

LSCI REFLECTION FORM



Student: _____ LSCI Facilitator: _____ Date: ____/____/____

Location of Incident Prompting LSCI _____ Duration of LSCI: _____

1. Student's emotional level on arrival was:

- Regulated and calm* (body and voice are relaxed; is communicating effectively using words; is emotionally well-regulated)
- Agitated or defensive* (body rigid or hyper-energized; easily angers; resistant to verbal communication; may manifest as externalized or internalized behaviors)
- Escalated* (in a sustained highly emotional state; unavailable to verbal support or mediation)
- Highly escalated/unsafe* (may be unsafe to self or others; may require physical containment)

2. Student was able to:

- Drain Off* emotions and settle down; begin to use words to describe what happened (is generally "regulated" per definition above)
- Describe (*Timeline*) his/her perspective of the sequence of events: prior to leading up to during the incident (Check (✓) which achieved)
- Connect words to feelings. Named feelings:

- Identify stressors (i.e., stress triggers both distal and proximal) that may have impacted thoughts, emotions, actions/behaviors:

- Demonstrate *Insight* that the result of the incident (or pattern) may be self-defeating or goal-defeating

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- Identify and practice a strategy or a *New Skill* that addresses the LSCI *Central Issue*:
 - Red Flag** (identify and deal with the real source of stress)
 - Reality Check** (see a different perspective or new way to understand the sequence of events)
 - New Tools** (learn a new social-emotional solution)
 - Benign Confrontation** (foster value of social responsibility)
 - Regulate and Restore** (nurture self-regulation skills)
 - Peer Manipulation** (find positive friendships; avoid exploitation)

 - Identify and practice a stress reduction or stress management strategy to help regain better self-control:

 - Demonstrate readiness to reenter class (or activity) through engaged behavior, evidence of effective emotional regulation.

3. Anything teacher needs to know:

4. If needed, identify plan to contact home (behavioral support, administrator, community support):
