

REACH

Positive Behavior Support

Research has shown that a behavior has a better chance of changing if one focuses on the positive and not the negative. Reinforcing good behavior with and outside stimulus will increase the chances of that positive behavior to occur more often.

How do we accomplish this? We follow REACH.

Respect
Engage
Attitude
Cooperative
Honesty

Materials for the Lesson

- Crossword Puzzle
- Word Search Puzzle
- Questionnaire
- Reach Using the Five Senses

Objectives

- Define REACH
- Identify and describe situations in which one displays REACH
- Identify and describe situations in which one does not display REACH
- Give examples of both REACH and not REACH behaviors.
- What does REACH mean to you through your five senses.
- Describe the effects of REACH on others and oneself

Present the Lesson

- Describe the concept of Reach.
- Describe what the acronym REACH stands for.
- Describe good and bad examples of respect, engage, attitude, cooperative and honesty have students act them out.
- Follow up discussion with the following questions to prompt further examination
 1. What is REACH, what does each letter stand for?
 2. What are three steps of exercising REACH?

Follow-up Activities

1. Distribute the word search puzzle. This exercise will serve to reinforce and familiarize the students with the REACH vocabulary

2.

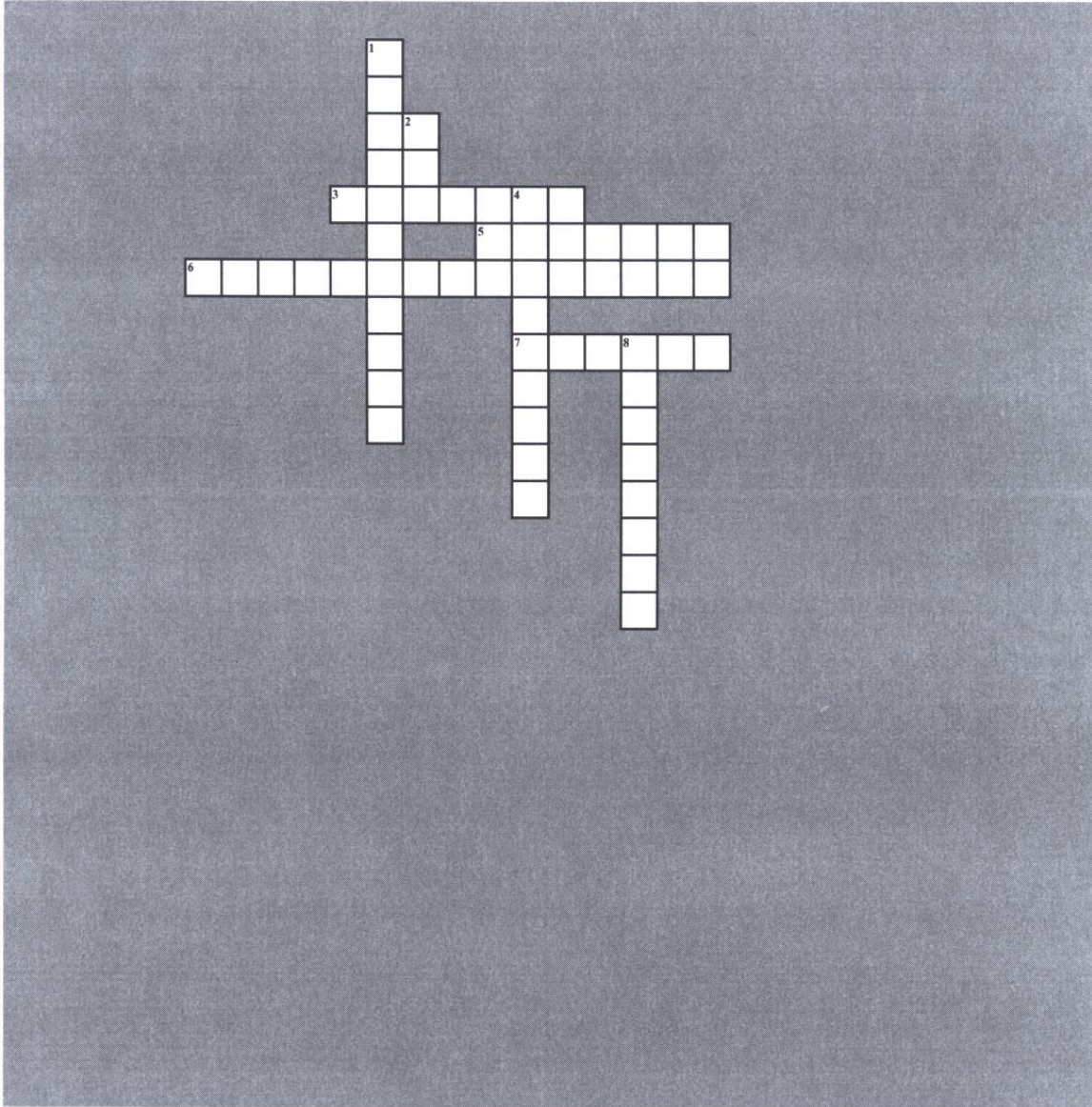
3.

Submit



REACH

Complete the crossword puzzle.



- 3 To feel or show regard for
- 5 The quality or condition of being honest- exhibiting truthfulness or integrity
- 6 You receive this for doing right (2 words)
- 7 To obtain or hold attention: engross

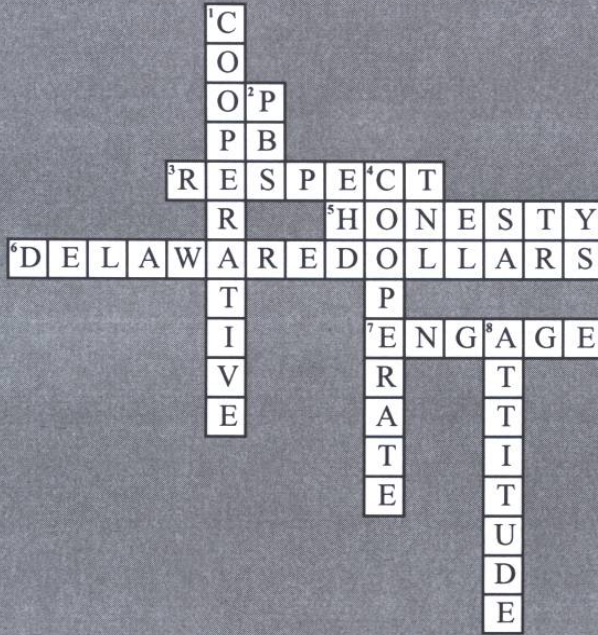
Down

- 1 To work or act together toward a common end or purpose
- 2 positive behavior support
- 4 helping another student who is having a hard time with the assignment
- 8 A position of the body or manner of carrying oneself



REACH

Complete the crossword puzzle.





Name _____

Date _____

(Key # 1 - 362896)

REACH

Find each of the following words.

APPROACH
 OUTLOOK
 CONSIDERATION
 ENGAGE
 HONESTY
 ABSORB
 ADMIRE
 ATTITUDE
 ENGRESS
 REGARD
 TRUTHFULNESS

LUNCH LINE
 CHARACTER
 BASKETBALL COURT
 INVOLVE
 UPRIGHTNESS
 DELAWARE DOLLARS
 ADMIRATION
 RELIABILITY
 INTEGRITY
 INTEREST
 HONOR

RESPECT
 PRAISE
 CAFETERIA
 RETAIN
 HALL
 REVERENCE
 POSITIVE BEHAVIOR SUPPORT
 COOPERATIVE
 CLASSROOM

K A B S O R B E O N A B S O R B H F A E G A G N E O
 T O E N G A G E N I L H C N U L C I N T E G R I T Y
 S C O O P E R A T I V E H O E V L O V N I T O F T S
 S S E L M R H E S R C O O P E R A T I V E T P A S E
 E T O R T O E S V S R E T A I N S D R A G E R I E R
 N A R R I U O A N E O P R A I T S E G A G N E R R C
 L S O E G M O R C O R R E C N E R E V E R R V E E L
 U T N M G N D P S S I E G E A R O C R E R M S T T R
 F E O D R E E A R S E T N N T O O T H H D R I E N G
 H N H A D M I R E S A N A C E K M S U A A E A F I I
 T G A B S O R B T E I L G R E H A L L L R L B A O I
 U A A B S O R B A N E O C R I N D S L N O A L C N O
 R G I N T E G R I T Y R V O O M A O T O E N C I T S
 T E A D M I R E N H E O E N G S D N S I I A T E R
 O N R N R E N O H G S N T O I E S A T T I T U D E D
 L T O E O H O N R I I O A H R V R I O A E T C I C R
 T D R I G I C N I R A H S A E V I T A R E P O O C C
 U E A U T A T A L P R P W S O A D E N I L H C N U L
 O L I R O A R A O U P A P O E L E R C M A B S O R B
 U A R V U C R D R R L O S R I N U R P D I S B I V A
 P W E E R L L E H E P H U S O C L N A A T R O N O H
 R A T A G N E L D O D P A T R A T U C E V L O V N I
 I R E S P E C T A I N I A L L E C G F H A L I O C N
 G E F H A B S O R B S E S I L P E H T H L A A L P A
 H D A C D R A G E R T N S N B G P E Y F T I N V R P
 T O C A O U T L O O K E O T O T S E N O H U N E A N
 N L D O U T L O O K A A K C Y C E D R A G E R E I E
 E L R R E C N E R E V E R S S E R P R A I S E T S T
 S A A P L O T E D U T I T T A N R E V E R E N C E R
 S R G P I N T E R E S T T R Y B Y T S E N O H S A R
 R S E A O R E L I A B I L I T Y R C L A S S R O O M
 T T R O P U S R O I V A H E B E V I T I S O P T H
 T C E P S E R N U P R I G H T N E S S A N I A T E R
 P G S S O O R O H T E E E H C E T H E D I E U I O N

Name _____



Date _____

(Key # 1 - 362896)

REACH

Write down how many times you found each word. If you found a word five times then write 5.

1. _____ APPROACH
2. _____ OUTLOOK
3. _____ CONSIDERATION
4. _____ ENGAGE
5. _____ HONESTY
6. _____ ABSORB
7. _____ ADMIRE
8. _____ ATTITUDE
9. _____ ENGROSS
10. _____ REGARD
11. _____ TRUTHFULNESS
12. _____ LUNCH LINE
13. _____ CHARACTER
14. _____ BASKETBALL COURT
15. _____ INVOLVE
16. _____ UPRIGHTNESS
17. _____ DELAWARE DOLLARS
18. _____ ADMIRATION
19. _____ RELIABILITY
20. _____ INTEGRITY
21. _____ INTEREST
22. _____ HONOR
23. _____ RESPECT
24. _____ PRAISE
25. _____ CAFETERIA
26. _____ RETAIN
27. _____ HALL
28. _____ REVERENCE
29. _____ POSITIVE BEHAVIOR SUPPORT
30. _____ COOPERATIVE
31. _____ CLASSROOM



REACH

Find each of the following words.

- APPROACH (3)
- OUTLOOK (3)
- CONSIDERATION (2)
- ENGAGE (4)
- HONESTY (2)
- ABSORB (6)
- ADMIRE (3)
- ATTITUDE (2)
- ENGROSS (3)
- REGARD (5)
- TRUTHFULNESS (2)

- LUNCH LINE
- CHARACTER (1)
- BASKETBALL COURT
- INVOLVE (3)
- UPRIGHTNESS (3)
- DELAWARE DOLLARS
- ADMIRATION (2)
- RELIABILITY (1)
- INTEGRITY (2)
- INTEREST (2)
- HONOR (4)

- RESPECT (3)
- PRAISE (3)
- CAFETERIA (2)
- RETAIN (4)
- HALL (3)
- REVERENCE (4)
- POSITIVE BEHAVIOR SUPPORT
- COOPERATIVE (3)
- CLASSROOM (3)

A 20x20 grid of letters with various words circled. The grid contains the following words circled in the image:

- APPROACH (3)
- OUTLOOK (3)
- CONSIDERATION (2)
- ENGAGE (4)
- HONESTY (2)
- ABSORB (6)
- ADMIRE (3)
- ATTITUDE (2)
- ENGROSS (3)
- REGARD (5)
- TRUTHFULNESS (2)
- LUNCH LINE
- CHARACTER (1)
- BASKETBALL COURT
- INVOLVE (3)
- UPRIGHTNESS (3)
- DELAWARE DOLLARS
- ADMIRATION (2)
- RELIABILITY (1)
- INTEGRITY (2)
- INTEREST (2)
- HONOR (4)
- RESPECT (3)
- PRAISE (3)
- CAFETERIA (2)
- RETAIN (4)
- HALL (3)
- REVERENCE (4)
- POSITIVE BEHAVIOR SUPPORT
- COOPERATIVE (3)
- CLASSROOM (3)

Using the Five senses to describe REACH

1. What does REACH look like in the classroom, in the hall, in the lunch line?

2. What does REACH sound like in the classroom, in the hall, in the court, at dismissal?

3. What would REACH taste like? What kind of edible reward would you receive?

4. What would REACH feel like? What would be the atmosphere in a place where REACH was followed and a place where it is not being followed?

5. What kind of yummy things would you like to smell as reward for reaching? Example- cookies, pizza,

Description: Students will learn the acronym R.E.A.C.H. and will demonstrate mastery through role-play.

Essential Question: What does R.E.A.C.H. look and feel like in the science classroom?

Materials: white-board, paper & pen.

Duration: 50 minutes.

Vocabulary: Respect, Engage, Attitude, Cooperative & Honesty.

Steps to deliver initial instruction:

Teacher will write R.E.A.C.H. on the white-board and will ask students to voluntarily point to each letter of the acronym.

If students are unsuccessful with any of the terms, teacher will create a scenario in order for students to figure out the term.

As a whole group, the class will develop a working definition of each term.

Students will split up into groups of three or four and each group will be given one of the terms to create a five minute play to perform to the whole group.

Group 1 – RESPECT

- Identify and role-play situations in which one gains respect in the science classroom.
- Identify and role-play situations in which one loses respect in the science classroom..
- Give examples of both respectful and disrespectful behaviors.

Group 2 - ENGAGE

- Identify and role-play situations in which one is engaged in the science classroom.
- Identify and role-play situations in which one is not engaged in the science classroom
- Give examples of both engaged and non-engaged behaviors.

Group 3 - ATTITUDE

- Identify and role-play situations in which one has a positive attitude in the science classroom.
- Identify and role-play situations in which one does not have a positive attitude in the science classroom..
- Give examples of both positive attitudes and negative attitudes.

Group 4 - COOPERATIVE

- Identify and role-play situations in which one is cooperative in the science classroom.
- Identify and role-play situations in which one is not cooperative in the science classroom.
- Give examples of both cooperative and non-cooperative behaviors.

Group 5 - HONESTY

- Identify and role-play situations in which one is honest in the science classroom.
 - Identify and role-play situations in which one is not honest in the science classroom.
 - Give examples of both honest and dishonest behaviors.
-

Mr Janik's Reach Lesson Plan

Grade Levels: 6 – 12

Subject: Positive Behavioral Support (PBS) and REACH

Description: Reach is part of this school's PBS plan. We use the acronym to teach students what our expectations are for their behaviors in various areas. Students are then rewarded for demonstrating the right behaviors with Delaware Dollars which they can use to purchase: merchandise, special privileges, and attention.

Goal: Is for the students to exhibit positive behavior in all situations and to make the right choices. This will eventually translate to a better overall learning environment for the students.

Objectives:

- The students will be able to define and understand REACH (Respect, Attitude, Cooperation and Honesty) with emphasis on classroom expectations.
- Students made aware that there are variations of REACH for different situations.
- Students able to model acceptable and unacceptable behaviors.
- Students know that they will only be rewarded for positive behaviors.
- Students realize that this is a team effort and that any adult (administrators, teachers, cafeteria staff, custodians, i.e.) can give out Delaware Dollars.
- Students know how to redeem Delaware Dollars and the types of rewards offered.

Background:

Delaware Avenue is a transition school and therefore its population is constantly changing. While students are given this reach lesson quarterly, attention must be paid to indoctrinate new students with REACH. Reinforcement of REACH concepts is a continuous process.

Materials:

- Delaware Dollars
 - Posters
 - Delaware Dollar Sheets
-

Modeling Procedure:

1. Students broken up into teams (3 – 4)
2. Groups are given one of the expectations of REACH (Ask to provide an example and a non-example of the expectation associated by acting it out in front of the other groups.
3. Have the groups observing the modeled behaviors and determine what the correct example was by awarding Delaware Dollars.
4. Discuss any questions the students may have.

Continuing Assessments:

1. Ask students individually, during normal classroom work, questions about REACH.
2. When a student or class is not living up to expectations ask them what part(s) of REACH they may be violating and why the behavior(s) are unacceptable.
3. Observe the students to see if they are following REACH and reward appropriate behavior with Delaware Dollars.
4. Assess success of various rewards.

- Reach

Are You a Diligent Person?

(Take this self-evaluation and find out.)

True False

- I always do my best; I strive for excellence.
- I am willing to risk failure for a worthy goal.
- I am self-disciplined.
- I make sure to learn from my mistakes and failures.
- I try to see the big picture and think long-term.
- I set goals and stay focused.
- I don't give up just because things seem difficult.
- I don't procrastinate.

I think I am/am not a diligent person because: _____

"Diligence is the mother of good luck."

- Benjamin Franklin

1. Being a diligent person is all about attitude, a positive attitude. Does attitude have anything to do with success? If so, what?

 2. Expectations include setting goals. Are you a person who sets goals?
-