

Restorative Behavior Think Sheets & Interactive Choice Board

HELPS STUDENTS TO

- Think about and **reflect** on unhelpful choices
- **Process** what happened in a **non-threatening** way
- **Make repairs** for any harm that was done
- **Find solutions, move forward & make better choices** in the future

4. Who else was affected?

Classmates A Friend My Teacher My Family SOMEONE ELSE

5. How might they feel?

Concerned ABOUT ME Surprised Afraid Disappointed Angry Caring Hurt Frustrated Disrespected SOMEONE ELSE

6. What were the consequences of your actions?

Someone's feelings were hurt. I feel worse. I wasn't able to learn as much. I lost a privilege. I lost someone's trust in me. I have a problem to solve. SOMETHING ELSE.

7. How can you try to make it better?

Apologize Do Something Kind Complete My Work Clean Up SOMETHING ELSE.

These Repair Plans will be a game changer for behavior management in your classroom (or home, too)!

Wow, this resource has it all. Everything you need to teach how to fix a mistake.
-Kate

WHAT WERE YOU THINKING AT THE TIME?

HOW DID YOU FEEL AT THE TIME?

Worried	Wanted to Be Included or Belong	
Sad	Was Full of Energy and Needed to Move	Was Stressed About Something
Happy	Didn't Understand the Lesson	
Frustrated	Wanted to Get Away or Be Left Alone	Wanted to Have Fun
Lonely		
Excited	Needed Attention	Thought Something Was Unfair
Angry	Wished I Had Something	Something Else:
Envious		
Bored		
Something Else:		

WHO ELSE WAS AFFECTED?

A Friend Classmates My Teacher My Family Someone Else:

HOW MIGHT THEY FEEL?

Place the feeling card here.

Concerned ABOUT ME

Place the feeling card here.

Hurt	Disrespected	Angry	Afraid	Caring
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LEARNING FROM MISTAKES

Name: _____

CIRCLE, MARK WITH AN 'X', OR WRITE YOUR ANSWERS.

1. What happened?

Said Something Unkind	Did Something Unsafe	Went Somewhere Without Permission	Didn't Follow Directions	Talked When It Wasn't My Turn
Hurt Someone	Took Something That Wasn't Mine	Distracted Others	Damaged Property or Misused Materials	SOMETHING ELSE:

2. How did you FEEL at the time?

Worried	Sad	Happy	Frustrated	Lonely	Excited	Angry	Envious	Bored	SOMETHING ELSE:
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3. What were you THINKING at the time?

Wanted to Be Included or Belong	Was Full of Energy and Needed to Move	Thought Something Was Unfair	Was Stressed About Something	Wanted to Get Away or Be Left Alone
Didn't Understand the Lesson	Wished I Had Something	Needed Attention	Wanted to Have Fun	SOMETHING ELSE:

4. What were the consequences of your actions?

Someone's feelings were hurt.	Someone's body was hurt.	Others couldn't learn as much.	I lost someone's trust in me.	I have to...
I feel worse.	I wasn't able to learn as much.	I lost a privilege.	SOMETHING ELSE:	

5. How can you try to make it better?

Apologize	Do Something Kind	Complete My Work	Clean Up
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6. What can you do next time?

WHAT WERE THE CONSEQUENCES OF YOUR ACTIONS?

Place the consequence card here.

Place the consequence card here.

Someone's feelings were hurt.

Someone's body was hurt.

I feel worse.

I wasn't able to learn as much.

I lost someone's trust in me.

I have a problem to solve.

I lost a privilege.

Others couldn't learn as much.

Something Else:

Something Else

Do Something Kind

Clean Up

Complete My Work

Apologize

HOW CAN YOU TRY TO MAKE IT BETTER?

What Can You DO NEXT TIME?

Take Deep Breaths or Count to 20

Take a Break to Get Calm

Keep My Hands and Feet to Myself

Ask to Take a Movement Break

Stay Where I'm Supposed To Be

Use Kind Words

Focus On My Work

Place the plan card here.

Place the plan card here.

Place the plan card here.

Pay Attention and Listen

Ask a Grown-Up For Help

Ask to Use or Share Something

Stop and Think Before I Do Something

Use Words to Say How I Feel and What I Want

Follow Directions

Something Else:

STUDENTS ARE SUPER ENGAGED WITH THEM USE THE INTERACTIVE CHOICE BOARD!

This is SO helpful when students are needing to think through their actions and how to move forward in repairing the issue/problem solving. I love that it takes students step by step (with great visuals) which allows for great conversation and lets them be hands on by moving the different pieces.

-Caroline

WHAT'S SO GREAT ABOUT THIS SEL RESOURCE:

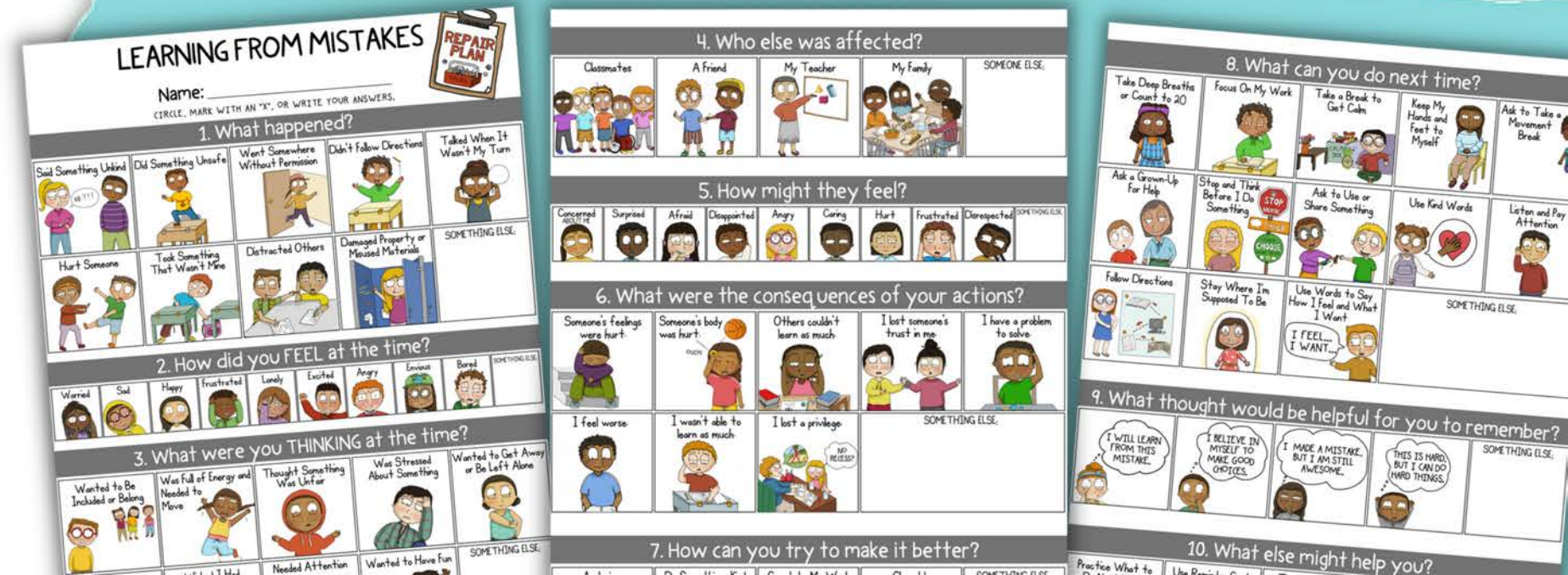
- Takes the shame out of making mistakes, and instead invites children to take responsibility for their actions, to identify the skills that can be worked on, and to make repairs.
- The strong visual supports help students to better self-reflect, communicate their needs and formulate plans to make better choices.

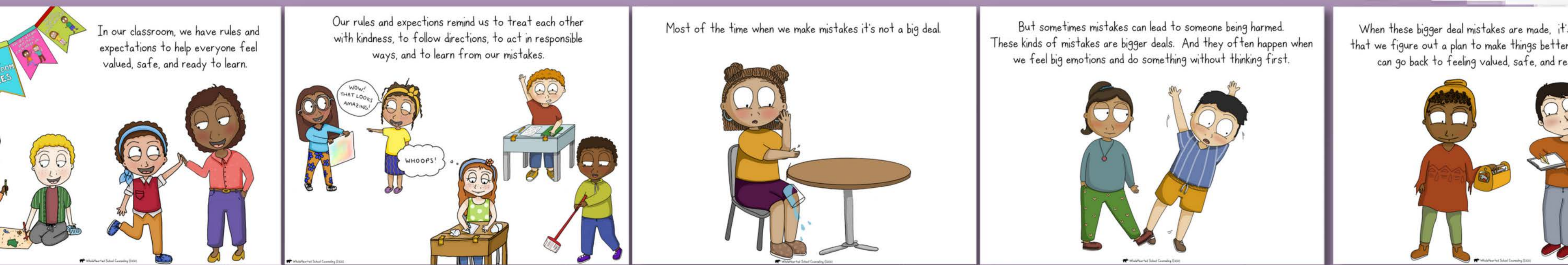
It is a very easy-to-use resource that the students can engage with independently while I teach the rest of the class...

It has changed the way our classroom runs...

-Erin

- Come with 5 options for differentiation, in addition to a choice board that makes using it sort of FUN, which means increased student engagement and buy-in!





In our classroom, we have rules and expectations to help everyone feel valued, safe, and ready to learn.

Our rules and expectations remind us to treat each other with kindness, to follow directions, to act in responsible ways, and to learn from our mistakes.

Most of the time when we make mistakes it's not a big deal.

But sometimes mistakes can lead to someone being harmed. These kinds of mistakes are bigger deals. And they often happen when we feel big emotions and do something without thinking first.

When these bigger deal mistakes are made, it's important that we figure out a plan to make things better. We can go back to feeling valued, safe, and ready to learn.

I might ask you to fill out a form, called the Learning From Mistakes Repair Plan.

Let's take a look at the Repair Plan and learn how to fill one out.

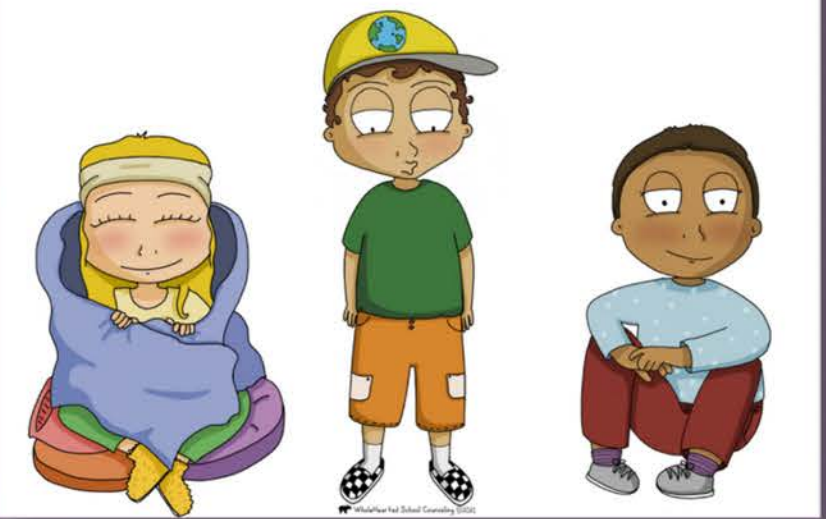
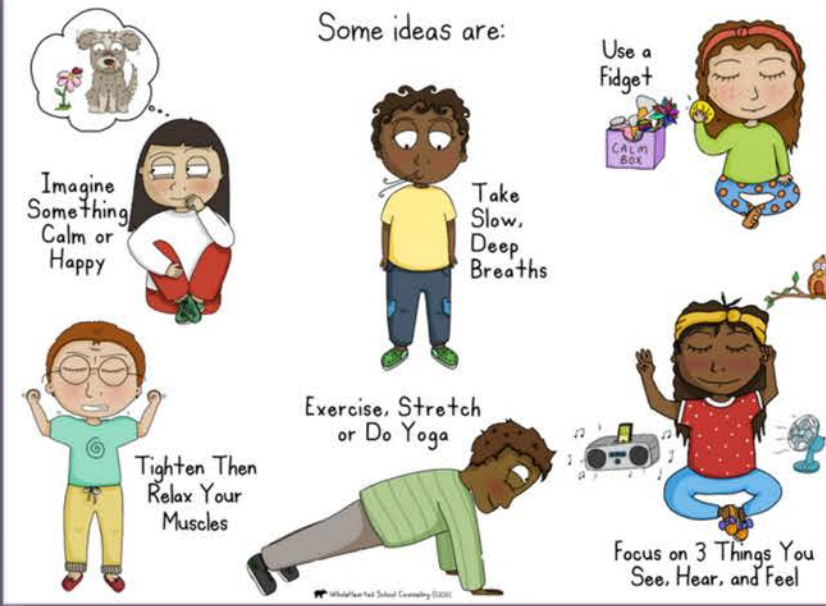
Some ideas are:

When you feel calm enough, and you're ready to fill out the Repair Plan,...

#1 ...the first thing you are going to do is put down WHAT HAPPENED. This will most likely have to do with the rule or expectation that was broken.



LEARNING FROM MISTAKES			
Name: _____			
PLEASE WRITE WITH AN 'M' OR 'ME' WHERE YOUR ANSWERS.			
1. What happened?			
1. What happened?	2. How did you FEEL at the time?	3. What were you THINKING at the time?	4. What were the consequences of your actions?
5. How can you try to make it better?	6. What can you do next time?		





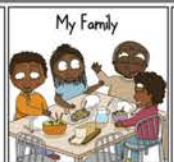
These are the best reflection sheets I've used as a teacher. They really help students be reflective of their actions and what they can do next time.
-Extra-Ordinary Primary

INTERACTIVE DIGITAL LESSON TEACHES STUDENTS HOW TO USE THE FORMS







REFLECTION FORMS COME IN 5 OPTIONS FOR

DIFFERENTIATION







Who else was affected?

			SOMEONE ELSE:
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How might they feel?

						SOMETHING ELSE:
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the consequences of your actions?

			
		SOMETHING ELSE:	









How can you try to make it better?

			SOMETHING ELSE:
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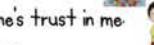


4. Who else was affected?

<input type="checkbox"/> Classmates 	<input type="checkbox"/> My Teacher 	<input type="checkbox"/> SOMEONE ELSE: _____
<input type="checkbox"/> A Friend 	<input type="checkbox"/> My Family 	_____




5. How might they feel?

<input type="checkbox"/> Concerned 	<input type="checkbox"/> Disappointed 	<input type="checkbox"/> Hurt 
<input type="checkbox"/> Surprised 	<input type="checkbox"/> Caring 	<input type="checkbox"/> Disrespected 
<input type="checkbox"/> Afraid 	<input type="checkbox"/> Angry 	<input type="checkbox"/> Frustrated 
<input type="checkbox"/> SOMETHING ELSE: _____		

6. What were the consequences of your actions?

<input type="checkbox"/> I feel worse. 	<input type="checkbox"/> Someone's body was hurt. 
<input type="checkbox"/> I wasn't able to learn as much. 	<input type="checkbox"/> Someone's feelings were hurt. 
<input type="checkbox"/> I have a problem to solve. 	<input type="checkbox"/> Others couldn't learn as much. 
<input type="checkbox"/> I lost someone's trust in me. 	<input type="checkbox"/> I lost a privilege. 
<input type="checkbox"/> SOMETHING ELSE: _____	

7. How can you try to make it better?

<input type="checkbox"/> Apologize 	<input type="checkbox"/> Do Something Kind 	<input type="checkbox"/> SOMETHING ELSE: _____
<input type="checkbox"/> Complete My Work 	<input type="checkbox"/> Clean Up 	_____

4. Who else was affected?

<input type="checkbox"/> Classmates	<input type="checkbox"/> My Teacher	<input type="checkbox"/> SOMEONE ELSE: _____
<input type="checkbox"/> A Friend	<input type="checkbox"/> My Family	_____

5. How might they feel?

<input type="checkbox"/> Concerned	<input type="checkbox"/> Disappointed	<input type="checkbox"/> Hurt
<input type="checkbox"/> Surprised	<input type="checkbox"/> Caring	<input type="checkbox"/> Disrespected
<input type="checkbox"/> Afraid	<input type="checkbox"/> Angry	<input type="checkbox"/> Frustrated
<input type="checkbox"/> SOMETHING ELSE: _____		

6. What were the consequences of your actions?

<input type="checkbox"/> I feel worse.	<input type="checkbox"/> Someone's body was hurt.
<input type="checkbox"/> I wasn't able to learn as much.	<input type="checkbox"/> Someone's feelings were hurt.
<input type="checkbox"/> I have a problem to solve.	<input type="checkbox"/> Others couldn't learn as much.
<input type="checkbox"/> I lost someone's trust in me.	<input type="checkbox"/> I lost a privilege.
<input type="checkbox"/> SOMETHING ELSE: _____	

7. How can you try to make it better?

<input type="checkbox"/> Apologize	<input type="checkbox"/> Do Something Kind	<input type="checkbox"/> SOMETHING ELSE: _____
<input type="checkbox"/> Complete My Work	<input type="checkbox"/> Clean Up	_____

6. What were the consequences of your actions?

7. How can you try to make it better?

8. What can you do next time?

9. What thought would be helpful for you to remember?

10. What else might help you?

6. What were the consequences of your actions?

7. How can you try to make it better?

8. What can you do next time?

9. What thought would be helpful for you to remember?

10. What else might help you?

Comes in PRINTABLE (color and black/white) and DIGITAL formats!

"I NEED" CHECKLIST

- Helps students to communicate needs
- Helps to prevent disruptive behavior

"CUE CARDS"

- Reminds students of expected behaviors and behavior goals
- Helps to prevent unhelpful behavior



I NEED...

<input type="checkbox"/> help with my work 	<input type="checkbox"/> help with a problem at home 
<input type="checkbox"/> help with friends or other kids 	<input type="checkbox"/> a second chance or do-over 
<input type="checkbox"/> a short break 	<input type="checkbox"/> to feel cared for 
<input type="checkbox"/> attention and connection 	<input checked="" type="checkbox"/> help to solve a problem 
<input checked="" type="checkbox"/> to feel safe 	<input type="checkbox"/> to eat 
<input type="checkbox"/> to talk about my feelings 	<input type="checkbox"/> water 
<input type="checkbox"/> to move around 	<input type="checkbox"/> encouragement 
<input type="checkbox"/> to feel calmer 	<input type="checkbox"/> to know things will be okay 
<input type="checkbox"/> help to focus 	<input checked="" type="checkbox"/> a hug 
<input type="checkbox"/> some alone time 	<input type="checkbox"/> SOMETHING ELSE

MY NAME: Grace



Work Quietly

Stay In Your Space



Put Materials Away



Clean Desk



Use Materials Appropriately



Safe Body



Use Words
To Say How You Feel
and What You Want

I FEEL...
I WANT...



Clean Up



Raise Hand



Take Turns




Dear Emily,

I am sorry that I called you a mean name.

What I did was hurtful because it's not true.

I won't do this again because we are friends

Next time I will speak with kindness

I would like to try to make it better. One idea I have is to help you clean your desk

Please let me know if there is another way I can make it up to you.

Sincerely,
Annie



WholeHearted School Counseling ©2021

FILLABLE APOLOGY NOTE

& I-STATEMENT GUIDE



USE WORDS To Say How You FEEL and What You WANT



I FEEL hurt

Say how you feel or felt. See Box A for examples

WHEN you called me a mean name

Describe the situation or what happened.

I WOULD LIKE to be treated like a good friend

Describe how you would like to be treated or what you want instead. See Box B for examples

 worrying scared anxious annoyed irritated frustrated overwhelmed	 angry out of control enraged furious bothered offended	 sad grouchy bummed disappointed grief pain hurt	 shy jealous bored helpless silly hyper antsy	 lonely rejected uncomfortable sick tired hungry thirsty	 happy excited hopeful brave prideful curious satisfied
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Box A

-to share or take turns

GET CALM FIRST

When you make a mistake, one of the most important things you can do is to get calm first. When you are calm, you can use the thoughtful part of your brain to think about what happened and make more helpful choices.

Some Ways to Feel Calm

Imagine Something Calm or Happy

Take Slow, Deep Breaths

Use a Fidget

Tighten Then Relax Your Muscles

Exercise, Stretch or Do Yoga

Focus on 3 Things You See, Hear, and Feel

MAKING AN APOLOGY

Everyone makes mistakes. It's part of learning and being human. One of the things you can do to help repair a relationship and situation is to apologize to the person you might have hurt.

What You Can Say



1. I am sorry that I.....
2. What I did was hurtful because.....
3. Next time I will.....
4. I would like to try to make it better by...
5. Please let me know if there is another way I can make it up to you.

USE WORDS

To Say How You FEEL and What You WANT



I FEEL _____
Say how you feel or felt.

WHEN _____
Describe the situation or what happened.

I WOULD LIKE _____
Describe how you would like to be treated or what you want instead.

VISUAL SUPPORTS REMIND STUDENTS HOW TO:

-Get Calm

-Apologize

-Use an I-Statement

USED BY OVER 10,000 EDUCATORS!

LEARNING FROM MISTAKES 

Name: _____
CIRCLE, MARK WITH AN "X", OR WRITE YOUR ANSWERS.

1. What happened?

Something Unkind	Did Something Unsafe	Went Somewhere Without Permission	Didn't Follow Directions	Talked When It Wasn't My Turn
Hurt Someone	Took Something That Wasn't Mine	Distracted Others	Damaged Property or Misused Materials	SOMETHING ELSE:

2. How did you FEEL at the time?

Worried	Sad	Happy	Frustrated	Lonely	Excited	Angry	Envious	Bored
Wanted to Be Included or Belong	Was Full of Energy and Needed to Move	Thought Something Was Unfair	Was Stressed About Something	Wanted to Be or B	I feel worse	I wasn't able to learn as much	I lost a privilege	SOMETHING ELSE:

3. What were you THINKING at the time?

Didn't Understand the Lesson	Wished I Had Something	Needed Attention	Wanted to Have Fun	Apologize	Do Something Kind	Complete My Work	Clean Up	SOMETHING ELSE:
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4. Who else was affected?

Classmates	A Friend	My Teacher	My Family	SOMEONE ELSE:
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5. How might they feel?

Concerned About Me	Surprised	Afraid	Disappointed	Angry	Caring	Hurt	Frustrated	Disrespected	SOMETHING ELSE: sad
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6. What were the consequences of your actions?

Someone's feelings were hurt	Someone's body was hurt	Others couldn't learn as much	I lost someone's trust in me	I have a problem to solve	Follow Directions	Stay Where I'm Supposed To Be	Use Words to Say How I Feel and What I Want	Use Kind Words	Listen or Attend
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7. How can you try to make it better?

Apologize	Do Something Kind	Complete My Work	Clean Up	SOMETHING ELSE:
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8. What can you do next time?

Take Deep Breaths or Count to 20	Focus On My Work	Take a Break to Get Calm	Keep My Hands and Feet to Myself	Ask a Grown-Up For Help	Stop and Think Before I Do Something	Ask to Use or Share Something	Use Kind Words	Ask a Grown-Up For Help
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9. What thought would be helpful for you to remember?

I'll learn from this mistake.	I believe in myself to make good choices.	I made a mistake, but I am still awesome.	This is hard, but I can do hard things.	SOMETHING ELSE:
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10. What else might help you?

Use Reminder Cards	Try a Do-Over	Talk With a Grown-Up	SOMETHING ELSE:
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The students I've used it with take it seriously and the hands on interactive part of it keep them focused and involved. I highly recommend this resource for Teachers, School Counselors (like myself) and Behavior Specialist/Behavior support.
-Michelle