PBIS Foundations
PRACTICES- Stoplight Activity
Facilitation Guide

Lesson Objective

Demonstrate the need for consistency in determining which behaviors are office-managed versus classroom-managed.

Materials

- Large stoplight (green, yellow, and red light) either made of butcher paper or projected on a screen

- Sticky notes

- Sharpies/markers

Directions

1. Introduce activity.

2. Request a few volunteers (i.e., one per each team if a multi-school training, one per grade if a one-school training) come to the front.

3. Hand volunteers a sticky note pad with a sharpie.

4. Explain you will be reading different scenarios, and the volunteers will need to write what consequence they would give on the sticky note. Then, they should place that sticky note on the light on the stoplight that corresponds to how the consequence will be administered:

   - **Green** light = Do nothing/redirect

   - **Yellow** light = Teacher handles (classroom-managed)

   - **Red** light = Administrator handles (office-managed)

5. Read scenarios:

   - Captain America punches Ironman in the stomach (8th grade)

   - Wanda is 10 minutes late to algebra class (9th grade)

   - Captain Marvel is sitting in the back of the class tapping her pencil on the table (5th Grade)

- Thor is falling asleep in class (10th Grade)

- Spiderman is chewing gum in class (3rd Grade)

- Hawkeye was at the top of the slide pretending to shoot other students (K)

- Black Widow's phone rang in her backpack (6th grade)

- Vision is being defiant to the teacher, and refusing to comply with directions to get out his notebook (1st Grade)

- During a restroom break, Hulk wandered into the hallway and was peeking into other classrooms (2nd Grade)

- Sky Lord argues and questions everything the teacher says (4th Grade)

- Groot did not turn in his homework (7th Grade)

- Loki is horseplaying instead of following directions in the cafeteria (1st grade)

- Thanos threatened to kill half the people in his town and has a very thorough and detailed plan of how to do it (11th grade)

6. Discuss with participants the following:

- Look at the stoplight (gesture to sticky notes across different lights). Was there inconsistency in how the volunteers would have handled the behaviors?

- Is there inconsistency in how your staff currently responds to misbehavior? (Specifically even ask the administrator). Examples of inconsistencies in many schools we have worked with:

  - Gum chewing: one teacher doesn't care (no consequence), another teacher gives gum for a reward, and another teacher sends student to office for gum chewing

  - Swearing: for some teachers this is personally a major/office-managed offense; however, in some schools this behavior is so prevalent that is is considered to be classroom-managed (consider culture of community)

- Ask them to think back to the "Draw a Park" activity. How frustrating was it to not know the expectations?

- **Key point:** By defining a system for addressing misbehavior, we are able to provide a rubric for the students and staff on how to handle issues. It allows for consistency, so the administrator is not dealing one minute with gum-chewing and the next dealing with a fight involving weapons (unless gum chewing is that serious at your school)