibility			
Show personal interest			
Affirm appropriate behaviors			
Ignore inappropriate behaviors			

POWER SEEKING	Tried/ Duration	Effective Y/N	Remarks
Avoid power struggles through humor or distractions			
Give student some control by offering choices			
Empower students; give positions of responsibility			
Assign classroom jobs on a rotating basis			
Affirm privately rather than publicly			
Acknowledge student's feelings			

REVENGE SEEKING	Tried/ Duration	Effective Y/N	Remarks
Conduct small group pro-social skills lessons when student is calm			
Establish a mutual contract with goal being to get along with others			
Teach self-monitoring			
Be calm and matter-of-fact when issuing consequences			
Catch student being good and praise privately			
Treat each day as a fresh start			

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ADEQUACY SEEKING

Ensure success when introducing new skills			
Prepare student in advance for public demonstration of skills			
Offer opportunity to observe rather than participate in group activities			
Use cooperative learning with supportive peers			
Identify opportunities for student to showcase strengths			

Adapted from Dreikurs, R., Grunwald, B. & Pepper, F. (1971).
Maintaining Sanity In The Classroom. New York: Harper Row.