

Behavior Reflection Sheet

SECTION 1 · TELL WHAT HAPPENED

BEHAVIOR REFLECTION SHEET

STUDENT

My Think Sheet: Write It Out

Write about what happened, step by step. Filled out as soon as things are calm again, not in the middle of the moment.

MY NAME _____ DATE _____

Write about what happened, step by step.

WHAT HAPPENED, IN MY OWN WORDS?

HOW DID I FEEL?

WHO DID THIS AFFECT?

WHAT COULD I DO DIFFERENTLY NEXT TIME?

MY PLAN TO MAKE IT RIGHT

GETTING HELP WITH WRITING

TALKED ABOUT THIS WITH _____ DATE _____

Behavior Reflection Sheet: A Student Think Sheet After an Incident

Page 7 of 17

+ BRIGHT PATH SPED

HAPPENED

BEHAVIOR REFLECTION SHEET

nk Sheet: Pictures to Circle

ices to tell what happened. Filled out as soon as things are calm again.

DATE _____

ned. Write words or draw a picture.

Sad

Mad

Worried

WHAT CAN I DO NEXT TIME? CIRCLE ONE OR MORE.

SAY I'M SORRY

ASK FOR HELP

TAKE A BREAK

TRY AGAIN

SOMETHING ELSE I WILL TRY

PAGE _____

the whole story — a student does not need to write a single word for the choices back out loud before the review line below is filled in.

DATE _____

Incident: _____

Page 6 of 17

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

17 PAGES

3 THINK SHEET STYLES

HOME + SCHOOL

FILLABLE PDF

◆ BRIGHT PATH SPED

What Is Inside, and Where

17 pages: three sections, a worked example, and this map. No page names a reading level or a reason for the behavior; the student's own words are the point.

Before you begin

PAGE 4



Start Here — Three Steps
START HERE

4

01 Tell What Happened

PAGES 6–8



My Think Sheet: Pictures to Circle
STUDENT

6



My Think Sheet: Write It Out
STUDENT

7



My Quick Think Sheet
STUDENT

8

02 Share It and Keep Track

PAGES 10–13



My Think Sheet at Home
FAMILY

10



For the Adult: Using This Think Sheet
FOR THE ADULT

11



Sentence Starters for My Think Sheet
PHRASE BANK

12



Family and Team Update
FAMILY UPDATE

13

03 Organize and See an Example

PAGES 15–16



Think Sheet Folder Cover
ORGANIZER

15



A Filled Example: Avery's Think Sheets
EXAMPLE

16

READING THE TAGS

Student — the student fills this in, alone or with support. **Family / Family Update** — a family member is part of it. **For the Adult** — introducing and reviewing the think sheet, not something the student reads. **Phrase Bank** — starter language, not a finished sentence. **Organizer** — print-and-use, no writing. **Example** — a filled, invented student.

THREE SHAPES, ONE JOB

All three think sheets ask the same five things — what happened, how it felt, who it affected, what to try differently, and a plan to make it right. They differ only in how much writing a student does and how fast the form goes, so a teacher can hand over whichever one actually gets filled in.



START HERE

Start Here — Three Steps

Two minutes of reading. After that, handing one over takes a few seconds.



1

Print a few copies

Print a few copies of whichever think sheet fits the student: pictures and choices (page 6), more writing (page 7), or a quick one-page version (page 8). Keep them where the student can reach one without asking.

Print the folder cover (page 15) to give finished think sheets one place to live.



2

Hand it over once things are calm

A think sheet is for AFTER the moment has passed, not during it — a student who is still upset cannot reflect yet, and this page does not ask them to.

Let the student fill it out alone, with a scribe, or by talking it through out loud; the sentence starters (page 12) support the WRITING, not the thinking.



3

Review, then follow up

Sit with the student and read it together; the review line at the bottom of each sheet is for this (7, 6, 8). The adult page (page 11) has a short log for keeping track over time.

Send the family update (page 13) when a family should hear about it.

WHAT THIS FILE IS

A fillable PDF: type into the lines and boxes, or print and use a pen or crayon. Three think sheets ask the same five things in different shapes, so the form can match the student instead of the other way around.

WHAT THIS FILE IS NOT

Not a behavior intervention plan and not a functional behavior assessment — no page here says why a behavior happened; that stays with the team. Not a Google Doc, a Google Sheets file, or an Excel workbook, and it does not score or grade the student's answers.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A think sheet records what the STUDENT says happened, how it felt, and what they want to try next — nothing else. No page sets a consequence, a score, or a determination; those calls stay with the team, using its own judgment and its own policy, in a conversation this file can only help start.

IF SOMETHING DOES NOT WORK

A field will not keep the text I typed. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.
The student needs more room than a line gives. Let them keep writing on the back, or print the page again.
Anything else — the Ask a Question tab on the product page. Every question is read, and a fix to the file is a free update.

Every think sheet here works fully typed, fully printed, or a mix of both — nothing requires a subscription, an account, or an internet connection to fill in.

01

Tell What Happened

The same five questions in three different shapes — a picture-and-circle version, a write-it-out version, and a short version for a quick check-in — so the form matches the student and the size of the moment, not the other way around.

IN THIS SECTION

My Think Sheet: Pictures to Circle	6
My Think Sheet: Write It Out	7
My Quick Think Sheet	8



STUDENT

My Think Sheet: Pictures to Circle

Circle pictures and short choices to tell what happened. Filled out as soon as things are calm again.

MY NAME

DATE



Tell what happened. Write words or draw a picture.

WHAT HAPPENED?

HOW DID I FEEL? CIRCLE ONE.



Happy

☐


Calm

☐


Sad

☐


Mad

☐


Worried

☐

WHO WAS THERE? CIRCLE ONE OR MORE.



Me

☐


A friend

☐


A teacher

☐


The whole class

☐

SOMEONE ELSE

WHAT CAN I DO NEXT TIME? CIRCLE ONE OR MORE.



Say I'm sorry

☐


Ask for help

☐


Take a break

☐


Try again

☐

SOMETHING ELSE I WILL TRY

THERE IS NO WRONG ANSWER ON THIS PAGE

Circling a face or a picture is still telling the whole story — a student does not need to write a single word for this page to count. A grown-up can read the choices back out loud before the review line below is filled in.

TALKED ABOUT THIS WITH

DATE

STUDENT

My Think Sheet: Write It Out

Write about what happened, step by step. Filled out as soon as things are calm again, not in the middle of the moment.

MY NAME

DATE



Write about what happened, step by step.

WHAT HAPPENED, IN MY OWN WORDS?

HOW DID I FEEL?



Happy

☐


Calm

☐


Sad

☐


Mad

☐


Worried

☐

BECAUSE

WHO DID THIS AFFECT?



Me

☐


A friend

☐


A teacher

☐


The whole class

☐

SOMEONE ELSE

MY PLAN TO MAKE IT RIGHT



Say I'm sorry

☐


Ask for help

☐


Take a break

☐


Try again

☐

SOMETHING ELSE I WILL TRY

GETTING HELP WITH WRITING

It is OK to say the answer out loud and have someone else write it down, or to point to a sentence starter instead of writing one from scratch — the words in the answer are still the student's own.

TALKED ABOUT THIS WITH

DATE

PHRASE BANK

Sentence Starters for My Think Sheet

Starter language, not a finished sentence. Finish every blank with what the student actually wrote or said, not a guess.

Every line is a starter for the student's own writing, or for an adult summarizing it afterward.

STARTERS FOR WHAT HAPPENED

- What happened was ____.
- It started when ____.
- Right before it happened, ____.
- The part I remember most is ____.
- Something I noticed right after was ____.

STARTERS FOR HOW IT FELT

- I felt ____ because ____.
- Before it happened, I felt ____.
- Right after, I felt ____.
- Looking back, I feel ____ about it now.
- My body felt ____ at the time.

STARTERS FOR WHO IT AFFECTED AND WHAT'S NEXT

- This affected ____ because ____.
- Next time, I will try ____.
- A better choice would have been ____.
- Something that would help me is ____.
- If it happens again, I want to try ____ first.

STARTERS FOR MY PLAN TO MAKE IT RIGHT

- My plan to make it right is ____.
- I can fix this by ____.
- I want to tell ____ that I'm sorry for ____.
- I would like help with ____.
- Something I can do today is ____.

FOR THE FAMILY OR TEAM UPDATE

- Today my child filled out a think sheet about ____.
- They said the plan to make it right is ____.
- Something that seemed to help afterward was ____.
- One thing we are working on together is ____.
- A good follow-up question to ask would be ____.

STARTERS FOR TALKING ABOUT IT OUT LOUD

- Can I tell you what happened, in my own words?
- I'm ready to talk about it now.
- Can we read my think sheet together?
- I want to practice saying ____ to ____.
- Can I have a minute before we talk about it?

WHAT A STARTER IS NOT

Not a label for the student and not a reason for the behavior. Every starter ends in a blank filled from what the student actually said on a think sheet — never a guess at why.

USING THESE OUT LOUD

It is OK to say a starter out loud and have an adult or a scribe write it down; the words still need to be the student's own.

ONE FILLED STARTER, AS AN EXAMPLE

"My plan to make it right is to give the marker back and tell Jordan I'm sorry." — a starter finished with the student's own plan, not a guess at what they should say. Pair any starter above with the think sheet it came from (pages 6–10) so the words stay traceable to what the student actually wrote.

EXAMPLE

A Filled Example: Avery's Think Sheets

SAMPLE · INVENTED STUDENT

Avery is invented, third grade, and so is every word on this page. No label or reason for the behavior is named anywhere.

LOG EXCERPT (PAGE 11) — AVERY, GRADE 3 (INVENTED)

#	DATE	WHICH THINK SHEET	AVERY'S PLAN, IN BRIEF	FOLLOWED UP?
1	Mon 10/5	Quick Think Sheet, page 8	Give the eraser back and say sorry to Priya	Done, same day
2	Wed 10/7	Write It Out, page 7	Ask first next time instead of grabbing	Checked in Thursday

WHY THERE ARE TWO ROWS HERE

Avery filled out 2 think sheets this week, and both are shown on this page: a quick one on Monday for a small moment, and a longer write-it-out one on Wednesday for something bigger. Using the short form for a small moment and the longer form for a bigger one is the point of having three shapes.

WEDNESDAY'S WRITE IT OUT, EXCERPT (PAGE 7)

What happened? I grabbed the red marker off Jordan's desk without asking, and he got upset and told the teacher.

How did I feel? Mad at first, then kind of sorry once I saw his face.

Who did this affect? A friend (Jordan).

What could I do differently? Ask first, or wait for my turn with the markers.

My plan to make it right? Give the marker back and tell Jordan I'm sorry.

MONDAY'S QUICK THINK SHEET, EXCERPT (PAGE 8)

What happened? I took the eraser off Priya's desk and did not give it back when she asked.

How did I feel? What I'll try. Circled "Calm" and "Say I'm sorry."

THE REVIEW LINE, FILLED IN (FROM WEDNESDAY'S SHEET)

Talked about this with: Mr. Okafor **Date:** 10/7 (invented)

WHAT WENT HOME AFTERWARD (PAGE 13, EXCERPT)

"Today my child filled out a think sheet about taking a marker without asking. They said the plan to make it right is to give it back and say sorry." — one line from the family update, finished with Avery's own words from the sheet above, not a guess at them.

WHICH SENTENCE STARTERS AVERY USED (PAGE 12)

"My plan to make it right is ____" from the plan group, and "I felt ____ because ____" from the feelings group — two starters, each finished with Avery's own words rather than copied as written.

READING AVERY'S EXAMPLE

Both plans point at the same kind of repair — giving something back and saying sorry — chosen by Avery, not written for Avery. No category, label, or reason for the behavior is named anywhere on either think sheet; only what Avery said happened, how it felt, and what Avery plans to do next.