

# Go for Green Stoplight System Preview

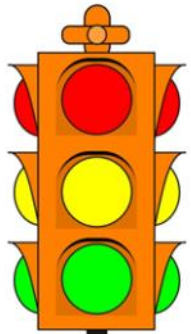
Go for Green includes everything you need to implement an easy and effective classroom management system. Take a peek at what's inside!

Classroom Management  
System That Really Works!

## Go for Green

### Stoplight System

Laura Candler



## Go for Green!

By Laura Candler



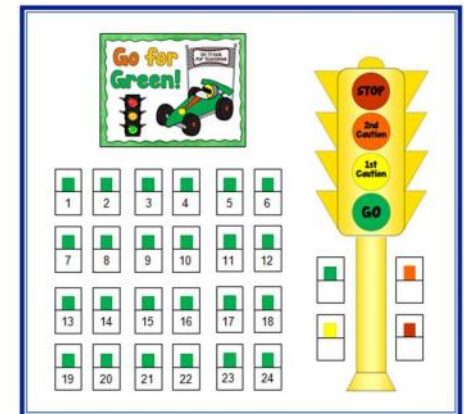
Establishing an effective management system can mean the difference between a chaotic, unruly environment and a smoothly-functioning, productive classroom. It's fairly easy to keep kids quiet and on task when they are seated at their desks doing worksheets, but when you involve them in cooperative learning lessons or hands-on activities, you need a system that's both easy and very versatile. I learned the basic stoplight behavior system many years ago, and I was amazed at the difference it made! I now refer to it as "Go for Green" because green is the color that indicates appropriate classroom conduct. In this packet, you'll find everything you need to make it easy to implement the system in your classroom, including complete directions, a stoplight to print, mini posters, behavior reflection forms, and a record-keeping chart.

#### Basic Elements of the Stoplight System

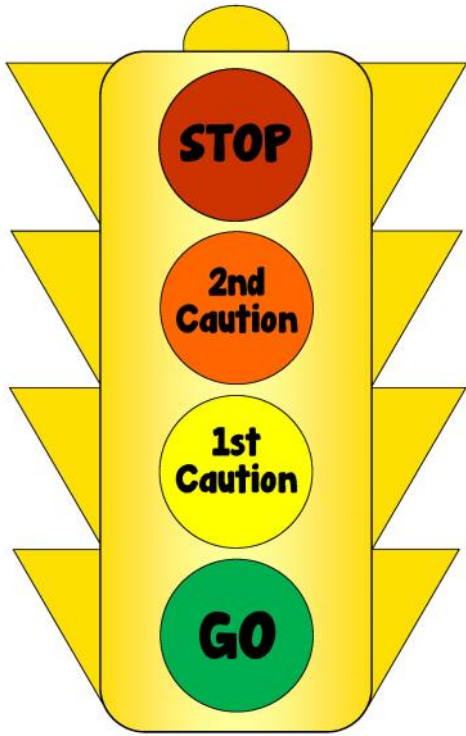
The heart of this classroom management system is a bulletin board such as the one shown below. You might have noticed that the stoplight is a little unusual; it has four colors instead of the usual three. That's because each color above green represents a warning level and a consequence, and it works well to have two levels above green before students reach the most severe consequence. Use the patterns in this packet to create a bulletin board similar to this one. You can leave it in place all year and let this system work its magic in your classroom!

#### Items Needed

- Stoplight pattern (pp. 4 and 5)
- Go for Green header (pp. 6 or 7)
- 1 green slip of paper per student (p. 8)
- 12 each yellow, red, and orange slips of paper for the class (p. 8)
- Class record-keeping chart (p. 10)
- Consequences poster (p. 12 or 13)
- Time Out Form (p. 18) or
- Behavior Reflections Form (p. 19)
- 1 library pocket per student
- 4 library pockets to hold the green, orange, yellow, and red slips of paper



# Printables to Create the Bulletin Board



Go for Green Stoplight  
Management System

Directions available from  
Laura Candler's Teaching Resources  
[www.lauracandler.com](http://www.lauracandler.com)

Go for  
Green!



On Track  
for Success!

for  
en!



On Track  
for Success!

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Pattern for Colored Slips of Paper

# Step-by-Step Teacher Directions

## Preparing the Stoplight Management Bulletin Board

- Create the colored strips of paper by printing page 8 on colored cardstock or construction paper. Cardstock is preferable because it retains its color longer. You'll need 2 or 3 copies on green and 1 copy each on yellow, red, and orange. Laminate the pages and cut the strips apart.
- Laminate and cut out the stoplight and its base. Staple them to one side of the bulletin board leaving room for the library pockets. Position the "Go for Green" header at the top of the bulletin board.
- Assign each student a number, and number the pockets according to the number of students in your class. You could write your students' names on the pockets, but using numbers preserves student privacy.
- When you staple the library pockets to the bulletin board, be sure to staple them as close to the edges as possible, and only around the bottom and sides, leaving the tops open.
- Place a green strip of paper in each pocket so that about an inch of color shows above the edge of the pocket. You may have to trim the strips of paper if they are too long. Since the green strips stay in the pockets at all times and the others are added in front, you may staple the green strips to the bulletin board so they don't move from side to side or fall out. Store the extra green slips along with the yellow, red, and orange slips in the extra library pockets.



## How the System Works in a Nutshell

Every day, every student starts out with a green slip of paper in his or her numbered pocket to show that each day is a fresh start. When a student is "on green," he or she is demonstrating acceptable classroom conduct. If a student begins to engage in a disruptive behavior, you simply pull a yellow slip of paper from one of the pockets at the base of the stoplight and place it in the student's numbered pocket. If the student continues misbehaving, pull an orange strip of paper and place it in his or her pocket. However, because this is the second caution, you'll want to have an additional consequence in place, such as having the student complete a form to take home and get signed. Usually this step stops the misbehavior completely, but if it continues, place a red tag in the student's pocket and take appropriate action. This might involve sending the student to the office, calling the parent, or placing the student in another classroom for a longer period of time out.



## Benefits of Using the Stoplight System

The stoplight system is effective because it's a way of gently reminding students of your expectations and giving them warnings when they are engaged in off-task behaviors. Furthermore, because the system includes establishing clear consequences for inappropriate behaviors and posting them next to the bulletin board, your students will know what to expect based on the choices they make. Using the stoplight to deal with minor disturbances also saves time and ensures a calm, safe classroom environment for learning. You won't feel the need to raise your voice or lecture the class when students get off task because you can take action in a non-threatening manner. As a result, students who are off task generally get back to work quickly without disrupting the learning process.

don't overuse it. You shouldn't be sending students to the other teacher's classroom several times a week. Finally, use this strategy only if you feel that it's appropriate for your class.

## When to Use the Stoplight System

The stoplight system is designed to help students become aware of repeated behavior infractions and to work to eliminate these types of distractions. It's appropriate to use the stoplight when students are talking while you are teaching, getting up out of their seats to wander the room instead of completing their assignments, blurting out questions or comments without raising their hands, and so on. The system is not meant to be used to "punish" students, but simply as a way of letting them know that their behaviors are negatively impacting their own learning or the learning of others.



## Daily Record-Keeping

The stoplight system works best if you'll take a few moments at the end of each day to record that day's stoplight board colors. This step is optional but it can give you an overview of a student's behavior for the entire week and not just on a day-to-day basis. At the end of each day, before you remove any yellow, orange, or red tags, record these colors on a class chart. You can use the chart on the next page for this purpose; I've included a sample chart on page 14 that shows you how it might look at the end of the week. I kept a set of colored pencils with my chart and at the end of the day I made a colored dot next to the name of any student who was not on green for that day. I didn't record greens because that's the default color. If I recorded an orange or a red I wrote a note in the comments section or on the back of the paper so I would remember later. On Friday, I used this information to assign a conduct grade for the week to be used in the students' progress reports.

| Stoplight Record          | Mon | Tue | Wed | Thu | Fri | Comments          |
|---------------------------|-----|-----|-----|-----|-----|-------------------|
| 1. Daily Reflection       |     |     |     |     |     | See notes on card |
| 2. Math Assessment        |     |     |     |     |     |                   |
| 3. Social Studies         |     |     |     |     |     |                   |
| 4. Science                |     |     |     |     |     |                   |
| 5. Language Arts          |     |     |     |     |     |                   |
| 6. Reading Comprehension  |     |     |     |     |     |                   |
| 7. Writing                |     |     |     |     |     |                   |
| 8. Math                   |     |     |     |     |     |                   |
| 9. Social Studies         |     |     |     |     |     |                   |
| 10. Language Arts         |     |     |     |     |     |                   |
| 11. Reading Comprehension |     |     |     |     |     |                   |
| 12. Writing               |     |     |     |     |     |                   |
| 13. Math                  |     |     |     |     |     |                   |
| 14. Social Studies        |     |     |     |     |     |                   |
| 15. Language Arts         |     |     |     |     |     |                   |
| 16. Reading Comprehension |     |     |     |     |     |                   |
| 17. Writing               |     |     |     |     |     |                   |
| 18. Math                  |     |     |     |     |     |                   |
| 19. Social Studies        |     |     |     |     |     |                   |
| 20. Language Arts         |     |     |     |     |     |                   |
| 21. Reading Comprehension |     |     |     |     |     |                   |
| 22. Writing               |     |     |     |     |     |                   |
| 23. Math                  |     |     |     |     |     |                   |
| 24. Social Studies        |     |     |     |     |     |                   |
| 25. Language Arts         |     |     |     |     |     |                   |
| 26. Reading Comprehension |     |     |     |     |     |                   |
| 27. Writing               |     |     |     |     |     |                   |
| 28. Math                  |     |     |     |     |     |                   |
| 29. Social Studies        |     |     |     |     |     |                   |
| 30. Language Arts         |     |     |     |     |     |                   |
| 31. Reading Comprehension |     |     |     |     |     |                   |
| 32. Writing               |     |     |     |     |     |                   |
| 33. Math                  |     |     |     |     |     |                   |
| 34. Social Studies        |     |     |     |     |     |                   |
| 35. Language Arts         |     |     |     |     |     |                   |
| 36. Reading Comprehension |     |     |     |     |     |                   |
| 37. Writing               |     |     |     |     |     |                   |
| 38. Math                  |     |     |     |     |     |                   |
| 39. Social Studies        |     |     |     |     |     |                   |
| 40. Language Arts         |     |     |     |     |     |                   |
| 41. Reading Comprehension |     |     |     |     |     |                   |
| 42. Writing               |     |     |     |     |     |                   |
| 43. Math                  |     |     |     |     |     |                   |
| 44. Social Studies        |     |     |     |     |     |                   |
| 45. Language Arts         |     |     |     |     |     |                   |
| 46. Reading Comprehension |     |     |     |     |     |                   |
| 47. Writing               |     |     |     |     |     |                   |
| 48. Math                  |     |     |     |     |     |                   |
| 49. Social Studies        |     |     |     |     |     |                   |
| 50. Language Arts         |     |     |     |     |     |                   |

## Setting Clear Consequences

Establish clear consequences for what will happen when students end up on a different color. You can use the suggestions on page 12 or use page 13 to create a custom list. I don't recommend taking away physical activities like art lessons, recess, or field trips as a consequence for misbehavior. Often the very students who frequently end up on orange, or red are the ones who need these activities the most.

## Consequences

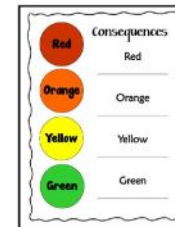
1. Establish a simple (and inexpensive) reward for staying on green all day, such as being at the front of the line when leaving at the end of the day, taking a positive note home, a smiley-face in class planner, 5 minutes of free time to talk with friends at the end of the day, etc.

2. I suggest that you assign yellow to be a warning recorded weekly chart with no further action taken.

3. When a student moves to orange it means that several incidents of off-task behavior have taken place, so a written warning and plan for improvement is a logical consequence. A *Dut or Behavior Reflections* form can be completed, signed by student and teacher, and sent home to a parent for a signature.

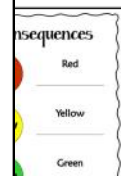
4. My students seldom ended up on red, but when they did, it was because they had engaged in a serious misconduct, such as bullying or fighting. I called home right away, but in the event of fighting I was required to refer the students to the office.

5. Be sure to review your list of consequences with your administration and send them to the class. You don't want to have to back down on a consequence because you later realized that you will not be supported when you try to enforce that action.



individual student behavior in your classroom. Changing the tags and the time backing you if it doesn't seem that all of the students who were on a few of who were in the class, choose behaviors and change them and that others are not to continue to misbehave.

could rather use a reference, use the



If you tweak this system to make it work for you, you'll find your classroom to be a happy, productive place in which everyone respects each other's right to teach and learn!



# Supplemental Mini Posters

**Red**

**Orange**

**Yellow**

**Green**

**Consequences**

**Red**  
*Immediate Phone Call*

**Red**

**Orange**

**Yellow**

**Green**

**Consequences**

Red  
\_\_\_\_\_  
Orange  
\_\_\_\_\_  
Yellow  
\_\_\_\_\_  
Green  
\_\_\_\_\_


**Teachers**  
have the right to  
*teach*

**Teachers**  
have the right to  
*teach*  
↪ and ↩  
**students**  
have the right to  
*learn!*

# Ready-to-use Classroom Management Forms

| Stoplight Record |   |    |   |    |   | Comments |
|------------------|---|----|---|----|---|----------|
| Week of          | M | Tu | W | Th | F |          |
| 1.               |   |    |   |    |   |          |
| 2.               |   |    |   |    |   |          |
| 3.               |   |    |   |    |   |          |
| 4.               |   |    |   |    |   |          |
| 5.               |   |    |   |    |   |          |
| 6.               |   |    |   |    |   |          |
| 7.               |   |    |   |    |   |          |
| 8.               |   |    |   |    |   |          |
| 9.               |   |    |   |    |   |          |
| 10.              |   |    |   |    |   |          |
| 11.              |   |    |   |    |   |          |
| 12.              |   |    |   |    |   |          |
| 13.              |   |    |   |    |   |          |
| 14.              |   |    |   |    |   |          |
| 15.              |   |    |   |    |   |          |
| 16.              |   |    |   |    |   |          |
| 17.              |   |    |   |    |   |          |
| 18.              |   |    |   |    |   |          |
| 19.              |   |    |   |    |   |          |
| 20.              |   |    |   |    |   |          |
| 21.              |   |    |   |    |   |          |
| 22.              |   |    |   |    |   |          |
| 23.              |   |    |   |    |   |          |
| 24.              |   |    |   |    |   |          |
| 25.              |   |    |   |    |   |          |
| 26.              |   |    |   |    |   |          |
| 27.              |   |    |   |    |   |          |
| 28.              |   |    |   |    |   |          |
| 29.              |   |    |   |    |   |          |
| 30.              |   |    |   |    |   |          |

## Time Out Form



Name \_\_\_\_\_  
Date \_\_\_\_\_

A student who is continually off task or who does not abide by classroom rules is seated away from others in Time Out. He or she is asked to reflect upon the reason for placement in Time Out and must write a plan for improving behavior. Please discuss this report with your child, sign it below, and return the report tomorrow.

Reason for placement in Time Out \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Plan for improvement \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

| Stoplight Record       |   |    |   |    |   | Comments                            |
|------------------------|---|----|---|----|---|-------------------------------------|
| Week of                | M | Tu | W | Th | F |                                     |
| 1. Sally Appleton      | ● |    | ● | ●  | ● | Very chatty this week               |
| 2. Bob Bennigan        |   | ●  |   |    |   |                                     |
| 3. David Caruthers     |   |    |   |    | ● | F - Out of seat frequently          |
| 4. Jillian Davis       | ● |    |   | ●  |   | M - Chatty                          |
| 5. Gretchen Findlay    |   |    |   |    |   |                                     |
| 6. Rebecca Gravenstein | ● |    |   |    | ● |                                     |
| 7. Sondra Hillton      |   |    | ● |    |   |                                     |
| 8. Doug Jarvis         |   |    |   |    |   |                                     |
| 9. Angelina Krumly     |   |    |   | ●  |   | Th - Blurting answers repeatedly    |
| 10. Stephen Lowry      | ● |    |   |    | ● |                                     |
| 11. William Mendenhall |   |    |   |    |   |                                     |
| 12. Sylvester Navara   |   |    | ● | ●  |   | Th - Bullying incident - see notes  |
| 13. Greyson Othello    |   |    |   |    |   |                                     |
| 14. Cynthia Penderson  |   |    |   |    |   |                                     |
| 15. Benjamin Quincy    |   |    | ● |    |   |                                     |
| 16. Donald Rockford    |   |    |   |    |   |                                     |
| 17. Jose Sanchez       |   |    |   | ●  |   |                                     |
| 18. Sydney Snider      |   |    |   |    |   |                                     |
| 19. Becca Truitt       |   |    | ● |    |   | W- Talking during test. Out of seat |
| 20. Damian Versamon    | ● |    |   |    |   |                                     |
| 21. Robert Wyndham     |   |    |   |    |   |                                     |
| 22. Divinity Zebulon   |   |    |   |    |   |                                     |
| 23.                    |   |    |   |    |   |                                     |
| 24.                    |   |    |   |    |   |                                     |
| 25.                    |   |    |   |    |   |                                     |
| 26.                    |   |    |   |    |   |                                     |
| 27.                    |   |    |   |    |   |                                     |
| 28.                    |   |    |   |    |   |                                     |
| 29.                    |   |    |   |    |   |                                     |
| 30.                    |   |    |   |    |   |                                     |

## Behavior Reflections

### Reasons for My Behavior ?

Name \_\_\_\_\_  
Date \_\_\_\_\_

Description of My Behavior

### Consequences of My Behavior ✓

How do I feel?

How has my behavior affected others?

What other consequences resulted from my behavior?

Plan for Improvement \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Student \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 Parent \_\_\_\_\_