



Saving Time In Transitions

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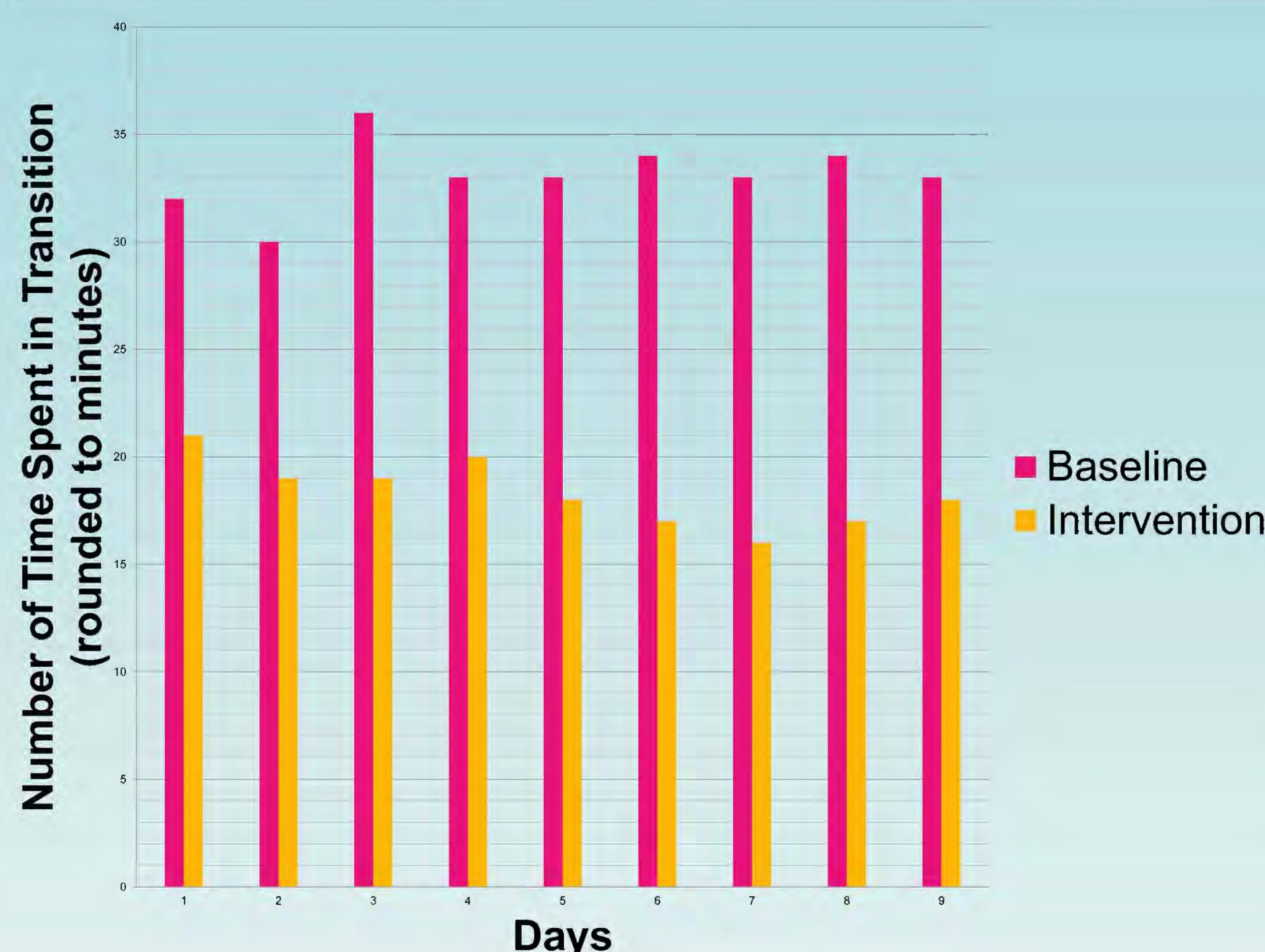
Identifying the Problem

When monitoring the time spent in engaged learning, the amount of time spent in transition was found to be very long and unnecessary. Most students were not following directions because they were unable to hear them. To make sure all students heard directions when transitions were beginning, a signal was implemented to get all students to stop what they were doing and listen to instruction. If they successfully learn to answer to the signal, less time will be spent in transition because all students will hear directions the first time.

Abstract

Transitions in this elementary school classroom typically took up 33 minutes in the morning. When students learned a cue to respond to, they were more focused and aware of the transition, decreasing the transition time to 18 minutes, on average, and allowing 15 more minutes for instruction.

Time Spent in Transition



During Implementation

Students in this class responded well to implementing a cue to signal transitions in the classroom. Results from baseline collection showed that, on average, more than thirty minutes were spent on transitions for the first part of the day. Students often did not hear directions and had to be told repeatedly when something new was going on in the classroom. After three weeks of observing the behavior three days a week, students were taught the signal : If you can hear me clap once (students clap). If you can hear me clap twice (students class).

Conclusion

Using this got all students to listen to the instructions and they knew what was expected of them next. This was used with the students throughout the day, every day of the week but data was collected three days a week for three weeks. The average time spent in transitions for the morning was 18 minutes, down 15 minutes from the average found during the baseline collection. This improvement was expected after research investigation showed that using a cue in transitions improves students attention and then decreases the time spent transitioning and allows more time for instruction. It also decreases the stress level in the classroom, which was suggested in the literature reviewed here. Further research may need to investigate how much time the students truly need in transition and if there are certain students who struggle with transitions. If these students are identified, research should be conducted to see how these students can be helped.

References

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