Replacing the "Clip Chart"

A digital one-pager

Purpose: Positive School and Classroom cultures are environments where students can thrive, strengthening their confidence and self-efficacy! We all enjoy working in a place where there is a sense of community, belonging and appreciation. Our students do as well. As educators, we know the importance of social-emotional well-being, as well as the need to intentionally teach students skills such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2025). For decades, many schools have used the "clip chart" as a classroom behavior management strategy. Google "clip chart," and you will still find a multitude of examples for using this strategy. As in all professions, we learn from ongoing research in our field. We now know the damaging impact using this strategy in this way can have. (McIntosh et al., 2020).

🚫 *Public humiliation & shaming*
🚫 *Undermines psychological safety*
🚫 *Disconnects students from community*
🚫 *Can create a negative self-image*
🚫 *Exclusionary practice*

Do you notice

📌 The same students' clips are in the same place daily
📌 Students cannot recall why their clip was moved
📌 No opportunity for teaching appropriate behavior
📌 Behavior often escalates
📌 Public shaming between students
📌 Students begin to lack motivation

Proactive Tier 1 PBIS Practices

☑ Create classroom expectations WITH your students
☑ Provide direct instruction and multiple practice opportunities for students to learn appropriate classroom behavior.
☑ Recognize students when they demonstrate the expectations. Recognize what you want repeated. Provide behavior-specific praise by naming the behavior with an affirming statement.
☑ Provide Precorrection – simple reminders **before** expecting a given behavior. For example, when getting ready to go in the hallway, provide a brief reminder of the hallway expectations, using modeling whenever possible.

How can I repurpose the "Traffic Light?"

Social Emotional Communication
- Brain Science: [The Stoplight Approach to Understanding the Brain and our Emotions](#)
- Traffic light check-in: [Build on Brain Science by Using the Brain Stoplight Check-In to Manage Big Emotions](#)
- Language for emotions: [Use the traffic light to reflect on emotions and coping skills](#)
- Color Check-in: [Use the Mood Meter to Teach Emotional Intelligence in Early Childhood and Beyond](#)

Academic Support
- Table Cups: [Red, Yellow, Green Cups as Feedback on Student Learning](#)
- Guidance for Technology: [A Stoplight Model for Guiding Student AI Usage](#)
- Formative Assessment: [Use Color Cards to Check for Understanding](#)

Procedures & Routines
- Voice levels: [Tech tools like Classroomscreen can be used to signal various routines such as voice levels using the traffic light](#)
- Problem Solving: [Using Red, Yellow, Green to teach about recognizing the size of and response to our problems |SEL Space](#)

Key Take-aways:

★ *Correct in private, praise in public*
★ *Repurpose the "clip chart" for positive purposes*
★ *Use evidence-based PBIS classroom practices*

For more information check out:
➔ [Center on PBIS | DITCH THE CLIP! Why Clip Charts Are Not a PBIS Practice and What to Do Instead](#)
➔ [Tear Down Your Behavior Chart!](#)
➔ [Your Clip Chart is Ruining Your Classroom Culture](#)
➔ [Field Notes: The Boy on Red and the Problem with Public Behavior Charts](#)

References list → [linked here](#)