



ST. CATHERINE UNIVERSITY

THE EFFECTS OF MUSIC AND VISUAL CUES ON TRANSITION TIME IN A MULTI-AGED 3–5 YEAR OLD MONTESSORI CLASSROOM

Jessica Brock

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

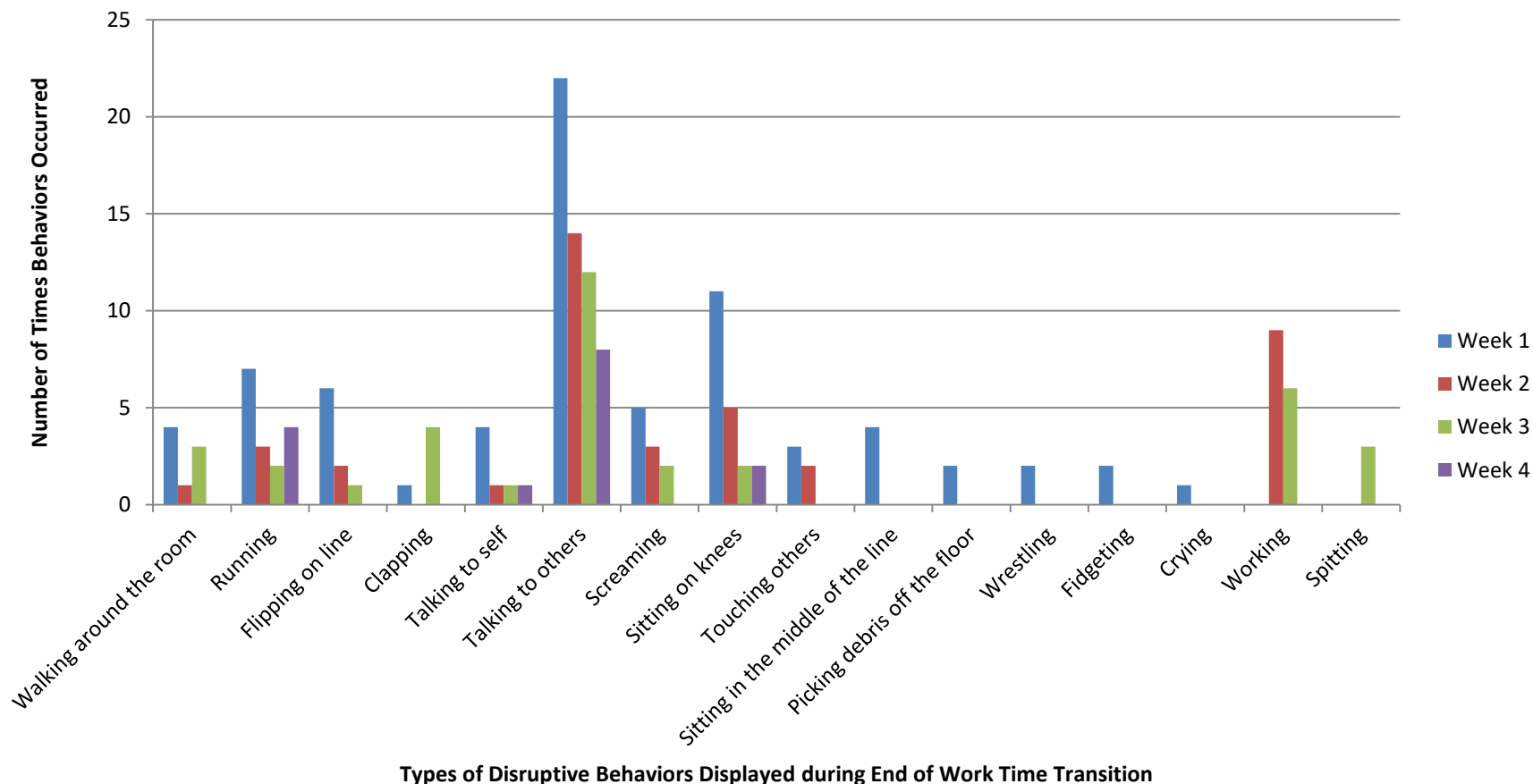
Visual Cues

- 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

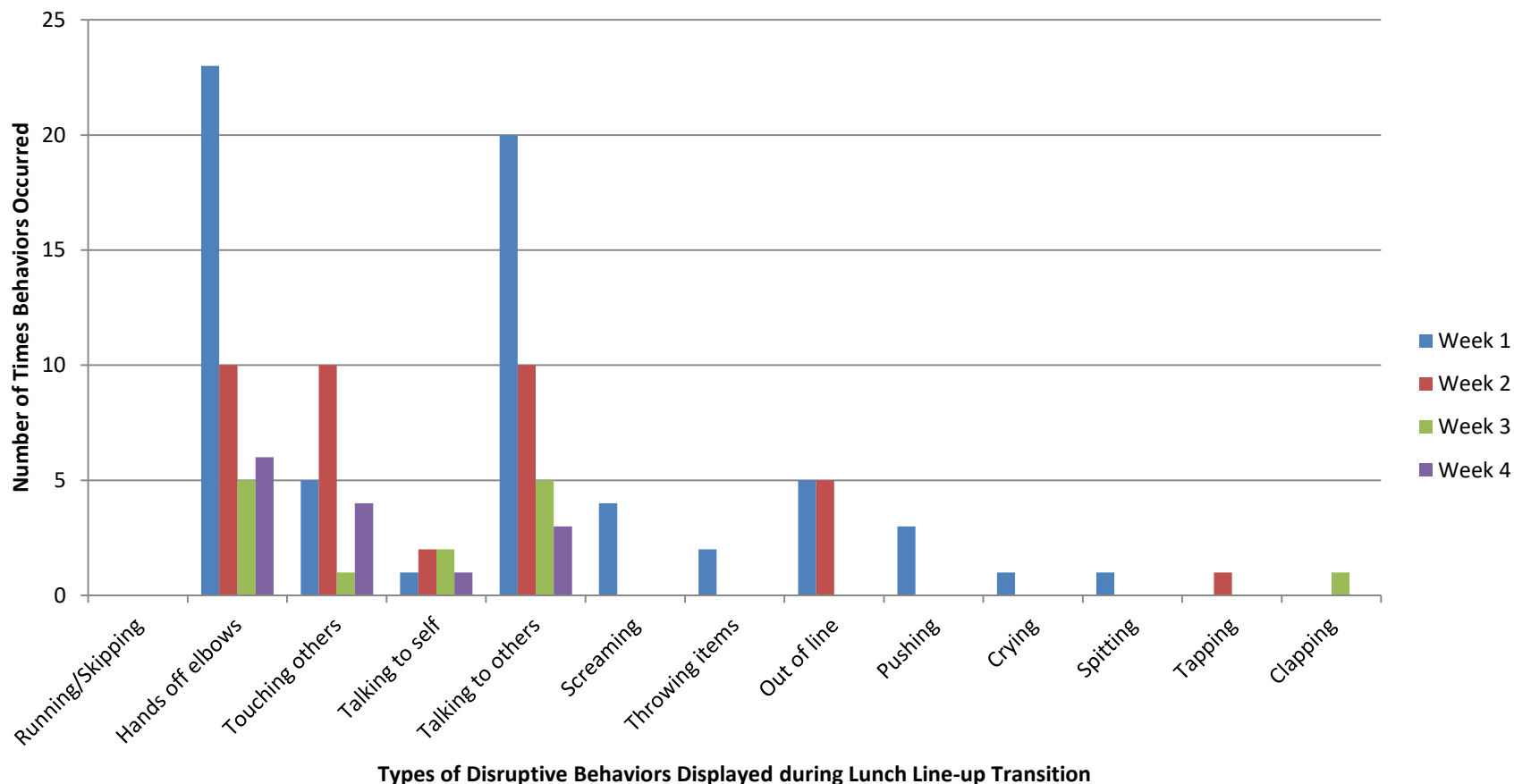
Data Collection Tools

- 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

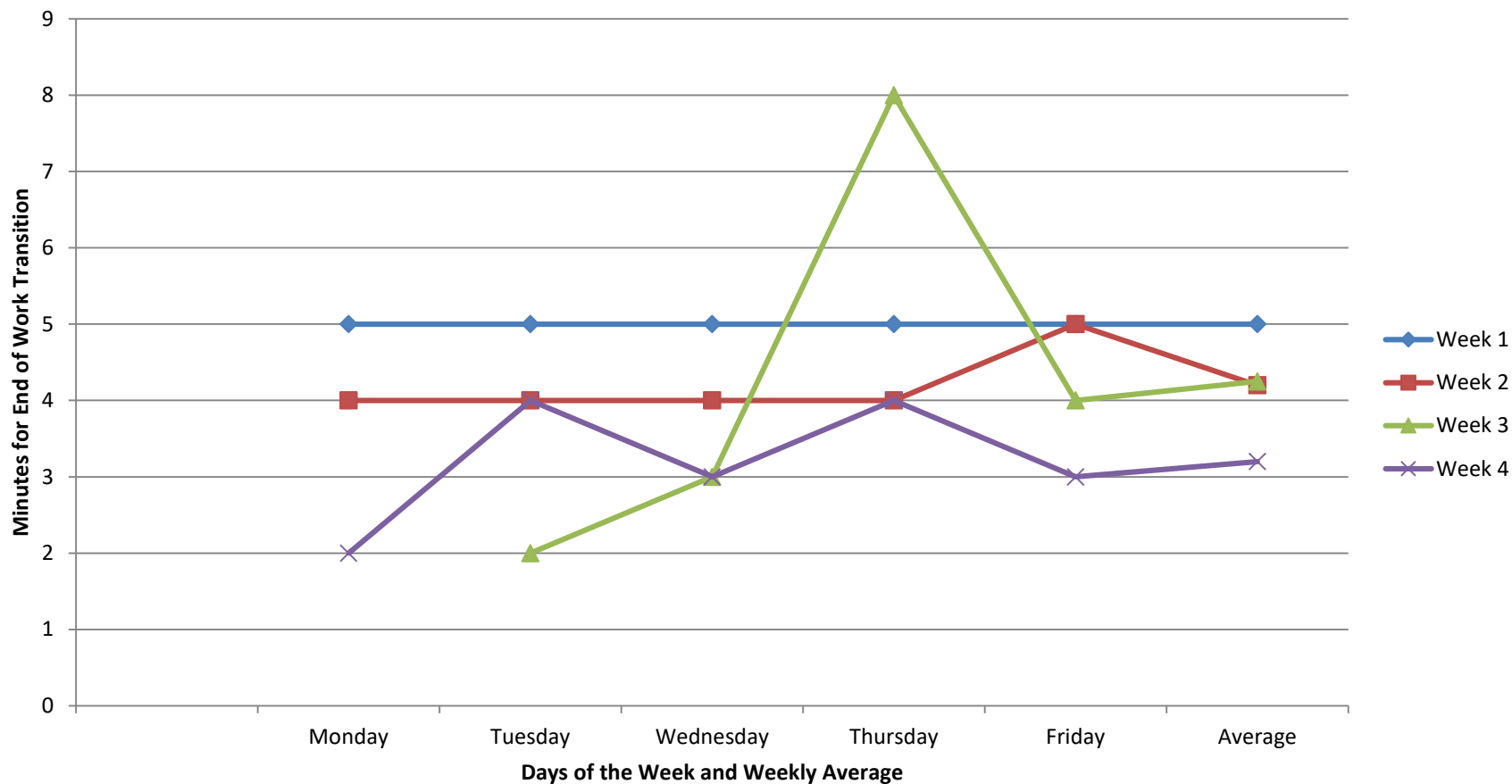
Behavior Tally Results End of Work



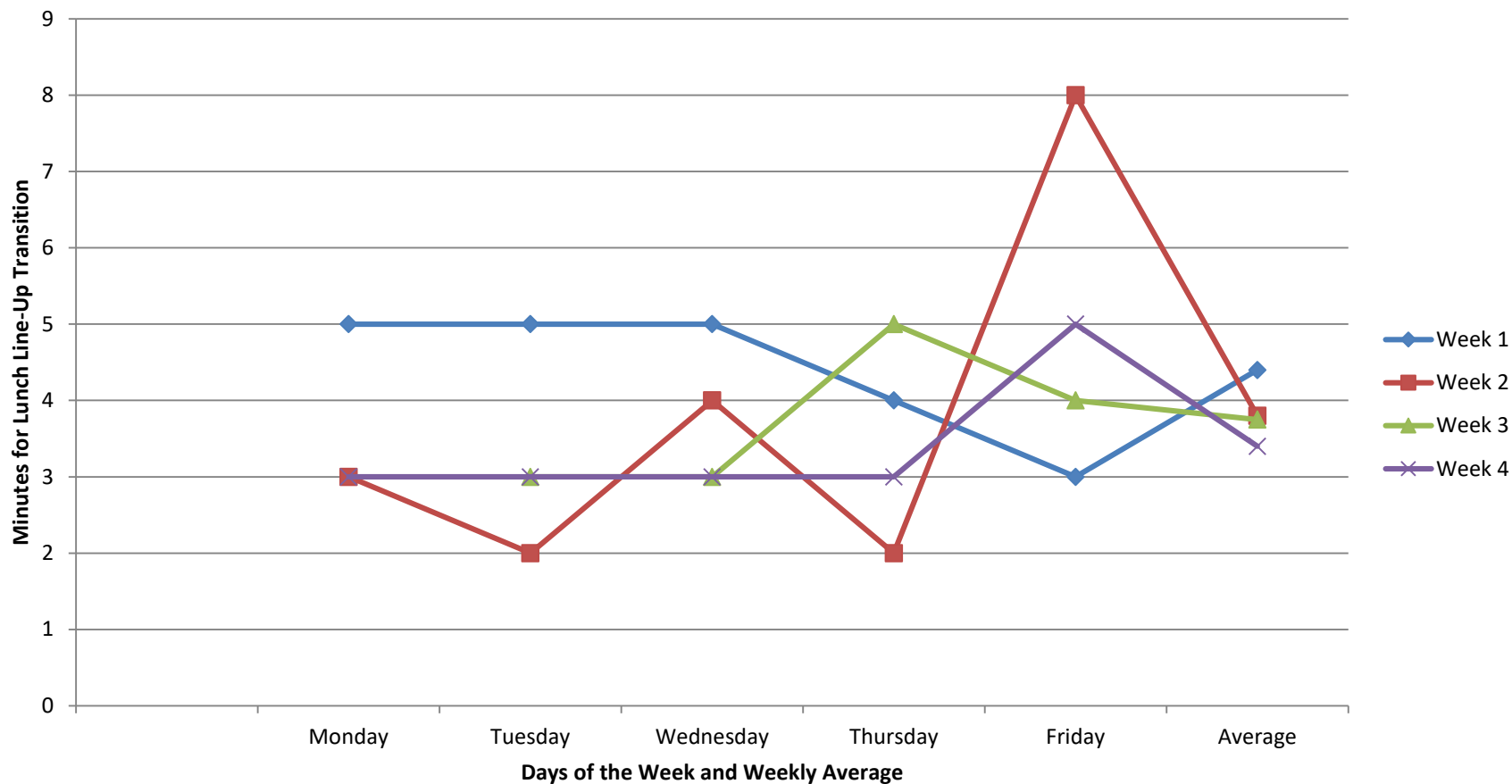
Behavior Tally Results Lunch Line-up



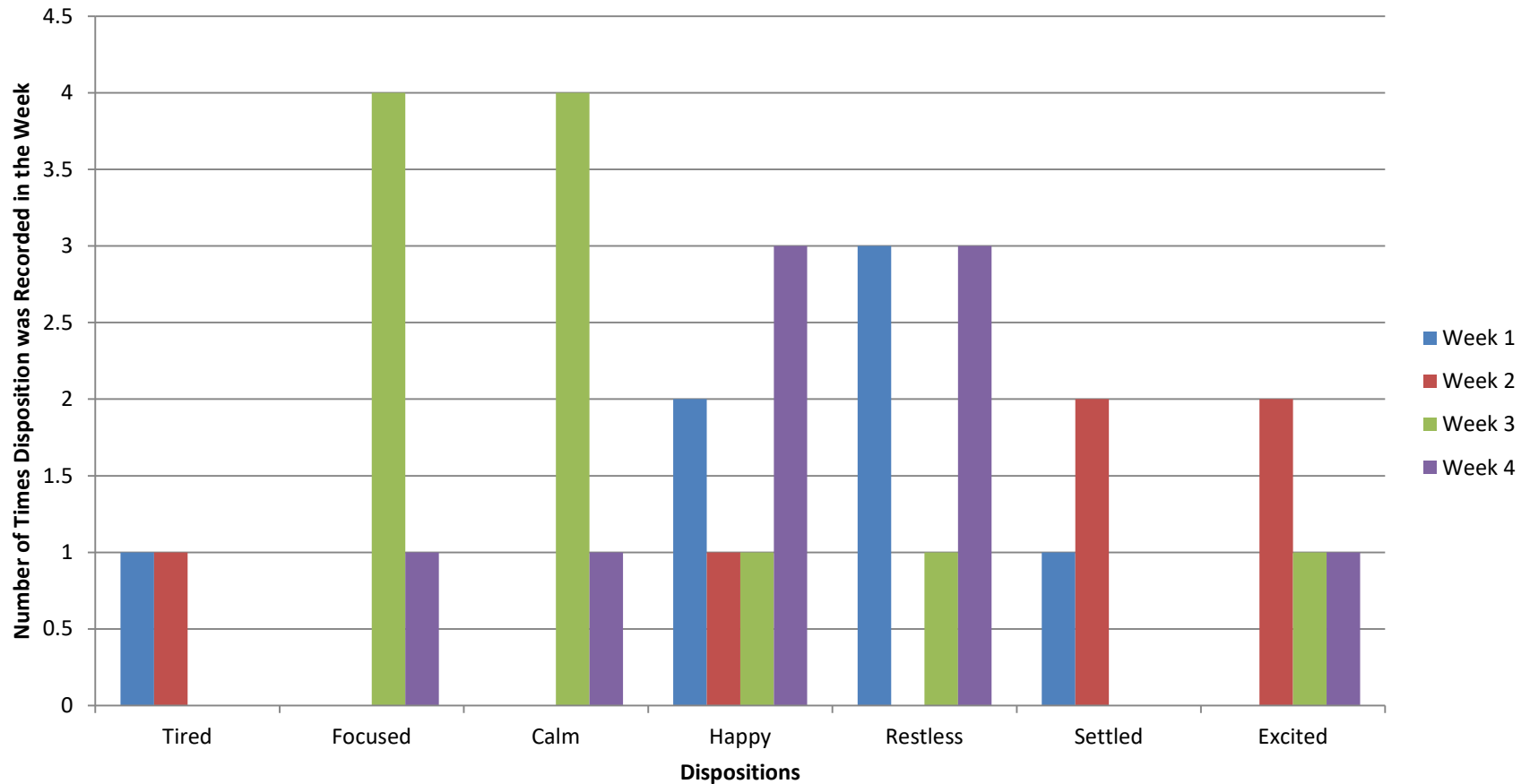
Transition Time Log Results End of Work



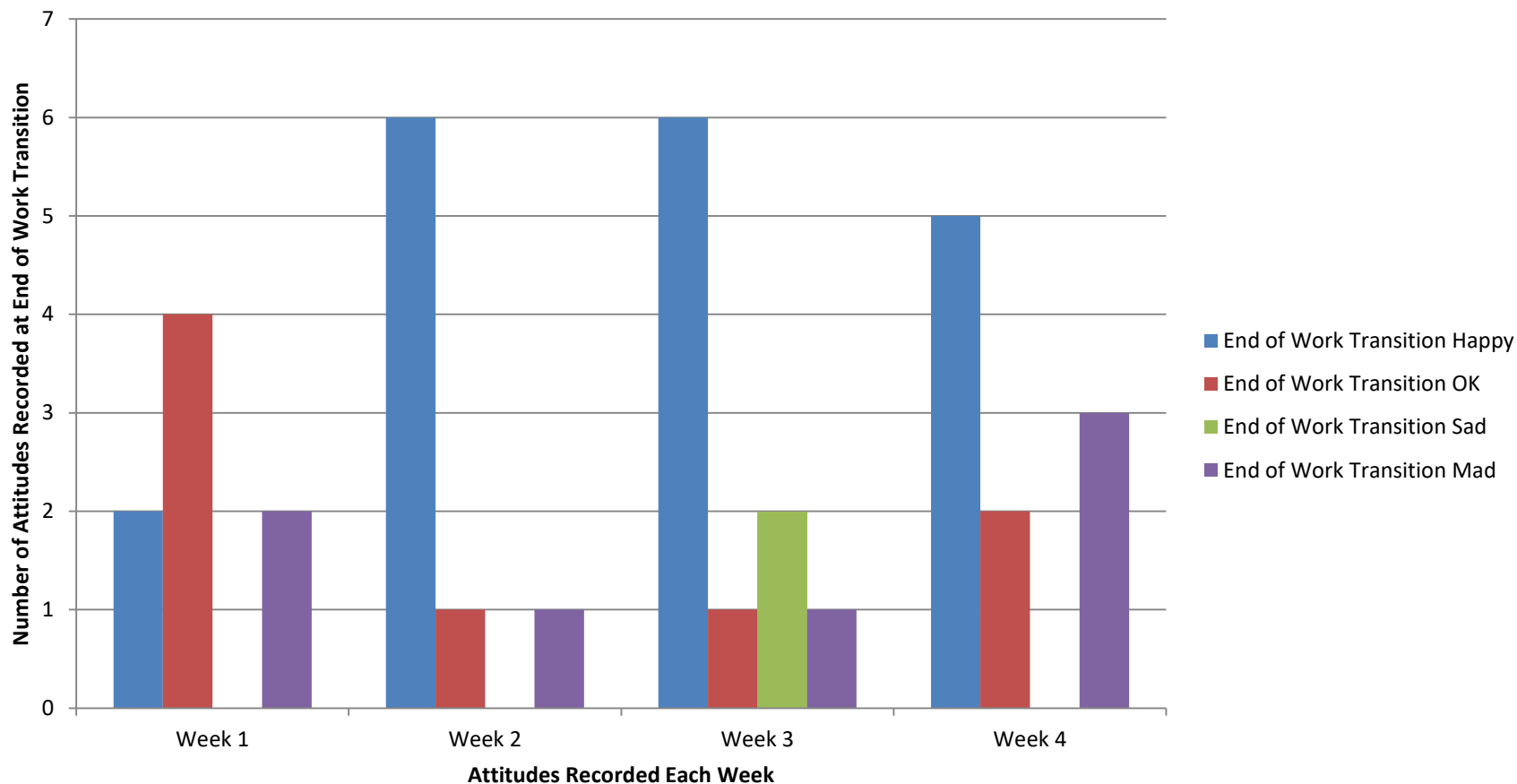
Transition Time Log Results Lunch Line-up



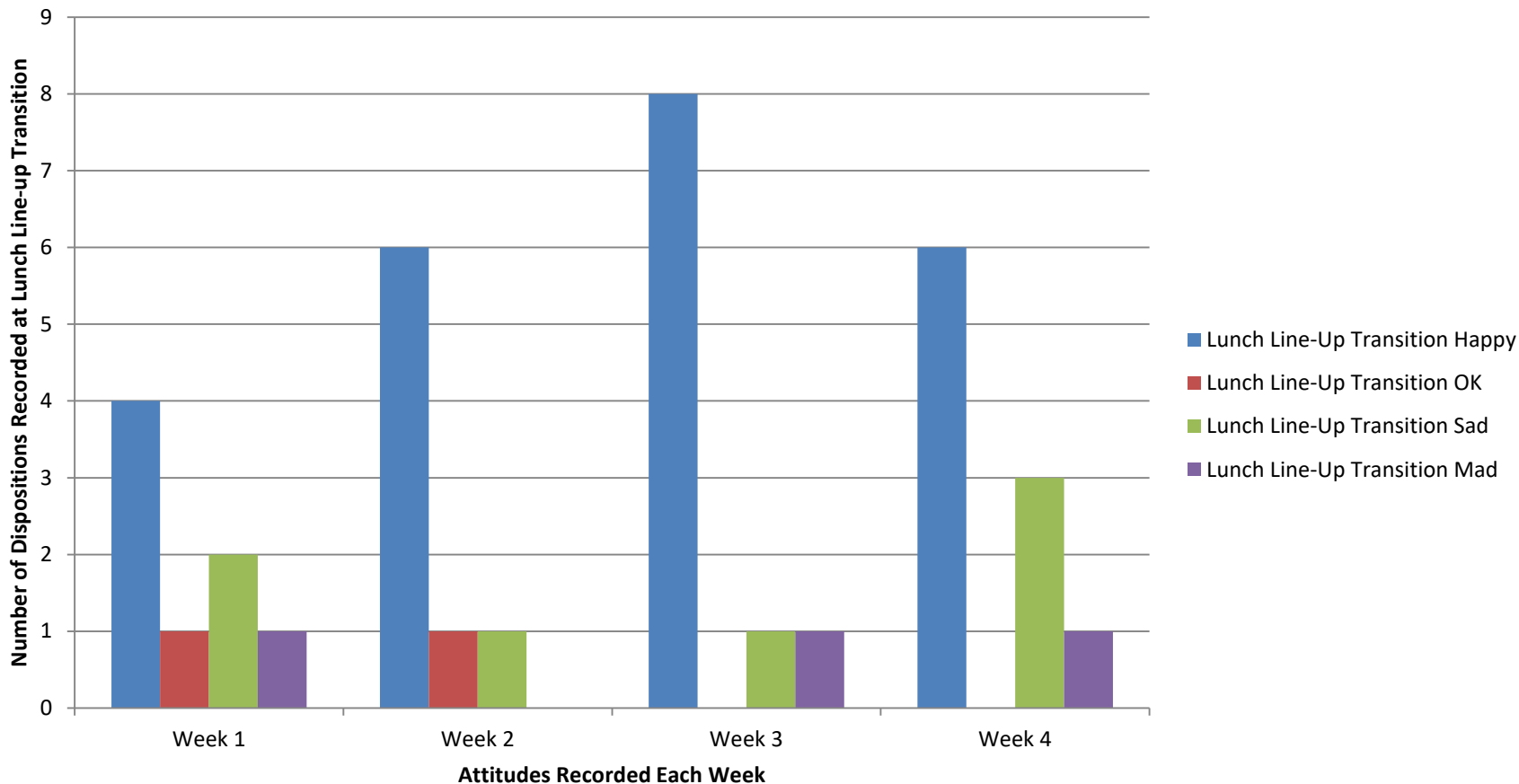
Dispositions Results



Attitude Scale Results End of Work



Attitude Scale Results Lunch Line-up



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