restorative practices behavior think sheets

USED BY OVER 11,000 EDUCATORS!

Choices Think Sheet

Name: _____

What wrong choice did you make?

- Did not follow directions.
- Hurt Someone's Body
- Touched Things That Don't Belong to Me
- Used Hurtful Words
- Playing Instead of Working
- Left My Space Without Permission
- Being Unsafe
- Talking Instead of Listening

What was happening BEFORE you made the choice?

- I was angry.
- I was sad.
- I was worried.
- I wanted someone to give me attention
- I wanted to get away from someone or something
- I wanted to have fun.
- I wanted to have something
- I didn't want to do my work

This is how my choice hurt me:

- I didn't get to learn as much.
- I feel more upset now.
- My classmates got upset with me.
- I lost a privilege.

Choices Think Sheet

Name: _____ Date: _____

REASONS FOR MY CHOICE

How were you feeling?

What were you thinking?

What did you want?

WHAT CHOICE DID YOU MAKE?

CONSEQUENCES OF MY CHOICE

How are you feeling now?

How did your behavior hurt *others*?

How did your behavior hurt *you*?

Choices Think Sheet

Name: Wyatt Williams

What choice did you make?

- ☐ Used mean words
- ☑ Hit, kicked, pushed, pinched, tripped, or scratched
- ☐ Took something that didn't belong to me
- ☐ Hurt someone else's property
- ☐ Refused to follow adult's directions
- ☐ Used materials inappropriately
- ☐ Left my assigned area without permission
- ☐ Other: _____

How were you feeling BEFORE you made the choice?

- ☐ Sad
- ☐ Angry
- ☑ Jealous
- ☐ Disappointed
- ☐ Lonely/Left Out
- ☐ Worried/Nervous
- ☐ Embarrassed
- ☐ Ashamed/Guilty
- ☐ Other: _____

What did you want?

- ☐ Someone to pay attention to me
- ☐ To get revenge
- ☐ To feel happier
- ☐ To not do my work
- ☐ To get away from someone
- ☑ To have something
- ☐ To have control or power over something/someone
- ☑ To have fun
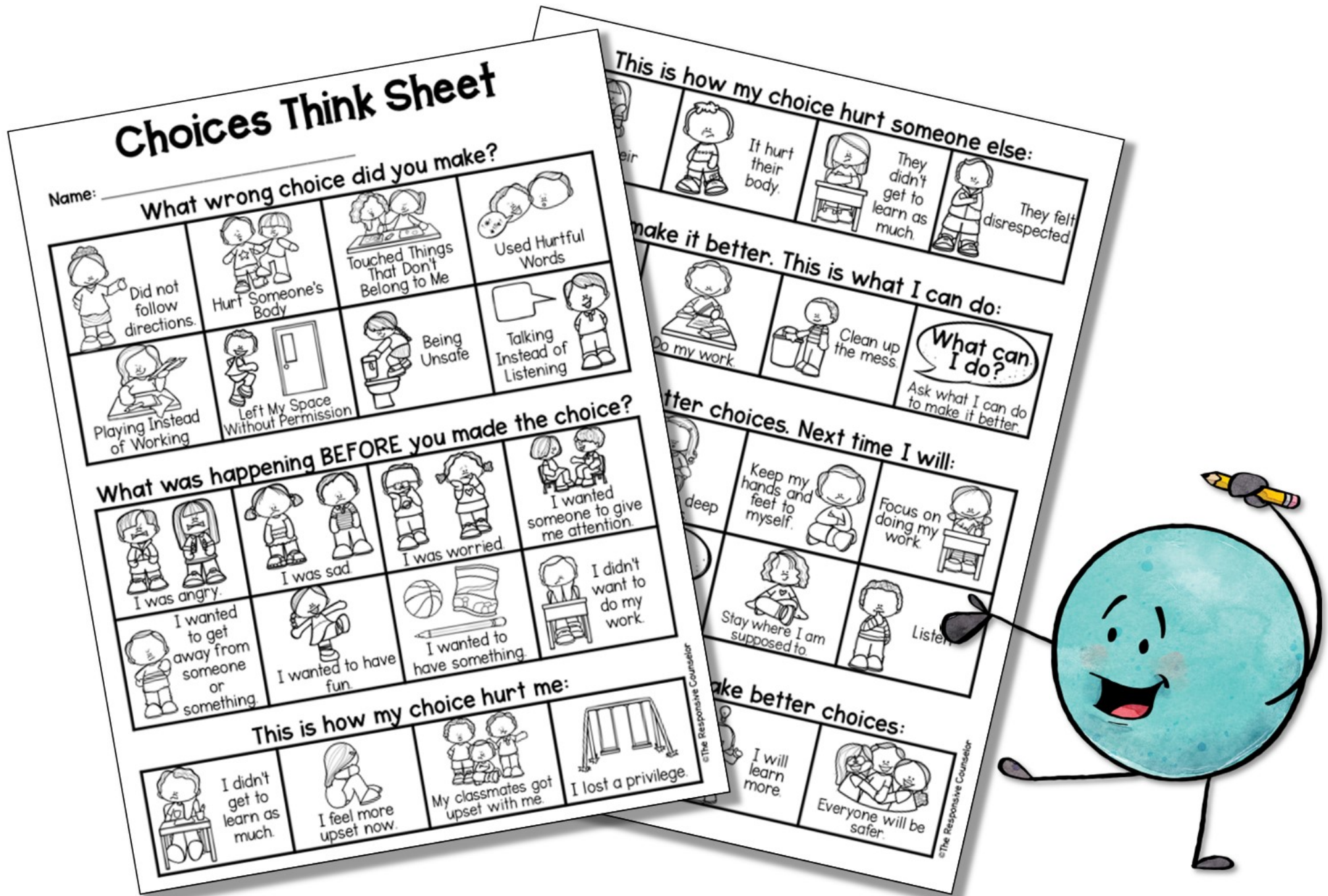- ☐ For someone to like me or include me
- ☐ Other: _____

helping students process negative choices in a non-threatening and child-friendly way that emphasizes repairing harm and moving forward

resource includes:

- three different and double-sided behavior reflection sheets

- slideshow for teaching students how to use them

- reminder posters

- I-message and apology sentence stem notes

- walk through folder that scaffolds the process for students

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- I wanted to have something.
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This is how my choice hurt me:

- I didn't get to learn as much.
- I feel more upset now.
- My classmates got upset with me.
- I lost a privilege.

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This is how my choice hurt someone else:

- It hurt their body.
- They didn't get to learn as much.
- They felt disrespected

...make it better. This is what I can do:

- Do my work.
- Clean up the mess.
- What can I do? Ask what I can do to make it better.

...tter choices. Next time I will:

- ...deep
- Keep my hands and feet to myself.
- Focus on doing my work.
- Stay where I am supposed to.
- Listen

...ake better choices:

- I will learn more.
- Everyone will be safer.

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differentiated sheets

Choices Think Sheet

Name: _____

MY CHOICE

What choice did you make?

- ☐ Used mean words
- ☐ Hit, kicked, pushed, pinched, tripped, or scratched
- ☐ Took something that didn't belong to me
- ☐ Hurt someone else's property
- ☐ Refused to follow adult's directions
- ☐ Used materials inappropriately
- ☐ Left my assigned area without permission
- ☐ Other: _____

REASONS FOR MY CHOICE

How were you feeling BEFORE you made the choice?

- ☐ Sad
- ☐ Angry
- ☐ Jealous
- ☐ Disappointed
- ☐ Lonely/Left Out
- ☐ Worried/Nervous
- ☐ Embarrassed
- ☐ Ashamed/Guilty
- ☐ Other: _____

What did you want?

- ☐ Someone to pay attention to me
- ☐ To get revenge
- ☐ To feel happier
- ☐ To not do my work
- ☐ To get away from someone
- ☐ To have something
- ☐ To have control or power over something/someone
- ☐ To have fun
- ☐ For someone to like me or include me
- ☐ Other: _____

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MY CHOICE

How do you feel now?

- ☐ Sad
- ☐ Angry
- ☐ Jealous
- ☐ Disappointed
- ☐ Lonely/Left Out
- ☐ Worried/Nervous
- ☐ Embarrassed
- ☐ Ashamed/Guilty
- ☐ Other: _____

How did your choice hurt you?

- ☐ I didn't learn as much
- ☐ I feel worse now
- ☐ People might not trust me as much now
- ☐ People might think I'm not very kind
- ☐ Other: _____

How did your choice hurt someone else?

- ☐ It hurt their feelings
- ☐ It hurt their body
- ☐ It hurt something that belongs to them
- ☐ They didn't get to learn as much
- ☐ They felt disrespected
- ☐ Other: _____

What can you do to make it better?

- ☐ [Apolo]gize
- ☐ [Clean] up the mess
- ☐ [Do the] work
- ☐ Ask what I [can do to make it] better
- ☐ Other: _____

[Wha]t will you do differently next time?

- ☐ [Ask] for help
- ☐ [Take de]ep breaths or do [somethi]ng to calm myself
- ☐ Focus on doing my work
- ☐ Think before I speak
- ☐ Other: _____

[Wh]en if you make a better choice next time?

- ☐ [People will w]ant to be around me
- ☐ [I will be] proud of myself.
- ☐ I will learn more
- ☐ Other: _____

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▶ **CHECK BOXES** think sheet for students needing extra scaffolding

differentiated sheets

Choices Think Sheet

Name: _____ Date: _____

REASONS FOR MY CHOICE

How were you feeling?

What were you thinking?

What did you want?

WHAT CHOICE DID YOU MAKE?

CONSEQUENCES OF MY CHOICE

How are you feeling now?

How did your behavior hurt _others_?

How did your behavior hurt _you_?

What will you do ...rently next time?

...uld a different ...e be better?

...ce so that...

▶ **FILL IN THE BOX** think sheet for older students who can more easily express themselves in writing
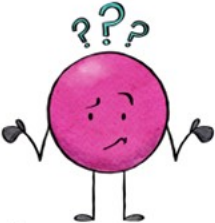
restorative process

Each sheet prompts students to go through the **restorative process** by identifying:

- ▶ Their behavior/choice that caused themselves or others harm
- ▶ How they were feeling before
- ▶ What they wanted/were hoping for
- ▶ How they feel now
- ▶ How their action harmed themselves and others
- ▶ How they can make it better
- ▶ What to do differently in the future

slideshow
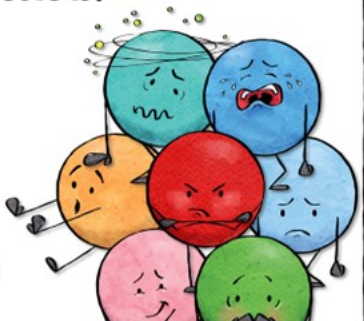
Everyone makes mistakes sometimes.

When you have **broken a rule** or **failed to meet an expectation**, it's important to take time to think about your **CHOICES** and the...

REASONS FOR YOUR CHOICE:
How were you feeling before it happened?

- Sad
- Angry
- Jealous
- Disappointed
- Lonely/left out
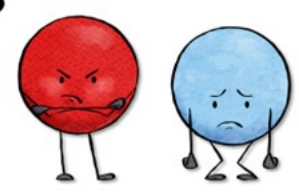- Worried/Nervous
- Embarrassed
- Ashamed/...

CONSEQUENCES OF YOUR CHOICE:
How did your choice hurt you?

- I didn't learn as much
- I feel worse now
- I lost a privilege
- People might think I'm not very kind
- People might not trust me as much now

CONSEQUENCES OF YOUR CHOICE:
How did your choice hurt someone else?

- It hurt their feelings
- It hurt their body
- It hurt something that belongs to them
- They didn't get to learn as much
- They felt disrespected

▶ Slideshow included for teaching and modeling the process to students so they are **prepared to correctly use the sheets**

reminder posters

When you have been hurt...

- What happened?
- How did that make you feel?
- What was your brain saying? What were you thinking?
- What was the hardest part for you?
- What do you need for this to be better?

Thinking About Your Choices

- What happened?
- What were you feeling?
- What was your brain saying? What were you thinking?
- Who else do you think was affected by what happened?
- What do you think you need to do to make this better?

Restorative questions posters to remind both students and educators of the process

Choices Think Sheet

Name: _____

What wrong choice did you make?

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Want to give you an apology.

...ing to my apology.

(sign your name here)

What choice did you make?
- Used mean words
- Hit, kicked, pushed
- Took something that didn't belong to you
- Hurt someone else's property
- Refused to follow adult's directions
- Used materials inappropriately
- Left my assigned area without permission

How do you feel now?
- Sad
- Angry
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How did your choice hurt you?
- I didn't learn as much
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How did your choice hurt someone else?
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▶ Includes pages for making a **folder** or binder to keep the sheets in that walks students through how to complete them. Also includes **I-message** and **apology** sentence stem notes!

reviews

This was exactly what I was looking for! This was a perfect and easy to read think sheet for my first graders. Also great reminders for me too on what to say. Thanks so much! – April S.

⭐⭐⭐⭐⭐

reviews

"

Hands down the best resource I have ever gotten off of TPT! It has bridged the gap between and some students who had ben struggling. I have seen a huge improvement on behaviors and my relationship with my students!
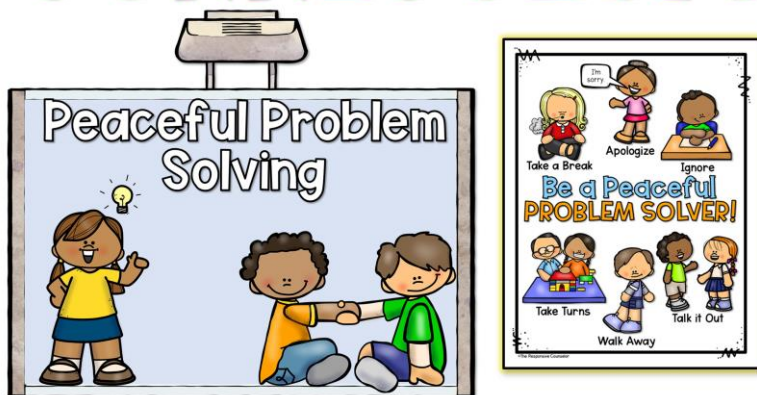
– LeadingWithHeart

⭐ ⭐ ⭐ ⭐ ⭐

reviews

"

This resource is fabulous! The questions are helpful for teachers to walk through discussions with students and help students take accountability for their actions while having a chance to understand their own emotions and actions. Does not feel like discipline but a way to restore the relationship with their teachers! LOVE THIS RESOURCE!
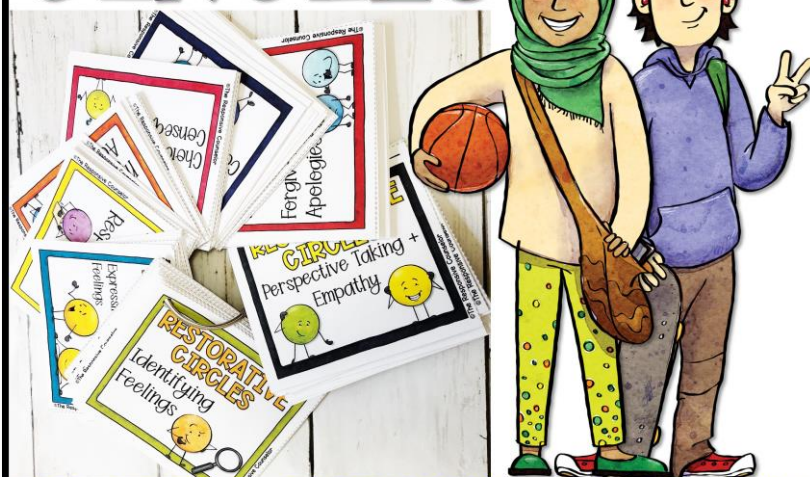– Alex N.

⭐⭐⭐⭐⭐

CONFLICT RESOLUTION CURRICULUM

Peaceful Problem Solving

Be a Peaceful PROBLEM SOLVER!

Take a Break · Apologize · Ignore
Take Turns · Talk it Out
Walk Away

INTERACTIVE + NO PREP

The Behavior Intervention Guide

for elementary counselors

Conceptualizing Student Misbehavior and Implementing Appropriate Tier 2 and 3 Interventions

RESTORATIVE CIRCLES

126 SOCIAL EMOTIONAL QUESTIONS FOR THE RESTORATIVE CLASSROOM

RESTORATIVE PRACTICES PRESENTATION

Restorative Practices

CLASSROOM CULTURE, COMMUNITY, & MANAGEMENT

FOR ELEMENTARY FACULTY AND STAFF

Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.

Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm an 8+ year school counselor veteran from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now I share my ideas and resources to reach students and help educators across the world!

Let's Connect: