

**Modifying the off-task behaviors of the kindergarteners
through STOP-PREPARE-GO (SPG) lights technique**

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ABSTRACT

One prevalent issue in the classroom setting is learners' disengagement, leading to off-task behaviors. Off-task behaviors encompass activities such as talking and engaging in unauthorized actions, displaying aggression, daydreaming, not paying attention to teachers, and playing with objects or individuals. This kind of behavior is considered reasonable, but it affects the teaching and learning process. Hence, this study was conducted in one of the Laboratory Schools in the Province of Ilocos Norte. It was done in the 3rd quarter of the academic year 2022-2023. There were 37 kindergartners enrolled in the session, eighteen (18) boys, and nine (9) girls served as participants in the study. This study aimed to modify the off-task behaviors of the kindergartners during the teaching and learning process specifically, during meeting time 1, work period 1, and work period 2 through the use of the Stop-Prepare-Go (SPG) Lights Technique. Observation analysis was used to identify the exhibited off-task behaviors of the participants before the implementation as well as the modification in the off-task behaviors of the participants after the implementation of the intervention. While the descriptive analysis was used to describe and analyze the results that helped to improve the utilization of the SPG Lights Technique in modifying the off-task behaviors of the kindergartners. Based on the findings of the study, it revealed that numerous off-task behaviors were exhibited by the kindergartners before the implementation of the intervention. After the

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learners were exposed to the SPG Lights Technique, the off-task behaviors exhibited by the kindergartners decreased. However, it was also noted that several off-task behaviors still persisted even after the intervention. Therefore, modifications to the SPG Lights Technique should be considered to further reduce and eliminate these off-task behaviors. Despite this, the Stop-Prepare-Go (SPG) Lights Technique remains an effective strategy for modifying the off-task behaviors of kindergartners.

Keywords: Stop-Prepare-Go (SPG) lights technique, off-task behaviors, kindergartners.

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INTRODUCTION

Early childhood education (ECE) provides the foundation for children's cognitive, social, emotional, and behavioral development, making it one of the most critical stages in the educational process. According to the National Association for the Education of Young Children (NAEYC), early childhood education encompasses both formal and informal learning experiences from birth to eight years of age, although it is commonly associated with education from birth through kindergarten. During this period, children acquire the fundamental competencies that influence their future academic performance, interpersonal relationships, and lifelong development. Alvarado (2018) emphasized that early childhood represents children's first meaningful interactions with peers, teachers, and parents, experiences that shape their interests, attitudes, and patterns of behavior. Consequently, fostering socio-emotional development during these formative years becomes essential because it supports children's readiness to learn while establishing the behavioral and emotional competencies necessary for successful participation in school and society.

Socio-emotional development refers to children's capacity to experience, express, and regulate emotions while establishing and maintaining positive relationships with others (Cohen et al., 2005). This developmental domain nurtures confidence, empathy, emotional security, social competence, and a sense of belonging, all of which contribute to successful learning experiences. Ashdown and Bernard (2012) further explained that socio-emotional development begins at birth and continues through the first five years of life, enabling children to build trusting relationships with adults and peers, express emotions appropriately, and become increasingly independent in exploring their environment. Within this developmental process, social development pertains to children's ability to establish meaningful relationships and acquire the values, knowledge, and interpersonal skills necessary for productive interactions within their families, schools, and communities. Emotional development, in contrast, involves recognizing, expressing, interpreting, and regulating one's own emotions while responding appropriately to the emotions of others. Sprung et al. (2015) noted that emotionally developed children demonstrate greater self-awareness, recognize their emotional states more accurately, regulate intense emotions effectively, and interpret emotional cues from others with increasing competence. Together, these complementary dimensions of socio-emotional development provide the behavioral foundation necessary for sustained classroom engagement, positive peer interactions, and academic achievement.

Despite the recognized importance of socio-emotional competence, maintaining appropriate classroom behavior continues to present considerable challenges in early childhood education. Among the most persistent concerns is learner disengagement manifested through off-task behaviors. Pate-Clavenger et al. (2008) described off-task behaviors as actions such as

excessive talking, engaging in unauthorized activities, displaying aggression, daydreaming, failing to attend to teacher instruction, and playing with objects or classmates during instructional time. Although such behaviors have long been observed in school settings, Elliot and Place (2012) argued that they remain a significant concern across educational contexts because they negatively affect both teaching effectiveness and student learning. Zimmerman and Schunk (2013) further emphasized that addressing off-task behaviors is fundamental to academic success since these behaviors reduce instructional time, interfere with concentration, and hinder meaningful learning opportunities. Similarly, Kraemer et al. (2012) observed that while off-task behaviors occur naturally across educational levels, they substantially impede learners' academic progress by disrupting classroom routines and reducing opportunities for active engagement. Moreover, Meany-Wallen et al. (2015) cautioned that failure to intervene promptly may result in long-term academic, behavioral, and social consequences, thereby highlighting the necessity for effective classroom interventions during the earliest stages of formal education.

Existing literature likewise suggests that many traditional interventions have produced limited success because they frequently address only the observable behaviors rather than the underlying factors that contribute to learner disengagement. Roberts (2002) argued that many behavioral interventions fail to produce sustained improvements because they do not sufficiently consider the conditions that trigger or reinforce off-task behaviors. Consequently, there remains a need for interventions that provide consistent behavioral cues while simultaneously promoting children's self-regulation and classroom participation. This gap in the literature provides the rationale for developing the Stop-Prepare-Go (SPG) Lights Technique as an innovative intervention specifically designed for kindergarten learners. Although the technique has not previously been implemented at the kindergarten level, related evidence supports its conceptual foundation. Calma et al. (2010) reported that the use of light-based classroom management strategies in Mathematics, Science, and Health classes at the elementary level effectively promoted appropriate classroom behavior during recitations among Grades I, IV, and V learners. These findings suggest that visual cue systems possess considerable potential for encouraging appropriate classroom behavior across different educational contexts, thereby providing empirical support for adapting a similar strategy to kindergarten classrooms.

The Stop-Prepare-Go (SPG) Lights were designed as a prototype modeled after conventional traffic lights to provide clear, engaging, and developmentally appropriate behavioral cues for young learners. The device consists of a plywood case attached to a wooden stand with three partitions containing colored bulbs connected through an electrical system. The red bulb is positioned at the top, the yellow bulb occupies the middle section, and the green bulb is located at the bottom. To increase children's engagement, the device incorporates facial features, a hand, and a hat, making it visually attractive and easily recognizable. Furthermore, the SPG Lights are operated through remote control, allowing teachers to activate the appropriate behavioral cue conveniently whenever off-task behaviors occur during classroom instruction.

The SPG Lights Technique functions as a structured classroom management strategy designed to modify kindergartners' off-task behaviors during the teaching and learning process, specifically throughout Meeting Time 1, Work Period 1, and Work Period 2. The intervention employs three distinct visual signals that communicate specific behavioral expectations. The STOP Light, represented by the red light, instructs learners to stop immediately and pause their ongoing activities. The PREPARE Light, represented by the yellow light, signals learners to prepare themselves to listen carefully and attend to the teacher's instructions. Finally, the GO

Light, represented by the green light, directs learners to begin or continue performing the assigned activity according to the teacher's instructions. Through repeated exposure to these consistent visual cues, the technique seeks to encourage positive classroom behavior, improve attentiveness, and reduce disruptive behaviors by providing children with simple and easily recognizable behavioral prompts that are appropriate for their developmental stage.

The conceptual foundation of the SPG Lights Technique is grounded in the principles of classical conditioning. According to Bottaro (2022), classical conditioning represents an unconscious learning process through which neutral stimuli become associated with particular behavioral responses, making it an effective strategy for modifying undesirable behaviors. Elmer (2020) similarly explained that conditioned learning occurs when repeated associations between a stimulus and a response eventually produce predictable behavioral outcomes. Within classroom settings, Millacci (2021) illustrated this principle by explaining that when teachers consistently use a particular environmental cue, such as turning on classroom lights before requesting students' attention, learners gradually associate the stimulus with expected behaviors such as quietness and attentiveness. Consequently, teachers can utilize conditioned visual signals to help children internalize classroom routines, follow instructions, and adapt to behavioral expectations. These theoretical perspectives converge in supporting the use of consistent visual cues as mechanisms for promoting behavioral regulation among young learners, thereby providing a strong theoretical basis for the development of the SPG Lights Technique.

Building upon these theoretical and empirical foundations, the present study conceptualizes the SPG Lights Technique as an intervention intended to modify the off-task behaviors of kindergartners through systematic behavioral conditioning supported by clear visual cues. The implementation of the intervention followed a structured sequence of interconnected phases designed to ensure both consistency and effectiveness. The first phase consisted of orienting the kindergartners regarding the purpose, operation, and meaning of each light to establish common understanding before implementation. The second phase involved observing and analyzing the learners' off-task behaviors during Meeting Time 1, Work Period 1, and Work Period 2 to identify behavioral patterns that interfered with concentration, participation, socialization, and the overall classroom environment. The third phase focused on the actual implementation of the SPG Lights Technique during these instructional periods, allowing learners to respond to the visual cues as part of their daily classroom routine.

Taken collectively, the reviewed literature demonstrates broad agreement regarding the importance of socio-emotional development, effective classroom management, and timely behavioral intervention in promoting successful early childhood learning. Previous studies consistently establish that off-task behaviors interfere with academic engagement and classroom effectiveness, while theories of socio-emotional development and classical conditioning emphasize the value of structured environmental supports that encourage appropriate behavioral responses. Nevertheless, existing research also reveals a notable gap concerning the application of visual cue-based interventions specifically designed for kindergarten learners. Although similar approaches have demonstrated effectiveness among older elementary pupils, evidence regarding their application during early childhood education remains limited. Guided by this gap, the present study introduces the Stop-Prepare-Go (SPG) Lights Technique as an innovative intervention grounded in established behavioral theory and supported by related empirical findings. By examining its effectiveness in modifying the off-task behaviors of kindergartners, the study seeks to contribute to the growing body of knowledge on early childhood classroom management while providing teachers with a practical, developmentally appropriate strategy for promoting positive behavior, improving learner engagement, and creating more productive learning environments.

Statement of the problem

This action research aimed to modify the off-task behaviors of kindergartners during the teaching and learning process, particularly during meeting time 1, work period 1, and work period 2. Additionally, it aimed to determine the effectiveness of the Stop-Prepare-Go (SPG) Lights Technique in modifying the off-task behaviors of kindergartners during the teaching and learning process.

Specifically, the research sought to answer the following questions:

1. What off-task behaviors are exhibited by kindergartners during the teaching-learning process before the implementation of the SPG Lights Technique?
2. What modifications can be observed in the off-task behavior of kindergartners after the implementation of the SPG Lights Technique?
3. How can the utilization of the SPG Lights Technique be improved to modify the off-task behaviors of kindergartners?

METHODOLOGY

This study employed a descriptive qualitative research design to examine the off-task behaviors exhibited by kindergartners before and after the implementation of the Stop-Prepare-Go (SPG) Lights Technique and to determine possible areas for improving the intervention. The descriptive qualitative approach was selected because it enabled the researchers to provide a comprehensive description of the learners' observed behaviors within their natural classroom setting and to document the behavioral modifications that occurred following the implementation of the intervention. In addition, the design facilitated an in-depth examination of how the SPG Lights Technique influenced learners' classroom behavior and generated insights that could contribute to the refinement of the intervention for future classroom application.

The study was conducted in one of the Laboratory Schools in the Province of Ilocos Norte during the 3rd quarter of the Academic Year 2022-2023. The selected school is recognized for its academic excellence and consistent performance in provincial, regional, and national competitions. It was chosen as the research setting because it served as the researchers' field study placement, where numerous off-task behaviors among kindergartners had previously been observed during classroom instruction. These observations established the suitability of the setting for examining learner behavior and evaluating the effectiveness of the proposed intervention within an authentic educational environment.

The participants of the study consisted of 37 kindergartners from the afternoon session who were enrolled during the Academic Year 2022-2023. Observation notes were gathered based on the off-task behaviors exhibited by the participants during the scheduled classroom sessions. To strengthen the credibility of the observations, feedback and additional classroom observations were also obtained from the resource teacher, providing further insights into the learners' behaviors before and after the implementation of the SPG Lights Technique.

Data for the study were gathered through the use of observation notes, which served as the primary research instrument. The observation notes were used to record classroom events, learner responses, and behavioral manifestations during the teaching and learning process, particularly during Meeting Time 1, Work Period 1, and Work Period 2. This instrument

enabled the researchers to systematically identify the off-task behaviors exhibited by the kindergartners and document the behavioral modifications that occurred throughout the implementation of the intervention. To ensure consistency and reliability, the observation notes underwent validation by the research adviser before their actual use in the study.

Prior to data collection, the researchers secured permission from the School Principal through an endorsement from the CBAR Adviser. After obtaining approval, coordination was made with the class adviser and the learners. The researchers explained the study by providing the participants with a brief description of its conduct. Initial classroom observations were then conducted to document the off-task behaviors exhibited by the kindergartners before the intervention. Following the baseline observations, the SPG Lights device was introduced to the learners, and the researchers explained the meaning and function of each colored light without disclosing the actual purpose of the intervention. Once the learners had become familiar with the device, the SPG Lights Technique was implemented during classroom instruction. The data collection process therefore followed a systematic sequence consisting of securing institutional approval, coordinating with the class adviser and participants, conducting preliminary observations of off-task behaviors, orienting the learners regarding the operation of the SPG Lights device, implementing the intervention, and subsequently analyzing, interpreting, and summarizing the gathered observation notes using descriptive methods under the guidance of the CBAR Adviser.

Throughout the conduct of the study, strict adherence to ethical principles was observed. Participants selected for the study, through their parents, were informed about the purpose of the study, the voluntary nature of participation, the research procedures, confidentiality of information, potential discomforts and risks, anticipated benefits, and the grievance procedure. Before the intervention commenced, the researchers explained to the parents that the study aimed to modify the off-task behaviors of kindergartners through the use of the SPG Lights Technique. Parents were informed that their children's participation was entirely voluntary and that participation or nonparticipation would not affect their relationship with the school or their academic performance in any manner. The researchers also clarified that the intervention would consist of five (5) sessions conducted exclusively during Meeting Time 1, Work Period 1, and Work Period 2. All information obtained throughout the study was treated with the highest level of confidentiality and was used solely for the purposes of the research. Furthermore, the researchers assured the parents that their children's participation involved only minimal risk while offering potential benefits to their development and contributing to the improvement of the teaching and learning process. Finally, the grievance procedure was explained, informing parents that if they were dissatisfied with any aspect of the study, they could communicate their concerns to the school administration, anonymously if preferred, or contact the researchers directly.

The gathered data were analyzed using observation analysis and descriptive analysis. Observation analysis was employed to examine the identified off-task behaviors exhibited by the participants before and after the implementation of the intervention. This analytical procedure enabled the researchers to monitor and describe the behavioral modifications that occurred following exposure to the SPG Lights Technique. Descriptive analysis, on the other hand, was utilized to organize, describe, and interpret the observed findings, thereby providing meaningful insights into the effectiveness of the intervention and identifying possible improvements in the utilization of the SPG Lights Technique for modifying the off-task behaviors of kindergartners. Together, these analytical procedures ensured that the findings accurately reflected the observed classroom behaviors and provided a comprehensive basis for evaluating the intervention within its natural educational context.

RESULTS AND DISCUSSION

This section presents the findings derived from the observation notes gathered from the 37 kindergartners who participated in this descriptive qualitative study conducted during the Academic Year 2022-2023. The participants were selected from the afternoon session of one of the Laboratory Schools in the Province of Ilocos Norte. Data were collected through validated observation notes supplemented by the observations and feedback of the resource teacher. The gathered data were analyzed using observation analysis and descriptive analysis to identify the off-task behaviors exhibited before the implementation of the Stop-Prepare-Go (SPG) Lights Technique, examine the behavioral modifications observed after the intervention, and identify possible improvements that could further enhance the effectiveness of the intervention. The discussion that follows is grounded entirely on the collected observational data and interprets the findings in direct relation to the objectives of the study.

Prior to the implementation of the SPG Lights Technique, five observation sessions were conducted to document the off-task behaviors exhibited by the kindergartners during classroom instruction. The observation notes revealed that during the teaching and learning process, particularly during Meeting Time 1, the learners frequently exhibited behaviors such as being out of their seats, talking with seatmates, lying on their desks, rocking their chairs, fidgeting, playing with seatmates, creating unnecessary noises, tapping tables, not paying attention, and not socializing. These behaviors consistently disrupted classroom activities and limited the learners' active engagement during instruction. The prevalence of these behaviors supports the findings of Baker (2007), who reported that primary school learners spend 10-50% of their classroom time engaging in off-task behaviors, thereby reducing valuable instructional time. The observed behaviors likewise indicate that off-task conduct represents a substantial obstacle to maintaining an environment conducive to learning, emphasizing the importance of timely and appropriate behavioral interventions during early childhood education.

Similar behavioral patterns were observed during Work Period 1. The most frequently documented off-task behaviors included playing with seatmates, not participating in assigned activities, lying on desks, tapping tables, creating unnecessary noises, being out of seats, rocking chairs, and talking with seatmates. These behaviors interfered with learners' concentration, listening skills, classroom participation, socialization, and overall academic performance. The findings reinforce the observations of Sabourin et al. (2011), who concluded that off-task behaviors interrupt the learning process, as well as the findings of Kraemer et al. (2012), who emphasized that such behaviors reduce instructional time and make it more difficult for learners to achieve academic success. The consistency of these classroom observations suggests that off-task behavior continues to be a common challenge that affects both instructional delivery and learner achievement.

The observation notes likewise revealed that during Work Period 2, the most common off-task behaviors included being out of seats, talking with seatmates, proceeding with classroom activities without permission, making unnecessary noises, tapping tables, rocking chairs, and lying on desks. These behaviors negatively affected learners' concentration and participation during classroom activities and contributed to reduced academic engagement. Collectively, the observations obtained before the intervention demonstrate that numerous off-task behaviors were consistently exhibited throughout different instructional periods. These findings corroborate previous research indicating that off-task behaviors adversely influence

learners' academic performance, classroom concentration, socialization, and listening skills. Sabourin et al. (2011) similarly concluded that off-task behavior disrupts classroom learning, while Kraemer et al. (2012) reported that it diminishes instructional time and compromises learners' opportunities for academic success. Additional literature likewise suggests that persistent off-task behaviors contribute to poor understanding of learning materials, lower academic performance, decreased study time, diminished acceptance among peers due to inappropriate behavior, frequent teacher reprimands, negative school records, and poor academic achievement. These consequences underscore the necessity of implementing immediate and effective interventions to minimize the occurrence of off-task behaviors among young learners.

Following the implementation of the SPG Lights Technique, a noticeable modification in the kindergarteners' off-task behaviors was observed across all instructional periods. During Meeting Time 1, only three off-task behaviors remained evident, namely tapping tables, creating unnecessary noises, and talking with seatmates. During Work Period 1, only three behaviors were observed, specifically playing with seatmates, creating unnecessary noises, and talking with seatmates. Similarly, during Work Period 2, only two off-task behaviors remained, namely being out of the seat and talking with seatmates. Compared with the numerous off-task behaviors documented during the preliminary observations, these findings indicate that the frequency and variety of off-task behaviors substantially decreased following exposure to the intervention. Although the study did not employ inferential statistical procedures due to its descriptive qualitative design, the consistent reduction observed across multiple classroom sessions provides compelling observational evidence that the SPG Lights Technique contributed positively to modifying learner behavior.

The observed behavioral improvements are supported by the theoretical and empirical literature on classroom behavior modification. Glasser (1990) argued that off-task behaviors may continue to occur even after an intervention because learners possess individual needs that they attempt to satisfy, which may manifest as distractions or classroom disturbances. Likewise, Roberts (2002) suggested that off-task behaviors may represent learners' responses to challenging academic tasks. Consequently, while the intervention substantially reduced the occurrence of off-task behaviors, the persistence of a limited number of behaviors may be attributed to these underlying learner needs rather than to the ineffectiveness of the intervention itself. This interpretation reflects the complexity of classroom behavior and highlights the importance of understanding learner motivation when implementing behavioral interventions.

The findings further demonstrate that the SPG Lights Technique served as an effective classroom intervention by providing clear visual cues that promoted behavioral regulation among the kindergarteners. The reduction in off-task behaviors observed after implementation is consistent with the findings of Calma et al. (2010), who recommended the use of light-based instructional cues in teaching Mathematics, Science, and Health at the elementary level to promote appropriate classroom behavior during recitation. Similarly, Yusuf (2011) emphasized that the successful implementation of motivational strategies contributes significantly to the achievement of intended learning goals. Bluestein (2013) further explained that interventions capable of reducing off-task behaviors provide learners with greater opportunities to achieve academic success. Taken together, these studies reinforce the present findings by demonstrating that structured behavioral cues, such as those incorporated into the SPG Lights Technique, can effectively encourage classroom attentiveness and improve learner engagement during instruction.

Although the intervention proved effective in reducing the frequency and variety of off-task behaviors, the observation notes also revealed opportunities for further enhancement of the SPG Lights Technique. During the implementation period, a limited number of off-task

behaviors continued to occur, including tapping tables, creating unnecessary noises, talking with seatmates, playing with seatmates, and being out of seats. These remaining behaviors indicate that while the intervention substantially improved classroom behavior, it did not completely eliminate all instances of off-task conduct. Bluestein (2013) suggested that learners frequently engage in off-task behaviors because they seek recognition, acceptance, and attention. Similarly, Muijs and Reynolds (2017) argued that home conditions, family background, and differing values practiced at home significantly influence learners' classroom behavior, with children from unstable family environments tending to exhibit more disruptive behaviors in school. These perspectives provide a broader contextual explanation for why certain off-task behaviors continued despite the implementation of the intervention.

Based on the researchers' classroom observations, one potential improvement involves incorporating sound into the SPG Lights device. Each colored light could be paired with a distinct auditory cue that would allow learners to recognize the instructional signal even when they are not directly looking at the device. During the implementation, several learners failed to notice the illuminated lights while engaged in off-task behaviors and became aware of the signals only after observing the reactions of their classmates or being prompted to look at the SPG Lights. Integrating sound with the visual cues would therefore provide both visual and auditory reinforcement, increasing the likelihood that learners would immediately recognize the behavioral prompt and modify their actions accordingly. Such an enhancement could strengthen the intervention's capacity to capture learners' attention, facilitate more immediate behavioral responses, and further reduce the occurrence of off-task behaviors during classroom instruction.

Overall, the findings demonstrate that the SPG Lights Technique effectively modified the off-task behaviors exhibited by the 37 kindergartners across Meeting Time 1, Work Period 1, and Work Period 2. The substantial reduction in the frequency and diversity of off-task behaviors following the implementation of the intervention directly addresses the primary objective of determining the effectiveness of the SPG Lights Technique in modifying classroom behavior among kindergartners. At the same time, the persistence of a limited number of behaviors highlights the continuing influence of learner motivation, individual needs, and environmental factors, suggesting that behavioral interventions should remain responsive and adaptive. The recommendation to integrate auditory cues into the existing visual signaling system offers a practical direction for improving the intervention and contributes to the growing body of literature on behavior management strategies in early childhood education. These findings provide meaningful implications for classroom practice and establish a strong foundation for the subsequent conclusions and recommendations of the study.

CONCLUSION

This study implemented the Stop-Prepare-Go (SPG) Lights Technique as a classroom intervention to modify the off-task behaviors of kindergartners during the teaching and learning process. To establish baseline observations, the researchers conducted five observation sessions before the implementation of the intervention to identify the various off-task behaviors exhibited by the learners. Following the implementation of the SPG Lights Technique, five additional observation sessions were conducted to examine behavioral modifications and evaluate the effectiveness of the intervention. Throughout the implementation, the researchers also identified opportunities for improving the SPG Lights Technique to further strengthen its capacity to reduce off-task behaviors among kindergartners.

The findings revealed that off-task behaviors commonly occurred during specific instructional periods, particularly during Meeting Time 1, Work Period 1, and Work Period 2. Before the implementation of the intervention, the kindergartners frequently exhibited behaviors such as being out of their seats, talking with seatmates, lying on desks, rocking chairs, fidgeting, playing with classmates, creating unnecessary noises, tapping tables, failing to pay attention, failing to socialize appropriately, and proceeding with activities without permission. These behaviors disrupted classroom instruction, reduced learners' concentration, affected listening skills and socialization, and hindered academic engagement. The observations confirmed that off-task behaviors represented a significant challenge during classroom instruction and emphasized the importance of implementing appropriate behavioral interventions to support young learners' active participation in the teaching and learning process.

Following the implementation of the Stop-Prepare-Go (SPG) Lights Technique, a substantial reduction in the variety and frequency of off-task behaviors was observed across all instructional periods. During Meeting Time 1, only tapping tables, creating unnecessary noises, and talking with seatmates continued to occur. During Work Period 1, only playing with seatmates, creating unnecessary noises, and talking with seatmates remained evident, while during Work Period 2, only being out of the seat and talking with seatmates were observed. These findings demonstrate that the intervention effectively modified learner behavior and contributed positively to classroom management. The results further indicate that increased exposure of the kindergartners to the SPG Lights Technique corresponded with a noticeable decrease in off-task behaviors, suggesting that repeated use of the intervention strengthened learners' responsiveness to the visual behavioral cues and promoted greater attentiveness during classroom instruction.

Although the intervention proved effective, the findings also demonstrated that certain off-task behaviors continued to occur after implementation. Behaviors such as tapping tables, creating unnecessary noises, talking with seatmates, playing with seatmates, and being out of seats remained evident among a limited number of learners. These observations suggest that while the Stop-Prepare-Go (SPG) Lights Technique substantially improved classroom behavior, additional refinements may further enhance its effectiveness. Based on the classroom observations, incorporating sound into the SPG Lights device emerged as a practical improvement because several learners failed to notice the visual signals while engaged in off-task behaviors. Pairing each colored light with a distinct auditory cue may strengthen learners' attention to the intervention by providing simultaneous visual and auditory prompts, thereby increasing the likelihood of immediate behavioral adjustment.

Overall, the findings demonstrate that the Stop-Prepare-Go (SPG) Lights Technique is an effective strategy for modifying the off-task behaviors of kindergartners and improving classroom management during Meeting Time 1, Work Period 1, and Work Period 2. The intervention contributed to a more organized and focused learning environment by reducing behaviors that interrupted instruction and hindered learner engagement. At the same time, the persistence of a limited number of off-task behaviors highlights the need for continuous refinement of classroom behavior management strategies to address the diverse behavioral needs of young learners. Consequently, teachers are encouraged to implement the Stop-Prepare-Go (SPG) Lights Technique during these instructional periods and to explore its application in other grade levels, including pre-kindergarten and intermediate classes, where similar behavioral concerns may exist. School administrators are likewise encouraged to support the implementation of the intervention by promoting its use as an effective classroom management strategy and by incorporating the Stop-Prepare-Go (SPG) Lights Technique into In-service Training (INSET) programs and Learning Action Cell (LAC) sessions to strengthen

teachers' classroom management competencies. Furthermore, professional educators are encouraged to adapt and integrate the technique into their instructional practices across various classroom contexts to promote learner engagement and reduce off-task behaviors. Future researchers are likewise encouraged to investigate the incorporation of sound into the SPG Lights device and to conduct similar studies that validate, extend, and complement the findings of the present investigation. Collectively, these recommendations provide practical directions for enhancing the intervention while contributing to the continued development of evidence-based classroom management strategies that support positive learner behavior and improve the quality of early childhood education.

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