

Choose a "Think Sheet"  
to consistently use in  
problem solving  
discussions with your  
students

**Templates**

# Student Think Sheets







# Think Sheet

Name \_\_\_\_\_

The inappropriate behavior I displayed was: \_\_\_\_\_

When it happened: \_\_\_\_\_

Why it happened: \_\_\_\_\_

I chose to ignore the following character traits:

Cooperation \_\_\_\_\_  
Respect \_\_\_\_\_  
Following Rules \_\_\_\_\_  
Caring \_\_\_\_\_  
Honesty \_\_\_\_\_  
Responsible \_\_\_\_\_  
Dependable \_\_\_\_\_  
Understanding \_\_\_\_\_  
Helpful \_\_\_\_\_

(other) \_\_\_\_\_

Which traits would have helped you to avoid the situation?

What will you choose to do next time?

What should the consequence be? \_\_\_\_\_

Describe what you will do to show good character from now on: *(Use the character traits you checked).*

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Solving Problems

Problem: Write who, what, why and how the problem occurred \_\_\_\_\_

\_\_\_\_\_

What was the result? \_\_\_\_\_

\_\_\_\_\_

Write two better ways to solve the problem:

1. \_\_\_\_\_

\_\_\_\_\_

2, \_\_\_\_\_

\_\_\_\_\_

How could I have prevented the problem:

\_\_\_\_\_

In the future I will \_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_ date \_\_\_\_\_

## Behavior Think Sheet

Name \_\_\_\_\_

Rule broken: \_\_\_\_\_

What Happened:

First \_\_\_\_\_

Then \_\_\_\_\_

Then \_\_\_\_\_

Finally \_\_\_\_\_

Date: \_\_\_\_\_ Signed: \_\_\_\_\_

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## Behavior Think Sheet

Name \_\_\_\_\_

Rule broken: \_\_\_\_\_

What Happened:

First \_\_\_\_\_

Then \_\_\_\_\_

Then \_\_\_\_\_

Finally \_\_\_\_\_

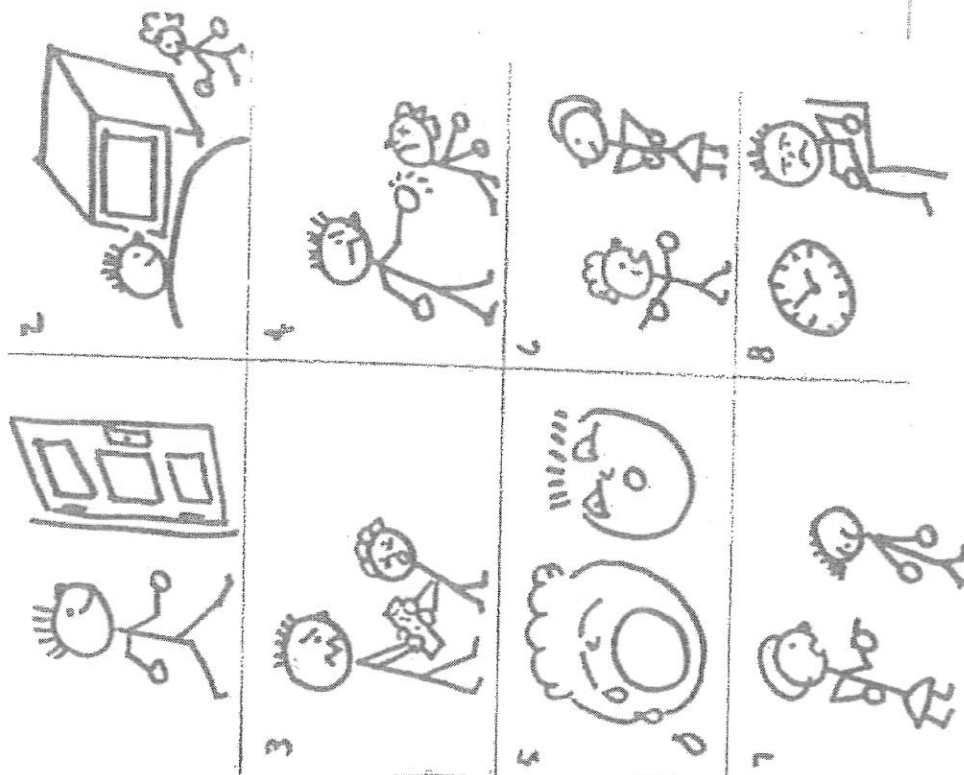
Date: \_\_\_\_\_ Signed: \_\_\_\_\_

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- As they are telling the story you start drawing the story
- Terminal statements → draw 1st @ in sec #8

## Three-fold: Sequencing

# Sequencing



# Behavior Reflections

Reasons for  
My Behavior

Name \_\_\_\_\_

Date \_\_\_\_\_

Consequences of  
My Behavior

Description of  
My Behavior

How do I feel?

How has my behavior  
affected others?

Other Consequence(s)

Plan for Improvement

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Parent \_\_\_\_\_

## Re-Group Log

Name \_\_\_\_\_

Date \_\_\_\_\_

Subject Time: \_\_\_\_\_

### I. STOP & THINK

How are you feeling?

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### II. WHAT IS THE PROBLEM?

What happened?

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### III. WHAT IS YOUR PERSPECTIVE?

What do you want to happen?

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### IV. WHAT IS THE OTHER PERSONS PERSPECTIVE?

What do they want to happen?

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### V. POSSIBLE SOLUTIONS

List at least three possible ways to solve the problem.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### VI. WHAT WOULD HAPPEN?

What would be the effect of each proposed solution.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### V. WHAT'S THE BEST SOLUTION?

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## Student Behavior Plan

\_\_\_\_\_  
*Student Name*

\_\_\_\_\_  
*Date*

These are the things that **I did** that got me in trouble.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

These are the problems that I caused myself or others.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

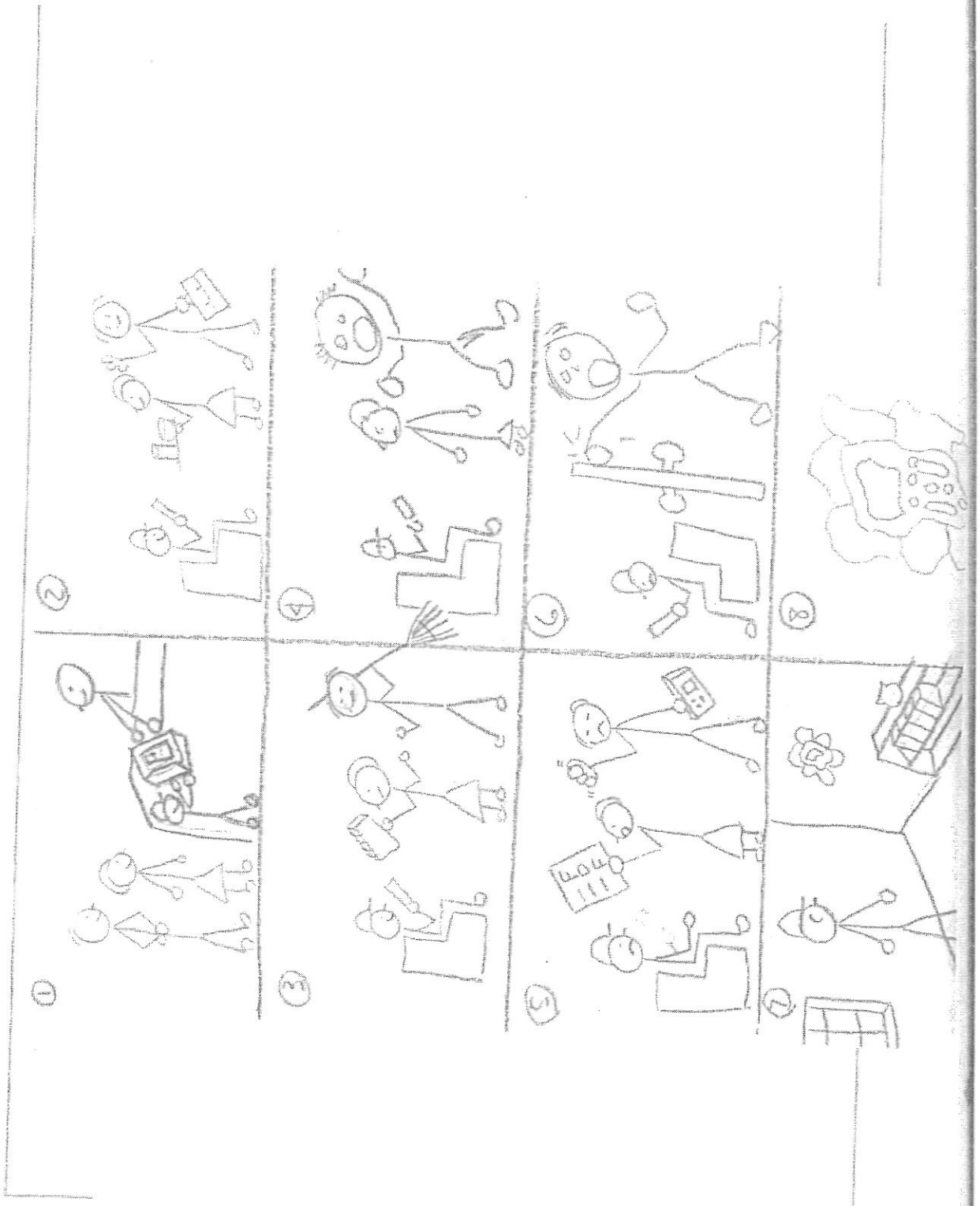
These are 3 better things I can do next time.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

\_\_\_\_\_  
*Student Signature*

Problem Solving Discussion:

1. What exactly did you do to get yourself here?
2. What do you need to do to fix it or make it right, after you apologize?
3. How do you feel?
4. How do you think the people who were with you feel?
5. What consequence (if any) have you earned?
6. What will you do when you go back to class?



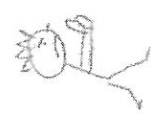
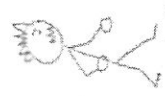


\_\_\_\_\_

\_\_\_\_\_

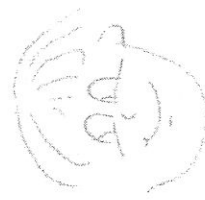
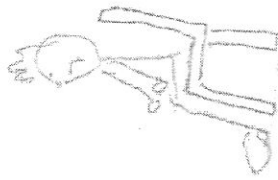
①

②



③

④



My hands can't do  
EVERYTHING  
my brain thinks.

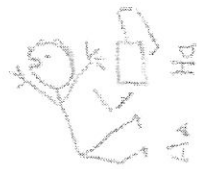
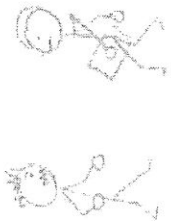
My mouth can't say  
EVERYTHING  
my brain thinks.



My feet can't go  
EVERYWHERE  
my brain thinks.



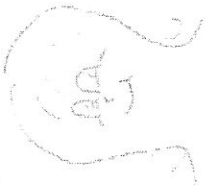
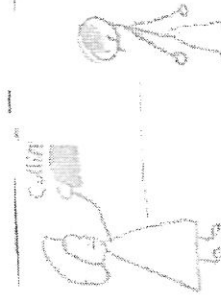
1



2

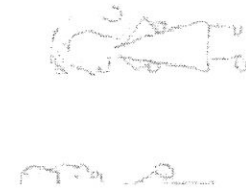


3



My hands can't do  
EVERYTHING  
my brain thinks

4

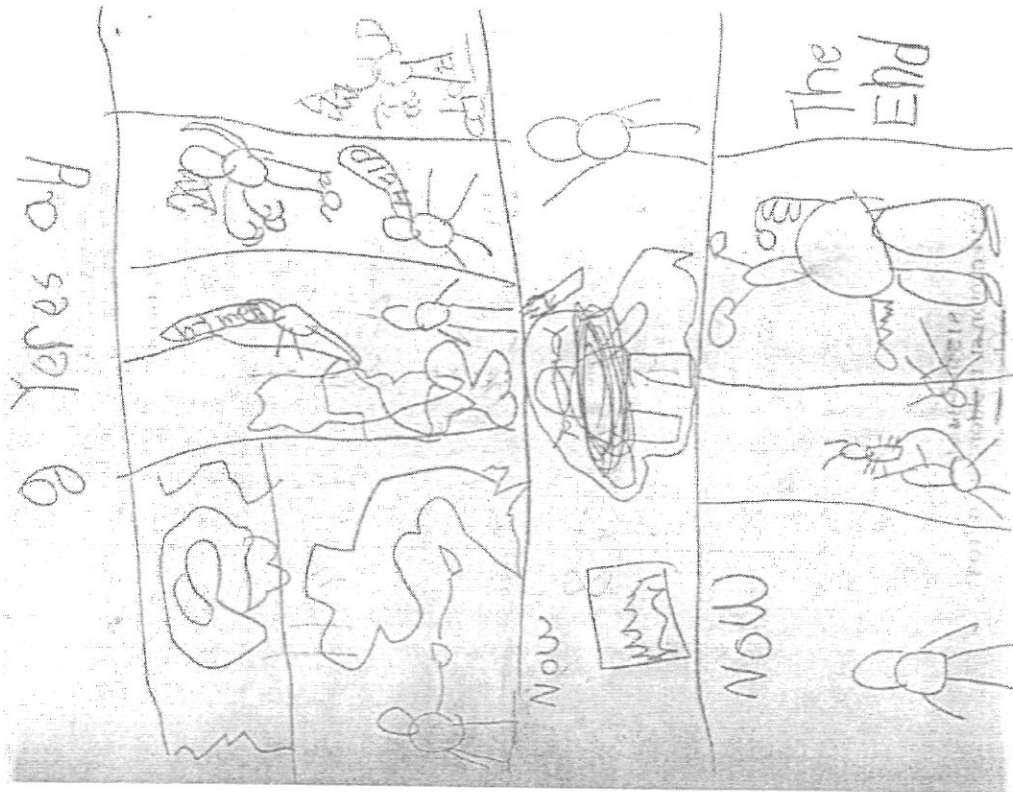


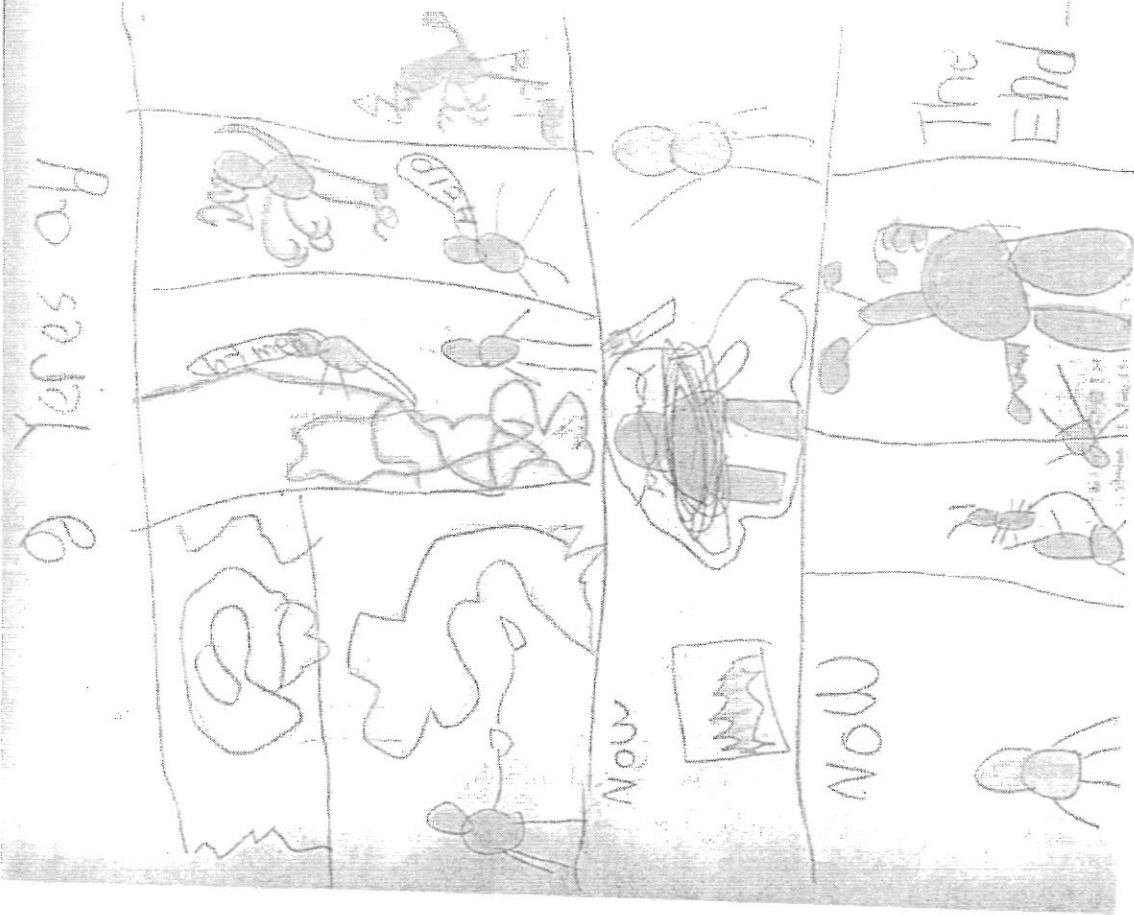
My mouth can't say  
EVERYTHING  
my brain thinks

My hands can't do  
EVERYTHING  
my brain thinks

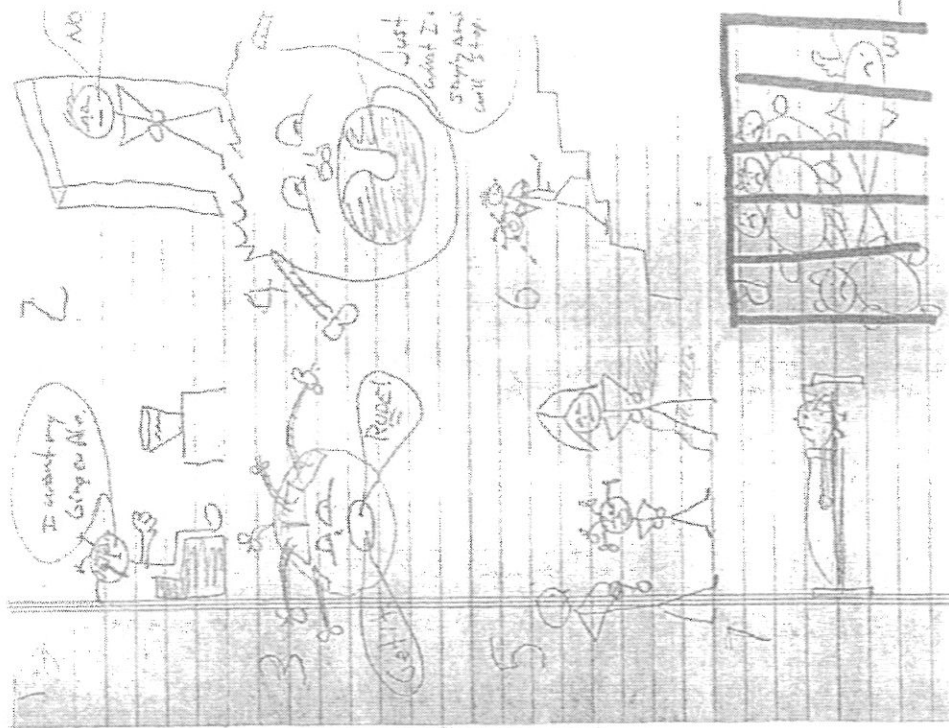
Case Example:

Dad's Docket  
 my mom and  
 Dad are seen  
 on my car that's  
 in the being back





# Sequencing and The Toy Jail



# One Line... Two Lines...



CONCLUSIONS: The use of the proposed model for the evaluation of the effect of the intervention on the prevalence of the disease is possible.



