The effects of music and visual cues on transition time in a multi-aged 3–5 year old Montessori classroom

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A Common Problem

- Transitions from one activity to another can set the tone for the rest of the day.

- Students spend a lot of time transitioning during the day. Which strategies could decrease transition time?
Benefits of a Quick Transition

- Decreased loss of instructional time
- Real-life experience for students
- Opportunities to develop physical, cognitive, and social skills
Literature Review

The strategies to decrease transition time that were uncovered during the Literature Review were:

- Music
- Visual cues
- Peer-Mediation
- Invisible Supports
- Teacher Expectations
- Goal-Setting

Music and Visual Cues were the focus of this study.
Music

- A rain stick was used to signal a five minute warning before the end of work time
- A slow, instrumental version of “Somewhere Over the Rainbow” signaled the end of work time
- An upbeat song that outlined line time expectations was sung at the beginning of line time
- A line-up song was sung to review lining-up expectations
Visual Cues

- Pictures of “waiting online” and “waiting in line” were created using a student from the class, and displayed during end of work time and line-up time.
- Pictures of footprints were taped to the floor for students to line-up on.
Data Collection Tools

- Behavior Tally Sheet—recorded types and number of times disruptive behaviors occurred during transition times each day
- Transition Time Log—recorded the beginning and ending times and length of time for end or work and lining-up transitions each day
- Daily Journal—recorded the events of the day that may have impacted the children, dispositions of the children, strategies used, environmental modifications, and goals each day
- Transition Attitude Scale—used to measure student attitudes towards transitions once a week
Behavior Tally Results End of Work

Types of Disruptive Behaviors Displayed during End of Work Time Transition

- Walking around the room
- Running
- Flipping on line
- Clapping
- Talking to self
- Talking to others
- Screaming
- Sitting on knees
- Touching others
- Sitting in the middle of the line
- Picking debris off the floor
- Wrestling
- Fidgeting
- Crying
- Working
- Spitting

Number of Times Behaviors Occurred

- Week 1
- Week 2
- Week 3
- Week 4
Behavior Tally Results Lunch Line-up

Types of Disruptive Behaviors Displayed during Lunch Line-up Transition

- Running/skipping
- Hands off elbows
- Touching others
- Talking to self
- Talking to others
- Screaming
- Throwing items
- Out of line
- Pushing
- Crying
- Spitting
- Tapping
- Clapping

<table>
<thead>
<tr>
<th>Types of Behaviors</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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<td>Running/skipping</td>
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<td>Hands off elbows</td>
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<td>Touching others</td>
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Transition Time Log Results End of Work
Transition Time Log Results Lunch Line-up

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<th>Days of the Week and Weekly Average</th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</table>

Minutes for Lunch Line-Up Transition

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Dispositions Results

- Tired
- Focused
- Calm
- Happy
- Restless
- Settled
- Excited

Number of Times Disposition was Recorded in the Week

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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<tr>
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<tr>
<td>Settled</td>
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<td>1</td>
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<tr>
<td>Excited</td>
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Attitude Scale Results End of Work

Week 1 | Week 2 | Week 3 | Week 4
---|---|---|---
End of Work Transition Happy | 4 | 6 | 5 | 5
End of Work Transition OK | 1 | 1 | 2 | 2
End of Work Transition Sad | 1 | 1 | 1 | 1
End of Work Transition Mad | 1 | 1 | 1 | 1
Attitude Scale Results Lunch Line-up Transition

Week 1
- Lunch Line-Up Transition Happy: 4
- Lunch Line-Up Transition OK: 1
- Lunch Line-Up Transition Sad: 2
- Lunch Line-Up Transition Mad: 1

Week 2
- Lunch Line-Up Transition Happy: 8
- Lunch Line-Up Transition OK: 1
- Lunch Line-Up Transition Sad: 2
- Lunch Line-Up Transition Mad: 2

Week 3
- Lunch Line-Up Transition Happy: 9
- Lunch Line-Up Transition OK: 1
- Lunch Line-Up Transition Sad: 1
- Lunch Line-Up Transition Mad: 1

Week 4
- Lunch Line-Up Transition Happy: 6
- Lunch Line-Up Transition OK: 1
- Lunch Line-Up Transition Sad: 2
- Lunch Line-Up Transition Mad: 1
Conclusions

- Although transition times didn’t decrease significantly, disruptive behaviors did.
- If the data for using both music and visual cues was collected one more week, a more significant decrease in transition times may have been shown.
- There were more “happy” attitudes recorded with the use of music and visual cues than during the first week of baseline data.
Action Plan

- Lengthen the time of the study using both music and visual cues to see if transition times decrease.
- Conduct a study on the effects of different types of music on transition times.
- Conduct a study on the effects of different types of visual cues on transition times.
- Conduct a study on the effects of visual cues during work time in a Montessori Primary classroom.