

Reflection Sheet¹

EBOS Domains Problem Solving, **Flexibility**, **Self-Awareness**, **Self-Management**, Social Awareness, Relationship Skills

Introduction & Purpose Of Strategy

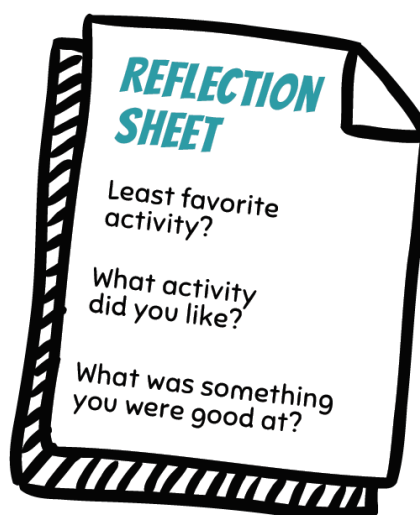
Students with depression can have many underdeveloped skills, such as positive thinking and cognitive flexibility. Educators can help a student monitor his/her feelings, fight thinking traps, engage in positive self-talks, and engage with others. A strategy like a Reflection Sheet promotes self-monitoring and more accurate reflection of events that occurred during the school day.

The Strategy

Typically completed at the end of the day, the student fills out a Reflection Sheet. This sheet requires the student to write something that occurred that day that was challenging and to write down something they liked.

Examples & Templates

Click [HERE](#) for a sample Reflection Sheet. Make a copy of it to store and edit to make it your own.



Tips and Recommendations

- Staff may initially need to provide some scaffolding for the student to come up with something positive on the sheet.
- The Reflection Sheet can also be created electronically and put onto a mobile device for the student complete.
- Because students with depression often have decreased interests and motivation, it is more important to identify what they are interested in and start there so that they can build momentum.
- A [Strategy Implementation Sheet](#) can assist teams in ensuring the necessary steps are identified and carried out so the strategy can be started. There is also a fidelity component for teams to determine how the strategy has been implemented and for future planning. Review the example found [HERE](#) on how a fidelity check was designed for this specific strategy.

¹ Minahan, J. and Rappaport, N. (2018). *The behavior code: A practical guide to understanding and teaching the most challenging students*. Harvard Educational Press, pgs. 142 - 143.