

# Red Light Green Light

## IS IT FOR YOU?

**TIER**  
One

**AGE RANGE**  
K-12

**PROBLEM**  
Whole group off task behavior

**MATERIALS**  
Poster board displaying rules: List positive behaviors that you want to see.

Rules
Talk only when you have permission
Stay in your seat
Use respectful words

Chart reflecting a space to record each team's present behavior. A sticker designating each team's rating

Team 1	Team 2	Team 3
Red	Red	Red
Yellow	Yellow	Yellow
Green	Green	Green

**POSSIBLE REWARDS**  
Wearing victory tags for the day, extra recess, lining up first for lunch, extra computer time, reduced homework,

### Whole Group Tier I Behavioral Intervention

## Encourage Positive Classroom Behavior Using Visual Cues

**Step One**  
**Observation**  
Observe the behavior of your class during a particularly challenging period / subject. Based upon your observation, assign your class a score of 1, 2, or 3, one being the most positive score. Repeat for four days.

**Step Two**  
**Procedure**  
Divide class into three teams, dividing disruptive students equally in both teams. (Possibly assign seating accordingly).

Display and explain the rules and chart tracker.

Each team starts on green. With each infraction, the team moves to yellow or red, with each positive behavior they return to yellow or green.

Tally the final score at the end of class. The team closest to green is the winner. Multiple winners are permitted.

Deliver rewards daily and then fade them to once per week

Record the level earned daily by each group at the end of the day.

**Step Three**  
**Evaluation**  
Did it work? Compare the frequencies of off task behavior before and after the intervention.

### What makes it research-based?

**Reference**  
Barrish, H.H., Saunders, & Wolf, M.M. (1969). Good Behavior Game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavioral Analysis*, 2, 119-124.

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Rathvon, N. (1999). *Effective School Interventions : Strategies fro Enhancing Academic Achievement and Social Competence*. Guilford Press. pp. 262-263.