Two Evidenced Based Classroom Management Strategies

Color Wheel

Green Behaviors
- Talk in a quiet voice
- Keep hands and feet to self
- Comply with directions

Yellow Behaviors
- To speak, raise hand for teacher permission
- To leave seat, raise hand for teacher permission
- Look at the speaker or your work
- Comply with directions

Red Behaviors
- Return to your seat
- Clear your desk
- Look at the teacher
- Do not talk

Grades 3-12

The Great Behavior Game

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Color Wheel

An Evidenced-Based Classroom Intervention
(k-2)
CW shown effective for

- Increasing on task behavior
- Decreasing out of seat behavior
- Decreasing teacher repeated directions
- Decreasing students’ inapp. talking

Color Wheel Procedures

A. Different sets of rules for different activities
B. Assign each set of rules a color
   o Red, Yellow, Green
C. Color wheel (traffic light, fuel gauge) is used to indicate which rules are in place at any given time--moveable pointer
D. Time warning before switching activities
E. Group oriented reward program
   o Let older students generate ideas for these
Color wheel rules

- In seat, no talking, no raising hands, eyes and ears on teacher, clear desk
- Older example- no manipulating objects or writing, shuffling papers, clicking pens
Color wheel rules

**YELLOW** {Squirrel}

- In seat on bottom, raise hand to speak, hands and feet ready, eyes and ears on teacher or work
- Older example- raise hand to talk or leave seat, follow directions, eyes on speaker or work, hands and feet to self

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Color wheel rules

**GREEN** {Puppy}

- Six-inch voice, share with others, respect others
- Older example-talk in inside voice, hands and feet to self, no wandering, follow all directions, respect others
Post Rules

- Rules should be color coded
- Rules posted where teacher often addresses class for all to see
- Rules taught and modeled

Color Wheel Activity 1

Identify the expectations for each of the three colors. Generally, expectations proceed from more to less restrictive (Red to Green).

Remember to be descriptive and to include anything which works with your existing routines.

Cr
\[\text{RED} \quad \text{(most restrictive, used for transitions & listening to discrete instructions)}\]

Mo
\[\text{YELLOW} \quad \text{(used for most instructional activities)}\]

\[\text{GREEN} \quad \text{(used for group activities or free time—least restrictive)}\]
Monitor progress towards class reward

› Examples:
  › marbles in jar, movement along a game board, points, spell out a word or phrase

› Remember:
  › Appropriate behavior on any color earns marbles, points, etc. paired with verbal praise from staff
Monitor progress towards class reward

Class rewards

- Younger students may want to have brief rewards determined by teacher (play activities)
- Older students should brainstorm their ideas for free, social rewards (popcorn party, movie, board games, extra recess)
Class rewards

- Remember:
  - These ideas can be placed on paper and drawn randomly when criteria is reached
  - Time on GREEN is an easy reward which can be used as often as needed in order to reinforce red and yellow sessions

Color Wheel Activity 2

Identify a method for tracking the progress of the class towards their common goal. Examples might include a game board, point system, or marbles in a jar. This must be clearly visible so that students can see you add points, add tokens, or move along the game board.

IDEAS

Brainstorm some class rewards which are inexpensive (free ?) and social in nature. These must be a fit for you as well!

IDEAS

How long should it take your class to reach its first reward?
Goal is successful rule following !!

- Use red frequently and for every activity *transition*, but move to yellow quickly for most academic activities
- Use green for all group activities

Pointers

- Always use praise paired with tokens
- If class gets too loud on green, switch to red briefly and review rules for green
- Make the beginning of any new intervention successful by making sure the rewards come quickly
Dealing with rule violation

One idea for chronic individual rule violators is to have them stay behind at recess and state the rules as well as show the teacher what those look like

Response cost not recommended classwide

REFERENCES


A component analysis. Psychology in the Schools, 47, 931-943. Figure 1: Sample Posters and Color Wheel ‘How the Common Core Works’ Series © 2013 Jim Wright www.interventioncentral.org 3 Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., &


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