



History of Go Green

- Behavior Analysts: Ryan, Gary, Kris Heutinck (JCC)
- 3 kindergarten classrooms with behavioral concerns
- Lack of proactive intervention
- Lack of re-teaching and continual teaching
- Lack of reinforcement for expected skills
- All classrooms used an out of classroom consequence

Unintended Side-effects of Classroom Removal

- At best: removal from the classroom provides escape from demands for inappropriate behaviors – potentially increases inappropriate behaviors
- At worst: removal from the classroom is aversive to the student, and –
 - May evoke emotional and aggressive reactions
 - May evoke escape and avoidance responses away from the teacher – ruin the relationship between student and teacher

Why Go Green?

- Class-wide management system that can be tailored to individual classrooms.
- Includes specific and objective expectations that are actively taught.
- Fits with PBIS.
- Maximizes reinforcement for lasting change.
- Includes a system for handling challenging behavior.

Why Go Green?

- It's a simple classroom management system
- It allows for immediate feedback for student behavior, appropriate and inappropriate
- Based on a fluid hierarchy of levels tied to student behavior
- Current Level determines access to reinforcement

Basic Overview – The Levels

- Green = Following expectations.
- Yellow = Junk behavior.
- Red = Continued junk behavior for over 5 minutes or dangerous/crisis behaviors.
- Each students' behavior determines their current and their transition from one to the next.
- Going Green (student's behavior is rated green) means the student will have access to reinforcement when it's delivered.

How do We Set-Up Go Green?

1. Pick and define your 3 expectations.
2. Make visuals of your expectations.
3. Pick and define your Yellow and Red behaviors.
4. Pick how you'll indicate student level.
5. Get timers for Yellow and Red.
6. Create a Red spot in the classroom. – Optional
7. Create lesson plans based on your 3 expectations.
8. Create your Go Green parties and times for the parties!

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How is a Student Green?

➡ By following the expectations of your classroom!



How do We Pick the Expectations?

- Pick behaviors you want to see more of!
- Behaviors that are necessary for learning.
- Behaviors that compete with challenging behavior.
- Behaviors that are observable and measurable.
 - Need to pass the Dead Man's Test!
- Keep it Simple! Start with 3.

Expectations – Middle School

Expectations

1. Follow Directions within 30 seconds
2. Raise Hand to Speak and Use Appropriate Language and Volume
3. Do Your School Stuff – completing assignments, following schedule, staying in your area, putting materials away when finished

Depicting Expectations

- Need to be visible to all students
- Need to be clear

Middle School Example

- Simply shared on a word document with each student at first
- Posted at front of room after initial review





Group Activity:

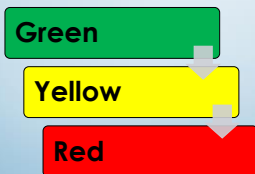
Picking Expectations and How You'll Display them!



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What happens if challenging behavior occurs?



Yellow and Red Behaviors

- Yellow behaviors = junk behaviors
- Red behaviors =
 - Continuous junk behaviors (after 5 minutes)
 - Behaviors that cause an immediate risk to safety or harm to others
 - Can potentially be de-escalated within the classroom
- Crisis behaviors = continuous aggression, self-injury, or property destruction
 - Immediate risk of harm or safety to others
 - Unsafe to attempt to de-escalate within the classroom

Yellow Behaviors

- Junk behaviors
 - Behavior that is not dangerous, harmful, or illegal.
 - It is not worthy of our attention.
 - The term comes from Dr. Glenn Latham in The Power of Positive Parenting (1994)
- Examples:
 - Whining / Crying
 - Swearing and inappropriate statements
 - Clearing work materials
 - Running around the area
 - Dropping to the floor
 - Refusal

Yellow Behaviors - Middle School/Setting IV Examples

- Using Profanity or Prohibited Topics (2) – Any statement that includes profane language or any of the prohibited topics below.
 - Violence
 - Drugs
 - Alcohol
 - Tobacco
 - Racism
 - Sexual
 - Insulting
- Blurting During Class – Speaking without raising hand (2)
- Leaving the Room/Area (3) – Any occurrence of leaving the classroom or designated area without permission.
- Refusal – Time spent not following the directions of staff. (1 & 3)

Red Behaviors

- Continuous junk behaviors (after 5 minutes)
- Behaviors that cause an immediate risk to safety or harm to others
- Can potentially be de-escalated within the classroom

Red Behaviors - Middle School/Setting IV Examples

- Aggression (3) – Any occurrence of forceful contact to others; hitting, kicking, pushing, etc.
- Self-injury (3) – Any occurrence of forceful contact to self; hitting, biting, head banging, etc.
- Property Destruction (3) – Any occurrence of forceful contact to the environment; banging, throwing, tearing, etc.
- Climbing on Furniture (3) – Any occurrence of moving self on/up an object not intended for climbing.
- Leaving the Building (3) – Any occurrence of moving outside the school without permission.

Crisis Behaviors

- Crisis behaviors =
 - Continuous (repeated demonstration of) Aggression
 - Continuous Self-injury
 - Continuous Property Destruction
- Immediate risk of harm or safety to others
- Unsafe to attempt to de-escalate within the classroom
- Safe management requires the use of a crisis management system

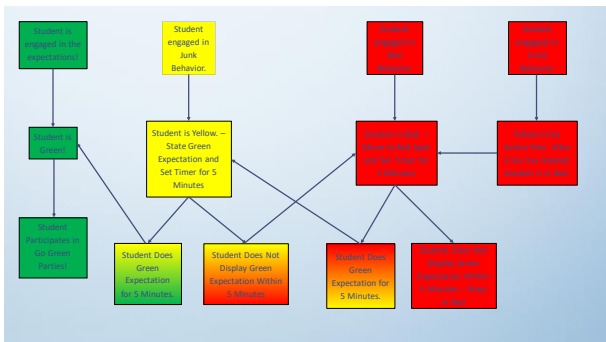
Group Activity:

Let's determine our junk, immediate red, and crisis behaviors!



Review Go Green Protocol!





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Ways to depict level

- Each student needs some kind of indicator to show him/her what level she is currently on.
- Each indicator needs to be able to move from one level to the next easily.
- Each indicator may indicate which expectation is not being followed.
- Each indicator needs to be under the control of the teacher and paraprofessional staff.
- The indicator can be positioned either at central location in the classroom or on each child's desk.
- The teacher needs sufficient number of timers to keep track of yellow/red for each student.

Card/Paperclip Examples

- Expectations:
 - Follow Directions
 - Take Turns
 - Stay in your place
- Yellow Behaviors:
 - Head down on desk
 - Kid fighting



Following expectations!

Sally



1

2

3



Head down on desk.

➡ Follow directions.

Sally



1

2

3





Head down on desk.

➡ Follow directions.

➡ Follow directions.

Sally




1

2

3





Kid fighting.

➡ Sit quietly.



➡ Taking turns.

John

1

2

3



Central Location Examples



Classroom behavior charts including:

- I will do what I can but no do
- I will look my best
- I will stay in my spot
- I will use my words
- We're All Smiles for Good Behavior



Word Document Displayed on Smart Board

Traveling Clipboard



Group Activity:

Pick how you'll indicate student level.

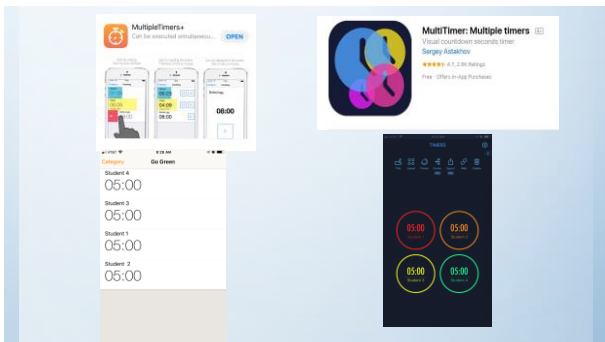


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Selecting Timers

- Identify what type of timer that you want to use within your setting
- Timers
- Online timers
 - <http://www.online-timers.com/multiple-timers>
- Timers on an app



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Consider using a Red Spot

- With younger children, consider having a designated "Red Spot" in the classroom where students will sit when in Red.
- It should:
 - Be away from others
 - Minimize distractions from student on Red
 - Be easy to get to
- Consider district policies on prompting.
- Using a "Red Spot" with older children is not likely to be worth the effort/trouble of getting the student to the spot when in Red.



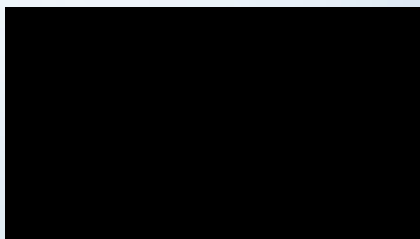
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How do We Teach to Go Green?

- Choral responding.
- Model and Role play.
- Read a story on one of the expectations.
- Play a game.

Choral Responding



Read a Story/Do an Activity



Play a Game



Group Activity:

Create a quick lesson plan for 1 Expectation!



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8. **Create your Go Green parties and times for the parties!**

Go Green Parties

- The Go Green Parties are the most important part of the system. They're the motivation necessary to get all students following the expectations consistently.
- They can include special access to:
 - Food
 - Activities
 - Special themes
 - Bonus points on assignments
 - Free of work
 - Others
 - Some combination



Go Green Party!



Go Green Parties

- Early on, they should occur frequently – multiple times per day.
- The frequency can fade over time with success from students.
- As they become less frequent, they should become larger in the magnitude/value of the rewards given.
- If you go between parties without any Yellow and Red behaviors, you can start to decrease the number of Go Green parties you have.
- If you start to see more Yellow and Red behaviors, you should increase the number of Go Green parties you have.

Middle School Schedule – First Week

Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - Introduce Go Green - First 2 expectations Go Green Party when done - 10 minutes of Chrome Book Time	8:15 - Review Expectations ask for Party Ideas Go Green Party - Chrome Book	8:15 - Review Expectations	8:15 - Review Expectations 8:40 - Party - Music During Social Studies	8:15 - Review Expectations 8:30 - Party - Calming Room
10:10 - Go Green Party - Treat, Bonus Points (20)	10:00 - Party - Chrome Books, Points (20)	9:05 - Party - Sensory Room Break	11:45 - Party - Chrome Book	10:00 - Party Music at Class
12:15 - Introduce Last Expectation, Go Green Party - Chrome Book Time	12:30 - Party - Music During Work	11:15 - Party - Bonus Points (20)	1:45 - Party - Chrome Book	12:45 - Party - Treat, Bonus Points (20)
2:15 - Go Green Party - Treat, Bonus Points (20)	2:00 - Party - Music During Work and Treat	2:00 - Party - Dodge Ball in Calming Room/Outside if nice	2:10 - Party - Treat	2:00 - Party - TBD

Group Activity:

Create your Go Green parties and times for the parties



Putting it all together!



How do We Implement Go Green?

For younger students:

- Teach to the program in the first one to two weeks.
 - Teach through games, role-playing, choral responding, etc.
 - Practice switching the cards during examples.
 - Practice switching the cards when students are observed to be breaking a green expectation.
 - Hold frequent Go Green parties!
- In the third week, begin Go Green.
 - Hold frequent Go Green parties.
 - Work on students following the Go Green expectations.

How do We Implement Go Green?

- In the fourth week...
 - Fade the frequency of Go Green parties.
 - Re-teach to expectations that are often broken.
- In the fifth week...
 - Look to add more expectations or continue to fade the frequency.
 - Keep a maximum of six expectations.
 - Continue to review the data and re-teach as needed.

Problem Solve Go Green

- Too many yellows and reds...
 - Individual student gets 2 or more immediate reds in a day
 - Class is breaking certain expectations more often than other expectations
 - Half/quarter of students in class not meeting expectations

Problem Solve Go Green

- Solutions
 - Re-teaching expectations that are broken more often
 - Increasing Go Green parties
 - Simplifying Green expectations
 - Small group or individual teaching
 - Consult with child study/planning team

Thanks!

Any Questions?